




# **Back to School Night 2024/2025**

# Schedule

4:30-4:50 PM.	General Assembly of Families in Auditorium
4:50 – 5:00 PM	Transition
5:00 – 5:30 PM	Classroom Presentation #1
5:30 – 5:40 PM	Transition
5:40 – 6:10 PM	Classroom Presentation #2
6:10 – 6:30 PM	Open Visitations – Specialist Teachers, Special Education Teachers, Counselors, etc

The word "MISSION" is written in a bold, black, sans-serif font. Each letter is contained within a separate, colorful rectangular block. The colors of the blocks are: M (green), I (red), S (blue), S (purple), I (pink), O (light blue), and N (orange). The blocks are slightly offset and have a subtle drop shadow, giving them a 3D appearance as if they are pieces of paper or tape.

## MISSION

The slide is decorated with various colorful circles and rings. In the top left, there are pink, orange, and blue circles, some solid and some dashed. In the top right, there are green, blue, and yellow circles, some solid and some dashed. In the bottom left, there are large green and yellow circles, some solid and some dashed. A small cyan circle is positioned to the left of the mission statement text.

Our mission is to professionally develop our staff in an effort to offer our students quality instruction while exposing them to various forms of technology and incentives. As a Community School, we value our partnerships that enhance the overall educational experience that we provide to all stakeholders.

The word "VISION" is written in a bold, black, sans-serif font. Each letter is contained within a separate, colorful rectangular block. The colors of the blocks are: V (red), I (blue), S (purple), I (pink), O (light blue), and N (orange). The blocks are slightly offset and have a subtle drop shadow, giving them a 3D appearance as if they are pieces of paper or tape.

## VISION

Our vision is to create an inclusive environment that empowers all students to become well-rounded individuals that embody social responsibility.



# Disston's Leadership

Mrs. Michele Hutz, Principal

Mr. Matthew Braun, Assistant Principal

Ms. Jami Ortega, Assistant Principal



# Disston's Counselors & Climate

Mr. Melvin Morris K-3

Mr. David Socha 4-6

Ms. Jessica Newell 7-8

Mr. Carl Canty K-8

# Counselor Morris Grades K-3



- 14 years as a youth detention counselor providing life skills and structured activities
- 5 years as Disston's Counselor
- Have a beautiful wife, son and a pet
- Thrilled to be a part of the Disston community
- Available on Class Dojo or email at [mmorris@philasd.org](mailto:mmorris@philasd.org)

# Counselor Socha Grades 4-6



- 9th year as a School Counselor
- 2nd year in the Phila School District
- B.A. - Psychology and Theatre Arts, UCSC
- M.A. - Drama Therapy, NYU
- Registered Drama Therapist
- Post-Masters School Counseling classes/certification, West Chester University
- Theoretical lens: Use of play, drama, creativity and strength based techniques with students
- I love to connect with students and be that empathetic male support and role model
- ← I have a 2yo daughter Lucy and a 6yo daughter Mirabelle
- Contact me anytime on classDojo, or email at [DSocha@philasd.org](mailto:DSocha@philasd.org). Room 313A.

# Counselor Newell Grades 6-8



- Year 7 in the School District of Philadelphia
- B.A. in Psychology, Rutgers University
- M.A. in Counselor Education, University of Maryland Eastern Shore
- Focused on helping EVERY 8th grader complete a high school application through Friday, October 23rd at 11:59pm
- Social/emotional health of ALL students
- Academic counseling
- Getting 7th graders ready for high school selection this year!



# Dean Canty- Climate



- Provide trauma informed behavioral management.
- Help build relationships.
- Reduce scholar frustrations.
- Provide classroom support.
- Help build community.
- Provide empathy to diverse needs of scholars.



# Disston's Academic & Climate Goals

**Goal 1:** At least **16.38%** of grade 3-8 students will score proficient/advanced on the ELA PSSA

**Goal 2:** At least **16.38%** of grade 3 students will score proficient/advanced on the ELA PSSA

**Goal 3:** At least **10.14%** of grade 3-8 students will score proficient/advanced on the Math PSSA

**Goal 4:** At least **54.80%** of all students will attend school 90% of days or more

**Goal 5:** At least **96.80%** of students will have zero out-of-school suspensions

GOALS

&

GUARDRAILS

### Guardrail 1

**Welcoming  
and  
Supportive  
Schools**

### Guardrail 2

**Enriching  
and  
Well-rounded  
School  
Experiences**

### Guardrail 3

**Partnering  
with Parents  
& Family  
Members**

### Guardrail 4

**Addressing  
Racist  
Practices**

# Title I Funds

- Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- Each school is required to spend at least **1%** of its Title I funds on training/education program for parents.



# Title I Purchases

## Materials:

- Writing Test Prep
- Calculators

## Staff:

- Academic Coach for Math
- Dean
- 2 Counselors
- 4.5 Student Climate Staff

## Parental Involvement Funds:

- Primary Phonics Kits for at home use



# Playworks

- Program that helps kids to stay active and build valuable life skills through play.

## What a Better Recess Does

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### Conflict Resolution

Recess doesn't have to be chaotic. At a better recess, kids acquire tools to work out disagreements and differences.

### Leadership Skills

When they're playing amongst their peers, kids have a valuable opportunity to develop a sense of fairness, confidence, and communication.

### Academic Success

Kids who are engaged during recess are more likely to participate in class, which means better attendance and better grades.

# YONDR



As students enter school, they place their phone in their assigned Yondr Pouch.



Students close and secure their Pouch, keeping it on them throughout the day.



When leaving school, students tap their Pouch on a Base to retrieve their phone.

**Phones are not to be used during school.** Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

## DAILY PROCESS

As students **Arrive to School**, they will:

- 1) Turn their phone off.
- 2) Place their phone inside their Pouch and secure it in front of school staff.
- 3) Store their Pouch in their backpack for the day.

At the end of the day, students will open their Pouch, remove their phone, close their Pouch and put it in their backpack. Students must bring their Pouch to school with them each day.

\*Students arriving late or leaving early will pouch/un-pouch their phones in the **Main Office**.



# Policies & Procedures

- Parental & Family Engagement Policy
- The School-Parent Compact
- Right to Know Teacher Qualifications



# Parent Communication



Class Dojo allows staff and families to connect through communication features, such as feed for photos and videos from the school day highlighting student work, learning tasks and classroom announcements.



# Data & Assessments

- The Comprehensive School Plan
- STAR Assessments
- PSSA State Assessments



# **The School District Of Philadelphia**

## **Code of Conduct**

Thanks!



Any questions?