

Pinellas County Schools

DISSTON ACADEMY



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 7

 D. Demographic Data 8

 E. Early Warning Systems 9

II. Needs Assessment/Data Review 12

 A. ESSA School, District, State Comparison 13

 B. ESSA School-Level Data Review 14

 C. ESSA Subgroup Data Review 15

 D. Accountability Components by Subgroup 17

 E. Grade Level Data Review 20

III. Planning for Improvement 22

IV. Positive Culture and Environment 29

V. Title I Requirements (optional) 31

VI. ATSI, TSI and CSI Resource Review 37

VII. Budget to Support Areas of Focus 38

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Disston Academy is to educate and prepare each student for college, career and life.

Provide the school's vision statement

Our vision is 100% student success through Preparation, Performance and Pride.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tamika Hughes-Leeks

Position Title

Principal

Job Duties and Responsibilities

Developing, Implementing, and evaluating school philosophy, goals and objectives reflecting district & state goals. - Developing alternative methods and options for obtaining high school completion/graduation.

Leadership Team Member #2

Employee's Name

Tamika Hughes-Leeks

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Etje Ramdohr

Position Title

Assistant Principal

Job Duties and Responsibilities

- Developing and maintaining a positive school/community climate and a safe.
- Developing, implementing, and evaluating school philosophy, goals and objectives reflecting district and state goals. and healthy learning environment.

Leadership Team Member #4

Employee's Name

Elizabeth Hassler

Position Title

Teacher, K-12

Job Duties and Responsibilities

Teaches students knowledge, social skills and concepts

- Plans lessons so that students become involved in learning and decision? making related to curriculum choices.

Leadership Team Member #5

Employee's Name

Melissa Witeck

Position Title

Teacher, K- 12

Job Duties and Responsibilities

- Plans lessons so that students become involved in learning and decision making related to curriculum choices.
- Teaches students knowledge, social skills and concepts.
- Identifies long-range goals and specific objectives and plans a program for individualized and group instruction.

Leadership Team Member #6

Employee's Name

Pamela Douglas

Position Title

Teacher, K-12

Job Duties and Responsibilities

- Prepares, administers, and corrects tests and records results; evaluates student achievements.
- Identifies long-range goals and specific objectives and plans a program for individualized and group instruction.

Leadership Team Member #7

Employee's Name

Natasha Sandman

Position Title

Teacher, K-12

Job Duties and Responsibilities

Identifies long-range goals and specific objectives and plans a program for individualized and group instruction.

Prepares administers and corrects tests and records results; evaluates student achievements.

Leadership Team Member #8

Employee's Name

Devlin Pippert

Position Title

Attendance/ Social Work

Job Duties and Responsibilities

Makes referrals to school and community resources to provide both remedial and preventive services to students and their families.

- Assists students and their families in the resolution of behavioral, emotional and social needs through school and community resources and referrals.

Leadership Team Member #9

Employee's Name

Delores Green

Position Title

Parent Engagement Liaison

Job Duties and Responsibilities

- Develops a plan to enhance student learning and participation in school.

This may include; monitoring students with poor attendance--intervening and referring as necessary; functional behavioral assessment; academic improvement planning; behavior support planning; and individual education planning.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Disston Academy has a SAC committee and sends out a parent survey to collaborate with families on school improvement needs. The information received through these means of communication are then shared with the school leadership team to discuss recommendations from stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Disston Academy data will be extracted, disaggregated and monitored bi-weekly during SBLT and MTSS meetings. The instructional coaches will be responsible for preparing and providing their content area data on a bi-weekly basis. Department leads will be expected to send in bi-weekly reports broken down into sub-groups. Student service specialists will provide engagement data including attendance, discipline, and PBIS. Data will be shared during departmental PLCs to look for trends and make necessary adjustments for every ESSA subgroup.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 5-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	83.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								4	9	13
One or more suspensions								4	8	12
Course failure in English Language Arts (ELA)							3	7	9	19
Course failure in Math								1	1	2
Level 1 on statewide ELA assessment								2	5	7
Level 1 on statewide Math assessment								2	3	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								4	9	13

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									1	1
Students retained two or more times							6	8	14	28

