Excerpted from the WASC Committee Visiting Team's Report and Findings:

Skyline's Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. Skyline allocates time for professional development as a whole staff as well as within each department. The administration also uses teacher input to help drive and create effective professional development which addresses key issues and school-wide learning outcomes. Teachers participate in on-going professional development to address project based learning, shifts to the CCSS, culturally relevant literacy, and lesson planning provided by Oakland Unified School District and Buck Institute.
2. Teachers are provided feedback from administrators after observations, effectively supporting professional development. The inclusion of fellow teachers within the observation and evaluation process is also noteworthy.
3. Teachers differentiate in-class academic supports for struggling students and provide 1:1 and group tutorials during lunch and after school.
4. Skyline has the African American Male Achievement, Latina Girls, and Latino Men programs which provide academic mentoring and case management supports.
5. The PBL strategies that are being implemented school-wide are a strength in instruction, as is the desire to focus on a shift from direct instruction to inquiry and active participation.
6. 21st century skills are heavily integrated into classroom instruction through the use of collaborative digital technologies to increase student engagement.
7. Over 90% of students take the SRI exam and teachers are able to use the scores to improve instruction.
8. Students feel as though there is an adult who can advocate for them.
9. COST aligns services to students in need.
10. Support classes are designed to support Latino and African American Males on campus.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Increase the number of students who are college and career ready as measured by improved attendance, test scores, and A-G eligibility.
2. Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students.
3. Increase the number of Pathways to ensure all students are college and career ready.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. The Visiting Committee recommends that the district support the school improvement efforts by maintaining the leadership in place to enable Skyline to move forward with district mandated programs.
2. The Visiting Committee recommends that the school be allocated enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development, and program implementation.
3. The Visiting Committee recommends that there be a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area.
4. The Visiting Committee recommends that Skyline develop positive, consistent, effective communication among stakeholders.
5. The Visiting Committee recommends that the district upgrade facilities to provide accessibility to all classrooms for students, teachers, parents, and Chromebook carts.

Ongoing Skyline School Improvement

Skyline High School has identified three areas of improvement:
1. Increase the number of students who are college and career ready as measured by improved attendance, test scores, and A-G eligibility.
2. Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students.
3. Increase the number of Pathways to ensure all students are college and career ready.

All three of these areas are based on the school's self-reflection and data from SQR, site visits, observations, and feedback.

Skyline High School's Action Plan seems to have been carefully considered. All aspects of the plan are linked to the ESLRs and goals. Each aspect of the plan has a list of the school's strengths and challenges.

Each area of improvement is focused on the enhancement of student learning. All three of the areas of improvement have established student learning goals. For example, in order to prepare their students for college and career, they have set a goal of increasing the graduation rate by 10%. Skyline's action plan has integrated several of their school's initiatives. Every

area of improvement emphasizes the school's focus on their Core Values: Excellence, Integrity, and Respect. The plan includes Professional Development to train teachers to use the various research-based strategies in the classroom. These include Socratic questioning, academic discussions, and Close reading. Several times in the action plan it is stated that funding may not be available and that, therefore, certain aspects of the action plan may not be feasible. That being said, there seems to be a willingness to move forward with the action plan and to make sure all stakeholders are made aware of it and will take part in the process.

Skyline High School has identified its areas of improvement and seems to have a genuine desire to move forward, despite the obstacles facing it now and in the future. Some of those obstacles include a stable administration, teacher turnover, faculty buy-in of the programs that have been instituted and funds for training, professional development, and program administration. Coordination of curriculum needs to occur with the African American Male Initiative. It appears that the school must work as a unit to accomplish its goals and to continue to improve.

In order to accomplish the goals set forth in the schoolwide action plan, Skyline has identified many different strategies and actions necessary to complete the plan. These include setting the master schedule so that teachers can collaborate within their subject matter, as well as cross-curricular collaboration. They want the administration to play an active role in ensuring that all teachers are participating and contributing to the action plan's goals. The Core Values have become a cornerstone for the school and faculty as a focus for learning. Professional development will be focused on their areas of improvement and teachers will be expected to adhere to the initiatives set forth in the action plan. They need to expand the number of students enrolled in their Pathways programs, especially African American and Latino students. Both staff and students seem optimistic about the future of Skyline High School. Skyline administration should ensure that all stakeholders are aware of the Action Plan and that expectations are clear.   Teacher and administrators should collect data to evaluate the effectiveness of the programs, to drive decision-making and to track student achievement.