



Ready and Successful Schools Action Plan: Recommendations to the Washington Early Learning Partnership

**Ready and Successful Schools Work Group
May 2013**

Coordinated by the
Office of the Superintendent of Public Instruction in collaboration with the
Department of Early Learning and Thrive by Five Washington

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Ready and Successful Schools Action Plan

Executive Summary

In 2012, State Superintendent Randy Dorn charged the Ready and Successful Schools Work Group with recommending a four-year *Ready and Successful Schools Action Plan*. The Work Group was charged with identifying a handful of key next steps that the K-12 system can use to align with early learning system-building reforms, build connections with early learning providers, and enhance the education of children served in PreK through Grade 3 programs and classes in Washington's public schools.

This *Action Plan* constitutes the recommendations of the 37-member Ready and Successful Schools Work Group that met from October 2012 through May 2013 to identify the highest impact statewide actions that can be taken over the next four years. Their recommendations, presented in this *Action Plan*, are an important step in improving the education of our earliest learners, which is one of Superintendent Dorn's five education priorities for Washington. This *Action Plan* will be presented to the Washington Early Learning Partnership for its consideration and approval.

The Work Group included school district superintendents, school board members, teachers, ESD leaders, early learning providers, other educators, and individuals representing the Washington Early Learning Partnership (Department of Early Learning, OSPI and Thrive by Five Washington). Financial support was provided by the Bill & Melinda Gates Foundation. Bea Kelleigh, of Dovetailing^{LLC} served as the consultant facilitator and primary author of this report. Robert Butts, OSPI Assistant Superintendent for Early Learning, and Greg Baker, Superintendent of the Bellingham School District, co-chaired the Work Group.

Strengthening PreK-3rd Education is Important and Urgent

The PreK-3rd grade years are instrumental in setting children on a path to success or conversely, in allowing "opportunity gaps" to continue, forcing students, teachers and administrators to play a continuous game of catch up.

Recent data (2011-12) show that 31% of Washington's 3rd grade students demonstrate "below basic" levels of proficiency in reading on Washington's Measurements of Student Progress (MSP), with 8.4% percent of our students "well below" basic. The picture is bleaker for low-income children and many children of color.

"...One in six children who are not reading proficiently in 3rd grade fail to graduate from high school on time - four times the rate for children with proficient 3rd grade reading skills."

- Double Jeopardy: How Third-Grade Reading Skills and Poverty influence High School Graduation Rates 2012

This is troubling for academic, social and economic reasons. By 2018, 67% of jobs in Washington will require a postsecondary training. Unfortunately, recent data show that only 77.2%¹ of Washington high school students in the Class of 2012 graduated from high school. Of those, only 62% of graduates are enrolled in post-secondary education² leaving a serious gap between what the workforce will require and what the education system is delivering.

¹ Washington Profile. Projections of Jobs and Educational Requirements through 2018. <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/washington.pdf>

² Graduation and Dropout Statistics Annual Report 2011-2012. OSPI. March 2013. <http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/11-12/GradandDropOutStats2011-12.pdf>

Building on Strong Foundations

This *Action Plan* builds on the growing momentum and research about PreK-3rd, which includes:

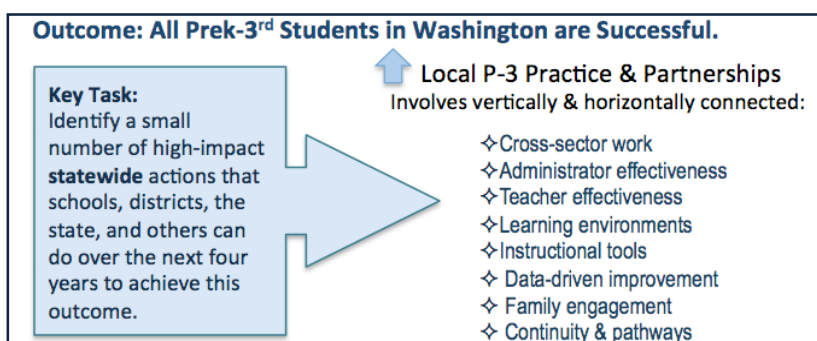
- Washington State’s 10-year *Early Learning Plan*, our road map for building a prenatal – 3rd grade early learning system that ensures that all children in our state start life with a solid foundation for success in school and in life. The *Plan*’s Strategy 27 is to “ensure alignment and coordination of children’s PreK-3rd grade education and experiences,” the focus of the Ready and Successful Schools Work Group.
- The literature about the importance of “Ready Schools,” including the hallmark National Education Goals Panel “Ready Schools” Report of 1998 which embraced “Ready Schools” as a national goal;
- The burgeoning PreK-3rd work of districts and communities from Bremerton and Nooksack Valley to Yakima’s West Valley School District and King County’s Roadmap Project; and,
- The research-based [*Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches*](#) (Kauerz & Coffman).

Ready and Successful Schools: Goals and Actions

Surveys. Surveys of elementary school principals and of Head Start/ECEAP directors were conducted to inform these *Action Plans*. The surveys explored: PreK-3rd practices and next steps; feeder patterns between PreK and Kindergarten; PreK and full-day K in school buildings; and policy and procedural barriers. Both principals and the Head Start/ECEAP directors rated “fostering family engagement in their child’s PreK-3rd learning and development” as the most important next step. (See Attachment B: *Summary of Ready and Successful Schools Surveys*).

Key Task and Outcome. The Work Group began by adopting a desired outcome and key task to guide its work as shown in the graphic to the right. A fundamental premise - that achieving the desired outcome will require supporting and strengthening local PreK-3 practices and partnerships -

shaped the *Action Plan* at each step. The eight interconnected areas of effective local PreK-3rd practices and partnerships listed in the graphic are drawn from the recently published research-based *Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches*.³



Recommendations. The Work Group next adopted five goals and then considered and prioritized seven key statewide actions to achieve the desired outcome – “All PreK-3rd students in Washington are successful.” As shown on the next page, three key actions (Phase I) are recommended as the highest priority for immediate collective state/regional focus and implementation. Four other vitally important actions (Phase II) are recommended for implementation (or expansion beyond current efforts) when Phase I actions are well on their way to success.

³ Kauerz, K., & Coffman, J. (2013). *Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington. Web Address: http://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf

Ready And Successful Schools Action Plan Recommendations	
Goals	Phase I Actions: Start Now: 2013-14
I. Grow and support <u>leaders</u> in cultivating robust PreK-3 rd cultures and strategies.	Build a state/regional system of PreK-3rd leadership development and PreK-3rd contacts in school districts to help school and district leaders learn about high-quality, developmentally-appropriate, culturally and linguistically competent: early learning, learning environments, instruction and transitions. Create PreK-3rd teams to coordinate seamless transitions for children and families.
II. Strengthen and align <u>instruction</u> for students and the instructional capacity and skills of teachers.	Implement and fund PreK-3 rd professional development that includes cross-sector professional learning with early learning and K-3 educators. Ensure high-quality Kindergarten by providing opportunities for Kindergarten teachers, school staff and principals to receive on-going professional learning support. Identify policies and practices to promote joint resources for cross-sector PreK-3 rd work.
III. Engage <u>families</u> and communities in their child's education and transitions from PreK through 3 rd grade.	Identify and implement best practices and models of strengths-based, culturally and linguistically appropriate parenting education and family engagement for replication that is easy to access through many venues. Identify policy barriers and recommend solutions.
Goals	Phase II Actions: Start (or expand, if on-going) Later
IV. Expand access to education, services, and instructional time that supports the "whole-child" development and learning of all young learners.	<ol style="list-style-type: none"> 1. Increase opportunities for preschool-age children in schools and communities. Identify policy barriers and recommend solutions. 2. Advocate for the statewide implementation of state-funded full-day Kindergarten and reduced K-3 class sizes. Provide technical assistance to ensure high-quality full-day Kindergarten programs. Advocate for capital construction funding to pay for classrooms and portables in schools that do not have space to accommodate full-day kindergarten and/or smaller class sizes.
V. Align and support effective, developmentally and culturally appropriate PreK-3 <u>systems</u> .	<ol style="list-style-type: none"> 1. Create a shared understanding of the expectations of Kindergarten preparedness and common pathways, processes and tools for Kindergarten transition. Communicate the continuum of expectations of entering Kindergartners to the PreK-3rd partners and families. 2. Streamline and strengthen data systems and use of data to inform practice, programs and policy.

Phase I: High Priority, Immediate Actions. The Work Group recommends that the immediate, collective focus of the state, regional partners and school districts be dedicated to: growing and supporting leadership, strengthening professional learning, and creating a culture and practice of family engagement partnerships. This is recommended as leaders, teachers and family engagement are the cornerstones of effective education. These highest priority actions are:

1. Establishing a state/ regional system of PreK-3rd leadership development;
2. Implementing and funding professional learning to strengthen instruction; and
3. Identifying best practices and creating a *Family and Community Engagement Toolkit* that can be infused into leadership development and professional learning activities.

In addition to these priority actions, key ongoing work such as support for the expansion of ECEAP and state-funded, full-day K will continue in full force. This includes increasing facilities, since finding classroom space for these important expansions is an urgent challenge.

Phase II: Other Critical Actions. Four additional Ready And Successful Schools Actions are considered to be very important and are recommended to start (or expand beyond current efforts) after the first three are well on their way to success. These actions include:

1. Increasing access to preschool;
2. Accelerating the phase-in of state-funded full-day Kindergarten and reduced K-3 class sizes;
3. Establishing common Kindergarten preparedness expectations, messaging and transition processes; and
4. Streamlining data and assessments.

Carrying the Work Forward

The following next steps are recommended to advance the *Action Plan*.

Steps	Timeframe
1. Vetting. Vet the <i>Action Plan</i> broadly with the key partners to hone strategies, engage partners and build momentum.	June- July 2013
2. Adoption. Submit the recommendations to the Washington Early Learning Partnership for its consideration and approval.	August 2013
3. Branding. Consider and decide upon the connection and branding of this effort and the annual Starting Strong PreK-3 rd Institute.	June-September, 2013
4. Leadership. Create a <i>Ready and Successful Leadership Team</i> to manage and prioritize the work and determine where resources are needed first. <ul style="list-style-type: none"> – <u>Members:</u> Ready Schools Work Group co-chairs, lead implementing agencies (OSPI, DEL, Thrive, ESD's), and Action Team leads. 	September, 2013
5. Work Group. Continue the <i>Ready Schools Work Group</i> to advise the Leadership Team. <ul style="list-style-type: none"> – <u>Members:</u> Similar to the initial work group, with representative voices and intentional connections to the state's Early Learning Advisory Council (ELAC). It is recommended that the group meet three times annually, with additional meetings as needed. 	Ongoing
6. Common Framework. Request that the Washington Early Learning Partnership and the Ready and Successful Schools Work Group consider adopting the <i>Framework for Planning, Implementing and Evaluation PreK-3rd Grade Approaches</i> .	Fall 2013
7. Action Teams. Continue the practice of engaging <i>Action Teams</i> to develop/refine the recommendations and implement strategies. <ul style="list-style-type: none"> – <u>Members:</u> Membership will vary depending on the strategy. 	On-going

Implementation Plans. The Action Plan includes recommended implementation plans for each action. (See *Appendix A of the Full Report*.) Each of the Implementation Action Plans contains:

- A description of the action, desired system changes and outcomes and key objectives;
- A chart with tasks, milestones, leads and key partners; and,
- Guidance about the resources needed and efforts to build upon.

Seminal Documents and Initiatives. As early learning and K-12 partners are often unaware of each other's guiding documents and key initiatives, a list of guiding documents and initiatives raised in the Work Group deliberations is included. (See *Appendix C of the Full Report*.)

Glossary of Acronyms. (See *Appendix D of the Full Report*.)

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Ready and Successful Schools Action Plan

Full Report

The Need for a PreK-3rd Strategy

The PreK-3rd grade years are instrumental in setting children on a path to success or conversely, in allowing “opportunity gaps” to take root or continue, forcing students, teachers and administrators to play a continuous game of catch up. “Opportunity gap,” as used here, refers to the differences in children’s access to the resources and opportunities that support their learning and development. It is intended to reframe the achievement gap from a focus on children’s attainment to a recognition of the differences in the learning and development opportunities provided to them by the adults in their lives, including families, communities and educators.

The *Action Plan* focuses on PreK-3rd because success in school at the end of third grade is a key milestone in a child’s educational development and a sentinel indicator of future educational success. Research shows that a high-quality PreK experience can have a tremendous impact on a child’s learning and development, and can contribute to reductions in grade level retention and the need for special education⁴. However, child development is a continuous process that must be fed and nurtured along the way. Gains made in PreK need to be sustained by high-quality education throughout the Kindergarten –3rd grade years.

