

Willow Oaks Elementary Annual Plan (2025 - 2026)

Last Modified at Sep 25, 2025 11:36 PM CDT

**[G 1] Reading/Language Arts**

Through the implementation of a standards-aligned curriculum in ELA classrooms, students will receive a high quality and equable education based on a comprehensive professional development program that will strengthen pedagogy in Reading, Writing, and Language Arts to support instructional shifts.

**Performance Measure**

Willow Oaks will increase the number of OTM students on the Schoolwide ELA portion of TCAP from 22.5% (SY23-24) to 39.4% (SY25-26) in grades 3-5 using data from building wide assessments. Performance will be measured using the following tools:

Standards Aligned Bi-Weekly Assessments

District Quarterly Formative Assessments

Yearly TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>School level data for ELA shows the Fall of 2023 iReady overall data as 17.1% of students were on or above grade level, Winter 2023, 31.8% of students were on or above grade level and Spring 2024, 30.6% of students were on or above grade level.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ol style="list-style-type: none"><li>1. Bi-Weekly Assessments (school-level)</li><li>2. Quarterly Interim Assessments (district-level)</li><li>3. Quarterly Universal Screener Reading Data</li></ol>	<p><b>[A 1.1.1] Daily Performance Based Objectives</b> To support mastery of the standards, teachers in grades 3-5 will use standards based objectives (SBOs) to guide their lessons. The objective will be written in a "SWBAT...IOT..." format. Teachers in grades K-2 will use "I can" statements that state the specific skill(s) that students will learning for the day and how they will be assessed.</p> <p>Teachers will have access to the district resources to include previous years PBOs, the lesson planning internalization document, PLC Protocol document and ELA academic vocabulary via MSCS Teacher Landing Page.</p> <p>Teachers will follow the KSH Protocol to ensure students understand the academic language within the standard and objective. The SBO will be used as a reference while students work to master the standard.</p>	Grade Level Teachers with support from Grade Level Admin	05/22/2026	Title 1	

<p>4. Weekly Informal Classroom Observations using School Created Walkthrough Tool</p> <p>5. Semesterly Teacher Formal Observation Data using TEM Rubric</p> <p>Effectiveness</p> <p>1. 80% of students in grades 3-5 will score 70% or better on bi-weekly assessments</p> <p>2. 35% of students in grades 3-5 are meeting or exceeding expectations at 70% or better on quarterly interim assessments</p> <p>3. 35% of students in grades 3-5 are on or above grade level on the Reading iReady Diagnostic (given 3 times per academic year)</p> <p>4. 85% or teachers are scoring 20-24 points on weekly informal walkthroughs</p> <p>5. 85% of teachers have overall scores of 3.5 or higher on TEM observations</p>					
	<p><b>[A 1.1.2] Instructional Resources</b></p> <p>Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis:</p> <ul style="list-style-type: none"> <li>* copier</li> <li>* instructional technology</li> <li>* instructional supplies for students</li> <li>* instructional supplies for teachers</li> <li>* materials to create a positive/literacy rich classroom environment</li> <li>* materials for us in literacy stations and small group instruction</li> </ul> <p>Teachers will incorporate any or all of the available resources to teacher the standard effectively. Teachers will receive professional development around how to best use each resource as applicable.</p>	<p>Lashun Wyley, Tamara McCray, Kandra S. Jackson and Dr. Matthew Love</p>	<p>05/22/2026</p>	<p>Title 1</p>	

	Teachers will receive extended planning time each quarter to work collaboratively to plan lessons.				
<p><b>[S 1.2] Professional Development</b> Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that will support and improve teacher's pedagogy of content and support teacher's understanding and mastery of standards-based instruction and interventions that will lead to improved student outcomes.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ol style="list-style-type: none"> <li>1. Weekly Teacher Informal Observation Data using school level rubric</li> <li>2. Semesterly Teacher Formal Observation Data using TEM Rubric</li> <li>3. Weekly Teacher Survey Results using Microsoft Forms</li> </ol> <p>Effectiveness:</p> <ol style="list-style-type: none"> <li>1. 85% of teachers are scoring 24 points weekly on informal walkthroughs.</li> <li>2. 85% of teachers have overall scores of 4 or higher on TEM observations.</li> <li>3. 100% of teachers will complete school based and/or district level professional development surveys</li> </ol>	<p><b>[A 1.2.1] Weekly PD</b> Willow Oaks will have ongoing professional development after school each Monday. The professional development will be based on teacher needs survey, district roll outs of new information and practices, standards based teaching and learning. and needs observed by admin team during formal and informal observations.</p> <p>Mondays at Willow professional development sessions will be submitted to PLZ for course credit. Teachers will receive professional development hours for their attendance.</p>	ILT Members and Grade Level Admin	05/18/2026		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p>	<p><b>[A 1.3.1] Data Driven Small Groups</b> Willow Oaks will administer the universal screener (Fall, Winter, Spring) to identify Tier 2 and Tier 3 students who need more intensive instructional support. Following the universal screener, students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine</p>	Matthew Love, Tamara McCray, Lashun Wyley, SEAs, Grade Level Teachers	08/18/2026	Title 1	

<p><b>Benchmark Indicator</b> Implementation:</p> <ol style="list-style-type: none"> <li>1. Weekly In-House Assessment Data</li> <li>2. Quarterly Performance Matters Assessment Data</li> <li>3. Quarterly Universal Screener Data (iReady)</li> <li>4. Bi-Weekly/Weekly Progress Monitoring Data (PM)</li> <li>5. Daily Academic Monitoring Tool (AMT)</li> </ol> <p>Effectiveness</p> <ol style="list-style-type: none"> <li>1. 80% of students in grades 2-5 will score 75% or better on weekly assessments</li> <li>2. 80% of students in grades 3-5 score at 70% or better on quarterly Performance Matters assessments</li> <li>3. 70% of students in grades 2-5 will score on or above grade level on the quarterly Universal Screeners</li> <li>4. 100% of tier 2 and tier 3 students will receive weekly or bi-weekly PM</li> <li>5. 100% of teachers in grades 1-5 will use the AMT daily</li> </ol>	<p>student progress. Tier 2 students receive progress monitoring biweekly (10 instructional days). Tier 3 students receive progress monitoring weekly (5 instructional days).</p> <p>We will also provide support through Low Ratio, High Dosage Instruction Targeting Area of Need providing students with the recommended instruction time outlined in the TDOE RTI Manual. We will be leveraging SEAs that supports teachers and students in grades K-2 to improve the number of adults who can support intervention and instruction.</p>				
<p><b>[S 1.4] Early Literacy</b> Build and strengthen the foundational literacy knowledge of K-2 teachers, educational assistants and building level admin through research based professional learning opportunities to increase the proficiency levels of students.</p> <p><b>Benchmark Indicator</b> Implementation</p> <ol style="list-style-type: none"> <li>1. Monthly Professional Learning Opportunities</li> <li>2. Weekly School Based Assessments</li> <li>3. Quarterly Universal Screening</li> </ol>	<p><b>[A 1.4.1] Early Literacy PD for K-2 Teachers</b> Literacy PD sessions will be offered continuously throughout the academic year using resources from MSCS Early Literacy and the standards-aligned curriculum.</p>	Lashun Wyley, Tamera McCray	05/22/2026	Title 1	

Effectiveness  1. 95% or greater active participation in Professional Development sessions by K-2 Teachers, SEAs and building level admin 2. K-2 students will master weekly assessments with 75% or greater proficiency 3. 70% of K-2 students will be assessed at on grade level and/or above on the Universal Screener					
	<b>[A 1.4.2] Peer Observations</b> K-2 Teachers will engage in monthly peer observations of both in-house and/or district peers to strengthen their understanding of each phase of foundational literacy instruction. Grade Level Admins will accompany teachers on peer observations to answer immediate questions, as well as debrief and create next steps of instruction.	Grade Level Admin, Grade Level Teachers	05/22/2026	Title 1	
<b>[G 2] Mathematics</b> By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.  <b>Performance Measure</b> By May 2026, Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 19.7% in 2024 to 31%.  Performance measures will be monitored by the following:  District Formative Assessments  TNReady Assessment					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<b>[S 2.1] Standard Aligned Core Instruction</b> Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students'	<b>[A 2.1.1] Standard Aligned Core Instruction</b> Using the math curriculum, Envision and the MSCS Curriculum Maps, and lesson planning documents, teachers will provide quality core instruction, teach performance based objectives, and administer	Dr. Matthew Love, AP and Anthony Coleman	05/29/2026	Title I	

<p>engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ol style="list-style-type: none"> <li>1. Weekly Assessment Data - conducted weekly and reviewed in collaborative planning</li> <li>2. Quarterly Interim Assessment Data (school-level) - given quarterly and reviewed in data team meeting</li> <li>3. Universal Screener Reading Data - given three times an academic year and reviewed in data team meeting</li> <li>4. Teacher Informal Observation Data - informal observations are conducted weekly using a excel spreadsheet with district and school instructional expectations.</li> <li>5. Teacher Formal Observation Data - are conducted beginning in September and at frequency determined by teacher LOE data.</li> </ol> <p>Effectiveness</p> <ol style="list-style-type: none"> <li>1. 80% of students in grades 3-5 are meeting or exceeding expectations at 70% or better on weekly assessments.</li> <li>2. 35% of students in grades 3-5 are meeting or exceeding expectations at 70% or better on quarterly interim assessments in order to meet AMO goals. This number will incrementally increase to 50% or higher over the course of the year.</li> <li>3. 35% of students in grades 3-5 are on or above grade level on the Reading iReady Diagnostic in order to meet AMO goals. This number will increase to 50% or higher over the course of the year.</li> <li>4. 85% or teachers are scoring 20-24 points weekly on informal walkthroughs. 24 points indicates that all instructional expectations are being met.</li> </ol>	<p>assessments aligned with the revised 2023 Tennessee Academic Standards for Mathematics.</p> <p>Math teachers will teach the TN standards as outlined in the Envision curriculum. They will also use resources provided by District Curriculum and Instruction to include the High Impact Strategies and the Instructional Focus Documents.</p>				
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5. 85% of teachers have overall scores of 3.5 or higher on TEM observations. Teachers are observed 2 or 4 times per academic year.					
	<p><b>[A 2.1.2] Daily Objective</b> In order to teach the standards, teachers in grades 3-5 will use the performance based objectives (PBOs) to guide their lessons. The objectives will be written in a "SWBAT....IOT...." format. Teachers in grades K-2 will develop and utilize "I can" statements.</p> <p>Teachers will have access to daily objectives via MSCS Curriculum and Instruction department which includes a detailed explanation of the standard, the PBO related to the standard, as well as academic vocabulary, and use of manipulatives. Teachers will review the objective with students and define key academic vocabulary within the standard, curriculum, and objective. The PBO will be used as a reference while students work to master the standard.</p>	Dr. Matthew Love, Anthony Coleman	05/29/2026	Title I	
	<p><b>[A 2.1.3] Instructional Resources</b> Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis:</p> <ul style="list-style-type: none"> <li>* copier</li> <li>* instructional technology</li> <li>* instructional supplies for students</li> <li>* instructional supplies for teachers</li> <li>* manipulatives to support mathematics teaching and learning</li> </ul>	LaShun Wyley and Tamera McCray	05/29/2026	Title I [\$1500.00]	
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that will support and improve teacher's pedagogy of content and support teacher's understanding and mastery of standards-based instruction and interventions</p>	<p><b>[A 2.2.1] Weekly PD/Instructional Expectations</b> Willow Oaks will have ongoing PD after school each Monday. The PD will be based on teacher needs surveys, district roll outs of new information, practices, and curriculum, standards based teaching and learning, and needs observes by the admin team during formal and informal observations related to TEM and IPs.</p>	Dr. Matthew Love, Anthony Coleman, Kandra Jackson, LaShun Wyley, Tamera McCray	05/29/2026	Title I	

