

Martin County School District

Willoughby Learning Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Willoughby Learning Center

5150 SE WILLOUGHBY BLVD, Stuart, FL 34997

martinschools.org/o/wlc

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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 services, and 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Stull, Debra	Principal	Create, implement, monitor, revise, and report all aspects of the plan and to collaborate with staff and stakeholder on progress.
Jackson, Desiree	Dean	To collaborate with the team on revision, monitoring, and reporting of the SIP goals and work with the instructional staff on goals and data review in order to meet those goals.
Raimo, Makayla	Administrative Support	Assist the Principal with communicating data and sharing stakeholder feedback.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team is given the opportunity to provide input in the plan as it relates to improving academic, and behavioral outcomes for students and cultural changes that will enhance the overall school experience at Willoughby Learning Center. A school advisory counsel is given the opportunity to view and make recommendations, we conduct student surveys to collect feedback and input on things that students feel are important to move the school forward.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be part of the MTSS and school data team meetings that happen weekly. School leaders will meet monthly to review and update school data as it relates to the school SIP goals.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	1	1	0	3	7	6	22
One or more suspensions	0	0	0	1	0	0	2	1	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	7	11	19
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	6	9	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	7	11	19

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	1	1	3	12	14	39

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	1	1	0	3	7	6	18
One or more suspensions	0	0	0	1	0	0	2	1	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	7	11	19
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	6	9	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	7	11	19

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	1	1	3	12	14	32

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	3	43	53	0	45	55	9		
ELA Learning Gains				21			22		
ELA Lowest 25th Percentile									
Math Achievement*	7	55	55	8	33	42	8		
Math Learning Gains				23			11		
Math Lowest 25th Percentile									
Science Achievement*		42	52	0	53	54	31		
Social Studies Achievement*	20	49	68	0	62	59			
Middle School Acceleration		60	70		50	51			
Graduation Rate		0	74		31	50			
College and Career Acceleration			53		67	70			
ELP Progress		30	55		65	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	30
Total Components for the Federal Index	3
Percent Tested	75
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	9

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	52
Total Components for the Federal Index	6
Percent Tested	79
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	4	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	9	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	3	2
ELL	8	Yes	1	1
AMI				
ASN				
BLK				
HSP	8	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	10	Yes	3	3

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	3			7				20				
SWD	7			17							2	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	5			13							2	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	0	21		8	23		0	0				
SWD	0	36		16	29		0					
ELL	0	20		0	18		0					
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	0	25		7	17		0	0				
MUL												
PAC												
WHT												
FRL	0	26		10	24		0	0				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	9	22		8	11		31					
SWD	12	17		10	7		27					
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	11	18		6	11							

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	0%	47%	-47%	47%	-47%
08	2023 - Spring	*	48%	*	47%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2023 - Spring	*	50%	*	48%	*
04	2023 - Spring	*	66%	*	58%	*
06	2023 - Spring	*	43%	*	47%	*
03	2023 - Spring	*	51%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	7%	58%	-51%	48%	-41%
03	2023 - Spring	*	62%	*	59%	*
04	2023 - Spring	*	71%	*	61%	*
08	2023 - Spring	5%	44%	-39%	55%	-50%
05	2023 - Spring	*	56%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	51%	-51%	44%	-44%
05	2023 - Spring	*	50%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	55%	*	50%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	11%	76%	-65%	66%	-55%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performance is noted in English Language Arts (ELA) 90% of students tested scored a level 1 and 10% of students tested scored a level 2. The 22-23SY student performance was impacted by the absence of a full-time language arts teacher. There was no consistency with staff until April, when we secured a substitute teacher that worked daily until the end of the school year.

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

Prior year data (2020-2021) indicates that 69% level 1, 22% level 2, and 9% level 3 ELA assessments show that the most significant decline was in English language Arts proficiency. Behavioral concerns impeded the academic success as it interrupted the learning environment.

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.

