

West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

VALLEY VIEW ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Ann Marie Marinakis
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BOARD OF EDUCATION

2018 - 2019

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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:
[Redacted]

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: 4/26/18 [Redacted]

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Ann Marie Marinakis [Redacted]

Typed name of school principal

[Redacted]
Signature of school principal

[Redacted]
Date

Kim Stewart [Redacted]

Typed name of SSC Chair

[Redacted]
Signature of SSC Chair

[Redacted]
Date

Elementary School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Kim Stewart			10/2018	Chair
Parent #2	Kevin Flynn			10/2018	
Parent #3	Anne Dinklage			10/2018	
Parent #4	Marina Flores			10/2019	
Parent #5	Theresa Hardy			10/2018	
School/Other Members					
Teacher #1	May Camacho			9/2019	
Teacher #2	Steve Monson			9/2018	
Teacher #3	Christine Riedell			9/2019	
Other					
Principal	Ann Marie Marinakis				

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step				
Task		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
				ILT - Teachers review and use the data to determine the sites academic focus. This is shared with staff and the SSC.
Step 2	Gather input from	Process:	or	Process:
		SSC will review data and make recommendations for our English Learners.		
Step 3	SPSA strategies development	Process:	or	Process:
				ILT drafts strategies for SPSA, staff reviews and revises strategies, SSC reviews draft of SPSA, provides input, and approves plan.
Step 4	Budget development	Process:	or	Process:
		SSC looks at the budget and the strategies from the ILT. Looking at past expenses and data, determines where the money should be spent. The budget is presented to the staff, discussed and approved.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
				ILT compiles data for monitoring, determines effectiveness of SPSA strategies and adjusts plan as appropriate. Staff reviews and provides input. SSC reviews, provides input and approves plan as appropriate.

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS

- Goal 1: Improve Student Achievement**
- Goal 2: Improve Instructional Practice**
- Goal 3: Increase Parent and Community Engagement and Involvement**
- Goal 4: Improve Student Engagement and School Climate Outcomes**
- Goal 5: Provide Basic Services to All Students**

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 Basic Services Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

Priority 2 Implementation of State Standards Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Priority 3 Parent Involvement Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

Priority 4 Pupil Achievement Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

Priority 5 Pupil Engagement Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Priority 6 School Climate Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

Priority 7 Course Access Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

Priority 8 Other Pupil Outcomes Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students. Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:
Nine Key Strategies**

**Achieving
Students**

2017-18 LCAP Goals 1 & 5

1. Effective Leaders

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested
Employees**

2017-18 LCAP Goal 2

4. Competitive Compensation

Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged
Communities**

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools

Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates

Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Valley View Theory of Action

Theory of Action
Valley View Elementary School
WCCUSD
2018-19

If we deepen the implementation of quality learning, teaching and leadership practices in our classrooms and school by using iXL (Math and ELA), Teacher's College Writing Program, Renaissance Learning, Accelerated Reader, provide Professional Development, time for Peer observations/reflections, and focus on reading (Reading Intervention Teacher), we will see student achievement grow for all students throughout Valley View.

If we engage in collaborative PLC/ILT structures dedicated to inquiry, common assessments and examination of student work and teacher practice by providing extended collaboration time for teachers, release days to observe other's instruction, Data Driven Inquiry Cycles and Data Driven Instruction, Professional Development around ELD, Writing, and math, we will build a culture of learning, collaboration and constant adaptation that supports student achievement throughout Valley View.

If we create powerful school culture predicated on positivity, trust, inclusion, safety and communication by providing Music (Oakland Youth Chorus, SFO ARIA program), Playworks, Toolbox, Growth Mindset education (Brainology/GEMS), Mindfulness, Instructional Aide for student support, Family Nights and Community events with the support of our Valley View Parents' Club, we will see students and parents engaged in student learning as well as increased attendance, active/involved parents, effective teachers, and empathetic students.

Data Analysis

	Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction
Academic Data			
Choose 3	STAR Early Literacy	N/A	
	STAR Reading	Area of strength	Students 1st - 6th grade showed an increase of 11% Mastery between the Fall and Winter Assessment periods.
	Benchmarks: Writing	Area of strength	All grade levels lowered the number of students in their "needs intervention" groups to one or two students. However, there are still more than half the students in several grade levels that are approaching. Writing is a large focus for 18-19. Huge gains are expected now that students are in year two of this program.
	Benchmarks:	N/A	
	SBA:	N/A	
	LTEL Data:	N/A	
	ELPAC	N/A	
	Other: ELD Reclassification	Area of concern	14% of our ELD students reclassified 17-18. Our one year of the Teacher's College Writing Program will show in 18-19's reclassification growth.
	Other:	N/A	
Student Support Data			
Choose 2	Attendance	Area of strength	Increased attendance rate by .33 from 16-17 to 17-18. (Data from first 9 months of school)
	Suspension	N/A	
	Parent/Community Survey	N/A	
	Healthy Kids Survey	Area of strength	87% of VV 5th graders are motivated at school. They finish class assignments, try harder, work for mastery and persevere when the work is hard.
	Other:	N/A	
	Other:	N/A	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	2016-2017 writing instruction was inconsistent; 2017-2018 90% of teachers participated in twice monthly collaboration meetings on writing instruction using TCWP using sign-in sheets and meeting agendas. This resulted in an increase of student engagement in writing, an increase in the volume of student writing, and an improved student structure of their writing.	By April 2019, 80% of teachers will participate in pre-post scoring of narrative, opinion, and informational writing using the Teacher's College Units of Study rubrics.	All students	Teacher's College Units of Study for Writing data in Illuminate.	Improve student achievement for all students. Accelerate student learning increases for ELL.	c) Increase SBAC ELA proficiency by 10%. m) EL reclassification rate will increase by 2%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Professional Development - Teacher's College Writing Program			August		500
2	Provide extended collaboration time monthly (i.e. combining two Wednesday collaboration days to increase one collaboration day by 45 minutes)			ongoing		500
3	Assess students each trimester using TCWP rubric			October/February/April		
4	Sub teachers for release days for teacher observe teacher and collaboration/planning			ongoing		500
5	Materials and Supplies (folders, sticky notes, pens, markers, paper, clips, chart paper) TCRWP Curriculum as needed			ongoing		1495
6	Academic Conferencing			Trimester		500
7	Hire a part-time Intervention teacher to work with struggling students			September		
TOTAL					0	3495

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	60% of 3rd-6th grade students met or exceeded math standards in numbers and operations at their current grade level.	By April 2019, 80% of teachers will administer and analyze, as a grade level group, an SBAC like performance task at least twice during the year as measured by collaboraiton notes. (Repurposed goal for 18-19.)	All students	Collaboration notes. Data from scoring rubrics.	Improve Student Achievement for all, Accelerate student learing increases for ELL and low income students.	In 2018-19, 35% of Grade 6 students will score 70% or higher on the standards-aligned mathematics benchmark assessment items.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	iXL Learning (3rd year of 3 year contract)			August 2018		2611
2	ILT will schedule and lead PD on grading Performance task type questions twice during the year.			October/February		
3	Family Math Night - Teacher parents about performance tasks with time to play with their children; stations with math games for families			October		
4	Academic Conferencing			September, November, March		500
5	Teacher driven Professional Development (including studying the SBAC blueprint and making connections to standards.			Ongoing		500
6	Materials and Supplies - Visual timers, white boards, markers			Throughout the year		739
7	Hire part time intervention teacher to work with struggling students			Ongoing		10000
TOTAL					0	14350

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Development (ELD)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	20% of ELD students were reclassified RFEP in 2017-18	By April 2019, 25% of our ELD students will be reclassified.	English Learners	Reclassification Criteria	Accelerate student learning increases for ELL and low income students.	El Reclassification rate will increase by 2%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Extended teacher collaboration/planning/PD using New Teachers' College Writing Program			Monthly		500
2	Focused, extended collaboraton/planning time with grade level spans (K-1, 2-3, 4-6).			August/November/March		
3	Academic Conferencing			September/November/March		500
4	Teachers will conference with each ELD student at least twice a month.			Throughout Year		500
5	Materials and Supplies, folders, pens, paper, markers, chart paper			Throughout Year		1000
6	TCWP Summer Institute PD					
7	Focused ELD time					
TOTAL					0	2500

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	100% of teachers conferenced with their AA students at least twice a week as measured by teacher survey.	By April 2019, 100% of teachers will conference at least twice a month with each AA student during writer's workshop as shown in writing conference notes.	African American Students	Teachers' College Writing Unit Assessment. Writing conference notes.	Improve student achievement for all students	Increase SBAC ELA proficiency by 10%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Teachers conference with AA students at least twice a month during TC Writers Workshop.			bi-monthly		
2	AA professionals from the community will speak to classes and/or grade levels spans. Provide speakers with framework. SSC members to organize.			monthly beginning in October		
3	TCWP Summer institute PD					1000
4	No Place for Hate (see climate for costs)					
5	Tool Box (See climate for costs)					
6						
7						
TOTAL					0	1000

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Special Education and Inclusive Environments

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Special Education and Inclusive Environments	This is a new goal.	By September 2018, all special education teachers will use TCWP with their students as measured by pre and post assessments in the three genres covered: narrative, opinion, informational.	Special Ed Students	Teachers' lesson plans, student assessment data.	Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.	Developed observational tool to measure CCSS implementation.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide PD for special education teachers and classroom aides in TCWP.			Throughout Year		500
2	Teachers begin using TCWP - committing to three genres: narrative, opinion, informational.			September 2018		
3	Assess students each trimester (Pre and Post) using TCWP rubrics and entering scores into Illuminate.			October February April		
4	Sub teaches for release days to observe other teachers, collaborate and plan.			Throughout Year		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1000
6	Family Writing Night					
7						
TOTAL					0	1500

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Social/Emotional Support for Students	During Writers' Workshop, student engagement increased by 75% as measured by teacher survey.	By April 2019, 100% of teachers will have used the TCWP to teach Narrative, Opinion, and Informational writing.	All students, especially AA, EL, and students struggling with poor classroom behavior.	Pre and Post assessments for each genre using the TCWP grade level specific rubrics.	Improve student engagement and climate outcomes, and allocate services to EL and LI students.	Number of out of school suspensions will decrease by 3%.
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Teachers attend PD around Toolbox, Growth Mindset, No Place for Hate, Mindfulness			Throughout Year		500
2	Provide Music Instruction (funded in collaboration with Parents' Club) VAPA funds			September 2018		
3	Hire classroom aide to provide support to students struggling with behavior in the classroom.			August 2018		16542
4	Playworks - Team Up			August 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Throughout Year		1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Throughout Year		500
7	Pay for contract for students including assemblies			Throughout Year		1000
TOTAL					0	19542

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	75% of families are engaged at Valley View. They attend at least two family nights, Parent Club event, Back-to-School Night, Open House, and they volunteer at school.	At the Fall 2018 Back to School Night, teachers will share the Teachers' College Writing Process with families and showcase the baseline data for their student. At the Spring 2019 Open House, the students will showcase their writing for the year.	All Groups	Teacher BTS night Agendas and Open House observations.	Increase parent and community engagement, involvement, and satisfaction	California School Parent Survey will measure increase in engagement, involvement, and satisfaction.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Plan Back to School Night introduction to TCWP			September 2018		
2	Plan Open House Writing Showcase			April 2019		
3	Family Nights (Math, Literacy, Science, Arts/Music - all common core infused.) VV Parents' Club supports.			Monthly		
4	Materials and supplies for family nights			Monthly		500
5	Extra Hours for clerical to help support family events			Ongoing		1000
6	Arrange child care for parent events and meetings.					
7						
TOTAL					0	1500

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	This is a new goal. 15.5% of our students are chronically absent.	By April 2019, our chronically absent student rate will decrease by 10% as measured by A2A Attendance reports.	All groups	PowerSchool Attendance reports	Improve student engagement and climate outcomes, and allocated services to EL and LI students.	Student responses on the LCAP Student Survey will show 2% increase in positive climate and safety related questions.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hold SSTs for students who are chronically absent.			Monthly		
2	Monthly recognition in class with certificates; Trimester recognition at an assembly, (No absences, no tardies, no more than 2 absences, no more than 2 tardies) Clerk extra hours			November, March, June		
3	Clerk will schedule conferences with families of students who are habitually absent/late. Clerk will use Connect Ed phone calls to reach families of students who are tardy each day or week.			Ongoing		
4	Rewards and prizes (see other areas for costs)			Ongoing		
5	No Place for Hate (see climate for costs)			Ongoing		
6						
7						
TOTAL					0	0

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	43887	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	43887
Title I	0

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).

Professional Development: Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.

Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.

Schoolwide Plans and Homeless Children and Youth: In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

- Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
- Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
- Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
- Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Centralized Services (Title I Schools Only)

The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.