

Pinellas County Schools

DISSTON ACADEMY



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 7
 - D. Early Warning Systems 8
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup..... 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement..... 20
- IV. Positive Learning Environment 31
- V. Title I Requirements (optional)..... 33
- VI. ATSI, TSI and CSI Resource Review 39
- VII. Budget to Support Areas of Focus 40

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Disston Academy is to educate and prepare each student for college, career and life.

Provide the school's vision statement

Our vision is 100% student success through Preparation, Performance and Pride.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Etje Ramdohr

ramdohre@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

- Developing and maintaining a positive school/community climate and a safe environment for students and staff.
- Developing, implementing, and evaluating school philosophy, goals and objectives reflecting district and state goals. and a healthy learning environment.

Leadership Team Member #2

Employee's Name

Pamela Douglas

douglaspam@pcsb.org

Position Title

Teacher Alternative Education, Mathematics 6-12, Lead Mentor

Job Duties and Responsibilities

- Prepares, administers, and records results; evaluates student achievements.
- Identifies long-range goals and specific objectives; plans a program for individualized and group instruction.

Leadership Team Member #3

Employee's Name

Nakkia Sly

slyn@pcsb.org

Position Title

Teacher Alternative Education, Social Studies 6-12; Family and Community Liaison

Job Duties and Responsibilities

- Identifies long-range goals and specific objectives; plans a program for individualized and group instruction.
- Develops a plan to enhance student learning and participation in school by engaging parents and other stakeholders.

Leadership Team Member #4

Employee's Name

Natasha Sandman

sandmann@pcsb.org

Position Title

Teacher Alternative Education, LMTS K-12, Business Education

Job Duties and Responsibilities

- Identifies long-range goals and specific objectives; plans a program for individualized and group instruction.
- Prepares, administers, and records test results; evaluates student achievements.

Leadership Team Member #5

Employee's Name

Diane Gregory

gregorydi@pcsb.org

Position Title

Administrative Support

Job Duties and Responsibilities

- Maintains complex set of confidential school records, property files, and financial records
- Checks and posts invoices, processes work orders and payrolls
- Prepares payrolls, monthly budgets, and required internal accounting records

Leadership Team Member #6

Employee's Name

LeYenketa Blackmon

blackmonl@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

- Supervises and maintains a safe and orderly environment for students engaged in the school's educational process and its related school activities
- Engages students in learning skills to cope with emotional, mental, and social challenges and to transfer these learned skills to real life situations

Leadership Team Member #7

Employee's Name

Melissa Witeck

witeckm@pcsb.org

Position Title

Teacher Alternative Education, English 6-12, Helat Education

Job Duties and Responsibilities

- Teaches students standard-based curriculum, social skills and concepts.
- Identifies long-range goals and specific objectives; plans a program for individualized and group instruction.

Leadership Team Member #8

Employee's Name

Dr. Eartha Mims

mimse@pcsb.org

Position Title

School Counselor K-12

Job Duties and Responsibilities

- Implements the comprehensive school counseling program as outlined in the Pinellas County School District Professional Counseling Plan

Leadership Team Member #9

Employee's Name

Devlin Pippert

pippertd@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

- Makes referrals to school and community resources to provide both remedial and preventive services to students and their families.
- Assists students and their families in the resolution of behavioral, emotional and social needs through school and community resources and referrals.

Leadership Team Member #10

Employee's Name

Rochi Morand

morandr@pcsb.org

Position Title

Head Plant Operator

Job Duties and Responsibilities

- Supervises, evaluates, trains, and delegates work to assigned custodial personnel
- Collaborates with personnel of the district-based operations department
- Inspects areas of facilities for safety, cleanliness, and functionality and provides proper maintenance

