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Ashton Elementary School

5110 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/ashton

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

Membership

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

Name	Title
Jarvis, Kristi	Principal
Ruscoe, Jacob	Assistant Principal
Capilla, Ileana	School Counselor
Maurer, Matt	Other
Dove, Katy	School Counselor

Duties

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

1) Kristi Jarvis - is the primary instructional leader of the school. She organizes and delivers professional development, facilitates the structure and management of the school's LLT and oversees and implements the budget as it relates to instructional materials and PD. Mrs. Jarvis oversees the shared decision-making team and works collaboratively with the group to ensure a strong focus on student achievement.

2) Jacob Ruscoe - is the secondary instructional leader. His role supports the principal and her vision for the school. Dr. Ruscoe oversees student data and collaboration with teachers to help improve student achievement

3) Ileana Capilla and Katy Dove serve as the school counselors. They facilitate SWST/Care to help provide support and interventions for teachers and students when deficits present themselves. They offer support to students and teachers alike to help them be successful here at school.

4) Matt Maurer - oversees the SWST/Care process and serves as the school's ESE Liaison. He supports teachers, students and families who are in process or have been identified with needing exceptional education services.

Early Warning Systems

Year 2017-18

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	16	15	7	13	14	12	0	0	0	0	0	0	0	77
One or more suspensions	0	0	1	0	0	4	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	10	16	0	0	0	0	0	0	0	34

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	1	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	3	0	3	0	0	0	0	0	0	0	0	0	9
Retained Students: Previous Year(s)	3	7	1	4	0	0	0	0	0	0	0	0	0	15

Date this data was collected

Thursday 9/27/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	15	9	9	12	18	16	0	0	0	0	0	0	0	79
One or more suspensions	0	1	0	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	9	16	24	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	9	0	0	0	0	0	0	13

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	15	9	9	12	18	16	0	0	0	0	0	0	0	79
One or more suspensions	0	1	0	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	9	16	24	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	9	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Despite outstanding improvement, our ELA Learning Gains of the lowest 25% remains our lowest area of performance.

Which data component showed the greatest decline from prior year?

Our Math Learning Gains had a decline from 84% in 2017 to 79% in 2018.

Which data component had the biggest gap when compared to the state average?

Every area of student performance exceeds the state and district averages. The widest gap is in Math Learning Gains of the Lowest 25% which is over 30% higher than state and district averages.

Which data component showed the most improvement? Is this a trend?

We had a 25% increase in ELA Learning Gains of the lowest 25%. This is not a trend but it was a significant area of focus on the 2017-2018 SIP as well as throughout our school focus and professional development plan.

Describe the actions or changes that led to the improvement in this area.

We specifically targeted these students. Every teacher identified their bottom 25% and developed strategic plans to address their areas of need. Each of these students went through a Goal Setting and Monitoring Plan with their individualized data. Regular meetings were held with teachers to review the data of these students as well as the effectiveness of the strategies and interventions being implemented. The Specials team worked with these students through targeted instruction and a focus on higher order questioning skills. We implemented Targeted Vocabulary to help increase the core skills that help increase reading success. Students who were still struggling to demonstrate growth were selected to participate in a literacy book study to work on comprehension skills and develop a detailed goal plan for their upcoming FSA.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	82%	66%	56%	80%	65%	52%
ELA Learning Gains	63%	57%	55%	64%	54%	52%
ELA Lowest 25th Percentile	63%	46%	48%	47%	49%	46%
Math Achievement	92%	72%	62%	86%	70%	58%
Math Learning Gains	79%	63%	59%	85%	66%	58%
Math Lowest 25th Percentile	83%	51%	47%	66%	50%	46%
Science Achievement	81%	66%	55%	83%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16 (15)	15 (9)	7 (9)	13 (12)	14 (18)	12 (16)	77 (79)
One or more suspensions	0 (0)	0 (1)	1 (0)	0 (0)	0 (1)	4 (3)	5 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (3)	0 (2)	0 (2)	0 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (9)	10 (16)	16 (24)	34 (49)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	88%	68%	20%	57%	31%
	2017	87%	71%	16%	58%	29%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	80%	67%	13%	56%	24%
	2017	78%	69%	9%	56%	22%
Same Grade Comparison		2%				
Cohort Comparison		-7%				
05	2018	77%	66%	11%	55%	22%
	2017	71%	66%	5%	53%	18%
Same Grade Comparison		6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	92%	72%	20%	62%	30%
	2017	88%	71%	17%	62%	26%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	91%	71%	20%	62%	29%
	2017	89%	73%	16%	64%	25%
Same Grade Comparison		2%				
Cohort Comparison		3%				
05	2018	92%	72%	20%	61%	31%
	2017	87%	70%	17%	57%	30%
Same Grade Comparison		5%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	81%	67%	14%	55%	26%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	46	49	56	68	62	70	29				
ELL	62	61	73	90	86	100					
ASN	73			93							
HSP	76	69	67	88	86	88	79				
MUL	95	77		90	62						
WHT	84	61	59	93	79	82	82				
FRL	73	63	67	87	81	87	73				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	34	36	26	56	53	52	13				
ELL	62	50	44	76	85	77					
ASN	80			93							
HSP	67	50	31	85	79	77	58				
MUL	84			75	60						
WHT	82	67	42	91	87	71	79				
FRL	65	52	28	81	81	72	63				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA Achievement

Rationale Our goal is for all of our students to be proficient in ELA. Reading and writing are the cornerstone of all learning and it is imperative that all of our students are reading on grade level.

