

Pinellas County Schools

Disston Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Disston Academy

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<http://www.hamilton.pinellas.k12.fl.us>

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)

A school can be identified as CSI in any of the following four ways:

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 parent), 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://www.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)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

100% Student success through preparation, performance and pride.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|----------------------|---------------------|--|
| Hughes-Leeks, Tamika | Principal | <ul style="list-style-type: none"> - Developing, Implementing, and evaluating school philosophy, goals and objectives reflecting district & state goals. - Developing alternative methods and options for obtaining high school completion/graduation. |
| Erickson, Edward | Assistant Principal | <ul style="list-style-type: none"> - Models the leadership and follow-through necessary to build collaborative school based teams which ensure curriculum and instruction initiatives are student-focused, researched based and aligned with statutes. |
| Ephraim, Carla | School Counselor | <ul style="list-style-type: none"> - Implements the comprehensive school counseling program as outlined in the Pinellas County School District's Professional Counselor plan. |
| Cooper, Brian | Other | <ul style="list-style-type: none"> - Supervises and maintains a safe and orderly environment for students engaged in the school's educational process and its related school activities. |
| Pippert, Devlin | Other | <ul style="list-style-type: none"> - Facilitates student and teacher learning on issues such as character education, child abuse, suicide, safety, alcohol/drug abuse, human relationships, communication skills, peer mediation, teen pregnancy, and other mental health/social issues |
| Hassler, Elizabeth | Teacher, K-12 | <ul style="list-style-type: none"> - 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. |
| Witeck, Melissa | Teacher, K-12 | <ul style="list-style-type: none"> - 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. |
| Sandman, Natasha | Teacher, K-12 | <ul style="list-style-type: none"> - Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. - Prepares, administers, and corrects tests and records results; |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|------------------------|---|
| | | evaluates student achievements. |
| Mason, Zyllion | Other | <ul style="list-style-type: none"> - Supervises, evaluates, trains, and delegates work to assigned custodial and, if applicable, maintenance and grounds keeping staff - Inspects areas of facilities for cleanliness and proper maintenance |
| Gregory, Diana | Administrative Support | <ul style="list-style-type: none"> - Maintains complex set of confidential school records, property files, and financial records; checks and posts invoices; processes work orders and payroll. - Prepares payrolls, monthly budgets and required internal accounting reports |
| Douglas, Pamela | Teacher, K-12 | <ul style="list-style-type: none"> - 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. |
| Branton, Michelle | Administrative Support | <ul style="list-style-type: none"> - 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. |
| Cooper, Lesley | | |

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. (ESSA 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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data will be broken down and monitored weekly during admin. meetings. The coaches will be responsible for bringing their content area data and department heads will be expected to send in weekly reports broken down into sub-groups. Data will be shared during departmental PLCs to look for trends and make necessary adjustments for every ESSA sub group.

Demographic Data

| | |
|--|--|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Other School 5-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 82% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| 2021-22 ESSA Identification | CSI |
| Eligible for Unified School Improvement Grant (UniSIG) | Yes |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | |
| School Improvement Rating History | 2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 days | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 7 | 11 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 7 | 12 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 4 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 4 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 10 | 16 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 10 | 16 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 10 | 16 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 10 | 16 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 7 | 12 |

Prior Year (2022-23) As Initially 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 days | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 20 | 185 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 3 | 21 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 30 | 39 | 210 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 31 | 39 | 203 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 30 | 39 | 210 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 35 | 47 | 283 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 12 | 119 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 20 | 34 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 3 | 13 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 30 | 39 | 77 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 31 | 39 | 75 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 30 | 39 | 77 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 35 | 47 | 97 | |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 12 | 22 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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.

District and State data will be uploaded when available.

