

**Marin Community Foundation-Haas Family Fund
Pre K-3 Promoting Early School Success for All
Strategies That Work**

Vision

There is a shared vision and accountability among preschools, public schools, parents and communities for success for all students. (Strategy A-Ensure Quality Early Childhood Programs)

Best Practice	Strong and in Place	Have it - but needs work	Not Happening	Don't know or ?s
The participating schools and agencies have embraced, internalized, and communicated a shared vision by all constituents; embedded in signage, school plan, district strategic plan, policies, and protocols.				
Develop an action plan to build community awareness.				
The participating schools have a Pre K-3 brochure, handbook, and formal website.				
The district website is linked to Pre K-3 Initiative information on the MCOE/MCF, district and school websites.				
The Pre K-3 signage is visible throughout the school community and posted Signage is posted in English, Spanish, and/or other languages spoken at the school, to embrace the languages spoken by the families represented in the school...				
Participating schools offer "Ready for College" Institutes and Seminars that teach parents and families the importance of a college education and how to help prepare, support, and keep their students on track for college.				
Outreach to the greater local community to promote the Pre K-3 Initiative.				
District representatives attend at least one Design Team meeting per year per school.				
Vision and resources are shared with the				

<p>broader community of family daycare providers, family caregivers, and ECE Community Partners who work with children ages 0 – 3 years.</p>				
<p>Collaborative professional and social gatherings are made accessible to all Pre K-3 Partners to encourage the building of relationships across classrooms, school sites, homes, and communities such as: Leader to Leader workshops to bring ECE parent leaders together. Pre K – K teacher meetings to align programs and improve transitions; Pre K – 3 classroom observation opportunities.</p>				

Climate/Cultural Proficiency

High quality Early Childhood (Pre K-3) Programs are aligned and set high expectations for all students (Strategy A-Ensure Quality Early Childhood Programs)

Best Practice	Strong and in Place	Have it - but needs work	Not Happening	Don't know or ?s
Provide quality professional development coaching and learning partnerships through quality local, national and international professionals such as the National Equity Project, Osta Group, Frontier 21, and other experts in the field of Cultural Proficiency				
Implement a character education program with public student recognition opportunities (e.g. Character Counts, Second Step, and Solution Teams)				
Demonstrate value for the home language through classroom libraries, books for home use, signage throughout the school and classrooms, and in parent meetings (conferences and parent education)				
Ensure quality culture and language specialists are in place (Instructional Specialists/certificated)				
Ensure leaders model and expect cultural proficiency among staff, students and families				
Celebrate cultural differences through various cultural groups displayed throughout the school; parents share culture and traditions, and are involved in classroom activities and special events				
Provide opportunities to share personal stories of language, culture, and race.				
Welcome all parents at the school to support student learning.				
Provide counseling for academics, social-emotional support beyond the regular ratios.				

Ensure all parent materials, school publications, parent-teacher conferences, school site meetings and events, report card comments, IEP's, district meeting, forums, agendas, postings, and calendars are bilingual, and/or provide translators.				
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Teaching /Literacy

Current year, 2011-12, kindergarten students will achieve 60-75% Advanced and Proficient on STAR/CST's on ELA/Math when they are in third grade in 2015. All targeted students will perform at 55-75% Advanced and Proficient on STAR/CST's on ELA/Math by 2015.

Best Practice	Strong and in Place	Have it - but needs work	Not Happening	Don't know or ?s
Utilize varied service models for instruction for English Language Learners are provided (pull out, push in, sheltered, dual immersion).				
Provide rigorous daily direct instruction in academic language and a designated instructional period for identified English Learners (ELL); connect units thematically throughout subject areas to build background knowledge.				
Provide specific benchmarks for language development by grade that are articulated across grades, including oral language development and assessments.				
Schedule learning opportunities to maximize learning for targeted students to enhance literacy.				
Provide specialized services needed for English Learners (e.g. special education).				
Provide effective professional development (e.g. GLAD, SDAIE, SIOP).				
Ensure best practice, common core standards, and high expectations for all students.				
Establish rigor, benchmarks, and expected outcomes for each grade level.				
Ensure frequent and meaningful classroom walk throughs based on an expected performance and data driven professional development.				
Provide common grade level and cross grade level and PLC planning time to discuss and plan instruction.				
Establish a collaborative problem solving team to determine quality intervention based on data analysis.				
Establish a focused effective newcomer academic instructional design.				

Provide Pre K-3 Summer Bridge/Academy for targeted students.				
Ensure common quality instructional materials and assessments that are aligned Pre K-3 (Align ELA/Math/handwriting and social emotional development practice)				
Ensure frequent assessment and data analysis to inform and tailor instruction.				
Hold Learning Fairs for all constituents to demonstrate best practice.				
Ensure support from a literacy coach, peer observations, and visitations Pre K-3.				
Ensure a formal English Language Learner curriculum and assessment program is adopted and implemented with fidelity.				
Ensure bilingual literacy is a component of the program design.				
Utilized common assessments Pre K-3 to measure student learning and plan instruction and intervention.				
Provide horizontal and vertical teacher instructional planning opportunities to enhance learning.				
Provide evidence of differentiated instructional practice of student academic progress as a result of intervention.				
Group students in levels per the CELDT assessment to provide tailored instruction.				
Ensure all second language learners have full access to the core curriculum.				
Include and emphasize rich oral language usage and opportunities to practices language in lesson planning and classroom practice.				
Initiate differentiated and assessment driven ELL program and instruction.				
Provide professional development in GLAD and/or SDAIE strategies				

Enact common school-wide grade level or PLC planning time.				
Establish National Equity Project model of “Partnerships for Learning” that trains teachers how to focus on at-risk students in a long-term, in-depth, and precise intervention that is driven by assessment, data, and student performance.				
Establish school schedule that implements and honors a daily Universal Access, block for targeted reading and language arts.				
Establish School schedule that implements and honors a daily block of time for targeted math intervention.				
Provide on-going Professional Development on effective interventions and Universal Access.				
Establish collaboration between English Language Learner teachers and general education teachers				
Establish high expectations for all students.				

Alignment

High quality Early Childhood Programs are aligned and set high expectations for all children. (Strategy A-Ensure quality ECE Programs)

Best Practice	Strong and in Place	Have it - but needs work	Not Happening	Don't know or ?s
Provide comprehensive and aligned Pre curriculum, standards, instruction and assessment focused on academic English.				
Provide common state and local assessments, analyze data, and use data to inform instruction and tailored support.				
Provide a calendar of family support, professional development, and observation opportunities that are published and accessible.				
Provide seamless collaboration among all constituents Pre K, K-12, agencies, and partnerships with common instructional expectations and outcomes.				
Adopt common standards Pre K-3.				
Provide GLAD and related quality professional development and monitor implementation.				
Provide broad based communication, recognition, opportunities for learning, and professional development, family engagement and leadership.				
Implement common Pre K-3 instructional programs with fidelity in ELA/Math.				
Ensure alignment between Pre K and K English Language Learner programs and support services. (e.g. data and student progress and needs are articulated between groups)				
Create calendar of meeting and planning times for all constituents to focus on sustainability and long-term goals.				
Provide specific training in ELA and Math for all extended learning providers.				

Family Engagement

90% of parents of participating students demonstrate proficiency and involvement in: a) supportive learning at home, b) navigating the public school system, c) advocacy for their child’s education. (Strategy B-Increase parent involvement in education)

Best Practice	Strong and in Place	Have it - but needs work	Not Happening	Don’t know or ?s
Ensure dedicated quality staff partnering with targeted students and English Language Learner families.				
Provide language assistance services through Parent Community Liaisons/Mentors to strengthen parent relationships.				
Provide face to face, written, and web translations.				
Provide authentic parent leadership opportunities through an intentional, tiered, leadership training program.				
Provide opportunities for families to support homework and access technology in after school and evening hours.				
Hold formal home visits by teachers, counselors, and community liaisons				
Provide home support with instructional materials through bilingual Community Liaisons.				
Provide quality parent education, parent to parent development, mentoring (e.g. Charla café).				
Implement a parent network through Parent Services Project or similar program designs to include outreach, formal advisory and leadership.				
Provide quality training for parent leaders/networks.				
Provide Adult English classes that are easily accessible and at varied times during the day.				
Ensure a Volunteer Coordinator supports parent and community involvement.				
Implement Watch Dog Dads or similar opportunities for father involvement.				

Ensure Community Liaison services are easily accessible.				
Provide tiered family involvement opportunities and activities				
Develop family goals and achievement of those goals.				
Empower parent leadership in a tiered intentional process.				
Provide parent recognition opportunities publicly to acknowledge contributions and the support of learning.				
Build relationships between families through school activities, workshops, ESL classes, Dad's Groups (e.g. Watch Dog Dads), in home workshops, and parent/student lunch opportunity				
Ensure parents are well informed regarding specialized program support and services for English Learners and targeted students.				
Ensure ELAC is vibrant and participates in the school community as well informed decision makers and leaders.				
Provide parent education classes or evenings that focus on how to read with your children at home, how to effectively communicate with your child/children's teachers and school, and the importance of literacy and mathematics.				
Create a viable and active Family Center on the school site; hold kickoff and provide services overview.				
Enhance staff-family communication, increasing direct communication through development of classroom directories.				
Develop parent to parent networks and provide social opportunities for families (garden club, father's Support, family field trips)				
Support family advocacy, case management, and referrals. Through a formal Family Advocate				

position at the school.				
Enhance family literacy through evening programs, and literacy mentors doing home visits for targeted students.				
Increase family leadership capacities and provide additional family leadership roles to parallel school positions and provide two-way support (e.g. classroom leader, grade level parent mentor, grade level representative, principal representative PTA President.				

Extended Learning

All targeted students are in a structured extended day learning environment and evidence of growth is indicated. (Strategy C-Expanded learning time for K-3 students)

Best Practice	Strong and in Place	Have it - but needs work	Not Happening	Don't know or ?s
Demonstrate use of a variety of instructional models in extended learning aligned with school day practice.				
Offer targeted support for extended learning with flexible groupings and 1:1 support				
Provide specialized summer learning opportunities				
Provide before and after school extended learning tailored to student needs taught by certificated staff.				
Align extended day learning to the school day instructional practice; before school, during the school day, after school and summer.				
Provide after school homework support.				
Provide cross age and volunteer tutoring.				
Provide opportunities for high school students to tutor and receive community service credit.				
Align extended learning with after school programs (e.g. Boys and Girls Club, YMCA.)				
Align homework with daily lessons.				
Ensure regular communication and instructional planning time between classroom teachers and extended learning partners				
Implement all day kindergarten in as many MCF/PESSA schools as possible.				
Offer more high-quality affordable opportunities and programs for Pre-K students in Marin.				
Provide targeted intervention programs during				

before and after school hours				
Incorporate technology for assessment and differentiated learning design.				
Provide monthly family enrichment resource guides for each group/grade level with ideas for no or low cost family and cultural activities in the community that connect to student learning.				
Enroll family scholarships for summer enrichment programs.				