

NEWARK PUBLIC SCHOOLS- HEAD START PROGRAM

PREKINDERGARTEN SCHOOL READINESS GOALS 2015-2019



Acknowledgements

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Summary of Newark Public Schools- Head Start Program

On August 1, 2014, Newark Public Schools (NPS) received a Head Start grant for 1000 prekindergarten seats to be located across nine Newark Public Schools. The Head Start for School Readiness Act of 2007 makes it a top priority for programs to contribute to the school readiness of all of the children they serve.

To ensure School Readiness, the Newark Public Schools- Head Start program will:

- I. Improve the quality of teaching and learning to ensure all students demonstrate readiness for kindergarten;
- II. Ensure all students experience a school and classroom environment that furthers their academic knowledge and their functional, physical and social-emotional skills;
- III. Provide the resources to improve the well-being and quality of health for children and their families;
- IV. Ensure children, their families and receiving schools are adequately prepared to transition children into kindergarten.

Definition of School Readiness

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school, and for later learning and life. ***The Head Start Approach to School Readiness*** means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school.

School readiness goals articulate the program's expectations of children's status and progress across the five essential domains of child development and early learning that will improve children's readiness for kindergarten [§ 1307.2]. Goals are broad statements that articulate the highest developmental achievement children should attain as a result of Early Head Start and Head Start services. Agencies outline the steps of progression toward these goals through a developmental sequence of age- and stage-appropriate behaviors, skills, and knowledge that children birth-to-five need to acquire to accomplish each broad goal.

The five essential domains include (1) language and literacy development, (2) cognition and general knowledge, (3) approaches toward learning, (4) physical well-being and motor development, and (5) social and emotional development. School readiness goals must, at a minimum, address these essential domains of development and early learning [§ 1307.3(b)(1)(ii)]. The five essential domains apply to infants, toddlers and preschool-aged children and are noted at the center of the **Head Start Child Development and Early Learning Framework**

Part of the grantee planning process includes setting and reviewing school readiness goals. The Head Start Program Performance Standards require that programs develop long-term and short-term goals [§ 1304.51(i)(1)]. The Head Start Act as amended in 2007 better defined those

requirements to ensure the inclusion of school readiness goals [641A(g)(2)]. Per § 1307.3(b)(1), all Head Start and Early Head Start agencies must have school readiness goals established as of December 9, 2011.

Reference: <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/faq>

NPS School Readiness Goals Development Process for the 2015-2019 School Years

The Office of Head Start outlines four steps for programs to ensure school readiness for the children they serve:

1. Establish School Readiness Goals that are aligned with the Head Start Child Development and Early Learning Framework (HSCDELFF), with state early learning standards or guidelines and with the requirements and expectations of the schools the children will be attending
2. Create and Implement a plan of action for achieving school readiness goals
3. Assess child progress on an ongoing basis, and aggregate and analyze data at multiple times throughout the year
4. Examine data for patterns of progress of children in order to revise, develop, and implement a plan for improvement

These goals and the progress towards them must:

- Reflect the ages of the children (3-5) participating in the program.
- Align with the HSCDELFF and guidelines of state and local agencies.
- Encompass the range of children served (DLL/ELL, children with disabilities, etc.).
- Be conducted in an active and ongoing consultation with parents participating in the program.

Below is the link to additional information on Head Start School Readiness Goals.

<https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr>

Following is the process implemented to develop our School Readiness Goals and Plan.





Social-Emotional Development

Children will demonstrate self-confidence.

- Children will demonstrate self-direction.
- Children will identify and express feelings.
- Children will exhibit positive interactions with children and adults.
- Children will exhibit pro-social behaviors.

Approaches to Learning

- Children will demonstrate initiative, persistence and engagement with their peers and adults.
- Children will show creativity and imagination.
- Children will identify and solve problems
- Children apply what they have learned to new situations.
- Children will express themselves through and develop an appreciation of at least one of the following: creative movement/dance, music, dramatic play/ storytelling and visual arts.

