

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mrs. Kelly Roman
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Professional and Technical High School
(As it should appear in the official records)

School Mailing Address 501 Simpson Road
(If address is P.O. Box, also include street address.)

City Kissimmee State FL Zip Code+4 (9 digits total) 34744-4459

County Osceola

Telephone (407) 518-5407 Fax _____

Web site/URL <https://www.osceolaschools.net/path> E-mail kelly.roman@osceolaschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Mark Shanoff E-mail mark.shanoff@osceolaschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Osceola Tel. (407) 870-4600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Teresa "Terry" Castillo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 45 Elementary schools (includes K-8)
10 Middle/Junior high schools
13 High schools
8 K-12 schools
- 76 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	154
10	143
11	114
12 or higher	127
Total Students	538

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 12 % Black or African American
 - 65 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 17 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2021	550
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 0 %

2 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 538

8. Students receiving special education services with an IEP: 2 %
Total number of students served 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>3</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 8 %
Total number of students served: 41

10. Number of years the principal has been in the position at this school: 2

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	93%	96%	97%	96%
High school graduation rate	100%	99%	100%	100%	100%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	104
Enrolled in a 4-year college or university	14%
Enrolled in a community college	71%
Enrolled in career/technical training program	9%
Found employment	5%
Joined the military or other public service	1%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Professional and Technical High School has a very succinct mission statement: "Every Student, Future Ready"

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.osceolaschools.net/domain/6008>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Professional and Technical High School takes a holistic approach to acceptance. The principal presents an informational presentation to students at each middle school in the district. The admissions committee reviews the application, grade history, discipline and attendance, state testing scores and 8th grade teacher recommendations as part of the process. Student sample of brief short answers to two prompts is also considered.

PART III – SCHOOL OVERVIEW

Professional and Technical High School (PATHS) opened in the fall of 1999 to offer students an alternative to obtaining not only a standard diploma, but career training and industry certifications in addition to rigorous academics. It serves 9th- 12th grade levels. PATHS is in a partnership with Osceola Technical College and the two principals from each campus work closely to ensure student success. Previously, oTECH and PATHS shared a principal. In June of 2021, PATHS was granted its own administrator to focus specifically on the high school student. PATHS' purpose is to accelerate our students to afford them the opportunity for college preparation and obtain industry certifications in career pathways, allowing the ability to be "job ready" after high school. Students attending PATHS must also enroll in two periods at oTECH in their junior and senior years to complete a program in Health Sciences, Industrial Arts, Culinary, Accounting, or Computer Sciences.

Currently, we serve 9th, 10th, 11th and 12th grade students from all over the district. Until 2021, PATHS accepted only higher achieving students. In 2021, the admissions committee agreed to shift the focus to also include the average student, typical of an AVID (Advancement Via Individual Determination) profile and in the academic middle. We are not a neighborhood school, as we draw students from all over the 1500 square miles within the county. All of our students receive free breakfast and lunch under the Community Eligibility Provision (CEP), for schools in low-income areas. The School District of Osceola County originally created this magnet specifically to prepare students to learn career and technical training in order to become a member of a highly skilled, high wage career field immediately after high school. In the current reality, not only do our students obtain industry certifications, but they also participate in a very challenging academic program with only honors and Advanced Placement level courses, preparing them for post-secondary options. Our school focus is not only on current job skills but preparing students to enter a two- or four-year college. Many of our students use their tech training to work in a well-paying field while attending college.

PATHS is an accelerated high school that provides students with the opportunity to engage in rigorous coursework that is aligned with a career pathway. PATHS operates on a 4 x 4 schedule, allowing students to earn more credits by completing an entire year-long course within a semester time frame. As PATHS students earn more credits per year than a traditional high school, our students not only have the opportunity to earn multiple industry certifications within their tech program, but also focus on achieving college credits through Dual Enrollment (DE) with Valencia College, University of Florida, or University of Central Florida. Currently, 68% of juniors and seniors are enrolled in one or more DE courses in conjunction with enrollment in a DE Technical Program. We participate in the Collegiate High School Program as PATHS-Advanced College Prep with ten percent of seniors completing their full tech program as well as their associate degree by high school graduation.

