

School Improvement Plan

2015-2016

Hamilton Disston

Michael A. Grego, Ed.D.
Superintendent

Table of Contents

Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 6: Career and Technical Education (CTE)

Area 7: Social Studies

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

Part III: Professional Development

Part IV: Coordination and Integration

Part V: Budget

Part VI: Mid-Year Reflection

2015-2016

School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name <input type="text"/>	Principal's First Name Tamika	Principal's Last Name Hughes-Leeks
School Advisory Council Chair's First Name Pamela	School Advisory Council Chair's Last Name Simmons	

SCHOOL VISION - What is your school's vision statement?

100% student success through preparation, performance, and pride.

SCHOOL MISSION - What is your school's mission statement?

The Phoenix Promise is to educate and prepare each student for college, career, and life through the expectation of performance and infusion of pride.

SCHOOL ENVIRONMENT

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

Hamilton Disston School endeavors to provide an academic environment that promotes excellence, citizenship, and the opportunity for lifetime learning. A challenging and rigorous curriculum is at the heart of our school community. Our school's Principal Multicultural Advisory Committee (PMAC) will schedule monthly activities and share lessons with the staff to use to increase opportunities to learn about the various student/staff cultures represented at our school. Changes in student demographics will be shared with school staff in quarterly intervals to support planning to meet diverse student needs. Each family has immediate contact with a representative of the administration team, the guidance counselor and the behavioral specialist. Each student is assigned to a team to monitor and support all aspect of student growth. The team consists of one administrator, a teacher/staff advisor, and either the guidance counselor or behavior specialist to track and plan progress toward graduation and a post-secondary plan.

To establish our school culture and develop rapport with our families and staff, our PBS team has set activities and events to foster a sense of community. Hamilton Disston will use some AVID strategies to identify colleges and career-technical schools and promote post-graduation planning. Other team-building activities include the Faculty vs. Student Kickball Challenge, Family Cookout and Lip Sync Challenge.

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

All school employees will interact with students appropriately and student will maintain classroom and school expectations. Each classroom is responsible for developing classroom discipline plans and expectations. Grade-level assemblies are established to ensure an understanding of student rights and responsibilities and ensure that school staff facilitate consistent application of policies and procedures regarding behavior and classroom expectations. Representation from the administrative team will be on duty during all pre-school, post school and extra-curricular activities as established by PCS.

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

Hamilton Disston School has a school-wide Behavior Committee which gathers and analyzes school data and develops Tier 1 Positive Behavior Supports to address school-wide concerns. Additionally, this committee makes recommendations to the MTSS Leadership team about processes and procedures that may improve the effectiveness of our School-wide Behavior Plan. School-wide and sub-groups data will be shared with staff monthly as well with parent organizations. An Behavior Matrix has been developed and approved

by school personnel. Additionally, it has been distributed to all staff and reviewed with all students by grade level assembly. Areas of concern will be communicated to students by school news and verbal communication from the principal. A whole staff Professional Development plan has been established.

Pre-school Training (8/18) - Discipline: Behaviors, Attendance and Tardies
 Data-driven Decisions: MTSS Addressing Behaviors School-wide from Expectations to Support Implementation
 Data-driven Decisions: MTSS Addressing Behaviors in the Classroom
 Data-driven Decisions: MTSS Documenting and Modifying Classroom Supports

Support Professional (Clerical/ESE) Professional Development

Success Plan Professional Development (As Needed)

Administrative Team Staff Development
 Identifying Trends in School Discipline Data (Ongoing Monthly)
 Navigating Multi-tiered Systems of Support (Ongoing Monthly)

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

Hamilton Disston School offers a variety of means to address social-emotional needs of all students. Students have access to guidance counselors by program focus. A part-time Social Worker, School Psychologist and a full-time Behavior Specialist are available to support student services. Peer-mediation services are also available.

