

Martin County School District

Willoughby Learning Center



2017-18 Schoolwide Improvement Plan

Willoughby Learning Center

5150 SE WILLOUGHBY BLVD, Stuart, FL 34997

martinschools.org/o/wlc

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	50%

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Willoughby Learning Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Use unique schedules, approaches and monitoring to meet individual needs so that every child will learn to his/her highest potential.

2. School Environment

a. 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. Relationships are nurtured through awards, and Social Personal, Career classes where the students are mentored on grades, behavior, and community skills. We hold student study meetings weekly where each teacher is given a week to study his/her monitor students with the team. In these meetings we address the success and achievement needs of each student on the assignment teacher's monitor list. Each student is discussed about every 4 weeks.

Additionally we have 22 student participating in voluntary Public Service as volunteers in programs as

- classroom volunteers at the adjacent elementary school
- volunteers in ESE programs such as assistive technology
- volunteers with custodial and grounds keeping
- volunteers within the school for various activities
- Clubs

b. 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 that are created by our students with reminders of school expectations and meeting persona goals to get every student ready for the day. Every student attends a Social Skills class, 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 and gain independence. Once each week a therapist from Tykes and Teens conducts a group lesson on a social/personal/emotional topic.

Positive Behavior Intervention and Support is used throughout the school with a range of rewards and incentives. Rewards can be a snack or a "drop everything and celebrate success"

There are now 4 clubs for student to participate in after school and any student is eligible. There is a free sailing club for students to learn to sail, take risks, and cooperate while learning principles with a Science, Technology, Engineering, and Mechanics curriculum, a club to socialize dogs training to work with students with Autism, a club to care for adoptable animals with the Humane Society, and a club to learn to ride horses in a therapeutic environment.

There is a 9 period day which respects the learning needs of our students. The curriculum unifies the coursework to build on each class topic for example, all students will be learning about the American experience in literature, documents, and historical teaching and timelines.

Teachers are trained weekly on one of the following subjects: 1. behavioral principles 2. trauma/ mental health 3. instructional feedback

Finally, 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.

c. 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, unexcused absence, or referral, but making the goal can improve a level for the student on the following day. 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 or reinforcement items for students to be used during the school day.

d. 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.

We hold student study meetings weekly where each teacher is given a week to study his/her monitor students with the team. In these meetings we address the success and achievement needs of each student on the assignment teacher's monitor list. Each student is discussed about every 4 weeks.

Teachers receive training throughout the year to improve their knowledge, strategies, and skill set in the areas of mental health and strategies that meet the needs of diverse learners as well as skill development in literacy strategies.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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. 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 Student Study meetings 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	1	5	5	10	1	12	35
One or more suspensions	0	0	0	1	0	0	1	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	3	2	5	5	2	17
Level 1 on statewide assessment	0	0	0	2	0	0	2	1	2	4	3	11	4	29

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	0	0	2	1	2	10	6	16	4	42

c. 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 with the instructional component. iReady is used for diagnostic for all secondary student to identify skill deficiencies and target instruction.
3. Student Study Teams meet weekly so that all students are studied each month for current trends in academic and behavioral progress
4. Weekly writing assessments are given to assess achievement on writing standards.
5. There are personal parent contacts for absences and when a child has been discussed during the Student Study meeting.
6. All high school students below the satisfactory level on state assessments are scheduled into a block of reading with their US History class utilizing a Document Based Question technique
7. Curriculum is designed to support unified topics such as US History, American Government and American Literature being taught in odd years and World History and Literature in even years to unify topics and allow students and teachers to focus on skills.
8. Students are assigned a counselor if they choose this service (most do) who also monitor their school performance and they may meet with the Psychiatrist consistent with the district contract with Tykes and Teens Mental Health services.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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 2 assemblies each year for parents to attend.

Student Study teams 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. We arrange for college nights for all students in high school

Parents are required to attend monthly meetings with the Tykes and Teens psychiatrist if they are using that service.

Students involved in our Voluntary Public Service have biweekly evaluations from their host program or teacher.

The local Knights of Columbus conducts a yearly fundraiser that includes our students and they provide a Christmas party for the students. They also sponsor a portion of our clubs for students.

Various area business support the free membership in our Sailing Club and make regular donations to activities such as field trips, Dollar-a Day donations, and special project supplies.

Newsletters are sent home bimonthly to inform families of all activities. The website is also a great connection with parents.

Martin County Special Needs supports our school by providing funding for transportation to our clubs and they provide funding for our Dollar-A-Day Program that pays students for working at the adjacent elementary school, in the district Assistive Technology Department, and with our custodial and cafeteria staff.

Publix Supermarkets also provide 3 job opportunities each year and the district provides transportation for students to get work experience 1 hour each day for credit and job preparation.

2. 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. 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 businesses who sponsor field trips, classrooms, and teacher appreciation activities.

The Martin County Training partnership pays our students \$1 a day for productivity with job duties and school work in addition to adherence to school rules, .

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Husnander, Laura	Principal
Stull, Debra	Instructional Coach
Bartsch, Lani	Teacher, ESE
Forman, Carolyn	Teacher, ESE
Adams, Tamika	Instructional Coach

b. Duties

1. 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. Tamika (Tomlinson) Adams, Intervention Problem Solving Coach, 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 in the reading process within the problem solving portion of MTSS. She supports Title 1 As the Parent Liaison.

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

Lani Bartsch, 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.

