

Walton County School District

Van R. Butler Elementary School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2021-22 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	2021-22: A (65%) 2018-19: A (70%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 9/20/2022.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Ross, James	Principal	
Harber, Allison	Assistant Principal	
Gomillion, Hannah	Assistant Principal	
Delgado, Andria	School Counselor	
Githens, Olivia	Teacher, K-12	1st Grade Teachers
Shelton, Bonnie	Instructional Media	Media Specialist
Dadant, Shea	Teacher, ESE	ESE Resource Teacher
Branagan, Florencia	Parent Engagement Liaison	ESOL Aide and Parent
Cole, Christina	Parent Engagement Liaison	Parent
Boyer, Michelle	Parent Engagement Liaison	Parent
Bogdanov, Jennifer	Teacher, K-12	1st Grade Teacher

Demographic Information

Principal start date

Tuesday 5/7/2019, James Ross

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

17

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

985

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	169	160	175	182	171	141	0	0	0	0	0	0	0	998
Attendance below 90 percent	31	19	16	24	23	27	0	0	0	0	0	0	0	140
One or more suspensions	1	1	2	0	5	5	0	0	0	0	0	0	0	14
Course failure in ELA	1	8	3	0	4	4	0	0	0	0	0	0	0	20
Course failure in Math	0	3	5	1	3	4	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	10	18	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	15	18	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	13	8	14	18	0	0	0	0	0	0	0	66

Using current year data, complete the table below with the number of students identified as being "retained.":

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 7/24/2022

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	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	

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	

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	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	

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%	63%	56%				78%	66%	57%
ELA Learning Gains	69%						67%	65%	58%
ELA Lowest 25th Percentile	56%						63%	59%	53%
Math Achievement	81%	55%	50%				78%	64%	63%
Math Learning Gains	69%						77%	62%	62%
Math Lowest 25th Percentile	50%						59%	48%	51%
Science Achievement	58%	69%	59%					64%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	66%	10%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	75%	64%	11%	58%	17%
Cohort Comparison		-76%				
05	2022					
	2019					
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	65%	6%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	80%	65%	15%	64%	16%
Cohort Comparison		-71%				
05	2022					
	2019					
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	35	45	40	51	46	35	11				
ELL	37	59	48	51	59	35	28				
ASN	73			93							
BLK	23			54							
HSP	48	64	54	62	66	39	46				
MUL	65			70							
WHT	78	70	58	87	70	58	65				
FRL	53	63	57	73	65	60	51				
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							
HSP	58	65		49	70						
MUL	69			75							
WHT	82	66	59	83	78	54					
FRL	67	64	62	67	70	53					

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
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	83
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
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	68
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	69
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

While our ESSA subgroups improved from the previous year, our ESE, ELL, and Black subgroups failed to meet the 41% benchmark in one or more areas. Additionally, we noticed an interesting trend where our 1st and 2nd Grade students were growing faster than their peers, but the growth of the 3rd - 5th students was behind their peers. Lastly, Math achievement is higher across grade levels than ELA achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We must address the needs of our ESSA Subgroups (ESE and Black specifically, along with some areas of ELL). Furthermore, our 3rd through 5th Grade ELA data performed at lower levels than expected and were middle of the road when compared to district peers. Lastly, while our school was first in our district for 5th Grade Math, the drop-off in achievement level from 4th to 5th Grade was 14% (85 to 71).

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

We feel the largest contributing factor to the performance in these areas, especially with our ESSA Subgroups, was the Macro approach to our curriculum and programs following multiple years navigating through the pandemic. Additionally, while we did utilize the district resources in a larger quantity, the fidelity of implementation (quality) was not that at the level it should have been to maximize these resources. Now that many areas are progressing well it's time to shift to a Micro approach for these areas of need. Training has been provided and will continue throughout the year, along with ongoing data chats regarding individual student needs in these areas. Lastly, our PLC's will focus on PLC's that

work to provide a Micro approach centered around the four driving questions - What do you want them to know? How will we know they know it? What do we do if they don't? What do we do if they do?

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Even though our achievement level in ELA was lower than expected, our ELA Learning Gains increase from the previous year. This increase was not expected due to the number of students making up our ESSA subgroups that did not perform well (all the more reason to address the needs of the students in those subgroups). Additionally, our Math data paced the district and 3rd and 4th Grade provided some of the highest achievement levels throughout the state.

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

The increase in ELA Learning Gains was due to implementation during our BEAR time focusing on specific ELA needs at all ability levels. We implement a traveling intervention program throughout the entire grade level with additional aide support. This program allows us to group our students during this time and differentiate to their specific needs. During this time, ESE & ELL Subgroups were with an ESE Resource Teacher or ELL Instructional Aide providing interventions. Our Math data was a result of continued departmentalization within 3rd through 5th Grades allowing those teachers to specialize in that content area and provide differentiated small group instruction throughout the year. Additionally, where possible, we have included Math groups during our BEAR Intervention time for those students that didn't require 60 minutes of ELA interventions.