There is a true sense of community within our campus; with smaller class size ratios and classes which last 90 minutes, students are able to foster lasting friendships, respect, and support for each other as they work through their academics and tech programs. We begin cultivating both teacher and student relationships with a summer orientation for incoming freshman, allowing students an opportunity to bond with their classmates. As a teaching staff of 24, many teachers will teach a student at least twice throughout their secondary career; therefore, teachers connect with students in a very authentic way, getting to know them in class or through one of our 30 clubs. We have an extended lunch time of 75 minutes, as we must remain on schedule with the college campus. During the long lunch, all teachers voluntarily open their rooms for instructional support and tutoring with students finding time to get extra help, eat lunch, play intramural sports, and attend club meetings within the allotted time frame.

PATHS offers many opportunities for parents to be involved in the school community. While our school focus is on multiple post-secondary options, the advent of the Osceola Prosper program, initiated with the district's class of 2022, has made a tremendous change in students continuing their education beyond high school. Osceola Prosper is funded by the Osceola County Commissioners and pays all tuition and fees for two years for everyone in the graduating class who wishes to attend Valencia College or Osceola Technical College. PATHS supports students and parents by hosting weekly FAFSA (Free Application for Federal

Student Aid) help sessions in the evening to assist families with the Financial Aid platform. Our two counselors host weekly lunch and learn sessions where students can receive help with college and scholarship applications, listen to presentations by universities, and work on Xello which supports creating plans for college and career readiness for all students. Xello is an online platform that engages students in college and career readiness; it unlocks student potential by giving them access to future possibilities, skills and confidence to build actionable plans for future success. This supports PATHS' mission of "Every Student, Future Ready."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Reading/English Language Arts (ELA) curriculum is structured to ensure that students earn the required four credits for graduation and is delivered in the block scheduling format. Block schedule classes at Professional & Technical High School are 1 hour-and-25-minutes long and provides the opportunity for structured differentiation, rigor, and project-based learning. All academic core classes are honors level classes to assist students with acceleration and higher-level thinking. ELA classes include Creative Writing, American Literature, English 1, 2, 3, and 4. The classes meet the needs of targeted students based on performance on State and District standardized assessments and progress monitoring. Intensive Reading 1, 2, 3, and 4 classes are also offered. Khan Academy and Achieve 3000 are used as supplemental enrichment supports. PATHS utilizes AVID strategies and follows the conceptual framework, which is student-centered learning that promotes teambuilding through active communication. Students take part in book studies, Socratic Seminars, and debates to promote higher order thinking and to build critical thinking skills that can be utilized in other subject areas. Additionally, all students have personal laptops which supports the teacher's ability to integrate technology into instruction. Technology integration also includes online classwork in the Canvas platform. There were many lessons learned from the Pandemic, including a shift to extend content learning to online. PATHS supports our teachers in creating and engaging in a digital footprint for curriculum.

1b. Mathematics curriculum content, instruction, and assessment:

The Math curriculum is structured to ensure that students earn the required four credits for graduation and is delivered in the block scheduling format. Math classes include Algebra I, Geometry, Algebra 2, Pre-Calculus, Math for Data & Financial Literacy, and Math for College Algebra. Teachers participate in Professional Learning Communities weekly to ensure horizontal and vertical alignment in the curriculum.

Algebra and Geometry teachers participate in a partnership with the Florida Network for School Improvement (FNSI). Through this partnership, teachers are trained on best practices to increase proficiency in specific subgroups that have been identified as "at-risk." Also, alongside FNSI personnel, teachers have learning cycles in which data from teachers' use of the best practices is collected and analyzed to meet the needs of the identified subgroups. The Plan, Do, Study, Act (PDSA) cycle includes planning a lesson with the identified strategy, doing the planned lesson with students, studying data results on the targeted subgroups, and acting on the results from the students' proficiency level.

