

Sandalwood High School



2014-15 School Improvement Plan

Sandalwood High School

2750 JOHN PROM BLVD, Jacksonville, FL 32246

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

42%

Alternative/ESE Center

No

Charter School

No

Minority

56%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	B	B

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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 with a grade of F within the prior two years. 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	50
Appendix 2: Professional Development and Technical Assistance Outlines	53
Professional Development Opportunities	54
Technical Assistance Items	57
Appendix 3: Budget to Support Goals	58

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, 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 Environment

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

Sandalwood formed a multicultural team last school year. The team is a partnership between teachers, staff and students. The team meets at least once per month to create monthly multicultural professional development for teachers, develop activities to promote school-wide unity and recognize students for their diversity efforts. The students and staff members were surveyed early in the year to identify needs. One staff member attended district diversity training. At the end of the year, stakeholders completed the Gallup and New Teacher Project to help further identify next steps. This year, the team has planned multiple team building activities, additional faculty training, multicultural month, and parent outreach programs. The Gallop survey will be used again during the first semester to mark progress to date.

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

Last school year, fights were reduced from forty-two to eighteen. This progress was due to the efforts of our Foundations team, Dean of Discipline and an improved instructional program. This year, we are adding a multilayer positive discipline plan. Teachers received introductory PBIS training during preplanning. Each teacher will include a positive behavior plan as part of his/her course syllabus. Teachers will recommend students daily for recognition during the announcements. One student daily will be recognized by the principal. Sandalwood is also expanding its clubs and after school activities to help engage students. The number of security personnel will also increase from three to five.

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 started a Positive Behavioral System. Teachers received an introductory training during pre-planning. The Dean of Discipline and In-School Suspension Teacher received two full days of training. All Security received one full day of training. The Reading Coach received a two day CHAMPS training. The math department chair received one day of CHAMPS training. These trainers will offer additional support to the faculty training 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 analyze behavioral data weekly and make adjustments as needed.

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. A trained therapist provided training during pre-planning on how to identify student social-emotional needs. 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 schoolwide through tutoring for students schoolwide after weekly. Additionally, AVID seniors and juniors support other AVID students through regular tutorials in AVID elective classes. In addition, college students from the University of North Florida tutor/mentor Sandalwood's AVID students weekly.

Early Warning Systems

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

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	130	135	90	65	420

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	95	85	60	40	280

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 that show 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 so to make regular attempts and connections with parents and students and providing AIT meetings with the truancy officer.

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

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Last year, Sandalwood was 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 a monthly event for dads. These strategically planned activities provide opportunities for parents to learn about our school, how to help students with college admissions. PTSA uses a variety of communication avenues to reach parents: assemblies, general meetings, Facebook, Twitter, website, postcards and Instagram. Yearly the PTSA hosts a dinner theater for grandparents. This year, the PTSA is starting a community yard sale to expand our efforts to bring more parents on campus and provide resources while they are here. In addition, the AVID and Early College programs host parent orientation nights as well as updating social media sites.

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 have 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, Race Trac, and Beach Boulevard Chiropractic. In addition, we have an Information Technology Academy with an Advisory Board which consists of members from our IT business community. 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. To enhance this program, we recently established a partnership with Jacksonville Aviation Authority to provide hands on aviation experiences for our students.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Schultz, Victoria	Principal
Motley, Rhonda	Assistant Principal
Cohan, Nancy	Assistant Principal
Lakatos, Aaron	Assistant Principal
Wiggins, Kimberly	Assistant Principal
Trostel, Anne	Instructional Coach
Powell, Scott	Other

Duties

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.

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, 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.

School Advisory Council (SAC)

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
Laura Harrington	Teacher
Blake Kotur	Parent
Charlotte Haralambou	Teacher
Jeana Tomlinson	Business/Community
Lynette Rawls-Thomas	Teacher
Yvonne Sanchez	Teacher
Terry Davis	Parent
Ron White	Parent
Amy Barker	Parent
Rhonda Motley	Teacher
Jalea Hill	Education Support Employee
Melanie Herring	Parent
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
	Student

Duties

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

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.

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.

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.

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Trostel, Anne	Instructional Coach
Cohan, Nancy	Assistant Principal
Schultz, Victoria	Principal
Copley, Suzanne	Teacher, K-12
Bailey, Susan	Teacher, K-12
Blunt, Denita	Teacher, K-12
Haines, Margaret	Teacher, K-12
Harrington, Laura	Teacher, K-12
Johns, Christopher	Teacher, K-12
Thrower, Jordan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to promote evidenced based writing across the content areas through WICOR strategies and structured engagement. Additionally, ELA 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.

Public and Collaborative Teaching

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

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

Sandalwood leadership studied the data from recent Gallop Survey to increase positive support for teachers. 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.

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 MINT 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 will support new teachers.

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 relative feedback as well as the assigned administrator. Many variables are considered when assigning mentors to new teachers. Mentors must 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 new program/partnership with the University of North Florida for teachers who wish to earn a Masters Degree. This new program consists of a cohort of eight teachers who work collaboratively to advance their expertise in instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 and Emory Riddle Aeronautical University. Materials are provided by FSCJ and Emory Riddle for dual enrollment classes which are aligned to the states college standards.