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 3 | | | 9 | | | 3 | | |
| ELA Learning Gains | 42 | | | 47 | | | 20 | | |
| ELA Lowest 25th Percentile | | | | | | | | | |
| Math Achievement* | 3 | | | 4 | | | 0 | | |
| Math Learning Gains | | | | 40 | | | 20 | | |
| Math Lowest 25th Percentile | | | | | | | | | |
| Science Achievement* | 0 | | | 8 | | | 0 | | |
| Social Studies Achievement* | 2 | | | 3 | | | 12 | | |
| Middle School Acceleration | | | | | | | | | |
| Graduation Rate | 64 | | | 45 | | | 14 | | |
| College and Career Acceleration | 0 | | | 0 | | | | | |
| ELP Progress | | | | | | | | | |

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 16 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 114 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 57 |
| Graduation Rate | 64 |

ESSA Subgroup Data Review (pre-populated)

| 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% |
| SWD | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 15 | Yes | 3 | 3 |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 18 | Yes | 3 | 3 |

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)

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 3 | 42 | | 3 | | | 0 | 2 | | 64 | 0 | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 0 | 36 | | 0 | | | 0 | 0 | | 69 | 0 | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 7 | 42 | | 8 | | | 0 | 4 | | 65 | 0 | |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 9 | 47 | | 4 | 40 | | 8 | 3 | | 45 | 0 | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 0 | | | 0 | 42 | | 0 | 0 | | 62 | 0 | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | 29 | | |
| FRL | 13 | 46 | | 5 | 43 | | 5 | 4 | | 49 | 0 | |

| 2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 | ELP Progress |
| All Students | 3 | 20 | | 0 | 20 | | 0 | 12 | | 14 | | |
| SWD | | | | | | | | | | 0 | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 4 | 24 | | 0 | 27 | | 0 | 12 | | 7 | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | 16 | | |
| FRL | 4 | 24 | | 0 | 27 | | 0 | 18 | | 10 | | |

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Area of Focus

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

:

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Disston Academy believes involving parents in all aspects of its Title 1 programming; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC is responsible for developing, implementing, and evaluating the school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title 1 activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support during regularly scheduled SAC or PTS meetings.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of African American students meeting graduation requirements in the appropriate cohort year by 20%.

Increase the percentage of students successfully passing state FAST and EOC assessment by 20%.

Increase the percentage of students successfully completing courses by 20%.

Increase the percentage of students on-track for graduation in the fourth-year of services by 20%.

High-quality and ongoing professional development instruction by highly qualified professional staff trained to develop lessons, assessments and rubrics integrating personalization using digital platforms.

School reform strategies implement the use of personalized learning structures in blended instructional model to increase mastery of core-content.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Disston Academy believes in involving parents in all aspects of its Title 1 programming; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of SAC are required to be parent (non-employee) representatives. The SAC is responsible for developing, implementing, and evaluating the school level plans, including School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title 1 activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

Person responsible for monitoring outcome:

Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide more diversity in Title 1 and Parent Conference offering to include digital and phone conferencing, in-school conferencing, on-site Parent Resource Center.

Assign student services team to complete home visits and mail out soliciting correct contact information.

Provide multiple orientation cycles to meet families and collect current demographic and address information.

Change in curricular software allows parent access as "coaches." Parents will have access to progress in real time and can receive or send note to the teacher through the program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Lack of parent involvement and participation in Title 1 activities (minority representation, low socioeconomic status).

Limited capacity to communicate with parents using the School Messenger program (all subgroups).

Parents unable to acquire timely feedback on status of students in credit recovery courses (all subgroups).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Annual Title 1 Meeting - Parents will have the opportunity to gain knowledge about what it means to be a Title 1 school and how to become an active participant in the education process. Parents will have the opportunity to participate in a workshop focusing on topics such as literacy strategies, accessing technology, and literacy.

Person Responsible: Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

Quarterly Title 1 Parent Workshops and Events - Parents will be invited to review student work and meet with teachers. Parents will also be provided with content specific sessions, aligned with state standards, identifying strategies they could use at home to promote highest student achievement. Parents also have the opportunity to collaborate with community agencies.

Person Responsible: Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

Quarterly Title 1 Parent Involvement Committee - Parents will be asked to provide opportunity to assist in developing and monitoring efforts to increase parental engagement in the educational process.

Person Responsible: Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

Parent Involvement Survey - Parents will be asked to provide feedback regarding budgeting, parent engagement, literacy and technology needs (hourly literacy support and increased extended learning hours to ensure student access, Kindles purchased).

Person Responsible: Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

Professional development activities will be provided to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools.

