Okaloosa County School District

Silver Sands Excep. Children

2019-20 Schoolwide Improvement Plan

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Silver Sands Excep. Children

349 HOLMES BLVD NW, Fort Walton Beach, FL 32548

[no web address on file]

Demographics

Principal: Stephanie Wheat

Start Date for this Principal: 4/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	%

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

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Create a framework upon which our families, school and community can build a collaborative structure of support services that promotes communication, academic achievement, self-determination, life skills, and employability skills for our students.

Provide the school's vision statement.

Silver Sands School will empower students with unique abilities through quality instruction to become contributing members of our society.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Wheat, Stephanie	Principal	Managing all aspect of Silver Sands School
Bourgeois, Suzy	Assistant Principal	Managing assistant for all aspects of Silver Sands School
Mills, Janalou	Teacher, ESE	ESE Teacher - High School program
Chapman, Robin	Teacher, ESE	
Rushing, Cheryl	Teacher, ESE	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	4	9	7	11	18	7	8	10	11	11	10	10	45	161
Attendance below 90 percent	3	2	3	5	7	2	3	2	1	3	2	5	19	57
One or more suspensions	0	1	1	1	3	0	0	0	0	1	1	0	5	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
18

Date this data was collected or last updated
Thursday 8/1/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	3	6	5	2	3	2	1	2	2	6	3	14	53
One or more suspensions	1	1	0	1	0	1	0	1	0	0	0	1	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	0%	69%	61%	0%	69%	57%
ELA Learning Gains	0%	63%	59%	0%	61%	57%
ELA Lowest 25th Percentile	0%	59%	54%	0%	55%	51%
Math Achievement	0%	80%	62%	0%	74%	58%
Math Learning Gains	0%	73%	59%	0%	59%	56%
Math Lowest 25th Percentile	0%	64%	52%	0%	50%	50%
Science Achievement	0%	73%	56%	0%	65%	53%
Social Studies Achievement	0%	84%	78%	0%	87%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	4 (0)	9 (0)	7 (0)	11 (0)	18 (0)	7 (0)	8 (0)	10 (0)	11 (0)	11 (0)	10 (0)	10 (0)	45 (0)	161 (0)
Attendance below 90 percent	3 ()	2 ()	3 ()	5 ()	7 ()	2 ()	3 ()	2 ()	1 ()	3 ()	2 ()	5 ()	19 ()	57 (0)
One or more suspensions	0 ()	1 (0)	1 (0)	1 (0)	3 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	5 (0)	13 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	49	29	30	44		20	36		50	
BLK	38			27							
WHT	18	45	27	29	35			44			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	28	50		33	57		27	37			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	8
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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

White Students	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Based on our ESSA report, our lowest performing student categories that scored below 41% are students who are African-American (33%), White (33%), Economically Disadvantaged (39%), and Students with Disabilities (35%).
Our school is a school for students with disabilities and is also a Title I school. Our students did make learning gains, but are still below 41%. Silver Sands is an ESE Center school that is non-graded.

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

No declines. Only gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

School data is not compared to the state average. Silver Sands is an ESE Center school that is non-graded and not comparable to the state average.

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

Our students showed the most Learning Gains in ELA this year. We attribute this to the implementation of ReadTopia and Tell Me as the main curriculum and resource for ELA.

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

Daily and regular attendance of our students is our main concern. Although we have many students who are out for medical reasons, further analysis of the absences indicate that there are a large number that are unexcused absences. We will be working with our parents to get them used to turning in notes/excuses, as well as bringing their children to school regularly.

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

1. Attendance of students - related to our economically disadvantaged, black, and white subgroups
2. Reading - Students with disabilities subgroup

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance - related to our economically disadvantaged, white, and black subgroups
Rationale	57 students (about 1/3 of our population) had attendance below 90% throughout the year, a majority of which were unexcused absences. Students must be in attendance to learn.

State the measurable outcome the school plans to achieve	Student attendance will increase so that no more than 25 students will have attendance below 90%.
Person responsible for monitoring outcome	Stephanie Wheat (wheats@okaloosaschools.com)
Evidence-based Strategy	Communication with parents is a top priority. We will be calling parents to touch base regarding absences: teachers will call after 3 absences, a paraprofessional is assigned to call after 5 absences, and administration will call after 9 absences.
Rationale for Evidence-based Strategy	A majority of the absences from students were unexcused absences (no notes/excuses). We need to educate our parents on the importance of their children being at school and show that we care about their presence at school. We also need to educate them on how to properly turn in excuses for absences so that truancy is not a factor. We understand that we have students with medical needs, but the absences should be documented properly.

