

Pinellas County Schools

Disston Academy



2019-20 School Improvement Plan

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Disston Academy

5125 11TH AVE S, Gulfport, FL 33707

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

Demographics

Principal: Tamika Huges Leeks

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students White Students
School Grade	2018-19:
School Grades History	2017-18:
	2016-17:
	2015-16:
	2014-15:
	2013-14:
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

100% Student success through preparation, performance and pride.

Provide the school's vision 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.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Hughes-Leeks, Tamika Principal	Principal
Erickson, Edward Assistant Principal	Assistant Principal
Graham, Barbara Administrative Support	Administrative Support
Green, Delores Paraprofessional	Paraprofessional
Chiou, Margaret Teacher, K-12	Teacher, K-12
Hassler, Elizabeth Teacher, K-12	Teacher, K-12
Sandman, Natasha Teacher, K-12	Teacher, K-12
Shorter, Tabitha Teacher, K-12	Teacher, K-12
Whitcher, Melissa Teacher, K-12	Teacher, K-12
Erickson, Maria Guidance Counselor	Guidance Counselor
Walker, Toy Administrative Support	Administrative Support
Dooley, Dawn Guidance Counselor	Guidance Counselor
Layton, Nathan Other	Other
Peterson, Todd Other	Other
Cooper, Brian Other	Other
Hawkins, Michael Other	Other

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

13

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	56%	0%	56%	56%
ELA Learning Gains	0%	51%	51%	0%	53%	53%
ELA Lowest 25th Percentile	0%	43%	42%	0%	44%	44%
Math Achievement	0%	45%	51%	0%	46%	51%
Math Learning Gains	0%	44%	48%	0%	48%	48%
Math Lowest 25th Percentile	0%	41%	45%	0%	42%	45%
Science Achievement	0%	64%	68%	0%	66%	67%
Social Studies Achievement	0%	71%	73%	0%	72%	71%

EWS Indicators as Input Earlier in the Survey									
Indicator	Grade Level (prior year reported)								Total
	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
06	2019					
	2018					
Cohort Comparison		0%				
07	2019	0%	51%	-51%	52%	-52%
	2018					
Cohort Comparison		0%				
08	2019	0%	55%	-55%	56%	-56%
	2018	0%	55%	-55%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	54%	-54%	55%	-55%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	7%	53%	-46%	53%	-46%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		7%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
06	2019					
	2018					
Cohort Comparison		0%				
07	2019	0%	60%	-60%	54%	-54%
	2018					
Cohort Comparison		0%				
08	2019	0%	31%	-31%	46%	-46%
	2018	0%	31%	-31%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	51%	-51%	48%	-48%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	62%	-58%	67%	-63%
2018	10%	63%	-53%	65%	-55%
Compare		-6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	68%	-68%	71%	-71%
2018	0%	66%	-66%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	70%	-48%	70%	-48%
2018	23%	70%	-47%	68%	-45%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	55%	-51%	61%	-57%
2018	0%	57%	-57%	62%	-62%
Compare		4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	10
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	69
Total Components for the Federal Index	7
Percent Tested	84%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	11
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	16
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	12
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data point with the lowest performance is based on the Geometry EOC. Disston Academy is at 0% proficiency in the area of Geometry. Contributing factors that impacted

students were a lack of access to project-based instruction. Students struggle in courses due to a lack of consistent standards-based planning and student-centered instruction.

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

The data point with the lowest performance is based on the Biology EOC. Disston Academy is at 0% proficiency in the area of Biology. Contributing factors that impacted students were a lack of access to project-based instruction. Students struggle in courses due to a lack of consistent standards-based planning and student-centered instruction.

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

The data point with the lowest performance is based on the Civics EOC. Disston Academy is at 0% proficiency in the area of Civics EOC. Contributing factors that impacted students were a lack of access to project-based instruction. Students struggle in courses due to a lack of consistent standards-based planning and student-centered instruction.