Carolyn Tomasulo works to support ESE students in the high School and leads Professional Development

Vicki Jenkins, the Director of Exceptional Student Services is the district support to our school

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carolyn Jayne	Teacher
Walaska Ortega	Parent
Laura Husnander	Principal
Matthew Black	Student
Lani Bartsch	Teacher
Tamika Adams	Teacher
Thomas Butler, Sr.	Parent
Veronica Marin	Parent
Kelly Tkaczow	Parent
Sasha Velez	Business/Community
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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. The purpose of the school to an Alternative School accepting all students in need of an alternate setting was evaluated and data was shared to show the success of the school's first 2 years.

b. Development of this school improvement plan

The members were presented with data from iReady, FSA Writing, EOCs in all subjects, all FSA reading and math. The SAC was pleased with the parent involvement proposal and program. In order

to support and retain a highly qualified staff for the students, SAC decided to reimburse teachers for the multiple certifications required to teach at this school.

c. Preparation of the school's annual budget and plan

The budget was prepared considering the priorities of:

Technology needs for students

Activities for students to connect to school (after school)

Maintaining the Sensory Lab

Furniture and furnishings that promote an engineered classroom.

The literature needs to unify the curriculum for students (American Literature to be studied in English during the American History course.

The budget always considers behavioral incentives for students

The budget also includes provisions for student activities for travel to academic experiences.

The budget includes donations from community organizations such as Knights of Columbus.

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

School Improvement Funds in the 2017-2018 school year were designated for the parent involvement activities increased access to technology for students, book sets of novels, transportation for the college orientation trip. The parent involvement program was highly effective, The funds were moved to professional development book study for feedback to students and standards based grading (Marzano).

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Husnander, Laura	Principal
Bartsch, Lani	Teacher, ESE
Stull, Debra	Administrative Support
Adams, Tamika	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the LLT for this school year is the implementation of school wide writing plan and to work on professional development from our district leadership team walk throughs

-Each discipline will write to the FSA writing rubric on designated weeks in the month.

-Students will receive feedback using the FSA rubric to promote literacy.

There will be a Common Formative Assessment applying the FSA rubric in November and in

February for scoring and giving feedback to the students on their writing. All teacher will participate in

the scoring.

-There will be a succession of training for teachers on writing and reading strategies

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 planning time at the end of the day. The collaboration time is scheduled. Each Monday, Student Study teams meet to address academic and behavioral data. Tuesdays are for collaborative teams to study 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.

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

Four teachers in each of the academic areas 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. Available positions are posted on the district website and teaching jobs were specifically sent to state job fairs. The dual certification requirement makes recruiting difficult. All 4 high school teachers are highly qualified in their content areas and have full certification. SAC supports paying for testing, so they should be fully certified by the end of the school year in ESE as well. There are two new ESE teachers who are not certified in the multiple content areas they teach. They are included in all training to improve their skills. Additionally, they are in contact with content coordinators of the district.

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

There is one common plan time with the faculty. This 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. Two teachers who teach students with similar needs are scheduled with the same planning for collaboration in addition to the common planning at the end of the school day.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Student Study. This team uses an electronic progress monitoring tool for each student. Teachers also use formative assessments 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 Feedback as the highest yield strategies and on the use of centers to improve student engagement.

There is a unified Literacy plan that includes writing in all disciplines. All teachers are trained in the FSA writing rubric.

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.

The curriculum is on a two year rotation. Odd years (2017, 2019, etc.) is life sciences, and all American Studies such as American Government, US History and American Literature. Even years (2016, 2018, etc.) to help focus the content and the studies for students.

All middle and high school students will use iReady for 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.

Teachers are trained on scales and rubrics aligned to standards and performance.

The instructional team has chosen 9 target state writing standards for all teachers to teach to within their content.

b. Instructional Strategies

1. 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.

Professional Development will occur on Feedback as the highest yield strategies and on the use of centers to improve student engagement.

There is a unified Literacy plan that includes writing in all disciplines. All teachers are trained in the FSA writing rubric.

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.

The curriculum is on a two year rotation. Odd years (2017, 2019, etc.) is life sciences, and all American Studies such as American Government, US History and American Literature. Even years (2016, 2018, etc.) to help focus the content and the studies for students.

All middle and high school students will use iReady for 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.

Teachers are trained on scales and rubrics aligned to standards and performance.

The instructional team has chosen 9 target state writing standards for all teachers to teach to within their content.

2. 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.

Strategy: After School Program

Minutes added to school year: 1,920

Hands on learning STEM

Strategy Rationale

Targeted students deficient in credits due to performance are participating in after school clubs including volunteering at a center that prepares dogs for students on the Autism Spectrum, a club that works with the Humane Society for unadoptable dogs, a horseback riding club and a Sailing Club. The club members are also scheduled into the same Social Personal Career Development class for work on risk taking, focus, and determination. This group of students will be monitored for improvement in

- attendance
- referral rate
- class grades

Strategy Purpose(s)

- Enrichment

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

Student data from the previous school year will be compared to the performance data on each of the students in each of the targeted areas this school year.

The group's data will be compared to the students not participating in the activity. No students were excluded from this club for any reason.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All students in the Martin School District can access Willoughby Learning Center.

ESE students are recommended to WLC by an IEP team. Non disabled students will access WLC through a meeting or contact with the sending school's guidance counselor and meeting with the WLC Principal. If the school is found to be a good fit for the student a covenant is signed and school choice to the school is requested. No student is denied to this school and though transportation is not provided to special locations for choice students, they are permitted to join an existing bus stop to ride a bus to and from the school.

b. College and Career Readiness

1. 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 keep goal sheets with three target goals, such as "initiating challenge," "ignoring the bad behaviors of others," and "begin tasks promptly." The Social, Personal, Career

Development class targets specific school to work skills such as resume writing, organization, and advocacy.

Students are also encouraged to participate in the Teacher Assistant program in cooperation with Pinewood Elementary.

Students with lower cognitive skills are participating in job skills around the school and get job related evaluations weekly

All students who have job duties are rewarded through our Dollar-a-Day program which pays students \$1 each day for completing all of their assignments, keeping a planner, keeping their goal sheet, having no behavioral infractions that result in a referral, attending school, and completing job duties.

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

There are no career and technical certificates earned at Willoughby Learning Center.

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

Transition interviews occur for all students age 14 and older.

24 students or 47% participate in our Job Preparation or Teacher Assistant programs

4. 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.

