

Okaloosa County School District

Silver Sands Excep. Children



2022-23 Ungraded 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: 8/19/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Silver Sands School is an ESE Center School for students aged 3-22 years old (Preschool-Post Graduate). All students have an IEP and qualify to attend based on their intellectual, physical, and/or behavioral disabilities. All classes maintain a student:teacher ratio of 3:1 or lower dependent upon student needs. Multiple Therapies are offered, including OT, PT, Speech, Language, Vision, and Mobility. Because ABA is not offered by the district, we will allow outside ABA therapists to come into the school based on a contract. Once students complete their High School credits, students participate in a Post Graduate or School-To-Work program to develop life and job skills.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Wheat, Stephanie	Principal	Administration for School
Axt, Kelly	Teacher, ESE	Department Chair for High School and Post Graduate
Johnson, Sarah	Teacher, ESE	Department Chair for Elementary
Norton, Kimberly	Teacher, ESE	Department Chair for Middle School
Parker, Jamie	Teacher, ESE	Department Chair for Special Area Teachers
Tisza, Pamela	Assistant Principal	School administration

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information

Principal start date

Monday 8/19/2019, Stephanie Wheat

Total number of students enrolled at the school.

113

Total number of teacher positions allocated to the school.

21

Number of teachers with professional teaching certificates?

12

Number of teachers with temporary teaching certificates?

9

Number of teachers with ESE certification?

17

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

2022-23

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	4	4	9	1	9	6	7	9	12	5	9	6	32	113	
Attendance below 90 percent	0	2	7	1	3	4	4	4	7	1	3	3	9	48	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
Course failure in ELA	0	0	0	3	0	0	0	0	0	0	0	0	0	3	
Course failure in Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 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	3	0	0	1	0	0	0	0	0	0	0	0	4

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	21	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	15	15

Date this data was collected or last updated

Friday 8/19/2022

2021-22 - 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	1	9	7	6	10	12	5	8	7	10	23	111
Attendance below 90 percent	2	7	1	3	3	4	4	7	1	3	3	3	9	50
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	3	0	0	0	0	0	0	0	0	0	0	0	0	3
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	

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	3	0	0	1	0	0	0	0	0	0	0	0	0	4

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	1	1	0	0	0	0	0	0	0	0	0	0	17	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	10	10

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		60%	55%					69%	61%
ELA Learning Gains								63%	59%
ELA Lowest 25th Percentile								59%	54%
Math Achievement		42%	42%					80%	62%
Math Learning Gains								73%	59%
Math Lowest 25th Percentile								64%	52%
Science Achievement		65%	54%					73%	56%
Social Studies Achievement		64%	59%					84%	78%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	56		13	35		18				
BLK	64	80									
WHT	21	52		8	25						
FRL	30	56		11	37						
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	39		8	32		18	27		100	
BLK	27	55		8							
WHT	12	26		11	36			8			
FRL	18	35			24			27			
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			
FRL	28	50		33	57		27	37			

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	151
Total Components for the Federal Index	5
Percent Tested	98%
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%	1
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	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
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	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Areas of Focus from previous:

Instructional Practices with Students with Disabilities - ULS was used 3 times during the year for progress monitoring and Data Chats were held with grade levels to review the data and plan collaboratively for instruction. Department Meetings are held at minimum on a monthly basis and minutes are turned into administration.

Student Attendance - Communication with parents was improved and recorded via a Communication Log. Students with attendance concerns were tracked by administration through the use of a Google Document on a monthly basis. Turning in notes for Excused absences was encouraged through the use

of a form sent home (both in Spanish and English).

Student Discipline - Discipline was tracked through the use of classroom data turned in monthly as well as office referrals that were entered into the computer system. Weekly MTSS meetings were held to review/discuss Behavior Intervention Plans.

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

Student instruction and the use of ULS has improved. The teachers are becoming more experienced at how to use the program effectively and use the data to direct instruction.

Black/African American Students showed an increase in achievement and are no longer considered an ESSA area of focus.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Students with Disabilities continues to be an area of focus - Silver Sands School is an ESE Center School, so our entire population falls into this category.

Student Discipline continues to be an area of need - The significant disabilities that are present at our ESE Center School also present with significant physical and/or behavioral disabilities. The greatest need in this area is having consistency among teachers in the ways that they work with behaviors and implement strategies.

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

Trends indicate that attendance is still a concern across the grade levels. Performance for our white students and economically disadvantaged students is still below the expected level.

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

Continued training and reminders about behavioral strategies, de-escalation strategies, use of social stories, and activities to increase student engagement.

Continued professional development and collaboration for teachers regarding the electronic instructional resources and materials.

Continued training and reminders about the use of communication (verbal, physical, or pictorial) for all students - this will increase engagement and decrease challenging behaviors.

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

*Teachers and Paraprofessionals received training during pre-planning days: Autism Helper, PBIS, Project CORE, De-Escalation

*ULS Professional Development for new teachers (September)

*Behavioral strategies taught in Pre-planning and throughout the year at faculty meetings

*PBIS refresher training during Pre-planning and throughout the year

*NEW ESE Instructional Coach will provide support and instruction to classrooms in need of classroom instructional resources and strategies

*NEW ESE Behavioral Interventionist will provide support and instruction to classrooms in need that have disruptive behaviors or new teachers

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our students with disabilities will achieve academic gains that will be equivalent to also showing learning gains. (Increase from 35%)

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Departments/Grade Levels will meet weekly and/or monthly to plan together and support each other as they implement the ULS program and other electronic curriculum resources. Administration will review lesson plans, ULS usage, ULS Benchmark reports, and other electronic instructional resources (TpT, Mystery Science, iReady Toolbox) to monitor progress.