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

N/A in all core areas Disston Academy is currently at 0-7% proficiency rate.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two data point that are most concerning is the Early Warning Systems related to attendance and lost instructional time due to disciplinary action.

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

1. Increase the percentage of students meeting proficiency as demonstrated on the FSA/ ELA.
2. Increase the percentage of students attending school at least 80 % of the time.
3. Increase the percentage of students receiving a referral resulting in in-school or out-of-school suspension.
4. Increase the percentage of students meeting proficiency as demonstrated on the Geometry EOC.
5. Increase the percentage of students meeting or exceeding proficiency as demonstrated on the Biology EOC.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading Focus
Rationale	Our current level of performance is inconclusive, as evidenced in FAS/ELA data sources. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction. If standards-based planning and student-centered instruction would occur, the problem would be reduced by 15%
State the measurable outcome the school plans to achieve	The percent of all students meeting ELA proficiency will increase from the current data point by 15%, as measured by the FSA ELA Reading and Writing assessments.
Person responsible for monitoring outcome	Melissa Witcher (witcherm@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize student to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	The strategies identified to improve or enhance student success measures are identified upon student mastery data by standard. There are patterns found within our digital platform data identifying areas that consistently require remediation or revisitation. Identifying these standards and increasing the rigor built into the lesson structure as well as identifying instructional strategies that are evidenced to promote progression in our student populations will increase student success.
Action Step	
Description	<ol style="list-style-type: none"> 1. English/Language Arts (ELA) and Reading teachers will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks. 2. ELA and Reading teachers will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of high-yield reading interventions such as APEX, Read 180, and Reading Plus. 3. All teachers will engage in quarterly peer to peer observational rounds in the classroom as well as lesson study development in content area Professional Learning Communities to provide feedback and opportunities for critical adjustments to instruction. 4. ELA and Reading teachers will engage in professional development focusing on strategies in closed reading, text dependent questioning and focused note-taking (AVID WICOR). 5. Administration will support standing content area Professional Learning Communities (PLCs) to analyze student data, review student responses and revisit/revise plans in response to the data.
Person Responsible	Edward Erickson (ericksone@pcsb.org)

#2	
Title	Mathematics Focus
Rationale	Our current level of performance is inconclusive, as evidenced in Mathematics FSA data sources. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction. If standards-based planning and student-centered instruction would occur, the problem would be reduced by 3%.
State the measurable outcome the school plans to achieve	The percent of all students meeting Mathematics proficiency will increase from the current data point by 3%, as measured by the FSA Mathematics assessments.
Person responsible for monitoring outcome	Margaret Chiou (chioum@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize student to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	The strategies identified to improve or enhance student success measures are identified upon student mastery data by standard. There are patterns found within our digital platform data identifying areas that consistently require remediation or revisitation. Identifying these standards and increasing the rigor built into the lesson structure as well as identifying instructional strategies that are evidenced to promote progression in our student populations will increase student success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Mathematics teachers will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks. 2. Mathematics teachers will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of high-yield reading interventions such as Imagine Math, Edgenuity, Cambridge, Plato, Read 180, and Reading Plus. 3. All teachers will engage in quarterly peer to peer observational rounds in the classroom as well as lesson study development in content area Professional Learning Communities to provide feedback and opportunities for critical adjustments to instruction. 4. Mathematics teachers will engage in professional development focusing on WICOR strategies, culturally relevant teaching, focused note-taking and incorporation of Mathematical Practice aligned to FSA Math Standards. 5. Administration will support standing content area Professional Learning Communities (PLCs) to analyze student data, review student responses and revisit/revise plans in response to the data.
Person Responsible	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