Cognitive & General Knowledge

- Children will begin to demonstrate an understanding of numbers and counting.
- Children will demonstrate an initial understanding of numerical operations.
- Children will begin to conceptualize measurable attributes of objects.
- Children develop spatial and geometric sense.
- Children will develop inquiry skills
- Children will observe and investigate matter and energy, living things, and the Earth
- Children will gain experience in using technology
- Children will identify unique characteristics of themselves, their families and others.

Language & Literacy

(in home language and English)

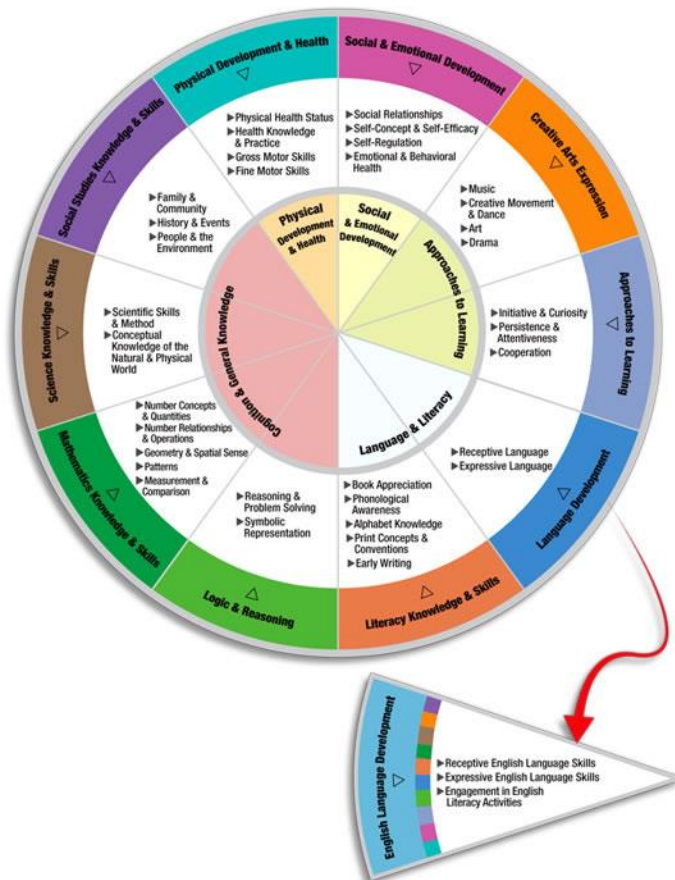
- Children will actively participate in read aloud experiences using age appropriate text in individual, small and large groups.
- Children will begin to demonstrate understanding of basic features of print.
- Children will begin to demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
- Children will demonstrate an understanding of beginning phonics and word skills.
- Children will use a combination of drawings, dictation, scribble writing, letter strings or invented spelling to share ideas during play or other activities.
- Children will participate in conversations and interactions with peers and adults individually and in small and large groups.
- Children will begin to understand and use the conventions of Standard English grammar when speaking and listening during interactions and activities.
- Children will begin to understand and use words and phrases acquired through conversations, activities and read- alouds.

Physical Development & Health

- Children will develop self-help and personal hygiene skills.
- Children will begin to develop the knowledge and skills necessary to make nutritious food choices.
- Children will begin to develop an awareness of potential hazards in their environment.
- Children will develop competence and confidence in activities that require gross- and fine-motor skills

What You Need to Know:

1. Newark Public Schools - Head Start Program has school readiness goals in all domains of child development and are aligned with the New Jersey Preschool Teaching and Learning Standards.
2. We support children’s progress toward achieving these school readiness goals by implementing Creative Curriculum and providing high-quality interactions, intentionally- planned experiences, and ongoing individualization appropriate to children’s development. This includes helping children who are dual-language learners develop in all areas, while increasing their abilities in both English and their home language and providing supports to children with an array of disabilities
3. Our school readiness goals also align closely with the GOLD assessment instrument used by NPS prekindergarten teachers. By completing the assessment checkpoints, teachers are indeed assessing each child’s progress on the school readiness goals.
4. We share information on children’s progress toward the school-readiness goals:
 - ✓ With parents, by sharing highlights of the quarterly assessments during home visits and parent-teacher conferences;
 - ✓ With other staff, during Team Meeting meetings and by reviewing the quarterly MBO report.