Leadership Team Member #11

Employee's Name

Elizabeth Hassler

hasslere@pcsb.org

Position Title

Alternative Education, Science 6-12

Job Duties and Responsibilities

- Teaches students standard-based curriculum, social skills and concepts
- Plans lessons so that students become involved in learning and decision making related to curriculum choices.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Disston Academy is a Member of the Alternative Education Service SAC committee and sends out a parent survey to collaborate with families on school improvement needs. The information received through these means of communication are then shared with the school leadership team to discuss recommendations from stakeholders.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Disston Academy data will be extracted, disaggregated and monitored bi-weekly during SBLT, CST, and MTSS meetings. The Department Chairs will be responsible for preparing and providing their content area data, broken down in subgroups, on a bi-weekly basis. Student service specialists will provide engagement data including attendance, discipline, and PBIS. Data will be shared during departmental PLCs to look for trends and make necessary adjustments for every ESSA subgroup.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 5-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								4	9	13
One or more suspensions								4	8	12
Course failure in English Language Arts (ELA)							3	7	9	19
Course failure in Math								1	1	2
Level 1 on statewide ELA assessment								2	5	7
Level 1 on statewide Math assessment								2	3	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								4	9	13

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									1	1
Students retained two or more times							6	8	14	28

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment		14	25	17	56
Absent 10% or more school days		10	22	15	47
One or more suspensions		8	10	6	24
Course failure in English Language Arts (ELA)		2	8	5	15
Course failure in Math		2	9	4	15
Level 1 on statewide ELA assessment	11	8			19
Level 1 on statewide Algebra assessment		8	10	10	28

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators		12	22	14	48

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	0	62	59	3	55	55	13	47	50
Grade 3 ELA Achievement									
ELA Learning Gains		58	58	43	57	57			
ELA Lowest 25th Percentile		54	56		55	55			
Math Achievement*	11	46	49	9	42	45	0	36	38
Math Learning Gains		45	47		46	47			
Math Lowest 25th Percentile		43	49		41	49			
Science Achievement		73	72		64	68	8	61	64
Social Studies Achievement*	29	74	75	25	70	71	6	63	66
Graduation Rate	50	94	92	30	92	90	53	92	89
Middle School Acceleration									
College and Career Acceleration	17	69	69	7	69	67	3	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		50	52		45	49		47	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	21%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	107
Total Components for the FPPI	5
Percent Tested	79%
Graduation Rate	50%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
21%	20%	14%	16%	20%		10%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	32%	Yes	6	
White Students	45%	No		
Economically Disadvantaged Students	27%	Yes	6	6

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	0%				11%				29%		50%	17%	
Black/African American Students					15%				30%		50%		
White Students											45%		
Economically Disadvantaged Students					13%				31%		50%	13%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	3%		43%		9%				25%		30%	7%	
Black/African American Students	0%				7%						25%		
White Students											45%		
Economically Disadvantaged Students	6%		38%		14%				21%		19%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	13%				0%			8%	6%		53%	3%	
Students With Disabilities											60%		
Black/African American Students	13%				0%			0%	0%		52%	0%	
White Students											53%		
Economically Disadvantaged Students	17%				0%			8%	6%		54%	3%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	15%	59%	-44%	58%	-43%
ELA	9	9%	59%	-50%	56%	-47%
Biology		17%	69%	-52%	71%	-54%
Algebra		16%	59%	-43%	54%	-38%
Geometry		18%	53%	-35%	54%	-36%
History		26%	72%	-46%	71%	-45%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	13%	-13%	16%	-16%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Math to 35 %. Instructional staff will continue to implement literacy standards via vocabulary and comprehension skills lessons. Instructional staff will provide differentiated, individualized or small group instruction that is aligned to services and interventions identified in specific designed plans.

Lowest Performance

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 attached to the Reading proficiency. Disston Academy is at 13% proficiency on the FAST ELA. Contributing factors that impacted students include insufficient, incomplete or disconnected instructional strategies. Gaps in providing curricular support in mastery of ELA and Reading standards, skills and application to real life. Across content areas, grade levels and subgroups, students are struggling with vocabulary acquisition, fluency and comprehension. These deficits have an impact across all content areas. Data used to evaluate and monitor student growth includes Performance Matters data, FAST data, common assessment and formative assessment data, AppleRouth, AlbertiO, Methods Test prep data, and iReady.

Greatest Decline

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 attached to the Reading proficiency. Disston Academy made 33% gains on the FAST ELA compared to the 35% gains on FAST math, according to our 2025 SIP data reported as of 6/19/25. Contributing factors that impacted students include insufficient, incomplete or disconnected instructional strategies. Gaps in providing curricular support in mastery of ELA and Reading standards, skills and application to real life. Meaning students would like to read materials related to their culture, interest, age, and lifestyle.

Greatest Gap

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.