Instructional Strategies

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 district wide CGA's, Achieve 3000 for Lexile scores and DAR for reading levels. 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. After school tutoring is provided by individual teachers after school as well as tutors through the AVID program.

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: 540

This past summer, Sandalwood offered a summer program for the 9th and 10th grade core subject areas.

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

Wiggins, Kimberly, wigginsk@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.

Student Transition and Readiness

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).

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

School counselors meet with all of the incoming 9th grade students in their classrooms to provide a welcome to high school but also to provide knowledge of high school requirements and graduation requirements. 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.

College and Career Readiness

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

Through individual counseling, students will be referred to FLVS.net for students to plan their high school academic careers. 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.

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 Emery Riddle University 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, Vistacon, 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.

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 has trained specific staff members who teach English, Math, and science who attended the National Academy Foundation Conference and presented as cohort teachers. We have placed interactive white boards in these core subject areas to integrate and utilize student led technology. We have also added college ready classes through Emery Riddle and have drawn students from upper level math classes from Algebra II and above.

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.

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.** Pair Enrichment teachers with an English teacher and provide differentiated instruction targeted to student area of deficiency.
- G2.** All content teachers will be trained on the new Florida Standards as aligned to the FSA.
- G3.** Improve the success rate of students passing dual enrollment courses and AP exams by 15%.
- G4.** Increase the performance level on the EOC's by 10%.
- G5.** Decrease the number of students tardy to class and absent from school without an excuse.
- G6.** Increase PTSA enrollment

Strategic Goals Detail

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

G1. Pair Enrichment teachers with an English teacher and provide differentiated instruction targeted to student area of deficiency. 1a

G039679

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Performance Matters
- iLit
- Read to Achieve 3000
- Trial Teaching Strategies
- DAR
- PLC's

Targeted Barriers to Achieving the Goal 3

- Technology
- Teacher led DI
- Student attendance and tardies

Plan to Monitor Progress Toward G1. 8

Performance Matters (DAR, Lexile, CGA), Achieve 3000, Write to Learn data

Person Responsible

Nancy Cohan

Schedule

Every 6 Weeks, from 8/18/2014 to 5/30/2015

Evidence of Completion

Teacher data notebooks and lesson plans

G2. All content teachers will be trained on the new Florida Standards as aligned to the FSA. 1a

G037677

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- PLC's, Teacher collaboration and planning
- WICOR strategies
- Reading Coach
- District Mathematics Specialists
- Common Planning
- Curriculum Guides
- Carnegie Learning
- Achieve 3000
- Write to Learn

Targeted Barriers to Achieving the Goal 3

- All content teachers do not have a clear understanding of the new standards
- Once trained Government and World Language teachers need supplemental rigorous reading materials.

Plan to Monitor Progress Toward G2. 8

Coach submits logs of PLC work, tracks CGA data toward goal, and Achieve 3000 school reports.

Person Responsible

Anne Trostel

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Common Planning Notebook and Data Notebook

G3. Improve the success rate of students passing dual enrollment courses and AP exams by 15%. 1a

G037685

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	15.0

Resources Available to Support the Goal 2

- Job embedded Professional Development with DE instructors
- Number of teachers on campus who qualified to teach dual enrollment
- Summer College Board AP professional development
- PLC's

Targeted Barriers to Achieving the Goal 3

- Lack of writing rigor for DBQ's
- Lack of calculators
- Lack of Early College coordinator's full time position

Plan to Monitor Progress Toward G3. 8

Classroom visits will be ongoing with District Specialist, Administrator and Early College Coordinator who will give feedback and coach teacher through each cycle.

Person Responsible

Rhonda Motley

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Success rate in AP exams and dual enrollment classes

G4. Increase the performance level on the EOC's by 10%. 1a

G037687

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	45.0
Bio I EOC Pass	75.0

Resources Available to Support the Goal 2

- Carnegie Learning System
- New Pearson Textbook and Online Tools in Alignment with New Assessment
- Common Planning
- Curriculum Guide Assessments
- Achieve 3000
- LAFS: Reading Standards for Literacy in Science and Technical Subjects

Targeted Barriers to Achieving the Goal 3

- Inexperience with Level of Rigor
- Online Access at Home for Students
- Teachers inexperienced with Achieve 3000
- Teachers lack of understanding of the New Florida Standards

Plan to Monitor Progress Toward G4. 8

Data from CGA's, PLC agendas and notes, classroom visits, and lesson plans

Person Responsible

Victoria Schultz

Schedule

Weekly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Data

G5. Decrease the number of students tardy to class and absent from school without an excuse. 1a

G037696

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal 2

- AIT Meetings

Targeted Barriers to Achieving the Goal 3

- Lack of resources to monitor attendance
- Parents do not attend AIT meeting
- Lack of tardy and id machines causing students to miss more instructional time

Plan to Monitor Progress Toward G5. 8

Weekly monitor of attendance summaries, communication with teachers and parents

Person Responsible

Aaron Lakatos

Schedule

Weekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Increased attendance on attendance summary report.

G6. Increase PTSA enrollment 1a

G037697

Targets Supported 1b

Indicator	Annual Target
	0.05

Resources Available to Support the Goal 2

- We have a energetic and trained PTSA.

Targeted Barriers to Achieving the Goal 3

- Parents may not be willing to pay for membership or volunteer to help.

