

Walton County School District

Van R. Butler Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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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 Board Approval

This plan was approved by the Walton County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

In collaboration with families and our community, we inspire students to Become Empowered, Adventurous, Resilient Scholars.

Provide the school's vision statement.

Creating a legacy where students will have a positive impact on their community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ross, James	Principal	
Harber, Allison	Assistant Principal	
Gomillion, Hannah	Assistant Principal	
Delgado, Andria	School Counselor	
Wyatt, Brittany	Instructional Coach	
Dadant, Shea	Teacher, ESE	ESE Resource Teacher
Shelton, Bonnie	Parent Engagement Liaison	Parent Representative
Battaglia, Andi	Parent Engagement Liaison	
Boyer, Michelle	Other	
Peacock, Katie	Other	
Branagan, Florencia	Other	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Van R. Butler Elementary School develops our School Improvement Plan by involving multiple stakeholder groups and analyzing various data points. Additionally, we have our School Advisory Council that is involved throughout the entire process. Our initial process begins with data collection and review from stakeholder feedback through surveys and the results from our state assessments. The analysis of this information begins with our School Improvement Team and shared with our School Advisory Council at the end of the previous school year. As we begin to plan for the upcoming school year's School

Improvement Plan, we host a Pre-Manufacturing Day meeting with various school leaders. This meeting provides an opportunity for the leadership team (Principal, APs, Guidance Counselor and Instructional Coach) to work with various staff leaders throughout the school. In this meeting we review our Mission, Vision, Data Analysis, Strengths & Weaknesses and Goals. After collaborating on activities that align with our School Improvement Plan, we begin the goal creation process for the upcoming school year. The next step in this process is our district's Manufacturing Day. This is a similar process we use for our meeting, but on a much larger school. All schools and departments throughout the Walton County School District are present at the meeting and everyone can collaborate on their School Improvement Plan. This is also the point where our parents and community members join the process and provide additional input and collaboration to finalize our School Improvement Plan. Once finalized by the team, this is presented to our School Advisory Council for review and approval. Lastly, this will be submitted to the Walton County School Board for approval in the fall.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be a living document at Van R. Butler Elementary School. This document will be monitored throughout the year at multiple meetings that includes the review of school and subgroup data. First, all grade level and PLC meetings will begin with a review of their current progress towards the School Improvement Plan goals. These meetings are held on a weekly basis throughout the year. Additionally, our progress towards our goals will be reviewed monthly at our faculty and PTO meetings. Furthermore, the School Improvement Team will meet monthly to review and analyze various data points and assesses progress towards our goals. If there are any recommendations for changes or adjustments to the School Improvement Plan, they will be brought to the School Advisory Committee that meets each quarter. At the conclusion of the school year, the School Advisory Council and School Improvement Team will meet to debrief on the success and implementation of the School Improvement Plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	33%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN)

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	32	28	21	32	29	26	0	0	0	168
One or more suspensions	1	0	2	3	5	0	0	0	0	11
Course failure in English Language Arts (ELA)	3	9	4	7	3	3	0	0	0	29
Course failure in Math	3	5	3	4	9	2	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	2	15	9	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	2	11	15	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	37	20	18	18	14	0	0	0	117

