

Martin County School District

Willoughby Learning Center



2015-16 School Improvement Plan

Willoughby Learning Center

5150 SE WILLOUGHBY BLVD, Stuart, FL 34997

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Willoughby Learning Center is to:

- Provide a learning environment that respects the dignity of every student.
- Develop the unique gifts of each student ensuring the achievement of each and every individual's extraordinary purpose.
- Expand opportunities through individualized instruction in collaboration with community resources.
- Explore all possibilities to reach the highest expectations for our student's success.

Provide the school's vision statement

Use specialized programs to meet individual needs so that every child will learn to their highest potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our Newsletters highlight students and learning activities to celebrate learning. Teachers have students they monitor and maintain relationships with including personal calls and working on the students' goals. We also have "Fun Friday Clubs" that change every 5 weeks to foster relationships with other adults on campus. Relationships are nurtured through awards, and our Social Personal, Career class where the students are mentored on grades, behavior, and community skills.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers and staff greet the students in the morning as they arrive and in the hallway before each class. This is two fold in that it promotes relationships as well as monitoring for safety in the halls. We begin each school day with morning announcements to get every student ready for the day. Every student attends a Social Skills class after lunch, that includes a check and connect piece. Teachers review with their students, planners, behavior charts, grades, and target behaviors for goal setting each day. Students are learning to evaluate and track their own behaviors throughout the school day gaining independence. Willoughby Learning Center has a Sensory Room where students can explore their own needs for sensory to help them calm and return to the learning environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All students at Willoughby Learning Center have daily goals and a daily home note that monitors the student's individual target behaviors every 30 minutes during the school day. This is the basis of the Point and Level System. The student's levels can drop by elopement, not making the goal, absence, or referral, but making the goal can improve a level for the student. The students level will determine the privileges the student earns each day. There are also Positive Behavior Supports for students using a token economy. The token can gain entry to a school store, a break, or other rewards. There

are also random rewards each week for attendance, no tardiness, meeting expectations, or completing assignments. Finally we also institute a range of reinforcement items for students to be used during the school day.

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

Willoughby Learning Center has a cooperative agreement with Tykes and Teens and mental health agency. The counselors are present each day and provide therapies as well as crisis counseling and case management for students in need. Additionally, the sensory room, the monthly clubs, and the Point and Level System provide constant feedback and incentives for the students to express their needs. The Social Skills class is the final layer of emotional support to the students' well being. Teachers receive training throughout the year to improve their knowledge, strategies, and skill set.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In order to catch early warning of problems, all students are

1. Scheduled into a Social Skills class in the morning, where students are monitored by grades, behavior, and personal goals.
2. Assigned a crisis counselor who may provide services in addition to therapies.
3. Provided daily notes and data on targeted behaviors are collected on each student
4. On a Point and Level System that monitors daily goals and attendance
5. reviewed at PLCs that meet weekly so that all students are studied each month for current trends in academic and behavioral progress
6. Discussed during the mental health collaborative meeting that occurs weekly. This includes the psychiatrist from Tykes and Teens; he sees each of his students monthly.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level										Total
	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	0	1	1	1	2	2	5	3	2	19
One or more suspensions	1	1	0	2	1	2	0	5	3	1	16
Course failure in ELA or Math	0	0	0	0	0	0	0	3	2	1	6
Level 1 on statewide assessment	1	0	1	1	1	2	2	2	2	1	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level										Total
	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	1	2	1	2	2	5	3	2	21

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to catch early warning of academic problems, students are

1. Scheduled into a Social Skills class in the morning, where students are monitored by grades, behavior, and personal goals.
2. iReady is used for InD and elementary students, Stride Academy is used for all secondary student to identify skill deficiencies and target instruction.
3. PLCs meet weekly so that all students are studied each month for current trends in academic and behavioral progress
4. Monthly formal assessments are given to assess achievement on reading and math learning goals.
5. The Literacy Council has devised a learning incentive program for students who meet and exceed reading goals
6. There are personal parent contacts for absences and when a child is address in the PLC meeting.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

There are two conference nights each year. Parents are also invited to a curriculum night. Parents are invited to participate in family photo nights and our Christmas events. There are 4 assemblies each year for parents to attend.

PLCs address each student and his/her data each month and the parents are called by a monitor/mentor teacher who explains the child's progress during the month.

Parents of high school age students can attend special presentations on college, independence, and legal issue related to independent living for our InD population.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Martin School District has contracted with Tykes and Teens to deliver mental health services to the students of Willoughby Learning Center. Willoughby's Shop Class builds picnic tables and benches for other area schools, and community services helping students gain pride in their work as they gain carpentry skills. The students also volunteer at the adjoining elementary school as well as other classrooms on campus with students of special needs, practicing the skills they acquire during the social skill classes they attend daily.

there is a partnership with 20 area business who sponsor field trips, classrooms, or teacher appreciation activities.

Finally a partnership has been created with the martin County Fair for presentation of student art projects from our shop and to build tables and benches for the fairground this year. The shop class has also build tables and benches for local missions and other schools. The Martin County Training partnership pays our students \$1 a day for productivity at work.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Husnander, Laura	Principal
Mason, Suzan	Psychologist
Stull, Debra	Administrative Support
Forman, Carolyn	Teacher, ESE
Bartsch, Lani	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal is responsible for executing the schedule and orders for programs related to the SIP. She also schedules the meetings and set the agenda items for related Professional Development and training. The School Psychologist is responsible for executing the schedule and orders for programs related to the SIP and compliance with the Individual Education Plans . The Intervention Problem Solving Coach schedules the meetings and sets the agenda items for related Professional Development and training.

The Principal attends the Mental Health Collaborative meetings and sets the agenda and problem solving process for MTSS at the weekly meetings of the team.

Lani Bartsch, teacher, is responsible for leading and representing the Literacy Council and participating the reading process within the problem solving portion of MTSS.

Carolyn Forman, teacher, is the SAC Chair and leads Parent Involvement initiatives

Ivy German, teacher, is the chairperson of the Positive Behavior Intervention and Support team.

Deb Stull, Literacy Coach reviews data, models lesson design and conduct Professional Development for teachers on strategies.

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

Willoughby Learning Center will use the following process for MTSS.

-Students have daily behavior targets. Data is collected every 30 minutes and graphed daily. This data is reviewed by the MTSS team weekly (every Tuesday) and with the staff of Tykes and Teens which is contracted to provide Mental Health services on campus.

-The Rtl:B database through the University of South Florida also provides data collected on behavior resulting in Office Discipline Referrals. This data is reviewed monthly with the PBIS Core Team.

-Behavioral Data is collected for Behavior Intervention Plans as needed and progress monitored through the IEP goals.

-The problem solving process during our weekly meetings can result in placement or schedule changes, but more often results in changes in instructional practices within the small group setting of each class.

Willoughby Learning Center coordinates and integrates all federal, state, and local programs that impact the school:

-Implements research-based resources funded by federal and local funds.

- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from Tykes and Teens (Contracted Mental health providers) school nurse and other school and district personnel.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carolyn Forman	Teacher
Sandra Sanders	Education Support Employee
Ellis Estevez	Business/Community
Xavier Blatch	Business/Community
Waleska Ortega	Parent
Rachel McClain	Parent
Tina McClaren	Parent
Laura Husnander	Principal
Tamika Adams	Teacher
Efrain Robles	Student
Mchio Novais	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the May meeting the climate surveys from all stakeholder groups were reviewed including progress on the School Improvement Plan programs. Minutes reflect that the Council evaluated the plan. A June meeting changed the name and purpose of the school to an Alternative School accepting all students in need of an alternate setting.

Development of this school improvement plan

The SAC met at the end of last school year to suggest proposals for initiatives for the 2015-2016 school year and to review the Climate Surveys. The members were presented with data from iReady, FSA Writing, and 3rd grade reading and math. It was discussed that there was a need for a change in supplemental reading programs for the secondary students. The SAC was pleased with the parent involvement proposal and program. We will continue the "Photo of Family" activity and we will expand the program to include informational nights on services to families with students with disabilities.

