

Walton County School District

Van R. Butler Elementary School



2019-20 Schoolwide Improvement Plan

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Van R. Butler Elementary School

6694 W COUNTY HIGHWAY 30A, Santa Rosa Beach, FL 32459

<http://vrb.walton.k12.fl.us/>

Demographics

Principal: James Ross

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2018-19 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (62%) 2016-17: A (65%) 2015-16: A (63%) 2014-15: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 9/17/2019.

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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Van R. Butler Elementary School is to meet the needs of each individual student while creating life-long learners. We accomplish this by differentiating instruction to help all students reach their full potential, by providing the knowledge and skills to achieve academic excellence, and by fostering success in a safe and positive environment. By utilizing a variety of stakeholders that includes parents, family members, businesses, and community organizations, we are able to invest the necessary resources to empower our students and help build a stronger community for the future.

Provide the school's vision statement.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Ross, James	Principal	Mr. Ross serves as the Principal of Van R. Butler Elementary supporting the mission, vision and educational leadership of the school. As the school leader, he will support and hold accountable staff for the implementation of the School Improvement Plan which is specific to Van R. Butler, data-driven, and serves as a blueprint for strategies that result in student learning.
Binkowski, Sherrie	Assistant Principal	Ms. Binkowski serves as the Assistant Principal at Van R. Butler Elementary for Kindergarten through 2nd grade. She supports professional development, school discipline, attendance, and instructional staff that results in student learning. She leads the safety committee and sits on the School Advisory Council
VanDyke, Marline	Assistant Principal	Ms. Van Dyke serves as the Assistant Principal of Van R. Butler Elementary for grades 3-5 and ESE. She supports professional development, school discipline, attendance, and instructional staff, that results in student learning. She is a member of the Safety Committee and sits on the School Advisory Council.
Shelton, Bonnie	Instructional Media	Ms. Shelton is the Media Specialist and SIP Co-Chair and SAC Chair at Van R. Butler Elementary.
Koch, Tulin	Instructional Coach	Ms. Koch is the Instructional Coach and SIP Co-Chair at Van R. Butler Elementary.
	School Counselor	Meghan Turner - Guidance Counselor - Coordinates the MTSS process, Assessment Coordinator, 504's and ELL Plans, Initial ESE/Gifted Screenings and Volunteers

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	192	204	184	194	168	0	0	0	0	0	0	0	0	942
Attendance below 90 percent	31	22	20	15	10	0	0	0	0	0	0	0	0	98
One or more suspensions	1	3	0	4	3	0	0	0	0	0	0	0	0	11
Course failure in ELA or Math	5	3	9	3	2	0	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	25	18	0	0	0	0	0	0	0	0	43
	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	1	1	3	7	4	0	0	0	0	0	0	0	0	16

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	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

74

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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
Attendance below 90 percent	31	22	20	15	10	0	0	0	0	0	0	0	0	98
One or more suspensions	1	3	0	4	3	0	0	0	0	0	0	0	0	11
Course failure in ELA or Math	7	7	13	6	9	0	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	25	18	0	0	0	0	0	0	0	0	43

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	1	2	3	10	8	0	0	0	0	0	0	0	0	24

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	66%	57%	74%	64%	55%
ELA Learning Gains	67%	65%	58%	57%	52%	57%
ELA Lowest 25th Percentile	63%	59%	53%	58%	41%	52%
Math Achievement	78%	64%	63%	79%	70%	61%
Math Learning Gains	77%	62%	62%	65%	55%	61%
Math Lowest 25th Percentile	59%	48%	51%	58%	41%	51%
Science Achievement	0%	64%	53%	0%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	192 (0)	204 (0)	184 (0)	194 (0)	168 (0)	0 (0)	942 (0)
Attendance below 90 percent	31 ()	22 ()	20 ()	15 ()	10 ()	0 ()	98 (0)
One or more suspensions	1 ()	3 ()	0 ()	4 ()	3 ()	0 ()	11 (0)
Course failure in ELA or Math	5 ()	3 ()	9 ()	3 ()	2 ()	0 ()	22 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	25 ()	18 ()	0 ()	43 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	76%	66%	10%	58%	18%
	2018	77%	66%	11%	57%	20%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	75%	64%	11%	58%	17%
	2018	75%	64%	11%	56%	19%
Same Grade Comparison		0%				
Cohort Comparison		-2%				
05	2019					
	2018	0%	60%	-60%	55%	-55%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	65%	6%	62%	9%
	2018	81%	68%	13%	62%	19%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	80%	65%	15%	64%	16%
	2018	74%	66%	8%	62%	12%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
05	2019					
	2018					
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

