Ashton Elementary School

2021-22 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: 8/13/2017

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position Title	Job Duties and Responsibilities
Jarvis, Kristi	Principal	Direct oversight of SIP Implementation
Ruscoe, Jacob	Assistant Principal	Monitoring of SIP and student performance data
Maurer, Matt	Other	Provides support for interventions, remediation, and monitoring of student performance data.
Isaacson, Denise	Other	Monitoring of ESE supports and interventions
Valentine, Lauren	Behavior Specialist	Provides behavioral support which impacts the overall goals of the SIP
Dove, Katy	School Counselor	Oversight to grades K-2 for SWST/CARE and providing direct support tot students and teachers based on academic and social/emotional needs.
Capilla, Ileana	School Counselor	Oversight to grades 3-5 for SWST/CARE and providing direct support tot students and teachers based on academic and social/emotional needs.

Demographic Information

Principal start date
Sunday 8/13/2017, 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.*
10

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.*

11

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1,023

Demographic Data

Early Warning Systems

2021-22

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	157	150	155	180	183	198	0	0	0	0	0	0	0	1023
Attendance below 90 percent	1	3	5	4	1	3	0	0	0	0	0	0	0	17
One or more suspensions	0	0	1	1	1	1	0	0	0	0	0	0	0	4
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 FSA ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	1	1	3	2	0	0	0	0	0	0	0	7

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	12	6	2	3	1	0	0	0	0	0	0	0	0	24
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 9/13/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				84%	68%	57%	82%	66%	56%
ELA Learning Gains				71%	62%	58%	63%	57%	55%
ELA Lowest 25th Percentile				55%	53%	53%	63%	46%	48%
Math Achievement				92%	73%	63%	92%	72%	62%
Math Learning Gains				88%	67%	62%	79%	63%	59%
Math Lowest 25th Percentile				84%	53%	51%	83%	51%	47%
Science Achievement				77%	65%	53%	81%	66%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	89%	70%	19%	58%	31%
Cohort Comparison						
04	2021					
	2019	80%	67%	13%	58%	22%
Cohort Comparison		-89%				
05	2021					
	2019	83%	68%	15%	56%	27%
Cohort Comparison		-80%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	88%	73%	15%	62%	26%
Cohort Comparison						
04	2021					
	2019	92%	72%	20%	64%	28%
Cohort Comparison		-88%				
05	2021					
	2019	94%	70%	24%	60%	34%
Cohort Comparison		-92%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	78%	65%	13%	53%	25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

1-5 - i-Ready Reading and Math
5th - Science Benchmark Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	61	82
	Economically Disadvantaged	31	70	91
	Students With Disabilities	16	52	62
	English Language Learners	12	27	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	59	86
	Economically Disadvantaged	38	58	91
	Students With Disabilities	15	35	63
	English Language Learners	6	38	88

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	81	92
	Economically Disadvantaged	26	36	74
	Students With Disabilities	19	52	53
	English Language Learners	11	67	100
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	68	90
	Economically Disadvantaged	16	36	77
	Students With Disabilities	22	33	61
	English Language Learners	20	40	90

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77	87	93
	Economically Disadvantaged	47	67	89
	Students With Disabilities	27	50	62
	English Language Learners	29	71	91
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	58	80
	Economically Disadvantaged	26	51	85
	Students With Disabilities	5	4	30
	English Language Learners	0	25	67

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	75	78
	Economically Disadvantaged	69	85	92
	Students With Disabilities	27	35	38
	English Language Learners	14	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	70	91
	Economically Disadvantaged	36	49	82
	Students With Disabilities	25	39	75
	English Language Learners	11	40	80

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	72	83
	Economically Disadvantaged	43	60	62
	Students With Disabilities	20	37	52
	English Language Learners	33	33	66
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	68	83
	Economically Disadvantaged	37	67	88
	Students With Disabilities	10	14	37
	English Language Learners	33	67	67
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	76
	Economically Disadvantaged	0	0	80
	Students With Disabilities	0	0	50
	English Language Learners	0	0	33

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	45	55	50	61	73	69	50				
ELL	77	89		82	89		89				
ASN	92	80		97	90		100				
HSP	84	72	80	87	86	80	82				
MUL	85	73		91	83		100				
WHT	88	70	68	89	83	81	83				
FRL	81	66	71	85	88	85	81				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	82
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	86
Total Points Earned for the Federal Index	658

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	85
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	82
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	86
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	81
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	80
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Ashton saw significant growth across assessment areas. While we had a slight dip in overall math performance, we attained the highest scores in the district in every area this past year. We also saw outstanding growth in our learning gains of the lowest 25%. Also we meet criteria in ALL ESSA subgroup categories.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 data, Learning Gains of our lowest 25% in ELA (55%) and ELA Learning Gains (71%) represent our biggest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing Factors:
1. Lack of addressing specific ELA skills
2. Knowledge of Intervention implementation
3. Change of standards and outdated reading series
4. Lack of school consistency with writing
Actions:
1. Specific Intervention Block has been established school-wide

2. Intervention support is provided to every grade level
3. Focus on new BEST Standards and new core reading series
4. Continued focus on writing integration

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Learning Gains rose from 63% to 71% and Math Learning Gains rose from 79% to 84%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

1. Direct support for at-risk students
2. Active progress monitoring of student data
3. Implementation of LLT which offered guidance to teams on best literacy practices
4. Use of Spiral Review in Math

What strategies will need to be implemented in order to accelerate learning?

