

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SANDALWOOD HIGH SCHOOL

District Name: Duval

Principal: James Dean Ledford

SAC Chair: Bill Lowery

Superintendent: Ed Pratt-Dannels

Date of School Board Approval: November 1, 2011

Last Modified on: 10/20/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James Dean Ledford	B.S. Business Mgmt; M.A. Ed Leadership Certificated in Math (5-12); Ed Leadership and School Principal (all levels)	2	4	11/12 Sandalwood HS 'grade pending' 10/11 Baldwin HS 'C' 09/10 Baldwin HS 'B' 08/09 Baldwin HS 'C' Did not meet AYP
Assis Principal	Wayne Chandler	B.S. Criminology  M Ed: Ed Leadership Certified in Math (6-12) and Educational Leadership	11	21	11/12 Sandalwood HS 'grade pending' 10/11 Sandalwood HS 'B' 09/10 Sandalwood HS 'A' 08/09 Sandalwood HS 'C' 07/08 Sandalwood HS 'D' 06/07 Sandalwood HS 'D' 05/06 Sandalwood HS 'C' 04/05 Sandalwood HS 'C' Did not meet AYP any year
		B.S. Secondary Education M.A. Ed Leadership.			11/12 Sandalwood HS 'grade pending'

Assis Principal	Aaron Lakatos	Certified in Social Sciences, Educational Leadership, School Principal (all levels)	7	3	10/11 Sandalwood HS 'B' 09/10 Sandalwood HS 'A' Did not meet AYP
Assis Principal	Yvonne Spinner	B.S. Biology M.A. Ed Leadership Certified in Biology (6-12); Chemistry (6-12) ; Educational Leadership; School Principal (all levels)	3	4	11/12 Sandawood HS 'grade pending' 10/11 Sandalwood HS 'B' 09/10 Sandalwood HS 'A' Mandarin HS: "A" Did not meet AYP any year
Assis Principal	Nancy Cohan	B.A. Education M.A. Education Leadership; Certified in Elementary Education 1-6, Education Leadership School Principal (all levels)	4	8	11/12 Sandalwood HS 'grade pending' 10/11 Sandalwood HS 'B" Did not meet AYP
Assis Principal	Aletha Ruffin	B.A. Education M.A. Teaching and Learning; Certified in Education Leadership, School Principal (all levels)	1	8	

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Mathematics District Coach is scheduled to be at school one day per week	Fran Heckerman	Bachelor's in Mathematics; Certification in Mathematics 6-12	1	1	11/12 Sandalwood HS 'grade pending
Reading District Coach is scheduled to be in school one day per week	Cheryl Douzart	Bachelor's in English; Masters in Education Leadership; Certification in English 6-12	1	1	11/12 Sandalwood HS 'grade pending
Science District Coach is scheduled to be in school one day per week	Maricella Williams	Bachelor's in Biology/Education, Master's in Curriculum and Instruction; Certification in Biology and Chemistry	2	1	11/12 Sandalwood HS 'grade pending

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	We have a Memorandum of Understanding (MOU) with University of North Floriday (UNF) to teach methods classes on our campus. The UNF instructor teaches the methods class and then the students intern with our teachers to see models of the teaching methods.	Assistant Principal	Ongoing	
2	Each teacher new to Sandalwood is assigned a mentor teacher.	Profesional Development Facilitator (PDF)	Ongoing	

3	Professional Learning Community (PLC) and Small Learning Community (SLC) structures provide great collaboration for new teachers.	Assistant Principals	Ongoing	
4	The District has a Teacher Induction Program (TIP) for all new teachers.	PDF	Ongoing	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
(8 ) 5.3%	All teachers are working on obtaining an updated professional certificate in their field. Through the use of Individual Professional Development Plans the Assistant Principals are monitoring trainings at the Schultz Center for teacher development

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
98	4.1%(4)	21.4%(21)	43.9%(43)	30.6%(30)	30.6%(30)	0.0%(0)	11.2%(11)	6.1%(6)	31.6%(31)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Horton	Alfonso	Will collaborate in subject area	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Gray	Bonk	Close in proximity, will help in literacy strategies	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Bailey	Bowling	Close in proximity, will help with interventions and support	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Caggiano	Cafiero	Will collaborate in subject area	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Horton	Collier	Close in proximity, will help with structure and support	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training

Niznik	Grigsby	Close in proximity, will work with the same students	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Southerly	Gross-Dunbar	Will help with moving from business world to education	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Hall	Hodge	Will collaborate in subject area	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Hall	Lowe	Will help the transition into high school	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Gray	Makanji	Will help with structure and support	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Senske	Newbold	Will collaborate in subject area, close in proximity	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Horton	Ricchi	Will provide support with the transition into a school setting	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Willard	Whitson	The mentor was her mentor as an intern	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Niznik	Williams	Close in proximity, will help with literacy strategies	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training
Holland	Wooley	Will collaborate in subject area	Attend 10 new teacher meetings as well as attend Ethics and CHAMPS training

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dean Ledford, School Principal; Yvonne Spinner, Assistant Principal and RtI facilitator; Susan Bailey, Social Studies teacher/former district literacy coach; Wanda Lance, ESE coordinator; Penelope Coron, ESE/French Teacher; Crystal Parker English Teacher; Beverly Dehoniesto, ISSP para-professional; Marnitta George, English Teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Response to Intervention Team (RTI) leadership Team meets monthly to discuss and implementation of strategies and professional development needs. The team provides training and resources to all teachers through Professional Learning Communities (PLCs), Small Learning Communities (SLCs), and faculty meetings. House administrators monitor RTI through focus walks 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 monthly to discuss student learning and adjustments that need to be made.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI team's objective this year is to "Promote Academic Achievement". We know that all students will achieve greater leaning gains and fewer students will require Tier 2 interventions if all teachers embed proved learning strategies in everyday practices. The RtI team assembled and distributed a collection of strategies in a book titled "Best Practices for Strengthening the Core: Response to Intervention Tier 1 Strategies for All Teachers". The book includes a variety of strategies that can be used across areas to strengthen, support, and differentiated instruction every day. All teachers were given a copy of the book "The Highly Engaged Classroom" to further develop classroom strategies to support student achievement. In conjunction with RtI implementation, Sandalwood has adopted Advancement Via Individual Determination (AVID) strategies school-wide with all students utilizing AVID binders and all teachers using Cornell notes, and Writing, Inquiry, Collaboration-Reading (WIC-R). Teachers and Administrators attended the AVID training over the summer and during pre-planning. Our focus this year is to ensure that 80-85% of students achieve mastery before the teacher moves to a new objective/standard,

