School District of Osceola County, FL

Professional & Technical High School

2018-19 Schoolwide Improvement Plan

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Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	59%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	85%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of PATHS is to promote highest academic achievement through a positive and safe learning environment.

Provide the school's vision statement.

PATHS is an institution designed to train students for entry level employment, to improve current job skills for our employed students, and to provide quality academic education. The primary goal of PATHS is to equip our students with the best possible training in the Osceola County area to ensure our students are future ready.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Ott, Thomas	Principal
Miquel, Maggie	Assistant Principal
McKenzie, Gayle	Teacher, K-12
Arias, Rebeca	Instructional Coach
Ospina, Maria	School Counselor
Martin, Carl	School Counselor
Crotty, Morgana	School Counselor
Zurewich, Christopher	Dean
Rutkowski, Rebecca	Assistant Principal
Leitzsey, Demetrius	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Thomas Ott (Principal)-His responsibilities include: School Stocktake process, Budget, monitoring the School Improvement Plan, School Advisory Council, Safety and Security, Collaborative Processes with Osceola Technical College, Supervision of Assistant Principals, Deans, Dual Enrollment, Social Studies, Vocational, Extended Leadership Team,

Maggie Cundiff (Assistant Principal of Instruction)-School Stocktake process, monitoring the School Improvement Plan, Curriculum and Instruction, Testing Administrator, Advanced Placement, Professional Development, Master Schedule, Professional Learning Communities, Supervision of Guidance, English Language Arts Department, Foreign Language Department, and ESE services

Rebecca Rutkowski (Assistant Principal)- School Stocktake process, monitoring the School Improvement Plan, Safety and Security, Curriculum and Instruction, Professional Development,

Facilities Management, Graduation, Property Inventory, Khan Academy, New Teacher Induction, Supervision of Math, Physical Education, Science

Christopher Zurewich(Dean of Students)-Safety and Security, Discipline Processes, Multi-Tiered System of Supports, Oasis Coordinator, Attendance Supervision, Transportation Liasion, Bullying Designee, Skills USA Recruitment

Gayle McKenzie (Test Coordinator)- Implementation of Testing Procedures (End of Course Exams, FSA, Advanced Placement)

Carl Martin(Guidance)- Responsible for providing guidance services such as: post-secondary planning, scheduling, mental health referral, Dual Enrollment programming at Valencia and Osceola Technical college for 9th grade Last name A-G and all 10th grade students, Freshmen Review meetings, Naviance implementation, College Week implementation

Maria Ospina (Guidance)-Responsible for providing guidance services such as: post-secondary planning, scheduling, mental health referral, Dual Enrollment programming at Valencia and Osceola Technical college for 9th grade Last name G-P and all 11th grade students, Freshmen Review meetings, Naviance implementation, College Week implementation

Morgana Crotty (Guidance and College & Career Counselor)-Responsible for providing guidance services such as: post-secondary planning, scheduling, mental health referral, Dual Enrollment programming at Valencia and Osceola Technical college for 9th grade Last name Q-Z and all 12th grade students, Freshmen Review meetings, Naviance implementation, College Week implementation, College and Scholarship Applications, FAFSA completions

Demetrius Leitzsey (ESE Support Teacher)- Responsible for providing ESE support services through support facilitation as well as consultation services. Collaborates with district Resource Compliance Teacher to ensure all students are receiving appropriate services and accommodations according to their Individual Education Plans.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	1	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	2	1	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	3	3	1	2	9

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	6	7	8	9	30

Date this data was collected

Tuesday 9/18/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	7	5	11	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	2	2	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	8	0	0	0	8
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	2	0	0	0	2

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	7	5	11	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	2	2	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	8	0	0	0	8
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	2	0	0	0	2

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest data component in the 2017-2018 school year was the lowest 25% in ELA. Our overall learning gains in ELA and Math have been within a few points of each other over the past few years. In 2017-2018, math learning gains in the 25% almost doubled from the previous year.

Which data component showed the greatest decline from prior year?

Biology went from 89% pass rate in 2016-2017 school year to 85% in 2017-2018.

Which data component had the biggest gap when compared to the state average?

Our data is above the state average in all areas.

Which data component showed the most improvement? Is this a trend?

The are in which we improved the most was in our lowest quartile for math achievement. We went from 42% in 2016-2017 to 74% in 2017-2018. This has been an area of low scores previous to 2017-2018.

