

Skyline School Strategic Plan 2017-2018

GOAL 1:	All students' unique learning needs will be met through rigorous, differentiated, and personalized instruction that is aligned to the California State Standards, utilizes research-based instructional practices, and prepares them for college and career readiness.
Related State Priorities:	Basic Services, Implementation of CCSS, Course Access, Student Achievement

Action No.	Action Plan <i>(subgroup if applicable)</i>	Identified Need and Metric	What Will Be Different or Improved for Students?	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
1.1	<p>Continue to support California State Standards (CSS) utilizing personalized learning and differentiated instructional practices that integrate technology and curricula across all subject areas.</p> <ul style="list-style-type: none"> Continue to support year-long scope and sequence with an emphasis on student production, personalization and cross-curricular integration. Use Professional Learning Community (PLC) time to focus on planning and sharing best practices/research-based instructional strategies to support the learning of all students Use district support (TOSAs) and district professional learning opportunities to support teacher growth with teachers focusing on one area of growth in the areas of literacy, math, content area integration, writing, science, etc. Continue to foster technology integration that supports the SAMR model and provide opportunities for students to practice life and career skills Collaboration with 6th grade teachers and Earl Warren and 4th grade teachers and Solana Vista 3rd grade teachers to align ELA and math programs Explore the opportunity to hire a Curriculum Resource Teacher (CRT) for the 2018-19 school year to support personalized student learning and curriculum integration 	<p>Instruction will be aligned with the CA Standards and will enhance levels of student achievement and engagement</p> <p>Increased curriculum integration to enhance real-world application</p> <p>There is a need to have a certificated teacher to support classroom teachers and students within the media center</p>	<p>Cross-curricular projects will be increased</p> <p>Deeper learning in all subject areas will be enhanced</p> <p>Empowered learning opportunities for all students</p>	2017-18	None	<ul style="list-style-type: none"> Classroom learning walks Staff meeting agendas Roster of attendance district professional learning days PLC meetings Student projects 	Instructional Services, Principal, teaching staff, TOSA; Discovery Lab instructors

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1.2	<p>California State Standards (CSS) will provide framework for instruction of mathematics</p> <ul style="list-style-type: none"> • The Mathematical Practices will guide the planning of instruction • Mathematical discourse will be used within classrooms to develop conceptual knowledge • Daily routines will be utilized (e.g. Number Talks) to provide meaningful and on-going practice with number sense and mathematical articulation • Use of daily learning objectives and essential questions written on the board and explicitly discussed with students • Data from multiple mathematical assessments will be used to guide teachers to make informed decisions for student learning • Utilization of real-world projects and software programs to enhance & extend learning opportunities (Front Row, Dreambox, Khan Academy, etc.) 	The State's assessment system (CAASPP) and district and classroom measures	Progress monitoring will ensure students make appropriate academic gains; students in need of additional support will be identified for intervention services.	2017-18	None	<ul style="list-style-type: none"> • Classroom learning walks • Learning objectives/essential questions written on board • Use of data to monitor student progress • Students who do not make expected progress will be identified and given appropriate intervention services 	Principal, staff, District TOSAs
1.3	<p>California State Standards (CSS) will provide framework for instruction of English/Language Arts</p> <ul style="list-style-type: none"> • Purchase supplemental reading materials that support skills required by CSS (literature novels, "Time for Kids," Newsela Pro, etc.) • Emphasis on academic language as well as integration of social studies and science content standards • Utilize best practices (i.e., strategies from Notice and Note, Stop and Jot, Daily Café/Daily 5, etc.) to support reading comprehension in grades 3-6 for fiction and nonfiction • Continue implementation of writer's workshop using Lucy Calkin's Units of Study • English/language arts assessments will be used to guide teachers to make informed decisions for student learning. 	The State's assessment system (CAASPP) and district and classroom measures	Progress monitoring will ensure students make appropriate academic gains; students in need of additional support will be identified for intervention services.	2017-18	Gen Fund \$5,000 PTA \$5,000	<ul style="list-style-type: none"> • Purchase of supplemental reading materials • Classroom learning walks • Learning objectives/essential questions written on board • Use of data to monitor student progress • Students who do not make expected progress will be identified and given appropriate intervention services 	Principal, staff, Skyline STREAM TOSA, Discovery Lab Instructors

