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## Sky Academy Venice

701 CENTER RD, Venice, FL 34285

www.skyatthey.com

### School Demographics

**School Type and Grades Served**

(per MSID File)

Middle School  
6-8

**2018-19 Title I School**

No

**2018-19 Economically Disadvantaged (FRL) Rate**

(As Reported on Survey 3)

30%

**Primary Service Type**

(per MSID File)

K-12 General Education

**Charter School**

Yes

**2018-19 Minority Rate**

(Reported as Non-white on Survey 2)

18%

### School Grades History

**Year  
Grade**

**2017-18**

A

**2016-17**

A

**2015-16**

A

**2014-15**

A\*

### School Board Approval

N/A

### SIP Authority

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>.

### 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. 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: School Information

### 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 Leadership Team

**Membership**

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

Name	Title
Smith, Steve	Principal

**Duties**

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

Principal is responsible for all observations/ evaluations. Principal works closely with Team Leaders on best practice and professional development opportunities.

### Early Warning Systems

**Year 2017-18**

**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	25	13	12	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	3	5	11	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	3	4	4	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	16	9	7	0	0	0	0	32

**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	3	2	3	0	0	0	0	8

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	1	0	0	0	0	0	2

**Date this data was collected**

Monday 9/24/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	17	12	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	2	12	16	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	1	3	3	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	2	3	4	0	0	0	0	9

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

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

**Year 2016-17 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	17	12	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	2	12	16	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	1	3	3	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	2	3	4	0	0	0	0	9

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

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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

8TH GRADE MATH PERFORMED LOWEST THIS SCHOOL YEAR. WE COULD SEE A TREND AS WE CONTINUE TO PUSH 8TH GRADE STUDENT INTO ADV CLASSES THE REMAINING STUDENTS IN REGULAR 8TH GRADE MATH ARE OUR LOWER PERFORMING STUDENTS.

#### Which data component showed the greatest decline from prior year?

8TH GRADE MATH

#### Which data component had the biggest gap when compared to the state average?

We are above the state average in all categories. We are 23% higher in 6th grade math. In 8th grade regular math we are only 1% above.

#### Which data component showed the most improvement? Is this a trend?

We went up 7% in 7th grade math. I think this will continue to be a trend as all 7th grade students are taking the 7th grade FSA math test.

#### Describe the actions or changes that led to the improvement in this area

We believe it is due to quality instruction and all 7th grade students taking the 7th grade FSA.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	64%	63%	53%	68%	62%	52%
ELA Learning Gains	64%	57%	54%	70%	59%	54%
ELA Lowest 25th Percentile	61%	48%	47%	70%	47%	44%
Math Achievement	73%	74%	58%	81%	71%	56%
Math Learning Gains	65%	67%	57%	66%	66%	57%
Math Lowest 25th Percentile	63%	61%	51%	57%	55%	50%
Science Achievement	70%	62%	52%	67%	59%	50%
Social Studies Achievement	89%	78%	72%	0%	91%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	25 (3)	13 (17)	12 (12)	50 (32)
One or more suspensions	3 (2)	5 (12)	11 (16)	19 (30)
Course failure in ELA or Math	3 (1)	4 (3)	4 (3)	11 (7)
Level 1 on statewide assessment	16 (2)	9 (3)	7 (4)	32 (9)

#### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	50%	63%	-13%	52%	-2%
	2017	63%	65%	-2%	52%	11%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2018	60%	62%	-2%	51%	9%
	2017	62%	64%	-2%	52%	10%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
08	2018	76%	70%	6%	58%	18%
	2017	78%	65%	13%	55%	23%
Same Grade Comparison		-2%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	75%	66%	9%	52%	23%
	2017	83%	66%	17%	51%	32%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2018	76%	73%	3%	54%	22%
	2017	69%	54%	15%	53%	16%
Same Grade Comparison		7%				
Cohort Comparison		-7%				
08	2018	46%	63%	-17%	45%	1%
	2017	78%	75%	3%	46%	32%
Same Grade Comparison		-32%				
Cohort Comparison		-23%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	88%	80%	8%	71%	17%
2017					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	97%	77%	20%	62%	35%
2017	100%	71%	29%	60%	40%
Compare		-3%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017	0%	70%	-70%	53%	-53%

### Subgroup Data

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
WHT	65	64	60	73	64	59	71	90	57		
HSP	53	64		64	69						
SWD	31	56		31	56	60					
FRL	41	55	71	70	74	91					

<b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
WHT	70	72	69	81	66	60	68		51		
HSP	56	67		82	65						
MUL	69	73		85	82						
SWD	29	62	73	57	62	67					



2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	50	59	64	79	61		73		50		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Increase 8th grade FSA math scores

**Rationale** Due to the decrease in the percent of students who are showing proficiency on the the 8th grade math FSA.

**Intended Outcome** By the year 2019 there will be a minimum increase of 10% of 8th grade students showing proficiency on 8th grade Math FSA test.

**Point Person** Steve Smith (steve.smith@sarasotacountyschools.net)

##### Action Step

**Description** All students who scored a Level I or II will attend our Academic Enrichment Program on M,T,W from 2:45-3:330 to work on I ready and Study island to work on areas of deficiency. Students who continue to struggle with grade level material will be in an intensive math setting. Additionally students who continue to struggle will have be able to work with a one on one tutor in our after school program to gain a better grasp of math concepts.

**Person Responsible** Steve Smith (steve.smith@sarasotacountyschools.net)

##### Plan to Monitor Effectiveness

**Description** Teachers will continue to progress monitor with benchmark testing and classroom assessments. Progress in AEP will be monitored and reported to students and parents on regular basis.

**Person Responsible** Steve Smith (steve.smith@sarasotacountyschools.net)

**Activity #2**

**Title** Increase 6th grade FSA ELA scores  
**Rationale** Due to the decline of students performing on grade level in 6th grade ELA.  
**Intended Outcome** By the year 2019 there will be a 10% increase in the number of 6th grade students performing on grade level on the FSA ELA test.  
**Point Person** Steve Smith (steve.smith@sarasotacountyschools.net)

Action Step

**Description** Students who scored a level I or II will be put into an intensive reading reading class along with their ELA class . All students will also attend our Academic Enrichment Program on M,T,W, from 2:45-3:30 to work on I ready and Study Island and receive remediation in areas of deficiency. Students who continue to struggle will be provided one on one tutoring to increase reading fluency.  
**Person Responsible** Steve Smith (steve.smith@sarasotacountyschools.net)

Plan to Monitor Effectiveness

**Description** Teachers will monitor in ELA/ Intensive reading class with teacher assessments and benchmark assessments.. Students growth performance will also be monitored in our AEP program and conveyed to student and parent.  
**Person Responsible** Steve Smith (steve.smith@sarasotacountyschools.net)

**Activity #3**

**Title** Increase Learning Gains with our SWD population  
**Rationale** Based on school data of 56% of our students in ELA and 60% in Math showing learning gains.  
**Intended Outcome** SWD will increase learning gains on ELA and Math FSA by 5% points in each area.  
**Point Person** Steve Smith (steve.smith@sarasotacountyschools.net)

Action Step

**Description** Students will have additional push in and pull out services as needed in ELA and Math classes. In addition to push in and pull out students will also be part of our Academic Enrichment Program on M,T,W, from 2:45-3:30. We will increase our implementation of nonfiction high interest materials with students in all classes. Add mentor and mentee program for students to check in with and discuss goals, growth points for students.  
**Person Responsible** Steve Smith (steve.smith@sarasotacountyschools.net)

Plan to Monitor Effectiveness

**Description** Teachers will monitor growth in all subject areas and collaborate for student success. ESE liaison will meet weekly with students to discuss academic goals. Students will be given updated growth monitoring scores throughout classes and AEP program.  
**Person Responsible** Steve Smith (steve.smith@sarasotacountyschools.net)

#### Activity #4

<b>Title</b>	Decrease the amount of students with less than 90% attendance
<b>Rationale</b>	Due to the amount of students who attended less than 90% of the school days. We want to decrease the amount of students who are out that frequently.
<b>Intended Outcome</b>	By the year 2019 we will see the amount of students who have "attendance concerns" (less than 90% attendance) decrease by at least 10%.
<b>Point Person</b>	Steve Smith (steve.smith@sarasotacountyschools.net)

#### Action Step

<b>Description</b>	All students have been given an adult mentor on campus this year to help monitor attendance, behavior and academic progress. The parents of students who miss three days in a quarter will be contacted by the students mentor and asked to have a meeting. Information will be given to parents monthly in the newsletter about the importance of attendance. Students who have perfect attendance each quarter will be recognized and rewarded on a quarterly basis.
<b>Person Responsible</b>	Steve Smith (steve.smith@sarasotacountyschools.net)

#### Plan to Monitor Effectiveness

<b>Description</b>	We will review attendance weekly to find trends and concerns in each grade level. Mid year and end of the year surveys will be sent to parents assessing mentor/ parent communication.
<b>Person Responsible</b>	Steve Smith (steve.smith@sarasotacountyschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

- SKY parents volunteer minimum 10 hours throughout the course of one school year.
- Parents on School Advisory Committee.
- SKY Family monthly family events: open houses, orientations, luncheons, dinners, sporting events, social events, academic events and conferences.
- Parent communications via bi-weekly email; blackboard connect; Remind 101, myschoolway, newsletters, weekly reminders/information/updates from the Administration and Staff.
- Family Workshops addressing technology/health/nutrition/executive function strategies
- School Wide Leadership Team parent conferences

- School website
- Teacher communications

### **PFEP Link**

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

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

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

When necessary we provide families with outside school support agencies (SEDNET).

Sky Academy has "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team

provides teachers with instructional strategies and interventions that teachers deliver to students in

varying intensities (multiple tiers) based on student need. Our staff generate parent meetings and follow up procedures for all pupil services and recommendations.

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

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

All staff are trained in child abuse and reporting.

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

-6,7,8th grade Open House

-6,7,8th grade Orientations

-Registration and Application Process

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

-8th grade schedule requests from perspective high schools

-6,7,8th grade individual student meetings to discuss career readiness/planning

we provide a variety of speakers in science, engineering, technology, math, and the arts.

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

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

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

**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.

<b>Part V: Budget</b>	
<b>Total:</b>	<b>\$4,276.27</b>