“...One in six children who are not reading proficiently in 3rd grade fail to graduate from high school on time, four times the rate for children with proficient 3rd grade reading skills.”

- *Double Jeopardy: How Third-Grade Reading Skills and Poverty influence High School Graduation Rates 2012*

Looking at the Washington Picture

Kindergarten Readiness. During the 2012-13 school year, Washington State began implementing WaKIDS, the Washington Kindergarten Inventory of Developing Skills, starting with state-funded full-day Kindergarten classrooms. A total of 23% of entering Kindergarteners had complete records in the six areas of the assessment (*math, language, cognitive development, literacy, social emotional development and physical development*). Those assessed included a higher percentage of low-income students (69%) than the statewide average (48%).

Overall, only 55% of students who participated in this assessment demonstrated the desired preparedness characteristics for entering kindergartners in at least five of the six domains.⁵ The WaKIDS data show that young students have a wide range of skills levels in the first few weeks of Kindergarten. Two key points in the data illustrate the need to improve early learning and development opportunities for children:

- **Skill levels vary across areas of development and learning.** The proportion of students demonstrating desired characteristics for entering Kindergartners ranged from *Math* (52%), *Literacy* (72%), *Social Emotional Development* (74%) and *Physical Development* (79%);
- **The opportunity gap is evident in the first few weeks of Kindergarten.** Among different racial groups the data show a 24-point gap in math (42%-66%), a 25-point gap in literacy (59%- 84%) and an 11- point gap (68%-79%) in social-emotional development.⁶

⁴ Barnett, S.W, Yung, K, Youn, M & Frede, E.C, Executive Summary. *Abbott Preschool Program Longitudinal Effects Study: Fifth Grade Follow-Up*. National Institute for Early Education research Rutgers University. March 20, 2013. Web Address: <http://www.nieer.org/sites/nieer/files/APPLES%205th%20Grade.pdf>

⁵ Fall 2012 WAKIDS Baseline Data Release. Office of the Superintendent of Public Instruction. January 17, 2013. http://www.k12.wa.us/WaKIDS/pubdocs/WaKIDS_Fall2012Data_pressreleasegraphics_v10.pdf

⁶ Fall 2012 WAKIDS Baseline Data Release. Office of the Superintendent of Public Instruction. January 17, 2013. http://www.k12.wa.us/WaKIDS/pubdocs/WaKIDS_Fall2012Data_pressreleasegraphics_v10.pdf

Additionally, recent data (2011-12) show that 31% of Washington's 3rd grade students demonstrate "below basic" levels of proficiency in reading on Washington's Measures of Student Progress (MSP), with 8.4% percent of 3rd graders "well below" basic.

For low-income children and for most communities of color, the picture is bleaker. On the grade 3 MSP, 43% of low-income children demonstrated "less than basic" proficiency in reading. Close to half of American Indian children (48%), Hispanic children (47%), African American children (45%), demonstrated "below basic" proficiency. This means these students are unable to locate information, understand the meaning of words or comprehend what they have read. Without these necessary skills, students are six times as likely to drop out of school.⁷

This is troubling for academic, social and economic reasons. By 2018, 67% of jobs in Washington will require postsecondary training.⁸ Unfortunately, recent data show that only 77.2% of Washington high school students in the Class of 2012 graduated from high school. Of those, only 62% of graduates are enrolled in post-secondary education.⁹ This means only 48% of entering high school students continue to post-secondary education – a gap of nearly 20% between what the workforce will require and what the education system is delivering.

In recognition of these realities, superintendents, principals, teachers, state early learning and K-12 leaders and local school board leaders across Washington are embracing a comprehensive preschool-through-third- grade (PreK-3rd) approach. A growing body of evidence shows that this approach helps children develop and sustain a solid foundation in literacy, math, social-emotional skills, and the strong engagement in learning that is so important to their future as students.

Building on Strong Foundations

This *Action Plan* builds upon years of research about the importance of educational leadership, effective instruction and partnering with families and communities to prepare children to make a strong start in Kindergarten and to thrive in a competitive global economy. The hallmark *National Education Goals Panel Report of 1998* endorsed Ready Schools as a national goal.¹⁰ Ready Schools are central to student success and are part of Washington's "early learning equation" described in Washington State's 10-year *Early Learning Plan*, adopted in 2010. This road map for building a birth – 3rd grade early learning system is intended to ensure that all children in Washington start life with a solid foundation for success in school and in life.

The *Early Learning Plan* is organized based on who needs to be involved to make that happen: Families and caregivers, children, communities, schools, educators and systems. The result is the following "early learning equation:"

Ready and Successful Children +
Ready and Successful Parents, Families and Communities +
Ready and Successful Early Learning Professionals +
Ready and Successful Schools +
Ready and Successful Systems and Communities =
A Ready and Successful State.

⁷ Hernandez, et al., Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation, Annie E. Casey Foundation, April 2011

⁸ Washington Profile. Projections of Jobs and Educational Requirements through 2018. <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/washington.pdf>

⁹ *Graduation and Dropout Statistics Annual Report 2011-2012*. OSPI. March 2013. <http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/11-12/GradandDropOutStats2011-12.pdf>

¹⁰ Shore, Rima, *Ready Schools*, National Education Goals Panel. 1998. <http://govinfo.library.unt.edu/negp/reports/readysch.pdf>

This *Action Plan* focuses on the “Ready Schools” part of the early learning equation. The *Plan’s* Strategy 27 is to “ensure alignment and coordination of children’s PreK-3rd grade education and experiences,” the focus of the Ready and Successful Schools Workgroup.

Developing the Ready and Successful Schools Action Plan

State Superintendent Dorn charged the Ready and Successful Schools Work Group with recommending a four-year *Ready and Successful Schools Action Plan* with a handful of key next steps that the K-12 system can take to:

- Align with early learning system-building reforms;
- Build connections with early learning providers; and
- Enhance the education of children served in PreK through Grade 3 programs and classes in Washington’s public schools.

This *Action Plan* is grounded by a whole-child approach - including social and emotional development, cognitive development, physical development and health. It also encompasses PreK transitions from home and preschool, K-3 education, and family engagement.

The action planning process brought together a 37-member Work Group of school district superintendents, school board members, principals, teachers, ESD leaders, early learning providers, other educators, and individuals representing the Washington Early Learning Partnership (Department of Early Learning, OSPI and Thrive by Five Washington). Robert Butts, OSPI Assistant Superintendent for Early Learning, and Greg Baker, Superintendent of the Bellingham School District, co-chaired the Work Group.

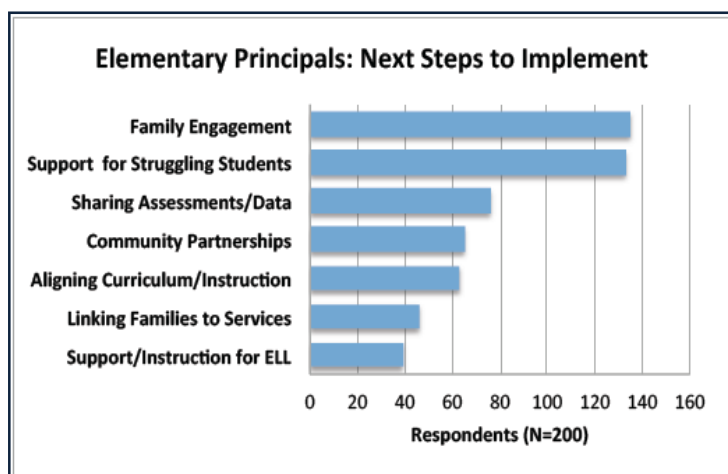
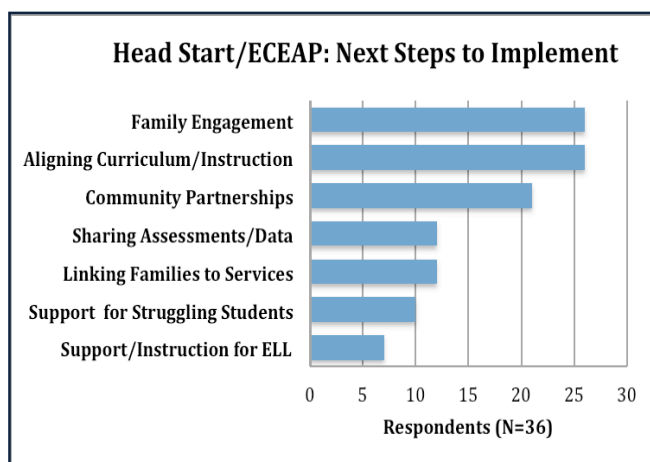
The process was guided by a planning team that included the Work Group co-chairs, work group members, Jodi Haavig and Julie Rolling; Kristie Kauerz, University of Washington and Bea Kelleigh, of Dovetailing^{LLC}, who served as the consultant facilitator and primary author of this report. Financial support was provided by the Bill & Melinda Gates Foundation.

Ready and Successful Schools Work Group Members		
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The Process. The action planning process began in the spring of 2012 with two surveys, one of elementary school principals and another of Head Start and ECEAP directors. During the 2012-13 school year, the Work Group held five full-day meetings to identify the following key outcomes, tasks and goals, priority actions and action plans. Meetings included panel discussions with school districts, communities, the early learning sector and K-12 education associations about PreK-3rd innovations, issues, policy barriers and the process of creating change in K-12 education. Action Teams of Work Group members created initial action plans. The full Work Group then reviewed and refined the *Action Plan* elements as well as a draft of this report.

Surveys. The two surveys, which informed the *Action Plans*, explored: PreK-3rd practices and next steps; feeder patterns between PreK and Kindergarten; PreK and full-day K in school buildings; and policy and procedural barriers. (See *Appendix B* for the *Summary of Ready and Successful Schools Surveys*.)

Both school principals and Head Start/ECEAP directors rated “fostering family engagement in their child’s PreK-3rd learning and development” as most important. For Head Start/ECEAP, this was tied with “aligning PreK-3rd curriculum and instruction,” followed by “creating partnerships (e.g., information sharing, professional development and children’s transitions) with schools and community agencies.”



According to principals, the two next most important steps were: “providing supplemental instruction and early intervention for struggling students” and “sharing assessments and progress monitoring across PreK-3rd.”

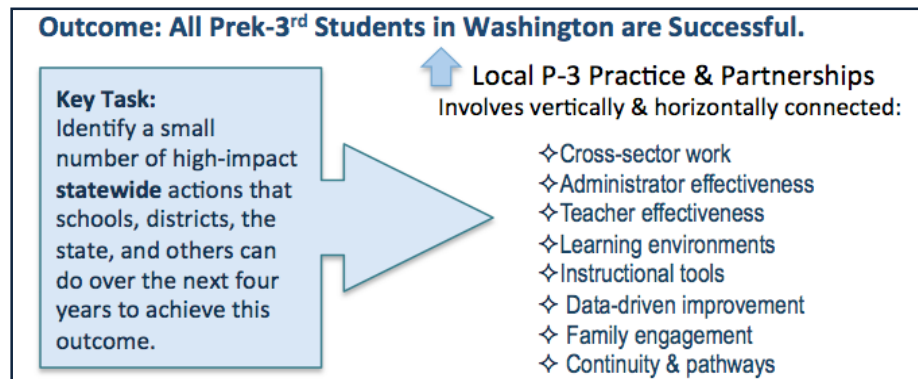
Head Start/ECEAP directors frequently cited “lack of time and funding” as major barriers. They also underscored the need for “greater cooperation between systems.” Next most frequently cited were:

“issues related to the challenges of working across systems” - including confidentiality issues that make data sharing difficult; “lack of alignment”; and “blending of funding between Special Education Preschool and early learning programs.”

Principals frequently cited issues relating to: lack of funding; the need for more full-day Kindergarten; and more preschool. Next were: class size; the need for more/better early intervention and special education services; and the challenges of working across separate PreK and K-12 systems (e.g., misalignment of policy, resources and children’s needs, and fragmented assessment and monitoring).

Ready and Successful Schools: Key Outcome, Task and Goals. The Work Group began by identifying issues and needed improvements and then used these to craft and adopt a desired outcome and key task to guide its deliberations. A fundamental premise – that achieving the desired outcome will require supporting and strengthening local PreK-3 practices and partnerships – shaped the Action Plan at each step of the way. The eight interconnected areas of effective local PreK-3rd practice and partnerships listed in the graphic are drawn from the recently published research-based Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches.¹¹

Figure 2. Results Depend on Strengthening Local PreK-3rd Practice & Partnerships



The Work Group next adopted five goals and then considered and prioritized seven key statewide actions to achieve the desired outcome of: All PreK-3rd students in Washington are successful. The key outcome task and goals are listed below.