#3	
Title	Science Focus
Rationale	Our current level of performance is inconclusive, as evidenced in Science FSA data sources. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction. If standards-based planning and student-centered instruction would occur, the problem would be reduced by 15%.
State the measureable outcome the school plans to achieve	The percent of all students meeting Science proficiency will increase from the current data point by 15%, as measured by the FSA Science assessments.
Person responsible for monitoring outcome	Elizabeth Hassler (hasslere@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize student to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	The strategies identified to improve or enhance student success measures are identified upon student mastery data by standard. There are patterns found within our digital platform data identifying areas that consistently require remediation or revisitation. Identifying these standards and increasing the rigor built into the lesson structure as well as identifying instructional strategies that are evidenced to promote progression in our student populations will increase student success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Science teachers will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks. 2. Science teachers will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of STEAM cross-content or interdisciplinary units. 3. All teachers will engage in quarterly peer to peer observational rounds in the classroom as well as lesson study development in content area Professional Learning Communities to provide feedback and opportunities for critical adjustments to instruction. 4. Science teachers will engage in professional development focusing on WICOR strategies, culturally relevant teaching, focused note-taking and incorporation of Scientific practice aligned to FSA Science Standards. 5. Administration will support standing content area Professional Learning Communities (PLCs) to analyze student data, review student responses and revisit/revise plans in response to the data.
Person Responsible	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

#4

Title Social Studies Focus

Rationale

Our current level of performance is inconclusive, as evidenced in Social Studies FSA data sources. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction. If standards-based planning and student-centered instruction would occur, the problem would be reduced by 15%.

State the measurable outcome the school plans to achieve

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

Person responsible for monitoring outcome

Natasha Sandman (sandmann@pcsb.org)

Evidence-based Strategy

Enhance staff capacity to identify critical content from the standards in alignment with district resources.
Strengthen staff ability to engage students in complex tasks.
Support staff to utilize data to organize student to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy

The strategies identified to improve or enhance student success measures are identified upon student mastery data by standard. There are patterns found within our digital platform data identifying areas that consistently require remediation or revisitation. Identifying these standards and increasing the rigor built into the lesson structure as well as identifying instructional strategies that are evidenced to promote progression in our student populations will increase student success.

Action Step**Description**

1. Social Studies teachers will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks.
2. Social Studies teachers will implement and utilize APEX digital platforms and adopted curriculum aligned to the standards inclusive of high-yield instructional strategies.
3. All teachers will engage in quarterly peer to peer observational rounds in the classroom as well as lesson study development in content area Professional Learning Communities to provide feedback and opportunities for critical adjustments to instruction.
4. Social Studies teachers will engage in professional development focusing on strategies incorporating LAF for Literacy through the use of Document-based Questions (DBQs), closed reading, text dependent questioning and focused note-taking (AVID WICOR).
5. Administration will support standing content area Professional Learning Communities (PLCs) to analyze student data, review student responses and revisit/revise plans in response to the data.

Person Responsible

Edward Erickson (ericksone@pcsb.org)

#5	
Title	Healthy School Focus
Rationale	Our current level of performance is three out of six modules, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
State the measureable outcome the school plans to achieve	The percentage of all students completely requirements to satisfy an additional module will increase from 3 to 4, as measured by the Alliance for a Healthier Generation, Healthy Schools Program Framework.
Person responsible for monitoring outcome	Edward Erickson (ericksone@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	Student who enjoy a healthier lifestyle are more focused and prepared for learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assemble a Healthy School Team inclusive of one classroom teacher, the school Wellness Champion, the Food Services manager and an administrator. 2. Attend district-supported professional development. 3. Complete Healthy School Program assessment and the SMART Snacks in Schools documentation. 4. Develop and implement a Healthy School Program Action Plan. 5. Update Healthy Schools Program Assessment and apply for recognition if eligible.
Person Responsible	Edward Erickson (ericksone@pcsb.org)

