

Executive Summary of Hamilton Disston School's School Improvement Plan for 2015-16

Hamilton Disston School has 148 students in grades 9th through 12th, two administrators, 5 teachers, and 11 staff members. **The school vision** of 100% student success through Preparation, Performance and Pride. **The school mission** is the Phoenix Promise is to educate and prepare each student for college, career and life through the expectation of performance and infusion of pride.

To accomplish this mission, **Hamilton Disston School has 10 Goals:**

- 1) All students will show learning gains on Florida Standards Assessment and End-of-Course Assessments;
- 2) The number of students meeting reading proficiency will meet or exceed the state proficiency rates.
- 3) The number of students meeting writing proficiency will meet or exceed the state proficiency rates.
- 4) The number of students meeting mathematics proficiency will meet or exceed the state proficiency rates.
- 5) The number of students meeting science proficiency will meet or exceed the state proficiency rates.
- 6) The number of students meeting STEM proficiency will meet or exceed the state proficiency rates.
- 7) 100% of Hamilton Disston School students will have a career goal established by the end of the first nine weeks in order to provide a link between education and employment.
- 8) The number of students meeting Social Studies proficiency will meet or exceed the state proficiency rates on the required EOC assessments.
- 9) Increase parent involvement and participation by 20% on the School Advisory Council and Parent-Teacher-Student Association.
- 10) Close the achievement gap between Black and non-black students to achieve our AMO 2015-16 goals.

The core instructional and monitoring strategies included in our action plans are:

- Increasing the effectiveness of the Professional Learning Communities by providing an opportunity for peer-facilitated, site-based professional development focusing on the implementation of the Gradual Release Model for Instruction and the 5E Model of Instruction in Mathematics and Science.
- Providing ongoing site-based Professional Development led by our School-based Leadership Team and itinerant PCS instructional supports during instruction time;
- Utilizing student data to support differentiation, scaffolding and effective instruction aligned to the Florida Core standards;
- 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 and monitoring through GradPoint and EDS to ensure student success.
- Using research-based strategies in core instruction (e.g., 5E Model of Instruction (Math and Science), Gradual Release Model of Instruction, Text Dependent Questioning,

Document-based Questioning, WICR Strategies and Content Enhancement, NG-CARPD);

- Utilizing project-based learning in appropriate settings and scales and rubrics aligned to the learning goal to assess and inform instruction;
- Using state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress;
- Conducting data chats with students to support students with goal-setting based on data through our quarterly homeroom advisory system;
- Developing higher-order questions techniques during PLCs and include them in lesson plans and classroom instruction in collaboration with the implementation of the Document-based Questioning Initiative;
- Instituting 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 through the MTSS team.

The professional development efforts include the use of the district Literacy coach and the Literacy Leadership team to support instructional staff in implementing ELA modules and exemplars. The instructional staff will meet in Professional Learning Communities (PLC's) to differentiating and scaffolding instruction conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

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.

The parent involvement efforts include providing parents with relevant information and reinforce skills during parent night held each semester. 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 monthly 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.

Hamilton Disston School will maintain 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. For more information about Hamilton Disston School's School Improvement Plan, please go to our website at www.pcsb.org/disston.