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							1	3	7	11
One or more suspensions							2	3	7	12
Course failure in ELA							1	1	2	4
Course failure in Math								1	3	4
Level 1 on statewide ELA assessment							2	4	10	16
Level 1 on statewide Math assessment							2	4	10	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										16

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							2	4	10	16

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	1	3	6
Students retained two or more times							2	3	7	12

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	3	55	55	13	47	50	3	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	43	57	57				42		
ELA Learning Gains Lowest 25%		55	55						
Math Achievement *	9	42	45	0	36	38	3	38	38
Math Learning Gains		46	47						
Math Learning Gains Lowest 25%		41	49						
Science Achievement *		64	68	8	61	64	0	42	40
Social Studies Achievement *	25	70	71	6	63	66	2	47	48
Graduation Rate	30	92	90	53	92	89	64	61	61
Middle School Acceleration								45	44
College and Career Readiness	7	69	67	3	69	65	0	70	67
ELP Progress		45	49		47	45			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	20%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	117
Total Components for the FPPI	6
Percent Tested	77%
Graduation Rate	30%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
20%	14%	16%	20%		10%	6%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	11%	Yes	5	5
White Students	45%	No		
Economically Disadvantaged Students	20%	Yes	5	5
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	60%	No		
Black/African American Students	11%	Yes	4	4
White Students	53%	No		
Economically Disadvantaged Students	15%	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	15%	Yes	3	3
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	18%	Yes	3	3

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	3%		43%		9%				25%	
Black/African American Students	0%				7%					
White Students										45%
Economically Disadvantaged Students	6%		38%		14%				21%	
										19%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	13%				0%			8%	6%		53%	3%	
Students With Disabilities											60%		
Black/African American Students	13%				0%			0%	0%		52%	0%	
White Students											53%		
Economically Disadvantaged Students	17%				0%			8%	6%		54%	3%	

2021-22 Accountability Components by Subgroups												
	ELA ACH. 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	3%	42%		3%			0%	2%		64%	0%	
Students With Disabilities												
English Language Learners												
Native American Students												
Asian Students												
Black/African American Students	0%	36%		0%			0%	0%		69%	0%	
Hispanic Students												
Multiracial Students												
Pacific Islander Students												
White Students												
Economically Disadvantaged Students	7%	42%		8%			0%	4%		65%	0%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	14%	51%	-37%	53%	-39%
Ela	8	0%	52%	-52%	51%	-51%
Math	8	0%	60%	-60%	54%	-54%
Science	8	0%	50%	-50%	45%	-45%
Civics		0%	73%	-73%	67%	-67%
Biology		7%	62%	-55%	67%	-60%
Algebra		4%	52%	-48%	50%	-46%
Geometry		8%	54%	-46%	52%	-44%
History		24%	67%	-43%	67%	-43%
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	14%	-6%	16%	-8%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	18%	-18%	17%	-17%
Geometry		4%	28%	-24%	16%	-12%

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

No Answer Entered

Lowest Performance

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

The data point with the lowest performance is attached to the Reading proficiency. Disston Academy is at 8% proficiency on the FAST ELA. Contributing factors that impacted students include insufficient, incomplete or disconnected instructional strategies. Gaps in providing curricular support in mastery of ELA and Reading standards, skills and application to real life. Across content areas, grade levels and subgroups, students are struggling with vocabulary acquisition, fluency and comprehension. These deficits have an impact across all content areas. Data used to evaluate and monitor student growth includes Performance Matters data, FSA data, common assessment and formative assessment data, AppleRouth, AlbertiO, Methods Test prep data, Reading Plus and iReady.

Greatest Decline

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

No Answer Entered

Greatest Gap

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

No Answer Entered

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

No Answer Entered

Highest Priorities

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

No Answer Entered

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Assessment data show that students struggle to understand the Reading Across Genres & Vocabulary category questions on the F.A.S.T. ELA Reading, which includes (1) interpreting Figurative Language, (2) Comparative Reading, (3) Understanding Rhetoric, (4) Morphology, and (5) Context and Connotation. These gaps that impact literacy standards are evident across literacy benchmarks in multiple content and assessed courses.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Teachers will utilize data to organize students to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student. Teachers will enhance their capacity to identify critical components from the Standards in alignment with district resources and strengthen their ability to engage in complex tasks. Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students a productive struggle during each lesson.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor classrooms bi-weekly and provide constructive feedback on the effective use of best instructional practices. PLCs (Professional Learning Communities) will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts

Person responsible for monitoring outcome

Melissa Witeck, ELA Department Lead

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide professional development for all instructional staff increasing effective implement high-leverage strategies that support engaging students in rigorous student-centered instruction with purposeful and intentional teacher planning to close the achievement gap. Additionally, we will see increased student achievement and learning gains on multiple content area, state assessments.