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	16	5	8	11	8	0	0	0	54

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	3	4	1	1	0	0	0	12
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	31	19	16	24	23	27	0	0	0	140
One or more suspensions	1	1	2	0	5	5	0	0	0	14
Course failure in ELA	1	8	3	0	4	4	0	0	0	20
Course failure in Math	0	3	5	1	3	4	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	19	10	18	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	14	15	18	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	10	13	8	14	18	0	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	31	19	16	24	23	27	0	0	0	140
One or more suspensions	1	1	2	0	5	5	0	0	0	14
Course failure in ELA	1	8	3	0	4	4	0	0	0	20
Course failure in Math	0	3	5	1	3	4	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	19	10	18	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	14	15	18	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	10	13	8	14	18	0	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	69	61	53	70	63	56	71		
ELA Learning Gains				69			65		
ELA Lowest 25th Percentile				56			55		
Math Achievement*	82	73	59	81	55	50	81		
Math Learning Gains				69			74		
Math Lowest 25th Percentile				50			39		
Science Achievement*	75	72	54	58	69	59	59		
Social Studies Achievement*					70	64			
Middle School Acceleration					59	52			
Graduation Rate					54	50			
College and Career Acceleration						80			
ELP Progress	70	65	59	70			76		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	49			
AMI				
ASN	82			
BLK	53			
HSP	58			
MUL	89			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	81			
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	48			
AMI				
ASN	83			
BLK	39	Yes	1	
HSP	57			
MUL	68			
PAC				
WHT	69			
FRL	62			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	69			82			75					70
SWD	37			64			44				4	
ELL	31			65			47				5	70
AMI												
ASN	64			100							2	
BLK	47			58							2	
HSP	44			67			61				5	67

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	83			94							2	
PAC												
WHT	77			86			80				4	
FRL	54			70			64				5	70

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	70	69	56	81	69	50	58					70
SWD	35	45	40	51	46	35	11					
ELL	37	59	48	51	59	35	28					70
AMI												
ASN	73			93								
BLK	23			54								
HSP	48	64	54	62	66	39	46					79
MUL	65			70								
PAC												
WHT	78	70	58	87	70	58	65					
FRL	53	63	57	73	65	60	51					73

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	71	65	55	81	74	39	59					76
SWD	30	38	38	48	50	33	20					
ELL	27	53		53	60		14					76
AMI												
ASN	58			92								
BLK												
HSP	52	58	54	67	62	38	36					73
MUL	58			79			50					
PAC												
WHT	79	68	62	85	79	46	68					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	54	60	53	70	73	44	49					79

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	64%	1%	54%	11%
04	2023 - Spring	74%	64%	10%	58%	16%
03	2023 - Spring	70%	59%	11%	50%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	81%	72%	9%	59%	22%
04	2023 - Spring	86%	76%	10%	61%	25%
05	2023 - Spring	75%	72%	3%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	73%	67%	6%	51%	22%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Since school assessment data from the previous school year comprised of only proficiency data, we will focus on those areas as we reflect on our data points. The lowest overall area we saw was in 5th Grade Reading which was 65% proficient. This was down from the previous year and we feel the main factor that contributed to this result was the structure of our 5th Grade schedule. We incorporated a triad schedule for two groups of three teachers that would provide them 90 minutes of continuous instruction with each group of students. While this worked great for math and science, the ELA block was split up into a 90 minute block with a teacher that taught ELA standards and the other 30 minutes of the ELA block with implemented by a different teacher who was also responsible for science. We feel that our teacher that focuses on the ELA standards should teach the entire 120-minute block and are returning to this for the 23-24 school year.

For our subgroup data, the ELL students achieved 7% proficiency in Reading. While this subgroup usually shows amazing growth in learning gains, they were well below the 37% proficiency they achieved the year before in Reading. We feel this was directly impacted by our search for a newcomer teacher throughout the year. Our previous newcomer teacher transition to our Guidance Counselor position last year and we finally filled the position around March. The students were unable to experience the supports previously shown successful.

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

Our categories showing the greatest decline were the same categories demonstrating our lowest performance: 5th Grade and ELL Reading Proficiency. We feel the same factors in the previous question contributed to their decline last year.

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.

After reviewing our data compared to the state, our data was higher than the states in ELA, Math and Science across all state assessed grade levels. As a subject all grade levels in math exceeded the state by a minimum of 21%. We feel this gap is directly related to a master schedule that is departmentalized. This allows prove teachers with a success in mathematics to plan, create and implement standards-based lessons that align with their academic strengths. Through departmentalization, all students in 3rd, 4th and 5th grade can receive high quality math instruction from a highly qualified teacher in the subject area. Furthermore, we also earned a 22% gap in 5th Grade Science for this same reason.

