Duval County Public Schools

Sandalwood High School

2021-22 Schoolwide Improvement Plan

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Sandalwood High School

2750 JOHN PROM BLVD, Jacksonville, FL 32246

http://www.duvalschools.org/sandalwood

Demographics

Principal: Saryn Hatcher

Start Date for this Principal: 7/31/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Native American Students Students With Disabilities White Students
School Grades History	2020-21: (58%) 2018-19: A (67%) 2017-18: A (70%) 2016-17: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Hatcher, Saryn	Principal	Manage the operations of the school. Responsible for ensuring the school runs smoothly, and remains safe, while providing an excellent learning environment for all students.
Barney, Linda	Dean	
Copley, Suzanne	Teacher, K-12	
Groeschel, Amy	Assistant Principal	
Lakatos, Aaron	Assistant Principal	
Galjour, Melissa	Instructional Coach	
Motley, Rhonda	Assistant Principal	
Thrower, Jordan	Teacher, K-12	Biology Teacher
Holloway, Brian	Assistant Principal	AP
Haines, Margaret	Teacher, K-12	Teacher

Demographic Information

Principal start date
Monday 7/31/2017, Saryn Hatcher

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

188

Total number of students enrolled at the school

2,664

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

15

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	950	720	644	60	2374
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	77	54	8	217
One or more suspensions	0	0	0	0	0	0	0	0	0	130	98	22	15	265
Course failure in ELA	0	0	0	0	0	0	0	0	0	22	11	10	6	49
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Saturday 7/31/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	950	720	644	640	2954
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	77	54	8	217
One or more suspensions	0	0	0	0	0	0	0	0	0	130	98	96	78	402
Course failure in ELA	0	0	0	0	0	0	0	0	0	60	76	44	8	188
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	330	296	167	138	931

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	950	720	644	640	2954
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	77	54	8	217
One or more suspensions	0	0	0	0	0	0	0	0	0	130	98	96	78	402
Course failure in ELA	0	0	0	0	0	0	0	0	0	60	76	44	8	188
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	330	296	167	138	931

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%			51%	47%	56%	55%	47%	56%
ELA Learning Gains	40%			46%	48%	51%	49%	49%	53%
ELA Lowest 25th Percentile	32%			37%	42%	42%	40%	42%	44%
Math Achievement	53%			67%	51%	51%	79%	51%	51%
Math Learning Gains	51%			65%	52%	48%	73%	55%	48%
Math Lowest 25th Percentile	52%			65%	47%	45%	76%	50%	45%
Science Achievement	53%			73%	65%	68%	66%	61%	67%
Social Studies Achievement	73%			82%	70%	73%	79%	67%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	49%	48%	1%	55%	-6%
Cohort Comparison						
10	2021					
	2019	49%	48%	1%	53%	-4%
Cohort Comparison		-49%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	67%	2%	67%	2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	68%	13%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	57%	-4%	61%	-8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	61%	13%	57%	17%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

PMA 3 for all grade level subject assessments. Grade 9 Mathematics is covering Algebra 1. Grade 10 Mathematics is covering Geometry.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			55%
	Economically Disadvantaged			4%
	Students With Disabilities			38%
	English Language Learners			9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			40%
	Economically Disadvantaged			63%
	Students With Disabilities			38%
	English Language Learners			4%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			84%
	Economically Disadvantaged			n/a
	Students With Disabilities			100%
	English Language Learners			100%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			38%
	Economically Disadvantaged			66%
	Students With Disabilities			10%
	English Language Learners			5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			49%
	Economically Disadvantaged			83%
	Students With Disabilities			33%
	English Language Learners			47%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			57%
	Economically Disadvantaged			60%
	Students With Disabilities			58%
	English Language Learners			66%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			77%
	Economically Disadvantaged			75%
	Students With Disabilities			0%
	English Language Learners			31%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			41%
	Economically Disadvantaged			n/a
	Students With Disabilities			39%
	English Language Learners			66%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			62%
	Economically Disadvantaged			50%
	Students With Disabilities			44%
	English Language Learners			50%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			47%
	Economically Disadvantaged			60%
	Students With Disabilities			n/a
	English Language Learners			50%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			57%
	Economically Disadvantaged			75%
	Students With Disabilities			n/a
	English Language Learners			50%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	45	42	47	49	46	39	54		89	46
ELL	23	35	28	56	58	68	37	49		93	80
ASN	52	42	41	56	50	57	56	82		98	97
BLK	30	32	26	36	39	39	39	57		94	77
HSP	39	40	37	58	55	67	52	74		96	78

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	56	47	40	60	48		43	62		88	86
WHT	57	43	31	63	61	63	66	84		93	83
FRL	36	34	23	51	52	51	45	63		91	75

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

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	620
Total Components for the Federal Index	11
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All subgroups and core content areas maintained or showed slight declines from prior year. All data components affected by COVID, attendance, and shifting from DVHR to B&M throughout the year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Algebra 1 and English-10th grade showed greatest needs for improvement based on 2019 state assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

1. COVID and student lack of attendance (shifts from DVHR and B&M)
2. New staff in both of these content areas, Algebra and ELA 10th, in first years of teaching and staff changes mid-year causing class instability.
3. PMA's given too early in curriculum/year before all content was taught in Algebra and ELA.
Actions to be taken for improvement would be

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Numbers in both Biology and US History either maintained or showed improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors and actions taken include:
1. AVID strategies being used in the classroom daily.

