

Okaloosa County School District

Silver Sands Excep. Children



2021-22 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: 4/16/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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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[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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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<https://www.floridacims.org>.

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	Position Title	Job Duties and Responsibilities
Wheat, Stephanie	Principal	Administration for School

Demographic Information

Principal start date

Tuesday 4/16/2019, 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.*

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.*

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

109

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

1

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

0

Demographic Data

Early Warning Systems**2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	2	8	2	8	7	5	8	14	5	5	8	11	24	107	
Attendance below 90 percent	4	0	3	3	1	5	4	1	1	3	3	1	7	36	
One or more suspensions	0	0	0	1	0	0	0	1	0	2	0	0	0	4	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/19/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					69%	61%		68%	60%
ELA Learning Gains					63%	59%		57%	57%
ELA Lowest 25th Percentile					59%	54%		48%	52%
Math Achievement					80%	62%		77%	61%
Math Learning Gains					73%	59%		66%	58%
Math Lowest 25th Percentile					64%	52%		58%	52%
Science Achievement					73%	56%		67%	57%
Social Studies Achievement					84%	78%		85%	77%

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
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	243
Total Components for the Federal Index	8
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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
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	30
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	19
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	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

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%).

Silver Sands 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.

Attendance is a factor in all grade levels. Disruptive behaviors in the classroom are our highest reported discipline concern schoolwide.

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

Students with disabilities making gains on FSAA, Improving student attendance, Decreasing disruptive behaviors in class.

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

Academic focus - Utilize ULS and academic strategies to target students' independent ability levels and increase student engagement.

Attendance - Communicate with parents and students about the value of attending school and keeping daily structure and routines. Teachers will document communication with parents. 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.

Discipline - Last school year, there were approximately 320 instances of classroom disruption documented through the discipline database. Faculty and staff will receive trainings regarding de-escalation, sensory needs, PBIS, and through Autism Helper to provide multiple resources and strategies to utilize when addressing these needs.

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

Our students showed the most learning gains in ELA this year.

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

We attribute this improvement in 2019 to the implementation of ReadTopia and Tell Me as the main curriculum and resource for ELA. The use of ULS as a primary curriculum was a factor in the 2020-2021 school year and will continue to be used this school year.

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

In addition to academic strategies, teachers will need to use behavioral and communication strategies in order for students to accelerate their learning. PBIS (Positive Behavior), Project CORE

(Communication), ULS (Academic), Sensory and Autism Helper Training (De-escalation), and Safety Care (Behavior) will all be implemented in classrooms to help students access their learning.

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

Teachers and Paraprofessionals received training during pre-planning days: Autism Helper, PBIS, Sensory Needs, Project CORE, De-Escalation, and ULS.

Throughout the year, Teachers and Paraprofessionals will receive shorter professional development opportunities: PBIS, QBS Safety Care, ULS, Autism Helper, De-Escalation, and Project CORE.

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

Services continued throughout the year:

Department Collaboration Meeting - lesson planning, problem solving, attendance checks

Faculty Meetings - mini-Professional Development

Data Tracking - ULS Benchmarks (given pre, mid, and post)

Behavior Support Teacher - tracking behavior, creating behavioral support items

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus	As an ESE Center School, 100% of our students are "Students with Disabilities."
Description and Rationale:	Therefore, focusing on instructional practices that will directly impact their abilities and learning gains is important school-wide.
Measurable Outcome:	Our students with disabilities will achieve academic gains that will be equivalent to also showing learning gains. (Increase from 35%)
Monitoring:	Departments/Grade Levels will meet weekly and/or monthly to plan together and support each other as they implement the new program. Administration will review lesson plans, ULS usage, and ULS Benchmark reports to monitor progress.
Person responsible for monitoring outcome:	Stephanie Wheat (wheats@okaloosaschools.com)
Evidence-based Strategy:	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 who is on ACCESS Points. Additional academic supplements: iReady Toolbox, Teachers Pay Teachers, Mystery Science, Generation Genius, and other electronic resources
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 or refresher for all Teachers and Paraprofessionals (August 2021) - Completed through virtual modules that require a test and completion certificate to be turned in when finished. - Administration

Teachers will work with their students during the first month of school to determine the correct level on which to place students for individual learning tracks. Student Profiles will be created. - Administration

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

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. - Administration

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 has a direct impact on student's ability to learn and retain information. 36 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.

