Sandalwood High School

2019-20 Schoolwide Improvement Plan

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Sandalwood High School

2750 JOHN PROM BLVD, Jacksonville, FL 32246

http://www.duvalschools.org/sandalwood

Demographics

Principal: Saryn Hatcher

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (70%) 2016-17: A (69%) 2015-16: B (60%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	57%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Hatcher, Saryn	Principal	Manage the operations of the school. Responsible for ensuring the school runs smoothly, and remains safe, while providing an excellent learning environment for all students.
McKenzie, Joseph	Assistant Principal	
Motley, Rhonda	Assistant Principal	
Lakatos, Aaron	Assistant Principal	
Jordan, Brenda	Assistant Principal	
Barney, Linda	Dean	
Gardiner, Karen	Other	
Campbell, Melody	School Counselor	
Gaspard, Jacqueline	Instructional Coach	Teacher and Interventionist
Colvin, Nancy		ESE Coordinator
Murphy, Damon	Dean	9-10 Boys Discipline
Watanabe, Kimi	Teacher, K-12	AVID Coordinator

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	813	873	644	601	2931
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	77	54	6	215
One or more suspensions	0	0	0	0	0	0	0	0	0	130	122	96	78	426
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	65	70	45	12	192
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	321	296	167	138	922

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

160

Date this data was collected or last updated

Monday 7/15/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	77	79	54	6	216
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	170	206	165	44	585

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	47%	56%	54%	46%	53%
ELA Learning Gains	46%	48%	51%	52%	45%	49%
ELA Lowest 25th Percentile	37%	42%	42%	39%	39%	41%
Math Achievement	67%	51%	51%	77%	59%	49%
Math Learning Gains	65%	52%	48%	60%	52%	44%
Math Lowest 25th Percentile	65%	47%	45%	65%	45%	39%
Science Achievement	73%	65%	68%	77%	64%	65%
Social Studies Achievement	82%	70%	73%	80%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	813 (0)	873 (0)	644 (0)	601 (0)	2931 (0)
Attendance below 90 percent	78 ()	77 ()	54 ()	6 ()	215 (0)
One or more suspensions	130 (0)	122 (0)	96 (0)	78 (0)	426 (0)
Course failure in ELA or Math	65 (0)	70 (0)	45 (0)	12 (0)	192 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	49%	48%	1%	55%	-6%
	2018	55%	48%	7%	53%	2%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	49%	48%	1%	53%	-4%
	2018	50%	49%	1%	53%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	67%	2%	67%	2%
2018	66%	63%	3%	65%	1%
Compare		3%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	68%	13%	70%	11%
2018	79%	64%	15%	68%	11%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	57%	-4%	61%	-8%
2018	78%	61%	17%	62%	16%
Compare		-25%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	61%	13%	57%	17%
2018	78%	57%	21%	56%	22%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	37	35	56	54	63	46	52		95	49
ELL	24	39	37	60	64	59	54	63		92	77
AMI	36	50									
ASN	62	46	16	79	73	92	80	85		98	91
BLK	39	41	38	59	64	58	59	72		94	82
HSP	43	46	39	64	61	56	66	79		92	80
MUL	57	41	37	70	66		83	87		94	87
WHT	61	51	39	73	68	73	85	89		97	90
FRL	43	42	36	65	63	68	68	72		93	79

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	47	37	65	69	69	45	55		97	58
ELL	21	38	32	74	82	84	40	50		94	81
ASN	62	50	47	88	79	85	71	85		100	92
BLK	44	44	35	73	69	64	48	69		98	83
HSP	45	41	32	75	70	79	60	75		99	89
MUL	72	58	60	84	91		75	79		100	90
WHT	63	55	50	84	74	81	78	86		96	91
FRL	48	45	38	78	72	75	58	74		95	87

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	30	25	70	72	65	36	56		67	82
ELL	15	45	48	72	58	67	22	57		75	90
ASN	68	64	53	87	59		82	86		89	95
BLK	37	40	31	67	63	62	70	71		88	91
HSP	45	48	41	74	62	69	68	70		88	85
MUL	67	57	25	80	69	88	83	91		95	75
WHT	64	57	47	82	57	65	83	86		93	93
FRL	43	43	37	74	60	68	69	68		82	86

