

San Mateo County Ready Schools Teams Logic Model – 2012-13

PreK-3 rd Activities (evidence-based best practices)	Short term Outcomes	Metrics	Long Term Outcomes
Leadership Goal: A Leadership/Governance Team is established to provide overall leadership, guidance, planning and strategy to the initiative			
Establish and support Ready Schools Teams that formalize connections among partners (including ECE and K-12), prioritize PreK-3 rd efforts and oversee implementation of Ready Schools Plans	<ul style="list-style-type: none"> Develop, regularly update, and implement district-wide Ready Schools Plans for PreK-3rd work that reflects shared commitment to improving outcomes for children 0-8 Ready Schools Teams meet on a regular basis and include stakeholders who are empowered to make decisions that improve the lives of children 0-8 Greater understanding, collaboration and coordination for PreK-3rd exists among key stakeholders Multiple stakeholders, including school district administrators, community based organizations, preschools, private schools and special education providers, are engaged There is an increase in communication between district PreK-3 staff 	<ul style="list-style-type: none"> Number of times the group meets Sign in sheets to demonstrate who participated at each meeting Review of plans Team members perceptions of the value of the team (survey/focus group) 	<p>Increased coordination between PreK and K-12 stakeholders</p> <p>Increased % of children ready for K and proficient in 3rd grade reading</p> <p>Districts have policies in place that support PreK-3 alignment and quality education for young children</p>
Teacher Effectiveness Goal: Teachers work as teams, both horizontally and vertically, to improve instruction and effectiveness in the classroom			
On-going professional development and collaboration opportunities are provided to PreK-3 teachers in order to support alignment of curriculum, standards, teaching strategies, assessment, family engagement, etc.	<ul style="list-style-type: none"> Teachers spend more time in horizontal teams aligning practices Teachers spend more time in vertical teams aligning practices Teachers demonstrate the beginnings of a shared vocabulary and vision across grades 	<ul style="list-style-type: none"> Number of times teachers met for horizontal trainings and PLCs Number of times teachers met for vertical trainings and PLCs Session evaluations from teachers indicating strategies, agreements of next steps and follow-up plans Beginning and end of year surveys of teachers to determine how much they feel they understand about practices of other teachers in same/different grade levels Inclusion of preschool teachers in district-run professional development and staff meetings 	Aligned curricula and teaching practices lead to improved student outcomes
PreK-3 teachers and administrators have opportunities for classroom and site observations across and within grades, schools and districts (based on agreed upon protocol, provided by BTS, with a focus on student learning)	<ul style="list-style-type: none"> Increased understanding of classroom practices and environments across grades Aligned teaching practices 	<ul style="list-style-type: none"> Number of classroom and site visits Completion of observation form 	

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(For participating schools only): Virtual PreK, VPK Math and Virtual Kindergarten are implemented in preschool and kindergarten classrooms and teachers meet across grade levels to share best practices		<ul style="list-style-type: none"> • Number of classrooms implementing • Number of cross-grade teacher meetings focused on alignment 	Home and school connection strengthened Resources are obtained to expand the program
Data and Assessment			
Goal 1: 1. Comprehensive assessment systems are used to understand student progress, PreK-3			
Goal 2: Current and relevant data are used to improve schools, classrooms, instruction, professional development and other systems			
PreK-3 teachers have opportunities to share information about children transitioning between grades	<ul style="list-style-type: none"> • K-3 teachers have advance knowledge of the needs of children entering their classrooms • PreK assessment and/or screening tool is administered by district for students w/o PreK experience • Preschool programs and districts collaborate to share information about incoming Ks 	<ul style="list-style-type: none"> • % PreK submission of forms • % teachers using common assessment tools • Number of cross-grade transition meetings 	Balanced class lists All children, including those with special needs, receive appropriate educational supports
Districts employ a tool (such as the District and School Attendance Tracking Tool) to track and address chronic absence	<ul style="list-style-type: none"> • Track chronic absence in the early years and take steps to address root causes 	<ul style="list-style-type: none"> • Number of districts addressing chronic absence 	Improved attendance and outcomes for children
Districts implement common K assessment across district	<ul style="list-style-type: none"> • Support for targeted instruction • Valid and reliable instrument • Supports horizontal and vertical collaboration • Identification of special needs 	<ul style="list-style-type: none"> • Number of districts implementing common K assessments 	Increased
Family Engagement			
Goal: Families feel welcome in their children's schools and are actively involved in their children's PreK-3 education at home and school			
Districts and preschools provide PreK-3 family engagement activities (e.g. RAR, Book buddies, VPK/VK, Family Nights for Literacy, Art, Science, Math)	<ul style="list-style-type: none"> • Increase in the consistency of information, materials, and handouts (on relevant topics) provided to families within a district and its feeder preschools • Increase in family attendance at school events • Families demonstrate an increased understanding of their child's school experience and of how they can support child's learning at home 	<ul style="list-style-type: none"> • Portfolio of materials provided to families • Number of parents who participate Survey families about their understanding and comfort level with child's learning at both school and home. Participation increases year to year Surveys are completed by families	Children and families experience a smooth transition to school and between grades
All schools within a district provide consistent content and timing for incoming K family orientations		Consistent orientations are provided	
Preschools, districts and CBOs educate families about the importance of daily attendance and the negative impact of chronic absence in the early years	<ul style="list-style-type: none"> • Families have a better understanding of the academic and social effects of attendance and are motivated to get their children to school on-time every day 		Attendance increases Social and academic outcomes for children are improved