

Sarasota County Schools

Sky Academy Venice



2016-17 Schoolwide Improvement Plan

Sky Academy Venice

701 CENTER RD, Venice, FL 34285

www.skyatthey.com

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	12%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	17%

School Grades History

	2017-18	2014-15	2013-14	2012-13
Year	A	A*	C	B
Grade				

**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

N/A

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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	42
Appendix 2: Professional Development and Technical Assistance Outlines	45
Professional Development Opportunities	45
Technical Assistance Items	49
Appendix 3: Budget to Support Goals	49

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sky Academy Venice

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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
Family School Events

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

Sky Academy has a clear set of policies and procedures in place for the safety and well-being of all students.

These are clearly described in our 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.

We offer a variety of clubs that students can find cultural and social connections.

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, newsletters and connect ed.

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.

Sky Academy has a positive behavior system in place which provides students with positive feedback and support throughout their day.

c. 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.

School wide positive behavior system is in place to provide students with proactive and positive support throughout their day.

School Wide Leadership Team addresses and provides direction and support for all student behavior needs.

d. 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 (SEDNET).

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.

3. Early Warning Systems

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

a. 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) for data collection on attendance and grades.
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 (tardy data included)
- 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.
- Course and credit recovery

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	2	3	2	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	2	0	2	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	2	4	3	0	0	0	0	9

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

- SKY Academy follows the Multi-Tiered System of Supports(MTSS): Tier 1, Tier II, Tier III
 Tier I/ 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 II/ Targeted group interventions: increased progress monitoring;Collaborative support team intervention plan.
 Tier III /Intensive individual Interventions: ,flexible groupings;intensive reading and math classes; diagnostic assessments; SWLT meetings
- Collaborative Planning Teams Action Plan Documentation:Problem Identification;Problem Analysis;Comprehensive Intervention Implementation Plan;Response To Intervention Data Review;Parent participation documentation
- After school Enrichment Program: I Ready, Kahn Academy and Study Island
- Early intervention plan with Parent Meeting and development of intervention strategies to address attendance, academics and behavior issues.
- Before and after school teacher guided academic support.
- Purposeful planning and differentiated Instruction.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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/information/updates from the Administration and Staff.
- Family Workshops addressing technology/health/nutrition/executive function strategies
- School Wide Leadership Team parent conferences

2. 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 Family grade level breakfasts, Taste of Sky, Mayors Food Drive, Shoes and Clothing drives, student fun runs, athletics, and fundraisers.
- Academic Teams meet weekly and provide parents with positive feedback on student progress
- Core Value awards are provided to students and shared with families to recognize positive student behaviors and leadership.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Karrer, Melissa	Assistant Principal
Novia, Robert	Principal

b. Duties

1. 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 (Mrs. Sooklal), ESE Liason (Fred Sosnoski), ESOL Liason, Gifted Teachers (Wendi Dunlap/Dr. Jenkins), and Regular Education Teacher (Bryan Burns) (Jeremy Singleton).

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.

Meetings include focus on the implementation of interventions, progress monitoring/data collection and parent conferences and support plans

The SWLT involves families as full participants for student success at all levels of the educational process for their children. Families participate as planners, contributors, leaders, teachers and learners.

The coordination and integration of federal, state, and local funds reduces the duplication of services and ensures that all needs of economically disadvantaged students are met. These wrap-around services make up a comprehensive framework to give all children a greater chance of academic success.

2. 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 classroom and benchmark assessments; diagnostic assessments (I Ready, Study Island); State assessments; Gates Reading Assessment.

Title II will be used to help support goals within SIP through use of substitutes or PD and used in our Nutritional Program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michelle Sooklal	Education Support Employee
Steve Smith	Principal
Bryan Burns	Teacher
Wendi Dunlap	Teacher
Mia Slaton	Parent
Lori Kern	Parent
Jeremy Singleton	Parent
James Slaton	Parent
Elaine Zimmerman	Teacher
Ashton Pennell	Student
KJ Slaton	Student
Madison Depersia	Student
Donna Costa	Business/Community
	Student

b. Duties

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

a. 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. FSA; IReady/ Benchmarks.
2. Define adequate progress for each school goal and for the overall school improvement plan.
3. Review school annual budget plan and funds.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

SAC committee members review and discuss annual budget. The SAC assists in this process by ensuring that student achievement data is considered in the preparation of the school's annual budget, and that the final budget is reflective of the identified goals in the school improvement plan.

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

The school improvement funds allocated for each project are reviewed and discussed to determine effectiveness of spending and need for the following school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Novia, Robert	Principal
Karrer, Melissa	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT consists of Administration LA team and Department Heads who meet and collaborate bi-weekly to promote reading across all curriculum.

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, and I Ready and Study Island.

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.
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)

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.

LLT provides students with incentives to promote reading pizza parties, books, and certificates.
LLT provides book swaps for students to have accessibility to a variety of books and levels.

D. Public and Collaborative Teaching

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

1. 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
6. School workshops and presentations

2. 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.
Provide incentives through scholarships for continued education opportunities

3. 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

SKY Academy administrators provide resources and time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Sarasota County School District PRIDE 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
9. Data collection from I Ready , Study Island and State assessments results.(FSA/EOC)
10. Data collection and results from classroom formative and assumptive assessments.
11. FLDOE reports on changes, updates, and data from all state assessments.

b. Instructional Strategies

1. 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 I Ready, classroom formative and assumptive 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)

2. 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

Karrer, Melissa, melissa.karrer@skyatthey.com

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 to discuss career readiness/planning
- we provide a variety of speakers in science, engineering, technology, math, and the arts.

b. College and Career Readiness

1. 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.

2. 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.

3. 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,

4. 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.
4. Provide students and families information on Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses.
5. Provide information on taking high school Algebra 1 course while in middle school.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Decrease % of students tardy
Increase % of learning gains ELA
Increase proficiency of ELA FSA by 6% minimum
Maintain 80% plus learning gains in Math

B. 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.

parent/guardian support
attendance
technology access without disruption

C. Strategic Goals

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.** FSA ELA proficiency will increase from 62% to 68% for the 2016-2017 school year. ELA /Reading Lowest 25% will increase from 48% to 52%.
- G2.** By the year 2017 there will be a decrease in student out of school suspension rates from 14% to 9% of the school population.
- G3.** We will reduce the number of students tardy incidents from 1528 (2015-2016 school year data) to 1200.
- G4.** Student referrals will decrease from Physical Education Classes from 33% to 28% of the total student population.
- G5.** By the year 2017, 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) .
- G6.** Algebra 1 EOC maintain 100% proficiency and increase learning gains by 4%.
- G7.** FSA MATH proficiency levels will increase from 79% to 82% for the 2016-17 school year. FSA Math Lowest 25% gains will increase from 63% - 66% making gains.

Strategic Goals Detail

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

G1. FSA ELA proficiency will increase from 62% to 68% for the 2016-2017 school year. ELA /Reading Lowest 25% will increase from 48% to 52%. 1a

G085643

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent communication, meetings and support
- After School Enrichment/I Ready
- Attendance letters and protocol followed.

Plan to Monitor Progress Toward G1. 8

All attendance

Person Responsible

Melissa Karrer

Schedule

On 6/2/2017

Evidence of Completion

All attendance and tardy data will be collected and reviewed utilizing Sarasota County Schools SIS. Sky Academy attendance policy will be followed with 5 day/10 attendance letters to parents. Support services information will be provided to parents based on SWLT review of data as needed.

G2. By the year 2017 there will be a decrease in student out of school suspension rates from 14% to 9% of the school population. 1a

G085644

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	9.0

Targeted Barriers to Achieving the Goal 3

- Consistency in implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Response to Intervention Teacher implemented strategies and interventions.
- Classroom management strategies
- Increased staff support and supervision during student transitions and interactive activities
- Professional Development support in behavior management and Positive Behavior Management
- Clearly defined parent/student handbook and parent contract

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Melissa Karrer

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

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

G3. We will reduce the number of students tardy incidents from 1528 (2015-2016 school year data) to 1200.

1a

G085645

Targets Supported 1b

Indicator	Annual Target
Attendance rate	1200.0

Targeted Barriers to Achieving the Goal 3

- Parent/Guardian cooperation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Counts
- Provide data and educate parents on the importance of being to school on time.
- Parent/student handbook clearly stating the rules and expectations for being to school on time.
- Incentives for being in school on time
- Counseling Support
- SWLT Meetings
- Parent Conferences and student contracts

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Melissa Karrer

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

G4. Student referrals will decrease from Physical Education Classes from 33% to 28% of the total student population. 1a

G085646

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	28.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Parent Conferences
- School Wide Support Team Meetings
- Parent/Student Handbook with clearly stated protocol and procedures listed.
- Positive behavior supports and rewards

Plan to Monitor Progress Toward G4. 8

Data from SIS intervention report.

Person Responsible

Melissa Karrer

Schedule

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

Evidence of Completion

Student referral reports

G5. By the year 2017, 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

G085647

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G5. 8

Benchmark data

Person Responsible

Robert Novia

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.

G6. Algebra 1 EOC maintain 100% proficiency and increase learning gains by 4%. 1a

G085648

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Student attendance
- Interruptions in technology access points.
- Transition to new standards and state assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students will use Algebra Nation
- Teacher before and after school tutoring.

Plan to Monitor Progress Toward G6. 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.

G7. FSA Math proficiency levels will increase from 79% to 82% for the 2016-17 school year. FSA Math Lowest 25% gains will increase from 63% - 66% making gains. 1a

G085649

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	82.0
Math Lowest 25% Gains	66.0

Targeted Barriers to Achieving the Goal 3

- Technology/network usage and support
- Attendance
- Changes in Florida State Standards and Assessments.

Resources Available to Help Reduce or Eliminate the Barriers 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
- I READY SUPPORT

Plan to Monitor Progress Toward G7. 8

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

Person Responsible

Robert Novia

Schedule

Monthly, from 8/22/2016 to 6/2/2017

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. FSA ELA proficiency will increase from 62% to 68% for the 2016-2017 school year. ELA /Reading Lowest 25% will increase from 48% to 52%. **1**

 G085643

G1.B1 Attendance **2**

 B227581

G1.B1.S1 To have parents and students understand the importance of attendance and the positive effects it has on student success by building solid relationships with Sky Academy families through workshops and after school events. **4**

 S240136

Strategy Rationale

100% of students in attendance and 0% tardy.(excluding illness/emergency)

Action Step 1 **5**

To improve attendance and decrease tardy arrivals and early dismissals, students will receive uninterrupted learning to meet academic goals and to be proficient on FSA's.

Person Responsible

Melissa Karrer

Schedule

On 6/2/2017

Evidence of Completion

G2. By the year 2017 there will be a decrease in student out of school suspension rates from 14% to 9% of the school population. 1

G085644

G2.B1 Consistency in implementation 2

B227584

G2.B1.S1 Established rules and procedures for consistent classroom management and student transitions. School wide training for positive behavior supports (consistency in implementation, consequences and rewards) Students take ownership of classroom and school wide rules by havinf input in school rules and procedures. 4

S240137

Strategy Rationale

Having consistent and clearly written rules and procedures that are explained and modeled students understand the expectations and positive behaviors increase.

Action Step 1 5

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

Person Responsible

Melissa Karrer

Schedule

On 6/2/2017

Evidence of Completion

Successful completion of Professional Development courses.

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

Teachers will be provided notifications of Sarasota County Professional Development courses

Person Responsible

Melissa Karrer

Schedule

On 6/2/2017

Evidence of Completion

Successful completion of the course with certificate and /or professional development points. Decreases in student suspensions through review of monthly SIS data suspension/ reports

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

Implementation of RTI strategies

Person Responsible

Melissa Karrer

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

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

G3. We will reduce the number of students tardy incidents from 1528 (2015-2016 school year data) to 1200.

1

G085645

G3.B1 Parent/Guardian cooperation 2

B227587

G3.B1.S1 Provide parents with informational sessions and workshops educating about the research and data that being in school on time benefits student achievement and success 4

S240138

Strategy Rationale

To have parents/guardians buy in to the importance of getting students here on time.

Action Step 1 5

Provide parents with research based information on the importance of getting their children to school on time.

Person Responsible

Robert Novia

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Decrease in student tardy and early dismissals.

Action Step 2 5

Provide parents with research based information on the importance of getting their children to school on time.

Person Responsible

Robert Novia

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Decrease in student tardy and early dismissals.

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

Check in sheets at the front office and data collection from attendance reports

Person Responsible

Melissa Karrer

Schedule

Biweekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

excel reports monitoring parent contacts for 5 plus tardy. Parent meeting documentation.

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

Attendance reports will be monitored and students identified 5 plus tardy/absence;

Person Responsible

Melissa Karrer

Schedule

Biweekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Decrease in tardy to school and early dismissal

G5. By the year 2017, 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

G085647

G5.B1 Attendance 2

B227593

G5.B1.S1 Attendance monitoring through weekly consecutive absence reports from Sarasota County Student Information System 4

S240139

Strategy Rationale

Action Step 1 5

Review and monitor student consecutive absence and tardy reports.

Person Responsible

Melissa Karrer

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 G5.B1.S1 6

Monitor student tardy and attendance

Person Responsible

Melissa Karrer

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 G5.B1.S1 7

Student attendance and tardiness

Person Responsible

Melissa Karrer

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 G5.B1.S1 7

Student attendance and tardiness

Person Responsible

Melissa Karrer

Schedule

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

Evidence of Completion

Improvement in student grades and classroom expectations.

G6. Algebra 1 EOC maintain 100% proficiency and increase learning gains by 4%. 1

G085648

G6.B1 Student attendance 2

B227596

G6.B1.S1 Implementing student contracts and monitoring attendance. 4

S240141

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

Melissa Karrer

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

Robert Novia

Schedule

On 5/6/2016

Evidence of Completion

Successful completion of the webinar

Plan to Monitor Fidelity of Implementation of G6.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

Melissa Karrer

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 G6.B1.S1 7

Teacher review of bi weekly progress reports and parent meetings.

Person Responsible

Melissa Karrer

Schedule

On 5/29/2015

Evidence of Completion

Bi weekly progress reports/attendance records/ student gains

G6.B1.S2 Mandatory parent meetings 10 plus absences or tardy with a plan in place for improvement.

4

 S240142

Strategy Rationale

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

Action Step(s) Missing for Goal #6, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G6.B2 Interruptions in technology access points. 2

B227597

G6.B2.S1 To provide tech support for programs to be successful; and to increase access points. 4

S240143

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

Robert Novia

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 G6.B2.S1 6

Weekly tech reports review

Person Responsible

Robert Novia

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 G6.B2.S1 7

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

Person Responsible

Robert Novia

Schedule

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

Evidence of Completion

quarterly technology needs reports

G6.B3 Transition to new standards and state assessments 2

 B227598

G6.B3.S1 Provide professional development on new state standards and assessment training. 4

 S240144

Strategy Rationale

Action Step 1 5

Provide Professional Development

Person Responsible

Melissa Karrer

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

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

Professional Development opportunities will be provided

Person Responsible

Melissa Karrer

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Staff will share training information and provide support as needed.

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

Student progress monitoring and classroom observations.

Person Responsible

Melissa Karrer

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Procedures in place as evidenced through transitions, group interactions and referrals.

G7. FSA MATH proficiency levels will increase from 79% to 82% for the 2016-17 school year. FSA Math Lowest 25% gains will increase from 63% - 66% making gains. **1**

 G085649

G7.B1 Technology/network usage and support **2**

 B227599

G7.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**

 S240145

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Robert Novia

Schedule

Quarterly, from 9/2/2016 to 6/2/2017

Evidence of Completion

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

Action Step 2 **5**

Person Responsible

Schedule

On 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

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

Person Responsible

Robert Novia

Schedule

Quarterly, from 8/5/2016 to 6/2/2017

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 G7.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

On 6/2/2017

Evidence of Completion

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

G7.B2 Attendance 2

 B227600

G7.B2.S1 Parents and students will receive data and contracts to attend AEP classes. 4

 S240146

Strategy Rationale

Action Step(s) Missing for Goal #7, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G7.B3 Changes in Florida State Standards and Assessments. 2

B227601

G7.B3.S1 Attend Professional Development and trainings for standards and assessments. 4

S240147

Strategy Rationale

Action Step 1 5

Attend Professional Development Training's for new Florida Assessments.

Person Responsible

Melissa Karrer

Schedule

Monthly, from 9/5/2014 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

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

Person Responsible

Melissa Karrer

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

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

Person Responsible

Robert Novia

Schedule

Every 6 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Faculty ongoing observations; PLC/colloborative meeting reports




IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G6.B1.S1.MA1 M319038	Classes will be monitored by assigned teachers to track student attendance and weekly progress...	Karrer, Melissa	9/2/2014	quarterly assessment reports, parent contact/conference documentation and attendance monitoring sheets.	5/13/2015 quarterly
G5.B1.S1.MA1 M319033	Student attendance and tardiness	Karrer, Melissa	8/25/2014	SWLT documentation and data showing increase in attendance and decrease in tardiness.	5/29/2015 every-6-weeks
G5.B1.S1.MA3 M319034	Student attendance and tardiness	Karrer, Melissa	8/25/2014	Improvement in student grades and classroom expectations.	5/29/2015 quarterly
G5.B1.S1.MA1 M319035	Monitor student tardy and attendance	Karrer, Melissa	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.B1.S1.A1 A310868	Review and monitor student consecutive absence and tardy reports.	Karrer, Melissa	8/25/2014	Documentation of reports and referrals to SWLT	5/29/2015 weekly
G6.B1.S1.MA1 M319037	Teacher review of bi weekly progress reports and parent meetings.	Karrer, Melissa	9/2/2014	Bi weekly progress reports/attendance records/ student gains	5/29/2015 one-time
G6.B2.S1.MA1 M319039	Progress monitoring reports from Programs will be reviewed. Documentation will be kept and...	Novia, Robert	8/25/2014	quarterly technology needs reports	5/29/2015 quarterly
G5.MA1 M319036	Benchmark data	Novia, Robert	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
G6.MA1 M319043	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
G6.B1.S1.A1 A310869	Students will attend After school Enrichment classes in Reading using I Ready, Study Island, and...	Karrer, Melissa	9/7/2015	Study Island bi- weekly student statistic and assignment data progress report.	5/6/2016 biweekly
G6.B1.S1.A2 A310870	I Ready Training	Novia, Robert	9/7/2015	Successful completion of the webinar	5/6/2016 one-time
G6.B2.S1.MA1 M319040	Weekly tech reports review	Novia, Robert	8/28/2015	Data reports from Study Island, I Ready and Kahn Academy, showing student time on task.	5/6/2016 monthly
G6.B2.S1.A1 A310871	To provide technology support for Academic Enrichment Classes	Novia, Robert	8/31/2015	Student time on task can be monitored through progress monitoring reports	5/6/2016 monthly
G1.MA1 M319025	All attendance	Karrer, Melissa	9/2/2016	All attendance and tardy data will be collected and reviewed utilizing Sarasota County Schools SIS. Sky Academy attendance policy will be followed with 5 day/10 attendance letters to parents. Support services information will be provided to parents based on SWLT review of data as needed.	6/2/2017 one-time
G2.MA1 M319028	Data from SIS; School wide leadership meeting documentation and behavior plan documentation/data.	Karrer, Melissa	9/6/2016	Scheduled meetings with the SWLT to review data and to monitor progress.	6/2/2017 quarterly

Sarasota - 0110 - Sky Academy Venice - 2016-17 SIP
Sky Academy Venice

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1 M319031	Attendance data from SIS. Weekly tardy and attendance reports from the Registrar.	Karrer, Melissa	8/22/2016		6/2/2017 weekly
G7.MA1 M319048	Students will continue to make gains in all high stakes achievement tests related to Math.	Novia, Robert	8/22/2016	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	6/2/2017 monthly
G1.B1.S1.A1 A310864	To improve attendance and decrease tardy arrivals and early dismissals, students will receive...	Karrer, Melissa	9/2/2016		6/2/2017 one-time
G2.B1.S1.MA1 M319026	Implementation of RTI strategies	Karrer, Melissa	9/2/2016	Student discipline forms, plans and conference documentation and student data from SIS.	6/2/2017 weekly
G2.B1.S1.MA1 M319027	Teachers will be provided notifications of Sarasota County Professional Development courses	Karrer, Melissa	9/2/2016	Successful completion of the course with certificate and /or professional development points. Decreases in student suspensions through review of monthly SIS data suspension/reports	6/2/2017 one-time
G2.B1.S1.A1 A310865	Faculty will attend professional development classes for classroom management and response to...	Karrer, Melissa	9/2/2016	Successful completion of Professional Development courses.	6/2/2017 one-time
G3.B1.S1.MA1 M319029	Attendance reports will be monitored and students identified 5 plus tardy/ absence;	Karrer, Melissa	9/2/2016	Decrease in tardy to school and early dismissal	6/2/2017 biweekly
G3.B1.S1.MA1 M319030	Check in sheets at the front office and data collection from attendance reports	Karrer, Melissa	9/2/2016	excel reports monitoring parent contacts for 5 plus tardy. Parent meeting documentation.	6/2/2017 biweekly
G3.B1.S1.A1 A310866	Provide parents with research based information on the importance of getting their children to...	Novia, Robert	9/2/2016	Decrease in student tardy and early dismissals.	6/2/2017 monthly
G3.B1.S1.A2 A310867	Provide parents with research based information on the importance of getting their children to...	Novia, Robert	9/2/2016	Decrease in student tardy and early dismissals.	6/2/2017 monthly
G6.B3.S1.MA1 M319041	Student progress monitoring and classroom observations.	Karrer, Melissa	8/22/2016	Procedures in place as evidenced through transitions, group interactions and referrals.	6/2/2017 every-3-weeks
G6.B3.S1.MA1 M319042	Professional Development opportunities will be provided	Karrer, Melissa	8/22/2016	Staff will share training information and provide support as needed.	6/2/2017 monthly
G6.B3.S1.A1 A310872	Provide Professional Development	Karrer, Melissa	8/22/2016	Successful Completion of training's and student success on assessments.	6/2/2017 monthly
G7.B1.S1.MA1 M319044	Students will continue to make gains in all high stakes achievement tests related to the following...		9/2/2016	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	6/2/2017 one-time
G7.B1.S1.MA1 M319045	Students will continue to make gains in all high stakes achievement tests related to Math.	Novia, Robert	8/5/2016	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	6/2/2017 quarterly
G7.B1.S1.A1 A310873	Students will continue to make gains in all high stakes achievement tests related to Math.	Novia, Robert	9/2/2016	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	6/2/2017 quarterly
G7.B1.S1.A2 A310874	[no content entered]		9/2/2016		6/2/2017 one-time

Sarasota - 0110 - Sky Academy Venice - 2016-17 SIP
Sky Academy Venice

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B3.S1.MA1  M319046	Administration observation and feedback; PLC meetings; Staff attendance for professional...	Novia, Robert	8/22/2016	Faculty ongoing observations; PLC/colloborative meeting reports	6/2/2017 every-6-weeks
G7.B3.S1.MA1  M319047	We will offer oportunities for Administration and staff to attend MAFS and new Florida assessment...	Karrer, Melissa	8/22/2016	Successful completion of training's and student success on assessments.	6/2/2017 quarterly
G7.B3.S1.A1  A310875	Attend Professional Development Training's for new Florida Assessments.	Karrer, Melissa	9/5/2014		6/2/2017 monthly

V. Professional Development Opportunities

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

G2. By the year 2017 there will be a decrease in student out of school suspension rates from 14% to 9% of the school population.

G2.B1 Consistency in implementation

G2.B1.S1 Established rules and procedures for consistent classroom management and student transitions. School wide training for positive behavior supports (consistency in implementation, consequences and rewards) Students take ownership of classroom and school wide rules by havinf input in school rules and procedures.

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 6/2/2017

G5. By the year 2017, 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.B1 Attendance

G5.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

G6. Algebra 1 EOC maintain 100% proficiency and increase learning gains by 4%.

G6.B1 Student attendance

G6.B1.S1 Implementing student contracts and monitoring attendance.

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

G6.B2 Interruptions in technology access points.

G6.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

G6.B3 Transition to new standards and state assessments

G6.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 8/22/2016 to 6/2/2017

G7. FSA MATH proficiency levels will increase from 79% to 82% for the 2016-17 school year. FSA Math Lowest 25% gains will increase from 63% - 66% making gains.

G7.B1 Technology/network usage and support

G7.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 9/2/2016 to 6/2/2017

G7.B3 Changes in Florida State Standards and Assessments.

G7.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 9/5/2014 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	To improve attendance and decrease tardy arrivals and early dismissals, students will receive uninterrupted learning to meet academic goals and to be proficient on FSA's.				\$0.00
2	G2.B1.S1.A1	Faculty will attend professional development classes for classroom management and response to intervention strategies.				\$0.00
3	G3.B1.S1.A1	Provide parents with research based information on the importance of getting their children to school on time.				\$0.00
4	G3.B1.S1.A2	Provide parents with research based information on the importance of getting their children to school on time.				\$0.00
5	G5.B1.S1.A1	Review and monitor student consecutive absence and tardy reports.				\$0.00
6	G6.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	2016-17
			District-Wide	Other		\$2,800.00
7	G6.B1.S1.A2	I Ready Training				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0110 - Sky Academy Venice	General Fund		\$2,000.00
8	G6.B2.S1.A1	To provide technology support for Academic Enrichment Classes				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5300	120-Classroom Teachers	0110 - Sky Academy Venice	General Fund		\$2,000.00
9	G6.B3.S1.A1	Provide Professional Development				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7730	120-Classroom Teachers	0110 - Sky Academy Venice	General Fund		\$2,000.00
10	G7.B1.S1.A1	Students will continue to make gains in all high stakes achievement tests related to Math.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	239-Other	0110 - Sky Academy Venice			\$0.00
11	G7.B1.S1.A2					\$0.00
12	G7.B3.S1.A1	Attend Professional Development Training's for new Florida Assessments.				\$0.00
					Total:	\$8,800.00