Ashton Elementary School

2015-16 School Improvement Plan

Ashton Elementary School

5110 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/ashton

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	34%

Alternative/ESE Center	Charter School	Minority
No	No	24%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program.ESOL nights are planned throughout the year to celebrate diversity among our families.
Our ESE Liaison coordinates multiple events for students as well as continually collaborating with and updating staff on the needs of these students.
In addition, our counselors hold regular lunches with students new to Ashton to build relationships with them.

Describe how the school creates an environment where students feel safe and respected before, during and after school

All guests are required to use the RAPTOR system when coming on campus. In addition Ashton has a Safe and Orderly committee of staff and parents that continually look at and addresses the safety needs and concerns of the school. The group has taken a proactive approach to coordinate with the District Director of School Security to address these concerns. As a result, the school has reconstructed its front access to require swipe card access with locked front entry ways. Also, new safety procedures allow for only one access point from the front of the school. Parents and visitors are only permitted for "official" school related matters. Ashton also has taken proactive measures to eliminate instances of bullying through its counseling and related programs and classes. The school holds quarterly PBS Celebrations in an effort in to increase positive behavior and develop a true sense of school "community." The Ashton Spirit Squad also helps promote an environment of respect through their presence and activities throughout the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Ashton has a comprehensive PBS plan. School-wide expectations are posted throughout the school. In addition, we hold regular events to reinforce and encourage positve behavior. These include quarterly celebrations, weekly prizes, and family events. Routines and structures are evident throughout the school. Staff also have a structured process for students in need of disciplinary consequences that focuses on modifying the behavior through school and home collaboration.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Ashton offers numerous counseling classes for our students. These range from individualized to small group to whole class. Furthermore, all Kindergarten students receive counseling as part of their Specials offerings.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We have implemented regular attendance monitoring. Our SWST team identifies and reviews students of concern on a weekly basis. These students may be part of an incentive program geared at improving student attendance. Attendance is checked daily and immediate follow-up calls are made home when students of concern are not present that day. The attendance data is reviewed each week and adjustments are made as warranted by the data. We are monitoring:
* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
* One or more suspensions, whether in school or out of school
* Course failure in English Language Arts or mathematics
* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	7	3	6	8	9	45
One or more suspensions	0	1	0	3	1	1	6
Course failure in ELA or Math	0	0	0	0	1	1	2
Level 1 on statewide assessment	0	0	0	13	7	12	32

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	3	3	2	8

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance:
* Monitored by SWST and Admin
* Weekly Attendance discussions and Monitoring
* Attendance Targeted Support Groups
* Proactive Action Plan to address absences
Suspensions:
* PBS intervention plan - alternatives to suspension

* Use of Restorative Circles
* Regular monitoring of discipline data
Course Failure:
* TST discussions
* Monitoring of Grades
* Parent communication
* SWST/RTI - Interventions in place
Level 1 on State Assessments:
* Intervention Support
* Remedial Reading Program
* Free after school tutoring
* PD on instructional strategies and best practices
* Regular monitoring of student data
* RTI support as needed

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Approx. 95% of families will be involved in school activities
Approx. 90% Parents will become familiar with the utilization of online school resources

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school and the PTO have an active and flourishing relationship with the community and local business. Ashton has numerous events and activities that are designed to be supported by and in collaboration with the local community and related businesses. Ashton has an extensive list of business partners who work collaboratively with the school to help generate resources to support the overall academic and extra-curricular efforts of the school population.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Renouf, Christopher	Principal
Ruscoe, Jacob	Assistant Principal
Capilla, Ileana	Guidance Counselor
Larson, Carmen	Guidance Counselor
Maurer, Matt	Other

Duties

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

Chris Renouf - Administrative Support
Jacob Ruscoe - Administrative Support
Ileana Capilla - Group Facilitator
Matt Maurer - ESE Liaision/Record Keeper
Carmen Larson - Counseling Support

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team meets regularly each Wednesday 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. The members of the RTI team meet weekly with grade level teams to discuss student progress.
Title II funds will be used to support goals requiring professional development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Chris Renouf	Principal
Stacy Sanders	Teacher
Laura Dethloff	Business/Community
Melissa Giovanni	Teacher
Alysia Mitten	Parent
Ana Palacio	Parent
Michele Ralich	Education Support Employee
Maria Rizzo	Parent
Rita Spada	Teacher
Jim Studebaker	Parent
Joan Tracey	Teacher
Nancy Vafeas	Parent
Cindy Rosenberg	Business/Community
Student Ambassador	Student
Student Ambassadors	Student
Sandy Ahles	Teacher
Xiomara Dearing	Parent
Rachel Montisano	Teacher
Paul Redington	Teacher
Isabelle Maddox	Teacher
Stacey Stroth	Parent
Kami Yagears	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Ashton made great strides towards their goals. We had significant increase in Science scores as well as steady improvement in text based writing and 4th Grade ELA and Mathematics. With the shift to FSA, we will need to be very proactive to target opportunities for improvement so we can demonstrate consistent success at all grade levels.