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

Our 5th Grade Science proficiency showed the greatest improvement with an increase of 15%. We feel this increase was based on a two-prong approach. The first was designating at least 60 minutes of instruction in Science for our 5th Grade teachers. Second was a better partnership with the district as we implemented standards-based instruction that had shown success and growth at other district schools. With the support of a district math coach and the implementation of this instruction beginning in 3rd Grade, we experienced a great increase this year and expect to see additional growth in the future.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two areas of concern we have are the course failures in ELA/Math throughout the year and the number of Level 1 students we have on our ELA/Math state assessments. First, there is not any acceptable number of casualties for the students that are not success in their coursework or on state assessments. Second, it is important for us to identify and build the necessary relationships with these students that will nurture an environment of academic excellence and resiliency.

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

1. Closing the achievement gap for all subgroups in ELA, Math and Science, especially the Black, ELL, ESE and Hispanic students. This will also ensure we are not identified as a CSI, TSI, and ATSI school along with increasing our overall success as a school.
2. 5th Grade ELA Proficiency for all students and subgroups.
3. 1st Grade ELA Proficiency for all students and subgroups.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 2022-2023 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), and ELL (7) students were below 41% proficiency mark in Reading.

Based on this information we will focus on the growth of every student, especially those in the subgroups listed above for the 2023-2024 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:

2023-2024, by PM 2 assessment window, 60% of students will demonstrate growth on grade level progress monitoring assessments (STAR: K-2, FAST: 3-5) assessments.

Measurable Objective #2:

2023-2024, by PM 3 assessment window, 75% 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.

Administrative Team: Analyzes and monitors whole group data following each assessment window. Meets with content area teams within each grade level for data chats following the window to analyze and discuss possible adjustments to instruction. Additionally, will meet with individual teachers if needed for a separate data chat to specifically discuss their students and any possible adjustments that should be implemented. The Administrative Team will support all groups listed below.

Guidance Counselor & Instructional Coach: Monitor the ESSA Subgroups

Newcomer Teacher/ELL Lead Teacher: Monitor the ELL Students

ESE Teachers: Monitor the ESE Students on their caseload

Grade Chairs/PLC Facilitators: Monitor their grade level and the subgroups within

BEAR Intervention Teachers: Monitor the students they provide interventions during BEAR Time

Individual Teachers: Monitor their classroom data to include daily observations

All Grade Levels will know which subgroups their students are a member of by Labor Day of each school year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will be trained in and utilize our district screeners at the beginning of the year to determine necessary interventions for differentiated student groups during BEAR Time. Additionally, they will receive professional development on the intervention programs they will be implementing.
2. Differentiation and Small Group instruction will be implemented with fidelity in the ELA block.
3. After School Tutoring will begin following the first progress monitoring window and continue for the remainder of the year with an emphasis that our subgroups receive additional supports that will build a foundation for future success.
4. We will utilize the expertise of our Reading Coach and implement the district ELA CAP resources with fidelity.
5. Teachers will be encouraged to and have the ability to sign up to visit other classrooms throughout the year through direct collaboration with the other teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 needs phonics instruction. The PD ensures those providing the interventions are implementing them with fidelity.
2. Research supports that differentiated small group instruction allows teachers to better address student needs.
3. Research support through Tutoring and Peer Tutoring programs provides students an opportunity to fill in those foundational gaps to ensure future success.
4. 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 can collaborate with multiple teachers and schools throughout the year.
5. Research support through Collective Teacher Efficacy and Classroom Visitation programs provide teachers an opportunity to learn, improve and implement high quality teaching.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 a least one administrator attend

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

By When: June 30, 2023

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

By When: August 9, 2023

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

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

By When: August 31, 2023

Data chats following each progress monitoring window will be scheduled to discuss academic trends and a SWOT analysis. Admin and teachers will collaborate during these meetings. Additionally, teachers will utilize data binders and conduct data chats with their students following each PM window.

