

**SNOHOMISH COUNTY ECEAP
KINDERGARTEN TRANSITION PLAN
2017-2018**

Due February 28, 2018

Name: Everett Schools ECEAP

Site: All EPS locations

Date: February 28, 2018

1. Please describe how you incorporate Kindergarten Readiness into your classroom activities, weekly plans and individual learning plans for four-year-olds?

In our program we use the WaKIDS definition of kindergarten readiness (where blue color band meets purple color band but does not overlap). Instructors use the Teaching Strategies GOLD developmental progressions to scaffold learning in each objective and dimension, aiming for the kindergarten readiness level or higher by the end of the ECEAP school year. Activities to support kindergarten readiness are a part of every interaction and opportunity provided to students – from developing self-help skills to pre-academic skills, each part of the ECEAP day and planned activities and interactions work on developing children's skills for kindergarten readiness. Instructors use Teaching Strategies GOLD data after each checkpoint to analyze areas where children are on-track to meet the kindergarten readiness indicator or not and adjusting their instruction as needed. In planning individual learning plans with parents, teachers first share data from TSG and then focus on social-emotional, math and literacy skills to develop specific goals with parents, all of which focus on moving the child toward the TSG level of kindergarten readiness.

During our regular staff meetings with instructors, we focus on scaffolding instruction and support in order for children to reach the kindergarten readiness skills by the end of the year.

In addition, our daily classroom routines, activities and expectations are aligned to kindergarten routines, activities and expectations. Some examples include:

- Building Foundations that Last – yellow books and modeled writing
- Self-help skills (ie: managing coat and backpack, handwashing, opening milk cartons, etc.)
- Social-emotional skill development, problem solving, self-regulation
- Circle time expectations
- Science and math practices
- School signals to get student attention
- Follow school expectations and routines (ie: walking in hallways, parent arrival and sign-in, participate in emergency drills, etc.)

2. Please describe the activities your program is and will be implementing to assist children and families in the transition from ECEAP to kindergarten? The implementation plan should include specific details including ongoing activities throughout the program year, collaborative activities (schools, community, etc.), and specific transitional activities for each quarter (Fall, Winter, Spring).

Kindergarten transition is integrated into the entire ECEAP program curriculum.

Throughout the year:

- ☐ Teachers use DMA strategies and yellow books with children as they work on the development of writing and literacy skills. These same materials are also used in kindergarten, thus creating a connection for children and alignment in instruction.
- ☐ Connect and offer collaborative events with the elementary school to encourage parent involvement in the school after ECEAP
- ☐ ECEAP classes participate in school safety drills, which will then be familiar to children when they enter elementary school
- ☐ Children regularly practice self-help skills with the reminder that they'll need to do it by themselves when they get to kindergarten
- ☐ Attend school assemblies when appropriate to allow children to experience appropriate expectations
- ☐ Teach and practice hallway expectations
- ☐ Practice using elementary school bathrooms
- ☐ Introduce children to school staff when they see them in the hallway or events
- ☐ Discuss concerns with parents and suggest referrals when appropriate (ie: preschool assessment team)
- ☐ ECEAP staff are encouraged to participate in district PreK-K connection events, which this year focus on STEM
- ☐ District staff connect with area preschools and childcare providers to share information and encourage attendance at PreK-K Connection events
- ☐ Teachers regularly discuss with parents the skills children are working on and provide information on next skill level, as well as strategies families can do to support this development.
- ☐ ECEAP events are held in the school facilities in order to familiarize students and parents with the school and school staff.

Fall:

- ☐ At teacher home visits before ECEAP begins, teachers talk with parents about the ECEAP program and how it is designed to prepare their child for kindergarten with parent assistance. Teachers may go through the Kindergarten Readiness Guidelines to increase parent awareness of their child's strengths and areas for growth
- ☐ Provide an Open House event for families to visit and tour the classroom before school begins
- ☐ During parent orientation, family support specialist share parent handbook and information that will be consistent with kindergarten expectations, such as illness policy, immunization expectations, emergency procedures and drills, opportunities for volunteering
- ☐ Staff share bus expectations with families and practice skills with students. Many ECEAP students ride the bus to/from school and are able to learn and practice the expectations each day
- ☐ At some sites, ECEAP staff are present and provide support for the first day of kindergarten as a familiar face for children and families
- ☐ Children tour elementary school to become familiar with the different areas of the school. Children participate in library, PE and school functions when available/possible
- ☐ ECEAP staff work closely with parents to support a smooth transition to school

- ❑ FSS work closely with school nurse and health room attendant to ensure immunizations are complete; follow same protocol as elementary school
- ❑ Teachers share assessments with parents at parent teacher conferences as a framework for developing goals for the child's progress throughout the ECEAP year. Teachers may again review Kindergarten Readiness Guidelines with families.

Winter:

- ❑ Family support focus on DMA strategies for home literacy development and provide activities to support their child's development at second home visits
- ❑ Teaching staff give parents activities and materials to support parent involvement in education at home
- ❑ During March conferences, parents and teachers review children's progress and skills and as needed, set new goals for the child. Teachers will go through/review Kindergarten Readiness Guidelines with families.
- ❑ Kindergarten Registration parent meetings are held to support families in completing kindergarten registration paperwork; immunization expectations are reviewed; share required documentation to accompany kindergarten registration packet; kindergarten teachers are invited to speak to parents at the meeting
- ❑ Family support staff work individually with families regarding school transfer requests, early entrance, transportation, etc.
- ❑ Family support staff work with parents who did not attend the kindergarten registration parent meeting, to complete the registration forms and turn them in as soon as possible
- ❑ Family support staff track kindergarten registration completion and work with families to ensure they register by the end of the ECEAP school year

Spring:

- ❑ Family support staff work with parents who did not attend the kindergarten registration parent meeting, to complete the registration forms and turn them in as soon as possible; address at spring home visit and provide updated Certificate of Immunization Status forms for parents to sign
- ❑ New ECEAP teachers receive training on completing PreK-K Transition Reports by EPS early learning staff
- ❑ ECEAP teachers complete a PreK-K Transition Report form (NWESD form) for each student transitioning to kindergarten. This report is shared with parents at the spring parent-teacher conference and the teacher obtains permission to send the report and writing sample to the kindergarten teacher/school
- ❑ ECEAP teachers are invited to participate in "Dine & Align" event to share PreK-K transition reports and increase collaboration and alignment with kindergarten teachers
- ❑ PreK-K reports are sent to the district early learning department and after data collection by NWESD, distributed to neighborhood school principals for use in planning classroom placement. Once placement is determined, reports are given to kindergarten teachers to acquaint them with the child and their accomplishments in ECEAP
- ❑ ECEAP staff share information on WaKIDS with families
- ❑ ECEAP staff work with school staff to plan and implement Getting Ready for Kindergarten family events
- ❑ ECEAP families receive games and supplies of Getting Ready for Kindergarten materials at the spring parent-teacher conference

- ☐ ECEAP staff inform families of Everett Ready summer opportunity for incoming kindergarteners and encourage them to participate
- ☐ Teachers may provide input to principal on class placement and student groupings
- ☐ Spring home visits include information on summer activities for families
- ☐ May conference includes information on child's accomplishments throughout the year, as well as suggestions for parents on areas to continue working with their child over the summer
- ☐ Family support staff and/or program manager update school office managers on registration progress of ECEAP families, including any unregistered families. Provide schools with updated Certificate of Immunization forms
- ☐ Teachers read books about kindergarten and discuss with children the routines, schedules and what they can expect when they go to kindergarten
- ☐ ECEAP children visit a kindergarten classroom
- ☐ ECEAP children practice eating in the cafeteria
- ☐ Families will receive math focused summer activity ideas from Zeno Mathways at the end-of-the-year celebrations
- ☐ ECEAP staff may participate with Kindergarten staff in planning PreK-K focus school events or may attend PreK-K focus school events for their elementary school region

Additional activities to explore next year:

- ☐ After WaKIDS data collection, engage teachers in data analysis of ECEAP students from prior year, looking at trends and areas for increased support.

3. How do you, and will you, involve families in your kindergarten transition plan activities?

ECEAP staff involve parents in kindergarten transition first by establishing a collaborative, respectful partnership. Staff recognize and reinforce that parents are their child's first teacher, supporting and encouraging them to continue to develop their child's skills at home and to participate in school activities.

Staff involve families through:

- Partnering to support a smooth transition to ECEAP
- Providing an Open House event that includes parent orientation
- Inviting families to volunteer and participate in classroom and family events, including assisting in planning events through site PAC meetings
- Utilizing daily (or weekly) communication folders that align with elementary school practices
- Sharing information on student learning and activities families can do to continue learning and preparations over the summer (ie: academic skills, self-help and routines)
- Providing home to school connection activities, including Zeno math kits; empower families to play these simple but powerful math games with their child
- Providing opportunities for families to interact with elementary school staff, facilities, etc.
- Assisting families in the kindergarten registration process
- See all additional strategies above that include families

4. Please describe how you plan to establish and maintain communication with local kindergarten staff to support your kindergarten transition plan?

ECEAP staff are working to build relationships with local kindergarten staff. They will continue to do so by:

- Introducing themselves to principal and kindergarten staff, maintaining ongoing conversations and connections
- Attending PreK-K Connection Events
- Participate in PreK-K Focus Schools collaboration with elementary K teachers from school/region
- Inquiring with kindergarten teachers about prior students and if they need any additional info on the child, any other info they would like from ECEAP staff
- Discuss with kindergarten teachers about specific struggles in transition in order to facilitate a smoother transition in following years
- Welcoming and inviting kindergarten teachers and principal to ECEAP classroom and events
- Inviting kindergarten teacher(s) to parent meeting focused on kindergarten readiness
- Sharing information with principal and/or teachers about student placement/groupings
- Arranging for ECEAP students to visit kindergarten classrooms
- Participating on the planning committee for Getting Ready for Kindergarten events
- Completing PreK-K Transition Reports
- Connecting with appropriate school staff regarding family or health issues to ensure continued support
- Meeting with the principal to express interest in being more involved with whole school community

At a district level, we are working on the following PreK-K connection activities:

- Offered Kindergarten Institute professional development opportunity that was open to ECEAP staff as well
- Provide three PreK-K Connection Events in 2016-17 focused on math and STEM in early learning. Additional events will be offered in 2017-18.
- Partner with NWESD to provide PreK-K Transition Report support for PreK providers (ECEAP, Head Start, community preschool partners) and other area districts' early learning leaders; provide "Dine & Align" event to celebrate completion of PreK-K Transition Reports
- Refining the Getting Ready for Kindergarten event agenda, format and PowerPoint presentation
- Expanding "Everett Ready" kindergarten preparation summer experience for students at all ECEAP location elementary schools as well as Jackson elementary school. Program will target students with no early learning experience, but may also include ECEAP students

5. Will you be using the ESD 189 Kindergarten Transition form, or will you be using your own? If using your own form, please submit a copy of it with this plan.

Our district uses the regional NWESD kindergarten transition form.