Willoughby Learning Center's (2021-2022) data indicate 0% proficiency (all students scoring at levels one and two) contrasted to a 54% proficiency rate statewide. Behavior was a major factor in instructional attempts to provide students with the skills needed to make learning gains.

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

Mathematics shows the most significant area of improvement, Data from 2020-2021 indicate 8% proficiency, and data from 2021-2022 shows 11.1% proficiency. In 21-22SY there was a new instructional staff member that provided the students with interventions that were tailored to their individual needs. This attention to student data allowed them to remove some of the learning gaps and show progress.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

EWS reports that 19 students in grades 6-8 have a substantial reading deficiency. EWS also reports that in Math we made a 12 point gain from 21-22, but it was still not at the 50 point of gain we reached in 2019.

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

English Language Arts proficiency Current data indicates 0% ELA proficiency
Mathematics proficiency increase from 11.1 % proficient to 20% proficiency.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Current data indicates that Hispanic students at Willoughby Learning Center in English Language Arts had 0% proficiency as compared to the District Hispanic subgroup proficiency of 36%, and the state Hispanic proficiency of 51%

Math data indicates that Hispanic students are at 7.1% proficiency as compared to the district proficiency for Hispanic students at 39%. The State percent proficiency for Hispanic students is 51%

For Hispanic students at Willoughby Learning Center, English Language Arts is a high priority for improvement.

Measurable Outcome:

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

The Hispanic subgroup will reach a rate of 20% ELA proficiency (up from 0%) demonstrated on the Spring 2024 ELA FAST assessment PM3.

Monitoring:

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

Weekly MTSS meetings will take place to discuss data and move students into different areas of skill gaps as needed to improve academic progress. The MTSS team will review data to show the Hispanic students' skill deficits and place them in a group setting that addresses these gaps in learning. The 22-23 PM3 will be the base data, and then 23-24 PM1, and PM2 will be the monitoring scales for improvement, as well as, the informal assessments used during the intervention time.

Person responsible for monitoring outcome:

Debra Stull (stulld@martinschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Leadership Teams will continue to monitor B.E.S.T. ELA, Edgenuity performance, and Lexia's PowerUp implementation according to scope and sequence.

ELA teacher and WLC's professional learning community team will utilize ELA and Intensive Reading assessment data along with EWS to monitor response to interventions, adjust interventions as needed

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

WLC uses intensive reading to address reading deficiencies as well as data to make intervention decisions on student groups that will address the gaps in reading. This allows us to have a classroom and school-wide approach to the student needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

MTSS student data review.

Person Responsible: Debra Stull (stulld@martinschools.org)

By When: September and then monthly December February

Intervention sessions for specific student need.

Progress Monitoring.

Person Responsible: Debra Stull (stulld@martinschools.org)

By When: September November January March

Implement academic family nights and extracurricular family events with translators available to aid in communication. Currently, all ELLs are Hispanic at WLC. WLC will engage students and their families in academic success strategies at family engagement events. The school plans to have Family nights targeting How to read and understand student performance data, school goals for English Language Arts success, and a science fair.

Person Responsible: Debra Stull (stulld@martinschools.org)

By When: Family Nights will occur in September, November, and February. The leadership team will evaluate the attendance and participation rates for families and provide follow-up support to families as needed.

No description entered

Person Responsible: [no one identified]

By When:

No description entered

Person Responsible: [no one identified]

By When:

#2. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data show the Economically Disadvantaged subgroup is at 0% proficiency for ELA and 9.5% proficiency in math.

Measurable Outcome:

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

The Economically Disadvantaged subgroup will reach 20% proficiency (up from 0% proficiency) in ELA on the Spring 2024 PM3 FAST assessment.

Monitoring:

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

Weekly MTSS meetings will take place to discuss data and move students into different areas of skill gaps as needed to improve academic progress. The MTSS team will review data to show the Economically Disadvantaged students' skill deficits and place them in a group setting that addresses these gaps in learning. The 22-23 PM3 will be the baseline data, and then 23-24 PM1, PM2 will be the monitoring scales for improvement, as well as, the informal assessments used during the intervention time.

