School District of Osceola County, FL

Professional & Technical High School

2021-22 Schoolwide Improvement Plan

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Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Kelly Roman

Start Date for this Principal: 6/14/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	69%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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 Professional & Technical High School is to ensure that, "every student, future ready."

Provide the school's vision statement.

Professional & Technical High School 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 Professional & Technical High School is to equip our students with the best possible training in the Osceola County area to ensure that all 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	Position Title	Job Duties and Responsibilities
Roman, Kelly	Principal	Mrs. Kelly Roman, Principal: Provides instructional leadership and support to the English/Reading, Social Studies, and Foreign Language departments; develops, submits and implements the school budget and funds; builds and strengthens community relationships; provides regular updates and communication regarding school performance to all stakeholders; works collaboratively with the School Advisory Council, and plans and executes weekly administrative leadership team members.
McCall, Juanita	Assistant Principal	Dr. Juanita McCall, Assistant Principal of Instruction: Provides instructional leadership and support to the Math and Science Departments and oversees the Guidance Department; creates the master schedule, oversees FTE; coordinates the dual enrollment program, supervises the schoolwide MTSS process; organizes report cards/progress reports; conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction and analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction.
Miquel, Maggie	Assistant Principal	Mrs. Maggie Miquel, Assistant Principal of Curriculum: Provides instructional leadership and support to the CTE/Elective Departments and statewide testing; conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensures that high-probability strategies are embedded in instruction; and analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction.

Demographic Information

Principal start date

Monday 6/14/2021, 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.*

3

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

532

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	87	101	77	80	345
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	3	5	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	3	1	1	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	6	6
Number of students with a substantial reading deficiency	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	7	5	6	6	24

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	0	0	0	

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				81%	57%	56%	80%	56%	56%
ELA Learning Gains				63%	48%	51%	68%	54%	53%
ELA Lowest 25th Percentile				57%	43%	42%	61%	47%	44%
Math Achievement				72%	46%	51%	83%	39%	51%
Math Learning Gains				57%	41%	48%	65%	40%	48%
Math Lowest 25th Percentile				63%	46%	45%	74%	46%	45%
Science Achievement				82%	69%	68%	85%	67%	67%
Social Studies Achievement				95%	70%	73%	93%	70%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	79%	47%	32%	55%	24%
Cohort Comparison						
10	2021					
	2019	84%	47%	37%	53%	31%
Cohort Comparison		-79%				

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**
2021					
2019	96%	62%	34%	67%	29%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	95%	62%	33%	70%	25%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	54%	49%	5%	61%	-7%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	44%	28%	57%	15%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile and analyze the data below was gathered from PowerBI.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77%	87%	91%
	Economically Disadvantaged	85%	88%	94%
	Students With Disabilities	50%	100%	67%
	English Language Learners	75%	75%	86%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	61%	56%
	Economically Disadvantaged	51%	57%	50%
	Students With Disabilities			100%
	English Language Learners	41%	52%	54%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	84%	90%	90%
	Economically Disadvantaged	80%	88%	94%
	Students With Disabilities	100%	100%	100%
	English Language Learners	67%	93%	87%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	69%	52%
	Economically Disadvantaged	43%	50%	46%
	Students With Disabilities	50%	100%	100%
	English Language Learners	50%	75%	56%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			100%
	Economically Disadvantaged			100%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	25%	50%
	Economically Disadvantaged	50%	25%	100%
	Students With Disabilities			
	English Language Learners	100%	100%	100%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL	63	68	67	61	57	46	83	94		100	91
BLK	81	79		78	71		100				
HSP	74	70	70	58	53	53	85	96		100	93
WHT	84	78	77	75	40		100	100		100	89
FRL	77	75	75	64	51	43	95	98		100	88

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	844
Total Components for the Federal Index	11
Percent Tested	99%

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%	
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	82
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

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%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend that emerged across grade levels, subgroups and core content areas is the achievement and improvement in the performance of students in the lowest 25%. These students made growth in all tested areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that demonstrated the greatest need for improvement is the lowest 25% for math, which decreased by 10%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement include the absence of a consistent instructor, the absence of a Math Coach for a full school year and the effects of students being quarantined and missing direct instructional time.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that demonstrated the most improvement is the lowest 25% for ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement include the structure of PLCs, instructional actions and planning. During the PLC times the focus of the collaborative time was on making data driven decisions for the lowest identified standards. Additionally, the Literacy Coach worked with targeted students to provided additional support.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning is the incorporating the following instructional best practices: AVID strategies, such as WICOR, differentiation, instructional and collaborative structures. Additionally, in-school remediation opportunities will need to be implemented to provide support for identified targeted students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at school to support teachers are on-going: AVID instructional workshops, technology use for supplemental usage and programs for data analysis.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability of improvement include SAI/tutoring for lowest 25% and in-school enrichment opportunities