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

By When: May 1, 2024

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

By When: September 30, 2023

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)

By When: May 1, 2024

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: Brittany Wyatt (brittany.wyatt@walton.k12.fl.us)

By When: May 1, 2024

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)

By When: March 30, 2024

ESE, ELL and Instructional 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: Hannah Gomillion (gomillionh@walton.k12.fl.us)

By When: August 31, 2023

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 2022-2023 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 4th Grade at 86% Proficiency. While our 5th Grade Math proficiency increased by 5% from the previous year, we were still below our school's math proficiency with 76%. Furthermore, when reviewing our ESSA Data, we noticed our ELL (33) students were below 41% proficiency in Math.

Based on this information we will focus on the growth of every student, especially those in the subgroups listed above for the 2023-2024 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:

2023-2024, by PM 2 assessment window, 65% of students will demonstrate growth on grade level progress monitoring assessments (STAR: K-2, FAST: 3-5) assessments.

Measurable Objective #2:

2023-2024, by PM 3 assessment window, 80% 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.

Administrative Team: Analyzes and monitors whole group data following each assessment window. Meets with content area teams within each grade level for data chats following the window to analyze and discuss possible adjustments to instruction. Additionally, will meet with individual teachers if needed for a separate data chat to specifically discuss their students and any possible adjustments that should be implemented. The Administrative Team will support all groups listed below.

Guidance Counselor & Instructional Coach: Monitor the ESSA Subgroups

Newcomer Teacher/ELL Lead Teacher: Monitor the ELL Students

ESE Teachers: Monitor the ESE Students on their caseload

Grade Chairs/PLC Facilitators: Monitor their grade level and the subgroups within

BEAR Intervention Teachers: Monitor the students they provide interventions during BEAR Time

Individual Teachers: Monitor their classroom data to include daily observations

All Grade Levels will know which subgroups their students are a member of by Labor Day of each school year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Differentiation and Small Group instruction will be implemented with fidelity in the ELA block.
2. Math supports will be provided during BEAR intervention time in small groups to meet the needs of the students.
3. After School Tutoring will begin following the first progress monitoring window and continue for the remainder of the year with an emphasis that our subgroups receive additional supports that will build a foundation for future success.
4. We will utilize district resources provided to them during Math CAP along with the supports of the district math coach.
5. Teachers will be encouraged to and have the ability to sign up to visit other classrooms throughout the year through direct collaboration with the other teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Research supports that differentiated small group instruction allows teachers to better address student needs.
2. Research supports that differentiated small group instruction allows teachers to better address student needs.
3. Research support through Tutoring and Peer Tutoring programs provides students an opportunity to fill in those foundational gaps to ensure future success.
4. Our Math Coach is our expert to assist us with the implementation of our district math plan. Additionally, with the incorporation of CAP resources, we can collaborate with multiple teachers and schools throughout the year.
5. Research support through Collective Teacher Efficacy and Classroom Visitation programs provide teachers an opportunity to learn, improve and implement high quality teaching.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

By When: August 1, 2023

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)

By When: August 18, 2023

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)

By When: October 13, 2023

Grade Level/Department PLCs will incorporate student evidence and data utilizing the PLCs at Work model. They will place an emphasis on our ESSA subgroups performing below 50% on any school grade indicator

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

By When: May 1, 2024

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)

By When: Within two weeks following each progress monitoring window.

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

By When: August 31, 2023

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. While we finally achieved this goal during the 2022-2023 (73%) school year, we feel we can continue to grow in this area. Furthermore, when reviewing our ESSA Data, we noticed our ESE (33) and ELL (20) students were below 41% proficiency in 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 2023-2024 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:

2023-2024, by PM 2 assessment window, 60% of students will demonstrate growth on grade level progress monitoring assessments (STAR: K-2, FAST: 3-5) assessments.

