Sandalwood High School

2016-17 Schoolwide Improvement Plan

Sandalwood High School

2750 JOHN PROM BLVD, Jacksonville, FL 32246

http://www.duvalschools.org/sandalwood

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](https://www.floridacims.org) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](https://www.floridacims.org)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sandalwood High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](https://www.floridacims.org)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide educational excellence in every classroom, for every student, every day.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career and life.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Sandalwood's AVID Site Team is a partnership between teachers, staff and students that works to support AVID strategies school-wide and promote a college-going system for all students. The site team meets bi-monthly to discuss and plan college field trips, rigorous instructional strategies for the classroom, team building and relationships between students, teachers and parents. Each summer a group of teachers attend the AVID Summer Institute to increase and develop skills that will enhance all students school-wide and recognize their leadership and academic growth. Yearly, stakeholders complete the Gallup and New Teacher Project to help identify areas where the school can develop and grow in areas to enhance and celebrate student achievements and talents. The team works during pre-planning to train faculty on the most current use of AVID WICOR strategies to increase rigor in instruction. They also plan events throughout the year that will support the school mission and vision including additional faculty training and student and parent outreach programs. The Gallup survey will be used again to measure progress toward meeting faculty and student goals.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Sandalwood continues to work through positive behavior reinforcement to reduce fighting at school and to increase the acceptance of a positive supportive culture to all students. Progress in this area is due to the efforts of our Foundations team, Dean of Discipline and an improved instructional program. This year, we continue to move forward with strengthening our Positive Behavior Intervention Plan and continue our model school status. Teachers received updated PBIS training during pre-planning. Each teacher will include a positive behavior plan as part of his/her course syllabus. Sandalwood is also expanding its clubs and after school activities to help engage students. The PTSA celebrates students with the Stronger Saints award every nine weeks.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

This year, our school will continue to update our Positive Behavioral Intervention System plan. We will incorporate HERO as a means to develop pro-social behaviors within our school and classrooms as well as prevent discipline issues through positive reinforcement. All Administrators and members of the PBIS Team will receive training before school begins. Teachers will receive training during pre-planning. The Dean of Discipline and In-School Suspension Teacher have received two full days of PBIS training. All Security received one full day of training. All of the Assistant Principals have been

trained on the PBIS plan. These trainers will offer additional support to the faculty during weekly common planning or early release. The Student Code of Conduct was revised to include a chart with clear progressive consequences for each student infraction. The Leadership Team will continue to analyze behavioral data, including HERO data, weekly and make adjustments as needed.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Sandalwood uses data from the Gallup surveys to monitor student hope and engagement. Sandalwood developed school-wide initiatives to improve our lowest rated areas.

Sandalwood has a Full Service program which is sponsored by United Way. Representatives from Full Service provided information during pre-planning on new services provided to students this year. Teachers received online access to a wealth of information to support students. They also have access to an online referral form. With a referral and parental permission, students can receive counseling, training, food, housing, etc.

Sandalwood also works with Big Brothers and Big Sisters to provide mentors to identified students.

Our Sandalwood AVID program provides multiple opportunities for student support such as AVID Men and AVID Women. The AVID Student Leadership Team works to support students school-wide through tutoring for students school-wide. Additionally, AVID seniors and juniors support other AVID students through regular tutorials in AVID elective classes. Also, college students from the University of North Florida tutor/mentor Sandalwood's AVID students weekly.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students who's attendance is below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
Students with multiple Suspensions, whether in school or out of school.
Course failure in ELA and in Algebra 1
Level 1 score on FSA for ELA and for Algebra 1
In excess of 10 tardies during one parking period.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	168	276	168	118	730
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	140	171	117	37	465

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	95	85	60	40	280

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students in English and reading are paired with teachers who share students to better support the student needs based on the state exam and Achieve 3000 data. Algebra one students are scheduled based on entry data from previous assessments and EOC information providing for extra support for students showing need.

The Dean monitors discipline data weekly to ensure that students are receiving attention through mentoring, mediation of conferencing. Each administrator is monitoring the attendance of their students to make regular attempts and connections with parents and students and providing AIT meetings.

