Willow Oak School

2023-24

Schoolwide Improvement Plan (SIP)

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Willow Oak School

4815 BAILEY ROAD, Mulberry, FL 33860

http://willowoak.polkschoolsfl.com

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.

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, 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
Whiteside, Heather	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. 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 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

Name	Position Title	Job Duties and Responsibilities
		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.
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

Name	Position Title	Job Duties and Responsibilities
		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;
Everage, Robin	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

Name	Position Title	Job Duties and Responsibilities
		knowledge and best practices in the appropriate content area, and * Communicating with parents, peers, and administration.
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 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.
Fish, Heather	School Counselor	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).
McCann, Chelsea	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 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.
Hansen, Colin	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

Name	Position Title	Job Duties and Responsibilities
		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.

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.

Willow Oak School seeks feedback from teachers, school staff, and parents/families annually. The School Advisory Council also analyzes the SIP in a cyclical format each year. Data from progress monitoring is shared with the staff, families, and the SAC. This information coupled with stakeholder feedback is used in conjunction with a comprehensive needs analysis to determine areas of focus when developing the School Improvement Plan. Teacher leaders (grade chairs) and the school based leadership team further analyze data and trends to narrow the focus of each goal and develop action steps to address student needs.

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))

After each progress monitoring period and with each MTSS data analysis cycle by teachers and the school-based leadership team, the goals and action steps of the SIP will be monitored. During the SIP reflection timeframe the plan will be revised, as necessary, to ensure continuous improvement.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
School Improvement Rating History	
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	51	25	32	36	23	32	0	0	0	199
One or more suspensions	7	1	1	1	2	5	0	0	0	17
Course failure in English Language Arts (ELA)	4	5	5	14	0	6	0	0	0	34
Course failure in Math	2	1	1	2	0	1	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	56	36	47	0	0	0	139
Level 1 on statewide Math assessment	0	0	0	58	31	43	0	0	0	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	29	23	40	41	29	40	0	0	0	202

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	17	7	8	57	33	50	0	0	0	172

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	3	12	2	25	0	0	0	0	0	42
Students retained two or more times	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	42	33	37	43	28	0	0	0	183
One or more suspensions	0	4	0	0	7	6	0	0	0	17
Course failure in ELA	0	1	14	10	7	14	0	0	0	46
Course failure in Math	0	1	8	2	4	1	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	57	58	31	0	0	0	146
Level 1 on statewide Math assessment	0	0	0	42	44	46	0	0	0	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	88	80	54	33	11	0	0	0	266

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	22	13	11	56	42	0	0	0	144

The number of students identified retained:

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

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	42	33	37	43	28	0	0	0	183
One or more suspensions	0	4	0	0	7	6	0	0	0	17
Course failure in ELA	0	1	14	10	7	14	0	0	0	46
Course failure in Math	0	1	8	2	4	1	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	57	58	31	0	0	0	146
Level 1 on statewide Math assessment	0	0	0	42	44	46	0	0	0	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	88	80	54	33	11	0	0	0	266

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	22	13	11	56	42	0	0	0	144

The number of students identified retained:

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

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*	39	45	53	44	47	56			
ELA Learning Gains				59					
ELA Lowest 25th Percentile				43					
Math Achievement*	53	49	59	49	42	50			
Math Learning Gains				51					
Math Lowest 25th Percentile				45					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	41	54	39	49	59			
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	51	54	59	67					

* 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)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	219
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	100
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	22	Yes	2	2
ELL	35	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	39	Yes	1	
MUL				
PAC				
WHT	56			
FRL	41			

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	27	Yes	1	1
ELL	45			
AMI				
ASN				
BLK				
HSP	49			
MUL				
PAC				
WHT	49			
FRL	49			

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	39			53			36					51
SWD	22			29			13				4	
ELL	28			47			24				5	51
AMI												
ASN												
BLK	20			60							2	
HSP	34			47			27				5	51
MUL												
PAC												
WHT	50			66			61				4	
FRL	34			50			31				5	53

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	44	59	43	49	51	45	39					67
SWD	16	49	39	16	30	33	9					
ELL	38	56	41	44	47	38	32					67
AMI												
ASN												
BLK												
HSP	41	61	48	46	48	44	38					68
MUL												
PAC												
WHT	49	57	33	58	58	47	44					
FRL	39	58	49	47	51	44	39					66

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												
SWD												
ELL												

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
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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
05	2023 - Spring	43%	43%	0%	54%	-11%
04	2023 - Spring	39%	53%	-14%	58%	-19%
03	2023 - Spring	37%	42%	-5%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	51%	-1%	59%	-9%
04	2023 - Spring	52%	56%	-4%	61%	-9%
05	2023 - Spring	50%	44%	6%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	39%	-7%	51%	-19%

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.

While examining ELA proficiency 3rd - 5th grade proficiency was 44% in the prior year and this year 43% proficiency, with a change of tests/benchmarks this decline is minimal. However, the low performance in ELA continues to be at a level of concern. This area did show overall growth from 19% proficiency in PM1 (3rd - 5th grade) to 43% proficiency in PM 3(3rd - 5th) trends still show ELA lagging behind mathematics when similar student cohorts are compared. The interventions and supports are helping students to make growth, but the decline experienced in 2nd grade contribute to the lack of proficiency in 3rd grade and beyond.

