

Sarasota County Schools

Ashton Elementary School



2016-17 Schoolwide Improvement Plan

Ashton Elementary School

5110 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/ashton

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ashton Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Ashton Elementary is to help all students become productive citizens through staff, student, parent and community involvement.

b. Provide the school's vision statement.

We believe that each child is entitled to reach his/her fullest potential. We commit ourselves to developing and maintaining a school environment which encourages this growth.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families.

Our ESE Liaison coordinates multiple events for students as well as continually collaborating with and updating staff on the needs of these students.

The school conducts regular Parent Information Nights coordinated by the School Advisory Council to keep families updated and engaged.

In addition, our counselors hold regular lunches and small groups with students new to Ashton to build relationships with them.

Restorative circles are a common practice to build relationships among students and staff.

This year a Newcomers Program has been instituted where school staff will meet with groups of students new to our school to help them feel at "home" in their new school environment.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

All guests are required to use the RAPTOR system when coming on campus. All classrooms and gates surrounding campus remain locked and secure during the school day. In addition Ashton has a Safe and Orderly committee of staff and parents that continually look at and addresses the safety needs and concerns of the school. The group has taken a proactive approach to coordinate with the District Director of School Security to address these concerns. Safety procedures allow for only one access point from the front of the school. Parents and visitors are only permitted for "official" school related matters. Ashton also has taken proactive measures to eliminate instances of bullying through its counseling and related programs and classes. The school holds quarterly PBS Celebrations in an effort in to increase positive behavior and develop a true sense of school "community." The Ashton Spirit Squad also helps promote an environment of respect and pride through their presence and activities throughout the school year.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Ashton has a comprehensive PBS plan. School-wide expectations are posted throughout the school. In addition, we hold regular events to reinforce and encourage positive behavior at the classroom and grade levels. These include quarterly celebrations, weekly prizes, and family events. Routines and structures are evident throughout the school. Staff also have a structured process for students in need of disciplinary consequences that focuses on modifying the behavior through school and home collaboration.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Ashton offers numerous counseling classes for our students. These range from individualized to small group to whole class. The Dedicated Ashton Dads program is in place to support PTO initiatives as well as mentoring of students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We have implemented regular attendance monitoring systems. Our SWST team identifies and reviews students of concern on a weekly basis. These students may be part of an incentive program geared at improving student attendance. Attendance is checked daily and immediate follow-up calls are made home when students of concern are not present that day. The attendance data is reviewed each week and adjustments are made as warranted by the data. We are monitoring:

- * Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or mathematics
- * A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	5	4	5	5	6	0	0	0	0	0	0	0	36
One or more suspensions	1	0	0	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	5	1	3	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	14	24	11	0	0	0	0	0	0	0	49

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance:

- * Monitored by SWST and Admin
- * Weekly Attendance discussions and Monitoring
- * Attendance Targeted Support Groups
- * Proactive Tailored Action Plans to address absences

Suspensions:

- * PBS intervention plan - alternatives to suspension
- * Use of Restorative Circles
- * Regular monitoring of discipline data

Course Failure:

- * TST discussions and strategizing
- * Monitoring of Grades
- * Parent communication
- * SWST/RTI - Interventions in place

Level 1 on State Assessments:

- * Intervention Support
- * Remedial Reading Program
- * Free after school tutoring
- * PD on instructional strategies and best practices
- * Regular monitoring of student data
- * RTI support as needed

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Approx. 95% of families will be involved in school activities

Approx. 90% Parents will become familiar with the utilization of online school resources

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school and the PTO have an active and flourishing relationship with the community and local business. Ashton has numerous events and activities that are designed to be supported by and in collaboration with the local community and related businesses. Ashton has an extensive list of business partners who work collaboratively with the school to help generate resources to support the overall

academic and extra-curricular efforts of the school population. Ashton is also an active participant in the Up with Books Program which helps promote literacy by partnering with another school to help increase student literacy skills, school and personal libraries.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Renouf, Christopher	Principal
Ruscoe, Jacob	Assistant Principal
Capilla, Ileana	School Counselor
Larson, Carmen	School Counselor
Maurer, Matt	Other
Sloan, Marilyn	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Chris Renouf - Administrative Support
Jacob Ruscoe - Administrative Support
Ileana Capilla - Group Facilitator
Matt Maurer - ESE Liaison/Record Keeper
Carmen Larson - Counseling Support
Marilyn Sloan - ESOL Support

This team works collaboratively to help implement the school improvement process from a leadership standpoint. Each member offers teachers instructional support, resources, and strategies to help impact student learning. Members of this team collaborate with the SAC and SDMT in the decision making process.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The team meets regularly each week to discuss individual students and their progress toward the grade level curriculum. This multi-disciplinary team is responsible for aligning needs of the students to specific interventions and instruction.

Chris Renouf, Jacob Ruscoe, Ileana Capilla, Carmen Larson, Matt Maurer - Administrative Support that meets every week. The group engages in regular problem solving discussions to discuss the instructional and curricular needs of students. The Bookkeeper, Annette Santana maintains the inventory of all purchased and allocated instructional resources.

The members of the CARE/SWST/RTI team meet weekly with grade level teams to discuss student

progress and determine interventions to meet student needs. These discussions impact the curricular and instructional decisions of the group.