PART I **CURRENT SCHOOL STATUS**
Section B **School Advisory Council (SAC)**
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Pamela	Simmons	Parent
Jane	Williams	Parent
Ruby	Wilson	Guardian
Tyreill	Simmons	Student
Shania	Green	Student
Demetris	Sullivan	Extended Transition Alumni
Ricky	Williams	Parent
Tracy	Short	Parent
Tamika	Hughes-Leeks	Principal
Karen	Mallory	Asst. Principal
Joanna	Gerard	Teacher
Jessica	Hudgins	Teacher

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

N/A

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

N/A

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC meetings are held monthly. During these meetings there are open discussions about items outlined in the SIP. We consider the information derived at the SAC meetings along with faculty and administrative input. Additionally, the budget was established (\$5 per student) giving Hamilton Disston School roughly \$2,000 in SAC funds.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC meets monthly and discuss items of concern related to school improvement and dropout prevention initiatives. The SAC budget is monitored and funds are managed in an effort to meet established goals. Additionally, we are researching the possibility of adding an academy offering to our current curriculum in order to bolster the academic rigor and relevance to careers here at Hamilton Disston School.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

1. Operational support for celebration and schoolwide behavior supports (\$500)
2. Teacher-related classroom technology innovation to improve classroom-based learning. (\$500)
3. Mini-grants offered to teachers for workforce training and program implementation in order to improve academic rigor and instruction in classrooms. (\$500)
4. College and career exploration tours, seminars, and speakers. (\$500)

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I**CURRENT SCHOOL STATUS****Section C****Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Tamika	Last Name Hughes-Leeks	Email Address hughes-leekst@pcsb.org	
Highest Academic Degree <input type="text" value="Other: Educational Specialist Degree"/>	Field of Study Curriculum and Instructional Management Administration	# of Years as an Administrator 4	# of Years at Current School 1
Certifications (if applicable) School Principal, Educational Leadership			

ASSISTANT PRINCIPAL #1

First Name Celeste	Last Name Thomas	Email Address thomasce@pcsb.org	
Highest Academic Degree <input type="text" value="Doctor of Education"/>	Field of Study Curriculum and Instruction	# of Years as an Administrator 1	# of Years at Current School 1
Certifications (if applicable) Educational Leadership, Guidance and Counseling			

ASSISTANT PRINCIPAL #2

First Name Karen	Last Name Mallory	Email Address malloryk@pcsb.org	
Highest Academic Degree <input type="text" value="Doctor of Education"/>	Field of Study Curriculum and Instruction	# of Years as an Administrator 1	# of Years at Current School 1
Certifications (if applicable) Educational Leadership, English 6-12, ESOL K-12, Reading K-12			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 5
- % receiving effective rating or higher: 5
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 4
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 5
- % ESOL endorsed: 4
- % reading endorsed: 1
- % with advanced degrees: 0
- % National Board Certified: 0
- % first-year teachers: 0
- % with 1-5 years of experience: 2
- % with 6-14 years of experience:
- % with 15 or more years of experience: 3

PARAPROFESSIONALS

- # of paraprofessionals: 5
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

1. New hires are paired with a site-based mentor and are provided extensive developmental support from the supervising administrator through monthly meetings and qualitative feedback in measured intervals.
2. Ongoing professional development training will be provided to address areas the areas of classroom management, instructional best practices, using assessment data to drive curriculum, and other instructional supports.
3. For staff we will have celebrations (luncheons, incentives, and personal thank you notes) occasionally. In addition, we will involve teachers in school decision-making processes by respectfully considering their input. These strategies will create a strong academic environment conducive for learning.

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

All instructional staff participate in content-area and grade-level Professional Learning Communities. The PLC teams meet once a month to model a high-yield instructional strategy or to refine implementation of the components of the Gradual Release Model. There are also three, distinct panels of teacher leadership that assist in developing school-wide practices and policies. In most cases, the instructional staff are assigned classroom by subject area. This physical set-up allows teachers to work the opportunity to build a bond.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

At Hamilton Disston, our new teachers are also participating in Transition to Teaching Program. They are paired with a district mentor, a site-based administrator and a site-based mentor. The pairings are based upon the support of a veteran teacher who has evidence of quality instructional practices and established outcomes with a connection to the content and/or instructional model used by the new teacher. New teachers will meet with the supervising administrator monthly and will be observed and evaluated four times within the

school year.

PART I **CURRENT SCHOOL STATUS**

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rtl)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The current roles of our SBLT mirror the beginnings of personalized instruction. We have pilot program and student clusters functioning on a smaller scale due to resource limitations but the infrastructure to support our proposal is activated. There are identified staff members currently We use individual and sub-group information in developing, implementing and monitoring all aspects of infrastructure, programming, and multi-tiered Interventions and the School Improvement Plan using problem-solving and collaboration. The team reviews school data bi-weekly and Action Plan implementation to ensure fidelity in academic and behavioral services. The SBLT serves as the primary problem-solving mechanism, as well as coordinates all PS/Rtl processes, the School Improvement Plan, and SIP Action Plan requirements.