Person Responsible: Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Problem: 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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will meet or exceed state levels of proficiency on F.A.S.T. ELA / Reading assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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 (witeckm@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Effectively implement high-leverage strategies that support engaging students in rigorous student-centered instruction with purposeful and intentional teacher planning to close the achievement gap. Then we will see increased student achievement and learning gains. Collaborative planning sessions will be held in which data will be used to specific identify areas of need. Teachers will work together to decide strategies and practices to increase proficiency in target areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in professional development centered around rigor and identifying critical content, student engagement including collaborative systems, and specific areas of student need as identified through analyzing student data.

Person Responsible: Edward Erickson (ericksone@pcsb.org)

Teachers will participate in bi-weekly collaborative planning.

Person Responsible: Melissa Witeck (witeckm@pcsb.org)

Teachers will observe other teachers.

Person Responsible: Michelle Branton (brantonm@pcsb.org)

Literacy (VA) Action Step: ELA instructional staff will introduce grade-level, content-specific vocabulary on a monthly basis to increase mastery of B.E.S.T Standards.

Person Responsible: Melissa Witeck (witeckm@pcsb.org)

Climate Action Step: ELA instructional staff will receive professional development regarding the inclusion of culturally relevant strategies including the pursuit of Equity Champion status.

Person Responsible: Melissa Witeck (witeckm@pcsb.org)

Literacy Action Step: The Claim, Evidence, Elaboration (CEE) model will be used in every classroom. All content areas apart from ELA / Reading will administer a writing task using this strategy at least once per week.

Person Responsible: Melissa Witeck (witeckm@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The problem/gap that is occurring because of a lack of consistent standards-based planning and student-centered instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through Biology EOC and Grade 8 Science cycle assessments, common assessments, walkthrough observations, PLC, collaborative planning, and documents reflection, if standards based planning and student-centered instruction is implemented, the problem/gap would be reduced by 15%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ISD will monitor classrooms on a weekly basis and provide constructive feedback regarding the effective use of best instructional practices. PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts. Science teachers will communicate with the parents and guardians of all students each week their students current progress through writing, phone conversation or weekly progress report through Focus.

Person responsible for monitoring outcome:

Elizabeth Hassler (hasslere@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Enhance the science staff capacity to identify critical content from the standards in alignment with district resources.

Word Wall consisting of grade level vocabulary across content area that will be updated with 10 words each month. Also, for content area of Science across content CERs will be use.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strengthen staff ability to engage students in complex tasks.

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

Through Biology EOC and Grade 8 Science cycle assessments, common assessments, walkthrough observations,

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Science Instructional staff will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks.

The Science Instructional staff will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of STEAM cross-content or interdisciplinary units.

Person Responsible: Elizabeth Hassler (hasslere@pcsb.org)

Literacy Action Step:

Word Wall consisting of grade level vocabulary across content area that will be updated with 10 words each month.

Content Area of Science Claim/Evidence/Reasoning (CER) will be use.

Person Responsible: Elizabeth Hassler (hasslere@pcsb.org)

Climate Action Step:

Science instructional staff will receive professional development regarding the inclusion of culturally relevant strategies including the pursuit of Equity Champion status.

Person Responsible: Elizabeth Hassler (hasslere@pcsb.org)

Science Staff Action Step: The Science Instructional staff will receive professional development, such as Argument Driven Inquiry, focused note taking, and incorporation of Scientific practice aligned to FSA Science Standards.

Person Responsible: Elizabeth Hassler (hasslere@pcsb.org)

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The current level of performance in FAST Mathematics, Algebra 1 and Geometry data sources is currently below the standards set forth by the State. The problem/gap that is occurring shows a lack of consistent standards-based planning and a lack of student comprehension of their course content. If standards-based planning and student comprehension of their course content would occur, the problem and gap will decrease by 15% from PM#1 to PM#3 for the middle grades and on Algebra1 and Geometry EOC's.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students earning learning gains will equal to a level increase will improve by minimum of 15% on the FAST PM#1 to PM#3, Algebra I and Geometry EOCs.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ISD will monitor classrooms on a weekly basis and provide constructive feedback regarding the effective use of best instructional practices. PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts. Mathematic teachers will communicate with the parents and guardians of all students each week their students current progress through writing, phone conversation of weekly progress report through Focus

Person responsible for monitoring outcome:

Pamela Douglas (douglaspam@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 staff's ability to utilize C.U.B.E.S word problem solving technique for their content area to focus on consistently. Mathematics teachers will provide word walls for the math topics in class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 texts will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Mathematics teachers will implement and utilize adopted curriculum aligned to the standards inclusive of high-yield instructional strategies along with APEX/Edmentum digital platforms.