The SWST Team consists of:

Matt Maurer- CARE Facilitator
 Ileana Capilla - School Counselor
 Carmen Larson - School Counselor
 Jacob Ruscoe - Administrative Support
 Donna Fleece - Psychologist
 Julie Odenweller - Social Worker
 Lois Clark - School Nurse
 JoAnne Sheldon - SLP
 Anne Pechine - OT

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chris Renouf	Principal
Laura Dethloff	Business/Community
Melissa Giovanni	Teacher
Alysia Mitten	Parent
Ana Palacio	Parent
Michele Ralich	Education Support Employee
Maria Rizzo	Parent
Rita Spada	Teacher
Jim Studebaker	Parent
Joan Tracey	Teacher
Nancy Vafeas	Parent
Cindy Rosenberg	Business/Community
Student Ambassador	Student
Student Ambassadors	Student
Xiomara Dearing	Parent
Paul Redington	Teacher
Stacey Stroth	Parent
Kami Yagears	Parent
Gina Cirillo	Teacher
Amy Dumas	Teacher
Lorna O'Riordan	Parent
Alli Perry	Teacher
Carol Sunshine	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Ashton made great strides towards their goals. We had significant increase in Science scores as well as steady improvement in text based writing and 4th Grade ELA and Mathematics. With the shift to FSA, we will need to be very proactive to target opportunities for improvement so we can demonstrate consistent success at all grade levels.

b. Development of this school improvement plan

All school data and goals are reviewed with the SAC. Members are encouraged to offer input to the plan before it is finalized, approved and submitted to the State.

c. Preparation of the school's annual budget and plan

The annual budget is reviewed and approved annually by SAC. In addition, members monitor the allocation of SIP funds as well as the operating and supplement budget of the school.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Total amount \$3830.00

Approx amounts to be sent on each:

\$1277 - Instructional materials

\$1277 - Professional development

\$1276 - Recognition

SAC agreed to allow funds to fluctuate between the 3 categories as needed. We will need to seek alternative funding sources for this year as we were not allocated these funds for 2016-2017.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ahles, Sandy	Teacher, K-12
Boyajian, Sandy	Teacher, K-12
Peer, Doris	Teacher, K-12
Phillips, Kelly	Teacher, K-12
Renouf, Christopher	Principal
Ruscoe, Jacob	Assistant Principal
Sanders, Stacy	Teacher, K-12
Ward, Mary	Teacher, K-12
Schubauer, Lisa	Teacher, K-12
Mihm, Maria	Teacher, K-12
Hall, Lynne	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Discussion & Review of the Use of Reading Wonders & Writing Protocol
Coordination of TEAM CPT & TST Session Focus
Reading connections to i-Ready
Alignment & Implementation of Florida Standards
Identification & service of students in need of remediation
Literacy Night @ Barnes and Noble
Reading Counts Incentives
Book Fair Nights

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Our school has regular CPT sessions. These sessions are driven directly by the instructional needs of our staff. Teachers have the opportunity to collaborate together regarding student data, curriculum, behavioral needs, and professional development. The teachers elect to meet on a regular basis to receive additional training from administration and district support staff on areas they deem important for improving student achievement.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administration is responsible for:

- * ALWAYS searching for and striving to recognize and actively recruit the MOST QUALIFIED candidates
- * Hiring based on knowledge and demonstration of best practices. We hired several new instructional staff members this year due to a large number of retirees. They all displayed documented, high levels of performance in their prior schools. Our team focused on student data results and implementation of effective instructional strategies when making our selections.
- * Establishing high standards and maintaining open communication involving all stakeholders.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

We have a few new teachers who are participating in our SCIP mentoring program. This follows district criteria to establish support for the new teacher as well as to provide administration with documented evidence of highly effective strategies and instruction provided by the teacher to her students. We held an orientation for all new staff as well as a "Check-in" meeting. Regular observations, frequent communication with new hires is on-going.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards. A district-wide concentrated focus on understanding and aligning questioning and activities to the Florida Standards, Implementation of Accountable Talk and Precise Vocabulary as well as Maximizing Math Mentality. Schools-based training supports these efforts.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our teachers plan to create common assessments. All performance data is reviewed as part of our progress monitoring processes which is reviewed with the teacher on a regular basis at Teacher Support Team meetings. During this process students of need are identified as well as the intervention strategies or next steps to implement to help these students achieve proficiency on state assessments and master grade level state standards. There is a strong emphasis on using varied sources of achievement data to guide and tailor instructional planning and activities along with breaking down and instructing at the core of each standard.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 21,900

We offer an array of enrichment and academic opportunities to enhance the overall child. These include but not limited to: After School Academic Remediation, Spanish, Odyssey of the Mind, Chorus, Drama, Tennis, Mileage Club, and Scouts.

Strategy Rationale

Enrichment activities provide additional opportunities engage students, reinforce classroom instructional strategies and increase student's cognitive ability.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ruscoe, Jacob, jacob.ruscoe@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Performance based tasks from each enrichment opportunity are presented to demonstrate mastery and effectiveness of the programs.

Strategy: After School Program

Minutes added to school year: 8,100

Tutoring Support

Strategy Rationale

Extra help with Reading skills and homework support

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ruscoe, Jacob, jacob.ruscoe@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA Data on participants

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our school implements a screening program over the summer to identify student readiness and allows teachers to instruct at appropriate levels. We also offer tours of our facility to better prepare families for the transition. Our primary teachers are well versed in the developmental needs of early childhood development for their students and integrate these into their daily program.

Staff collaborates with the local middle schools for a smooth transition for our exiting 5th grade students. In addition, transition and articulation meetings are held with our support staff and that of Sarasota Middle School to ensure that services are in place and a sound academic plan is in place to meet the needs of our students. Furthermore, our counselors work with local middle schools to be sure that students do not experience any gaps in academics or social matters due to the transition to middle school.