Key Outcome. All PreK-3rd students in Washington are successful.

Key Task. Identify a small number of high-impact statewide actions that schools, districts, the state, and others can do over the next four years to achieve this outcome. These actions:

- Will build momentum for PreK-3rd system building and increase alignment between public schools and the early learning system; and
- Can include recommending new policies, practices, programs and funding.

Key Goals. Washington schools and districts partner with early learning providers, communities and families to build a strong, culturally and developmentally appropriate PreK-3rd system of education that prepares children for success and works to eliminate the opportunity gaps experienced by our state's most at risk children. We work together to:

1. Grow and support leaders in cultivating robust PreK-3rd cultures and strategies at every level;
2. Strengthen and align instruction for students and the instructional capacity and skills of teachers;
3. Engage families and communities in children's education and transition from PreK to 3rd grade and beyond;
4. Expand access to education, services and instructional time that supports whole development and education of all young learners; and,
5. Align and support effective, developmentally and culturally appropriate PreK-3 systems.

¹¹ Kaurez, K, & Coffman, J. (2013). *Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington. Web Address: http://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf

Recommending Action

The Work Group recommends seven *statewide* actions to support and accelerate the adoption of PreK-3rd approaches and the quality and coherence of children’s learning opportunities. Three key Phase I Actions are recommended as the highest priority for immediate collective state/regional focus and implementation. Four other vitally important Phase II Actions are recommended for implementation (or expansion beyond current efforts) in the following year, or as soon as is feasible.

The recommendations are focused on statewide/regional actions to support and improve local PreK-3rd practice and partnerships in each of the areas shown in Figure 2, so that all PreK-3rd students in Washington are successful. As is needed to effectively implement PreK-3rd approaches, in a number of places, the *Action Plan* recommends that implementation leads and partners span early learning and K-12.

The Goals, Actions and *Implementation Action Plans* are included as *Appendix A*.

Action Plan Theory of Change

This *Action Plan* is grounded in the following high-level theory of change (building blocks required to reach an ultimate outcome).

Theory of Change

We must integrate a PreK-3rd approach into existing initiatives and focus our collective statewide and regional resources first on:

- Growing PreK-3rd leadership;
- Providing effective professional learning for teachers and staff; and
- Building authentic partnerships with families and communities,

SO THAT

We grow the leadership, relationships and momentum necessary to spur our next phase of long-term improvements, including:

- Increasing access to high quality learning environments in each year;
- Streamlining assessments;
- Using data to inform practice; and
- Improving the transition into Kindergarten and between grades.

SO THAT

We can support and maintain robust local PreK-3rd partnerships and practices.

SO THAT

We provide students with the high-quality, coherent PreK-3rd education necessary to reduce opportunity gaps and boost student achievement.

SO THAT

All PreK-3rd students in Washington are successful.

ADVANCING THE READY AND SUCCESSFUL SCHOOLS ACTION PLAN

The Work Group recommends the following steps for carrying the Ready and Successful Schools work forward.

Steps	Timeframe
1. Vetting. Vet the Action Plan broadly with the key partners to hone strategies, engage partners and build momentum.	June- July 2013
2. Adoption. Submit the recommendations to the Washington Early Learning Partnership for its consideration and approval.	August 2013
3. Branding. Consider the connection and branding of this effort and Starting Strong. Decide whether Ready and Successful Schools should become part of Starting Strong.	June- September, 2013
4. Leadership. Create a Ready & Successful Schools Leadership Team. <ul style="list-style-type: none"> – <u>Purposes:</u> Manage the work including: <ul style="list-style-type: none"> • Developing an annual refresh of the Action Plan based upon review of annual progress and lessons learned, • Identifying and prioritizing resource needs and funding requests. – <u>Members:</u> Ready Schools Work Group co-chairs and lead implementing agencies (OSPI, DEL, Thrive, ESD's) along with other key partners. – <u>Meetings:</u> Monthly or as needed 	September, 2013 and on-going
5. Work Group. Continue the Ready Schools Work Group. <ul style="list-style-type: none"> – <u>Purpose:</u> Advise the PreK-3rd Leadership Team, serve as two-way communicators, raise emerging issues, and identify what is working well and where improvements are needed. – <u>Members:</u> Similar to current membership, plus others, with an intentional connection to the State's Early Learning Advisory Council (ELAC). The Work Group should include representative voices (sector and geography). With its advisory function, the Work Group could be larger than the initial 37-member Work Group. (Typically 24-35 members participated in each of the initial five meetings.) – <u>Meetings:</u> The Work Group should meet three times per year, with additional meetings as needed 	Ongoing
6. Action Teams. Continue the practice of engaging Action Teams (work groups) to develop recommendations and implement strategies. <ul style="list-style-type: none"> – <u>Purpose:</u> Develop recommendations, create tools and implement strategies – <u>Members:</u> Membership will vary depending on the strategy. Each Action Plan includes a recommended lead, or co-leads, along with the partners that should be engaged in the work. – <u>Meetings:</u> As needed 	Varies by action
7. Common PreK-3rd Framework. Request that the Washington Early Learning Partnership and the Ready and Successful Schools Work Group consider adopting the <i>Framework for Planning, Implementing and Evaluation PreK-3rd Grade Approaches</i> .	Fall 2013

Appendix A: The Ready and Successful Schools Goals and Action Plans

The four-year *Ready and Successful Schools Action Plan* is comprised of the five goals and seven statewide actions shown in the chart on the next page. Three key Phase I actions are recommended as the highest priority for immediate collective state and regional focus and implementation. Four other vitally important actions are recommended for Phase II implementation (or expansion beyond current efforts) in the following year, or as soon as Phase I actions are on their way to success. The recommendations are focused on improving local PreK-3rd practice and partnerships and the outcome of: “All PreK-3rd students in Washington are successful.” Recommended implementation leads and partners span early learning and K-12 as is required to effectively implement PreK-3rd approaches.

Program Year. *Action Plan* program years extend from July 1 to June 30 of each year.

Phase I: High Priority, Immediate Actions. The Work Group recommends that the immediate, collective focus of the state, regional partners and school districts be dedicated to growing and supporting leadership, strengthening professional development, and creating a culture and practice of family engagement partnerships. This is recommended as leaders, teachers and family engagement are the cornerstones of effective education. These three actions call for:

1. Establishing a state/regional system of PreK-3rd leadership development;
2. Implementing and funding professional learning to strengthen instruction; and
3. Identifying best practices and creating a *Family and Community Engagement Toolkit* that can be infused into the leadership development and professional learning.

In addition to these collective Ready and Successful Schools high-priority immediate actions, key ongoing work such as support for legislatively mandated expansions in ECEAP and state-funded, Full-Day K will continue in full force. This includes work to increase facilities for preschool and Kindergarten space as finding classroom space to fully accommodate the expansion of ECEAP and full-day Kindergarten is an urgent challenge.

Phase II: Other Critical Actions. Four additional actions recommended to start (or expanded beyond current efforts) in the next phase include:

4. Increasing access to high-quality preschool;
5. Accelerating the phase-in of state funded full-day Kindergarten and reduced K-3 class sizes;
6. Establishing common Kindergarten preparedness expectations, messaging and transition processes; and
7. Streamlining data and assessments.

Implementation Action Plan Format. Goals, and the strategic actions to advance each goal, are described in the following pages. Each of the individual *Action Plans* includes a description of the action, desired system changes and outcomes, key objectives, tasks with milestones for each year, resources needed, and efforts to build upon.

Interconnections. *Actions* are interconnected in several places. These are noted within the related objectives and tasks as in the example below.

☞ **Infuse into Kindergarten transition tools and processes, leadership development and professional development.**

Glossary. See *Appendix D* for a glossary of the acronyms used in the lists of *Action Plan Key Partners*.

Ready And Successful Schools Action Plan Recommendations

Goals	Phase I Actions: Start Now: 2013-14
I. Grow and support <i>leaders</i> in cultivating robust PreK-3 rd cultures and strategies.	Build a state/regional system of PreK-3rd leadership development and PreK-3rd contacts in school districts to help school and district leaders learn about high-quality, developmentally-appropriate, culturally and linguistically competent: early learning, learning environments, instruction and transitions. Create PreK-3rd teams to coordinate seamless transitions for children and families.
II. Strengthen and align <i>instruction</i> for students and the instructional capacity and skills of teachers	Implement and fund PreK-3 rd professional learning that includes cross-sector professional learning with early learning and K-3 educators. Ensure high-quality Kindergarten by providing opportunities for Kindergarten teachers, school staff and principals to receive on-going professional learning support. Identify policies and practices to promote joint resources for cross sector PreK-3 rd work.
III. Engage <i>families</i> and communities in their child's education and transitions from PreK through 3 rd grade	Identify and implement best practices and models of strengths-based, culturally and linguistically appropriate parenting education and family engagement for replication that is easy to access through many venues. Identify policy barriers and recommend solutions.
Goals	Phase II Actions: Start (or expand, if on-going) Later
IV. Expand <i>access</i> to education, services, and instructional time that supports the "whole-child" development and learning of all young students.	<ol style="list-style-type: none"> 1. Increase opportunities for preschool-age children in schools and communities. Identify policy barriers and recommend solutions. 2. Advocate for the statewide implementation of state-funded full-day Kindergarten and reduced K-3 class sizes, and provide technical assistance to ensure high-quality full-day Kindergarten programs, and advocate for capital construction funding to pay for classrooms and portables in schools that do not have space to accommodate full-day Kindergarten and/or smaller class sizes.
V. Align and support effective, developmentally and culturally appropriate PreK-3rd <i>systems</i> .	<ol style="list-style-type: none"> 1. Create a shared understanding of the expectations of Kindergarten preparedness, common messaging and common pathways, processes and tools for Kindergarten transition. Communicate the continuum of expectations of entering Kindergartners to the early learning world and the K-12 system. 2. Streamline and strengthen data systems and use of data to inform practice, programs and policy.

♦♦♦ Implementation Action Plans follow on pages 18 – 36 ♦♦♦

READY AND SUCCESSFUL SCHOOLS: ACTION PLANS

Goal I: Grow and support leaders in cultivating robust PreK-3rd cultures and strategies.

Action 1. Establish a statewide and regional system of leadership development and create PreK-3rd contacts and teams in school districts across the state.

A. System Changes and Outcomes- A state/regional system of leadership development helps school and district leaders learn about developmentally appropriate, culturally and linguistically competent high-quality early learning environments, instruction and transitions. PreK-3rd teams coordinate seamless transitions for children and families, in partnership with the early learning professionals.

As a result, school and district leaders recognize and support developmentally appropriate, culturally and linguistically competent early learning, quality learning environments, instruction and transitions. Early learning and K-12 partners have meaningful connections. Students are prepared for kindergarten and make seamless transitions into school.

B. Objectives - The key elements of this *Action Plan* are to:

1. Formalize a regional system of PreK-3rd leadership development for school district administrators, superintendents, elementary school principals and early learning leaders that builds upon ESD expertise and relationships with school district leaders. Encourage ESD's to share resources and lessons in establishing regional systems to grow and support convincing, invested PreK-3rd District leadership and expertise.
 - ☞ **Use the leadership development system to test and disseminate new tools and system elements as they become available. These include: professional development strategies, family engagement, blended funding models, Kindergarten preparedness expectations and transition processes, and improved use of data and assessments to inform practice;**
2. Identify superintendents, principals, early learning and community leaders within each region to champion and support PreK-3rd leadership development among their peers.
3. Support development of PreK-3rd teams in school districts across the state that engage and connect early learning and K-12 partners:
 - ☞ **Disseminate new tools and system elements into the PreK-3rd Teams. These include: professional development strategies, family engagement tools, Kindergarten preparedness expectations and transition processes, and improved use of data and assessments to inform practice;**
4. Create and engage a statewide system of District PreK-3rd contacts to foster knowledge of best practices and provide a point of connection with early learning partners.
 - ☞ **Test and disseminate new tools and system elements as they become available. These include: professional development strategies, family engagement, blended funding models, Kindergarten preparedness expectations and transition processes, and improved use of data and assessments to inform practice;**
5. Consider adopting the "*Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches*" (Kauerz & Coffman) as Washington's common PreK-3rd framework; and,
6. Work with, and through, state early learning and education agencies and associations to utilize their communication and professional learning channels to build the knowledge, expertise and support of leaders for effective PreK-3rd practices and partnerships.