Describe the actions or changes that led to the improvement in this area.

In order to support math achievement, our ESE support teacher was supporting the math teachers 3-4 times per week in the classroom. The ESE teacher did not only support the ESE students, but all of the students in the math classrooms. The math teacher was able to track data according to student and standard and provide targeted intervention daily to students based on their needs.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	80%	56%	56%	81%	50%	52%
ELA Learning Gains	68%	54%	53%	60%	42%	46%
ELA Lowest 25th Percentile	61%	47%	44%	61%	33%	38%
Math Achievement	83%	39%	51%	63%	42%	43%
Math Learning Gains	65%	40%	48%	51%	40%	39%
Math Lowest 25th Percentile	74%	46%	45%	40%	36%	38%
Science Achievement	85%	67%	67%	96%	69%	65%
Social Studies Achievement	93%	70%	71%	94%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	0 (11)	0 (7)	0 (5)	0 (11)	0 (34)
One or more suspensions	4 (0)	2 (0)	1 (0)	0 (1)	7 (1)
Course failure in ELA or Math	0 (2)	1 (2)	2 (2)	1 (0)	4 (6)
Level 1 on statewide assessment	3 (8)	3 (0)	1 (0)	2 (0)	9 (8)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	85%	47%	38%	53%	32%
	2017	79%	48%	31%	52%	27%
Same Grade Comparison		6%				
Cohort Comparison						
10	2018	76%	49%	27%	53%	23%
	2017	77%	47%	30%	50%	27%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	68%	20%	65%	23%
2017	93%	69%	24%	63%	30%
Compare		-5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	61%	39%	68%	32%
2017	87%	63%	24%	67%	20%
Compare		13%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	52%	37%	62%	27%
2017	81%	46%	35%	60%	21%
Compare		8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	39%	38%	56%	21%
2017	65%	43%	22%	53%	12%
Compare		12%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
ELL	78	74	85	93	75						
ASN										100	80
BLK	94	78		93	71					100	93
HSP	80	69	60	80	66	77	82	94		100	88
WHT	81	62		95	65		93	88		100	88
FRL	80	66	57	81	68	74	81	94		100	87

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
ELL	52	54	46	64	57		80			100	67
ASN				64	29						
BLK	82	76		70	69			92		100	38
HSP	78	57	56	65	53	41	88	86		100	72
WHT	76	71	50	70	51	53	100	93		100	87
FRL	72	57	47	66	54	42	87	88		100	70

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure high levels of learning for all students in literacy (SDOC Strategy 1A).
Rationale	This was identified as an Area of Focus to align with the district's strategic plan goals. We would like to increase our ELA overall achievement, as well as overall learning gains in ELA and learning gains in our lowest 25% in ELA. ELA achievement impacts all other areas of academics. This makes this Area of Focus a high priority for improvement.
Intended Outcome	In 2017-2018, our ELA Achievement was at 80%. Our ELA learning gains was 68%, and our lowest 25% gains was 61%. Our goal is to increase each of these areas by 5% in 2018-2019.
Point Person	Rebeca Arias (rebeca.arias@osceolaschools.net)
Action Step	
Description	1. All Level 1 and 2 students are in Intensive Reading first semester, and then followed with English 1, 2, or 3 second semester with the same teacher. 2. Low level 3 9th graders have Great Books first semester, and English 1 second semester with the same teacher. 3. Low level 3 10th graders have American Literature first semester, and English 2 second semester. 4. All students are using Khan Academy to strengthen their reading skills. 5. Literacy coach is doing coaching cycle with all ELA teachers. 6. ELA data is being shared with ALL content area teachers. All content area teachers are incorporating literacy strategies into their daily lessons. 7. Achieve 3000 is being utilized in ELA classrooms. 8. Students are attending reading intervention to target which standards they need help with. 9. ALL teachers are implementing the use of scales with students to track their mastery towards standards. 10. 4th Wednesday of every month from 1:05 pm-2:05 pm is dedicated to professional development on Marzano Framework. Teachers are focusing on high-yield instructional strategies and how to implement them in their classroom. 11. Grab and Go Professional Development opportunities are taking place every other Tuesday focusing on instructional practices, assessment, and intervention. 12. All teachers are offering tutoring 5 days per week to assist students with intervention and enrichment. 13. Administration is meeting with the Literacy Coach at the end of each administration of district formative assessment to analyze data for Intensive Reading, English 1, and English 2 students. 14. Administration is meeting with each ELA teacher at the end of each administration of district formative assessments to analyze and discuss data by student, by standard, and by target for for Intensive Reading, English 1, and English 2 students. 15. MTSS team is meeting every 2 weeks to analyze data and create intervention plans for students. 16. Collaborate with Literacy Coach and school ESOL Resource Specialist to monitor and support ELL students. 17. Schedules for identified LY students reflect their area of needed support.
Person Responsible	Rebeca Arias (rebeca.arias@osceolaschools.net)
Plan to Monitor Effectiveness	