Preparation of the school's annual budget and plan

The budget was prepared considering the priorities of:
Bring Your Own Device related needs
Professional Development on BYOD, Balanced Literacy, and assessment
Reading deficiencies and the purchase of a supplemental reading program for secondary students.
The budget always considers behavioral incentives
Interdisciplinary units and related Project Based Learning
The budget includes donations from community organizations such as Knights of Columbus.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds in the 2015-2016 school year were designated for the iReady the Sensory Lab and for parent involvement activities paying speakers and transportation for the college orientation trip. The iReady instructional program for elementary students was effective, but the same program with secondary students was less effective. The parent involvement program was highly effective, a private donation covered \$200 of the parent involvement program. The funds were moved to professional development on career education that would affect all students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Husnander, Laura	Principal
Mason, Suzan	Psychologist
Bartsch, Lani	Teacher, ESE
Beers, Patricia	Teacher, ESE
Tomlinson, Tamika	Teacher, ESE
Stull, Debra	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT for this school year is the implementation of school wide reading incentive and scoring rubric for iReady. There is a journal activity and sequencing activity for the student attending the 3 field trips during the year to promote literacy. For middle and high school students there are monthly assessments in writing to text informational and argumentative.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All Teachers at Willoughby Learning Center have a common plan time at the end of the day. The collaboration time is scheduled. Each Monday, PLCs meet to address academic and behavioral data.

Tuesdays are for collaborative teams to student technique and strategy with students and content. Wednesdays are Professional Development, Thursdays are for committee meetings (Literacy Council, SAC and PBIS), Fridays are typically open for collaboration as needed, but are occasionally used to make up meetings in case a meeting needs to be rescheduled. Three teachers are used as support facilitators during the middle and high school 90 minute reading block so that reading is a shared responsibility of the secondary team.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Two teachers were hired this year by the principal with the addition of a Intervention Problem Solving Coach. The posting for the positions were identified by the course codes as well as the ESE needs. Additionally, the school was re-purposed by the state of Florida and is now considered an alternative setting. Available positions are posted on the district website and teaching jobs were specifically sent to state job fairs. The dual certification requirement make recruiting difficult. The two teachers hired lack full certification, however SAC supports paying for testing, so they should be fully certified by the end of the school year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The two new teachers on campus are assigned mentors on campus. There is one common plan time with the faculty. The common plan time is beneficial for this teacher as each day of the week is specified for meetings: PLCs meet on Mondays. Tuesdays and Wednesdays are Professional Development, Thursdays are for committee meetings (Literacy Council, SAC and PBIS), Fridays are typically open for collaboration as needed, but are occasionally used to make up meetings in case a meeting needs to be rescheduled. The new teachers are also a part of a secondary Teachers Professional Learning Community that meets on Friday if it is not needed for makeup training.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers of middle and high school aged students work together on a PLC. This PLC use an electronic progress monitoring tool for each student. Teachers also use formative that align with the district's curriculum maps and scales and are always included in district collaborative meetings. Teachers have been trained on how to access these resources and follow the district plan. Professional Development will occur on high yield strategies and on the use of centers to improve student engagement.

Teachers collaborate on monthly units that focus on the writing standards covered by each content area and unified into one test given in a formal, standardized setting for practice and summative grading.

All middle and high school students will use iReady for practice and assessment. The reports are shared monthly at PLC meetings and with the Literacy Council so all teachers can see progress and target individual and group instructional needs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Willoughby Learning Center utilizes a Progress Monitoring Tool spreadsheet that tracks the number of opportunities a student has had during the full school day to practice or assess a skill. This progress and performance is shared weekly at PLCs to increase or change interventions to the student's instructional day.

Weekly PLC meetings assure that each student is studied including data from the Stride Academy program, monthly unit assessment performance, and class performance on targeted skills monthly. Additionally, data on benchmarks is also shared for whole school trends as well as individual progress.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 3,840

The days are flexible to assure that any student can access the tutoring. Teachers volunteer to tutor students.

Strategy Rationale

Many students have behaviors that prohibit completion of a class period. In order to close the gaps created by missed classes or refusal to work, after school time is provided for students with support from teachers or paraprofessionals.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Husnander, Laura, husnanl@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Each of the programs listed have time and duration of use data as well as progress to show if additional time is increasing achievement.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

N/A

College and Career Readiness

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

All secondary students take part in a 4 week career unit. The unit is conducted through the Reading class and includes: Career Cruiser-Florida Choices, Educational Planner.org which identifies the kind of learner a student is and the ability tolerate continued education. In this unit students research careers and complete interest profiles.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Transition interviews occur for all students age 14 and older.

7 students or 44% participate in our Job Preparation program including a class that prepares them for the workforce.

All students may participate in our Gardening or Construction class if they choose.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

All secondary students take part in a 4 week career unit. The unit is conducted through the Reading class and includes: Career Cruiser-Florida Choices, Educational Planner.org, which identifies the kind of learner a student is and the ability tolerate continued education. In this unit students research careers and complete interest profiles.