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Area of Focus: Strengthen teacher's instructional practices in an effort to improve student's ELA performance. In order to succeed academically and transition throughout their K12 years, students must be proficient in ELA, as reading comprehension and writing are the foundation of learning and instruction. This Area of Focus was identified to align with the District's strategic plan goals.
Measurable Outcome:	Intended Outcomes: Increase overall ELA achievement by 8% to 85%. Increase lowest 25% ELA gains by 10% to 80%.
Monitoring:	School administration and the Literacy Coach will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observation, school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.
Person responsible for monitoring outcome:	Kelly Roman (kelly.roman@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teachers' 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 exemplifies 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 scheduled into Intensive Reading first semester, and English 1,2, 3, 4 second semester.
2. Level 3 9th graders all have Creative Writing 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 Beable to support their reading skills.
5. The Literacy Coach will provide on-going support, resources and professional development on standards based instruction, rigor and differentiation for the ELA department.
6. ELA data is shared with all content teachers. All content teachers are incorporating literacy strategies into their daily lessons.
7. Promotion of AVID/WICOR best practices and strategies in all classrooms.
8. School administration and Literacy Coach will lead quarterly data chats with teachers.

Person Responsible	Kelly Roman (kelly.roman@osceolaschools.net)

9. Students are identified through the MTSS process by teachers for the intervention time, assigned during lunch time, twice a week. Individualized support is provided and data is used for progress monitoring.

10. ELL paraprofessional support will be subject specific, which will provide the opportunity for more structured enrichment.

11. Teachers will participate in focused professional development to strengthen content knowledge and instructional practice.

12. Data will be analyzed and discussed at monthly Stocktake meetings.

Person Responsible   Kelly Roman (kelly.roman@osceolaschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Area of Focus: Strengthen teacher's instructional practices in an effort to improve student's Math performance. The structure of our school provides students with the opportunity to participate in a dual enrollment technical program. A vast majority of the technical certification programs require our students to have a strong conceptual understanding of the basis math skills and processes. This Area of Focus was identified to align with the District's strategic plan goals.
Measurable Outcome:	Intended Outcomes: Increase overall Math achievement by 10% to 70%. Increase lowest 25% Math gains by 10% to 63%.
Monitoring:	School administration, Math Coach and leadership team members will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observation school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.
Person responsible for monitoring outcome:	Juanita McCall (juanita.mccall@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teachers 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 exemplifies 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. The ESE support facilitator will support identified students in intensive math classes through support facilitation and individualized instruction.
3. Algebra 1 and Geometry will participate in district formative assessments and data will be utilized for progress monitoring.
4. Algebra 2, MCR and Pre-Calulus teachers utilize formative assessments to monitor and improve instruction.
5. Schedules for identified LY students reflect their area of needed support.

Person Responsible	Juanita McCall (juanita.mccall@osceolaschools.net)

6. The Math Coach provides on-going support, resources and professional development for the ELA department.
7. The promotion of AVID/WICOR best practices and strategies are present in all classrooms.
8. Students are being identified through the MTSS process by teachers for the intervention time, assigned during lunch time, twice a week. Individualized support is provided and data is used for progress

monitoring.
9. Teachers will participate in focused professional development to strengthen content knowledge and instructional practice.
10. Data will be analyzed and discussed at monthly Stocktake meetings.

