**Sample Work Plan – PreK-3 Leadership Series-Making Your School a Hub of PK-3 Learning.**

**6**

**COMPETENCY**

***Directions:*** 1. Use this form to develop a work plan for each strategy identified using the Self-Assessment Tool.

2. Distribute copies of each work plan to the members of your team.

**Goal: Develop a Welcoming Environment and Sense of Belonging.**

* + *6.1 Develop a welcoming environment and sense of belonging and cultivate a shared responsibility for children’s learning from age three to third grade.*
  + *6.2 Provide meaningful transitions between preschool and elementary school.*
  + *6.3 Develop out-of-school and summer learning opportunities for children from age three to grade three.*
  + *6.4 Blend and braid funding to maximize resource opportunities.*

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| **Action Steps**  *What Will Be Done?* | **Responsibilities**  *Who Will Do It?* | **Timeline**  *By When? (Day/Month)* | **Resources**   1. *Resources Available* 2. *Resources Needed (financial, human, political & other)* | **Potential Barriers**   * *What are potential hurdles?* * *What are potential solutions?* | **Communications Plan**  *Who is involved?*  *What methods?*  *How often?* |
| **Step 1: Revamp current Kindergarten ‘RoundUp’** | PRINCIPAL  Site Team  Austin Aspires Director | During the fall of 2015 | * Found from families that the bulk of information about the first few days of school was overwhelming and too far ahead of Round Up (usually late March/Early May). * With the Austin Aspires Director we located a new model for delivering K Readiness information to families. | * Seeking buy in while changing something ‘that worked’ for 10 years. * Funding for the change in Round Up to provide families with a Readiness Kit for Kindergarten. * How to support families in engaging in these activities? How do we encourage families of other language backgrounds to participate? | * Principal and (2) Principal Interns took on the lead for this process. * We updated staff and Central Office during the working process and invited all to ‘watch’ the new powerpoint on the website. |
| **Step 2:**  **Gather Resources** | Principal  Teachers | Winter 2015 | * We worked with the Early Childhood Coordinate to align activities for parents with our Top Ten list we created as a Pre/K Community in 2014. | * Cost of activities-our goal was to make sure the Readiness Bags had materials in each bag that support learning-while in our price point. |  |
| **Step 3: Parent Videos** | Principal  Teachers  Community Experts | Spring 2015 | * We sought out local celebrities (Former Mayor, Head Soccer Coach, Local Librarian) and had them role play the activities in the Readiness Bags so parents could ‘see’ what the activities might look like in real time. | * Community experts were nervous ☺ | * Videos were first shared at 2015 Round Up and then posted to social media. |
| **Step 4: Roll Out** | Principal  Site Team | Spring 2015 | * We revamped the 45 minute time frame we had with families to allow for more active engagement with the Readiness Bags and to be able to watch the videos. * We also gave each family and invitation to a Parent Night 3 weeks later in which they could come back with their child, tour the school, and learn about more K Readiness activities in an informal setting. Current K parents were also in attendance to answer any questions. | * The first few sessions we didn’t have our timing down-but made adjustments for the ability for families to watch the videos. * Our Spanish Speaking families were able to see the videos but we were not able to translate them on YouTube. Two of the Community Experts are leaders in the Hispanic Community and Sudanese Community so that provided additional resources for families to reach out to-and also gave our videos more weight in those respective communities. |  |

**Evaluation Process**

**How will you know that you are making progress?**

We had Principal Interns ask parents for feedback as they were leaving the registration program. I also followed up with some families that have had children at Woodson before our revamping to seek out the + and the delta’s about the changes.

**How will you determine that your goal has been reached?**

Parents feeling more comfortable about the transition to the almost 400 student K Center. Families having a better understanding of what K looks like now than when they were in school. Teachers feeling empowered to share resources in a non-traditional way to support early learning.

**What are your measures?**

Attendance at events, parent feedback on activities, I also watch to see how many ‘hits’ on social media the posts gain.

**What lessons did you learn from this experience?**

Linking early learning and elementary learning can help children and families experience smooth transitions and continuity of practice across early care and elementary (pg 54)

**What concepts, models, techniques from the P3 Leadership Institute were most helpful to you in accomplishing this goal?**

Pg 56 of Leading PreK-3 Learning Communities and the specific ways in which ‘Principals can create effective partnerships between their schools, preschools and parents’.