Measurable Outcome: Student attendance will increase so that no more than 25 students will have below a 90% attendance rate.
*For the 2020-2021 school year, 36 students had 19 or more absences for the school year. This does not include absences due to isolation or quarantine, but may include students staying home due to Covid-like symptoms.

Monitoring: In addition, the number of excused absences will increase overall for the school.
Communication with parents is a top priority. We will call parents to touch base regarding absences: Teachers will call after 3 or 5 absences and administration will make contact after 9.

Person responsible for monitoring outcome: Stephanie Wheat (wheats@okaloosaschools.com)

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 communicate 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.

Rationale for Evidence-based Strategy: We understand that we have students with medical needs or severe behavior concerns, but the absences should be documented properly. Regular student attendance is vital for academic, communication, and behavioral progress.

Action Steps to Implement

Providing a means of communication for parents to provide excused absences: 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 - Attendance Secretary

Teachers will call after 3 and 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. - Teacher

Administration will call after 9 absences to determine verifiable reasons for absences. The truancy officer will be involved when needed. - Administration

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

Person Responsible: Stephanie Wheat (wheats@okaloosaschools.com)

#3. Culture & Environment specifically relating to Discipline**Area of Focus Description and Rationale:**

Discipline data from the 2020-2021 school year shows a high number of disruptions in class.

Measurable Outcome: The overall number of documented "Disruptive-Class" discipline referrals will decrease from 321 to 275. This will indicate a higher percentage of time on task in classrooms.

Monitoring: Administration, in conjunction with the Behavior Support Teacher, Guidance, and Leadership team will review data to determine primary classrooms for focus and support.

Person responsible for monitoring outcome: Stephanie Wheat (wheats@okaloosaschools.com)

Evidence-based Strategy: PBIS (Positive Behavior Interventions and Supports) in conjunction with Safety Care de-escalation strategies and understanding Sensory Needs will be utilized to encourage being proactive when responding to student needs, rather than reactive which can escalate behaviors.

Rationale for Evidence-based Strategy: A decrease in disruptive classroom behaviors will indicate a higher percentage of time on task in classrooms, which in turn will support academic gains.
Resources: Sensory Needs training, sensory items, PBIS, Seahorse Bucks (PBIS School-wide program), Safety Care De-escalation, Project CORE, Symbol Stix

Action Steps to Implement

Faculty and Staff receive professional development and training during preplanning: Autism Helper, Sensory Needs, PBIS, Project CORE, De-escalation, Safety Care

Teachers will develop classroom communities and establish routines and procedures - Teachers

Departments/Grade Levels will meet weekly and/or monthly to plan together and support each other as they implement strategies. - Department Chairs

The MTSS Committee will meet weekly to discuss behavioral concerns and supports needed. - Administration

Person Responsible Stephanie Wheat (wheats@okaloosaschools.com)

Additional Schoolwide Improvement Priorities

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

(Silver Sands is not reported on SafeSchoolsforAlex.org)

Discipline data from the 2020-2021 school year shows a high number of disruptions in class. A focus on PBIS and understanding disabilities that include sensory needs will be implemented. A decrease in disruptive classroom behaviors will indicate a higher percentage of time on task in classrooms, which in turn will support academic gains.

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.

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

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

Staff members are an integral part in maintaining a positive school culture. This year, we will utilize a variety of positive culture tools to maintain healthy, positive attitudes including the Compliment Wall, Care/Concern Journal, and weekly WOW moments around campus. In addition, we have regular faculty meetings, department meetings, and social activities to promote unity among the staff. Teachers are encouraged to call parents for positive things that occur in school and give encouragement.

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