



SCHOOL READINESS IMPLEMENTATION INDICATORS AND ACTION PLAN

Program Name: _____ Location _____ Date _____

Team Members _____

The National Center on Quality Teaching and Learning has developed this list of implementation indicators to school readiness—from establishing a leadership team to using information to make data-based and learning-focused decisions that in turn optimize child outcomes. We invite programs to select indicators from this list as needed to organize their work around ambitious and achievable goals to support school readiness. ECE Specialists are familiar with this tool and can provide additional support in using it.

| Steps | Critical Elements | School Readiness Implementation Indicators | Check One | | | Action Plan Item |
|---|----------------------------------|--|--------------|-------------------|----------|------------------|
| | | | Not in Place | Needs Improvement | In Place | |
| Developing and Maintaining an Effective School Readiness Plan | School readiness leadership team | 1. Team has broad representation that includes, at a minimum: teacher, administrator, education coordinator, and a member with expertise in data analysis. Other team members might include parents, parent engagement coordinator, teaching assistant, local elementary school representative(s), home visitors, and other program personnel. | | | | |
| | | 2. Head Start teams meet with local elementary school to learn about kindergarten entrance expectations. Early Head Start teams meet with local Head Start teams to learn about program and goals. | | | | |
| | | 3. Team has administrative support and leadership. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the school readiness plan. | | | | |
| | | 4. Team holds regular meetings. Team member attendance is consistent. | | | | |
| | | 5. Team reviews existing plans and analyzes data to determine current approach to school readiness. | | | | |
| | | 6. Team establishes a clear mission and purpose to help children and families prepare for school. Team has written a purpose or mission statement. Team members are able to communicate clearly the purpose of the leadership team. | | | | |

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| Developing and Maintaining an Effective School Readiness Plan | School readiness leadership team | <p>7. Team has written a school readiness plan to guide its work. Team reviews the plan and updates its progress at each meeting. Team identifies action steps to ensure achievement of goals that could be part of the education service plan and that include all critical elements:</p> <ul style="list-style-type: none"> ✓ School readiness team members ✓ School readiness goals ✓ High quality teaching and learning ✓ Staff development plan ✓ Family engagement plan ✓ Process to evaluate child outcomes ✓ Process to supporting transitions. | | | | |
| | Shared vision and staff buy-in | 8. Staff members support a program-wide system for improving child outcomes to close the achievement gap. Staff training provides information about disadvantage and disparities in an accessible manner to establish clarity of the mission and commitment from teachers. Staff shares information about how their children are doing. | | | | |
| | | 9. Leadership team obtains staff input and feedback throughout the process (e.g., at staff meetings, during supervision, coffee break with the director, focus group, suggestion box). Team provides update on the process and data on the outcomes to program staff on a regular basis. | | | | |
| | | 10. Program leadership shares plan with other stakeholders (local elementary school, Head Start or Early Head Start, community partners, etc.). | | | | |
| | Family engagement | 11. Team solicits family input as part of the school readiness planning process. Team informs families of the school readiness focus and plan and requests feedback on program-wide adoption and mechanisms for promoting family engagement in the initiative. | | | | |
| | | 12. Programs may use multiple mechanisms for sharing the program-wide school readiness plan and progress with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative and its importance. | | | | |
| | | 13. Team supports family engagement by providing information about supporting school readiness at home and in the community and children's progress toward school readiness goals. Individual families receive information through a variety of formats (e.g., parent-teacher conferences, meetings, family visit discussions, open house). | | | | |
| | | 14. Families are engaged in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff to develop learning plans for individual children including the development of strategies that may be used in the home and community. | | | | |



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| Step One | School Readiness Goals | 15. Team establishes school readiness goals in the five essential domains: social and emotional, approaches to learning, cognition and general knowledge, language and literacy, and physical development and health. | | | | |
| | | 16. Team writes school readiness goals to articulate desired child outcomes at the end of Early Head Start or Head Start. Goals are measurable. When school readiness goals are discussed, the applications of expectations to teachers, families, and other program staff are described. | | | | |
| | | 17. School readiness goals are developmentally appropriate and address the needs of children ages birth–five. | | | | |
| | | 18. School readiness goals align with (or complement) the applicable state’s early learning guidelines and standards and local kindergarten entrance expectations. | | | | |
| | | 19. The leadership team communicates about the school readiness goals to parents, the policy council, the board, and other relevant community programs including local elementary school(s). | | | | |
| | | 20. Team disseminates school readiness goals in written form to all staff, parents, and community partners. | | | | |
| | | 21. All staff, parents, policy council, and board members receive training about how to support school readiness goals and all can articulate the program’s school readiness goals. | | | | |
| Step Two | Strategies for high quality teaching and learning to achieve school readiness goals | 22. Evidence-based curricula and teaching strategies aligned with school readiness goals are adopted and all teachers are trained as recommended by curriculum developers. | | | | |
| | | 23. High-quality adult-child interactions support children’s emotional and intellectual growth on a daily basis through such efforts as: <ul style="list-style-type: none"> • Well-organized learning environment and proactive teaching strategies • Instructional support (fostering children’s thinking, using the scientific method, scaffolding children’s learning, engaging conversations, etc.) • Social-emotional support (building emotional literacy, fostering connections with children, recognizing and supporting children who are experiencing difficulties). | | | | |
| | | 24. Teachers and program staff have well-organized learning environments, stimulating and purposeful materials, and management skills that promote social-emotional development, guide appropriate behavior, and promote active engagement in learning activities. | | | | |
| | | 25. Teachers and program staff are proficient at teaching the curriculum and teaching school readiness skills within daily activities in a manner that is developmentally appropriate, meaningful to children, and promotes skill acquisition and positive outcomes. | | | | |
| | | 26. Teachers use valid and reliable screening and assessments to determine where children are at the start of the program, check regularly on how they are learning, and share this information with families - assuring their assessments include/detect progress toward SR (or lack thereof) for children who are dual language learners and children with special needs. | | | | |