C. Action Plan

Implementing Actions		Milestones				Lead	Key Partners
		Year 1	Year 2	Year 3	Year 4		
1.	Leadership Development Action Team: -OSPI and the ESD's create a Leadership Development Action Team to guide the leadership development strategy. - The Leadership Development Action Team considers lessons learned and refreshes the Action Plan each year.	– Action Team in place – Work Plan developed – Needed resources identified	– Resources secured – Lessons Learned – Action Plan Refreshed for Yr. 3	– Lessons Learned – Action Plan Refreshed for Yr. 4	– Lessons Learned & Plan for next steps	OSPI, ESD's	DEL, Thrive, AWSP, WSSDA, WASA, WEA, PTSA, WA-Head Start /ECEAP, ChildCare Aware, EAGOAC, Higher Education
2.	Messaging and Integration with Existing Initiatives: -Leadership Development Team creates a common PreK-3 rd messaging framework. Agencies and leaders integrate PreK-3 rd messaging into top-line messaging and state initiatives (e.g., Teacher/Principal Evaluation, the Common Core). - Leadership Team request agency/ association communications staff to: a. Create a PreK-3 rd communications plan; and, b. Identify an existing or a new "Ready Schools Website" where the PreK-3 rd leadership, professional development and family engagement tools, resources, professional development opportunities can be posted (Consider combining/connecting with the Starting Strong Institute.)	– PreK-3 rd messaging framework – Messaging integrated into initiatives – Communications Plan created and executed – Website identified	– State/regional leaders include PreK-3 rd in top-line messaging – Communications Plan created and executed	– State/regional leaders include PreK-3 rd in top-line messaging – Communications Plan refreshed & executed	– State/regional leaders include PreK-3 rd in top-line messaging – Communication Plan refreshed & executed	Washington Early Learning Partnership	As above
3.	ESD/OSPI Coordinated Agreement: - OSPI and AESD establish a coordinated agreement for provision of regional PreK-3 rd leadership and professional development.	– Agreement in place	– Agreement in place	– Agreement in place	– Agreement in place	OSPI, ESDs	DEL, Thrive, RSS Leadership Team,
4.	District Leaders and Contacts: - Each school district identifies a PreK-3 rd District Contact. - OSPI, with Leadership Team, creates and executes a plan to support and engage District PreK-3 rd contacts. -ESDs identify school board members, superintendents, principals and early learning leaders within each region to champion and support PreK-3 rd leadership development.	– Districts PreK-3 rd contacts identified – Plan to support/engage PreK-3 rd contacts created & executed – K-12 & early learning champions in each region identified	– PreK-3 rd topics included in ESD meetings with District leaders – Plan to support/engage PreK-3 rd contacts refreshed & executed	– PreK-3 rd topics included in ESD meetings with District leaders – Plan to support/engage PreK-3 rd contacts refreshed & executed	– PreK-3 rd topics included in ESD meetings with District leaders – Plan to support/engage PreK-3 rd contacts refreshed & executed	ESDs	OSPI, DEL, school districts, early learning providers, Regional Coalitions, WaKIDS Early Learning Collaborations, Thrive

5.	Leadership Support & Professional Development: - ESDs build a system of regional support/professional learning for PreK-3rd Leadership Teams of school board members, district leaders, elementary principals and early learning leaders. - OSPI, ESD's coordinate with & provide PreK-3rd information/support through School District PreK-3rd contacts. - OSPI, ESD's and DEL coordinate and provide information and training through existing early learning and K-12 education association communication and professional learning channels. - OSPI (K-12) and DEL (early learning) gather annual lists of key conferences, trainings and meetings for PreK-3rd presentations and training, and identify/coordinate presenters for these events.	- Leadership Development System Plan agreed upon - Capacity/ resource needs identified - Plan for engaging PreK-3rd school district contacts set - Plan for communicating PreK-3rd through existing professional learning channels refreshed & implemented	- PreK-3rd contacts engaged per Plan - Plan for communicating PreK-3rd through existing professional learning channels refreshed & implemented	- Plan for engaging PreK-3rd contacts refreshed - PreK-3rd contacts engaged per Plan - Plan for communicating PreK-3rd through existing professional learning channels refreshed & implemented	- Plan for engaging PreK-3rd contacts refreshed - PreK-3rd contacts engaged per Plan - Plan for communicating PreK-3rd through existing professional learning channels refreshed & implemented	ESDs, OSPI and DEL	Early learning providers, WASSA, WEA, AWSP, WASA, PTSA, school district leaders, Starting Strong Institute, Higher Education
6.	PreK-3rd Framework: - Consider adopting the PreK-3rd Framework (Kauerz & Coffman) as a common statewide tool for communicating, planning and implementing PreK-3rd.	- Decision upon adoption of Framework	- Framework embedded in messaging			WELP	RSS Leadership Team, OSPI, DEL, ESD's, Early Learning Regional Coalitions
7.	District PreK-3rd Teams: -Identify and communicate PreK-3rd team models that work in small and large school districts and for diverse communities and regions. -Create a plan to support development of PreK-3rd teams in every school district and identify/secure resources needed. -Create & begin implementing a plan for PreK-3rd teams in all districts.	- Models identified - Existing PreK-3rd Teams engaged as champions - Plan for PreK-3rd Teams created & resources secured	- PreK-3rd team Plan executed	- Plan for PreK-3rd teams in all districts	- Per District PreK-3rd Teams Plan	ESD's with OSPI and DEL	Early learning and K-12 educators, staff, ChildCare Aware and community partners

D. Resources Needed:

1. Continued funding for OSPI to bring together the ESD Early Learning Coordinators with Thrive and DEL at least twice annually;
2. Funding for ESDs to plan and grow the regional PreK-3rd Leadership work;
3. Time for communication staff to create communication plan and identify a Ready and Successful Schools website; and
4. Resources to create and manage the Ready Schools Website.

E. Efforts to Build Upon:

1. Foundational documents including the *State Early Learning Plan* and the *PreK-3rd Framework*;
2. ESD expertise and relationships with elementary school principals, superintendents and school board members;
3. Existing communication and professional learning channels such as the Starting Strong Institute, Early Achievers, Higher Education, the WA Assn. of Head Start and ECEAP and the K-12 Education Associations of teachers, principals, superintendents, school board members and the PTSA;
4. District PreK-3rd models including the Bill & Melinda Gates Foundation– District Leadership in Early Learning Grantees; and,
5. The WaKIDS Early Learning Collaborations, which aligns the practices of early learning professionals and kindergarten teachers and increases their communication with each other to support smooth transitions for children.

Goal II: Strengthen and align instruction for students and the instructional capacity and skills of teachers.

Action 1- Implement and fund PreK-3rd professional development that includes cross-sector professional learning with early learning and K-3 educators. Ensure high-quality Kindergarten by providing opportunities for Kindergarten teachers, school staff and principals to receive on-going professional learning support. Identify policies, practices to promote joint resources for cross sector PreK-3rd work.

A. System Change and Outcomes - In four years, we will have an aligned system of high-quality professional learning supports that includes resources and opportunities for early learning and K-3 educators that:

- Includes cross-sector and cross-grade PreK-3rd professional learning that is relevant and connected to everyday practice and grounded in essential components of high quality professional learning (such as the *Core Competencies for Early Care And Education and School Age Professionals* and *Learning Forward*, 2011); and,
- Focuses on strong and intentional teaching and developmentally appropriate learning environments for all students.

As a result, PreK-3rd grade alignment, teacher effectiveness, instruction and learning environments improve over time. Children and families ultimately experience effective instruction, high-quality learning environments and smooth and stable transitions through early learning into K-12 educational systems.

B. Objectives - The key elements of this *Action Plan* are to:

1. Create a “map” of existing statewide and regional early learning and K-3 professional learning;
2. Specify purposes and audiences, gather information, develop and populate the professional learning section of the “Ready and Successful Schools Website” (a new or existing web platform) that links resources and models for existing PreK-3rd professional learning and best practices;
3. Create new statewide professional learning opportunities, focused on strengthening and aligning instruction/learning environments. Provide venues to learn about and collaborate with colleagues around creating and maintaining PreK-3 systems and initiating new high-quality, full-day Kindergarten (FDK) programs;
4. Convene an advisory group to shape recommendations for state support for FDK, including summer learning opportunities and an FDK institute;
5. Analyze and make policy recommendations for a vision of high quality professional learning that includes PreK-3rd and integration of continuing education systems/requirements between K-12 and early learning;
6. Connect existing frameworks related to PreK-3rd, such as the *K-12 Instructional Frameworks*, the Classroom Assessment Scoring System (CLASS™), and the early learning Relationship-Based Professional Development approach now being developed, into the PreK-3rd professional learning system.

☞ **As the work is completed, infuse Kindergarten preparedness expectations, PreK to K transition tools and processes, family engagement and PreK-3rd teams into professional learning.**

C. Action Plan

Implementing Actions		Milestones				Lead	Key Partners
		Year 1	Year 2	Year 3	Year 4		
1.	Work Group/Policy Recommendations: - Convene a Work Group to analyze and make policy recommendations for: a. A vision for high quality professional learning that includes PreK-3 rd ; b. Integration of continuing education systems and requirements between K-12 and early learning; and c. Points of commonality and intersection with the goal of offering suggestions for streamlining processes for educators.	- RSS PL Work group convened - Scope and purpose defined	- Vision & Policy Rec's - Plan for integration/implementation agreed upon	- Plan executed and refreshed	- Per Plan	AESD, OSPI, DEL	OSPI, DEL, ESD-EL coordinators & content coordinators, AWSP, WSSDA, WSDA, WEA, PTSA, EAGOAC, Regional Coalitions, Thrive, Childcare Aware, MERIT, Higher-Education, RSS-PL Work Group, WSA Head Start/ ECEAP

2.	PD Map: - Create a statewide “map” of existing statewide and regional early learning and K-3 professional development; a. Define a clear scope and purpose for the mapping based on data and identified needs; b. Identify big organizing categories or “buckets;” c. Create a common template to collect information; d. Develop process for identifying places to connect, and gaps in resources/supports. -Think broadly and outside the box about funding supports that can support the work.	- Scope, purpose & audiences agreed upon - Template & data gathering process created - Date gathering initiated	- Data gathered - Map created - Potential funding sources identified - Implementation Plan agreed upon	- Per Plan	- Per Plan	AESD	As above
3.	Platform/Links to PD Resources & Best Practices: - Develop a platform on the Ready Schools website that provides links to resources and models for existing PreK-3rd professional learning and best practices: a. Provide resources/entry points that are useful to a variety of audiences (e.g., private/non-profit early education & K-12, informal educators); b. Organize around state, regional & local resources and ways to learn; c. Link to existing resources, web sites, ways of learning (e.g., MERIT); and d. Communicate new resources to PK-3 educators.	- Platform identified - Resources & models gathered - Platform structure set - Population of platform initiated	- Platform, populated - Communication Plan agreed upon & initiated	- Embedded in PD & communications		OSPI, DEL AESD	ESD and OSPI Ed Tech’s, ESD Data Coaches, UW National Center for Quality Teaching and Learning, Higher Education
4.	Starting Strong: -Continue and grow the Starting Strong PreK-3rd Institute. Consider whether a consistent conference coordinator is needed. - Connect to broader messaging work 🔗 -Connect to the Ready and Successful Schools Leadership Team’s consideration of the branding between Starting Strong and Ready and Successful Schools.	-2013 Starting Strong Conference held - Conference planning needs reviewed - Plan for 2014 agreed upon	- Per plan - Messaging considered & embedded	- Per Plan	- Per Plan	OSPI, DEL AESD, Thrive	Other current partners (The Bill & Melinda Gates Foundation, The Boeing Company, ChildCare Aware, WAEYC), prospective partners
5.	New PD opportunities: - Convene an advisory group to shape what state support for FDK needs to look like including summer learning opportunities & FDK institute. -Identify models for effective professional development. -Create new statewide professional learning opportunities that offer a venue to learn about & collaborate with colleagues around creating and maintaining PreK-3rd systems and/or initiating new FDK programs. - Prioritize whole-child opportunities based on identified areas of focus through WaKIDS data and consideration of foundational learning skills such as social emotional development.	- Group convened - Models identified - Rec’s & priorities for State FDK support - Needs prioritized	- State decision & implementation of FDK supports			OSPI, DEL, AESD	DEL, Early Achievers, Child Care Aware, higher education, Region X, WSA Head Start/ ECEAP, Professional Education Standards Board, WaKIDS Early Learning Collaborations, Thrive

D. Resources Needed:

1. A Professional Development Coordinator jointly supervised by project leads (OSPI, ESD's and DEL), similar to the Network Coordinator for Math, Science and Literacy;
2. OSPI, DEL, ESD Early Learning Coordinator staff time to convene Work Groups, develop policy recommendations, and manage statewide mapping, analyze gaps and create new professional development opportunities; and
3. Commitment of web developer time and/or resource to develop a new web-based resource portal (including RSS Work Group time to conceptualize how the resource platform should be organized).