Person responsible for monitoring outcome:

Debra Stull (stulld@martinschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lexia PowerUp ELA program - Leadership Teams will continue to monitor B.E.S.T. ELA, Edgenuity performance, and Lexia's PowerUp implementation according to scope and sequence. ELA teacher and WLC's professional learning community team will utilize ELA and Intensive Reading assessment data along with EWS to monitor response to interventions, adjust interventions as needed

Supplemental Learning through field trips - This intervention will motivate students to engage with concepts in ways that are relevant and meaningful, this will help to improve academic performance. Students living in poverty seldom have these background experiences which help to build schema.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need small groups and one-on-one time to dig deep into the specific learning struggles that they have and develop strategies and understanding in order to overcome them and show success. This 30-minute daily intervention time pinpoints the areas of struggle and provides additional resources and instruction to overcome the gap in learning and connection to the content.

Supplemental Learning through field trips - This intervention will motivate students to engage with concepts in ways that are relevant and meaningful, this will help to improve academic performance. Students living in poverty seldom have these background experiences which help to build schema.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

MTSS and Leadership team reviews of student performance data as well as informal and formal assessments.

Content area teachers will determine field trips that align to target standards and provide background experiences to show the relevance of classroom learning.

Person Responsible: Debra Stull (stulld@martinschools.org)

By When: Field trips will be planned for each quarter by the professional learning teams and the leadership team.

Comprehensive data analysis in order to build effective learning groups for Lexia PowerUp. This analysis is ongoing so that groups are fluid and may be adjusted to student needs.

Person Responsible: Desiree Jackson (jacksod@martinschools.org)

By When: Data review for student grouping and learning paths will occur monthly at data team meetings.

Development and planning of experiential learning opportunities. Experiences will be aligned to standards that students need to address learning gaps.

Transportation and fees for student admission will be funded through UniSIG.

Person Responsible: Desiree Jackson (jacksod@martinschools.org)

By When: Each quarter a trip will be planned and implemented.

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Students with Disabilities subgroup declined from 11.8% proficiency (2020-2021) in English Language Arts to 0% proficiency (2021-2022).

Measurable Outcome:

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

Willoughby Learning Center Students with Disabilities subgroup performance in ELA will increase from 0% percent proficient to 20% proficient.

Monitoring:

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

The Students with Disabilities subgroup will be monitored monthly for learning gains in ELA performance. FAST data will be triangulated with other English Language Arts data to determine progress toward proficiency.

Person responsible for monitoring outcome:

Debra Stull (stulld@martinschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students with disabilities will utilize a credit accrual program that offers systematic explicit instruction in language arts. This program offers practice and immediate feedback. Additional teacher support will be provided two class periods a week to guide students on their individualized learning paths.

Willoughby Learning Center will implement sensory rooms for students. Sensory rooms are equipped to assist students with disabilities in calming activities relevant to their exceptionality.

Willoughby Learning Center staff will engage in a book study titled Verbal Judo. This book will assist faculty and staff in learning verbal de-escalation techniques.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need small group and one-on-one time to dig deep into the specific learning struggles that they have and develop strategies and understanding in order to overcome them and show success. This 30 minute daily intervention time pinpoints the areas of struggle and provides additional resources and instruction to overcome the gap in learning and connection to the content.

Sensory Rooms will provide students a place to reset and recalibrate so that they are able to rejoin the learning environment.

Faculty and staff will be provided opportunities to increase their knowledge of verbal de-escalation techniques. This will increase student learning time by avoiding removal from the learning environment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Upon enrollment of each student to WLC, staff will assess review and assess incoming credit and credit deficiencies. Staff will work with the family and the student to determine a learning pathway that will lead to graduation.

