

Executive Summary: Disston Academy

School Improvement Plan for 2017-18

Disston Academy has 208 students in grades 7th-12th, two administrators, 13 teachers, and 31 faculty and staff members. The mission of Disston Academy is to educate and prepare each student for college, career, and life through the expectation of performance and infusion of pride. Disston Academy is striving to earn accreditation through the AdvancED Accreditation Commission and by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

School Celebrations

A review of our most recent school achievement data has given us reasons to celebrate and build upon as a school. Those improvements include:

- 1.) Our school increased the percentage of on-time graduates by 17% percent.
- 2.) Our school is proud to be a Pinellas Innovates- Cohort II school focusing on public policy and civil planning.
- 3.) Our school is proud to be have flourishing 5000 Role Model, Girlfriends, Leading Ladies and Lord Ambassadors and
- 4.) Our school has established a diverse cadre of corporate partnerships including St. Petersburg College, the Arthur Foundation, the Carter G. Woodson Museum of African-American History, George's Grill and Restaurant, and Lowes.

Primary Goals

To accomplish our mission, Disston Academy has the following primary goals.

- 1) Increase the percentage of students who meet or exceed ELA/Reading proficiency by 15%
- 2) Increase the percentage of students who meet or exceed Mathematics proficiency by 15%
- 3) Increase the percentage of students who meet or exceed Biology proficiency by 15%
- 4) Increase the percentage of students who meet or exceed World History proficiency by 15%
- 5) Close the achievement gap between Black and non-Black students by 25%
- 6) Increase parent involvement and participation in school organizations by 15%.
- 7) Reduce the percentage of students with excessive absences for each subgroup by 20%
- 8) Reduce the number and percent of discipline incidents for each student subgroup by 20%.
- 9) Increase our number of parent involvement events that are "tied to student learning" by 50%.

Key Strategies:

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

- Emphasizing the use of higher order questioning techniques and strategies to invoke deeper learning aligned to Marzano's Taxonomy.
- Presenting clear delineation of modeled instruction and guided practice supported informal assessments and monitoring through APEX, Think Through Math and EDS to ensure student success.
- 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;
- 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.
- Providing in-class modeling and standards-based exemplars to help students self-assess their progress toward the standard.



- Review lesson plans and unit structures within our Professional Learning Communities using the Lesson Study and Demonstration Day processes.
- Using research-based strategies to support core instruction (e.g., WICOR, Culturally relevant instruction, Close reading, Text Dependent Questioning, Speaking and Listening protocols);
- Utilizing personalized student planning and project-based learning in appropriate settings;
- Utilizing scales and rubrics aligned to a learning goal to assess and inform instruction.
- Utilizing student data to support differentiation, scaffolding and effective instruction aligned to the Florida Core standards.

Professional Development

The professional development efforts include the use of the year long Marzano Framework with an emphasis on goal setting and scale development, the use of our literacy team to train and guide teachers in differentiating and scaffolding instruction and having teachers meet in Professional Learning Communities (PLC's) to conduct data chats regularly to review student responses and work samples to inform instruction. Specific areas of focus include by are not limited to the following:

- Integrating literacy strategies across content
- Project-based instruction and assessment
- Supporting students with trauma-induced stress
- Increasing cultural competency and the infusion of culturally responsive instruction
- Incorporating restorative practices

Parent and Community Engagement

Parent engagement efforts are a challenge for our school as many students have reached the legal adult age. As a strategy to increase parent engagement, the school offering paid registration to family conferences, hosting quarterly evening meetings and student-led conferencing outside of the traditional school day. In addition to increase parent communication, Disston Academy has developed an electronic newsletter and talk to text access.

For more information about Disston Academy's School Improvement Plan, please go to our website at <http://www.pcsb.org/disston>.