Plan to Monitor Progress Toward G6. 8

Monthly Data from PTSA Board

Person Responsible

Aaron Lakatos

Schedule

Monthly, from 9/20/2014 to 6/5/2015

Evidence of Completion

Data Charts

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. Pair Enrichment teachers with an English teacher and provide differentiated instruction targeted to student area of deficiency. **1**

 G039679

G1.B1 Technology **2**

 B100222

G1.B1.S1 Survey teachers to identify computer needs. **4**

 S111478

Strategy Rationale

Teachers will need computer access to use Achieve 3000 to differentiate instruction aligned to individual student needs.

Action Step 1 **5**

Develop survey and compile technology needs.

Person Responsible

Anne Trostel

Schedule

On 8/21/2014

Evidence of Completion

The survey data

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

Teachers completed survey created by the coach at the first common planning PLC of the year.

Person Responsible

Anne Trostel

Schedule

On 8/21/2014

Evidence of Completion

The computers were relocated to English and reading teachers' classrooms.

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

Technology is accessible to both identified teachers and students.

Person Responsible

Aaron Lakatos

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

The frequency of work orders submitted for computer problems

G1.B2 Teacher led DI 2

B100223

G1.B2.S1 Professional Development (i.e. following the instructional framework, using data to drive instruction, grouping students, modeling by the coach) during common planning with reading coach 4

S111488

Strategy Rationale

For ELA and reading teachers to use data to differentiate instruction based on student area of deficiency and provide instruction in a teacher led small group.

Action Step 1 5

Create a master schedule so that reading and English teachers have common planning.

Person Responsible

Kimberly Wiggins

Schedule

Weekly, from 3/3/2014 to 7/25/2014

Evidence of Completion

Master Schedule

Action Step 2 5

Teachers will attend the weekly common planning session.

Person Responsible

Nancy Cohan

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Attendance Roster

Action Step 3 5

Coach will provide professional development aligned to teacher area of need as identified by the administrative team.

Person Responsible

Nancy Cohan

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agenda and Artifacts provided to AP from the reading coach and ELA and reading teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The AP and reading coach will provide documentation that the ELA and reading teachers are receiving professional development and support aligned to teacher's area of need.

Person Responsible

Nancy Cohan

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Logs and schedules completed by the coach, agendas for each common planning session, coaching cycles, and voluntary professional development sessions based on teacher need and interest.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The AP will review reading coach's common planning artifacts and meet with the coach frequently to direct next steps and to identify teachers who need additional support.

Person Responsible

Nancy Cohan

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Logs and schedules completed by the reading coach and common planning notebook

G1.B3 Student attendance and tardies 2

B100224

G1.B3.S1 Purchase new tardy/ID machines 4

S114715

Strategy Rationale

The purchase of new machines plus handhelds will allow us to give students tardies anywhere in the building to return to class faster vs. traveling to the various house offices.

Action Step 1 5

Contact Dowling Douglas to purchase new Tardy equipment and ID machines.

Person Responsible

Rhonda Motley

Schedule

On 8/1/2014

Evidence of Completion

The purchase of new machines.

Action Step 2 5

Train office assistants, security and administrators on the new machines

Person Responsible

Rhonda Motley

Schedule

On 8/11/2014

Evidence of Completion

Effectiveness of use of machines

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Information and data will be collected daily and analyzed to determine how better to support students as they are directed to attend classes regularly and on time.

Person Responsible

Rhonda Motley

Schedule

Daily, from 8/20/2014 to 6/5/2015


Evidence of Completion

Daily and weekly data from tardy machine including detention and ISSP assignments for students.

G2. All content teachers will be trained on the new Florida Standards as aligned to the FSA. 1

 G037677

G2.B1 All content teachers do not have a clear understanding of the new standards 2

 B090568

G2.B1.S1 Train teachers on unpacking the standards and creating tasks that are scaffolded so that students can achieve mastery. 4

 S101323

Strategy Rationale

If teachers have a clear understanding of the concepts and skills necessary to master each standard, the teachers will be able to scaffold their tasks using their data to provide each student the opportunity to achieve mastery.

Action Step 1 5

The reading coach will unpack the new standards with teachers so that each teacher has a clear understanding of the concepts and skills requisite to achieving mastery.

Person Responsible

Anne Trostel

Schedule

Quarterly, from 8/26/2014 to 3/31/2015

Evidence of Completion

Lesson Plan with tasks aligned to the new standards

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

APs assigned to the various content areas will visit classes and view lessons periodically to note level of rigor for the assigned tasks.

Person Responsible

Nancy Cohan

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Reading coach's common planning notebook, Artifacts from common planning sessions, Lesson Plans

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

Performance Matters: CGA, Lexile, Achieve 3000, Write to Learn

Person Responsible

Nancy Cohan


Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Data notebooks, Lesson Plans, Achieve reports, Write to Learn reports

G2.B2 Once trained Government and World Language teachers need supplemental rigorous reading materials. **2**

 B103577

G2.B2.S1 Purchase magazine subscriptions for Government and ASL teachers. **4**

 S114717

Strategy Rationale

Teachers will be able to use magazine subscriptions to give students rigorous reading assignments. These assignments will allow students an opportunity to respond to text and use various other reading strategies.

Action Step 1 **5**

Purchase scholastic magazine subscriptions for Government teachers and Deaf Life magazine subscriptions for ASL teachers.

