School Improvement Plan
SY 2018-19

Disston Academy

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.

A. Vision and Direction

School Profile

Principal:	Tamika Hughes-Leeks	SAC Chair:	Ruby Wilson

School Vision	100% Student success through preparation, performance and pride.

School Mission	Disston Academy's school mission is to educate and prepare each student for college, career and life through the expectation of performance and infusion of pride.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	**Black**	**Hispanic**	**Multi-Racial**	**White**	**Other**
152	4	87	13	6	42	0

School Grade	2018 Incomplete	2017 Maintaining	2016 No Grade	Title I	Yes

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All												
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position/Role	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Tamika	Hughes-Leeks	FT	1-3 years
Equity Champion	Melissa	Whitcher	FT	1-3 years
ESE Teacher	Latesia	Coleman	FT	1-3 years
ELL Teacher	Margaret	Chiou	FT	1-3 years
Climate and Culture	Brian	Cooper	FT	Less than 1 year
Asst. Principal	Edward	Erickson	FT	Less than 1 year
Behavior Specialist/IIRP Trainer	Nathan	Layton	FT	1-3 years
School Counselor	Maria	Erickson	FT	1-3 years
Data Management Technician	Latavia	Dempsey	FT	1-3 years
Office Clerk II	Reginald	Rhett	FT	1-3 years
Head Plant Operator	Todd	Peterson	FT	1-3 years

Teacher	Elizabeth	Hassler		FT	1-3 years
Total Instructional Staff:	**6**		**Total Support Staff:**	**4**	

B. Improvement Priorities

Choose three priorities for improvement ("Big Rocks") that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

> ***EXAMPLE THEORY OF ACTION***: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Conditions for learning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students attending school 80% of the time will increase from the current data point to a 15% increase.

2. Priority 2: Student-Centered with Rigor

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning, then the percent of all students meeting or exceeding proficiency in assessed content areas will increase from the current data point to a 15% percent increase.

3. Priority 3: Equity

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching, then the percent of black students meeting college and career readiness standards will increase from the current data point to 15% increase.

C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school's common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school's improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT *(using MTSS Framework)*	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency.	• Training on Lesson Planning, Resources • Preconference • Weekly instructional reports, prep PLC agendas	Principal, Assistant Principal	Site-based Leadership Team	Bi-weekly on Thursdays	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language*
2.	Tier 3 Problem-solving Team	All Priorities	See SBLT	•				•
3.	Equity Team	Priority 3	Create a school culture that embraces diversity supporting all stakeholders	• By developing disseminating critical information create an inclusive, culturally	Principal	All staff	Monthly	• Decrease in referrals for affective categories: insubordination, defiance, lack of cooperation

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				responsive environment.				• Decrease in the school referral risk ratio.
4.	Child Study Team	Priority 1	To provide decrease the percentage of students absent more than 10% of eligible days.	• Child study team, including all required members that address students who have missed more than 10% of eligible days.	Social Worker and Behavior Specialist	All staff	Twice a month	• Child study team minutes • Child study team master file • Completed Problem-solving worksheets
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	Priority 2	Collaborate with grade-level teachers for the development of school expectations. Collaborate in integrate WICOR strategies.	• Reinforce classroom expectation, curricular and literacy focus, bell to bell instruction and review loss of instruction. Discussion of departmental areas of concern.	Department Chairs	All instructional staff	Monthly	• PLC Meeting minutes • Increase in FSFA scores and course completion. • Decrease in the school referral risk ratio. • Curriculum implemented with fidelity
6.	Literacy Leadership Team *(if this is the same as SBLT, please note as this does not need to be duplicated).*	Priority 2	To increase literacy across content and improve proficiency rates	• Incorporate identified high-yield, instructional strategies into lesson plans	Assistant Principal, ELA Team	SBLT members	Monthly	• Meeting minutes • Incorporation of strategies in lesson planning. • Demonstration activities in PLCs.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			on state assessment.	across all content areas. • Monitoring				
7.	PBIS Team	Priority 1	To implement systems and processes that improves student behavior and increases instructional time and opportunities for exploration.	• Implement schoolwide principles: Purpose, • Preparation, Performance, Pride, and Partnerships. Reduce lost instructional time due to absenteeism	Admin Team Behavior Specialist	All Staff	Bi-weekly	• Decrease in referrals for affective categories: insubordination, defiance, lack of cooperation • Decrease in the school referral risk ratio. • Reduction in loss of instructional time.
8.	Family Engagement Team	All Priorities	To increase parent involvement and awareness	• Parent meetings • School messenger • School newsletter • Orientation	Principal Title I Coordinator	SBLT	Ongoing	• Increase the percentage of parents that attend events, activities and open house. • Increase the number of parents completing surveys throughout the year.

Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is below the desired expectation. Our current level of performance in school-wide behavior is 401 referrals received by 121 students. We expect our performance level to be improved through a 38.5% reduction of discipline referrals by the end of the 2018/19 school year.

2. The problem/gap in behavior performance is occurring because inconsistent implementation of the Restorative Practices with the commitment of the staff.

3. If fidelity in the implementation of restorative practices would occur, the problem would be reduced by the creation of a positive school climate as evidenced by restorative practices research from IIRP.

4. We will analyze and review our data for effective implementation of our strategies by meeting weekly to analyze data, identify progress and areas in need of improvement."

5. **SMART GOAL:**

> EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. (*include data or research to validate your hypothesis.*)

The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 48.8% to 30%, as measured by the end of the year ODR data from the School Profile Dashboard.

6. **STRATEGIES:**

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.

☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• School principal	• July 10-11, 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP.	• School principal • Behavior Specialist	• June 6-8, 2018
Develop school-wide roll-out and development plan of RP/SEL. Distinguish guidelines for classroom consequences regarding	• School principal • RP Team	• July 2018

behaviors that are considered student services issues as opposed to disciplinary issues.		
Conduct learning opportunities.	• School principal • RP Team	• August 2018 (Pre-school) • October 2018 • January 2019 • April 2019
Monitor and support staff for implementation with fidelity. The use of restorative circles for school faculty and staff to teach, model, and focus on the schoolwide expectations.	• School administration team	• Monthly review
Review student and teacher data for trends and next steps.	• RP Team	• August 2018 • Monthly review
Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• RP Team	• August 2018 • Monthly review

8.   **MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies):   ☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9.   **PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices and Using Circles Effectively	All school staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Equity in Education	All school staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Engagement Professional Learning Communities	All instructional staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
MTSS Training	School-based Leadership Team	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 17%. We expect our performance level to be increased by 23% by the end of the 2018-19 school year.
2. The problem/gap in attendance is occurring because students are disengaged in the classroom setting due to limited student-centered instruction.
3. If If student-centered, personalized instruction would occur, the problem would be reduced by 23% by the end of the school year.
4. We will analyze and review our data for effective implementation of our strategies by monitoring student attendance and analyzing observation data.

5. **SMART GOAL:**

> EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students attending more than 90% of school will increase from 17% to 40%, as measured by the School Profiles attendance data.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

☒ Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

☐ Choose Attendance Strategy

☐ Choose Attendance Strategy

7. **ACTION STEPS:** *(Adapt and tailor the action steps to meet the needs of your school to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Asst. Principal Data Management Tech	Beginning in July 2018, quarterly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Principal Child Study Team	August 2018
Develop and implement attendance incentive programs and competitions.	Behavior Specialist	Beginning in July 2018
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Title I Coordinator	August 2018 October 2018 January 2019 March 2019 May 2019
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Principal Behavior Specialist	Beginning August 2018, continuously
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Behavior Specialist Attendance Specialist	Beginning August 2018, continuously
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Data Management Tech Asst. Principal	Daily

8. **MONITORING:**

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☐ Priority 2   ☐ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Engagement Professional Learning Communities	All instructional staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Child Study Team and Attendance Training	Administration, Child Study Team	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work though the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.