We also participate in the CTE program to offer our students exposure to technology curriculum to assist with College and Career Readiness.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Our school showed substantial gains in Math achievement. We need to focus on ELA achievement and especially ELA Learning Gains and Learning Gains for the lowest 25%.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

- * Lack of key vocabulary
- * Lack of exposure and practice with Integration of Knowledge Tasks

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, there will be a minimum of a two percentage point increase in Mathematics Achievement for all student groups where 70% or more are currently demonstrating proficiency.
- G2.** By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain in Mathematics.
- G3.** By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in Mathematics.
- G4.** By the year 2017, there will be a minimum of a two percentage point increase in ELA Achievement for all student groups where 70% or more are currently demonstrating proficiency.
- G5.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA/Reading.
- G6.** By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA/Reading.
- G7.** By the year 2017, there will be a minimum of a two percentage point increase in Science Achievement for all student groups where 70% or more are currently demonstrating proficiency.
- G8.** By the year 2017, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage.
- G9.** By the year 2017, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the year 2017, there will be a minimum of a two percentage point increase in Mathematics Achievement for all student groups where 70% or more are currently demonstrating proficiency. **1a**

 G085512

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	88.0

Targeted Barriers to Achieving the Goal **3**

- Implementation of Mountain Math (new for some teachers); Math Rounding (new way of thinking/teaching)

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Go Math Materials; CPT - Team planning; Mountain Math; Math Rounding; District and School Professional Development; i-Ready implementation and identification of Patterns & Trends; Deconstructing the FL Standards training with Linda Dove;

Plan to Monitor Progress Toward G1. **8**

Individual Data Checks with ALL teachers to monitor student progress

Person Responsible

Christopher Renouf

Schedule

Monthly, from 10/3/2016 to 5/16/2017

Evidence of Completion

Final student achievement data; Ongoing progress monitoring

G2. By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain in Mathematics. 1a

G085513

Targets Supported 1b

Indicator	Annual Target
Math Gains	87.0

Targeted Barriers to Achieving the Goal 3

- Implementation of strategic instructional approaches to meet student needs; Math Fluency gaps

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mountain Math; Intervention Support; Math Rounding

Plan to Monitor Progress Toward G2. 8

i-Ready data, Student summative assessments

Person Responsible

Christopher Renouf

Schedule

Evidence of Completion

FSA Data, Learning Gains Data

G3. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in Mathematics. 1a

G085514

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Implementation of strategic instructional approaches to meet student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Rounding; Mountain Math

Plan to Monitor Progress Toward G3. 8

Ongoing data review at TST and CPT sessions

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Final FSA and Learning Gains data

G4. By the year 2017, there will be a minimum of a two percentage point increase in ELA Achievement for all student groups where 70% or more are currently demonstrating proficiency. 1a

G085515

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	82.0

Targeted Barriers to Achieving the Goal 3

- Scheduling; Gaps in Student Achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders Professional Development; CPT Sessions; TST Sessions; Literacy Nights; ACE Tutoring; Reading Remediation and Intervention Support; Accountable Talk Training; i-Ready Implementation; Precision Vocabulary Training; Academic Circles; Deconstruction of FL standards with Linda Dove

Plan to Monitor Progress Toward G4. 8

Individual TST/Data sessions ;
 Student Achievement Data

Person Responsible

Christopher Renouf

Schedule

Quarterly, from 10/3/2016 to 5/16/2017

Evidence of Completion

TST Review Notes

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA/Reading. 1a

G085516

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	68.0

Targeted Barriers to Achieving the Goal 3

- Title II funds not provided at the school level; SIP funds eliminated by the State

Resources Available to Help Reduce or Eliminate the Barriers 2

- PALS tutoring; Contracted Supported at primary (PTO supported); Contracted support to free up teachers for interventions (PTO Supported)

Plan to Monitor Progress Toward G5. 8

We will monitor i-Ready data and student performance but ultimately Learning Gains data will determine progress towards goal

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Learning Gains Data

G6. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA/Reading. 1a

G085517

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal 3

- Title II funds not provided at the school level; SIP funds eliminated by the State

Resources Available to Help Reduce or Eliminate the Barriers 2

- Admin CPT Sessions; ACE tutoring; 3rd Grade reading remediation; Lab Contracted support
- Admin CPT Sessions; ACE tutoring; 3rd Grade reading remediation; Lab Contracted support

Plan to Monitor Progress Toward G6. 8

Performance data from interventions as well as classroom performance data will be collected

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Final evidence will be FSA and Learning Gains data

G7. By the year 2017, there will be a minimum of a two percentage point increase in Science Achievement for all student groups where 70% or more are currently demonstrating proficiency. 1a

G085518

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	85.0

Targeted Barriers to Achieving the Goal 3

- Unexpected staffing changes; Integration of Science into ELA

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fusion Science Series; Science Lab (Specials); Science Production Nights; STEM Fair; Reading Wonders Series - Integration; Science on the Morning News; Collaboration with Administrative Colleagues on Best Practices

Plan to Monitor Progress Toward G7. 8

Quarterly review of progress;
TST Documentation;
Student Achievement Review

Person Responsible

Christopher Renouf

Schedule

Monthly, from 10/31/2016 to 5/31/2017

Evidence of Completion

TST Notes; Student Achievement Data

G8. By the year 2017, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage. 1a

G085519

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	1.0

Targeted Barriers to Achieving the Goal 3

- Family Situations; Learned Behaviors

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Program; Restorative Circles

Plan to Monitor Progress Toward G8. 8

Ongoing Review of project completion

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Final PBS Review of Data; Implementation of Restorative Cires in Classrooms

G9. By the year 2017, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days. 1a

G085520

Targets Supported 1b

Indicator	Annual Target
Attendance rate	5.0

Targeted Barriers to Achieving the Goal 3

- Student illness and Personal Family Situations

Resources Available to Help Reduce or Eliminate the Barriers 2

- SWST Team; Truancy Officer; PBS Team; Attendance Action Plan

Plan to Monitor Progress Toward G9. 8

Monthly Attendance Data;
Reports from Attendance Groups;
Regular Admin Review of Progress

Person Responsible

Jacob Ruscoe

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Weekly SWST Notes; Attendance Reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2017, there will be a minimum of a two percentage point increase in Mathematics Achievement for all student groups where 70% or more are currently demonstrating proficiency. **1**

 G085512

G1.B1 Implementation of Mountain Math (new for some teachers); Math Rounding (new way of thinking/teaching) **2**

 B227371

G1.B1.S1 1. Use of resources already in place; 2. CPT brainstorming; 3. Collaborative planning to develop scope and assessments; 4. Math training and participation in Math rounding sessions; 5. Review of i-Ready data to help guide instruction; Intervention Support; 6. Contracted support during ILS; 7. Deconstructing the FL Standards training with Linda Dove **4**

 S239904

Strategy Rationale

Teams need collaborative time to organize and develop the best instructional delivery method as well as assessments. Continued training in best math practices and math rounding will serve beneficial in increasing student achievement. Intervention support will be provided for identified students. In addition, i-Ready will provide valuable student achievement data to help guide instruction and contracted support at select grades will allow for dedicated intervention time. Training with Linda dove will support the specific work of teaching the standards to our students.

Action Step 1 **5**

Collaboration with teams;
Team Leader curriculum planning;
Ongoing review of data;
Vertical and Horizontal planning;
i-Ready PD;
Math Training and Math rounding participation;
Intervention Support;
Deconstructing the FL Standards training with Linda Dove;

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Team Notes Documentation; TST Sessions; Math Debriefing and related products

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monthly Team Leader meetings to address needs;
Regular data reviews to discuss success;
Review of instruction and assessments;
Rounding Participation;

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/9/2016 to 5/31/2017

Evidence of Completion

Data documentation; PRIDE Observations; Debriefing Participation and Activities

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of data results;
Feedback from teachers;
Final planning products;
Implementation of Best Practices Learned from Rounding

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Overall student data achievement

G2. By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain in Mathematics. 1

G085513

G2.B1 Implementation of strategic instructional approaches to meet student needs; Math Fluency gaps 2

B227372

G2.B1.S1 Use of Mountain Math and Feedback from Math Rounding Sessions 4

S239905

Strategy Rationale

By exposure to Mountain Math concepts and the feedback from best practices through observations and debriefing in math rounds, teachers can help specifically target student needs and provide appropriate instruction.

Action Step 1 5

The admin team will set up designated intervention support and schedules

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Schedules, Materials purchased and observation of implementation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observations and CPT feedback on student progress

Person Responsible

Christopher Renouf

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Long form data points from PRIDE visits and notation of Mountain Math, CPT notes regarding PD training and feedback and next steps

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will report on the effectiveness of resources and strategies used and they will be reviewed regularly at CPT and TST sessions

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Pride data and CPT notes, evidence of student performance

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will report on the effectiveness of resources and strategies used and they will be reviewed regularly at CPT and TST sessions

Person Responsible

Christopher Renouf


Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Pride data and CPT notes, evidence of student performance

G2.B1.S2 Intervention support for targeted students not making learning gains **4**

 S239906

Strategy Rationale

By specifically targeted impacting students, we can provide focused interventions and support to help students attain a learning gain

Action Step 1 **5**

The admin team will set up intervention support opportunities by specifically targeting impacted students

Person Responsible

Christopher Renouf

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Intervention Schedules, Identified Contracted Support

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

Regularly monitoring of intervention procedures
Feedback and data collection during TST sessions

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Observations of intervention support Collaboration and feedback on implementation and adjustments needed

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

We will review student performance data for effectiveness

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

i-Ready data, FSA Data, Learning Gains data

G3. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in Mathematics. 1

G085514

G3.B1 Implementation of strategic instructional approaches to meet student needs 2

B227373

G3.B1.S1 Math rounding and Mountain Math will be implemented to help specifically identify performance areas for students that are of concern; Using available data to guide and tailor instructional planning and activities. 4

S239907

Strategy Rationale

With this key identification, teachers can tailor their instruction based on the data to specifically target and remediate the standards that are not being met by each individual student

Action Step 1 5

Teachers will participate in Math rounding training

Person Responsible

Christopher Renouf

Schedule

Semiannually, from 9/6/2016 to 12/16/2016

Evidence of Completion

Participation and completion of training, inservice record

Action Step 2 5

Teachers will integrate Mountain Math training into their instruction

Person Responsible

Christopher Renouf

Schedule

On 5/31/2017

Evidence of Completion

Pride Observations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Oversight to PD opportunity

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Observations and ongoing follow-up with PD opportunities

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Pride Observations to see implementation

Person Responsible

Christopher Renouf

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Pride data, student performance data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Pride Observations to see implementation

Person Responsible

Christopher Renouf

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Pride data, student performance data


G4. By the year 2017, there will be a minimum of a two percentage point increase in ELA Achievement for all student groups where 70% or more are currently demonstrating proficiency. **1**

 G085515

G4.B1 Scheduling; Gaps in Student Achievement **2**

 B227374

G4.B1.S1 1. Creative Scheduling to increase instructional remediation; 2. Ongoing professional development to address new series and continuous collaboration to implement effective strategies and resources; 3. Reading remediation groups; TST sessions; CPT Sessions all aimed at identifying areas of weakness; 4. i-Ready data to guide instructional decisions; 5. Scheduled Academic Circles; 6. Deconstructing the FL Standards training with Linda Dove **4**

 S239908

Strategy Rationale

Continued focus on FSA standards and Depth of Knowledge will allow for increased rigor and quality instruction. Embedding Accountable Talk and Precision Vocabulary into daily instruction will lead to increase depth of knowledge for students. In addition, i-Ready will provide valuable student achievement data to help guide instruction. Use of Restorative Circles will help build relationships and increase productive dialogue as it relates to ELA standards.

Action Step 1 **5**

Organization of Schedules;
Organization and facilitation of PD and Data review;
Ongoing monitoring of remediation and intervention strategies;
Ongoing data analysis;
Accountable Talk PD;
i-Ready PD;
Precision vocabulary PD;
Restorative Circles PD;

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

TST Action Plans & results

Action Step 2 5

Deconstructing the FL Standards training with Linda Dove

Person Responsible

Christopher Renouf

Schedule

On 10/24/2016

Evidence of Completion

Attendance logs from the PD session

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Continual review of schedules and PD sessions offered as well as the implementation of interventions and related resources.