The SBLT also analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, grade-level reports, and Portal reports provided by the district, administrators, counselors and department chairpersons/instructional staff developers. Department chairpersons and instructional coaches who serve on the SBLT meet with their departments at minimum on a monthly basis to share goals, data, intervention, and initiatives established and/or reviewed during MTSS/SBLT meetings.

Specific data used to drive the MTSS process includes the following data (categorized schoolwide, subgroup, and individual): attendance, discipline, grading, GradPoint, and assessment data from PERT, ACT, SAT, SRI, FCAT, EOC, FSA, and FAA. This data will be collected and used to generate reports from the PCS, Performance Matters, Data Warehouse, EDS and Portal systems.

The data analysis will drive our PBS processes to support behavioral deficiencies (attendance and discipline), it will also assist us in identifying students and subgroups who need more support through our tiered interventions and external agency supports.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Tamika	Hughes-Leeks	Principal
Karen	Mallory	Assistant Principal, Extended Transition
Celeste	Thomas	Assistant Principal, TRAX
Sue	Kress	Coordinator of Transition
Cinda	Abbey	Guidance Counselor, Extended Transition
Maria	Erickson	Guidance Counselor, TRAX
David	Guten	Social Worker
Barbara	Shannon	School Psychologist
Nathan	Layton	Behavior Specialist
Melissa	Whitcher	English Teacher
Jessica	Hudgins	Reading/Math Teacher
Natasha	Sandman	Social Studies Teacher
Taryn	Hunter	Job Coach, Extended Transition
Anne	Johnson	STINGRAY Teacher, Extended Transition

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Carole	Brooks	Clerk Typist 2
Chuck	O'Neil	PTC Teacher, Extended Transition

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Progress Monitoring Systems are in place:
 The SBLT is responsible for developing, implementing and monitoring all aspects of infrastructure, programming, and multi-tiered Interventions and the School Improvement Plan using problem-solving and collaboration. The team will review school data and Action Plan implementation to ensure fidelity in academic and behavioral services. The MTSS process is supported by the collection of data, feedback (survey, interview), identifying evidence-based services and review of intervention implementation. The team will ensure that all information will be disseminated to the school community in four week intervals. The SBLT serves as the primary problem-solving mechanism, as well as coordinates all MTSS processes and the School Improvement Plan requirements. The SBLT also analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, EOC scores, PEER data, grade-level reports, and Portal reports provided by the Data Management team, administrators, and department chairpersons/instructional staff developers.

The MTSS/SBLT also aligns functions of committees, identifies processes and resources for data management review student data , develops resource map of interventions and strategies available, and plans for modification to instruction and/or interventions for students based upon data results and the problem solving method. Tier 3 service providers who serve on the MTSS team meets bi-weekly as the Child Study Team to assist in selecting, defining, assigning and monitoring Tier 2 and Tier 3 interventions with and for the MTSS/SBLT based on the needs identified through data analysis. Department chairpersons and instructional coaches who serve on the SBLT will meet with their departments at minimum on a monthly basis to share goals, data, intervention, and initiatives established and/or reviewed during MTSS/SBLT meetings.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

The MTSS Leadership team will review school-wide and sub-group data through the PCS DecisionEd data warehouse, FOCUS, and on a monthly basis to identify students in need of additional supports. These students will be counseled and referred to the MTSS team for appropriate intervention using the Multi-Tiered Support System (MTSS).

Baseline, mid-year and end of the Year data sources include: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR) assessments, District and FCIM Math Assessments, Florida Comprehensive Assessment Test (FCAT) Reading, Mathematics, Science and Writing assessments, Instructor-generated Content Area assessments, District Math, Science and Social Studies assessments: twice a month for data disaggregation and analysis. For behavior data sources included: Attendance, Referral and Early Warning reports from Portal and DecisionED.

Additionally, AdvancED data will be considered for feedback from all stakeholders (parents, students, staff and community partners). Data results will be distributed to teachers at faculty meetings following data reviews. School-based Leadership Team will provide school community (staff, parents, students) with data monthly reviews. Teachers and staff mentors will engage in data chats with students related to behavior, reading, science and mathematics. Parents will be informed of school-wide data at SAC/PTA meetings and through our school newsletter at least once during a four week interval.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The MTSS utilized the PS/Rtl Beliefs Survey and Perceptions of PS/Rtl Skills Survey to assess current levels of consensus and problem-solving skills within the school building. The MTSS team will evaluate implementation of interventions and student services. Data will be analyzed during scheduled meeting times. Initial training will be provided during Site-based Professional Development days, faculty meeting, and follow-up sessions will occur throughout the year during designated PLCs meetings monthly. The first session will occur during pre-school training "Discipline and Attendance: MTSS in the Classroom-Staff Referral for Services" and additional sessions will focus on infusing Interventions through Florida Core instruction, classroom management and interventions, data-analysis and disaggregation in the classroom and selecting research-based instructional strategies for struggling students. Staff and student focus groups, surveys, and exemplars of best practices to evaluate the effectiveness of professional development efforts.

