

Polk County Public Schools

Willow Oak School



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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.

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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	70%

School Grades History

Year	2021-22	2020-21
Grade	C	

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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

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.:

Name	Position Title	Job Duties and Responsibilities
Townley, Michelle	Principal	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * 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 impact and inspire growth in other potential leaders;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * 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.
<p>Van Hook, Sara</p>	<p>Assistant Principal</p>	<p>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.</p> <p>This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> * 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;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * 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 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

Name	Position Title	Job Duties and Responsibilities
		<p>practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</p> <ul style="list-style-type: none"> * 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.
<p>Thompson, Lori</p>	<p>Instructional Coach</p>	<p>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 with 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, 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.</p>
<p>Everage, Robin</p>	<p>Instructional Coach</p>	<p>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 with 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, 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.</p>
<p>Fish, Heather</p>	<p>School Counselor</p>	<p>The School Counselor provides a comprehensive counseling program that addresses academic, personal/ social, and personal development by 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).</p>

Name	Position Title	Job Duties and Responsibilities
<p>We also have a second school counselor - Mrs. Susan Barnhill.</p>		
<p>Wilbur, Nicholas</p>	<p>Dean</p>	<p>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.</p> <p>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.</p> <p>The Dean will assist with developing and implementing behavior supports at all levels, including:</p> <ul style="list-style-type: none"> * 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.
<p>Hunt, Shanna</p>	<p>Other</p>	<p>The ESE Facilitator coordinates educational placement and appropriate services for students with disabilities.</p> <p>The ESE Facilitator serves as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at Willow Oak School.</p> <p>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.</p>
<p>Hernandez, Clair</p>	<p>ELL Compliance Specialist</p>	<p>The job duties of our ELL teachers include providing instructional support with targeted ELL students as identified through WIDA and progress monitoring scores.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>Assists in communication between school personnel and parents. Assists in gathering student materials for required screenings and assessments.</p> <p>We also have two additional ELL teachers at this time based on student needs - Mrs. Gelissa Rosario and Mrs. Nina Wilbur.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Michelle Townley

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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

59

Total number of students enrolled at the school

868

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

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Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	153	127	134	134	137	0	0	0	0	0	0	0	685
Attendance below 90 percent	0	42	33	37	43	28	0	0	0	0	0	0	0	183
One or more suspensions	0	4	0	0	7	6	0	0	0	0	0	0	0	17
Course failure in ELA	0	1	14	10	7	14	0	0	0	0	0	0	0	46
Course failure in Math	0	1	8	2	4	1	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	57	58	31	0	0	0	0	0	0	0	146
Level 1 on 2022 statewide FSA Math assessment	0	0	0	42	44	46	0	0	0	0	0	0	0	132
Number of students with a substantial reading deficiency	0	88	80	54	33	11	0	0	0	0	0	0	0	266

Using the table above, complete the table below with the number of students by current grade level who have 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	22	13	11	56	42	0	0	0	0	0	0	0	144

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	6	42	0	0	0	0	0	0	0	0	0	51
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Wednesday 7/20/2022

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	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	0	0
One or more suspensions	0	0	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	0	0
Course failure in Math	0	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
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	1	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	0	0
One or more suspensions	0	0	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	0	0
Course failure in Math	0	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
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	1	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	47%	56%					51%	57%
ELA Learning Gains	59%							51%	58%
ELA Lowest 25th Percentile	43%							49%	53%
Math Achievement	49%	42%	50%					57%	63%
Math Learning Gains	51%							56%	62%
Math Lowest 25th Percentile	45%							47%	51%
Science Achievement	39%	49%	59%					47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	49	39	16	30	33	9				
ELL	38	56	41	44	47	38	32				
HSP	41	61	48	46	48	44	38				
WHT	49	57	33	58	58	47	44				
FRL	39	58	49	47	51	44	39				

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

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%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

With the exception of 5th grade, students across all grade levels perform better in mathematics than ELA.
Economically disadvantaged students at Willow Oak School outperform Polk County averages in ELA

and mathematics in grades 3, 4, and 5 but this subgroup is underperforming in their relation to non-economically disadvantaged peers at Willow Oak School. Black students underperform in relation to their Hispanic and White peers at Willow Oak School in both ELA and mathematics.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA/reading proficiency is an area of greatest need across all grade bands.

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

Students in the primary grades also struggle to meet district benchmarks of success in reading. This trend continues in 3rd and 4th grades. Moving forward, departmentalization, analysis of benchmarks through the learning arc, as well as cycles of planning, monitoring of instruction, data analysis and work sample analysis will take place in order to improve student outcomes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

5th grade ELA and 5th grade mathematics showed the greatest improvement with both content areas outperforming Polk district-wide proficiency for 5th grade. 4th grade mathematics also improved significantly and outperformed Polk district-wide proficiency for 4th grade mathematics.