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PD Training; Data Sessions; CPT Sessions; Schedule Implementation; i-Ready Daily implementation; Continued Observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student Achievement Results;
Teacher Feedback

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Student Achievement Results; Feedback Cards

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA/Reading. **1**

 G085516

G5.B1 Title II funds not provided at the school level; SIP funds eliminated by the State **2**

 B227375

G5.B1.S1 1. Individualized support and interventions; 2. PALS tutoring support for at risk 2nd grade students; 3. 3rd Grade intensive Remediation for at risk students' 4. ACE tutoring program for grades 3-5; 5. Contracted ILS support to free up teachers for interventions; 6. Aligning Lesson Learning Targets with the IFG & Florida Standards **4**

 S239909

Strategy Rationale

The core of addressing this issue is intervention support. These systems will allow for prescriptive, individualized support for students

Action Step 1 **5**

Admin will create the Organization and Implementation of Intervention Opportunities

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

FSA Data, i-Ready Performance, Learning Gains Data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 **6**

Data reviewed via TST sessions and ongoing review of systems

Person Responsible

Christopher Renouf

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Observation of programs; Participation and implementation from PD with Linda Dove

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Ongoing Review of Student Data

Person Responsible

Christopher Renouf


Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Student Data (i-Ready, formative assessments, classroom observations)

G5.B1.S2 Specials team collaboration and strategic planning for students who did not make a learning gain last year. 4

 S239910

Strategy Rationale

By specifically targeting students who did not make a learning gain, our specials team is taking a proactive approach to provide these students with additional skills to help with their learning goals

Action Step 1 5

The Specials team will target identified students with critical thinking opportunities

Person Responsible

Mary Ward

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Pride Classroom Observations

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Admin will regular meet with the team to gather feedback and offer assistance on implementation

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Observations from classroom visits and data points from targeted students

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

The admin team will review student progress and adjust implementation as needed

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Teacher observation and individualized student data from identified students

G6. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA/Reading. 1

G085517

G6.B1 Title II funds not provided at the school level; SIP funds eliminated by the State 2

B227376

G6.B1.S1 Targeted support including specially designed instruction is planned and provided to each student to help address the learning gaps that are present. 4

S239911

Strategy Rationale

By providing this additional, academic intervention time we can provide specific support and instruction in each student's identified area of concern.

Action Step 1 5

Admin will schedule and oversee intervention and tutoring support in ELA

Person Responsible

Christopher Renouf

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Intervention schedules, Contracted support rosters, student data from completion of tasks

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

The programs will be regularly observed and teachers will report back as to student progress with specific intervention data from each student participating

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Pride observation data, student data from programs

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Student data will be reviewed to monitor the effectiveness of each support

Person Responsible

Christopher Renouf

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

I-Ready data and student performance data will be regularly reviewed to determine effectiveness.

G7. By the year 2017, there will be a minimum of a two percentage point increase in Science Achievement for all student groups where 70% or more are currently demonstrating proficiency. 1

G085518

G7.B1 Unexpected staffing changes; Integration of Science into ELA 2

B227377

G7.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels; 3. Science Lab (Specials); 4. Vertical and Horizontal Planning; 5. School-wide Science Events; 6. STEM Fair; 7. Content Area Collaboration between Ashton and Lakeview Elementary Teachers 4

S239912

Strategy Rationale

Our students performed very well in science proficiency. In order to continue to increase proficiency, we will have an increased focus on Science and Science integration. We will be expanding our best practices to include a more concentrated focus at the primary grade levels. We will also be collaborating with Lakeview regarding their systems for success.

Action Step 1 5

Pride Observations;
Focused Science Scheduling;
Ongoing PD on Best Practices including collaboration with Lakeview;
ELA Science Integration Strategies

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Pride Documentation; Master Schedule; PD Documentation; Planning products

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Pride Observation;
Data Review Sessions (TST);
Product Documentation from collaboration with Lakeview

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

TST Action Plans; Student Achievement Data

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Student Data Review;
Feedback from staff

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Final Student Achievement Data; Feedback Cards

G8. By the year 2017, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage. 1

G085519

G8.B1 Family Situations; Learned Behaviors 2

B227378

G8.B1.S1 1. PBS School-wide Recognition Programs; 2. School Wide Expectations; 3. Restorative Circles 4

S239913

Strategy Rationale

If we teach and model appropriate behaviors and provide motivation and reinforcement then students will work to attain those goals. Restorative Circles will help build that classroom community and help students gain awareness of ways to cope with outside issues.

Action Step 1 5

Continued Implementation of School-wide Recognition program for Positive Behavior;
Restorative Circles PD

Person Responsible

Ileana Capilla

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Organized Activities

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Collaboration to continue implementation of a school-wide program

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Final PBS Review of Data; Implementation of Restorative Circles in Classrooms

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Student and Staff Feedback;
Suspension Reduction

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Survey Cards; Discipline Records

G9. By the year 2017, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days. **1**

 G085520

G9.B1 Student illness and Personal Family Situations **2**

 B227379

G9.B1.S1 1. Attendance Action Plan; 2. Weekly Review of Attendance Data with SWST; 3. Regular Attendance Monitoring by Teachers and Admin; 4. Classroom Restorative Circles **4**

 S239914

Strategy Rationale

We will develop an incentive plan where we specifically target our students with excessive absences. Admin staff will make proactive calls home when students are absent and have an incentive plan in place. If we can motivate students and families to be in school and regularly monitor student absences then we can be proactive in reducing excessive student absences. Classroom community will help increase desire to come to school.

Action Step 1 **5**

The SWST team will review attendance and take action on a weekly basis

Person Responsible

Carmen Larson

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

SWST Notes

Action Step 2 **5**

Attendance Action Plan will be incorporated for identified students

Person Responsible

Jacob Ruscoe

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Regular review of targeted attendance data

Action Step 3 5

Restorative Circles will be implemented as a regular part of classroom structures - PD Provided

Person Responsible

Ileana Capilla

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PRIDE Observations

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Weekly Meetings will occur to monitor student data. Teachers will review attendance data as part of their TST meetings. Weekly Attendance Meetings will occur with impacted students. All of these will be reviewed on a regular basis with the Admin team.