At this time we do not have students enrolled that are candidates to post secondary programs.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** 100% of high school age students will be on track to graduate with their cohort by the end of the 2015-16 school year.
- G2.** The I-Ready program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores.
- G3.** The I-Ready program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.
- G4.** Use of the iReady program in reading instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.
- G5.** Writing samples will be evaluated monthly with the content unit assessments. All assessments will contain an extended response questions for student in grades 4-12. The component of responding to literature and information text will be assessed according to the FSA writing rubric for feedback. As a result, 66% of the students formally tested by the FSA will score at proficiency.
- G6.** Use of the iReady program in math instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 100% of high school age students will be on track to graduate with their cohort by the end of the 2015-16 school year. 1a

G072761

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal 2

- Students will be scheduled into an 11 period day and have a social skills class period to monitor progress
- I-Ready allows students to work on skills from home.

Targeted Barriers to Achieving the Goal 3

- Some students come to Willoughby Learning Center credit deficient. These absences make the pace of the day difficult with many credits to recover.

Plan to Monitor Progress Toward G1. 8

Students will have satisfactory grades toward credit acquisition.

Person Responsible

Laura Husnander

Schedule

On 6/6/2016

Evidence of Completion

Students earning credits toward graduation

G2. The I-Ready program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1a

G072762

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- Continual use of I-Ready for skill enhancement and remediation for secondary grades students.
- Train teachers in the use, instruction and evaluation of I-Ready

Targeted Barriers to Achieving the Goal 3

- Training of teachers and consistent use of the program by the students

Plan to Monitor Progress Toward G2. 8

I-Ready data can be pulled after intervals of use. This is the monitoring data for each student

Person Responsible

Laura Husnander

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

I-Ready reports and Benchmark assessment data

G3. The I-Ready program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1a

G072763

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0

Resources Available to Support the Goal 2

- Continual use of I-Ready for skill enhancement and remediation for secondary grades students.
- Train teachers in the use, instruction and evaluation of I-Ready data.

Targeted Barriers to Achieving the Goal 3

- Training and consistent use by the students.

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. Use of the iReady program in reading instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1a

G072764

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- IReady Assessment and Curriculum in reading for all students in grades 3-5 provided through the district ESE department.

Targeted Barriers to Achieving the Goal 3

- There is training needed for this program

Plan to Monitor Progress Toward G4. 8

Reports will be monitored to show progress consistent with each student's use and IEP goals

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/30/2015 to 6/1/2016

Evidence of Completion

Minutes from the meeting and reports will show student progress. The second benchmark will show student progress.

G5. Writing samples will be evaluated monthly with the content unit assessments. All assessments will contain an extended response questions for student in grades 4-12. The component of responding to literature and information text will be assessed according to the FSA writing rubric for feedback. As a result, 66% of the students formally tested by the FSA will score at proficiency. 1a

G072765

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	66.0

Resources Available to Support the Goal 2

- Training for teachers of Reading/LA on the program
- Teacher led PLCs for devising the monthly tests

Targeted Barriers to Achieving the Goal 3

- Students with emotional disabilities often refuse to write, even when the topic is understood.

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. Use of the iReady program in math instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores. **1a**

 G072766

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal **2**

- iReady provided through district ESE funds

Targeted Barriers to Achieving the Goal **3**

- The programs use may not practically be used with student in courses requiring End of Course Exams.

Plan to Monitor Progress Toward G6. **8**

Monitoring iReady data on growth, and use

Person Responsible

Laura Husnander

Schedule

Evidence of Completion

Students will show improvement on Benchmark data after the second benchmark test and 50% of students school wide will score proficient on the FCAT.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. 100% of high school age students will be on track to graduate with their cohort by the end of the 2015-16 school year. **1**

 G072761

G1.B1 Some students come to Willoughby Learning Center credit deficient. These absences make the pace of the day difficult with many credits to recover. **2**

 B189838

G1.B1.S1 The Point and Level System will reward students for attendance. **4**

 S201229

Strategy Rationale

Students needed to have privileges for good attendance and reinforced daily.

Action Step 1 **5**

Students will drop a level in privileges when absent

Person Responsible

Laura Husnander

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Daily home notes will reflect the level of each student each day.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Home note points are entered daily into a spreadsheet for tracking. The privileges each day change according to a student's level.

