

Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

88%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of TECO/PATHS is to provide education which prepares and inspires all to their highest career and academic potential by integrating technical and academic training.

Provide the school's vision statement

TECO/PATHS is an institution designed to train individuals for entry level employment, to improve current job skills for our employed students, and to provide quality academic education for our high school students. The primary goal of TECO/PATHS is to equip our clients with the best possible training in the Osceola County area. Partnerships with businesses and the community enable TECO/PATHS to prepare students for the world of work. We are here to serve our community and to deliver the best possible workforce development training.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All students who enter PATHS must take a Leadership class, this class focuses on skills needed to be successful in life and the workforce. Topics include cultural sensitivity. Because PATHS is a small school environment students have some of the same teachers year after year, this enables stronger student teacher relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The expectations of PATHS is set in its application stage. Students understand that all students have a right to a safe environment in which to learn. There is a Bullying Rep on campus to address any concerns a student may have. We at PATHS have zero tolerance for bullying and any continued violation of the Code of Conduct results in removal from the school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

PATHS is a school which requires an application and past disciplinary records are considered for admittance. Clear expectations are set for academic and behavioral performance. Students who do not adhere to the policies are sent back to their home zoned schools. All discipline referrals are handled by the dean.

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

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- >1% of students (5 out of 648) had attendance below 90 percent.
- >1% of students (5 out of 648) had one or more out-of-school suspensions; there were zero in-school suspensions
- >1% of students failed in English Language Arts (3 out of 648)
- >1% of students failed mathematics (3 out of 648)
- >1% of students scored Level 1 on state FCAT Grade 10 exam (1 out of 648)
- 0% of students scored Level 1 on state Algebra 1 exam

Provide the following data related to the school's early warning system

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Zero students exhibited two or more early warning systems.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

SAC will be in compliance with Section 1114(b)(1). Encourage more parents to attend and participate in SAC. We will present information on college-readiness, the different technical programs, FASFA, etc. This year we will host our first Academic Parent Booster Club. This program invites parents to come and hear about the various programs available through TECO, Valencia and other post secondary institutions. Our focus will be through more parent understanding of the academic programs offered, more students will dual enroll or enroll in more AP courses.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Rebeca Arias serves as our Business Partners contact. She invites our partners to school events, SAC meetings and shares with them ways they can help the school, in turn many times we do fundraisers at their businesses.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Evans, Paula	Principal
Cundiff, Maggie	Instructional Coach
gill, Karen	Guidance Counselor
McKenzie, Gayle	Teacher, K-12
Merrill, Robert	Guidance Counselor
Rodgers, Kelly	Assistant Principal
Smith, Cheryl	Guidance Counselor
Arias, Rebeca	Instructional Coach

Duties

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

- Rob Merrill - provides guidance support
- Kelly Rodgers - track grades and attendance
- Maggie Cundiff- track discipline, provide academic support
- Rebeca Arias- provides academic support
- Doris Vazquez - provides academic and ESE support
- Gayle McKenzie - Provides testing support and data collection
- Cheryl Smith- Provides guidance support
- Kare Gill- provides College and Career Counseling

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

Weekly, we track students who are identified in our Early Warning System for discipline, grades and attendance. The students identified are referred to the MTSS/Rtl committee monitor and put interventions tailored to the needs of individual students.

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Paula Evans	Principal
Michelle Samuelson	Parent
Maggie Cundiff	Teacher
Morgan Brilliant-Powers	Student
Courtney Bryant	Parent
Nancy Porto	Parent
Janalyn Strickland	Parent
Karen Gill	Teacher
Gayle Mckenzie	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

On September 26, last years SAC goals were discussed and the 2014-2015 SAC plan was presented for approval