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

2nd grade ELA and Mathematics showed the greatest decline within the school year. 2nd ELA PM1: 45% to PM3: 36%. 2nd grade math PM1: 56% to PM3: 44%.

Students in some of the primary grades struggle to meet benchmark success when given independent tasks. Excessive scaffolding and a gap between students independent work contributes to this decline.

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.

3rd grade ELA has the greatest gap when compared to the state average. Willow Oak School 3rd graders were 39% proficient on PM3 in relation to the state 50% level of proficiency. This gap is indicative of the performance level drops we see as a trend in 2nd grade over the last two years. Students leave 1st grade as a cohort with 50%+ proficiency, yet the same cohort of students leave 2nd grade with percentage level proficiency in the low 30s.

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

Mathematics is the area which showed the most improvement in overall proficiency levels from 6% in PM1 (3rd - 5th grade) to 54% proficiency in PM3 (3rd - 5th grades). Our school implemented Number Worlds as an intervention. We also focused on benchmark-aligned tasks with student independent accountability. 3rd through 5th grade also departmentalized, analyzed benchmarks and tasks through the learning arc process, as well as cycles of planning, monitoring of instruction, data analysis and work sample analysis in order to improve students outcomes.

While ELA continues to be an area of concern and 2nd grade struggles with maintaining proficiency levels as student cohorts exit 1st grade. This year's 3rd grade ELA growth from PM1:13% to PM3: 39% shows the greatest level of growth for ELA within a grade level. These scores reflect the diligent actions of our 3rd grade teachers to support student growth.

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

ELA overall continues to be an area of concern in regards to proficiency being below 50% in 2nd - 5th grades. While the gaps for Economically Disadvantaged and Hispanic students generally are minimal

when compared to overall grade level cohorts, our students with disabilities also are an area of concern with proficiency gaps above 20% points in relation to their non-disabled peers.

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

1. ELA proficiency
2. Closing the gap for SWDs.
3. Continue to improve in mathematics
4. Continue to provide a positive learning environment

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

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

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.

ALL students will receive rigorous grade level benchmark-aligned instruction in English Language Arts, Mathematics, and Science. Benchmarks will be taught to the full intent. Tasks will reflect the depth and alignment to the standard/benchmark. Emphasis will be placed on Students with Disabilities as a sub-group for improved performance.

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 benchmark-aligned Tier 1 instruction, and implementation of school-wide best practices utilizing the Learning Arc Framework. Teachers who serve students with disabilities also participate in weekly planning sessions and are observed with the district monitoring tool.

Person responsible for monitoring outcome:
Michelle Townley (michelle.townley@polk-fl.net)

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.)

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 (also including students with disabilities). WIN Time acceleration and/or intervention based on student data will utilize Corrective Reading (3rd - 5th) and Reading Mastery (K-2) as the evidenced-based intervention in reading. Number Worlds is used as the evidence-based intervention in mathematics.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

District provided intervention materials.

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 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 time.

Person Responsible: Heather Whiteside (heather.whiteside@polk-fl.net)

By When: August 11, 2023

Conduct planning protocol on a weekly basis with instructional coaches utilizing the learning arc.

Person Responsible: Lori Thompson (lorayne.thompson@polk-fl.net)

By When: Weekly August 2023 - May 2024.

Conduct correlation analysis between SBI walks, collaborative planning, and student student mastery/ proficiency of tasks/assessments.

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

By When: Discuss and analyze weekly in school based leadership team meetings.

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: Heather Whiteside (heather.whiteside@polk-fl.net)

By When: Ongoing to begin no later than September 2023 - April 2024.

Monitor progress data for growth and proficiency.

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

By When: Conclusion of PM1, PM2, and PM3. Formative assessments will be monitored with coaches and school-based leadership team.

#2. Positive Culture and Environment specifically relating to Other

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.

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. Based on the work of John Hattie, clear student expectations for learning has an effect size of 1.33. Additionally, response to intervention, also with an effect size from Hattie's research pf 1.29, is a focus at Willow Oak School, especially for our students with disabilities.

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

90% of students, including students with disabilities, will achieve monthly goals for Positive Behavior Intervention Support systems (SOAR behavior expectations).

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 processes for PBIS.

Person responsible for monitoring outcome:

Heather Whiteside (heather.whiteside@polk-fl.net)

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.)

Positive Behavior Intervention Supports (PBIS).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

PBIS is a district based intervention based on the evidence and research conducted by the University of South Florida.

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 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teach students common behavior expectations as outlined in PBIS plan. (SOAR - Safety, Ownership, Achievement, Respect).

Person Responsible: Heather Whiteside (heather.whiteside@polk-fl.net)

By When: Initial instruction happens throughout the month of August. Follow up occurs as needed, after holidays/breaks, and continuously throughout the year.