School counselors visit classrooms and meet with students regularly to monitor academic success and improvement.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Sandalwood has been recognized as a PTSA National School of Excellence. Sandalwood would like to increase the parent involvement in several ways. The PTSA has created several new initiatives to increase membership and surpass 1000 member mark. Sandalwood hosts monthly events with strategically planned activities to provide opportunities for parents to learn about our school and how to help students with college admissions and finances. PTSA uses a variety of communication avenues to reach parents: assemblies, general meetings, Facebook, Instagram, website, postcards and Instagram. Yearly the PTSA hosts a dinner theater for grandparents. In addition, the AVID and Early College programs host parent orientation nights as well as updating social media sites. This year, we will again participated in the Million Fathers March and hosting Parent Academy.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Sandalwood has a long standing relationship with a nearby faith based organization and has begun to create new relationships with other organizations in the area. Our PTSA president, has also secured a partnership with Moe's, a local restaurant, to provide free quarterly incentive luncheons to our students for recognition. Most recently, we have began a partnership with Kangaroo, and Race Trac. In addition, we have an Information Technology Academy with an Advisory Board which consists of members from our IT business community. We have a partnership with Microsoft and we have begun a new partnership

with Dolce Bank. The Board meets monthly to provide leadership and guidance to our program. The businesses also offer paid internships to our IT students. In January of 2014, Sandalwood started working with Embry Riddle to offer dual enrollment classes in aviation. Sandalwood has expanded course offerings from Embry Riddle including an engineering class and robotics course. We are currently working on an Early college IT Security partnership with Dolce Bank. This partnership will offer paid internships for our students.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Hatcher, Saryn	Principal
Motley, Rhonda	Assistant Principal
Lakatos, Aaron	Assistant Principal
Gardiner, Karen	Instructional Technology
Blunt, Denita	Instructional Coach
Colvin, Nancy	Teacher, ESE
Campbell, Melody	School Counselor
Barney, Linda	Dean
Brown, Jakeisha	Teacher, K-12
McKenzie, Joseph	Assistant Principal
Jordan, Brenda	Assistant Principal
Gaspard, Jacqueline	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Each member of the Leadership Team is responsible for contributions to the SIP, monitoring of relevant portions of the SIP, and reporting regularly to the leadership team as a whole. Members are responsible for certain areas or departments to support, monitor and evaluate on an ongoing basis through professional development, PLC meetings, observations and feedback.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team meets weekly to discuss implementation of strategies and professional development needs. The team provides training and resources to all teachers through Professional Learning communities (PLCs), Early Release time, and Job Embedded Professional Development (JEPD) faculty meetings. House Administrators monitor RTI through focus walks, formal and informal observations, which include discussion of lesson plans, grades and progress reports, parent contact,

use of data, and teacher professional development, as they relate to student achievement. The team meets weekly to discuss student learning and adjustments that need to be made based on data.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Victoria Schultz	Principal
Tina O'Brien	Parent
Shirley Hacker	Teacher
Blake Kotur	Parent
Charlotte Haralambou	Teacher
Jeana Tomlinson	Business/Community
Lynette Rawls-Thomas	Teacher
Yvonne Sanchez	Teacher
Terry Davis	Parent
Rhonda Motley	Teacher
Brandon Paulson	Business/Community
Ramona Farrar	Business/Community
Sharika Tucker	Parent
Linda Smith	Parent
Leland Edwards	Parent
Cameron Davis	Student
Tim Miller	Parent
Darlene Miller	Parent
Sol Angel Wynter	Parent
April Caldwell	Student
Sammi Byrd	Parent
Trevin Byrd	Parent
Loretta Baldwin	Business/Community
Carlos Brice	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC is presented with Mid and End of Year data to review the success of the School Improvement Plan.

b. Development of this school improvement plan

The SAC reads, contributes to and approves the School Improvement Plan. They analyze data and any other pertinent information that will support and add to the success of the students and teachers.