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

Departmentalization in 4th and 5th grades contributed to focused instruction, planning, data analysis and collaboration. Moving into the 2022-2023 school year we will replicate this departmentalization, scheduling, and support structure in 2nd and 3rd grades as well.

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

Continued focus on our small group, differentiated instruction in WIN (what I need) time will continue.

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 participate in job-embedded analysis of the benchmarks, plan collaboratively, analyze data, and teachers will participate in "Wisdom Wednesday" after school professional learning which will focus on best practices in ELA, mathematics, and positive environment.

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

Through reflective practice, feedback cycles, and surveys of the SBLT and entire staff practices and initiatives will be continuously evaluated for implementation impact on student outcomes.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

Progress monitoring data will show a +2% proficiency increase for all grades/content areas.

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

Progress monitoring towards our goals will occur using the district standardized walkthrough tool, weekly collaborative planning with coach and administration focused on standards-based Tier 1 instruction, and implementation of school-wide best practices utilizing the Learning Arc Framework.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Weekly collaborative planning with instructional coaches and administration focused on standards-based Tier 1 instruction and implementation of school-wide best practices including the Learning Arc Framework. An additional focus in planning will be on intentional Tier 2 and Tier 3 small group instruction. WIN Time acceleration and/or remediation based on student data.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Time spent on building teacher collective efficacy, which has a mean effect size of 1.57 according to John Hattie's meta-analysis, is done through collaborative planning, Wisdom Wednesdays, academic committees, and other collegial gatherings to build leadership capacity among teachers. 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

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.

Create master schedule to include collaborative planning.

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

Assign and train planning facilitators with the Learning Arc.

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

Add planning and walkthrough results to the weekly leadership team agenda topics to discuss.

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

Conduct planning protocol on a weekly basis (lead by both coaches - Robin Everage, Math and Lori Thompson, Reading)

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

Review planning findings with the leadership team on a regular basis to check progress and fidelity.

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

Conduct correlation analysis between student mastery/proficiency finding regarding benchmarks collaboratively planned utilizing the Learning Arc versus those not.

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

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)

Monitor progress data for growth and proficiency.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The identification and implementation of appropriate and effective resources used with fidelity is an area of need, specifically in the realm of literacy. With teachers coming from over 18 schools to create Willow Oak, this has been a challenge in the absence of district specified resources. Our focus to improve reading proficiency will occur through an emphasis on phonemic awareness, phonics, and decoding in the primary (K-2) grades. Differentiation needs to occur within the classroom for intervention and acceleration as well. Instruction will also be inclusive of aligned, benchmark-based instruction through the use of the Learning Arc.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The identification and implementation of appropriate and effective resources used with fidelity is an area of need, specifically in the realm of literacy. With teachers coming from over 18 schools to create Willow Oak, this has been a challenge in the absence of district specified resources. Our focus to improve reading proficiency will occur through an emphasis on comprehension and fluency in the intermediate grades (3-5). Differentiation needs to occur within the classroom for intervention and acceleration as well. Instruction will also be inclusive of aligned, benchmark-based instruction through the use of the Learning Arc.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Progress monitoring data will show a +2% proficiency increase for all grades/ELA content area.

Grades 3-5: Measureable Outcome(s)

Progress monitoring data will show a +2% proficiency increase for all grades/ELA content area.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Progress monitoring toward our goals will be monitored using the district standardized walkthrough tool and progress monitoring data.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Townley, Michelle, michelle.townley@polk-fl.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Willow Oak School will implement Corrective Reading (grades 3 - 5) and Phonics to Reading (K-2) as prescribed through district level implementation protocols to include resources, training, diagnostic assessments, side-by-side implementation coaching, and monitoring through the district standardized walkthrough tool.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The district selected this program based on its effectiveness. According to the What Works Clearinghouse, Corrective Reading was found to have potentially positive effects on alphabets and fluency. Within the study the impact was analyzed for white and black students, economically disadvantaged students, male and female students. These impacts correlate with the economic status of the students at Willow Oak School.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Create master schedule to include collaborative planning time.	Townley, Michelle, michelle.townley@polk-fl.net
Assign and train planning facilitators with the Learning Arc. Conduct Learning Arc planning protocol weekly.	Townley, Michelle, michelle.townley@polk-fl.net
Review planning findings with leadership team on a regular basis to check progress and fidelity.	Townley, Michelle, michelle.townley@polk-fl.net
Monitor progress data for growth and proficiency. Tier 2 and Tier 3 with strategic needs provided by instructional personnel.	Townley, Michelle, michelle.townley@polk-fl.net
Monitor implementation of resources: Corrective Reading and Phonics to Reading	Townley, Michelle, michelle.townley@polk-fl.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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.

Willow Oak School regularly gathers stakeholder feedback through surveys, social media posts, meetings, and family events to reflect on our core values. Through these processes, 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.

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

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.