A. **ELA/Reading Goal**

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is inconclusive, as evidenced in FSA/ELA data sources.
2. We expect our performance level to be increased by 15% by end of the 2018-19 school term.
3. The problem/gap is occurring because lack of consistent standards-based planning and student-centered instruction.
4. If standard-based planning and student-centered instruction would occur, the problem would be reduced by 15%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students meeting ELA proficiency will increase from the current data point to a 15% increase, as measured by the FSA ELA Reading and Writing assessments.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
English, Language Arts (ELA) and Reading teachers will engage in professional development focusing on strategies in closed reading, text dependent questioning, and focused notetaking (AVID WICOR).	Supervising Administrator ELA Department Chair	Monthly
ELA and Reading teachers will integrate culturally relevant tools and resources to increase student engagement.	Supervising Administrator Equity Champion	Daily
ELA and Reading teachers will utilize digital platforms and adopted curriculum aligned to the standards.	Department Chairperson	Daily
ELA teachers will plan collectively to create and implement standards-based lesson plans that incorporate cognitive complex tasks.	ELA Department Chair	Weekly
ELA and Social Science teaches will engage in collaborative lesson development to increase the integration of literacy strategies across content areas.	ELA Department Chair Social Science Department Chair	Weekly
Reading teachers will implement high-yield reading interventions including Read Plus and Read 180 to support scholars identified as deficient.	Supervising Administrator Reading Team	Daily
All teachers will engage in quarterly peer-to-peer observational rounds in the classroom as well as lesson study development in Professional Learning Communities to provide content area feedback and make needed adjustments.	Supervising Administrator ELA Department Chair	Quarterly
Conduct standing Professional Learning Communities (PLCs) to analyze student data, review student responses and revisit/revise plans in response to the data.	ELA Department Chair PLC Facilitators	Bi-weekly

8.   **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9.   **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CORE Connections District Training	Four, ELA/Reading Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Common Planning Professional Learning Communities	Four, ELA/Reading Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Best Practices for Common Planning	18, All Instructional Staff and Paraprofessionals	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
WICOR Strategies in Daily Routines and Culturally Relevant Teaching	18, All Instructional Staff and Paraprofessionals	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
See PD Calendar for ELA and Reading Teachers	Four, ELA/Reading Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is inconclusive, as evidenced in the 2018 FSA Math data sources.
2. We expect our performance level to be increased by 15% by the end of the 2018-19 school term.
3. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction.
4. If standards-based planning and student-centered instruction would occur, the problem would be reduced by 15%.

5. **SMART GOALS:**

| EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA. |

The percent of all students achieving math proficiency will increase from the current data point to a 15% increase, as measured by the FSA math assessments.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff ability to engage students in complex tasks.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Math teachers will utilize established frameworks and resources to effectively plan for assessed courses incorporating Standards for Mathematical Practice aligned to FSA Math Standards.	Supervising Administrator Math Department Chair	Monthly
Mathematics teachers will engage in professional development focusing on WICOR strategies, culturally relevant teaching and focused notetaking.	Supervising Administrator Math Department Chair	BI-weekly
Mathematics teachers will utilize digital platforms and adopted curriculum aligned to the standards.	Math Department Chair	Daily
Mathematics teachers will plan collectively to create and implement standards-based lesson plans that incorporate cognitive complex tasks.	Supervising Administrator Math Department Chair	Weekly
Mathematics teachers will engage in collaborative vocabulary acquisition planning with ELA teachers to increase the integration of grade-level common language as a literacy strategy.	Math Department Chair ELA Department Chair	Weekly
Mathematics teachers will implement high-yield mathematics interventions using Imagine, Edgenuity and/or Cambridge digital platforms.	Supervising Administrator Math Department Chair	Daily
All teachers will engage in quarterly peer-to-peer observational rounds in the classroom as well as lesson study development in Professional Learning Communities to provide content area feedback and make needed adjustments.	Supervising Administrator Math Department Chair	Quarterly
All teachers will conduct standing Professional Learning Communities (PLCs) to analyze student data, review student responses and revisit/revise plans in response to the data.	Math Department Chair PLC Facilitators	Bi-weekly

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CORE Connections District Training	Three, Mathematics Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Common Planning Professional Learning Communities	Three, Mathematics Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Best Practices for Common Planning	Three, Mathematics Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
WICOR Strategies in Daily Routines and Culturally Relevant Teaching	Three, Mathematics Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
See PD Calendar for Mathematics Teachers		

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is inconclusive, as evidenced in FSA Science data sources.
2. We expect our performance level to be increased by 15% by the end of the 2018-19 school term.
3. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction.
4. If Click or tap here to enter text. would occur, the problem would be reduced by Click or tap here to enter text..