Intended Outcome By the year 2019, there will be a minimum of a two percentage point increase in ELA achievement for all student groups where 70% or more are demonstrating proficiency. This would result in an increase from 82% to 84% demonstrating proficiency.

Point Person Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Action Step

Description

- 1) ELA Standards Training
- 2) Ongoing i-Ready PD and Monitoring of Student i-Ready Data
- 3) Implementation of Reading Resource Library
- 4) K-2 Implementation of Running Records
- 5) Implementation of High Level Vocabulary
- 6) Ongoing System Wide Writing Training K-5
- 7) Implementation of Writescore in Grades 3-5
- 8) Use of i-Ready ELA Books for High Achieving Students
- 9) SWD Teachers use of Graphic Organizers and Hands-On Models, and Alternate Assessments
- 10) ELL uses of Pictorial Clues and Real Life Connections

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Our LLT provides oversight and facilitation for our entire ELA plan. This group meets regularly to review the effectiveness of the PD provided as well as the strategies and resources being implemented in the classroom. In addition, administration holds regular data review sessions with teachers. I-Ready, running records, and classroom data will be used throughout the year to determine effectiveness as well as any adjustments that need to be made. AP3 and FSA data will be used to determine the end of year proficiency for ELA achievement.

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Activity #2

Title ELA Learning Gains

Rationale It is vital for students to demonstrate a Learning Gain each year. We need to be sure that all students master the standards of their grade level. If students do not make a learning gain then they can quickly fall behind which can impact all areas of achievement.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase in ELA Learning Gains for all student groups where less than 70% are demonstrating proficiency. This would result in an increase from 63% to 67% demonstrating proficiency

Point Person Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Action Step

Description

- 1) Ongoing Professional Development in ELA Standards and Writing
- 2) Teacher Support Team to provide regular support to teachers as well as ongoing reviews of every child's performance
- 3) Use of Learning Intentions and Success Criteria
- 4) High Expectations Book study
- 5) Reading Resource Library to ensure specialized instruction for each child based on their individual learning needs
- 6) Goal Setting so that students are active participants in their goals and performance levels
- 7) SWD - Provided note taking and organizational strategies as well as alternate learning structures
- 8) ELL - Focus on core vocabulary embedded within daily curriculum

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Administration has developed a systematic plan for teacher observations and quality feedback. Regular Collaborative Planning Training are used to set expectations and provide the knowledge and resources for teachers to be successful. All teachers meet quarterly to review the learning progress of all students as well as to provide interventions and strategies for struggling students. Goal setting will be reviewed as well as progress towards these goals. Ongoing data reviews will be a regular part of the school culture to identify needs early and develop an action plan for any areas of concern.

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Activity #3

Title ELA Learning Gains Lowest 25%

Rationale The students in our lowest 25% are at greatest risk for not achieving on grade level performance throughout their school years. These students are often one or more years behind grade level and it is imperative that we address their learning deficits so that we can work towards them becoming proficient in ELA Achievement.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase in ELA achievement for all student groups where less than 70% are demonstrating proficiency. This would result in an increase from 63% to 67% demonstrating proficiency

Point Person Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Action Step

Description 1) Remedial Reading Program
2) PALS Reading Tutoring
3) ACE Tutoring
4) Reading Recovery Program
5) Specialized Support from our Specials team in Vocabulary
6) SWD - Use of Easy Readers and Daily Manipulative Use
7) ELL - Remedial Phonics Instruction

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Every teacher identifies their students in the lowest 25% along with an action plan to address their learning deficits. These plans and students are reviewed on an on-going basis. Student data is regularly reviewed and the team makes adjustments to the action plan as needed. Students also monitor their progress towards attaining their goals. This data along with FSA data will be used to determine the effectiveness of our plan.

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Activity #4	
Title	Math Achievement
Rationale	The vast majority of students have demonstrated proficiency in this area. We want to work to maintain this high level of excellence.
Intended Outcome	By the year 2019, we will maintain Math achievement for all student groups where 90% or more are demonstrating proficiency. This would result in maintaining 92% demonstrating proficiency.
Point Person	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none">1) Mountain Math (Spiral Review)2) IXL for Grades 4-53) Data Review Meetings4) Implementation of Visible Learning Strategies5) High Expectations Book Study6) i-Ready Math Books7) SWD - Alternate Presentation of Materials and Xtra Math for Remediation8) ELL - Focus on Word Problems and Sequential Breakdown
Person Responsible	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Our staff implements chapter assessments and utilizes teacher observations and formative assessments to monitor progress. i-Ready and IXL data will be reviewed regularly to determine progress towards mastery of skills. Student data will also be discussed during our data meetings along with the implementation of strategies to continue student mastery of the standards.
Person Responsible	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Activity #5

Title Math Learning Gains

Rationale It is vital for students to demonstrate a Learning Gain each year. We need to be sure that all students master the standards of their grade level. If students do not make a learning gain then they can quickly fall behind which can impact all areas of achievement.

