Willow Oak School

2021-22 Schoolwide Improvement Plan

Table of Contents

Willow Oak School

4815 BAILEY ROAD, Mulberry, FL 33860

http://willowoak.polkschoolsfl.com

Demographics

Principal: Michelle Townley

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General 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* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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.](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.

Table of Contents

Willow Oak School

4815 BAILEY ROAD, Mulberry, FL 33860

http://willowoak.polkschoolsfl.com

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	**2020-21**
Grade	

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Willow Oak School is to provide a high-quality education for all students.

Provide the school's vision statement.

Willow Oak School helps students S.O.A.R. through our commitment to education and values. We educate our students using high-yield, research and evidenced based strategies while implementing our core values of: Safety, Ownership, Achievement, and Respect.

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
Townley, Michelle	Principal	The Principal provides the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. The Principal ensures implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. The Principal provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following: * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school;

Name	Position Title	Job Duties and Responsibilities
		* using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Santangelo, Amy	Assistant Principal	The Assistant Principal assists the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. The Assistant Principal will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

Name	Position Title	Job Duties and Responsibilities
		This includes, but is not limited to, responsibilities assigned by the principal which relate to the following: * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively

Name	Position Title	Job Duties and Responsibilities
		impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Thompson, Lori	Instructional Coach	The Instructional Coach facilitates collaborative planning with all grade level teams. She observes instruction and provides feedback through coaching cycles and provides on-going/job-embedded professional development to support the growth of the instructional staff. The Instructional Coach assists ith identifying systemic patterns of student need while working to identify appropriate, evidence-based enrichment and intervention strategies to improve learning. She organizes schoolwide progress monitoring (STAR), analyzes data for trends and provides data support to teachers. She also assists with various curriculum support programs and family events which support student academics.
Fish, Heather	School Counselor	The School Counselor provides a comprehensive counseling program that addresses academic, personal/social, and personal development by

Name	Position Title	Job Duties and Responsibilities
		designing, implementing, evaluating and enhancing programs that promotes student achievement. The School Counselor provides support to students through small group and classroom lessons as appropriate for student well-being, as well as conducting risk assessments for students, support information for parents, and conducts parent/teacher meetings as needed. The School Counselor facilitates the MTSS process with teachers. She serves as the Harmony facilitator, 504 coordinator, Hearth Liaison, and facilitates various mentoring support programs (such as Big Brother, Big Sister). We also have a second school counselor - Mrs. Susan Barnhill.
Wilbur, Nicholas	Dean	The Dean of Students assists leadership with the development of individual, class and schoolwide behavior interventions and to deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom management, instructional practices, increased learning time for students, and enhanced student achievement. The Dean is responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. The Dean is also responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement. The Dean will assist with developing and implementing behavior supports at all levels, including: * Assisting the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations, * Assisting in the development of schoolwide discipline plan, * Helping teachers identify obstacles to effective classroom management; providing and monitoring the effectiveness of alternative management strategies, * Developing, implementing, and monitoring behavior plans based on Functional Behavioral Analysis for individual students, * Participating in professional development opportunities to deepen content knowledge and best practices in the appropriate content area, and * Communicating with parents, peers, and administration.
Hunt, Shanna	Other	The ESE Facilitator coordinates educational placement and appropriate services for students with disabilities. The ESE Facilitator serves as the

Name	Position Title	Job Duties and Responsibilities
		LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at Willow Oak School. Simultaneously, this staff member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.
Hernandez, Clair	ELL Compliance Specialist	The job duties of our ELL teachers include providing instructional support with targeted ELL students as identified through WIDA and progress monitoring scores. They perform specialized work in assisting students in native language instructional assistance in core academic subject areas. They function as a liaison between the school, teacher, students and parents. Assists in communication between school personnel and parents. Assists in gathering student materials for required screenings and assessments. We also have a second ELL teacher at this time based on student needs - Mrs. Gelissa Rosario.

Demographic Information

Principal start date
Thursday 7/1/2021, Michelle Townley

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.*
3

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.*
6

Total number of teacher positions allocated to the school
56

Total number of students enrolled at the school
814

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
65

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	124	134	119	128	126	124	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Saturday 8/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	28	25	29	26	24	0	0	0	0	0	0	0	132
One or more suspensions	0	4	3	5	5	9	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	16	8	31	33	28	0	0	0	0	0	0	0	116

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	1	0	0	0	0	0	0	0	0	0	1

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					51%	57%		50%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains					51%	58%		51%	55%
ELA Lowest 25th Percentile					49%	53%		45%	48%
Math Achievement					57%	63%		58%	62%
Math Learning Gains					56%	62%		56%	59%
Math Lowest 25th Percentile					47%	51%		44%	47%
Science Achievement					47%	53%		53%	55%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

English Language Arts data for grades 1 and 2 is STAR Early Literacy. Grade 3 - 5 is STAR Reading. Mathematics data for grades 1 - 5 is STAR Math.

The scores reflect the data on incoming students zoned to Willow Oak School for the 2021-2022 school year as of July 15, 2021.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	68	49
	Economically Disadvantaged	34	47	37
	Students With Disabilities	5	4	1
	English Language Learners	11	27	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66	81	60
	Economically Disadvantaged	49	62	45
	Students With Disabilities	2	4	2
	English Language Learners	30	31	20

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	29	40
	Economically Disadvantaged	9	20	31
	Students With Disabilities	0	2	1
	English Language Learners	4	7	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	43	35
	Economically Disadvantaged	9	20	31
	Students With Disabilities	2	2	3
	English Language Learners	12	17	10

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	42	44
	Economically Disadvantaged	25	29	32
	Students With Disabilities	.0	1	1
	English Language Learners	6	9	6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	54	53
	Economically Disadvantaged	35	40	40
	Students With Disabilities	1	3	1
	English Language Learners	13	12	9

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	48	48
	Economically Disadvantaged	25	27	30
	Students With Disabilities	0	2	2
	English Language Learners	7	11	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	56	56
	Economically Disadvantaged	28	39	40
	Students With Disabilities	5	4	4
	English Language Learners	9	15	18

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

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
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
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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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?