c. Preparation of the school's annual budget and plan

SAC is provided information about the budget. Because we are on an allocation plan, there are not many decisions to be made about the budget and staffing. SAC has School Improvement dollars to spend yearly on items which support the SIP. SAC votes on these items at their monthly meetings.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Teachers created lists of materials with a proposal of how the items could improve instruction. The following items were approved last year for purchase:
1. Our Job Coach requested $200 to pay for background checks ($40 each) for 5 CBVE students so that they can work at FSCJ.
2. The Culinary Department requested 60 books at a cost of $500.
3. Two teachers requested calculators ($100 each) and approval was given for the purchase of 10 calculators for each teacher.
4. AP Summer Institute Training
5. Magazines to support content reading.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Blunt, Denita	Instructional Coach
Hatcher, Saryn	Principal
Copley, Suzanne	Teacher, K-12
Murphy, Damon	Teacher, K-12
Haines, Margaret	Teacher, K-12
Johns, Christopher	Teacher, K-12
Thrower, Jordan	Teacher, K-12
Campbell, Melody	Assistant Principal
Watanabe, Kimi	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the LLT this year is to promote literacy schoolwide through evidenced based writing across the content areas emphasizing WICOR strategies and structured engagement.

Additionally, English and Reading teachers will use targeted differentiated instruction to increase student proficiency, the writing process and portfolios to increase the writing abilities across all content areas.

Literacy team will additionally support the implementation of school-wide literacy strategies.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Sandalwood Leadership studied the data from recent Gallup Survey to increase positive support for teachers and students. Regular shout outs, commendations, awards and celebrations are in place to create a positive atmosphere.
Consistent and dedicated time is provided for teachers to collaborate and plan together to support both the teachers and instructional planning. Leadership seeks input from teachers on all matters that reflect on teaching and instruction activities.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Sandalwood has a partnership with the University of North Florida supported by a Memorandum of Understanding to support a cohort of teachers working on their Masters Degree to develop instructional practices. Each of the teachers work with interns to provide guidance, mentoring and practice of instructional strategies.
Sandalwood provides support for new teachers through the district supported program and a team of teachers that guide and mentor them throughout the program.
Each new teacher at Sandalwood is assigned a mentor teacher. Professional Learning Communities are structured to provide professional development and collaborations that support new teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The school follows the progress of our new teachers through the district established MINT program as well as those teachers who earned Alternative Certification. Each new teacher is assigned to a mentor teacher who advises, mentors, and gives relevent feedback as well as the assigned administrator. Many variables are considered when assigning mentors to new teachers. Mentors must score an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include subject/grade level and certification, disposition/interpersonal skills, common planning, level of expertise/area of need and additional training in Foundations of Mentoring. Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team. Professional development is ongoing through recommendations for individuals, schoolwide and departmental trainings. The mentoring program supports strategies and activities for continuous improvement of new teachers.
For example:
• mentor observation cycles in which new teachers receive formative feedback and targeted coaching
• new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
• PDF monthly MINT learning sessions that focus on identified areas of need
• collaborative learning groups or PLCs provide additional layers of support and learning opportunities

Sandalwood is also participating in a program/partnership with the University of North Florida for

teachers who wish to earn a Masters Degree. This program consists of a cohort of eight teachers who work collaboratively to advance their expertise in instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Sandalwood follows the state and district guidelines for all academic courses and programs presented and adopted for instruction. Additionally, all materials are approved and supplied by the district and are aligned with the state standards and benchmarks. Dual enrollment instruction is monitored by the district, Florida State College, Edward Waters College, and Embry Riddle Aeronautical University. Materials are provided by FSCJ, Edward Waters, and Emory Riddle for dual enrollment classes which are aligned to the states college standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers use data sources including state exams and EOC's along with data from Achieve 3000 for Lexile scores and DAR for reading levels. The Math department uses Algebra Nation and iReady for differentiation in the math classrooms. The school Leadership Team monitors data on a weekly basis through team meetings, classroom visits and teacher evaluations. Teachers also work with information from student IEP's and 504 plans as they plan for instruction. Support teachers are also provided for students requiring that service in general education classes according to IEP's. Accommodations and modifications are stipulated and followed as to IEP services. In classrooms, based on current data, students are provided with Direct Instruction (DI) to increase understanding. ESE support is provided in ELA and Reading classrooms through support facilitation. After school tutoring is provided by individual teachers after school as well as tutors through the AVID program. ESOL students requiring services are scheduled into appropriate classes based on test data and entrance/exit transitions to the ESOL program. Teachers provide appropriate accommodations during classroom instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year:

This past summer, Sandalwood sent students to the summer school location for core classes to increase opportunity for graduation. Students were monitored daily by individual visits at the summer school location, at the students's home.and with individual conferences with Assistant Principals and Guidance counselors.
Students were provided with additional remediation and support at the home school daily.
Students needing support in Algebra 1 were provided recovery at a district summer school location.