PART I**CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

All staff members participate or have participated in district-led professional development regarding making the instructional shifts necessary to ensure instructional programs are aligned with Florida Standards. School-based professional development, which encourages the use of complex texts and rigorous instructional activities has also been provided and is on-going. New materials aligned to Florida Standards curriculum have been adopted and integrated into classrooms.

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

Currently all students receive a traditional educational setting inclusive of a blended instructional model. Through this model our students are provided a digital curriculum through Gradpoint, instruction using the Gradual Release Model and project-based, standards-driven opportunities. Students with Individualized Education Plans or 504 Plans receive supports that address specific accommodations. In those circumstances, students may be accommodated by the support of an ESE Associate or class with a co-teaching model, the students may receive technical support such as Alpha Smarts, specialized notes, etc. Peer-review and cooperative learning is often used to promote mixed-ability students to excel by assimilation of the learning environment.

Teachers use Smart Technology; student technology centers with individual desktops, computer labs provide instruction. Students with credit-recovery needs or remedial requirements have access to digital learning supports in a full-time computer laboratory, double-blocked course instruction supported by supplemental software. Extended Learning opportunities and content-specific "Bootcamps" are offered afterschool, during the summer and in small groups during the school year.

Student data is used on a continual basis to support instruction. School-wide, cohort and subject-area assessment scoring as well as individual student data is readily accessible and is integrated into our PLCs, Cohort meetings and departmental discussions.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Increase effectiveness of Professional Learning Communities by providing an opportunity for Peer-facilitated, site-based professional development focusing on the Gradual Release Model for Instruction.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Extending the presentation of new information and making connection to background knowledge through explicit instruction and the use of tools to support comprehension.

Provide a description of the strategy below.

*Providing guidance in content-language rich discussions during collaborative structures.

*Implementing the use of graphic organizers and manipulative models to support deeper learning and retention of information.

- Emphasizing the use of higher order questioning techniques and strategies to invoke deeper learning aligned to Bloom's Taxonomy.
- Presenting clear delineation of modeled instruction and guided practice supported informal assessments to ensure student success.

How is data collected and analyzed to determine the effectiveness of this strategy?

Walk-through data, formal common assessment data, teacher assessment data, Deliberate Practice implementation monitoring, student achievement data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

MTSS School-based Leadership Team

INSTRUCTIONAL STRATEGY #2

Strategy Type

Student learning at Hamilton Disston School is facilitated through three mechanisms to teacher facilitation (Gradual Release), peer collaboration and project-centered instruction.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Effective implementation of the use of collaborative structures.

Effective implementation of the Gradual Release Model for Instruction including the use of FCIM to replicate Deming's Plan-Do-Check Act processing of instructional practices.

Provide a description of the strategy below.

Support integration of collaborative structure strategies including Drill-Review Pairs, Four Corners, Affinity Diagrams, Graffiti-Carousel Brainstorming, Send-A-Problem, and Think-Pair-Share.

Support integration of authentic learning experiences including Field Experiences, Interviews, Project-based instruction, Problem-based instruction, Cultural Presentations, and Laboratory Investigations.

How is data collected and analyzed to determine the effectiveness of this strategy?

Walk-through data, formal common assessment data, teacher assessment data, Deliberate Practice implementation monitoring, student achievement data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

MTSS School-based Leadership Team

INSTRUCTIONAL STRATEGY #3

Strategy Type

Implement school-wide use of literacy strategies that align to Florida Core Standards.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on professional development.

Provide a description of the strategy below.

*Support for implementation of the Florida Core State Standards and all platforms in Reading and Language Arts courses.

- Support for implementation of Florida Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). Administration will monitor implementation of school-wide literacy platforms and strategies through walk-through processes to ensure the shift in instruction.