On the following page, you will find the School Readiness Goals alignments to the Head Start’s Five Essential Domains, New Jersey Preschool Teaching and Learning Standards and the GOLD assessment.

This document along with the *Prekindergarten Curriculum Initiative: Informing Document* can be used to inform planning and practice.

School Readiness Goals Alignments

School Readiness Goal	Head Start Domain and Domain Element	NJDOE Standards	Assessment (GOLD)
Social -Emotional Development			
Children will demonstrate self-confidence.	Social -Emotional Development: <i>Self-Concept and Efficacy</i>	Social/Emotional Development 0.1- Children demonstrate self-confidence.	Social-Emotional Obj. 1- Regulates own emotions and behaviors Obj. 2- Establishes and sustains positive relationships Cognitive Obj. 11- Demonstrates positive approaches to learning
Children will demonstrate self-direction.	Social -Emotional Development: <i>Self-Concept and Efficacy, Self-Regulation, Emotional and Behavioral Health</i>	Social/Emotional Development 0.2- Children demonstrate self-direction.	Social-Emotional Obj. 1- Regulates own emotions and behaviors Cognitive Obj. 11- Demonstrates positive approaches to learning
Children will identify and express feelings.	Social -Emotional Development: <i>Emotional and Behavioral Health</i>	Social/Emotional Development 0.3- Children identify and express feelings.	Social-Emotional Obj. 1- Regulates own emotions and behaviors Obj. 2- Establishes and sustains positive relationships
Children will exhibit positive interactions with children and adults.	Social -Emotional Development: <i>Social Relationships, Emotional and Behavioral Health</i>	Social/Emotional Development 0.4- Children exhibit positive interactions with children and adults.	Social-Emotional Obj. 2- Establishes and sustains positive relationships Obj. 3- Participates cooperatively and constructively in group situations Language Obj. 10- Uses appropriate conversational and other communication skills
Children will exhibit pro-social behaviors.	Social -Emotional Development: <i>Social Relationships, Emotional and Behavioral Health</i>	Social/Emotional Development 0.5- Children exhibit pro-social behaviors.	Social-Emotional Obj. 2- Establishes and sustains positive relationships Obj. 3- Participates cooperatively and constructively in group situations Cognitive Obj. 14- Uses symbols and images to represent something not present
Language Development and Literacy			
Children will actively participate in read aloud experiences using age appropriate text in individual, small and large groups.	Literacy and Knowledge Skills <i>Print Concept and Conventions, Book Appreciation</i> Social Studies Knowledge and Skills: <i>Social Studies: History and Events</i>	Reading Literature RL.PK.10- Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. Reading Informational Text RI.PK.10- Actively participate in read aloud experiences using age appropriate informational texts or books individually and in small and large groups.	Literacy Obj. 17- Demonstrates knowledge of print and its uses Obj. 18- Comprehends and responds to books and other texts