Strategy Rationale

Providing opportunity for students to increase their academic success will lead to increase in graduation rate and student overall success in the work place or college after high school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Motley, Rhonda, motleyr@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The number of students who need to retake courses will effect the graduation rate and the GPA of the students. This data will be collected an analyzed through the monitoring of college ready and on target graduation students.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Orientations and assemblies are used to set goals and high expectations. Visits from colleges and to colleges as well as speakers are provided to help prepare for transition into college. The Academies and programs also provide opportunities to learn about the military, business and college through presentations from each of those areas.
School counselors provide ongoing support and information for all students as they transition from grade to grade.

b. College and Career Readiness

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

Each student meets individually with the school counselor to discuss the student's academic history and determine if the course selections are appropriate for the student's academic achievement level. The school counselor gives advice and insight into the classes that are offered and chosen by the student. At the end of the academic year, the student and school counselor review the academic history for each of the student's classes to plan for the next school year. School counselors facilitate classroom visits throughout the school year to help students navigate the internet and understand

graduation requirements. Students complete course requests during the third nine weeks for the next school year, and after receiving the course requests, the school counselors meet face to face with the students to discuss the requests.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The school has Information Technology (IT) and Culinary Academy which affords students the opportunity to earn several certifications throughout their high school career. The school also offers a variety of elective courses which help students see the relationship between academic subjects and relevance to their futures.

There are 13 separate possible IT certifications offered at Sandalwood:
1. MTA Windows OS Fundamentals
2. MTA Software Development Fundamentals
3. MTA Gaming Development Fundamentals
4. MTA .NET Fundamentals
5. MTA Windows Development Fundamentals
6. MTA Networking Fundamentals
7. MTA Web Development Fundamentals
8. CompTIA A+
9. ACA Photoshop
10. ACA Dreamweaver
11. CIW- Internet Business Associate
12. CIW- Web Foundations Associate
13. CIW- Web Design Specialist

The Culinary Arts Academy offers three different certifications:
1. ProStart
2. ServSafe
3. Food Handler

The school is partners with Embry Riddle University, Edward Waters College and FSCJ which allows for Dual Enrollment classes to be taught on our campus. We have used strategies to advance college awareness through expecting each classroom to have a college wall and we have college images on the walls of every hallway on campus. The school has college week as well as college visits throughout the year. We are advancing career awareness through our CTE programs in Information Technology and Culinary Arts. The IT Academy is a national academy with a National Academies Foundation membership and is also partnered with Florida Blue, CSX, FSCJ, The IT academy is partnered with Comcast through the big brothers mentoring program. The Culinary Arts program is partnered with Chartwells and Virginia College to enhance and connect learning to industry needs. Both programs strategically prepare students for industry certifications, compete in local, state, and national competitions, and have students participate in internships with our business partners. Last year, there were 150 certificates earned.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The school utilizes upper level IT students to serve the greater school community through in house tech support as part of a Tech Support class. We have placed interactive white boards in these core subject areas to integrate and utilize student led technology. We continue to facilitate college ready classes through Embry Riddle and have drawn students from upper level math classes from Algebra II and above.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

The school offers Math for College Readiness to students without a college ready score in mathematics. The ELA and reading teachers target instruction to provide differentiation to students without a college ready score in reading. The Strategies for Success class is offered to students as a stepping stone toward postsecondary readiness.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we increase student attendance, provide graduation requirement knowledge and increase rigor through instruction in all content areas, Sandalwood will be a more academically focused learning environment.