E. Efforts to build upon:

1. Foundational documents such as the Washington State *Core Competencies for Early Care and Education Professionals and the Learning Forward*, 2011 (<http://www.del.wa.gov/publications/partnerships/docs/CoreCompetencies.pdf> and <http://www.nea.org/home/48345.htm>);
2. *"The Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches"* (http://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf);
3. Current early learning and K-12 professional development and communication channels such as the Starting Strong Conference, Early Achievers, the WA Assn. of Head Start and ECEAP and the K-12 Education Associations of teachers, principals, superintendents, school board members and the PTSA; and,
4. ESD-led professional development that is being provided in early literacy/writing (David Matteson) and mathematics that is being conducted by PSESD and ESD 101, the Guided Language Acquisition Development (GLAD) Preschool Project and First Steps in mathematics conducted by ESD 105.

Goal III: Engage families and communities in their child's education and transitions from PreK through 3rd grade

Action 1- Identify and implement best practices and models of strengths-based, culturally and linguistically appropriate parenting education and engagement for replication that is easy to access through many venues.

- A. System Change and Outcomes** - Best practices, professional development and leadership assistance to make strengths-based culturally and linguistically appropriate PreK-3rd family and community engagement partnerships and professional development the norm. This work will be based on the understanding that:
- Family engagement is a school's capacity to know and act upon what their families are saying is important; and
 - The focus of family engagement should be shifted to partnerships rather than activities.

As a result of these efforts, parents feel welcomed and are more engaged with their child's education and school community. Schools understand and value the importance of strong partnerships with families and the community as integral to student achievement and success.

B. Objectives - The key elements of this *Action Plan* are to:

1. Convene a Family Engagement Action Team to research and gather best practices including local work and models grounded in research (Joyce Epstein- Johns Hopkins Center on School, Family, and Community Partnerships, Karen Mapp -Harvard's Family Involvement Network for Educators, etc.) and create a *Family and Community Engagement Toolkit*;
2. Recommend PreK-3rd professional development to support implementation of the models and ways to engage and support parents using a cultural competency frame and tools, including effective use of interpreters in family meetings where the primary language is not English.
 ☞ **Infuse this into leadership development and professional development strategies;**
3. Recommend implementing the WaKIDS teacher-parent "family connection" component in grades 1, 2, and 3:
 ☞ **Connect this with data and assessment (K-3 Action Team to recommend streamlined formative assessments);** and
4. Move quickly with communication and professional development if additional state funding is allocated for Family Engagement Coordinators in elementary schools.

C. Action Plan

Implementing Actions		Milestones				Lead	Key Partners
		Year 1	Year 2	Year 3	Year 4		
1.	Literature Review and Models - Convene a Family Engagement Action Team to: guide a literature review; the gathering of effective models for family & community engagement based on research and local efforts; and, create a <i>Family and Community Engagement Tool Kit</i> for schools and communities. The <i>Tool Kit</i> will include how: a. Districts/schools can support community conversations, alignment of actions and authentically engage all parents; b. To have effective school, family & community partnerships that recognize & support different needs of diverse communities; and c. To reframe the role of schools, principals and teachers to a more community-oriented one.	- Action Team convened & work plan agreed upon - Literature review conducted - Existing models & toolkits gathered	- Toolkit created/ tested - Toolkit published on Ready Schools Website - Communication about new toolkit	- Toolkit embedded in leadership/ educator professional learning	- Toolkit embedded in leadership/ educator PL	WELP	Families, Ready Schools Work Group, Thrive, PTSA, WSA Head Start/ECEAP Assn. ESDs, EAGOAC, WSPTA, OEO, Commission on Hispanic Affairs (Parent Engagement Program), Early Learning Regional Coalitions, OneAmerica, Higher Education
2.	Alignment: - Align parent engagement leadership development and professional learning between Early Learning and K-3 teachers using a cultural competency frame and tools grounded in the <i>Early Learning Guidelines</i> .		- Alignment principles & guidance	- Alignment embedded in PD	- Alignment embedded in PD	OSPI, DEL, Thrive, ESDs	Child Care Aware, WSSDA, WASA, AWSP, WEA, WSA Head Start and ECEAP Association/ providers, Higher Education

3.	Professional Development: - Develop & provide professional development for: a. Principals, teachers and school staff on family & community engagement with ties to research and impacts on student learning & success; b. Teachers on how to effectively use interpreters in family meetings where the primary language is not English. ☞ Infuse into leadership development and professional learning strategies.		- Plan for infusing parent engagement into Leadership development/ PD agreed upon - Implementation per Plan	- Lessons learned - Refresh Plan - Implementation per Plan	- Lessons learned - Refresh Plan - Implementation per Plan	OSPI, ESDs	WSSDA, WASA, AWSP, WEA, WSPTA, district family engagement leads, families, associations of school staff, DEL, Higher Education
4.	WaKIDS Teacher Parent Meetings in Grades 1-3: - Recommend implementing the WaKIDS teacher-parent meetings at the beginning of the school year in grades 1, 2, and 3, in all schools.		- Recommendation considered			OSPI	WSSDA WASA, AWSP, WEA, School Districts
5.	Family Engagement Coordinators: - If there is new state funding of family engagement coordinators in elementary schools: a. Provide PD for principals/ teachers about important ways that this position can support student learning and outcomes. ☞ Connect with leadership development and professional development strategies; b. Link these positions to resources, community partnerships, and opportunities to support/ improve family community connections and student learning; and c. Provide professional development and opportunities for collaboration and learning for the Family Engagement Coordinators.	- TBD, depending on State budget	- TBD, depending on State budget	- TBD, depending on State budget	- TBD, depending on State budget	OSPI, ESDs	School Districts, WSSDA WASA, WSPTA, AWSP, WEA, DEL

D. Resources Needed:

1. A jointly supervised Family and Community Engagement Coordinator (OSPI, ESD's and DEL), similar to the ESD/OSPI Math, Science and Literacy Network Coordinator;
2. Adequate funding for the Coordinator to convene the work group, gather models, create the toolkit, embed the toolkit and models in leadership and professional development, and develop supports for districts and resources at ESDs to support family and community engagement; and,
3. Resources to print the toolkit and related resources, such as the *Early Learning Guidelines*, to aid in connections and meetings with families.

E. Efforts to build upon:

1. Foundational documents such as the State *Early Learning Plan*, the *Early Learning and Development Guidelines*, WaKIDS (*Characteristics of Entering Kindergarteners and Widely Held Expectations*) and the *Head Start Family and Community Engagement Framework*;
2. Research and best practices such as the work of Joyce Epstein at Johns Hopkins Center on School, Family, and Community Partnerships, Karen Mapp at Harvard's Family Involvement Network for Educators; and, the *Strengthening Families Washington Protective Factor Framework*;
3. Existing communication and professional learning channels such as the Annual Starting Strong PreK-3rd Institute, Early Achievers, WaKIDS teacher trainings, the WA Assn. of Head Start and ECEAP and the K-12 Education Associations of teachers, principals, school district superintendents and the PTSA;
4. The King County Roadmap Project's research and work underway to develop a robust regional system of parent and family engagement aimed at improving education results. (See *Overview of Local and National Parent Engagement in Education Efforts at*: http://www.roadmapproject.org/wp-content/uploads/2012/11/Final-Report_Engaged-Parents-Successful-Students-Report-9-12-12.pdf);
5. OSPI's knowledge and expertise of the Title I family engagement rules and family engagement models;
6. The federal Title I and National Association of Elementary School Principal's focus on family engagement, family engagement rules in ESEA and Title I; and
7. Expectations and messaging now in use by school districts that can be built upon;
8. Exemplary Family Engagement Plans identified through Early Achievers and ECEAP's long-standing experience with family engagement.

Goal IV: Expand access to education, services, and instructional time that supports the whole-child development and learning of all young students.

Action 1- Increase opportunities for preschool-age children in schools and communities including: support for early learning community providers, incentivizing PreK in schools, and advocating for PreK capital funds for district and community providers.

A. System Changes and Outcomes – Improved planning, policy and braiding of funds, and strengthened relationships among PreK-3rd partners, lead to increased access to high-quality early learning opportunities in community and school settings. As a result, more children and families access high-quality preschool in their communities and schools. More children enter Kindergarten confident and prepared.

B. Objectives - The key elements of this *Action Plan* are to:

1. Create a PreK- Age Work Group to:
 - a. Identify tools and mechanisms to help school districts and communities identify, strengthen and target preschool opportunities (type, number of slots and location);
 - b. Leverage, strengthen and foster early learning-K-12 connections;
 - c. Communicate PreK-3rd strategies and models across sectors; and
 - d. Identify policy barriers and solutions;
 - ☞ **Infuse tools and strategies into: leadership development, professional development, common Kindergarten expectations, messaging and transitions and full-day K capital policy and funding.**
2. Conduct a statewide “facilities and resources” study to find more space for preschool opportunities; and
 - ☞ **Consider connecting this with the Full-day K capital policy and funding.**
3. Continue to advocate for funding to move toward implementation of the Washington Preschool Recommendations, starting with high risk-children.

C. Action Plan

(Note: Initial actions and milestones for each of the Phase II Actions will be confirmed or revised by the Ready and Successful Schools Leadership Team in year two.)

Implementing Actions		Milestones				Lead	Key Partners
		Year 1	Year 2	Year 3	Year 4		
1.	Tools, Policy and Mechanisms: - Convene a PreK Age Action Team to: a. Create tools and mechanisms to help school districts and communities identify, strengthen and target preschool opportunities (type, number of slots and location). Current tools include DEL’s <i>Saturation Study</i> and annual ECEAP caseload forecast. Additional tools might include a community assessment and/or a Strengths, Weaknesses, Opportunities and Threats analysis to understand and identify: <ul style="list-style-type: none"> • What currently exists, and where the strengths and needs are. • The extent to which services are meeting the needs of diverse children and families. • Best practices/ models (e.g., Bremerton and Auburn) that support the continuum of high quality early learning and shared expectations; • Estimates of current and projected numbers of 3- and- 4 year olds and anticipated demand for each type of program. b. Work with each of the other PreK-3rd strategy leads to recommend ways and help to leverage, strengthen, foster relationship building and communicate early learning-K-12 connections.	- DEL Saturation Study and annual ECEAP Caseload Forecast completed & communicated - Discussions with DEL and school districts regarding increasing preschool opportunities initiated	- Work Group convened - Best practices gathered - Available information shared with school districts - Needed tools identified	- Policy barriers/ solutions identified	- Per Plan	DEL with Thrive and OSPI	DEL, OSPI, Thrive, ESDs, school districts, ChildCare Aware, parents/ families, early learning providers, WSA Head Start/ECEAP Assn., and the Regional Coalitions <u>Policy Issues:</u> Early learning and K-12 education advocates

	<p>c. Communicate the flexibility with which Title I funds can be used to support early learning.</p> <p>d. Identify policy barriers and solutions including (1) strategies and mechanisms to promote blending of funds; and, (2) ways to incentivize including PreK in school buildings. Early ideas include:</p> <ul style="list-style-type: none"> • <u>LAP</u>: Change to allow districts to use LAP dollars for preschool. Increase the total LAP dollars available; and • <u>Title I</u>: Identify policy issues and solutions. 						
2.	<p>Facilities:</p> <ul style="list-style-type: none"> - Conduct a statewide facility and resources study to find more space for preschool opportunities. Think outside of the box when considering spaces. Keep in mind the frame of convenience and accessibility for families. - Consider policy changes to encourage more Preschool in school buildings: <ul style="list-style-type: none"> a. <u>Capital Funding Formula</u>: Change to allow classrooms used for preschool and childcare to be counted as classrooms in use; b. <u>School Construction State Matching Funds</u>: Change to allow PreK dollars to count as matching funds. <p>🔑 Consider how to connect PreK facilities work with full-day K capital policy and funding work.</p>	<ul style="list-style-type: none"> – Connection to FDK/Class size reduction capital facilities work determined – Dependent on 2013 Budget 				DEL/ OSPI	Business, employers State Legislature, ESD's, school districts, ChildCare Aware, Regional Coalitions, early learning providers, Thrive
3.	<p>Washington Preschool Recommendations:</p> <ul style="list-style-type: none"> - Advocate for funding to move toward implementation of the <i>Washington Preschool Recommendations</i>, starting with high risk-children. 		– Advocacy	– Advocacy	– Advocacy Universal, voluntary preschool initiated	Advocates, PreK-Age Work Group	Advocates, WSSDA, WASA, AWSP, WEA, DEL, OSPI, Thrive, Regional Coalitions

D. Resources Needed:

1. A facilitator for the PreK Age Action Team;
2. Experts and funds to contract for facilities study and recommendations on how to most effectively braid funding streams.
3. Thrive by Five Washington to help engage the business community in early learning conversations; and
4. Advocacy for policy change.