Rationale:

By focusing our school improvement efforts on increasing student engagement, rigorous standard-based instruction and effectively applying individualized support for struggling students with fidelity, based on data, we will increase student gains by at least 15%. We will use formative and summative assessment data identify and target areas of need. As various targets are identified, we will use various evidence-based strategies gained through professional development to increase proficiency. Tier of Evidence-based Interventions include

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Students will have the opportunity to participate in interactive learning outside of the traditional school setting. Students will be able to attend school trips to museums, zoos, parks, theatrical representations, and post-secondary institutions. These experiences align with standard-based content in all assessed areas: Biology, US History, Civics, ELA, Algebra and Geometry.

Rationale:

This will allow students to make connections to all core content area curriculum and engage in interactive learning. Students will also be able to capture writing connections to historical evidence, real-world application, and exposure to extension learning at the post-secondary level to support college and career planning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:

Collaborative planning sessions inclusive of data disaggregation, lesson study and peer to peer observation will be implemented. These sessions will be held in which data will be used to specific subgroup targets and identify areas of need. Teachers will work together to decide strategies and practices to increase proficiency in target areas.

Rationale:

Teachers will participate in designated planning session to develop writing prompts for the CER Literacy initiative during the school day for one planning period per week. Teachers will also complete one planning session afterschool each month. The identify, plan and practice a new instructional strategy or practice.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:**

Etje Ramdohr, Assistant Principal

By When/Frequency:

Twice a month by department.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in designated planning session to develop writing prompts for the CER Literacy initiative during the school day for one planning period per week. Teachers will also complete one planning session afterschool each month. The identify, plan and practice a new instructional strategy or practice.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The current level of performance in FAST Mathematics, Algebra 1 and Geometry data sources is 4% and 8% proficiency on the Algebra I and Geometry EOCs respectively. The data shows that there is a gap that has not been addressed during the core instruction can increase a lack of student comprehension of their course content.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of May 2024, student achievement in Math as evaluated on the Algebra I EOC in learning gains will increase by 10%.

By the end of May 2024, student achievement in Math as evaluated on the Geometry EOC in learning gains will increase by 10%.

By the end of May 2025, student achievement in Math as evaluated on the Algebra I EOC in learning gains will increase by 15%.

By the end of May 2025, student achievement in Math as evaluated on the Geometry EOC in learning

gains will increase by 15%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

BEST Progress monitoring assessments, supplementary intervention assessments, district/school examinations, classroom walkthroughs, Implementation of BEST benchmarks will be used for monitoring success.

Person responsible for monitoring outcome

Pamela Douglas, Math Coach/ISD

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Enhance staff capacity to identify critical content from the standards in alignment with district resources and professional development. Staff will implement Literacy Strategies to instruct and engage students in complex tasks. Strengthen the Mathematics team's ability to utilize C.U.B.E.S word problem solving technique for their content area to focus on consistently. Mathematics and science teachers will provide word walls for the math topics in class.

Rationale:

The strategies identified to improve or enhance student success measures are identified upon students' mastery data by standards. There are patterns found within our summative assessments and BEST PM assessments data that identify areas that consistently require remediation or re-visitation. With structured, repeated practice and student retest students' proficiency with comprehension and analyzing computation and practical application.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Student

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

IV. Positive Culture and Environment

Area of Focus #1

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered**Person responsible for monitoring outcome****Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Disston Academy will provide information to parents regarding Title 1 programs in a timely manner using various methods of communication including meetings, mailed letters home, the School Messenger call system, email and the school website. At the Transition to Success Initiative and stand-alone Annual Title 1 Meeting, information about Title 1 programs, curriculum, and academic assessments will be shared in general meetings. Teacher will maintain sign-in sheets and provide a copy to the Title 1 Coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines.