#6	
Title	College and Career Readiness Focus
Rationale	Our current level of performance is 8% of students are eligible for dual-enrollment, as evidenced in the Pinellas County Schools dual-enrollment program requirements. The problem/gap is occurring because students do not use a concise post-secondary plan to track and monitor attainment of dual-enrollment criteria. If students are placed in grade-level coursework and complete a minimum of two credit recovery course criteria satisfaction would occur, the problem would be reduced by 15%.
State the measureable outcome the school plans to achieve	The percentage of all students earning access to dual-enrollment options will increase from five percent to 15%, as measured by criteria established by the Pinellas County Schools.
Person responsible for monitoring outcome	Maria Erickson (ericksonm@pcsb.org)
Evidence-based Strategy	Improve scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery. Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS). Intensify staff capacity to support students in successfully completing and attaining industry certification.
Rationale for Evidence-based 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 a individualized plans inclusive of blended instructional structures, access to digital platforms and post-secondary goals to guide the work of students and staff.
Action Step	
Description	<ol style="list-style-type: none"> 1. School-based leadership team will align schoolwide systems (scheduling, counseling, mentoring) to increase academic success in grade-level coursework. 2. 100% of all enrolled students will develop a post-secondary plan inclusive of college and career goals. 3. 100% of all 11th and 12th graders will complete Future Plans to assess learning styles, interest, personality and post-secondary aspirations. 4. The school will host college week and industry week to enhance exploration of dual-enrollment and post-secondary options. 5. The school will generate partnerships with post-secondary institutions to provide students access to supports and services.
Person Responsible	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

#7	
Title	Graduation Goal
Rationale	Our current level of performance is 7% as evidenced in PCS cohort reporting with the exclusion of students transferred to zone schools. The problem/gap is occurring because of delayed identification of students meeting the requirements to participate in intervention. If our Early Warning Systems Identification systems are streamlined, students would receive interventions earlier and the problem would be reduced by 43%
State the measureable outcome the school plans to achieve	The percentage of all students promoted to on-track status with the 2016 cohort will increase from 7% to 50%, as measured by course completion data by the end of 2019-20 school year.
Person responsible for monitoring outcome	Maria Erickson (ericksonm@pcsb.org)
Evidence-based Strategy	<p>Intensify focus on data to plan interventions and support for individual students</p> <p>Strengthen staff to practice to communicate and engage students and families in planning when students are on track to be promoted with their cohort.</p> <p>Strengthen staff's ability to engage students for on-track promotion throughout their academics from middle school to high school.</p>
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to increase the graduation rates from 7% to 50% through streamlined systems and effective interventions for our student population. Parent and student surveys as well as attendance data has identified trends related to loss instructional time and lack of access to interventions beyond the traditional school day.
Action Step	
Description	<ol style="list-style-type: none"> 1. Refine systems that support students through Extended Learning programming, mentoring and career planning in a centralized team system. 2. Provide a blended curriculum model (digital platform, direct instruction, project-based mastery) that will allow instructional staff to personalize academic pacing and programming for students. 3. Provide flexible scheduling rotations (0700-1600) 7:00 AM-4:00 PM to increase attendance for students impacted by external or environmental barriers. 4. Provide enrichment activities to increase student engagement and academic focus (post-secondary tours), post-secondary academic advisement, dual-enrollment opportunities. 5. Implement services and system using necessary resources to support students deemed at-risk- including trauma-informed care, restorative practices, and culturally-responsive teaching.
Person Responsible	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