E. Efforts to Build Upon:

1. The “*Washington Preschool Program*” recommendations of the 2011 Early Learning Task Force are a foundational document for advancing and strengthening preschool (http://www.k12.wa.us/LegisGov/2011documents/Preschool_Nov11.pdf);
2. Current Department of Early Learning work and tools such as the DEL *Saturation Study* and annual ECEAP caseload forecast; and,
3. Efforts and innovations of current preschool providers (including school districts), and the work of state and regional advisory bodies, such as the Early Learning Advisory Committee, the Washington State Association of Head Start and ECEAP and the Early Learning Regional Coalitions.

Goal IV: Expand access to education, services, and instructional time that supports the whole-child development and learning of all young students.

Action 2 - Advocate for the statewide implementation of state-funded full-day Kindergarten and reduced K-3 class sizes, provide technical assistance to ensure high quality full-day Kindergarten programs, and advocate for capital construction funding to pay for classrooms and portables in schools that do not have space to accommodate full-day Kindergarten and/or smaller class sizes.

A. System Changes and Outcomes - The Legislature and Governor annually increase funding for state-funded full-day K and K-3 class size reduction by the 2017-18 school year consistent with the definition of Basic Education adopted by the Legislature in 2011. Schools implementing full-day Kindergarten classrooms have the technical assistance and support needed to provide high quality kindergarten education to all young learners.

As a result, more students have access to full-day Kindergarten. The instructional programs in the full-day Kindergarten and smaller classrooms are high quality and meet the diverse needs of students.



B. Objectives - The key elements of this *Action Plan* are to:

1. Create messaging and talking points to engage educators and communities in understanding the importance of state-funded full day Kindergarten and K-3 class size reduction;
2. Share information with the public, School Board members, Legislators, and others regarding the benefits of full-day Kindergarten and smaller class sizes;
3. Provide technical assistance and support to schools districts in implementing full-day Kindergarten classrooms;
 ☞ **Infuse this into: statewide and regional leadership, and professional development; and**
4. Work with the Governor and the Legislature to develop and implement a Capital Facilities program that provides funding for classrooms in schools in which space is not available for full-day Kindergarten or smaller class sizes; and
 ☞ **Consider including the PreK facilities policy changes to the K-12 Capital Funding Formula.**

C. Action Plan

(Note: Initial actions and milestones for each of the Phase II Actions will be confirmed or revised by the Ready and Successful Schools Leadership Team in year two.)

Implementing Actions		Milestones				Lead	Key Partners
		Year 1	Year 2	Year 3	Year 4		
1.	Messaging: - Review literature and develop messaging points on both full-day Kindergarten and smaller class sizes.	- Messaging & speaking points				OSPI, LEV	ESD's, WSSDA, WASA, AWSP, WEA, Education Advocates
2.	Communication: - Share information regarding the benefits of full-day Kindergarten and smaller class sizes with the public, school board members, legislators, and others.	- Communication strategy agreed upon/executed	- Communications strategy refreshed/executed	- Communications strategy refreshed/executed	- Communications strategy refreshed/executed	OSPI, LEV	As above

3.	Technical Assistance & Support: - Identify schools with similar demographics. Identify teachers within these schools that are effective in closing opportunity gaps including those experienced by children of color and English Language Learners. Engage these teachers to identify best practices for developmentally appropriate full-day K learning environments, and instruction and assessment aligned to the <i>Common Core</i> . - Create a “characteristics of effective full-day K/full-day K framework” that highlights these best practices for schools and districts. -Provide technical assistance and support to schools districts in implementing full-day Kindergarten classrooms: a. Informational regional meetings; b. Full-day K Symposium prior to Starting Strong Conference; c. ESD Regional Support to School Districts.  Consider additional supports recommended by the Professional Development Action Team	– Schools/ K teachers effective with children of similar demographics identified, best practices are drawn from their experiences and they are highlighted in professional learning. – Technical assistance provided to school districts implementing FDK classrooms	– Full day K best practices agreed upon – Full day K characteristics/ framework established	– FDK technical assistance and professional learning reviewed and refined as needed	– FDK technical assistance and professional learning reviewed and refined as needed	ESDs, OSPI	ESD's, WSSDA, WASA, AWSP, WEA, Education Advocates
4.	Capital Facilities Program: -Work with the Governor's Office and Legislature to develop and implement a Capital Facilities program that provides funding for portables and classrooms in schools in which space is not available for FDK or smaller class sizes.  Consider including the PreK facilities policy changes to the K-12 Capital Funding Formula.	- Recommended changes identified	Dependent on State Budget	Dependent on State Budget	Dependent on State Budget	OSPI	ESD's, LEV, WEA, AWSP, WASA, WSSDA, DEL (for PreK policy)

D. Resources Needed;

1. The amount and sources of funding (e.g., grants or fees for service) needed for the regional assistance provided by the ESDs for full-day Kindergarten, for creation of the FDK framework and for the statewide Professional Learning Community are not yet determined.

E. Efforts to Build Upon:

1. The Legislature's recent expanded definition of “Basic Education” that includes full-day Kindergarten and K-3 class size reduction funding; and,
2. Current funding for full-day Kindergarten, which covers 22% of our students, and small reductions in class sizes in the highest poverty schools; and,
3. The 2013 State Legislature's planned phase-in by the 2017-18 school year and expansion of State Funded Full-Day Kindergarten for the coming year.

Goal V: Align and support effective, developmentally and culturally appropriate PreK-3 systems.

Action 1 - Create common expectations of Kindergarten preparedness and messaging. Clearly communicate the continuum of expectations of entering kindergartners to the early learning world and the K-12 system. Create and implement common intentional Kindergarten transition processes, pathways, and tools.

A. System Changes and Outcomes - Kindergarten preparedness expectations and messaging help early learning and K-12 partners communicate and prepare children for a seamless transition into kindergarten based on the understanding that: Kindergarten entry is one milestone along the developmental continuum; children develop at different paces and will exhibit varying levels of preparedness and skills; and “readiness” looks different in different communities.

School districts, early learning providers and communities use common processes and tools to prepare and welcome diverse children and their families who are coming both from home and from early learning programs and from within and outside the school attendance area and district.

As a result, early learning and K-12 partners communicate and use Common Kindergarten Preparedness Expectations and processes to prepare children and families for a seamless transition into Kindergarten. Ready families, professionals, schools and communities work together to support ready and successful children. Parents feel welcome and are engaged in the school community.

B. Objectives - The key elements of this *Action Plan* are to:

1. Recommend common Kindergarten preparedness expectations and a message framework for adoption to the Washington Early Learning Partnership. The work group should be comprised of educators and community members who reflect and are representative of the diverse cultures and experiences of our children and families;
2. Base common expectations and message framework upon parameters set by the Early Learning Partnership; Foundational documents including the *Early Learning Guidelines*, WaKIDS (Characteristics of Entering Kindergarteners and Widely Held Expectations), *Early Learning Plan*, and state standards, such as the *Common Core*;
3. Communicate the expectations broadly using the message framework and embed the expectations into professional development, programs, and practice. Infuse into:
☞ **Infuse into leadership development, joint- professional development strategies and Kindergarten transition processes;**
4. Research current and best practices, and create a case statement/call to action that includes ways to learn from and champion good efforts/elements of K-Transition that are on the ground today, including WaKIDS;
5. Create Kindergarten transition models and tools, suggested indicators and quality review processes. Work with early learning and K-12 Education associations to create/recommend communication strategies, training and professional development; and
6. Test models with Districts, early learning professionals and communities.
☞ **Infuse into leadership development, district PreK-3rd teams and professional development (including TA for new full-day K schools/ districts), and WaKIDS Early Learning Collaborations.**

C. Action Plan

(Note: Initial actions and milestones for each of the Phase II Actions will be confirmed or revised by the Ready and Successful Schools Leadership Team in year two.)

Implementing Actions		Starting Points Milestones				Lead	Key Partners
		Year 1	Year 2	Year 3	Year 4		
1.	Shared Expectations, Messaging and Models Convene a cross-sector Kindergarten Expectations and Transitions Action Team to: <ol style="list-style-type: none"> Recommend shared expectations of children entering Kindergarten to the WA Early Learning Partnership (based on parameters set by the Early Learning Partnership); A common message/framework with targeted messages for key audiences that includes things that families, schools and communities can do to prepare children for Kindergarten; Research and gather current and best practices for common K transition tools and process, and create a case statement/call to action with the need for common transition processes. As part of this, consider ways to learn from, use and champion good efforts/elements of PreK to K transitions that are on the ground today, e.g., WaKIDS; Create models, tools, suggested indicators and quality review processes. Work with early learning and K-12 Education Associations to create/recommend communication strategies, training and professional development; Test models with Districts, early learning professionals and communities; and <ul style="list-style-type: none"> Infuse into leadership development, professional learning/development and WaKIDS Early Learning Collaborations. 		<ul style="list-style-type: none"> Action Team convened Best practices gathered K expectations and common K transition processes recommended 	<ul style="list-style-type: none"> Expectations & Common K-transition tools, model created Plan to test models and infuse Common K Expectations & Common K-Transition processes into Leadership, PI and WaKIDS Early Learning Collaborations agreed upon 	Per Plan	WA Early Learning Partnership (OSPI, DEL and Thrive) Kindergarten Expectations and Transitions Action Team (Led by ESD-EL Coordinators) with OSPI, DEL and Thrive	Shared Expectations & Messaging OPSI, DEL, WSSDA, WASA, AWSP, WEA, ChildCare Aware, Thrive, ESDs, Districts – teachers, principals, families/parents, WSPTA, WSA Head Start and ECEAP, Early Learning Regional Coalitions, OneAmerica, community-based early learning providers (FFN, private, non-profit), Ethnic/Cultural Communities
2.	Communication: - Communicate messages and support early learning professionals, schools and communities in embedding shared expectations and common transition processes in the work of early learning professionals, schools, and school districts.			<ul style="list-style-type: none"> Communications Plan created Expectations and common transition processes communicated & infused into professional learning 	Per Plan	DEL, OSPI, ESDs, CCA	Same as above
4.	Build Momentum: - Share best practices, models and models for PreK to K transitions through participation in conferences, professional development opportunities, and a series of webinars.			<ul style="list-style-type: none"> Plan to share PreK to K transition best practices/processes developed, & Initiated 	Per Plan	As Above	WSSDA, WASA, AWSP, WEA Head Start/ECEAP Assn.
5.	Review and Refine: - Review lessons, refine and expand implementation and resources. Communicate lessons and refine model. - Identify expansion plan, secure resources and implement expansion strategy.			<ul style="list-style-type: none"> Lessons learned created and refinements made Expansion Plan agreed upon 	Per Plan	K-Transition Work Group, Regional/ district PreK-3rd teams	As Above
6.	Leadership and PD: - Use/leverage existing structures/projects and relationships to build knowledge/buy-in. - Embed shared messaging/expectations and Kindergarten transition processes into the: <ol style="list-style-type: none"> Early Learning Collaboration component of WaKIDS; PreK-3rd leadership/educator professional learning (early learning and K teachers); and Early Achievers and ECEAP. 			<ul style="list-style-type: none"> Embedded in leadership development & PD, K-transition process 		DEL, OSPI, Thrive	Same as above

D. Resources Needed:

1. A facilitator to support the process and best practices research of the Kindergarten Expectations and Transitions Action Team, agency staff time to oversee and participate in the Action Team and the time of community partners to participate in the work;
2. A communications plan to move the message forward; and
3. Funding to test, design and print resources and tools.

E. Efforts to Build Upon:


1. Foundational documents and work including the State *Early Learning Plan*, the *Early Learning Guidelines*, WaKIDS (*Characteristics of Entering Kindergarteners and Widely Held Expectations*), and State standards;
2. Expectations and messaging now in use by school districts;
3. Existing communication and professional learning channels such as the Starting Strong Institute, Early Achievers, the Washington Association of Head Start and ECEAP and the K-12 Education Associations of teachers, principals, school district superintendents and the PTSA;
4. Current professional development opportunities and resources (Early Achievers, ESDs, etc.) and more shared professional development for early learning and K-12 professionals;
5. Transition expertise of Head Start, ECEAP and other early learning and K-12 professionals and,
6. The WaKIDS Early Learning Collaboration work at the regional and State level can help guide initial discussions of the Kindergarten transition conversation and development of standards/models/best practices.

GOAL V. Align and support effective, developmentally and culturally appropriate PreK-3 systems

Action 2- Streamline and strengthen data systems, assessments and use of data to inform practice, programs and policy.

A. System change and outcomes - Significant improvements are made in defining and building a streamlined, comprehensive PreK-3rd data system with early learning/K-12 data sharing and partnerships at state, regional and local levels. As a result, state, regional, and school district-level programs and policies, and classroom-level practices are better informed through use of PreK-3rd data and assessment results, including WaKIDS.

B. Objectives - The key elements of this *Action Plan* are to:

1. Continue to expand the sharing of currently available data and identify and publish other needed tools, reports, and data to inform PreK-3rd practice, programs, and policies;
2. Develop a robust, streamlined K-3 formative assessment system that measures student progress in socio-emotional areas and state standards/*Common Core Standards* and decreases the number of assessments required by school districts in Kindergarten through grade 3;
3. Identify data elements, tools and reports needed to support ongoing continuous quality improvement, driven by PreK-3rd data and assessment results. Make recommendations, if and as necessary, to clarify and strengthen the PreK-3rd data system purposes, governance and infrastructure and facilitate necessary data-sharing agreements.
 **Connect to FDK review and refinement of WaKIDS to inform instruction/identify children needing additional support.**
4. Develop metrics to understand how districts are focusing resources on PreK-3rd and measure outcomes for students through grade 3; and,
5. Identify best practices and facilitate implementation of models for using data to inform PreK-3rd practice, programs and policy at state, regional and local levels with continuous data sharing, feedback loops, and training and support systems.

C. Action Plan

(Note: Initial actions and milestones for each of the “Phase II Actions” will be confirmed or revised by the Ready and Successful Schools Leadership Team in year two.)

Implementing Actions		Milestones				Lead	Key Partners
		Year 1	Year 2	Year 3	Year 4		
1.	Key Questions: - Convene a PreK-3 rd Data Action Team to identify key research/ policy questions to inform K-3 practice, programs, and policy including consideration of additional data elements for the P-20W statewide longitudinal data system.	- Action Team convened	- Questions/ tools identified	- Implementing plan set & communicated. - Resource needs identified		DEL, OSPI	ERDC, ESDs, District Assessment Coordinators, OSPI assessment, content staff, Thrive, PreK-3 educators, principals, leaders, SD WaKIDS Coordinators, WSA Head Start and ECEAP,

2.	Streamlined K-3 Assessment System: - Data Action Team recommends a streamlined K-3 formative assessment system that measures student progress in socio-emotional areas and state standards/Common Core. a. Ensure alignment with PreK formative assessments b. Explore use of Teaching Strategies GOLD® in grades 1-3 c. Consider diverse needs/strengths of students d. Recommend K-3 assessments that can be eliminated.			- System rec's - Implementing plan & needed policy changes identified	- Per Plan	OSPI, WaKIDS Legislative Workgroup	District Assessment Coordinators, Early Learning Assessment Specialists, OSPI, ESD and school district content staff, DEL, Thrive
3.	WaKIDS Legislative Committee: - Continue working with the WaKIDS Legislative Work Group to review/refine the implementation of WAKIDS, building on strengths and examining how it can inform instruction and identify children that may need help as part of school wide systems of support. Consider the membership and expertise needed for this purpose.		- WaKIDS Assessment reviewed/refined	- WaKIDS Assessment reviewed/refined	- WaKIDS Assessment reviewed/refined	OSPI, DEL, WaKIDS Legislative Committee	WaKIDS Stakeholders such as: the ELP, AESD, teachers with experience/endorsement in ELL, WSSDA, WASA, AWSP, WEA and communities of color
4.	Sharing and Using Data: - Identify best practices, publish data tools and reports, and facilitate implementation of models for using data to inform PreK-3rd practice, programs & policy at state, regional & local levels with continuous data sharing, feedback loops, training and support systems. Specifically: a. Identify tools and methods to share WaKIDS data that leads to improvements in early learning and K-3 quality, instruction, programs, policies and advocacy. 🔑 Connect to FDK Review and Refinement of WaKIDS to inform instruction/identify children needing additional support. b. Strengthen data sharing between public schools and early learning providers: <ul style="list-style-type: none"> • Provide data tools and feedback reports; • Encourage cross-sector discussion and collaboration; • Streamline/eliminate barriers to data-sharing; and • Connect to professional development to ensure that administrative and teaching staff understand how to read, translate and use data for professional development, instruction and interventions. Consider the ESD data coaching model and look for opportunities to incorporate PreK-3rd into the model. 		- Best practices and models for using data to inform practice identified - WaKIDS data sharing tools and indicators created	- WaKIDS data sharing tested - Implementation Plan agreed upon - Initial Implementation	- Per Plan - Data sharing strengthened	OSPI, DEL with ESD's	Data Action Team, District Assessment Coordinators, K teachers, school principals, OSPI assessment/content staff, Thrive, early learning providers, WSA Head Start and ECEAP.
5.	Indicators: - Identify a few key, actionable indicators to understand how school districts resources/efforts are focused on PreK-3rd.			- Indicators and plan for using indicators agreed upon	- Per Plan	OSPI, RSS Leadership Team	ESD's, School District Administrators, other above
6.	Child Progression: - Continue and strengthen ability to track progress from PreK to public schools and improve understanding of feeder patterns.		- Objectives, methods and implementation plan identified	- Per Plan	- Per Plan	DEL, OSPI	As above.

D. Resources Needed:

1. Staff to convene workgroups, gather and analyze best practices and models, recommend assessment and data system improvements and implementation plans
2. Funds to implement system improvements.

E. Efforts to build upon:

1. The [P-20 Data System](#) and The Education Research & Data Center (ERDC), established by state law [RCW 43.41.400](#), to conduct analyses of early learning, K-12 and higher education programs and workforce issues across the P-20 system, and share data in collaboration with partner agencies, including OSPI and DEL; and,
2. [Recommendations of the WaKIDS Work Group](#), Report to the Legislature with recommendations for strengthening and streamlining WaKIDS.

Appendix B

Summary of Ready Schools Surveys:

Head Start/ ECEAP Programs and Elementary School Principals

Short PreK-3rd surveys were conducted with elementary school principals and with Head Start/ECEAP preschool directors in the spring of 2012 to gather information and perspectives for creating a *PreK-3rd Action Plan*. OSPI and the Association of Washington School Principals sponsored the principal survey. The Department of Early Learning sponsored the Head Start/ECEAP director survey.

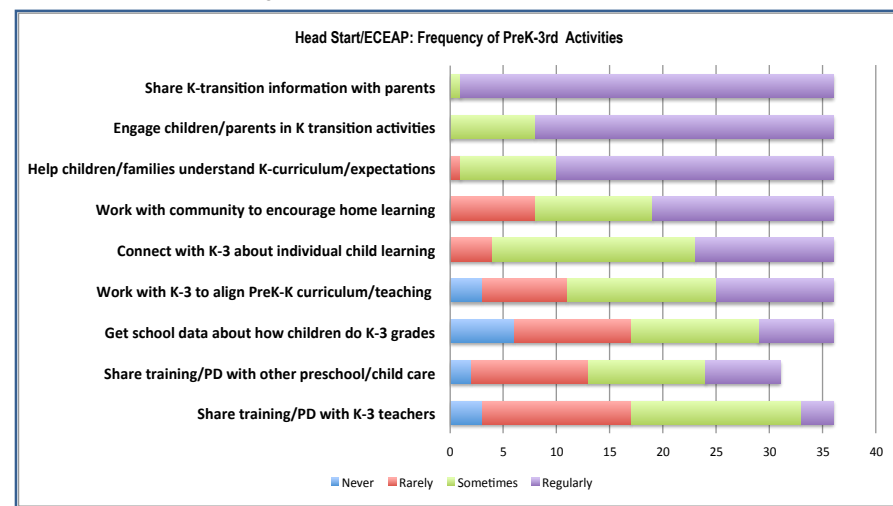
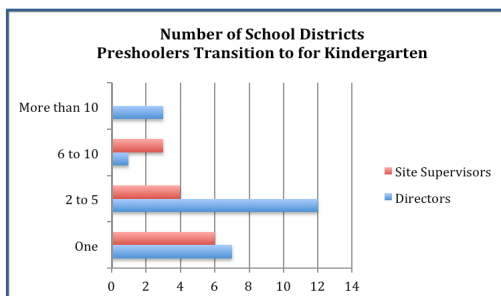
The *Preschool Survey* explored practices by site locations, number of schools and districts that preschoolers transition to for kindergarten. The *Principal Survey* explored the status and funding for preschool and full-day kindergarten. Both surveys explored the frequency of current PreK -3rd alignment activities, opinions about the most important PreK-3rd steps to implement next, and policy and procedural issues.

The opinions shared by PreK-3rd directors, site supervisors and school principals point towards directions for further deliberation and highlight examples of partnerships that are making a difference for children. (See full survey reports for more on partnerships.)

Head Start and ECEAP

Respondents. 36 directors/site supervisors (Head Start-34, ECEAP-16, Tribal-4, several combined) from nineteen organizations (28% of 69 administering organizations) responded to the survey. All but one reported knowing which school children would attend as kindergartners. 60% of respondent sites (1,018) are located in schools but administered by a different agency. 36% are located in community settings. 4% of sites are in a school and administered by the school.

Number of Districts and Schools To Which Preschoolers Transition for Kindergarten. One of the most notable PreK-3rd alignment findings is that about 2/3's of directors and site supervisors transition preschoolers to more than one school district for kindergarten. Six directors transition children to five or more districts.



PreK-3rd Alignment Activities. Head Start and ECEAP respondents reported more frequent transactional activity such as sharing information and helping parents understand K- expectations than deeper work, such as shared professional development.

Although the number of respondents is small, it is interesting to note that responses about frequency of PreK-3rd alignment from school-based, school-administered sites (six organizations, 13 responses), were quite similar to those from sites administered by other agencies.

Elementary School Principals

200 elementary school principals (18% of 1,200) from 111 districts (37% of 295) responded to the survey. 53% of principals lead schools where more than half of the students are eligible for the Free and Reduced Lunch program. 20% lead schools where 11-20% of students are English Language Learners (ELL) and 18% lead schools where 21% or more of the students are ELL.

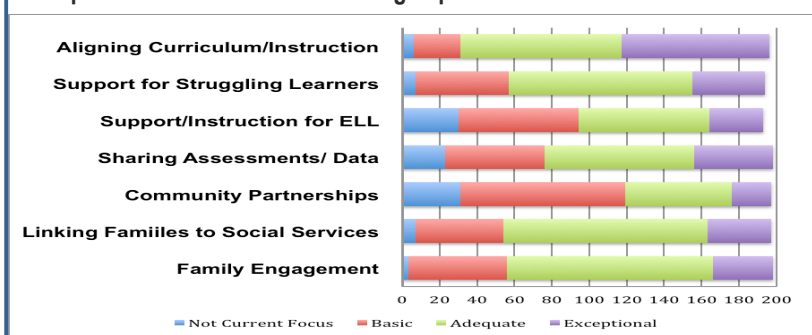
Preschool. 84 principals (of 200) have preschool classrooms in their buildings, with special education (61%) and public preschool programs (57%) being the most common. 79% of those with programs reported fewer than 40 participating preschoolers. Reasons for not having preschool in the building included existence of district preschool in another location (65%), lack of funding (37%), and lack of space (36%).

Appendix B

Full-Day Kindergarten. 86 principals lead schools offering full-time, full-day kindergarten for children with: Individual Education Plans (57%), paid-tuition (43%), tuition-free, (43%) and typically-developing in an inclusive classroom (34%). Fund sources include: parent tuition and other local funds (40% each), followed by state full-day Kindergarten funds (33%) and Title I (17%). Few cited use of LAP or Special Education funds (4% each).

PreK-3rd Alignment. As expected, principal opinions of how well they were implementing PreK-3rd with current resources varied widely. Most (83%) reported that they are doing an adequate or exceptional job in aligning curriculum and instruction in grades K-3. Less than 40% reported doing an adequate/excellent job in creating community partnerships that would include aligning PreK and K-3 curriculum and instruction. Comments (29) reflected that many see their PreK-3rd efforts as a work in progress.

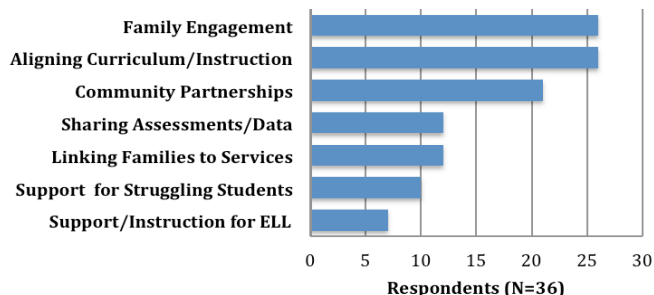
Principals: How Well Is PreK-3rd Being Implemented with Current Resources?