Disston Academy's area of the greatest concern is the mastery of literacy BEST standards, skills and applications to real life. Across content areas, grade levels and subgroups, students are struggling with vocabulary acquisition, fluency, and comprehension. These deficits have an impact across all content areas. Data used to evaluate and monitor students' growth includes Performance Matters data, FAST Data, common and formative assessment data, Apple Routh, AlbertiO, Methods Test prep data

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Instructional staff will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of STEM cross-content or interdisciplinary units.

All teachers will incorporate therapeutic strategies to address our students emotional, mental, and social health.

Highest Priorities

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

Professional development opportunities include:

1. Training on instructional strategies aligned to literacy such as GER/CEE writing strategies, closed reading, text dependent questioning and focus notetaking
2. Training on instructional systems aligned to increase project-based instructional practice, mastery in Mathematics, Science and Reading, use of collaborative structure, inclusionary text, techniques and structures
3. Training within the PLC model regarding lesson design and review, activities (protocols/ collaborative discussions) and resources (graphic organizers/sentence starters) in order to help students practice effective elaborations techniques.
4. Training on engagement strategies and systems including PBIS Rewards and enhanced use of Guidelines for Success, Restorative practice, Check & Connect, School Mental Health.
5. Training on the implementation of instructional practices in US History. Increased use of BEST text and reading sources and project-based and personalized instruction. The use of innovative scholastic, digital platforms to support collaborative learning and higher-order questioning using DBQs.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The problem/gap that is occurring because of a lack of consistent standards-based planning and student-centered instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through Biology EOC cycle assessments, common assessments, walkthrough observations, PLC, collaborative planning, and documents reflection, if standards-based planning and student-centered instruction is implemented, the problem/gap would be reduced by 15%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ISD will monitor classrooms on a weekly basis and provide constructive feedback regarding the effective use of best instructional practices. PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts. Science teachers will communicate with the parents and guardians of all students each week their students current progress through writing, phone conversation of weekly progress report through Focus.

Person responsible for monitoring outcome

Elizabeth Hassler (hasslere@pcsb.org)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Enhance the science staff capacity to identify critical content from the standards in alignment with district resources. Word Wall consisting of grade level vocabulary across content area that will be updated with 10 words each month. Also, for content area of science across content CERs will be use.

Rationale:

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. Through Biology EOC and Grade 8 Science cycle assessments, common assessments, walkthrough observations

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Achievement in Science

Person Monitoring:

Elizabeth Hassler (hasslere@pcsb.org)

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Science Instructional staff will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks. The Science Instructional staff will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of STEAM cross-content or interdisciplinary units. The Science Instructional staff will receive professional development, such as Argument Driven Inquiry, focused note taking, and incorporation of Scientific practice aligned to state assessment.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

The current level of performance in FAST Mathematics, Algebra 1 and Geometry data sources is 16% and 18% proficiency on the Algebra I and Geometry EOCs respectively. The data shows that there is a gap that has not been addressed during the core instruction can increase a lack of student comprehension of their course content.

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. Through Algebra 1 and Geometry EOC assessments, common assessments, walkthrough observations,
- The Math Instructional staff will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks.
- The Mathematics Instructional staff will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of Algebra 1 and Geometry

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of May 2026, student achievement in Math as evaluated on the Algebra I EOC in learning gains will increase by 10%.

By the end of May 2026, student achievement in Math as evaluated on the Geometry EOC in learning gains will increase by 10%.

By the end of May 2026, student achievement in Math as evaluated on the Algebra I EOC in learning gains will increase by 15%.

By the end of May 2025, student achievement in Math as evaluated on the Geometry EOC in learning gains will increase by 15%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

BEST Progress monitoring assessments, supplementary intervention assessments, district/school examinations, classroom walkthroughs, Implementation of BEST benchmarks will be used for monitoring success.

Person responsible for monitoring outcome

Pamela Douglas, Math Department Head

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Enhance staff capacity to identify critical content from the standards in alignment with district resources and professional development. Staff will implement Literacy Strategies to instruct and engage students in complex tasks. Strengthen the Mathematics team's ability to utilize C.U.B.E.S word problem solving technique for their content area to focus on consistently. Mathematics and science teachers will provide word walls for the math topics in class.