We participate in a trip to Indian River State College and have that college and a private college come to our school to meet our student

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 100% of High School students will graduate with their cohort with the required course work and Grade Point Average
- G2.** 75% of all students assessed on the FSA or FIAA will show learning gains in Mathematics.
- G3.** 75 % of all students assessed on the FSA or FIAA will show learning gains in reading.
- G4.** 75% of all students tested (in all grades) with the writing portion of FSA in ELA will improve to 8 out of 10 possible in the writing section.
- G5.** 65% of all students will meet the attendance requirement of attending school 90% of the time.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 100% of High School students will graduate with their cohort with the required course work and Grade Point Average 1a

G098529

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	100.0

Targeted Barriers to Achieving the Goal 3

- High School students come to our school deficient in grade point average and with many missing or failed courses
- High School students coming to our school in their junior and senior years of school have not met the testing requirements for a Standard Diploma

Resources Available to Help Reduce or Eliminate the Barriers 2

- High Qualified teachers endorsed in reading to support the needs of students
- Quarterly Credit checks for students in the 2014-2015 cohort by the Principal and Intervention Problem Solving Coach
- Quarterly checks on Testing needs for graduation including coordination of ACT, SAT, and PERT test

Plan to Monitor Progress Toward G1. 8

The principal attends all Students Study meetings to hear the progress of the students in classes. Teachers lead student study meetings on their monitor students monthly to identify needs. The Principal checks and audits students credits with the monitor teachers in December to see that students are on track for graduation.

Person Responsible

Laura Husnander


Schedule

Biweekly, from 9/28/2017 to 2/13/2018

Evidence of Completion

Student GPAs will be discussed for all students during Student Study and audited

G2. 75% of all students assessed on the FSA or FIAA will show learning gains in Mathematics. 1a

 G098530

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- 82% of our students come to us from other schools in the district each year. We do not have a natural matriculation within our school.
- Individual Student disabilities affect the performance on tests.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continual use of I-Ready for skill enhancement and remediation for students who are achieving below grade level.
- Train teachers in the use, instruction and evaluation of I-Ready
- Students will be given increased practice to assure comfort during the test. Quarterly formal assessments will be done as a simulation of the formal test to help student practice.
- Student achievement will be included in students study meetings

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 8/24/2017 to 5/16/2018

Evidence of Completion

I-Ready reports writing assessment data shared at the Guiding Coalition and Literacy Leadership Team.

G3. 75 % of all students assessed on the FSA or FIAA will show learning gains in reading. 1a

G098531

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- 82% of our students come to us from other schools in the district each year. We do not have a natural matriculation within our school.
- Individual Student disabilities affect the performance on tests.
- Many students in our school have learning gaps from lower success or program changes at the other district public schools

Resources Available to Help Reduce or Eliminate the Barriers 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.
- Train teacher on strategies that support student reading of complex text and multiple text
- Require multiple texts for content area writing prompts in teach content area's monthly prompt
- Create a Literacy Focus Calendar with coaching to support the skills for students to engage in writing to text

Plan to Monitor Progress Toward G3. 8

Data on student progress with iReady will be kept, logged in the Progress Monitoring Tool, and discussed at Student Study for necessary interventions

Person Responsible

Laura Husnander

Schedule

On 5/18/2018

Evidence of Completion

Student data on the progress monitoring and diagnostics will show that 75% of the students are improving.

G4. 75% of all students tested (in all grades) with the writing portion of FSA in ELA will improve to 8 out of 10 possible in the writing section. 1a

G098532

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Students with emotional disabilities often refuse to write, even when the topic is understood.
- Many students in our school have learning gaps from lower success or program changes at the other district public schools
- 82% of our students come to us from other schools in the district each year. We do not have a natural matriculation within our school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training for teachers on the FSA Writing Rubric
- Teacher leader devising the monthly writing prompts using the FSA Writing Rubric in all grade levels.
- Training on engagement Strategies
- Calendar of rotation for writing in content areas
- Training on Feedback techniques

Plan to Monitor Progress Toward G4. 8

Each week of the year a different content area is assigned to have students write a document targeting a specific domain of the FSA writing rubric. The domain is chosen by the Literacy Leadership Team and there is training on that domain prior to each month. Up to November students will only use 2 texts. from Nov-February writing in content areas will use 3 text, and February will use 4 text to ready the students for the most rigorous writing demands.

Person Responsible

Laura Husnander

Schedule

Weekly, from 10/31/2017 to 2/8/2018

Evidence of Completion

A Writing CFA will be given to to be compared to a writing prompt in February to identify growth. Teachers will sit together to apply the rubric for feedback to students.

G5. 65% of all students will meet the attendance requirement of attending school 90% of the time. 1a

G098533

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	64.0

Targeted Barriers to Achieving the Goal 3

- The mental health needs of our students make attending school very difficult

Resources Available to Help Reduce or Eliminate the Barriers 2

- Private funding from area donors for after school activities.
- Volunteer teachers and paras to provide supervision for student in after school activities.

Plan to Monitor Progress Toward G5. 8

Student participating in clubs will improve their attendance to 80% and will have no Office Discipline Referrals and will have improved grades in academic classes.

Person Responsible

Laura Husnander

Schedule

Biweekly, from 11/10/2016 to 3/10/2017

Evidence of Completion

Students participating in clubs will have improved their attendance to 85% of the days during the club duration

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

 = Problem Solving Step  S123456 = Quick Key

G1. 100% of High School students will graduate with their cohort with the required course work and Grade Point Average **1**

 G098529

G1.B1 High School students come to our school deficient in grade point average and with many missing or failed courses **2**

 B265042

G1.B1.S1 The master schedule will have a unified curriculum to help students succeed in the many courses they need to recover or complete **4**

 S280961

Strategy Rationale

Students coming to WLC have related problems of esteem, caused by trauma, anxiety, or depression. The breadth of content is frustrating with the many learning gaps they have over time. The schedule and curriculum allow topics to flow throughout the day allowing students to recover some learning gaps. Shorter periods with information daily allow students to learn in more manageable chunks.