Person Responsible: Pamela Douglas (douglaspam@pcsb.org)

- PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts

Person Responsible: Pamela Douglas (douglaspam@pcsb.org)

#5. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On US History EOC, US History and MJ Civic EOC assessment data show that students struggle with historical documents, US Constitution and landmark court decisions as well as recognizing cause and effect of historical events. If standards-based planning and student-centered instruction would occur, students should make gains on all assessments

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will meet or exceed state levels of proficiency on HS Civic Literacy Exam and US History and MJ Civics EOC assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will monitor classrooms and provide constructive feedback regarding the effective use of best instructional practices.

PLCs 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:

Edward Erickson (ericksone@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Effectively implement high-leverage strategies that support engaging students in rigorous student-centered instruction with purposeful and intentional teacher planning to close the achievement gap. Then we will see increased student achievement and learning gains. Collaborative planning sessions will be held in which data will be used to specific identify areas of need. Teachers will work together to decide strategies and practices to increase proficiency in target areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There are patterns found within our digital platform data identifying areas that consistently require remediation or re-visitation. Identifying these standards and increasing the rigor built into the lesson structure as well as 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, students will meet state proficiency. 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 Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Social Studies teachers will implement and utilize Edmentum digital platforms and adopted curriculum aligned to the standards inclusive of high-yield instructional strategies.

Person Responsible: Edward Erickson (ericksone@pcsb.org)

Social Studies teachers conduct monthly collaborative PLC to discuss data and create and implement additional standards-based strategies that incorporate cognitively complex tasks with cultural relevant topics.

Person Responsible: Natasha Sandman (sandmann@pcsb.org)

Social Studies instructional staff will introduce grade-level, content-specific vocabulary on a monthly basis to increase mastery of B.E.S.T Standards.

Person Responsible: Edward Erickson (ericksone@pcsb.org)

Social Studies instructional staff will have all students complete a project for National History Day to enhance reading and research skills as well as increase engagement.

Person Responsible: Natasha Sandman (sandmann@pcsb.org)

US Government instructional staff will utilize site-based reviews, with emphasis on SCOTUS and participate in district-based review activities to increase student proficiency on the Civic Literacy Exam.

Person Responsible: Natasha Sandman (sandmann@pcsb.org)

Literacy Action Step: The Claim, Evidence, Reason (CER) model will be used in every classroom. All content areas apart from ELA / Reading will administer a writing task using this strategy at least once per week.

Person Responsible: Edward Erickson (ericksone@pcsb.org)

#6. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#7. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current average attendance rate is 69.8% (as of 1/30/2023), with approximately 80% of students experiencing a 10% absence rate or higher (according to data from School Profiles). The problem/gap in attendance is occurring because students are disengaged in the classroom setting due to limited student-centered instruction, as well as an increase in remote learning environments. If student-centered, personalized instruction would occur, as well as a reduction of remote-learning environments, the problem would be reduced by 15% by the end of the next school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students missing more than 10% of the school year will decrease by 15% evidenced by attendance dashboard data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Using data during our bi-weekly CST meetings.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The percentage of all students attending less than 90% is currently at 80% for this school year, which is an amount that correlates to a Tier I intervention focus.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review attendance taking process and the school-wide strategies for positive attendance with all staff. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes.

Person Responsible: Delores Green (greendel@pcsb.org)

Develop and implement an attendance incentive program and competitions (e.g., bulletin board posters, raffles to earn gift cards, etc.) to occur at least quarterly

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. This can be accomplished through the website and through information disseminated to parents via newsletters, phone calls, emails, etc

Person Responsible: Edward Erickson (ericksone@pcsb.org)

Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis (via Child Study Team meetings, facilitated by the school social worker).

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

Implement Tier 2 and 3 plans for student-specific needs and review barriers and effectiveness on a bi-weekly basis. Please refer to Disston Academy's Child Study Team (CST) Intervention Protocol for specific guidance and procedures to address students experiencing at least 10% absence rate.

