

Sarasota County Schools

Sky Academy Venice



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	18%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	C

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Sky Academy Venice

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 (family dinners/sporting events/ orientations/open house)

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.

SKY Academy offers After -school ENrichment Program for all students. (AEP)

Assistant Principal has open door policy to meet with students throughout the school day as needed.

All staff are trained in child abuse and reporting.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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.
3. Outside Agencies (Department of CHildren & Families/U.S.A.Court System)

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	3	17	12	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	2	12	16	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	1	3	3	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	2	3	4	0	0	0	0	9

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	3	5	0	0	0	0	10

c. 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 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
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.
7. Consistent Communication with families.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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,myschoolway,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
- School website
- Teacher communications

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

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 Liaison(Mary Shaw), ESOL Liaison, Gifted Teachers(Wendi Dunlap/Dr. Jenkins), and Regular Education Teacher (Robert Novia) (Jeremy Singleton)(Fred Sosnoski) ESE/ESOL certified.

The Leadership Team meets to formally collaborate as a School-Wide Support Team twice monthly. Assistant Principal, 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
Wendi Dunlap	Teacher
Jeremy Singleton	Parent
Elaine Zimmerman	Teacher
Donna Costa	Business/Community
Randi Lynn Huber	Parent
SHerri Gregoire	Parent
Robert Novia	Teacher
Evan Cummings	Student
Andrya Edwards	Student
Fred Sosnoski	Teacher
Dave Holroyd	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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/EOC; I Ready/ Benchmarks/attendance/enrollment.
2. Define adequate progress for each school goal and for the overall school improvement plan.
3. Review school annual budget plan and funds.
4. Review course offerings and academic plan.

b. Development of this school improvement plan

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

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.

The budget reflects provides for the execution of plans for the establishment, organization, and operation of the school and reviews enrollment plans that may include school attendance areas and open enrollment provisions.

The budget review assesses and maintains adequate educational facilities.

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 WOW words/Words 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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
7. Teacher Mentors

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.
- 6-7-8th grade tours with in-depth Q & A sessions.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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.** We will increase attendance rates by from 94.1% to 98% by 2017-2018 school year.
- G2.** FSA ELA proficiency will increase from 67% to 72% for the 2017-2018 school year. ELA /Reading gains for lowest 25% will increase from 56% to 61%.
- G3.** By the year 2018 there will be a decrease in student out of school suspension rates from 14% to 9% of the school population.
- G4.** We will reduce the number of students tardy incidents from 1890 (2016-2017 school year data) by 10%..
- G5.** Student referrals will decrease from Physical Education Classes from 33% in 2016/2017 to 10% of the total student population for 2017/2018 school year.
- G6.** By the year 2018, Science Goal,there will be a minimum of a four percentage point increase for all student sub groups when less than 71% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 71% or more are currently demonstrating proficiency (across levels 3,4,5) .
- G7.** Algebra 1 EOC maintain 100% proficiency and increase learning gains by 4%, from 66% to 70%.
- G8.** FSA MATH proficiency levels will increase from 81% to 85% for the 2017-2018 school year. FSA Math Lowest 25% gains will increase from 57 - 62% 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. We will increase attendance rates by from 94.1% to 98% by 2017-2018 school year. 1a

G097159

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	98.0

Targeted Barriers to Achieving the Goal 3

- Parent/guardian support to get students to school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Providing parents with information and data on the importance of being in school every day.
- Communication and meetings to address absences.
- Referral to outside counseling agencies to support parents in need.

Plan to Monitor Progress Toward G1. 8

SIS attendance data

Person Responsible

Robert Novia

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Improvement in student attendance.

G2. FSA ELA proficiency will increase from 67% to 72% for the 2017-2018 school year. ELA /Reading gains for lowest 25% will increase from 56% to 61%. 1a

G097160

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
ELA/Reading Gains District Assessment	61.0

Targeted Barriers to Achieving the Goal 3

- Attendance
- interruptions in technology connections

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 G2. 8

All attendance

Person Responsible

Melissa Karrer

Schedule

On 5/24/2018

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.

G3. By the year 2018 there will be a decrease in student out of school suspension rates from 14% to 9% of the school population. 1a

G097161

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	9.0

Targeted Barriers to Achieving the Goal 3

- Consistency in implementation
- Staff shortages
- communication to all families

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 G3. 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.

G4. We will reduce the number of students tardy incidents from 1890 (2016-2017 school year data) by 10%.. 1a

G097162

Targets Supported 1b

Indicator	Annual Target
Attendance rate	10.0

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 G4. 8

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

Person Responsible

Melissa Karrer

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

G5. Student referrals will decrease from Physical Education Classes from 33% in 2016/2017 to 10% of the total student population for 2017/2018 school year. 1a

G097163

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

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 G5. 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

G6. By the year 2018, Science Goal, there will be a minimum of a four percentage point increase for all student sub groups when less than 71% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 71% or more are currently demonstrating proficiency (across levels 3,4,5) . 1a

G097164

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	71.0

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 G6. 8

Benchmark data

Person Responsible

Robert Novia

Schedule

On 5/24/2018

Evidence of Completion

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

G7. Algebra 1 EOC maintain 100% proficiency and increase learning gains by 4%, from 66% to 70%. 1a

G097165

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
FSA Mathematics Achievement	70.0

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 G7. 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.

G8. FSA Math proficiency levels will increase from 81% to 85% for the 2017-2018 school year. FSA Math Lowest 25% gains will increase from 57 - 62% making gains. 1a

G097166

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	85.0
Math Lowest 25% Gains	62.0

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 G8. 8

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

Person Responsible

Robert Novia

Schedule

Monthly, from 8/21/2017 to 5/24/2018

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

G2. FSA ELA proficiency will increase from 67% to 72% for the 2017-2018 school year. ELA /Reading gains for lowest 25% will increase from 56% to 61%. **1**

 G097160

G2.B1 Attendance **2**

 B261358

G2.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**

 S276688

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

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

SIS County Attendance reports

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

Students will attend AEP and receive academic support in reading for all students scoring a 2 or below from the prior testing year. All Level 1 will receive intensive reading support.

Person Responsible

Melissa Karrer

Schedule

Every 6 Weeks, from 8/21/2017 to 5/24/2018

Evidence of Completion

Student assessment results

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

Monitor attendance and students absences for 5 days or more

Person Responsible

Robert Novia

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Improvement in attendance

G3. By the year 2018 there will be a decrease in student out of school suspension rates from 14% to 9% of the school population. 1

G097161

G3.B1 Consistency in implementation 2

B261361

G3.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

S276690

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 5/24/2018

Evidence of Completion

Successful completion of Professional Development courses.

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

Teachers will be provided notifications of Sarasota County Professional Development courses

Person Responsible

Melissa Karrer

Schedule

On 5/24/2018

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 G3.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.

G4. We will reduce the number of students tardy incidents from 1890 (2016-2017 school year data) by 10%..

1

G097162

G4.B1 Parent/Guardian cooperation 2

B261364

G4.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

S276691

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 8/21/2017 to 5/24/2018

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 G4.B1.S1 6

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

Person Responsible

Melissa Karrer

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

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

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

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

Person Responsible

Melissa Karrer

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Decrease in tardy to school and early dismissal

G6. By the year 2018, Science Goal, there will be a minimum of a four percentage point increase for all student sub groups when less than 71% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 71% or more are currently demonstrating proficiency (across levels 3,4,5) . 1

G097164

G6.B1 Attendance 2

B261370

G6.B1.S1 Attendance monitoring through weekly consecutive absence reports from Sarasota County Student Information System 4

S276692

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 G6.B1.S1 6

Monitor student tardy and attendance

Person Responsible

Melissa Karrer

Schedule

Weekly, from 8/21/2017 to 5/24/2018

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 G6.B1.S1 7

Student attendance and tardiness

Person Responsible

Melissa Karrer

Schedule

Every 6 Weeks, from 8/21/2017 to 5/24/2018

Evidence of Completion

SWLT documentation and data showing increase in attendance and decrease in tardiness.

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

Student attendance and tardiness

Person Responsible

Melissa Karrer

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Improvement in student grades and classroom expectations.

G7. Algebra 1 EOC maintain 100% proficiency and increase learning gains by 4%, from 66% to 70%. 1

G097165

G7.B1 Student attendance 2

B261373

G7.B1.S1 Implementing student contracts and monitoring attendance. 4

S276694

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 G7.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 8/21/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G7.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

G7.B1.S2 Mandatory parent meetings 10 plus absences or tardy with a plan in place for improvement.

4

 S276695

Strategy Rationale

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

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

G7.B2 Interruptions in technology access points. 2

B261374

G7.B2.S1 To provide tech support for programs to be successful; and to increase access points. 4

S276696

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 G7.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 G7.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

G7.B3 Transition to new standards and state assessments 2

 B261375

G7.B3.S1 Provide professional development on new state standards and assessment training as needed. 4

 S276697

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 G7.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 G7.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.

G8. FSA Math proficiency levels will increase from 81% to 85% for the 2017-2018 school year. FSA Math Lowest 25% gains will increase from 57 - 62% making gains. **1**

 G097166

G8.B1 Technology/network usage and support **2**

 B261376

G8.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**

 S276698

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 8/21/2017 to 5/24/2018

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 G8.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 8/21/2017 to 5/24/2018

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 G8.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

Robert Novia

Schedule

Annually, from 8/21/2017 to 5/24/2018

Evidence of Completion

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

G8.B2 Attendance 2

B261377

G8.B2.S1 Parents and students will receive data and contracts to attend AEP classes. 4

S276699

Strategy Rationale

Action Step(s) Missing for Goal #8, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G8.B3 Changes in Florida State Standards and Assessments. 2

B261378

G8.B3.S1 Attend Professional Development and trainings for standards and assessments. 4

S276700

Strategy Rationale

Action Step 1 5

Attend Professional Development Training's for new Florida Assessments.

Person Responsible

Melissa Karrer

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.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 G8.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
2018					
 G6.B1.S1.A1 A373018	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
 G7.B1.S1.MA1 M401173	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
 G7.B2.S1.MA1 M401175	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
 G7.MA1 M401179	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
 G7.B1.S1.A1 A373019	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
 G7.B1.S1.A2 A373020	I Ready Training	Novia, Robert	9/7/2015	Successful completion of the webinar	5/6/2016 one-time
 G7.B2.S1.MA1 M401176	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
 G7.B2.S1.A1 A373021	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
 G3.MA1 M401164	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
 G3.B1.S1.MA1 M401162	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
 G4.B1.S1.A2 A373017	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
 G7.B3.S1.MA1 M401177	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
 G7.B3.S1.MA1 M401178	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
 G7.B3.S1.A1 A373022	Provide Professional Development	Karrer, Melissa	8/22/2016	Successful Completion of training's and student success on assessments.	6/2/2017 monthly
 G8.B3.S1.MA1 M401182	Administration observation and feedback; PLC meetings; Staff attendance for professional...	Novia, Robert	8/22/2016	Faculty ongoing observations; PLC/ collaborative meeting reports	6/2/2017 every-6-weeks
 G8.B3.S1.MA1 M401183	We will offer opportunities 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
 G2.MA1 M401161	All attendance	Karrer, Melissa	8/21/2017	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.	5/24/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA1 M401167	Attendance data from SIS. Weekly tardy and attendance reports from the Registrar.	Karrer, Melissa	8/21/2017		5/24/2018 weekly
G6.MA1 M401172	Benchmark data	Novia, Robert	8/21/2017	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/24/2018 one-time
G8.MA1 M401184	Students will continue to make gains in all high stakes achievement tests related to Math.	Novia, Robert	8/21/2017	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/24/2018 monthly
G2.B1.S1.MA1 M401159	Monitor attendance and students absences for 5 days or more	Novia, Robert	8/21/2017	Improvement in attendance	5/24/2018 biweekly
G2.B1.S1.MA1 M401160	Students will attend AEP and receive academic support in reading for all students scoring a 2 or...	Karrer, Melissa	8/21/2017	Student assessment results	5/24/2018 every-6-weeks
G2.B1.S1.A1 A373014	To improve attendance and decrease tardy arrivals and early dismissals, students will receive...	Karrer, Melissa	8/21/2017	SIS County Attendance reports	5/24/2018 biweekly
G3.B1.S1.MA1 M401163	Teachers will be provided notifications of Sarasota County Professional Development courses	Karrer, Melissa	8/24/2017	Successful completion of the course with certificate and /or professional development points. Decreases in student suspensions through review of monthly SIS data suspension/reports	5/24/2018 one-time
G3.B1.S1.A1 A373015	Faculty will attend professional development classes for classroom management and response to...	Karrer, Melissa	8/21/2017	Successful completion of Professional Development courses.	5/24/2018 one-time
G4.B1.S1.MA1 M401165	Attendance reports will be monitored and students identified 5 plus tardy/ absence;	Karrer, Melissa	8/21/2017	Decrease in tardy to school and early dismissal	5/24/2018 biweekly
G4.B1.S1.MA1 M401166	Check in sheets at the front office and data collection from attendance reports	Karrer, Melissa	8/21/2017	excel reports monitoring parent contacts for 5 plus tardy. Parent meeting documentation.	5/24/2018 biweekly
G4.B1.S1.A1 A373016	Provide parents with research based information on the importance of getting their children to...	Novia, Robert	8/21/2017	Decrease in student tardy and early dismissals.	5/24/2018 monthly
G6.B1.S1.MA1 M401169	Student attendance and tardiness	Karrer, Melissa	8/21/2017	SWLT documentation and data showing increase in attendance and decrease in tardiness.	5/24/2018 every-6-weeks
G6.B1.S1.MA3 M401170	Student attendance and tardiness	Karrer, Melissa	8/21/2017	Improvement in student grades and classroom expectations.	5/24/2018 quarterly
G6.B1.S1.MA1 M401171	Monitor student tardy and attendance	Karrer, Melissa	8/21/2017	Student attendance data targeting students with 10 plus unexcused absences. School Wide Leadership Team meeting documentation of parent meetings and attendance plan.	5/24/2018 weekly
G7.B1.S1.MA1 M401174	Classes will be monitored by assigned teachers to track student attendance and weekly progress...	Karrer, Melissa	8/21/2017	quarterly assessment reports, parent contact/conference documentation and attendance monitoring sheets.	5/24/2018 quarterly
G8.B1.S1.MA1 M401180	Students will continue to make gains in all high stakes achievement tests related to the following...	Novia, Robert	8/21/2017	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/24/2018 annually
G8.B1.S1.MA1 M401181	Students will continue to make gains in all high stakes achievement tests related to Math.	Novia, Robert	8/21/2017	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress	5/24/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				monitoring reports and on-going classroom tracking systems.	
G8.B1.S1.A1 A373023	Students will continue to make gains in all high stakes achievement tests related to Math.	Novia, Robert	8/21/2017	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/24/2018 quarterly
G8.B3.S1.A1 A373024	Attend Professional Development Training's for new Florida Assessments.	Karrer, Melissa	8/21/2017		5/24/2018 monthly

V. Professional Development Opportunities

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

G3. By the year 2018 there will be a decrease in student out of school suspension rates from 14% to 9% of the school population.

G3.B1 Consistency in implementation

G3.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 5/24/2018

G6. By the year 2018, Science Goal, there will be a minimum of a four percentage point increase for all student sub groups when less than 71% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 71% or more are currently demonstrating proficiency (across levels 3,4,5) .

G6.B1 Attendance

G6.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

G7. Algebra 1 EOC maintain 100% proficiency and increase learning gains by 4%, from 66% to 70%.

G7.B1 Student attendance

G7.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

G7.B2 Interruptions in technology access points.

G7.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

G7.B3 Transition to new standards and state assessments

G7.B3.S1 Provide professional development on new state standards and assessment training as needed.

PD Opportunity 1

Provide Professional Development

Facilitator

M Sooklal

Participants

SKY Academy Staff

Schedule

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

G8. FSA MATH proficiency levels will increase from 81% to 85% for the 2017-2018 school year. FSA Math Lowest 25% gains will increase from 57 - 62% making gains.

G8.B1 Technology/network usage and support

G8.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

Math Team and SWLT

Participants

Sky Academy Faculty and staff

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

G8.B3 Changes in Florida State Standards and Assessments.

G8.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 8/21/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G2.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.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	0110 - Sky Academy Venice	General Fund		\$150.00
<i>Notes: cost for mailing and communication to parents.</i>						
2	G3.B1.S1.A1	Faculty will attend professional development classes for classroom management and response to intervention strategies.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0110 - Sky Academy Venice	General Fund		\$500.00
<i>Notes: Professional development classes for teachers at the District level. Provide in house professional development to address classroom management.</i>						
3	G4.B1.S1.A1	Provide parents with research based information on the importance of getting their children to school on time.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		300-Purchased Services	0110 - Sky Academy Venice	General Fund		\$150.00
<i>Notes: Notes</i>						
4	G4.B1.S1.A2	Provide parents with research based information on the importance of getting their children to school on time.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		239-Other	0110 - Sky Academy Venice	General Fund		\$150.00
<i>Notes: Mailing of parent support information.</i>						
5	G6.B1.S1.A1	Review and monitor student consecutive absence and tardy reports.				\$0.00
6	G7.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	2017-18
			0110 - Sky Academy Venice	Other		\$2,800.00
7	G7.B1.S1.A2	I Ready Training				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0110 - Sky Academy Venice			\$0.00

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8	G7.B2.S1.A1	To provide technology support for Academic Enrichment Classes				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5300	644-Computer Hardware Non-Capitalized	0110 - Sky Academy Venice	General Fund		\$9,000.00
			<i>Notes: replace chromebooks to most current version</i>			
9	G7.B3.S1.A1	Provide Professional Development				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7730	120-Classroom Teachers	0110 - Sky Academy Venice	General Fund		\$2,000.00
10	G8.B1.S1.A1	Students will continue to make gains in all high stakes achievement tests related to Math.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	520-Textbooks	0110 - Sky Academy Venice	General Fund		\$1,500.00
11	G8.B3.S1.A1	Attend Professional Development Training's for new Florida Assessments.				\$0.00
					Total:	\$16,250.00