G2.   If we raise the level of rigor through instruction across all content areas with the use of rigorous text, complex tasks, and critical thinking, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we increase student attendance, provide graduation requirement knowledge and increase rigor through instruction in all content areas, Sandalwood will be a more academically focused learning environment. 1a

🔑 G086512

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0
College Readiness Reading	92.0
College Readiness Mathematics	92.0

Targeted Barriers to Achieving the Goal 3

- Student attendance is important for academic success.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AIT meetings

- Full Service Schools

- Counselors and House Administrators

- HERO PBIS Program

- Foundations Team/ PBIS Team

Plan to Monitor Progress Toward G1. 8

Attendance records, AIT meeting invitations and attendance, attendance contracts

Person Responsible
Aaron Lakatos

Schedule
Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion
Leadership meeting agendas via the discipline dashboard.

G2. If we raise the level of rigor through instruction across all content areas with the use of rigorous text, complex tasks, and critical thinking, then student achievement will increase. 1a

🔍 G086513

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
Algebra I EOC Pass Rate	75.0
Geometry EOC Pass Rate	75.0
Bio I EOC Pass	75.0
U.S. History EOC Pass	79.0

Targeted Barriers to Achieving the Goal 3

- Meaningful peer to peer discourse resulting in analysis and synthesis of standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development, common planning, instructional coach, school-wide literacy strategies, Administration walk-through observations.

Plan to Monitor Progress Toward G2. 8

Assessment data, student work and lesson plans will be regularly analyzed to determine growth.

Person Responsible
Joseph McKenzie

Schedule
Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion
Data analysis, teacher feedback, grades, lesson plans, walk-throughs and observations

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we increase student attendance, provide graduation requirement knowledge and increase rigor through instruction in all content areas, Sandalwood will be a more academically focused learning environment. 1

🔑 G086512

G1.B1 Student attendance is important for academic success. 2

🔑 B229905

G1.B1.S1 Regular monitoring of attendance by teachers, house administrators and counselors. 4

🔑 S242551

Strategy Rationale

Attendance is a leading contributor to student success.

Action Step 1 5

Regular AIT meetings will be held.

Person Responsible

Aaron Lakatos

Schedule

Weekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Letters to parents and attendance contracts

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Report out to leadership team during leadership meetings

Person Responsible

Aaron Lakatos

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Agendas from leadership, AIT letters and next steps

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor the increase in attendance

Person Responsible

Aaron Lakatos

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Attendance records

G1.B1.S2 Regular conferences with guidance counselors to increase knowledge of college readiness 4

S242552

Strategy Rationale

Monitoring of progress toward graduation and college readiness will increase student success.

Action Step 1 5

Guidance counselors will meet regularly with students to determine progress toward graduation and college readiness.

Person Responsible

Rhonda Motley

Schedule

Quarterly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Senior credit checks

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Report and discussion in leadership meetings

Person Responsible

Rhonda Motley

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Leadership agendas, senior credit checks documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Weekly meetings with guidance counselors

Person Responsible

Rhonda Motley

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Attendance information and grades and test data

G1.B1.S3 Weekly classroom walk-throughs and observations to ensure high level, rigorous instructions is ongoing in all classes `4`

🔑 S242553

Strategy Rationale

Monitoring instruction for rigor, high level questions and critical thinking will better prepare students for college readiness

Action Step 1 `5`

Regular classroom visits to monitor rigorous instruction

Person Responsible

Saryn Hatcher

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Data from walk-through portal and CAST documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Feedback from district and principal

Person Responsible

Saryn Hatcher

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Reports of feedback analysis from and to administration

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Information and data from portal, classroom visits and discussion during data chats with Administration Weekly

Person Responsible

Saryn Hatcher

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Weekly feedback, data chats and leadership meeting agendas

G1.B1.S4 Senior checks and monitoring of requirements for graduation will occur through conferences, data chats and meetings with guidance and senior administrators. 4

S242554

Strategy Rationale

Monitoring the timeliness and completion of graduation requirements will increase the graduation rate.