Person Responsible Juanita McCall (juanita.mccall@osceolaschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Area of Focus: Strengthen teacher's instructional practices in an effort to improve student's Science performance. In the ever-changing world of education and the workforce, there has been a push for more STEM related jobs and industries. The vision of our school is to equip every student to be future ready. Thus, requiring students a strong conceptual understanding of the basis scientific skills and processes to thrive in compete in today's society. This Area of Focus was identified to align with the District's strategic plan goals.
Measurable Outcome:	Intended Outcomes: Increase overall Science achievement by 5% to 95%.
Monitoring:	School administration, Science Coach and leadership team members will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observations, school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.
Person responsible for monitoring outcome:	Juanita McCall (juanita.mccall@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teachers 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 exemplifies 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. Collaboration opportunities between with the ELA and Science departments provides support for low level readers in Environmental Science.
2. On-going support, resources and professional development will be provided for the Science department.
3. The promotion of AVID/WICOR best practices and strategies are present in all classrooms.
3. Students are being identified through the MTSS process by teachers for the intervention time, assigned during lunch time, twice a week. Individualized support is provided and data is used for progress monitoring.
4. Teachers will participate in focused professional development to strengthen content knowledge and instructional practice.
5. Administration is meeting with the Science department 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.

Person Responsible	Juanita McCall (juanita.mccall@osceolaschools.net)

6. Collaboration with the Science teachers, ELL paraprofessionals and school ELL Resource Specialist to monitor and support ELL students.

7. VE teacher tracking progress of ESE students on specific standards and support needed.

8. The Science PLC will meet every Wednesday as well as two additional times per month.

9. Data will be analyzed and discussed at monthly Stocktake meetings.

Person Responsible   Juanita McCall (juanita.mccall@osceolaschools.net)

#4. 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 and mindset, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared.
Measurable Outcome:	Intended Outcomes: At least 50% of students will answer on the SEL climate survey answer favorable or school belonging in the 2021-2022 school year.
Monitoring:	School administration, School Counselors, Social Worker and leadership team members will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. Additionally, the School Counselors will meet with District counseling team to stay abreast to important changes and data tracking.
Person responsible for monitoring outcome:	Kelly Aycock (kelly.aycock@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 integrate SEL strategies into their curriculum, utilizing Character Strong and Wellness Wednesdays.
6. The school will develop structures, relationships, and learning opportunities to support students' SE development.
7. All Panorama survey data will be analyzed to identify schools interventions that will support SEL and schoolwide plan will be developed.
8. The guidance team will host monthly roundtable meetings with focus groups to discuss their sense of belonging and SEL needs.
9. The PBIS team will meet regularly to develop incentives and programs to celebrate students and create a positive school culture.

Person Responsible	Kelly Aycock (kelly.aycock@osceolaschools.net)

#5. Other specifically relating to Post-Secondary Planning

Area of Focus Description and Rationale:	A college-going culture builds the expectation of post-secondary 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:	Intended Outcomes: - 100% of students will have a confirmed post-secondary plan upon graduation. -Career exploration and post-secondary planning will begin in 9th grade for every student through one-on-one freshmen reviews with a school counselor. -90% acceleration rate for the class of 2022. -100% of PATHS students will utilize Xello to support their post-secondary planning.
Monitoring:	School administration, College & Career Counselor and leadership team members will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. The College & Career Counselor will utilize Xello for career exploration and data tracking. Additionally, school counselors will conduct yearly credit checks.
Person responsible for monitoring outcome:	Morgana Crotty (morgana.crotty@osceolaschools.net)
Evidence-based Strategy:	Research indicates that schools with a strong future orientation, engage all students in planning for life after graduation have the most success. This shapes a culture of success in which students aspire to a quality life beyond school and have the resources available to obtain their set goals.
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. School counselor caseloads are divided by alpha to work with students on academic and social emotional needs.
2. The College & Career Counselor supports all seniors both in academic, social/emotional needs and in all aspects of post-secondary planning and schoolwide implementation of Xello.
3. The College & Career Counselor leads on-campus post-secondary awareness through the District's College Week initiative.
4. The College & Career Counselor assist students with college applications, scholarship search and FAFSA completion.
5. Various post-secondary events are planned throughout the school year to engage both students and parents.

Person Responsible Morgana Crotty (morgana.crotty@osceolaschools.net)

6. The guidance department collaborates with oTECH Program Advisors and Student Services personnel to strengthen knowledge of programming and industry certification options.

7. The guidance team will host Dual Enrollment meetings for students and families to educate in regards to Dual Enrollment options through Valencia College and oTECH.

8. All students new to PATHS are enrolled in leadership course. In this course, students will have opportunity to explore all tech programs at oTECH.