Rationale:

The strategies identified to improve or enhance student success measures are identified upon students' mastery data by standards. There are patterns found within our summative assessments and BEST PM assessments data that identify areas that consistently require remediation or revisitation. With structured, repeated practice and student retest students' proficiency with comprehension and analyzing computation and practical application.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student support

Person Monitoring:

Pamela Douglas, Math Department Head

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement and utilize adopted curriculum aligned to the standards inclusive to high-yield instructional strategies along with Edmentum, IXL and Blooket digital platforms. The Math Instructional staff will receive professional development, such as Argument Driven Inquiry, focused note taking, and incorporation of mathematical practice aligned to FAST Math Standards.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Assessment data show that students struggle to understand the Reading Across Genres & Vocabulary category questions on the F.A.S.T. ELA Reading, which includes (1) interpreting Figurative Language, (2) Comparative Reading, (3) Understanding Rhetoric, (4) Morphology, and (5) Context and Connotation. These gaps that impact literacy standards are evident across literacy benchmarks in multiple content and assessed courses.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Teachers will utilize data to organize students to interact with content in manners, which differentiates/scaffolds instruction to meet the needs of each student. Teachers will enhance their capacity to identify critical components from the Standards in alignment with district resources and strengthen their ability to engage in complex tasks. Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students a productive struggle during each lesson.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration will monitor classrooms bi-weekly and provide constructive feedback on the effective use of best instructional practices. PLCs (Professional Learning Communities) will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts

Person responsible for monitoring outcome

Department Chairs: Pamala Douglas (Math), Elizabeth Hassler (Science), Natasha Sandman (Social Studies), Melissa Witeck (ELA)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provide professional development for all instructional staff increasing effective implement high-leverage strategies that support engaging students in rigorous student-centered instruction with purposeful and intentional teacher planning to close the achievement gap. Additionally, we will see increased student achievement and learning gains on multiple content area, state assessments. Collaborative planning sessions inclusive of data disaggregation, lesson study and peer to peer observation will be implemented. These sessions will be held in which data will be used to specific

subgroup targets and identify areas of need. Teachers will work together to decide strategies and practices to increase proficiency in target areas.

Rationale:

By focusing our school improvement efforts on increasing student engagement, rigorous standard-based instruction and effectively applying individualized support for struggling students with fidelity, based on data, we will increase student gains by at least 15%. We will use formative and summative assessment data identify and target areas of need. As various targets are identified, we will use various evidence-based strategies gained through professional development to increase proficiency. Tier of Evidence-based Interventions include. Teachers will participate in designated planning session to develop writing prompts for the CER Literacy initiative during the school day for one planning period per week. Teachers will also complete one planning session afterschool each month. The identify, plan and practice a new instructional strategy or practice.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in designated planning session to develop writing prompts for the CER Literacy initiative during the school day for one planning period per week. Teachers will also complete one planning session afterschool each month. The identify, plan and practice a new instructional strategy or practice.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Disston Academy believes involving parents in all aspects of its Title 1 programming; therefore, our school will encourage parents to become active members of the School Advisory Council (SAC).

More than 50 percent of the members of the SAC are required to be parent representatives. The SAC is responsible for developing, implementing, and evaluating the school level plans, including the SIP

and Parent and Family Engagement Plan (PFEP). therefore, parents will be provided opportunities to give input in the development and decision-making process of Title 1 activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the schools' parent involvement program. Parents may request additional support during regularly scheduled SAC meetings.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase the percentage of African American students meeting graduation requirements in the appropriate cohort year by 20%.

Increase the percentage of African American students successfully passing the state FAST and EOC assessment by 20%.

Increase the percentage of African American students successfully completing course by 20%.

Increase the percentage of African American students on-track for graduation in the fourth year of services by 20%.

High-quality and ongoing professional development instruction by highly qualified professional staff trained to develop lessons, assessments, and rubric integrating personalization using digital platforms.

School reform strategies implement the use of personalized learning structures in blended instructional model to increase mastery of core-content.

All Staff will be trained in Youth Mental Health First Aid.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Weekly, monthly and quarterly monitoring of students' core academic progress utilizing Edmentum reports and teacher observations.

Quarterly monitoring students' progress regarding their grade point average (GPA)

Ongoing monitoring students' passing of state assessments required for high school graduation.