1. Continue enrichment support
2. STEAM based activities
3. Use of pre-assessment data to determine what students already know

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. CPT planning sessions for REACH Team
2. On-going support with progress monitoring and assessments

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Quarterly Data Review with teachers
2. Ongoing Admin CPTS with support from district trainers
3. Focus on implementation and training on BEST Standards

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 warrant success in all academic areas.
Measurable Outcome:	By the year 2022, Ashton will demonstrate an increase of 2% in students demonstrating ELA proficiency as measured by the Florida Standards Assessments.
Monitoring:	The Area of Focus will be monitored through the use of the Intervention block time, on going progress monitoring, and group discussions with Administration at grade level CPT.
Person responsible for monitoring outcome:	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
Evidence-based Strategy:	1. Guided Reading Resource Library Implementation 2. Use of Benchmark Curriculum and/ or 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 align goals to support students. Writing will continue to be a focus.
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.
6. quarterly 1/2 day planning sessions
7. Professional Development Support from the District.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	When dissecting the ELA data, it is evident we need to specifically address our lowest 25% and provide these students with additional support. 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 2022, 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.
Monitoring:	The Area of Focus will be monitored through the use of the Intervention block time, on going progress monitoring, and group discussions with Administration at grade level CPT.
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 identified 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. Through the intervention block and intervention support students will receive direct instruction based on need 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%. Jump start funds will be used to provide specific academic intervention time to at-risk students.
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. 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 2022, Ashton will demonstrate an increase of 2% in students demonstrating Science proficiency as measured by State Assessments.
Monitoring:	This Area of Focus will be monitored through the use of the Science Benchmark Assessments, on going progress monitoring, and group discussions with Administration at grade level CPT.
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 vital for student academic success. Chronic absences lead to increased skill deficits in all academic areas.
Measurable Outcome:	By the year 2022, Ashton will demonstrate a decrease of 1% in students who are chronically absent.
Monitoring:	This Area of Focus will be monitored by weekly and monthly attendance reports to look for trends in our student population.
Person responsible for monitoring outcome:	Jacob Ruscoe (jacob.ruscoe@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   Jacob Ruscoe (jacob.ruscoe@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. With numerous students being back in school for the first time in over a year, it is imperative 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 2021-2022 school year, administration and teachers will actively monitor, analyze and address student data and performance on a monthly basis.
Monitoring:	This Area of Focus will be monitored through the use of Progress Monitoring and CPT lead Data Chats.
Person responsible for monitoring outcome:	Jacob Ruscoe (jacob.ruscoe@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. 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. 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. Deliberate post conference conversations aimed at progress monitoring and identifying concerns and providing remediation

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

#6. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math mastery effects many academic areas. It is imperative to help our students be successful.

Measurable Outcome:	By the year 2022, Ashton will demonstrate an increase of 2% in students demonstrating Math proficiency as measured by the Florida Standards Assessments.
Monitoring:	The Area of Focus will be monitored through the use of on going progress monitoring and group discussions with Administration at grade level CPT.
Person responsible for monitoring outcome:	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
Evidence-based Strategy:	1. Success Criteria and Learning Intentions 2. Intervention Support 3. Spiral Math 4. Data Chats
Rationale for Evidence-based Strategy:	1. By providing clear Learning Intentions and Success Criteria, students will be able to develop a deeper understanding of the standards. 2.The intervention block and additional intervention support will provide for a specific, strategic approach to meeting the skill deficits exhibited by students. 3. The use of Spiral Math provides a constant reinforcement of skills previously taught. 4. Data chats allow for a detailed analysis of student data to allow the teacher to plan for explicit instruction.

Action Steps to Implement

1. Resource and ongoing support provided to teachers. Implementation will be reviewed as
part of the data chat process.
2. Impleemntation of intervention block and Jump Start funds to offer additional intervention support will be implemented.
3. Ongoing data chats scheduled quarterly. In addition, regular data chat meetings will occur
with teams during CPT.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our greatest area of focus is both verbal and physical aggression. Through our comprehensive PBIS Plan, Social/Emotional activities and direct support from our new behavior specialist, this will be a primary focus for us. Our PBIS and Safety Team will meet regularly to review discipline data and identify ways to directly impact the behavior in a positive manner. Direct social/ emotional interventions will be implemented based on the individual needs of the students.

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.

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) 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. Book Fair, STEM Night, etc.)
Ashton is a Gold/Resilient 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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, Lauren Valentine 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, Gina Coughenour, 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- TOSA

Ileana Capilla - School Counselor

Katy Dove - School Counselor

Jacob Ruscoe - Administrative Support

Lauren Valentine - Behavior Specialist

Ashley McCurry - Psychologist

Jody Smith - Social Worker

Shannon Haddad - 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 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$19,792.12
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		160-Other Support Personnel	0301 - Ashton Elementary School	Other		$19,792.12
			Notes: Jump Start Intervention Support - direct instruction to students K-3			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$9,898.22
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		160-Other Support Personnel	0301 - Ashton Elementary School	Other		$6,961.76
			Notes: Jump Start Intervention Support - direct instruction for targeted students in the lowest 25% in grades 4-5			
			0301 - Ashton Elementary School			$2,936.46
			Notes: ACE Tutoring to support at risk students			
3	III.A.	Areas of Focus: Instructional Practice: Science				$995.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

		690-Computer Software	0301 - Ashton Elementary School	General Fund		$995.00
			Notes: Online program to support Science enrichment			
4	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0301 - Ashton Elementary School			$5,000.00
			Notes: PBIS Reinforcements and Celebrations			
5	**III.A.**	**Areas of Focus: Leadership: Managing Accountability Systems**				**$0.00**
6	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$22,728.57**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0301 - Ashton Elementary School			$19,792.12
			Notes: Jump Start Intervention Support - Directly related to math support			
			0301 - Ashton Elementary School			$2,936.45
			Notes: ACE Tutoring to support at risk students			
					Total:	**$58,413.91**