Person Responsible

Christopher Renouf

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Attendance Data; Student Absenteeism Reduction for targeted students

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Attendance Review;
TST Discussions;
Weekly SWST Review

Person Responsible

Jacob Ruscoe

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

TST Documentation; SWST Notes; Final Student Attendance Data









IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M318492	i-Ready data, Student summative assessments	Renouf, Christopher	No Start Date	FSA Data, Learning Gains Data	No End Date one-time
G8.B1.S1.MA1 M318512	Collaboration to continue implementation of a school-wide program	Ruscoe, Jacob	8/24/2015	Final PBS Review of Data; Implementation of Restorative Circles in Classrooms	5/30/2016 monthly
G4.B1.S1.A2 A310632	Deconstructing the FL Standards training with Linda Dove	Renouf, Christopher	10/24/2016	Attendance logs from the PD session	10/24/2016 one-time
G3.B1.S1.A1 A310629	Teachers will participate in Math rounding training	Renouf, Christopher	9/6/2016	Participation and completion of training, inservice record	12/16/2016 semiannually
G1.MA1 M318486	Individual Data Checks with ALL teachers to monitor student progress	Renouf, Christopher	10/3/2016	Final student achievement data; Ongoing progress monitoring	5/16/2017 monthly
G4.MA1 M318499	Individual TST/Data sessions ; Student Achievemnt Data	Renouf, Christopher	10/3/2016	TST Review Notes	5/16/2017 quarterly
G3.MA1 M318496	Ongoing data review at TST and CPT sessions	Ruscoe, Jacob	9/12/2016	Final FSA and Learning Gains data	5/31/2017 monthly
G5.MA1 M318504	We will monitor i-Ready data and student performance but ultimately Learning Gains data will...	Renouf, Christopher	9/12/2016	Learning Gains Data	5/31/2017 monthly
G6.MA1 M318507	Performance data from interventions as well as clsroom performance data will be collected	Renouf, Christopher	9/12/2016	Final evidence will be FSA and Learning Gains data	5/31/2017 monthly
G7.MA1 M318510	Quarterly review of progress; TST Documentation; Student Achievement Review	Renouf, Christopher	10/31/2016	TST Notes; Student Achievement Data	5/31/2017 monthly
G8.MA1 M318513	Ongoing Review of project completion	Ruscoe, Jacob	8/22/2016	Final PBS Review of Data; Implementation of Restorative Cires in Classrooms	5/31/2017 monthly
G9.MA1 M318516	Monthly Attendance Data; Reports from Attendance Groups; Regular Admin Review of Progress	Ruscoe, Jacob	8/31/2016	Weekly SWST Notes; Attendance Reports	5/31/2017 weekly
G1.B1.S1.MA1 M318484	Review of data results; Feedback from teachers; Final planning products; Implementation of Best...	Renouf, Christopher	8/22/2016	Overall student data achievement	5/31/2017 monthly
G1.B1.S1.MA1 M318485	Monthly Team Leader meetings to address needs; Regular data reviews to discuss success; Review of...	Renouf, Christopher	9/9/2016	Data documentation; PRIDE Observations; Debriefing Participation and Activities	5/31/2017 monthly
G1.B1.S1.A1 A310626	Collaboration with teams; Team Leader curriculum planning; Ongoing review of data; Vertical and...	Renouf, Christopher	9/6/2016	Team Notes Documentation; TST Sessions; Math Debriefing and related products	5/31/2017 monthly
G2.B1.S1.MA1 M318487	Teachers will report on the effectiveness of resources and strategies used and they will be...	Renouf, Christopher	9/12/2016	Pride data and CPT notes, evidence of student performance	5/31/2017 monthly
G2.B1.S1.MA1 M318488	Teachers will report on the effectiveness of resources and strategies used and they will be...	Renouf, Christopher	9/12/2016	Pride data and CPT notes, evidence of student performance	5/31/2017 monthly
G2.B1.S1.MA1 M318489	Observations and CPT feedback on student progress	Renouf, Christopher	9/12/2016	Long form data points from PRIDE visits and notation of Mountain Math, CPT notes regarding PD training and feedback and next steps	5/31/2017 weekly
G2.B1.S1.A1 A310627	The admin team will set up designated intervention support and schedules	Renouf, Christopher	9/12/2016	Schedules, Materials purchased and observation of implementation	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 M318493	Pride Observations to see implementation	Renouf, Christopher	9/12/2016	Pride data, student performance data	5/31/2017 weekly
G3.B1.S1.MA1 M318494	Pride Observations to see implementation	Renouf, Christopher	9/12/2016	Pride data, student performance data	5/31/2017 weekly
G3.B1.S1.MA1 M318495	Oversight to PD opportunity	Renouf, Christopher	9/6/2016	Observations and ongoing follow-up with PD opportunities	5/31/2017 monthly
G3.B1.S1.A2 A310630	Teachers will integrate Mountain Math training into their instruction	Renouf, Christopher	8/22/2016	Pride Observations	5/31/2017 one-time
G4.B1.S1.MA1 M318497	Student Achievement Results; Teacher Feedback	Renouf, Christopher	8/22/2016	Student Achievement Results; Feedback Cards	5/31/2017 monthly
G4.B1.S1.MA1 M318498	Continual review of schedules and PD sessions offered as well as the implementation of...	Renouf, Christopher	8/22/2016	PD Training; Data Sessions; CPT Sessions; Schedule Implementation; i-Ready Daily Implementation; Continued Observations	5/31/2017 monthly
G4.B1.S1.A1 A310631	Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing...	Renouf, Christopher	8/22/2016	TST Action Plans & results	5/31/2017 monthly
G5.B1.S1.MA1 M318500	Ongoing Review of Student Data	Renouf, Christopher	9/12/2016	Student Data (i-Ready, formative assessments, classroom observations)	5/31/2017 monthly
G5.B1.S1.MA1 M318501	Data reviewed via TST sessions and ongoing review of systems	Renouf, Christopher	10/3/2016	Observation of programs; Participation and implementation from PD with Linda Dove	5/31/2017 monthly
G5.B1.S1.A1 A310633	Admin will create the Organization and Implementation of Intervention Opportunities	Renouf, Christopher	8/22/2016	FSA Data, i-Ready Performance, Learning Gains Data	5/31/2017 monthly
G6.B1.S1.MA1 M318505	Student data will be reviewed to monitor the effectiveness of each support	Renouf, Christopher	9/12/2016	I-Ready data and student performance data will be regularly reviewed to determine effectiveness.	5/31/2017 monthly
G6.B1.S1.MA1 M318506	The programs will be regularly observed and teachers will report back as to student progress with...	Renouf, Christopher	8/22/2016	Pride observation data, student data from programs	5/31/2017 monthly
G6.B1.S1.A1 A310635	Admin will schedule and oversee intervention and tutoring support in ELA	Renouf, Christopher	8/22/2016	Intervention schedules, Contracted support rosters, student data from completion of tasks	5/31/2017 daily
G7.B1.S1.MA1 M318508	Student Data Review; Feedback from staff	Renouf, Christopher	8/22/2016	Final Student Achievement Data; Feedback Cards	5/31/2017 monthly
G7.B1.S1.MA1 M318509	Pride Observation; Data Review Sessions (TST); Product Documentation from collaboration with...	Renouf, Christopher	8/22/2016	TST Action Plans; Student Achievement Data	5/31/2017 monthly
G7.B1.S1.A1 A310636	Pride Observations; Focused Science Scheduling; Ongoing PD on Best Practices including...	Renouf, Christopher	8/22/2016	Pride Documentation; Master Schedule; PD Documentation; Planning products	5/31/2017 monthly
G8.B1.S1.MA1 M318511	Student and Staff Feedback; Suspension Reduction	Ruscoe, Jacob	8/22/2016	Survey Cards; Discipline Records	5/31/2017 monthly
G8.B1.S1.A1 A310637	Continued Implementation of School-wide Recognition program for Positive Behavior; Restorative...	Capilla, Ileana	8/22/2016	Organized Activities	5/31/2017 monthly
G9.B1.S1.MA1 M318514	Attendance Review; TST Discussions; Weekly SWST Review	Ruscoe, Jacob	8/31/2016	TST Documentation; SWST Notes; Final Student Attendance Data	5/31/2017 weekly
G9.B1.S1.MA1 M318515	Weekly Meetings will occur to monitor student data. Teachers will review attendance data as part of...	Renouf, Christopher	8/22/2016	Attendance Data; Student Absenteeism Reduction for targeted students	5/31/2017 weekly
G9.B1.S1.A1 A310638	The SWST team will review attendance and take action on a weekly basis	Larson, Carmen	8/22/2016	SWST Notes	5/31/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B1.S1.A2  A310639	Attendance Action Plan will be incorporated for identified students	Ruscoe, Jacob	8/22/2016	Regular review of targeted attendance data	5/31/2017 weekly
G9.B1.S1.A3  A310640	Restorative Circles will be implemented as a regular part of classroom structures - PD Provided	Capilla, Ileana	8/22/2016	PRIDE Observations	5/31/2017 weekly
G2.B1.S2.MA1  M318490	We will review student performance data for effectiveness	Renouf, Christopher	9/12/2016	i-Ready data, FSA Data, Learning Gains data	5/31/2017 monthly
G2.B1.S2.MA1  M318491	Regularly monitoring of intervention procedures Feedback and data collection during TST sessions	Renouf, Christopher	9/12/2016	Observations of intervention support Collaboration and feedback on implementation and adjustments needed	5/31/2017 monthly
G2.B1.S2.A1  A310628	The admin team will set up intervention support opportunities by specifically targeting impacted...	Renouf, Christopher	8/22/2016	Intervention Schedules, Identified Contracted Support	5/31/2017 weekly
G5.B1.S2.MA1  M318502	The admin team will review student progress and adjust implementation as needed	Renouf, Christopher	9/12/2016	Teacher observation and individualized student data from identified students	5/31/2017 monthly
G5.B1.S2.MA1  M318503	Admin will regular meet with the team to gather feedback and offer assistance on implementation	Renouf, Christopher	9/12/2016	Observations from classroom visits and data points from targeted students	5/31/2017 monthly
G5.B1.S2.A1  A310634	The Specials team will target identified students with critical thinking opportunities	Ward, Mary	8/22/2016	Pride Classroom Observations	5/31/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year 2017, there will be a minimum of a two percentage point increase in Mathematics Achievement for all student groups where 70% or more are currently demonstrating proficiency.