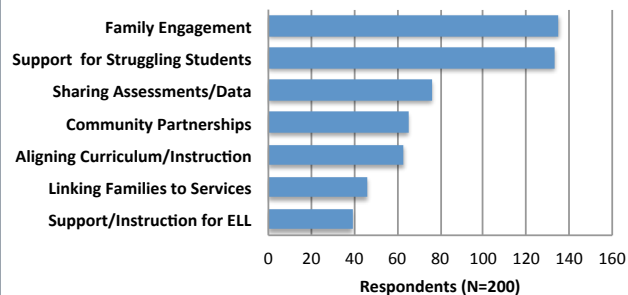
Next Steps and Policy Issues

Most important PreK-3rd Elements to Implement Next. Both principals and the preschool providers rated “fostering family engagement in their child’s PreK-3rd learning and development” as most important. For Head Start/ECEAP providers, this was tied with “aligning PreK-3rd curriculum and instruction”, followed by “creating partnerships (e.g., information sharing, professional development and children’s transitions) with schools and community agencies.” The next two important steps to implement for principals were: “providing supplemental instruction and early intervention for struggling students” and “sharing assessments and progress monitoring across PreK-3rd.”

Head Start/ECEAP: Next Steps to Implement



Elementary Principals: Next Steps to Implement



Policy and Procedural Barriers. Head Start/ECEAP providers also frequently cited “**lack of time and funding**” as major barriers. However, they also underscored the need for “**greater cooperation** between systems.” Next most frequently cited were: “issues related to the **challenges of working across systems**”, including confidentially issues that make data sharing difficult; “lack of alignment” and “blended funding between Special Education Preschool and early learning programs.”

Principals most frequently-cited policy and procedural issues were: **lack of funding**; the need for more **full-day kindergarten**; and more **preschool**. Next were: **class size**; the need for more/better **early intervention and special education** services; and the challenges of working across **separate PreK and K-12 systems** (misalignment of policy, resources and children’s needs, and fragmented assessment and monitoring).

The thoughtful responses and examples offered in these surveys reflect: (1) the growing interest and focus on PreK-3rd alignment; and (2) it is time to improve and re-work the alignment and connections between early learning and K-12.

The tenor and theme of responses fit with the following quote. “What elementary and middle level principals know from decades of experience and from their day to day work with children is that we need to re-think, re-orient, and re-work our approach to early childhood education and now focus on the child’s perspective and address their many developmental needs” (“Transforming Early Learning in Grades Pre-K- 3,” National Association of Elementary School Principals).

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Appendix C: Seminal Early Learning and K-12 Documents and Initiatives

One of the challenges identified by the Work Group is the need to build a common language and understanding between early learning and K-12. Too often, leaders and practitioners do not know of key frameworks and initiatives in each other's fields. To advance this understanding, brief descriptions of, and links to, seminal early learning and K-12 documents and Initiatives are listed below.

1. **[Common Core State Standards](#)**. Developed by education experts from 45 states, these statewide K-12 learning standards go deeper into key concepts in Math and English Language Arts. The standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life.
2. **[Compassionate Schools](#)**. The Compassionate Schools Initiative within OSPI's Learning and Teaching Support provides training, guidance, referral, and technical assistance to schools wishing to adopt a Compassionate Schools Infrastructure. The Compassionate School's Initiative benefits all students and has special significance for students chronically exposed to stress and trauma in their lives. These schools create compassionate classrooms and foster compassionate attitudes of their school staff. The goal is to keep students engaged and learning by creating and supporting a healthy climate and culture within the school where all students can learn. It is not a program; it is a process and as such is not "one size fits all." Each school and community develops its own unique compassionate "personality."
3. **[Core Competencies for Early Care and Education and School-Age Professionals](#)**. The *Core Competencies* are a set of standards for care and education that support professionalism in the early learning field and help to align all state-required trainings tracked in MERIT. They were developed at the request of the Washington Legislature. The core competencies define what professionals need to know and be able to do to provide quality education and care, and serve as the foundation for decisions and practices carried out by professionals in all settings and programs.
4. **[Early Achievers](#)**. Washington's Quality Rating and Improvement System (QRIS), is Washington's program for helping early learning programs offer high-quality care.
5. **[ECEAP](#)**. The Early Childhood Education and Assistance Program is the state-funded preschool program for low-income and high-risk preschoolers.
6. **[Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches](#)**. This peer-reviewed *Framework* is solidly grounded in research and evidence-based practice. From a planning and implementation perspective, the *Framework* helps users see the "big picture" of comprehensive and systemic PreK-3rd grade work and guides users in understanding how their own PreK-3rd strategies "fit" in the big picture, providing concrete examples of how to enrich and expand PreK-3rd grade approaches. From an evaluation perspective, the *Framework* helps users think about why evaluation needs to be infused into PreK-3rd grade approaches from the beginning. It also suggests strategies and methods for how to evaluate PreK-3rd grade implementation efforts. (Kauerz & Coffman, March 2013)
7. **[Head Start](#)**. Head Start is the federally funded preschool program.

8. **The Head Start Parent, Family and Community Engagement Framework: Promoting Family Engagement and School Readiness, From Prenatal to Age. (PFCE)**. Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The *Parent, Family, and Community Engagement (PFCE) Framework* is a research-based road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families.
9. **Instructional Frameworks**. Instructional frameworks provide a common language that is shared by everyone in the district and is aligned to the eight principal and teacher criteria created by E2SSB 6696. Three frameworks (Danielson, Marzano, and the Center for Educational Leadership) that connect to Teacher and Principal Evaluation Systems (T-PEP) have been developed. Principals and teachers use the common language of instruction/leadership to: converse about effective teaching, give and receive feedback, and collect and act upon data to monitor growth.
10. **Managed Education and Registry Information Tool (MERIT)**. MERIT is an online tool used to document and recognize the professional achievements of early care & education and school-age professionals in the State of Washington. This online tool is owned and operated by the Department of Early Learning (DEL) and manages State Training and Registry System (STARS) training in accordance with Washington Administrative Code (WAC).
11. **P-20W Data System**. Established by state law RCW 43.41.400, the Education Research & Data Center (ERDC), in collaboration with partner agencies, including OSPI and DEL, OSPI is: creating a statewide longitudinal P-20 Education Data system that includes de-identified data about people's early childhood, educational, and workforce experiences and performances; and, conducting analyses of early learning, K-12 and higher education programs and workforce issues across the P-20 system.
12. **Smarter Balanced Assessment Consortium (SBAC)**. The SBAC is a state-led consortium that is now developing assessments aligned to the *Common Core State Standards*. The new SBAC tests will replace the math, reading and writing portions of the MSP in 2014-15.
13. **State-funded Full-Day Kindergarten**. By school year 2017–18, voluntary full-day Kindergarten is to be fully implemented throughout Washington State, as outlined in RCW 28A.150.315. Schools with the highest rates of poverty are to be funded first, and once a school receives funding, the school is eligible in future school years, regardless of changes in the school's percentage of students eligible for free and reduced-price lunch.
14. **Relationship-Based Professional Development Competencies**. A DEL led workgroup is working to create competencies for relationship-based professionals. The competencies will inform professional development and career pathways for early learning professionals.
15. **Response to Intervention (RTI)**. RTI is a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

16. **[Strengthening Families Washington and the Protective Factor Framework.](#)** Strengthening Families Washington is an initiative within the Department of Early Learning (DEL) that focuses on helping families: strengthen family bonds; understand childhood development; cope with the challenge of parenting; and develop positive discipline skills. It is based on a framework of five protective factors known to help reduce child abuse and neglect. These are: knowledge of parenting and child development, social connections, parental resiliency, concrete support in times of need, and the social and emotional competence of children.
17. **[Teaching Strategies GOLD® \(TSG\).](#)** TSG is the research-based assessment tool used for the WaKIDS assessment. It is aligned with the *Common Core State Standards*, State early learning guidelines, and the *Head Start Child Development and Early Learning Framework*.
18. **[The Washington Early Learning Partnership.](#)** In August 2009, leaders from DEL, OSPI, and Thrive by Five Washington signed a joint resolution establishing the Early Learning Partnership. The three entities are committed to collaborating on behalf of Washington children and families. The Partnership is focused on specific goals and priorities laid out in the resolution. DEL, OSPI and Thrive are assigned lead or co-lead responsibility for different priorities and goals. For example, the *Ready and Successful Schools Action Plan* effort is led by OSPI in partnership with DEL and Thrive.
19. **[Washington Early Learning and Development Guidelines.](#)** Developed by DEL, in partnership with the OSPI and Thrive by Five Washington, the *Guidelines* provide essential information to support and enhance children's development and learning. They align with the *State Early Learning Plan*, and reflect Federal, State, and Tribal learning standard development.
20. **[The Washington Early Learning Plan.](#)** The *Washington State Early Learning Plan* is our state's collaborative and comprehensive strategic 10-year road map for building the early childhood system in Washington State necessary to improve outcomes in school and in life for children. The aim of this plan is to provide guidance and direction for priority setting, staffing and budget decisions, advocacy agendas, and partnership opportunities during the next decade. By offering a common vision, defined common outcomes, articulated strategies to achieve those outcomes, and a way to assess progress, partners in early childhood efforts can collectively ensure that all children in Washington State succeed in school and in life.
21. **[The Washington Kindergarten Inventory of Developing Skills \(WaKIDS.\)](#)** Implemented by OSPI in partnership with DEL and Thrive by Five Washington, *Washington Kindergarten Inventory of Developing Skills (WaKIDS)* is a process that helps to ensure a successful start to the K-12 experience. WaKIDS provides a statewide snapshot of where children are in their development at the start of Kindergarten. WaKIDS is being phased-in starting with state-funded full-day Kindergarten. WaKIDS is comprised of three components: (1) a whole-child assessment (Teaching Strategies Gold measures six areas of development and learning); (2) Family Connections (Teachers welcome families individually to school as partners in their child's learning); and, (3) Early Learning Collaborations (K teachers and early learning professionals share information and expertise).

22. **The WaKIDS Legislative Workgroup.** The Legislature mandated OSPI, in consultation with DEL, to convene this workgroup to develop recommendations concerning: (1) Input and recommendations with respect to implementation of the Washington Kindergarten Inventory of Developing Skills; (2) recommendations regarding the optimum way to administer the Washington Kindergarten Inventory of Developing Skills to children in half-day kindergarten; and, (3) recommendations with respect to achieving the goal of replacing assessments currently required by school districts with the WaKIDS Assessment. The Workgroup's 2013 Report to the Legislature is on the OSPI website.
23. [Washington Preschool Program.](#) The Washington Preschool Program is a recommended voluntary high-quality process program for all 3- and 4- year-old children in Washington. Policy and guidance for the Washington Preschool Program was developed by the Early Learning Technical Workgroup in 2011 as a Report to the Legislature (required by Senate Bill 6759).

Appendix D: Glossary of Acronyms

1. AESD- Association of Educational Service Districts
2. AWSP- Association of Washington School Principals
3. CLASS – Classroom Assessment Scoring System
4. DEL- Department of Early Learning
5. EAGOAC -Educational Achievement Gap Oversight and Accountability Committee
6. ECEAP - Early Childhood Education and Assistance Program- ECEAP
7. ESD – Educational Service District
8. ELAC – The Early Learning Advisory Council
9. ELP – *Washington Early Learning Plan*
10. ERDC – Educational Research Data Center
11. FDK – full day Kindergarten
12. FFN – Family Friend and Neighbor Caregiver
13. LAP – Learning Assistance Program
14. LEV – League of Education Voters
15. MERIT – Managed Education and Registry Information Tool
16. MSP – Measure of Student Progress
17. OEO – Office of the Education Ombudsman
18. OSPI – Office of the Superintendent of Public Instruction
19. RTI – Response to Intervention
20. TS Gold- Teaching Strategies Gold®
21. WaKIDS – Washington Kindergarten Inventory of Developing Skills
22. WASA - Washington Association of School Administrators
23. WAEYC- The Washington Association for the Education of Young Children
24. WSSDA -Washington State School Directors' Association
25. WEA – Washing ton Education Association
26. WELP – The Washington Early Learning Partnership (DEL, OSPI and Thrive by Five Washington)
27. WSA Head Start and ECEAP – Washington State Association for Head Start and ECEAP
28. WSPTA – Washington State Parent Teacher Association