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students meeting Science proficiency will increase from the current data point to a 15% increase, as measured by the FSA Science assessments.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
☒ Strengthen staff ability to engage students in complex tasks.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Science teachers will utilize established frameworks and resources to effectively plan for assessed courses incorporating unit scales, learning goals and targets and other related resources.	Supervising Administrator Science Department Chair	Monthly
Science teachers will engage in professional development focusing on WICOR strategies, culturally relevant teaching and focused notetaking.	Supervising Administrator Science Department Chair	BI-weekly
Science teachers will utilize digital platforms and adopted curriculum aligned to the standards.	Science Department Chair	Daily
Science teachers will plan collectively to create and implement standards-based lesson plans that incorporate cognitive complex tasks.	Supervising Administrator Science Department Chair	Weekly
Science teachers will engage in collaborative vocabulary acquisition planning with ELA teachers to increase the integration of grade-level common language as a literacy strategy.	Science Department Chair ELA Department Chair	Weekly
Science teachers will implement high-yield Science interventions using APEX digital platforms, STEM cross-content or interdisciplinary units.	Supervising Administrator Science Department Chair	Daily
All teachers will engage in quarterly peer-to-peer observational rounds in the classroom as well as lesson study development in Professional Learning Communities to provide content area feedback and make needed adjustments.	Supervising Administrator Science Department Chair	Quarterly
All teachers will conduct standing Professional Learning Communities (PLCs) to analyze student data, review student responses and revisit/revise plans in response to the data.	Science Department Chair PLC Facilitators	Bi-weekly

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

   ☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CORE Connections District Training	Three, Science Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Common Planning Professional Learning Communities	Three, Science Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Best Practices for Common Planning	Three, Science Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
WICOR Strategies in Daily Routines and Culturally Relevant Teaching	Three, Science Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
See PD Calendar for Science Teachers		

D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is inconclusive, as evidenced in the 2018 FSA Social Studies data sources.
2. We expect our performance level to be increased by 15% by the end of the 2018-19 school term.
3. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction.
4. If standards-based planning and student-centered instruction would occur, the problem would be reduced by 15%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving social studies proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving proficiency in social science courses will increase from the current data point to a 15% increase, as measured by the FSA Social Studies assessments.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Social Studies teachers will utilize established frameworks and resources to effectively plan for assessed courses incorporating LAF for Literacy through the use of Document-based Questions (DBQs), unit scales, learning goals and targets and other related resources.	Supervising Administrator Social Studies Department Chair	Monthly
Social Studies teachers will engage in professional development focusing on WICOR strategies, culturally relevant teaching and focused notetaking.	Supervising Administrator Social Studies Department Chair	BI-weekly
Social Studies teachers will utilize digital platforms and adopted curriculum aligned to the standards.	Science Department Chair	Daily
Social Studies teachers will plan collectively to create and implement standards-based lesson plans that incorporate cognitive complex tasks.	Supervising Administrator Social Studies Department Chair	Weekly
Social Studies teachers will engage in collaborative vocabulary acquisition planning with ELA teachers to increase the integration of grade-level common language as a literacy strategy.	Social Studies Department Chair ELA Department Chair	Weekly
Social Studies teachers will implement high-yield interventions using APEX digital platforms, and cross-content or interdisciplinary units.	Supervising Administrator Social Studies Department Chair	Daily
All teachers will engage in quarterly peer-to-peer observational rounds in the classroom as well as lesson study development in	Supervising Administrator Social Studies Department Chair	Quarterly

3 Academic Goals

Professional Learning Communities to provide content area feedback and make needed adjustments.		
All teachers will conduct standing Professional Learning Communities (PLCs) to analyze student data, review student responses and revisit/revise plans in response to the data.	Social Studies Department Chair PLC Facilitators	Bi-weekly

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

   ☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CORE Connections District Training	Three, Social Studies Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Common Planning Professional Learning Communities	Three, Social Studies Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Best Practices for Common Planning	Three, Social Studies Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
WICOR Strategies in Daily Routines and Culturally Relevant Teaching	Three, Social Studies Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
See PD Calendar for Social Studies Teachers		

