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# Ashton Elementary School

5110 ASHTON RD, Sarasota, FL 34233

[www.sarasotacountyschools.net/ashton](http://www.sarasotacountyschools.net/ashton)

## Demographics

**Principal: Kristi Jarvis**

Start Date for this Principal: 8/21/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	31%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (79%) 2017-18: A (78%) 2016-17: A (72%) 2015-16: A (73%) 2014-15: A (82%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

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## School Demographics

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

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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. 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	Job Duties and Responsibilities
Jarvis, Kristi	Principal	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.
Ruscoe, Jacob	Assistant Principal	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
Capilla, Ileana	School Counselor	Ileana Capilla serves as a school counselor. She facilitates SWST/Care to help provide support and interventions for teachers and students when deficits present themselves. She offers support to students and teachers alike to help them be successful here at school.
Maurer, Matt	Other	Matt Maurer - oversees the SWST/Care process and serves as the school's Teacher on Special Assignment. He collaborates with school staff in ensuring proper documentation and interventions of at-risk students.
Dove, Katy	School Counselor	Katy Dove serves as a school counselor. She facilitates SWST/Care to help provide support and interventions for teachers and students when deficits present themselves. She offers support to students and teachers alike to help them be successful here at school.
Isaacson, Denise	Teacher, ESE	Denise Isaacson - She supports teachers, students and families who are in process or have been identified with needing exceptional education services.

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	153	167	162	190	188	212	0	0	0	0	0	0	0	1072
Attendance below 90 percent	1	16	15	7	13	14	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	8	10	0	0	0	0	0	0	0	18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	1	2	9	14	0	0	0	0	0	0	0	27

**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	4	6	1	2	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

71

**Date this data was collected or last updated**

Tuesday 8/6/2019

**Prior Year - 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	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 with two or more early warning indicators:**

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



**Prior Year - 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	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	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	8	10	16	0	0	0	0	0	0	0	34

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

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

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	84%	68%	57%	79%	68%	55%
ELA Learning Gains	71%	62%	58%	65%	63%	57%
ELA Lowest 25th Percentile	55%	53%	53%	38%	54%	52%
Math Achievement	92%	73%	63%	89%	72%	61%
Math Learning Gains	88%	67%	62%	84%	68%	61%
Math Lowest 25th Percentile	84%	53%	51%	71%	57%	51%
Science Achievement	77%	65%	53%	75%	64%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	153 (0)	167 (0)	162 (0)	190 (0)	188 (0)	212 (0)	1072 (0)
Attendance below 90 percent	1 (16)	16 (15)	15 (7)	7 (13)	13 (14)	14 (12)	66 (77)
One or more suspensions	0 (0)	0 (0)	0 (1)	1 (0)	0 (0)	0 (4)	1 (5)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (8)	8 (10)	10 (16)	18 (34)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	89%	70%	19%	58%	31%
	2018	88%	68%	20%	57%	31%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	80%	67%	13%	58%	22%
	2018	80%	67%	13%	56%	24%
Same Grade Comparison		0%				
Cohort Comparison		-8%				
05	2019	83%	68%	15%	56%	27%
	2018	77%	66%	11%	55%	22%
Same Grade Comparison		6%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	88%	73%	15%	62%	26%
	2018	92%	72%	20%	62%	30%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	92%	72%	20%	64%	28%
	2018	91%	71%	20%	62%	29%
Same Grade Comparison		1%				
Cohort Comparison		0%				
05	2019	94%	70%	24%	60%	34%
	2018	92%	72%	20%	61%	31%
Same Grade Comparison		2%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	78%	65%	13%	53%	25%
	2018	81%	67%	14%	55%	26%
Same Grade Comparison		-3%				
Cohort Comparison						

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	51	48	41	72	81	73	54				
ELL	77	63	57	89	84	82	59				
ASN	100	80		100	90						
BLK	40			80							
HSP	76	60	50	89	87	82	75				
MUL	97	88		97	94						
WHT	85	74	57	92	88	85	77				
FRL	73	63	46	86	89	84	65				
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				

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	625

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	94
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our ELA lowest 25% was the lowest performance area. While this had been an upward trend it did have a decline this past year. We are working to increase targeted ELA instruction from all teachers. This area will require an increased focus.

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

Our ELA lowest 25% was the area of biggest decline (63% to 55%). We need to ensure more direct instruction targeting specific learning needs and styles to help increase this area of performance.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Our Math achievement is 29% above the state average (92% to 63%). This is due to a specific focus on direct instruction and addressing student needs and skill deficits.

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

Our Math Learning Gains increased 9% (from 79% to 88%). We had a strong math focus from several years of PD along with the implementation of daily spiral review and scheduling.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The key area of concern is daily attendance. We had 77 students below 90% attendance. This is an area we will address through our PBIS program and SWST/CARE Teams.