Support for text complexity and instructional skills to improve reading comprehension

- Emphasizing the use of WICR+T to improve instructional practices and literacy strategies in the classroom
- Developing and asking text dependent questions from a range of question types

- Providing evidence-based, extensive research and writing opportunities (claims and evidence)

How is data collected and analyzed to determine the effectiveness of this strategy?

Walk-through data, formal common assessment data, teacher assessment data, Deliberate Practice implementation monitoring, student achievement data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

MTSS School-based Leadership Team

INSTRUCTIONAL STRATEGY #4

Strategy Type

Implement engaging instructional strategies, as well as a schoolwide reward/recognition system aligned to targeted behavior.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

In order to reach our goal of reducing classroom disruption, an environment where teaching and learning can occur without disruptive behavior, DAPE will promote positive behavior through an ongoing hierarchy of incentives that have shown an increase in positive behaviors with this population.

Provide a description of the strategy below.

School staff will receive professional development on race, culture and the achievement gap. School and classroom expectations will be modeled and explicitly taught with frequent refreshers. Guidelines for Success will be displayed throughout the facility. Incentives will be rewarded based on students' progress on meeting established expectations.

How is data collected and analyzed to determine the effectiveness of this strategy?

Discipline data will be monitored by the MTSS Leadership Team.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

A comprehensive report indicating errors, missing information, unaccounted students and corrective actions to ensure accuracy is provided to all administration, guidance and the Data Management Technician.

Additionally, a monthly update is provided to the administrative team for the purpose building intervention plans and the progress monitoring of students. Guidance will also provide a quarter update regarding the progression of student intervention plans.

The designated administrator will update district reports and present to the principal for final review and submittal. The timelines for these reports is one week prior to the due date established by the Area Superintendent. The district deadlines are August 2015, October 2015, January 2016, and April 2016

Academic support plans will be developed and implemented for all students with the support of Guidance, ESE staffing and administration as needed.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

- Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.
 - Students meet with academic advisors and guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school. In addition, a parent-student College and Career night will be held in the spring each year.
 - Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.
- *Students have the opportunity to take courses such as Math for College Readiness and ENG 4 Florida College Prep on-site within the traditional high school schedule in order to prepare students who do not qualify as college ready for a smooth and successful transition to post-secondary education or training.

Describe how the school integrates vocational and technical education programs.

Students have the opportunity to take courses the result in industry certifications, trade licensure, and college credit through district articulation to Pinellas Technical College and St. Petersburg College.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

The School Based Leadership Team will review the High School Feedback Report each year to determine areas of greatest need. Data from this report is typically outdated by up to two year making it sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: increased participation in advanced coursework; establishment and expansion of Phoenix Promise; increased participation in ACT, PERT, and SAT exams; improved collaboration with local colleges and postsecondary institutions; and participation in partnerships with the University of South Florida-St. Petersburg and St. Petersburg College.

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

[Add Member](#)
[Delete Member](#)

LLT Member First Name	LLT Member Last Name	Title	Email
Tamika	Hughes-Leeks	Principal	hughes-leekst@pcsb.org
Karen	Mallory	Assistant Principal	malloryk@pcsb.org
Celeste	Thomas	Assistant Principal	thomasce@pcsb.org
Coleman	Latesia	ESE Teacher, Extended Transition	colemanl@pcsb.org
Hudgins	Jessica	Reading/Math Teacher	hudginsj@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Sandman	Natasha	Social Studies Teacher	sandmann@pcsb.org
Whitcher	Melissa	English/Reading Teacher	whitcherm@pcsb.org
Schackinger	Hallie	Paraprofessional	schackingerh@pcsb.org
Nathan	Layton	Behavior Specialist	laytonn@pcsb.org
Cinda	Abbey	Guidance Counselor	abbeyc@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The Literacy Leadership Team at Hamilton Disston School meets on a monthly basis. The team is comprised of a cross section of content area teachers, specialists, paraprofessionals and administrators. The team's function is to work collaboratively with administration and teachers to increase the percentage of students who are proficient readers and to decrease the need for reading intervention. The LLT will also strive to improve student achievement by providing professional development based on Florida Standards in all academic areas. The team will use the platforms provided by the school district to plan professional development opportunities.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Major initiatives of the LLT this year will focus on close reading of complex text, infusion of text-dependent questions and performance tasks aligned to the Language Arts Florida Standards (LAFS), continued integration of literacy standards into the existing social studies curriculum (DBQs, SOAPStone, and literature circles), instructional skills to improve reading comprehension, professional development around close reading, instructional shifts, standards, assessment, and instructional methods, and instruction in collaborative word walls which also incorporate the language of the LAFS.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL**Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

The number of students meeting proficiency will meet or exceed the state proficiency rates.

Provide possible data sources to measure your reading goal.

FSA Assessment Data, Scholastic Reading Inventory (SRI), PERT Reading data, Formative teacher assessments using Performance Matters, Walk-through data, ACT and SAT data.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards.	Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading.
Action 2	Plan to Implement Action 2
Administrators support teachers in implementing and enhancing standards-based literacy instruction.	Visit classrooms and provide feedback to teachers regarding the implementation of reading programs, including the use of grade-appropriate complex texts. Facilitate Professional Learning Communities (PLCs) for teachers to review student responses to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement during core instruction with students to support their success with complex text.
Action 3	Plan to Implement Action 3
Teachers implement instruction to support student success with LAFS.	Teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data.
Action 4	Plan to Implement Action 4
Teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL**Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

The number of students meeting proficiency will meet or exceed the state proficiency rates.

Provide possible data sources to measure your writing goal.

FSA Assessment Data, PERT Writing data, Formative teacher assessments using Performance Matters, Walk-through data, ACT and SAT data.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards.	Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading.
Action 2	Plan to Implement Action 2
Teachers implement instruction to support student success with LAFS.	Teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data.
Action 3	Plan to Implement Action 3
Teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.
Action 4	Plan to Implement Action 4

Teachers provide students with extensive research and writing opportunities (claims and evidence).	Teachers use common short and extended writing rubrics.
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS **Area 3: Mathematics**

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs) **Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The number of students meeting proficiency will meet or exceed the state proficiency rates.

Provide possible data sources to measure your mathematics goal.

FSA Assessment Data, PERT Math data, Formative teacher assessments using Performance Matters, Walk-through data, ACT and SAT data.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).	Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. Teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem.
Action 2	Plan to Implement Action 2
Implement instruction to support student success with MAFS.	Teachers implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources. Teachers attend ongoing Curriculum Cadre (Just-in-Time) trainings and analyze results based on student data (common assessments, formative assessments, and Cycle assessments).
Action 3	Plan to Implement Action 3
Teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.

Action 4	Plan to Implement Action 4
Administrators support teachers in implementing and enhancing standards-based mathematics instruction.	Administrators monitor and support the implementation of mathematics intervention programs and encourage teachers to regularly include longer, challenging word problems and mathematics performance tasks.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL **Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

The number of students meeting proficiency will meet or exceed the state proficiency rates.

Provide possible data sources to measure your science goal.

End-of-Course Assessment Data, Formative teacher assessments using Performance Matters, Walk-through data, ACT and SAT data.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to standards.	Teachers receive professional development around Marzano scales, tracking student progress toward learning goals, close reading, instructional shifts, standards, assessment, notebooking, and instructional methods.
Action 2	Plan to Implement Action 2

Teachers will provide extensive inquiry-based instruction, which includes research, scientific thinking, and writing opportunities (claims and evidence).	Teachers use common short and extended writing and lab rubrics. Teachers provide students with opportunities to write lab reports during inquiry-based science projects. Teachers provide students the opportunity to make a claim, test it, and defend their results with evidence.
Action 3	Plan to Implement Action 3
Teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content.
Action 4	Plan to Implement Action 4
Administrators support teachers in implementing and enhancing standards-based science instruction.	Administrators encourage teachers to allow students to struggle and work through science vocabulary and comprehension using appropriate strategies. Administrators monitor and support the implementation of literacy in the science content area--including the use of grade-appropriate complex texts in science classes.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in Accelerated STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL **Area 5: Science, Technology, and Mathematics (STEM)**

What is your school's STEM goal? Provide a description of the goal below.

The number of students meeting proficiency will meet or exceed the state proficiency rates.

Provide possible data sources to measure your STEM goal.

FAA science assessment, Biology EOC results, Industry Certification data, and STEM Initiatives participation/enrollment numbers.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Inform students of the graduation requirements that are met through STEM courses.	Use targeted data-analysis to identify students need to meet a STEM course graduation requirement. Guidance counselors will meet, advise and enroll students.
Action 2	Plan to Implement Action 2
Introduce and increase student participation in supplemental STEM opportunities.	Market STEM programs through the school website, newsletter, and individual conversations with students.
Action 3	Plan to Implement Action 3
Provide academic support, certification support and enrichment programs through an Extended Learning Program.	Provide funding and infrastructure for STEM enrichment programs. Additionally tutoring and test preparation will be available through the Extended Learning Program to support Biology and STEM-CTE certification processes.
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section F **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

100% of Hamilton Disston School students will have a career goal established by (the end of the first 9 weeks) in order to provide a link between education and employment.

Provide possible data sources to measure your CTE goal.

Industry Certification data and CTE Initiatives participation/enrollment data.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Inform students of the graduation requirements that are met through CTE courses.	Use targeted data-analysis to identify students need to meet a CTE course graduation requirement. Guidance counselors will meet, advise and enroll students.
Action 2	Plan to Implement Action 2
Introduce and increase student participation in supplemental CTE opportunities. Increase the percentage of students participating in CTE initiatives by 10%.	Market STEM programs through the school website, newsletter, and individual conversations with students.
Action 3	Plan to Implement Action 3
Every student enrolled in DAPE will have a career/post-secondary portfolio.	Each student will be assessed in learning style, interest, and personality type inventories. Agency connections will be established as needed.
Action 4	Plan to Implement Action 4

Each student will have a career/post-secondary goal.	By evaluating the results of the assessments and discussing the results with the individual student, the student will determine his/her strengths, consider their learning style, and evaluate the results of the assessments to choose a career path/post-secondary placement.
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL **Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

The number of students meeting proficiency will meet and exceed the state proficiency rates on the required EOC assessments.

Provide possible data sources to measure your social studies goal.

End-of-Course Assessment Data, Formative teacher assessments using Performance Matters, Walk-through data, ACT and SAT data.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.	Teachers receive professional development around inclusion of higher order questioning techniques, as well as DBQ level 2 (focus on writing) strategies and around assessment writing and the development of learning goals and scales to support the inclusion of higher order thinking skills in the social studies content area.
Action 2	Plan to Implement Action 2

Teachers incorporate instructional activities that support student success with the LAFS withing the Social Studies curriculum.	Teachers will attend ongoing Core Connections Training to analyze student work and plan for instruction based on student data.
Action 3	Plan to Implement Action 3
Teachers utilize data to develop scaffolding to students and for the development of differentiated instructional practices to increase student achievement.	Teachers regularly incorporate checks for understanding (formative assessments) and use the data to gauge student mastery of the course content.
Action 4	Plan to Implement Action 4
Administrators support teachers in implementing and enhancing standards-based social studies instruction.	Administrators encourage teachers to allow students to struggle and work through social studies vocabulary and comprehension using appropriate strategies. Administrators monitor and support the implementation of literacy in the science content area-- including the use of grade-appropriate complex texts in social studies classes.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

SUSPENSIONS	Area 8: Early Warning Systems
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Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

RETENTIONS

Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	n/A	n/A	50%
Grade 12	N/A	N/A	50%

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	N/A	N/A	50%

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		50

MULTIPLE EARLY WARNING INDICATORS**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	N/A	N/A	50%
Grade 10	N/A	N/A	50%
Grade 11	N/A	N/A	50%
Grade 12	N/A	N/A	50%

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Assist students to improve attendance, punctuality, behavior, engagement; reach academic goals; and the retention of students in school through: mentoring; school psychological, social, & guidance counseling services and supports; community & agency supports; and parent/family involvement & supports.

Additionally, a monthly update is provided to the administrative team for the purpose building intervention plans and the progress monitoring of students. Guidance will also provide a quarter update regarding the progression of student intervention plans. The MTSS Leadership team is has instituted a comprehensive referral process that incorporates data collection, shared communication, personalized learning and school-wide interventions to address attendance and behavioral concerns that may impact instruction.

DROPOUT PREVENTION**Area 8: Early Warning Systems**

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		50

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		50

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		50

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
The percentage of African-American students meeting proficiency on FSA and EOC assessments will meet or exceed the percentage of the state proficiency rates. Action: Staff will provide additional test preparation and supplemental materials. Additionally, student will receive additional literacy supports in all courses and through TEENGAGEMENT.	N/A	N/A	50%
Increase the percentage of African-American students meeting graduation requirements. Action: Each student will be assigned a graduation team inclusive of one administrator, one teacher advisor and either the guidance counselor or behavioral specialist. This team will work with students on a bi-weekly basis to track progress, provide support and promote success.	N/A	N/A	50%
Reduce the percentage of African-American students receiving ISS, OSS or referrals. Action: We have added a behavioral specialist and guidance counselor to provide small group and one-to-one support. Additionally, we have partnered with outside agencies to provide mentoring on a 1:3 ratio.	N/A	N/A	50%
Increase the percentage of African-American students meet all Algebra I graduation requirements (course and EOC assessment). Action: Staff will provide additional test preparation and supplemental materials. Additionally, Intensive Math is offered to support students who need additional support in mastering the Algebra standards.	N/A	N/A	50%