Children will begin to demonstrate understanding of basic features of print.	Literacy and Knowledge Skills <i>Print Concepts and conventions, book appreciation, alphabetical knowledge</i>	Reading Foundational Skills RF.PK.1- Begin to demonstrate understanding of basic features of print.	Literacy Obj. 16- Demonstrates knowledge of the alphabet Obj. 17- Demonstrates knowledge of print and its uses
Children will begin to demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	Literacy and Knowledge Skills <i>Phonological awareness</i>	Reading Foundational Skills RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	Literacy Obj. 15- Demonstrates phonological awareness
Children will demonstrate an understanding of beginning phonics and word skills.	Literacy and Knowledge Skills <i>alphabet knowledge</i>	Reading Foundational Skills RF.PK.3 Demonstrate an understanding of beginning phonics and word skills.	Literacy Obj. 16- Demonstrates knowledge of the alphabet
Children will use a combination of drawings, dictation, scribble writing, letter strings or invented spelling to share ideas during play or other activities.	Literacy and Knowledge Skills: <i>Print concepts and early writing</i>	Writing W.PK. 1- Use a combination of drawings, dictation, scribble writing, letter strings or invented spelling to share a preference or opinion during play or other activities. 2- Use a combination of drawings, dictation, scribble writing, letter strings or invented spelling to share information during play or other activities. 3- Use a combination of drawings, dictation, scribble writing, letter strings or invented spelling to describe children's ideas real or imagined during play or other activities.	Cognitive Obj. 14- Uses symbols and images to represent something not present Literacy Obj. 19- Demonstrates emergent writing skills
Children will participate in conversations and interactions with peers and adults individually and in small and large groups.	Language Development: <i>Receptive language, expressive language</i> English Language Development: <i>Receptive language, expressive language</i> Approaches to Learning: <i>Cooperation</i>	Speaking and Listening SL.PK.1- Participate in conversations and interactions with peers and adults individually and in small and large groups.	Language Obj. 10- Uses appropriate conversational and other communication skills English Language Acquisition Obj. 37- Demonstrates progress in listening to and understanding English Obj. 38- Demonstrates progress in speaking English
Children will begin to understand and use the conventions of standard English grammar when speaking and listening during interactions and activities.	Language Development: <i>Receptive language, expressive language</i> English Language Development:	Language L.PK.1- Begin to understand the conventions of standard English grammar when speaking during interactions and activities.	Language Obj. 8- Listens to and understands increasingly complex language Obj. 9- Uses language to express thoughts and needs

	<i>Receptive language, expressive language</i>		English Language Acquisition Obj. 37- Demonstrates progress in listening to and understanding English Obj. 38- Demonstrates progress in speaking English
Children will begin to understand and use words and phrases acquired through conversations, activities and read- alouds.	Language Development: <i>Receptive language, expressive language</i> English Language Development: <i>Receptive language, expressive language</i>	Language L.PK.6- Use words and phrases acquired through conversations, activities, and being read to.	Language Obj. 9- Uses language to express thoughts and needs English Language Acquisition Obj. 37- Demonstrates progress in listening to and understanding English Obj. 38- Demonstrates progress in speaking English
Approaches to Learning			
Children will demonstrate initiative, persistence and engagement with their peers and adults.	Approaches to Learning: <i>Initiative and curiosity, persistence and attentiveness, cooperation</i>	Approaches to Learning 9.1- Children demonstrate initiative, engagement and persistence.	Cognitive Obj. 11- Demonstrates positive approaches to learning
Children will show creativity and imagination.	Approaches to Learning: <i>Initiative and curiosity</i>	Approaches to Learning 9.2- Children show creativity and imagination.	Cognitive Obj. 11- Demonstrates positive approaches to learning Obj. 14- Uses symbols and images to represent something not present
Children will identify and solve problems	Logic and Reasoning: <i>Reasoning and problem solving</i>	Approaches to Learning 9.3- Children identify and solve problems	Cognitive Obj. 11- Demonstrates positive approaches to learning Obj. 12- Remembers and connects experiences
Children apply what they have learned to new situations	Logic and reasoning: <i>Reasoning and problem solving</i>	Approaches to Learning 9.4- Children apply what they have learned to new situations	Social-Emotional Obj. 2- Establishes and sustains positive relationships Cognitive Obj. 12- Remembers and connects experiences
Children will express themselves through and develop an appreciation of at least one of the following: creative movement/dance, music, dramatic play/ storytelling and visual arts.	Creative Art Expression: <i>Music, Creative Dance and Movement, Art, Drama</i> Logic and Reasoning: <i>Symbolic Representation</i>	Visual and Performing Arts 1.1- Children will express themselves through and develop an appreciation of creative movement and dance 1.2- Children will express themselves through and develop an appreciation of music 1.3- Children will express themselves through and develop an appreciation of dramatic play and storytelling 1.4- Children will express themselves through and develop an appreciation of the visual arts.	Language Obj. 9- Uses language to express thoughts and needs Cognitive Obj. 14- Uses symbols and images to represent something not present The Arts Obj. 33- Explores the visual arts Obj. 35- Explores dance and movement concepts Obj. 36- Explores drama through actions and language
Cognition and General Knowledge			
Children will begin to demonstrate an understanding of numbers and counting.	Mathematics Knowledge and Skills: <i>Number Concepts and Quantities</i>	Mathematics 4.1- Children begin to demonstrate an understanding of numbers and counting.	Mathematics Obj. 20- Uses number concepts and operations
Children will demonstrate an initial understanding of numerical operations.	Mathematics Knowledge and Skills: <i>Number Relationships and Operations</i>	Mathematics 4.2- Children demonstrate an initial	Cognitive Obj. 14- Uses symbols and images to represent something not present