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	730
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	43
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

English Language Arts for 9th grade was our lowest group regarding performance. A 6% drop in proficiency as seen. This can be attributed to motivation and the testing environment. All diagnostic data points available during the school indicated improvement including district predictive software. Over complication of the ELA to reading curricular relationship was a key contributing factor. Testing interruptions were also a key aspect. Data had been increasing over the prior 2 years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Algebra 1 showed our greatest decline.
1. The lowest of the low students were sent to Algebra 1a then LAM and had to now take Algebra 1. In an attempt increase the probability of their success, we have put off taking Algebra 1 and the

corresponding assessment for 3 years. They had to take that test at some point.

2. We had a key teacher leave in the middle of the year and her replacement didn't have the rigor she needed. The teacher who left was trending towards 70+% gains.

3. Another teacher who was put back into the department really struggled. She had little support at times. She knew the content but struggled with classroom management. Also didn't want to move many kids down because she is not on performance pay.

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.

9th grade ELA showed a 6% gap between the State and the school. The factors that contributed to this were the disjointedness of thee English curriculum and the Reading curriculum. Have two preps that showed no thematic relationship did not maximize the time spent on non-fiction reading analysis, writing in response to that reading, and the ability to successfully address deficiencies in sub-skills. This is only a hypothesis as the data from our mid-year scrimmage, Achieve 3000, and SAS data predictions all showed a gain in proficiency.

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

Biology data indicated 3% improvement fro the prior year. Sandalwood still outpaces the school district and state. Our school was more intentional with data analysis, safety nets, and interventions after the mid year scrimmage. We procured a teacher to do targeted pull out sessions with incentives for the students who participated. These sessions were data driven in focus and developed by the teachers to maintain continuity with the classroom work and expectations.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas to concern are the numbers of students who have been suspended multiple times and the number of students in lower grades who are failing either English or Math. Each of these indicators are directly related to one another. Removing students from class is preventing the students from receiving the instruction needed. If we drilled down, I believe we would find that the students who are suspended multiple times, also have issues with attendance (tardiness and skipping), and they likely are likely failing multiple courses leading to feelings of doubt regarding their ability to overcome the barriers that their behavior is creating.

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

1. Algebra 1
2. English 1
3. English 2
4. Geometry
5. Biology

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If we increase the quality of communication with parents and guardians, school culture will improve as measured by participation and survey results, thus providing a net positive academically.
Rationale	Based on parent survey data, communication with stakeholders and its monitoring are of vital importance to the continued success of the school.
State the measurable outcome the school plans to achieve	• Increase attendance at school-wide functions such as open house by 10%. • Improve all metric ratings as identified through parent surveys. • Increase parent membership in PTSA • Increase parent participation in SAC • Improved participation in annual Title 1 meeting for parents.
Person responsible for monitoring outcome	Joseph McKenzie (mckenziej2@duvalschools.org)
Evidence-based Strategy	Better develop our Freshman and AVID Summer Bridge Programs. Improved participation in PTSA with new and existing stakeholders.
Rationale for Evidence-based Strategy	Monitor the number of students participated and the feedback from parents/guardians. Conduct Leadership Team reflection and develop leadership moves to improve practice. Increased investment in stakeholders as measured by improvement in Gallup Parent Climate Survey results.. Increased investment from stakeholders as measured by volunteer presence through PTSA.
Action Step	
Description	1. Meeting and planning by leadership team 2. Acquire stakeholder support 3. Implementation and reflection 4. Target the number of desired participants in PTSA. 5. Improved attendance at annual meeting and the volunteer presence on campus. 6. Provide IINTERACTIVE MONITORS to advertise meetings on campus. 7. Add SIGNAGE around campus displaying stakeholder participation locations.
Person Responsible	Joseph McKenzie (mckenziej2@duvalschools.org)

#2	
Title	If we increase instructional rigor along with student attendance the number of students demonstrating proficiency in ELA, Math, Science and Social Studies will grow academically.
Rationale	Measure monthly attendance through deans and Attendance clerk Note changes and trends over time.