and that every teacher provides Tier 2 interventions for the remaining 15% and enrichment activities for accelerated learners.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data sources include Benchmark, FCAT, Florida Assessments for Instruction in Reading (FAIR), district and teacher generated assessments, teacher observations, Functional Behavioral Assessment (FBA)/Positive Behavior Intervention Plan (PBIP) documentation, discipline reports, and parent contact logs. In addition teachers have resources in MyProfile and Pearson Limelight.

Describe the plan to train staff on MTSS.

The team will attend district training in Fall and Spring and translate the strategies to teacher during pre planning week. We will continue to offer training during and after PLC meetings as well as during and after faculty meetings. Training topics include Tiered interventions, lesson planning, higher order questioning and discussion, workshop model, FCIM, differentiated instruction and classroom culture.

Describe the plan to support MTSS.

School administration will provide time for training and monitoring of interventions throughout the school year. The team will be given TDE leave for trainings during the year.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Assistant Principals Wayne Chandler and Aletha Ruffin; Teachers Crystal Parker, Megan Turpin, Amy Rowett, Marnitta George, Am Vara, Daniel Tamblyn, Mitchell Press

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team meets monthly to discuss implementation of strategies and professional development needs for the PLC Plus process throughout the school. The team provides training and resources to all teachers through PLCs, SLCs, and faculty meetings. House administrators monitor literacy/PLC Plus implementation through focus walks and post pre conference meetings with teachers.

What will be the major initiatives of the LLT this year?

The major initiative this year is to capitalize on the year-long training in the PLC Plus that the Literacy team attended last year and to expand the PLC Plus process throughout the school. Additionally, all teachers except for the mathematics teachers, will include reading in the content area as part of the course grade. During pre planning teachers were trained on WIC-R strategies and with the use of focus lesson are expected to implement literacy strategies daily. All teachers will participate in a book study of "The highly engaged classroom" which will be monitored by the leadership team.

### Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The RTI, Literacy, and AVID teams worked together to develop a best practices guide for incorporating reading strategies into all classrooms. Each subject area, except math, is required to make reading in the content area as part of their grade. Math teachers will be using reading strategies to help students understand word problems. During pre-planning we offered multiple workshops to train teachers on AVID/reading strategies. All teachers were required to attend at least two of the training opportunities. Teachers are forming book clubs which meet before/after school and during lunch, to encourage students to read for fun. The Leadership team will monitor implementation.

## \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school has an Information Technology (IT) Academy that incorporates technology into all core classes. The school also offers a variety of elective courses which helps students see the relationship between academic subjects and relevance to their futures. Our AVID program enhances goal setting as students plan for life after high school. The DCT program offers students the ability to enhance soft skills through working real jobs in their field of interest. The mathematics and science teachers are making a concerted effort to show relevance of their courses to "real life" applications. One specific mathematics course, Advanced Algebra with Financial Applications, is helping upper level mathematics teachers incorporate "real life" into the classroom. Through school programs like; GIS academy, Culinary Arts program, and Industrial Arts program students are provided with the opportunity to earn industry certifications.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Through individual counseling students will be referred to at FLCS.net for students to plan their high school academic careers. Each student meets individually with the guidance counselor in his/her small learning community to discuss the student's academic history to determine if the course selections are appropriate for the student's academic achievement level. The guidance counselor gives advice and insight into the classes offered and chosen by the student. At the end of the academic year, the student and guidance counselor use the academic history again to review each student's classes and final grades to plan for the next school year. Guidance counselors provide classroom visits throughout the school year to help students use 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 guidance counselors meet face to face with the students to discuss the requests.

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Strategies include a focus on reading/literacy to increase the number of Level 3 student; review of Advanced Placement (AP) Potential, academic histories, and FCAT scores to enroll eligible students in AP course; and the expansion of the IT and Culinary Arts program to increase the number of gold seal vocational Bright Futures awards. Sandalwood has expanded the AVID program which targets the students who are in the "middle". The AVID program is embedded school wide with a focus on preparing students for college. We are in the process of becoming an AVID National Demo Site. The school has an Early College Program that allows students to take college level classes both at Sandalwood and at FCCJ. All Eleventh grade students are given the College Placement Test (CPT) to determine college readiness. Students who are not ready are provided intervention opportunities both in and out of school.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	We are implementing the PLC Plus process into each PLC. The PLC Plus team (comprised of those English I/ALG I teachers who completed the training last year) will present each area of the PLC Plus process once a month, allowing time for implementation and questions. This process includes baseline assessments, exit slips, lesson study, etc. Effective implementation of the PLC Plus process will improve instruction amongst teachers and student learning. We will continue to use Read 180 in 9th grade, and have added Plugged Into Reading in 10th grade and Academic Literacy in 11/12th grades. We have seen slow but steady progress each year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total: 49%	52% of students will achieve proficiency in the reading portion of the FCAT (3 or above)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of time needed to most effectively implement PLC Plus is immense. Time is our biggest barrier.	PLC Plus training once per month	Assistant Principals	Lesson plans, Benchmark Assessments FCAT, Monthly PLC monitoring form.	We will use the Pearson product Limelight and Inform to monitor improvements. Data from FAIR will also be monitored.
2	Due to funding, we no longer have instructional coaches.	Level 1's and some Level 2' are scheduled into Read 180, Plugged Into Reading; Academic Literacy	Principal	Scholastic Reading Inventory (SRI), FAIR, Benchmark	FCAT
3	The elective teachers need additional training in this area.	Elective teachers have been given Literacy Link resource manuals, and have been encouraged to complete Next Generation Content Area Reading Professional Development (NGCARPD). The elective PLC will implement PLC Plus.	Assistant Principals	Classroom focus walks and monthly PLC monitoring form will be used to monitor implementation effectiveness.	FCAT
4	Students do not read at home for enjoyment	Promote reading through faculty led book clubs	Leadership Team	Student feedback during book talks	Student Survey's and in increase in student reading away from class