Action Step 1 **5**

A 9 period day allows for multiple courses to be teacher led for student learning. The courses are unified with a theme such as all American studies courses for social sciences and English credit. In school years ending in even numbers the emphasis is on on World Courses such as World History and World Literature.

Person Responsible

Laura Husnander

Schedule

Annually, from 8/15/2017 to 8/15/2017

Evidence of Completion

Student grades and credit is monitored at weekly student study meetings.

Action Step 2 5

Quarterly credit and testing checks of students in the 14-15 cohort.

Person Responsible

Laura Husnander

Schedule

Quarterly, from 8/15/2017 to 3/16/2018

Evidence of Completion

100% of students in the 14-15 cohort will be eligible for graduation with GPA and credit requirements

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

Weekly Student Study Team meetings will occur to address the progress of students. Grades, goals, testing needs, behavior and attendance are discussed.

Person Responsible

Schedule

Weekly, from 8/25/2017 to 5/18/2018

Evidence of Completion

Student Study meeting agendas and notes are used including responsible person for follow up with each student on the agenda. A checklist is kept by the IPS coach to be sure that all students are discussed every 6 to 8 weeks.

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

The design of the master schedule will allow for students to have topics flow with meaningful connections in other courses

Person Responsible

Laura Husnander

Schedule

On 8/15/2017

Evidence of Completion

The master schedule will reflect course selections that match teacher certification, the needs of required credits for students to graduate and flow through other content areas such as world and physical studies in even years and American studies and life science in odd years.

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

Students track their grades weekly in their Social, Personal, Career Development class. The Student Study teams address the progress of each student monthly. Credits are assessed each quarter to see that students are on track and that their GPA is improving.

Person Responsible

Laura Husnander

Schedule

Weekly, from 10/31/2017 to 10/31/2017

Evidence of Completion

100% of students in the 14-15 cohort will be eligible for graduation with the minimum GPA and credits acquired.

G2. 75% of all students assessed on the FSA or FIAA will show learning gains in Mathematics. 1

G098530

G2.B1 82% of our students come to us from other schools in the district each year. We do not have a natural matriculation within our school. 2

B265044

G2.B1.S1 Teachers will report on student use at monthly Literacy Team meetings 4

S280963

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 9/14/2017 to 5/23/2018

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 Student Study will track individual student progress monthly and report on use weekly at the meetings.

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/21/2016 to 6/6/2017

Evidence of Completion

CFA 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 9/21/2016 to 6/6/2017


Evidence of Completion

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

G2.B2 Individual Student disabilities affect the performance on tests. 2

 B265045

G2.B2.S1 The Career, Personal, Social Skills class will be offered to all students. This class will have group sessions led by Tykes and Teens counselors in the area of test anxiety and strategies for calming. The class will also help students track their success so they can gain confidence. 4

 S280964

Strategy Rationale

Students with trauma, anxiety, and depression need practice and support for taking high risk tests and enduring without crisis

Action Step 1 5

All students at WLC will have a social emotional class or a class in the area of Career, Personal, School skills to support test anxiety.

Person Responsible

Laura Husnander

Schedule

On 5/25/2018

Evidence of Completion

Weekly Lesson plans and the Tykes and Teens log will show that these topics were covered.

Action Step 2 5

Academic needs will be discussed at weekly Student Study meetings for changes in instruction

Person Responsible

Tamika Adams

Schedule

Weekly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Tracking sheets, meeting minutes and agendas will show evidence that all students are covered.

Action Step 3 5

IReady will be provided for use with all students who are not achieving on grade level.

Person Responsible

Tamika Adams

Schedule

Every 3 Weeks, from 8/15/2017 to 5/18/2018

Evidence of Completion

All students will show growth on the progress monitoring diagnostics in mathematics

Action Step 4 5

Teachers will be trained in a range of strategies for engaging students with mental health needs or students with disabilities.

Person Responsible

Laura Husnander

Schedule

Weekly, from 9/12/2017 to 12/19/2017

Evidence of Completion

Students growth on diagnostics as well as teacher observation

Action Step 5 5

All teachers will use the Progress Monitoring Tool to track progress and identify interventions needed.

Person Responsible

Tamika Adams

Schedule

Evidence of Completion

The data contained in the Progress Monitoring Tool will provide the tracking evidence in academic areas.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Tykes and Teens will schedule their visits into the classes

Person Responsible

Laura Husnander

Schedule

Weekly, from 9/18/2017 to 5/14/2018

Evidence of Completion

Classrooms schedules and log of topics.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Student Study meets to address progress and specific needs of individual students

Person Responsible

Tamika Adams

Schedule

Weekly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Student Study agendas and notes and tracking sheet

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Training in Mental Health and Engagement strategies

Person Responsible

Laura Husnander

Schedule

Weekly, from 8/10/2017 to 1/12/2018

Evidence of Completion

Teacher use of strategies during observations. Training documents and sign in sheets. A reduction in referrals for escape and disruption.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will meet together, participate in training, employ engagement strategies and mental health strategies during classroom observations

Person Responsible

Laura Husnander

Schedule

Semiannually, from 10/16/2017 to 4/11/2018

Evidence of Completion

Teacher Observation Data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Students will participate in iReady Diagnostics

Person Responsible

Tamika Adams


Schedule

Triannually, from 7/25/2017 to 4/13/2018

Evidence of Completion

Student data and usage should will show growth

G3. 75 % of all students assessed on the FSA or FIAA will show learning gains in reading. 1

 G098531

G3.B1 82% of our students come to us from other schools in the district each year. We do not have a natural matriculation within our school. 2

 B265047

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

 S280965

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 for teachers to target specific skills with instruction that correlate to the iReady data

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/14/2017 to 6/6/2018

Evidence of Completion

Teachers will report on use logs for the students when the student is monitored by the Student Study Team

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 9/21/2017 to 4/18/2018

Evidence of Completion

The program keeps logs. The benchmark assessments should show student progress on progress monitoring and diagnostic assessments

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

Data will be reviewed monthly

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/30/2017 to 5/16/2018

Evidence of Completion


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

G3.B2 Individual Student disabilities affect the performance on tests. 2

 B265048

G3.B2.S1 Provide emotional supports for students in the area of effort and endurance. Many of our students have Emotional and Behavioral disabilities. Others suffer from depression, anxiety, or trauma

4

 S280966

Strategy Rationale

Students need to be engaged, but strategies for supporting and engaging students with behavioral disabilities requires specific strategies

Action Step 1 5

The Career, Personal, School Skills class will provide students with group work with Tykes and Teens, self monitoring techniques and a mentor to support their growth and endurance. Including lessons and practice of Mindfulness.