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is three out of six modules, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be Bronze by April 2019.
3. The problem/gap is occurring because of lack of physical activity beyond the recommended number of minutes.
4. If our healthy school team can create opportunities for physical activities and kinesthetic learning an increase in minutes would occur, the problem would be reduced by 20%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students completing requirements to satisfy an additional module will increase from 3 to 4, as measured by the Alliance for a Healthier Generation, Healthy Schools Program Framework.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
    ☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
    ☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Assemble a Healthy School Team inclusive of one classroom teacher, the school Wellness Champion, the Food Services manager and an administrator.	Principal	August 2018
Attend district-supported professional development.	Healthy School Team	Ongoing beginning August 2018
Complete Healthy Schools Program assessment.	Wellness Champion	September 2018
Complete the SMART Snacks in School Documentation	Food Service Manager	September 2018
Develop and implement a Healthy School Program Action Plan	Healthy School Team	Ongoing beginning August 2018
Update Healthy Schools Program Assessment and apply for recognition if eligible.	Healthy School Team	Complete by April 1, 2019

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):   ☒ Other

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy Schools Team	☒ Other
Healthy Schools Team A: Assessment Component #19534	Healthy Schools Team	☒ Other
Healthy Schools Team B: Smart Snacks in School Component #19549	Healthy Schools Team	☒ Other
Healthy Schools Team C: Developing and Implementing Action Plan Component #20528	Healthy Schools Team	☒ Other
Healthy Schools Team D: Celebrations Component #20530	Healthy Schools Team	☒ Other

G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is five percent of students are eligible for dual-enrollment, as evidenced in Pinellas County Schools dual-enrollment program requirements.
2. We expect our performance level to be 15% by the end of the 2018-19 school year.
3. The problem/gap is occurring because students do not use a concise post-secondary plan to track and monitor completion of dual enrollment criteria.
4. If students were placed in grade-level course work and completed a minimum of two credit recovery course criteria satisfaction would occur, the problem would be reduced by 10%.

5. **SMART GOALS:**

EXAMPLE: The <u>percent</u> of <u>all</u> students <u>earning credit for acceleration coursework</u> will <u>increase</u> from <u>77%</u> to <u>89%</u>, as measured by <u>qualifying scores course credit scores and/or industry certifications earned.</u>

The percent of all students completing six or more core courses will increase from 26% to 40%, as measured by our digital platforms (APEX, Imagine Math and FOCUS).

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Improve scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery.

☒ Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).

☒ Intensify staff capacity to support students in successfully completing and attaining industry certification.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
School-based leadership team will align schoolwide systems (scheduling, counseling, mentoring) to increase academic success in grade-level coursework.	Principal	Beginning July 2018, ongoing
100% of all enrolled students will develop a post-secondary plan inclusive of college and career goals.	Graduation Team	September 2018
100% of all 11th and 12th graders will complete Future Plans to assess learning styles, interest, personality and post-secondary aspirations.	Guidance Team	Beginning August 2018, ongoing
School will host college week and industry week to enhance exploration of dual-enrollment and post-secondary options.	Graduation Team	October 2018
School will generate partnerships with post-secondary institutions to provide students access to supports and services.	Principal	Beginning July 2018, ongoing

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☐ Priority 1   ☐ Priority 2   ☐ Priority 3 ☒ Other

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Mentoring and Monitoring the DA Way Training	24, Administration, all instructional staff and student services specialist	☐ Priority 1 ☐ Priority 2 ☐ Priority 3 X Other
PCS Administration Levels Professional Learning Community	2, Administration	☐ Priority 1 ☐ Priority 2 ☐ Priority 3 X Other
PCS School Guidance Counseling Professional Learning Community	1, Guidance Counselor	☐ Priority 1 ☐ Priority 2 ☐ Priority 3 X Other

H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is 10%, as evidenced in completion of labs in the Environmental Science.
2. We expect our performance level to be 25% by incorporating STEM activities in Algebra I and Biology coursework.
3. The problem/gap is occurring because students have had limited access to lab activities or project-based instruction when using a digital platform.
4. If instructional staff increases the number of STEM activities incorporated into Algebra I and Biology courses an increase in the percentage of students participating would occur, the problem would be reduced by 15%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students participating in STEM academy activities will increase from 77% to 89%, as measured by school based data.

