



## Transition Plan Example

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

<u>Committee Members</u>	<u>Affiliation</u>
<u>Sara Rudolph</u>	<u>schools - principal</u>
<u>Jeffrey Smith</u>	<u>schools - kindergarten teacher</u>
<u>David Lewis</u>	<u>parent - volunteer coach</u>
<u>Laura Bowden</u>	<u>preschool teacher</u>
<u>Hannah Justice</u>	<u>Head Start – early childhood specialist</u>
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Designated Leader: Hannah Justice

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

1. Support children being ready for kindergarten
2. Help families know more about what they can do at home to help children be ready for school
3. 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

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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

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**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)	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
	School-Community (Building relational supports)					Laura – contacting local media to get the word
	Child-School (Building relational supports)					Jeff – fundraising (finding local sponsors)



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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
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