Action Step 1 5

Administrators will monitor seniors through data collection through FOCUS to ensure that students are on track to graduate

Person Responsible

Saryn Hatcher

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Tracking spreadsheet, leadership agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Track graduation requirements for each senior throughout the year to determine who is meeting targets

Person Responsible

Aaron Lakatos

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Tracking spreadsheet, leadership meeting agendas, grades, academic history and test data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Tracking, conferences and finding solutions to any problematic area for each student

Person Responsible

Aaron Lakatos

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Regular updates of tracking spreadsheet

G2. If we raise the level of rigor through instruction across all content areas with the use of rigorous text, complex tasks, and critical thinking, then student achievement will increase. 1

🔑 G086513

G2.B1 Meaningful peer to peer discourse resulting in analysis and synthesis of standards. 2

🔑 B229908

G2.B1.S1 Use of WICOR strategies through the school and content areas. Use of rigorous text and assignments providing rigorous products. 4

🔑 S242555

Strategy Rationale

Research supports the use of WICOR strategies school wide along with interaction with rigorous text increases high level thinking.

Action Step 1 5

Monitor the use of WICOR strategies in English and Reading classes including Cornell note taking.

Person Responsible

Joseph McKenzie

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Items produced by students found in the portfolios such as Cornell notes, quick writes and text supported writing.

Action Step 2 5

Common planning and common assessments in English and Reading

Person Responsible

Joseph McKenzie

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Each common planning session will generate a product such as a break down of standards, data analysis and student work analysis. There will also be an in depth focus calendar developed for training and for Focus Lesson Development.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Explicit feedback to teachers regarding implementation of strategies in English and Reading classes

Person Responsible

Joseph McKenzie

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Documentation of feedback, observations, use of strategies.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers will produce a product from each weekly common planning period

Person Responsible

Joseph McKenzie

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson plans, data assessment, student work protocol and agendas from common planning

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Classroom visits, informal and formal observations. Participation in common planning

Person Responsible

Brenda Jordan

Schedule

Quarterly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Student work and student assessments

G2.B1.S2 Common planning will produce a precise model lesson plan for the team to use looking for mirrored attention 4

🔑 S242556

Strategy Rationale

Using best practices from teachers with high results will benefit the whole team and in turn all students

Action Step 1 5

Math teachers will work together during planning to develop lesson plans that will be consistently presented for high yield results.

Person Responsible

Saryn Hatcher

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson plans, walk through documentation and observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom visits, walk-throughs and informal observations

Person Responsible

Saryn Hatcher

Schedule

Daily, from 9/12/2016 to 6/2/2017

Evidence of Completion

Walk-through documentation and lesson plans from common planning

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Regular feedback will be given to teachers based on classroom visits.

Person Responsible

Saryn Hatcher

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Data from the walk-through portal and CAST

G2.B1.S3 Developing the use of bell to bell instruction through aligned content. `4`

🔑 S242557

Strategy Rationale

Efficient use of all of the class time with rigorous materials and assignments will increase the success of all students.

Action Step 1 `5`

Lesson plans will exhibit plans for bell to bell interaction with rigorous work and critical thinking.

Person Responsible

Joseph McKenzie

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson plans and feedback documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Classroom visits and observations will be completed on a weekly basis.

Person Responsible

Joseph McKenzie

Schedule

Daily, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson plans, products from common planning and examples of student work.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Regular monitoring and analysis of student growth and success

Person Responsible

Brenda Jordan

Schedule

Daily, from 9/12/2016 to 6/2/2017

Evidence of Completion

Data analysis of student assessments

G2.B1.S4 The social studies department will use the coaching cycle with feedback to increase knowledge of strategies for text based assignments. 4

🔑 S242558

Strategy Rationale

Interaction with rigorous text increases student success.

Action Step 1 5

Teachers will work to develop knowledge of strategies to increase rigorous text based assignments.

Person Responsible

Aaron Lakatos

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student data, student work

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Classroom visits with explicit feedback

Person Responsible

Brenda Jordan

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson plans, common assessments, student work

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Analysis of student work, and lesson plans

Person Responsible

Aaron Lakatos

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Walk through observations, lesson studies, Equip Protocol analysis