Khan Academy, an online program offered through College Board, is used as a supplemental enrichment support to help math proficiency and college readiness. PATHS focuses on improving test scores, thereby improving college readiness which improves college acceptance rates. Students in Algebra 2 and upper-level math classes are required to complete 30-minutes of Khan Academy practice in math and ELA each week.

1c. Science curriculum content, instruction, and assessment:

The Science curriculum is structured to ensure that students earn the required three credits for graduation and is delivered in the block scheduling format. Science classes include Anatomy & Physiology, Chemistry, Biology, Genetics, Advanced Placement Biology, and Environmental Science. To meet the needs of targeted students based on performance on State and District standardized assessments and progress monitoring, students are grouped according to assessment scores and are placed in Environmental Science before Biology to ensure a strong foundational knowledge base. The Mastering Biology platform is used as a supplemental enrichment tool for students taking Biology.

Teachers work together to create hands-on labs to help teach concepts in ways students understand and have fun while completing. Our teachers also assist the county with curriculum writing and creating pacing

guides for the district. The Science PLC utilizes School City to give formative assessments and subsequently drill down to by student, by standard for both enrichment and remediation. Additionally, Saturday enrichment camps are offered for students prior to the state Biology End-of-Course-Exam as well as prior to the AP Biology exam. Mock exam data is used to inform instruction and address student needs prior to these high stakes assessments.

AP Classroom is used as a supplemental enrichment tool for students taking Genetics and AP Biology. Additionally, the AP Biology teacher attends an AP Symposium annually to gain new best practices and stay abreast of curriculum changes in addition to serving as an AP exam reader for the College Board every year. The AP Biology teacher also sponsors a two-week camp in the summer to better prepare students who are new to Advanced Placement courses. AP Biology students, after their exam completion, work on creating an elementary school science book using content covered in class that is then read to third grade students in a nearby elementary school. Science students also work on an Environmental Awareness Project to celebrate Earth Day.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Social Studies curriculum is structured to ensure that students earn the required three credits for graduation and is delivered in the block scheduling format. Social Studies classes include US History, Economics with Financial Literacy, US Government, AP World History, World History, Psychology 1 and 2, and AP Psychology. AP Classroom is used as a supplemental enrichment tool for students taking AP classes, exposing students to college level questions and assistance with their writing skills. Students in all Social Studies classes learn collegiate writing to help prepare them for post-graduation plans. All teachers in the Social Studies department are members of the National Council for History Education's Learning and Exploring American Democracy (LEAD) grant that involves over 450 professional development hours over the course of five years. The teachers participate in Saturday Academies and on location field studies in which they interact with leading historians and master teachers to obtain new resources and strategies to bring back to their classrooms. An example of a formative used from the LEAD grant and throughout Social Studies classes is picture analysis. Students are shown a picture relating to a topic that has been discussed in the grant and students view and discuss what they know about the picture. Answers are collected and then looked over at PLC meetings to ensure students are correctly interpreting the picture and see how well they are implementing higher-level thinking into their answers.

The Social Studies Department strives to help students develop skills they will need to ensure college and career readiness. Economics students are given "real world" projects to practice budgeting and research the potential career paths students have when they earn their industry certifications. Government students take part in simulations to help make material, like how a bill becomes a law, come to life, and help create a deeper understanding. Each semester, the Office of Elections is invited to speak to students about the importance of voting and to help students register to vote and take an important step in becoming active and engaged citizens.