Intended Outcome By the year 2019, there will be a minimum of a two percentage point increase in Math Learning Gains for all student groups where 70% or more are demonstrating proficiency. This would result in an increase from 79% to 81% demonstrating proficiency.

Point Person Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Action Step

Description

- 1) Mountain Math (Spiral Review)
- 2) IXL Strand Identification of Deficit Areas
- 3) i-Ready Custom Courses
- 4) Data Review Meetings
- 5) SWD - Concentrated Focus on Math Fluency and Modeling of ALL Core Concepts
- 6) ELL - Use of Real Life Objects to Make Connections

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description i-Ready and IXL strand data is regularly reviewed to determine areas of deficit. These areas are discussed in CPT sessions along with an action plan to focus and address the areas of concern. i-Ready and IXL data is reviewed to help target areas that still need to be mastered and custom lessons are assigned and reviewed with students to fill in any gaps that might exist.

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Activity #6

Title Math Learning Gains Lowest 25%

Rationale The students in our lowest 25% are at greatest risk for not achieving on grade level performance throughout their school years. These students are often one or more years behind grade level and it is imperative that we address their learning deficits so that we can work towards them becoming proficient in Math Achievement. Our students have done well in this area so we are going to continue the strategies that have helped them achieve this success.

Intended Outcome By the year 2019, there will be a minimum of a two percentage point increase in Math Learning Gains of the lowest 25% for all student groups where 70% or more are demonstrating proficiency. This would result in an increase from 83% to 85% demonstrating proficiency.

Point Person Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Action Step

- Description**
- 1) Focus on Math Fluency
 - 2) ACE Tutoring
 - 3) Data Review Meetings
 - 4) Specials Targeted Instruction
 - 5) SWD - Daily Use of Manipulatives and Math Superstars
 - 6) ELL - Re-teaching of Math Vocabulary

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Math fluency is a strong focus in our classrooms. Students can earn PBS reinforcements for achievement in this area. Administration collaborates with teachers to be sure that target areas are addressed through ACE tutoring. In addition, the Specials team works to provide these students enrichment opportunities to help stimulate growth and provide them additional exposure to needed skills.

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Activity #7

Title Science Achievement

Rationale Our Science scores showed a significant increase in students demonstrating proficiency. We want to continue to implement the strategies and activities that supported Science growth. Science achievement provides our students with core knowledge that contributes to their continued academic success.

Intended Outcome By the year 2019, there will be a minimum of a two percentage point increase in Science achievement for all student groups where 70% or more are demonstrating proficiency. This would result in an increase from 8% to 83% demonstrating proficiency.

Point Person Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Action Step

Description

- 1) Integration of Science in ELA
- 2) STEM Production Nights
- 3) STEM Fair
- 4) Science on the Morning News
- 5) Science Benchmark Testing
- 6) SWD - Scaffolding and Modeling and Alternate Presentation of Materials
- 7) SWD - Inclusion Support
- 8) ELL - Vocabulary Concentration and Use of Picture Context Reinforcements

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Students knowledge of the scientific method is experienced and evaluated during our STEM Fair process which includes family production nights. In addition, we monitor the effectiveness through Science Benchmark Testing as well as State Assessments. CPT monitoring will also occur to ensure a high level of integration of nonfiction Science text within the ELA structure.

Person Responsible Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Activity #8

Title	Attendance
Rationale	Attendance is imperative for students to achieve academic success. Research identifies a direct correlation between students with chronic absences and dropout rates. It is imperative that we address these concerns at the elementary level so that they do not continue throughout the child's academic journey.
Intended Outcome	By the year 2019, there will be a minimum of a two percentage point decrease in students demonstrating chronic absences. This would result in reducing those with a chronic absence from 7.7% to 5.7%
Point Person	Jacob Ruscoe (jacob.ruscoe@sarasotacountyschools.net)

Action Step

Description	1) PBS Attendance Focus 2) SWST Review and Discussion 3) Regular Attendance Communication and Interventions
Person Responsible	Jacob Ruscoe (jacob.ruscoe@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	Chronic absences will be monitored weekly and reviewed at SWST. The school will be proactive to identify potential students at risk and intervene to address these concerns. These students will be a part of a regular monitoring plan. final attendance data will be utilized to determine effectiveness.
Person Responsible	Jacob Ruscoe (jacob.ruscoe@sarasotacountyschools.net)

Part V: Budget

Total:	\$21,344.52
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