Ashton Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Ashton Elementary School

5110 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/ashton

Demographics

Principal: Kristi Jarvis

Start Date for this Principal: 7/1/2017

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2021-22 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	2021-22: A (84%) 2018-19: A (79%) 2017-18: A (78%)
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.

Table of Contents

Ashton Elementary School

5110 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/ashton

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	31%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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	Administrative Support	Provides support for interventions, remediation, and monitoring of student performance data.
Valentine, Lauren	Behavior Specialist	Provides behavioral support which impacts the overall goals of the SIP
Dove, Katy	School Counselor	Providing direct support to students and teachers in grades 3-5 based on academic and social/ emotional needs.
Wood, Amy	Behavior Specialist	Provides behavioral support which impacts the overall goals of the SIP
Barnes, Aimee	School Counselor	Providing direct support to students and teachers in grades K-2 based on academic and social/ emotional needs.
Isaacson, Denise	Teacher, ESE	Monitoring of ESE supports and interventions
Aultman, Erica	Other	Oversees school-wide data and the SWST team. She analyzes data and works with teachers to make instructional decisions.

Demographic Information

Principal start date

Saturday 7/1/2017, Kristi Jarvis

Number of teachers with a 2022 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.*

9

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

81

Total number of students enrolled at the school

1,039

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	133	184	158	181	183	200	0	0	0	0	0	0	0	1039
Attendance below 90 percent	4	27	14	18	21	9	0	0	0	0	0	0	0	93
One or more suspensions	0	1	1	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	8	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	7	5	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	0	3	6	8	0	0	0	0	0	0	0	17

Using the table above, complete the table below with the number of students by current grade level who have 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	1	4	0	5	14	10	0	0	0	0	0	0	0	34

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	14	7	2	8	3	0	0	0	0	0	0	0	0	34
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

Tuesday 9/13/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	87%	66%	56%				84%	68%	57%
ELA Learning Gains	77%						71%	62%	58%
ELA Lowest 25th Percentile	72%						55%	53%	53%
Math Achievement	92%	52%	50%				92%	73%	63%
Math Learning Gains	86%						88%	67%	62%
Math Lowest 25th Percentile	87%						84%	53%	51%
Science Achievement	84%	67%	59%				77%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	70%	19%	58%	31%
Cohort Comparison		0%				
04	2022					
	2019	80%	67%	13%	58%	22%
Cohort Comparison		-89%				
05	2022					
	2019	83%	68%	15%	56%	27%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	88%	73%	15%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	92%	72%	20%	64%	28%
Cohort Comparison		-88%				
05	2022					
	2019	94%	70%	24%	60%	34%
Cohort Comparison		-92%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	78%	65%	13%	53%	25%
Cohort Comparison						

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	47	62	58	67	73	72	52				
ELL	80	85	83	81	79	68	67				
ASN	97	100		97	92		92				
HSP	77	70	89	84	83	84	75				
MUL	85	76		92	85		93				
WHT	88	75	66	93	86	91	85				
FRL	76	71	67	82	83	78	73				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	83
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	80
Total Points Earned for the Federal Index	665
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
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	78
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	96
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	79
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	86
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	84
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	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 student performance remained strong based on 2022 assessment results. Ashton continued to perform near the top of all schools in the district. Our subgroups continued to show increased performance with all ESSA groups achieving above the required threshold.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data shows our greatest area of need is ELA performance of our lowest 25% and ELA performance for our students with disabilities. While both of these groups demonstrated increased performance, there is still a need to increase the closer of this achievement gap.

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

The greatest factor is the large gap that already exists. These areas are improving. The difficulty is making additional growth to offset the disparity between the performance of these groups compared to the other groups within the school. Our PLC teams will take an active role in monitoring student achievement in these areas, recommending intervention and instructional resources and monitoring the implementation and performance as these are implemented.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our greatest area of improvement was in ELL performance in ELA. Ashton students in this subgroup demonstrated a double digit increase in proficiency.

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

Our ELL team was able to hire an additional ELL support paraprofessional to directly service students. In addition, these students were pulled for intensive instruction. Their data and performance was actively monitored.

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

1. Continue enrichment support
2. Use of pre-assessment data to determine what students already know
3. Differentiation of activities to challenge and stimulate thinking for students demonstrating mastery of standards

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.Collaborative 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.