		understanding of numerical operations.	Mathematics Obj. 20- Uses number concepts and operations
Children will begin to conceptualize measurable attributes of objects.*	Mathematics Knowledge and Skills: <i>Number Relationships and Operations, Measurement and comparison, Patterns</i>	Mathematics 4.3- Children begin to conceptualize measurable attributes of objects.*	Cognitive Obj. 13- Use classification skills Mathematics Obj. 22- Compares and measures
Children develop spatial and geometric sense.	Mathematics Knowledge and Skills: <i>Geometry and spatial sense, Patterns</i>	Mathematics 4.4- Children develop spatial and geometric sense.	Mathematics Obj. 21- Explores and describes spatial relationships and shapes
Children will develop inquiry skills	Science Knowledge and Skills: <i>Scientific skills and methods</i>	Science 5.1- Children develop inquiry skills.	Language Obj. 9- Uses language to express thoughts and needs Cognitive Obj. 14- Uses symbols and images to represent something not present Science and Technology Obj. 24- Uses scientific inquiry skills Obj. 25- Demonstrates knowledge of the characteristics of living things Obj. 26- Demonstrates knowledge of the physical properties of objects and materials Obj. 27- Demonstrates knowledge of Earth's environment
Children will observe and investigate matter and energy, living things, and the Earth	Science: <i>Conceptual knowledge of the natural and physical world</i>	Science 5.2- Children observe and investigate matter and energy. 5.3- Children observe and investigate living things. 5.4- Children observe and investigate the earth.	Science and Technology Obj. 25- Demonstrates knowledge of the characteristics of living things Obj. 26- Demonstrates knowledge of the physical properties of objects and materials Obj. 27- Demonstrates knowledge of Earth's environment
Children will gain experience in using technology	Science Knowledge and Skills: <i>Scientific Skills and Methods</i>	Science 5.5- Children gain experience in using technology Technology 8.1- Navigate simple on screen menus 8.2- Use electronic devices independently 8.3- Begin to use electronic devices to communicate 8.4- Use common technology vocabulary 8.5- Begin to use electronic devices to gain information	Language Obj. 9- Uses language to express thoughts and needs Science and Technology Obj. 28- Uses tools and other technology to perform tasks

Children will identify unique characteristics of themselves, their families and others	Social Studies Knowledge and Skills: <i>Family and Community, People and the environment</i> <i>Social Studies: History and Events</i>	Social Studies, Family and Life Skills 6.1: Children identify unique characteristics of themselves, their families and others	Social Studies Obj. 29- Demonstrates knowledge about self Obj. 30- Shows basic understanding of people and how they live
Physical Development and Health			
Children will develop self-help and personal hygiene skills.	Physical Development and Health: <i>Physical Health Status, Health Knowledge and Practice</i>	Health, Safety, and Physical Education 2.1- Children develop self-help and personal hygiene skills.	Social-Emotional Obj. 1- Regulates own emotions and behaviors Social Studies Obj. 29- Demonstrates knowledge about self
Children will begin to develop the knowledge and skills necessary to make nutritious food choices.	Physical Development and Health: <i>Health knowledge and practice</i>	Health, Safety, and Physical Education 2.2- Children begin to develop the knowledge and skills necessary to make nutritious food choices.	Social-Emotional Obj. 1- Regulates own emotions and behaviors Social Studies Obj. 29- Demonstrates knowledge about self
Children will begin to develop an awareness of potential hazards in their environment.	Physical Development and Health: <i>Health knowledge and practice, physical health status</i> Logic and Reasoning: <i>Reasoning and problem solving</i> Science Knowledge: <i>Conceptual knowledge of the natural and physical world</i>	Health, Safety, and Physical Education 2.3- Children begin to develop an awareness of potential hazards in their environment.	Social-Emotional Obj. 1- Regulates own emotions and behaviors Social Studies Obj. 30- Shows basic understanding of people and how they live
Children will develop competence and confidence in activities that require gross- and fine-motor skills	Physical Development and Health <i>Gross motor skills, fine motor skills, health knowledge and practice</i>	Health, Safety, and Physical Education 2.4- Children will develop competence and confidence in activities that require gross- and fine-motor skills	Social-Emotional Obj. 1- Regulates own emotions and behaviors Social Studies Obj. 30- Shows basic understanding of people and how they live

School Readiness Action Plan

Program Goal (I):

NPS- HS will improve the quality of teaching and learning to ensure all students demonstrate readiness for kindergarten



All School Readiness Goals

Program Objective:

By enhancing teacher quality and family engagement in every child's academic development, 100% of students entering kindergarten will meet or exceed the expected student-based assessments benchmarks.

ACTION STEPS

Action	Timeline	Responsible Party
All teachers will attend professional development sessions on the school readiness goals	August- June	Education Manager, Teacher Coach, Social Worker, Teacher, Center director
All teachers will receive individual coaching via the reflective cycle to improve best practices in the classroom	Sept- June Once a month	Teacher, Teacher Coach, Center Director/Principal
All teachers will receive professional development in engaging families in the academic success of their children	August- June	Teacher, Center Director/Principal, Special Assistant – Academics/Head Start Director (HS Director)
Teachers will collect and analyze child-assessment data at least 3 times a year and use this data to inform their practice	November, February, June	Teacher, Center Director
Teachers will receive quarterly feedback and coaching support from school leaders based on the <i>Framework for Effective Teaching</i> .	Sept- June Quarterly	Center Director/Principal
Every center will hold parent-teacher conferences at least twice a year.	November, February	Center Director/Principal
All teachers will attend professional development on the curriculum and additional supports to enhance teacher quality	August- June	Education Manager, Center Director/Principal, Teacher, Teacher Coach
All classrooms will receive the instructional tools needed to carry out instruction grounded in the Head Start Learning Framework	August- June	Head Start Director, Center Manager/Principal, Fiscal Lead

Program Goal (II):

NPS- HS will ensure all students experience a school and classroom environment that furthers their academic knowledge and their functional, physical and social-emotional skills

**All School Readiness Goals****Program Objective:**

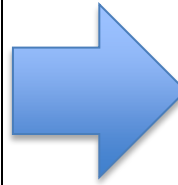
100% of the classrooms and school facilities will meet or exceed the benchmarks set forth by Head Start and State approved Program Rating Scales and Health and Safety Screenings.