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	90% of students will score a level 4 or higher on the Florida Alternative Assessment (FAA). Last year we had tremendous success on the reading portion of the FAA.
--	--



2012 Current Level of Performance:	2013 Expected Level of Performance:
10/11 students earned a 4 or higher on the FAA. (90%)	11/11 (100%) of students will earn a 4 or higher on the FAA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention is very low	Summer school; daily repletion and review	Pamela Garrett (Lead ESE Teacher)	Results from FAA and practice tests	Florida Alternative Assessment (FAA)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students who are already proficient in reading will be provided enrichment activities as described in the RtI process. In addition, these students are placed into advanced classes using a curriculum which prepares student for AP and/or Dual Enrollment coursework.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (353)	44% of students will score above proficiency on the reading portion of the FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students satisfied with a passing score on the FCAT	Continue Early College Program to provide more academic rigor for students who have met proficiency.	Early College Coordinator	Initially, we will be monitoring student success through progress reports, report card grades and college placement testing.	ONCOURSE
2	Limited funding to send staff to AVID trainings	Provide pre-planning and early release training for school-wide implementation of AVID strategies (Cornell notes, AVID notebook and WIC-R strategies).	All Assistant Principals	We will monitor implementation during classroom observations, quarterly quality curriculum reviews. Effectiveness will be measured through common assessments.	County Benchmark and common assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	40% of students will score a level 7 or higher on the Florida Alternative Assessment (FAA)
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
3/11 earned a 7 or higher (27%)	4/11 will earn a 7 or higher (40%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention is very low	Summer school; daily repetition and review	Pamela Garrett (Lead ESE Teacher)	Results from FAA and practice tests	Florida Alternative Assessment (FAA)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By implementing PLC Plus throughout the school, strengthening our core academics, implementing school wide focus lessons and literacy strategies, and we will increase student gains to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (1046)	67% (1157) of students will make a learning gain in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training on focus lessons was not provided during pre-planning this year.	Last year the RTI team and Literacy team developed a booklet on best practices for strengthening the core. The Rtl Leadership team will review the book of best practices to update and redistribute.	Rtl coordinator	We will monitor implementation during classroom observations, quarterly curriculum reviews. Effectiveness will be measured through common assessments.	Benchmark Assessments, common assessments, FCAT, SAT/ACT
2	We are in the second year of this initiative. This is an important process and will require ongoing training and monitoring	The Leadership team will delineate clear expectations and the PLC Plus team will provide monthly training to PLC's.	House Administrators	We will monitor implementation during classroom observations, quarterly quality curriculum reviews. Effectiveness will be measured through common assessments.	Benchmark Assessments, common assessments, FCAT, SAT/ACT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	We have tremendous success last year with students making reading gains on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% of students showed gains	90% of students will show gains

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Retention is low	Summer school; daily repletion and review	Pamela Garrett (Lead ESE Teacher)	Results from FAA and practice tests	Florida Alternative Assessment (FAA)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The goal is for 89% of all students in the lowest quartile to make a gain in reading. The students in the lowest quartile are double blocked in Intensive Reading. The Intensive Reading teachers will be allowed greater flexibility in differentiating instruction. They will have a common planning time to work together daily. They are given all early dismissal and faculty meeting time to collaborate on improving student learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (307) of lowest quartile made a learning gain in reading	89% (385) of lowest quartile will make a learning gain in reading

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to funding decreases, we no longer have instructional coaches.	Level 1 and some Level 2 students are scheduled into Read 180, Plugged Into Reading, Academic Literacy	Principal	SRI, FAIR, Benchmark assessments	FCAT
2	Enrollment size limits personalized monitoring	Creation of a monitoring system	All administrators	Constant updates through one-on-one meetings	Monitoring notebooks

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal is to reduce the achievement gap through systematic interventions that target specific sub groups by 4% every year. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Black - 35, White - 58	Asian - 58, Black - 63	Asian - 63, Black - 67	Asian - 67, Black - 71	Asian - 71, Black - 75	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	79% of students in all subgroups will score at a level 3 or higher on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 61% (97) Black: 31% (146) Hispanic: 47% (54) Asian: 54% (60) American Indian: 0% (0)	White: 79% Black: 37% Hispanic: 50% Asian: 57% American Indian: 0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited literacy development leads to poor academic achievement.	Organize collaborative activities and scaffold instruction to build students' academic proficiency.	Assistant Principal	Monitor implementation during classroom observations, quarterly curriculum review, common assessments.	FAIR, Benchmark, common assessment data, FCAT, SAT/ACT.
2	Time	Mentor Program	House Administrators	Conference during mentoring, on course, progress reports	FCAT, ACT, SAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	79% of ELL students will make a learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	Our goal is for 79% of ELL students to make a learning gain.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELL students have poor attendance. Our attendance team has this subgroup high on our priority list for intervention.	Our attendance team has this subgroup high on our priority list for intervention	ELL Liaison; Attendance Intervention Team (AIT)	Dily attendance report	OnCourse
2	Limited number of mentors	ELL students have been assigned a mentor with the same language who has passed the FCAT.	ELL Liaison	Common Interim Benchmark Assessments	We will use the Pearson product Limelight and Inform to monitor improvements. Data from FAIR will also be monitored.
3	Many ELL students have difficulty on standardized tests in English.	ELL students are doubled-blocked in Intensive reading, or are scheduled into Developmental Language and English through English Speakers of Other Languages (ESOL) classes.	ELL liaison	Common Interim Benchmark Assessments	FAIR, FCAT, Pearson Limelight and Inform.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	79% of all SWD students will make AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:

data not available

Our goal is for 79% of SWD students to make AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many SWD students do not have enough room in their schedules for Intensive Reading, Learning Strategies, and all core classes that they need to graduate on time. Many of the SWD students are retaking classes.	Teachers of SWD students were reassigned. The English teachers and Learning Strategy teachers have a history of improved results.	Assistant Principal	Common Interim Benchmark Assessments	We will use the Pearson product Limelight and Inform to monitor improvements. Data from FAIR will also be monitored.
2	Limited time to differentiate instruction	All teachers were given an up-to-date list of SWD students with accommodations and modifications during the first week of school. Teachers were also given a training session during pre-planning on how to meet the needs of SWD students and read IEPs.	SWD Liaison	Common Interim Benchmark Assessments	We will use the Pearson product Limelight and Inform to monitor improvements. Data from FAIR will also be monitored.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.

79% of all Economically Disadvantaged (ED) students will make AMO.

Reading Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

data not available

Our goal is for 79% of Economically Disadvantaged students to make AMO

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited literacy development leads to poor academic achievement.	Teacher sponsored book clubs before and after school and during lunch provide opportunities to read books of personal interest to students.	Assistant Principals	Monitoring book club participation.	FCAT, Benchmark, SAT/ACT
2	Many SWD students do not have enough room in their schedule for intensive reading, learning strategies, and all core classes to meet graduation requirements on time, especially when many are retaking classes	Teachers of SWD students was reassigned. The English teachers and learning strategy teachers have a history of improved results	Assistant Principal	Common Interim Benchmark Assessments	Pearson Limelight and Inform to monitor improvements. Data from FAIR
3	Students cannot afford breakfast and lunch	Provide free and reduced lunch forms for all	Assistant Principals	Reports from Genesis	Genesis

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Exceptional Education Student Services Accommodations and Modifications	9-12	EE/SS Teachers	Teachers School-wide	Pre-planning	Monitor Grades of EE/SS Students	EE/SS Liaison
Best Practices Training	9-12	RTI Team	Teachers School-wide	Pre-planning	Focus Walks	Administration
How to read an Individual Education Plan (IEP)	9-12	Exceptional Education/Student Services (EE/SE) Teachers	Teachers School-wide	Pre-planning	Monitor Grades of EE/SS Students	EE/SS Liaison

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

Our goal is to ensure that 50% of ELL students speak and understand English at grade level proficiency

2012 Current Percent of Students Proficient in listening/speaking:

45% (54/119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure to school activities and non-native speakers	Communicate with parents as much as possible. Assign mentors from UNF	Yvonne Sanchez	Grade Portal, informal assessments, student self assessments	Grade Portal, informal assessments, student self assessments
2	Limited outside resources	Courses assigned according to proficiency level (Developmental Language Reading )	English Class	Grade Portal, informal assessments, student self assessments	Grade Portal, informal assessments, student self assessments
3	Cultural learning differences	Create a safe shelter/room for ESOL students	Yvonne Sanchez	Grade Portal, informal assessments, student self assessments	Grade Portal, informal assessments, student self assessments

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

20% of ELL students will read English at grade level proficiency

2012 Current Percent of Students Proficient in reading:

11% (13/119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited outside resources	Assign mentors from UNF to give one-on-one help in classroom setting.	Lynette Rawls-Thomas; Yvonne Sanchez	Informal assessments	Informal assessments
2	No English spoken in household.	Offer students tutoring times at school.	Yvonne Sanchez	Student self-assessments	Student self-assessments

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

35% of ELL students will write English at grade level proficiency.

2012 Current Percent of Students Proficient in writing:

29% (35/119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No outside resources	Tutoring offered at school; inform students and parents of public library hours and assistance	Lynette Rawls-Thomas; Yvonne Sanchez	Informal assessments	Informal assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00



# Florida Alternate Assessment High School Mathematics Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	90% of students will score a level 4 or higher on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (9/11) scored a 4 or higher	90% (10/11) will score a level 4 or higher

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention issues	Summer School; daily repetition; constant review	Pamela Garrett (Lead ESE teacher)	Assessments; FAA results	Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	60% of students will score level 7 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (5/11) of students scored a 7 or higher	60% (7/11) of students will score a 7 or higher

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention issues	Summer School; Daily repetition, daily review	Pamela Garrett (ESE Lead Teacher)	Results from informal assessment; FAA	Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	100% of students will make gains on the FAA in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
10/11 90%	11/11 (100%)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention is low	Daily repetitions; review	Pamela Garrett (Lead ESE teacher)	Informal assessments; FAA	Florida Alternative Assessments

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Sandalwood will increase its number of students scoring a level 3 or higher on the Algebra 1 EOC to 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%: (223)	70%: (255)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some teachers are not adept at using Pearson Limelight data software	Professional development activities will be provided to aid teachers in the use of Pearson Limelight	House Administrators Math PLC administrator	Monitoring of PLC's	Algebra 1 results, Benchmarks, FCIM Post Assessments
2	Lack of high level questioning used in classrooms	Teachers will create activities for FCIM to use during remediation  Teachers will collaborate in PLC plus to create high level questions based on Depth of Knowledge  Schultz Center and district personnel will assist teachers in creating questions	House Administrators Math PLC administrator	District Benchmark exams; administrative walkthroughs	Algebra 1 results, Benchmarks, FCIM Post Assessments
3	Lack of rigor and enrichment activities	Gathering feedback from faculty after PLC's regarding professional development	PLC administrator	Teacher lessons	FCIM Post Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Sandalwood will increase its number of students scoring a level 4 or 5 on the Algebra1 EOC to 5%
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (9)	5% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of high level questions used in classrooms  Lack of rigor and enrichment activities	Teachers will create enrichment activities for the FCIM to use during remediation  Teachers will collaborate in PLC plus to create high level questions based on Depth of Knowledge  Feedback from faculty after PLC's regarding professional development	House Administrators	District Benchmark exams; administrative walkthroughs; teacher lesson plans; data from common assessments	Algebra 1 results; benchmarks, FCIM Post Assessments
2	Many strategies are built for Level 1 and 2 students	Enrichment activities will be provided for students that are above proficiency on common assessments	House Administrators	Lesson Plans will be viewed during focus walks	Algebra 1 results; Benchmarks, FCIM Post Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Sandalwood will reduce the achievement gap in Algebra 1 by 2% for Black Students and 4% a year for Hispanic Students the next 6 years 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Asian - 78, Blac	Asian - 57, Blac	Asian - 61, Blac	Asian - 65, Blac	Asian - 70, Blac	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	Sandalwood will increase the performance level on Algebra 1 EOC for all subgroups
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65% Black: 41% Hispanic: 56% Asian: 78% American Indian: 0%	White: 49% Black: 40% Hispanic: 49% Asian: 57% American Indian: 0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Additional assistant in	Focus on students needs	House	Schedule checks and	Benchmarks,