Description	1.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 2.Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. 4. Assistant Principal and Literacy coach are meeting individually with ELA teachers after each mini-assessment to discuss individual student data and monitor progress. 5. Literacy coach is monitoring Khan Academy and Achieve 3000 reports. 6. ELA PLC is meeting 6 times per month to discuss student data. 7. ELA teachers are using individual student tracking forms to track student data based on specific standards.
Person Responsible	Maggie Miquel (maggie.miquel@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	This was identified as an Area of Focus to align with the district's strategic plan goals. We would like to increase our Math overall achievement, as well as overall learning gains in Math and learning gains in our lowest 25% in Math. Math achievement is critical for students as they prepare for post-secondary academics. T
Intended Outcome	In 2017-2018, our Math Achievement was at 83%. Our Math learning gains was 65%, and our lowest 25% gains was 74%. Our goal is to increase each of these areas by 5% in 2018-2019.
Point Person	Rebeca Arias (rebeca.arias@osceolaschools.net)
Action Step	
Description	1. All math students will participate in Khan Academy for 30 minutes per week. 2. Teachers will track data via the Coach Dashboard in Khan Academy. 3. ESE support teacher will support all students in intensive math classes through support facilitation. 4. Algebra 1 and Geometry will participate in district formative assessments. 5. Non-tested math teachers are utilizing formative assessments to monitor and improve instruction. 5. Tutoring is being offered daily for students. 6. Math teachers are participating in ePLCS with colleagues from across the district to improve their instruction. 7. Teachers are utilizing instructional planning tool via Collegeboard to inform their instruction prior to PSAT. 8. 4th Wednesday of every month from 1:05 pm-2:05 pm is dedicated to professional development on Marzano Framework. Teachers are focusing on high-yield instructional strategies and how to implement them in their classroom. 9. Grab and Go Professional Development opportunities are taking place every other Tuesday focusing on instructional practices, assessment, and intervention. 10. All teachers are offering tutoring 5 days per week to assist students with intervention and enrichment. 11. Administration is meeting with the leadership team at the end of each administration of district formative assessment to analyze data for Algebra 1 and Geometry students. 12. Administration is meeting with each Algebra 1 and Geometry teacher at the end of each administration of district formative assessments to analyze and discuss data by student, by standard, and by target. 13. MTSS team is meeting every 2 weeks to analyze data and create intervention plans for students. 14. Collaborate with Literacy Coach and school ESOL Resource Specialist to monitor and support ELL students. 15. Schedules for identified LY students reflect their area of needed support.
Person Responsible	Rebeca Arias (rebeca.arias@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 2.Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update the Chief of Staff and Assistant Superintendents once a

	quarter on progress the Area of Focus through the School Stocktake Model. 4. Assistant Principal will meet with Algebra 1 and Geometry teachers after the district formative assessments to review and discuss data by student and standard. 5. Teachers will track individual student data through the use of scales and tracking progress.
Person Responsible	Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