Person responsible for monitoring outcome

Department Chairs, Student Service Team, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provide more diversity in Title 1 and Parent Conference offering to include digital and phone conferencing, in-school conferencing, on-site parent resource center. Assign student service team to complete home visits and mail out soliciting correct contact information. Provide multiple orientation cycles to meet families and collect current demographic and address information. Teachers incorporate skill building activities such as Art Therapy, restorative reflecting, coping, self-awareness, and conflict resolution strategies. This therapeutic approach helps students to identify and address academic frustration as well as with emotional, mental, and social challenges.

Rationale:

Lack of parent involvement and participation in Title 1 activities (minority representation, low socioeconomic status) Limited capacity to communicate with parents using the School Messenger program (all subgroups) Parents unable to acquire timely feedback on status of students in credit recovery courses (all subgroups)

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarterly Parent Workshops and Events

Person Monitoring:

Nakkia Sly

By When/Frequency:

Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents will be invited to review student work, acknowledge student success, and meet with teachers. Parents will also be provided with content specific sessions, aligned with state standards, identifying strategies they could use at home to promote highest student achievement. Parents also have the opportunity to collaborate with community agencies.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on current level of performance, our students are not ready for graduation, as evidenced by the Pinellas County Schools graduation requirements. The performance gap is occurring because students are not placed in the grade-level coursework and complete a minimum of two credit recovery criteria, satisfaction would occur, the problem would be reduced by 15%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students graduating on time will increase by 50% as measured by the criteria established by Pinellas County Schools.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Improving scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery.
2. Strengthen stakeholders' understanding of the Pathways to graduation (HS) and advanced course pathways (MS).
3. Intensify staff capacity to support students in successfully completing and attaining industry certification.
4. Completing graduation checklists with stakeholders to ensure their awareness of requirements.

Person responsible for monitoring outcome

School Counselor Dr. Eartha Mims, HS Senior Advisor Nakkia Sly, Principal Etje Ramdohr

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Improving scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery. 2. Strengthen stakeholders' understanding of the Pathways to graduation (HS) and advanced course pathways (MS). 3. Intensify staff capacity to support students in successfully completing and attaining industry certification. 4. Completing graduation checklists with stakeholders to ensure their awareness of requirements. 5. Skill building activities such as Art Therapy, restorative reflecting, coping, self-awareness, and conflict resolution strategies to help students to identify and address academic frustration as well as emotional, mental, and social health challenges

Rationale:

Students entering Disston Academy are typically off-track for graduation by 5 to 6 core academic credits. It is essential to build individualized plans inclusive of blended instruction, access to digital platform (Edmentum, CANVAS, MS Teams) and postsecondary goals to guide the work of students and staff.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

HS Graduation

Person Monitoring:

School Counselor Dr. Eartha Mims, HS Senior
Advisor Nakkia Sly, Principal Etje Ramdohr

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Complete graduation checklist with each student to ensure understanding of graduation requirements. Improving scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current average attendance rate is 70% with approximately 50% of the students experiencing a 20% absence rate or higher. The problem/gap in attendance is occurring because students are disengaged in the classroom setting due to limited student-centered instruction, as well as an increase in remote learning environments. If student-centered, personalized instruction occur, as well as a reduction of remote-learning environments, the problem would be reduced by 15% by the end of the school year. The consistent implementation of PBIS will support students' attendance, positive behavior choices, and academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students missing more than 10% of the school year will decrease by 15% evidenced by attendance data analytics.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Bi-weekly CST meetings to monitor attendance to include the social worker, school counselors, behavior specialist, ESE teacher, administrator, DMT, and paraprofessionals.

Person responsible for monitoring outcome

Delvin Pippert, LeYenketa Blackmon, and Dr. Eartha Mims

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Child Study Team implements the following interventions: phone calls, parent conferences, student conferences, home visits, food incentives, community referrals, letters, truancy court referrals, technology support, mentorship, and consultation with outside providers (such as probation officers or outside counselors).