Person Responsible

Rhonda Motley

Schedule

On 9/30/2014

Evidence of Completion

Delivery of magazines

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Use of scholastic magazines and Deaf Life.

Person Responsible

Aaron Lakatos

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Government and ASL teachers lesson plans and data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Use of scholastic and Deaf Life magazines

Person Responsible

Aaron Lakatos

Schedule

Quarterly, from 9/3/2014 to 6/5/2015


Evidence of Completion

Teacher data notebooks


G3. Improve the success rate of students passing dual enrollment courses and AP exams by 15%. 1

 G037685

G3.B1 Lack of writing rigor for DBQ's 2

 B090580

G3.B1.S1 Increase professional development for teachers on DBQ writing 4

 S101340

Strategy Rationale

Increasing teacher knowledge and proficiency will increase the students' knowledge and proficiency

Action Step 1 5

Training for AP teachers

Person Responsible

Rhonda Motley

Schedule

Annually, from 6/1/2014 to 8/31/2014

Evidence of Completion

Receipt from training

Action Step 2 5

Job Embedded Professional Development (JEPD)

Person Responsible

Victoria Schultz

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Teacher professional development research

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teacher collaboration in PLC's

Person Responsible

Rhonda Motley

Schedule

Quarterly, from 8/20/2014 to 9/5/2014

Evidence of Completion

Documentation from PLC meetings and student portfolios

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor passing rate for AP classes and Dual Enrollment classes

Person Responsible

Rhonda Motley


Schedule

Quarterly, from 9/20/2014 to 6/5/2015

Evidence of Completion

Data Charts

G3.B2 Lack of calculators 2

 B100313

G3.B2.S1 Purchase T90 calculators for AP Calculus classes 4

 S127363

Strategy Rationale

Purchasing calculators for student use will allow students to work on assignments with ease.

Action Step 1 5

Purchase a class set of the T90 graphing calculators for students to use in class

Person Responsible

Rhonda Motley


Schedule

On 10/31/2014

Evidence of Completion

Calculators being used in class

G3.B3 Lack of Early College coordinator's full time position 2

 B120070

G3.B3.S1 Hire a part-time EC coordinator to work on strengthening the relationship between FSCJ and Sandalwood EC students and staff 4

 S131865

Strategy Rationale

Having a person in this position will allow the school to better communicate with students who are full time at FSCJ and allow us to continue to grow the top tier students at our school.

Action Step 1 5

Hire Leslie Guzzone as the part-time coordinator and schedule her for a free day.

Person Responsible

Victoria Schultz

Schedule

On 7/1/2014

Evidence of Completion

Position Change Form

Action Step 2 5

Meet with FSCJ Early College Coordinator

Person Responsible

Rhonda Motley

Schedule

On 9/22/2014

Evidence of Completion

Partnership developed and ongoing communication between

Action Step 3 5

Field trips to FSCJ for current 9th and 10th grade EC students at Sandalwood.

Person Responsible

Rhonda Motley

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

EC Newsletter

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitoring will be done by Facebook, Twitter and Newsletter

Person Responsible

Rhonda Motley

Schedule

Quarterly, from 8/1/2014 to 6/5/2015

Evidence of Completion

Newsletter, Facebook and Twitter communication


Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G4. Increase the performance level on the EOC's by 10%. 1

 G037687

G4.B1 Inexperience with Level of Rigor 2

 B090583

G4.B1.S1 Teachers will collaborate in PLCs to create high level questions and assignments to increase rigor. Teachers will use the standards and practice exams as a guide. 4

 S101344

Strategy Rationale

Teacher collaboration has shown success in the past. There is only one new teacher and he will benefit from common planning.

Action Step 1 5

Collaboration in PLC's, monitoring of data, lesson planning, JEPD during Early Release and Faculty meetings.

Person Responsible

Victoria Schultz

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Lesson plans, CGA's, and EOC's

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Lesson plans, Classroom visits, CAST Observations

Person Responsible

Victoria Schultz

Schedule

Weekly, from 8/22/2014 to 6/8/2015

Evidence of Completion

Lesson plans, classroom visits, CAST observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Curriculum Guide Assessments

Person Responsible

Victoria Schultz


Schedule

On 6/8/2015

Evidence of Completion

Data compiled in Performance Matters

G4.B1.S2 Teachers started lessonstudy last year. Teachers will use the process again this year by targeted their improvements on areas of need as identified by CGA data. 4

 S101345

Strategy Rationale

The teachers started making adjustments in their teaching strategies after initiating the Lesson Study process last year. Continuing the process will further improve teaching and learning.

Action Step 1 5

Dedicated time during PLC and TDEs for teachers to observe each other

Person Responsible

Victoria Schultz

Schedule

Weekly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Lesson Plans

Person Responsible

Victoria Schultz

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, PLC Agendas and Minutes

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Classroom Visits

Person Responsible

Victoria Schultz


Schedule

Monthly, from 9/1/2014 to 5/29/2015


Evidence of Completion

CAST observations, lesson plans, PLC agendas and notes

G4.B2 Online Access at Home for Students 2

 B090584

G4.B2.S1 Comcast is offering free internet for student on free or reduced lunch. Information will be sent home with all students and shared throughout the year. 4

 S101346

Strategy Rationale

The new textbook offers tutorials and differentiated assignments for students to support RTI. Students who take advantage of the resources will be more successful.

