

Walton County School District

Van R. Butler Elementary School



2020-21 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: 5/7/2019

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2019-20 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%)
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 9/22/2020.

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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Van R. Butler Elementary School

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

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide educational equity and excellence in a positive learning environment for every student by providing strong foundations built upon a community of collaborative, life-long learners.

- I am Safe
- I am Kind
- I am Respectful
- I am Responsible
- I CAN Persevere

Provide the school's vision statement.

One day, all students will be prepared to successfully compete globally.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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 our Media Specialist, SIP Co-Chair and SAC Chair
Gomillion, Hannah	Teacher, K-12	Ms. Gomillion is a Kindergarten Teacher, SIP Co-Chair, and SAC ????
Turner, Meghan	School Counselor	Ms. Turner is our Guidance Counselor
Harber, Allison	Instructional Coach	Instructional Coach
Delgado, Iris	SAC Member	
Benscoter, Abby	SAC Member	Parent/Community Member
Naville, Andrea	SAC Member	Parent/Community Member
Neese, Meredith	SAC Member	Parent/Community Member
Svoboda, Sarah	SAC Member	Parent/Community Member
Swanson, Jessica	SAC Member	Parent/Community Member

Demographic Information

Principal start date

Tuesday 5/7/2019, James Ross

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

74

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2019-20 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%)
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 .	

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	163	191	193	171	183	139	0	0	0	0	0	0	0	1040
Attendance below 90 percent	7	8	6	5	5	1	0	0	0	0	0	0	0	32
One or more suspensions	2	1	2	1	7	8	0	0	0	0	0	0	0	21
Course failure in ELA	4	13	9	10	5	7	0	0	0	0	0	0	0	48
Course failure in Math	2	5	11	5	6	6	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide ELA assessment	0	0	0	1	15	10	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	1	14	9	0	0	0	0	0	0	0	24

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	1	1	6	5	0	0	0	0	0	0	0	14

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	6	1	8	1	1	1	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 7/19/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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

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	
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

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

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	
	(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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%	0
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

As of the third STAR administration in 2019-20, the lowest performing school grades component was ELA lowest quartile learning gains at 44%. The contributing factors were lack of Tier II materials, onboarding for most of our school programs, large turnover in staff, loss of minutes in Tier II and Tier III time, scheduling changes

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

As of the third STAR administration in 2019-20, the greatest decline from the prior year was in ELA lowest quartile learning gains, with a loss of 32 percentage points. A factor that contributed to this decline is the collection of data occurred 4 months earlier during the 2019-2020 school year (AP3 in January vs. AP3 in May).

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.

Are largest gap in data collected during the 2019-2020 school year was the achievement levels in 3rd grade math compared to the rest of the grade levels. This was the first year this grade level was departmentalized and had a direct impact by allowing content area teachers to focus their efforts in this subject area.

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

Third grade math improved the most due to departmentalization, teachers becoming more familiar with the Eureka math curriculum, and an increase in the minutes scheduled for Math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One area of concern is the comparison of a high number of Level 1 scores on ELA assessment vs the low number of course failures in the next grade. We need to ensure that we have consistency and grade equity to address this area of concern.

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

1. Shift teacher mindset about intervention time, small group instruction, and enrichment activities
2. Provide the necessary resources and professional learning for intervention and small group instruction
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

In 2020-21, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.

Measurable Objective #1 for 5th grade ELA:

2020-21, STAR-2: 50% of all students on pace to learn a year's material in a year's time
 2020-21, STAR-3: 65% of all students on pace to learn a year's material in a year's time
 2020-21, STAR-4: 80% of all students on pace to learn a year's material in a year's time

(Calculated as that percentage of students having green lines on the K12 Lift classroom profiles, indicating their percentile rankings on the most recent STAR assessment is equal to or higher than their percentile ranking on STAR-3 of the previous year)

Measurable Outcome:

Measurable Objective #2 for 5th grade ELA:

2020-21, STAR-2: 50% of level 1 and 2 students on pace to earn a learning gain
 2020-21, STAR-3: 65% of level 1 and 2 students on pace to earn a learning gain
 2020-21, STAR-4: 80% of level 1 and 2 students on pace to earn a learning gain

(Calculated as that percentage of level 1 or 2 students having a check mark in the LG Proj column of the K12 Lift classroom profiles, indicating they are projected to increase one or more achievement levels or tiers relative to STAR-3 of the prior year)

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Create a master schedule that allows for 60 minutes of uninterrupted BEAR time which provides for tier II, tier III, ESE, ELL, TAG instruction.