Rationale:

The interventions we utilize correspond to the barriers identified by the family or student. The outcomes of the interventions are reviewed bi-weekly to determine their effectiveness and the team makes adjustments as needed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance monitoring and PBIS

Person Monitoring:

Delvin Pippert, LeYenketa Blackmon, and Dr. Eartha Mims

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Meetings are held the 2nd and 4th Monday of each month to review the data of students missing 10% of days or more. Interventions are discussed for each student. 2. Child Study Team members complete their follow-up tasks, such as calls, home visits, or community referrals. 3. The social worker will run a Focus attendance report every Friday and provide food incentives for students with perfect attendance each week. 4. The interventions will be reviewed after two weeks to determine if they were effective or if changes need to be made.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Disston Academy will provide information to parents regarding Title 1 programs in a timely manner using various methods of communication including meetings, mailed letters home, FOCUS Communication, email and the school website. At the Transition to Success Initiative and stand-alone Annual Title 1 Meeting, information about Title 1 programs, curriculum, and academic assessments will be shared in general meetings. Teacher will maintain sign-in sheets and provide a copy to the Title 1 Coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines.

During School Advisory Council (SAC) meetings we will present highlights of the SIP, Title I Schoolwide Plan (SWP), and Family Engagement plan (PFEP) and provide updates of implementation throughout the year.

We will also post a copy of the plans, and SAC meeting agendas/minutes on the school website and front office's "Parent station".

A survey seeking parent input on these plans will be sent out to families via school messenger. Translation and interpretation services (including ASL) will be provided upon request for meetings and materials. In addition, the Title I School & Family Overview will be sent home as part of the communication that goes home with the students during the first weeks of school. It includes information on where to access the SIP and PFEP.

1. Parent and family engagement events/activities are aligned with school and district achievement goals.
2. The school offers flexible number of meetings, such as morning or evening.
3. The school holds the Title 1 Annual meeting at a convenient time and encourages and invites all parents to attend to inform them about the school's Title 1 School Plan, and the school-parent

compact.

4. School communication with ELL families is ongoing, meaningful (provided in the native language), culturally relevant, and results in higher academic achievement, increased access to opportunities for ELL scholars, and meaningful engagement for ELL families.
5. Families are involved in the development of the School-Parent-Scholar Compact. Our school website where the SIP will be publicly displayed is located at www.pcsb.org/Disston.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Parents will be able to provide a response form to complete to provide input or to ask questions. The principal will respond to all questions. If a parent is unsatisfied with the school-wide program plan under Section 1114(b)(2), they will be asked to provide their feedback to the site designee who will then provide the feedback to the Title 1 office.

1. Increase modalities of communication with families.
2. Increase mechanisms to collect parent feedback.
3. Increase access to Family-Communication Liaison.
4. Increase parent participation in workshops that focus on literacy, core subjects and test preparation practices for the home environment.
5. Increase parent response to requests for feedback through the use of surveys, interviews, or direct solicitation.
6. Increase parent use of accessible data sources to be informed of scholar platform progression (Edmentum, iReady, Albert iO, ThinkCERCA, Applerouth as well as FOCUS and CANVAS).
7. Offer flexible meetings during and outside the school day.
8. Continue to provide workshops corresponding to the needs of the scholars (college, career, vocational and life skill development).

Also, offer meetings and conferencing in person and virtually. Critical information will be kept at the "Parent Station" located in the front office for parent convenience. Examples of methods and opportunities that support communication with families includes but is not limited to the following: Maintain documentation. Annual Title 1 Parent Meeting. Create sign-in sheets. Advertise/publicize event. Develop and disseminate invitations. Develop agenda, handouts, and/or presentation materials that address the required components.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

If teachers implement literacy strategies across core content, especially focused on notetaking, then scholars will see an increase in reading proficiency and learning gains.

1. The integration of AVID and WICOR strategies school-wide to increase literacy proficiency such as closed reading, text dependent, questioning and focused notetaking.
2. The integration of digital platforms and programming as an extension of learning beyond the school day including Edmentum, ThinkCERCA, Method Test Prep, iReady, Albert iO, AppleRouth and CANVAS.
3. The implementation of collaborative planning through in-school in-service or PLCs within content levels and also by grade level to integrate common vocabulary, technical structures, lesson design and interdisciplinary project development.
4. Integration of research-based, peer reviewed on engagement strategies and systems including PBIS, Personalized Learning, Project-based Instructional Practices, Restorative Practices, and Youth Mental Health First Aid training school-wide.
5. Integration of goal setting, problem-solving and college and career readiness strategies and skills through CTAE enrichment programming and Extended Learning opportunities. for identified subgroups through embedded vendor services and coordinated trainings for staff and families.
6. Integration of therapeutic strategies such as Art Therapy, restorative reflecting, coping, self-awareness, and conflict resolution to help students to identify and address academic frustration as well as emotional, mental, and social health challenges

