

Walton County School District

Van R. Butler Elementary School



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 10/5/2021.

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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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	21%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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	Position 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 staff accountable for the implementation of the School Improvement Plan which is specific to Van R. Butler, data-driven, and serves as a blueprint for strategies which will result in student learning.
Binkowski, Sherrie	Assistant Principal	Mrs. Binkowski serves as the Assistant Principal of Van R. Butler Elementary for Kindergarten through 2nd grade. She supports professional development, school discipline, attendance, and instructional staff that result in student learning. She leads the safety committee and sits on the School Advisory Council.
VanDyke, Marline	Assistant Principal	Mrs. Van Dyke serves as the Assistant Principal of Van R. Butler Elementary for grades 3rd-5th and ESE. She supports professional development, school discipline, attendance, and instructional staff that result in student learning. She leads the safety committee and sits on the School Advisory Council.
Gomillion, Hannah	Instructional Coach	Mrs. Gomillion is the instructional coach at Van R. Butler Elementary. She supports VRB by training teachers and provide resources, feedback, modeling, and professional development to help schools meet instructional goals and school improvement goals. She is also the co-chair of the School Improvement Team and School Advisory Council.
Harber, Allison	School Counselor	Guidance Counselor
Githens, Olivia	Teacher, K-12	SIP/SAC Member
Shelton, Bonnie	Teacher, K-12	Specials Area Representative
Dadant, Shea	Teacher, ESE	ESE Team Representative
Clark, Megan	Parent Engagement Liaison	Parent Representative
Cole, Christina	Parent Engagement Liaison	Parent Representative
Delgado, Andria	Teacher, K-12	ELL Representative

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

Total number of students enrolled at the school

982

Identify the number of instructional staff who left the school during the 2020-21 school year.

16

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

16

Demographic Data

Early Warning Systems

2021-22

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	129	148	158	177	161	148	0	0	0	0	0	0	0	921
Attendance below 90 percent	11	19	14	7	15	12	0	0	0	0	0	0	0	78
One or more suspensions	0	2	3	9	6	11	0	0	0	0	0	0	0	31
Course failure in ELA	4	17	3	8	6	17	0	0	0	0	0	0	0	55
Course failure in Math	4	11	3	7	9	16	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	10	3	4	3	18	0	0	0	0	0	0	0	41

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	5	9	2	3	7	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	66%	57%	77%	63%	56%
ELA Learning Gains				67%	65%	58%	62%	52%	55%
ELA Lowest 25th Percentile				63%	59%	53%	51%	41%	48%
Math Achievement				78%	64%	63%	78%	65%	62%
Math Learning Gains				77%	62%	62%	57%	54%	59%
Math Lowest 25th Percentile				59%	48%	51%	45%	43%	47%
Science Achievement					64%	53%		58%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	66%	10%	58%	18%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	58%	17%
Cohort Comparison		-76%				
05	2021					
	2019					
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	65%	6%	62%	9%
Cohort Comparison						
04	2021					
	2019	80%	65%	15%	64%	16%
Cohort Comparison		-71%				
05	2021					
	2019					
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- STAR Reading (ELA)
- STAR Math
- Pre/Mid/Post Standards Assessment Math
- Pre/Mid/Post Standards Assessment Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	158/48%	158/62%	158/54%
	Economically Disadvantaged	48/26%	48/42%	48/30%
	Students With Disabilities	31/73%	31/57%	31/60%
	English Language Learners	25/29%	25/40%	25/36%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	158/55%	158/63%	158/63%
	Economically Disadvantaged	48/44%	48/51%	48/49%
	Students With Disabilities	31/33%	31/42%	31/60%
	English Language Learners	25/50%	25/36%	25/52%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	176/57%	176/68%	176/66%
	Economically Disadvantaged	54/41%	54/58%	54/54%
	Students With Disabilities	20/29%	20/47%	20/40%
	English Language Learners	28/36%	28/33%	28/39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	177/46%	177/61%	177/66%
	Economically Disadvantaged	54/35%	54/47%	54/52%
	Students With Disabilities	21/39%	21/35%	21/52%
	English Language Learners	28/36%	28/37%	28/32%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	178/57%	178/72%	178/72%
	Economically Disadvantaged	42/43%	42/46%	42/50%
	Students With Disabilities	16/31%	16/31%	16/47%
	English Language Learners	19/12%	19/28%	19/26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	178/66%	178/79%	178/77%
	Economically Disadvantaged	42/46%	42/66%	42/69%
	Students With Disabilities	16/38%	16/60%	16/40%
	English Language Learners	19/38%	19/56%	19/63%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	160/63%	160/69%	160/67%
	Economically Disadvantaged	43/56%	43/46%	43/58%
	Students With Disabilities	18/35%	18/47%	18/50%
	English Language Learners	22/9%	22/19%	22/23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	160/63%	160/69%	160/72%
	Economically Disadvantaged	43/50%	43/59%	43/58%
	Students With Disabilities	18/53%	18/59%	18/61%
	English Language Learners	22/27%	22/29%	22/50%