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| Step Two | Staff Support Plan | 27. Teachers and program staff initiate the development of an individualized plan of emotional and instructional support strategies for children who are not making expected progress toward school readiness goals based on ongoing assessment information: teaching teams receive additional support, as needed, in planning and implementing services for children with disabilities and dual language learners. | | | | |
| | | 28. Team develops and implements a plan for providing ongoing, in-classroom technical assistance on the adoption of quality teaching and learning (i.e., the HOUSE framework) based on a needs assessment of teachers' practice. | | | | |
| | | 29. Teachers (or other data collectors) are trained on screening and assessment tools as recommended by tool developers, and required reliability is achieved. | | | | |
| | | 30. Plans for ensuring new teachers are trained on the curriculum and assessments are in place. | | | | |
| | | 31. Teaching teams have dedicated and protected time to plan curricular activities together on a regular basis. | | | | |
| | | 32. Staff who are responsible for facilitating quality teaching and learning support processes are identified and trained. | | | | |
| | | 33. Program uses an evidence-based observational tool to document the quality of teacher-child interactions. | | | | |
| | | 34. Program shares results from observations with individual teachers and provides aligned supports. | | | | |
| | | 35. Program uses aggregate data on teacher-child interactions to inform professional development offerings. | | | | |
| | | 36. Individualized professional development plans include evidence-based coaching support. | | | | |
| | | 37. Staff who are providing training and ongoing support to teachers and co-teachers are trained in effective coaching strategies, and they are supported on an ongoing basis. | | | | |
| | | 38. Program tracks the quality of teacher-child interactions over time to assess success of professional development. | | | | |
| | | 39. Program identifies incentives and strategies for acknowledging staff; these include personally acknowledging people for their contributions, group celebrations for accomplishments, staff recognition for exemplary work. | | | | |



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| Steps Three and Four | Collection and use of program-wide implementation data, classroom quality data, and child outcome data for Continuous Improvement | 40. Program selects child assessment tool(s) that align with school readiness goals. The tools are appropriate, valid, and reliable. | | | | |
| | | 41. Program assesses teachers' implementation of the HOUSE framework on a regular basis to ensure that effective practices are being implemented. (See Appendix A for the framework.) | | | | |
| | | 42. Program conducts periodic checks on assessment implementation, and teachers (or other data collectors) receive necessary feedback and professional development to improve the data collection process. | | | | |
| | | 43. Teachers receive data (and help if needed with interpretation) from assessment information they gather in a timely manner to assist them in making curricular/instructional decisions - providing direction/support/resources for teaching teams to help them understand needs/plan services that can promote progress for the population served. | | | | |
| | | 44. Program creates data systems that allow for linkages with child-level data (e.g., attendance rates, birthdates, gender, language status, and child assessment information). | | | | |
| | | 45. Program creates unique student identifiers that are coordinated with K-12 systems to allow tracking children's progress beyond Early Head Start and Head Start. | | | | |
| | | 46. Data systems allow for linkages between child-level data, program structural features (full day vs. half day), classroom quality (CLASS scores), curriculum implementation, teacher education level, experience, etc. | | | | |
| | | 47. Program has an individual on staff or a consultant who builds, links, and accesses data system. | | | | |
| | | 48. Program establishes transparent policies and statements that articulate how to ensure the security of data and the privacy and confidentiality of personally identifiable information. | | | | |
| | | 49. Program periodically aggregates and examines data for groups of children and specific variables associated with progress or lack thereof. It shares information with stakeholders including board, policy council, teachers, and families in a timely manner. | | | | |
| | | 50. Program develops a process for measuring implementation of the school readiness plan. | | | | |



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| Steps Three and Four | Collection and use of program-wide implementation data, classroom quality data, and child outcome data for Continuous Improvement | 51. Program develops a process for data quality assurances to ensure child outcome and classroom quality data are reliable and valid. | | | | |
| | | 52. Program uses child outcome and classroom quality data for ongoing monitoring, problem solving, and program improvement. | | | | |
| | | 53. Program establishes memoranda-of-agreement (MOAs) with local elementary schools to receive information about how their children score on kindergarten readiness assessments. This information is considered essential to monitoring effectiveness of school readiness plan. | | | | |
| | | 54. Program has summative information regarding children's progress toward school readiness goals and illustrates connections to planned program improvement activities. (For example, an analysis of child outcome data indicates children are not making expected progress in math so the program has planned intensive professional development focus with coaching support on teaching math strategies. In another example, sub-group analysis demonstrates that children being served in family childcare programs are not making sufficient progress in language development, so program plans intensive professional development with virtual coaching support on language modeling to family childcare partners.) | | | | |
| Transition to Kindergarten | Transition support | 55. Program convenes or participates in local community transition team with members from Head Start, local childcare, elementary school(s), and community partners (such as children's museum, library, etc.). | | | | |
| | | 56. Program engages in multiple activities that foster the family school connection, such as discussing concerns, providing information, and connecting families and staff at the next setting. | | | | |
| | | 57. Program engages in multiple activities that foster the child-school connection, such as arranging visits and describing what the next setting will be like. | | | | |
| | | 58. Program engages in multiple activities that foster school-school connections, such as providing written records of the child's progress, conducting joint professional development, and sharing information. | | | | |