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	<ul style="list-style-type: none"> Use of daily learning objectives and essential questions written on the board and explicitly discussed with students 						
1.4	<p>Continue to review student data for the purpose of monitoring and designing the best instructional programs to meet the unique needs of diverse student subgroups (i.e., English Learners, Economically Disadvantaged and Special Needs students)</p> <ul style="list-style-type: none"> Reading Intervention Program – Grades 4-6 utilizing Read 180 (grades 4-5) and Treasures (Grade 6) ELD services for English Learners to ensure students reclassify prior to exiting 6th grade Before school homework support for English Learner students Double dip reading for students in Grades 1-3 who are not proficient in reading Provide opportunities for math support for students performing below grade level expectancy, including small group instruction (with both push-in and pull-out support) Extended opportunities for high performing students Explore hiring a 3-hour instructional assistant to provide additional math support with focus on number sense and application 	<p>Many students identified in these subgroups scored lower on testing than other groups.</p> <p>There is a continued need to provide intervention opportunities for students who are not yet meeting standards and to provide students exceeding standards with additional learning opportunities.</p>	Students performing below and above grade level in ELA and math will get support and show academic growth	2017-18	Gen Fund	<ul style="list-style-type: none"> School, district and state assessment results Universal access times for reading Intervention schedules for reading and math programs Identification of English learner students who are reclassified Hiring of instructional assistant for math support 	Principal, teaching staff

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1.5	<p>Students will receive instruction aligned with the Next Generation Science Standards (NGSS) that is supported by an inquiry-based, hands-on learning experience supported by the effective use of technology</p> <ul style="list-style-type: none"> • Science instruction will be aligned to the NGSS and teachers will utilize materials and resources that are also aligned to NGSS • Skyline will continue to have a full-time certificated Teacher on Special Assignment (TOSA) for STREAM to support student instruction and learning • Skyline's STREAM TOSA to collaborate and plan with grade level teams (3 days) • Students in grades K-6 will collaborate and participate in STREAM projects with students from around the world whose schools have been chosen to participate in the Hewlett Packard/Microsoft <i>Reinvent the Classroom</i> grant • Deep Dive learning opportunities through the Discovery Labs during Parent Conference weeks • Support student participation at STEM-related conferences (CUE, Del Mar Maker Fair, etc.) to allow students the opportunity to present their STREAM projects to authentic audiences • Host STREAM Family Night in the Spring • Community members will be recruited to share their expertise in STREAM related fields 	<p>Effective implementation of the CA Standards and Next Generation Science Standards (NGSS) necessitate ongoing instructional planning and collaboration amongst all staff.</p>	<p>Students will develop proficiency/mastery of new science standards through meaningful instruction that is both engaging and rigorous.</p>	2016-18	\$25,000 SBSF for portion of Site STREAM TOSA position	<ul style="list-style-type: none"> • Observation from Learning Walks • Agendas and notes from grade level collaboration days • Discovery Lab Collaboration notes • Scheduled STREAM Family Nights • Student Projects • Discovery Lab Deep Dive brochure for Parent Conference Week 	Principal, teaching staff, Site STREAM TOSA; Discovery Lab instructors

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GOAL 2:	Student learning is fostered in a safe and purposeful environment that is conducive to teaching and learning and promotes a positive school culture, collegial collaboration social emotional development, parent partnerships and respect for diversity.
Related State Priorities:	School Climate, Parent Involvement, Student Engagement, Student Achievement

Action No.	Action Plan (<i>subgroup if applicable</i>)	Identified Need and Metric	What Will Be Different or Improved for Students?	Timeline	Funding	Evidence of Implementation	Person(s) Responsible
2.1	Utilize School Safety Procedures to ensure the safety of all students during morning drop off and afternoon dismissal as well as during the school day <ul style="list-style-type: none"> • Review and update procedures and protocols to ensure student safety before and after school at Skyline Village • Monthly drills to practice for fires, lockdown, and earthquake emergencies • Revise Comprehensive Safe School Plan • Communicate safety with community members through written/oral communications • Identify new safety protocols/procedures for the new Skyline campus 	In an ongoing effort to keep our school safe, we need to continue to follow our protocols and procedures that were created to ensure the safety of all our students	Based on parent, staff and student surveys at the end of the school year, 95% will report they feel safe and able to freely move throughout the campus during the school day	2017-18		Staff, student and parent surveys will be posted on Survey Monkey	Principal, Staff, Families
2.2	Continue to implement programs that develop social, emotional and physical safety <ul style="list-style-type: none"> • Conduct student (CHKS) and parent survey to gain input on Skyline’s social/emotional/safety/nutrition/health programs • Class meetings to be held weekly in all K-6 classrooms; all classrooms utilize Second Step program • School-wide assemblies to recognize and support students who demonstrate positive character traits • Character education program focusing on grit, empathy, zest, gratitude and self-control • Growth mindset and mindfulness lessons presented in classrooms • Mindfulness activities promoted during PE and during lunch • Individual, group counseling, and social skill groups to support social/emotional needs of students • Digital Citizenship, Cyberbullying and Internet Safety lessons for grades K-6 utilizing Common Sense Media resources • Zones of Regulation implemented in counseling sessions, as well as in K-4 classes 	There is a need to collect data on staff, student and parent perception of Skyline’s school climate, support for student learning and social/emotional growth, health and fitness and parental involvement	95% of staff, parents and students will report on a survey that they feel Skyline’s School climate is a safe and healthy environment and that programs are in place to support student learning, social/emotional growth, health and fitness and parental involvement	2015-18	Gen Fund	Teacher lesson plans, observation of class meetings; books purchased to support character education, Keynote presentations, Wellness Committee notes, List of student clubs; counseling schedule; Safe School Plan	Principal, Guidance Counselor, Teachers, Playground Supervisors, Attendance Clerk, Health Technician, School Nurse, School Psychologist and Speech Pathologist