Person Responsible

Laura Husnander

Schedule

Daily, from 8/15/2017 to 5/25/2018

Evidence of Completion

All students are scheduled into this class. Fewer referrals in the area of escape (elopement) and disruption will occur as shown in Rt:I B

Action Step 2 5

Teachers will receive training on the mental health needs of our students by a Licenced Mental Health Therapist and on engagement strategies for students with disabilities.

Person Responsible

Laura Husnander

Schedule

Weekly, from 8/10/2017 to 12/13/2017

Evidence of Completion

Fewer referrals for elopement and disruption

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Student Study teams will provide input to additional services or interventions needed for individual students

Person Responsible

Tamika Adams

Schedule

Weekly, from 9/22/2017 to 5/18/2018

Evidence of Completion

A tracking sheet is kept on all student discussion to be sure that all students are addressed every 6 to 8 weeks.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Daily Goal sheets are kept on student individual goals to show if they are growing in the area of increased time on task and two other emotional or behavioral goals. Students may see the therapists and the psychiatrist if needed.

Person Responsible

Laura Husnander

Schedule

Daily, from 8/15/2017 to 5/18/2018

Evidence of Completion

Goal sheet data is tracked at the weekly Student Study meetings. Logs of the therapists are kept as well as appointments with the doctor

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Daily Goal sheets are kept on student individual goals to show if they are growing in the area of increased time on task and two other emotional or behavioral goals. Students may see the therapists and the psychiatrist if needed.

Person Responsible

Laura Husnander


Schedule

Daily, from 8/15/2017 to 5/18/2018

Evidence of Completion

Goal sheet data is tracked at the weekly Student Study meetings. Logs of the therapists are kept as well as appointments with the doctor

G4. 75% of all students tested (in all grades) with the writing portion of FSA in ELA will improve to 8 out of 10 possible in the writing section. 1

 G098532

G4.B1 Students with emotional disabilities often refuse to write, even when the topic is understood. 2

 B265050

G4.B1.S1 PBIS incentives are also used for academic incentives in the area of effort and achievement on components of targeted writing domains 4

 S280967

Strategy Rationale

Students need to practice to be more comfortable on high stakes tests. This is done weekly in different content areas to be sure to use the student's content strength. Students are given feedback on specific domains only.

Action Step 1 5

Train all teachers on the FSA Rubric for writing and responding to literature and informational text

Person Responsible

Laura Husnander

Schedule

Monthly, from 10/31/2017 to 3/12/2018

Evidence of Completion

Common Formative Assessments are given to all students 3-12 tweekly in a rotation of content area writing class.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The CFA in writing will be scored by all teachers together for fidelity of using the rubric and for accuracy of feedback to the students.

Person Responsible

Laura Husnander

Schedule

Monthly, from 11/22/2016 to 3/16/2017

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 80% improvement of students scoring 8 out of 10 components on the rubric

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

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

Person Responsible

Laura Husnander


Schedule

Weekly, from 10/31/2016 to 3/1/2017

Evidence of Completion

The scores of the Writing CFA in February will show improvement from the Writing CFA in November

G4.B1.S2 Assess writing with responses to informational and literature texts connected writing prompts monthly in all content areas. 4

 S280968

Strategy Rationale

Teachers will use the writing rubric. All teachers will score the CFA in November and in February together

Action Step 1 5

Provide SIMS Training for all teachers

Person Responsible

Laura Husnander

Schedule

On 8/24/2017

Evidence of Completion

Action Step 2 5

Train all teachers in the Writing requirements and rubrics. Teach students the rubric and use it weekly.

Person Responsible

Schedule

Biweekly, from 10/31/2017 to 3/1/2018

Evidence of Completion

Teachers will bring students samples for scoring. The training sign in sheets will show student use

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

School wide writing prompts will be scored by all teachers together

Person Responsible

Tamika Adams

Schedule

Triannually, from 10/31/2017 to 2/28/2018

Evidence of Completion

Student scores on the progress monitoring prompts will show improvement of 75% of our students

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

Student samples will be brought by teachers and scored collectively using the rubric.

Person Responsible

Tamika Adams

Schedule

Monthly, from 10/31/2017 to 2/14/2018

Evidence of Completion

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

Teachers will be trained on ways to engage students in complex tasks, how to give feedback how to grade student progress using the rubric.

Person Responsible

Tamika Adams


Schedule

Monthly, from 10/31/2017 to 2/14/2018

Evidence of Completion

The school wide assessment data using the state rubric will show improvement for 75% of the students

G4.B2 Many students in our school have learning gaps from lower success or program changes at the other district public schools **2**

 B265051

G4.B2.S1 Strategies in this goal are intended to address this need. **4**

 S280969

Strategy Rationale

Practice and comfort with meaningful engagement strategies and feedback will help to over come the various needs of the learners in our school.

Action Step 1 **5**

Action steps are outlined in the earlier strategies

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G4.B2.S1 **7**

Person Responsible

Schedule

Evidence of Completion

G5. 65% of all students will meet the attendance requirement of attending school 90% of the time. **1**

 G098533

G5.B1 The mental health needs of our students make attending school very difficult **2**

 B265053

G5.B1.S1 Students are disengaged with school, learning and goal setting **4**

 S280971

Strategy Rationale

Students who are engaged with school activities will often have improved attendance and success in school.