G1.B1 Implementation of Mountain Math (new for some teachers); Math Rounding (new way of thinking/teaching)

G1.B1.S1 1. Use of resources already in place; 2. CPT brainstorming; 3. Collaborative planning to develop scope and assessments; 4. Math training and participation in Math rounding sessions; 5. Review of i-Ready data to help guide instruction; Intervention Support; 6. Contracted support during ILS; 7. Deconstructing the FL Standards training with Linda Dove

PD Opportunity 1

Collaboration with teams; Team Leader curriculum planning; Ongoing review of data; Vertical and Horizontal planning; i-Ready PD; Math Training and Math rounding participation; Intervention Support; Deconstructing the FL Standards training with Linda Dove;

Facilitator

Administration

Participants

Grade Level Teachers

Schedule

Monthly, from 9/6/2016 to 5/31/2017

G2. By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain in Mathematics.

G2.B1 Implementation of strategic instructional approaches to meet student needs; Math Fluency gaps

G2.B1.S1 Use of Mountain Math and Feedback from Math Rounding Sessions

PD Opportunity 1

The admin team will set up designated intervention support and schedules

Facilitator

Math rounding

Participants

All Math Teachers

Schedule

Monthly, from 9/12/2016 to 5/31/2017

G3. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in Mathematics.

G3.B1 Implementation of strategic instructional approaches to meet student needs

G3.B1.S1 Math rounding and Mountain Math will be implemented to help specifically identify performance areas for students that are of concern; Using available data to guide and tailor instructional planning and activities.

