



School Year: **2023-2024**

# School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Skyline	37683876040455	September 5, 2023	October 12, 2023

## Purpose and Description

Briefly describe the purpose of this plan.

The purpose of this plan is to support Skyline School in meeting the academic and social-emotional needs of all students including unduplicated students and students with Individualized Education Plans (IEP).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Skyline School plans to meet ESSA requirements by aligning our site goals with the district LCAP goals. Through the development of a positive and welcoming learning environment where all students and adults feel they belong, Skyline provides standards-aligned instruction that fosters student, staff, family, and community engagement.

Our first goal is to have all students show progress toward standards mastery in academics as measured by student performance and summative assessments, meeting or exceeding standards as measured by both formative and summative assessments. Student metrics are monitored regularly and analyzed to ensure that student needs are being met. Ultimately, we aim to help our learners find their voice, share their gifts, and advance the world. We contribute to this shared outcome by providing high-quality classroom instruction, engaging students in their learning, and offering a high level of differentiated support.

This is in alignment with SBSD LCAP Goal #1: *All students will meet or exceed grade-level standards. Students will receive instruction that is aligned with the California State Standards and supported by inquiry-based, hands-on learning experiences and the effective use of technology.*

Our second goal is to ensure the social-emotional needs of all students are being met in order to establish a safe, inclusive, and positive school climate focused on social-emotional learning, mental wellness, and a strong sense of belonging as measured by student SEL screeners, staff/family climate surveys, and student interviews. This is in alignment with the SBSD LCAP Goal #2: *Foster a safe, purposeful environment that is conducive to teaching and learning, and provide the climate and culture for positive, professional, collegial collaboration and learning.*

Our school plan includes the following components:

- Professional learning and resources for our staff in English Language Arts, Math, and Social-Emotional Learning;
- Digital resources to help differentiate instruction, personalize learning, and monitor student progress towards standards;
- Targeted, flexible intervention groups utilizing evidence-based programs;
- Assessments to guide instruction (e.g. i-Ready and common grade level formative and summative assessments);
- Multi-tiered systems of support to identify students that may need additional targeted or intensive supports academically and/or social-emotionally;
- Schoolwide implementation of the Second Step digital SEL program;
- Semesterly student check-ins (SEL Universal Screener).

## Educational Partner(s) Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Transparent communication and exchange of information are key components of the success and continued growth at Skyline School. Data is shared and feedback is gathered through many educational partner groups, including the School Site Council (meets four times per year), certificated faculty and classified staff meetings, English Language Acquisition Committee (meets four times per year), Parent Teacher Association (meets monthly), Promoting Learner Growth (PLG) meetings (typically weekly) and student, staff, and family surveys. In addition, input from students and staff is gathered informally through classroom visits/observations, collaboration of Professional Learning Committees (PLC), Student Success Days, professional learning, and student interviews.

#### Surveys:

LCAP Survey: 3/27/23 - 4/14/23

Family Climate Survey: 3/6/23 - 3/17/23

Staff Climate Survey: 4/10/23 - 4/19/23

#### Student Screeners (Universal):

Social Emotional Student Screener: Fall, Winter 2023

#### Data Review (involves an analysis of academic, social-emotional, and school environment data)

Fall Student Success Days with Grade Level and Specialist teams: 10/11/23

Spring Student Success Days with Grade Level and Specialist teams: 3/20/24

Promoting Learner Growth (PLG): Wednesday afternoons, typically 2:30-3:30 p.m.

Faculty and Staff Meetings: Typically once per month for approximately 40 min.

ELAC Meetings: 10/5/23 and other meetings TBD

School Site Council Meetings: 9/5/23, 11/7/23, 3/19/24, 5/7/24

PTA General Meetings: 9/7/23, 10/5/23, 11/2/23, 12/7/23, 1/11/24, 2/1/24, 3/7/24, 4/11/24, 5/9/24

# Goals, Strategies, Expenditures, & Annual Review

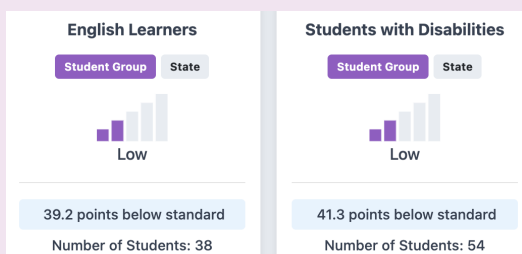
## Goal 1

To review and refine instruction to include tiered intervention systems and enrichment opportunities for Reading, Math, and English Language Development to ensure all learners are meeting or exceeding grade-level standards in all content areas. Students will consistently experience standards-aligned instruction through multiple modalities and an inquiry-based approach, resulting in the application of clear communication, critical thinking, and creative problem-solving.

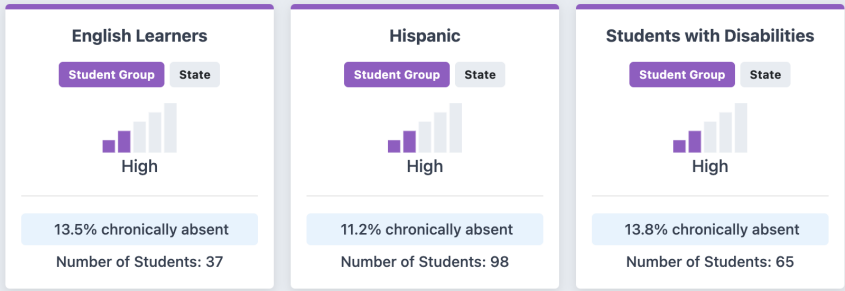
### Identified Need

Students of all abilities, ethnicities, learning styles, and socioeconomic backgrounds need academic programs and instruction that maximize their potential and advance their academic skills. Maximizing student achievement in English Language Arts and Math has been an ongoing goal at Skyline. Additionally, serving the needs of students who receive special education services and English Learners (EL) continues to be a priority, as well as providing a challenging curriculum to students who are excelling. Students who receive services as English Learners, as well as students who receive special education services, need ongoing tiered interventions relative to their specific academic needs.

Increasing math achievement, in particular, has been an ongoing goal at Skyline School. Based on student academic data, family, and staff input from climate surveys, math has been identified as an area of focus for all learners at varying performance levels. This is especially evident in an analysis of the 2023 CAASPP results where overall and by grade level math performance stood out as the greatest area of need for academic improvement. In addition, based on student performance on the Smarter Balanced Summative Assessment, English Learners and Students with Disabilities had the lowest performance, 39.2 points below standard and 41.3 points below standard respectively.

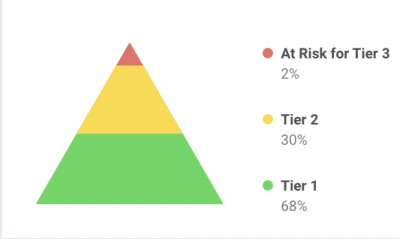
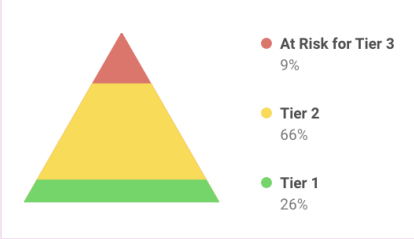


Additionally, based on the 2022 California State Dashboard, Chronic Absenteeism is an identified need at 5.9% of students (27/456) chronically absent. When exploring groups by performance level, it is recognized that 13.5% of English Learners (5/37 students), 11.2% of Hispanic (11/98 students), and 13.8% (9/65 students) of Students with Disabilities.

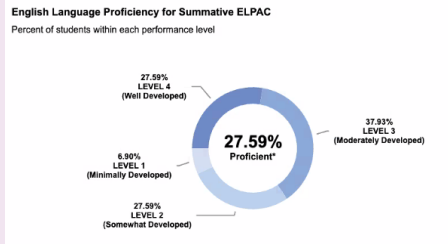


## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessments: 2023 CAASPP Assessment ELA (Grades 3-6)	<b>Spring 2023 CAASPP ELA</b> 83% of students met or exceeded ELA standards	<b>Spring 2024 CAASPP ELA</b> 87% of students will meet or exceed ELA standards
State Assessments: 2023 CAASPP Assessment Math (Grades 3-6)	<b>Spring 2023 CAASPP Math</b> 77% of students met or exceeded Math standards	<b>Spring 2024 CAASPP Math</b> 82% of students will meet or exceed Math standards
State Assessments: 2023 CAST Assessment (Science, 5th Grade Only)	<b>Spring 2023 CAST Assessment (5th Grade Only)</b> 70% of students met or exceeded CAST standards	<b>Spring 2024 CAST Assessment (5th Grade Only)</b> 75% of students met or exceeded CAST standards
Local Assessment 2023-24 i-Ready Assessments READING	<p><b>Spring 2023 (End of Year View)</b></p> <p><b>Fall 2023 (End of Year View)</b></p> <p><b>Winter 2024 (End of Year View)</b></p> <p><b>Spring 2024 (End of Year View)</b></p>	<p>On Winter 2024 i-Ready Reading Assessment - at least 65% of students will place at or above grade level (Tier 1, End of Year View)</p> <p>On Spring 2024 i-Ready Reading Assessment - increase by an additional 17% at or above grade level (Tier 1, End of Year View)</p> <p>End of 2023-2024 School Year i-Ready Reading Assessment - at least 82% of students will place at or above grade level in Reading (Tier 1, End of Year View) NOTE: Will not include 5th and 6th Grades)</p>

<p>Local Assessment 2023-24 i-Ready Assessments MATH</p>	<p><b>Spring 2023 (End of Year View)</b></p>  <p><b>Fall 2023 (End of Year View)</b></p>  <p><b>Winter 2024 (End of Year View)</b></p> <p><b>Spring 2024 (End of Year View)</b></p>	<p>On Winter 2024 i-Ready Math Assessment - at least 55% of students will place at or above grade level (Tier 1, End of Year View) On Spring 2024 i-Ready Math Assessment - increase by an additional 20% of students will place at or above grade level (Tier 1, End of Year View) NOTE: Will not include 5th and 6th Grades)</p> <p>End of 2023-2024 School Year i-Ready Math Assessment - 75% of students at or above grade level in Math (Tier 1, End of Year View) NOTE: Will not include 5th and 6th Grades)</p>
<p>2023 Family Climate Survey</p>	<p><i>“My child seems engaged and motivated by the curriculum and learning activities”</i></p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>● 90.5% Strongly Agree/Agree</li> <li>● 9.5% Strongly Disagree/Disagree</li> </ul>	<p>By Spring 2024, Family Climate Survey data will indicate that 95% of respondents or higher feel they Strongly Agree or Agree that their “...child seems engaged and motivated by the curriculum and learning activities”</p>
<p>2023 Family Climate Survey</p>	<p><i>“My child is supported in setting goals and monitoring progress towards them.”</i></p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>● 92.8% Strongly Agree/Agree</li> <li>● 7.2% Disagree/Strongly Disagree</li> </ul>	<p>By Spring 2024, Family Climate Survey data will indicate that 96% of respondents or higher feel they Strongly Agree or Agree that their “...child is supported in setting goals and monitoring progress towards them.”</p>
<p>State English Learner Assessment ELPAC Assessment</p>	<p>Below is the 2021-2022 ELPAC performance results for Skyline. The 2022-2023 ELPAC results have not been publicly released</p>	<p>Based on the ELPAC assessment in 2022-2023, English Learners at Skyline will make progress towards being</p>

at this time.



reclassified as Fluent English Proficient (RFEP) with the goal that no English Learner regresses a level and that there is a greater percentage of English Learners testing at Levels 3 and 4.

## Strategy/Activity

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

- Students will receive instruction that is aligned with the California State Standards (CSS) and supported by inquiry-based, hands-on learning experiences that have real-world applications, choice, and the effective use of technology.
- Students are encouraged and given opportunities to demonstrate their learning in multiple ways and across multiple modalities.
- Teachers will utilize data from standards-aligned assessments, both formal and informal, to support progress monitoring for all students.
- Utilize Student Success Days and monitor student progress at least each trimester to help target instructional needs and provide intervention(s) needed to support all students, continued implementation of i-Ready Learning Paths to support differentiated instruction.
- Implement Intensive Intervention Supports - Tier II: Utilize *Do The Math* intervention program; consider and make available intervention services to students who do not make expected progress toward achieving grade-level standards.
- Provide opportunities for students to be appropriately challenged and to target instruction/intervention to meet students' academic needs (e.g. individual and small group instruction).
- Engage all students in cognitively demanding tasks that foster conceptual understanding, critical thinking, flexible problem-solving, exploration, and discovery.
- Explore and investigate enrichment programs to support accelerated learners in mathematics.
- In Discovery Labs and general education classroom settings, students will engage in STREAM and Project Based Learning (PBL) opportunities which will continue to integrate research, mathematics, writing, and science.
- Improve school-wide practices in support of students with English Language Development (ELD) needs through a systematic approach to ELD instruction.
- Provide professional learning opportunities for teachers and other staff to collaborate, familiarize themselves with best practices, and monitor student performance results, both formative and summative.
- Provide professional learning opportunities and materials to support teachers of students with ELD needs.

- Cultivate student understanding and ways to emulate the SBSD Mission, Vision, and Promotion Profile Descriptors.
- Collectively work to infuse Diversity, Equity, and Inclusion (DEI) practices into everyday instruction including professional learning opportunities intended to examine current practice and curriculum to better understand and address bias and guide future instruction.
- Monitor the performance of students participating in intensive math intervention with the goal that each makes two to four years' worth of growth as a result of intensive Tier III intervention and collaboration with the general education classroom teacher.
- Intentional opportunities for grade-level and school-wide activities/projects that further promote student voice, agency, civic-mindedness, and real-life application.
- Provide tiered intervention services to students who do not make expected progress toward meeting grade-level standards and differentiate instruction for students who are exceeding the standards

- Improve school-wide practice in support of students with English Language Development needs by way of a thorough and systematic approach to ELD instruction.
- Teachers will engage all students in rigorous mathematics instruction and implement cognitively demanding tasks that foster conceptual understanding, critical thinking, problem-solving, exploration, and discovery in mathematics.
- Explore/investigate enrichment programs to support accelerated learners in mathematics and sciences.
- Teachers and staff will support students with organizational and study skills to prepare them for the next grade level and future success.
- To address Chronic Absenteeism where 5.9% (27/456) of students were identified as chronically absent based on the 2022 California State Dashboard, as well as 13.5% of English Learners (5/37 students), 11/2% of Hispanic (11/98 students), and 13.8% (9/65 students) of Students with Disabilities, Skyline will interview and partner with families to support daily attendance and better understand the challenges that have resulted in absenteeism.
- To address chronic absenteeism, schoolwide and by identified subgroups at-risk, the Skyline administration will increase communication about excused/unexcused absences and adhere to the SART/SARB process.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$4,000 Guest Teachers to support professional learning opportunities and training that are aligned to the SPSA	Skyline Site budget (23-24) Educator Effectiveness Funds
\$200 Extra Hours for Classified Staff to participate in Leadership Team meetings	Unrestricted State Lottery Budget
\$57,329 Intervention Staff (Title I funded)	Title I Budget SBSF

<p>\$300 Math materials and support for the math intervention program, as needed (Do the Math), Software Licenses</p> <p>\$400 IXL software licenses to support Tier 2 and 3 intervention and small group instruction</p> <p>\$300 Student Enrichment (e.g. Math Olympiad, Word Masters)</p> <p>\$300 - Read Naturally Licenses</p> <p>\$1,000 Student planners/agendas to support organizational and study-skill development</p>	PTA
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## Goal 2

To ensure that the social and emotional needs of all students are being met in order to establish a safe and positive school environment that is conducive to high-quality, purposeful teaching and learning, as well as promotes a belief of belonging and inclusiveness.

### Identified Need

For students to make academic gains, they must feel safe and supported in their learning environments. This requires a consistent and comprehensive support system when individual challenges arise. As such, students with social-emotional challenges need to be identified and afforded the proper support from trusted adults on campus.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gr K-2 SEL Screener	<p><b>“I work well with others.”</b> <b>(Relationship Skills)</b></p> <p><b>Fall 2022</b> Overall % correct 75 representing the lowest % correct of all screener questions</p> <p><b>Winter 2023</b> Overall % correct 78 representing the lowest % correct of all screener questions</p> <p><b>Winter 2024</b></p>	<p>Winter 2024, K-2 SEL Screener data will indicate that at least 85% of K-2 students respond correctly to the question, “I work well with others.”</p> <p>Winter 2024, K-2 SEL Screener data will indicate that at least</p>



	<p><b><i>“I know ways to calm myself down or pick myself up to get ready to learn.” (Self Management)</i></b></p> <p><b>Fall 2022</b> Overall % correct 83 representing the second lowest % correct of all screener questions</p> <p><b>Winter 2023</b> Overall % correct 81 representing the second lowest % correct of all screener questions</p> <p><b>Winter 2024</b></p>	<p>88% of K-2 students respond correctly to the question, <i>“I know ways to calm myself down or pick myself up to get ready to learn.”</i></p>
Gr 3-6 SEL Screener	<p><b><i>“I know ways to calm down when I am upset” and “I think about making responsible decisions before I act.”</i></b></p> <p><b>Fall 2022</b> Overall % correct 78.1 and 80.6 representing the lowest two % correct of all screener questions</p> <p><b>Winter 2023</b> Overall % correct 79.1 and 80.0 representing the lowest two % correct of all screener questions</p> <p><b>Winter 2024</b></p>	<p>Winter 2024, Gr 3-6 SEL Screener data will indicate a 88% or higher response to <i>“I know ways to calm down when I am upset” and “I think about making responsible decisions before I act.”</i></p>
California Healthy Kids Survey (CHKS)	<p>Baseline data from the 2019-2020 CHKS indicated that 75% of 5th-grade students and 77% of 6th-grade students reported having caring adults in school.</p>	<p>Based on CHKS results from the December 2023 administration, at least 82% of both 5th and 6th-grade students will report having caring adults in school.</p>
Staff Climate Survey	<p><b><i>“Our school-wide behavior plans are restorative/positive rather than punitive.”</i></b></p> <p><b>Spring 2023</b></p>	<p>Spring 2024 Staff Climate survey data will demonstrate that at least 96% of responses Strongly Agree/Agree that <i>“Our school-wide behavior plans are</i></p>

	<ul style="list-style-type: none"> <li>• 91.6% Strongly Agree/Agree</li> <li>• 9.4% Disagree/Strongly Disagree</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<i>restorative/positive rather than punitive.”</i>
Staff Climate Survey	<p><i>“Student bullying is a problem at our school.”</i></p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• 87.9% Strongly Disagree/Disagree</li> <li>• 12.1% Agree/Strongly Agree</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	Spring 2024 Staff Climate survey data will demonstrate that at least 94% of responses Strongly Disagree/Disagree that <i>“Student bullying is a problem at our school.”</i>
Staff Climate Survey	<p><i>“More time and attention needs to be devoted to improving student attendance.”</i></p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• 43.4% Strongly Agree/Agree</li> <li>• 56.6% Disagree/Strongly Disagree</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	Spring 2023 Staff Climate survey data will demonstrate that less than 30% of responses Strongly Agree/Agree that <i>“More time and attention needs to be devoted to improving student attendance.”</i>
Family Climate Survey	<p><i>“My child has opportunities at Skyline School to explore their interests and are given some degree of voice/choice in the teaching/learning process.”</i></p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• 86.4% Strongly Agree/Agree</li> </ul> <p><b>Spring 2024</b></p>	Spring 2024 Family Climate survey data will demonstrate that at least 93% of responses will <b>Strongly Agree/Agree</b> that their <i>“child has opportunities at Skyline School to explore their interests and are given some degree of voice/choice in the teaching/learning process.”</i>
Family Climate Survey	<p><i>“Students at Skyline learn about the importance of and practice being Civic-Minded* at school.”</i></p>	Spring 2024 Staff Climate survey data will demonstrate that at least 96% of responses Strongly

	<p><i>* civic-minded is defined as tending to do things that help your city or town and the people who live there.</i></p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>● 92% Strongly Agree/Agree</li> <li>● 8% Strongly Disagree/Disagree</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p>Agree/Agree that “Students at Skyline learn about the importance of and practice being Civic-Minded* at school.”</p>
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**Strategy/Activity**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Establish a safe, inclusive, and positive school climate focused on teaching social-emotional learning and supporting mental wellness.
- Utilize professional learning opportunities and Student Success Days to determine student SEL needs.
- Utilize the Universal SEL Screener (K-6) to inform decisions about curriculum, positive behavior and intervention, and support for students.
- Consistent implementation of *Second Step*, an evidence-based SEL program that is in alignment with district-adopted materials - Tier I SEL opportunities for all students.
- Provide an opportunity for all students and staff to participate in schoolwide theme weeks that promote belonging, connections, and kindness (e.g. Start with Hello Week, Hispanic Heritage Month, Red Ribbon Week, and Great Kindness Challenge).
- Provide professional learning for playground supervisors in Positive Behavior Intervention and Support (PBIS).
- Hold regular Wellness and SEL Team Meetings to monitor and respond to Tier I, Tier II, and Tier III student needs.
- Implementation of Tier I activities to support connectedness and belonging throughout the year (e.g. One Book, One School, and intentional strategies that connect staff to students and students to each other).
- Conduct student interviews at least three times per year to gather ongoing feedback to better assess students’ sense of belonging, thereby gathering student voices and supporting student agency.
- Utilize student focus group interview data to support the next steps in creating an inclusive, welcoming school community.

- Administration of climate surveys (students grades 5-6 (CHKS), staff and family)
- Provide parent education and information on SEL topics that are taught at school (including, “*Something you ‘Otter’ Know*” in weekly ParentSquare communications.
- Provide Home/School connection information, resources, and extensions to the *Second Step* classroom lessons by grade level.
- “Otter Note” public shoutouts whereby students can acknowledge peers and adults
- Continuation of the “Otters’ Den,” an alternative space during lunch recess where students can read, play games, do arts and crafts, etc.
- Further promote grade level and school-wide activities/lessons that foster student voice, goal-setting, a sense of belonging, and civic-mindedness (e.g. SBSD Student Promotion Profile).
- Introduction and implementation of the “Otter Way” Positive Behavioral Interventions & Supports, Peace Path conflict resolution method, and activities/lessons to promote student agency and identity.
- Development and utilization of Skyline’s Effective Schoolwide Environment Plan to support consistent responses to student behavior situations.
- Continue to provide Tier I exposure and instruction to CASEL competencies and Tier I SEL opportunities for all students based on SEL screener data and classroom needs.
- Explore opportunities for lunch clubs and structured play during recess to support peer socialization informed by students’ voices and involving parent/guardian volunteers.
- Explore and encourage opportunities for Civic-mindedness and Environmental Stewardship activities and projects through the garden program, Student Council, and Student Leadership/Voice.
- Explore and provide professional learning on de-escalation strategies and Positive Behavior Intervention Strategies (PBIS)/Restorative Practices to all staff.
- Explore and provide staff opportunities for professional learning in the area of culturally responsive education.
- Provide regular, ongoing communication with parents of students regarding attendance concerns.
- Conduct regular campus safety walks and provide professional learning opportunities for staff in emergency situations.
- Work to foster an environment based on the understanding and implementation of diversity/equity/inclusion and its impact on student learning and student connectedness to the whole of the school community. Explore teacher and staff’s current understanding of the impact of these elements on student development and strategies that foster diversity/equity/inclusion.
- Support communication and application of Student Promotion Profile Descriptors to further develop skills reflected in the global world.
- Provide leadership opportunities to students both inside and outside of the classroom and include students’ voices in school community building.
- Foster and grow civic-mindedness through project-based learning, service learning opportunities, and collaboration with educational partners.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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<p>\$2,000 - Visiting Teachers for Professional Learning, Student Assessment, Student Assessment, and Student Success Days</p> <p>\$500 - Conference Registration</p> <p>\$300 - Extra Hours for Classified Staff to participate in Promoting Learner Growth (PLG) Meetings</p> <p>\$5,000 Site license for the Second Step digital SEL program and Peace Path</p> <p>\$600 Materials for One Book, One School and SEL programs, Lunch Clubs, student leadership, and assemblies.</p> <p>TBD Enhancements to the school environment/campus to support Goal #2 (e.g. display cases, art installations)</p>	<p>Skyline Site Budget</p> <p>Skyline Unrestricted State Lottery Budget</p> <p>Title I Budget</p> <p>PTA</p> <p>Skyline Site Budget, PTA, fundraising efforts</p>
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## Annual Review

**SPSA Year Reviewed: 2022-2023**

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Skyline staff and educational partners engaged in an analysis of the actions and strategies from the 2022-23 SPSA. Strategies and actions that yielded desired results to support students in academic success, social-emotional well-being, sharing their voice, and advancing the sense of belonging at school were identified. Successful strategies have again been included and additional strategies were brainstormed to enhance the 2023-24 SPSA.

**Goal 1:** There was a strong implementation of strategies and activities for the 2022-23 school year. There was continued professional learning related to the i-Ready learning platform, ELA and math curriculum, and the development of common assessments to monitor student understanding. The staff reportedly found professional learning opportunities that were offered by the site and/or grade-level teams to be beneficial and effective in addressing student needs. Grade-level teams explored options for the implementation of Tier I, II, and III interventions. Various intervention models were explored collaboratively and student progress towards meeting expectations was monitored. Continued work in this area will continue into the 2023-24 school year. The results from i-Ready Diagnostic 3 were encouraging with some remarkable growth in grades K-4 (note that grades 5 and 6 do not take Diagnostic 3). The comparison results (End-of-Year View) between Diagnostic 2 and Diagnostic 3 for Math and Reading and other data are detailed below.

**READING:** \*i-Ready Diagnostic 2 compared to Diagnostic 3 (End of Year View)

\* Note that 25 6th graders in one class were given Diagnostic 3 and their results were slightly less favorable than grades K-4. Additionally, it is noted that while Grades K, 1, 2, and 4 all showed double-digit growth, Grade 3 had a decrease of 4%. We acknowledge that this i-Ready assessment was taken on the heels of the first CAASPP experience for Grade 3 students and it was shared that many students demonstrated test fatigue. We will continue to consider and address other possible reasons for this anomaly. We did reset a few tests due to rushing and one at the request of the student who plainly stated that he didn't give a best effort.

Eliminated the "At Risk for Tier 3" placement for K-4 students.

Overall, Tier 2 went from 54% to 30% and Tier 1 went from 44% to 69%. This is tremendous growth on this academic measure.

Grade K Overall Grade-level Placement increased from 60% to 84% (+24%)

Grade 1 Overall Grade-level Placement increased from 62% to 85% (+23%)

Grade 2 Overall Grade-level Placement increased from 58% to 75% (+17%)

Grade 3 Overall Grade-level Placement decreased from 61% to 57% (-4%)

Grade 4 Overall Grade-level Placement increased from 63% to 78% (+15%)

The following goals were included in the 2022-23 SPSA.

By Spring 2023 (End-of-Year View) 80% or higher of Skyline K-4 students will be on or above grade level in reading (Tier I) as measured by the final i-Ready diagnostic. The actual result on the final i-Ready diagnostic was 76% (missed goal by 4%). See data below.

By Spring 2023 (End-of-Year View) the percentage of K-4 students two or more grade levels below in Reading (Tier 3) will decrease by at least 50% as measured by the final i-Ready diagnostic. The actual result on the final i-Ready diagnostic schoolwide was 0%. This goal was reached and we are further encouraged that there were no students who were assessed on i-Ready Diagnostic 3 in Reading who were two or more grade levels below (Tier 3). See data below.

**Reading**

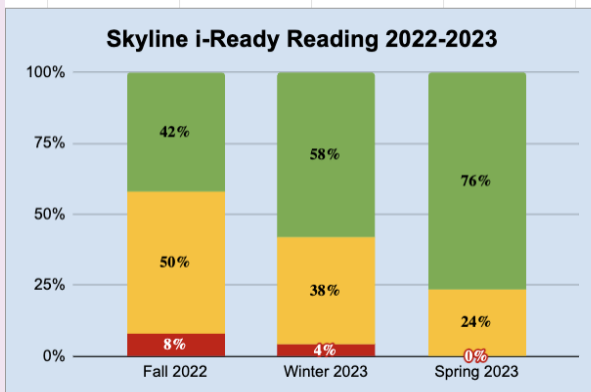
All Students

	Fall 2022	Winter 2023	Spring 2023
Red	8%	4%	0%
Yellow	50%	38%	24%
Green	42%	58%	76%

n=417, K-6

n=421, K-6

n=204, K-6



**MATH:** \*Diagnostic 2 compared to Diagnostic 3

\* Note that 26 6th graders in one class were given Diagnostic 3. It is encouraging to report that all grade levels K-4 showed growth, with Grades 1-4 students demonstrating double-digit growth between 24% to 37%.

Eliminated the “At Risk for Tier 3” placement for K-4 students.

Overall, Tier 2 went from 55% to 31% and Tier 1 went from 43% to 68%. This is tremendous growth in this academic measure.

Grade K Overall Grade-level Placement increased from 64% to 72% (+8%)

Grade 1 Overall Grade-level Placement increased from 38% to 75% (+37%)

Grade 2 Overall Grade-level Placement increased from 32% to 56% (+24%)

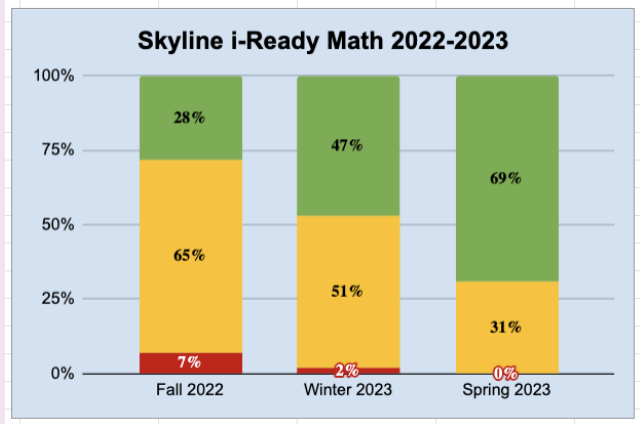
Grade 3 Overall Grade-level Placement increased from 33% to 67% (+34%)

Grade 4 Overall Grade-level Placement increased from 47% to 71% (+24%)

The following goal was included in the 2022-23 SPSA.

By Spring 2023 (Diagnostic 3 End-of-Year View) at least 75% of K-4 students will be at or above grade level in math. The actual result on the the final i-Ready math diagnostic schoolwide was that 69% of students were at or above grade level in math (missed goal by 6%). It is encouraging that there were no students who were assessed on i-Ready Diagnostic 3 in Math who were two or more grade levels below (Tier 3). See data below.

Math			
All Students			
	Fall 2022	Winter 2023	Spring 2023
Red	7%	2%	0%
Yellow	65%	51%	31%
Green	28%	47%	69%
	n=419, K-6	n=422, K-6	n=203, K-6



Further analysis suggests that primary grade students in Skyline’s Global Education (GE) program would benefit from a structured phonics program and more targeted intervention. We are prepared to integrate such a program for our K-2 students in 2023-24. The K-2 GE teachers have discussed how a

whole-group structured phonics approach would benefit students, particularly those who struggle with letter/sound correspondence. Such a program would require thoughtful small-group deployment as the GE classes are all multi-grade.

In terms of Reading, again, it is noted that while Grades K, 1, 2, and 4 all showed double-digit growth, Grade 3 had a decrease of 4%. In terms of Math, again, it is encouraging to report that all grade levels K-4 showed growth, with Grades 1-4 students demonstrating double-digit growth between 24% to 37%. Math will continue to be a focus of professional study and development. Small-group math instruction to remediate and accelerate will be critical. It is also noted that there were multiple comments made by parents in person and via surveys who would like to see more opportunities for students demonstrating proficiency to be further challenged. Compacting the curriculum and providing extensions for such students is something that must be considered.

The school's multi-tiered system of support for ELA continued to be refined. Multiple means of assessing the proficiency of grade-level literacy and math skills were administered, leading teachers to better determine individual/collective student academic needs. Through staff review of assessment data at Student Success Days and grade level PLCs, students in need of targeted intervention were identified. Interventions were implemented based on these identified student needs. Student progress was monitored to determine the effectiveness of interventions and to further differentiate instruction to maximize student success. While there was time and effort dedicated to infusing Diversity, Equity, and Inclusion (DEI) practices into the regular instructional program, more work is needed in this area. This will be addressed in the 2023-24 SPSA.

## **Goal 2:**

Skyline was committed to the implementation of the strategies and activities outlined in Goal 2. Based on data from thoughtfully, and in some cases, randomly selected student focus groups, students overwhelmingly shared that they feel safe and have a sense of belonging at Skyline School. Students overwhelmingly verbalized and otherwise reported that they have trusted adults at the school and feel a positive connection to the learning environment.

Teachers implemented the Second Step digital SEL program with greater fidelity than ever before, facilitated class meetings, engaged students in goal-setting and identity-building activities, and communicated what was being taught with families to create positive, brave spaces for students to thrive. There will not be any disruption to program access in 2023-24 as was the case in 2022-23. Skyline's SEL committee has revised the pacing guide, and at the beginning of the school year will ensure that expectations for completing lessons by unit are clear. Training and support offered by Second Step were made available but underutilized. We have already scheduled training and have teachers who have expressed a desire to be on a new Character Education committee that will include SEL and Second Step. Families were provided information about what was being taught per unit and ways that they could support/extend the learning at home. With a consistent emphasis on the CASEL competencies, all students received Tier I instruction through the Second Step curriculum led by the general education teachers. The School Counselor supported the establishment of a common language and strategies for SEL through scheduled classroom lessons.



One of Skyline's newest initiatives for students, The Otters' Den, by all accounts was a success. This welcoming space saw over 5,600 visitors walk through the doors in 2022-23! The Otters' Den provided an alternative recreational choice for more than 200 different Skyline students, K-6, during daily lunch recess. This allowed students to engage with over 20 different staff members who volunteered to supervise. The successful implementation of various lunch clubs also kept students involved. This increased the sense of student belonging with evidence of great appreciation by families. Campus beautification efforts, including the impressive redesign of the school garden, and the Skyline Student Council provided students an opportunity to participate in social and leadership activities such as morning announcements, assemblies, spirit days, welcoming visitors, serving as tour guides, and more.

Regularly scheduled certificated and classified staff meetings and professional growth opportunities supported the ongoing conversation for how best to support the social-emotional needs of students and appropriate steps to take when an adult is concerned about a student's well-being (SEL Flow Chart). Weekly site wellness and SEL committee meetings allowed staff to identify students and families in need of more support. This collaboration also helped identify areas of need for the schoolwide, grade-level, and classroom SEL program at Skyline. Representation of staff members (e.g. teachers, School Counselor, School Nurse, Health Tech., Instructional Assistants, Admin. Assist., Principal) allowed for a comprehensive review of the social-emotional well-being of students.

A review of the existing classroom and playground expectations and positive behavior intervention program was completed. This resulted in the development of a more thorough plan that outlines expected behaviors ("The OTTER Way") in all areas of the campus along with an Effective School Environment Plan to outline clear, consistent measures that can be taken when unexpected behaviors occur. This included appropriate and progressive restorative practices, corrective actions, and consequences. More work is being planned for 2023-24 to further refine, communicate, and implement The "OTTER Way" Expectations.

An annual safety walk involving law enforcement, the fire department, District leadership including Maintenance and Operation staff, the Plant Foreman, and the Principal was conducted in July 2022. Several safety measures were addressed as a result of this walk, including improved signage, line of sight, and installation of convex hallway security mirrors for greater visibility. Monthly safety walks with the Principal and Plant Foreman were conducted to check on the condition and operation of all gates and doors.

Data will be collected and reviewed on an ongoing basis throughout the 2023-24 school year and this section will be analyzed and updated for the 2024-25 SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional actions and strategies brainstormed by Skyline staff have been included in the 2023-24 SPSA, including community service learning opportunities inside and outside of school to grow civic-mindedness, additional lunch clubs to explore student passions and interests, and ongoing opportunities for expanding the degree of student choice around their learning, as well as being able to express their understanding, identity, and talents in multiple ways.

Data will be collected and reviewed on an ongoing basis throughout the 2023-24 school year and this section will be analyzed and updated for the 2024-25 SPSA.

## Budget Summary

### Budget Summary 2023-24

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 57,329
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 72,229