



# School Improvement Plan 2017-18

## Disston Academy

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



# Vision and Direction

School Improvement Plan 2017-18

## School Profile

<b>Principal:</b> Tamika D. Hughes-Leeks	<b>SAC Chair:</b> Ruby Wilson
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<b>School Vision</b>	100% Student success through preparation, performance and pride.
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<b>School Mission</b>	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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
208	0.9%	49.6%	14.4%	5.4%	30%	0%

<b>School Grade</b>	<b>2017:</b> No Grade	<b>2016:</b> No Grade	<b>2015:</b> No Grade	<b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All												
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Tamika	Hughes-Leeks	FT	1-3 years
Asst. Principal	Robert	Allen	FT	1-3 years
Counselor	Maria	Erickson	FT	1-3 years
Behavior Specialist	Nathan	Layton	FT	1-3 years
Secretary/Bookkeeper	Barbara	Graham	FT	Less than 1 year
Data Manage Tech	Latavia	Dempsey	FT	Less than 1 year
Office Clerk II	Reginald	Rhett	FT	1-3 years
Paraprofessional	Delores	Green	FT	1-3 years
Head Plant Operator	Todd	Peterson	FT	1-3 years
Teacher Leader	Latesia	Coleman	FT	1-3 years
Teacher Leader	Margaret	Chiou	FT	1-3 years
				1-3 years
<b>Total Instructional Staff:</b>	<b>4</b>		<b>Total Support Staff:</b>	<b>4</b>



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

All school employees will interact with students appropriately and students will maintain classroom and school expectations. Each teacher, in collaboration with students, is responsible for developing classroom discipline plans and expectations. Grade-level assemblies are established to ensure an understanding of student rights and responsibilities, as well as PBS interventions. School-wide restorative practices designed to increase student engagement, enhance student achievement, and decrease unacceptable behavior. At Disston Academy, our PBIS systems are well developed at each Tier. This is inclusive of Student of the Week acknowledgements and the Student of the Month Breakfast, Leading Ladies and Lords (school ambassadors), and special events (professional league games) for individualized incentives. We offer quarterly activities (kickball, bowling, skating) aligned to attendance goals, recreation room, Sports Fanatic Fridays, and a school store with the usage of Disston Dollars as schoolwide initiatives.

Disston Academy’s Guidelines for Success  
 Prepare for Excellence  
 Lead and the rest will follow.  
 Education is everyone’s responsibility.  
 Dress for success.  
 Give 100% every day.  
 Effort is required to reach your goal.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

The school MTSS team reviews school data bi-weekly and monthly schoolwide as a part of our Engagement PLC. It is used to solidify Action Plan implementation, to ensure fidelity in academic and behavioral service delivery. Data analysis will drive PBIS processes to support behavioral deficiencies (attendance and discipline) and will also assist in identifying students and subgroups who need more support through tiered interventions and external agency supports. School-wide restorative practices will be integrated into the classroom, curriculum, and culture of the school to ensure equitable handling of student behavior. Administrative monitoring through observation, data analysis and school community feedback will ensure that expectations are fully activated and implemented. Teachers, paraprofessionals and school administrators will participate in the SBLT meetings and PLCs to ensure that deficiencies are addressed, and then implemented with fidelity. Staff development will be focus on student engagement, restorative practices, and cultural awareness. Administration will monitor and maintain equity in the application of consequences and resources that support behavior modification.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The MTSS team meets bi-weekly to coordinate all problem-solving processes related to student achievement, behavior, and social-emotional issues. The team discusses individual students referred by

teachers on the Student Concern Report and how best to address the needs referenced for each student. Restorative practices and the use of classroom circles will be incorporated school-wide to proactively address students' needs for social and emotional learning in positive ways.

**Data-Based Problem Solving**

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Specific data used to drive the MTSS process includes the following data (categorized school-wide, subgroup, and individual): attendance, discipline, grading, APEX, Carnegie, Think Through Math, and assessment data from PERT, ACT, SAT, EOC, and FSA. 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 the PBIS processes to support behavioral deficiencies (attendance and discipline), and it will also assist in identifying students and subgroups who need more support through tiered interventions and external agency supports.