1	school day for students	through data based common assessments and exit slips; . 9th grade level 1 students double blocked in Alg I/Intensive Math to allow more time in the subject	Administrators; Curriculum Coordinator	meeting with students.	Algebra 1 EOC
2	Differentiation based on student needs	FCIM Model used to create instructional	House Administrators	Common Assessments; Benchmarks;	Benchmarks, FCIM post tests, EOC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	70% or higher of ELL students will score at or above grade level in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (12)	70% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELL students have difficulty on standardized test in English	Differentiate instruction and assessments	House Administrators, ESOL coordinator	Common Assessments Benchmark Evidence of differentiation should be apparent during walkthroughs and lesson plans	Benchmarks, FCIM post tests EOC's
2	Many ELL students have poor attendance	.9th grade Level 1 students double blocked in Alg I/Intensive math to allow more time in subject Focus on student needs through data based on common assessments and exit slips	House Administrators	Common Assessments Benchmark Testing Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's, Benchmarks, FCIM Post assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	70% of SWD will make AMO
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (22)	70% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
--	---------------------	----------	------------------------------------	--	-----------------

			Monitoring	Strategy	
1	Differentiation based on student needs	FCIM used to create instructional calendar. Focus on student needs through data based on common assessments and exit slips	House Administrators	Common Assessments Benchmark Testing  Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's. Benchmarks, FCIM Post assessments
2	There is a huge amount of time required to write the prescriptions	Provide subscription tutoring for students outside the classroom	House Administrators	Common Assessments Benchmark Testing	EOC's, Benchmarks, FCIM Post assessments
3	Time	Differentiate instruction and assessments	House Administrators	Common Assessments Benchmark Testing Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's, Benchmarks, FCIM Post assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	70% of Economically Disadvantaged students will make AMO
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(125)	70% (237)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiation based on student needs	FCIM used to create instructional calendar. Focus on student needs through data based on common assessments and exit slips	House Administrators	Common Assessments Benchmark Testing  Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's. Benchmarks, FCIM Post assessments
2	Students not having money for breakfast/lunch	Provide a school wide drive to encourage students to apply for free and reduced meals	House Administrators	Reports from Genesis	Genesis
3	Time	Differentiate instruction and assessments	House Administrators	Common Assessments Benchmark Testing Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's, Benchmarks, FCIM Post assessments

End of Algebra EOC Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Sandalwood will have 85% of their student scoring a level 3 or higher on the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (629)	85% (652)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some teachers are not adept at using Pearson Limelight data software	Professional development activities will be provided to aid teachers in the use of Pearson Limelight	House administrators; Math administrator	Monitoring of PLC's	Geometry results, Benchmarks, FCIM Post Assessments
2	Lack of high level questioning used in classrooms	Teachers will create enrichment activities for the FCIM to use during remediation periods  Teachers will collaborate in PLC plus to create high level questions based on depth of knowledge model  Schultz center and district personnel will assist teachers in creating questions	House administrators; Math administrator	District Benchmark exams; administrative walkthroughs; teacher lesson	Geometry results; benchmarks, FCIM Post Assessments
3	Lack of rigor and enrichment activities	Gathering feedback from faculty after PLC's regarding professional development	House administrators; Math administrator	Walkthrough form	Walkthrough form

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Sandalwood will have 5% of their students scoring a level 4 or 5 on the Geometry EOC to 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	5% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
--	---------------------	----------	---	---	-----------------

1	Lack of high level questioning used in classrooms  Lack of rigor and enrichment activities	Teachers will create enrichment activities for the FCIM to use during remediation periods  Teachers will collaborate in PLC plus to create high level questions based on depth of knowledge model  Schultz center and district personnel will assist teachers in creating questions	House administrators; Math administrator	District Benchmark exams; administrative walkthroughs; teacher lesson	Geometry results; benchmarks, FCIM Post Assessments
2	Many Strategies are built for Level 1 and 2 Students	Enrichment activities will be provided for students that are above proficiency on common assessments  Gathering feedback from faculty after PLC's regarding professional development	House Administrators	Lesson Plans will be viewed during focus walks	Geometry results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # In six years Sandalwood will increase Black Students performance by 2% a year. Hispanic Students by 1% a year and Asian Students by 1% a year				
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	73%	75%	77%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	In six years Sandalwood will increase Black Students performance by 2% a year. Hispanic Students by 1% a year and Asian Students by 1% a year
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 90% Black: 69% Hispanic: 78% Asian: 86% American Indian: 100%	White: 90% Black: 71% Hispanic: 80% Asian: 87% American Indian: 100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional assistance in school day for students	Focus on student needs through data based on common assessments and exit slips	House Administrators; Curriculum Coordinator	Schedule checks and meeting with students	Benchmarks, Geometry EOC
	Differentiation based on student needs	FCIM Model used to create instructional calendar	House Administrators	Common Assessments Benchmark Testing	Benchmark, FCIM Post Test, EOC's