Person responsible for monitoring outcome:

Stephanie Wheat (wheats@okaloosaschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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: SymbolSTIX, iReady Toolbox, Teachers Pay Teachers (TpT), Mystery Science, Generation Genius, Starfall, and other electronic resources

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.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Other programs purchased were selected based on the academic levels, visuals, and differentiation that the programs provided to enhance the ULS curriculum as a whole and fill in gaps.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School-wide ULS training or refresher for all Teachers and Paraprofessionals (Sept 2022) - Completed through virtual modules set up by the District. - 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 at Progress Monitoring intervals (3 times per year) to determine areas of strength and need. - Administration

Person Responsible

Stephanie Wheat (wheats@okaloosaschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESE Center School - 100% of our population qualifies under "Students with Disabilities."
Discipline data indicates that there are a high number of disruptions in class.
Students with significant intellectual disabilities may also have behavioral and communication disabilities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The overall number of documented "Disruptive-Class" discipline referrals will decrease. This will indicate a higher percentage of time on task in classrooms.
For the first nine weeks, there were 36 students with a total of 256 (156 major, 100 minor) disruptive behavior incidents. We would like to see this decrease over time - either by decreasing the total number of students with disruptive behavior, or decreasing the total major incidents.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration, in conjunction with the Behavior Support Teacher, Guidance, and Leadership team will review data to determine primary classrooms for focus and support. Monthly BIP Data will be turned in for review. Weekly Child-Study meetings will address students with the most significant disruptive behaviors.

Person responsible for monitoring outcome:

Stephanie Wheat (wheats@okaloosaschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS (Positive Behavior Interventions and Supports), Safety Care & Autism Helper de-escalation strategies, understanding Sensory Needs, and implementing Project CORE Communication strategies will be utilized to encourage being proactive when responding to student needs, rather than reactive which can escalate behaviors.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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, Autism Helper Project CORE, Symbol Stix)

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 turn in weekly class team notes

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

The MTSS (Child Study) Committee will meet weekly to discuss behavioral concerns and supports needed - Administration and MTSS Coordinator will document students discussed

Person Responsible

Stephanie Wheat (wheats@okaloosaschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Other specifically relating to Attendance**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.

In addition, the number of excused absences will increase overall for the school.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Providing a means of communication for parents to provide excused absences: an online form was created on our website that sends an email to the attendance secretary and preprinted 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

Person Responsible

Pamela Tisza (tiszap@okaloosaschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

All students are on ACCESS Points and/or are significantly below grade level.

Utilize ULS Curriculum, ULS Benchmark Data, STAR Early Literacy data, iReady Toolbox, Project CORE Communication, small group and individual instruction, TpT ELA activities, Read Alouds

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

All students are on ACCESS Points and are significantly below grade level. All students take the FSAA when age appropriate.

Utilize ULS Curriculum, ULS Benchmark Data, iReady Toolbox, Project CORE Communication, small group and individual instruction, TpT ELA activities, Read Alouds

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Students will show gains/growth throughout the year based on the ULS Benchmark assessments given for progress monitoring (STAR Early Literacy for KG). Students will improve in one or more assessments given from the beginning of the year to the end.

Grades 3-5: Measureable Outcome(s)

Students will show gains/growth throughout the year based on the ULS Benchmark assessments given for progress monitoring. Students will improve in one or more assessments given from the beginning of the year to the end.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Data Chats will be held 3 times per year. Data analyzed will focus on the ULS Benchmarks chosen for each student. Data will be used to determine the appropriate individual instruction that will occur.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wheat, Stephanie, wheats@okaloosaschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All students are on ACCESS Points. ULS Curriculum best meets the requirements and standards covered in ACCESS Points for each grade level and subject area.

Other resources used: iReady Toolbox, Mystery Science, Starfall, TpT School Access, Project CORE

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

*ULS Curriculum (News 2 You, Symbol STIX) - Curriculum developed for students with special needs and significant cognitive impairments

*iReady Toolbox - additional resources from the evidence-based program of iReady

*Mystery Science - Online resource for Science to fill in gaps in ULS

*Starfall - Online resource for basic ELA and Math skills

*TpT School Access - Teacher created materials for a variety of topics/subjects to fill in gaps in ULS

*Project CORE - Communication tool/strategies created by University of North Carolina in conjunction with a pilot program here at Silver Sands School

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Data Chats will be held after Progress Monitoring Data is complete (3 times per year).	Wheat, Stephanie, wheats@okaloosaschools.com
Weekly IEP and Grading Rubrics used - copy sent home to parent, electronic copy sent to administration	Wheat, Stephanie, wheats@okaloosaschools.com
Professional Development provided during the year - ULS for new teachers, TpT School Access Training for all teachers, Project CORE Refresher training for all employees Curriculum Coach accessible by all teachers to assist with instruction, curriculum, and content help upon request.	Wheat, Stephanie, wheats@okaloosaschools.com

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Attendance and participation at school events - SEA (School Enhancement Association) Meetings, Science Night, Open House, Movie Night, Fundraisers

Parent feedback and surveys requested at events.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Parent Flyer for participation in SEA
Monthly Newsletters
Facebook Social Media
Webpage updated
Parent Flyers for after school events

Describe how implementation will be progress monitored.

Yearly Calendar of Events
Attendance taken at events
Surveys/Feedback reviewed after events

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Website, Social Media (Facebook), and Callouts updated regularly to announce school events.	Wheat, Stephanie, wheats@okaloosaschools.com
Newsletters updated once per month and posted online	Tisza, Pamela, tizap@okaloosaschools.com
Flyers sent home for special afterschool events or fundraisers	Wheat, Stephanie, wheats@okaloosaschools.com