1e. For schools that serve grades 7-12:

The curriculum utilized at Professional & Technical High School supports the college and career readiness vision set out by the School District of Osceola County. Students can choose from a selection of five Advanced Placement courses, which includes AP Biology, AP Computer Science, AP World History, AP Psychology, AP Spanish Language, and AP Spanish Literature & Culture. Students are provided the opportunity to take dual enrollment classes through various state institutions, including Valencia College, University of Florida, University of Central Florida, and Osceola Technical College. This year, we created four sections of a Dual Enrollment lab class for students who do not have transportation to college campuses. This has increased our students' opportunity for rigorous courses, especially for our younger students. Last year, PATHS students completed over 679 college courses with Florida universities. Through the dual enrollment partnership with Osceola Technical College, our seniors completed 479 Osceola Technical College courses. One-hundred-six seniors earned an impressive 120 industry certifications last year. Students participate in the following programs: HVAC, Digital Design, Accounting, Medical Assisting, Pharmacy Technician, Phlebotomy, Culinary Arts, Cyber Security, Network Support Services,

CNC (Computer Numerical Control), Automotive Maintenance and Technician. PATHS students in Medical Assisting and HVAC programs also complete a summer apprenticeship. Professional & Technical High School offers four Career & Technical Education pathways within our campus as well: Criminal Justice, PLTW (Project Lead The Way) Biomedical Science, Digital Design-Photojournalism and Foundations of Journalism-Media Production. Through participation in the Digital Design and media production pathways students have the opportunity to earn Premier Pro, Adobe, and Illustrator industry certifications. Through participation in the Criminal Justice pathway students have the opportunity to earn 911 Dispatch certification. Through participation in the PLTW Biomedical Science pathway, students have the opportunity to earn Biotechnician Assistant Credentialing Exam (BACE) certification. Additionally, school counselors use the Xello platform and curriculum to promote post-secondary and career exploration.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

While our focus is on building and supporting technical capacity, we also believe in tapping creativity. The Visual & Performing Arts classes include 2-D Studio Art 1 and Speech. Students are taught different art methods and proudly display their work in the hallways each week. At the end of each semester, PATHS hosts a “Fine Arts Gallery Night” where students, parents, and community members may view all of the artistic accomplishments. Additionally, the art classes create a “Glow Gallery” which lights up the room in a spectacular glow in the dark display. All classes are invited to visit the gallery. PATHS art students also compete and participate in local competitions as well as national competitions such as the annual Congressional Art Competition. In Speech, students gain confidence through public speaking exercises, including Debate Club. The Speech students are also regular contributors to the PATHS Morning Show, allowing for real-world practice.

2b. Physical education/health/nutrition

The Physical Education classes include HOPE (Health Opportunities through Physical Education), Team Sports 1 and 2, and Individual Sports 1 and 2. Students learn how to set goals and work hard to reach them. Multiple students have worked hard to reach their goals, such as taking their health more seriously and transforming their approach to nutrition and exercise. PATHS applied for and received a grant from the area commissioners to buy weight training equipment to allow for strength training within the PE department. Our coach invites students to speak to subsequent classes about their accomplishments and inspire their classmates to reach their own goals. PE has partnered with ELA teachers to work on supporting writing across the curriculum; the teacher focuses on evidence and elaboration in writing, an area identified by the ELA department as an area of growth.

2c. Foreign language(s), if offered (if not offered, leave blank)

The Foreign Language classes include Spanish 1, 2, and 3, AP Spanish Literature, and AP Spanish Language. Students are very successful in these exams with pass rates of 84 and 99% respectively. Thirty-seven percent (37%) of seniors earned the Florida Seal of Biliteracy which means attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, earned a 3.0 GPA or higher in foreign language courses, achieved a qualifying score on a foreign language assessment, and earned a level 4 or higher on the state grade 10 ELA assessment.

2d. Technology/library/media

PATHS Technology classes include Digital Information Technology and AP Computer Science in which students learn office skills that help them be career ready after graduation. In addition to technology classes,

Career & Technical Education classes are available in two pathways: Digital Design 1/Photojournalism and Foundations of Journalism/Media Production. In Digital Design/Photojournalism, students learn the foundational skills of journalism, design, and editing. In the other pathway, students produce daily morning announcements to keep their peers up to date with school news and produce entertaining segments under the direction of their teacher. This pathway taken in 9th and 10th grades allows foundational skills for the college Digital Design tech program students enter in their 11th and 12th grade years. Our media specialist is extremely engaged with promoting reading and sponsors numerous clubs to highlight literacy through the Battle of the Books team and the Any Book Club.

2e. Any other interesting or innovative curriculum programs you would like to share

Criminal Justice and Biomedical Science are two CTE career pathways offered at PATHS. The classes in the Criminal Justice pathway include Criminal Justice Operations 1, 2, 3, and 4. At the conclusion of the program, students can earn a 911 dispatcher certification. The Criminal Justice pathway supports the college level Cyber Security program students will enter in their 11th and 12th grade years and/or entering the Polica Academy at oTECH when they reach age 21. The classes offered in the Biomedical Science pathway include principles of Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovations. At the end of their second year in the pathway, students can take the Biotechnician Assistant Credentialing Exam (BACE) and earn certifications. This program supports the Medical Assisting and Pharmacy college level program that they will enter in 11th grade. These students also participate in HOSA – Future Health Professionals, a student-led organization that helps students gain exposure to health careers and content. Students are successful at competition and have earned many awards.

PATHS is proud that 100% of students achieve an acceleration point through CTE Industry Certifications, Dual Enrollment, and Advanced Placement exams.

3. Academic Supports

3a. Students performing below grade level:

We believe all students will be able to meet proficiency with the correct support in place. The students performing below grade level are required to participate in the Multi-Tiered Systems of Support (MTSS) program. The structure of MTSS provides 30-minutes of intervention time twice a week for students performing below grade level in Math and ELA/Reading. Additionally, What I Need or “Win Wednesday” has been implemented to provide additional support for students outside classroom time. During this dedicated time on Wednesdays, teachers work with students who have missed class or have deficient grades to help them learn material and raise their grades along with feeling more confident in their learning. As part of our culture, almost all teachers at PATHS voluntarily offer additional support the rest of the week during the common planning period and extended lunch time. Walking the halls of PATHS, one will see anywhere from a few students to 20 huddled in almost every class at lunch to work on labs, missed assignments, test or project corrections, or receiving instructional support from a teacher.

We also offer summer camps to support struggling students who need foundational skills in the areas of Algebra and Geometry. We also target necessary skills and practice in our ACT and SAT summer camps to improve student test scores, so students are competitive in both college and career. Our summer camp numbers are kept low to offer more one-on-one assistance so individual needs can be met.

3b. Students performing above grade level:

We offer AP Spanish Lang, AP Spanish Lit, AP Computer Science, AP World History, AP Psychology and AP Biology. In addition to these rigorous courses, we also have all students enrolled in dual enrollment courses in eleventh and twelfth grades. To promote further DE options, we instituted a DE lab on campus so that students without transportation can still participate in college level courses. In addition to the DE and AP courses, all of our students must also enroll in a technical program with oTECH, which is located next door. Students are in their CTE programs for two periods a day in their junior and senior years.

3c. Students with disabilities:

Students with disabilities are provided targeted support depending on their exceptionality and work closely with the Varying Exceptionalities (VE) teacher to ensure success. While our students with disabilities population is small, we still provide large efforts. Our full time VE teacher supports the core classes first and foremost, but assists in any other courses where a student may struggle and benefit from the teacher's assistance. The VE teacher attends PLC's so he is involved in planning and analyzing data in order to offer the best individual support possible.

3d. English Language Learners:

We have a dedicated paraprofessional to assist in the classroom. The parapro is extremely flexible, also focusing on core academic classes, but moving into other courses when there is a need for support. The paraprofessional attends all faculty meetings to stay abreast of important information and attends PLC's in order to have access to lesson plans to offer the best support possible.