Based on data for incoming students, ELA lags mathematics – increasingly so as students matriculate through the grades (1st – rising 5th).

ESSA subgroups are significantly below proficiency (below 40%) in both content areas for Students with Disabilities, English Language Learners, and Economically Disadvantaged Students (in respective order as listed).

In both ELA and mathematics, second grade (rising 3rd) is of significant concern with only 40% proficiency in reading and 35% in mathematics (only grade where math lags ELA). This grade level indicator is further exacerbated for economically disadvantaged students and students with disabilities.

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

Based on summer 2021 data provided by the AAE department for the incoming student body at Willow Oak School, ELA will be an area of significant need. The cohort of students in third grade also significantly lag their peers in other grades, even in respect to demographic groups such as economically disadvantaged students and students with disabilities.

Beginning of the year progress monitoring data will indicate current status as well. Over 150 students enrolled after the AAE summer analysis.

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

TBD – New school. Baseline data only available.

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

TBD – New school. Baseline data only available.

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

TBD – New school. Baseline data only available.

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

Student learning will be accelerated through previewing strategies, implementing WIN Time, after school tutoring/acceleration, and targeted small group instruction.

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.

During the extended pre-planning week for new school opening, systems professional learning will take place. During this time, teachers will further learn about the creation/implementation of systems established by the staff in June. The impact of collective efficacy (John Hattie's number one impactful factor for student achievement) is a key focus area, followed by #2 student expectations (learning environment), and #3 response to intervention. These three key areas will be the only focus of professional learning during our first year as we work to impact student achievement in our new environment.

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

Continuous cycles of learning around: collective efficacy, student expectations, and response to intervention (MTSS/WIN Time) grounded in standards-based instruction and a positive culture.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	ALL students will receive rigorous grade level benchmark/standards based instruction in English Language Arts, Mathematics, and Science. Standards/benchmarks will be taught to the full intent. Tasks will reflect the depth and alignment to the standard/benchmark.
Measurable Outcome:	Year one, progress monitoring data indicating 55%+ student proficiency and 100%+ student learning gains for ELA and mathematics.
Monitoring:	Weekly collaborative planning with coach and/or administration for all instructional staff. Classroom observations with feedback provided to teachers via Journey and face-to-face conferences.
Person responsible for monitoring outcome:	Michelle Townley (michelle.townley@polk-fl.net)
Evidence-based Strategy:	Weekly collaborative planning with coach and administration focused on standards-based Tier 1 instruction and implementation of school-wide best practices. This time will also encompass building collective teacher efficacy which is critical as a new school. Tier 2 and Tier 3 small group instruction. WIN Time acceleration and/or remediation based on student data.
Rationale for Evidence-based Strategy:	As a new school, time is being spent on teacher collective efficacy, which has a mean effect size of 1.57 according to John Hattie's meta-analysis. Additional focus is on creating clear student expectations for learning, which has an effect size of 1.33 according to John Hattie's research. Finally, response to intervention, also with an effect size from Hattie's research of 1.29 is a focus at Willow Oak School, especially during small group instruction and the daily hour of WIN Time (What I Need) which is a data-driven approach to strengthening literacy skills schoolwide.

Action Steps to Implement

MTSS: Tier 1 core planning/ analysis/reflection cycles with teacher/grade feedback; Tier 2: small group instruction highlighted within master schedule provided by teachers. Tier 3: focused support for students with strategic needs provided by instructional support personnel.

Person Responsible	Michelle Townley (michelle.townley@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the 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.

N/A - Willow Oak School is in its inaugural year.

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.

Willow Oak School spent time over the six month period prior to opening gathering stakeholder feedback through community meetings, surveys, social media posts, and virtual meetings to establish core values. Through this process, a committee then worked to co-create our Mission, Vision, and Core Values. This process lead to the development of our initial PBiS plans and schoolwide Discipline Plan. Ongoing stakeholder feedback is gathered through the School Advisory Council, Parent-Teacher Association, Positive Behavior Intervention Support Team, and grade level leaders.

Willow Oak School values building a positive school culture and environment involving all stakeholders by building relationships with school families and community members in a warm and welcoming environment. Our PBiS Team helps organize monthly rewards to recognize students behavior as evidenced through the Willow Oak School S.O.A.R. expectations (safety, ownership, achievement, and respect). Teachers help communicate common, school-wide high expectations with students and share successes with parents daily via our SOAR agenda stamp. Harmony lessons, to include morning meetings and meet-ups are also utilized as part of our Tier 1 plan to provide a safe and secure environment where students can get to know one another and their teacher better to build community within the classroom.

Through student agendas, Class Dojo app, social media, school website, and phone messenger services we seek to reach more parents and share positive events and successes.

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

Reviewing our school environment protocols to seek continuous improvement is an ongoing and flexible process with multiple stakeholders occupying various roles to provide feedback, including: grade level PLCs, monthly grade chair meetings, leadership team meetings, monthly PBiS feedback, SAC committee, PTA, volunteers, and community partners such as AmeriCorps, Big Brothers/Big Sisters, Kid Care, etc. All participating families are encouraged to provide feedback through our Title One Family Engagement events as well.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00