Action Step 1 5

Distribute information to parents using printed flyer and automatic phone message.

Person Responsible

Victoria Schultz

Schedule

On 8/29/2014

Evidence of Completion

Flyers and Autodialer

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Continue sharing information with new enrollments and on school website.

Person Responsible

Kimberly Wiggins

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Flyers, enrollment packets, and website

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Student usage of online websites

Person Responsible

Victoria Schultz

Schedule

On 6/5/2015

Evidence of Completion

Usage charts

G4.B3 Teachers inexperienced with Achieve 3000 2

B103357

G4.B3.S1 Teachers will have the opportunity to participate in Achieve 3000 training throughout the year.

4

S114535

Strategy Rationale

Teachers attending the Achieve 3000 training will become more skilled in the usage of this resource thereby being able to meet the needs of individual students.

Action Step 1 5

Achieve 3000 training will be offered throughout the year at Sandalwood High School.

Person Responsible

Anne Trostel

Schedule

Quarterly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Attendance Rosters

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Review Achieve 3000 reports to note student usage, learning gains and to determine next steps.

Person Responsible

Kimberly Wiggins

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Data Notebook and differentiated instruction in lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Achieve 3000 training will be provided to teachers throughout the year.

Person Responsible

Anne Trostel


Schedule

Quarterly, from 8/12/2014 to 5/29/2015


Evidence of Completion

Attendance Rosters

G4.B4 Teachers lack of understanding of the New Florida Standards 2

 B103358

G4.B4.S1 Teachers will receive additional training on unpacking the new reading strategies for literacy in science and technical subjects. 4

 S114539

Strategy Rationale

This will enable teachers to have a clear understanding of the standards as well as be able to create tasks that enable students to show mastery.

Action Step 1 5

Teachers will receive training on the new reading standards for literacy in science and technical subjects.

Person Responsible

Anne Trostel

Schedule

Quarterly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Attendance Rosters and Tasks

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Teachers will begin to align instruction to support the reading standards in literacy for science and technical subjects.

Person Responsible

Kimberly Wiggins

Schedule

Weekly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Lesson plans, data notebooks and documentation of PLCs.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Lesson Plans and Data Notebooks will be reviewed and analyzed

Person Responsible

Kimberly Wiggins

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

The lesson plans will include activities aligned to the new standards so that the students can achieve mastery.

G5. Decrease the number of students tardy to class and absent from school without an excuse. 1

G037696

G5.B1 Lack of resources to monitor attendance 2

B090598

G5.B1.S1 School will work with current truancy officer and will utilize all time that he has available. 4

S101368

Strategy Rationale

We have a large number of students not attending classes, but the officer has limited time to work with students.

Action Step 1 5

Each administrator monitors students attendance and refers to AIT meetings regularly

Person Responsible

Aaron Lakatos

Schedule

Weekly, from 9/20/2014 to 6/5/2015

Evidence of Completion

Attendance Intervention Meeting notes, agendas

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Meeting agendas, contracts and student attendance summaries

Person Responsible

Aaron Lakatos

Schedule

Monthly, from 9/20/2014 to 6/5/2015

Evidence of Completion

Agendas, Contracts, Interventions, Attendance summaries

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Increased attendance, improved grades

Person Responsible

Aaron Lakatos


Schedule

Quarterly, from 9/20/2014 to 6/5/2015


Evidence of Completion

Attendance summaries, Grade portal

G5.B2 Parents do not attend AIT meeting 2

 B090599

G5.B2.S1 Truancy officer will make home visits. 4

 S101369

Strategy Rationale

If the parents will not attend the meetings, we will go to the parents.

Action Step 1 5

Parental contact on a regular basis using letters, personal calls and the auto dialer.

Person Responsible

Aaron Lakatos

Schedule

Biweekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

AIT Schedule and Notes

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Student population and attendance

Person Responsible

Aaron Lakatos

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Withdrawal lists, class lists

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Monitor attendance summaries and withdrawals

Person Responsible

Aaron Lakatos


Schedule

On 6/5/2015


Evidence of Completion

Enrollment, attendance summaries, withdrawal lists, data charts

G5.B3 Lack of tardy and id machines causing students to miss more instructional time **2**

 B115699

G5.B3.S1 Purchase new tardy and id machines. **4**

 S127366

Strategy Rationale

Students will be in class faster when needing a tardy or id because they are more accessible to them.

Action Step 1 **5**

We purchase new tardy and id machines, so student may receive a tardy in the hall and an id from the administrators office.

Person Responsible

Rhonda Motley

Schedule

On 9/30/2014

Evidence of Completion

New machines and students in class faster missing less instructional time

G6. Increase PTSA enrollment 1

G037697

G6.B1 Parents may not be willing to pay for membership or volunteer to help. 2

B090600

G6.B1.S1 The PTSA will attend/recruit at all parent days and open house opportunities. 4

S101370

Strategy Rationale

Parents who are involved in the school are also involved with the success of their students

Action Step 1 5

PTSA is invited to attend/recruit at all open events. They are provided an office in the school.

