

PreK-3 Systems for Success: Assessment and Planning Tool

Purpose: The purpose of this tool is to facilitate discussion and planning. It is neither intended to be a guide nor to be prescriptive. Rather, the intent of the tool is to be comprehensive in order to show *possible* PreK-3 model options while also facilitating discussion. While some elements and features of PreK-3 models may be easier or more efficient to implement, other elements may take years. Similarly, some elements may simply require changes to standard or traditional operational procedures, whereas others may require significant financial and/or longitudinal commitments.

Use: This tool contains elements from various PreK-3 models in addition to some general program planning elements. It is intended to be a resource for school districts and other educational agencies as they plan and implement their PreK-3 programs. Because there is no single, best PreK-3 model, school districts and other educational agencies should determine which components of the PreK-3 model are the most important and feasible for their program and/or community.

Note: This tool does not include features or elements from all PreK-3 models. Hopefully, it will be a useful tool as you start to plan your PreK-3 program.

Categories: Organizational Motivation and Commitment
PreK-3 Leadership
School Organization
Professional Development
Curriculum, Assessment and Intervention
Standards, Transition, Alignment, Review
Parent Involvement
Incorporating Community



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ORGANIZATIONAL MOTIVATION AND COMMITMENT

1. Overall, how would you rate your district's/program's motivation to implement a PreK-3 system?

1	2	3	4
Low	Medium	High	Very High
<i>Awareness of PreK-3 is low.</i>	<i>We need to be convinced.</i>	<i>We are ready. What's the best process?</i>	<i>Already started. Ready for the next steps.</i>

2. Our district personnel who seem to be the most motivated are: (list below)

3. In your opinion, what information and/or resources does your district need to increase motivation to implement. (list below)

4. Describe your district's commitment to implementing and sustaining a PreK-3 system (i.e. time, budget, space, support, etc).

PREK-3 LEADERSHIP

5. There is a clear and widespread commitment amongst school leaders and educators to implement and support a PreK-3 system.

YES NO

6. Our district has created a leadership team to lead implementation efforts.

YES NO

List team members, or prospective members, below.

7. List community partners who are members of the leadership team or who should be involved in your PreK-3 system (Head Start, Child Care Providers, Health Providers, Local Leaders, etc).

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8. Our district has established short and long-term goals related to PreK-3, and have included benchmarks (e.g. 100% of children will read proficiently by the end of 3rd grade).

YES NO

List short and long-term goals and how they will be benchmarked.

9. Our early childhood administrator is a member of the district administrative team (or appropriate district leadership team).

YES NO

10. What are the major challenges your early childhood leaders face as they work to improve the quality and comprehensiveness of their programs and services?

SCHOOL ORGANIZATION

11. Our early childhood programs are located within primary or elementary schools.

YES NO

a. If no, what are the benefits and challenges of co-location?

b. If you have off-site locations, what are your PreK-3 implementation challenges?

12. Our district provides all-day everyday kindergarten to all students.

YES NO

a. If no, describe your current kindergarten system and how you meet the needs of at-risk students.

13. Our district provides extra services for struggling preschool and primary school children.

YES NO

a. Describe your services (e.g. Title I, Reading Corp, etc).

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14. We provide extended learning time beyond the traditional school day or average practice.

YES NO

a. Describe your services (e.g. summer programming, 1/2 day preschool, etc).

15. Our PreK or early childhood programs receive equal district attention and recognition (e.g. website, signage, school or building newsletter, etc).

YES NO

16. We have a comprehensive system that serves children ages 3 to 9 (comprehensive services include health services, social services, outreach, partnerships with other organizations, etc).

YES NO

a. List your services and partnerships below

PROFESSIONAL DEVELOPMENT

17. Early childhood is represented on a district-wide staff or professional development committee.

YES NO

18. Early childhood is represented on a building-wide staff or professional development committee.

YES NO

19. Our Teaching and Learning department (or equivalent) provides professional development support and guidance to Early Childhood.