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		145/55%	145/62%	145/60%
	Economically Disadvantaged		43/33%	43/47%	43/58%
	Students With Disabilities		18/35%	18/47%	18/50%
	English Language Learners		18/6%	18/12%	18/17%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		145/46%	145/55%	145/58%
	Economically Disadvantaged		43/37%	43/45%	43/52%
	Students With Disabilities		24/33%	24/38%	24/46%
	English Language Learners		18/25%	18/24%	18/28%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		145/43%	145/59%	145/74%
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	38	38	48	50	33	20				
ELL	27	53		53	60		14				
ASN	58			92							
HSP	52	58	54	67	62	38	36				
MUL	58			79			50				
WHT	79	68	62	85	79	46	68				
FRL	54	60	53	70	73	44	49				
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							

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
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					

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	75
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	55
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	62
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 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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall, each grade level out performed the previous cohort in ELA. This trend continues in math, with the exception of 5th grade. We did not have a science assessment to provide data in 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement was the lowest quartile 5th math students.

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

Previous data pointed to the need for an emphasis on reading during core and intervention instruction.

We will take a balanced approach for math and ELA, specifically during intervention instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Second grade math showed the most improvement.

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

2 co-teaching classes were added to our second grade team.

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

We will use targeted interventions to challenge the students at their ability level.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We are incorporating ALD training, performance scale training, and Solution Tree PLC model.

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

BEAR

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: In 2021-2022, we will accelerate student learning for all students and close the achievement gap. To do this we will focus on student growth rates. Students will be on pace to learn a year's worth of material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.

Measurable Outcome: Measurable Objective #1
 2021-2022, STAR-2: 40% of all students on pace to learn a year's material in a year's time
 2021-2022, STAR-3: 55% of all students on pace to learn a year's material in a year's time
 2021-2022, STAR-4: 70% of all students on pace to learn a year's material in a year's time
 Measurable Objective #2
 2021-2022, STAR-2: 40% of level 1 and 2 students on pace to make a learning gain
 2021-2022, STAR-3: 55% of level 1 and 2 students on pace to make a learning gain
 2021-2022, STAR-4: 70% of level 1 and 2 students on pace to make a learning gain

Monitoring: We will monitor the outcomes by holding quarterly data chats with administration and teachers. As a team, we will discuss the research based programs being implemented and make changes to program based on student outcome.

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

Provide small group instruction using research-based programs during Bear time.

Provide small group instruction using adopted curriculum during 120 minute block.

Evidence-based Strategy: Use differentiation strategies during 120 minute ELA block/T1 instruction.
 Incorporate WICOR strategies in all grade levels.

Teachers utilize achievement level descriptors/performance scales in daily lessons. (Performance scales)

In addition to 90 minute ELA instruction, 60 minute small group instruction will provide times to meet with all students, on every level, every day. (Bear time)

Rationale for Evidence-based Strategy: Common WICOR strategies implemented throughout the school will deepen learning to accelerate improvement and foster innovation.
 ALD's/performance scales will encourage students to self-assess lessons and take ownership of learning.

Action Steps to Implement

Onboarding for new staff members and refresher training for existing staff on curriculum offered throughout our school.

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

Hold quarterly grade level discussions regarding data as it relates to SIP goals.

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

Use research-based curriculum to implement during T2/T3 instruction.

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

Host reading night to encourage families to explore reading opportunities outside of the school day.

Person Responsible Bonnie Shelton (sheltonb@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus In 2021-2022, we will focus on student growth rates. Students 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.