2. 1:1 technology usage.
3. Teach-led small group pull-outs to support struggling students.
4. Student tutorials to allow students to teach each other and retain information.

What strategies will need to be implemented in order to accelerate learning?

1. AVID strategies implemented in classrooms daily.
2. Use of PMA, EEA, and baseline data to drive instruction.
3. Teacher-led small groups pull-outs to help struggling students.
4. Technology platforms: Achieve3000, Algebra Nation, etc.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. AVID Lunch and Learn PD for AVID strategies in core content areas.
2. PLCs to assess PMA, EEA, and baseline data to plan instruction.
3. District PD offered for technology platforms used in subject areas.
4. ESOL PD from District

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

PBIS team working with administration to monitor discipline data that correlates with student low academic performance. Restorative justice implementation to support habitual behavior issues to insure they are in the classroom as much as possible to receive continued instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	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 dveloping the teachers with implementing standards-based instruction it is important that we provide training on how to utilize the Learning Arc to decrese 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 ot the standard. 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. Science Mathematics Language Arts Reading Math Dean of Students Title I funds will also be used to purchase additional student laptops and carts to be used during instruction as well as testing to help students access the district approved blended learning platforms and to enhance overall instructional delivery. We will also use Title I funds to purchase additional classroom supplies including, but not limited to copier paper, pencils, highlighters, and materials for teacher/student use in improving student achievement.
Measurable Outcome:	A vast majority of Sandalwood's core content classes will show progress in implemenitng standards-based planning procedures that produce products of aligned instruction. as evident using the Walkthrough Tool. -Biology increase in proficiency -Mathematics increase in proficiency -Reading increase in proficiency -Inproved attendance -Reduction of disciplinary infractions
Monitoring:	Continue to conduct Standards-Based walkthroughs with administration and academc coaches weekly. Weekly leadership meetings reports on progress monitoring.
Person responsible for monitoring outcome:	Saryn Hatcher (hatchers@duvalschools.org)

Evidence-based Strategy:	To deliver standards-based instrution 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 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.

Action Steps to Implement

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 Learning Arc in core accountability areas. 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 Saryn Hatcher (hatchers@duvalschools.org)

#2. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Allow stakeholders to develop an effective and consistent system of buy-in and responsiblity of school improvement efforts. Create an environment that supports teachers and students in developing the whole child in order to support student learning and improvement in all core subjects to include student engagement. Based on the 5 Essentials survey, the three weakest areas included: Supportive environment, safety and positive teacher-student relationships of trust.
Measurable Outcome:	According to 5-Essential Survey, increase stakeholder participation in overall school improvement efforts by 10% at the end of the first semester
Monitoring:	Leadership team will discuss culture and responsiveness with staff during monthly staff meetings. A brief survey or exit ticket witll be created at the end of PLC meetings.
Person responsible for monitoring outcome:	Saryn Hatcher (hatchers@duvalschools.org)
Evidence-based Strategy:	A consistent school-wide system such as PBIS that focuses on attendance, behavior, culture and academic progress will result in more time in class, and greater student achievement.
Rationale for Evidence-based Strategy:	When looking at our attendance and academic success data, absenteeism has a major impact on student achievement. therefore we need to target students to adjust behavior and attendance to improve academics. The Dean of Student Services, Graduation Coach and Guidance Counselor will lead monitor warning systems on a weekly basis. Small group meetings will take place to evaluate students potential for high school success.

Action Steps to Implement

Create a school PBIS team that meets bi-weekly and provide reports for the Principal's staff newsletter. Team will include three classroom teachers and the Dean of Student Services, Guidance Counselor and Graduation Coach.

Person Responsible	Timothy Moses (mosest1@duvalschools.org)

Attend all Shared Decision Making meetings and colloborate with teachers on school-based decisions.

Person Responsible	Saryn Hatcher (hatchers@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Secondary areas of concern include the number of drug offenses on campus. We will provide more opportunities for students to inform adults of possible drug pocession on campus. Increase number of searches throughout the day to include tardy students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - Marketing & Promotion signage around campus
Title I Parent Liaison - Contacts parents and invites them on campus
Social Media Coordinator - Promotes all events via media
Sandalwood Court - Ambassador program provides host/hostesses on campus for tours

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	310-Professional and Technical Services	2371 - Sandalwood High School	School Improvement Funds		$4,500.00
			Notes: Teacher training by instructional coaches on literacy and standards building skills and assessment alighment for standards.			

2	III.A.	Areas of Focus: Culture & Environment: Community Involvement	$0.00
		Total:	$4,500.00