Disston Academy maintains a comprehensive school counseling program inclusive of college and career planning, small group support and academic advisement. Disston's Student Services team provides holistic student support inclusive of group programming addressing goal-setting, anger management, conflict resolution, and career planning and workforce development through partnerships with the National Dropout Prevention Network, Family Resources and Big Brother/Big Sister. The Child Study team tracks student data and trends in root causes for poor attendance. This team also provides support for attendance initiatives and interventions including Check In, Check Out, Check and Connect, Teen Court and home visitation. The MTSS team provides support to our schoolwide Mentoring and Monitoring program. Additionally, clubs and organization actively support students includes 5000 Role Models, Girlfriends, and the Principal's Multicultural Advisory Council.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

On a bi-weekly basis, faculty and staff mentors review student progress data (FOCUS, APEX, THINK THROUGH MATH, etc.) with mentees to determine how to best facilitate student progress through our advisory period. This a key component to student ownership of the educational process. On a monthly basis, the guidance counselor conducts data checks with individual students to verify satisfaction of graduation and dual enrollment requirements. On a quarterly basis, individual students and families meet with the administration team to verify successful implementation of the student's Academic Success Plan.

Schoolwide data is reviewed by the administration team, SBLT and school community on a monthly basis to determine trends impacting student success.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The opportunities for excellence through equity and rigor are emphasized from the Pre-registration Orientation to Commencement. All instructional staff conducts classroom meetings during the first week of school to address school expectations and continue to fortify the expectation during advisory period. Through a school-wide emphasis on the implementation of quality instruction that addresses mastery of rigorous academic standards and through periodic observation of instructional practices, the school ensures the communication of high expectations for the success of all students. Instruction and standards-driven curriculum will be monitored through collection of data from administrative walkthroughs, observations, and PLC feedback. Our staff receives professional development from instruction with focus on Marzano's

strategies in standards driven instruction. Development focusing on the whole student is also support through our socio-emotional training on identifying and supporting “Wounded Students” as a part of the National Dropout Prevention Network’s curriculum and book study. Curriculum development is enhanced from networking and interactive study through the National Alternative Education Association focus on personalized learning within a blended instructional setting. Extended Learning opportunities are offered during lunch, after school three days a week and on Saturday for test preparation.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Increase the perceived level of respect for both students and staff as highlighted on the AdvancED student survey for indicators 4, 24, and 27 to an average score of 3.5 for the 2017-18 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The school faculty and staff will teach, model and focus on the schoolwide expectations outlined below through the use of the advisory period, school announcements and school assemblies.  Disston Academy’s Guidelines for Success Prepare for Excellence Lead and the rest will follow. Education is everyone’s responsibility. Dress for success. Give 100% every day. Effort is required to reach your goal.	Tamika Hughes-Leeks, Robert Allen, Barbara Graham
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce the risk ratio for Black Students from 2.07 for the 2016-17 school year to 1.9 by the end of the 2017-18 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Data chats with students, student-led parent conferences. Assigning staff mentors to all Black students, weekly progress monitoring of academic, attendance, and behavior data of those students and the use of restorative practices to support students. Evaluate and monitor for cultural bias amongst school stakeholders in delineating inappropriate behaviors and referable offenses. School expectations will continually be revisited through the use of the advisory period.	Tamika Hughes-Leeks, Maria Erickson, Nathan Layton, and Alison Bretherton
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



**Standards-Based Instruction for Learning**

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Disston Academy utilizes Marzano scales, rubrics, and implementation of small-scale Project Based Learning Units. These tools are used to increase student comprehension of content and show the increased abilities to transfer knowledge to other content areas

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Disston Academy will focus on the following areas: instructional strategies in implementing digital learning, increasing vocabulary comprehension, improving the application and transference of student knowledge across content areas, improvement in the analysis of interpreting data for critical thinking, and increasing the opportunity for skill development in the community-based instruction, daily living skills, vocational training, and career readiness. Formative and summative assessments were used to determine areas in need of improvement.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Instructors will utilize data from content area formative and summative assessments, IEP goals, task analysis, and work maturity data to guide instruction and remediate lessons.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Disston Academy provides weekend ELP/ACT boot camps, tutoring, shadowing off-site, and dual enrollment. Extended Transition students have access to supportive, competitive employment services and community agency supports.