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

1. ELA Learning Gains of the Lowest 25%
2. ELA Learning Gains
3. ELA Performance
4. Science Performance
5. Daily Attendance

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA Performance
<b>Rationale</b>	ELA Performance is a vital part of all academic success. We want to ensure that our students are proficient in Reading and Writing.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, Ashton will demonstrate an increase of 2% in students demonstrating ELA proficiency as measured by the Florida Standards Assessments.
<b>Person responsible for monitoring outcome</b>	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Guided Reading Resource Library Implementation</li> <li>2. Standards Mastery Training</li> <li>3. Implementation of Learning Intentions and Success Criteria</li> <li>4. Book study focused on ELA practices</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Guided Reading has a proven impact on student achievement. This resource will provide teachers supplemental literacy to provide students engaging, small group, reading instruction.</li> <li>2. District PD focused on Standards Mastery - by having a prescriptive, targeted approach - teachers will be equipped with strategies to ensure the Standards are addressed in a comprehensive manner.</li> <li>3. By providing clear Learning Intentions and Success Criteria, students will be able to develop a deeper understanding of the standards.</li> <li>4. Focus on best practices and targeted instruction in ELA.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Literacy Leadership Team will provide ongoing support for the Resource Library as well as actively maintaining and updating the library.</li> <li>2. District Reading Specialists will provide multiple ongoing trainings related to Standards Mastery.</li> <li>3. CPT and ongoing training related to Learning Intentions and Success Criteria implementation.</li> <li>4. Ongoing follow-up at quarterly data meetings and weekly CPT sessions.</li> </ol>
<b>Person Responsible</b>	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

<b>#2</b>	
<b>Title</b>	ELA Learning Gains and Learning Gains of the Lowest 25%
<b>Rationale</b>	Our lowest performing students need a concentrated plan to address their specific learning needs to close the gap that exists in their ELA performance. Furthermore, it is imperative that we continue to move all students forward each year.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, Ashton will demonstrate an increase of 4% in students overall Learning Gains and in our lowest quartile demonstrating ELA proficiency as measured by the Florida Standards Assessments.
<b>Person responsible for monitoring outcome</b>	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Implementation of Intervention Kits</li> <li>2. Reading Recovery Kits Implementation</li> <li>3. School-wide Support for identifies students</li> <li>4. Book Study to address specific needs of students</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Students who already have a reading deficit need specific, proven interventions to meet their needs and reduce the achievement gaps that exist.</li> <li>2. The Intervention kits are a proven resource to assist with this process.</li> <li>3. Furthermore, reading support needs to be school-wide. Our Specials team will specifically target them with enrichment opportunities to support classroom instruction.</li> <li>4. Teachers will receive ongoing training as well as have the opportunity to participate in a Book Study to provide them further support when addressing this area of need.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implementation and use of Intervention and Reading Recovery Intervention Kits</li> <li>2. Meeting with Specials team to develop a plan of support</li> <li>3. Development of a support plan and identification of tiered interventions for students identified in the lowest 25%</li> <li>4. Book study with follow-up action plan to address ELA deficits</li> </ol>
<b>Person Responsible</b>	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)



<b>#3</b>	
<b>Title</b>	Science Performance
<b>Rationale</b>	Science achievement is a core, fundamental skill which stimulates and promotes student learning throughout all academic areas. Mastery of Science Standards is an intricate part of student academic success.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, Ashton will demonstrate an increase of 2% in students demonstrating Science proficiency as measured by State Assessments.
<b>Person responsible for monitoring outcome</b>	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. PD for our new Science Adoption</li> <li>2. STEAM-Based Learning activities</li> <li>3. Participation in STEM Fair</li> <li>4. Note-taking strategies and implementation of Learning Intentions and Success Criteria</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	The new Science adoption is a critical component to increased Science Achievement. Teachers need a solid foundation in the resources they are using to assist them with Science instruction. STEAM activities have proven to offer students engaging, hands-on learning opportunities which lead to increased mastery of Science standards
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. PD for all teachers for new Science Adoption</li> <li>2. Ongoing PD support for Science Adoption</li> <li>3. CPT support for STEAM integration in the classroom</li> <li>4. STEAM Science Fair is moving to a more digital integration to help maximize authentic learning of the Scientific Method.</li> </ol>
<b>Person Responsible</b>	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