<p>that will lead to improved student outcomes.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ol style="list-style-type: none"> <li>1. Teacher Informal Observation Data - informal observations are conducted weekly using a excel spreadsheet with district and school instructional expectations.</li> <li>2. Teacher Formal Observation Data - are conducted beginning in September and at frequency determined by teacher LOE data.</li> <li>3. PLZ attendance data - PLZ codes are given for each PD session</li> <li>4. Teacher Survey results - teachers will be sent a survey where they can identify their specific needs.</li> </ol> <p>Effectiveness:</p> <ol style="list-style-type: none"> <li>1. 85% or teachers are scoring 20-24 points weekly on informal walkthroughs. 24 points indicates that all instructional expectations are being met.</li> <li>2. 85% of teachers have overall scores of 3.5 or higher on TEM observations. Checked quarterly.</li> <li>3. 100% of teachers are participating in weekly professional development that best fits their instructional practice needs according to observation data.</li> <li>4. 100% of teachers will complete the survey and participate in school or district PD sessions weekly and/or monthly.</li> </ol>	<p>Mondays at Willow PD sessions will be submitted to PLZ for course credit. Teachers will receive professional development hours for their attendance.</p>				
	<p><b>[A 2.2.2] Standards Based Curriculum Training-PLCs and Collaborative Planning</b> Professional Learning &amp; Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices required by the district. These opportunities are shared with teachers via email by the PLC Coaches. Willow Oaks teachers will attend district level PD, school level PLCs and collaborative planning opportunities related to their content areas and builds teaching capacity.</p>	<p>Dr. Matthew Love, Kandra Jackson, Anthony Coleman, LaShun Wyley, Tamera McCray</p>	<p>05/29/2026</p>	<p>Title I [\$3500.00]</p>	



	Willow Oaks will provide additional professional learning periodically throughout the school year conducted by school leaders (ILT members, content leads, PLC Coaches) at the school level. Willow Oaks will also provide guest educational speakers and facilitators to lead staff through standards based training.				
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b> Implementation:</p> <ol style="list-style-type: none"> <li>1. Weekly Assessment Data</li> <li>2. Quarterly Interim Assessment Data (school-level)</li> <li>3. Quarterly Universal Screener Reading Data</li> <li>4. Weekly or Bi-Weekly Progress Monitoring Data</li> <li>5. Daily Academic Monitoring Tool</li> </ol> <p>Effectiveness</p> <ol style="list-style-type: none"> <li>1. 80% of students in grades 3-5 are meeting or exceeding expectations at 70% or better on weekly assessments.</li> <li>2. 35% of students in grades 3-5 are meeting or exceeding expectations at 70% or better on quarterly interim assessments in order to meet AMO goals. This number will incrementally increase to 50% or higher over the course of the year.</li> <li>3. 35% of students in grades 3-5 are on or above grade level on the Reading iReady on quarterly universal screener assessments .Diagnostic in order to meet AMO goals. This number will</li> </ol>	<p><b>[A 2.3.1] Multi Tiered Support Systems</b> Willow Oaks will administer the Universal Screener (Fall, Winter, Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the Universal Screener, select students are then given a benchmark assessment to determine specific deficits in their greatest area of need in literacy or mathematics. Intervention plans are created and monitored to determine student progress. Tier 2 students receive progress monitoring after 10 instructional days. Tier 3 students receive progress monitoring after 5 instructional days.</p>	Tamera McCray, Dr. Matthew Love, LaShun Wyley	05/29/2026	Title I	

<p>increase to 50% or higher over the course of the year.</p> <p>4. 100% of tier 2 and tier 3 students are receiving weekly or bi-weekly PM scores that is in the 85-100 percentile according to the deficit skill.</p> <p>5. 100% of teachers are capturing data in daily to make adjustments to their instruction and inform small group instruction which will lead to 100% of students will be getting the supports needed to be successful.</p> <p>***</p> <p>***</p> <p><b>Benchmark Indicator</b>  Students should perform at or above the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady.</p> <p>20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.</p> <p>Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).</p>					
	<p><b>[A 2.3.2] Differentiated Instruction-Small Group</b>  Based on student data, teachers will implement small group instruction. Students that need extra instruction around a particular skill will receive further in depth instruction from the classroom teacher or educational assistant in a small group setting.</p> <p>Because students with the same area of need will</p>	<p>Kandra Jackson, Dr. Matthew Love, Tamera McCray, LaShun Wyley</p>	05/30/2026	Title I	

	be grouped together, small groups will be flexible and change according to student data.				
	<p><b>[A 2.3.3] Instructional Resources</b>  Provide teachers with resources for small group instruction in mathematics based on student need. The following are examples of resources teachers have access to in order teacher small groups effectively;</p> <ul style="list-style-type: none"> <li>* copier</li> <li>* instructional technology</li> <li>* instructional supplies for students</li> <li>* instructional supplies for teachers</li> <li>* materials for use in math stations and small group instruction</li> <li>* math manipulatives</li> </ul> <p>Teachers will incorporate any or all of the available resources to teach skills effectively. Teachers will receive professional development around how to best use each resource as applicable.</p>	Tamera McCray and LaShun Wyley	05/29/2026	Title I	
<p><b>[G 3] Safe and Healthy Students</b>  By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions, supports, incentives and continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.</p> <p><b>Performance Measure</b>  By May 2026, Willow Oaks will lower the chronic absenteeism rate from 15.7% during the 23-24SY to lower than 10% during the 25-26SY.</p> <p>These performance measures will be monitored by the following:</p> <ul style="list-style-type: none"> <li>* School Level Attendance Reports/Power BI</li> <li>* School Level Discipline Reports/Power BI</li> <li>* Daily Behavior Logs</li> </ul>					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] Attendance and Behavior Intervention Supports</b>  Implement targeted interventions, support programs and initiatives that address identified</p>	<p><b>[A 3.1.1] School Wide Discipline Plan</b>  Willow Oaks will follow a School Wide Progressive Discipline plan. Within the plan, students will receive a progression of consequences for</p>	Matthew Love, Stephanie Jamison, Talisha Burnett	05/18/2026	Fund 1	

<p>behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ol style="list-style-type: none"> <li>1. Daily Chronically Absent Report</li> <li>2. Daily Attendance Data</li> <li>3. Weekly Truancy Reports</li> <li>4. Daily Student Behavior Trackers</li> </ol> <p>Effectiveness:</p> <ol style="list-style-type: none"> <li>1. Students' chronic absenteeism rate fell significantly during the 1st 20- day period</li> <li>2. K-5 students will increase their attendance rate during a 20-day period.</li> <li>3. K-5 students are present in school for the majority of the school year and have fewer absences</li> <li>4. K-5 students refrain from receiving any disciplinary action resulting in absence from school each quarter.</li> </ol>	<p>disruptive behavior. The progression includes: warning, conference with behavior specialist, conference with teacher, parental contact, conference with counselor, classroom personalized incentive plan, referral to AP, referral to Principal, in-school suspension, out of school suspension. Each step in the progressive discipline plan must be documented by the teachers, counselors, and administrators.</p> <p>If a student displays positive behavior, classroom and school wide incentives are in place. Incentives may include homework passes, out of uniform passes, participating in a game truck, pizza parties, for example.</p>	<p>and Haucynthia Davis</p>			
	<p><b>[A 3.1.2] Attendance Incentives</b> Students who attend school Monday - Thursday with no tardies will be allowed to wear jeans and a Willow Oaks t-shirt on Fridays. Also, each day student attendance is greater than 95%, students receive a free dress day.</p> <p>Each 20 day period, students with perfect attendance will receive an invitation to the "atten-dance". Students will also receive an out of uniform pass on the day of the dance.</p> <p>After each report card period, students with perfect attendance will receive recognition and a certificate and ribbon at the rewards day program.</p> <p>The class with the best 20-day attendance for each</p>	<p>Matthew Love, Stephanie Jamison, Talisha Burnett, Haucynthia Davis</p>	<p>05/18/2026</p>	<p>Fund 1</p>	