Subgroup Data

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
SWD	46	55		57	64						
ELL	54	79		43	71						
ASN	91			91							
HSP	58	65		49	70						
MUL	69			75							
WHT	82	66	59	83	78	54					
FRL	67	64	62	67	70	53					
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	46	52	50	57	50	42					
ELL	63	67	50	59	39						
ASN	100			100							
HSP	67	72	50	63	44	20					
MUL	87			93							
WHT	77	59	50	79	58	49					
FRL	70	67	52	73	53	45					
2017 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 2015-16	C & C Accel 2015-16
SWD	43	60		59	70						
ELL	26	63	64	65	56	40					
HSP	51	61	57	73	61	60					
MUL	73			87							
WHT	79	56	57	80	66	59					
FRL	59	52	57	72	55	45					

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The area of lowest performance is our ELL and Hispanic subgroups in the math. These subgroups have experienced rapid growth over the last few years. There has been a large influx of students from Central American countries that do not have the educational systems we have in place. While we have experienced exponential growth with these subgroups, we have not received additional supports to meet their needs.

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

The greatest decline was shown in our ELL and Hispanic subgroups. These subgroups have experienced rapid growth over the last few years. There has been a large influx of students from Central American countries that do not have the educational systems we have in place. While we have experienced exponential growth with these subgroups, we have not received additional supports to meet their needs. These students are entering school lacking foundational skills to be successful based on their grade level math standards.

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.

While many of our overall and subgroup statistics exceed state averages, we are still showing a gap in the areas below. The factors that contributed to the gap for ELL and Hispanic students have been listed above. We feel the factors contributing to our SWD students involve an increase in the ESE population without additional staff, past scheduling practices and transition times.

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

Learning Gains for ALL students and Learning Gains for students in the Bottom 25% showing the largest gains.

These gains were a direct reflection to departmentalizing 4th Grade into ELA/Social Studies and Math/Science teachers. This allows teachers to teach to their strengths and plan to enhance depth of knowledge within the content areas. In addition to departmentalization, we implemented Math Club in the afternoons, provide math support through Instructional Aides with a strength in a specific content area and were intentional about teachers knowing and building relationships with these students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reviewing the data, 25 students scored level 1 on a statewide assessment in third grade. Based on this information and the successes experienced in 4th grade during the 2018-19 school year, we are departmentalizing 3rd grade as well. This will allow teachers to focus and plan for depth of instruction within their content area of strength.

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

1. Subgroups (ELL, SWD, ED/FRL)
2. Focus on Growth
3. Lowest 25%
4. Science

Part III: Planning for Improvement

Areas of Focus:

#1

Title

Reading/ELA

Rationale

Using the 2018-19 STAR Data, our average Scale Score Growth in Reading for students in 1st through 4th grade was 142. Focusing on the growth of our students throughout the year allows us to target all three school grade categories and subgroups. With the addition of 5th grade, growth will have a more significant impact on our school grade and the success of our students.

State the measurable outcome the school plans to achieve

Our average STAR Reading Scale Score will increase from 142 points to 145 points.

Person responsible for monitoring outcome

Marline VanDyke (marline.vandyke@walton.k12.fl.us)

Evidence-based Strategy

Complex learning targets and depth of knowledge questioning will be used to increase student growth. Staff will be trained on questioning strategies to build higher order thinking and problem solving skills. Teacher teams will work together to plan small group instruction and interventions. To provide additional supports for our rapidly growing ELL population, our teachers will conduct multiple ELL trainings with Ms. Bea Palls to eliminate barriers when it comes to instruction and learning for these students.

Rationale for Evidence-based Strategy

When students know what they are expected to learn they retain the information and take responsibility for their own learning. Teachers who collaborate are more effective in targeting student needs and intentionally providing interventions.