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M324336	Attendance records, AIT meeting invitations and attendance, attendance contracts	Lakatos, Aaron	9/12/2016	Leadership meeting agendas via the discipline dashboard.	6/2/2017 monthly
G2.MA1 M324346	Assessment data, student work and lesson plans will be regularly analyzed to determine growth.	McKenzie, Joseph	9/12/2016	Data analysis, teacher feedback, grades, lesson plans, walk-throughs and observations	6/2/2017 weekly
G1.B1.S1.MA1 M324328	Monitor the increase in attendance	Lakatos, Aaron	9/12/2016	Attendance records	6/2/2017 monthly
G1.B1.S1.MA1 M324329	Report out to leadership team during leadership meetings	Lakatos, Aaron	9/12/2016	Agendas from leadership, AIT letters and next steps	6/2/2017 monthly
G2.B1.S1.MA1 M324337	Classroom visits, informal and formal observations. Participation in common planning	Jordan, Brenda	9/12/2016	Student work and student assessments	6/2/2017 quarterly
G2.B1.S1.MA1 M324338	Explicit feedback to teachers regarding implementation of strategies in English and Reading classes	McKenzie, Joseph	9/12/2016	Documentation of feedback, observations, use of strategies.	6/2/2017 weekly
G2.B1.S1.MA3 M324339	Teachers will produce a product from each weekly common planning period	McKenzie, Joseph	9/12/2016	Lesson plans, data assessment, student work protocol and agendas from common planning	6/2/2017 weekly
G2.B1.S1.A1 A313908	Monitor the use of WICOR strategies in English and Reading classes including Cornell note taking.	McKenzie, Joseph	9/12/2016	Items produced by students found in the portfolios such as Cornell notes, quick writes and text supported writing.	6/2/2017 weekly
G2.B1.S1.A2 A313909	Common planning and common assessments in English and Reading	McKenzie, Joseph	9/12/2016	Each common planning session will generate a product such as a break down of standards, data analysis and student work analysis. There will also be an in depth focus calendar developed for training and for Focus Lesson Development.	6/2/2017 weekly
G1.B1.S2.MA1 M324330	Weekly meetings with guidance counselors	Motley, Rhonda	9/12/2016	Attendance information and grades and test data	6/2/2017 weekly
G1.B1.S2.MA1 M324331	Report and discussion in leadership meetings	Motley, Rhonda	9/12/2016	Leadership agendas, senior credit checks documentation	6/2/2017 weekly
G1.B1.S2.A1 A313905	Guidance counselors will meet regularly with students to determine progress toward graduation and...	Motley, Rhonda	9/12/2016	Senior credit checks	6/2/2017 quarterly
G2.B1.S2.MA1 M324340	Regular feedback will be given to teachers based on classroom visits.	Hatcher, Saryn	9/12/2016	Data from the walk-through portal and CAST	6/2/2017 weekly
G2.B1.S2.MA1 M324341	Classroom visits, walk-throughs and informal observations	Hatcher, Saryn	9/12/2016	Walk-through documentation and lesson plans from common planning	6/2/2017 daily
G2.B1.S2.A1 A313910	Math teachers will work together during planning to develop lesson plans that will be consistently...	Hatcher, Saryn	9/12/2016	Lesson plans, walk through documentation and observations	6/2/2017 weekly
G1.B1.S3.MA1 M324332	Information and data from portal, classroom visits and discussion during data chats with...	Hatcher, Saryn	9/12/2016	Weekly feedback, data chats and leadership meeting agendas	6/2/2017 weekly
G1.B1.S3.MA1 M324333	Feedback from district and principal	Hatcher, Saryn	9/12/2016	Reports of feedback analysis from and to administration	6/2/2017 weekly
G1.B1.S3.A1 A313906	Regular classroom visits to monitor rigorous instruction	Hatcher, Saryn	9/12/2016	Data from walk-through portal and CAST documentation	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1 M324342	Regular monitoring and analysis of student growth and success	Jordan, Brenda	9/12/2016	Data analysis of student assessments	6/2/2017 daily
G2.B1.S3.MA1 M324343	Classroom visits and observations will be completed on a weekly basis.	McKenzie, Joseph	9/12/2016	Lesson plans, products from common planning and examples of student work.	6/2/2017 daily
G2.B1.S3.A1 A313911	Lesson plans will exhibit plans for bell to bell interaction with rigorous work and critical...	McKenzie, Joseph	9/12/2016	Lesson plans and feedback documentation	6/2/2017 weekly
G1.B1.S4.MA1 M324334	Tracking, conferences and finding solutions to any problematic area for each student	Lakatos, Aaron	9/12/2016	Regular updates of tracking spreadsheet	6/2/2017 weekly
G1.B1.S4.MA1 M324335	Track graduation requirements for each senior throughout the year to determine who is meeting...	Lakatos, Aaron	9/12/2016	Tracking spreadsheet, leadership meeting agendas, grades, academic history and test data.	6/2/2017 weekly
G1.B1.S4.A1 A313907	Administrators will monitor seniors through data collection through FOCUS to ensure that students...	Hatcher, Saryn	9/12/2016	Tracking spreadsheet, leadership agendas	6/2/2017 weekly
G2.B1.S4.MA1 M324344	Analysis of student work, and lesson plans	Lakatos, Aaron	9/12/2016	Walk through observations, lesson studies, Equip Protocol analysis	6/2/2017 weekly
G2.B1.S4.MA1 M324345	Classroom visits with explicit feedback	Jordan, Brenda	9/12/2016	Lesson plans, common assessments, student work	6/2/2017 weekly
G2.B1.S4.A1 A313912	Teachers will work to develop knowledge of strategies to increase rigorous text based assignments.	Lakatos, Aaron	9/12/2016	Lesson plans, student data, student work	6/2/2017 weekly
G1.B1.S1.A1 A313904	Regular AIT meetings will be held.	Lakatos, Aaron	9/5/2016	Letters to parents and attendance contracts	6/8/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If we raise the level of rigor through instruction across all content areas with the use of rigorous text, complex tasks, and critical thinking, then student achievement will increase.