The number of all students participating in STEAM activities will increase from 10% to 25%, as measured by school-based data.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
☐ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide at minimum one lab activity and/or project-based activity per quarter in Algebra I and Biology courses.	STEM Team	Quarterly
Create and maintain a STEM Garden to introduce concepts related to water management, urban gardening, healthy eating and plant prolongating.	STEM Team	Beginning September 2018, ongoing
Create a STEM Enrichment Club and provide exploration opportunities in local industries.	ELP Enrichment Team	Beginning September 2018, ongoing

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):
   ☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Site-based Professional Learning Communities	Various	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

I. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 4%, as evidenced in PCS cohort reporting with the exclusion of students transferred to zone schools.
2. We expect our performance level to be 20% by the end of the 2018-19 school year.
3. The problem/gap is occurring because of delayed identification of students meeting the requirements to participate in interventions at Disston Academy.
4. If systems were streamlined to increase the percentage of students referred within one semester of Early Warning System Identification early intervention would occur, the problem would be reduced by 15%.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students promoted on-track with their cohort will increase from 87% to 92%, as measured by course completion data.

The percent of all students promoted on-track with their cohort will increase from 4% to 20%, as measured by course completion data.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Intensify focus on data to plan interventions and supports for individual students.
☒ Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.
☒ Strengthen staff ability to engage students for on-track promotion throughout middle school.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Create pre-approval recommendation of students for partnering zone schools.	Principal, DMT	Beginning July 2018, continuous
Streamline application and review processes to expedite access to interventions at Disston Academy.	Principal, DMT, EAS Director	Beginning July 2018, continuous
Request access to EAS data in a timely manner.	Principal, DMT, EAS Director	Beginning August 2018, continuous
Refine systems that support students through mentoring and career planning in a centralized team system.	Asst. Principal	Beginning September 2018, continuous
Provide a blended curriculum model (digital platform, direct instruction, project-based mastery) that will allow instructional staff to personalize academic pacing and programming for students.	Administration, Department Chair	Beginning August 2018, continuous
Provide flexible scheduling rotations (7:00 AM-6:00 PM) to increase attendance for students impacted by external or environmental barriers.	Principal	August 2018
Provide enrichment activities to increase student engagement and academic focus (college tours, post-secondary academic advisement, dual-enrollment opportunities).	Graduation Team	Beginning August 2018, continuous
Implement services and system using necessary resources to support students deemed at-risk including trauma-informed care, restorative practices and culturally-responsive teaching.	Student Services Team	Beginning August 2018, continuous

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Mentoring and Monitoring the DA Way Training	All School Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
CORE Connections District Training	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Common Planning Professional Learning Communities	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Best Practices for Common Planning	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
WICOR Strategies in Daily Routines and Culturally Relevant Teaching	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PCS Administration Levels Professional Learning Community	Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PCS School Guidance Counseling Professional Learning Community	Guidance Counselor	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Subgroups

A. Bridging the Gap with Equity for All: Black Students
DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is inconclusive, as evidenced in FSA data sources.
2. We expect our performance level to be <u>increased by 15%</u> by <u>the end of the 201-19 school year.</u>
3. The problem/gap is occurring because black students struggle with engagement in classes that do not exhibit culturally-responsive teaching.
4. If <u>black students experience success in core courses with literacy and mathematics course completion</u> would occur, the problem would be reduced by 66%.
5. **SMART GOALS:**

EXAMPLE: The <u>percent</u> of <u>black</u> students <u>graduating from high school with their cohort</u> will <u>increase</u> from <u>75%</u> to <u>83%</u>, as measured by <u>FLDOE end of year graduation file.</u>

The percent of black students graduating from high school with their cohort will increase from the current data point to a 15% increase, as measured by FSA assessments and FLDOE graduation criteria.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	☐ Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. ☐ Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans. ☐ Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.	• Reduction in students with two or more Early Warning Indicators • Increase in students promoted on-track with their cohort. • Increase in students eligible for industry certification or dual enrollment options.
Student Achievement	☐ Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. ☐ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☐ Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	• Increase in proficiency on the ELA Reading and Writing assessments. • Increase in successful attainment of concordant scores to satisfy ELA and Algebra I graduation requirements.
Advanced Coursework	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Student Discipline	☐ Conduct monthly discipline disparity/restorative practices training with school administrators. ☐ Implement Restorative Practices throughout the school.	• Reduction in the percentage of African-American students receiving ABS, ISS, and OSS.

	☐ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies.	• Reduction in lost instructional time due to an increase in practices that lead to discipline disparities.
ESE Identification	☐ Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	Concise and compliant evaluation processes to align students' needs to appropriate services and intervention. Reduction in misaligned placement and misidentification of disabilities.
Minority Hiring	☐ Utilize supports from district office to support the recruitment and retention of black applicants. ☐ Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences. ☐ Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscientious bias, equity and excellence and cultural responsiveness.	Instruction staff with robust, diversified experiences, cultures and academic influences. Increased exposure to positive examples of productive, contributing black educators.

