Sky Academy Venice

2015-16 School Improvement Plan

Sky Academy Venice

701 CENTER RD, Venice, FL 34285

www.skyatthey.com

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	10%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	11%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	B	A

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

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.

Table of Contents

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

SKY Academy's mission is to promote student achievement through an infusion of rigorous academic,wellness and fitness strategies incorporated into the learning and mastery of the Florida State Standards.

Provide the school's vision statement

Sky Academy's vision is to develop a Middle School that is highly regarded for its academic excellence, through the building of strong bodies and in developing an understanding of the importance of wellness and nutrition for academic success.

School Environment

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

-School application process
-Parent/Teacher information night
-Student/Parent surveys
-Before and after school events
-Sky Academy Newsletters
-Community Events
-Professional Development Training and presentations
SKY Academy Ambassadors
SKY Academy NJHS

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

Sky Academy has a policies and procedures Student/parent handbook. All families are responsible for signing a school contract acknowledging policies and procedures.
SKY Academy's Personnel maintain Core Value expectations in all student interactions: Honesty, Respect, Responsibility, and Caring. SKY Academy school culture consistently reflects positive interactions, tolerance and diversity for all.
SKY Administration provides Faculty with classroom supports to maintain a safe and respectful environment.
SKY Administration, Faculty and Staff work as partners with parents through weekly communications via email, progress reports, and connect ed.
SKY Academy has a clearly established system of rules and procedures for parents, students and staff.
Sky Academy offers a before care and after care program for all students. In addition Sky offers a healthy breakfast, lunch and snack for all students.
School wide "Just say hello" initiative: reaching out to all students to stand up against bullying.

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

Sky Academy has established code of conduct that includes clear school wide policies for attendance, technology use, arrival and dismissal, school emergencies, transportation, sporting events, before and after school programs.

In addition, the established protocol for disciplinary incidents,violations of the Code of Student Conduct occur in varying degrees of severity. These behaviors are aligned with the district's discipline policy, from least severe (Level 1) to most severe (Level 4).

School personnel are provided with Professional Development Opportunities in the areas of Classroom and Behavior Management and Response to Intervention training's.

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

SKY Academy provides behavioral and academic counseling support through the School Wide Leadership Support team. In addition, student mentors are assigned based on parent approval and student needs.

When necessary we provide families with outside school support agencies.

Sky Academy has "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need. Our staff generate parent meetings and follow up procedures for all pupil services and recommendations.

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

SKY Academy uses the following early warning system:
1. Sarasota County Student Information System (SIS).
2. MTSS: School wide leadership team meetings, monitor student academic, behavioral and attendance progress.

SKY Academy's Early Warning Indicators:
•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 and 3 or more detentions.
•Course failure in English language arts, science, social studies, mathematics, and physical education.
•Below Grade level scores 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
	6	7	8	
Attendance below 90 percent	15	18	16	49
One or more suspensions	4	8	10	22
Course failure in ELA or Math	1	0	1	2
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	4	3	9

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

1. SKY Academy follows the Multi -Tiered System of Supports(MTSS): Tier 1, Tier ll, Tier lll
Tier l/ Core Instructional Interventions for all students:purposeful planning/differentiated instruction; collaborative/cooperative learning; scaffolding instruction;content area literacy/math;technology/data to drive instruction;collaboration';effective instructional strategies;use of screening assessments & benchmarks to monitor progress toward standards;teacher efficacy;instruction aligned to grade level standards
Tier ll/ Targeted group interventions: increased progress monitoring;Collaborative support team intervention plan.
Tier lll /Intensive individual Interventions:,flexible groupings;intensive reading and math classes; diagnostic assessments; SWLT meetings
2. Collaborative Planning Teams Action Plan Documentation:Problem Identification;Problem Analysis;Comprehensive Intervention Implementation Plan;Response To Intervention Data Review;Parent participation documentation
3. After school Enrichment Program: I Ready, Kahn Academy and Study Island
4. Early intervention plan with Parent Meeting and development of intervention strategies to address attendance, academics and behavior issues.
5. Before and after school teacher guided academic support.
6. Purposeful planning and differentiated Instruction.

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

SKY parents volunteer minimum 10 hours throughout the course of one school year.
Parents on School Advisory Committee.
SKY Family monthly family events: open houses, orientations,luncheons, dinners, sporting events, social events,academic events and conferences.
Parent communications via bi-weekly email; blackboard connect; Remind 101,newsletters,weekly reminders from the Administration

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

SKY Academy in partnership with the YMCA has created community support through the associations with Gulf Coast Foundation and local businesses.

SKY Academy invites professionals to share their story to promote interest in the community from local businesses by coming into school to speak to students on various topics including science and technology, bullying prevention,health and nutrition and sports.

SKY promotes relationships through the many events that include monthly grade level breakfasts, Taste of Sky, Mayors Food Drive, Shoes and Clothing drives, student fun runs and fundraisers.

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
Smith, Steve	Principal
Sooklal, Michelle	Assistant Principal

Duties

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

The School Wide Leadership Team consists of: Administrator, ESE Liason, ESOL Liason, Gifted Teacher, and Regular Education Teacher.
The Leadership Team meets to formally collaborate as a School-Wide Support Team twice monthly. Mrs. Sooklal sets the agenda for SWST meetings. The team uses summative and formative data to identify school, class, or individual student needs relative to attendance, behavior, and/or academics following MTSS guidelines.
Discussions also focus on the implementation of interventions and progress monitoring.

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 school uses a variety of reports produced by the District Office of Research, Assessment, and Evaluation (RAE) on the
academic achievement of students, including dis-aggregated AYP subgroup data by reading, math, science, and writing.
Additional sources include at each tier include FAIR, and classroom and benchmark assessments.On line diagnostic assessments (I Ready, Study Island)
Title II will be used to help support goals within SIP through use of substitutes or PD and used in our Nutritional Program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Sooklal	Education Support Employee
Steve Smith	Principal
Bryan Burns	Teacher
Wendi Dunlap	Teacher
Mia Slaton	Parent
Janelle Colombo	Student
Savannah Baker	Student
Donna Costa	Business/Community
Lori Kern	Parent
Jeremy Singleton	Teacher
James Slaton	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

1. The Committee reviewed results of needs assessments, as well as current and appropriate school data i.e. FCAT, FAIR, Benchmarks.
2. Define adequate progress for each school goal and for the overall school improvement plan.
3. Review school annual budget plan and funds.

Development of this school improvement plan

SKY Board/ SAC committee review, discuss and make suggestions to the approval of the SIP.

Preparation of the school's annual budget and plan

SAC committee members review and discuss annual budget.

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

0.0 state does not provide SAC funds anymore.

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
Smith, Steve	Principal
Sooklal, Michelle	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

A high quality literacy curriculum aligned with LAFS .
Formative assessments in English language arts with teacher professional development .
Major initiatives include Vocabulary (Word of the Week), Differentiation of Instruction within the Content Area, Independent Reading, Pre-Assessments and post assessments
Students are expected to have an independent reading book with them at all times and read when class work is completed.
All content areas will complete a weekly writing assignment and will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes.
We will promote the importance of Critical Thinking Skills in each classroom as well and employ questioning strategies that will help guide students to enhance clarity and better comprehension.

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

SKY Academy provides its teachers with the following strategies to build positive working relationships:
1.Daily common planning time
2. Weekly Collaborative Academic Team Meetings
3. Weekly Collaborative Grade level Team Meetings
4.Professional Development Opportunities
5. Ropes and team building activity opportunities

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

1.We provide Mentors for beginning teachers.
2. Hire teachers with State certifications in subject
areas being taught.
3. Implement a rigorous and relevant Teacher Induction
program for new teachers.
4. We will encourage and enforce teachers Professional Development through a variety of training at the district and state level.
5. We will utilize teachers teachers web site to attract interested qualified teachers.

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

Mentor Qualities:
• Sound knowledge of pedagogy and instructional best practices
• Excellent professional role model
• Strong interpersonal and communication skills
• Commitment to professional growth and learning
• Ability to work collaboratively with colleagues
• Leadership capacity
Mentors support teacher development by meeting with first and second year teachers to assist with topics that include pedagogy, classroom/behavior management, and content. Additionally, mentors may also conduct any or all of the following:
• Observe first and second year teachers in the classroom and provide feedback
• Model lessons

• Co-teach
• Help plan standards-based lessons
• Analyze student work
• Model reflective practice

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

1. C PALMS which provides teachers with:
Curriculum Mapping Tool
Lesson Planning Tool
Lesson Study Support System
Online Professional Development Modules
Standards Progression Mapping
Standards Visualizer
2. Sarasota County Instructional Focus Guides
3. Teachers attend Sarasota County Department Meetings monthly
4. Teachers attend professional development classes
5. Administrative classroom observations and Thinkgate assessment tools
6. Administrative feedback and support through individual meetings and observations.
7. Google Classroom
8. Student data chats from I Ready and Study Island

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

SKY Academy differentiates instruction based on assessment of student learning needs. This data is gathered from FAIR, classroom formative and summative assessments, benchmark tests and state assessments.
1.Flexible learning groups based on assessment data
2.Analyze classroom data to diagnose learning needs and identify gaps to adjust/drive instruction.
3. Multi-modality instructional approach
4.Scaffolding
5. Teacher Conferencing
6.Tutoring
7. Extend and re mediate instruction to meet the needs of all students, including ELL and ESE.
8. Special needs accommodations (IEP/504 Plans)
9. Online diagnostic formative assessments (I Ready, Study Island)

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: After School Program

Minutes added to school year: 3,600

Academic Enrichment Program in Math,and Reading is provided three times weekly for a total of 2 hours and 15 minutes weekly.

Strategy Rationale

To provide students who have been identified as at risk
in Math and Reading with academic support in the identified area of need.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Sooklal, Michelle, michelle.sooklal@sarasotacountyschools.net

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

Pre and post assessments are provided to measure improvements made using criterion referenced tests.
Progress monitoring by teacher teams to evaluate effectiveness of services.
Bi-weekly data reports
Multi-disciplinary team bi- weekly meetings.
Attendance records.

Strategy: Extended School Day

Minutes added to school year: 2,400

Multi-disciplinary team meetings

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Attendance
Observation by Administration
Data collection and bi-monthly reports.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

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

6,7,8th grade Open House
6,7,8th grade Orientations
Registration and Application Process
8th Grade transition meeting with guidance counselors from local high schools
8th grade schedule requests from perspective high schools
6,7,8th grade individual student meetings

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

Students receive academic and career planning in the 8th grade US History & Career Planning classes.(Course code 2100015; Code 2100025)
Provide students with access to Florida Choices. Internet planning and teacher advisement.
Provide students with a career and education planning guide: Career Cruiser
Teachers provide opportunities to research career fields. Students are able to attend field trips in the STEM fields.
Students are provided multiple opportunities to listen to speakers in a variety of career fields.

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

By utilizing the Florida Choices Academic and career planning site.
Teachers provide direction for students to complete a personalized academic and career plan. The plan emphasizes the importance of entrepreneurship skills, technology, or the application of technology in career fields.
Speakers are provided and opportunities to attend Tech Trek, as well as STEM summer camp which provides career planning opportunities and information.
8th Grade students are introduced to representatives from local schools Suncoast Poly Tech, SCTI, North Port High, Venice High.

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

STUDENTS WILL:
1.Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.Develop skills to locate, evaluate, and interpret career information.
3.Identify and demonstrate processes for making short and long term goals.
4.Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.Understand the relationship between educational achievement and career choices/postsecondary options.
6.Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.Demonstrate knowledge of technology and its application in career fields/clusters,

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

1. 8th Grade Core team academic plan follows the high school model for academic policy and expectations for post secondary success and planning.
2. Provide students and families with data based on High School Feedback reports as to the numbers that graduate and attend college.
3. Provide students opportunities to research academic criteria to attend college and set goals.

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:

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 decrease in student write ups/detentions by 10%.

G2. By the year 2016, there will be a reduction of unexcused absences/tardies from the previous year by 10 %.

G3. The current suspension rate for students who receive referrals that lead to suspensions is below 10%. By the year 2016 SKY Academy will maintain or decrease the percentage.

G4. By the year 2016, Science Goal,there will be a minimum of a four percentage point increase for all student sub groups when less than 70% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) .

G5. Students will meet their AMO goal in reading for the 2016 school year.

G6. Students will make their AMO target in Math for the 2015-2016 school year.

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 decrease in student write ups/detentions by 10%. `1a`

G072427

Targets Supported `1b`

Indicator	Annual Target
2+ Behavior Referrals	0.15

Resources Available to Support the Goal `2`

- Response to Intervention Teacher implemented strategies and interventions.

- Classroom management strategies

- Increased staff support and supervision during student transitions and interactive activities

Targeted Barriers to Achieving the Goal `3`

- Consistency in implementation

Plan to Monitor Progress Toward G1. `8`

Data from SIS; School wide leadership meeting documentation and behavior plan documentation/data.

Person Responsible
Michelle Sooklal

Schedule
Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion
Scheduled meetings with the SWLT to review data and to monitor progress.

G2. By the year 2016, there will be a reduction of unexcused absences/tardies from the previous year by 10 %. `1a`

🔍 G072428

Targets Supported `1b`

Indicator	Annual Target
Truancy rate	20.0

Resources Available to Support the Goal `2`

- Attendance/tardiness Policy
- RTI : attendance/tardiness support plan
- SWLT attendance/tardiness meetings
- Parent conferences and intervention plan
- Saturday School

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G2. `8`

Attendance data from SIS. Weekly tardy and attendance reports from the Registrar.

Person Responsible
Michelle Sooklal

Schedule
Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

G3. The current suspension rate for students who receive referrals that lead to suspensions is below 10%. By the year 2016 SKY Academy will maintain or decrease the percentage. 1a

G072429

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	0.07

Resources Available to Support the Goal 2

- Response to Intervention :Behavior Plans and Strategies

- Parent Conferences

- School Wide Support Team Meetings

- Counseling Services

Targeted Barriers to Achieving the Goal 3

- Lack of parent support and extenuating circumstances not related to school

Plan to Monitor Progress Toward G3. 8

Data from SIS intervention report.

Person Responsible
Michelle Sooklal

Schedule
Biweekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

G4. By the year 2016, Science Goal,there will be a minimum of a four percentage point increase for all student sub groups when less than 70% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) . `1a`

Targets Supported `1b`

🔍 G072430

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal `2`

- STEM Program hands- on classroom investigations and research projects
- Classroom use of TI Nspires hand helds and probes
- Classroom of Tomorrow
- Chrome books

Targeted Barriers to Achieving the Goal `3`

- Attendance
- Funding to purchase additional hand helds and probes and other science equipment

Plan to Monitor Progress Toward G4. `8`

Benchmark data

Person Responsible
Steve Smith

Schedule
On 5/6/2016

Evidence of Completion
Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

G5. Students will meet their AMO goal in reading for the 2016 school year. `1a`

🔍 G072431

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Reading - ED	84.0
AMO Reading - White	83.0
AMO Reading - Hispanic	79.0

Resources Available to Support the Goal `2`

- Students will use I Ready as a resource to meet AMO in Reading.

- Students will attend Academic Enrichment Program and utilize I Ready, Study Island and Kahn Academy for support in Reading and Math.

- Teacher before and after school tutoring.

Targeted Barriers to Achieving the Goal `3`

- Student attendance

- Interruptions in technology access points.

- Transition to new standards and state assessments

Plan to Monitor Progress Toward G5. `8`

Students will continue to make gains in all high stakes achievement tests related to Math.

Person Responsible

Schedule
Quarterly, from 8/31/2015 to 5/6/2016

Evidence of Completion
Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

G6. Students will make their AMO target in Math for the 2015-2016 school year. `1a`

G072432

Targets Supported `1b`

Indicator	Annual Target
AMO Math - White	81.0
AMO Math - Hispanic	87.0
AMO Math - ED	79.0
Algebra I FSA EOC Pass Rate	85.0
AMO Math - All Students	83.0

Resources Available to Support the Goal `2`

- After School Enrichment Class utilizing STUDY ISLAND Math.

- Intensive Math Class with Khan Academy supplement.

- Springboard

- TI Nspires calculators

- Net books and Chrome books

- Class room of Tomorrow

Targeted Barriers to Achieving the Goal `3`

- Technology/network usage and support

- Attendance

- Changes in Florida State Standards and Assessments.

Plan to Monitor Progress Toward G6. `8`

Students will continue to make gains in all high stakes achievement tests related to Math.

Person Responsible
Steve Smith

Schedule
Monthly, from 8/28/2015 to 5/6/2016

Evidence of Completion
Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

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 decrease in student write ups/detentions by 10%. `1`

🔑 G072427

G1.B1 Consistency in implementation `2`

🔑 B188760

G1.B1.S1 Established rules and procedures for consistent classroom management and student transitions. `4`

🔑 S200221

Strategy Rationale

Action Step 1 `5`

Faculty will attend professional development classes for classroom management and response to intervention strategies.

Person Responsible

Michelle Sooklal

Schedule

On 5/29/2015

Evidence of Completion

Successful completion of Professional Development courses.

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

Teachers will be provided notifications of Sarasota County Professional Development courses

Person Responsible

Michelle Sooklal

Schedule

On 5/29/2015

Evidence of Completion

Successful completion of the course with certificate and /or professional development points.

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

Implementation of RTI strategies

Person Responsible

Michelle Sooklal

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student discipline forms, plans and conference documentation and student data from SIS.

G3. The current suspension rate for students who receive referrals that lead to suspensions is below 10%. By the year 2016 SKY Academy will maintain or decrease the percentage. `1`

`G072429`

G3.B1 Lack of parent support and extenuating circumstances not related to school `2`

`B188764`

G3.B1.S1 Provide parent information meetings with the research showing the importance of attending school and the effect on successful completion of school is dependent on attendance. `4`

`S200222`

Strategy Rationale

Action Step 1 `5`

Provide after school programs on school /academic success for parents to attend

Person Responsible

Michelle Sooklal

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Parent attendance and incentives to attend

Person Responsible

Michelle Sooklal

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student attendance records

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

Review of student attendance records

Person Responsible

Steve Smith

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increase in student attendance rate

G4. By the year 2016, Science Goal,there will be a minimum of a four percentage point increase for all student sub groups when less than 70% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) . 1

G072430

G4.B1 Attendance 2

B188766

G4.B1.S1 Attendance monitoring through weekly consecutive absence reports from Sarasota County Student Information System 4

S200223

Strategy Rationale

Action Step 1 5

Review and monitor student consecutive absence and tardy reports.

Person Responsible

Michelle Sooklal

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Documentation of reports and referrals to SWLT

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

Monitor student tardy and attendance

> ### Person Responsible
>
> Michelle Sooklal
>
> ### Schedule
>
> Weekly, from 8/25/2014 to 5/29/2015
>
> ### *Evidence of Completion*
>
> Student attendance data targeting students with 10 plus unexcused absences. School Wide Leadership Team meeting documentation of parent meetings and attendance plan.

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

Student attendance and tardiness

> ### Person Responsible
>
> Michelle Sooklal
>
> ### Schedule
>
> Every 6 Weeks, from 8/25/2014 to 5/29/2015
>
> ### *Evidence of Completion*
>
> SWLT documentation and data showing increase in attendance and decrease in tardiness.

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

Student attendance and tardiness

> ### Person Responsible
>
> Michelle Sooklal
>
> ### Schedule
>
> Quarterly, from 8/25/2014 to 5/29/2015
>
> ### *Evidence of Completion*
>
> Improvement in student grades and classroom expectations.

G5. Students will meet their AMO goal in reading for the 2016 school year. 1

G072431

G5.B1 Student attendance 2

B188769

G5.B1.S1 Implementing student contracts and monitoring sttendance. 4

S200225

Strategy Rationale

To promote consistent time on task and to improve student scores.

Action Step 1 5

Students will attend After school Enrichment classes in Reading using I Ready, Study Island, and Kahn Academy technology programs.

Person Responsible

Michelle Sooklal

Schedule

Biweekly, from 9/7/2015 to 5/6/2016

Evidence of Completion

Study Island bi- weekly student statistic and assignment data progress report.

Action Step 2 5

I Ready Training

Person Responsible

Steve Smith

Schedule

On 5/6/2016

Evidence of Completion

Successful completion of the webinar

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

CLasses will be monitored by assigned teachers to track student attendance and weekly progress reports generated from Study Island, Reports include time on task and attendance.

Person Responsible

Michelle Sooklal

Schedule

Quarterly, from 9/2/2014 to 5/13/2015

Evidence of Completion

quarterly assessment reports, parent contact/conference documentation and attendance monitoring sheets.

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

Teacher review of bi weekly progress reports and parent meetings.

Person Responsible

Michelle Sooklal

Schedule

On 5/29/2015

Evidence of Completion

Bi weekly progress reports/attendance records/ student gains

G5.B2 Interruptions in technology access points. [2]

B188770

G5.B2.S1 To provide tech support for programs to be successful; and to increase access points. [4]

S200227

Strategy Rationale

For seamless use of Remedial Technology based programs without interruption.

Action Step 1 [5]

To provide technology support for Academic Enrichment Classes

Person Responsible

Steve Smith

Schedule

Monthly, from 8/31/2015 to 5/6/2016

Evidence of Completion

Student time on task can be monitored through progress monitoring reports

Plan to Monitor Fidelity of Implementation of G5.B2.S1 [6]

Weekly tech reports review

Person Responsible

Steve Smith

Schedule

Monthly, from 8/28/2015 to 5/6/2016

Evidence of Completion

Data reports from Study Island, I Ready and Kahn Academy, showing student time on task.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Progress monitoring reports from Programs will be reviewed. Documentation will be kept and monitored for technology interruptions.

Person Responsible

Steve Smith

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

quarterly technology needs reports

G5.B3 Transition to new standards and state assessments 2

🔍 B188771

G5.B3.S1 Provide professional development on new state standards and assessment training. 4

🔍 S200228

Strategy Rationale

Action Step 1 5

Provide Professional Development

Person Responsible

Michelle Sooklal

Schedule

Monthly, from 8/28/2015 to 5/6/2016

Evidence of Completion

Successful Completion of training's and student success on assessments.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Professional Development opportunities will be provided

Person Responsible

Michelle Sooklal

Schedule

Monthly, from 8/28/2015 to 5/6/2016

Evidence of Completion

Staff will share training information and provide support as needed.

G6. Students will make their AMO target in Math for the 2015-2016 school year. 1

🔍 G072432

G6.B1 Technology/network usage and support 2

🔍 B188772

G6.B1.S1 Review progress monitoring data and benchmark assessment data, discussion during shared time with focus on objective-based lesson plan design supporting IFCs related to blended common core curriculum. Administration will monitor implementation through classroom walkthroughs and locate Professional Development training necessary based upon data discussed and observed. 4

🔍 S200229

Strategy Rationale

Action Step 1 5

Students will continue to make gains in all high stakes achievement tests related to Math.

Person Responsible

Steve Smith

Schedule

Quarterly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Students will continue to make gains in all high stakes achievement tests related to Math.

Person Responsible

Steve Smith

Schedule

Quarterly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.

Person Responsible

Schedule

Evidence of Completion

Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

G6.B3 Changes in Florida State Standards and Assessments. 2

B188774

G6.B3.S1 Attend Professional Development and trainings for standards and assessments. 4

S200230

Strategy Rationale

Action Step 1 5

Attend Professional Development Training's for new Florida Assessments.

Person Responsible

Michelle Sooklal

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

We will offer opportunities for Administration and staff to attend MAFS and new Florida assessment training's;

Person Responsible

Michelle Sooklal

Schedule

On 5/29/2015

Evidence of Completion

Successful completion of training's and student success on assessments.

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Administration observation and feedback; PLC meetings; Staff attendance for professional development training.

Person Responsible

Steve Smith

Schedule

Every 6 Weeks, from 8/12/2014 to 5/29/2015

Evidence of Completion

Faculty ongoing observations; PLC/colloborative meeting reports

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	Faculty will attend professional development classes for classroom management and response to intervention strategies.	Sooklal, Michelle	8/19/2014	Successful completion of Professional Development courses.	5/29/2015 one-time
G3.B1.S1.A1	Provide after school programs on school /academic success for parents to attend	Sooklal, Michelle	8/18/2014		5/29/2015 semiannually
G4.B1.S1.A1	Review and monitor student consecutive absence and tardy reports.	Sooklal, Michelle	8/25/2014	Documentation of reports and referrals to SWLT	5/29/2015 weekly
G5.B1.S1.A1	Students will attend After school Enrichment classes in Reading using I Ready, Study Island, and Kahn Academy technology programs.	Sooklal, Michelle	9/7/2015	Study Island bi- weekly student statistic and assignment data progress report.	5/6/2016 biweekly
G5.B2.S1.A1	To provide technology support for Academic Enrichment Classes	Smith, Steve	8/31/2015	Student time on task can be monitored through progress monitoring reports	5/6/2016 monthly
G5.B3.S1.A1	Provide Professional Development	Sooklal, Michelle	8/28/2015	Successful Completion of training's and student success on assessments.	5/6/2016 monthly
G6.B1.S1.A1	Students will continue to make gains in all high stakes achievement tests related to Math.	Smith, Steve	9/2/2014	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/15/2015 quarterly
G6.B3.S1.A1	Attend Professional Development Training's for new Florida Assessments.	Sooklal, Michelle	8/18/2014		5/29/2015 monthly
G5.B1.S1.A2	I Ready Training	Smith, Steve	9/7/2015	Successful completion of the webinar	5/6/2016 one-time
G1.MA1	Data from SIS; School wide leadership meeting documentation and behavior plan documentation/data.	Sooklal, Michelle	8/18/2014	Scheduled meetings with the SWLT to review data and to monitor progress.	5/29/2015 quarterly
G1.B1.S1.MA1	Implementation of RTI strategies	Sooklal, Michelle	8/18/2014	Student discipline forms, plans and conference documentation and student data from SIS.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Teachers will be provided notifications of Sarasota County Professional Development courses	Sooklal, Michelle	8/19/2014	Successful completion of the course with certificate and /or professional development points.	5/29/2015 one-time
G2.MA1	Attendance data from SIS. Weekly tardy and attendance reports from the Registrar.	Sooklal, Michelle	8/28/2015		6/3/2016 weekly
G3.MA1	Data from SIS intervention report.	Sooklal, Michelle	8/28/2015		6/3/2016 biweekly
G3.B1.S1.MA1	Review of student attendance records	Smith, Steve	8/18/2014	Increase in student attendance rate	5/29/2015 quarterly
G3.B1.S1.MA1	Parent attendance and incentives to attend	Sooklal, Michelle	8/18/2014	Student attendance records	5/29/2015 semiannually
G4.MA1	Benchmark data	Smith, Steve	9/4/2015	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/6/2016 one-time
G4.B1.S1.MA1	Student attendance and tardiness	Sooklal, Michelle	8/25/2014	SWLT documentation and data showing increase in attendance and decrease in tardiness.	5/29/2015 every-6-weeks
G4.B1.S1.MA3	Student attendance and tardiness	Sooklal, Michelle	8/25/2014	Improvement in student grades and classroom expectations.	5/29/2015 quarterly
G4.B1.S1.MA1	Monitor student tardy and attendance	Sooklal, Michelle	8/25/2014	Student attendance data targeting students with 10 plus unexcused absences. School Wide Leadership Team meeting documentation of parent meetings and attendance plan.	5/29/2015 weekly
G5.MA1	Students will continue to make gains in all high stakes achievement tests related to Math.		8/31/2015	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/6/2016 quarterly
G5.B1.S1.MA1	Teacher review of bi weekly progress reports and parent meetings.	Sooklal, Michelle	9/2/2014	Bi weekly progress reports/attendance records/ student gains	5/29/2015 one-time
G5.B1.S1.MA1	CLasses will be monitored by assigned teachers to track student attendance and weekly progress reports generated from Study Island, Reports include time on task and attendance.	Sooklal, Michelle	9/2/2014	quarterly assessment reports, parent contact/conference documentation and attendance monitoring sheets.	5/13/2015 quarterly
G5.B2.S1.MA1	Progress monitoring reports from Programs will be reviewed. Documentation will be kept and monitored for technology interruptions.	Smith, Steve	8/25/2014	quarterly technology needs reports	5/29/2015 quarterly
G5.B2.S1.MA1	Weekly tech reports review	Smith, Steve	8/28/2015	Data reports from Study Island, I Ready and Kahn Academy, showing student time on task.	5/6/2016 monthly
G5.B3.S1.MA1	Professional Development opportunities will be provided	Sooklal, Michelle	8/28/2015	Staff will share training information and provide support as needed.	5/6/2016 monthly
G6.MA1	Students will continue to make gains in all high stakes achievement tests related to Math.	Smith, Steve	8/28/2015	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/6/2016 monthly
G6.B1.S1.MA1	Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.		Progress Monitoring Reports, Focused classroom walk throughs, effectiveness	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			determined through progress monitoring reports and on-going classroom tracking systems.		
G6.B1.S1.MA1	Students will continue to make gains in all high stakes achievement tests related to Math.	Smith, Steve	9/2/2014	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/15/2015 quarterly
G6.B3.S1.MA1	Administration observation and feedback; PLC meetings; Staff attendance for professional development training.	Smith, Steve	8/12/2014	Faculty ongoing observations; PLC/ colloborative meeting reports	5/29/2015 every-6-weeks
G6.B3.S1.MA1	We will offer opportunties for Administration and staff to attend MAFS and new Florida assessment training's;	Sooklal, Michelle	8/18/2014	Successful completion of training's and student success on assessments.	5/29/2015 one-time

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 decrease in student write ups/detentions by 10%.

G1.B1 Consistency in implementation

G1.B1.S1 Established rules and procedures for consistent classroom management and student transitions.

PD Opportunity 1

Faculty will attend professional development classes for classroom management and response to intervention strategies.

Facilitator

Michelle Sooklal

Participants

SKY Academy Faculty and staff

Schedule

On 5/29/2015

G3. The current suspension rate for students who receive referrals that lead to suspensions is below 10%. By the year 2016 SKY Academy will maintain or decrease the percentage.

G3.B1 Lack of parent support and extenuating circumstances not related to school

G3.B1.S1 Provide parent information meetings with the research showing the importance of attending school and the effect on successful completion of school is dependent on attendance.

PD Opportunity 1

Provide after school programs on school /academic success for parents to attend

Facilitator

M Sooklal

Participants

SKY Academy Faculty

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

G4. By the year 2016, Science Goal,there will be a minimum of a four percentage point increase for all student sub groups when less than 70% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) .

G4.B1 Attendance

G4.B1.S1 Attendance monitoring through weekly consecutive absence reports from Sarasota County Student Information System

PD Opportunity 1

Review and monitor student consecutive absence and tardy reports.

Facilitator

Michelle Sooklal

Participants

SKY Academy Faculty and staff

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G5. Students will meet their AMO goal in reading for the 2016 school year.

G5.B1 Student attendance

G5.B1.S1 Implementing student contracts and monitoring sttendance.

PD Opportunity 1

Students will attend After school Enrichment classes in Reading using I Ready, Study Island, and Kahn Academy technology programs.

Facilitator

Shari Pobjecky

Participants

Sky Academy Faculty and staff

Schedule

Biweekly, from 9/7/2015 to 5/6/2016

PD Opportunity 2

I Ready Training

Facilitator

I Ready Instructor

Participants

SKY Academy Faculty

Schedule

On 5/6/2016

G5.B2 Interruptions in technology access points.

G5.B2.S1 To provide tech support for programs to be successful; and to increase access points.

PD Opportunity 1

To provide technology support for Academic Enrichment Classes

Facilitator

Kim Grossenbacher

Participants

All Sky Faculty and staff

Schedule

Monthly, from 8/31/2015 to 5/6/2016

G5.B3 Transition to new standards and state assessments

G5.B3.S1 Provide professional development on new state standards and assessment training.

PD Opportunity 1

Provide Professional Development

Facilitator

M Sooklal

Participants

SKY Academy Staff

Schedule

Monthly, from 8/28/2015 to 5/6/2016

G6. Students will make their AMO target in Math for the 2015-2016 school year.

G6.B1 Technology/network usage and support

G6.B1.S1 Review progress monitoring data and benchmark assessment data, discussion during shared time with focus on objective-based lesson plan design supporting IFCs related to blended common core curriculum. Administration will monitor implementation through classroom walkthroughs and locate Professional Development training necessary based upon data discussed and observed.

PD Opportunity 1

Students will continue to make gains in all high stakes achievement tests related to Math.

Facilitator

Michelle Sooklal

Participants

Sky Academy Faculty and staff

Schedule

Quarterly, from 9/2/2014 to 5/15/2015

G6.B3 Changes in Florida State Standards and Assessments.

G6.B3.S1 Attend Professional Development and trainings for standards and assessments.

PD Opportunity 1

Attend Professional Development Training's for new Florida Assessments.

Facilitator

M Sooklal

Participants

SKY Academy Staff

Schedule

Monthly, from 8/18/2014 to 5/29/2015

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	Faculty will attend professional development classes for classroom management and response to intervention strategies.			$0.00
2	G3.B1.S1.A1	Provide after school programs on school /academic success for parents to attend			$0.00
3	G4.B1.S1.A1	Review and monitor student consecutive absence and tardy reports.			$0.00
4	G5.B1.S1.A1	Students will attend After school Enrichment classes in Reading using I Ready, Study Island, and Kahn Academy technology programs.			$2,800.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$2,800.00

5	G5.B1.S1.A2	I Ready Training			$2,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0110 - Sky Academy Venice	General Fund		$2,000.00

6	G5.B2.S1.A1	To provide technology support for Academic Enrichment Classes			$2,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5300	120-Classroom Teachers	0110 - Sky Academy Venice	General Fund		$2,000.00

7	G5.B3.S1.A1	Provide Professional Development			$2,800.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7730	120-Classroom Teachers	0110 - Sky Academy Venice	General Fund		$2,800.00

8	G6.B1.S1.A1	Students will continue to make gains in all high stakes achievement tests related to Math.			$0.00
9	G6.B3.S1.A1	Attend Professional Development Training's for new Florida Assessments.			$0.00
				Total:	$9,600.00