ACTION STEPS

Action	Timeline	Responsible Party
Health and Safety Screenings will be conducted annually within the first 60 days of school.	September- November	Special Assistant of Health Services, Health Coordinators
All Health and Safety findings will be corrected within 30 days	October- January	Head Start Director, Center Manager/Principal
All classrooms will receive an ECERS- 3 review followed by feedback and coaching support	October- December	Teacher coach, Center Director/Principal
All ECERS findings will be corrected within 60 days	November- February	Teacher Coach, Center director/Principal
All classrooms will be equip with materials and additional supplies to support students fine and gross motor development	September- June	Head Start Director, Center Manager/Principal, Fiscal Lead
All centers will have sufficient outdoor equipment and materials to extend student- learning outdoors	September - June	Head Start Director, Center Manager/Principal, Fiscal Lead
All classroom teacher will receive professional development in the Second Steps curriculum	August- September	Education Manager, Teacher Coach, Teacher, Center Director/Principal
All classrooms will implement the Second step Curriculum on a daily basis	September- June	Teacher, Center Director/Principal

Program Goal (III):

NPS- HS will provide the resources to improve the well-being and quality of health for children and their families

**School Readiness Goal (s):**

Health and Physical Well-being
Social/Emotional Development

Program Objective:

100% of students will have medical and dental homes and be up to date with their medical, dental and developmental screenings.

ACTION STEPS

Action	Timeline	Responsible Party
Ensure nurses are on-site daily during the operation of the school day	September- June	Head Start Director, Fiscal Lead, Special Assistant- Health Services
Ensure all schools are properly equipped with the necessary tools and equipment for nurses or other certified/approved staff to conduct the necessary screenings and other medical examinations as needed.	September- June	Head Start Director, Fiscal Lead, Special Assistant- Health Services
Partner with community organizations to ensure children receive the necessary medical and dental care on site at school or at a clinic.	July - June	Special Assistant- Health Services, Family and Community Engagement Manager
Train all teachers in the implementation of tooth-brushing throughout the school day.	August- September	Nurse, Health Coordinator
Ensure all classrooms are equipped with the necessary materials to implement tooth-brushing during the school day.	September- June	Head Start Director, Fiscal Lead, Special Assistant - Health Services, Center Director/Principal
Implement tooth-brushing, in all classrooms, as a part of the instructional day.	September- June	Teacher, Health Coordinator, Nurse, Center Director/Principal
Conduct program-wide and school-based workshops for families on supporting healthy living at home.	September- June	Family Coordinators, Family Advocates, Nurse, Health Coordinator

Program Goal (IV):

NPS- HS will ensure children, their families and receiving schools are adequately prepared to transition children into kindergarten

**All School Readiness Goals****Program Objective:**

100% of children and their families will participate in activities to prepare them in the transition to kindergarten
80% of families will meet the goals outlined in their Family Partnership Agreements.

ACTION STEPS

Action	Timeline	Responsible Party
All Head Start locations will develop and distribute parent handbooks that identify services offered by the school and how parents can support based on the Head Start Parent and Community Engagement Framework	August- June	Family and Community Engagement Manager, Family Coordinators, Health Coordinators
All Head Start sites will conduct parent orientations upon prekindergarten registration to orient parents about prekindergarten and specifically, the Head Start program.	August- June	Education Manager, Family and Community Engagement Manager, Family Coordinators, Health Coordinators
All kindergarten teachers will be trained on the contents in the prekindergarten transition portfolio to gather baseline data on students entering kindergarten	September- October	Education Manager, Family and Community Engagement Manager
Families will attend program- wide transition meetings to understand the transition to kindergarten and how to support their child(ren).	March- June	Family and Community Engagement Manager, Family Coordinators, Health Coordinators
All prekindergarten teachers will develop transition portfolios inclusive of student work samples and progress to be shared with parents and given to the receiving kindergarten teacher.	April- June	Education Manager, Family and Community Engagement Manager