

Sarasota County Schools

Ashton Elementary School



2020-21 Schoolwide Improvement Plan

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Ashton Elementary School

5110 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/ashton

Demographics

Principal: Kristi Jarvis

Start Date for this Principal: 9/14/2020

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

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">24%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">30%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities 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, attendance, remote learners, and social-emotional learning 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 is the ESE Liaison. She supports teachers, students and families who are in process or have been identified with needing Exceptional Student Education (ESE) services.

Demographic Information

Principal start date

Monday 9/14/2020, Kristi Jarvis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

75

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (78%) 2016-17: A (72%) 2015-16: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	111	153	155	158	179	190	0	0	0	0	0	0	0	946
Attendance below 90 percent	0	3	4	4	0	5	0	0	0	0	0	0	0	16
One or more suspensions	0	0	1	4	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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	0	0	0	0	0	0	0	0	0	0	

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	6	7	1	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/14/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
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%	0
English Language Learners	
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	94
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 from the 2018-2019 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?

The key area of concern is daily attendance. While daily attendance again increased, we still have students below 90% daily 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:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Performance is a vital part of all academic success. We want to ensure that our students are proficient in Reading and Writing as these are the foundational skills to ensure success in all academic areas.

Measurable Outcome: By the year 2021, Ashton will demonstrate an increase of 2% in students demonstrating ELA proficiency as measured by the Florida Standards Assessments.

Person responsible for monitoring outcome: Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Evidence-based Strategy:

1. Guided Reading Resource Library Implementation
2. Use of i-Ready Books for Strategic Instruction
3. Continued Implementation and Modeling of Learning Intentions and Success Criteria
4. Data Chats with Instructional Staff
5. Implementation of Heggerty in Grades K-2

Rationale for Evidence-based Strategy:

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.
2. The use of this resource provides a direct correlation to the student use of the i-Ready program and offers a specific, strategic approach to meeting the skill deficits exhibited by students.
3. By providing clear Learning Intentions and Success Criteria, students will be able to develop a deeper understanding of the standards.
4. Data chats allow for a detailed analysis of student data to allow the teacher to plan for explicit instruction
5. Phonemic awareness is critical to the foundation of reading development. This resource will provide students with daily integration of these vital skills.

Action Steps to Implement

1. Literacy Leadership Team will provide ongoing support for the Resource Library as well as actively maintaining and updating the library.
2. Resource and ongoing support provided to teachers. Implementation will be reviewed as part of the data chat process.
3. CPT and ongoing training related to Learning Intentions and Success Criteria implementation.
4. Ongoing data chats scheduled quarterly. In addition, regular data chat meetings will occur with teams during CPT.
5. Heggerty training for all K_2 teachers plus ongoing support through LLT and CPT.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: This ELA area of focus will specifically address our lowest 25% and learning gains of our lowest 25%. 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.

Measurable Outcome: By the year 2021, 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.

Person responsible for monitoring outcome: Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Evidence-based Strategy:

1. Implementation of Intervention Kits
2. Reading Recovery Kits Implementation
3. School-wide Support for identifies students
4. ACE Tutoring for at-risk learners
5. Literacy Lessons for K-2

Rationale for Evidence-based Strategy:

1. Students who already have a reading deficit need specific, proven interventions to meet their needs and reduce the achievement gaps that exist.
2. The Intervention kits are a proven resource to assist with this process.
3. Furthermore, reading support needs to be school-wide. Our Specials team will specifically target them with enrichment opportunities to support classroom instruction.
4. The ACE after school program provides 10 weeks of specific, intensive instruction in foundational areas to help reduce the learning gaps exhibited by our students.
5. Training of ESE Resource teacher who will provide intensive reading instruction in a one on one setting including with ESE students.

Action Steps to Implement

1. Implementation and use of Intervention and Reading Recovery Intervention Kits
2. Meeting with Specials team to develop a plan of support
3. Development of a support plan and identification of tiered interventions for students identified in the lowest 25%
4. Teachers will identify students in need of the program based on current levels of performance. Students will be assigned a small group led by a teacher focused on ELA skills and strategies.
5. Training and Implementation of a Literacy Lessons Teacher on Staff.

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: 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.

Measurable Outcome: By the year 2021, Ashton will demonstrate an increase of 2% in students demonstrating Science proficiency as measured by State Assessments.