PD Opportunity 1

Teachers will participate in Math rounding training

Facilitator

Sue D'Angelo

Participants

All Math Teachers

Schedule

Semiannually, from 9/6/2016 to 12/16/2016

PD Opportunity 2

Teachers will integrate Mountain Math training into their instruction

Facilitator

Team Leaders

Participants

All Math teachers

Schedule

On 5/31/2017

G4. By the year 2017, there will be a minimum of a two percentage point increase in ELA Achievement for all student groups where 70% or more are currently demonstrating proficiency.

G4.B1 Scheduling; Gaps in Student Achievement

G4.B1.S1 1. Creative Scheduling to increase instructional remediation; 2. Ongoing professional development to address new series and continuous collaboration to implement effective strategies and resources; 3. Reading remediation groups; TST sessions; CPT Sessions all aimed at identifying areas of weakness; 4. i-Ready data to guide instructional decisions; 5. Scheduled Academic Circles; 6. Deconstructing the FL Standards training with Linda Dove

PD Opportunity 1

Deconstructing the FL Standards training with Linda Dove

Facilitator

Linda Dove

Participants

All Teachers

Schedule

On 10/24/2016

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA/Reading.

G5.B1 Title II funds not provided at the school level; SIP funds eliminated by the State

G5.B1.S1 1. Individualized support and interventions; 2. PALS tutoring support for at risk 2nd grade students; 3. 3rd Grade intensive Remediation for at risk students' 4. ACE tutoring program for grades 3-5; 5. Contracted ILS support to free up teachers for interventions; 6. Aligning Lesson Learning Targets with the IFG & Florida Standards

PD Opportunity 1

Admin will create the Organization and Implementation of Intervention Opportunities

Facilitator

Standards Deconstruction with Linda Dove

Participants

All Teachers

Schedule

Monthly, from 8/22/2016 to 5/31/2017

G7. By the year 2017, there will be a minimum of a two percentage point increase in Science Achievement for all student groups where 70% or more are currently demonstrating proficiency.

G7.B1 Unexpected staffing changes; Integration of Science into ELA

G7.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels; 3. Science Lab (Specials); 4. Vertical and Horizontal Planning; 5. School-wide Science Events; 6. STEM Fair; 7. Content Area Collaboration between Ashton and Lakeview Elementary Teachers

PD Opportunity 1

Pride Observations; Focused Science Scheduling; Ongoing PD on Best Practices including collaboration with Lakeview; ELA Science Integration Strategies

Facilitator

Administration

Participants

Administration

Schedule

Monthly, from 8/22/2016 to 5/31/2017

G8. By the year 2017, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage.

G8.B1 Family Situations; Learned Behaviors

G8.B1.S1 1. PBS School-wide Recognition Programs; 2. School Wide Expectations; 3. Restorative Circles

PD Opportunity 1

Continued Implementation of School-wide Recognition program for Positive Behavior; Restorative Circles PD

Facilitator

Jacob Ruscoe

Participants

All Staff

Schedule

Monthly, from 8/22/2016 to 5/31/2017

G9. By the year 2017, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days.

G9.B1 Student illness and Personal Family Situations

G9.B1.S1 1. Attendance Action Plan; 2. Weekly Review of Attendance Data with SWST; 3. Regular Attendance Monitoring by Teachers and Admin; 4. Classroom Restorative Circles

PD Opportunity 1

Restorative Circles will be implemented as a regular part of classroom structures - PD Provided

Facilitator

Ileana Capilla

Participants

All Instructional Staff

Schedule

Weekly, from 8/22/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Collaboration with teams; Team Leader curriculum planning; Ongoing review of data; Vertical and Horizontal planning; i-Ready PD; Math Training and Math rounding participation; Intervention Support; Deconstructing the FL Standards training with Linda Dove;				\$0.00
2	G2.B1.S1.A1	The admin team will set up designated intervention support and schedules				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	310-Professional and Technical Services	0301 - Ashton Elementary School	Other		\$2,500.00
Notes: PTO supported funds						
3	G2.B1.S2.A1	The admin team will set up intervention support opportunities by specifically targeting impacted students				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	310-Professional and Technical Services	0301 - Ashton Elementary School	Other		\$2,500.00
Notes: Pto Supported Funds						
4	G3.B1.S1.A1	Teachers will participate in Math rounding training				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	140-Substitute Teachers	0301 - Ashton Elementary School	Other		\$9,500.00
Notes: District funded - grant						
5	G3.B1.S1.A2	Teachers will integrate Mountain Math training into their instruction				\$0.00
6	G4.B1.S1.A1	Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing monitoring of remediation and intervention strategies; Ongoing data analysis; Accountable Talk PD; i-Ready PD; Precision vocabulary PD; Restorative Circles PD;				\$0.00
7	G4.B1.S1.A2	Deconstructing the FL Standards training with Linda Dove				\$5,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	310-Professional and Technical Services	0301 - Ashton Elementary School	Other		\$5,700.00
Notes: PTO Supported Funds						
8	G5.B1.S1.A1	Admin will create the Organization and Implementation of Intervention Opportunities				\$0.00
9	G5.B1.S2.A1	The Specials team will target identified students with critical thinking opportunites				\$0.00

10	G6.B1.S1.A1	Admin will schedule and oversee intervention and tutoring support in ELA	\$0.00
11	G7.B1.S1.A1	Pride Observations; Focused Science Scheduling; Ongoing PD on Best Practices including collaboration with Lakeview; ELA Science Integration Strategies	\$0.00
12	G8.B1.S1.A1	Continued Implementation of School-wide Recognition program for Positive Behavior; Restorative Circles PD	\$0.00
13	G9.B1.S1.A1	The SWST team will review attendance and take action on a weekly basis	\$0.00
14	G9.B1.S1.A2	Attendance Action Plan will be incorporated for identified students	\$0.00
15	G9.B1.S1.A3	Restorative Circles will be implemented as a regular part of classroom structures - PD Provided	\$0.00
Total:			\$20,200.00