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

Through CST meetings, looking at the data more deeply by the ESSA subgroups to ensure all groups of students are making adequate progress.

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

#8. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance of students are ready for Graduation, as evidenced by the Pinellas County Schools graduation requirements. The performance gap is occurring because students are not placed in grade-level coursework and complete a minimum or two credit recovery criteria, satisfaction would occur, the problem would be reduced by 15%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of all students graduating on time will increase to 50% as measured by criteria established by Pinellas County Schools.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Improve scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery.
2. Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).
3. Intensify staff capacity to support students in successfully completing and attaining industry certification.
4. Completing Graduation Checklists with stakeholders to ensure their awareness of requirements.

Person responsible for monitoring outcome:

Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Improve scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery.
2. Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).
3. Intensify staff capacity to support students in successfully completing and attaining industry certification.
4. Completing Graduation Checklists with stakeholders to ensure their awareness of requirements.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students entering Disston Academy are typically off-track for graduation by 1.5 to 2 in credit acquisition for core academic area courses. It is essential to build individualized plans inclusive of blended instruction, access to digital platforms (APEX) and postsecondary goals to guide the work of students and staff.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Complete Graduation requirement checklist with each student to ensure understanding of what is required of them.

Person Responsible: Carla Ephraim (ephramc@pcsb.org)

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

Person Responsible: Carla Ephraim (ephramc@pcsb.org)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Looking at all funding sources for SIP funding such as UNISIG... Must collaborate with district and stakeholders. Just needs to say we made decisions to spend money based on data. How did we do that? Vague answer will be fine.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 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.

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 Family Engagement Plan is made publicly available. (ESSA 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.

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. (ESSA 1114(b)(7)ii)

A.

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

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). (ESSA 1114(b)(5))

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 has 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.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.B. | Area of Focus: Positive Culture and Environment: Other | | | | \$4,314.25 |
|---|----------|--|---|----------------|------|------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0981 - Disston Academy | UniSIG | 0.13 | \$2,940.00 |
| | | | <i>Notes: Parental involvement/other support personnel: The family and community liaison (F&CL) tasks will be performed one hour per day by a paraprofessional. This staff member's schedule will be increased from 7 hours to 8 hours per day. Their one-hour will focus on activities for bridging the communication between the family, community and school. typical duties will include assisting with the development of specific objectives for volunteer/community involvement activities; organizing a publicity plan to keep schools and the community informed, and providing the communication link between the principal, teachers, parents, students, office staff, aides and volunteers. Additionally, the F&CL in the coordination of business and community partnerships. Base salary = \$15/hour x 1 hour x 196 days.</i> | | | |

| | | | | | | |
|----------|---------------|---|--|----------------|------|-------------------|
| | | | 0981 - Disston Academy | UniSIG | 0.13 | \$399.00 |
| | | | Notes: Parental involvement/retirement: F&CL retirement contribution (13.57%) | | | |
| | | | 0981 - Disston Academy | UniSIG | 0.13 | \$225.00 |
| | | | Notes: Parental involvement/retirement: Federal Insurance Contributions Act (FICA): F&CL FICA taxes (7.65%). | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$750.25 |
| | | | Notes: School administration/supplies: Office supplies such as toner, paper, pencil sharpeners, adding machines, pens, pencils, etc. supporting the school operations delivering educational services to students. | | | |
| 2 | III.B. | Area of Focus: Instructional Practice: ELA | | | | \$7,309.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0981 - Disston Academy | UniSIG | | \$2,079.00 |
| | | | Notes: Instruction, basic/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. (\$1,579 + \$500 est. shipping) | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$2,250.00 |
| | | | Notes: Instruction, basic/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 college field trip days with a social studies addon. Transportation costs are a separate budget line. | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$2,730.00 |
| | | | Notes: Student transportation services/other purchased services: History and Higher Education College Tour. Estimated cost for transportation = \$2,730 (\$1,950 for 10 hours + \$195/hours for 4 additional hours). We plan to take two college day trips and the cost is budgeted under both the AOF for ELA and Social Studies. | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$250.00 |
| | | | Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery such as copies, pens, pencils, notebooks, calculators, journals, etc. | | | |
| 3 | III.B. | Area of Focus: Instructional Practice: Science | | | | \$2,200.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0981 - Disston Academy | UniSIG | | \$750.00 |
| | | | Notes: Instruction, basic/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: 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). Transportation costs are a separate budget line. | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$1,200.00 |
| | | | Notes: Student transportation services/other purchased services: Estimated transportation costs for Tampa Bay Watch = \$600 (1 bus x 1 day) and Clearwater Aquarium = \$600 (1 bus x 1 day). | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$250.00 |