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Instructional staff will engage in close reading of complex text along with text-dependent questions and performance tasks aligned to ELA Florida Standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Common assessments, student work	Melissa Whitcher
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Instructional staff will engage in instruction that incorporates higher order questioning across Florida Standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Common assessments, student work	Tamika Hughes-Leeks
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Instructional staff will provide extensive inquiry-based instruction inclusive of research, scientific thinking and writing opportunities.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Common assessment, student work, project outcomes

Tamika Hughes-Leeks



## Collaboration for Professional Growth

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

In a review of staff responses from the Dropout Prevention AdvancED survey highlighted trends and themes around staff morale, inconsistent communication and limited opportunities to provide input. To address staff morale, the SBLT has initiated “An Apple A Day” to catch staff in the act of promoting student success. Administration has added staff recognition on a monthly basis for all job classifications including birthday acknowledgements, perfect attendance and on-time reporting. A bi-weekly staff newsletter has been added to address communication and an electronic annual calendar of school activities and events. The school principal has added “Lunch and Learn with Mrs. Hughes-Leeks to provide opportunities to engage in dialogue with staff in an intimate setting. The administration team at Disston Academy will also integrate feedback from surveys, culture building activities, school suggestion box, collaborative classroom projects, and team/teacher professional development to build a culture where staff input is valued and infused throughout common processes and practices.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Faculty members experience daily planning to support individual courses. There is a pre-determined PLC schedule that is inclusive of one peer-facilitated session per month, one administration-led session based upon walkthrough and observation data and one engagement focused session facilitated by staff specialists per month. Administration will participate in all PLC formats.

Targeted topics to discuss include:  
ELA and EOC preparation, strategies and applications, addressing common engagement issues including truancy, post-traumatic response, and classroom behaviors and parent engagement and involvement.

### Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Because our school is relatively new, as this is the start of our third school year, we gave attention to a myriad of instructional and curricular focuses. Two areas that received intensive training included trauma-informed care and implementation of attendance interventions. We also gave great attention to developing and implementing a blended instructional model.

Disston Academy made great strides in developing a culture to support students needing additional supports. There was a drastic improvement in student engagement behaviors when students were present.

Additionally, teachers paired to direct instruction courses to provide remedial and supplemental support to student in correlated core courses.

We participated in professional development to extend opportunities for training from experts including the Wounded Student Conference, the National Alternative Education Association Conference and the other seminars, webinars and community discussions on students who need additional support.

Our next steps are to continue to address attendance barriers and increase student opportunities for access to student services specialists trained to support students will added burdens. We plan to immerse our staff in professional development focusing on Restorative Practices and best practices and academic structures to support students in an alternative setting. We have planned for selected staff to continue to attend professional development through the National Alternative Education Association, the Dropout Prevention Network and other experts in digital, blended and personalized learning.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

<b>Key trainings planned for summer / fall related to teacher, staff growth needs.</b>	<b>When?</b> Summer, Pre-School?	<b>Participants?</b> <b>Targeted Group?</b>	<b>Expected Outcomes?</b>
Trauma-informed care and restorative practices	Summer, Pro-Ed Days	All school staff	Increased student success through a greater rate of attendance and engagement.
Positive Behavioral Interventions and Supports and Data Disaggregation	Pre-school, Pro-Ed Days	All school staff	Increased student success through a decrease in loss of instructional minutes
Competency-based (Project-based and Personalized) Learning	Monthly PLC	All instructional staff	Increase proficiency on statewide and college readiness assessments
Literacy, vocabulary acquisition and Comprehension through rigorous instruction	Monthly PLC	Instructional and Paraprofessionals	Increase proficiency on statewide and college readiness assessments
Parent Involvement and Support Beyond the Classroom	Pre-School, Pro-Ed Days	All staff	Increase effective communication with parents



Instructional and Transformational Leadership development	Monthly PLC, Pre-School, Pro-Ed Days	Administration and Aspiring Leaders	Improve school culture and staff retention.
Integration of STEAM and Career planning	Monthly PLC	All instructional staff and Student Services specialists	Increase student workforce and career development.
Best practices in supporting students in an alternative education setting	National Alternative Education Association Conference, Florida Alternative Education Association Conference, Drop-out Prevention Conference	Administration and selected instruction staff	Increase student achievement and proficiency through the use of best strategies in alternative education.
Strategies to enhance accommodations for support staff	Pre-School, Pro-Ed Days	ESE Associates and paraprofessionals	Increase staff proficiency in providing services.



## Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7  
**Marzano Leadership** • Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Disston Academy provides parents with the opportunity to drop in, call, or schedule a conference to meet with teachers, support staff, counselors and administration. Disston Academy strives to keep all lines of communications fluid between all stakeholders. We will continue to achieve this goal by sending home quarterly newsletters, bi-weekly Parent Connect calls, progress monitoring and direct parent notification by email, mail and phone. We will continue to incorporate quarterly Title I Family Nights, provide the parents with a resource room on campus for the parents to utilize technology and a book checkout system. We will accept and provide feedback from the parents on areas they would like to see improvement and areas we continue to thrive in. We will continue to increase our parental involvement by establishing a SAC and PTA.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Disston Academy will foster a culture for academic understanding by inviting our parents to participate in a student led conference night. The students will be trained prior to the conference on how to explain where they are in their content area courses. Disston Academy will also provide the parents with a

college night. This event will provide parents and students with an opportunity to learn what options are available for students who plan to either enter college/universities, the military, career technical schools, or employment after graduation. Disston Academy will also provide the parents with resources to access portal and emails from the teachers to keep them updated with the success of their student.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Increase parent engagement opportunities by 20% for the 2017-18 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide parents with relevant information and reinforce skills during Disston Academy Family/Enrichment nights. Provide frequent home-school communication in a variety of formats and allow families to support and supervise their student’s educational progress. Increase participation in parent-supported organizations (PTA and SAC) through active recruiting and marketing.	Tamika Hughes-Leeks, Maria Erickson, Nathan Layton, and Latesia Coleman
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Increase community involvement by establishing two new viable partnerships with local municipalities and community agencies providing services to children and families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Disston Academy will actively seek to engage corporate partners by acquiring membership in local chambers of commerce and civic organizations. Additionally, we will work to solidify our partnerships with Vocational Rehabilitation, Agency for Persons with Disabilities, All Children Hospital, and other entities.	Nathan Layton, Belinda Joseph, and Richard Corbin
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Disston Academy will provide families with an open door policy to call, drop-in or schedule a conference by phone or in person with teachers and the support of counselors and administrators. We also want to increase family engagement through the development of a Parent Resource Center at Disston Academy. Provide financial support through Title I for families to attend conferences.	Tamika Hughes-Leeks, Maria Erickson, and Kristy Evans

## Section 2 – Targeted School Goals / Action Steps

**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Melissa Whitcher, ELA/Reading Department Chair
Increase the percentage of students who meet or exceed proficiency on the ELA FSA by 15% in the 2017-18 school year.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Professional development for all content area teachers to infuse reading instructional strategies (close reading activities, text-dependent questioning) into their teaching practice.	Staff reflective responses, lesson plans, PLC minutes, book study summaries.
Implementation of reading instructional strategies to assist students in a blended learning environment.	Pre and post-mastery assessment results inclusive of project-based, oral and written artifacts.
Administrators will support teachers in using culturally relevant supplemental text regularly including shorter,	Informal and formal observation data, lesson plans, student artifacts

challenging passages that elicit close reading and re-reading to formatively assess, monitor, and inform instruction.	
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<b>Mathematics Goal</b>	<b>Goal Manager:</b> Kristy Weaver, Mathematics Department Chair	
Increase the percentage of students who meet or exceed proficiency on the Algebra I and Geometry EOCs by 15% in the 2017-18 school year.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
Teachers will implement Formative assessments aligned to the Florida Standards including tasks designed using the FSA test specification and online resources.	Increase in proficiency scoring on common assessments and formative assessments.	
Provide professional development focused on enhanced instructional shifts, standards, assessment and instructional methods.	Informal and formal observation data, lesson plans, student artifacts.	
Administrators will conduct walkthroughs for evidence of implementation of mathematics programs.	Walkthrough and observation data.	

<b>Science Goal</b>	<b>Goal Manager:</b> Elizabeth Hassler, Science Department Chair	
Increase the percentage of students who meet or exceed proficiency on the Biology EOC by 15% in the 2017-18 school year.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Teachers will provide extensive inquiry-based instruction inclusive of research, scientific thinking, and writing opportunities (claims and evidence).	Increase in proficiency scoring on common assessments and formative assessments.	
Provide additional funding and infrastructure for STEAM enrichment opportunities that align to FS in Biology and related sciences.	Increase in participation in STEAM related activities that correlate to Florida Standards.	
Administrators will conduct walkthroughs for evidence of Learning Local Science, WICOR and CRI in science classrooms.	Walkthrough and observation data.	

