

Transition to Kindergarten

Transition Plan Form (Example)

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Step 1: Assess your partnership

Identify committee team members and their affiliations. Designate a leader.

Committee Members:

Sara Rudolph

Jeffrey Smith

David Lewis

Laura Bowden

Hannah Justice

Affiliation:

school principal

kindergarten teacher

parent-volunteer coach

Head Start educator

Head Start education manager

Designated Leader: *Hannah Justice*

Step 2: Identify goals

Fill in goals for your transition team below.

- Support and prepare children for kindergarten.*
- Help families know more about what they can do at home to help prepare children for kindergarten.*
- Get community more involved with children.*

Step 3: Assess what's happening now

On page 2, fill in the matrix, up to the "Evaluation (Step 4)" column, with current transition activities practiced in your community, deciding what type of connection each activity fosters and the focus of the activity. You may have some blank boxes.

Step 4: Identify and evaluate data on current practices

Complete the “Evaluation (Step 4)” 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	<i>Early childhood educators talk and read books about kindergarten.</i>	<i>Through home visits, children meet their kindergarten teacher before school starts.</i>	<i>Children of preschool age practice some kindergarten rules and routines toward the end of the preschool year.</i>	<i>Children seem less anxious and more excited about going to kindergarten than they have been in previous years, as reported by kindergarten teachers.</i>
Family–School	<i>Family receives a general letter about kindergarten before school starts. Early childhood educators provide families with information about the expectations and procedures to register for kindergarten.</i>	<i>Elementary school holds a family orientation for incoming students before kindergarten starts, so families can get to know their children’s teachers.</i>	<i>Families are given a set of activities to do with children over the summer prior to their kindergarten year.</i>	<i>Families seem more well-informed about kindergarten than in previous years, as reported by kindergarten teachers. Participant rates at back-to-school nights increase.</i>
Program–School	<i>Early childhood educators discuss children’s strengths and challenges with kindergarten teachers.</i>	<i>Head Start program and elementary school leaders meet to discuss common ways to support children. Early childhood and kindergarten educators develop early learning standards together.</i>	<i>Head Start program and elementary school leaders meet to discuss common ways to support children. Early childhood and kindergarten educators develop early learning goals and expectations together.</i>	<i>Kindergarten teachers report feeling more well-informed about where children are and what individual children’s needs are when they enter school.</i>
Community–School	<i>School makes kindergarten registration announcement in the local newspaper and via flyers posted at community centers.</i>			<i>Kindergarten registration before the first day of school increases.</i>

Step 5: Plan and prioritize

Reevaluate your goals, create new ones if necessary, and plan steps to take. First, list up to four activities that could either address areas in need or intensify areas already focused on. Next, use the matrix below your list to brainstorm goal and activity logistics.

Revised/refined activities and goals (if necessary):

1. Provide more summer experiences for children.
2. Help families prepare during summer.
3. Get community more involved during the summer months.

Goal addressed	Type of connection and activity	Transition activity	When does activity occur?	Who needs to be involved?	Possible barriers and solutions	Who is responsible for follow-up?
1,2,3	<p>Family–School (information sharing)</p> <p>Community–School (building relational supports)</p> <p>Child–School (building relational supports)</p>	<p>Organize kindergarten camp to introduce incoming kindergarteners to teachers and routines that they will see in the new school year; hold family sessions to inform them of things to do before the start of school</p>	<p>End of early childhood program, summer before kindergarten</p>	<p>Office staff for mailings and fundraising</p> <p>Community team, schools</p>	<p>Informing people and getting them to participate</p> <p>Finding funding</p>	<p>Hannah–sending info home to Head Start families</p> <p>Laura–contacting local media to get the word out</p> <p>Jeff–fundraising (finding local sponsors)</p>

Goal addressed	Type of connection and activity	Transition activity	When does activity occur?	Who needs to be involved?	Possible barriers and solutions	Who is responsible for follow-up?
1	<i>Program–School (fostering alignment between settings)</i>	<i>Coordinate between early childhood and kindergarten curricula and routines; early childhood educators share information about individual children</i>	<i>Ongoing</i>	<i>Early childhood and kindergarten educators</i>		<i>Sara—organizing educator meetings</i>