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| | | <i>Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery such as copies, pens, pencils, notebooks, calculators, journals, etc.</i> | | | | |
| 4 | III.B. | Area of Focus: Instructional Practice: Math | | | | \$2,329.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0981 - Disston Academy | UniSIG | | \$2,079.00 |
| | | <i>Notes: Instruction, basic/furniture, fixtures and equipment: Magnatag progress monitoring system for assessment and proficiency tracking. System will be located in our math 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. (\$1,579 + \$500 est. shipping)</i> | | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$250.00 |
| | | <i>Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery such as copies, pens, pencils, notebooks, calculators, journals, etc.</i> | | | | |
| 5 | III.B. | Area of Focus: Instructional Practice: Social Studies | | | | \$23,906.25 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0981 - Disston Academy | UniSIG | | \$2,250.00 |
| | | <i>Notes: Instruction, basic/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 college field trip days with a social studies add-on. Transportation costs are a separate budget line.</i> | | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$2,730.00 |
| | | <i>Notes: Student transportation services/other purchased services: History and Higher Education College Tour. Estimated cost for transportation = \$2,730 (\$1,950 for 10 hours + \$195/hours for 4 additional hours). We plan to take two college day trips and the cost is budgeted under both the AOF for ELA and Social Studies.</i> | | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$151.25 |
| | | <i>Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery such as copies, pens, pencils, notebooks, calculators, journals, etc.</i> | | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$18,775.00 |
| | | <i>Notes: Instructional staff training services/travel: The school would like to attend the Learning Forward Conference in Washington, DC on December 2-6, 2023. One administrator and four teacher/leaders 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 personalized instruction, project-based and adaptive curricular development, frameworks for coaching and transformational engagements. Estimated costs include registration \$1,095, airfare \$600, parking/mileage/ride shares \$300, meals \$320 (5 days x \$64), lodging \$1,440 (4 nights x \$360) = \$3,755 per person x 5 staff = \$18,775.</i> | | | | |
| 6 | III.B. | Area of Focus: ESSA Subgroup: Economically Disadvantaged | | | | \$0.00 |
| 7 | III.B. | Area of Focus: Positive Culture and Environment: Other | | | | \$25,687.75 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0981 - Disston Academy | UniSIG | | \$5,664.75 |
| | | <i>Notes: Instruction, basic/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</i> | | | | |

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| | | | <i>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.</i> | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$2,500.00 |
| | | | <i>Notes: Instruction, basic/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 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. This activity includes purchasing the equipment, supplies, and academic games needed to host the field day events.</i> | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$15,250.00 |
| | | | <i>Notes: Instructional staff training services/travel: The school would like to attend the HTH Deeper Learning Conference that is being held in San Diego, California on March 26-28, 2024. One administrator and four teacher/leaders will attend. It is important for one teacher from each content area to attend. Research-based and peer-reviewed training to enhance instructional practice for new 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 registration \$1,050, airfare \$600, parking/mileage/ride shares \$302, meals \$192 (3 days x \$64), lodging \$900 (3 nights x \$300) = \$3,050 per person x 5 staff = \$12,200.</i> | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$1,874.00 |
| | | | <i>Notes: School administration/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.</i> | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$255.00 |
| | | | <i>Notes: School administration/retirement: AP retirement contribution (13.57%).</i> | | | |
| | | | 0981 - Disston Academy | UniSIG | | \$144.00 |
| | | | <i>Notes: School administration/Federal Insurance Contributions Act (FICA): AP FICA taxes (7.65%).</i> | | | |
| 8 | III.B. | Area of Focus: Graduation: Graduation | | | | \$2,440.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0981 - Disston Academy | UniSIG | | \$2,440.00 |
| | | | <i>Notes: Student transportation services/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)</i> | | | |
| Total: | | | | | | \$71,250.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No