2				Evidence of differentiation should be apparent during	
---	--	--	--	---	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	70% or higher of ELL students will score at or above grade level on Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (17)	70% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELL students have difficulty on standardized tests in English	Differntiate instruction and assessments	House Administrators; ESOL coordinator	Common Assessments Benchmark Testing  Evidence of differentiation should be apparent during walkthroughs and lesson plans	.Benchmarks, FCIM Post test, EOC's
2	Many ELL students have poor attendance	Students that did not pass the Alg.1 EOC will be double blocked in Geometry/ Intensive Math to allow more time in subject  Focus on student needs through data based on common assessments and exit slips	House Administrators	Common Assessments Benchmark Testing  Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's, Benchmarks, FCIM Post assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	70% of Students with disabilities will make AYP on the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (56)	70% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Differentiation based on students needs	FCIM used to create instructional calendar.	House Administrators	Common Assessments	EOC's, Benchmarks,



1		Focus on student needs through data based on common assessments and exit slips		Benchmark Testing  Evidence of differentiation should be apparent during walkthroughs and lesson plans	FCIM Post assessments
2	There is a huge amount of time required to write prescriptions	Provide prescription tutoring for students outside the classroom	House Administrators	Common Assessments	EOC's, Benchmarks, FCIM Post assessments
3	Time	Differentiate instruction and assessments	House Administrators	Common Assessments  Benchmark Testing  Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's, Benchmarks, FCIM Post assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	Sandalwood will have 80% of its Economically Disadvantaged students making a level 3 or higher on the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (227)	80% (238)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiate based on student needs  Targeted Needs	FCIM used to create instructional calendar. Focus on student needs through data based on common assessments and exit slips	House Administrators	Common Assessments  Benchmark Testing  Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's, Benchmarks, FCIM Post assessments
2	Students do not have enough money for food	Provide free and reduced lunch forms for all students	House Administrators	Reports from Genisis	Genisis
3	Time	Differentiate instruction and assessments	House Administrators	Common Assessments  Benchmark Testing  Evidence of differentiation should be apparent during walkthroughs and lesson plans	EOC's, Benchmarks, FCIM Post assessments

End of Geometry EOC Goals

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Plus Tracking Data	ALL	AP's	All Faculty	9-19-12	Monitoring through early release PLC's and monitoring of lesson plans	Administration
Deserving Success (Way of Work)	ALL	Mr. Ledford-Principal	All Faculty	8-13-12	Continue to implement during planning days	Administration
AVID Strategies	ALL	Ms. Osborn-Lead AVID Teacher	All Faculty	8-14-12	Through Monitoring of Classrooms	Administration/AVID Site Team
PLC Plus	ALL	Mr. Ledford-Principal	All Faculty	8-14-12	Monitoring during early release days	Administration
FCIM	ALL	Ms. Williams-District Science Coach	All Faculty	8-14-12	Monitoring through classroom observations as well as PLC's	Administration
FCIM	ALL	Mr. Vara, Mr.Press-Mathematics Ms. George-English Mr. Sparks-Science	All Faculty	9-5-12	Monitoring lesson plans and data analysis	Administration
Board Configuration	ALL	AP's	All Faculty	9-19-12	Monitoring through classroom walkthroughs	Administration
High Engagement-Questioning Techniques	ALL	AP's	All Faculty	10-17-12	Ongoing on early release days	Administration
Highly Engaged-Tracking Student Progress	ALL	AP's	ALL Faculty	1-9-13	Monitoring at Early Release PLC meetings	Administration
My Profile	ALL	Ms. Spinner-Vice Principal	All Faculty	8-14-12	Monitor data through PLC's	Administration/Curriculum Manager
Limelight Inform(Data Analysis)	ALL	District Personnel	All Faculty	10-17-12	Monitoring through early release days and PLC meetings	Administration
Highly Engaged-Tracking Student Progress	ALL	AP's	ALL Faculty	1-9-13	Monitoring at Early Release PLC meetings	Administration
Highly Engaged-Tracking Student Progress	ALL	AP's	ALL Faculty	1-9-13	Monitoring at Early Release PLC meetings	Administration
RTI	ALL	Ms. Benton-Reading Teacher	All Faculty	8-14-12	Monitoring of lesson plans and data analysis	Administration
Common Core	ALL	Mr. Ledford-Principal	All Faculty	9-4-12 ongoing	Continuing at leadership meetings throughout years	Administration

Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal # 1:			All of students will score at levels 4 and above		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
100%			100%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention is low	Repetition; daily review	Pamela Garrett (lead ESE teacher)	Informal assessments; FAA	Florida Alternative Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:			100% of students will score a level 7 in science on the FAA		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
70% 7/10			10/10		
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention is low	Repetition; daily review	Pamela Garrett (lead ESE teacher)	Informal assessments; FAA	Florida Alternative Assessments

## Biology End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	51% of Sandalwood students will score at or above the level 3 score for the 2012-2013 school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%	51%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Utilizing higher-order questioning strategies.	Teachers will incorporate high-order questioning and Biology EOC style questions into daily in class.	Teachers and Leadership team	Focus walks, PLC monitoring form, PLC discussions	Student work, common assessment data, PLC monitoring form.
2	Effective lesson design and instructional delivery.	Teachers will incorporate reference and research literacy strategies in curriculum and student grades.	Leadership team, PLC lead teacher.	Focus walks, PLC monitoring form, PLC discussions.	Student work, common assessment data, PLC monitoring form.
3					
4	Students lack commitment to attend tutoring	Create incentives for after school EOC review sessions	Biology PLC and Administrator	Tutoring attendance monitoring.	LSA, 5Qa, Benchmark scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	15% of Sandalwood students will score at or above the level 4/5 for the 2012-2013 school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	15%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers struggle with differentiated instruction	Teachers will utilize PLC common planning time to provide engaging activities for students of various achievement levels	Biology PLC and Administrator	Focus walks, teacher and student feedback	Walkthrough forms