Financial	YES	NO
Planning	YES	NO

20. Principals and early childhood coordinators have been trained in observation and assessment techniques appropriate to the PreK-3 model.

Teacher/staff	YES	NO
Classroom	YES	NO

21. Coaching is available to improve instructional practice.

Early Childhood	YES	NO
K-3	YES	NO

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22. Early childhood teachers are included in our district's mentoring program. YES NO

CURRICULUM, ASSESSMENT AND INTERVENTION

23. We have developed a plan to align our curriculum, age 3 to grade 3. YES NO

24. We are currently following a systematic process for curriculum alignment and implementation. YES NO

a. If no, what needs to be done to develop a process?

b. Our process focuses on both vertical and horizontal alignment. YES NO

25. We have developed and implemented a comprehensive and integrated assessment system that is aligned from age 3 to grade 3.

a. If no, what needs to be done to develop a system? YES NO

b. We have aligned indicators or benchmarks to provide consistent assessment measures from age 3 to grade 3.

YES NO

26. Our intervention process and system is aligned from age 3 to grade 3.

a. If no, what needs to be done to develop a system? YES NO

27. We have a data system that tracks students from age 3 to grade 3.

a. If no, what needs to be done to develop a system? YES NO

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STANDARDS, TRANSITIONS, ALIGNMENT, REVIEW

28. Our district has aligned early childhood standards (e.g. Early Childhood Indicators of Progress, Head Start Performance Standards) with K-3 standards.

YES NO

29. We have aligned building and district standards, policies and procedures.

YES NO

a. If no, what is needed to align district standards, policies and procedures?

30. We have created and implemented a comprehensive transition plan (e.g. from home to preschool, from preschool to kindergarten, etc)

YES NO

a. If no, what is needed to develop and implement a plan?

31. Our transition plan is comprehensive, inclusive and partnership-based.

YES NO

a. A process is in place to assess our transition plan and its efficacy.

YES NO

32. We have a review process that assesses our standards, alignments and transitions.

YES NO

a. Who is responsible for overseeing the review processes?

33. Our implementation, assessment and review processes involved both vertical and horizontal alignment (e.g. alignment between and within grades and classrooms, alignment between buildings, etc)

YES NO

34. Teachers and pertinent staff (age 3 to grade 3) have sufficient opportunity to meet together to plan.

Curriculum	YES	NO
Assessment	YES	NO
Intervention	YES	NO
Transitions	YES	NO

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PARENT INVOLVEMENT

35. We have a set of clearly defined and operationalized parent involvement standards.
YES NO
36. We have an aligned parent involvement plan.
YES NO
- a. Parents were involved in the development of the plan.
YES NO
- b. Parent Advisory Councils and PTOs/PTAs work together.
YES NO
37. We strive to ensure our school buildings and classrooms are parent and family friendly.
YES NO
- a. Parents understand school resources and processes.
YES NO
38. There are various opportunities for parents to learn about their children's progress and development.
YES NO
- a. Information is presented in ways parents understand.
YES NO
39. What efforts are made to help teachers and parents develop partnership relationships?

INCORPORATING COMMUNITY

40. What other early childhood programs are available in your community?
-
-
41. What community, civic or business leaders may provide valuable support or input to your PreK-3 efforts?
-
-
42. Do community early childhood providers understand district goals and/or standards?
- | | | |
|------------------|-----|----|
| Curriculum | YES | NO |
| Assessment | YES | NO |
| Transitions | YES | NO |
| Kindergarten | YES | NO |
| Professional Dev | YES | NO |

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43. Our district engages in joint planning or collaborations.

Curriculum	YES	NO
Assessment	YES	NO
Transitions	YES	NO
Kindergarten	YES	NO
Professional Dev	YES	NO
PreK-3 Model	YES	NO

a. Describe your joint planning or collaboration efforts.

44. What could be done to improve community involvement and/or collaborations?