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

We need to continue proving professional development and support on the programs we utilize throughout the school from T1 instruction to T3 Intervention. Additionally, this professional development will be designed to challenge student at all ability levels while adapting to new benchmarks to provide effective instructions.

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.

This year the state is implementing new benchmarks in Math and ELA. We will continue to provide professional development on these benchmarks. Furthermore, our district adopted new Math curriculum over the summer so we will continue to provide professional development on this curriculum and it's resources, along with small group and differentiated instruction.

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

This year we will implement tutoring sessions beginning in October that will provide targeting interventions based on student needs. This will be sustained throughout the school year. Lastly, we will work with the district to streamline our instructional materials and how to effectively provide instruction based on the state benchmarks.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our 2021-2022 data showed a few areas within ELA that we need to focus on as a school. Overall, our ELA proficiency was well below our Math proficiency (70-81). Furthermore, when reviewing our ESSA Data we noticed our ESE (35), ELL (37), and Black (23) students were below the required 41% proficiency mark. Additionally, our ESE students in the bottom quartile did not meet the subgroup of 41% for ELA Learning Gains.

Based on this information we will focus on the growth of every student, especially those in the subgroups listed above for the 2022-2023 school year. Through our intentional focus on student growth, we will accelerate learning for all students with the goal to close the achievement gap without compromising our expectations.

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

Measurable Objective #1:
 2022-2023, by PM 2 assessment window, 55% of students will demonstrate growth on grade level progress monitoring assessments (STAR: K-2, Cambium: 3-5) assessments.

Measurable Objective #2:
 2022-2023, by PM 3 assessment window, 70% of students will demonstrate growth on grade level progress monitoring assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor outcomes by holding data chats following the conclusion of the assessment window with administration, teachers, students, and district coaches. Additionally, all grade levels will focus on student growth within PLC meetings based on the Solution Tree model - PLCs at Work. We will adjust instruction based on student outcome and needs.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. We will utilize our district screeners at the beginning of the year to determine necessary interventions for differentiated student groups during BEAR Time.
2. Differentiation and Small Group instruction will be implemented with fidelity in the ELA block.
3. We will continue to provide professional development for all staff on the intervention programs utilized during BEAR time.
4. After School Tutoring will begin in October and continue for the remainder of the year.
5. We will utilize the expertise of our Reading Coach that is with us twice a week and implement the district ELA CAP resources with fidelity.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Utilizing these screeners will provide a better diagnosis for student needs, especially at older levels when some may think the student lacks comprehension but actually needs phonics instruction.
2. Through Small Group instruction, teachers are able to differentiate better based and groupings and desired outcomes. Research supports that differentiated small group instruction allows teachers to better address student needs.
3. Training ensures those providing the interventions are implementing them to the level of expectations.
4. Research supports a small group environment that targets specific skills that is also an extension of the classroom.

5. Our Reading Coach is our expert to assist us with the implementation of our district reading plan. Additionally, with the incorporation of CAP resources, we are able to collaborate with multiple teachers and schools throughout the year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Assign school participants for Summer ELA CAP and have at least one administrator attend.

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

Following the District ELA CAP, our school participants will share this information with their grade level/department teams and finalize a plan of implementation for the school year.

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

Trainings on the district screeners will be provided to all those (teachers and instructional aides) at the beginning of the year.

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

Data Chats following each Progress Monitoring window will be scheduled to discuss academic trends and SWOT analysis. Admin and teachers will collaborate during these meetings. Additionally, teachers will conduct Data Chats with their students following each PM window.

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

Administration will conduct individual data chats with new to VRB teachers to help them better understand our processes and expectations with the data provided from progress monitoring.

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

Grade Level/Department PLCs will incorporate student evidence and data utilizing the PLCs at Work model.

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

We will utilize our District ELA Coach and VRB Instructional Coach throughout the year to assist and model effective strategies and analysis of classroom observation data.

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

BEAR Intervention Groups will be reviewed following each progress monitoring window and necessary adjustments will be made to better meet the needs of the students.

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

ESE and ELL teachers and aides will push in to classrooms and support with direct instruction and pull out their students for small group only when necessary. This will ensure these ESSA students, teachers and support staff receive instruction from the content area expert in order to maximize their effectiveness in supporting students.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In 2022-2023, In 2022-2023, We will accelerate learning for all students to close the achievement gap. To do this we will focus on the growth of every student.