	<p>grade level will receive a pizza or popcorn party.</p> <p>Students with perfect attendance for the year will receive a incentive.</p>				
<p><b>[S 3.2] Professional Development</b> Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <p>1. PowerBi Reports - used to determine PD needs of teachers, leadership team, and RTIB team 2. Discipline Tracker (school level) - teachers use weekly tracker that is given to behavior specialist each Friday</p> <p>Effectiveness:</p> <p>1. 100% of school faculty and staff are accurately and regularly trained on a quarterly basis on de-escalation and progressive discipline strategies to curve negative student behavior 2. 100% of teachers use and turn in behavior trackers weekly that show 5% or less of students having to be redirected.</p>	<p><b>[A 3.2.1] Professional Development</b> Scaling Up School-wide Positive Behavior Interventions and Supports: The Experiences of Seven States with Documented Success. Journal of Positive Behavior Interventions, 16, 197-208.</p> <p><b>**Tier 1 – Strong Evidence**</b></p> <p>* **Attachments**[ <a href="https://journals.sagepub.com/doi/10.1177/1098300713503685">https://journals.sagepub.com/doi/10.1177/1098300713503685</a>](<a href="https://journals.sagepub.com/doi/10.1177/1098300713503685">https://journals.sagepub.com/doi/10.1177/1098300713503685</a>)</p>	Haucynthia Davis	05/29/2026	Title I	
	<p><b>[A 3.2.2] Social Emotional Learning</b> All K-5 teachers at Willow Oaks are required to have the following professional learning sessions:</p> <p>* Social Emotional Learning Foundations * Adverse Childhood Experiences Training Awareness (ACEs) * ReThink Curriculum</p> <p>This professional development helps teachers deeply understand the impact of social emotional learning and how to implement successful strategies in the classroom.</p>	Kandra Jackson, Matthew Love, Haucynthia Davis	05/29/2026	Title I	

<p><b>[S 3.3] Parent, Family and Community Engagement</b> Promote effective parent, family, and community engagement activities and provide resources that support safe schools and improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ol style="list-style-type: none"> <li>1. Weekly Wednesday Folders sent home</li> <li>2. Yearly Home language Survey for Parents</li> <li>3. Monthly Family Involvement Activities</li> <li>4. Daily (KK-1) and Weekly (2-5) Conduct Charts</li> <li>5. Semesterly District-Wide Parent-Teacher Conferences</li> </ol> <p>Effectiveness:</p> <ol style="list-style-type: none"> <li>1. All students will receive a Wednesday Folder</li> <li>2. All parents will complete the Home Language Survey</li> <li>3. All parents will be invited to activities during and/or after school</li> <li>4. Parents will initial or sign conduct charts</li> <li>5. Parents will attend Parent-Teacher Conferences</li> </ol>	<p><b>[A 3.3.1] Student Heritage Celebrations</b> WOE students and faculty will honor student's heritage through various activities during Hispanic Heritage Month (September 15 - October 15), Black History Month (February) and Asian Pacific Islander Month (May) including, programs, field trips, class level celebrations and projects.</p>	Willow Oaks Faculty and Staff	05/22/2026	Title 1 [\$1500.00]	
	<p><b>[A 3.3.2] Family Math/Science and Literacy Nights</b> Parents will be invited to come to Family Reading Night in the Fall and Family Math and Science Night in the Spring. Families will participate in learning stations geared toward literacy and math/science.</p>	Classroom Teachers, PLCs	03/01/2026		