#8	
Title	Condition for Learning-Climate and Culture
Rationale	<p>Our current level of performance in school-wide behavior is below the desired expectation. We expect our performance level to be at or above the desired expectation by May 2020.</p> <p>The problem/gap in behavior performance is occurring because of inconsistency in classroom management systems and discipline disparities. If the implementation of consistent schoolwide and classroom expectations would occur, the problem would be reduced by the end of the 2019-2020 school team, as evidenced by the reduction in total discipline referrals by 16%. We will analyze and review our data for effective implementation of our strategies by monthly data chats with the faculty and review of MTSS and conference summaries.</p>
State the measureable outcome the school plans to achieve	The referral risk percentage of students receiving ODRs of all students receiving referrals from 46% to 30% as measured by the end of the year ODR data from the school profile dashboard.
Person responsible for monitoring outcome	Nathan Layton (laytonn@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Strengthen the implementation of research-based practices that communicating high expectations for all students 2. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to process and procedure. 3. Support the implementation of engagement strategies that support the development of socio-emotional and instructional teaching practices.
Rationale for Evidence-based Strategy	The rationale for selecting these strategies is to enhance the toolbox for engagement and behavior modification of our instructional staff resulting in a decrease in loss of instructional time. Additionally, the integration of school culture components will increase student civility and establish school norms resulting in a decrease in aggressive or disruptive conflict resolution.
Action Step	
Description	<ol style="list-style-type: none"> 1. Attend district-led two-day training for Restorative approaches and SEL 2. Ensure at least one staff member attends training and becomes a certified trainer of Restorative Practices 3. Develop school-wide roll-out plan and develop a plan of RP/SEL 4. Conduct learning opportunities 5. Monitor and support staff for implementation with fidelity 6. Review student and teacher data for trends and next steps 7. Update school-wide plan on a monthly basis-celebrate area of growth, and update areas for improvement
Person Responsible	Nathan Layton (laytonn@pcsb.org)

#9	
Title	Conditions for Learning-Attendance
Rationale	Our current attendance rate is 17% and we expect our performance to increase to 40% by the end of the 2019-20 school year. The problem/gap in attendance is occurring because students are disengaged in the classroom setting due to limited student-centered instruction. If student-centered, personalized instruction would occur, the problem would be reduced by 23% by the end of the school year.
State the measureable outcome the school plans to achieve	The percent of all students missing more than 10% of the school year will decrease by 23% evidenced by attendance dashboard data.
Person responsible for monitoring outcome	Dawn Dooley (dooleyd@pcsb.org)
Evidence-based Strategy	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 Strategy	The percent of all students attending less than 90% is at 83%, an amount that correlates to Tier I interventions
Action Step	
Description	<ol style="list-style-type: none"> 1. Review attendance taking a process and the school-wide strategies for positive attendance with all staff. 2. Assert map the attendance resources, interventions and incentives at our school to support increased attendance for each tier. 3. Develop and implement an attendance incentive program and competitions 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Implement Tier 2 and 3 plans for student-specific needs and review barriers and effectiveness on a bi-weekly basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes.
Person Responsible	Dawn Dooley (dooleyd@pcsb.org)

#10	
Title	ESSA-ESE Focus
Rationale	Our current level of performance is below the desired level as evidenced in FSA Spring 2018 and we expect our performance level to be increased by 15% by the end of the 2019-2020 school year. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction.
State the measureable outcome the school plans to achieve	The percent of ESE students achieving in Mathematics proficiency will increase from the current data point to 15% as measured by the FSA Mathematics assessment.
Person responsible for monitoring outcome	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)
Evidence-based Strategy	Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE). Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs. Support staff to utilize data to organize students to interact with content in manners that differentiate/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	The rationale for this strategy is to ensure that the percentage of ESE students achieve mastery in the FSA Mathematics Assessment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase collaboration between Mathematics team and ESE teacher to identify and implement rigorous instructional strategies and differentiated instruction/services/supports 2. Review all IEPs and verify and enroll students requiring additional support into a learning strategies course. 3. Monitor teacher practices and provide authentic, constructive feedback to support instructional staff development while supporting students with disabilities. 4. Provide professional development to all instructional staff on inclusive instructional practices to support students with disabilities.
Person Responsible	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

