PREKINDERGARTEN TO GRADE THREE TOOL

Created by Diane Schilder based on the Kristie Kauerz framework, with input from the New York State Education Department and the Northeast Regional Comprehensive Center July 2019



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INTRODUCTION

The early childhood years tablishes the foundation for later learning success. <u>The Prekindergarteurgh 3^d grade P-3</u>) Tool is a planning and reflection tool or use by tates, districts, schools, early childhood programs, and class **works** to align more coherent policies and practices support improved outcom for students in prekindergarten through third grade is tool serves as a companion to the Kristie Kauerz and Julia Oraff 2013 framework entitled Framework for Planning, Implementing, and Evaluating Prek3rd Grade Approaches.

What is P-3? According to Kauerz, "What matters most to the success of proachess ensuring that children have consistent, coherent, highquality learning opportunities provided to them date date day, yearafter-year. P3 efforts can frame the context, supports, and incentives to support consistency across early learning programols, samilies, and teachers."

Table 1 below presents a snapshot of whatisPand is not.

Table 1. What P-3 Is And Is Not

What P3 is?	What P3 is not?
A framework	•



P-3TOOL STRUCTURE

Preparation and Design We recommend that all of those using the tool begin by reviewing and completing the preparation section.

he current status of the team in 3theoleess. The ith the establighent of goals, identifation of prity areas of focus.

P-3 Tool		P-3
Date: District/School:	Team Members:	
	Coordinator:	

PREPARATION AND DESIGN PHASE INSTRUCTIONS:

- Identify the individual or core team who will be engaged in P-3 planning and implementation.
 Encourage all team members to review the tool. (Distribute the tool electronically or use paper copies based on what works)



PREPARATION AND DESIGN PHASE: During this phase, the coordinator and temority to set the stage for the Perfort.

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P-3 Leader/Coordinator. It is important to designate a leader or coordinator who takes responsibility for convening a team, addressing logistics and ensuring clarity around teamember roles and responsibilities.

Has a coordinator/leader been identified to guide the work?



PREPARATION AND DESIGN



PREPARATION AND DESIGN PHASE GUIDING QUESTIONS	STATUS OF ITEM	NEXT STEPS (Name of person responsibilitate to be completediditionalsupport neededany additional note)s
Does the composition of the team need to be modified over time based or shifting priorities?		
Is a transition plan in place if one team member leaves?		



PREPARATION AND DESIGN PHASE GUIDING QUESTIONS	STATUS OF ITEM	NEXT STEPS (Name of person responsible to be completed dditional support needed any additional note)s
Has the team identified unique contextual features of the district and the students served that are important to consider for theftort?		
Has the team identified dimensions that are strong and could be aligned to support a P-3 approach?	petter	

Early SuccessesFocus on the small wins. A P-3 plan that includes short- and long-



PREPARATION AND DESIGN PHASE GUIDING QUESTIONS	STATUS OF ITEM	NEXT STEPS (Name of person responsibilitate to be completedidditionalsupport neededany additional note)s
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Has the team identified individuals whose support is necessary for successful implementation?



PREPARATION AND DESIGN PHASE



Date	Team Members:	
District/School:		

Coordinator:

IMPLEMENTATION AND REVISION PHASE INSTRUCTIONS:

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P-3



IMPLEMENTATION AND REVISION PHASE GUIDING QUESTIONS

STATUS OF ITEM

NEXT STEPS

(Name of person responsible, date to be completed, additional support needed, any additional notes)

Aligned Professional Learning Communities



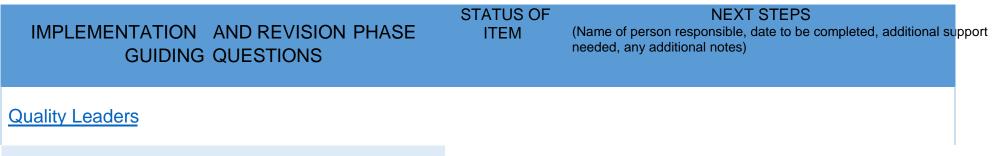
IMPLEMENTATION AND REVISION PHASE GUIDING





IMPLEMENTATIO	N AND REVISION PHASE	STATUS OF ITEM	NEXT STEPS (Name of person responsible, date to be completed, additional support needed, any additional notes)
	cialized training, materials, resources and by developmentally appropriate and		





In what ways does the district and school leadership support P-3 approaches and what supported bes9 (s)-2.4 (do)]T.r(.bAe4s)-2.4 (6 (s)-2.04 0 0 11.04 43.8 388.68 Tm)-do4 0 11.04 oQr0 1.7 ([eT63 (a)-1.7 (nd w)4.6



RESOURCES

General P-3

Framework for Planning, Implementing, and Evaluating P3etKGrade ApproachetKauerz and Coffman developed this

Р-3 То