1. Parent and family engagement events/activities are aligned with school and district achievement goals.
2. The school offers flexible number of meetings, such as morning or evening.
3. The school holds the Title 1 Annual meeting at a convenient time and encourages and invites all parents to attend to inform them about the school's Title 1 School Plan, and the school-parent compact.
4. School communication with ELL families is ongoing, meaningful (provided in the native language), culturally relevant, and results in higher academic achievement, increased access to opportunities for ELL scholars, and meaningful engagement for ELL families.
5. Families are involved in the development of the School-Parent-Scholar Compact. Our school website where the SIP will be publicly displayed is located at www.pcsb.org/Disston.

Positive Relationships With Parents, Families and other Community Stakeholders

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

parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Parents will be able to provide a response form to complete to provide input or to ask questions. The principal will respond to all questions. If a parent is unsatisfied with the school-wide program plan under Section 1114(b)(2), they will be asked to provide their feedback to the site designee who will then provide the feedback to the Title 1 office.

1. Increase modalities of communication with families.
2. Increase mechanisms to collect parent feedback.
3. Increase access to Family-Communication Liaison.
4. Increase parent participation in workshops that focus on literacy, core subjects and test preparation practices for the home environment.
5. Increase parent response to requests for feedback through the use of surveys, interviews, or direct solicitation.
6. Increase parent use of accessible data sources to be informed of scholar platform progression (Edmentum, iReady, Albert iO, ThinkCERCA, Applerouth as well as FOCUS and CANVAS).
7. Offer flexible meetings during and outside the school day.
8. Continue to provide workshops corresponding to the needs of the scholars (college, career, vocational and life skill development).

Also, offer meetings and conferencing in person and virtually. Critical information will be kept at the "Parent Station" located in the front office for parent convenience. Examples of methods and opportunities that support communication with families includes but is not limited to the following: Maintain documentation. Annual Title 1 Parent Meeting. Create sign-in sheets. Advertise/publicize event. Develop and disseminate invitations. Develop agenda, handouts, and/or presentation materials that address the required components.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

If teachers implement literacy strategies across core content, especially focused on notetaking, then scholars will see an increase in reading proficiency and learning gains.

A.

1. The integration of AVID and WICOR strategies school-wide to increase literacy proficiency such as

closed reading, text dependent, questioning and focused notetaking.

2. The integration of digital platforms and programming as an extension of learning beyond the school day including Edmentum, APEX, ThinkCERCA, Method Test Prep, iReady, Albert iO, AppleRouth and CANVAS.

3. The implementation of collaborative planning through in-school in-service or PLCs within content levels and also by grade level to integrate common vocabulary, technical structures, lesson design and interdisciplinary project development.

4. Integration of research-based, peer reviewed on engagement strategies and systems including PBIS, Personalized Learning, Project-based Instructional Practices, Restorative Practices, and Youth Mental Health First Aid training school-wide.

5. Integration of goal setting, problem-solving and college and career readiness strategies and skills through CTAE enrichment programming and Extended Learning opportunities. for identified subgroups through embedded vendor services and coordinated trainings for staff and families.

B.

1. Utilize full-time instructional coaches to provide coaching and mentoring to content teachers to meet teachers' and scholars' needs.

2. Refine and elevate activities/events offered to families and community members at a variety of times to accommodate different schedules and increase engagement.

3. Provide high-yield, high quality professional development for instructional staff regarding instructional practices, lesson design, cross-curricular development and integration of post-secondary skill development.

4. Non-traditional hours for remediation, small group support, and one-on-one support provided by paraprofessional staff.

5. Hiring of additional instructional staff to provide smaller class size.

6. Provide extension and enrichment opportunities to the scholars so that they will have the ability to make connects between formal learning and life application.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The school coordinates and integrates parent and family engagement programs and activities with other Federal, State, and local programs, including parent resource centers that encourage and support parents in more fully participating in the education of their child(ren). The City of St. Petersburg's Cohort of Champions has an onsite program providing mentoring, connection to city

resources and parent support to scholars at Disston Academy. Walmart has provided donations of school supplies, household sanitary supplies and volunteer hours. Community EFX has provided access to state legislature, civic leaders and speakers who have acquired success in spite of impoverished beginnings. New Life Case Management has planned and will facilitate an onsite job fair with local companies interested in hiring scholars. Mindful Movement as provided skill development and tools for problem-management, problem-solving and anger management. New Vision has provided small group development of social-emotional needs in the academic setting.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Professional development opportunities include:

1. Training on instructional strategies aligned to literacy such as CER/CEE writing strategies, closed reading, text dependent questioning and focused note-taking.
2. Training on instructional systems aligned to increase project-based instructional practice, mastery in Mathematics, Science and Reading, use of collaborative structures, inclusionary text, techniques and structures.
3. Training within the PLC model regarding lesson design and review, activities (protocols/ collaborative discussions) and resources (graphic organizers/sentence starters) in order to help students practice effective elaboration techniques.
4. Training on engagement strategies and systems including PBIS Rewards and enhanced use of Guidelines for Success, Restorative Practices, and School Mental Health.

5. Training on the implementation instructional practices in ELA and History courses. Increased use of BEST text and reading sources and project-based and personalized instruction. The use of innovative scholastic, digital platforms to support collaborative learning and higher-order questioning using DBQs.
6. Training on integrating technology for student interaction with Mathematics and Science courses.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/790	UNISIG	0.0	5,237.50
<i>Indirect costs @ 4.19%.</i>					
Areas of Focus	Instructional Practice - Small-group Instruction	5100/510	UNISIG	0.0	7,700.00
Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners, scientific calculators, lab sets, microscopes, lanyards, lab coats and aprons, dissection animals.					
Areas of Focus	Instructional Practice - Small-group Instruction	7800/390	UNISIG	0.0	2,400.00
Other purchased services: Estimated transportation costs for MOSI= \$600 (1 bus x 1 day), Tampa Bay Watch = \$600 (1 bus x 1 day), Florida Aquarium= \$600 (1 bus x 1 day) and Clearwater Aquarium = \$600 (1 bus x 1 day).					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	5100/510	UNISIG	0.0	7,500.00
Supplies: We will offer scholars flexible seating options and create movement and transitional opportunities in the classroom to improve collaboration and engagement. Offering a variety of seating options will enhance connection to scholar preferred learning styles and decrease unstructured or adverse behaviors. Research indicates that flexible seating increases oxygen capacity and blood flow. It also increases metabolism which supports sensory activation and focus. Supplies: Sprogs SoftScape Reels and Read bean bag plus, Sprogs soft casual floor rocker, Norwood commercial swivel floor chairs, Leanture atom soft seating floor stool.					
Areas of Focus	Graduation/Acceleration - Graduation	6400/330	UNISIG	0.0	6,525.00
Travel: The school would like to attend the Future of Education Technology Conference in Orlando in January 14-17 2025. One administrator and two instructional staff members will attend. Research-based and peer-reviewed training to enhance instructional practice for veteran team leaders and administration. Extensive training will be provided addressing instructional strategies for the integration of technology and applications through project-based and adaptive curricular development, frameworks for coaching and transformational engagements. Estimated costs include registration \$768, parking/mileage/ride shares \$400, meals \$256 (4 days x \$64), lodging \$750 (3 nights x \$250) = \$2,174. Estimated cost for three = \$6,525					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	5100/510	UNISIG	0.0	5,095.50
Supplies: To support and expand our PBIS program, the school will include kinesthetic learning. This activity includes creating an incentive area that allows students to use kinesthetic activities to reinforce learning. The kinesthetic learning style involves whole-body movement and tactile engagement. Kinesthetic learners process information best when they					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
are physically engaged during the learning process; they often prefer a learning through doing approach. Additional PBIS activities will include semester incentives such as participation in field day events. Supplies: Mathpotamia STEM supplies, Mathem Active Styke N Score Game, 3D Pentominoes, Mathem Active beanbag multiplication game.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	7300/110	UNISIG	0.0	1, 874.00
Administrator: The principal is requesting additional summer duty days for the assistant principal (AP). The AP that will be assisting with preparation and implementation of our Extended Learning programming, collaborative structure systems, and curricular design/data disaggregation professional development opportunities. Providing these programs and staff PD requires substantial planning. This four-day professional development sessions will be provided to all instructional staff and classroom paraprofessionals. Scholars will continue to receive instruction during the month of June to address identified areas of deficiency. Daily rate = \$234.25 x 8 days plus fringe.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	7300/220	UNISIG	0.0	114.00