Activity #3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	If teachers participate in authentic Professional Learning Communities in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. As a result of this, student achievement will increase.
Intended Outcome	ELA proficiency will increase from 80% to 85%. Math proficiency will increase from 83% to 88%. Science proficiency will increase from 80% to 85%. Social studies proficiency will increase from 93% to 96%. AP Spanish Language and Culture Proficiency will increase from 92% to 93% AP Psychology, Biology, Chemistry, Human Geography, and Computer Science proficiency will increase to at least 75% Each PLC team will increase their stage of the process by 1 level.
Point Person	Christopher Zurewich (zurewicc@osceola.k12.fl.us)
Action Step	
Description	1. School PLC teams will meet each month during early release and on two individual planning periods a month for collaborative purposes. 2. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. 3. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting, nad revising plans on course progression of individual students' needs. 4. Coaching will be conducted for teachers who are struggling, and additional support will be given so they can become an effective collaborative team. 5. Extended leadership team members will oversee the processes. 6. Formative assessments will be given every four and a half weeks in all accountability areas. 7. Peer observations with targeted reflection activity. 8. Send Staffulty to PLC at Work Conference as it becomes available. 9. Facilitators will ensure professional learning is occuring in PLC meetings but guiding and redirecting as necessary. 10. Use of TEAMS to collaborate across campuses and be a "one stop shop" for materials and information. 11. Monthly meeting with PLC leaders.
Person Responsible	Christopher Zurewich (zurewicc@osceola.k12.fl.us)
Plan to Monitor Effectiveness	
Description	1. Administration, PLC lead, and extended leadership team will monitor all accountability area collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team weekly. 2. PLC seven stages rubric will be used to measure Pre-Mid-End of school year progress of the PLC teams. 3.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents once a

quarter on progress the Area of Focus through the School Stocktake Model.
5. Monthly meeting with PLC Leads.
6. Data reviews within PLCs to determine effectivness of collaboration.

Person Responsible	Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

Activity #4	
Title	Ensure high levels of learning for all students in Advanced Placement courses.
Rationale	We have seen a decline in the pass rates of our Advanced Placement course offerings. We need to increase the level of rigor in our Advanced Placement courses and capacity of our Advanced Placement teachers to implement the intended curriculum to its full intent. During the 2018-2019 school year, we will be offering AP Biology, AP Human Geography, AP Psychology, AP Computer Science Principles, AP Spanish, and AP Chemistry.
Intended Outcome	Class 2017-2018 Data 2018-2019 Goal AP Spanish 92% >93% Mean 3.80 Mean 4.0 AP Psychology 18% >75% Mean 1.69 Mean 2.84 AP Human Geography 20% >75% Mean 1.65 Mean 2.47 AP Biology 50% >75% Mean 2.50 Mean 2.87 AP Chemistry 0% >75% Mean 1.33 Mean 2.52 AP Computer Science 29% >75% Mean 1.93 Mean 2.85
Point Person	Gayle McKenzie (mckenzig@osceola.k12.fl.us)
Action Step	
Description	1. Administration meeting with all Advanced Placement teachers during pre-planning to discuss AP data, staff attendance, and goals for the 2018-2019 school year. 2. AP teachers will be participating in their own Professional Learning Community. They will meet 3 times per month with fellow AP teachers. They will focus on high yield strategies, rigorous instruction, and how to increase scores in all courses. 3. Advanced Placement night to be held in October for all Advanced Placement students and their families to discuss expectations and course curriculum. Students will be given "Strive for Five" T-shirts at this event to help promote a positive attitude towards being successful in AP courses. 4. Reward ceremony to be held in September for students who had passed an AP exam in the previous year. This is one step towards helping to promote a positive culture surrounding AP course enrollment. 5. Students will participate in AP tutoring and 3 AP mock exams 1 in the fall, and 2 in the spring prior to taking their AP exams. 6. AP teachers will be participating in ePLC groups with other teachers of like courses from across the district to increase their content knowledge and build capacity in their respective programs. 7. Use of AP style questioning. 8. Grab and Go Professional Development opportunities are taking place every other Tuesday focusing on instructional practices, assessment, and intervention.

Person Responsible	Gayle McKenzie (mckenzig@osceola.k12.fl.us)

Plan to Monitor Effectiveness

Description	1.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 2.Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. 4. Assistant Principal will attend CollegeBoard Forum in Dallas, Texas to increase knowledge about successful AP program implementation. 5. Assistant Principal will meet with AP PLC team once per month to offer support and assist with creating a timeline of AP events. 6. Mock Exam data wall by student by standard.
Person Responsible	Maggie Miquel (maggie.miquel@osceolaschools.net)

Activity #5	
Title	Strengthen college and career pathways for all students to ensure every student is future ready.
Rationale	We want our students to graduate ready for the future. We want to expose them to as many possible opportunities for their future whether it be at a university, technical training, military, or the workforce. We know that the stronger are pathways are, the more likely students are to have a successful future.
Intended Outcome	Our goal is for 100% of our students to have a confirmed post-secondary plan upon graduation from PATHS. We will work to educate our students and families about post-secondary planning beginning in 9th grade.
Point Person	Morgana Crotty (morgana.crotty@osceolaschools.net)
Action Step	
Description	1. Our three guidance counselors are split between 9th grade. This allows them to each have a small group of 9th graders to help create their college and career pathway. Each counselor will conduct a "Freshmen Review" with their student and their family by the end of the first quarter. 2. We will fully participate in College Week and will be hosting a College Fair in September. 3. PATHS guidance team will collaborate with program advisors at Osceola Technical College to strengthen knowledge of programming and industry certification options. 4. Guidance team will host Dual Enrollment meetings for students and families to educate in regards to Dual Enrollment options at Valencia College. 5. Students in 10th grade will have the opportunity to visit Osceola Technical College in the Fall to explore program options before making their selection. 6. PATHS students will attend the job fair at Osceola Technical College. 7. 100% of students will utilize Naviance to support their post-secondary plan. Naviance will be utilized in Leadership Class to enhance student exposure to the program starting in 9th grade. Leadership teacher will participate in Naviance training. Leadership teacher will attend Naviance training in order to support Naviance implementation. 8. College and Career counselor will assist students in completion of necessary scholarship applications and FAFSA forms. 9. PATHS Parent Booster Club will meet to help promote college and career pathway development on a quarterly basis. 10. Middle school recruitment will take place throughout the school year. 11. PATHS will participate in the Osceola County school choice fair. Students and staff will be showcasing our CTE pathways. 12. PATHS will participate in 12 Choice Nights in conjunction with IB and NeoCity Academy to educate rising freshman on program options.
Person Responsible	Morgana Crotty (morgana.crotty@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1.School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus. 2.Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. 4. Guidance team will use data from Naviance, FAFSA completion, Scholarship Applications to monitor their implementation plans.

	5. Bi-Weekly Extended Leadership Meetings will provide consistent check in and monitoring opportunities.
Person Responsible	Maggie Miquel (maggie.miquel@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

SAC will be in compliance with Section 1114(b)(1). Encourage more parents to attend and participate in SAC. We will present information on college-readiness, the different technical programs, FASFA, etc. We will continue to maintain a parent academic booster club. Guidance team will meet with all 9th grade families within the first quarter of the school year to establish a 4-year progression plan and offer support.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

PATHS has two full time guidance counselors and one part-time guidance/part-time college and career counselor. All are trained on referral services to outside agencies if a parent or student requires them.

PATHS has a mentoring program called Patriot Partners. The program is open to all students but struggling students identified through the MTSS team are assigned a mentor who meets with the student weekly to discuss grades or other factors impacting their performance or social well being at school.

All staff was trained on mental health during pre-planning.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All new students attend an orientation in the summer before starting school at PATHS. All freshmen students and their families participate in Freshmen Review meetings with their assigned counselor to discuss transitioning to high school as well begin discussing their post-secondary plans. Students have opportunities to meet with guidance counselors and college and career counselor daily at lunch.

Students who have been identified in need of extra supports are paired with a Patriot Partner (mentor). Patriot Partners meet with their student once per week during lunch. During this time, the student's grades and progress are reviewed for improvement. The mentor assists their student in creating short-term and long-term personal, academic, and professional goals. The mentor maintains contact with their student's teachers and parents to keep them informed of their progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Weekly, we track students who are identified in our Early Warning System for discipline, grades and attendance. The students identified are referred to the MTSS/RtI committee to monitor their progress. Interventions are put into place in order to support the student.

After-school ACT/SAT tutoring will be funded with Supplemental Academic Instruction (SAI) funds. There will also be tutoring available before each EOC, EOY and AP exams.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Student course selections are based around their acceptance into a career and technical program. The academics and elective courses are based upon supporting each student to graduate with their high school diploma as well as an industry certification. College and career counselor hosts college week every year in September in which daily events are held during that week to promote college and career awareness. This year, over 30 universities have accepted offers to visit PATHS to explain their various course offerings and programs to Juniors and Seniors.

Guidance team and college and career counselor are going into academic classes to teach mini-lessons on college application process, financial aid, SAT/ACT/PERT information, career pathways. All students are utilizing the Naviance platform to support the development and execution of their post-secondary plans. All Juniors have the opportunity for a campus tour of Valencia during school hours. During our parent booster meetings, held 4 times per year, we offer information on college enrollment, FAFSA, and information on how parents can support their student through the college process.

Part V: Budget

Total:	**$25,900.00**