3e. Other populations, if a special program or intervention is offered:

Gifted students are assigned to a Gifted Consult teacher who meets with students monthly to conduct progress checks and to assist with academics. They make sure students know what opportunities are available to them, especially for additional acceleration.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At PATHS, student engagement is evident in all areas of campus. From encouraging students to create extracurricular clubs which sparks a personal interest and allows a feeling of fellowship and belonging to providing students with a positive environment in which their social emotional needs are met is part of our daily routine. We provide students with a positive and nurturing environment through many avenues. We hold individual Freshman/Parent Reviews for all students throughout the summer to ensure the best path of success from the moment students set foot on our campus. We have an orientation where students learn about our school, meet administration, counselors, and teachers, and begin to build relationships with both peers and faculty alike so there is a sense of involvement. Each year we host a Club Rush for students to promote belonging. During our extended lunch period, students attend club meetings from chess, music, and aeronautics to women's empowerment and gardening to name a few. While we do not have traditional sports offerings, our students play for the closest traditional high school or their home zoned school. We do offer structured intramural sports tournaments each quarter. At lunch, you will find football, soccer, volleyball, and basketball games in each corner of our field area.

PATHS incorporates a twice monthly Wellness Wednesday program which focuses on targeted instruction for student mental health. There are scripted presentations which focus on peer pressure, social media impacts, and substance abuse awareness to name a few. Additionally, using our student survey data, counselors hold focus groups during lunch time to assist students with coping skills based on various needs such as social anxiety or grief support. The student survey data is presented to the faculty, by students, who can speak to the daily struggles their peers face socially and emotionally. The faculty and staff at PATHS firmly believe we are responsible for educating the whole child and strive to meet the individual needs of our students.

We celebrate our students each month with the Star Patriot Program. Each teacher recognizes students who have met our PRIDE (professionalism, responsibility, integrity, determination, and excellence) expectations in a ceremony where each student is honored. Recognized students are celebrated through desserts, PATHS paraphernalia, social media celebrations, and school announcements.

2. Engaging Families and Community:

PATHS families begin their journey with attending one of four informational nights to learn more about the school. In the spring, there is a Curriculum Night for our incoming 9th graders, and parents to learn about the various pathways and course offerings in detail. In the summer, parents are required to attend orientation with their child and attend separate break-out sessions. The Freshman Review occurs in the summer as well with counselors holding one-on-one family meetings to plan the next four years, ensuring a rigorous course load to include Advanced Placement courses, Dual Enrollment opportunities, and alignment of electives that will support tech program choice.

The support continues for students and families throughout the years as we offer college application and scholarship nights, financial aid support nights, and job fairs in conjunction with our oTECH partnership. There is a Dual Enrollment night to assist parents in learning the process of attending college level courses, including requirements and tutoring options for the Postsecondary Education Readiness Test through our National Tech Honor Society members.

PATHS recognizes the importance of including all stakeholders in the educational process. Parents are often involved with the school, helping with school-wide celebrations, acquiring business partners, and fundraising for school activities. Recently, PATHS has worked to create multiple business partnerships that can benefit our students in their career journey. For example, in conjunction with oTECH, we worked to partner Walt Disney World with our Culinary students, sending resort chefs to demonstrate and teach students to hone their craft. The Interact Club assists with the Osceola County Historical Society fundraiser and helps run the children's program for Pioneer Day for the past four years. Our Tech Honor Society

participates in food drives, Toys for Tots, and Relay for Life. The Women's Empowerment group hosts a toiletry drive for a local women's shelter. Our school counselors host a grade level competition for completion of community service hours, as a challenge to all students. The examples, plus many more, instill Patriot Pride within our students and fundamentally the importance of giving back to your community.