7. **MONITORING**: These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

8. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure 100% of 11th and 12th grade students have graduation and post-secondary plans in place.	**Principal** **Guidance Counselor**	**Beginning July 2018, continuous**
Implement the Mentoring and Monitoring systems inclusive of weekly advisement.	**Asst. Principal**	**Beginning August 2018, continuous**
Provide a blended curriculum model (digital platform, direct instruction, project-based mastery) that will allow instructional staff to		
Provide enrichment opportunities to increase student engagement and academic focus (college tours, post-secondary academic advisement, speakers' bureau and dual-enrollment options).	**Graduation Team**	**Beginning August 2018, continuous**
Implement restorative practices through Disston Academy.	**IIRP Trainer, RP Team**	**Pre-school, continuous**
Provide flexible scheduling rotations (7:00 AM-6:00 PM) to increase attendance for students impacted externally.	**Principal**	**Beginning August 2018, continuous**
Implement services and systems using necessary resources to support students deemed at-risk including trauma-informed care, equity in education, and cultural-responsive teaching.	**Student Services Team**	**Beginning August 2018, continuous**

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment

Restorative Practices Implementation Training	All School Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Mentoring and Monitoring the DA Way Training	All School Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Finding Equity in Education Training	All School Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
CORE Connections District Training	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Common Planning Professional Learning Communities	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Best Practices for Common Planning	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
WICOR Strategies in Daily Routines and Culturally Relevant Teaching	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PCS Administration Levels Professional Learning Community	Administration	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PCS School Guidance Counseling Professional Learning Community	Guidance Counselor	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is below the desired level, as evidenced in FSA Spring 2018 results.
2. We expect our performance level to be increased by 15% by the end of the 2018-19 school term.
3. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction.
4. If standards-based planning and student-centered instruction would occur, the problem would be reduced by 15%.

5. **SMART GOALS:**

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students achieving Mathematics proficiency will increase from the current data point to 15%, as measured by the FSA Mathematics assessment.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

☒ Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

1. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase collaboration between the Mathematics team and ESE teacher to identify and implement rigorous instructional strategies and differentiated services and supports.	ESE Teacher Math Department Chair	Bi-weekly
Review all IEPs and verify and enroll students requiring additional support into the Learning Strategies course.	Asst. Principal VE Specialist	August 2018 January 2019
Monitor teacher practices and provide authentic, constructive feedback to support instructional staff development while supporting students with disabilities.	Administration	Weekly
Provide professional development to all instructional staff on inclusive instructional practices to support students with disabilities.	Administration VE Specialist	August 2018 October 2018 January 2019 March 2019

2. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement
Priority(ies): ☐ Priority 1 ☒ Priority 2 ☒ Priority 3

3. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Common Planning and Content Area Professional Learning Communities	Four, Math and ESE Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
WICOR Strategies in Daily Routines and Culturally Relevant Teaching	Four, Math and ESE Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
District-wide ESE Compliance and Inclusion Training Opportunities	Four, Math and ESE Instructional Staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is below the desired level, as evidenced in FSA Spring 2018 results.
2. We expect our performance level to be increased by 25% by May 2019.
3. The problem/gap is occurring because individual student interventions are not producing desired outcomes.
4. If effective, differentiated interventions/supports would occur, the problem would be reduced by producing a 25% increase in student proficiency.

5. **SMART GOALS:**

EXAMPLE: The percent of ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ELL students achieving ELA proficiency will increase from the current data point to a 25% increase, as measured by as measured by May 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

☒ Strengthen school processes for engaging ELL students and families through meaningful communication.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide culturally relevant instruction using supplemental texts, explicit vocabulary, specific language patterns and language forms.	All instructional staff	Continuous
Provide opportunities for core content teachers to collaborate and plan scaffolding mechanisms to increase the integration of grade-level language.	Asst. Principal	Monthly
Review all student plans and site-based data sources to implement high-yield interventions using APEX digital platforms, and cross-content or interdisciplinary units.	Asst. Principal ELL Team	August 2018 January 2019 May 2019
Monitor teacher practices and provide authentic, constructive feedback to support instructional staff development while supporting students who speak English as a secondary language.	Administration	Weekly
Provide professional development to all instructional staff on culturally-relevant instructional practices to support students who speak English as a secondary language.	Administration ELL Committee Chair	August 2018 October 2018 January 2019 March 2019

8. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Common Planning and Content Area Professional Learning Communities	All instructional staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
WICOR Strategies in Daily Routines and Culturally Relevant Teaching	All instructional staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Road to Success ELL Student Success	District ELL Support	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
District-wide ELL Training Opportunities	All instructional staff	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	• Provide student-led conferencing inclusive of graduation checks. • Facilitate quarterly family engagement or information nights to present school data and systems. • Communicate to families using a myriad of tools inclusive of a school newsletter, school website, Connect Ed and social media resources.	• Asst. Principal • Title I Coordinator • Family Community Liaison	• August 2018 • September 2018 • October 2019 • January 2019 • May 2019
2. Provide academic tools to families in support of their students' achievement at home.	• Provide workshops and webinars focused on academic achievement to increase supports in the home environment • Provide resources, tools and training opportunities for families to increase supports in the home environment. • Participate in the One Million Grant providing access to technology for families needing assistance.	• Title I Coordinator • One Million Grant Coordinator	• September 2018 • October 2018 • January 2019 • April 2019 • May 2019

3. Purposefully involve families with opportunities for them to advocate for their students.	• Maintain a Parent Involvement Committee to support planning for families and provide feedback. • Provide opportunities for families to attend workshops and webinars with community partners and external agencies promoting parent advocacy. • Connect families to resources, tools and services through external referrals supported by our Student Services department.	• Title Coordinator • Student Services Team	• Beginning September 2018, continuous
4. Intentionally build positive relationships with families and community partners.	• Maintain a welcoming reception space and staff. • Increase positive communication and interaction with families and community partners. • Create and integrate activities and opportunities to build respect and trust amongst all stakeholders. • Solicit feedback from all stakeholders through survey mechanisms and incorporate changes where needed.	• Principal • Title I Coordinator	• Ongoing

5. **MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☐ Priority 2 ☒ Priority 3

6. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Equity in Education	All Staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Mentoring and Monitoring the DA Way	All Staff	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Tamika	Hughes-Leeks	Black	Principal
Ruby	Wilson	Black	Business/Community
Reginald	Rhett	Black	Support Employee
Maria	Erickson	White	Other Instructional Employee
Melissa	Witcher	White	Teacher
George	Gomillion	Black	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☐ Yes   ☒ No, the steps being taken to meet compliance are (describe below):

Disston Academy will work to recruit representation at orientation, Back to School night and the Title I Annual Meeting.

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes, Committee Approval Date: Click or tap to enter a date.   ☒ No
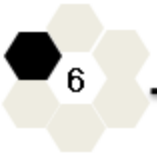
⬡ BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.
Budgeted amounts are approximations.

Budget Categories		Amount
1.	**Academic Support**	**$ 1000**
	Funds will be allocated to purchase additional books for classroom libraries in reading, ELA and history courses to support	$500
	Funds will be allocated to purchase e-Readers to support Level 1 and 2 students in core classes.	$500
2.	**Behavioral Support**	**$ 1000**
	Funds will be allocated to support Positive Behavior Intervention Support programming, activities and incentives.	$880
	Funds will be allocated to purchase periodicals, manipulatives and resources to support professional development intended to support behavior modification and attendance efforts.	$150
3.	**Materials and Supplies**	**$ 2000**
	Purchase binders for all students and school staff to support the integration of AVID organizational strategies.	$300
	Purchase lanyards for all students and school staff to increase security levels on the school campus.	$200
	Quality technology (laptops with increase storage capacity) for administration and guidance counselor to support effective operation of the school and student scheduling needs.	$1500
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	**$ 1000**
	Funds will be allocated to cover travel and registration expenses related to student enrichment activities and trips.	$1000
	[Describe each type on a separate row]	[Insert Amount]

5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ 1000
	Funds will be provided to support TDEs for instructional staff to participate in professional development aligned to curriculum, instruction, Restorative Practices, Equity in Education or student services and interventions.	$750
	Funds will be allocated to provide stipends for mandatory professional development aligned to curriculum, instruction, Restorative Practices, Equity in Education or student services and interventions.	$250
6.	**Other** *(please list below)*	$ **[Insert amount for category]**
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL $ **$6000**		