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC benchmark review	11	Sparks	Biology Teacher	Begin September/ongoing	Focus Walks, PLC monitoring	Leadership Team, Lead Teacher
Insight/Inform	ALL	District Science Coach	Science PLC	Begin September/ongoing	Focus Walks, PLC monitoring	Leadership Team, Lead Teacher
Insight/Inform	ALL	District Science Coach	Science PLC	Begin September/ongoing	Focus Walks, PLC monitoring	Leadership Team, Lead Teacher
FCAT Higher order question writing	ALL	District Science Coach	Science PLC	Begin September/ongoing	Focus Walks, PLC monitoring	Leadership Team, Lead Teacher

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	All students will improve in writing across the curriculum 10th grade students will achieve 90% mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89%	95%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing writing in a myriad of subjects and situations, for example, technical writing in IT/vocational, APA format in psychology, lab reports in science, daily journals in phys ed., etc.	Teachers will be trained to use the AVID strategy, quick writes, short pieces of writing designed to focus students' thinking.	Leadership team	Classroom walk – through; quarterly curriculum review; collaboration in PLCs	Results of district timed writing assessment
2	Time for full explanation of each part within the writing process due to the demands of reading.	Students will be taught the writing process which includes planning, writing, revising, and editing.*Note - As students become more proficient, the amount of time spent on each step in the process may shorten, and the necessity for teacher involvement should lessen.	Leadership Team	Lesson plan review; classroom walk – through; quarterly curriculum review; collaboration in PLCs	Results of district timed writing assessment; FCAT
3	Inexperience of teachers using the FCIM model	FCIM will be implemented with emphasis on frequent student progress monitoring to ensure mastery of benchmarks.	Leadership Team	Focus lessons; lesson plan review; classroom walk – through; quarterly curriculum review; collaboration in PLCs	Results of district timed writing assessment; FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	70% of students will score a level 4 or higher on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:

66% (4/6)		70% (7/11)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention issues; Writing is more difficult	Daily practice in writing	Pamela Garrett (Lead ESE teacher)	Assessments; FAA	Florida Alternative Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus Lesson Study; Common Assessments	9-10 (FCAT) 11-12 (SAT)	ELA Teachers	ELA PLC	Early Release Days	Lesson Plan review; PLC forms, Classroom walkthroughs	Leadership Team
Writing across the curriculum	9-10 (FCAT) 11-12 (SAT)	Aletha Ruffin	School-wide	Begin Fall 2012-ongoing	Lesson Plan review; PLC forms, Classroom walkthroughs	Leadership Team
AVID strategies (WICOR and Cornell Notes)	9-10 (FCAT) 11-12 (SAT)	AVID Site Team	School-wide	Begin Fall 2012-ongoing	Lesson Plan review; PLC forms, Classroom walkthroughs	Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## U.S. History End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.



PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of U.S. History EOC Goals*

## Attendance Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Decrease the number of students who miss a full day of school unexcused from 4% to 2%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.64% (2916)	98% (2,988)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2% (2,988)	1% (3,000)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

10% (322)			8% (248)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent support	Continue to fund a full time attendance clerk to monitor and track attendance. The new clerk will work weekly with the truancy center and district officials to schedule weekly Attendance Intervention Team (AIT) meetings.	Assistant principal, Aaron Lakatos	The attendance clerk will pull reports from Genesis weekly	Genesis
2	Increase in legitimate student illnesses.	Each House Administrator will recognize students with good attendance.	House Administrators	The attendance clerk will pull monthly reports from Genesis and forward to House Administrators for recognition.	Genesis
3	Students choosing to not go to class on time	Foundation lessons during the first two weeks of school addressed attendance and "Start on Time" policy. Hire additional security guard to increase hall monitoring.	Teachers, school security, administrators, house admin clerks	House Administrators will monitor implementation through focus walks and questioning students.	Focus walks
4	Student who move and do not officially withdraw	Contact parents and fax records over	Teachers, guidance office, administrators, house clerks	Monitoring of students with many absences	Genesis

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Tardy Equipment Training	All	Dowling Douglas	Office assistants	First month of school	Daily reports from the tardy system	House administrators
Attendance Procedures	All	House administrators	House meetings	Monthly meetings	E-mail communication	House administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	<p>Sandalwood will utilize Foundations Team and CHAMPS training to reduce the number of suspension action codes</p> <p>Sandalwood will implement RTI training and provide teachers with interventions along with creating highly engaged classrooms</p> <p>Sandalwood SRO's and house administrators will hold parent/student mediation to prevent any suspendable offenses from occurring</p>
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1462 (48%)	1200 (40%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1462 (48%)	1200 (40%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
576 (Including ATOSS)(19%)	500 (17%)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
576 (19%)	500 (17%)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Foundations Training requires some summer training without funding to pay teachers for their time.	Sandalwood will train and rebuild our Foundations team and continue to update lessons.	Alpha House Administrator	Foundation Surveys	Annual end of year Foundation survey and School Climate Survey
2	The Challenge day program will not be funded this year.	Challenge Day themes will be added to Foundations lessons	Alpha House Administrator	Foundations Surveys	School Climate Survey
3	Bullying	AP's will attend code of conduct training and be trained in Mediation Strategies	House administrators	Reports from Genesis	Genesis

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Conduct Training	All	All AP's	All AP's	Pre-Planning	Genesis reports will be run Quarterly to monitor suspensions	House Administrators
Foundations Training	All	Foundations Team	School-wide	Three times per year	Genesis reports will be run Quarterly to monitor suspensions	House Administrators

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Sandalwood will work with Full Service School and Charter Schools to decrease dropout rate to 10%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
14% (70)	10% (50)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
86% (430)	Sandalwood will increase graduation rate to 90%. (450)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many parents are hesitant to give Charter schools a try.	Students who are several years behind are being referred to alternative programs that will help them be more successful. Duval County has several new charter schools which have been instrumental in targeting students who are potential dropouts.	Assistant Principals	Exit slips for students who are withdrawing will be reviewed by curriculum.	Dropout reports from Genesis
2	The Full Service School typically has a waiting list within the first quarter of school.	We are utilizing the Full Service school more this year. They published a list of service and presented to our faculty. By knowing the resources available, we are more knowledgeable to make referrals.	Assistant Principal	The Full Service School presents a quarterly report of interventions and success rate.	Full Service Data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guidance training	All	Sharon Bailey	Guidance Counselors	Early Release days	PLC monitoring form	All Administrators