FICA/Social Security: AP summer hours FICA taxes at 6.2%.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	7300/221	UNISIG	0.0	27.00
FICA/Medicare: AP summer hours FICA taxes at 1.45%.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	6400/330	UNISIG	0.0	15, 300.00
Travel: The school would like to attend the HTH Deeper Learning Conference that is being held in San Diego, California on April 2-4, 2025, 2024. One administrator and four teacher/leaders will attend. This is a national conference held annually at different locations; it is not available in Florida. It is important for one teacher from each content area to attend. Research-based and peer-reviewed training will be provided addressing instructional leaders and administration. Extensive training will be provided addressing instructional frameworks for coaching and transformational engagements. Estimated costs include registration \$1,000, airfare \$600, parking/mileage/ride shares \$304, meals \$256 (4 days x \$64), lodging \$900 (3 nights x \$300) = \$3,060 per person x 5 staff = \$15,300.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	5100/640	UNISIG	0.0	5, 200.00
Furniture, fixtures and equipment: The school would like to purchase a laminator. This equipment will be used to create visuals for display throughout the school celebrating our scholars' accomplishments. Displays of student work will instill a sense of pride and recognition of student accomplishments. We'll also create displays of standards, and other relevant information for classroom and public area posting. (see quote)					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	7300/210	UNISIG	0.0	249.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
American Students (BLK)					
Retirement: AP summer hours retirement @ 13.63%.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	7300/510	UNISIG	0.0	6,250.00
Supplies: Office supplies and equipment. Office supplies: paper, pencils, sheet protectors, anchor charts, white boards, folders, binders, dividers, calculators, markers, pencil sharpeners, highlighters, folders, organizers, printer ink, laminating supplies, poster printer supplies, disinfectant wipes, paper rolls. Small office equipment: desktop printers, calculators, electric pencil sharpeners and hole punches. Access to electric pencil sharpeners and hole punches ensures teachers can effectively prepare student materials in shared resource/work rooms. Small office equipment facilitates administrative tasks. For instance, a reliable printer ensures dissemination of important information to students, parents and faculty. Newsletters, event flyers, academic calendars, student schedules, and student laptop usage forms that are distributed timely keep stakeholders informed and engaged in the educational process. Additionally, educational administrators use calculators to analyze academic data, track student performance trends, and monitor progress towards learning objectives and academic standards.					
Areas of Focus	Graduation/Acceleration - Graduation	6400/330	UNISIG	0.0	7,068.00
Travel: The school would like to attend the Innovative Schools Summit in Orlando in March 20-23, 2025. One administrator and two Student Services specialists will attend. Research-based and peer-reviewed training to enhance instructional practice for veteran team leaders and administration. Extensive training will be provided addressing instructional strategies for the integration of technology and applications through project-based and adaptive curricular development, frameworks for coaching and transformational engagements. Estimated costs include registration \$650, parking/mileage/ride shares \$400, meals \$256 (4 days x \$64), lodging \$1,050 (3 nights x \$360) = \$2,356 per person x three staff = \$7,068.00.					
Areas of Focus	Graduation/Acceleration - Graduation	7800/390	UNISIG	0.0	2,440.00
Other purchased services: Local College Tour and Career Exploration Bootcamps and Events for proficiency, learning gains and concordant scores and comprehensive overview of college and career requirements and programming. Transportation to local post-secondary institutions (PTC, SPC, Eckerd). We will use district transportation when available but are estimating transportation costs as follows: One bus a day will be needed for four trips per site (once per quarter). We are estimating the average cost of a bus will be \$195. (\$195 x 12 = \$2440) Estimated students by grade level: 6th 7, 7th 7, 8th 6, 9th 8, 10th 6, 11th 6, 12th 5 SP.PK12.VI.3.3 Describe opportunities in selected career clusters, including the outlook for employment, qualifications, and training requirements.					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	7800/390	UNISIG	0.0	6,500.00
Other purchased services: History and Higher Education College Tour. Estimated cost for					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
transportation = \$3,250 x 2 field trips = 6,500.					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/640	UNISIG	0.0	4,160.00