State the measurable outcome the school plans to achieve	Using the SAS dashboard to monitor Early Warning Systems, we will be able to drill down into the attendance metrics in conjunction with grades and assessment outcomes to create proactive attendance plans for struggling students. We will decrease the number of failing students and the number of negative attendance occurrences (tardies and missed classes).
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	See above to also include: Regular monitoring of attendance by teachers, house administrators/deans, and counselors. School attendance improves the academic outcomes of most students. Supporting the Whole Child : Reflections on Best Practices in Learning, Teaching, and Leadership Ruth Curran Neild, Robert Balfanz, and Liza Herzog . Ed. Marge Scherer . Alexandria, VA: ASCD, 2009.
Rationale for Evidence-based Strategy	Ravitch, Diane. "Data-Based Decision Making." EdSpeak: A Glossary of Education Terms, Phrases, Buzzwords, and Jargon, Association for Supervision and Curriculum Development, 2007, p. 69. Gale Virtual Reference Library, http://link.galegroup.com/apps/doc/CX3244000282/GVRL?u=duvalascd&sid=GVRL&xid=5e7a5e44. Accessed 23 July 2019. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. Carrie Rothstein-Fisch and Elise Trumbull. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. p48-79. Copyright: COPYRIGHT 2008 Association for Supervision and Curriculum Development (ASCD)

Action Step	
Description	1. Leadership Team creates a system for AIT protocols 2. Deans monitor weekly attendance trends 3. Deans report to Leadership Team including interventions recommended 4. AIT meetings scheduled and executed. 5. Book Student and Article reviews for faculty and staff through Gale/ DCPS PD. 6. Provide literacy week STAFF TRAINING: NEAL SHUSTERMAN 7. Create engaging school-wide events such as purchasing BOOKS for BOOK FAIR to increase student attendance. 8. Adding rigor to instruction by implementing AVID training to all instructors. 9. Encourage student attendance by allowing them to use TABLETS. 10. Provide interactive SCIENCE & MATH hands on SUPPLIES AND MATERIALS for individual student use.

11. TRANSPORT students to interactive field trips.
12. Provide INSTRUCTIONAL CONSUMABLE MATERIAL/SUPPLIES.

**Person
Responsible**   [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

If we increase student attendance along with instructional rigor, the number of students demonstrating proficiency in ELA, Math, Science and Social Studies academic areas will grow academically.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Increase parent engagement & participation:

1). School Advisory Council (SAC) & Parent Teacher Student Assoc. (PTSA) meetings will be held monthly to involve parents in the coordination and improvement of school activities.
2). Annual Title I Meeting it will be placed on the school website, communicated through School Messenger & hard copies available in our Parent Resource Room.
3). Provide technology resources for parents to include tablets, laptops & interactive equipment on campus increasing communication to stakeholders.
4). Student work centers will be created in the Media Center for students to have access to technology
5). Lending libraries on campus where parents/students can check out self-help books.
6). Social Media campaign to communicate to Parents/Students additional resources available for school improvement and overall readiness.

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

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 addresses Social and Emotional Learning (SEL) in multiple ways. During pre-planning all teachers will engage in an online webinar of which they will need to implement core SEL competencies within their PDP.
https://www.youtube.com/watch?v=usyb5-f_sJQ

After School Programs such as Principal's Academy, Teen Leaders, and I'm a Star directly address Casel Framework:

Five Core SEL Competencies (CASEL framework)

Self-awareness: The capacity to reflect on one's own feelings, values,
and behaviors
Social awareness: The ability to view situations from another perspective,
respect the social and cultural norms of others, and celebrate diversity
Relationship skills: The ability to initiate and sustain positive connections
with peers, teachers, families, and other groups
Self-management: The set of skills that includes self-motivation, goal setting,
personal organization, self-discipline, impulse control, and use of
strategies for coping with stress
Responsible decision-making: The ability to make choices that consider the
well-being of oneself and others

Students will have access to interactive audio visual equipment during the school day and in after
school's SEL programs.