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The school coordinates and integrates parent and family engagement programs and activities with other Federal, State, and local programs, including parent resource centers that encourage and support parents in more fully participating in the education of their child(ren). The City of St. Petersburg's Cohort of Champions has an onsite program providing mentoring, connection to city resources and parent support to scholars at Disston Academy. The St. Petersburg Police Department Forfeiture Grant Program provides financial support to school to create clubs for students such as the

Safe Club. Walmart has provided donations of school supplies, household sanitary supplies and volunteer hours. Mindful Movement as provided skill development and tools for problem-management, problem-solving and anger management. New Vision has provided small group development of social-emotional needs in the academic setting.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Disston Academy' Students Service Team provides school-based mental health services, including group and individualized counseling, teaching strategies to improve anger management and social skills, and check and connects daily with students. Students also participate in district provided mental health and digital responsibility lessons. The Student Service Team helps students and parents to connect to community-based agencies which provide counseling, resources for living, etc.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Students have the opportunity to participate in fieldtrips and guest speaker events focusing on post-secondary career opportunities. They are also enrolled in elective classes that offer the industry certification in digital information technology, marketing and entrepreneurship.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Student Service Team offers behavior intervention based on students' individual needs. They collaborate with students, parents and colleagues to initiate, review or modify Section 504 Plans, IEPs, FBAs, and Safety Plans. Certified ESE teachers support facilitate in core academic classes. Teachers, paraprofessionals, and behavior specialist teach students behavior management skills to give students the tools to self-mange behavior when in crisis.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional development opportunities include:

1. Training on instructional strategies aligned to literacy such as CER/CEE writing strategies, closed reading, text dependent questioning and focused notetaking.
2. Training on instructional systems aligned to increase project-based instructional practice, mastery in Mathematics, Science and Reading, use of collaborative structures, inclusionary text, techniques and structures.
3. Training within the PLC model regarding lesson design and review, activities (protocols/ collaborative discussions) and resources (graphic organizers/sentence starters) in order to help students practice effective elaboration techniques.
4. Training on engagement strategies and systems including PBIS Rewards and enhanced use of Guidelines for Success, Restorative Practices, and School Mental Health.
5. Training on the implementation instructional practices in ELA and History courses. Increased use of BEST text and reading sources and project-based and personalized instruction. The use of innovative scholastic, digital platforms to support collaborative learning and higher-order questioning using DBQs.
6. Training on integrating technology for student interaction with Mathematics and Science courses.
7. Training in classroom behavior management, crisis prevention intervention, suicide prevention, bullying intervention, and recognizing child abuse
8. Training in PBIS, Restorative Practice, Climate and Behavior, Digital Civility, and School Safety

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Based on a review of our attendance data, content area learning gains, and graduation data, School-Based Leadership Team and SAC determined that our funding should be allocated to attendance incentives, to include increased parent engagement and professional development for both instructional and leadership staff. We follow the multi-tiered system of supports (MTSS) framework to monitor programs and resources for effectiveness, improvement, and/or redistribution. We are committed to data-driven decision making ensuring that all students receive a high-quality education tailored to their unique needs. This process is followed by our school-based leadership team and administration to use data and feedback to decide if there are additional resources needed, program/resource expansion, or program/resource removal.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Our main areas of focus in this School Improvement Plan are data driven standards-based instruction, small group and differentiated instruction, and trauma informed instructional practices. Our SIP is designed to support teacher needs in training our teachers in these practices and support them with feedback from observations from administrative walkthroughs. We also use our SIP to outline our professional learning for teachers that may encompass conferences for professional learning to not only provide resources to the traveling teachers, but also sharing learned best practices with the rest of our staff. We will utilize PBIS to support learning and intervention strategies. In addition, we will be utilizing field trips and community-based agencies to improve the student experience and expand the learning beyond our school walls to encompass real world experiences to help educate and prepare our students for college, career, and life.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00