Action Step 1 **5**

4 Service clubs will be formed at WLC for high school students

Person Responsible

Laura Husnander

Schedule

On 3/10/2018

Evidence of Completion

These clubs will work in groups of 4 to 6 to participate in after school clubs.

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

Students participating in our after school clubs will be monitored for grades, attendance, and Office Discipline Referrals

Person Responsible

Laura Husnander

Schedule

Weekly, from 11/10/2017 to 3/7/2018

Evidence of Completion

Student Data Reports will show individual student improvement.

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

Tracking student participation and improved attendance, grades, and a reduction in office discipline referrals

Person Responsible

Laura Husnander

Schedule

Weekly, from 11/10/2017 to 3/14/2018

Evidence of Completion

Student participating in clubs will improve their attendance to 80% and will have no Office Discipline Referrals and will have improved grades in academic classes.











IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.A5 A378779	All teachers will use the Progress Monitoring Tool to track progress and identify interventions...	Adams, Tamika	No Start Date	The data contained in the Progress Monitoring Tool will provide the tracking evidence in academic areas.	No End Date one-time
G4.B2.S1.MA1 M410654	[no content entered]		No Start Date		No End Date one-time
G4.B2.S1.MA1 M410655	[no content entered]		No Start Date		No End Date one-time
G4.B2.S1.A1 A378786	Action steps are outlined in the earlier strategies		No Start Date		No End Date one-time
G4.B1.S1.MA1 M410649	Data will result in changes in writing focus and skill is organization and supporting details	Husnander, Laura	10/31/2016	The scores of the Writing CFA in February will show improvement from the Writing CFA in November	3/1/2017 weekly
G5.MA1 M410659	Student participating in clubs will improve their attendance to 80% and will have no Office...	Husnander, Laura	11/10/2016	Students participating in clubs will have improved their attendance to 85% of the days during the club duration	3/10/2017 biweekly
G4.B1.S1.MA1 M410650	The CFA in writing will be scored by all teachers together for fidelity of using the rubric and for...	Husnander, Laura	11/22/2016	Students will show improvement in writing skills and using details to respond to literature and informational text. Writing scores will show a 80% improvement of students scoring 8 out of 10 components on the rubric	3/16/2017 monthly
G2.B1.S1.MA1 M410635	Individual student graphs will show progress	Husnander, Laura	9/21/2016	Benchmark scores, I-Ready data, FSA and EOC data.	6/6/2017 monthly
G2.B1.S1.MA1 M410636	The secondary Student Study will track individual student progress monthly and report on use weekly...	Husnander, Laura	9/21/2016	CFA data will be used and monthly student reports will show growth and skill mastery levels for students	6/6/2017 monthly
G1.B1.S1.MA1 M410633	The design of the master schedule will allow for students to have topics flow with meaningful...	Husnander, Laura	8/2/2017	The master schedule will reflect course selections that match teacher certification, the needs of required credits for students to graduate and flow through other content areas such as world and physical studies in even years and American studies and life science in odd years.	8/15/2017 one-time
G1.B1.S1.A1 A378772	A 9 period day allows for multiple courses to be teacher led for student learning. The courses are...	Husnander, Laura	8/15/2017	Student grades and credit is monitored at weekly student study meetings.	8/15/2017 annually
G4.B1.S2.A1 A378784	Provide SIMS Training for all teachers	Husnander, Laura	8/24/2017		8/24/2017 one-time
G1.B1.S1.MA1 M410631	Students track their grades weekly in their Social, Personal, Career Development class. The...	Husnander, Laura	10/31/2017	100% of students in the 14-15 cohort will be eligible for graduation with the minimum GPA and credits acquired.	10/31/2017 weekly
G3.B2.S1.A2 A378782	Teachers will receive training on the mental health needs of our students by a Licenced Mental...	Husnander, Laura	8/10/2017	Fewer referrals for elopement and disruption	12/13/2017 weekly
G2.B2.S1.A4 A378778	Teachers will be trained in a range of strategies for engaging students with mental health needs or...	Husnander, Laura	9/12/2017	Students growth on diagnostics as well as teacher observation	12/19/2017 weekly
G2.B2.S1.MA3 M410641	Training in Mental Health and Engagement strategies	Husnander, Laura	8/10/2017	Teacher use of strategies during observations. Training documents and sign in sheets. A reduction in referrals for escape and disruption.	1/12/2018 weekly