Person responsible for monitoring outcome: Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Evidence-based Strategy:

1. Hands-on Lab and Learning Activities
2. STEAM-Based Learning activities
3. Participation in Science Benchmark Testing
4. Note-taking strategies and implementation of Learning Intentions and Success Criteria
5. Integrated 5th Grade Science Boot Camp

Rationale for Evidence-based Strategy:

1. Student exploration and hands-on learning activities help to form a better understanding of the Science curriculum which will result in increased Science Achievement.
2. STEAM activities have proven to offer students engaging, hands-on learning opportunities which lead to increased mastery of Science standards
3. Participation in the Science Benchmark will allow us to identify specific areas of need to target for each student.
4. The ability to take notes and have a clear understanding of what you are learning and what is required for success is foundational to student success.
5. Providing concentrated instruction in a hands-on, fun learning approach will help increase student engagement in core Science Standards.

Action Steps to Implement

1. Science Lab Teacher and instructional staff will align scope and sequence and develop lab and hands-on learning activities
2. CPT support for STEAM integration in the classroom
3. Science Benchmark testing will be implemented in Grades 3-5. The results will be reviewed and analyzed by teachers and support staff in data chats. Teachers will target specific deficits identified from the assessments.
4. Continued modeling of highly effective strategies and modeling and implementation of Learning Intentions and Success Criteria will occur.
5. Integration of a 5th Grade Science Boot Camp Experience developed by the team.

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

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Daily attendance is imperative for student academic success. Chronic absences lead to increased skill deficits in all academic areas.

Measurable Outcome: By the year 2021, Ashton will demonstrate a decrease of 1% in students who are chronically absent.

Person responsible for monitoring outcome: Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Evidence-based Strategy:

1. Regular Parent Communication
2. PBS Implementation
3. Use of Restorative Circles

Rationale for Evidence-based Strategy: 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.

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.

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.

Action Steps to Implement

1. Regular attendance discussions at SWST
2. PBIS Attendance Incentives implemented
3. Admin communication at the first sign of excessive absences
4. Ongoing Restorative Circle Training
5. PBIS Committee will meet monthly to assess the program and strategies needed.

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

#5. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Accountability systems directly impact student performance by providing specific data related to student performance. In this current state with numerous students learning remotely, this process is more important than ever to ensure that as a school we are accurately measuring student progress and performance. With a focus on these systems and the related data, we can focus on specific areas of need to increase student achievement.

Measurable Outcome: During the 2020-2021 school year, administration and teachers will actively monitor, analyze and address student data and performance on a monthly basis.

Person responsible for monitoring outcome: Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)

Evidence-based Strategy:

1. Ongoing data chats with teachers to review student progress
2. Administrative led CPT sessions to identify areas of concern and assist teachers with active progress monitoring
3. Active monitoring and review of remote learner achievement through ongoing assessments and administrative support and check-ins when issues arise.
4. Post conferences and ongoing discussions with teachers on their accountability systems and ways to actively monitor student progress.

Rationale for Evidence-based Strategy:

1. Having on-going progress monitoring and analysis of data will help provide targeted instruction to our students.
2. Regular collaboration is key to learn from others on ideas and strategies that can support student learning.
3. Remote learners are a vital part of the school family. By providing this additional layer of support, our team can maintain a detailed focus on our remote students and ensure maximum engagement from them.
4. Teacher growth is critical to student success. By identifying opportunities to improve instruction and having meaningful conversations with teachers, we can help improve their craft which will ultimately improve student achievement.

Action Steps to Implement

1. Regularly scheduled TST (Data Chat) sessions with teachers
2. Regularly scheduled Admin CPT for professional development to provide teachers with the necessary training and resources to identify and instruct students in their areas of need
3. Assigned administrator to monitor remote learners and offer support
4. Deliberate post conference conversations aimed at progress monitoring and identifying concerns and providing remediation

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.)

Ashton 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 a model school for Restorative Strategies. All classes conduct at least two restorative circles every week. The staff receives 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.

Involving all stakeholders in academic and social/emotional areas:

The leadership 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, and Denise Isaacson - 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 team meet weekly with grade level teams to discuss student progress and determine interventions to meet student needs. These discussions impact the curricular social/emotional, and instructional decisions of the group.

The SWST Team:

Matt Maurer- CARE Facilitator

Ileana Capilla - School Counselor

Katy Dove - School Counselor

Jacob Ruscoe - Administrative Support

Kresho Kurtin - Psychologist

Jody Smith - Social Worker

Shannon Haddod - SLP

Anne Pechiney - OT

In addition our school:

- 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.

Parent Family and Engagement Plan (PFEP) Link

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