Person Responsible

Aaron Lakatos

Schedule

Monthly, from 9/20/2014 to 6/5/2015

Evidence of Completion

PTSA Enrollment and Counts

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

PTSA provides monthly data

Person Responsible

Aaron Lakatos

Schedule

Monthly, from 9/20/2014 to 6/5/2015

Evidence of Completion

Data Charts

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Data provided by PTSA

Person Responsible

Aaron Lakatos

Schedule

Monthly, from 9/20/2014 to 6/5/2015

Evidence of Completion

Data Chats

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	The reading coach will unpack the new standards with teachers so that each teacher has a clear understanding of the concepts and skills requisite to achieving mastery.	Trostel, Anne	8/26/2014	Lesson Plan with tasks aligned to the new standards	3/31/2015 quarterly
G3.B1.S1.A1	Training for AP teachers	Motley, Rhonda	6/1/2014	Receipt from training	8/31/2014 annually
G4.B1.S1.A1	Collaboration in PLC's, monitoring of data, lesson planning, JEPD during Early Release and Faculty meetings.	Schultz, Victoria	8/22/2014	Lesson plans, CGA's, and EOC's	6/5/2015 weekly
G4.B1.S2.A1	Dedicated time during PLC and TDEs for teachers to observe each other	Schultz, Victoria	8/18/2014	Lesson Plans	6/8/2015 weekly
G4.B2.S1.A1	Distribute information to parents using printed flyer and automatic phone message.	Schultz, Victoria	8/18/2014	Flyers and Autodialer	8/29/2014 one-time
G5.B1.S1.A1	Each administrator monitors students attendance and refers to AIT meetings regularly	Lakatos, Aaron	9/20/2014	Attendance Intervention Meeting notes, agendas	6/5/2015 weekly
G5.B2.S1.A1	Parental contact on a regular basis using letters, personal calls and the auto dialer.	Lakatos, Aaron	8/29/2014	AIT Schedule and Notes	6/5/2015 biweekly
G6.B1.S1.A1	PTSA is invited to attend/recruit at all open events. They are provided an office in the school.	Lakatos, Aaron	9/20/2014	PTSA Enrollment and Counts	6/5/2015 monthly
G1.B1.S1.A1	Develop survey and compile technology needs.	Trostel, Anne	8/20/2014	The survey data	8/21/2014 one-time
G1.B2.S1.A1	Create a master schedule so that reading and English teachers have common planning.	Wiggins, Kimberly	3/3/2014	Master Schedule	7/25/2014 weekly
G4.B3.S1.A1	Achieve 3000 training will be offered throughout the year at Sandalwood High School.	Trostel, Anne	8/12/2014	Attendance Rosters	5/29/2015 quarterly
G4.B4.S1.A1	Teachers will receive training on the new reading standards for literacy in science and technical subjects.	Trostel, Anne	9/3/2014	Attendance Rosters and Tasks	5/29/2015 quarterly

Duval - 2371 - Sandalwood High School - 2014-15 SIP
Sandalwood High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Contact Dowling Douglas to purchase new Tardy equipment and ID machines.	Motley, Rhonda	7/1/2014	The purchase of new machines.	8/1/2014 one-time
G2.B2.S1.A1	Purchase scholastic magazine subscriptions for Government teachers and Deaf Life magazine subscriptions for ASL teachers.	Motley, Rhonda	9/3/2014	Delivery of magazines	9/30/2014 one-time
G3.B2.S1.A1	Purchase a class set of the T90 graphing calculators for students to use in class	Motley, Rhonda	10/1/2014	Calculators being used in class	10/31/2014 one-time
G5.B3.S1.A1	We purchase new tardy and id machines, so student may receive a tardy in the hall and an id from the administrators office.	Motley, Rhonda	8/1/2014	New machines and students in class faster missing less instructional time	9/30/2014 one-time
G3.B3.S1.A1	Hire Leslie Guzzone as the part-time coordinator and schedule her for a free day.	Schultz, Victoria	7/1/2014	Position Change Form	7/1/2014 one-time
G1.B2.S1.A2	Teachers will attend the weekly common planning session.	Cohan, Nancy	8/11/2014	Attendance Roster	6/5/2015 weekly
G3.B1.S1.A2	Job Embedded Professional Development (JEPD)	Schultz, Victoria	9/1/2014	Teacher professional development research	6/5/2015 quarterly
G1.B3.S1.A2	Train office assistants, security and administrators on the new machines	Motley, Rhonda	8/11/2014	Effectiveness of use of machines	8/11/2014 one-time
G3.B3.S1.A2	Meet with FSCJ Early College Coordinator	Motley, Rhonda	7/22/2014	Partnership developed and ongoing communication between	9/22/2014 one-time
G1.B2.S1.A3	Coach will provide professional development aligned to teacher area of need as identified by the administrative team.	Cohan, Nancy	8/18/2014	Agenda and Artifacts provided to AP from the reading coach and ELA and reading teachers	6/5/2015 monthly
G3.B3.S1.A3	Field trips to FSCJ for current 9th and 10th grade EC students at Sandalwood.	Motley, Rhonda	8/19/2014	EC Newsletter	6/5/2015 quarterly
G1.MA1	Performance Matters (DAR, Lexile, CGA), Achieve 3000, Write to Learn data	Cohan, Nancy	8/18/2014	Teacher data notebooks and lesson plans	5/30/2015 every-6-weeks
G1.B1.S1.MA1	Technology is accessible to both identified teachers and students.	Lakatos, Aaron	8/25/2014	The frequency of work orders submitted for computer problems	6/5/2015 quarterly
G1.B1.S1.MA1	Teachers completed survey created by the coach at the first common planning PLC of the year.	Trostel, Anne	8/20/2014	The computers were relocated to English and reading teachers' classrooms.	8/21/2014 one-time
G1.B2.S1.MA1	The AP will review reading coach's common planning artifacts and meet with the coach frequently to direct next steps and to identify teachers who need additional support.	Cohan, Nancy	8/18/2014	Logs and schedules completed by the reading coach and common planning notebook	6/5/2015 weekly
G1.B2.S1.MA1	The AP and reading coach will provide documentation that the ELA and reading teachers are receiving professional development and support aligned to teacher's area of need.	Cohan, Nancy	8/18/2014	Logs and schedules completed by the coach, agendas for each common planning session, coaching cycles, and voluntary professional development sessions based on teacher need and interest.	6/5/2015 weekly
G1.B3.S1.MA1	Information and data will be collected daily and analyzed to determine how better to support students as they are directed to attend classes regularly and on time.	Motley, Rhonda	8/20/2014	Daily and weekly data from tardy machine including detention and ISSP assignments for students.	6/5/2015 daily
G2.MA1	Coach submits logs of PLC work, tracks CGA data toward goal, and Achieve 3000 school reports.	Trostel, Anne	8/18/2014	Common Planning Notebook and Data Notebook	5/29/2015 monthly