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Natasha Sandman	
Increase the percentage of students who meet or exceed proficiency on the US History EOC by 15% in the 2017-18 school year.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
Teachers will incorporate instructional activities that support student success with the LAFS implemented throughout Social Studies curriculum.	Increase in proficiency scoring on common assessments and formative assessments.	

Teachers will utilize data to develop scaffolding and differentiate instructional practices to increase achievement.	Increase in proficiency scoring on common assessments and formative assessments.
Provide professional development to ELA, Reading and Social Studies teachers to increase the use of Document-based Questioning to focus on writing.	Increase in questioning resulting in an increase in student application of higher order thinking skills.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> College Readiness	<b>Goal Manager:</b> Tamika Hughes-Leeks, Maria Erickson
Increase the number and percentage of students eligible for participation in dual-enrollment in a college or career-technical program by 10%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
100% of all enrolled students will have a post-secondary plan inclusive of college and career goals. Each student will be assessed in learning style, interest and personality type inventories.	Number of students identified as on-track to meet post-secondary admissions criteria.
100% of students will use targeted data-analysis to determine when they meet CTE and related graduation requirements.	Number of students eligible for participation in dual-enrollment opportunities.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy School	<b>Goal Manager:</b> Kristy Evans, Richard Corbin, and Yolandra Gibbons
Meet Bronze Level recognition with the Alliance for a Healthier Generation during the 2017-18 school year.	
Actions / Activities in Support of Goal	Evidence to Measure Success
For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.  Target for 2017-18, is to become eligible for national recognition in <u>2 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	The Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Bridging the Gap	<b>Goal Manager:</b> Tamika Hughes-Leeks, Maria Erickson
Increase the percentage of African-American students eligible to participate in courses resulting in industry certifications by 10%	
Actions / Activities in Support of Goal	Evidence to Measure Success

Develop a system of identification of “talented” students who have attained on-track status and provide post-secondary counseling support for dual-enrollment at Pinellas Technical College or similar program.	Percentage of co-enrollment and course completion data for students in technical courses.
Provide on-site access to college readiness testing for African-American students.	Percentage of students receive a college readiness score.

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Tamika Hughes-Leeks, Principal
<b>Increase the percentage of African-American students meeting graduation requirements in the appropriate cohort year by 15%.</b>	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Reduce lost instructional time by increasing the use of restorative practices in the school environment to address minor infractions.	Reduction in the percentage of African-American students receiving ABS, ISS and OSS.
Provide extended day supplemental opportunities to increase intensive test preparation and tutorial programming for African-American students.	Increase in proficiency on Algebra I and Biology EOCs and ELA Florida Standards Assessment.
Provide targeted professional development and additional coaching to teachers culturally, responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.	

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Melissa Witcher, ELA/Reading Department Chair
<b>Increase the percentage of ELL students meeting graduation requirements in the appropriate cohort by 15%</b>	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
Provide opportunities for professional learning that build the capacity of teachers to plan effective lessons that engage ELs and advance learning and language proficiency across curriculum.	Increase in proficiency on Algebra I and Biology EOCs and ELA Florida Standards Assessment.
Provide extended day supplemental opportunities to increase intensive test preparation and tutorial programming.	Increase in proficiency on Algebra I and Biology EOCs and ELA Florida Standards Assessment.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Latesia Coleman, VE Teacher
<b>Increase the reading proficiency rates in all grade levels for students with disabilities by 15% in the 2017-18 school year.</b>	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>

ESE instructional staff will collaborate with general education staff to incorporate high-yield literacy and writing strategies in the classroom to support students with disabilities.	Unit and lesson plans, PLC minutes, student achievement data
Provide professional development to all instructional staff on best practices for inclusive classrooms support students with disabilities.	PLC calendar, PLC minutes and student achievement data

<b>Subgroup Goal (If Needed)</b> <b>Enter Goal Name</b>	<b>Goal Manager:</b>
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	Select	Select	Select	Select	#	%*
Students scoring at FSA Level 1 (ELA or Math)									
Students with excessive absences / below 90 %									
Students with excessive behavior / discipline**									
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent from school 10% or more by 5% by the end of the 2017-18 school year.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Develop systems to support students through mentoring and career planning in centralized team support systems and communicate the importance of school attendance to families.		Mentoring logs, attendance data, interval review of career plan, student data chats
Bi-weekly child study team meetings, including all required members that address students who have missed 10% or more of school and identify trends of indicating why students are not attending school.		Utilizing the attendance code specific data, feedback from parent-student conferences and home visit interviews.
Provide specific teams with resources including training, processes to streamline interventions and monitor student progress. Provide students with PBIS opportunities that encourage improved attendance and behavior modifications. This includes faculty vs. student sports competitions, student talent show, faculty talent show, school skate day, champion cookout, student of the month breakfast and more.		Progress monitoring data from interventions, attendance data, survey feedback