Person Responsible

Laura Husnander

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Points from daily home notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Social Skills classes are scheduled daily to meet with students and monitor grades, goals and behavioral progress with data graphs to show student progress.

Person Responsible

Laura Husnander

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Climate surveys, individual data graphs

G2. The I-Ready program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1

G072762

G2.B1 Training of teachers and consistent use of the program by the students 2

B189839

G2.B1.S1 Teachers will report on student use at weekly PLC meetings 4

S201230

Strategy Rationale

The program's success is tied to minutes of use.

Action Step 1 5

The I-Ready data will show student improvement in the targeted skills of individual students

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/14/2015 to 5/23/2016

Evidence of Completion

Benchmark assessments will show progress on standards and skills

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The secondary PLC will track individual student progress monthly and report on use weekly at the meetings.

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/21/2015 to 6/6/2016

Evidence of Completion

Benchmark data will be used and monthly student reports will show growth and skill mastery levels for students

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Individual student graphs will show progress

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/21/2015 to 6/6/2016


Evidence of Completion

Benchmark scores, I-Ready data, FSA and EOC data.

G3. The I-Ready program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1

 G072763

G3.B1 Training and consistent use by the students. 2

 B189840

G3.B1.S1 Teachers will be trained on data reports by the end of September 4

 S201231

Strategy Rationale

I-Ready provides assessment practice in reading and mathematics standards.

Action Step 1 5

Training is provided by district staff coordinated by the principal.

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/14/2015 to 6/6/2016

Evidence of Completion

Teachers will report on use logs for the students when the student is monitored by the PLC.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Recording of data on the progress monitoring tool with the student's benchmark scores.

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/21/2015 to 4/18/2016

Evidence of Completion

The program keeps logs. The benchmark assessments should show student progress on science concepts

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data will be reviewed monthly

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/30/2015 to 6/6/2016

Evidence of Completion

Trend lines will be noted as well as student use in minutes of I-Ready

G4. Use of the iReady program in reading instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1

G072764

G4.B1 There is training needed for this program 2

B189841

G4.B1.S2 Training will occur for teachers on September 10. 4

S201233

Strategy Rationale

Action Step 1 5

Data will be used to create monthly incentives for students to work on their targets (as identified in the iReady data).

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/10/2015 to 3/26/2016

Evidence of Completion

Data will be reviewed on iReady at the monthly Literacy Council meetings

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G5. Writing samples will be evaluated monthly with the content unit assessments. All assessments will contain an extended response questions for student in grades 4-12. The component of responding to literature and information text will be assessed according to the FSA writing rubric for feedback. As a result, 66% of the students formally tested by the FSA will score at proficiency. 1

G072765

G5.B1 Students with emotional disabilities often refuse to write, even when the topic is understood. 2

B189842

G5.B1.S1 An academic incentive program was developed by the Literacy Council for students to get rewards for meeting the challenges of writing and typing. 4

S201234

Strategy Rationale

The Literacy Council has broken accomplishments of the writing process into measurable parts. The card has 5 places for teacher signatures to encourage the student to stay motivated in quality writing.

Action Step 1 5

Train E/LA teachers on the FSA Rubric for writing and responding to literature and informational text

Person Responsible

Laura Husnander

Schedule

Monthly, from 10/2/2015 to 3/12/2016

Evidence of Completion

Unit tests with writing assessments are given to all students 3-12 through their E/LA class.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Student improvement data for teachers.

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/22/2015 to 3/16/2016

Evidence of Completion

Students will show improvement in writing skills and using details to respond to literature and informational text. Writing scores will show a 50% improvement of students scoring 4.0 or better.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Data will result in changes in writing focus and skill is organization and supporting details

Person Responsible

Laura Husnander

Schedule

Evidence of Completion

Monthly data will show improvement in writing.

G5.B1.S2 Assess writing with responses to informational and literature texts connected writing prompts monthly. 4

 S201235

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Person Responsible


Schedule

Evidence of Completion

G6. Use of the iReady program in math instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1

 G072766

G6.B1 The programs use may not practically be used with student in courses requiring End of Course Exams. 2

 B189843

G6.B1.S1 Math Teachers will work through their Professional Learning Community for evaluating iReady data and the curriculum response. 4

 S201236

Strategy Rationale

Action Step 1 5

Train teachers in iReady assessment and curriculum

Person Responsible

Schedule

On 5/10/2016

Evidence of Completion

Student individual data will show improvement in targeted skills.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Student Data will be shared for progress monitoring

Person Responsible

Laura Husnander

Schedule

Evidence of Completion

Student Data Reports will show individual student improvement.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Data on student use and progress with the iReady program.

