

# Sky Academy Venice



2014-15 School Improvement Plan

## Sky Academy Venice

701 CENTER RD, Venice, FL 34285

www.skyatthey.com

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

25%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

14%

### School Grades History

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

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>34</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>36</b>
Professional Development Opportunities	37
Technical Assistance Items	41
<b>Appendix 3: Budget to Support Goals</b>	<b>42</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

- School application process
- Parent/Teacher information night
- Student/Parent surveys
- Before and after school events

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

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.

SKY Academy's Personnel maintain Core Value expectations in all student interactions: Honesty, Respect, Responsibility, and Caring. SKY Academy school culture consistently reflects positive interactions, tolerance and diversity for all.

SKY Administration provides Faculty with classroom supports to maintain a safe and respectful environment.

SKY Administration, Faculty and Staff work as partners with parents through weekly communications via email, progress reports, and connect ed.

SKY Academy has a clearly established system of rules and procedures for parents, students and staff.

##### **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's.

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

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

**Early Warning Systems**

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

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

SKY Academy uses the following early warning system:

1. Sarasota County Student Information System (SIS).
2. MTSS: School wide leadership team meetings, monitor student academic, behavioral and attendance progress.

SKY Academy's Early Warning Indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school and 3 or more detentions.
- Course failure in english language arts, science, social studies, mathematics, and physical education.
- A Level 1and/or 2 score on the statewide, standardized assessments in English Language Arts or mathematics.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	26	30	38	94
One or more suspensions	2	6	14	22
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	23	41	31	95

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

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

**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.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

SKY parents volunteer minimum 10 hours throughout the course of one school year.

Parents on School Advisory Committee.

SKY Family monthly family events: open houses, orientations,luncheons, dinners, sporting events, social events,academic events and conferences.

Parent communications via bi-weekly email; blackboard connect; Remind 101

**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 through the STEM initiative invites Science, Technology,Engineering and Math professionals from the community to speak and share experiences with all students.

Participate in local programs Interactive, Leaders and Food/Nutrition Club.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Smith, Steve	Principal
Sooklal, Michelle	Assistant Principal

### Duties

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

The School Wide Leadership Team consists of: Administrator, ESE Liason, ESOL Liason, Gifted Teacher, and Regular Education Teacher.

The Leadership Team meets to formally collaborate as a School-Wide Support Team twice monthly. Mrs. Sooklal sets the agenda for SWST meetings. The team uses summative and formative data to identify school, class, or individual student needs relative to attendance, behavior, and/or academics following MTSS guidelines.

Discussions also focus on the implementation of interventions and progress monitoring.

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

The school uses a variety of reports produced by the district Office of Research, Assessment, and Evaluation (RAE) on the academic achievement of students, including 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.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Michelle Sooklal	Education Support Employee
Steve Smith	Principal
Bryan Burns	Teacher
Wendi Dunlap	Teacher
Donna Costa	Teacher
Michelle Williams	Parent
John Williams	Parent
Mia Slaton	Parent
Jamie Boyer	Parent
Janelle Colombo	Student
Joey Williams	Student
Clair Blaine	Student
Savannah Baker	Student
Susan Tyrpak	Education Support Employee
	Student
	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

SAC committee members review and discuss annual budget.

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

0.0 state does not provide SAC funds anymore.

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

Yes

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

**Literacy Leadership Team (LLT)**

## Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Smith, Steve	Principal
Sooklal, Michelle	Assistant Principal

## Duties

### ***Describe how the LLT promotes literacy within the school***

A high quality literacy curriculum aligned with LAFS .

Formative assessments in English language arts with teacher professional development .

Major initiatives include Vocabulary (Word of the Week), Differentiation of Instruction within the Content Area, Independent Reading, Pre-Assessments and post assessments

Students are expected to have an independent reading book with them at all times and read when class work is completed.

All content areas will complete a weekly writing assignment and will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes.

We will promote the importance of Critical Thinking Skills in each classroom as well and employ questioning strategies that will help guide students to enhance clarity and better comprehension.

## Public and Collaborative Teaching

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

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

SKY Academy provides its teachers with the following strategies to build positive working relationships:

1. Daily common planning time
2. Weekly Academic Team Meetings
3. Weekly Grade level Team Meetings
4. Professional Development Opportunities
5. Ropes and team building activity opportunities

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

1. 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.

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

Mentor Qualities:

- Sound knowledge of pedagogy and instructional best practices
- Excellent professional role model

- Strong interpersonal and communication skills
- Commitment to professional growth and learning
- Ability to work collaboratively with colleagues
- Leadership capacity

Mentors support teacher development by meeting with first and second year teachers to assist with topics that include pedagogy, classroom/behavior management, and content. Additionally, mentors may also conduct any or all of the following:

- Observe first and second year teachers in the classroom and provide feedback
- Model lessons
- Co-teach
- Help plan standards-based lessons
- Analyze student work
- Model reflective practice

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

1. C PALMS which provides teachers with:  
Curriculum Mapping Tool  
Lesson Planning Tool  
Lesson Study Support System  
Online Professional Development Modules  
Standards Progression Mapping  
Standards Visualizer
2. Sarasota County Instructional Focus Guides
3. Teachers attend Sarasota County Department Meetings monthly
4. Teachers attend professional development classes
5. Administrative classroom observations and Thinkgate assessment tools

#### Instructional Strategies

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

SKY Academy differentiates instruction based on assessment of student learning needs. This data is gathered from FAIR, classroom formative and summative assessments, benchmark tests and state assessments.

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

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

**Strategy:** After School Program

**Minutes added to school year:** 3,600

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

**Strategy Rationale**

To provide students who 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**

Sooklal, Michelle, michelle.sooklal@sarasotacountyschools.net

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

Pre and post assessments are provided to measure improvements made using criterion referenced tests.

Progress monitoring by teacher teams to evaluate effectiveness of services.

Bi-weekly data reports

Multi-disciplinary team bi-weekly meetings.

Attendance records.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

Multi-disciplinary team meetings

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

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

Attendance

Observation by Administration

Data collection and bi-monthly reports.



**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

## Student Transition and Readiness

### PreK-12 Transition

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

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

6,7,8th grade Open House

6,7,8th grade Orientations

Registration and Application Process

8th Grade transition meeting with guidance counselors from local high schools

8th grade schedule requests from perspective high schools

### College and Career Readiness

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

Students receive academic and career planning in the 8th grade US History & Career Planning classes.(Course code 2100015; Code 2100025)

Provide students with access to Florida Choices. Internet planning and teacher advisement.

Provide students with a career and education planning guide: Career Cruiser

Teachers provide opportunities to research career fields. Students are able to attend field trips in the STEM fields.

Students are provided multiple opportunities to listen to speakers in a variety of career fields.

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

By utilizing the Florida Choices Academic and career planning site.

Teachers provide direction for students to complete a personalized academic and career plan. The plan emphasizes the importance of entrepreneurship skills, technology, or the application of technology in career fields.

STEM speakers are provided and opportunities to attend Tech Trek, as well as STEM summer camp which provides career planning opportunities and information.

8th Grade students are introduced to representatives from local schools Suncoast Poly Tech, SCTI, North Port High, Venice High.

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



STUDENTS WILL:

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

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

## 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 2015 there will be a decrease in student write ups/detentions by 10%.
- G2.** By the year 2015, there will be a reduction of unexcused absences/tardies from the previous year by 10 %.
- G3.** The current suspension rate for students who receive referrals that lead to suspensions is below 10%. By the year 2015 SKY Academy will maintain or decrease the percentage.
- G4.** By the year 2015, Science Goal, there will be a minimum of a four percentage point increase for all student sub groups when less than 70% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) .
- G5.** Students will meet their AMO goal in reading for the 2015 school year.
- G6.** Students will make their AMO target in Math for the 2015 school year.

## Strategic Goals Detail

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

**G1. By the year 2015 there will be a decrease in student write ups/detentions by 10%. 1a**

G050733

**Targets Supported 1b**

Indicator	Annual Target
2+ Behavior Referrals	0.15

**Resources Available to Support the Goal 2**

- Response to Intervention Teacher implemented strategies and interventions.
- Classroom management strategies
- Increased staff support and supervision during student transitions and interactive activities

**Targeted Barriers to Achieving the Goal 3**

- Consistency in implementation

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Michelle Sooklal

**Schedule**

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

**Evidence of Completion**

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

**G2. By the year 2015, there will be a reduction of unexcused absences/tardies from the previous year by 10%. 1a**

G050713

**Targets Supported 1b**

Indicator	Annual Target
Truancy rate	20.0

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

**G3.** The current suspension rate for students who receive referrals that lead to suspensions is below 10%. By the year 2015 SKY Academy will maintain or decrease the percentage. 1a

G050177

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	0.07

**Resources Available to Support the Goal** 2

- Response to Intervention :Behavior Plans and Strategies
- Parent Conferences
- School Wide Support Team Meetings
- Counseling Services

**Targeted Barriers to Achieving the Goal** 3

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

**G4.** By the year 2015, Science Goal,there will be a minimum of a four percentage point increase for all student sub groups when less than 70% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) . 1a

G048790

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G5. Students will meet their AMO goal in reading for the 2015 school year.** 1a

G046712

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	81.0
AMO Reading - ED	82.0
AMO Reading - White	81.0
AMO Reading - Hispanic	77.0
ELA/Reading Lowest 25% Gains	59.0

**Resources Available to Support the Goal** 2

- Students will use I Ready as a resource to meet AMO in Reading.
- Students will attend Academic Enrichment Program and utilize I Ready, Study Island and Kahn Academy for support in Reading and Math.
- Teacher before and after school tutoring.

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G5.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

G038393

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	81.0
AMO Math - White	79.0
AMO Math - Hispanic	86.0
AMO Math - ED	77.0

**Resources Available to Support the Goal** 2

- After School Enrichment Class utilizing STUDY ISLAND Math.
- Intensive Math Class with Khan Academy supplement.
- Springboard
- TI Nspires calculators
- Net books and Chrome books
- Class room of Tomorrow

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G6.** 8

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

**Person Responsible**

Steve Smith

**Schedule**

On 5/29/2015

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** By the year 2015 there will be a decrease in student write ups/detentions by 10%. **1**

 G050733

**G1.B1** Consistency in implementation **2**

 B127162

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

 S139200

### Strategy Rationale

#### Action Step 1 **5**

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

#### Person Responsible

Michelle Sooklal

#### Schedule

On 5/29/2015

#### Evidence of Completion

Successful completion of Professional Development courses.

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

Teachers will be provided notifications of Sarasota County Professional Development courses

**Person Responsible**

Michelle Sooklal

**Schedule**

On 5/29/2015

***Evidence of Completion***

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

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

Implementation of RTI strategies

**Person Responsible**

Michelle Sooklal

**Schedule**

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

***Evidence of Completion***

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



**G3.** The current suspension rate for students who receive referrals that lead to suspensions is below 10%. By the year 2015 SKY Academy will maintain or decrease the percentage. 1

G050177

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

B127105

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

S140964

### Strategy Rationale

#### Action Step 1 5

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

#### Person Responsible

Michelle Sooklal

#### Schedule

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

#### Evidence of Completion

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

Parent attendance and incentives to attend

#### Person Responsible

Michelle Sooklal

#### Schedule

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

#### Evidence of Completion

Student attendance records

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

Review of student attendance records

**Person Responsible**

Steve Smith

**Schedule**

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

**Evidence of Completion**

Increase in student attendance rate

**G4.** By the year 2015, Science Goal, there will be a minimum of a four percentage point increase for all student sub groups when less than 70% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) . 1

G048790

**G4.B1 Attendance 2**

B121830

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

S133778

**Strategy Rationale**

**Action Step 1 5**

Review and monitor student consecutive absence and tardy reports.

**Person Responsible**

Michelle Sooklal

**Schedule**

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

**Evidence of Completion**

Documentation of reports and referrals to SWLT

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

Monitor student tardy and attendance

**Person Responsible**

Michelle Sooklal

**Schedule**

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

**Evidence of Completion**

Student attendance data targeting students with 10 plus unexcused absences. School Wide Leadership Team meeting documentation of parent meetings and attendance plan.

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

Student attendance and tardiness

**Person Responsible**

Michelle Sooklal

**Schedule**

Every 6 Weeks, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

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

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

Student attendance and tardiness

**Person Responsible**

Michelle Sooklal

**Schedule**

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

**Evidence of Completion**

Improvement in student grades and classroom expectations.

**G5.** Students will meet their AMO goal in reading for the 2015 school year. 1

G046712

**G5.B1** Student attendance 2

B116010

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

S127702

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Michelle Sooklal

#### Schedule

Biweekly, from 9/2/2014 to 5/20/2015

#### Evidence of Completion

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

### Action Step 2 5

I Ready Training

#### Person Responsible

Steve Smith

#### Schedule

On 5/22/2014

#### Evidence of Completion

Successful completion of the webinar

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

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

**Person Responsible**

Michelle Sooklal

**Schedule**

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

***Evidence of Completion***

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

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

Teacher review of bi weekly progress reports and parent meetings.

**Person Responsible**

Michelle Sooklal

**Schedule**

On 5/29/2015

***Evidence of Completion***

Bi weekly progress reports/attendance records/ student gains

**G5.B2** Interruptions in technology access points. 2

B116011

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

S134285

**Strategy Rationale**

For seamless use of Remedial Technology based programs without interruption.

**Action Step 1** 5

To provide technology support for Academic Enrichment Classes

**Person Responsible**

Steve Smith

**Schedule**

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

**Evidence of Completion**

Student time on task can be monitored through progress monitoring reports

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

Weekly tech reports review

**Person Responsible**

Steve Smith

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Steve Smith


**Schedule**

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


**Evidence of Completion**

quarterly technology needs reports

**G5.B3 Transition to new standards and state assessments** 2

 B128846

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

 S140958

**Strategy Rationale**

**Action Step 1** 5

Provide Professional Development

**Person Responsible**

Steve Smith

**Schedule**

Monthly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

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

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

G038393

**G6.B1** Technology/network usage and support 2

B092095

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

S103017

**Strategy Rationale**

**Action Step 1** 5

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

**Person Responsible**

Steve Smith

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Steve Smith

**Schedule**

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

**Evidence of Completion**

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



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

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


**Person Responsible**

**Schedule**


***Evidence of Completion***

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

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

 B128849

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

 S140961

**Strategy Rationale**

**Action Step 1** 5

Attend Professional Development Training's for new Florida Assessments.

**Person Responsible**

Michelle Sooklal

**Schedule**

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

***Evidence of Completion***

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

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

**Person Responsible**

Michelle Sooklal

**Schedule**

On 5/29/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Steve Smith

**Schedule**

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

**Evidence of Completion**

Faculty ongoing observations; PLC/colloborative meeting reports

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.A1	Students will continue to make gains in all high stakes achievement tests related to Math.	Smith, Steve	9/2/2014	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/15/2015 quarterly
G5.B1.S1.A1	Students will attend After school Enrichment classes in Reading using I Ready, Study Island, and Kahn Academy technology programs.	Sooklal, Michelle	9/2/2014	Study Island bi- weekly student statistic and assignment data progress report.	5/20/2015 biweekly
G4.B1.S1.A1	Review and monitor student consecutive absence and tardy reports.	Sooklal, Michelle	8/25/2014	Documentation of reports and referrals to SWLT	5/29/2015 weekly
G5.B2.S1.A1	To provide technology support for Academic Enrichment Classes	Smith, Steve	8/25/2014	Student time on task can be monitored through progress monitoring reports	5/29/2015 weekly

**Sarasota - 0110 - Sky Academy Venice - 2014-15 SIP**  
*Sky Academy Venice*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Faculty will attend professional development classes for classroom management and response to intervention strategies.	Sooklal, Michelle	8/19/2014	Successful completion of Professional Development courses.	5/29/2015 one-time
G5.B3.S1.A1	Provide Professional Development	Smith, Steve	8/12/2014	Successful Completion of training's and student success on assessments.	5/29/2015 monthly
G6.B3.S1.A1	Attend Professional Development Training's for new Florida Assessments.	Sooklal, Michelle	8/18/2014		5/29/2015 monthly
G3.B1.S1.A1	Provide after school programs on school /academic success for parents to attend	Sooklal, Michelle	8/18/2014		5/29/2015 semiannually
G5.B1.S1.A2	I Ready Training	Smith, Steve	5/22/2014	Successful completion of the webinar	5/22/2014 one-time
G1.MA1	Data from SIS; School wide leadership meeting documentation and behavior plan documentation/data.	Sooklal, Michelle	8/18/2014	Scheduled meetings with the SWLT to review data and to monitor progress.	5/29/2015 quarterly
G1.B1.S1.MA1	Implementation of RTI strategies	Sooklal, Michelle	8/18/2014	Student discipline forms, plans and conference documentation and student data from SIS.	5/29/2015 weekly
G1.B1.S1.MA1	Teachers will be provided notifications of Sarasota County Professional Development courses	Sooklal, Michelle	8/19/2014	Successful completion of the course with certificate and /or professional development points.	5/29/2015 one-time
G3.B1.S1.MA1	Review of student attendance records	Smith, Steve	8/18/2014	Increase in student attendance rate	5/29/2015 quarterly
G3.B1.S1.MA1	Parent attendance and incentives to attend	Sooklal, Michelle	8/18/2014	Student attendance records	5/29/2015 semiannually
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	Student attendance and tardiness	Sooklal, Michelle	8/25/2014	SWLT documentation and data showing increase in attendance and decrease in tardiness.	5/29/2015 every-6-weeks
G4.B1.S1.MA3	Student attendance and tardiness	Sooklal, Michelle	8/25/2014	Improvement in student grades and classroom expectations.	5/29/2015 quarterly
G4.B1.S1.MA1	Monitor student tardy and attendance	Sooklal, Michelle	8/25/2014	Student attendance data targeting students with 10 plus unexcused absences. School Wide Leadership Team meeting documentation of parent meetings and attendance plan.	5/29/2015 weekly
G5.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	Teacher review of bi weekly progress reports and parent meetings.	Sooklal, Michelle	9/2/2014	Bi weekly progress reports/attendance records/ student gains	5/29/2015 one-time
G5.B1.S1.MA1	CLasses will be monitored by assigned teachers to track student attendance and weekly progress reports generated from Study Island, Reports include time on task and attendance.	Sooklal, Michelle	9/2/2014	quarterly assessment reports, parent contact/conference documentation and attendance monitoring sheets.	5/13/2015 quarterly
G5.B2.S1.MA1	Progress monitoring reports from Programs will be reviewed. Documentation will be kept and monitored for technology interruptions.	Smith, Steve	8/25/2014	quarterly technology needs reports	5/29/2015 quarterly
G5.B2.S1.MA1	Weekly tech reports review	Smith, Steve	8/25/2014	Data reports from Study Island, I Ready and Kahn Academy, showing student time on task.	5/29/2015 monthly
G6.MA1	Students will continue to make gains in all high stakes achievement tests related to Math.	Smith, Steve	9/2/2014	Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.	5/29/2015 one-time
G6.B1.S1.MA1	Students will continue to make gains in all high stakes achievement tests		Progress Monitoring	one-time	

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

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By the year 2015 there will be a decrease in student write ups/detentions by 10%.

**G1.B1** Consistency in implementation

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

### PD Opportunity 1

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

#### Facilitator

Michelle Sooklal

#### Participants

SKY Academy Faculty and staff

#### Schedule

On 5/29/2015

**G3.** The current suspension rate for students who receive referrals that lead to suspensions is below 10%. By the year 2015 SKY Academy will maintain or decrease the percentage.

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

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

### PD Opportunity 1

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

#### Facilitator

M Sooklal

#### Participants

SKY Academy Faculty

#### Schedule

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

**G4.** By the year 2015, Science Goal, there will be a minimum of a four percentage point increase for all student sub groups when less than 70% are currently demonstrating proficiency (across 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) .

**G4.B1** Attendance

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

**PD Opportunity 1**

Review and monitor student consecutive absence and tardy reports.

**Facilitator**

Michelle Sooklal

**Participants**

SKY Academy Faculty and staff

**Schedule**

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

**G5.** Students will meet their AMO goal in reading for the 2015 school year.

**G5.B1** Student attendance

**G5.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 9/2/2014 to 5/20/2015

**G5.B3** Transition to new standards and state assessments

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

**PD Opportunity 1**

Provide Professional Development

**Facilitator**

M Sooklal

**Participants**

SKY Academy Staff

**Schedule**

Monthly, from 8/12/2014 to 5/29/2015

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

**G6.B1** Technology/network usage and support

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

**PD Opportunity 1**

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

**Facilitator**

Michelle Sooklal

**Participants**

Sky Academy Faculty and staff

**Schedule**

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

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

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

**PD Opportunity 1**

Attend Professional Development Training's for new Florida Assessments.

**Facilitator**

M Sooklal

**Participants**

SKY Academy Staff

**Schedule**

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



## Technical Assistance Items

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

**G5.** Students will meet their AMO goal in reading for the 2015 school year.

### **G5.B1** Student attendance

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

#### **PD Opportunity 1**

I Ready Training

##### **Facilitator**

I Ready Instructor

##### **Participants**

SKY Academy Faculty

##### **Schedule**

On 5/22/2014

### **G5.B2** Interruptions in technology access points.

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

#### **PD Opportunity 1**

To provide technology support for Academic Enrichment Classes

##### **Facilitator**

Kim Grossenbacher

##### **Participants**

All Sky Faculty and staff

##### **Schedule**

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 5:</b> Students will meet their AMO goal in reading for the 2015 school year.	9,300
<b>Grand Total</b>	<b>9,300</b>

### Goal 5: Students will meet their AMO goal in reading for the 2015 school year.

Description	Source	Total
B1.S1.A1	Other	2,800
B1.S1.A2	General Fund	5,000
B2.S1.A1	General Fund	1,500
<b>Total Goal 5</b>		<b>9,300</b>