Person Responsible: Debra Stull (stulld@martinschools.org)

By When: As students enroll at WLC the steps will be taken to determine an appropriate path to graduation. Student enrollment is flexible as students transition every nine to eighteen weeks.

In order to provide maximum instructional time for all students both sensory rooms and a book study related to verbal de-escalation will be implemented.

Person Responsible: Debra Stull (stulld@martinschools.org)

By When: Sensory rooms will be implemented immediately once the budget is available to the school. The book study around Verbal Judo will be implemented as soon as the budget is available.

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The most recent data for English Language Arts shows that 0% of English Language Learners scored proficient. Martin County, English Language Learners, had 20% proficiency, and the State had 36% proficiency among Hispanic students.

English Language Learners show the most improvement in the area of Math. WLC will build upon this area to increase proficiency from 11.1% proficiency to 25%,

Measurable Outcome:

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

The MTSS team will review data to show the ELL students skill deficits and place them in a group setting that addresses these gaps in learning for both ELA and Math. The 22-23 PM3 will be the base data, and then 23-24 PM1, PM2 will be the monitoring scales for improvement, as well as, the informal assessments used during the intervention time.

Monitoring:

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

Weekly MTSS meetings will take place to discuss data and move students into different areas of skill gaps as needed to improve academic progress.

Person responsible for monitoring outcome:

Debra Stull (stulld@martinschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Leadership Teams will continue to monitor B.E.S.T. ELA, Edgenuity performance, and Lexia's PowerUp implementation according to scope and sequence. Students who are limited English will also engage in Imagine Learning 4 days a week.

ELA and Math teachers and WLC's professional learning community team will utilize ELA, Intensive Reading assessment data, and math assessment data along with EWS to monitor response to interventions and adjust interventions as needed. Hands-on math activities will reinforce mathematical concepts.

A book study that targets best practices for English Language Learners, The Ultimate ESL Teaching Manual (Andromeda Jones) will be part of a book study and community of practice.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need small group and one-on-one time to dig deep into the specific learning struggles that they have and develop strategies and understanding in order to overcome them and show success. This 30 minute daily intervention time pinpoints the areas of struggle and provides additional resources and instruction to overcome the gap in learning and connection to the content.

Utilizing hands-on math manipulatives will move students through the following sequence- concrete, representational, and abstract for deep mathematical learning.

A book study will assist faculty and staff in instructional techniques specific to the needs of English Language Learners.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Math manipulatives will be chosen to align with the scope and sequence of coursework and student needs as shown in student math performance data.

The principal will coordinate after-school times for the book study. Teachers will have the opportunity to see techniques modeled by colleagues and professional development staff.

Person Responsible: Debra Stull (stulld@martinschools.org)

By When: Professional learning is ongoing and is provided monthly. Math manipulatives will be purchased once funds are available.

#5. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Willoughby Learning Center aims to improve the environment and culture of the school. By improving the schoolwide culture, teacher recruitment and retention will also improve. Five out of nine teachers are new to the school site. These are the teachers for ELA, Science, Math, PE, and an ESE unit.

Specific support for retaining the science teacher revolves around providing the necessary materials and supplies so that the teacher is able to provide hands on learning experiences.

Measurable Outcome:

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

Willoughby Learning Center will recruit and retain highly qualified teachers in the 2023-2024 school year.

Monitoring:

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

The Martin County School District Human Resources department will query and share reports every nine weeks to determine the percentage of highly qualified teachers and the length of time they have taught at Willoughby Learning Center.

Person responsible for monitoring outcome:

Debra Stull (stulld@maritn.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Willoughby has a mentor on campus that will meet with the new teachers making sure they are trained in the systems our school uses, have access to all resources needed, and provide time to collaborate with their peers get ideas and build relationships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers that struggle with completing their job tasks, feel isolated, and unsure of expectations will not feel successful and search for a place of employment where they feel valued.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

A data room will be developed based on both formal and informal assessment data.