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

Sandalwood provides a two day 8th Grade Transition Camp identifying specific needs of incoming
students to the high school experience. Topics include class load, instructional expectations, time
management, and goal setting. In addition, Sandalwood provides grade level Set-Up Days which provide
an orientation environment to answer questions and reduce anxiety by both parents and students.

Title I Rationale for Personnel

Mathe, High 1 5100 120 53263 BRONSON
Additional math position reduces class size and provide instructional safety net in academic weaknesses

Mathematics, High 1 5100 120 53577 TODD
Additional math position reduces class size & provide instructional safety net in academic weaknesses

Language Arts, High 1 5100 120 53336 LAVENDER
Additional math position reduces class size and provide instructional safety net in academic weaknesses

Dean of Students, High 1 6100 130 26312 MURPHY
Additional Dean position reduces need for suspension and provides alternative counseling and
restorative justice administrator to review attendance issues.

Graduation Coach, High 1 6100 130 38375 CHAITOVICZ
Graduation Coach position reduces high school drop-out and increase graduation rate among struggling
students.

School Counselor, High 1 6100 130 48065 SOLLIDAY
School Counselor position reduces high school drop-out and increase graduation rate among struggling
students.

Parent Involvement Liaison (PT) 1 6100 168 54777 WILLIAMS
Parent liaison provides home support to improve parent involvement on campus. Track all Title I events
and resources.

Line 17 & 18 MA tutoring - JaKeshia Brown + Lynette Rawls-Thomas + Amy Taras Clay + Nicole
Simpson = each 16 hrs Total Hours (Increase student proficiency in ELA reading)

Line 19 & 20- Add PT Tutor III for Biology - Marge Hayden (Certified) - 12 hrs per week - total 99 hours (3 hour /33 days) - rate of pay $24 (Retired Teacher) To increase Biology EOC proficiency.

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.

School Leadership Team meets on a weekly basis to review formative and summative data to review all matters related to school improvement. Curriculum resources are reviewed with district leadership based upon teacher and district benchmark assessments.

The principal meets on a monthly basis with the Regional Superintendent and Executive Director monthly to review inventory of assets available for school improvement. Coordination with district subject area supervisors monitor improvements and make suggestions as needed for problem-solving interventions.

The principal will create Leadership Checks during data meetings for compliance on a monthly basis and implement instructional focus strategies while tracking the incorporation of Science and Math manipulatives, resources, supplies and materials used for academic improvement.

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

The mission of Sandalwood High School is to make students College and Career ready. Strategies include the following yearly activities/events:

• Early College Review at FSCJ – 9/23 to 9/27 (Alternate day – students will come to SHS)
• Dual Enrollment Review – Last week of September; Specific date - TBD
• State University System (SUS) Road Show
• SAT/ACT
• College Application / Scholarship Workshop – September 11th (2 pm – 3 pm; Rm 315)
• Sandalwood Goes to College Week Oct.7-11
• Financial Aid / FASFA Night – Oct 10th – 6pm to 7pm.
• Technical Career Fair – Auditorium Tentatively (Dec. 19th)
• Industrial Career Fair - January 2020
• Early College Field Trip – TBD
• Parent FASFA night – March 21st, 6:00 p.m.
• College Signing Day – April 24th; 9:00 a.m.

In addition, Sandalwood partners with regional colleges and universities who visit campus on a monthly basis and meet with students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If we increase the quality of communication with parents and guardians, school culture will improve as measured by participation and survey results, thus providing a net positive academically.	$0.00

2	III.A.	Areas of Focus: If we increase instructional rigor along with student attendance the number of students demonstrating proficiency in ELA, Math, Science and Social Studies will grow academically.				$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	2371 - Sandalwood High School	Title, I Part A		$750.00
			Notes: Staff and student training by Neil Shusterman on literacy building skills for students.			
					Total:	$750.00