Furniture, fixtures and equipment: Magnatag progress monitoring system for assessment and proficiency tracking. System will be located in our Reading resource room. This will allow for students to receive targeted remediation that is specific to their needs with a teacher/ interventionist and with accommodations that they need. Estimated costs for two systems = \$4,160. (2 x \$1,580 + \$500 est. shipping)					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	6400/330	UNISIG	0.0	18,260.00
Travel: The school would like to attend the Learning Forward Conference in Denver, CO on December 8-11, 2024. One administrator and four teacher/leaders will attend. This is a national conference held annually at different locations; it is not available in Florida. Research-based and peer-reviewed training to enhance instructional practice for veteran team leaders and administration. Extensive training will be provided addressing instructional strategies for personalized instruction, project-based and adaptive curricular development, frameworks for coaching and transformational engagements. Estimated costs include membership \$75 (provides discounted registration fees), registration \$1,230, airfare \$600, parking/mileage/ride shares \$300, meals \$320 (5 days x \$64), lodging \$1,125 (5 nights x \$225) = \$3,650 per person x 5 staff = \$18,260.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	5100/360	UNISIG	0.0	1,300.00
Rentals: The school would like to purchase licenses for the PBIS Rewards system. This purchase will allow us to increase the use of program schoolwide to aid in the SIP goal to create a positive and culturally sensitive environment. By increasing the positives and being proactive, the goal is to cause a decrease in inappropriate behaviors. This will assist with teaching students positive, social and cognitive behaviors. PBIS provides strategies for students to fully engage in the classroom by setting behavioral expectations, positive rewards, and clear consequences. Per quote: Base Fee \$750. Per student fee \$300 (150 x \$2), ID Cards \$187.50 (150 x \$1.25), Shipping/handling \$5. Total \$1,242.50.					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/330	UNISIG	0.0	4,500.00
Travel: History and Higher Education College Tour-Scholars in grades 9-11 will attend a college tour encompassing multiple levels of post-secondary education in Florida. Scholars will also visit historic sites, museums and municipal institutions to make connections to benchmarks, standards and critical information addressed in ELA and Social Studies curriculum. Scholars have projects and this will aid scholars in reaching proficiency as evaluation on Progress Monitoring and End of Course assessments. We estimate approximately 45 scholars will attend the college tour designed for 9th-11th grade students. Estimated trip duration is 14 hours. Estimated cost per student includes \$25 admission to a museum (or similar experience) and meals \$25 (\$10 lunch and \$15 dinner). Total cost per trip = \$2,250 (\$25 entry fee + \$25 meals x 45 scholars). Estimated costs include two separate					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
college field trip days with a social studies add-on. Transportation costs are a separate budget line. This trip will be offered two times during the year. Estimated students by grade: 9th 15, 10th 15, 11th 15 SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.					
Areas of Focus	Instructional Practice - Small-group Instruction	5100/330	UNISIG	0.0	2, 050.00
Travel: Field Trips will be attended by our science scholars to enhance the classroom learning experience. Field Trips will be attended by each grade level. These can include trips to: MOSI, Tampa Bay Watch and the Clearwater Marine Aquarium (offering programs directly tied to all grade level content areas). Estimated costs for Tampa Bay Watch = \$250 (Single day @ \$250/day for each grade level [50 students per day]. Estimated costs for Clearwater Aquarium = \$497.50 (single day @ 50 tickets x \$9.95 per day. Estimated costs for Florida Aquarium = \$350 (single day @ 50 tickets x \$7.00 per day). Estimated costs for MOSI= \$1000 (Single day including dissection lab @ 50 tickets x \$20). Transportation costs are a separate budget line. Estimate of students by grade: 7th 7, 8th 8, 9th 15, 10th 15 Standards: SC.912.E.7.4 Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans. SC.912.E.7.6 Relate the formation of severe weather to the various physical factors. SC.912.E.7.9 Cite evidence that the ocean has had a significant influence					
Areas of Focus	Instructional Practice - Benchmark-aligned instruction	5100/510	UNISIG	0.0	9, 000.00
Supplies: Classroom materials and supplies: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3-ring binders, note cards, dry erase makers, student dry erase boards, colored paper, chart paper, graph paper, folders, dividers, pencil pouches, index cards, pencil sharpeners.					
Plan Budget Total					118, 750.00