The data will updated and utilized during monthly data meetings.

Academic interventions and grouping will be determined at data team meetings.

Person Responsible: Debra Stull (stulld@maritn.k12.fl.us)

By When: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school district Executive Director of School Improvement will monitor allocations and resources provided to the school.

Allocation meetings take place in the Spring semester and the allocation work is centered on what schools need to be successful.

The Title I director meets with the Principal to ensure support for supplemental materials and resources are allowable and appropriate.

The Title I department works with the Principal to problem solve around the school demographic profile to determine needs and resources that are available.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

SIP and progress monitoring will be shared monthly at SIP meetings. Willoughby's School Improvements plan meetings held monthly are provided in-person and translated for all attendees speaking other languages. Parent meetings are also opportunities where school staff focus on strategies to bolster SIP goals and areas of focus.

Additionally, the SIP plan is provided in a language parents can understand through the following webpage as an additional measure of dissemination beyond in-person:

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Willoughby plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress through the activities.

<https://www.martinschools.org/o/wlc>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Willoughby plans to strengthen the academic program, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by:

*Providing intervention time that increases the amount of learning time available to the students.

*PD activities and additional PLC planning time (allow for the increase of quality learning time) 5100.4510, 5100.4369

(supplies and programming) allow for enriched and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Willoughby's plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as:

Title I Part A

Title III/ ELL

Title 9/ Homeless Families in Transition

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Willoughby has a contract with Tykes and Teens that provides a case worker and a therapist be on site full-time. We also utilize our school counselor, school student service worker, and support facilitator.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Willoughby has a partnership with the Martin County Police Athletic League that provides a leadership program for students. For the 23-24 school year we are also providing Florida Ready to Work courses to assist them with interactive business skills that leads to a certification recognized by Florida and is supported by the local Chamber of Commerce.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Willoughby uses PBis, MTSS, and school wide expectations to model and prevent behavior. School-wide incentives are also provided to help with recognition of good behavior. Willoughby has a partnership with the Special Olympics as a Unified School to provide inclusionary activities for students giving all students access to activities and educational opportunities with support.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Willoughby provides professional development monthly for teachers and instructional support staff. There are also opportunities for teachers to get instructional learning opportunities from the district professional learning department.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Hispanic				\$5,264.54
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	128	0294 - Willoughby Learning Center	UniSIG		\$5,264.54
			<i>Notes: Teacher Stipend for family events, workshops, and extra-curricular events. \$25 per hour x 4 events x 3 hours x 12 teachers, including benefits = \$5,264.54</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$10,044.22
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0294 - Willoughby Learning Center	UniSIG		\$847.40
			<i>Notes: Supplies and materials, such as paper, pens, markers, highlighters, training binders and post it notes, for all professional development and after-school work within the school for turnaround work. Paper 2 boxes @\$53.99 (\$107.98) Pens 2 @ 16.19 (\$32.38) Markers 9 @ \$15.99 (\$143.91) Highlighters 9 @ \$12.29 (\$110.61) Binders 9 @ \$35.99 (\$323.91) Post-it Notes 9 @ \$14.29 (\$128.61)</i>			
	5100	648	0294 - Willoughby Learning Center	UniSIG		\$1,048.00
			<i>Notes: Technology- 2 3D printers - to provide enrichment of instruction. \$399 x 2 (\$798) Filament 10 x \$25 (\$250)</i>			
	5100	648	0294 - Willoughby Learning Center	UniSIG		\$1,789.00
			<i>Notes: Color Poster Printer \$1399, Ink Cartridge's \$65 x 3 (\$195) Paper \$65 x 3 (\$195) = \$1789</i>			
	5100	192	0294 - Willoughby Learning Center	UniSIG		\$2,924.74
			<i>Notes: "Special Activity payroll to support extended learning activities done outside of the contractual time 2 teachers x 2 hours per week for 25 weeks \$2,924.74 with benefits</i>			
	7800	330	0294 - Willoughby Learning Center	UniSIG		\$1,500.00