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section J****Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

- *Provide parents with relevant information and reinforce skills during DAPE Enrichment nights held each semester.
- *Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress. This includes a quarterly newsletter, bi-weekly Parent Connect calls, direct parent notifications by email, mail and telephone.
- *Provide updates through the use of a school newsletter and school marquee.
- *Increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

We provide families with an open door policy to call, drop-in or schedule a conference by phone and in-person with teachers and the support of counselors and administrators. We also want to keep the lines of communication open by providing frequent opportunities for home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress. This includes a quarterly newsletter, bi-weekly Parent Connect calls, and direct parent notifications by email, mail and telephone. Additionally, we are working to increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Hamilton Disston Schools's vision is to 100% student success through preparation, performance, and pride. As a focus on the uniqueness of our school and student population community connections serve as an integral supporting force of instruction at Hamilton Disston School and impacts the personalized learning experience we desire for each one of our students.

Hamilton Disston School also has a healthy relationship with local businesses, vendors and a special partnership with the City of St. Petersburg, the City of Gulfport, the City of Clearwater, All Children Hospital, Botanical Gardens, Creative Clay, Don Cesar Resort, Goodwill Industries, Heritage Village, Innisbrook, Macy, Post Card Inn, University of South Florida-St. Petersburg and St. Petersburg College. We levy these community partnerships to increase opportunities for students to gain supplemental experiences through community service, workforce apprenticeships and executive internships.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section K****Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		
				Add Target	Delete Target
Increase the number of students participating in post-secondary training, higher-education institutions or employed as federally-recognized at the termination of Exceptional Student Education services by 20%.	26%	29%	40%		
Increase the number of students participating in youth pre-apprentice work-based learning programs by 10%.	35%	40%	60%		

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase the level of effectiveness of Professional Learning Communities by using Book Study, Lesson Study and Professional Learning Communities' rubrics.	0	0	75%
Increase the percentage of students receiving industry certification through the inclusion of test preparation, reading comprehension support and instruction for highly qualified instructional and support staff.	0	0	15%

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, Social Studies, Early Warning, and Drop-out Prevention goals.
Topic, Focus, and Content	WICOR+T and AVID strategies, Florida Core Literacy Standards implementation, Deliberate Practice implementation, and MTSS in the Classroom
Facilitator or Leader	Phoenix Promise Team (LLC, LLT and MTSS/SBLT)
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Twice a month
Strategies for Follow-Up and Monitoring	Written reflection required monthly, review of artifacts of implementation including lesson plans, student work, gradebooks, board configuration, FOCUS data, and other related sources.
Person Responsible for Monitoring	Administration Team

PART IV COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

N/A

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

The SBLT is responsible for developing, implementing and monitoring all aspects of infrastructure, programming, and multi-tiered Interventions and the School Improvement Plan using problem-solving and collaboration. The team will review school data and Action Plan implementation to ensure fidelity in academic and behavioral services. The MTSS process is supported by the collection of data, feedback (survey, interview), identifying evidence-based services and review of intervention implementation. The team will ensure that all information will be disseminated to the school community in four week intervals. The SBLT serves as the primary problem-solving mechanism, as well as coordinates all MTSS processes and the School Improvement Plan requirements. The SBLT also analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, EOC scores, PEER data, grade-level reports, and Portal reports provided by the Data Management team, administrators, and department chairpersons/instructional staff developers.

The MTSS/SBLT also aligns functions of committees, identifies processes and resources for data management review student data, develops resource map of interventions and strategies available, and plans for modification to instruction and/or interventions for students based upon data results and the problem solving method. Tier 3 service providers who serve on the MTSS team meets bi-weekly as the Child Study Team to assist in selecting, defining, assigning and monitoring Tier 2 and Tier 3 interventions with and for the MTSS/SBLT based on the needs identified through data analysis. Department chairpersons and instructional coaches who serve on the SBLT will meet with their departments at minimum on a monthly basis to share goals, data, intervention, and initiatives established and/or reviewed during MTSS/SBLT meetings.

PART V

BUDGET

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

PART VI

MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	

<p>If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?</p>	
<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.</p>	

8-Step Planning and Problem-Solving Process