Description and Rationale:

Measurable Outcome:

Measurable Objective #1 for Math:
 2021-2022, STAR-2: 45% of all students on pace to learn a year's material in a year's time
 2021-2022, STAR-3: 60% of all students on pace to learn a year's material in a year's time
 2021-2022, STAR-4: 75% of all students on pace to learn a year's material in a year's time

Monitoring:

Measurable Objective #2 for Math:
 2021-2022, STAR-2: 45% of level 1 and 2 students on pace to make a learning gain
 2021-2022, STAR-3: 60% of level 1 and 2 students on pace to make a learning gain
 2021-2022, STAR-4: 75% of level 1 and 2 students on pace to make a learning gain

We will monitor the outcomes by holding quarterly data chats with administration and teachers. As a team, we will discuss the research based programs being implemented and make changes to program based on student outcome.

Person responsible for monitoring outcome:

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

Provide small group instruction using research-based programs during intervention time.

Evidence-based Strategy:

Provide small group instruction using adopted curriculum during math block.
 Use differentiation strategies during math block/T1 instruction.

Incorporate WICOR strategies in all grade levels.

Teachers utilize Achievement Level Descriptors/performance scales in daily lessons.
 Small group instruction will provide times to meet with all students, on every level, every day.

Rationale for Evidence-based Strategy:

Common WICOR strategies implemented throughout the school will deepen learning to accelerate improvement and foster innovation.

ALD's/performance scales will encourage students to self-assess lessons and take ownership of learning.

Action Steps to Implement

Onboarding for new staff members and refresher training for existing staff on curriculum offered throughout our school.

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

Hold quarterly grade level discussions regarding data as it relates to SIP goals.

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

Use research-based curriculum to implement during small group instruction.

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

Host math night to encourage families to explore mathematical opportunities outside of the school day.

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

Utilize the following strategies: Sprints in Engage NY to build fluency, spiraling instruction, using manipulatives in all grades, common math vocabulary, questioning strategies focusing on ALD's/ performance scales, using application problems built in Engage NY 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 2021-2022, we will focus on student proficiency. Students in grades 3-5 will be proficient as measured by the EOY science assessment.

Measurable Outcome:	Measurable Objective #1 for Science: 2021-2022, Mid-Assessment: 65% of all 3-5 grade students will be proficient as measured by the EOY science year assessment 2021-2022, Post-Assessment: 80% of all 3-5 grade students will be proficient as measured by the EOY science year assessment
Monitoring:	We will monitor the outcomes by holding quarterly data chats with administration and teachers. As a team, we will discuss the research based programs being implemented and make changes to program based on student outcome.
Person responsible for monitoring outcome:	James Ross (rossj@walton.k12.fl.us)
	Provide common assessments correlating with curriculum.
	Incorporate WICOR strategies in all grade levels.
	Teachers utilize Achievement Level Descriptors/performance scales in daily lessons.
Evidence-based Strategy:	Incorporate PLTW in STEM curriculum.
	Continue STEM class during specials rotation school wide.
	Provide hands-on learning experience/activities for all students.
	Utilize Study Island in conjunction with adopted curriculum.
	Common WICOR strategies implemented throughout the school will deepen learning to accelerate improvement and foster innovation.
Rationale for Evidence-based Strategy:	ALD's/performance scales will encourage students to self-assess lessons and take ownership of learning.
	Administer common assessments given by district for comparison/monitoring of student growth.
	Hands-on learning experiences will improve student engagement and retention of material.

Action Steps to Implement

Onboarding for new staff members and refresher training for existing staff on curriculum offered throughout our school.

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

Hold quarterly grade level discussions regarding data as it relates to SIP goals.

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

Use research-based curriculum to implement during instruction.

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

Host science night to encourage families to engage in scientific investigation.

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

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: In 2021-2022, mental health and social/emotional learning will be an essential element of serving the whole child.

Measurable Outcome: Students will improve citizenship as demonstrated by a 10% reduction in the number of office referrals as compared to the 2020-2021 school year.

Monitoring: We will hold monthly meetings to discuss student behavior and provide support/intervention to students with multiple referrals.

Person responsible for monitoring outcome: Allison Harber (allison.harber@walton.k12.fl.us)

Evidence-based Strategy: Each classroom will have a quarterly citizenship award presented to a student showing positive characteristics.

Incorporate weekly citizenship spotlight trait.

Rationale for Evidence-based Strategy: We recognize students exemplifying positive character traits and demonstrating citizenship within the school.

We will focus on a specific positive character trait each week by providing students with real world examples.

Action Steps to Implement

Implement a weekly citizenship spotlight trait to focus on positive behavior characteristics.

