

**Transition:** Adopting a purposeful approach to helping children and their families experience and navigate the transition process is essential. Ready Schools view transition from a systems perspective that melds best practices from successful early education and care programs with those of the primary grades. Transition practices actively involve staff, families, and the community in creating seamless experiences for children as they enter kindergarten, adjust to school, and transition from grade to grade.

Indicators	Activities	Timeline	Who Is Responsible?	Data Collection	Budget & Funding Source
1. Staff is familiar with the research on transition.					
2. The school has a system of screening all kindergarten children, and screening information is communicated to families in a timely manner.					
3. Families are linked with needed resources & services; staff facilitates linkages if necessary.					
4. Data used from screening supports student learning and identifies appropriate and timely referrals.					
5. Staff has assessed communication practices that are part of the transition activities.					
6. Staff welcomes new students & their families throughout the year through defined activities.					
7. Staff plans and communicates regularly with preschool representatives in developing transition activities.					
8. Staff members meet regularly, grade level to grade level, to plan for educational continuity.					
9. School staff and the early childhood community plan shared professional development according to needs.					
10. There is an organized team or group developing transition activities and a person assigned to coordinate the plan and to assure that timelines are met.					
11. Transition practices are evaluated and refined on the basis of results.					

**Evidence of Growth & Impact** (How will you know you are making progress toward your selected indicator(s)?)