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	<ul style="list-style-type: none"> • Skyline Wellness Committee to meet weekly to identify students with academic, social/emotional, attendance, and/or health concerns; information to be shared with Discovery Lab instructors, playground supervisors and intervention teachers • Ability Awareness infused into Skycast and Monday morning announcements • Bimonthly meetings with playground supervisors to discuss student behavior and ways to improve activities during recess 						

2.3	Continue to promote healthy choices and opportunities to encourage/enhance student health and fitness <ul style="list-style-type: none"> • Students to participate in physical fitness activities during scheduled PE times • Playground Partners, once a week • Funding of a 10-hour per week garden coordinator to provide opportunities for all students to work in the garden at Solana Highlands to learn about gardening, nutrition, cooking, and healthy choices and to provide cooking classes this year at Skyline Village to focus on nutrition and healthy choices • Promote district Child Nutrition Program through Skyline’s website and parent letters; students have opportunity to taste test new lunch items added to the menu • Students to have 25 minutes to eat lunch on a daily basis • Participation in Red Ribbon Week • Student birthday celebrations to be limited to non-food items 	There is a continued need to provide opportunities for students to make healthy choices and to have fitness opportunities	Based on a parent survey, 95% of Skyline parents will feel informed and feel informed about Skyline programs and instructional practices that support their students	2015-18	Sage Garden Grant (\$10,000) PTA Garden Support (\$10,000) PTA Playground Partner Support (\$3,000)	Playground Partners Schedule Garden Assistant Schedule PE Schedules Calendar of events for Red Ribbon Week (RRW) District Wellness Policy	Principal, Guidance Counselor, PTA, Garden Coordinator, Skyline Staff, Skyline Wellness Representatives, Sage Garden Representative
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2.4	<p>Continue to focus on home/school connection and provide parent education opportunities to support student academic and social/emotional growth</p> <ul style="list-style-type: none"> Weekly parent letters updated on Skyline’s website and through Mad Mimi International Festival held in Spring 2018 Parent participation on committees: ELAC, SSC, DELAC, PTA, District & Site Strategic Planning PTA sponsored parent education classes that focuses on anxiety in children, the use of social media, etc. 	There is a continued need to inform and involve Skyline parents to help support the academic/social development of all students	Based on a parent survey, 95% of Skyline parents will feel informed about Skyline programs and instructional practices that support their students	2017-18	PTA	Parent letters posted on Skyline website; Sign-in sheets, meeting minutes, Parent Education schedule	Principal, Guidance Counselor, Parents participating on PTA, ELAC, DELAC, SSC, District/Site Strategic Planning
2.5	<p>Skyline staff will have the opportunity to provide input to create flexible learning spaces in the newly rebuilt Skyline School</p> <ul style="list-style-type: none"> Identify the types of furniture, including moveable tables, cubbies and seating options, that are most appropriate for individual K-6 grade levels Identify the types of flexible spaces within the classroom that support student engagement and learning, including spaces to collaborate, create, showcase student work, etc. Provide input for flexible learning spaces within the media center, computer/technology room, and STREAM lab Investigate the possibility of having sound enhancement systems (SES) within the teaching classrooms to support the quality of teachers’ voices and to enhance the students’ acoustic accessibility to their teacher and peers 	There is a need to design flexible learning spaces that allows students more opportunities for collaboration and enhances their learning experiences and promotes subsequent academic progress	Students will have the opportunity to choose learning space within their flexible learning environment that best supports their learning	Spring 2018		Flexible learning spaces throughout the new Skyline campus that best support student engagement and learning	Principal, Skyline Staff, District Personnel