**Transition Plan - Example**

***Step 1: Assess your partnership*** *- Identify committee team members and their affiliation. Designate a leader.*

# Committee Members Affiliation

# Designated Leader:

***Step 2: Identify goals*** *– Fill in goals for your transition team below.*

# Support children being ready for kindergarten

1. Help families know more about what they can do at home to help children be ready for school
2. Get community more involved with children

4.

***Step 3: Assess what’s happening now*** *- Complete matrix with current transition activities practiced in your community, deciding what type of connection it fosters and the focus of the activity. You may have some blank boxes.*

***Step 4: Identify data on current practices*** *– Complete the last column of the matrix with evidence you have that practices are or are not working*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of Connection | Sharing Information | Building Relational Supports | Fostering Alignment Between Settings | Evaluation  *(Step 4)* |
| Child-School | Preschool teachers talk and read books about kindergarten | Through home visits, children meet their kindergarten teacher before school starts | Preschool children practice some kindergarten rules and routines toward the end of the preschool year | Children seem less anxious and more excited about going to kindergarten than they have been in previous years as reported by kindergarten teachers |
| Family-School | Family receives a general letter about kindergarten before school starts  Preschool teachers provide families with information about the elementary expectations, procedures | Elementary school holds a parent orientation for incoming students before school starts, so parents can get to know their children’s teachers | Parents are given a set of activities to do with children over the summer prior to their kindergarten year | Parents seem more well-informed about kindergarten than in previous years as reported by kindergarten teachers  Participant rates at back-to-school nights increased |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of Connection | Sharing Information | Building Relational Supports | Fostering Alignment Between Settings | Evaluation  *(Step 4)* |
| School-School | Preschool teacher discusses child’s strengths and challenges with kindergarten teacher | Preschool directors meet to discuss common ways to support children  Preschool and elementary personnel develop early learning standards together | Preschool directors meet to discuss common ways to support children  Preschool and elementary personnel develop early learning standards together | Kindergarten teachers reported feeling more well-informed about where children are and what individual children’s needs are when they entered school |
| School- Community | School makes kindergarten registration announcement in the local newspaper and via flyers posted at the community center |  |  | Kindergarten registration before the first day of school has increased |

***Step 5: Plan and prioritize*** *– Reevaluate your goals, create new ones if necessary, and plan steps to take. Brainstorm up to four activities that could either address areas in need or intensify areas already focused on. Consider the type of connection, type of activity, when in the year they would occur, who needs to be involved to make them happen, possible barriers and who is responsible for follow-up.*

Revised / refined goals (if necessary):

1. Provide more summer experiences for children 2. Inform families about how to prepare during summer

3. Get community more involved during the summer months 4.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Goal addressed | Type of connection and type of activity | Transition Activity | When does activity occur? | Who needs to be Involved? | Potential Barriers | Who is responsible for follow-up? |
| 1, 2, & 3 | Family-School (Information sharing)  School-Community (Building relational supports)  Child-School (Building relational supports) | Organize kindergarten camp to introduce incoming kindergarteners to teachers and routines that they will see in the new school year; have family sessions to inform them of things to do before the start of school | End of preschool, summer before kindergarten | Office staff for mailings and fundraising  Community team, schools | Informing people and getting them to participate  Finding funding | Hannah-sending info home to HS families |
| Laura – contacting local media to get the word out |
| Jeff – fundraising (finding local sponsors) |
| 1 | School-School (Fostering alignment between settings) | Coordinate between preschool and kindergarten curricula and routines; preschool teachers share information about individual | Ongoing | Preschool and elementary teachers |  | Sara – organizing teacher meetings |

***Step 5 (continued):*** *From the activities identified, choose one and develop a detailed timeline*

# Individual Transition Activity Timeline for:\_

|  |  |  |  |
| --- | --- | --- | --- |
| Date to be Initiated | Activity | Who is Responsible | Feedback |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Transition Activity Ideas by Connection

|  |  |
| --- | --- |
| Type of connection | Transition Activity |
| Child-School | * Establish a connection between the preschool child and kindergarten teacher * Create a connection between the child and the kindergarten using special school functions * Have children practice kindergarten rituals in preschool * Incorporate preschool activities into the kindergarten year * Encourage the preschool teachers to stay in contact with their former students * Encourage kindergarten support staff to visit preschool children * Spring kindergarten orientation for preschool children * Establish peer connections within the preschool class * Establish connections with peers who will be in kindergarten * Establish preschool peer connections with kindergarten peers |
| Family-School | * Contact families during first few days of preschool and kindergarten * Assess family needs * Maintain periodic contact with the family * Connect the family to community resources * Encourage family participation in home learning activities * Encourage family participation in the classroom and at school events * Regular family meetings * Family meetings about transition issues * Sharing of information about individual children among the family, preschool teacher and kindergarten teacher * Newsletter and resource materials * Send letters home * Two way communication set-up * Spring orientation about kindergarten for pre-k families * Individual meetings between teachers and families * Parent orientation after preschool and kindergarten start |
| School-School | * Foster inter-school collaboration about programs and classroom practices * Pre-k teacher visits kindergarten classroom * Kindergarten teacher visits pre-k classroom * Pre-k and kindergarten personnel communicate about curriculum * Pre-k and kindergarten teacher connect about a specific child * Share written records * Align curriculum * Align early learning standards |
| Community | * Build useful policies related to transition * Identify and communicate community expectations for children * Establish policy coordination through inter-agency connections * Establish child-specific coordination through inter-agency connections * Add other community members to the transition team (e.g., pediatricians, pastors, media, etc.) |