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| **P3 Systems: Alignment Activities** | | | | | |
| **PreK-3 Element** | **Initial Assessment** | **Horizontal** | **Vertical** | **Action** | **Assessment** |
| In your community, who influences child development and outcomes throughout the birth to grade 3 continuum? |  |  |  |  |  |
| Annually update a mapping of “feeder patterns” of children into public schools and of mobility patterns of children, PreK-3rd. |  |  |  |  |  |
| Increase the number of partnerships between elementary schools, the early learning programs that feed into them, and families. |  |  |  |  |  |
| Establish common transition forms and processes across all classrooms, settings, and age/grade levels. |  |  |  |  |  |
| Identify the variety of federal, state, local, and private funding sources (e.g., Title I, Title II, Special Education, Head Start, Child Care Development Block Grant, philanthropic grants) that include services for children, PreK-3rd, and combine and blend resources to address PreK-3rd goals. |  |  |  |  |  |
| Develop learning progressions that support children’s continuous progress from year to year. |  |  |  |  |  |
| Establish and regularly update district-level inventories of appropriate assessment tools and data markers. |  |  |  |  |  |
| Establish priorities and plans for every building to have dedicated resources that promote staff collaboration, adult learning, and joint-decision-making (e.g., time, opportunity, and space for adults to meet and work together comfortably). |  |  |  |  |  |
| Enact and support cross-sector and cross-grade professional development opportunities for teachers that reflect best practices. |  |  |  |  |  |
| Demonstrate innovative efforts to create and standardize time for school- and community-based teachers to work together across different daily, weekly, quarterly, and school year calendars. |  |  |  |  |  |