

Duval County Public Schools

Sandalwood High School



2023-24

Schoolwide Improvement Plan (SIP)

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Sandalwood High School

2750 JOHN PROM BLVD, Jacksonville, FL 32246

<http://www.duvalschools.org/sandalwood>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Barney, Linda	Dean	
Galjour, Melissa	Reading Coach	
Hatcher, Saryn	Principal	
Groeschel, Amy	Assistant Principal	
Solliday, Cassie	Assistant Principal	
Canova, Samantha	Teacher, ESE	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

Increase stakeholder engagement & participation through multiple formats.

- 1). School Advisory Council (SAC) and Parent Teacher Student Association (PTSA) meetings will be held monthly to involve parents in the coordination and improvement of school activities. Record SAC meetings for parents to view and listen later to provide feedback.
- 2). Annual Title I Meeting it will be placed on the school website, communicated through School Messenger Bloomz, and hard copies given out as flyers available at the end of the school day. Notifications will take place at least 10 days in advance for parents to participate.
- 1). Principal Newsletter 2). Annual Open House Meeting 3). Promote Title I meetings using Social Media Formats will be available in Spanish as well as Farsi

Input will be used in SIP action plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Quarterly leadership meetings will allow for monitoring of SIP goals of student achievement. Mid year review will allow for adjustments for school improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	66%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	224
One or more suspensions	0	0	0	0	0	0	0	0	0	265
Course failure in ELA	0	0	0	0	0	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	0	0	0	65
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	10
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	393

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	46	50	48	45	51	47		
ELA Learning Gains				52			40		
ELA Lowest 25th Percentile				42			32		
Math Achievement*	62	44	38	57	37	38	53		
Math Learning Gains				63			51		
Math Lowest 25th Percentile				62			52		
Science Achievement*	61	62	64	60	43	40	53		
Social Studies Achievement*	78	66	66	75	53	48	73		
Middle School Acceleration					52	44			
Graduation Rate	92	88	89	95	50	61	94		
College and Career Acceleration	80	77	65	76	63	67	82		
ELP Progress	28	37	45	54			43		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	684
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	95

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	54			
ELL	48			
AMI				
ASN	66			
BLK	63			
HSP	60			
MUL	72			
PAC				
WHT	68			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	52			
AMI				
ASN	71			
BLK	54			
HSP	60			
MUL	66			
PAC				
WHT	67			
FRL	57			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			62			61	78		92	80	28
SWD	28			56			46	49		58	6	
ELL	18			52			41	48		72	7	28
AMI												
ASN	55			61			46	79		85	7	43
BLK	33			54			50	72		76	6	
HSP	44			62			57	66		83	7	23
MUL	47			66			75	83		66	6	
PAC												
WHT	51			67			71	86		82	7	25
FRL	40			59			60	71		68	7	24

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	48	52	42	57	63	62	60	75		95	76	54
SWD	36	45	45	50	61	52	32	54		88	43	
ELL	19	48	48	47	58	50	39	42		92	71	54
AMI												
ASN	51	68	57	69	71	73	70	78		100	86	57
BLK	38	44	39	46	51	51	45	63		94	67	
HSP	44	49	41	55	62	61	52	69		95	75	54
MUL	46	45	42	62	87		67	69		97	78	
PAC												
WHT	57	58	43	64	66	68	71	85		94	80	46
FRL	39	47	43	52	55	57	53	69		87	79	43

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	47	40	32	53	51	52	53	73		94	82	43
SWD	32	45	42	47	49	46	39	54		89	46	
ELL	23	35	28	56	58	68	37	49		93	80	43
AMI												
ASN	52	42	41	56	50	57	56	82		98	97	33
BLK	30	32	26	36	39	39	39	57		94	77	
HSP	39	40	37	58	55	67	52	74		96	78	43
MUL	56	47	40	60	48		43	62		88	86	
PAC												
WHT	57	43	31	63	61	63	66	84		93	83	
FRL	36	34	23	51	52	51	45	63		91	75	30

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

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

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	42%	44%	-2%	50%	-8%
09	2023 - Spring	43%	42%	1%	48%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	52%	5%	50%	7%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	52%	10%	48%	14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	64%	-6%	63%	-5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	60%	16%	63%	13%

III. Planning for Improvement

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

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

Almost all subgroups and core content areas maintained or showed slight increase from prior year. Algebra 1 and Geometry stood out with large increase in performance.

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

Reading 9th/10th grade showed greatest needs for improvement based on 2022 state assessments.

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.

Reading 9th/10th grade showed greatest gaps in the state average.

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

Algebra 1 showed the most increase for proficiency and improvement.

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

Excessive absences is an ongoing area of concern.

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

1. Increase student attendance
2. Increase parent participation and engagement with helping their students become academically successful
3. Increase Reading proficiency with 9th and 10th grade students

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive Culture and Environment specifically relating to school morale

Our school will address building a positive school culture by focusing on building school morale for teachers

and students. We will instill school pride through various grade level activities and celebrate students' successes quarterly. Stakeholders will model high expectations in the classroom and provide positive reinforcements through inspirational quotes, incentives, and Shout-out Wednesdays. Through the use of Restorative Justice Practices, students will be taught to address bullying and harassment. Ongoing efforts will be made to continue to foster professional relationships and clearly communicate defined expectations schoolwide with teachers and students. By focusing on school morale, we will see an increase in attendance, academic investment and accountability. This will also increase students positive behavior and lessen faculty burnout.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement equitable and diverse systems focusing on improving relationships, then at least 70% of staff members and 50% of our students will indicate that school morale is high at Sandalwood during the 2023-2024 school climate survey. Additionally, improving staff and student attendance by at least five percentage points will benefit staff and student relationships and gauge the effectiveness of this focus area.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will meet with the activities director and team leaders to plan and implement activities focused on improving staff and student relationships within the classroom. The activities director and team leaders will meet monthly to develop a calendar of activities and identify key stakeholders to supervise each event. This information will be shared with the faculty and students to encourage participation. Teachers will be responsible for promoting student participation for all planned activities and support team-building initiatives to improve the overall school culture and morale.

