

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	Profession al 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 minutesRating 9 defined for each of the KY Early Childhood standards -Social Studies and Science defined within GOLD for 3, 4, 5 (through first kindergart en marking period)						

		T	1			
	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 Reflection s for learned objectivesConduct in-house presentati ons 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/c oaching 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 assessme nt 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.			

Assisting families to transition children into future learning environments	Transition Activities (backpacks, skype, field trips, videos, ring of summer activities, K readiness at each elementary, Moving to K workbooks)	Data from parents gathered through the beginning of year packets.			
	Prenatal to 5 trainings (bornLearning)	Increase number of families.			
Promoting families to learn togethe	-Offer shared opportunities for shared reading & dialogic reading training.	-Number of attended eventsNumber of take home activities.			
	4C Play and Learn weekly	Increase attendanc e.			
	Summer Reading Program expanded (County and City-2X per week)	Increase attendanc e.			
	Distribute CECC monthly messages	number of distributed increased			
	Include in lesson plan take home activities for families	approval and regular developm ent of age appropriat e activities			
	register all TBJ ELC children for Imagination Library	include in registration packets			
	promote public library events	attendanc e of ELC students at events			
Increase number of students enrolled at TE ELC	Secure grant money for children in the poverty gap (160%-200%)	Grant application s to multiple entities			
	Target communities during early registration for awareness of opportunities to attend.	Communic ation Plan designed and implement ed.			

	Strengthening Family Engagement	-Offer family events with educational base that demonstrates ways to extend learning of early childhood standards (minimum of 4-math, literacy, diversity, science).	attendanc e of family events			
		create a complete action plan for strengthening families	completion and implement ation of action plan reviewed by RTC			
		3 parent teacher conferences to discuss individual child progress	attendanc e and follow up with families who did not attend			
		Sustain/develop parent groups that are statistically needed (Latino, grandparents raising grandchildren, incarcerated parents, children with disabilities)	Identify their barriers to the education al system and process			
		Assist with parent education by partnering with HCC.	Begin implement ation of instruction in identified areas.			
Providing Access to Data	Increasing access to assessment data.	Review of analysis of data collected with leadership team (meetings or via email). Screenings, RTI, GOLD	Monthly updates to be provided to leadership team.			
	Providing Access to data to parents	Investigate GOLD parent link for data and newsletters.	Pilot with one group of returnee families.			
	Disaggregation of data	Review of students who attended TBJ ELC (expected performance, general weaknesses, name and claim, by school districts).	discussion of administra tion			

		Review of Fall MAPS	Implement			
		data of students who attended TBJ ELC (identification of trends by school district) and plan for direct instruction on weak areas.	Implement ing Plans (phonologi cal 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 GOLD 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 GOLD 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 Communicatio n 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				
knowledge and mathematics GOLD objective(s): 13, 20a, 21b,	are challenging child plays in groups or pairs based on interest child initiates learning experiences 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				