			<i>Notes: Extended Learning Transportation \$1500.00 Campus tours and field trips.</i>			
	7800	360	0294 - Willoughby Learning Center	UniSIG		\$1,935.08
			<i>Notes: "Field Trip Admission" To allow for opportunities for 2-12 teachers to plan academic field trips to locations such as Stuart downtown museum, Palm Beach Science Museum, etc. The locations have not been determined but will be finalized once outline of units are planned to allow for maximum connections for learning. Aligning funds for admissions and other expenses for these locations. Each grade level will plan one trip aligned to their standards for the 23-24 school year." \$1935.08</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$5,211.70
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	310	0294 - Willoughby Learning Center	UniSIG		\$311.70
			<i>Notes: Professional Development-Book Study to help staff de-escalate student behavioral concerns. Verbal Judo by: George Thompson 30@\$10.39 (\$311.70)</i>			
	5100	150	0294 - Willoughby Learning Center	UniSIG		\$4,900.00
			<i>Notes: "Sensory Supplies" Our school has students who suffer trauma and need emotional and social supports. This sensory room will provide a space for de-escalation and positive relationship building with the staff from our behavior team. Alternative seating and sensory tools like calming music, subdued lighting will help students calm and quickly reintegrate back into class. Sensory Room Starter Kit Our Ref #: 9SRSK \$4900.00</i>			
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$10,705.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	310	0294 - Willoughby Learning Center	UniSIG		\$570.00
			<i>Notes: Book study for staff related to ELL students. Provide in a professional development format. The Ultimate ESL Teaching Manual by Andromeda Jones. \$19.00 x 30 (\$570)</i>			
	5100	510	0294 - Willoughby Learning Center	UniSIG		\$10,135.00
			<i>Notes: Math manipulatives to use whole group will help students understand mathematical concepts taught. Double sided counters- 45 @ \$20= \$900, Money- 15 @ 129.00 = \$1,935 Elapsed Time whiteboards- 45@ \$30= \$1,350, Write on Student Clocks- 25 @ \$15 = \$375, Giant Geometric Shapes- 45 @ \$30 = \$1,350, Learn and Fold Geometric Shapes 45 @ \$45 = \$1,800, Classroom Balances 25 @ \$25= \$625, Rekenrek- 45 @ \$40= \$1800 Total = \$10,135</i>			
5	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$13,269.54
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0294 - Willoughby Learning Center	UniSIG		\$967.10
			<i>Notes: Chart paper will be used to help brainstorm ideas around data and corrections that need to be made. Chart paper- 15 packs of 4 pads @ \$74.49 = \$117.35</i>			
	5100	590	0294 - Willoughby Learning Center	UniSIG		\$699.75
			<i>Notes: A data wall will be created. This wall will allow the members of the team to review school-wide data more easily. 54 pack Magnetic Large blank cards with color border, grade 2-12. 25 @ \$27.99 = 699.75</i>			
	5100	590	0294 - Willoughby Learning Center	UniSIG		\$9,233.65

			<i>Notes: Materials to enhance science curriculum and lab opportunities: safety glasses 350 @ 11.28 = \$3948, eye wash station \$399, gloves 10 packs of 500 @\$39.28 = \$392.80, plastic aprons 270 @ \$8.56 = \$2,311.20, a goggle lens cleaning station 9 @ \$98.85 = \$889.65 and an interactive multi-touch table \$1293.00. Total \$9,233.65</i>			
	5100	750	0294 - Willoughby Learning Center	UniSIG		\$2,369.04
			<i>Notes: Collaborative Planning - hire substitutes to cover classrooms for teachers to participate in instructional rounds to observe model classrooms and provide feedback to help improve academic instruction. 2 collaborative planning days per teacher (9) \$2,369.04 with benefits. Substitute</i>			
					Total:	\$44,495.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No