Measurable Objective #2:

2023-2024, by PM 3 assessment window, 75% 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.

Administrative Team: Analyzes and monitors whole group data following each assessment window. Meets with content area teams within each grade level for data chats following the window to analyze and discuss possible adjustments to instruction. Additionally, will meet with individual teachers if needed for a separate data chat to specifically discuss their students and any possible adjustments that should be implemented. The Administrative Team will support all groups listed below.

Guidance Counselor & Instructional Coach: Monitor the ESSA Subgroups

Newcomer Teacher/ELL Lead Teacher: Monitor the ELL Students

ESE Teachers: Monitor the ESE Students on their caseload

Grade Chairs/PLC Facilitators: Monitor their grade level and the subgroups within

BEAR Intervention Teachers: Monitor the students they provide interventions during BEAR Time

Individual Teachers: Monitor their classroom data to include daily observations

All Grade Levels will know which subgroups their students are a member of by Labor Day of each school year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. 3rd and 4th Grade Science teachers will utilize the district Science coach and implement our district science curriculum and resources from FCIMS.
4. Study Island will be utilized to support areas of weakness shown during progress monitoring assessments and classroom instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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. The resources from FCIMS are directly related to the states assessment specifications and includes former test items.
4. This program allows us to assign targeted support based on student needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Utilize FCIMS questions throughout the year while implementing standards based instruction.

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

By When: Ongoing until May 25, 2023

Utilize District Science Coach throughout the school year to model lessons and plan for effective high level classroom instruction.

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

By When: Ongoing through May 25, 2024

Utilize Study Island throughout the school year to support standards based classroom instruction.

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

By When: Ongoing through May 25, 2024

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing the from recent years, we've had multiple groups achievement below the required 41% to fall into CSI, ATSI, or TSI classification. For the 2021-2022 school year, our ESE (38) and Black (39) students did not meet the required target. For the 2022-2023 school year, our ELL (20) students did not mee the required targret. In order to provide a learning environment that prides itself on the achievement of all students, we must focus on closing this achievement gap.

Measurable Outcome:

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

Measureable Outcome #1

By Spring of 2024, ALL ESSA identified subgroups that were classified as ATSI over the last two years (Black-39, ELL-20, ESE-38) will achieve 35% or higher in all academically assessed areas. This focus will allow us to close the achievement gap to their general education peers.

Measurable Outcome #2

By Spring of 2024, ALL ESSA identified subgroups that were classified as ATSI over the last two years (Black-39, ELL-20, ESE-38) will achieve 50% or higher in all academically assessed areas. This focus will allow us to close the achievement gap to their general education peers.

Monitoring:

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

Administrative Team: Analyzes and monitors ESSA group data following each assessment window. Meets with content area teams within each grade level for data chats following the window to analyze and discuss possible adjustments to instruction for these students. Additionally, will meet with individual teachers if needed for a separate data chat to specifically discuss these students and any possible adjustments that should be implemented. The Administrative Team will support all groups listed below.

Guidance Counselor & Instructional Coach: Monitor the ESSA Subgroups

Newcomer Teacher/ELL Lead Teacher: Monitor the ELL Students

ESE Teachers: Monitor the ESE Students on their caseload

Grade Chairs/PLC Facilitators: Monitor their grade level and the ESSA subgroups within

BEAR Intervention Teachers: Monitor the students they provide interventions during BEAR Time

Individual Teachers: Monitor their classroom data to include daily observations

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will be trained in and utilize our district screeners at the beginning of the year to determine necessary interventions for differentiated student groups during BEAR Time. Additionally, they will receive professional development on the intervention programs they will be implementing.

