

Martin County School District

# Willoughby Learning Center



2019-20 Schoolwide Improvement Plan

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# Willoughby Learning Center

5150 SE WILLOUGHBY BLVD, Stuart, FL 34997

martinschools.org/o/wlc

## Demographics

**Principal: Debra Stull**

Start Date for this Principal: 7/24/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Martin County School Board on 8/20/2019.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-12</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>Alternative Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>%</p>

## School Grades History

Year  
Grade

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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. 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: School Information

### 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.**

Explore all possibilities for students to succeed

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Husnander, Laura	Principal	
Bartsch, Lani	Teacher, ESE	
Mason, Suzan	Psychologist	
Davis, Laura	Teacher, ESE	
Raimo, Makayla	Other	
Lebeau, Nancy	Other	
Adams, Tamika	Instructional Coach	
Koebe, Ann	Dean	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	1	2	4	3	3	6	4	12	18	12	65
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	2	4	3	3	6	3	10	15	9	56

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	2	3	2	1	3	3	7	11	9	41

**FTE units allocated to school (total number of teacher units)**

12

**Date this data was collected or last updated**

Wednesday 7/24/2019

**Prior Year - As Reported**

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

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

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

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

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	1	2	3	2	3	3	6	4	12	18	12	66
One or more suspensions	0	0	1	2	3	2	2	3	6	4	8	9	6	46
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	2	3	0	2	3	4	4	9	13	8	48

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



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	1	2	3	2	3	3	6	4	12	18	12	66

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	33%	61%	0%	35%	57%
ELA Learning Gains	0%	46%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	44%	54%	0%	50%	51%
Math Achievement	0%	61%	62%	0%	53%	58%
Math Learning Gains	0%	64%	59%	0%	54%	56%
Math Lowest 25th Percentile	0%	54%	52%	0%	53%	50%
Science Achievement	0%	31%	56%	0%	33%	53%
Social Studies Achievement	0%	95%	78%	0%	48%	75%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0 (0)	0 (0)	0 (0)	1 (0)	2 (0)	4 (0)	3 (0)	3 (0)	6 (0)	4 (0)	12 (0)	18 (0)	12 (0)	65 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	54%	-54%	58%	-58%
	2018	0%	57%	-57%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	57%	-57%	58%	-58%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
05	2019	0%	55%	-55%	56%	-56%
	2018					
Cohort Comparison		0%				
06	2019	0%	57%	-57%	54%	-54%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	53%	-53%	52%	-52%
	2018					
Cohort Comparison		0%				
08	2019	0%	62%	-62%	56%	-56%
	2018	0%	63%	-63%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	61%	-61%	55%	-55%
	2018	8%	62%	-54%	53%	-45%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
10	2019	13%	59%	-46%	53%	-40%
	2018	0%	59%	-59%	53%	-53%
Same Grade Comparison		13%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	58%	-58%	62%	-62%
	2018	0%	63%	-63%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	67%	-67%	64%	-64%
	2018					
Cohort Comparison		0%				
05	2019	0%	64%	-64%	60%	-60%
	2018					
Cohort Comparison		0%				
06	2019	0%	64%	-64%	55%	-55%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	60%	-60%	54%	-54%
	2018					
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	0%	67%	-67%	46%	-46%
	2018	0%	66%	-66%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	0%	53%	-53%	53%	-53%
	2018					
Cohort Comparison						
08	2019	0%	58%	-58%	48%	-48%
	2018	0%	57%	-57%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	38%	74%	-36%	67%	-29%
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018	0%	79%	-79%	71%	-71%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	78%	-78%	70%	-70%
2018	0%	74%	-74%	68%	-68%
Compare		0%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	7%	75%	-68%	61%	-54%
2018	0%	70%	-70%	62%	-62%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	65%	-65%	57%	-57%
2018	27%	61%	-34%	56%	-29%
Compare		-27%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	35									
WHT	16	31					20				
FRL	11	38		7							

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

  

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	125
Total Components for the Federal Index	5
Percent Tested	96%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	17
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

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

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Mathematics in grades 6- 12 was the lowest component scores for our school. Elementary students showed 100% growth.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

We did not have a decline in any component score at any grade level however, we are still below the state and district average.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Mathematics had the greatest achievement gap from both the district and the state.