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Reduce the percentage of all students receiving ABS, ISS and OSS by 15%.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Provide students with PBIS opportunities that encourage positive behaviors and behavior modifications.		Progress monitoring data during activity window, discipline data tracking
Provide professional development for all school staff in creating and implementing PBIS in the classroom and use of restorative practices.		Classroom walkthrough data, discipline data tracking by teacher, training participation, follow-up training feedback

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
<b>Increase instructional time due to disciplinary process and action by 20%.</b>		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>
Increase proactive parent engagement through bi-weekly communication by school staff.		Discipline data, parent survey feedback, SAC/PTA/PIP feedback
Provide students with PBIS opportunities that encourage positive behaviors and behavior modifications. This includes faculty vs. student sports competitions, student talent		Progress monitoring data during activity window, discipline data tracking



show, faculty talent show, school skate day, champion cookout, student of the month breakfast and more.	
Increase opportunities for students to view and engage in civil and individual advocacy through field trips, college tours, and attendance at legislative procedures.	Discipline data, reflective student writing, student survey feedback, data chats

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Current supports and interventions provided at Disston Academy include additional ACT/SAT test preparation. Extended Learning opportunities are available afterschool and on Saturdays in designated intervals. Part-time hourly reading support is provided through the use of Title I funding. Students have the opportunity to receive instruction digitally or through direct and/or project-based instruction. Data sources used to identify needed interventions include formative and summative assessment data and engagement data (attendance, discipline), review of counseling requests and supports.

<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: Reduce the percentage of students failing one or more courses by 20%

Actions / Activities in Support of Goal	Evidence to Measure Success
Maintain an online, Open Access Extended Learning Program to support students who need to relearn key skills and standards.	Course completions, reduction in students requiring re-test on formal assessments.
Provide tutorial support afterschool one day a week in critical core academic courses.	Course completions
Provide test preparation support quarterly through Saturday boot camps.	Increase proficiency on ELA, EOC and alternative assessments.
Maintain a system of monitoring for black student participation, attendance and progress in ELP programs and Summer Bridge.	Attendance records, course completions

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	15	% with advanced degrees	27%
% receiving effective rating or higher		% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	13%
% certified in-field**	100%	% with 6-14 years of experience	67%
% ESOL endorsed	67%	% with 15 or more years of experience	20%

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

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.

Ongoing professional development training will be provided to address areas including classroom management, instructional best practices, using assessment data to drive curriculum, and other instructional supports.

Staff recognition efforts that are inclusive of celebrations: luncheons, incentives, personal notes.

Teachers are an active part of the decision making process through digital survey, representation on the SBLT, MTSS and SAC teams.

Specify

**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Tamika	Hughes-Leeks	Black	Principal
Ruby	Wilson	Black	Parent
Bessie	Mohead	Black	Parent
Reginald	Rhett	Black	Support Employee
George	Gomillion	Black	Business/Community
Hassler	Elizabeth	White	Teacher
Stearns	Louis	White	Student
Marilyn	Brettner	White	Parent
Margaret	Chiou	Asian	Teacher
Maria	Porras	Hispanic	Parent
Espino	Joanna	Hispanic	Student
		Select	
		Select	
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		Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/24/2017
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Tamika Hughes-Leeks
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Please state the days / intervals that your team meets below.
The SBLT Team meets the fourth Tuesday of every month. The MTSS Team meets the third Monday of every month.

**Budget / 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. Attached budget if preferred.

School improvement funding will be used to support the following initiatives:

Positive Behavior Intervention Support to provide incentives for students to meet individual and school-wide attendance and behavior goals. (\$1000)

Technology maintenance and upgrades to ensure that students have access to e-readers to promote literacy. (\$1000)

Professional Development opportunities for selected staff to increase instructional and leadership practices that impact school-wide initiatives. (\$750)

PHOENIX PHIRE support in providing students with enrichment opportunities in civic engagement and municipal/government legislation. (\$750)

College and career exploration tours, seminars, and guest speakers. (\$1000)