Person Responsible

Laura Husnander

Schedule

Evidence of Completion

Student Data on Benchmark assessment #2 will show student improvement on specific skills

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students will drop a level in privileges when absent	Husnander, Laura	8/24/2015	Daily home notes will reflect the level of each student each day.	6/6/2016 daily
G2.B1.S1.A1	The I-Ready data will show student improvement in the targeted skills of individual students	Husnander, Laura	9/14/2015	Benchmark assessments will show progress on standards and skills	5/23/2016 monthly
G3.B1.S1.A1	Training is provided by district staff coordinated by the principal.	Husnander, Laura	9/14/2015	Teachers will report on use logs for the students when the student is monitored by the PLC.	6/6/2016 monthly
G4.B1.S2.A1	Data will be used to create monthly incentives for students to work on their targets (as identified in the iReady data).	Husnander, Laura	9/10/2015	Data will be reviewed on iReady at the monthly Literacy Council meetings	3/26/2016 monthly
G5.B1.S1.A1	Train E/LA teachers on the FSA Rubric for writing and responding to literature and informational text	Husnander, Laura	10/2/2015	Unit tests with writing assessments are given to all students 3-12 through their E/LA class.	3/12/2016 monthly
G5.B1.S2.A1	[no content entered]			one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.A1	Train teachers in iReady assessment and curriculum		9/10/2015	Student individual data will show improvement in targeted skills.	5/10/2016 one-time
G1.MA1	Students will have satisfactory grades toward credit acquisition.	Husnander, Laura	8/24/2015	Students earning credits toward graduation	6/6/2016 one-time
G1.B1.S1.MA1	Social Skills classes are scheduled daily to meet with students and monitor grades, goals and behavioral progress with data graphs to show student progress.	Husnander, Laura	8/24/2015	Climate surveys, individual data graphs	6/6/2016 daily
G1.B1.S1.MA1	Home note points are entered daily into a spreadsheet for tracking. The privileges each day change according to a student's level.	Husnander, Laura	8/24/2015	Points from daily home notes	6/6/2016 daily
G2.MA1	I-Ready data can be pulled after intervals of use. This is the monitoring data for each student	Husnander, Laura	8/24/2015	I-Ready reports and Benchmark assessment data	6/6/2016 monthly
G2.B1.S1.MA1	Individual student graphs will show progress	Husnander, Laura	9/21/2015	Benchmark scores, I-Ready data, FSA and EOC data.	6/6/2016 monthly
G2.B1.S1.MA1	The secondary PLC will track individual student progress monthly and report on use weekly at the meetings.	Husnander, Laura	9/21/2015	Benchmark data will be used and monthly student reports will show growth and skill mastery levels for students	6/6/2016 monthly
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Data will be reviewed monthly	Husnander, Laura	9/30/2015	Trend lines will be noted as well as student use in minutes of I-Ready	6/6/2016 monthly
G3.B1.S1.MA1	Recording of data on the progress monitoring tool with the student's benchmark scores.	Husnander, Laura	9/21/2015	The program keeps logs. The benchmark assessments should show student progress on science concepts	4/18/2016 monthly
G4.MA1	Reports will be monitored to show progress consistent with each student's use and IEP goals	Husnander, Laura	9/30/2015	Minutes from the meeting and reports will show student progress. The second benchmark will show student progress.	6/1/2016 monthly
G4.B1.S2.MA1	[no content entered]			one-time	
G4.B1.S2.MA1	[no content entered]			one-time	
G5.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	Data will result in changes in writing focus and skill is organization and supporting details	Husnander, Laura	Monthly data will show improvement in writing.	one-time	
G5.B1.S1.MA1	Student improvement data for teachers.	Husnander, Laura	9/22/2015	Students will show improvement in writing skills and using details to respond to literature and informational text. Writing scores will show a 50% improvement of students scoring 4.0 or better.	3/16/2016 monthly
G5.B1.S2.MA1	[no content entered]			one-time	
G5.B1.S2.MA1	[no content entered]			one-time	
G6.MA1	Monitoring iReady data on growth, and use	Husnander, Laura	Students will show improvement on Benchmark data after the second benchmark test and 50% of students school wide will score	6/1/2015 every-6-weeks	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			proficient on the FCAT.		
G6.B1.S1.MA1	Data on student use and progress with the iReady program.	Husnander, Laura	Student Data on Benchmark assessment #2 will show student improvement on specific skills	one-time	
G6.B1.S1.MA1	Student Data will be shared for progress monitoring	Husnander, Laura	Student Data Reports will show individual student improvement.	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 100% of high school age students will be on track to graduate with their cohort by the end of the 2015-16 school year.

