

School District of Osceola County, FL

Professional & Technical High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	28
Budget to Support Goals	30

Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Kelly Roman

Start Date for this Principal: 7/27/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Career and Technical Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (80%) 2016-17: A (70%) 2015-16: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	30

Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	82%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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 ensure "every student, future ready."

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Collins, Patricia	Principal	Her 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, Dual Enrollment, and CTE/ Instructional programs.
Miquel, Maggie	Assistant Principal	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, Graduation, Acceleration Rate, Post-Secondary Planning, Recruitment and Enrollment
Arias, Rebeca	Instructional Coach	Responsible for supporting teacher with instructional needs and resources, implementation of PLC practices, providing professional development opportunities
Crotty, Morgana	School Counselor	Responsible for providing guidance services such as: post-secondary planning, scheduling, mental health referral, Dual Enrollment programming at Valencia and Osceola Technical college, Xello implementation, College Week implementation, College and Scholarship Applications, FAFSA completions
Martin, Carl	School Counselor	Responsible for providing guidance services such as: post-secondary planning, scheduling, mental health referral, Dual Enrollment programming at Valencia and Osceola Technical college, last name A-L for all students, Freshmen Review meetings, Xello implementation, College Week implementation
Rutkowski, Rebecca	Assistant Principal	Rebecca Rutkowski (Assistant Principal)- School Stocktake process, monitoring the School Improvement Plan, Safety and Security, Curriculum and Instruction, Professional Development, Facilities Management, Property Inventory, Supervision of Dean, School Discipline, MTSS Administrator, Professional Learning Communities Administrator, Supervision of Math, Physical Education, Science
Sweeney, James	Teacher, ESE	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.
Seymore, Tycelye	Instructional Coach	She is our math coach. She will be leading our math team to implement a quality PLC process leading to improved learning outcomes for our all of our students in math.

Name	Title	Job Duties and Responsibilities
Aycock, Kelly	School Counselor	Responsible for providing guidance services such as: post-secondary planning, scheduling, mental health referral, Dual Enrollment programming at Valencia and Osceola Technical college, last name M-Z for all students, Freshmen Review meetings, Xello implementation, College Week implementation
Cheng, Lorilanae	Other	Ms. Cheng is our test coordinator, district platform coordinator, and Advanced Placement coordinator.
Day, Raquel	Dean	Ms. Days's responsibilities include school discipline, MTSS, and implementation of our PBIS program.

Demographic Information

Principal start date

Monday 7/27/2020, Kelly Roman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

32

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Career and Technical Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	English Language Learners Black/African American Students Hispanic Students

(subgroups below the federal threshold are identified with an asterisk)	White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (80%) 2016-17: A (70%) 2015-16: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	118	136	113	119	486
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	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	6	2	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	13	8	0	0	21
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	0	0	3

Date this data was collected or last updated

Monday 8/31/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	162	128	130	137	557
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	16	11	8	12	47
One or more suspensions	0	0	0	0	0	0	0	0	0	3	3	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	2	2	5	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	7	13	6	6	32

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	1	0	3

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	162	128	130	137	557
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	16	11	8	12	47
One or more suspensions	0	0	0	0	0	0	0	0	0	3	3	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	2	2	5	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	7	13	6	6	32

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	1	0	3

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	81%	57%	56%	77%	57%	53%
ELA Learning Gains	63%	48%	51%	61%	47%	49%
ELA Lowest 25th Percentile	57%	43%	42%	52%	41%	41%
Math Achievement	72%	46%	51%	66%	44%	49%
Math Learning Gains	57%	41%	48%	53%	42%	44%
Math Lowest 25th Percentile	63%	46%	45%	42%	38%	39%
Science Achievement	82%	69%	68%	89%	71%	65%
Social Studies Achievement	95%	70%	73%	88%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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	2019	79%	47%	32%	55%	24%
	2018	85%	47%	38%	53%	32%
Same Grade Comparison		-6%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	84%	47%	37%	53%	31%
	2018	76%	49%	27%	53%	23%
Same Grade Comparison		8%				
Cohort Comparison		-1%				