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

The component with the highest improvement of 18 points was in English Language Arts. Teacher Professional Development was focused on writing and reading in all areas. Special workshops to improve student skills were also conducted at the high school level.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our students struggle with behavior and attendance school wide. We serve a population with behavioral and mental health concerns.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Improve literacy for all students
2. Graduation of high students
3. Reduce Restraint and Seclusion
4. Improve mathematics Learning Gains

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Improve literacy for all students
<b>Rationale</b>	44% of tested students at WLC showed learning gains on FSA ELA. 30% of seniors did not get a standard diploma because they did not pass the testing requirement for graduation.
<b>State the measurable outcome the school plans to achieve</b>	On the 2020 FSA ELA assessment, 65% of all students will show learning gains school wide.
<b>Person responsible for monitoring outcome</b>	Laura Husnander (husnanl@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Utilize a Targeted Support Teacher to model literacy strategies and monitor student progress for at risk students
<b>Rationale for Evidence-based Strategy</b>	WLC teachers are often under represented at district level training and Professional Development. The literacy training, modeling, and monitoring by teacher as well as students will result in learning gains for students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The writing plan established for the 18-19 school year will be continued with all teachers working on specific sections of the writing rubric through strategies with a monthly focus calendar.</li> <li>2. Training will occur for teachers to improve skills and strategies to reach students struggling with English as a second language and language impairments.</li> <li>3. Monitor iReady use and progress for individual students and model writing strategies in the classroom.</li> <li>4. Student Study (MTSS) will include writing samples from students monthly</li> <li>5. The writing plan will expand to include writing templates for incorporating details and writing to multiple text during instruction.</li> </ol>
<b>Person Responsible</b>	Tamika Adams (adamst@martin.k12.fl.us)

<b>#2</b>	
<b>Title</b>	High School students will graduate with a Standard High School Diploma
<b>Rationale</b>	70% of WLC high school students received their Standard High School Diploma at the end of the 18-19 school year. Students are referred to us for greater support for learning, credit recovery, or test support
<b>State the measurable outcome the school plans to achieve</b>	90% of students will meet requirements for a Standard High School Diploma.
<b>Person responsible for monitoring outcome</b>	Laura Davis (davisl1@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Utilize a Targeted Support Teacher to monitor student readiness for graduation.
<b>Rationale for Evidence-based Strategy</b>	30% of students did not meet the graduation requirements in the 18=19 school year. A regular cycle of assessment of sub skills assessment and workshop training, will take place with a coach in place to check the data, coach teachers on the assessment requirements and monitor testing schedules and needs throughout the year will increase opportunities and readiness for students meeting the state assessment requirement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students will be monitored monthly for progress toward graduation.</li> <li>2. High school students will participate in monthly PERT testing until the Algebra requirement is met with feedback to the mathematics teacher for preparation and remediation.</li> <li>3. High School students will participate in monthly Writing and Reading workshops for testing practice</li> <li>4. High School students will participate in the ACT test to reach concordant scores.</li> </ol>
<b>Person Responsible</b>	Laura Davis (davisl1@martin.k12.fl.us)



<b>#3</b>	
<b>Title</b>	Reduce Restraint and Seclusion
<b>Rationale</b>	There were 61 incidents of Restraint or Seclusion for students at WLC during the 18-19 school year.
<b>State the measurable outcome the school plans to achieve</b>	There will be fewer than 40 incidents of restraint or seclusion in the 19-20 school year.
<b>Person responsible for monitoring outcome</b>	Ann Koebe (koebea@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	An Intervention Coach will conduct training on de-escalation strategies, conduct Functional Behavior Assessments, Behavior Intervention Plans, and monitor the student response to intervention, and coordinate behavioral services, mental health services, and educational services to meet student needs.
<b>Rationale for Evidence-based Strategy</b>	Current research and practices in centers for citizens on the Autism Spectrum and mental health facilities suggest that restraint can add trauma to students already in crisis. The Federal Department of Education recommends specific steps in Positive Behavior Intervention and Support including a debriefing process to reduce restraint and seclusion.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Restructure the Student Study process for monitoring monthly</li> <li>2. Institute a debrief system and response after restraint occurs</li> <li>3. Train staff in CPI and de-escalation.</li> <li>4. Create and train on a Sensory/Expression Lab</li> <li>5. Increase parent involvement in the problem solving process</li> <li>6. Coordinate with BCBA's and the Mental Health community</li> </ol>
<b>Person Responsible</b>	Ann Koebe (koebea@martin.k12.fl.us)

<b>#4</b>	
<b>Title</b>	Improve Mathematics Learning Gains for all students
<b>Rationale</b>	33% of students showed learning gains in the 18-19 school year, 28 percentage points below the state.
<b>State the measurable outcome the school plans to achieve</b>	40% of the students taking the FSA in mathematics will show learning gains from the previous year.
<b>Person responsible for monitoring outcome</b>	Lani Bartsch (bartsc@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	Utilize a Targeted Support Teacher to model mathematics strategies and engagement strategies and monitor student progress for at risk students
<b>Rationale for Evidence-based Strategy</b>	33% of students showed learning gains in mathematics during the 18-19 school year.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Model grouping and strategies for implementing recommendations of the iReady data for intervention in the classroom with all students</li> <li>2. Implement manipulative and centers for individualizing student success</li> <li>3. Train math teachers on strategies</li> <li>4. Progress Monitor at risk students</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Lani Bartsch (bartsc@martin.k12.fl.us)

<b>#5</b>	
<b>Title</b>	Improve Student Attendance School Wide
<b>Rationale</b>	Most of our students struggle with mental health, disabilities, and school engagement. The students need to be connected with relationships of adults and peers to connect to school and learn in a safe and comfortable environment.
<b>State the measurable outcome the school plans to achieve</b>	Students attending school 90% of the time will increase from 38% to 45 percent.
<b>Person responsible for monitoring outcome</b>	Laura Husnander (husnanl@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	All students will be engaged in at least one clubs, Teacher Assisting at PWE, Dollar-A-Day, Sailing Club, Art/Murals Club, Furry Friends to connect to school. Positive Behavior and Support will be used to create positive systems for students. The Student Study team will meet three times per week and report to parents and problem solve if concerns arise that interrupt student success. Parents will be invited to school for meetings monthly.
<b>Rationale for Evidence-based Strategy</b>	Students will be connected with peers and adults to increase their comfort at school through school activities and purposeful supports and attention to them during the school day.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. PBIS Activities and Rewards</li> <li>2. Group Counseling, Teachers Assisting at PWE, Art Club during elective time</li> <li>3. Clubs</li> <li>4. Student Study of individual goals, student work, scores and grades, attendance and parent connection</li> <li>5. Dollar A Day program</li> </ol>
<b>Person Responsible</b>	Laura Husnander (husnanl@martin.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The school builds relationships with students and parents with careful feedback and monitoring. There are three personal goals created with the student, parent, and teachers that will be practiced each

period. The goals may range from starting work, to verbal participation, to accepting challenge. The data on these goals is tracked throughout the day and recording in a spreadsheet. The goal sheets can go home with the student daily or can be shared at monthly meetings with the parents. Progress on the goals results in levels that allow privileges for students during classes and during the school day.

-Three times per week student study teams gather to monitor student progress, examining grades, attendance, goal sheets, test performance and work samples. Parents get calls following the meeting and are invited into the school to examine the samples and discuss on going needs.

-Parents are also invited to the school for special presentations by the local college, Indian River State College for information on college readiness, financial support, and available programs. Parents of younger students are invited for literacy activities designed to work with the student to create a craft product from a book or follow technical reading to create a model.

-All parents are invited to participate in our Family Photos in our Garden as a part of the Conference nights.

-We also have open School Advisory Committee meetings for anyone to attend along with Title 1 orientation, Open House, and two Parent/Teacher Conference Nights during the school year.

-We have supports from the community with Knights of Columbus supporting and funding our students activities and clubs

-Martin County Training funds a Dollar a Day Program

-Pinewood Elementary supports our teachers assistant program.

#### **PFEP Link**

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

#### **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.**

WLC is an alternative site that serves students K-12. 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. Upon enrollment, a covenant is signed and goals and an academic plan is created. No student is denied to this school and though transportation is not provided to special locations, they are permitted to join an existing bus stop to ride a bus to and from the school.

-The school has an agreement with Tykes and Teens a community adolescent mental health agency which provides mental health services to the students of the school through individual therapy, group therapy, and psychiatric services.

-The schedule provides 20 additional minutes each day for students to check and connect with a teacher on their goals and progress, any concerns they need to express, mindfulness activities, and social personal topics for discussion.

-Through Title 1 funds and private donations WLC provides two clubs for students to participate in for social growth, Furry Friends where the students participate in socializing dogs and cats that are not able to be adopted We also have a Sailing Club with the lessons donated by the Sailing Center that allows students to overcome fears, work together with peers, and learn to sail.

-Funds from donations also allow for Field Trips to a museum, a play, and to Indian River State College for our high school students to take a tour of their programs.

-The school is equipped with a Sensory/Expression Room that allows students to deescalate or work through expressing their feelings. This room is equipped with a climbing wall, a punching bag, balancing equipment, and a Lego wall.

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

Willoughby Learning Center will use the following process for MTSS.

-Students have daily behavior targets. Data is collected every 45 minutes and graphed daily. This data is reviewed by the MTSS team weekly and with the staff of Tykes and Teens a contracted to provide Mental Health services on campus. These student study meetings gather information to monitor student progress, examining grades, attendance, goal sheets, test performance and work samples. Parents get calls following the meeting and are invited into the school to examine the samples and discuss on going needs.

-A faculty member is assigned to monitor progress toward graduation of students and to connect them with resources such as VocRehab, IRSC, Advocacy for Independent Living.

-There a two nights dedicated to the local college (IRSC) for parents and students to learn about the process, and all juniors and seniors visit IRSC and complete applications to the college before the year is over.

-The Student Study team address any behavior barriers to success and writes or refines Behavior Intervention Plans.

-PBIS is used to provide rewards and incentive activities to engage students in school consistently.

-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.

-With implementation of parent information programs.

-Brochures and referrals for parent and student support from Tykes and Teens

**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.**

The Leadership Team has members who specialize in targeted areas for students at risk. They report weekly on progress or needs and data is reviewed on Behavior and academics.

-A Leadership Team member is assigned to monitor progress toward graduation of students (testing requirements, waivers, GPAs) and to connect them with resources such as Vocational Rehab, IRSC, Advocacy for Independent Living.

-A Leadership Team member is assigned to target student success and teacher skill in mathematics and engagement strategies

-A Leadership Team member is assigned to target student success and teacher skill in literacy and academic progress monitoring

-A Leadership Team member is assigned to target student success and teacher skill in students behavior and work with the mental health collaborative.

The Leadership Team also functions at the Positive Behavior Intervention and Support team and they

monitor data weekly.

All students keep goal sheets with three target goals The Master Schedule allows for an additional 20 minutes per day for relationship building and focus on targets specific school to work skills such as resume writing, organization, and advocacy.

The goals may range from starting work, to verbal participation, to accepting challenge. The data on these goals is tracked throughout the day and recording in a spreadsheet. Progress on the goals results in levels that allow privileges for students during classes and during the school day and influence school wide PBIS goals and rewards.

-Three times per week student study teams gather to monitor student progress, examining grades, attendance, goal sheets, test performance and work samples. Parents get calls following the meeting

-Parents are also invited to the school for special presentations by the local college, Indian River State College for information on college readiness, financial support, and available programs.

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

-There a two nights dedicated to the local college (IRSC) for parents and students to learn about the process, and all juniors and seniors go on a field trip to IRSC and complete applications to the college before the year is over.

-Two clubs, Furry Friends and Sailing are used to connect students to school and to their peers. Members of these clubs have higher grades and attendance than students who are not engaged with these clubs.

-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.

-All ESE Students have transtion meetings to assess their personal goals and needs to prepare for post high school jobs and education.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Improve literacy for all students				\$6,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	120-Classroom Teachers	0294 - Willoughby Learning Center	Title, I Part A		\$5,000.00
			<i>Notes: Stipend for Literacy Coach and Materials for training on teaching strategies for second language learners</i>			
	1141	500-Materials and Supplies	0294 - Willoughby Learning Center	Title, I Part A		\$750.00
			<i>Notes: Training Materials and book sets for teachers</i>			
	1141	530-Periodicals	0294 - Willoughby Learning Center	Title, I Part A		\$1,200.00

						<i>Notes: Periodicals for technical reading in all content areas</i>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: High School students will graduate with a Standard High School Diploma</b>				<b>\$5,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	120-Classroom Teachers	0294 - Willoughby Learning Center	Title, I Part A		\$4,600.00
						<i>Notes: An Assessment and Compliance Coach Stipend will assure that the proper monitoring, workshops for students and frequency of testing occurs. This Coach will also conduct training for teachers.</i>
	1141	300-Purchased Services	0294 - Willoughby Learning Center	Title, I Part A		\$450.00
						<i>Notes: Payment for the ACT assessment for students to reach graduation through concordant scores</i>
	1141	300-Purchased Services	0294 - Willoughby Learning Center	Title, I Part A		\$450.00
						<i>Notes: Student Field Trip to IRSC</i>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Reduce Restraint and Seclusion</b>				<b>\$750.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	590-Other Materials and Supplies	0294 - Willoughby Learning Center	Title, I Part A		\$750.00
						<i>Notes: Increase the stations and materials in the Sensory/Expression Lab</i>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Improve Mathematics Learning Gains for all students</b>				<b>\$6,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	120-Classroom Teachers	0294 - Willoughby Learning Center	Title, I Part A		\$4,600.00
						<i>Notes: Mathematics and Strategies Coach for training and modeling</i>
	1141	500-Materials and Supplies	0294 - Willoughby Learning Center	Title, I Part A		\$2,000.00
						<i>Notes: Purchase mathematics manipulative sets and kits for students.</i>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Improve Student Attendance School Wide</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1142	7000-GRANTS AND DONATIONS U.S.	0294 - Willoughby Learning Center	Other		\$3,500.00
						<i>Notes: Local donations fund the clubs, materials and PBIS activities and rewards, and doll-A Day program.</i>
					<b>Total:</b>	<b>\$23,300.00</b>