Development of this school improvement plan

SAC goals were discussed throughout the year and parent input was encouraged in creating this years goals.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds are available at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Evans, Paula	Principal
Genao, Judith	Teacher, K-12
Estrada, Adrianna	Teacher, K-12
Arias, Rebeca	Instructional Coach
Cundiff, Maggie	Instructional Coach
Rodgers, Kelly	Assistant Principal
McKenzie, Gayle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team will continue to develop school-wide literacy events that focus on initiatives and strategies to utilize Florida Standards and implement the new Language Arts/Reading curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Monthly department meetings and PLC's encourage planning together and lesson development.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We use the Winocular system to screen for highly qualified staff. We also ask for the assistance of our recruiting specialist, Greg White for possible candidates

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We do not have any teachers who are new to the school or are beginning teachers. However, new teachers would participate in the Highly Effective Teacher series. New teachers would also be paired with and monitored by a mentor.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All curriculum maps are standards based. Reading Coach supports classroom instruction. PLC meetings are held three times a month to support classroom teachers. LRS supports classroom instruction also

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 720

After school tutoring for SAT and ACT prep.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student attendance and progress is monitored in class by the teachers.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

College and Career Readiness

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

Student course selections are based around their acceptance into a career and technical program. The academics and elective courses are based upon supporting each student to graduate with their high school diploma as well as an industry certification.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

All courses are based on the career and technical programs in which the students are enrolled.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

According to the High School Feedback Report, our students have outscored the state and district in every category except the number of FL Academic Scholars and the percent of 2011 graduates who completed at least one level 3 high school science course. This year, through our guidance department, we are making sure that seniors are aware of the requirements for Bright Futures and know the many post-secondary options available to them.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will improve by teachers providing students with rigorous standards based instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will improve by teachers providing students with rigorous standards based instruction. 1a

G039404

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	90.0

Resources Available to Support the Goal 2

- training and workshops focusing on the standards
- Tutoring on Saturdays and afterschool
- Research class
- Guidance Department - Karen Gill, Rob Merrill, Cheryl Smith
- PLATO access for students to do ACT/SAT Prep at home
- School website - links to new assessment information, college-bound link with accessibility to post-secondary resources for both parents and students

Targeted Barriers to Achieving the Goal 3

- Lack of available time for trainings and workshops.

Plan to Monitor Progress Toward G1. 8

Benchmark assessments

Person Responsible

Paula Evans

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data chats, walk-throughs, PLCs, informal and formal observations, benchmark scores

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will improve by teachers providing students with rigorous standards based instruction. **1**

 G039404

G1.B1 Lack of available time for trainings and workshops. **2**

 B094936

G1.B1.S1 Develop different workshops focusing on the new assessments and standards throughout the school year. **4**

 S108306

Strategy Rationale

The trainings focusing on the new assessments will help teachers develop standard-based instruction targeting the standards.

Action Step 1 **5**

The coaches will be develop professional development focusing on the assessments to help teachers better understand the standards.

Person Responsible

Paula Evans

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

sign in sheets and events focused on academics.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk-throughs, PLCs, informal and formal observations and assessment scores.

Person Responsible

Paula Evans

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of sign in sheets for professional development activities

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Coaches and administration will continue to provide support and addition PD to teachers.

Person Responsible

Paula Evans

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLCs, data chats, walk-throughs, informal and formal observations, and assessment scores.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The coaches will be develop professional development focusing on the assessments to help teachers better understand the standards.	Evans, Paula	8/18/2014	sign in sheets and events focused on academics.	6/4/2015 monthly
G1.MA1	Benchmark assessments	Evans, Paula	8/18/2014	Data chats, walk-throughs, PLCs, informal and formal observations, benchmark scores	6/4/2015 quarterly
G1.B1.S1.MA1	Coaches and administration will continue to provide support and addition PD to teachers.	Evans, Paula	8/18/2014	PLCs, data chats, walk-throughs, informal and formal observations, and assessment scores.	6/4/2015 monthly
G1.B1.S1.MA1	Classroom walk-throughs, PLCs, informal and formal observations and assessment scores.	Evans, Paula	8/18/2014	Evidence of sign in sheets for professional development activities	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0