G2.B1 Meaningful peer to peer discourse resulting in analysis and synthesis of standards.

G2.B1.S1 Use of WICOR strategies through the school and content areas. Use of rigorous text and assignments providing rigorous products.

PD Opportunity 1

Monitor the use of WICOR strategies in English and Reading classes including Cornell note taking.

Facilitator

Denita Blunt and Iris Lipsky

Participants

English and Reading Teachers/ School-wide when needed.

Schedule

Weekly, from 9/12/2016 to 6/2/2017

PD Opportunity 2

Common planning and common assessments in English and Reading

Facilitator

McKenzie, Blunt, and Lipsky

Participants

English, Reading, and School-wide when necessary.

Schedule

Weekly, from 9/12/2016 to 6/2/2017

G2.B1.S4 The social studies department will use the coaching cycle with feedback to increase knowledge of strategies for text based assignments.

PD Opportunity 1

Teachers will work to develop knowledge of strategies to increase rigorous text based assignments.

Facilitator

Denita Blunt

Participants

Social studies teachers

Schedule

Weekly, from 9/12/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	**Regular AIT meetings will be held.**				**$0.00**
2	G1.B1.S2.A1	**Guidance counselors will meet regularly with students to determine progress toward graduation and college readiness.**				**$0.00**
3	G1.B1.S3.A1	**Regular classroom visits to monitor rigorous instruction**				**$0.00**
4	G1.B1.S4.A1	**Administrators will monitor seniors through data collection through FOCUS to ensure that students are on track to graduate**				**$0.00**
5	G2.B1.S1.A1	**Monitor the use of WICOR strategies in English and Reading classes including Cornell note taking.**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	330-Travel	2371 - Sandalwood High School	School Improvement Funds		$7,000.00
			Notes: Notes: AVID Training and Summer Institute			
6	G2.B1.S1.A2	**Common planning and common assessments in English and Reading**				**$0.00**
7	G2.B1.S2.A1	**Math teachers will work together during planning to develop lesson plans that will be consistently presented for high yield results.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2371 - Sandalwood High School	School Improvement Funds		$1,000.00
			Notes: Notes: Calculators			
8	G2.B1.S3.A1	**Lesson plans will exhibit plans for bell to bell interaction with rigorous work and critical thinking.**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	2371 - Sandalwood High School	School Improvement Funds		$2,000.00
			Notes: Notes: Clickers and other technology to improve interaction and assessment.			
9	G2.B1.S4.A1	**Teachers will work to develop knowledge of strategies to increase rigorous text based assignments.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	500-Materials and Supplies	2371 - Sandalwood High School	School Improvement Funds		$1,000.00

	Notes: Notes: Resources to support rigors text in content area classrooms.
	Total: $11,000.00