G1.B1 Some students come to Willoughby Learning Center credit deficient. These absences make the pace of the day difficult with many credits to recover.

G1.B1.S1 The Point and Level System will reward students for attendance.

PD Opportunity 1

Students will drop a level in privileges when absent

Facilitator

Participants

Schedule

Daily, from 8/24/2015 to 6/6/2016

G2. The I-Ready program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores.

G2.B1 Training of teachers and consistent use of the program by the students

G2.B1.S1 Teachers will report on student use at weekly PLC meetings

PD Opportunity 1

The I-Ready data will show student improvement in the targeted skills of individual students

Facilitator

Reading Coach for benchmark data and training

Participants

Liz Barnard, Monica Sharpley, Tamika Tomlinson, Gail Harvey

Schedule

Monthly, from 9/14/2015 to 5/23/2016

G3. The I-Ready program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.

G3.B1 Training and consistent use by the students.

G3.B1.S1 Teachers will be trained on data reports by the end of September

PD Opportunity 1

Training is provided by district staff coordinated by the principal.

Facilitator

Laura Husnander

Participants

All teachers

Schedule

Monthly, from 9/14/2015 to 6/6/2016

G4. Use of the iReady program in reading instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.

G4.B1 There is training needed for this program

G4.B1.S2 Training will occur for teachers on September 10.

PD Opportunity 1

Data will be used to create monthly incentives for students to work on their targets (as identified in the iReady data).

Facilitator

Reading Coach

Participants

Literacy Leadership Team

Schedule

Monthly, from 9/10/2015 to 3/26/2016

G5. Writing samples will be evaluated monthly with the content unit assessments. All assessments will contain an extended response questions for student in grades 4-12. The component of responding to literature and information text will be assessed according to the FSA writing rubric for feedback. As a result, 66% of the students formally tested by the FSA will score at proficiency.

G5.B1 Students with emotional disabilities often refuse to write, even when the topic is understood.

G5.B1.S1 An academic incentive program was developed by the Literacy Council for students to get rewards for meeting the challenges of writing and typing.

PD Opportunity 1

Train E/LA teachers on the FSA Rubric for writing and responding to literature and informational text

Facilitator

Literacy Council

Participants

E/LA teachers Tamika Tomlinson, secondary, Lani Bartcsh and pat Beers elementary.

Schedule

Monthly, from 10/2/2015 to 3/12/2016

G5.B1.S2 Assess writing with responses to informational and literature texts connected writing prompts monthly.

PD Opportunity 1

Facilitator

Participants

Schedule

G6. Use of the iReady program in math instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores.

G6.B1 The programs use may not practically be used with student in courses requiring End of Course Exams.

G6.B1.S1 Math Teachers will work through their Professional Learning Community for evaluating iReady data and the curriculum response.

PD Opportunity 1

Train teachers in iReady assessment and curriculum

Facilitator

Lani Bartsch

Participants

Lani Bartsch, Pat Beers, Ivy German, Rudy Manna

Schedule

On 5/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Students will drop a level in privileges when absent				\$0.00
2	G2.B1.S1.A1	The I-Ready data will show student improvement in the targeted skills of individual students				\$0.00
3	G3.B1.S1.A1	Training is provided by district staff coordinated by the principal.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,000.00
4	G4.B1.S2.A1	Data will be used to create monthly incentives for students to work on their targets (as identified in the iReady data).				\$0.00
5	G5.B1.S1.A1	Train E/LA teachers on the FSA Rubric for writing and responding to literature and informational text				\$0.00
6	G5.B1.S2.A1					\$0.00
7	G6.B1.S1.A1	Train teachers in iReady assessment and curriculum				\$0.00
Total:						\$1,000.00