Our main focus will be the implementation of PLC structures throughout the school. Our Guiding Coalition will take an active role in ensuring that eyes are on every child and will work collaboratively to provide instruction, intervention and additional supports to every child based on his/her needs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	While we have been making steady progress with this subgroup, they are still performing below students in our other ESSA categories.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the year 2023, Ashton will demonstrate an increase of 4% in students with disabilities demonstrating ELA proficiency as measured by state assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Area of Focus will be monitored through the use of the Intervention block time and structured tiered interventions, on going progress monitoring, and group discussions with Administration during ESE PLC.
Person responsible for monitoring outcome:	Jacob Ruscoe (jacob.ruscoe@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Structured tiered intervention implementation 2. Heggerty at grades K-2 3. Standards Based Instruction 4. PLC support to identify the needs of each student and actively implement and monitor supports to assist with closing these achievement gaps.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1.By addressing specific student needs through tiered intervention support, teachers are able to directly address and monitor progress towards achievement in these core standards. 2. Phonemic awareness is critical to the foundation of reading development. This resource will provide students with daily integration of these vital skills. 3. The standards are what every student is expected to know, understand and be able to do. With this approach, we ensure that every student is being taught the standards needed to demonstrate proficiency. 4. Collaboration is a key to success. The PLC process will allow all stakeholders to work together to help meet the needs of all students.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

The Guiding Coalition, lead by our principal, will work to provide the instructional direction to the school. This group will meet regularly to examine the strategies implemented and provide feedback to the team as they go to work collaboratively with their grade level teams. Our data coach will provide regular data points as to progress based on this area of focus. The team will the make any necessary adjustments based on the data and overall student performance.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When disaggregating the ELA data, it is evident we need to specifically address our lowest 25% in terms of learning gains in ELA 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. We have closed this gap in our math performance and now need to produce similar results in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the year 2023, Ashton will demonstrate an increase of 4% in learning gains of our lowest 25% of students demonstrating ELA proficiency as measured by state assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored through the use of the Intervention block time and structured tiered interventions, on going progress monitoring, and group discussions during PLCs.
Person responsible for monitoring outcome:	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Intervention support to identified students 2. PLC collaboration to address student performance 3. Small group, guided reading to work on specific standards showing deficit
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The above strategies all focus on identifying, addressing and monitoring student performance in areas of noted deficit. The intervention support and small group instruction will provide a focused path to help students attain mastery of the standards, The PLC collaboration will serve as the support to have a constant eye on student performance, make recommendations and adjust as necessary.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leaders of our Guiding Coalition, led by our principal, will collaborate with their teams to be sure each teacher is adhering to the fidelity of this process. The principal will obtain the intervention support, monitor teacher instruction and facilitate the Guiding Coalition as data is examined and any necessary adjustments are made.

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

#3. Positive Culture and Environment specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The relationships of those within the school is a leading indicator of the success of students. As such, we believe it is imperative to implement professional learning community (PLC) structures in our school as a means to actively increase student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the year 2023, Ashton will implement Professional Learning Communities as its collaborative structure to improve instructional practices, maximize student learning and improve overall student achievement as measured by state assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Guiding Coalition will provide regular feedback on student achievement as well as how the structures are beneficial to the school community. In addition, the team will examine assessment data to determine the success of this focus area as it relates to student achievement.
Person responsible for monitoring outcome:	Kristi Jarvis (kristi.jarvis@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The establishment of PLC structures will allow for on-going collaboration of all stakeholders to address the instructional direction of the school.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	PLC structures will allow for on-going collaboration, monitoring of student achievement, a team approach to addressing areas of concern, implementation of interventions and a school-wide focus on meeting the needs of every student.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The principal will form a Guiding Coalition to be the instructional leaders of the school and provide focus and direction to their teams. The group will form norms and collective commitments to guide their efforts. The group will participate in a Book Study centered on the book, "Learning by Doing." Regular professional development will be provided to staff. The members of the Guiding Coalition will replicate the process with their individual PLCs with an overall focus on increasing student achievement for all students.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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) Platinum 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 Platinum PBIS Model School which focuses on the social and emotional needs of our students. With an emphasis on Character Strong, 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.

Our school focuses together on the success of ALL. Whether it is a school-wide pediatric cancer awareness drive or our collaborative PLC efforts, Ashton focuses on the needs of our school community to make our school a warm and caring environment for student learning.

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 school culture and environment.

The leadership PLC 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, Erica Aultman, Katy Dove, Aimee Barnes, Matt Maurer, Lauren Valentine, Amy Wood and Denise Isaacson -
This team offers Administrative Support to the entire school. 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:
Erica Aultman - Intervention/Data Coach/Facilitator
Aimee Barnes- School Counselor
Katy Dove - School Counselor
Kristi Jarvis - Administrative Support
Jacob Ruscoe - Administrative Support
Lauren Valentine - Behavior Specialist
Amy Wood - behavior Specialist
Matthew Wiggins - Psychologist
Jody Smith - Social Worker
Shannon Haddad - SLP
Anne Pechiney - OT

In addition:
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) Guiding Coalition lead by the principal, meet 2 times per month to discuss and identify resources and strategies aimed at improving student achievement as well as the overall direction for the school.

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.