Rationale for Evidence-based Strategy:

Fewer transitions will allow students and instructional aides to be more focused and purposeful during interventions. The focus is making sure every student receives instruction at their ability level every day.

Action Steps to Implement

Share logic/rationale for the design of the master schedule to empower teachers to meet high expectations for student learning.

Person Responsible

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

Provide opportunity for teachers to plan during CAP outlining how they spend all parts of the day – what students at each level will be learning during each block.

Person Responsible

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

Create a schedule for each ESE student to show specific timeframes and assigned aides for interventions.

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

Identify the resources and provide training for teachers to use for Tier 2 and 3 interventions with a prescribed menu of research based programs.

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

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

In 2020-21, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.

Measurable Objective #1 for students in grades 1 - 5 in Math:

2020-21, STAR-2: 50% of all students on pace to learn a year's material in a year's time
 2020-21, STAR-3: 65% of all students on pace to learn a year's material in a year's time
 2020-21, STAR-4: 80% of all students on pace to learn a year's material in a year's time

(Calculated as that percentage of students having green lines on the K12 Lift classroom profiles, indicating their percentile rankings on the most recent STAR assessment is equal to or higher than their percentile ranking on STAR-3 of the previous year)

Measurable Outcome:

Measurable Objective #2 for students in grades 1 - 5 in Math:

2020-21, STAR-2: 50% of level 1 and 2 students on pace to earn a learning gain
 2020-21, STAR-3: 65% of level 1 and 2 students on pace to earn a learning gain
 2020-21, STAR-4: 80% of level 1 and 2 students on pace to earn a learning gain

(Calculated as that percentage of level 1 or 2 students having a check mark in the LG Proj column of the K12 Lift classroom profiles, indicating they are projected to increase one or more achievement levels or tiers relative to STAR-3 of the prior year)

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. Intervention time will be scheduled into the master schedule. Teaching strategies include Sprints in Eureka to build fluency, spiraling instruction, using manipulatives in all grades, common math vocabulary added to word walls, questioning strategies focusing on DOK2 and DOK3 questions, and using application problems built in Eureka math curriculum.

Rationale for Evidence-based Strategy:

The focus is making sure every student receives instruction at their ability level every day. Implementing small group instruction with research based, targeted interventions will close the educational gap for students compared to their peers. Using the above strategies will increase the level of rigor for all students.

Action Steps to Implement

Share logic/rationale for the design of the master schedule to empower teachers to meet high expectations for student learning.

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

Provide opportunity for teachers to plan during CAP outlining how they spent all parts of the day - what students at each level will be learning during each block.

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

Create a schedule for ESE students to show specific time frames and assigned aides for interventions.

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

Utilize the following strategies: Sprints in Eureka to build fluency, spiraling instruction, using manipulatives in all grades, common math vocabulary added to word walls, questioning strategies focusing on DOK2 and DOK3 questions, using application problems built in Eureka math curriculum.

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: In 2020-21, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.

Measurable Outcome: At mid-year during the 2019-2020 school year, on the district 5th grade end of year (EOY) science assessment, our students scored 58% proficient or higher. Upon completion of the 2020-21 school year, 80% of students will score proficient or higher based on the district 5th grade EOY science assessment.

Person responsible for monitoring outcome: James Ross (rossj@walton.k12.fl.us)

Evidence-based Strategy: Teachers will use the Pearson Science curriculum and provide hands-on learning experiences during science instruction. Teachers will utilize Study Island science curriculum to supplement the base curriculum. STEM class will be included in specials rotation.

Rationale for Evidence-based Strategy: Students 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 Steps to Implement

Implementation of STEM class during specials rotation schoolwide

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

Implementation of hands-on science experiments/activities at a minimum of twice a month.