Development of this school improvement plan

All school data and goals are reviewed with SAC for input. Memebers are encouraged to offer input to the plan. Furthermore, the final plan is reviewed with all members for approval before being submitted to the State.

Preparation of the school's annual budget and plan

The annual budget is reviewed and approved annually by SAC. In addition, the mobitor the spending of SIP funds as well as the operating and supplement budget of the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Total amount $3830.00
Approx amounts to be sent on each:
$1277 - Instructional materials
$1277 - Professional development
$1276 - Recognition
SAC agreed to allow funds to fluctuate between the 3 categories as needed

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ahles, Sandy	Teacher, K-12
Boyajian, Sandy	Teacher, K-12
Peer, Doris	Teacher, K-12
Phillips, Kelly	Teacher, K-12
Renouf, Christopher	Principal
Ruscoe, Jacob	Assistant Principal
Sanders, Stacy	Teacher, K-12
Ward, Mary	Teacher, K-12
Schubauer, Lisa	Teacher, K-12
Mihm, Maria	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Use of Reading Wonders
Reading connections to i-Ready
Implementation of Florida Standards
Identify remedial students
Literacy Night @ Barnes and Noble
Reading Counts Incentives
Book Fair Nights

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our school has regular CPT sessions. These sessions are driven directly by the instructional needs of our staff. Teachers have the opportunity to collaborate together regarding student data, curriculum,

behavioral needs, and professional development. The teachers elect to meet on a regular basis to receive additional training from administration and district support staff on areas they deem important for improving student achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administration is responsible for:
* Hiring based on knowledge and demonstration of best practices. We hired several new instructional staff members this year due to a large number of retirees. They all displayed documented, high levels of performance in their prior schools. Our team focused on student data results and implementation of effective instructional strategies when making our selections.
* Establishing high standards and maintaining open communication involving all stakeholders.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We have a few new teachers who are participating in our SCIP mentoring program. This follows district criteria to establish support for the new teacher as well as to provide administration with documented evidence of highly effective strategies and instruction provided by the teacher to her students. We held an orientation for all new staff as well as a "Check-in" meeting. Regular communication and SCIP activities are carefully planned and monitored.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our teachers plan to create common assessments. All performance data is reviewed as part of our progress monitoring process which is reviewed with the teacher on a regular basis at Teacher Support Team meetings. During this process students of need are identified as well as the intervention strategies or next steps to implement to help these students achieve proficiency on state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 21,900

We offer an array of enrichment and academic opportunities to enhance the overall child. These include but not limited to: Spanish, Odyssey of the Mind, Chorus, Drama, Tennis, Mileage Club, and Scouts.

Strategy Rationale

Enrichment opportunities have been documented to increase student's cognitive ability. As such, we offer an array of these opportunities for our students here on campus.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ruscoe, Jacob, jacob.ruscoe@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Performance based tasks from each enrichment opportunity are presented to demonstrate mastery and effectiveness of the programs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Our school implements a screening program over the summer to identify student readiness and allows teachers to instruct at appropriate levels. We also offer tours of our facility to better prepare families for the transition. Our primary teachers are well versed in the developmental needs of early childhood development for their students and integrate these into their daily program.
Our staff collaborates with the local middle schools for a smooth transition for our exiting 5th grade students. In addition, transition and articulation meetings are held with our support staff and that of Sarasota Middle School to ensure that services are in place and a sound academic plan is in place to meet the needs of our students. Furthermore, our counselors work with local middle schools to be sure that students do not experience any gaps in academics or social matters due to the transition to middle school.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G2. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G3. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G4. By the year 2016, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage.

G5. By the year 2016, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

G062645

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	81.0

Resources Available to Support the Goal 2

- Reading Wonders Professional Development; CPT Sessions; TST Sessions; Literacy Nights; ACE Tutorng; Reading Remediation and Intervention Support Accountable Talk Training i-Ready Implementation Precision Vocabulary Training

Targeted Barriers to Achieving the Goal 3

- Scheduling; Gaps in Student Achievement

Plan to Monitor Progress Toward G1. 8

Individual TST/Data sessions ;
Student Achievemnt Data

Person Responsible
Christopher Renouf

Schedule
Quarterly, from 11/3/2015 to 5/30/2016

Evidence of Completion
TST Review Notes

G2. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

G062646

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- New Go Math Materials CPT - Team planning District and School Professional Development i-Ready implementation

Targeted Barriers to Achieving the Goal 3

- Reduced professional development funding Limited support staff allocation Implementation of new series

Plan to Monitor Progress Toward G2. 8

Individual Data Checks with ALL teachers to monitor student progress

Person Responsible
Christopher Renouf

Schedule
Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion
Final student achievement data Ongoing progress monitoring

G3. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

G062650

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	84.0

Resources Available to Support the Goal 2

- Fusion Science Series Science Lab (Specials) Science Production Nights Science Fair Reading Wonders Series - Integration Science on the Morning News Collaboration with Administrative Colleagues on Best Practices

Targeted Barriers to Achieving the Goal 3

- Reduced professional development funding Limited support staff allocation Integration of Science into ELA

Plan to Monitor Progress Toward G3. 8

Quarterly review of progress;
TST Documentation;
Student Achievement Review

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

TST Notes; Student Achievement Data

G4. By the year 2016, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage. 1a

G062651

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	1.0

Resources Available to Support the Goal 2

- PBS Program

Targeted Barriers to Achieving the Goal 3

- Family Situations; Learned Behaviors

Plan to Monitor Progress Toward G4. 8

Ongoing Review of project completion

Person Responsible
Jacob Ruscoe

Schedule
Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion
Final PBS Review of data, activities and events

G5. By the year 2016, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days. 1a

G069107

Targets Supported 1b

Indicator	Annual Target
Attendance rate	6.0

Resources Available to Support the Goal 2

- SWST Team Truancy Officer PBS Team Attendance Action Plan

Targeted Barriers to Achieving the Goal 3

- Family Situations Sickness

Plan to Monitor Progress Toward G5. 8

1. Monthly Attendance Data
2. Reports from Attendance Groups
3. Regular Admin Review of Progress

Person Responsible
Jacob Ruscoe

Schedule
Weekly, from 9/14/2015 to 5/30/2016

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G062645

G1.B1 Scheduling; Gaps in Student Achievement 2

B160956

G1.B1.S1 1. Creative Scheduling to increase instructional remediation; 2. Ongoing professional development to address new series and continuous collaboration to implement effective strategies and resources; 3. Reading remediation groups; TST sessions; CPT Sessions all aimed at identifying areas of weakness 4. i-Ready data to guide instructional decisions. 4

S172392

Strategy Rationale

Continued focus on FSA standards and Depth of Knowledge will allow for increased rigor and quality instruction. Embedding Accountable Talk and Precision Vocabulary into daily instruction will lead to increase depth of knowledge for students. In addition, i-Ready will provide valuable student achievement data to help guide instruction.

Action Step 1 5

Organization of Schedules;
Organization and facilitation of PD and Data review;
Ongoing monitoring of remediation and intervention strategies
Ongoing data analysis
Accountable Talk PD
i-Ready PD
Precision vocabulary PD

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Completed schedules; Professional Development Sessions; TST Sessions

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Continual review of schedules and PD sessions offered as well as the implementation of interventions and related resources.

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

PD Training; Data Sessions; CPT Sessions; Schedule Implementation i-Ready Daily implementation Continued Observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student Achievement Results;
Teacher Feedback

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Studenta Achievement Results; Feedback Cards

G2. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G062646

G2.B1 Reduced professional development funding Limited support staff allocation Implementation of new series 2

B160957

G2.B1.S1 1. Use of staffing resources already in place; 2. CPT brainstorming; 3. Collaborative planning to develop scope and assessments 4. GO Math Training 5. Review of i-Ready data to help guide instruction Intervention Support 4

S172393

Strategy Rationale

Teams need collaborative time to organize and develop the best instructional delivery method as well as assessments. Training on new series to provide sound instructional delivery is necessary. Intervention support will be provided for identified students. In addition, i-Ready will provide valuable student achievement data to help guide instruction.

Action Step 1 5

Collaboration with teams;
Team Leader curriculum planning;
Ongoing review of data
Vertical and Horizontal planning
i-Ready PD
Math Fluency PD
Go Math Training
Intervention Support

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Team Notes Documentation; TST Sessions

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly Team Leader meetings to address needs;
Regular data reviews to discuss success
Review of instruction and assessments

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Data documentation PRIDE Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review of data results
Feedback from teachers
Final planning products

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Overall student data achievement

G3. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G062650

G3.B1 Reduced professional development funding Limited support staff allocation Integration of Science into ELA 2

B160961

G3.B1.S1 1. Differntiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair 4

S172397

Strategy Rationale

Our students performed very well in science proficiency. In order to continue to increase proficiency, we will have an increased focus on Science and Science integration. We will be expanding our best practices to include a more concentrated focus at the primary grade levels.

Action Step 1 5

Pride Observations
Focused Science Scheduling;
Ongoing PD on Best Practices
ELA Science Integration Strategies

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Pride Documentation; Master Schedule; PD Documentation Planning products

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Pride Observation
Data Review Sessions (TST)
Product Documentation

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Observation Documentation; TST Notes Planning Products

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student Data Review;
Feedback from staff

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Final Student Achievement Data; Feedback Cards

G4. By the year 2016, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage. 1

G062651

G4.B1 Family Situations; Learned Behaviors 2

B160962

G4.B1.S1 1. PBS School-wide Recognition Programs 2. School Wide Expectations 3. Restorative Circles 4

S172398

Strategy Rationale

If we teach and model appropriate behaviors and provide motivation and reinforcement then students will work to attain those goals. Restorative Circles will help build that classroom community and help students gain awareness of ways to cope with outside issues.

Action Step 1 5

Continued Implementation of School-wide Recognition program for Positive Behavior; Restorative Circles PD

Person Responsible

Ileana Capilla

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Organized Activities

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Collaboration to continue implemention of a school-wide program

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

PBS Notes

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student and Staff Feedback;
Suspension Reduction

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Survey Cards; Discipline Records

G5. By the year 2016, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days. 1

G069107

G5.B1 Family Situations Sickness 2

B179651

G5.B1.S1 1. Attendance Action Plan 2. Weekly Review of Attendance Data with SWST 3. Regular Attendance Monitoring by Teachers and Admin 4. Classroom Restorative Circles 4

S190932

Strategy Rationale

We will develop an incentive plan where we specifically target our students with excessive absences. Admin staff will make proactive calls home when students are absent and have an incentive plan in place. If we can motivate students and families to be in school and regularly monitor student absences then we can be proactive in reducing excessive student absences. Classroom community will help increase desire to come to school.

Action Step 1 5

The SWST team will review attendance and take action on a weekly basis

Person Responsible

Carmen Larson

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

SWST Notes

Action Step 2 5

Attendance Action Plan will be incorporated for identified students

Person Responsible

Jacob Ruscoe

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Regular review of targeted attendance data

Action Step 3 5

Restorative Circles will be implemented as a regular part of classroom structures - PD Provided

Person Responsible

Carmen Larson

Schedule

Weekly, from 10/6/2015 to 5/30/2016

Evidence of Completion

PRIDE Observations

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Weekly Meetings will occur to monitor student data. Teachers will review attendance data as part of their TST meetings. Weekly Attendance Meetings will occur with impacted students. All of these will be reviewed on a regular basis with the Admin team.

Person Responsible

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

1. Attendance Data 2. Student Absenteeism Reduction for targeted students

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

1. Attendance Review
2. TST Discussions
3. Weekly SWST Review

Person Responsible

Jacob Ruscoe

Schedule

Weekly, from 9/14/2015 to 5/30/2016

Evidence of Completion

1. TST Documentation 2. SWST Notes 3. Final Student Attendance Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing monitoring of remediation and intervention strategies Ongoing data analysis Accountable Talk PD i-Ready PD Precision vocabulary PD	Renouf, Christopher	8/24/2015	Completed schedules; Professional Development Sessions; TST Sessions	5/30/2016 monthly
G2.B1.S1.A1	Collaboration with teams; Team Leader curriculum planning; Ongoing review of data Vertical and Horizontal planning i-Ready PD Math Fluency PD Go Math Training Intervention Support	Renouf, Christopher	8/24/2015	Team Notes Documentation; TST Sessions	5/30/2016 monthly
G3.B1.S1.A1	Pride Observations Focused Science Scheduling; Ongoing PD on Best Practices ELA Science Integration Strategies	Renouf, Christopher	8/24/2015	Pride Documentation; Master Schedule; PD Documentation Planning products	5/30/2016 monthly
G4.B1.S1.A1	Continued Implementation of School-wide Recognition program for Positive Behavior; Restorative Circles PD	Capilla, Ileana	8/24/2015	Organized Activities	5/30/2016 monthly
G5.B1.S1.A1	The SWST team will review attendance and take action on a weekly basis	Larson, Carmen	8/24/2015	SWST Notes	5/30/2016 weekly
G5.B1.S1.A2	Attendance Action Plan will be incorporated for identified students	Ruscoe, Jacob	8/31/2015	Regular review of targeted attendance data	5/30/2016 weekly
G5.B1.S1.A3	Restorative Circles will be implemented as a regular part of classroom structures - PD Provided	Larson, Carmen	10/6/2015	PRIDE Observations	5/30/2016 weekly
G1.MA1	Individual TST/Data sessions ; Student Achievemnt Data	Renouf, Christopher	11/3/2015	TST Review Notes	5/30/2016 quarterly
G1.B1.S1.MA1	Student Achievement Results; Teacher Feedback	Renouf, Christopher	8/24/2015	Studenta Achievement Results; Feedback Cards	5/30/2016 monthly
G1.B1.S1.MA1	Continual review of schedules and PD sessions offered as well as the implementation of interventions and related resources.	Renouf, Christopher	8/24/2015	PD Training; Data Sessions; CPT Sessions; Schedule Implementation i-Ready Daily implementation Continued Observations	5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Individual Data Checks with ALL teachers to monitor student progress	Renouf, Christopher	8/24/2015	Final student achievement data Ongoing progress monitoring	5/30/2016 monthly
G2.B1.S1.MA1	Review of data results Feedback from teachers Final planning products	Renouf, Christopher	8/24/2015	Overall student data achievement	5/30/2016 monthly
G2.B1.S1.MA1	Monthly Team Leader meetings to address needs; Regular data reviews to discuss success Review of instruction and assessments	Renouf, Christopher	8/24/2015	Data documentation PRIDE Observations	5/30/2016 monthly
G3.MA1	Quarterly review of progress; TST Documentation; Student Achievement Review	Renouf, Christopher	8/24/2015	TST Notes; Student Achievement Data	5/30/2016 monthly
G3.B1.S1.MA1	Student Data Review; Feedback from staff	Renouf, Christopher	8/24/2015	Final Student Achievement Data; Feedback Cards	5/30/2016 monthly
G3.B1.S1.MA1	Pride Observation Data Review Sessions (TST) Product Documentation	Renouf, Christopher	8/24/2015	Observation Documentation; TST Notes Planning Products	5/30/2016 monthly
G4.MA1	Ongoing Review of project completion	Ruscoe, Jacob	8/24/2015	Final PBS Review of data, activities and events	5/30/2016 monthly
G4.B1.S1.MA1	Student and Staff Feedback; Suspension Reduction	Ruscoe, Jacob	8/24/2015	Survey Cards; Discipline Records	5/30/2016 monthly
G4.B1.S1.MA1	Collaboration to continue implemention of a school-wide program	Ruscoe, Jacob	8/24/2015	PBS Notes	5/30/2016 monthly
G5.MA1	1. Monthly Attendance Data 2. Reports from Attendance Groups 3. Regular Admin Review of Progress	Ruscoe, Jacob	9/14/2015		5/30/2016 weekly
G5.B1.S1.MA1	1. Attendance Review 2. TST Discussions 3. Weekly SWST Review	Ruscoe, Jacob	9/14/2015	1. TST Documentation 2. SWST Notes 3. Final Student Attendance Data	5/30/2016 weekly
G5.B1.S1.MA1	Weekly Meetings will occur to monitor student data. Teachers will review attendance data as part of their TST meetings. Weekly Attendance Meetings will occur with impacted students. All of these will be reviewed on a regular basis with the Admin team.		8/31/2015	1. Attendance Data 2. Student Absenteeism Reduction for targeted students	5/30/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G1.B1 Scheduling; Gaps in Student Achievement

G1.B1.S1 1. Creative Scheduling to increase instructional remediation; 2. Ongoing professional development to address new series and continuous collaboration to implement effective strategies and resources; 3. Reading remediation groups; TST sessions; CPT Sessions all aimed at identifying areas of weakness 4. i-Ready data to guide instructional decisions.

PD Opportunity 1

Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing monitoring of remediation and intervention strategies Ongoing data analysis Accountable Talk PD i-Ready PD Precision vocabulary PD

Facilitator

Administration

Participants

Administration

Schedule

Monthly, from 8/24/2015 to 5/30/2016

G2. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G2.B1 Reduced professional development funding Limited support staff allocation Implementation of new series

G2.B1.S1 1. Use of staffing resources already in place; 2. CPT brainstorming; 3. Collaborative planning to develop scope and assessments 4. GO Math Training 5. Review of i-Ready data to help guide instruction Intervention Support

PD Opportunity 1

Collaboration with teams; Team Leader curriculum planning; Ongoing review of data Vertical and Horizontal planning i-Ready PD Math Fluency PD Go Math Training Intervention Support

Facilitator

Administration

Participants

Administration

Schedule

Monthly, from 8/24/2015 to 5/30/2016

G3. By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G3.B1 Reduced professional development funding Limited support staff allocation Integration of Science into ELA

G3.B1.S1 1. Differntiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair

PD Opportunity 1

Pride Observations Focused Science Scheduling; Ongoing PD on Best Practices ELA Science Integration Strategies

Facilitator

Administration

Participants

Administration

Schedule

Monthly, from 8/24/2015 to 5/30/2016

G4. By the year 2016, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage.

G4.B1 Family Situations; Learned Behaviors

G4.B1.S1 1. PBS School-wide Recognition Programs 2. School Wide Expectations 3. Restorative Circles

PD Opportunity 1

Continued Implementation of School-wide Recognition program for Positive Behavior; Restorative Circles PD

Facilitator

Jacob Ruscoe

Participants

All Staff

Schedule

Monthly, from 8/24/2015 to 5/30/2016

G5. By the year 2016, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days.

G5.B1 Family Situations Sickness

G5.B1.S1 1. Attendance Action Plan 2. Weekly Review of Attendance Data with SWST 3. Regular Attendance Monitoring by Teachers and Admin 4. Classroom Restorative Circles

PD Opportunity 1

Restorative Circles will be implemented as a regular part of classroom structures - PD Provided

Facilitator

Carmen Larson

Participants

All Instructional Staff

Schedule

Weekly, from 10/6/2015 to 5/30/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	**G1.B1.S1.A1**	**Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing monitoring of remediation and intervention strategies Ongoing data analysis Accountable Talk PD i-Ready PD Precision vocabulary PD**				**$9,350.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	140-Substitute Teachers	0301 - Ashton Elementary School	Other		$5,850.00
			Notes: District funded - Subs for Training (i-Ready)			
	5000	160-Other Support Personnel	0301 - Ashton Elementary School	Other		$3,000.00
			Notes: Intervention Support			
	5000	140-Substitute Teachers	0301 - Ashton Elementary School	School Improvement Funds		$500.00
			Notes: Subs for planning			
2	**G2.B1.S1.A1**	**Collaboration with teams; Team Leader curriculum planning; Ongoing review of data Vertical and Horizontal planning i-Ready PD Math Fluency PD Go Math Training Intervention Support**				**$9,350.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	140-Substitute Teachers	0301 - Ashton Elementary School	Other		$5,850.00
			Notes: District Funded Training Go Math			
	5000	160-Other Support Personnel	0301 - Ashton Elementary School	Other		$3,000.00
	5000	140-Substitute Teachers	0301 - Ashton Elementary School	School Improvement Funds		$500.00
			Notes: Planning			
3	**G3.B1.S1.A1**	**Pride Observations Focused Science Scheduling; Ongoing PD on Best Practices ELA Science Integration Strategies**				**$1,551.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	590-Other Materials and Supplies	0301 - Ashton Elementary School	School Improvement Funds		$1,276.00

Budget Data

			Notes: Instructional materials to support Science and ELA integration			
	5000	140-Substitute Teachers	0301 - Ashton Elementary School	School Improvement Funds		$275.00
			Notes: Subs for planning			
4	**G4.B1.S1.A1**	**Continued Implementation of School-wide Recognition program for Positive Behavior; Restorative Circles PD**				**$1,276.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	9800		0301 - Ashton Elementary School	School Improvement Funds		$1,276.00
			Notes: Recognition and events to support PBS Program			
5	**G5.B1.S1.A1**	**The SWST team will review attendance and take action on a weekly basis**				**$0.00**
6	**G5.B1.S1.A2**	**Attendance Action Plan will be incorporated for identified students**				**$0.00**
7	**G5.B1.S1.A3**	**Restorative Circles will be implemented as a regular part of classroom structures - PD Provided**				**$0.00**
					Total:	**$21,527.00**