2. Differentiation and Small Group instruction will be implemented with fidelity in the ELA block.
3. After School Tutoring will begin following the first progress monitoring window and continue for the remainder of the year with an emphasis that our subgroups receive additional supports that will build a foundation for future success.
4. We will utilize the expertise of our Reading Coach and implement the district ELA CAP resources with fidelity.
5. Teachers will be encouraged to and have the ability to sign up to visit other classrooms throughout the year through direct collaboration with the other teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 needs phonics instruction. The PD ensures those providing the interventions are implementing them with fidelity.
2. Research supports that differentiated small group instruction allows teachers to better address student needs.
3. Research support through Tutoring and Peer Tutoring programs provides students an opportunity to fill in those foundational gaps to ensure future success.
4. 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 can collaborate with multiple teachers and schools throughout the year.
5. Research support through Collective Teacher Efficacy and Classroom Visitation programs provide teachers an opportunity to learn, improve and implement high quality teaching.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

AVID Strategies of WICOR and Binders will be utilized for 3rd through 5th Grade

Person Responsible: Andria Delgado (andria.delgado@walton.k12.fl.us)

By When: Ongoing throughout the school year.

#5. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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, 75% of our students will achieve a Learning Gain as defined by FLDOE follow the Spring FAST.

Monitoring:

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

PLC teams meet every other week as a grade level in Kinder and 1st Grade, and in ELA/Math departments for 2nd through 5th Grade. 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 prior to each meeting and the recorder 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 monitoring 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy implemented in this area of focus is that researchbased professional learning communities that focus on collaboration, data analysis and inquiry provide a foundation for success for all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 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?

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#6. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2023/2024 school year, Van R Butler will maintain the number of discipline referrals as compared to the 2022/2023 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.

The Leadership Team will continue to monitor discipline data throughout the year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

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 Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 the end of the first quarter.

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

By When: October 9, 2023

All teachers will incorporate CKH strategies learned through trainings to include Good Things, Greetings at the Door, Social Contracts and 4 Check-in/Check-out questions for discipline.

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

By When: May 31, 2023

Administration will look for CKH strategies while observing classrooms.

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

By When: Ongoing throughout the school year

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)

By When: August 31, 2023

#7. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. Last year we earned 986 volunteer hours and had an enrollment over 1,000 students. This year we will increase our volunteer hours to exceed our student population and be trained in volunteerism.

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 our goal.

Person responsible for monitoring outcome:

Brittany Wyatt (brittany.wyatt@walton.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our School Improvement Funding is provide from the school district based on an amount per student. Due to our student population, we recieve around \$12,000 in School Improvement Funds. From there, we utilize our funds in a way that provides a positive impact on our students in multiple areas. We target professional development in areas of ELA, Math and Science. Additionally, we target areas that will enhance the learning opportunities for our ESSA subgroups.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0151 - Van R. Butler Elem. School	School Improvement Funds		\$1,250.00
<i>Notes: RCA Signature Series ELA Day Registration and 2-Night Hotel Stay</i>						
2	III.B.	Area of Focus: Instructional Practice: Math				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0151 - Van R. Butler Elem. School	School Improvement Funds		\$1,250.00
<i>Notes: RCA Signature Series Math & Science Day Registration and 2-Night Hotel Stay</i>						
3	III.B.	Area of Focus: Instructional Practice: Science				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0151 - Van R. Butler Elem. School	School Improvement Funds		\$0.00
<i>Notes: See Math Budget.</i>						
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$3,349.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0151 - Van R. Butler Elem. School	School Improvement Funds		\$3,349.00
<i>Notes: Annual AVID Schoolwide Fee</i>						

5	III.B.	Area of Focus: Positive Culture and Environment: Other				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0151 - Van R. Butler Elem. School	School Improvement Funds		\$1,250.00
			<i>Notes: RCA Signature Series Reaching and Teaching Boys Registration and 2-Night Hotel Stay</i>			
6	III.B.	Area of Focus: Positive Culture and Environment: Other				\$4,985.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0151 - Van R. Butler Elem. School	School Improvement Funds		\$4,985.00
			<i>Notes: These funds will support our culture and relational programs of Capturing Kids Hearts and Ron Clark Academy.</i>			
7	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
					Total:	\$12,084.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No