Duval - 2371 - Sandalwood High School - 2014-15 SIP
Sandalwood High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Performance Matters: CGA, Lexile, Achieve 3000, Write to Learn	Cohan, Nancy	8/18/2014	Data notebooks, Lesson Plans, Achieve reports, Write to Learn reports	6/5/2015 quarterly
G2.B1.S1.MA1	APs assigned to the various content areas will visit classes and view lessons periodically to note level of rigor for the assigned tasks.	Cohan, Nancy	8/18/2014	Reading coach's common planning notebook, Artifacts from common planning sessions, Lesson Plans	5/29/2015 monthly
G2.B2.S1.MA1	Use of scholastic and Deaf Life magazines	Lakatos, Aaron	9/3/2014	Teacher data notebooks	6/5/2015 quarterly
G2.B2.S1.MA1	Use of scholastic magazines and Deaf Life.	Lakatos, Aaron	10/1/2014	Government and ASL teachers lesson plans and data	6/5/2015 quarterly
G3.MA1	Classroom visits will be ongoing with District Specialist, Administrator and Early College Coordinator who will give feedback and coach teacher through each cycle.	Motley, Rhonda	8/18/2014	Success rate in AP exams and dual enrollment classes	6/5/2015 quarterly
G3.B1.S1.MA1	Monitor passing rate for AP classes and Dual Enrollment classes	Motley, Rhonda	9/20/2014	Data Charts	6/5/2015 quarterly
G3.B1.S1.MA1	Teacher collaboration in PLC's	Motley, Rhonda	8/20/2014	Documentation from PLC meetings and student portfolios	9/5/2014 quarterly
G3.B3.S1.MA1	[no content entered]			one-time	
G3.B3.S1.MA1	Monitoring will be done by Facebook, Twitter and Newsletter	Motley, Rhonda	8/1/2014	Newsletter, Facebook and Twitter communication	6/5/2015 quarterly
G4.MA1	Data from CGA's, PLC agendas and notes, classroom visits, and lesson plans	Schultz, Victoria	8/18/2014	Data	6/8/2015 weekly
G4.B1.S1.MA1	Curriculum Guide Assessments	Schultz, Victoria	8/18/2014	Data compiled in Performance Matters	6/8/2015 one-time
G4.B1.S1.MA1	Lesson plans, Classroom visits, CAST Observations	Schultz, Victoria	8/22/2014	Lesson plans, classroom visits, CAST observations	6/8/2015 weekly
G4.B2.S1.MA1	Student usage of online websites	Schultz, Victoria	9/8/2014	Usage charts	6/5/2015 one-time
G4.B2.S1.MA1	Continue sharing information with new enrollments and on school website.	Wiggins, Kimberly	8/18/2014	Flyers, enrollment packets, and website	6/1/2015 monthly
G4.B3.S1.MA1	Achieve 3000 training will be provided to teachers throughout the year.	Trostel, Anne	8/12/2014	Attendance Rosters	5/29/2015 quarterly
G4.B3.S1.MA1	Review Achieve 3000 reports to note student usage, learning gains and to determine next steps.	Wiggins, Kimberly	9/29/2014	Data Notebook and differentiated instruction in lesson plans.	5/29/2015 monthly
G4.B4.S1.MA1	Lesson Plans and Data Notebooks will be reviewed and analyzed	Wiggins, Kimberly	9/3/2014	The lesson plans will include activities aligned to the new standards so that the students can achieve mastery.	5/29/2015 monthly
G4.B4.S1.MA1	Teachers will begin to align instruction to support the reading standards in literacy for science and technical subjects.	Wiggins, Kimberly	9/3/2014	Lesson plans, data notebooks and documentation of PLCs.	5/29/2015 weekly
G4.B1.S2.MA1	Classroom Visits	Schultz, Victoria	9/1/2014	CAST observations, lesson plans, PLC agendas and notes	5/29/2015 monthly
G4.B1.S2.MA1	Lesson Plans	Schultz, Victoria	9/1/2014	Lesson Plans, PLC Agendas and Minutes	5/29/2015 monthly
G5.MA1	Weekly monitor of attendance summaries, communication with teachers and parents	Lakatos, Aaron	8/29/2014	Increased attendance on attendance summary report.	6/5/2015 weekly
G5.B1.S1.MA1	Increased attendance, improved grades	Lakatos, Aaron	9/20/2014	Attendance summaries, Grade portal	6/5/2015 quarterly
G5.B1.S1.MA1	Meeting agendas, contracts and student attendance summaries	Lakatos, Aaron	9/20/2014	Agendas, Contracts, Interventions, Attendance summaries	6/5/2015 monthly
G5.B2.S1.MA1	Monitor attendance summaries and withdrawals	Lakatos, Aaron	9/1/2014	Enrollment, attendance summaries, withdrawal lists, data charts	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S1.MA1	Student population and attendance	Lakatos, Aaron	9/1/2014	Withdrawal lists, class lists	6/5/2015 weekly
G6.MA1	Monthly Data from PTSA Board	Lakatos, Aaron	9/20/2014	Data Charts	6/5/2015 monthly
G6.B1.S1.MA1	Data provided by PTSA	Lakatos, Aaron	9/20/2014	Data Chats	6/5/2015 monthly
G6.B1.S1.MA1	PTSA provides monthly data	Lakatos, Aaron	9/20/2014	Data Charts	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. Improve the success rate of students passing dual enrollment courses and AP exams by 15%.