#11	
Title	Bridging the Gap with Equity for All Focus
Rationale	Our current level of performance is below state and federal levels, as evidenced in . They problem/gap is occurring because
State the measureable outcome the school plans to achieve	The percentage of black students graduating from high school with their cohort will increase from current levels to 75% as measured by FLDOE end of the year graduation file.
Person responsible for monitoring outcome	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)
Evidence-based Strategy	Develop learner profiles and personalized learning plans for all black students who are not on-track to graduate.
Rationale for Evidence-based Strategy	Research shows that when students have a plan and show ownership of the learning they are more inclined to attain academic success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure 100% of 11th and 12th grade students have graduation and post-secondary plans in place. 2. Implement the mentoring and monitoring systems inclusive of weekly advisement. 3. Implement services sand systems using necessary resources to support students deemed at-risk including trauma-informed care, equity in education and cultural-responsive teaching.
Person Responsible	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

#12	
Title	ESSA-ELL Focus
Rationale	Our current level of performance is below the desired level as evidenced by in FSA Spring 2018-2019 results and we expect our performance level to be increased by 25% by May 2019-2020. The problem/gap is occurring because individual student interventions are not producing a 25% increase in student proficiency.
State the measureable outcome the school plans to achieve	The percent of ELL students achieving ELA proficiency will increase from the current data point to a 25% increase as measured by May 2019-2020.
Person responsible for monitoring outcome	Edward Erickson (ericksone@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to strategically plan and implement lessons which meet the needs of English Learners. Strengthen school processes for engaging ELL Learners and families through meaningful communication.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to increase the ELA proficiency from the current data point.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide culturally relevant instruction using supplemental texts, explicit vocabulary, specific language patterns, and language forms. 2. Provide opportunities for core content teachers to collaborate and plan scaffolding mechanisms to increase the integration of grade-level language 3. Review all student plans and site-based data sources to implement high-yield interventions using APEX digital platforms, and cross-content or interdisciplinary units. 4. Monitor teacher practices and provide authentic, constructive feedback to support instructional staff development while supporting students who speak English as a secondary language. 5. Provide professional development to all instructional staff on culturally-relevant instructional practices to support students who speak English as a secondary language.
Person Responsible	Edward Erickson (ericksone@pcsb.org)

#13	
Title	Family and Community Engagement Focus
Rationale	Our current level of performance is 8.6% as evidenced by Title One Family Event sign-in sheets. The problem/gap occurring because of the inconsistency of events. We expect to effectively communicate with families about their students' progress and keep them informed regarding school process and practices.
State the measureable outcome the school plans to achieve	Increase parent and family engagement from 8% to 25% and have parents actively involved in Parent and Community Groups. If the method and timelines of communication occur then the problem would be reduced by 17%.
Person responsible for monitoring outcome	Tabitha Shorter (shortert@pcsb.org)
Evidence-based Strategy	Provide academic tools for families to support their students' achievement at home. Purposefully involve families for them to advocate for their learners. Intentionally build positive relationships with families and communities partners.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to promote more family engagement and involvement for parents of learners here at Disston Academy.
Action Step	
Description	<ol style="list-style-type: none"> 1. Facilitate quarterly family engagement or information nights to present school data and systems. 2. Provide workshops and webinars focused on academic achievement to increase supports in the home environment. 3. Provide opportunities for families to attend workshops and webinars with community partners and external agencies promoting parent advocacy. 4. Increase positive communication and interaction with families and community partners.
Person Responsible	Tabitha Shorter (shortert@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Disston Academy will build positive relationships through more efficient communication including the use of sites, Title I Newsletters, Title I family events and workshops, Back to School Night, flex-hour conferencing, College and Career Day workshops, Muffins with Mom, and Donuts with Dad. In order to maintain communication with our community, we have established social media networks such as Facebook and Twitter which notifies our community of upcoming events.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Disston Academy will address the social-emotional needs of all students are met through Restorative Practices and Culturally Relevant Teaching which addresses anti-social behavior, repair relationships, and allow students to take responsibility for their actions. The goal of implementing CRT strategies is for students to experience quality instruction that consistently incorporates cultural components to support learning.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We implement the Back to School Nights and the Cohort of Champions which assists with supporting our students who are enrolling at Disston Academy. Other support systems include the Dual programs at Pinellas Technical College and St. Petersburg College where students can enroll to increase their knowledge of programs and increase employability skills.

