

Skyline School Strategic Plan 2016-2017

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 21st Century 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 differentiate the educational experience to effectively engage, appropriately challenge, and ensure mastery for every student, with a focus on personalized learning and integration of technology:</p> <ul style="list-style-type: none"> • Continue to support year-long scope and sequence for ELA and math, establishing an integrated approach with multiple content areas • 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 (TOSA's) 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. • Use data from state, district and classroom assessments to monitor individual student progress and drive instruction • 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 Calkins Units of Study 	<p>The rigors and expectations of California State Standards require us to provide instruction that enhances levels of student achievement and engagement. Teachers continue to deepen their knowledge, providing instructional strategies that are research-based and meaningful for student learning.</p>	<p>Instruction will be aligned with California State Standards and will enhance levels of students' achievement and engagement.</p>	2016-17	LCAP	Classroom learning walks; staff meeting agendas; roster of attendance district professional learning days	Principal Staff TOSA

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1.2	Continue to target and monitor intervention programs to meet the needs of all students in English Language Arts and Math with a focus on English Learners (EL), Economically Disadvantaged and Special Needs students <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 • Double dip reading students in Grades 2-3 who are not proficient in reading • Explore opportunities to provide before/after school math support for students in grades 4-5 • Before school homework support for EL's • After school math support for 6th grade • Utilization of software programs to enhance & extend learning opportunities (Front Row, Dreambox, Khan Academy, Zearn, Newsela, Readworks, Razz Kids, Brain Pop, etc.) 	There is a continued need to provide intervention opportunities for students who are not yet meeting standards and provide students exceeding standards with additional challenges.	Instruction will be aligned with California State Standards and will enhance levels of students' achievement and engagement.	2016-17	LCAP	Review of school, district and state assessments; Universal access times for reading; intervention schedules for before and after school support programs; student sign-in sheets; utilization of software programs: Front Row, Imagine Learning (4 th grade), Dream Box, Zearn (2-4 grade), Khan Academy	Principal Staff District TOSAs
1.3	STREAM (Science, Technology, Research, Engineering, Art and Math) opportunities will continue to be provided that build connections to the community and create an authentic audience for students to share real-world problems. <ul style="list-style-type: none"> • Skyline's STREAM TOSA to continue to collaborate with grade levels to support the integration of STREAM activities into the classroom • 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 • Support student participation at STEM-related conferences (CUE, STEM Symposium, Del Mar Maker Fair, etc.) to allow students the opportunity to present their STREAM projects to authentic audiences 	Increased exposure to Next Generation Science Standards (NGSS) aligned to STREAM topics in the Discovery Lab and classrooms.	Meaningful, engaging opportunities for students to create student projects, both in the STREAM lab and classroom, that demonstrates their understanding of the Next Generation Science Standards (NGSS) ,	2016-17	LCAP SBSF - \$25,000	Discovery Lab team meeting agendas; Student work projects; Lunch-time clubs; flyers for STREAM Family Night; Communication on Skyline Webpage; parent newsletters	Principal Staff Skyline STREAM TOSA Discover Lab Instructors

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1.3	<ul style="list-style-type: none"> • Host STREAM Family Nights • Organize a Career Day to have community members share their expertise in STREAM related fields 						
1.4	Continue to implement Next Generation Science Standards (NGSS) <ul style="list-style-type: none"> • Continue to develop NGSS curriculum for K-6 students • STREAM TOSA to collaborate with classroom teachers to develop hands-on activities and to collect materials to be used within the classroom • Use staff/grade level PLC meetings to discuss, collaborate, and give examples of implementation • Continue to build student interest and curiosity in science through school communications, assemblies, parent involvement, and extra-curricular activities 	Effective implementation of the CA Standards and Next Generation Science Standards necessitate ongoing instructional planning and collaboration amongst all staff.	Students will develop proficiency/mastery of new science standards through meaningful instruction that is both engaging and rigorous.	2016-18	LCAP	Observation from Learning Walks	Principal Staff Site STREAM TOSA

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GOAL 2:	To support student learning by fostering a safe and positive school culture and learning environment that promotes the development of life and career skills for our students and supports the social/emotional well-being and respect for diversity for all students, staff and parents.
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	Continue to 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 • Monthly drills to practice for fires, lockdown, and earthquake emergencies • Complete annual Comprehensive Safety Drill • Communicate safety with community members through written/oral communications 	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	2016-17	LCAP	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"> • Second Step lessons and class meetings to be held weekly in all K-6 classrooms • Literature-based character education program focusing on sportsmanship, empathy and perseverance • Growth mindset lessons presented in classrooms • 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 • Bully protocol consistently followed when student and/or parent reports incident • Update on Safe School Plan that integrates best practices of a bullying intervention plan • 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 Week 	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	2015-17	LCAP	Teacher lesson plans, observation of Second Step lessons; books purchased to support character education, Keynote presentations, Wellness Committee notes, List of student clubs; counseling schedule; Safe School Plan, Ability Awareness Schedule of Events	Principal, Guidance Counselor, Teachers, Playground Supervisors, Attendance Clerk, Health Technician, School Nurse, School Psychologist

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	<ul style="list-style-type: none"> 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"> Fast Feet Program for grades 1-4 Students to participate in physical fitness activities during scheduled PE times Lunchtime intramurals (flag football in the Fall and soccer and basketball in the Spring) Playground Partners, once a week Funding of a 15-hour per week garden coordinator to provide opportunities for all students to work in the garden throughout the school year and learn about gardening, nutrition, cooking, and healthy choices Students to have 25-30 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	2015-17	LCAP Sage Garden Grant (\$10,000) PTA (\$8,000)	Fast Feet Schedule Playground Partners Schedule Garden Assistant Schedule Calendar of events for Red Ribbon Week (RRW, Ability Awareness Week) District Wellness Policy	Principal, Guidance Counselor, PTA, Garden Coordinator, Skyline Staff, Skyline Wellness Representatives, Sage Garden Representative
2.4	Continue to focus on home/school connection and provide parent education opportunities to support student academic and social/emotional growth <ul style="list-style-type: none"> Weekly parent letters updated on Skyline's website and through Mad Mimi Parent participation on committees: ELAC, SSC, DELAC, PTA, District & Site Strategic Planning PTA sponsored parent education classes that focuses on Growing Up in the Digital Age; Mindfulness, and Keeping Students Safe with the Use of Social Media 	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	2016-17	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