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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
G4.MA1 M410656	Each week of the year a different content area is assigned to have students write a document...	Husnander, Laura	10/31/2017	A Writing CFA will be given to to be compared to a writing prompt in February to identify growth. Teachers will sit together to apply the rubric for feedback to students.	2/8/2018 weekly
G1.MA1 M410634	The principal attends all Students Study meetings to hear the progress of the students in classes....	Husnander, Laura	9/28/2017	Student GPAs will be discussed for all students during Student Study and audited	2/13/2018 biweekly
G4.B1.S2.MA1 M410651	Student samples will be brought by teachers and scored collectively suing the rubric.	Adams, Tamika	10/31/2017		2/14/2018 monthly
G4.B1.S2.MA3 M410652	Teachers will be trained on ways to engage students in complex tasks, how to give feedback how to...	Adams, Tamika	10/31/2017	The school wide assessment data using the state rubric will show improvement for 75% of the students	2/14/2018 monthly
G4.B1.S2.MA1 M410653	School wide writing prompts will be scored by all teachers together	Adams, Tamika	10/31/2017	Student scores on the progress monitoring prompts will show improvement of 75% of our students	2/28/2018 triannually
G4.B1.S2.A2 A378785	Train all teachers in the Writing requirements and rubrics. Teach students the rubric and use it...		10/31/2017	Teachers will bring students samples for scoring. The training sign in sheets will show student use	3/1/2018 biweekly
G5.B1.S1.MA1 M410658	Students participating in our after school clubs will be monitored for grades, attendance, and...	Husnander, Laura	11/10/2017	Student Data Reports will show individual student improvement.	3/7/2018 weekly
G5.B1.S1.A1 A378787	4 Service clubs will be formed at WLC for high school students	Husnander, Laura	11/10/2016	These clubs will work in groups of 4 to 6 to participate in after school clubs.	3/10/2018 one-time
G4.B1.S1.A1 A378783	Train all teachers on the FSA Rubric for writing and responding to literature and informational...	Husnander, Laura	10/31/2017	Common Formative Assessments are given to all students 3-12 tweekly in a rotation of content area writing class.	3/12/2018 monthly
G5.B1.S1.MA1 M410657	Tracking student participation and improved attendance, grades, and a reduction in office...	Husnander, Laura	11/10/2017	Student participating in clubs will improve their attendance to 80% and will have no Office Discipline Referrals and will have improved grades in academic classes.	3/14/2018 weekly
G1.B1.S1.A2 A378773	Quarterly credit and testing checks of students in the 14-15 cohort.	Husnander, Laura	8/15/2017	100% of students in the 14-15 cohort will be eligible for graduation with GPA and credit requirements	3/16/2018 quarterly
G2.B2.S1.MA1 M410637	Teachers will meet together, participate in training, employ engagement strategies and mental...	Husnander, Laura	10/16/2017	Teacher Observation Data	4/11/2018 semiannually
G2.B2.S1.MA5 M410638	Students will participate in iReady Diagnostics	Adams, Tamika	7/25/2017	Student data and usage should will show growth	4/13/2018 triannually
G3.B1.S1.MA1 M410644	Recording of data on the progress monitoring tool with the student's benchmark scores.	Husnander, Laura	9/21/2017	The program keeps logs. The benchmark assessments should show student progress on progress monitoring and diagnostic assessments	4/18/2018 monthly
G2.B2.S1.MA1 M410639	Tykes and Teens will schedule their visits into the classes	Husnander, Laura	9/18/2017	Classrooms schedules and log of topics.	5/14/2018 weekly
G2.MA1 M410642	I-Ready data can be pulled after intervals of use. This is the monitoring data for each student	Husnander, Laura	8/24/2017	I-Ready reports writing assessment data shared at the Guiding Coalition and Literacy Leadership Team.	5/16/2018 monthly
G3.B1.S1.MA1 M410643	Data will be reviewed monthly	Husnander, Laura	9/30/2017	Trend lines will be noted as well as student use in minutes of I-Ready	5/16/2018 monthly
G3.MA1 M410648	Data on student progress with iReady will be kept, logged in the Progress Monitoring Tool, and...	Husnander, Laura	9/22/2017	Student data on the progress monitoring and diagnostics will show that 75% of the students are improving.	5/18/2018 one-time
G1.B1.S1.MA1 M410632	Weekly Student Study Team meetings will occur to address the progress of students. Grades, goals,...		8/25/2017	Student Study meeting agendas and notes are used including responsible person for follow up with each student on the agenda. A checklist is kept by	5/18/2018 weekly

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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
				the IPS coach to be sure that all students are discussed every 6 to 8 weeks.	
G2.B2.S1.MA2  M410640	Student Study meets to address progress and specific needs of individual students	Adams, Tamika	9/22/2017	Student Study agendas and notes and tracking sheet	5/18/2018 weekly
G2.B2.S1.A2  A378776	Academic needs will be discussed at weekly Student Study meetings for changes in instruction	Adams, Tamika	9/22/2017	Tracking sheets, meeting minutes and agendas will show evidence that all students are covered.	5/18/2018 weekly
G2.B2.S1.A3  A378777	IReady will be provided for use with all students who are not achieving on grade level.	Adams, Tamika	8/15/2017	All students will show growth on the progress monitoring diagnostics in mathematics	5/18/2018 every-3-weeks
G3.B2.S1.MA1  M410645	Daily Goal sheets are kept on student individual goals to show if they are growing in the area of...	Husnander, Laura	8/15/2017	Goal sheet data is tracked at the weekly Student Study meetings. Logs of the therapists are kept as well as appointments with the doctor	5/18/2018 daily
G3.B2.S1.MA1  M410646	Daily Goal sheets are kept on student individual goals to show if they are growing in the area of...	Husnander, Laura	8/15/2017	Goal sheet data is tracked at the weekly Student Study meetings. Logs of the therapists are kept as well as appointments with the doctor	5/18/2018 daily
G3.B2.S1.MA1  M410647	Student Study teams will provide input to additional services or interventions needed for...	Adams, Tamika	9/22/2017	A tracking sheet is kept on all student discussion to be sure that all students are addressed every 6 to 8 weeks.	5/18/2018 weekly
G2.B1.S1.A1  A378774	The I-Ready data will show student improvement in the targeted skills of individual students	Husnander, Laura	9/14/2017	Benchmark assessments will show progress on standards and skills	5/23/2018 monthly
G2.B2.S1.A1  A378775	All students at WLC will have a social emotional class or a class in the area of Career, Personal,...	Husnander, Laura	8/15/2017	Weekly Lesson plans and the Tykes and Teems log will show that these topics were covered.	5/25/2018 one-time
G3.B2.S1.A1  A378781	The Career, Personal, School Skills class will provide students with group work with Tykes and...	Husnander, Laura	8/15/2017	All students are scheduled into this class. Fewer referrals in the area of escape (elopement) and disruption will occur as shown in Rt:I B	5/25/2018 daily
G3.B1.S1.A1  A378780	Training is provided by district staff coordinated by the principal for teachers to target specific...	Husnander, Laura	9/14/2017	Teachers will report on use logs for the students when the student is monitored by the Student Study Team	6/6/2018 monthly

V. Professional Development Opportunities

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

G2. 75% of all students assessed on the FSA or FIAA will show learning gains in Mathematics.

G2.B1 82% of our students come to us from other schools in the district each year. We do not have a natural matriculation within our school.