Action Step**Description**

1. PLC in LETRS, Questioning, and Learning Targets with Performance Scales
2. ELL Training for teachers that have students of this subgroup through Ms. Bea Palls
3. ELL Parent Night quarterly
4. Weekly teacher collaboration and planning within grade level and departments
5. School wide AR program that rewards classroom and individual student goals.
6. Track STAR/FSA/District Assessment data to provide intervention groups and mentoring in Small Reading Groups, Tier 2 and Tier 3 Interventions
7. Increased communication with ELL parents

Person Responsible

Marline VanDyke (marline.vandyke@walton.k12.fl.us)

#2	
Title	Math
Rationale	Using the 2018-19 STAR Data, our average Scale Score Growth in Math for students in 1st through 4th grade was 109. Focusing on the growth of our students throughout the year allows us to target all three school grade categories and subgroups. With the addition of 5th grade, growth will have a more significant impact on our school grade and the success of our students.
State the measurable outcome the school plans to achieve	Our average STAR Math Scale Score will increase from 109 points to 112 points.
Person responsible for monitoring outcome	James Ross (rossj@walton.k12.fl.us)
Evidence-based Strategy	We will continue to use Eureka Math with additional focus on targeted instruction and support in small groups. Tier 2 and Tier 3 Math Intervention time will be included in the master schedule for all grade levels. Complex learning targets and depth of knowledge questioning will be used to increase student growth. Staff will be trained on questioning strategies to build higher order thinking and problem solving skills. Teacher teams will work together to plan small group instruction and interventions. To provide additional supports for our rapidly growing ELL population, our teachers will conduct multiple ELL trainings with Ms. Bea Palls to eliminate barriers when it comes to instruction and learning for these students. Application problems embedded within the curriculum. Compass Learning will be used will all students.
Rationale for Evidence-based Strategy	Research shows that providing training on best practices that teachers implement in the classroom with fidelity will increase student achievement for all students. Furthermore, implementing small group instructions with targeted interventions based on the students, need will close their educational gap compared to their peers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continued training in Eureka Math and Best Practices through peer and district support 2. Effectively implement Tier 2 and Tier 3 interventions in math 3. STAR assessments will be used to assign students to small groups that align with the academic need 4. Imbed 30 additional minutes for math/science integration within the master schedule for all grades
Person Responsible	James Ross (rossj@walton.k12.fl.us)

#3	
Title	Science
Rationale	This year, our school will welcome back our 5th grades students after spending many years at Emerald Coast Middle School. For the 2018-19 school year, ECMS achieved 61% proficiency on the NGSSS 5th Grade Science Assessment.
State the measurable outcome the school plans to achieve	For the 2019 - 20 school year, the NGSSS 5th Grade Science Assessment proficiency score will be 62%.
Person responsible for monitoring outcome	James Ross (rossj@walton.k12.fl.us)
Evidence-based Strategy	Teachers will be provided with hands on learning materials in order to teach the labs that are included in teh Pearson Science curriculum. Teachers will utilize Study Island science curriculum to supplement the base curriculum. Teachers will incorporate STEM Interdisciplinary units each quarter. Lego League will be available for 5th graders to enhance their depth of knowledge in STEM.
Rationale for Evidence-based Strategy	Student learn and retain information when they are able to utilize hands-on learning to master concepts they are learning. We will use Study Island because it has excellent NGSSS style questions and review. We value STEM and believe it is key to developing problem solving skills and metacognition which will improve our science and math scores.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of STEM activities to enhance the depth of learning and understanding. 2. Provide necessary resources and training to implement STEM activities throughout multiple grade levels 3. Utilize district resources, such as Study Island, to support science instruction 4. Plan a Science Night to engage parents in STEM education. 4. Hands-on activities in K-5 5. Lego League
Person Responsible	James Ross (rossj@walton.k12.fl.us)

#4**Title** Behavior**Rationale**

Last year we had 32 total incidents involving suspensions (29 - OSS and 3 - ISS). The research shows that students who are not able to remain in their standard learning environment due to disciplinary consequences fall behind their peers and become academically delayed. Many of these behaviors are often avoidable with proper social and emotional education that instills choices in our students.

State the measurable outcome the school plans to achieve

Our goal is to reduce the number of incidents requiring suspensions (OSS or ISS) to 29 for the 2019-20 school year.

Person responsible for monitoring outcome

Sherrie Binkowski (binkowskis@walton.k12.fl.us)

Evidence-based Strategy

For the 2019-20 school year, the Assistant Principals will be reorganized to provide an AP over curriculum, instruction and discipline for grades K-2 and 3-5. These AP's will work closely with their teachers to create a 5-step behavior process to address classroom management issues in the classroom. They will also work with these teachers to create a step plan for minor infractions that are tailored to the age and grade level of the students. We will implement new SEL Education curriculum - Sanford Harmony - throughout the school year on a daily basis. We have intentionally planned for this instruction to last 5-10 minutes per day in our master schedule. We will continue the use of our Butler Buck program (PBS initiative) to reward students and classrooms for their exemplary behavior. Lastly, we will continue to the implementation of our VRB and Kiwanis Citizenship Awards.