Person responsible for monitoring outcome:

Amy Groeschel (rowetta@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

After identifying the Targeted Element of Equity and Diversity (Relationships), our school will concentrate on the evidence-based strategy of: Team-Building. By implementing teambuilding and social activities, an atmosphere of professional, caring, and trusting relationships will be fostered.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing team-building initiatives will facilitate collaboration amongst the teachers and staff which will improve the overall school morale and culture. This will create a sense of ownership of the school, build a sense of collegiality and purpose for our teachers. Teachers and staff in turn will work together to build the

culture of the school for students through grade level and school wide celebrations and activities, leading to an increase in student morale and a positive impact on student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/19/2023 - 05/14/2024: The Leadership Team will organize monthly meetings with the activity director and team leaders to plan a monthly calendar of events. This will allow leaders to consistently plan events for staff to get together during and after hours, that will ensure diversity is highlighted in our school culture. Student pep rally and other events will also be organized quarterly.

Person Responsible: Amanda Lewis (lewisa10@duvalschools.org)

By When: The first Monday of each month

08/19/2023 - 05/14/2024: Students will be provided with various incentives throughout the quarter to promote Exact Path, positive behavior, and academic performance on assessments. As a result of this action step, students will be rewarded for the positive behaviors that lead to academic success.

Person Responsible: Amanda Lewis (lewisa10@duvalschools.org)

By When: The first Monday of each month

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A slight majority of classrooms are implementing standards aligned instruction with appropriate level of student tasks/experiences. However, there seems to be a disconnect between what tasks are being completed by students, and their understanding of the assessment resulting in a drop in proficiency. In developing the teachers with implementing standards-based instruction it is important that we provide training on how to utilize the Learning Arc to decrease the academic deficit. This will enable teachers to plan effective lessons using the item specifications and ALDS to make sure the learning task are aligned to the standard.

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities.

In addition, Title 1 funds will be utilized as an additional layer of support to students by funding the following positions (Mathematics, Reading, Science, Language Arts, Dean of Students). The additional positions will assist in ensuring student growth and ultimate proficiency. A Dean of Students and Graduation Coach will be funded with Title I to improve student engagement in the classroom and reduce classroom distractions while providing college bound culture of success. Multiple tutoring positions will be added to support student achievement, and tracking. Interactive TVs will be purchased to display student work.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

- Biology increase in proficiency
- Mathematics increase in proficiency
- Reading increase in proficiency
- Improved attendance
- Reduction of disciplinary infractions

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Continue to conduct Standards-Based walkthroughs with administration and academic coaches weekly. Weekly leadership meetings reports on progress monitoring

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To deliver standards-based instruction by unpacking standards, utilizing learning arcs, item specs, and ALDS to enhance teachers ability to create and deliver lessons aligned to the learning arcs. Common planning will show assessments and learning tasks for student mastery. Weekly data discussions will show evidence of strategies used.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will ensure students are getting standards-aligned grade appropriate instruction by conducting daily walkthroughs, so they are prepared for state assessments, and exhibit mastery/ understanding of the standard.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ms. Deangelico (Math Lead), Ms. Galjour (Reading Coach), and Ms. Elkins (Lead U.S. History) will facilitate professional development for teachers during pre-planning on the new Walkthrough accountability tool. Implement a PD room that outlines our Standards-Based Focus Board. Create a student-lead Standards Based Writing Research class that will assist teachers in creating written standards required for walkthroughs.

Person Responsible: Melissa Galjour (galjourm@duvalschools.org)

By When: Weekly in our Leadership Meetings

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

NA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

NA

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

NA

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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NA

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

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

Copies of the SIP and budget will be distributed via:

- 1). School Advisory Council (SAC) and Parent Teacher Student Association (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 Bloomz and hard copies given out
- 3). Principal Newsletter
- 4). Annual Open House Meeting

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

- (1) Parents are encouraged to join PTSA, SAC during Open House.
- (2) School newsletter will list other opportunities for parents to get involved with leadership for Child Friendly Team or Title I Parent Involvement.
- (3) Parent surveys will be available.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

- 1). In an event to strengthen academic quality teachers will be required to have professional development on the three Cs - Counseling, Coaching and Celebrating.
- 2). Provide a data driven after school tutoring program - Principal's Academy
- 3). Increase acceleration opportunities for qualified students

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Sandalwood High School is a Child Friendly School. It is based on the following principles: Schools should operate in the best interests of the child. Educational environments must be safe, healthy and protective. Classrooms should have trained teachers and adequate resources. Children's rights must be protected, and children's voices heard.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

All staff will receive training in Mental Health First Aide. Additional training will be available through School Guidance on how to refer students for mental health services through the Full Service Schools.

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

School Guidance will host quarterly college fairs giving students opportunities to meet post-secondary scouts looking to enroll qualified Seniors. ASVAB exams will be scheduled for military bound students and OJT opportunities will be available for students looking to go directly into the workplace.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Deans will utilize restorative justice program to prevent further discipline behavior issues from students. Intervention programs for boys has been established with 5000 Role Model Club. Female club on Ladies of Excellence will also be available. Teen Leaders after school club will work with Girls Inc. to provide mentor training for girls.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All teachers will attend subject area training by district staff specialists. Specialists will also be available to provide push in strategies for teacher and student support. Gallery walks will be available for teachers and paras to see what is going on in other high performing classrooms.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes