

Skyline School Site Strategic Action Plan 2011-2012

Skyline School
ACTION PLAN

Goal 1: Students' unique learning needs and academic achievement levels will be met in English/Language Arts through differentiated instruction with best practices and teaching methodologies.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Expenditure/Source	Evidence of Implementation
1.1	<p>Increase the achievement of all students and close the achievement gap in English/Language Arts.</p> <p>Current Year Focus Goal: Increase the academic achievement level of all underperforming subgroups, including Hispanic/Latino, SES, EL and Students with Disability</p>	<p>89% of students were proficient or advanced in ELA on the CST in Spring 2011.</p> <p>70% of students met their growth targets in reading on the MAP in Spring 2011.</p>	<p>92% of students will be proficient or advanced in ELA on the CST in Spring 2012.</p> <p>75% of students will meet their growth targets in reading on the MAP in Spring 2012.</p>			
1.1.1	<p>Implement Macmillan McGraw Hill's Treasures English language arts curriculum with fidelity</p> <ul style="list-style-type: none"> Continue to use the yearlong curriculum plan that follows the scope and sequence of the Macmillan, McGraw-Hill Reading/Language Arts program, differentiating instruction to support the needs of all students (e.g., students performing below proficiency level, GATE students) and extending the learning opportunities for GATE and high achieving students Maintain universal access times for Reading/Language Arts Identify and use supplementary literature for independent practice of skills and strategies identified in the scope and sequence. Maintain a balance of fiction and non-fiction (50%). 	<p>49% of EL students were proficient or advanced in ELA on the CST in Spring 2011.</p> <p>60.5% of socioeconomically disadvantaged students were proficient or advanced in ELA on the CST in Spring 2010.</p> <p>61% of Hispanic/Latino students were proficient or advanced in ELA on the CST in Spring 2011.</p>	<p>55% of EL students will be proficient or advanced in ELA on the CST in Spring 2012.</p> <p>65% of socioeconomically disadvantaged students will be proficient or advanced in ELA on the CST in Spring 2012.</p> <p>65% of Hispanic/Latino students will be proficient or advanced in ELA on the CST in Spring 2012.</p>	2011-2012	\$15,000	<p>Grade-level curriculum plans, Reading/Language Arts schedule, Purchase of supplementary novels, Classroom observation</p>
1.1.2	<p>Schedule grade-level collaborative learning and planning meetings to monitor individual student progress</p> <ul style="list-style-type: none"> Conduct three grade-level planning meetings during the 2011-12 school year (Fall/Winter/Spring) to review and analyze assessment data (CST, MAP, classroom assessments), identify students to be placed in reading intervention programs and monitor and track progress of at-risk students Weekly grade-level meetings focusing on student learning, reviewing student assessments, monitoring progress of at-risk students. 	<p>73% of students with disabilities were proficient or advanced in ELA on the CST in Spring 2011.</p>	<p>75% of students with disabilities will be proficient or advanced in ELA on the CST in Spring 2012.</p>	2011-12		<p>MAP/CST/Treasures assessments (e.g., weekly, unit benchmark)</p>
	Maintain Response to Instruction (RtI) framework for					

1.1.3	Reading/Language Arts to provide support and intervention for underperforming students (Read 180, Learning Center, general education classroom)			2011-12	\$108,564	Intervention Schedules, data collection (SRI, MAP, benchmark assessments)
1.1.4	Maintain English Language Development (ELD) for English Learner students to support access to the core curriculum and to support the development of English language skills.			2011-12	\$92,675	CELDT, ELD unit assessments
1.1.5	Provide cohesive, consistent, reliable assessments that support progress monitoring for all students (e.g., ELA unit tests, benchmark assessments, MAP, etc.)			2011-12		MAP, Treasures assessments, benchmark assessments
1.1.6	Utilize research-based instructional strategies (GLAD, ELD/SDAIE, essential elements of instruction. etc.) that positively impact the learning of students including English learners, special needs students, GATE students.			2011-12		Classroom observations
1.1.7	Continue to provide research-based staff development focused on planning and implementing standards-based curriculum, instruction and assessment for English/Language Arts.			2011-12		Staff meeting agendas, sign-in sheets, district staff development agendas
1.1.8	Maintain goal setting for Reading/Language Arts for individual students, class and grade levels.			2011-12		SMART goals for students, class and grade levels
1.2.1	Integrate the Columbia University's Writing Project (K-6) with Macmillan McGraw Hill English/Language Arts program <ul style="list-style-type: none"> Develop writing calendar (grades K-6) Grade-level meetings to share instructional ideas/strategies student work 	81% of K-6 students were proficient or advanced in writing on the district writing prompt in Spring 2011.	85% of K-6 students will be proficient or advanced on the district writing prompt in Spring 2012.	2011-12		Spring district writing prompts, Grade-level writing samples

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Goal 2: Students' unique learning needs and academic achievement levels will be met in mathematics through differentiated instruction with best practices and teaching methodologies.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Expenditure/Source	Evidence of Implementation
2.1	<p>Increase the achievement of all students and close the achievement gap in mathematics.</p> <p>Current Year Focus Goal: Increase the academic achievement level of all underperforming subgroups, including Hispanic/Latino, SES, EL and Students with Disability.</p>	<p>84% of students were proficient or advanced in math on the CST in Spring 2011.</p> <p>72% of students met their growth targets in math on the MAP in Spring 2011.</p>	<p>87% of students will be proficient or advanced in Math on the CST in Spring 2012.</p> <p>75% of students will meet their growth targets in math on the MAP in Spring 2012.</p>			
2.1.1	<p>Implement a consistent, comprehensive plan to ensure student academic success in Mathematics through curriculum, instruction and assessment.</p> <ul style="list-style-type: none"> • Use of district-adopted Harcourt Brace mathematics curriculum, as well as differentiating instruction to support the needs of all students (e.g., students performing below proficiency level, GATE identified students) and extending the learning opportunities for GATE and high achieving students • Use of additional math resources to support mathematical thinking (e.g., Cathy Fosnot, Math Olympiad, Teaching Math Through Problem Solving, Marcy Cook-math tiles, etc.) 	<p>47% of EL students were proficient or advanced in math on the CST in Spring 2011.</p> <p>50% of socioeconomically disadvantaged students were proficient or advanced in math on the CST in Spring 2011.</p>	<p>54% of EL students will be proficient or advanced in math on the CST in Spring 2012.</p> <p>57% of socioeconomically disadvantaged students will be proficient or advanced in math on the CST in Spring 2012.</p>	2011-2012		CST/MAP Data/Harcourt Brace unit assessments
2.1.2	<p>Schedule grade-level collaborative learning and planning meetings to monitor individual student progress</p> <ul style="list-style-type: none"> • Conduct three grade-level planning meetings during the 2011-12 school year (Fall/Winter/Spring) to review and analyze assessment data (CST, MAP, classroom assessments) to identify students to be placed in math support programs (before and after school) and monitor and track progress of at-risk students • Weekly-grade level meetings focusing on student learning, reviewing student assessments, monitoring progress of at-risk students. 	<p>49.4% of Hispanic/Latino students were proficient or advanced in math on the CST in Spring 2011.</p> <p>61% of students with disabilities were proficient or advanced in math on the CST in Spring 2011.</p>	<p>56% of Hispanic/Latino students will be proficient or advanced in math on the CST in Spring 2012.</p> <p>65% of students with disabilities will be proficient or advanced in math on the CST in Spring 2012.</p>	2011-12		MAP/CST/math assessments (e.g., weekly, unit assessments)

2.1.3	Utilize software/web-based programs (DreamBox - Grades K-2; FASTT Math – Grades 2-6; Compass Learning – Grades 2-6) to support learning for all students (i.e., number sense, automaticity of math facts, math reasoning).			2011-12		Student data collected from software/web-based programs
2.1.4	Utilize research-based instructional strategies (GLAD, ELD/SDAIE, essential elements of instruction. etc.) that positively impact the learning of all students including English Learners, special needs students, GATE students.			2011-12		Classroom Observation, academic vocabulary/strategies posted on classroom walls
2.1.5	Continue to provide research-based staff development focused on planning and implementing standards-based curriculum, instruction and assessment for mathematics.			2011-12		Staff meeting agendas, sign-in sheets, district staff development agendas
2.1.6	Maintain goal setting for mathematics for individual students, class and grade levels.			2011-12		SMART goals for students, class and grade levels

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Goal 3: To provide a safe and healthy environment that promotes respect, diversity and supports the social/emotional growth of all students.

Step No.	Action Plan	Our Reality	Student Impact	Timeline	Funding	Evidence of Implementation
3.1	Increase the percentage of students who feel safe at school. Current Year Focus Goal: Staff will implement a character education and bully prevention program that strengthens character and promotes healthy and safe behavior.	On the 2010-11 student bully survey, 60% of students reported that they had not been bullied at school	On the 2011-12 student bully survey, 75% of students will report that they feel safe at Skyline School and have positively used strategies to deal with bully behavior			
3.1.1	Administer student and parent survey to evaluate the impact of character/climate education.			2011-12		Student/Parent survey results
3.1.2	Continue staff development (certificated and classified) focused on character education and bully prevention programs			2011-12		Staff meeting agenda & sign-in sheets
3.1.3	Ongoing implementation of Second Steps (K-2 & 6 th grade) and Steps to Respect (3-5 grade) anti-bullying programs and literature-based character education program.			2011-12		Activities and lessons observed in classrooms, school assemblies (The Bully Game), Skycast
3.1.4	Increase adult supervision during student lunch hours. <ul style="list-style-type: none"> • Wheel teachers to supervise wheel lunch • Ongoing training of playground supervisors • Lunchtime clubs sponsored by individual classroom teachers 			2011-12		Aide schedules, classified meeting agendas
3.1.5	Schedule two weekly Playground Partners days during student lunch hours to provide additional activities for students			2011-12	\$7200 (PTA & Foundation)	YMCA Parents as Partners training dates; list of participating parents
3.1.6	Schedule Ability Awareness Week to promote understanding and respect for individual differences			January 2012		Ability Awareness Week schedule
3.1.7	Increase home/school connection and parent education in the area of social/emotional development. <ul style="list-style-type: none"> • Articles in Skyline's <i>Wave</i> • Send home parent letters from Steps to Respect Program to share activities/skills being taught to students on a monthly basis • Schedule parenting classes that address social/emotional issues 			2011-12		Agendas, Parent Sign-in sheets