9. The leadership course follows Xello's Scope and Sequence and AVID best practices.

10. Targeted middle school recruitment efforts are conducted at Choice Nights.

11. Data will be analyzed and discussed at monthly Stocktake meetings.

Person Responsible Morgana Crotty (morgana.crotty@osceolaschools.net)

#6. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Areas of Focus: Ensure that leadership team members and school staff have instructional and professional growth opportunities. The leadership team consists of school leaders who work collectively to move the school forward. The leadership team has a shared vision of goals in an effort to ensure student success and support teachers/staff. The leadership team consists of the principal. assistant principal, dean, academic coaches and other essential school staff.
Measurable Outcome:	Intended outcomes are based on 2021 Insight Survey responses: Reponses to opportunities to pursue leadership roles will increase by 25%. Reponses to satisfaction of support with instructional planning will increase by 25%. Responses to satisfaction and follow up with observation feedback will increase by 25%. Responses to program follow through will increase by 25%.
Monitoring:	School administration will meet with school leadership team members to develop professional growth opportunities and provide coaching and support when needed. Additionally, informal and formal observations will be used as another form of data collection and feedback.
Person responsible for monitoring outcome:	Kelly Roman (kelly.roman@osceolaschools.net)
Evidence-based Strategy:	Leadership roles can improve teacher motivation and confidence in their own abilities and had taught them to motivate, lead and encourage other adults leading to improved self-confidence, increased knowledge, and an improved attitude to teaching among teachers.
Rationale for Evidence-based Strategy:	Research gathered by Sulzberger, 2011, suggests that using a team approach is also a practical way to ensure that the many leadership tasks that must take place in a successful school are executed efficiently and effectively. Once school leaders have decided to use a team leadership approach to guide improvement efforts, much can be done to help the team achieve its goal of providing effective instruction and a positive school experience for all students.

Action Steps to Implement

1. Weekly leadership team meeting will be held and lead by the principal.
2. Leadership team vision and mission will be reviewed and goals will be set.
3. The principal will plan to build an environment of belonging and cultivate leaders.
4. The principal will encourage and facilitate leadership team member's shared decision-making through consensus/action planning.
5. All Insight Survey data will be analyzed to identify areas in need of attention and support.
6. NEST walkthrough and Marzano observation feedback will be gather and analyzed and used to support teachers' growth.

Person Responsible Kelly Roman (kelly.roman@osceolaschools.net)

#7. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA data showed that for the 2019-2020 school year, the Professional & Technical High School does not have any subgroups below the target of 41%.
Measurable Outcome:	The intended outcome in this area is to maintain having all subgroups meet the intended targets and to ensure that success of all subgroups.
Monitoring:	The principal will meet with department head teachers to discuss identified and struggling students across all departments. Additionally, the MTSS coach will conduct monthly MTSS meetings in which data for all subgroups will be analyzed and actions students will be developed, if necessary.
Person responsible for monitoring outcome:	Kelly Roman (kelly.roman@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students. Additional supports and accommodations are planned for and provided for identified students.
Rationale for Evidence-based Strategy:	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. Research suggest that this balance is achieved by modifying four specific elements related to curriculum: (a)content-the information and skills that students need to learn, (b) process-how students make sense of the content being taught, (c)product-how students demonstrate what they have learned and (d) 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, 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.
7. Data will be analyzed and discussed at monthly Stocktake meetings.

Person Responsible Kelly Roman (kelly.roman@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The discipline data at our school is well below State discipline average and incidents. This is attributable to the development of schoolwide PBIS incidents, events and rewards. Additionally, counselors and teachers have been trained in implementing SEL strategies to assist with conflict resolution and stress management.

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.

The school engages 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 these beliefs manifest in the school building. For example: Collaborative planning is solutions-oriented and based in disaggregated data, student work is displayed throughout school, and 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 plus, 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. PATHS will implement 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates 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 schoolwide curriculum and the structure of lesson plans focus 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.

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	2021-22
	1100	100-Salaries	0862 - Professional & Technical High School	Other		$500.00
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1100	100-Salaries	0862 - Professional & Technical High School	Other		$500.00
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1110	100-Salaries	0862 - Professional & Technical High School	Other		$500.00
4	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1100	100-Salaries	0862 - Professional & Technical High School	Other		$2,000.00
5	**III.A.**	**Areas of Focus: Other: Post-Secondary Planning**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1100	100-Salaries	0862 - Professional & Technical High School	Other		$500.00
6	**III.A.**	**Areas of Focus: Leadership: Instructional Leadership Team**				**$0.00**
7	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**

	Total:	$4,000.00