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

Leadership aligns all available resources by allowing staff to meet through professional learning communities, teacher leaders to hold instructional staff meetings to incorporate new technology in the classroom which will assist student engagement and achievement. Staff PLC and Department monthly meetings are mandatory to ensure pacing and unity is demonstrated within lesson planning and instruction for all students. Teacher Leaders Melissa Witcher and Tabitha Shorter meeting that provide Culturally Relevant Strategies to

the instructional staff. Mrs. Erickson and Mrs. Tabitha Shorter provide internship opportunities through partnerships with Pinellas County-Leslie Mariana which is the apprenticeship and Work-based Learning Specialist.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We address College and Career Awareness through implementing our College and Career Day where the school designates time to make students aware of the college and career choices available. The St. Petersburg College PITCH and YEAR UP programs host quarterly meeting onsite to discuss post-secondary options inclusive of free application processing and FASFA support for students planning to attend college after graduation or start a career right away. We also provide enrichment opportunities including college tours, industry/workforce tours, and access to Human Resource executives with our community partners. Students participate in workshops including but not limited to communication in the workplace, branding and professional presentation, workforce skill development, career inventorying, urban planning and entrepreneurship.

Part V: Budget

1	III.A	Areas of Focus: ELA/Reading Focus				\$0.00
2	III.A	Areas of Focus: Mathematics Focus				\$0.00
3	III.A	Areas of Focus: Science Focus				\$382.70
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0981 - Disston Academy	School Improvement Funds		\$382.70
			<i>Notes: These funds will be used to purchase supplies supporting academic instruction and behavioral support. Supplies includes but is not limited to STEAM project supplies and supplemental materials, general classroom supplies, and printing of curriculum.</i>			
4	III.A	Areas of Focus: Social Studies Focus				\$0.00
5	III.A	Areas of Focus: Healthy School Focus				\$0.00
6	III.A	Areas of Focus: College and Career Readiness Focus				\$0.00
7	III.A	Areas of Focus: Graduation Goal				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0981 - Disston Academy	General Fund		\$2,000.00
			<i>Notes: Funds allocated will be used to provide parent conferencing, engagement interventions and Extended Learning opportunities outside of the traditional school day. Funds will also be used to support systems and programs that track early warning trends.</i>			
8	III.A	Areas of Focus: Condition for Learning-Climate and Culture				\$0.00
9	III.A	Areas of Focus: Conditions for Learning-Attendance				\$1,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0981 - Disston Academy	General Fund		\$1,000.00
			<i>Notes: Funds allocated will be used to provide parent conferencing, engagement interventions such as Check and Connect. Staff will be trained to provide mentoring and academic counseling. Supplies will also be purchased to support this area of programming.</i>			
10	III.A	Areas of Focus: ESSA-ESE Focus				\$411.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1200	510-Supplies	0981 - Disston Academy	General Fund		\$411.00
			<i>Notes: Funds allocated will be used to purchase aides, manipulatives, and supports to assist us in providing services to students with disabilities consistently and timely.</i>			
11	III.A	Areas of Focus: Bridging the Gap with Equity for All Focus				\$476.90
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0981 - Disston Academy	General Fund		\$476.90
			<i>Notes: Funds allocated will be used to provide parent conferencing, engagement interventions and Extended Learning opportunities outside of the traditional school day.</i>			
12	III.A	Areas of Focus: ESSA-ELL Focus				\$0.00
13	III.A	Areas of Focus: Family and Community Engagement Focus				\$0.00
					Total:	\$4,270.60