G3.B1 Lack of writing rigor for DBQ's

G3.B1.S1 Increase professional development for teachers on DBQ writing

PD Opportunity 1

Training for AP teachers

Facilitator

College Board

Participants

Teachers

Schedule

Annually, from 6/1/2014 to 8/31/2014

PD Opportunity 2

Job Embedded Professional Development (JEPD)

Facilitator

Various Teachers

Participants

Teachers

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

G4. Increase the performance level on the EOC's by 10%.

G4.B1 Inexperience with Level of Rigor

G4.B1.S1 Teachers will collaborate in PLCs to create high level questions and assignments to increase rigor. Teachers will use the standards and practice exams as a guide.

PD Opportunity 1

Collaboration in PLC's, monitoring of data, lesson planning, JEPD during Early Release and Faculty meetings.

Facilitator

Principal

Participants

Math Teachers

Schedule

Weekly, from 8/22/2014 to 6/5/2015

G4.B1.S2 Teachers started lessonstudy last year. Teachers will use the process again this year by targeted their improvements on areas of need as identified by CGA data.

PD Opportunity 1

Dedicated time during PLC and TDEs for teachers to observe each other

Facilitator

District Math Coach and Principal

Participants

Math Teachers

Schedule

Weekly, from 8/18/2014 to 6/8/2015

G4.B3 Teachers inexperienced with Achieve 3000

G4.B3.S1 Teachers will have the opportunity to participate in Achieve 3000 training throughout the year.

PD Opportunity 1

Achieve 3000 training will be offered throughout the year at Sandalwood High School.

Facilitator

Achieve 3000 Representative and Reading Coach

Participants

Faculty of Sandalwood High School

Schedule

Quarterly, from 8/12/2014 to 5/29/2015

G4.B4 Teachers lack of understanding of the New Florida Standards

G4.B4.S1 Teachers will receive additional training on unpacking the new reading strategies for literacy in science and technical subjects.

PD Opportunity 1

Teachers will receive training on the new reading standards for literacy in science and technical subjects.

Facilitator

Linda Fralick

Participants

Science Teachers

Schedule

Quarterly, from 9/3/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Pair Enrichment teachers with an English teacher and provide differentiated instruction targeted to student area of deficiency.	12,000
Goal 2: All content teachers will be trained on the new Florida Standards as aligned to the FSA.	1,830
Goal 3: Improve the success rate of students passing dual enrollment courses and AP exams by 15%.	7,000
Goal 5: Decrease the number of students tardy to class and absent from school without an excuse.	10,000
Grand Total	30,830

Goal 1: Pair Enrichment teachers with an English teacher and provide differentiated instruction targeted to student area of deficiency.

Description	Source	Total
B3.S1.A1 - Notes	School Improvement Funds	12,000
Total Goal 1		12,000

Goal 2: All content teachers will be trained on the new Florida Standards as aligned to the FSA.

Description	Source	Total
B2.S1.A1 - Magazine Subscriptions for Government and SLA Teachers	School Improvement Funds	1,000
B2.S1.A1 - Books for Band	School Improvement Funds	830
Total Goal 2		1,830

Goal 3: Improve the success rate of students passing dual enrollment courses and AP exams by 15%.

Description	Source	Total
B1.S1.A1 - AP Training	School Improvement Funds	3,000
B2.S1.A1 - T90 graphing calculators	School Improvement Funds	3,000
B3.S1.A3 - Buses for field trips to FSCJ	School Improvement Funds	1,000
Total Goal 3		7,000

Goal 5: Decrease the number of students tardy to class and absent from school without an excuse.

Description	Source	Total
B3.S1.A1 - Equipment from Dowling Douglas	School Improvement Funds	10,000
Total Goal 5		10,000