G2.B1.S1 Teachers will report on student use at monthly Literacy Team 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

Lani Bartsch, Deb Stull, Laura Davis

Schedule

Monthly, from 9/14/2017 to 5/23/2018

G2.B2 Individual Student disabilities affect the performance on tests.

G2.B2.S1 The Career, Personal, Social Skills class will be offered to all students. This class will have group sessions led by Tykes and Teens counselors in the area of test anxiety and strategies for calming. The class will also help students track their success so they can gain confidence.

PD Opportunity 1

Teachers will be trained in a range of strategies for engaging students with mental health needs or students with disabilities.

Facilitator

Belinda Sharp, LMHT, Tykes and Teens. Tamika Adams, IPS coach, Carolyn Tomasulo, Support Facilitator

Participants

All teachers and paraprofessionals

Schedule

Weekly, from 9/12/2017 to 12/19/2017

G3. 75 % of all students assessed on the FSA or FIAA will show learning gains in reading.

G3.B1 82% of our students come to us from other schools in the district each year. We do not have a natural matriculation within our school.

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 for teachers to target specific skills with instruction that correlate to the iReady data

Facilitator

Laura Husnander

Participants

New teachers

Schedule

Monthly, from 9/14/2017 to 6/6/2018

G3.B2 Individual Student disabilities affect the performance on tests.

G3.B2.S1 Provide emotional supports for students in the area of effort and endurance. Many of our students have Emotional and Behavioral disabilities. Others suffer from depression, anxiety, or trauma

PD Opportunity 1

Teachers will receive training on the mental health needs of our students by a Licenced Mental Health Therapist and on engagement strategies for students with disabilities.

Facilitator

Belinda Sharp, LMHT, Tamika Adams, IPS Coach, Carolyn Tomasulo, Support Facilitator, Ann Koebe, Program Specialist /E/B D

Participants

All WLC teachers and paraprofessionals.

Schedule

Weekly, from 8/10/2017 to 12/13/2017

G4. 75% of all students tested (in all grades) with the writing portion of FSA in ELA will improve to 8 out of 10 possible in the writing section.

G4.B1 Students with emotional disabilities often refuse to write, even when the topic is understood.

G4.B1.S1 PBIS incentives are also used for academic incentives in the area of effort and achievement on components of targeted writing domains

PD Opportunity 1

Train all teachers on the FSA Rubric for writing and responding to literature and informational text

Facilitator

Literacy Council

Participants

all teachers

Schedule

Monthly, from 10/31/2017 to 3/12/2018

G4.B1.S2 Assess writing with responses to informational and literature texts connected writing prompts monthly in all content areas.

PD Opportunity 1

Provide SIMS Training for all teachers

Facilitator

Mandy Walker

Participants

all WLC Teachers

Schedule

On 8/24/2017

PD Opportunity 2

Train all teachers in the Writing requirements and rubrics. Teach students the rubric and use it weekly.

Facilitator

Tamika Adams

Participants

All WLC Teachers

Schedule

Biweekly, from 10/31/2017 to 3/1/2018

G5. 65% of all students will meet the attendance requirement of attending school 90% of the time.

G5.B1 The mental health needs of our students make attending school very difficult

G5.B1.S1 Students are disengaged with school, learning and goal setting

PD Opportunity 1

4 Service clubs will be formed at WLC for high school students

Facilitator

Sheila Medly

Participants

Students and teachers

Schedule

On 3/10/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	A 9 period day allows for multiple courses to be teacher led for student learning. The courses are unified with a theme such as all American studies courses for social sciences and English credit. In school years ending in even numbers the emphasis is on on World Courses such as World History and World Literature.				\$0.00
2	G1.B1.S1.A2	Quarterly credit and testing checks of students in the 14-15 cohort.				\$0.00
3	G2.B1.S1.A1	The I-Ready data will show student improvement in the targeted skills of individual students				\$0.00
4	G2.B2.S1.A1	All students at WLC will have a social emotional class or a class in the area of Career, Personal, School skills to support test anxiety.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1530	530-Periodicals	0294 - Willoughby Learning Center	Title, I Part A		\$500.00
5	G2.B2.S1.A2	Academic needs will be discussed at weekly Student Study meetings for changes in instruction				\$0.00
6	G2.B2.S1.A3	IReady will be provided for use with all students who are not achieving on grade level.				\$0.00
7	G2.B2.S1.A4	Teachers will be trained in a range of strategies for engaging students with mental health needs or students with disabilities.				\$0.00
8	G2.B2.S1.A5	All teachers will use the Progress Monitoring Tool to track progress and identify interventions needed.				\$0.00
9	G3.B1.S1.A1	Training is provided by district staff coordinated by the principal for teachers to target specific skills with instruction that correlate to the iReady data				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$1,000.00
10	G3.B2.S1.A1	The Career, Personal, School Skills class will provide students with group work with Tykes and Teens, self monitoring techniques and a mentor to support their growth and endurance. Including lessons and practice of Mindfulness.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1530	510-Supplies	0294 - Willoughby Learning Center	School Improvement Funds		\$200.00
11	G3.B2.S1.A2	Teachers will receive training on the mental health needs of our students by a Licenced Mental Health Therapist and on engagement strategies for students with disabilities.				\$0.00

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12	G4.B1.S1.A1	Train all teachers on the FSA Rubric for writing and responding to literature and informational text				\$0.00
13	G4.B1.S2.A1	Provide SIMS Training for all teachers				\$0.00
14	G4.B1.S2.A2	Train all teachers in the Writing requirements and rubrics. Teach students the rubric and use it weekly.				\$160.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1530	510-Supplies	0294 - Willoughby Learning Center	School Improvement Funds		\$160.00
15	G4.B2.S1.A1	Action steps are outlined in the earlier strategies				\$0.00
16	G5.B1.S1.A1	4 Service clubs will be formed at WLC for high school students				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1220		0294 - Willoughby Learning Center	Other		\$3,000.00
			<i>Notes: Knights of Columbus Grant and Martin County Special Needs Training</i>			
Total:						\$4,860.00