Rationale for Evidence-based Strategy

Using the 5 step behavior progression plan consistently and teaching the Sanford Harmony program to increase social emotional skills will create a safe and effective classroom setting to maximize student growth. Rewarding citizenship and positive behavior with Butler bucks will keep students motivated to increase positive talk.

Action Step**Description**

1. Sanford Harmony character education program
2. 5 step behavior progression plan
3. Consistent support from the administration
4. Butler bucks distributed as earned
5. Monthly citizenship award - one per classroom

Person Responsible

James Ross (rossj@walton.k12.fl.us)

#5	
Title	Parent Involvement
Rationale	Increasing parent involvement through volunteer support directly impacts student achievement and increases stakeholder involvement.
State the measurable outcome the school plans to achieve	Total number of volunteer service hours will equal or exceed twice the number of students enrolled.
Person responsible for monitoring outcome	Sherrie Binkowski (binkowskis@walton.k12.fl.us)
Evidence-based Strategy	80 % of the school's staff will be trained in school volunteerism. School will have a designated volunteer coordinator. PTO will help promote volunteer opportunities. The Raptor system will be updated to automatically enter and track volunteer hours.
Rationale for Evidence-based Strategy	Increasing and tracking the number of volunteer hours will provide additional support for academic achievement and integration of community stakeholders.
Action Step	
Description	<ol style="list-style-type: none"> 1. 80 % of the school's staff will be trained in school volunteerism 2. School will have a designated volunteer coordinator 3. Total number of volunteer service hours will equal or exceed twice the number of students enrolled 4. ELL parent night will encourage participation by ELL parent volunteers 5. Communication folders and student planners will be utilized to promote volunteer programs
Person Responsible	Sherrie Binkowski (binkowskis@walton.k12.fl.us)

#6	
Title	PLC
Rationale	If we deliver effective instruction using current data to meet the needs of all students then we will increase learning gains and proficiency in ELA and Mathematics.

State the measurable outcome the school plans to achieve	Teachers will collaborate in professional learning communities to analyze current data, identify essential standards, develop common assessments that support a deeper level of rigor and develop targeted, differentiated instruction in Mathematics and ELA.
Person responsible for monitoring outcome	Marline VanDyke (marline.vandyke@walton.k12.fl.us)
Evidence-based Strategy	Every teacher collaborates within the PLC to develop and administer common formative and summative assessments. All assessments administered are aligned with state standards consistent in format and rigor with those used by other teachers in the PLC. Teachers are assessing student learning on a consistent and equitable basis and utilizing results from assessments to make decisions for future changes in content, instruction, and assessment. Teacher will plan for differentiation. All students are guaranteed access to systematic interventions regardless of the teacher to whom they are assigned.
Rationale for Evidence-based Strategy	Research suggests that teachers collaborating within PLC's by developing and administering common formative and summative assessments to guide real-time instruction will increase student achievement.

Action Step	
Description	<ol style="list-style-type: none"> 1. Bi-weekly PLC meetings 2. Progress monitoring 3. Collaboration on assessments 4. Collaboration on grouping for instruction
Person Responsible	Marline VanDyke (marline.vandyke@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part V: Budget

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

1	III.A.	Areas of Focus: Reading/ELA	\$0.00
2	III.A.	Areas of Focus: Math	\$0.00

3	III.A.	Areas of Focus: Science				\$6,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0151 - Van R. Butler Elem. School			\$6,200.00
			<i>Notes: \$6200 to increase technology resources for 5th grade teachers. 5th grade has returned to VRB this year and will incorporate Study Island into their curriculum. In order to effectively utilize this computer-based program, we will be purchasing additional technology (laptops, iPads, tablets, etc) for student use.</i>			
4	III.A.	Areas of Focus: Behavior				\$0.00
5	III.A.	Areas of Focus: Parent Involvement				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0151 - Van R. Butler Elem. School			\$7,000.00
			<i>Notes: \$7000 for student planners and communication folders</i>			
6	III.A.	Areas of Focus: PLC				\$0.00
					Total:	\$13,200.00