<b>#4</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	Daily attendance is imperative for student academic success. Chronic absences lead to increased skill deficits in all academic areas.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, Ashton will demonstrate a decrease of 1% in students who are chronically absent.
<b>Person responsible for monitoring outcome</b>	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Regular Parent Communication</li> <li>2. PBS Implementation</li> <li>3. Use of Restorative Circles</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Ongoing parent communication is a vital part of correcting chronic absences. Often times parents do not realize how quickly absences become excessive. By having daily attendance as a focal point of our school we will embed the message of the importance of daily attendance with all families.</li> <li>2. PBIS is a proven strategy for promoting desired behaviors. By developing systematic PBIS reinforcements for our students, we will promote the desired behavior of daily attendance.</li> <li>3. As a model school for Restorative Circles, we understand the importance of community and self-worth for our students. The Restorative Circles will further develop this community and foster a desire for students to attend school daily.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Regular attendance discussions at SWST</li> <li>2. PBIS Attendance Incentives implemented</li> <li>3. Admin communication at the first sign of excessive absences</li> <li>4. Ongoing Restorative Circle Training</li> <li>5. PBIS Committee will meet monthly to assess the program and strategies needed.</li> </ol>
<b>Person Responsible</b>	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Our school has consistently demonstrated high achievement levels in all areas of Math Performance. Ashton will continue to implement the strategies that have led to this success which include, Spiral Review and Standards Based Learning. We will continually monitor our progress in this area to ensure we maintain the current high levels of performance.

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Ashton Elementary has a comprehensive approach to building positive relationships with all stakeholders. These include:

- 1) Active PTO inclusive of parents and school staff
- 2) Gold Model School PBIS Program
- 3) Monthly SAC meetings to keep stakeholders informed as well as make decisions to support student learning
- 4) Ongoing family and community events
- 5) Active Business Partners Program
- 6) Family Involvement Events (i.e. Carnival, Book Fair, STEM Night, etc.)

#### **PFEP Link**

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

#### **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.**

Our school is a Gold PBIS Model School which focuses on the social and emotional needs of our students. With an emphasis on CHAMPS and Civility Squad, our staff works to provide students with ongoing positive reinforcement to help in the development of students with outstanding character.

Ashton is also a model school for Restorative Strategies. All classes conduct at least two restorative circles every week. The staff is involved in ongoing training to further develop their skill and expertise with this social-emotional component.

In addition, our ambassador program provides leadership opportunities to students. The school has established a mentoring program to help meet the needs of at-risk students. Our school counselors provide ongoing support both individually, in small groups, and whole class to assist with social emotional needs of our students.

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

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.

Kristi Jarvis, Jacob Ruscoe, Ileana Capilla, Katy Dove, 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  
 Katy Dove - School Counselor  
 Jacob Ruscoe - Administrative Support  
 Kresho Kurtin - Psychologist  
 Stephanie Burger - Social Worker  
 Shannon Haddod - SLP  
 Anne Pechiney - OT

**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.**

Our 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 in numerous ways.

- 1) Monthly SAC meetings with stakeholders and lead by the Principal and SAC chair, review and approve budgets for staffing, supplements, SIP funds and the use of school resources.
- 2) Team Leaders lead by the principal, meet 1-2 times per month to discuss and identify resources and strategies aimed at improving student achievement
- 3) Our Literacy Leadership Team lead by the LLT Chair, Janice Dobbert, meets monthly to identify resources proven to increase literacy achievement

Since we are not a Title I school, these groups carefully align the available funds and resources to maximize schedules and implementation of strategies to increase student achievement. All three of these groups have a collaborative, problem-solving format designed in such a way that ideas are freely exchanged and examined and continually reviewed to attain maximum student achievement.

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

We participate in the CTE program to offer our students exposure to technology curriculum to assist with College and Career Readiness. IC3 Sparks is a certificate that our 5th grade students can earn by showing mastery in technology skills. GMetrix is a training program that provides hands on lessons involving basic skills using the most popular types of application programs currently used in the work force. We also focus on career options every month on our morning news as well as offer opportunities to have guest speakers who focus on college and career readiness.

## Part V: Budget

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

1	III.A.	Areas of Focus: ELA Performance				\$14,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0301 - Ashton Elementary School	Other		\$5,000.00
<i>Notes: Funding for materials for Reading Resource Library</i>						

	5000	140-Substitute Teachers	0301 - Ashton Elementary School	Other		\$9,600.00
			<i>Notes: Substitutes for PD Training</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ELA Learning Gains and Learning Gains of the Lowest 25%</b>				<b>\$8,829.80</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0301 - Ashton Elementary School	Other		\$8,122.80
			<i>Notes: Intervention Kits</i>			
			0301 - Ashton Elementary School	School Improvement Funds		\$707.00
			<i>Notes: Books for Book Study</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Science Performance</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Attendance</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0301 - Ashton Elementary School	School Improvement Funds		\$1,500.00
			<i>Notes: Recognition and PBS Implementation Supplies</i>			
					<b>Total:</b>	<b>\$24,929.80</b>