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:			The PTSA will increase enrollment from 900 to 1,000		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
1,020 (34%)			1,050 (35%)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	The economy will prevent many families from contributing any money that is not necessary.	The PTSA attends all orientations, set-up days and open house opportunities in order to recruit families.	Assistant Principal over PTSA	The PTSA reports and posts membership monthly on the bulletin board in the main office hallway.	Monthly reports
2	Some parents do not get important information.	PTSA will establish and maintain a website. Parents can register on the site and will be sent emailed updates.	Assistant Principal and PTSA Membership Board Member	The Assistant Principal will monitor website monthly.	Monthly reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Training	All	Nancy Cohan	All Staff	Pre-planning	Volunteer log	Mrs. Nancy Cohan

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	Strengthen the Academy of Information Technology

STEM Goal # 1:		Install and utilize interactive classrooms			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of computer labs	Install wireless access in the school	District	Amount of time used with the laptop carts	Checkout log for laptop carts
2	Lack of Graphing Calculators	SAC will purchase mores	SAC (School Advisory Council)	Amount of calculators will rise	Inventory of Graphing Calculators

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Wireless Access	All	Beverly Sisler	School-wide	School-wide	One on One help	STC (Beverly Sisler)

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).



Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE CTE Goal #1:	Increase our students pass rate on industry certifications from 10% to 50%
------------------------	--

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are in the class but are not in the academy	Work with guidance to limit the computer classes to academy students only and the upper level culinary classes to capable students	Aaron Lakatos	Evaluating the practice test scores	Practice test
2	Computer issues	Work with Louis Simmons to ensure we have the tools we need	Charlie Rutledge	Mike Khalil	NAF self assessments
3	New teachers in culinary arts	Use district personnel to support the program	Rene Sares	District visits	District visits

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Comp plus training	All	Khalil	Technology Teachers	Early release	Charley Rutledge/test results	Aaron Lakatos
NAF Conference	All	Lakatos	GIS/IT	July 2012	NAF Site Visit	Chris Force

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CTE Goal(s)*

## Additional Goal(s)

Sandalwood High School will increase the AP exam pass rate. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Sandalwood High School will increase the AP exam pass rate. Goal  Sandalwood High School will increase the AP exam pass rate. Goal #1:	Sandalwood High School will increase the AP pass rate.
2012 Current level:	2013 Expected level:
12% (157)	20% (220)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students sometimes lack confidence in their abilities to pass the AP exam.	Provide teachers time and training to work in PLC's on strategies; provide more exposure to AP practice exams/materials	Administrators	Monthly PLC monitoring tool; classroom walk throughs	AP exam results
2	Students lack study skills/habits necessary to complete rigorous AP work.	Encourage lower level teachers through PLC's to introduce and reinforce skills/habits that will help students be successful in AP courses.	Administrators	Monthly PLC monitoring tool; classroom walk throughs	AP exam results
3	Limited training for teachers.	Encourage more AP teachers to collaborate with other schools during PLC time.	Aministrators	Monthly PLC monitoring tool.	AP exam results

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Sandalwood High School will increase the AP exam pass rate. Goal(s)

Sandalwood High School will increase college readiness score in reading. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Sandalwood High School will increase college readiness score in reading. Goal			57% of students will attain a college readiness score in reading.		
Sandalwood High School will increase college readiness score in reading. Goal # 1:					
2012 Current level:			2013 Expected level:		
52% (373)			57% (353)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students are prepared to take a college readiness exam.	Provide teachers time and training in PLC's. Offer afterschool/Saturday practice sessions for students.	House administrators	Monitor PLC's. Monitor attendance at practice sessions.	PLC monitoring tool. Attendance sheets. Exam results.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Sandalwood High School will increase college readiness score in reading. Goal(s)*

Sandalwood High School will increase college readiness score in Math. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Sandalwood High School will increase college readiness score in Math. Goal  Sandalwood High School will increase college readiness score in Math. Goal #1:	50% of students will attain a college readiness score in math.
2012 Current level:	2013 Expected level:
45% (323)	50% (309)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students are prepared to take a college readiness exam.	Provide teachers time and training in PLC's. Offer afterschool/Saturday practice sessions for students. House administrators Monitor PLC's. Monitor attendance at practice sessions.	House administrators.	Monitor PLC's. Monitor attendance at practice sessions.	PLC monitoring tool. Attendance sheets. Exam results.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/19/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Elmos for teacher classrooms to increase student learning Graphing Calculators - Advanced Mathematics Classes	\$1,000.00

Describe the activities of the School Advisory Council for the upcoming year

The functions of the School Advisory Council are:

- assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.),
- assist in the preparation of educational improvement proposals for implementing an educational improvement grant

- c) assist in the preparation of the school's annual budget (Sec. 1001.452(2) F.S.),
- d) the SAC shall perform functions prescribed by regulations of the district school board (Sec. 1001.452(2) F.S.),

Section 2: Other board functions of the School Advisory Council are:

- a. participate in planning and monitoring of school buildings and grounds
- b. initiate activities or programs that generate greater cooperation between the community and the school
- c. assist in the development of educational goals and objectives
- d. recommend various support services in the school
- e. to provide input regarding the district's Strategic Plan.
- f. review the impact of property development and zoning changes in the vicinity of the school as they relate to the safety, welfare and educational opportunities of the students
- g. review the budget to be sure it is aligned with the School Improvement Plan
- h. Perform other functions as requested by the principal



# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Duval School District SANDALWOOD HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	67%	88%	46%	244	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	68%			119	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	49% (NO)	52% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					474	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District SANDALWOOD HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	72%	84%	51%	248	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	68%			115	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	44% (NO)	60% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					477	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested