

Martin County School District

Willoughby Learning Center



2021-22 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: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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>.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Browning, Justin	Principal	School Principal
Bartsch, Lani	Teacher, ESE	
Raimo, Makayla	Other	
Eckstrom, Daniela	Staffing Specialist	
Jackson, Desiree	Teacher, K-12	

Demographic Information

Principal start date

Monday 7/19/2021, Debra Stull

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

53

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

2

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

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	1	4	4	11	25	0	0	2	4	51
Attendance below 90 percent	0	0	0	0	0	0	1	7	18	0	0	1	0	27
One or more suspensions	0	0	0	0	0	0	1	6	16	0	0	1	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	7	22	0	0	2	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	6	18	1	0	2	0	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	11	10	0	0	2	0	23

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	1	10	22	0	0	2	0	35

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	2	2	8	12	6	17	5	7	5	64
Attendance below 90 percent	0	0	0	0	2	2	5	3	4	17	2	5	5	45
One or more suspensions	0	0	0	0	2	1	5	3	4	10	2	2	0	29
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	3	4	6	16	0	1	4	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	2	8	5	5	5	25

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	2	2	8	12	6	17	5	7	5	64

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	2	2	8	12	6	17	5	7	5	64
Attendance below 90 percent	0	0	0	0	2	2	5	3	4	17	2	5	5	45
One or more suspensions	0	0	0	0	2	1	5	3	4	10	2	2	0	29
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	3	4	6	16	0	1	4	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	2	8	5	5	5	25

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	2	2	8	12	6	17	5	7	5	64

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					33%	61%		33%	60%
ELA Learning Gains					46%	59%		44%	57%
ELA Lowest 25th Percentile					44%	54%		38%	52%
Math Achievement					61%	62%		58%	61%
Math Learning Gains					64%	59%		61%	58%
Math Lowest 25th Percentile					54%	52%		49%	52%
Science Achievement					31%	56%		30%	57%
Social Studies Achievement					95%	78%		63%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	54%	-54%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	57%	-57%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	55%	-55%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	57%	-57%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	62%	-62%	56%	-56%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	13%	59%	-46%	53%	-40%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	58%	-58%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	67%	-67%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	64%	-64%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	64%	-64%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	67%	-67%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	58%	-58%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	74%	-36%	67%	-29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	78%	-78%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	7%	75%	-68%	61%	-54%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	65%	-65%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Adaptive Progress Monitoring Assessment (APM), Common Quarterly Assessments, i-Ready (elementary).

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Grade 2			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	12.5
	Economically Disadvantaged	0	0	12.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.11	0	0
	Economically Disadvantaged	12.5	0	0
	Students With Disabilities	0	0	0
	English Language Learners	16.7	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11.1	0	9.52
	Economically Disadvantaged	11.76	0	9.52
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	9.09	0
	Economically Disadvantaged	0	9.09	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5.26	0	9.09
	Economically Disadvantaged	5.56	0	9.52
	Students With Disabilities	0	0	6.67
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	25
	Economically Disadvantaged	0	0	100
	Students With Disabilities	0	0	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.29	0	16.67
	Economically Disadvantaged	33.33	0	33.33
	Students With Disabilities	16.67	0	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	16.67	0
	Economically Disadvantaged	0	50	0
	Students With Disabilities	0	16.67	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	17		10	7		27				
FRL	11	18		6	11						

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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	81
Total Components for the Federal Index	5
Percent Tested	88%

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	12
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The vast majority of all students present at WLC are deficient in both literacy and math skills.

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

Based upon district the 2019 state assessments, the vast majority of our students are performing inadequately on the ELA FSA Assessments. Thus making literacy one of our greatest needs.

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

Increase the number of students taking intensive reading courses through the school day working from a research based software.

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

No improvement noted.

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

No improvement noted.

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

Support facilitation position was created using a teacher allocation to target ESE students in both ELA and Math. In addition, all of our middle school students will be working from a research based reading intervention software on a daily basis. In addition, teachers will be supplementing online course software with the recently purchased ELA textbook series and fixating on very essential standards.

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

Teachers will be involved in an 8 part Trauma Informed Care series, engagement strategies, classroom management, and prevention/de-escalation of behavior series.

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

Regularly scheduled learning walks to ensure fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Economically disadvantaged students are performing below 41%, and have performed below 32% for 2 consecutive years.

Measurable Outcome: Increase the number of economically disadvantaged students meeting the required promotion requirements of 8th grade (middle school).

Monitoring: Monthly leadership meetings ensuring that they are on pace to be promoted to high school.

Person responsible for monitoring outcome: Justin Browning (brownij2@martinschools.org)

Evidence-based Strategy: Working from research based strategies, that are following an intensive 8 part trauma informed care series to support our students from economically disadvantaged homes.

Rationale for Evidence-based Strategy: Having teachers and staff members who are aware of how trauma affects behavior and learning will allow for teachers to identify specific behavior, how to respond to that behavior and be better equipped to utilize strategies with high affect size.

Action Steps to Implement

Teachers/Staff to receive 8 Session Trauma Informed Care Series

Person Responsible Justin Browning (brownij2@martinschools.org)

Quarterly Grade Scrubs during Leadership Meetings to identify student progression

Person Responsible Desiree Jackson (jacksod@martinschools.org)

No description entered

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale: White students are performing below 41%, and have performed below 32% for 2 consecutive years.

Measurable Outcome: Increase the number of white students meeting the required promotion requirements of 8th grade (middle school).

Monitoring: Monthly leadership meetings ensuring that they are on pace to be promoted to high school.

Person responsible for monitoring outcome: Justin Browning (brownij2@martinschools.org)

Evidence-based Strategy: Working from research based strategies, that are following an intensive 8 part trauma informed care series to support our students from economically disadvantaged homes.

Rationale for Evidence-based Strategy: Having teachers and staff members who are aware of how trauma affects behavior and learning will allow for teachers to identify specific behavior, how to respond to that behavior and be better equipped to utilize strategies with high affect size.

Action Steps to Implement

Teachers/Staff to receive 8 Session Trauma Informed Care Series

Person Responsible Justin Browning (brownij2@martinschools.org)

Quarterly Grade Scrubs during Leadership Meetings to identify student progression

Person Responsible Desiree Jackson (jacksod@martinschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Students with disabilities are performing below 41%, and have performed below 32% for 2 consecutive years.

Measurable Outcome: Increase the number of students with disabilities meeting the required promotion requirements of 8th grade (middle school).
Monitoring: Monthly leadership meetings ensuring that they are on pace to be promoted to high school.

Person responsible for monitoring outcome: Justin Browning (brownij2@martinschools.org)

Evidence-based Strategy: District's ESE program specialist and site principal will train all ESE teachers (ESE Support Facilitator and Unit Teachers) on high affect strategies to engage students in class and on writing quality IEP's.

Rationale for Evidence-based Strategy: Students with Disabilities require an Individualized Education Plan (IEP) to assist with their success in school. In order to appropriately meet students needs, ESE teachers must be collecting the appropriate data and matching the data with the required special education services. ESE students first need to have their services appropriately identified in order to truly be successful. In addition, engaging ESE students in class on a daily basis will make instruction and activities in class more meaningful and interesting to our ESE students on a daily basis.

Action Steps to Implement

Engagement Strategies Professional Development during Pre-School Days

Person Responsible Justin Browning (brownij2@martinschools.org)

Quality IEP Training During first quarter

Person Responsible Justin Browning (brownij2@martinschools.org)

No description entered

Person Responsible [no one identified]

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale: WLC is a alternative placement in the Martin County School District and a Title 1 School. Often attendance is a major struggle for a large percentage of our student population. Over 27 of our students had attendance below 90%.

Measurable Outcome: During the 2021-2022 school year, using PBIS strategies and incentives that include student feedback, we will increase our number of students attending 90% of school days or more by 5%.

Monitoring: Monthly PBIS Meeting and Bi-Weekly Professional Learning Community (Meetings) focusing on students with poor attendance.

Person responsible for monitoring outcome: Lani Bartsch (bartsc@martin.k12.fl.us)

Evidence-based Strategy: Student Incentive Surveys allowing students to give feedback on the items they are willing to earn during preferred time during each school day/week.

Rationale for Evidence-based Strategy: At WLC we are constantly looking to reinforce positive behaviors. Student choice and input is a major way to increase individual student behavior. Students having choice in the process of meeting daily behavior goals tied to a meaningful/impactful reinforcer(s) will drive the desire to meet daily goals.

Action Steps to Implement

Individual Student Surveys Administered during 1st two weeks of school

Person Responsible Makayla Raimo (raimom@martin.k12.fl.us)

PBIS School Wide Survey for students to target items they want to earn for a weekly/monthly reinforcer.

Person Responsible Makayla Raimo (raimom@martin.k12.fl.us)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The majority of students on campus are performing below average on the 3-8 FSA ELA assessment. The majority of all students, regardless of group, have deficits in literacy skills. It is clear that a consistent implementation of a research based program(s) for literacy must be implemented to increase student performance.

Measurable Outcome: Increase the number of students reaching the satisfactory/proficient on the 2021-22 FSA ELA assessment.

Monitoring: Monthly meetings specifically focusing on students who are struggling in ELA and reading courses. WLC will utilize program software data, matched with district progress monitoring assessments to monitor desired outcomes.

Person responsible for monitoring outcome: Justin Browning (brownij2@martinschools.org)

Evidence-based Strategy: WLC will have students work from an Intensive Reading course working from the district chosen research-based reading program.

Rationale for Evidence-based Strategy: Using a research based program will ensure that students are being exposed to the skills needed to become a stronger reader.

Action Steps to Implement

Schedule all students in an intensive reading course.

Person Responsible Justin Browning (brownij2@martinschools.org)

Train teachers on navigating the district chosen intensive reading software

Person Responsible Justin Browning (brownij2@martinschools.org)

PLC Teams to monitor student progress on a bi-weekly basis

Person Responsible Justin Browning (brownij2@martinschools.org)

#6. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The majority of all students present on campus are performing under the satisfactory range on the FSA Math Assessment. It is clear that a consistent implementation of a research based program(s) for math must be implemented to increase student performance.

Measurable Outcome: During the 2021-22 school year, Willoughby Learning Center will increase the number of students scoring in the satisfactory range on the FSA Math assessment by 5%.

Monitoring: Monthly meetings specifically focusing on students who are struggling in math. WLC will utilize program software data, matched with district progress monitoring assessments to monitor desired outcomes.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: WLC will have students work from research-based math program to assist with skill gaps amongst our students.

Rationale for Evidence-based Strategy: Using a research based program will ensure that students are being exposed to the skills needed to become a mathematician.

Action Steps to Implement

Purchase research-based computer based curriculum for math.

Person Responsible Makayla Raimo (raimom@martin.k12.fl.us)

Train math teachers on who to navigate curriculum software.

Person Responsible Justin Browning (brownij2@martinschools.org)

PLC Teams to monitor student progress on a bi-weekly basis

Person Responsible Justin Browning (brownij2@martinschools.org)

Additional Schoolwide Improvement Priorities

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

Willoughby Learning Center (WLC) is not listed on the SafeSchoolsforAlex website. WLC serves as an alternative placement within the Martin County School District. WLC targets and keeps track of students behavior on a daily basis. WLC has a strong PBIS system and our team meets on a monthly basis to analyze behavior and discipline data. This allows for us to plan around current needs/trends with student behavior and adjust accordingly. In addition, our school believes in the Professional Learning Community Process and has teachers split into collaborative teams. These teams collaborate in an ongoing process that fixates on current daily student behavior, progress in courses, Social Emotional Learning practices/data and interventions to keep student moving forward with their progress in school. Our school is trauma informed and approaches struggles with behaviors as a team in an effort to minimize our discipline incidents.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

WLC is constantly working to better our school culture and environment by providing a learning environment that is committed to providing a dynamic system of excellence that educates all students for success. WLC has a strong group of stakeholders that is committed to providing the students of WLC with the skills, services and opportunities needed to eventually graduate high school college/career ready. Our school School Advisory Committee meets monthly and stands on the value of doing what is best for our students when making motions for our school. One of WLC's root improvement strategies is the schools PBIS team. Our team strives to provide incentives to both students and staff that are meaningful and impactful. Students have the opportunity to earn preferred time on a daily basis when set behavior targets are met. Staff has a very extensive menu of options for when and why to provide students with our school's "Star" reinforcer and students are acknowledged as often as possible for demonstrating positive behavior. Another major critical element to WLC establishing a fulfilling learning environment is our school's professional learning community. Being that WLC is an alternative site that services students with behavioral needs, our PLC community fixates on student behavior/academic data and works hard to progress monitor intervention efforts and social skills units of student. WLC is committed to seeing parents as partners in our process and WLC provides parents with very consistent daily communication efforts.

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

Teachers/Staff members: Assist with instruction, academic/behavior interventions, and student attendance efforts to promote students being in school and making progress on a daily basis.

Parents: Parents as partners. Parent of ALL problem solving teams. Major presence amongst our SAC committee and other committee's present on campus.

Business Partners: Assist with funding school initiatives and at times providing interventions to our students.

School Board Members: Major supporter of schools initiative, vision and mission.

District Office: Partner will school site to ensure research based strategies and resources are being utilized in WLC's efforts to meet educate all students for success.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	100-Salaries	0294 - Willoughby Learning Center	Title, I Part A		\$7,000.00
			<i>Notes: Instructional support and tutoring with poverty in mind stipend and data liaison with poverty in mind stipend.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: White				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	100-Salaries	0294 - Willoughby Learning Center	Title, I Part A		\$5,000.00
			<i>Notes: WLC Family Engagement Liaison and Translator.</i>			
5	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
					Total:	\$12,000.00