Person Responsible Allison Harber (allison.harber@walton.k12.fl.us)

Our guidance counselor will incorporate proactive citizenship lessons to all classes throughout the school.

Person Responsible Allison Harber (allison.harber@walton.k12.fl.us)

Implement Capturing Kids Hearts techniques school wide.

Person Responsible Allison Harber (allison.harber@walton.k12.fl.us)

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: In 2021-2022, we will ensure that parents are provided with up to date information to increase the awareness of school programs, counseling/mental health support services, and resources available to students and families.

Measurable Outcome: Based on the 2020-2021 AdvancedEd Parent survey F5 “our school provides excellent support services (counseling, and/or career planning)” was rated at a score of 3.78 on a scale of 1-5.

For the 2021-2022 AdvancedEd Parent Survey question F5, we will be rated at a score of 4.0 or higher on a scale of 1-5.

Monitoring: We will review the AdvancedEd parent survey question F5 administered at the end of 2022 school year.

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

Evidence-based Strategy: Improve correspondence with parents by streamlining methods of communication.

Rationale for Evidence-based Strategy: We will provide parents with multiple methods of communication to receive notification regarding programs, resources, and upcoming events.

Action Steps to Implement

Provide advanced notice to SAC and SIT meetings.

Person Responsible: Hannah Gomillion (gomillionh@walton.k12.fl.us)

Update the Van R. Butler school website to include up to date information.

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

#6. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	After evaluating our student progress measures from the previous year and completing training provided by Solution Tree of "Revisiting Professional Learning Communities at Work", we realized we needed a deeper focus into classroom instruction. Additionally, we needed to engage in planning that helped answer two questions - How will we respond when some students do not learn? How will we extend the learning for student who are already proficient?
Measurable Outcome:	Through the focus of this PLC, we expect our learning gains from our bottom quartile ELA and Math students to increase by 10%.
Monitoring:	PLC teams meet on a weekly basis in our Professional Development room. A member of the leadership team is present to assist each PLC team with any needs or clarification. The PLC facilitator creates the area of focus each week and the recorded is responsible for all minutes. A sign in sheet will be utilized for each meeting. Data will be provided and analyzed on a weekly basis by the team. Lastly, quarterly progress monitor data will be provided to all PLC teams by a member of the leadership team.
Person responsible for monitoring outcome:	Hannah Gomillion (gomillionh@walton.k12.fl.us)
Evidence-based Strategy:	The evidence-based strategy implemented in this area of focus is that research-based professional learning communities that focus on collaboration, data analysis and inquiry provide a foundation for success for all stakeholders.
Rationale for Evidence-based Strategy:	While we have utilized PLCs in the past that provided a more detailed focus, they didn't encompass or truly impact the learning needs of all students. Utilizing this model and focusing on the driving questions below our staff, students and parents will experience academic and social/emotional growth throughout the school year.
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. What knowledge, skills, and dispositions should ever student acquire as a result of this unit, course, or grade level? 2. How will we know when each student has acquired the essential knowledge and skills? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient?

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the data retrieved from SafeSchoolsforAlex.org, Van R. Butler Elementary School is ranked 295 out of 1,395 schools in Florida. Our primary focus will be to reduce the number of out of school suspensions. We will implement a school wide citizenship focus to encourage students to make positive behavior choices.

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.

Our stakeholders are a critical partner in the success of our students, staff, school, and community. In order for this partnership to prosper, the administration team takes an active role with our PTO organization and other stakeholders within the community. Stakeholders are active participants in our School Advisory Council and participate in the development of our School Improvement Plan. We have a responsibility to provide the best educational environment for our students, which includes input and involvement from all stakeholders.

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

- PTO- Parents Teacher Organization
- Community Members
- School Faculty and Staff
- Local Business Owners
- Parents and Families

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,999.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0151 - Van R. Butler Elem. School			\$3,099.00
			<i>Notes: AVID</i>			
			0151 - Van R. Butler Elem. School			\$500.00
			<i>Notes: PD Materials</i>			
			0151 - Van R. Butler Elem. School			\$400.00

						<i>Notes: Writing Revolution Books</i>
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0151 - Van R. Butler Elem. School			\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$5,661.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			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>
			0151 - Van R. Butler Elem. School			\$1,000.00
						<i>Notes: Social Emotional Toolkit</i>
			0151 - Van R. Butler Elem. School			\$4,461.00
						<i>Notes: Ron Clark Professional Development</i>
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
					Total:	\$9,660.00