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

Utilize district resources such as Study Island to support science instruction

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

Plan a Science Night to engage parents in STEM education

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

#4. Other specifically relating to Culture and Climate - Safety and Mental Health

Area of Focus Description and Rationale: Mental health and social emotional learning are an essential element of serving the whole child.

Measurable Outcome: Our goal is to create a safe and healthy environment for students to learn. For the 2020-21 school year, 100% of our teachers will utilize Sanford Harmony to teach social emotional learning.

Person responsible for monitoring outcome: Sherrie Binkowski (binkowskis@walton.k12.fl.us)

Evidence-based Strategy: We will implement SEL Education curriculum - Sanford Harmony - throughout the school year on a daily basis. We have intentionally planned for this instruction 10 minutes per day in our master schedule.

Rationale for Evidence-based Strategy: Consistently teaching the Sanford Harmony program to increase social emotional skills will create a safe and effective classroom setting to maximize student growth. Rewarding citizenship will keep students motivated to increase positive talk and behavior.

Action Steps to Implement

1. Sanford Harmony character education program
2. Review of safety and health procedures with students and parents
3. Monthly citizenship award - 2 students per grade level each month

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

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: In 2020-21, we must ensure that parents are provided with up to date information to increase the awareness of school programs, counseling and mental health support services, and resources available to students and families.

Measurable Outcome: Measurable Objective
Based upon the 2019-20 AdvancEd Parent Survey. question F5 "Our school provides excellent support services (e.g. counseling, and/or career planning)" was rated at a score of 3.96 on a scale of 1-5.

For the 2020-21 AdvancEd Parent Survey question F5 will be rated at a score of 4.2 or higher on a scale of 1-5.

Person responsible for monitoring outcome: James Ross (rossj@walton.k12.fl.us)

Evidence-based Strategy: Communication with parents will be improved by increasing the frequency and methods of communication with parents about school programs, counseling and mental health services, and resources available to students and families.

Rationale for Evidence-based Strategy: More frequent and varied communication will allow parents to be more informed and more confident in the school's ability to provide services to keep students safe and healthy.

Action Steps to Implement

Counselor's corner will be added to the Butler Bear News

Person Responsible Meghan Turner (meghan.turner@walton.k12.fl.us)

Town Hall meetings with the principal and special guests will be offered to keep parents informed of school programs and services

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

Communication with parents will be enhanced through social media platforms, Butler Bear News, parent emails, etc.

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

#6. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: We will collaborate to deliver effective instruction by unpacking the standards (B.E.S.T. and current).

Measurable Outcome: 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.

Person responsible for monitoring outcome: James Ross (rossj@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.

Rationale for Evidence-based Strategy: Research suggests that collective teacher efficacy provides the environment in which teachers work as a team to make the greatest impact on student outcomes.

Action Steps to Implement

1. Bi-weekly PLC meetings
2. Decomposing standards
3. Collaboration on assessments
4. Collaboration on intentional, rigorous learning stations

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

n/a

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our stakeholders are a critical partner in the success of our students, staff, school and community. In order for this partnership to flourish, the administration takes an active role with our PTO organization and additional stakeholders in the community. Stakeholders are active participants on our School Advisory Council and participate in the creation of our School Improvement Plan. We have a responsibility to provide the best educational environment for our community and this cannot be done without the partnership of all stakeholders.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Van R. Butler Elem. School			\$2,000.00
<i>Notes: Flocabulary</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$3,099.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Van R. Butler Elem. School			\$3,099.00
<i>Notes: AVID</i>						
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Other: Culture and Climate - Safety and Mental Health				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Van R. Butler Elem. School			\$200.00
<i>Notes: Boardmaker to create visuals to assist students for better communication and transitions. This will also cut down on potential safety risks.</i>						

5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Van R. Butler Elem. School			\$3,500.00
<i>Notes: Parent Communication - Nicky Folders and Student Planners</i>						
6	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$1,691.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Van R. Butler Elem. School			\$1,691.00
<i>Notes: Professional Development Materials</i>						
					Total:	\$10,490.00