



TYPE: PLAN
 SECTION: FEDERAL PROGRAMS
 TITLE: PRE-K TO K TRANSITION PLAN
 BOT ORIGINAL: December 15, 2016
 BOT APPROVED: January 18, 2018

Pre-K to K Transition Plan – Gillingham Charter School 2017.18

Gillingham is a K-12 one-building school without a Pre-K program. Children enter kinderleben from various districts, so this document reflects the transition into kinderleben once the children have started kinderleben.

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

Committee Members

Nicolle Hutchinson
 Kara Stalter
 Vanessa Ludwig
 Heather Hill
 Michelle Koren
 Brooke Heisler
 Deborah Davis

Affiliation

CEO & Director of Education
 Reading Specialist/Title I Coordinator
 Kinderleben Teacher
 Lower School Parent
 Lower School Parent
 Lower School Parent
 Middle School Parent

Designated Leader: Nicolle Hutchinson

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

1. Support children’s readiness for kinderleben.
2. Help to resource families in helping their children to be ready to begin school.

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	Kinderleben teacher talks about kinderleben and reads books about school to help the children adjust to school.	Through a kinderleben open house in the spring and a kinderleben orientation in August before school starts, the children will meet their new kinderleben teacher.	Children learn kinderleben rules, expectations, and routines by teacher modeling, practice, and positive reinforcement.	Children seem excited about going to kinderleben as reported by the teacher.
Family-School	Families receive information about kinderleben during Open House. The teacher will also send a letter or postcard home to each family introducing himself/herself.	Gillingham holds a Kinderleben Orientation for incoming students before the school year starts so parents can meet the kinderleben teacher and the special teachers for Spanish, Music, Art, and Gym.	To each family with a child enrolled in kinderleben, the kinderleben teacher sends home a few activities over the summer for parents/guardians to do with their children.	Kinderleben Open House and Orientation attendance rates have increased or maintained.

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Type of Connection	Sharing Information	Building Relational Supports	Fostering Alignment Between Settings	Evaluation (Step 4)
School-School	Kinderleben teacher discusses strengths and challenges with the Director of Education and Reading Specialist as these arise.	Kinderleben teacher and support staff discuss common ways to support the new kinderleben students.	Gillingham provides information about the HeadStart program to families who have children close to kinderleben age.	The kinderleben teacher reported feeling more informed about where children are at academically and socially by doing the Kindergarten Inventory at the beginning of the year and by meeting the children in the spring and summer before school.
School-Community	Gillingham announces its kinderleben registration in the local paper, on flyers posted in the community center, on FaceBook, and via school alerts and memos.		Also, a Gillingham representative visits a Child Development center and provides Gillingham enrollment flyers for parents of pre-school age children.	Kinderleben registration before the first day of school has increased.

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. Inform families how to help their children prepare during the summer and provide resources.
2. Distribute more flyers and kinderleben registration notices around the community.

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	Community Outreach	Flyers posted on website, sent home to students, in community centers and stores	June, July, and August 2017	Kinderleben Teacher, Director of Education, SPLAM Teachers		Kinderleben Teacher and Administrative Team
#1, #2	Back-to-School Night	Flyers posted on website, sent home to students, in community centers and stores Meet the teacher, discuss rules/procedures/expectations, and parents participate in mini lessons from kinder teacher and SPLAM	September 21, 2017	K-12 Teachers, Director of Education, SPLAM Teachers		Kinderleben Teacher and Administrative Team
#1, #2	Math & Reading Game Night for K-6	Flyers posted on website, sent home to students, in community centers and stores Parents and students enter to win math & reading raffle baskets and play math & reading games together, collect helpful handouts and brochures, and learn strategies to reading & math strategies to use at home	October 12, 2017	K-6 Team, Director of Education, select SPLAM Teachers		Kinderleben Teacher

#1, #2	Kinderleben Registration/ Open House	Flyers posted on website, sent home to students, in community centers and stores Introduction to school's philosophy, tour of school., and mini lessons from kinder teacher and SPLAM	March 2018 (TBD)	Kinderleben Teacher, Director of Education, SPLAM Teachers	Manpower to make sure that the information is disseminated to the community	Kinderleben Teacher and Administrative Team
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Step 5 (continued): From the activities identified, choose one and develop a detailed timeline

Individual Transition Activity Timeline for: 2017.18

Date to be Initiated	Activity: K-6 Game Night	Who is Responsible	Feedback
August 28	Title I Meeting to discuss initial ideas & logistics	Title I Team, Director of Education, Lower School Teachers, Parent Committee	Create "Game Night" flyer
September 6	Meeting to finalize the flyer for distribution	Title I Team with Director of Education	Make the flyer simpler and include ways that students can earn extra raffle tickets
September 12	Title I Parent Meeting: Initial ideas for flyers, ways to earn raffle tickets, etc.	Title I Team & Parent Committee	
September 13	Lower School Team Meeting: discuss game/activity ideas & room assignments	Lower School Teachers & Title I Team	Finalize agenda
October 5	Title I Parent Committee Meeting: fill raffle baskets with donations	Title I Team & Parent Committee	
October 11	Team Meeting to finalize agenda and activities for each room/station	Lower School Teachers & Title I Team	
October 12	K-6 Game Night	Lower School Teachers & Title I Team	

Written Policies

Gillingham Charter School's written policy on District Title I Pre-K to K Transition Plan is public record.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Adopted this ____ day of _____, 2018

(BOT President)

(BOT Secretary)