Sky Academy Englewood

2017-18 Schoolwide Improvement Plan

Sky Academy Englewood

871 S RIVER RD, Englewood, FL 34223

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	13%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	12%

School Grades History

Year	2016-17	2015-16
Grade	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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Englewood

DA Region and RED	DA Category and Turnaround Status
Central - <u>Lucinda Thompson</u>	- 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

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

SKY Academy offers a free before care and after care program for all students. In addition SKY offers a
healthy breakfast, lunch and snack for all students.
SKY Academy's Personnel maintain Core Value expectations in all student interactions: Honesty, Respect, Responsibility, and Caring. SKY Academy school culture consistently reflects positive interactions, tolerance and diversity for all.
SKY Administration provides Faculty with classroom supports to maintain a safe and respectful environment.
SKY Administration, Faculty and Staff work as partners with parents through weekly communications via email, Facebook posts, text messages, progress reports, and connect ed calls.
SKY Academy has a clearly established system of rules and procedures for parents, students and staff.

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, to 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.

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.

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).
2. MTSS: School wide leadership team meetings, monitor student academic, behavioral and attendance progress.
SKY Academy's Early Warning Indicators:
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school and 3 or more detentions.
•Course failure in english language arts, science, social studies, mathematics, and physical education.
•A Level 1 and/or 2 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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	3	2	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	9	12	7	0	0	0	0	28

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	0	1	1	0	0	0	0	2

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.

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 monthly email newsletter; blackboard connect; SchoolWay App; Facebook; Twitter

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.
The school building is utilized by local clubs and organizations as a community center for events, such as pop warner football, cheerleading, wrestling, and Leadership Englewood.
The school Principal is also a member of the Chamber of Commerce Board of Directors for Englewood and attends monthly meetings to receive updates on community events and how the school can partner with the community.
SKY Academy also host a Spring Carnival for the entire community which is advertised through print, radio, and social media outlets.

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
Bailey, John	Principal
Jaques, Liz	Teacher, K-12

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

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 disaggregated AYP subgroup data by reading, math, science, and writing.
Additional sources include at each tier include FAIR, and classroom and benchmark assessments.On line diagnostic assessments (I Ready, Study Island)
Title II will be used to help support goals within SIP through use of substitutes or PD and used in our Nutritional Program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
John Bailey	Principal
Joanne Lainhart	Business/Community
Kathy Castellano	Business/Community
Matt Cantanzarite	Business/Community
Shanaka Weerasooriya	Business/Community

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

The 2017-18 SIP plan was reviewed at the October 25, 2017 SAC meeting. Items were evaluated for improvement and new goals were set for increased achievement and community involvement.

b. Development of this school improvement plan

SKY Board/ SAC committee review, discuss and make suggestions to the approval of the SIP.
Preparation of the school's annual budget and plan
SAC committee members review and discuss annual budget

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

In collaboration with SKY Board and YMCA the budget is developed and executed.

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

There were no school improvement funds allocated last 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
Bailey, John	Principal
Jaques, Liz	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

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 Academic Team Meetings
3. Weekly Grade level Team Meetings
4.Professional Development Opportunities
5. Team building activity opportunities

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

1.SCIP (Sarasota County Induction Program) 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 trainings at the district and state level.
5. We will utilize teachers teachers web site to attract interested qualified teachers.

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

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

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

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 received scores of one on FCAT Math and Reading with academic support in the identified area of need.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Bailey, John, john.bailey@sarasotacountyschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 2,400

Multi-disciplinary team meetings

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Bailey, John, john.bailey@sarasotacountyschools.net

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.

6,7,8 grade Open House
6,7,8 grade Orientations
Registration and Application Process
Invitation to local high school counselors to speak with 8th graders about registration and scheduling.

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.

Provide students with access to Florida Choices. Internet planning and teacher advisement.
Teachers provide opportunities to research 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.

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.

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"Â? 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.　　By the year 2017-18, there will be fewer than 10% of the students with more than 6 unexcused absences.

G2.　　By the end of the 2017-18 school year fewer than 5% of the students will receive fewer than one suspension.

G3.　　Students will demonstrate proficiency on their Language Arts ELA/FSA.

G4.　　Students will demonstrate proficiency on the Statewide Science Assessment .

G5.　　Students will demonstrate proficiency on Math FSA.

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. By the year 2017-18, there will be fewer than 10% of the students with more than 6 unexcused absences. 1a

G097418

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal 3

- Family Support

Resources Available to Help Reduce or Eliminate the Barriers 2

- • Attendance/tardiness Policy

- • RTI : attendance/tardiness support plan

- • SWST attendance/tardiness meetings

- • Parent conferences and intervention plan

Plan to Monitor Progress Toward G1. 8

Attendance Reports printed weekly and distributed to administration and SWST meetings.

Person Responsible
John Bailey

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

Evidence of Completion
Attendance reports and teacher feedback

G2. By the end of the 2017-18 school year fewer than 5% of the students will receive fewer than one suspension. 1a

🔍 G097419

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

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

Plan to Monitor Progress Toward G2. 8

Discipline referrals and detention slips.

Person Responsible
John Bailey

Schedule
Daily, from 8/14/2017 to 5/24/2018

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

G3. Students will demonstrate proficiency on their Language Arts ELA/FSA. `1a`

🔑 G097420

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	74.0
ELA/Reading Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal `3`

- Attendance

- Transition to changing state assessments

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

- Teacher before and after school tutoring.

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

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
John Bailey

Schedule
Biweekly, from 8/7/2017 to 5/25/2018

Evidence of Completion
Faculty ongoing observations; PLC/collaborative meeting reports

G4. Students will demonstrate proficiency on the Statewide Science Assessment . `1a`

🔑 G097421

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	65.0

Targeted Barriers to Achieving the Goal `3`

- Student attendance

Resources Available to Help Reduce or Eliminate the Barriers `2`

- • STEM Program hands- on classroom investigations and research projects

- • Classroom use of TI Nspires handhelds and probes

- • Chrome books

Plan to Monitor Progress Toward G4. `8`

Student attendance and tardiness

Person Responsible
John Bailey

Schedule
Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Improvement in student grades and classroom expectations.

G5. Students will demonstrate proficiency on Math FSA. `1a`

🔑 G097422

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	79.0

Targeted Barriers to Achieving the Goal `3`

- Attendance
- Changes in Florida State Assessments

Resources Available to Help Reduce or Eliminate the Barriers `2`

- • After School Enrichment Class utilizing STUDY ISLAND Math.
- • Intensive Math Class wit IXL Khan Academy supplement.
- • TI Nspires calculators
- • Chrome books

Plan to Monitor Progress Toward G5. `8`

Teacher review of bi weekly progress reports and parent meetings.

Person Responsible
John Bailey

Schedule
Biweekly, from 8/21/2017 to 5/11/2018

Evidence of Completion
Bi weekly progress reports/attendance records/ student gains

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. By the year 2017-18, there will be fewer than 10% of the students with more than 6 unexcused absences. `1`

🔑 G097418

G1.B1 Family Support `2`

🔑 B261855

G1.B1.S1 Family Support `4`

🔑 S277321

Strategy Rationale

Educating the families on the importance of school attendance and having a policy will result in high attendance rates for students.

Action Step 1 `5`

Parent conferences and information nights going over the student handbook.

Person Responsible

John Bailey

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Students will have fewer unexcused days absent from school.

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

Weekly attendance reports will be run by the school registrar and SWST team meetings to discuss students with high absences.

Person Responsible

John Bailey

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance records and teacher reports.

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

Bi Weekly SWST meetings

Person Responsible

John Bailey

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance reports and teacher feedback and observations of student attendance.

G2. By the end of the 2017-18 school year fewer than 5% of the students will receive fewer than one suspension. 1

🔑 G097419

G2.B1 Consistency in implementation 2

🔑 B261856

G2.B1.S1 Consistency in implementation 4

🔑 S277322

Strategy Rationale

Established rules and procedures for consistent classroom management and student transitions.

Action Step 1 5

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

Person Responsible

John Bailey

Schedule

Annually, from 8/7/2017 to 5/24/2018

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

John Bailey

Schedule

Evidence of Completion

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

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

Implementation of RTI strategies

Person Responsible

John Bailey

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

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

G3. Students will demonstrate proficiency on their Language Arts ELA/FSA. `1`

🔑 G097420

G3.B1 Attendance `2`

🔑 B261857

G3.B1.S1 Implementing student contracts and monitoring attendance. `4`

🔑 S277323

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 IXL technology programs.

Person Responsible

John Bailey

Schedule

Weekly, from 10/17/2017 to 5/10/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.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

John Bailey

Schedule

Quarterly, from 8/14/2017 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 G3.B1.S1 `7`

Teacher review of bi weekly progress reports and parent meetings.

Person Responsible

John Bailey

Schedule

Biweekly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Bi weekly progress reports/attendance records/ student gains

G3.B2 Transition to changing state assessments 2

🔑 B261858

G3.B2.S1 Provide professional development on new state standards and assessment training. 4

🔑 S277324

Strategy Rationale

Provide Professional Development

Action Step 1 5

Provide Professional Development

Person Responsible

John Bailey

Schedule

Monthly, from 8/7/2017 to 5/4/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

Person Responsible

John Bailey

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

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

Person Responsible

John Bailey

Schedule

Every 6 Weeks, from 8/7/2017 to 5/25/2018

Evidence of Completion

Faculty ongoing observations; PLC/collaborative meeting reports

G4. Students will demonstrate proficiency on the Statewide Science Assessment . `1`

🔑 G097421

G4.B1 Student attendance `2`

🔑 B261859

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

🔑 S277325

Strategy Rationale

Review and monitor student consecutive absence and tardy reports.

Action Step 1 `5`

Review and monitor student consecutive absence and tardy reports.

Person Responsible

John Bailey

Schedule

Weekly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Documentation of reports and referrals to SWLT

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

Monitor student tardy and attendance

Person Responsible

John Bailey

Schedule

Weekly, from 8/14/2017 to 5/11/2018

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 G4.B1.S1 `7`

Student attendance and tardiness

Person Responsible

John Bailey

Schedule

Every 6 Weeks, from 8/14/2017 to 5/11/2018

Evidence of Completion

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

G5. Students will demonstrate proficiency on Math FSA. 1

🔑 G097422

G5.B1 Attendance 2

🔑 B261861

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

🔑 S277326

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 Math using I Ready, Study Island, and IXL technology programs.

Person Responsible

John Bailey

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

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

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

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

Person Responsible

John Bailey

Schedule

Quarterly, from 8/14/2017 to 5/11/2018

Evidence of Completion

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

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

Teacher review of bi weekly progress reports and parent meetings.

Person Responsible

John Bailey

Schedule

Biweekly, from 8/21/2017 to 5/11/2018

Evidence of Completion

Bi weekly progress reports/attendance records/ student gains

G5.B2 Changes in Florida State Assessments `2`
🔑 B261862

G5.B2.S1 Provide professional development on new state standards and assessment training `4`
🔑 S277327

Strategy Rationale

Provide Professional Development

Action Step 1 `5`

Attend Professional Development Training's for Florida Assessments.

Person Responsible

John Bailey

Schedule

Monthly, from 8/7/2017 to 4/13/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

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

Person Responsible

John Bailey

Schedule

Evidence of Completion

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

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

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

Person Responsible

John Bailey

Schedule

Every 6 Weeks, from 8/7/2017 to 5/11/2018

Evidence of Completion

Faculty ongoing observations; PLC/collaborative 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					
G2.B1.S1.MA1 M402623	Teachers will be provided notifications of Sarasota County Professional Development courses	Bailey, John	No Start Date	Successful completion of the course with certificate and /or professional development points.	No End Date annually
G3.B2.S1.MA1 M402628	We will offer opportunities for Administration and staff to attend MAFS and new Florida assessment...	Bailey, John	No Start Date	Successful completion of training's and student success on assessments.	No End Date annually
G5.B2.S1.MA1 M402636	We will offer opportunities for Administration and staff to attend MAFS and Florida assessment...	Bailey, John	No Start Date	Successful completion of training's and student success on assessments.	No End Date annually
G1.MA1 M402621	Attendance Reports printed weekly and distributed to administration and SWST meetings.	Bailey, John	8/22/2016	Attendance reports and teacher feedback	6/2/2017 weekly
G5.B2.S1.A1 A373692	Attend Professional Development Training's for Florida Assessments.	Bailey, John	8/7/2017	Successful Completion of training's and student success on assessments.	4/13/2018 monthly
G3.B2.S1.A1 A373689	Provide Professional Development	Bailey, John	8/7/2017	Successful Completion of training's and student success on assessments.	5/4/2018 monthly
G3.B1.S1.A1 A373688	Students will attend After school Enrichment classes in Reading using I Ready, Study Island, and...	Bailey, John	10/17/2017	Study Island bi- weekly student statistic and assignment data progress report.	5/10/2018 weekly
G5.MA1 M402637	Teacher review of bi weekly progress reports and parent meetings.	Bailey, John	8/21/2017	Bi weekly progress reports/attendance records/ student gains	5/11/2018 biweekly
G3.B1.S1.MA1 M402625	Teacher review of bi weekly progress reports and parent meetings.	Bailey, John	8/28/2017	Bi weekly progress reports/attendance records/ student gains	5/11/2018 biweekly
G4.B1.S1.MA1 M402630	Student attendance and tardiness	Bailey, John	8/14/2017	SWST documentation and data showing increase in attendance and decrease in tardiness.	5/11/2018 every-6-weeks
G4.B1.S1.MA1 M402631	Monitor student tardy and attendance	Bailey, John	8/14/2017	Student attendance data targeting students with 10 plus unexcused absences. School Wide Leadership Team meeting documentation of parent meetings and attendance plan.	5/11/2018 weekly
G4.B1.S1.A1 A373690	Review and monitor student consecutive absence and tardy reports.	Bailey, John	8/14/2017	Documentation of reports and referrals to SWLT	5/11/2018 weekly
G5.B1.S1.MA1 M402633	Teacher review of bi weekly progress reports and parent meetings.	Bailey, John	8/21/2017	Bi weekly progress reports/attendance records/ student gains	5/11/2018 biweekly
G5.B1.S1.MA1 M402634	Classes will be monitored by assigned teachers to track student attendance and weekly progress...	Bailey, John	8/14/2017	quarterly assessment reports, parent contact/conference documentation and attendance monitoring sheets	5/11/2018 quarterly
G5.B2.S1.MA1 M402635	Administration observation and feedback; PLC meetings; Staff attendance for professional...	Bailey, John	8/7/2017	Faculty ongoing observations; PLC/ collaborative meeting reports	5/11/2018 every-6-weeks
G5.B1.S1.A1 A373691	Students will attend After school Enrichment classes in Math using I Ready, Study Island, and IXL...	Bailey, John	8/14/2017	Study Island bi- weekly student statistic and assignment data progress report.	5/18/2018 weekly
G2.MA1 M402624	Discipline referrals and detention slips.	Bailey, John	8/14/2017	Student discipline forms, plans and conference documentation and student data from SIS.	5/24/2018 daily
G4.MA1 M402632	Student attendance and tardiness	Bailey, John	8/14/2017	Improvement in student grades and classroom expectations.	5/24/2018 quarterly
G1.B1.S1.MA1 M402619	Bi Weekly SWST meetings	Bailey, John	8/14/2017	Attendance reports and teacher feedback and observations of student attendance.	5/24/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M402620	Weekly attendance reports will be run by the school registrar and SWST team meetings to discuss...	Bailey, John	8/14/2017	Attendance records and teacher reports.	5/24/2018 weekly
G1.B1.S1.A1 A373686	Parent conferences and information nights going over the student handbook.	Bailey, John	8/14/2017	Students will have fewer unexcused days absent from school.	5/24/2018 semiannually
G2.B1.S1.MA1 M402622	Implementation of RTI strategies	Bailey, John	8/14/2017	Student discipline forms, plans and conference documentation and student data from SIS.	5/24/2018 weekly
G2.B1.S1.A1 A373687	Faculty will attend professional development classes for classroom management and response to...	Bailey, John	8/7/2017	Successful completion of Professional Development courses	5/24/2018 annually
G3.B1.S1.MA1 M402626	Classes will be monitored by assigned teachers to track student attendance and weekly progress...	Bailey, John	8/14/2017	quarterly assessment reports, parent contact/conference documentation and attendance monitoring sheets.	5/24/2018 quarterly
G3.MA1 M402629	Administration observation and feedback; PLC meetings; Staff attendance for professional...	Bailey, John	8/7/2017	Faculty ongoing observations; PLC/ collaborative meeting reports	5/25/2018 biweekly
G3.B2.S1.MA1 M402627	Administration observation and feedback; PLC meetings; Staff attendance for professional...	Bailey, John	8/7/2017	Faculty ongoing observations; PLC/ collaborative meeting reports	5/25/2018 every-6-weeks

V. Professional Development Opportunities

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

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	Parent conferences and information nights going over the student handbook.				$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	Students will attend After school Enrichment classes in Reading using I Ready, Study Island, and IXL technology programs.				$0.00
4	G3.B2.S1.A1	Provide Professional Development				$0.00
5	G4.B1.S1.A1	Review and monitor student consecutive absence and tardy reports.				$0.00
6	G5.B1.S1.A1	Students will attend After school Enrichment classes in Math using I Ready, Study Island, and IXL technology programs.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7730	120-Classroom Teachers	0117 - Sky Academy Englewood	General Fund		$1,000.00
7	G5.B2.S1.A1	Attend Professional Development Training's for Florida Assessments.				$0.00
					Total:	$1,000.00