Silver Sands Excep. Children

2020-21 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: 8/18/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2019-20 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
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	Yes	%

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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SIP Authority

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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, position title, and job duties/responsibilities 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	Elementary ESE Teacher - Department Chair

Demographic Information

Principal start date
Tuesday 8/18/2020, Stephanie Wheat

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
23

Demographic Data

2020-21 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
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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](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	1	4	7	7	10	9	4	9	6	4	6	6	25	98
Attendance below 90 percent	1	3	3	1	6	4	2	0	4	1	2	2	18	47
One or more suspensions	0	0	2	1	1	1	0	0	0	0	0	0	2	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Date this data was collected or last updated

Tuesday 8/18/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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	
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

Part II: Needs Assessment/Analysis

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

ESSA Federal Index	
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%	0
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0

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 scoring 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 significant 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 due to taking only FSAA.

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?

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
2. Students with disabilities
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	As an ESE Center School, 100% of our students are "Students with Disabilities." Therefore, focusing on instructional practices that will directly impact their abilities and learning gains is important school-wide. The instructional practice will be related to the full implementation of Unique Learning System (ULS) as our primary curriculum school-wide. This program is designed to address a range of differentiation based on an individual student's ability and level that is on ACCESS Points.
Measurable Outcome:	Our students with disabilities will achieve academic gains that will be equivalent to also showing learning gains. (Increase from 35%)
Person responsible for monitoring outcome:	Stephanie Wheat (wheats@okaloosaschools.com)
Evidence-based Strategy:	Teachers will implement our academic program (ULS) with fidelity in the classroom.
Rationale for Evidence-based Strategy:	ULS is a researched based program for students with significant cognitive disabilities. The program is designed to address a range of learning abilities and levels, which is appropriate for our student population at Silver Sands.

Action Steps to Implement

School-wide ULS training for all Teachers and Paraprofessionals (August 27, 2020) - Completed through virtual modules that require a test and completion certificate to be turned in when done.

Person Responsible	Stephanie Wheat (wheats@okaloosaschools.com)

Teachers will work with their students during the first month of school to determine the correct level to place students on for individual learning tracks.

Person Responsible	Stephanie Wheat (wheats@okaloosaschools.com)

Departments/Grade Levels will meet weekly and/or monthly to plan together and support each other as they implement the new program.

Person Responsible	Stephanie Wheat (wheats@okaloosaschools.com)

Student progress will be monitored through the Progress Monitoring tools and Benchmarks that are provided through ULS. Reports will be reviewed monthly and/or quarterly to determine areas of strength and need.

Person Responsible	Stephanie Wheat (wheats@okaloosaschools.com)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Low/Poor student attendance directly has an impact on student's ability to learn and retain information. 47 students (about 1/3 of our population) had attendance below 90% throughout the year, a majority of which were unexcused absences. Our focus will be on getting parents to communicate with the school regarding absences and increase the number of excused absences while also increasing the attendance as a whole. COVID Disclaimer: We realize that our attendance may/will be greatly affected this year by COVID-19. Although we don't know what the future holds in regards to Distance Learning vs. Brick and Mortar teaching, we still want to encourage our parents to communicate regarding attendance.
Measurable Outcome:	Student attendance will increase so that no more than 38 students (a decrease of 20%) will have below a 90% attendance rate. In addition, the number of excused absences will increase overall for the school.
Person responsible for monitoring outcome:	Suzy Bourgeois (suzy.bourgeois@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 or 5 absences and administration will make contact after 9. Providing an easy means of communication for parents to provide excused absences is also a strategy: an online form was created on our website that will send an email to the attendance secretary and pre-printed excuses will be sent home for parents to fill out and return as a reminder to provide an excuse.
Rationale for Evidence-based Strategy:	A majority of the absences from students were unexcused absences (no notes/excuses). We need to education our parents on the importance of their children being at school and show that we care about their presence at Silver Sands. 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 or severe behavior concerns, but the absences should be documented properly.

Action Steps to Implement

Teachers will call after 3 or 5 absences. A script has been created to aide in the communication with parents. Direction will be given to parents about how to properly turn in an excuse via a note or the website form.

Person Responsible	Suzy Bourgeois (suzy.bourgeois@okaloosaschools.com)

Administration will call after 9 absences to determine if there is a verifiable reason for absences. The truancy officer will be involved when necessary.

COVID Disclaimer: We do not yet know how our students' attendance will be impacted during the pandemic. If students need to attend via distance learning, the goal is to have them engaged in learning everyday via ULS.

Person Responsible	Suzy Bourgeois (suzy.bourgeois@okaloosaschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

No additional areas at this time.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Silver Sands is fortunate to have a supportive PTO and SAC, the members of which include parents, staff, and community members. In conjunction with the PTO's help, we work to promote donations to the school through business partnerships and parental support.

Staff members are an integral part in maintaining a positive school culture. This year, we will utilize a book study using the book "The Positive Dog" by Jon Gordon to discuss ways to maintain healthy, positive attitudes. In addition, we have regular faculty meetings, department meetings, and social activities to promote unity among the staff.

COVID Disclaimer: Normally we encourage and welcome volunteers and visitors, although during the pandemic, we will be unable to have volunteers/visitors on campus.

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