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
2019	96%	62%	34%	67%	29%
2018	88%	68%	20%	65%	23%
Compare		8%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	62%	33%	70%	25%
2018	100%	61%	39%	68%	32%
Compare		-5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	49%	5%	61%	-7%
2018	89%	52%	37%	62%	27%
Compare		-35%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	44%	28%	57%	15%
2018	77%	39%	38%	56%	21%
Compare		-5%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
ELL	66	48	29	74	66		91	100			
BLK	76	53		63	38		80	85		100	100
HSP	81	63	57	70	62	69	79	96		100	89
WHT	90	77		85	44		95	100		100	90
FRL	84	65	60	73	56	67	86	90		100	91
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	761
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	74
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Alg 1 had a 53% pass rate. All students were not exposed to grade level material on a consistent basis. Instruction heavily relied on computer program differentiation instead of teacher led instruction. There was a change on instructor who did not have an Algebra 1 background.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Alg 1 had a 53% pass rate. All students were not exposed to grade level material on a consistent basis. Instruction heavily relied on computer program differentiation instead of teacher led instruction. There was a change on instructor who did not have an Algebra 1 background.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All components met or exceeded state average requirements. The area closest to the state average was Alg 1.

Which data component showed the most improvement? What new actions did your school take in this area?

Acceleration increased 3% to be an overall 91%. Scheduling adjustments, more closely monitoring students still in need of acceleration points, and communicating the need so all instructors were involved in tracking student progress.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We will be focusing on our students who earned a Level 1 on the FSA ELA and Algebra 1 EOC.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

- 1.Math Achievement, specifically Algebra 1 and Geometry EOC
2. ELA Achievement
3. Science Achievement
- 4.Completion of CTE pathway through oTECH programs
- 5.Implementation of quality SEL programming and support for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: This was identified as an Area of Focus to align with the district's strategic plan goals. Based on the 2018-2019, ELA achievement was at 81%, ELA learning gains at 63%, and ELA Lowest 25% at 57%.

Measurable Outcome: Our goal is to increase each of these areas by 5% while focusing on ELL, ESE, Black, Hispanic, and FRL students in 2020-2021.

Person responsible for monitoring outcome: Maggie Miquel (maggie.miquel@osceolaschools.net)

Evidence-based Strategy: Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction, produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS and differentiating appropriately has a great effect on student achievement.

Rationale for Evidence-based Strategy: Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning (William, 2007) (Marzano, 2003)

Action Steps to Implement

1. All Level 1 and Level 2 students are in Intensive Reading first semester, and English 1,2, or 3 second semester.
2. Level 3,4, and 5 9th graders ALL have Great Books first semester, and English 1 second semester.
3. Level, 3, 4, and 5 10th graders ALL have American Literature first semester, and English 2 second semester.
4. Students are using Khan Academy and Achieve to support their reading skills.
5. Literacy coach is doing coaching cycle with all ELA teachers.
6. ELA data shared with all content teachers. All content teachers are incorporating literacy strategies into their daily lessons.
7. Promotion of Read, Write, Talk, Solve in all classrooms.
8. Students are being identified by teachers for "Patriot Period." They are being identified by student and standard and paired with the right teacher for intervention twice per week.

Person Responsible: Maggie Miquel (maggie.miquel@osceolaschools.net)

9. All teachers are implementing the use of scales with students to track progress towards mastery of standards.
10. Target PD will be offered specifically as it relates to literacy in content areas.
11. Grab and Go PD is being offered every other Thursday focusing on instructional practices, assessment, and intervention/enrichment opportunities
12. Administration is meeting with Literacy Coach at the end of each administration of district formative assessments to analyze data and then provide data chats with individual teachers about specific students and data trends.
13. MTSS team meeting every other Tuesday to identify students needing skill/will interventions.

14. Collaboration with with Literacy Coach and school ELL Resource Specialist to monitor and support ELL students.
15. Schedules for identified LY students reflect their area of needed support.
16. Collaboration with Literacy Coach, VE teacher, and RCS to monitor and support ESE students.

Person Responsible Maggie Miquel (maggie.miquel@osceolaschools.net)

17. Schedules for ESE students reflect their area of needed support.
18. VE teacher tracking progress of ESE students on specific standards and support needed.
19. ELA PLC will meet every Wednesday as well as two additional times per month.