3. Creating Professional Culture:

PATHS administration understands the importance of ensuring all of our faculty and staff feel appreciated and valued. We have worked hard to implement with fidelity the concept of Professional Learning Communities. Three teacher leaders were selected to attend a PLC conference with an administrator and ultimately devise a PLC plan for our unique school. As teachers are unable to fit the mold of a traditional PLC due to our scheduling structure, we had to allow for some creativity to make the concept work while still ensuring the seven stages of the PLC rubric are followed. This team became the guiding coalition for our PLC work to evaluate, analyze, and support individual PLC's. Multiple professional development opportunities were created in conjunction with the PATHS Improvement Initiative to assist teachers in three main areas: instructional best practices, use of data to inform instruction, and use of technology to assist with gathering formative data. There is flexibility within the PLC process to allow for singletons to meet with counterparts at other nearby schools. For example, the Criminal Justice teacher and the Biomedical teacher meet with their counterparts at a neighboring high school. The elective teachers formed a PLC determined to assist the Language Arts team with an area of need based on recent data. Elective teachers have created plans to support evidence and elaboration in writing, an area our 9th and 10th graders struggle with. This concept has begun an initiative which will grow as writing across the curriculum improves.

Each year, staff takes a survey which gives insight into the management and operation of the school. While the results were shared with staff previously, goals were set by the leadership team to tackle challenges. However, a new enterprise has been created to encourage teacher input and leadership in developing plans for improvement. The PATHS Improvement Initiative (PII) is a group of over 15 teachers who voluntarily meet monthly to address insights from the survey(s), create plans to address goals for improvement, and monitor results. This opportunity has significantly impacted teacher buy-in and relevance. Two teacher leaders, both in Educational Leadership master's programs, guide the PII to develop professional development needs, classroom supports, and address our overall professional culture.

While staff professional culture is extremely evident, the visible professional staff culture bleeds into the professional culture for students. We believe exposing students early to this culture mindset, will benefit all students in their future career. All students must dress and groom themselves in a manner that conforms to standards set by business and industry. Programs require students to wear appropriate attire (scrubs for Health programs and chef coat, hat, and pants for Culinary, for example) while in the classroom. PATHS staff supports a robust professional structure to ensure "Every Student, Future Ready."

4. School Leadership:

Professional and Technical High School leadership team works hard to create and support a positive school culture for all and to incorporate a shared vision from all stakeholders in our community from staff, students, and parents alike. There are several layers of leadership within our building. The leadership team is comprised of six non-instructional personnel, including the principal, assistant principal, dean, guidance counselor, literacy coach, and math coach. Weekly meetings are held to discuss systemic needs, and create systems of support for our teachers and instructional needs for our students. As a smaller school, our leadership team tends to wear multiple hats. While each member has explicit functions to supervise, we operate under a truly collaborative model. Our team brings innovative ideas and consistent support to the forefront each and every week, rising to the challenge of ensuring student achievement and success.

The principal is responsible for fulfilling our mission of "Every Student, Future Ready." The building principal coordinates with staff to support students and teachers and to promote the development of initiatives, programs, and services to meet the current needs of the high school students. The principal creates quarterly newsletters for parents to stay abreast of all activities, events, student celebrations, teacher

highlights, and academic information to be disseminated in a timely fashion. There is a true focus on building and promoting a positive school culture with Principal Focus Groups held multiple times a year in order to garner input from students and effect positive and productive change. The assistant principal is responsible for curriculum and instruction, including gathering our data for use in monthly Stocktake meetings. Stocktake meetings are a leadership tool led by the principal; and, the Assistant Principal facilitates the meeting. The focus is on gathering the most current data, creating deep dives to gain a thorough understanding of the data and its implications, and creating actionable plans which hold every member of the leadership team accountable for fulfilling assigned tasks and reporting back the following month. Our dean oversees the student services department and day-to-day operations regarding student policies and procedures, while our guidance director oversees our social and emotional well-being programs, college and career readiness, in addition to scheduling. Our Literacy coach heads the MTSS program and coordinates required interventions as well as duties to assist all teachers with literacy strategies and data. The math coach teaches half-days, but supports our struggling learners with interventions, and offers teachers curriculum support as well as leading our very successful Positive Behavior Intervention Support program.