Communicate student successes with parents/families through agenda stamp, social media/communication app, Parent Portal.

Person Responsible: Colin Hansen (colin.hansen@polk-fl.net)

By When: Daily.

Provide tiered support for students who need additional tier 2 and/or tier 3 interventions.

Person Responsible: Robin Everage (robin.everage@polk-fl.net)

By When: Ongoing, as needed.

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).

Polk County Public Schools supports school to review school improvement funding and allocations based on the following activities:
* Title I/UniSIG Comprehensive Needs Assessment (CNA)
* Data Com
* Summer Leadership Academy/Retreat
* School Improvement Plan Meetings/Trainings
* PURE Process
* Regional and Office of School Transformation review SIP plans

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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. 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 related 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. 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 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 Measurable Outcomes

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

Grades 3-5 Measurable Outcomes

Progress monitoring data will show a +2% proficiency increase for all grades/ELA content area as we work to attain 50%+ in each grade level.

Monitoring

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 impact student achievement outcomes.

Progress monitoring toward our goals will be monitored using the district standardized walkthrough tool and
our Willow Oak School progress monitoring data spreadsheets/meeting/data chat process. Tracking for student progress will also occur and students will progress in groups as they complete/master Reading Mastery and/or Corrective Reading levels.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:
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. §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 Reading Mastery (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. These programs meet Florida's definition of evidence-based programs, align with the Polk County's K-12 Comprehensive Reading Plan, and align with the B.E.S.T. ELA Standards.

Rationale:
Explain the rationale for selecting 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 evidence-based 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 and Reading Mastery were found to have potentially positive effects on alphabetics 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
Conduct Learning Arc planning protocol weekly.	Thompson, Lori, lorayne.thompson@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 Reading Mastery	Townley, Michelle, michelle.townley@polk-fl.net

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.

Willow Oak School provides information on the SIP and Title One budget to stakeholders during SAC meetings. The Parent and Family Engagement Plan and Compact are reviewed and readily available as follows:
• School/District Webpage
• PEN Notebook
• Parent/Family/Community Input Meetings
• Annual Meeting

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))

Willow Oak Schools makes plans to build positive relationships with families and other community stakeholders with every interaction. Each time a family engages with a staff member it is an opportunity to strengthen bonds. More formal relationship building events occur in the following settings as well:
• Building Capacity Events: October and February evening events

• Staff Capacity Building Professional Development: Engage Every Family Book Study
- Conferencing
- Family/school relationship
• Family/Community Input through surveys/feedback sessions
• Data Chats/Conferences - Student Led Conference Nights
• Webpage
• Annual Meeting

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))

Willow Oak School plans to strengthen the academic program and increase the quality of instruction in many ways. Funds are used for the following:
• Supplemental Staff (academic coaches, interventionists, paraprofessionals)
• Supplemental Resources (science leveled readers, Reflex, printed materials)
• Professional Development
• Collaborative Planning

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))

Willow Oak School develops plans in coordination and integration of the following resources available from Polk County Public Schools:
* Data Com
* School Improvement Planning Trainings
* Regional (area) Meetings
* Summer Leadership Academy
* Title I Technical Assistance – Use of Funds, PFE Input, Back to School Meeting
* Comprehensive Needs Assessment Technical Assistance
* ESE, Migrant, Early Childhood, Work Force (Agriculture and ITV)

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))

Willow Oak School ensures students receive counseling, school-based mental health services and other specialized support through the following resources:
* https://polkschoolsfl.com/mentalhealth/
* Individual Counseling
* Group Counseling
* Drumbeats
* Collaboration with community providers – Peace River Center, Watson Clinic Behavioral Health
* Support Groups
* Grief Support
* Children's Home Society

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))

Willow Oak School provides awareness for postsecondary opportunities as appropriate for elementary aged students through the following:
* Career Academies - collaboration with Agriculture course and ITV
* Vocational Schools - previews for 5th grade students transitioning to middle school
* Building Capacity of Events – Transition events (Kindergarten Round-Up and Middle School Transition Night)

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).

Willow Oak School implements a schoolwide tiered model of support for academic, behavior, and attendance in conjunction with Polk County Public Schools resources as follows:
* PBiS
* RTI
* MTSS
* Behavior Interventionist, Mental Health Counselors, School Counselors, Deans

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))

Willow Oak School teachers, paraprofessionals, and other personnel participate in professional learning to improve instruction for students around many topics. Some of the topics include:
* Professional Learning Communities to improve instruction and data (weekly)
* Data Com
* RTD materials usage

Our staff also receive funds and support through:
• Collective Bargaining Stipends – Title I, Critical Shortage Area, Highly Effective
• Recruitment and Educator Quality Department - PCPS Culture Ambassador Program

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))

Willow Oak School is thrilled to have a full continuum Early Learning Center. Preschool programs at Willow Oak are supported by the district as follows:
* Early Childhood - https://polkschoolsfl.com/earlychildhood/
* Head Start
* VPK
* ESE PreK
* Kindergarten Round Up
* Kindergarten Readiness Camps
* Books Bridge Bus
* Migrant Early Childhood Services