Person Responsible Maggie Miquel (maggie.miquel@osceolaschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and 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. In 2018-2019, our Math Achievement was at 72%. Our Math learning gains were 57%, and our lowest 25% gains were 63%.
Measurable Outcome:	In 2018-2019, our Math Achievement was at 72%. Our Math learning gains were 57%, and our lowest 25% gains were 63%. Our goal is to increase each of these areas by 10% while focusing on ELL, ESE, Black, Hispanic, and FRL students in 2020-2021.
Person responsible for monitoring outcome:	Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction, produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning (William, 2007) (Marzano, 2003)

Action Steps to Implement

1. All math students will participate in Khan Academy for SAT based courses for 30 minutes per week or Math Nation for EOC courses.
2. ESE support teacher will support all students in intensive math classes through support facilitation.
3. Algebra 1 and Geometry will participate in district formative assessments.
4. Non-tested math teachers are utilizing formative assessments to monitor and improve instruction.
5. Teachers have regular office hours for students to make up missing work.
6. Schedules for identified LY students reflect their area of needed support.
7. Math coach is doing coaching cycle with teachers testing an EOC.
8. Promotion of Read, Write, Talk, Solve in all classrooms.
9. Students are being identified by teachers for "Patriot Period." They are being identified by student and standard and paired with the right teacher for intervention twice per week.

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

10. All teachers are implementing the use of scales with students to track progress towards mastery of standards.
11. Grab and Go PD being offered focusing on instructional practices.
12. Administration is meeting with Math Coach at the end of each administration of district formative assessments to analyze data and then provide data chats with individual teachers about specific students and data trends.

13. MTSS team meeting every other Tuesday to identify students needing skill/will interventions.
14. Collaboration with Math Coach and school ELL Resource Specialist to monitor and support ELL students.
15. Collaboration with Instructional Coach, VE teacher, and RCS to monitor and support ESE students.

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

17. Schedules for ESE students reflect their area of needed support.
18. VE teacher tracking progress of ESE students on specific standards and support needed.
19. Strategic placement of students into Liberal Arts Math to help strengthen their math skills before re-taking the Algebra 1 EOC.
20. Math PLC will meet every Wednesday as well as two additional times per month.

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	This was identified as an Area of Focus to align with the district's strategic plan goals. We would like to increase our Science overall achievement level. Science achievement is critical for students as they prepare for post-secondary academics.
Measurable Outcome:	In 2018-2019, our Science Achievement was at 82%. Our goal is to increase the total achievement level by 5% in 2020-2021 while focusing on ELL, ESE, Black, Hispanic, and FRL students.
Person responsible for monitoring outcome:	Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction, produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning (William, 2007) (Marzano, 2003)

Action Steps to Implement

1. Change in the master schedule so that teachers can truly collaborate in the PLC process. 2 teachers are teaching Biology. and 2 teachers teaching Chemistry.
2. Math coach will be also be supporting Science PLC given her Science background.
3. Grab and Go Professional Development opportunities are taking place focusing on instructional practices, assessment, and intervention.
4. Collaboration with ELA department to target low level readers in Environmental Science
5. Participation in school district science fair
- 6.. Inclusion of additional science based clubs as extracurricular to continue to build a science culture
7. Promotion of Read, Write, Talk, Solve in all classrooms.
8. Students are being identified by teachers for "Patriot Period." They are being identified by student and standard and paired with the right teacher for intervention twice per week.

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

9. All teachers are implementing the use of scales with students to track progress towards mastery of standards.
11. Administration is meeting with Instructional Coach at the end of each administration of district formative assessments to analyze data and then provide data chats with individual teachers about specific students and data trends.
12. MTSS team meeting monthly to identify students needing skill/will interventions.

13. Collaboration with with instructional Coach and school ELL Resource Specialist to monitor and support ELL students.
14. Collaboration with Instructional Coach, VE teacher, and RCS to monitor and support ESE students.
15. Schedules for ESE students reflect their area of needed support.
16. VE teacher tracking progress of ESE students on specific standards and support needed.
17. Science PLC will meet every Wednesday as well as two additional times per month.

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

#4. Other specifically relating to Advanced Placement courses

Area of Focus Description and Rationale:	We need to increase the level of rigor in our AP courses and capacity of our AP teachers to implement intended curriculum to its full intent. During the 2020-2021 school year, we will be offering: AP Biology, AP Computer Science Principles, AP World History, AP Spanish Language, AP Spanish Literature, and AP Human Geography. Success in AP courses will lead to students being able to have the opportunity to earn college credit, and expose them to the level of rigor of post-secondary coursework.
Measurable Outcome:	Our goal is to meet or exceed the state average in all AP course in the 2020-2021 school year.
Person responsible for monitoring outcome:	Lorilanae Cheng (lorilanae.cheng@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction, produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning (William, 2007) (Marzano, 2003)

Action Steps to Implement

1. Administration meeting with all AP teachers during pre-planning to discuss AP Data, and goals for 2020-2021 school year.
2. AP teachers will be participating in their own PLC meetings in the spring. They will focus on utilization of AP Classroom resources and effective strategies.
3. AP Family Night to be held in November for all AP students and their families to discuss expectations and course requirements. Students will be given their AP T-Shirt at this event to promote a positive attitude towards AP courses.
4. Reward ceremony to be held in October for students who passed an AP exam in the previous year.
5. Students will participate in AP tutoring and AP mock exams prior to taking AP exams. Data will be utilized to drive instructional practice and change.

Person Responsible Lorilanae Cheng (lorilanae.cheng@osceolaschools.net)

6. Targeted PD offered specifically in regards to implementation of AP Classroom to improve student learning.
7. Grab and Go opportunities focusing on effective strategies offered every other Tuesday.
8. Assistant Principal attends AP PLC to offer support and assist with creation of AP timeline of events.
9. AP teachers will participate in e-PLC groups with other teachers of like courses from across the district to increase their content knowledge and build capacity in their respective courses.

Person Responsible Lorilanae Cheng (lorilanae.cheng@osceolaschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Well- implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and high graduation rates to improved social behavior. Social-emotional competencies include skills such as the ability to collaborate and make responsible decisions; mindset,s such as thinking positively about how to handle challenges; and habits, such as coming to class prepared.

Measurable Outcome: 2019-2020 SEL Climate survey showed 38% of students answered favorable or school belonging. In 2020-2021, our goal is to increase this by 15%.

Person responsible for monitoring outcome: Maggie Miquel (maggie.miquel@osceolaschools.net)

Evidence-based Strategy: Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.

Rationale for Evidence-based Strategy: Social and Emotional Learning is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student centered. They use teaching techniques that build on students' current knowledge and skills. (Gardner, 1983).

Action Steps to Implement

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.
2. Teacher will plan to build an environment of belonging.
3. Teachers will increase student input and voice through planning and reflection activities.
4. Teachers will encourage and facilitate student's shared decision-making through consensus/action planning.
5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities
6. Teacher will integrate SEL strategies into their curriculum, such as, self management, self confidence,self efficacy, and social awareness where applicable.
7. Teachers will facilitate peer learning and teaching - collaborative learning.
8. School will develop structures, relationships, and learning opportunities that support students' SE development.

Person Responsible Maggie Miquel (maggie.miquel@osceolaschools.net)

9. All surveys will be analyzed to identify schools interventions that will support SEL and schoolwide plan will be developed.
- 10..The leadership team will review monthly behavior data for subgroups and develop inventions as required
11. Guidance team will host monthly roundtable meetings with groups of students to discuss how they are feeling on campus.

Person Responsible Maggie Miquel (maggie.miquel@osceolaschools.net)

#6. Other specifically relating to Post-Secondary Planning**Area of Focus
Description and
Rationale:**

A college-going culture builds the expectation of postsecondary education for all students-not just the best students. It inspires the best in every student, and it supports students in achieving their goals. Students who have the parental, school, and community expectations that college is the next step after high school see college as the norm. However, the idea that college is the next step after high school may seem unrealistic for those students who are from one or more of the following groups: low achievers, middle to low-income levels, underrepresented minorities, disabled youth, and families where no one has attended college before. Our goal is for every student to graduate "future ready." 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 our pathways are and students are provided adequate support in their decision making about their future, the more likely students are to be successful.

**Measurable
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. Another goal is to have 100% acceleration rate for the class of 2021.

**Person
responsible for
monitoring
outcome:**

Maggie Miquel (maggie.miquel@osceolaschools.net)

**Evidence-based
Strategy:**

Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing postsecondary work. Which shape a culture of success in which students aspire to a quality life beyond school. Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.

**Rationale for
Evidence-based
Strategy:**

Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons students alone. {Poliner & Lieber 2004}

Action Steps to Implement

1. We have 2 guidance counselors split by alpha. The counselors will follow their students through each grade level. This will help build relationships between the guidance counselor, student, and their family.
2. Our College and Career Counselor supports our students in all aspects of post-secondary planning.
3. We will participate in College Week.
4. PATHS guidance team and College and Career counselor collaborate with oTECH Program Advisors

and Student Services personnel to strengthen knowledge of programming and industry certification options.

5. Guidance team will host Dual Enrollment meetings for students and families to educate in regards to Dual Enrollment options through Valencia College.
6. All new students to PATHS are enrolled in leadership course. Through this course, students will have opportunity to explore all tech programs at oTECH.

Person Responsible Maggie Miquel (maggie.miquel@osceolaschools.net)

7. Leadership course following Xello Scope and Sequence provided by Osceola District. Leadership teacher attend Xello training to support implementation of program. He is also participates in the guidance PLC.
8. 100% of PATHS students will utilize Xello to support their post-secondary planning.
9. College and Career counselors to assist students with application and FAFSA completion.
10. Targeted middle school recruitment efforts at Choice Nights.
11. PATHS parent booster club will meet quarterly to support college and career planning.

Person Responsible Maggie Miquel (maggie.miquel@osceolaschools.net)

#7. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: ESSA data showed in 2018-2019 that PATHS does not have any subgroups missing the target. PATHS is not a TS&I or CS&I school.

Measurable Outcome: Our goal is to maintain having all of our subgroups meet the intended targets.

Person responsible for monitoring outcome: Patricia Collins (patricia.collins@osceolaschools.net)

Evidence-based Strategy: Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students.

Rationale for Evidence-based Strategy: Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum:
 Content-the information and skills that students need to learn
 Process-how students make sense of the content being taught
 Product-how students demonstrate what they have learned
 Affect-the feelings and attitudes that affect student's learning

Action Steps to Implement

1. Teachers, that share common planning, will participate in weekly PLC meetings that will focus on the development of both standardized lesson plans and common assessments for all students.
2. PLC meetings will be supported and work in conjunction with the instructional coaches.
3. Teachers will focus on creating learning goals and targets for individual students.
4. Teachers will participate in professional development that focuses instructional strategies that scaffold content for ELL and ESE subgroups. Professional development training will include Marzano instructional strategies, ELLEVATION training, and ESE support strategies.
5. The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.
6. Students will participate in targeted intervention Tier 1,2,& 3.

Person Responsible: Maggie Miquel (maggie.miquel@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Each of our items in our needs assessment/analysis are addressed in our Areas of Focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school engage families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently

communicates high expectations for all students ("every student, future ready"). Leaders demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school
- All students are enrolled in college- and career-ready prep curriculum.

Our school motto is P.R.I.D.E. (Professionalism, Responsibility, Integrity, Determination, and Excellence. These behavior expectations are visible throughout our school.

A clear code of conduct for students and adults with input from students, families, and school personnel has been created.

Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in-and out-of-school

suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups

within a school and What needs to be done. Such as, Establishing specific strategies, but attainable for reducing

disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training

and feedback to teachers on implementing these approaches. The administration ensures that teachers have

resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively

make themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from a mentor teacher.

Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to

students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests

and experiences of students.

The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically underserved students (e.g., by providing opportunities for small-group conversations with school leaders). Finally, The school provides all teachers with training on social and emotional skills, culturally competent, and management.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1100	100-Salaries	0862 - Professional & Technical High School	Other		\$500.00
<i>Notes: Funding for EOC tutoring during spring and fall.</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1100	100-Salaries	0862 - Professional & Technical High School	Other		\$500.00
<i>Notes: EOC Tutoring in Fall and Spring</i>						
3	III.A.	Areas of Focus: Instructional Practice: Science				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1100	100-Salaries	0862 - Professional & Technical High School	Other		\$500.00
<i>Notes: EOC Tutoring in Fall and Spring.</i>						
4	III.A.	Areas of Focus: Other: Advanced Placement courses				\$29,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1100	910-To General Fund	0862 - Professional & Technical High School	General Fund		\$29,000.00
<i>Notes: AP funds available for training, instructional material linked to standards, substitutes for teachers linked to training and coaching, and other related expenses.</i>						
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00

6	III.A.	Areas of Focus: Other: Post-Secondary Planning					\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	1100	910-To General Fund	0862 - Professional & Technical High School	General Fund		\$2,000.00	
			Notes: Decision Day, College Week, College Fair				
7	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups					\$0.00
Total:						\$32,500.00	