Our 2021-2022 data showed a few areas within Math that we need to focus on as a school. Overall, our Math proficiency was high at 81%, but that was carried by the strength of 3rd (84%) and 4th (85%) Grades. Our Math proficiency dropped to 71%. Furthermore, when reviewing our ESSA Data, we noticed our ESE (35), ELL (35), and Hispanics (39) students were below the required 41% mark for Learning Gains in the Bottom Quartile.

Based on this information we will focus on the growth of every student, especially those in the subgroups listed above for the 2022-2023 school year. Through our intentional focus on student growth, we will accelerate learning for all students with the goal to close the achievement gap without compromising our expectations.

Measurable

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

Measurable Objective #1:

2022-2023, by PM 2 assessment window, 55% of students will demonstrate growth on grade level assessments.

Measurable Objective #2:

2022-2023, by PM 3 assessment window, 70% of students will demonstrate growth on grade level assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor outcomes by holding data chats following the conclusion of the assessment window with administration, teachers, students, and district coaches. Additionally, all grade levels will focus on student growth within PLC meetings based on the Solution Tree model - PLCs at Work. We will adjust instruction based on student outcome and needs.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Differentiation and Small Group instruction will be implemented with fidelity in the Math block.
2. Math supports will be provided during BEAR intervention time in small groups to meet student needs
3. Teachers will receive professional development on newly adopted curriculum and newly adopted state benchmarks
4. Teachers will utilize districts resources provided to them during District Math CAP along with district coaching.
5. After School Tutoring will begin in October and continue for the remainder of the year.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria

1. Through Small Group instruction, teachers are able to differentiate better based and groupings and desired outcomes. Research supports that differentiated small group instruction allows teachers to better address student needs.
2. Through Small Group instruction, teachers are able to differentiate better based and groupings and desired outcomes. Research supports that differentiated small group instruction allows teachers to better address student needs.

used for selecting this strategy.

3. Training ensures those provides the interventions are implementing them to the level of expectations.
4. Our Math Coach is our expert to assist us with the implementation of our newly adopted curriculum and state benchmarks. Additionally, with the incorporation of CAP resources, we are able to collaboration with multiple teachers and schools throughout the year.
5. Research supports a small group environment that targets specific skills that is also an extension of the classroom.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Selected teachers from each grade level will attend the district's Summer Math CAP to review newly adopted curriculum and state benchmarks along with creating resources and a pacing guide for the school year.

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

Teachers attending the district's Summer CAP will meet with their grade level/department teams to finalize a plan of implementation for the school year.

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

Data Chats following each Progress Monitoring window will be schedule to discuss academic trends and SWOT analysis. Admin and teachers will collaborate during these meetings. Additionally, teachers will conduct Data Chats with their students following each PM window.

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

Administration will conduct individual data chats with new to VRB teachers to help them better understand our processes and expectations with the data provided from progress monitoring.

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

Grade Level/Department PLCs will incorporate student evidence and data utilizing the PLCs at Work model.

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

We will utilize our District Math Coach and VRB Instructional Coach throughout the year to assist and model effective strategies and analysis of classroom observation data.

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

BEAR Intervention Groups will be review following each progress monitoring window and necessary adjustments will be made to better meet the needs of the students.

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

ESE and ELL teachers and aides will push in to classrooms and support with direct instruction and pull out their students for small group only when necessary. This will ensure these ESSA students, teachers and support staff receive instruction from the content area expert in order to maximize their effectiveness in supporting students.

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In 2022-2023, we will focus on student proficiency. Students in grade 3-5 will be proficient as measure by the District EOY science assessment.

Our 2020-2021 (59%) and 2021-2022 (58%) data showed that we have yet to meet our expectations of 70% proficiency or higher on the FSA Science assessment. When reviewing our ESSA Data, we noticed our ESE (11) and ELL (28), students were below the required 41% proficiency for Science.

Based on this information we will focus on the implementation of district and state resources to better meet the needs of our students in Science for the 2022-2023 school year. Through our intentional focus on student needs and state standards, we will accelerate learning for all students with the goal to close the achievement gap without compromising our expectations.

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

Measurable Objective #1:
 in 2022-2023, mid assessment: 55% of all 3-5 students will be proficient as measure by the District EOY science assessment.
 Measurable Objective #:
 in 2022-2023, post assessment: 70% of all 3-5 students will be proficient as measure by the District EOY science assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor outcomes by holding data chats following the conclusion of the district EOY assessment window with administration, teachers, students, and district coaches. Additionally, all grade levels will focus on student growth within PLC meetings based on the Solution Tree model - PLCs at Work. We will adjust instruction based on student outcome and needs.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. At least one 5th Grade teacher will attend the District Summer Science CAP.
2. The 5th Grade Science teachers will utilize the resources from Science CAP along with the resources from FCIMS.
3. Study Island will be utilized to support areas of weakness shown during progress monitoring assessments and classroom instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Our Science Coach is our expert to assist us with the implementation of our newly adopted curriculum and state benchmarks. Additionally, with the incorporation of CAP resources, we are able to collaborate with multiple teachers and schools throughout the year.
2. The resources from FCIMS are directly related to the states assessment specifications and includes former test items.
3. This program allows us to assign targeted support based on student needs

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:
 Describe how this Area of Focus will be monitored for the desired outcome.

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:
 Describe the evidence-based strategy being implemented for this Area of Focus.

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:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

1. What knowledge, skills, and dispositions should every 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#5. Positive Culture and Environment specifically relating to Safety/Behavior**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In 2022/2023, Van R Butler will focus on building positive relationships between staff, students, parents, and the community to fulfill the school's mission and support the needs of students. We will use Capturing Kids' Hearts strategies to strengthen the cohesiveness and healthy relationships between students and teachers. We will create social contracts within classrooms to encourage expected behaviors associated with The Essential 55. Students will be given House Points as they show exemplary behavior.

Measurable**Outcome:**

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

For the 2022/2023 school year, Van R Butler will decrease the number of discipline referrals and absences as compared to the 2021/2022 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Classrooms and learning teams will create social contracts, CKH methods, and sorted into Houses to hold each other accountable.

Person

responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students: Students will collectively be responsible for creating a self-managing classroom while holding each other accountable. By exemplifying The Essential 55, students will earn points for their House by displaying positive character traits, academic excellence, school spirit, outstanding performance, effort, teamwork, humility, compassion, and responsibility.

Parents: Parents are being asked to hold their child accountable for following The Essential 55 at home and at school.

Community: Students will build character within their House by volunteering in the community. This will strengthen the connectiveness between the school and surrounding community members.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the

By implementing CKH strategies, we will cultivate relational capacity, improve school culture, strengthen trust between teachers and students, build self-managing classrooms, create student accountability, and improve academic performance.

Through the RCA House System, students will be motivated to attend school, be inspired to achieve goals, and have a sense of community. All staff members will implement CKH strategies while building positive relationships throughout the

resources/criteria used for selecting this strategy.

school. All staff will also encourage students to earn points for their House by implementing The Essential 55 expectations.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All Van R Butler Teachers will attend the CKH training before school starts.

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

All staff will be CKH trained before the end of the school year.

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

Administration will look for CKH strategies while observing classrooms.

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

All staff members and students will be sorted into Houses. Students will earn House points by demonstrating the expectations within The Essential 55.

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

#6. Positive Culture and Environment specifically relating to Parent Involvement**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In order to create a successful learning environment that embraces opportunities for all students, it is important to embrace campus volunteers. They are able to provide various abilities of support to the classroom and school this will enhance the learning environment.

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

It is our goal is to be eligible for the Golden School Award which is based on a school culture that embraces volunteering. In order to qualify for this award we must have a school volunteer coordinator - which we have, at least 80% of the staff trained in volunteerism and the amount of volunteer hours must exceed the number of students enrolled in the school. The last two years in the midst of a pandemic, we've had 308 and 464 volunteer hours. However, with a student enrollment over 1000 students, we will need to set our highest volunteer hour mark in school history.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

This will be monitored throughout the year as all volunteers will be signed in and the hours will be tracked. Our volunteer coordinator will update the administration quarterly on our progress towards out goal.

**Person
responsible for
monitoring
outcome:**

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

**Evidence-based
Strategy:****Describe the evidence-based strategy being implemented for this Area of Focus.**

Providing opportunities for volunteering support and enhanced relationships with the community enhances the students experience throughout the year.

**Rationale for
Evidence-based
Strategy:****Explain the rationale for selecting this specific strategy.
Describe the**

As we come of our two year's of a pandemic where volunteers were limited, it is importantly to build those community relationships through volunteering opportunities.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Van R Butler will implement Capturing Kids Hearts strategies and The Ron Clark House System to cultivate positive relationships among all stakeholders.

By implementing CKH strategies, we will cultivate relational capacity, improve school culture, strengthen trust between teachers and students, build self-managing classrooms, create student accountability, and improve academic performance.

Through the RCA House System, students will be motivated to attend school, be inspired to achieve goals, and have a sense of community and family at Van R Butler.

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

Staff: All staff members will implement CKH strategies while building positive relationships throughout the school. All staff will also encourage students to earn points for their House by implementing The Essential 55 expectations.

Students: Students will collectively be responsible for creating a self-managing classroom while holding each other accountable. By exemplifying The Essential 55, students will earn points for their House by displaying positive character traits, academic excellence, school spirit, outstanding performance, effort, teamwork, humility, compassion, and responsibility.

Parents: Parents are being asked to hold their child accountable for following The Essential 55 at home and at school.

Community: Students will build character within their House by volunteering in the community. This will strengthen the connectiveness between the school and surrounding community members.