Action Step	
Description	1. Teacher calls after 3 absences 2. Paraprofessional assigned to call for absences will call after 5 absences 3. Administration will call after 9 absences 4. Truancy officer will be involved after multiple unexcused absences.
Person Responsible	Stephanie Wheat (wheats@okaloosaschools.com)

#2	
Title	ReadTopia, EnCore, & Tell Me - Students w/Disabilities subgroup
Rationale	Overall, our "students with disabilities" subcategory was low achieving. Our entire population is comprised of students with disabilities.
State the measurable outcome the school plans to achieve	Our students with disabilities will achieve academic gains to reach at least 41% of the federal percent of points expected.
Person responsible for monitoring outcome	Suzy Bourgeois (suzy.bourgeois@okaloosaschools.com)
Evidence-based Strategy	Teachers will implement our academic programs (ReadTopia, EnCore, and Tell Me) with fidelity in the classroom.
Rationale for Evidence-based Strategy	ReadTopia, EnCore, and Tell Me are research based programs for students with severe cognitive disabilities. The programs are designed to address a range of learning abilities and levels.
Action Step	
Description	1. Teachers are provided training for the programs (ReadTopia, EnCore, and Tell Me) 2. Teachers implement the lessons from the programs (displayed in Lesson Plans) 3. Teachers will work together to plan lessons and share materials developed (at Department Meetings)
Person Responsible	Suzy Bourgeois (suzy.bourgeois@okaloosaschools.com)

Additional Schoolwide Improvement Priorities (optional)

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

No additional areas at this time

Part IV: Title I Requirements

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

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

Silver Sands has a very active PTO. In conjunction with their help, the school promotes parents to sign up to be volunteers, provides activities both during and after school hours for families, and works to promote donations to the school through business partnerships.
Our SAC also meets regularly and is involved in decision making for the school.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Silver Sands has a part-time behavior specialist and a behavior support paraprofessional to assist in supporting teachers and students with behavior concerns through observation, data collection, and modeling of behavior.
The school also has a Guidance Counselor who will assist students and teachers with support as needed.
There is also a Social Worker that is assigned to work with students on a weekly basis that have services documented in their IEP.
Silver Sands has a Behavior Team that meets monthly to address students that are of concern in order to develop appropriate individual behavior plans for those students.
The Threat Assessment Team meets monthly to determine if there are any students that need additional services or counseling.

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

Silver Sands has students from age 3 yrs (Prekindergarten) to age 22 years (Post graduate). When students transition to Silver Sands, tours are given for the parent and student (when appropriate). There is a staffing meeting that occurs to discuss the services that students will receive. Students tend to stay in one type of class for multiple years and only transition to another class when they are old enough. The transition occurs during the summer when students come for ESY. Students will experience their new classroom during the shortened day and week so that the transition is easier in the new school year. Post Graduate students and classes work closely with Vocational Rehab, APD, and The ARC to ensure that our students transition into services or a job site after they leave Silver Sands.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The majority of our Title I funds are spent to purchase the ULS/Symbolstix computer/website program. This program is utilized by every class in the school as a communication tool to support all students (verbal and non-verbal) with a means of effective communication in conjunction with our Project CORE program. All teachers and paraprofessionals have access to the computer program in order to create the communication tools that they need.
Teacher supplies (paper, ink, glue, etc.) are also provided through Title I funding to support the individual needs of the classroom. Textbooks are not provided at Silver Sands, and most of our students respond best to hands-on materials that teachers print for student use.
Our PFEP Funds are used to purchase postage for all of the IEP meeting notices throughout the year. As we are a school with 100% special needs, IEP meetings are the most important tool that we have to communicate the services being provided to students and what their measurable student outcomes are for the year. In order to have the best parent involvement, Silver Sands has opted to mail these invitations and notices home.

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

Silver Sands has a High School program in which students are exposed to work ethics through:
-Seahorse Cafe: students take orders, go shopping for the items needed, cook the meals, and deliver the orders
-The Ellison Project: students use the Ellison cutter to make bookmarks, notebooks, and gift tags that

are seasonal throughout the year and are sold
-Community service: The money raised through the Ellison project goes back into the community and supports local non-profits that the students select.
-School Store: As part of our school-wide behavior plan, students can earn money to go to the school store. Students run the store by using a cash register to ring up the younger students that are purchasing items.

Silver Sands also has a School-to-Work (STW) program for students who are Post-Graduate age. Students in this program go to job sites weekly with community businesses and partners to work in order to learn skills that will provide them the ability to hold a job once they leave Silver Sands at age 22. These students also participate in activities around the school that are job related as they help with separating recycling, working in the kitchen, sorting Box Tops, making Twisted Pens to sell, running a snack bar for staff, and making knotted blankets to sell. In class, they work on skills/knowledge for making career choices including building a solid resume, practicing interviews, learning their environmental preferences, and developing self-determination skills.

Both the High School and STW students work with the younger classes in the school to help mentor students in daily activities and projects.