



Kindergarten Readiness Plan

School Readiness in Kentucky

School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success and ability to be ready to grow, ready to learn, and ready to succeed.

Goal	Desired Outcome	Activity/Strategy/Indicator	Evidence	Current	Year 1	Year 2	Year 3	Year 4	Year 5
Supporting Learning Environments									
	Increase staff participation in personal professional development	Staff will develop individual professional goals that are determined based off class performance data, program evaluation data, and TPGES evaluation feedback	Professional Growth Plans (certified and classified) approved by supervisor following review of data.						
	Promoting alignment with Kentucky Early Learning Strategies vertically	Aligning GOLD rating to include definitions in the final rating area for children exceeding developmental expectations. Team planning with kindergarten instructional staff.	-Monthly Meetings minutes. -Rating 9 defined for each of the KY Early Childhood standards -Social Studies and Science defined within GOLD for 3, 4, 5 (through first kindergarten marking period) year olds						

	Maintaining Child Early Learning Environments	Annual evaluation of environment utilizing standardized measure (ECERS).	Minimal average score per classroom to be **						
	Provide early childhood educators access to training and resources to continue professional development	Seek and secure trainings that are focused on early childhood topics that are research and evidence based. Provide materials to support the implementation of skills taught when appropriate.	-Review of trainings offered and attended monthly. - Reflections for learned objectives. -Conduct in-house presentations of key points learned during trainings.						
	Promote the improvement of quality in teacher-child interactions	Score at or above national average on standardized measures (CLASS).	-Each classroom teacher receive scores and areas of growth identified. Baseline scores created. - Training/coaching with individual teachers on areas of growth by supervisor and classroom consultant.						
Supporting Families									
	Children are healthy and have access to appropriate services.	Referrals to appropriate agencies.	Needs assessment data and number of referrals made.						
		Assist families in completing Ages and Stages through United Way.	Increase in number of families enrolled in Ages and Stages.						

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		Review of Fall MAPS data of students who attended TBJ ELC (identification of trends by school district) and plan for direct instruction on weak areas.	Implementing Plans (phonological awareness SHS, Jeff)						
		RTI data team meetings to be reviewed as a school.	monthly						
		Review special education data as a school (school wide and individual progress)	monthly						
		Review GOLD growth data for past 3 years	Data Meetings						
		Review GOLD performance data	Data meetings						
		Review class profiles at each checkpoint season	data meetings						
		RTI for students functioning/progressing at a higher rate	weekly meetings						
Increase performance in school readiness domains	Health and Physical Well-Being <u>GOLD</u> Objective: 1c	Eats a balanced diet (my Plate, Subway CATCH)							
		Gets Plenty of Rest							
		Receives Immunizations							
		receives regular medical care (CATCH Jenkins)							
		receives dental care (Dr. Brad)							
		runs, jumps and does other activities (SPARK)							
	Social and Emotional Development <u>GOLD</u> objective(s): 1b, 3a, 11a, 11d	is learning to play and share with others							
		follows simple rules and routines							
		shows curiosity							
		is learning to explore new things							
		is learning to work alone							

	Language and Communication Development GOLD objective(s): 9c, 18c, 18b, 19a, 29	knows full name							
		is learning to write own name							
		uses pictures to tell stories							
		is learning home address							
		speaks in 5 or 6 word sentences							
	Approaches to Learning GOLD objective(s) 2c, 11a, 11b, 11d	child is curious							
		has the ability to focus and listen							
		continues in tasks that are challenging							
		child plays in groups or pairs based on interest							
		child initiates learning experiences							
	General knowledge and mathematics GOLD objective(s): 13, 20a, 21b, 26	sorts and classifies objects							
		is learning to identify basic colors							
		is learning to recognize name and general shapes							
		counts up to 30							
		counts sets of objects up to 10							