This school believes in teachers participating in shared decision-making. The next layer of leadership includes Lead PLC and Department Chair teachers. Teacher input is valued and not only offers feedback and support to administration but allows for teacher voice to be heard, thereby impacting student growth. Within our small framework, we have set in place a distribution of leadership, positively affecting student achievement, and creating a culture of learning for all. Overall, our leadership practice positively impacts our work environment and allows teachers to cultivate their craft, instilling a sense of pride and professionalism.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning has always been embedded in the PATHS community. We are committed to foster inclusivity, value diversity, and promote equity in our school community. We treasure the linguistic diversity among our students and view this as an asset to our school community. PATHS encourages our students to earn the Florida Seal of Biliteracy which recognizes students who have attained a high level of competency in listening, reading, speaking, and writing in one or more foreign languages. This seal promotes proficiency in languages other than English and promotes our dedication to offering opportunities for all of our students.

Our school counselors, along with a voluntary PLC have worked hard to integrate all cultures into our celebrations and awareness activities. PATHS staff communicates the importance of care, support, and belonging in ways that students can connect. The Hispanic Heritage Honor Society hosts weeklong festivities with the culmination of an Hispanic Heritage Festival. The Black Student Union created a daily podcast for students during the month of February. Our Women's Empowerment Club highlights women in history throughout the month of March, and sponsors a "Walk a mile in her shoes" walk for our whole student body.

Our school community is dedicated to learning about different cultures' values and contributions to society and incorporate this knowledge into instruction. Many of our texts utilized in English Language Arts classes represent diverse voices, different experiences, and broaden a student's perspective to the world at large. The School District of Osceola County is extremely diverse and PATHS mirrors that diversity. Our staff believes that all students deserve equality and inclusion.

PART VI - STRATEGY FOR EXCELLENCE

Professional and Technical High School is unique in its philosophy, structure, and belief that every student is future ready. “Future ready” can have many connotations, shaped by each individual student’s goals. We believe that every student has the potential to succeed no matter what path they choose after graduation. Our strategy for excellence lies in our acceleration approach. We aim to provide a unique balance of both theoretical and practical knowledge to our students through academic rigor, coupled with hands-on learning. Our acceleration structure allows students to take more classes and complete their traditional high school education in a shorter amount of time. This acceleration provides students with plenty of opportunities to explore their interests and gain valuable experience in their chosen field. Students develop the practical skills they need to succeed in the workforce while achieving academic success and preparation for multiple postsecondary options.

As we partner with Osceola Technical College (oTECH), students arrive at PATHS with a desire to complete a technical program, earn industry certifications for immediate job opportunities, and earn college credits through AP or DE courses, potentially earning their Associates Degree as they receive their high school diploma. The structure of our school, and the ability to offer more individualized guidance, sets us apart from other traditional high schools. PATHS gives students the ability to tailor their education to their own interests and goals, allowing them to explore a wide range of career pathways and develop the skill and knowledge needed to succeed in their chosen field. As sophomores, PATHS counselors facilitate oTECH immersion days. Each student selects three tech programs that are of interest and spend time in each program meeting with the teacher and adult students, participating in hands-on activities, and asking questions prior to making a final selection.

PATHS has many different levels of learners. But, with the various levels comes the same common belief that all administrators and staff subscribe to. We firmly believe that all students can succeed through an environment that is encouraging, nurturing, motivating, and engaging. We have students who may need additional support in traditional academics but excel when working on a car or an air conditioning unit. That student’s desire to remain in the Automotive Program or HVAC program often impacts the student’s motivation to succeed in traditional high school courses. One highly motivated student took full advantage of our acceleration and completed both Cyber Security and Networking Solutions programs and industry certifications while simultaneously earning an Associates Degree and high school diploma. This is what makes PATHS excellent- there is not one set PATH to success.

Our district’s strategic plan and goals to ensure academic success includes opportunities for all students that will lead to college, career, and life readiness. Professional and Technical High School fully embodies this ideal for each and every one of our students. “Every Student, Future Ready.”