

Step One: Establish Need and Common Interests				
	Starting Point	Emerging	Proficient	Distinguished
School/Community Support	P-3 School/Community Leaders acknowledge a need for reaching children and families prior to kindergarten. Minimal collaboration between PreK and K-12.	P-3 School/Community Leaders articulate the importance of PreK and K-12 collaboration and there is a shared interest in working together toward a common goal.	P-3 School/Community Leaders are working toward a common goal based on the needs of the children and families they serve. P-3 School/Community Leaders acknowledge the important work that P-3 and K-3 staff and families are doing and demonstrate a culture of mutual respect.	P-12 School/Community Leaders build sustainability. The need for PreK and K-12 collaboration is understood and supported by all member of the school community: parents, community members, school board, district administration, school administration, certificated staff, classified staff, and others.
Improvement Processes, Data Collection, and Research	PreK Leaders gather information and data on programs and how children are progressing. K-12 Leaders gather information and data on programs and how students are progressing. Minimal feedback loops are implemented.	P-3 School/Community Leaders gather and share data to establish the needs of their community and focus their collaborative work. Research and information is shared on how young children learn and what children need to know and be able to do P-3.	P-3 School/Community Leaders consistently review and share data and research with the school community to establish the need and common interests. Emphasis is on local data. P-3 School/Community Leaders work with staff to adjust improvement efforts based on data and research.	P-3 School/Community Leaders ensure that data is collected, shared, and analyzed by the school community. P-3 data and research is used to inform decision making for continuous improvement. Both local data and national research information is used for decision making.
Focus	Multiple, new improvement efforts are initiated each year. Efforts are not aligned, not synergetic. Staff undertakes activities without purpose. Competing priorities. "Flavor of the month." Islands of excellence. Burn-out.	Leaders identify the need to narrow the focus and the need for continuity (multi-year commitment to improvement efforts).	P-3 School/Community Leaders work with staff to plan and implement improvement efforts based on established focus/priority. P-3 School/Community Leaders establish mutual agreements on measures of established focus.	P-3 School/Community Leaders allocate and focus resources to support priorities. Strategies are synergetic to support student growth. P-3 School/Community has mutual agreement on measures of student growth and measures of success.

Step Two: Locate and Connect with Early Childhood Learning Environments				
	Starting Point	Emerging	Proficient	Distinguished
Community Preschool Partners/Connections	<p>P-3 School/Community Leaders are working hard on their own issues.</p> <p>Some connections exist between PreK Leaders and K-12 Leaders.</p>	<p>P-3 School/Community Leaders know where children are prior to attending kindergarten and are working on outreach efforts.</p>	<p>P-3 School/Community Leaders use a variety of techniques to locate, connect and include early childhood learning environments in their P-12 system of support.</p>	<p>Systemic, multiple ways are developed to initiate collaboration with early learning providers, including preschools, child care, faith-based, home-based, and other providers and establish formal partnerships.</p>
Systems for Collaboration	<p>P-3 School/Community Leaders plan an initial meeting to bring key people from the early learning community and public school system together to talk about P-3 partnership efforts.</p>	<p>Leaders recognize the importance of developing systems to support collaboration and have a core group of participants willing to start the work.</p> <p>Mutual agreements are established on consistent meeting times, initial action (goals) and commitment to make decisions based on research and evidence.</p>	<p>P-3 School/Community Leaders have established an ongoing partnership with representatives from the early learning community and K-3 system.</p> <p>Information is collected from families during Kindergarten registration to identify early learning providers in the community to join collaboration efforts.</p>	<p>P-3 School/Community Leaders support collaboration with early learning providers and work for continuous improvement of systems.</p> <p>A database of early learning providers is continually updated with information about new providers in the community.</p>
Principal Leadership	<p>Principals are working hard to build their own K-12 system.</p>	<p>Principals in the K-12 system understand the importance of collaboration with early learning providers and begin collaboration efforts.</p>	<p>PreK to Kindergarten transitions are facilitated by the school principals. Principals understand the importance of collaboration, provide access to the school, and lead collaborative efforts.</p>	<p>Principals view families of preschool children and early learning providers as part of the school community and include them in all aspects of the school activities and events.</p>

Step Three: Develop a Leadership Team				
	Starting Point	Emerging	Proficient	Distinguished
Shared Decision Making & Partnership	Various efforts by PreK, P-3 and K-12 leadership groups attempt to incorporate P-3 into considerations for systems improvement.	P-3 School/Community Leaders establish a P-3 Leadership Team whose responsibility is to plan, implement, and evaluate a P-3 system of support.	<p>P-3 School/Community Leaders with authority to make decisions and allocate resources serve on the P-3 Leadership Team.</p> <p>This dynamic Leadership Team uses shared decision making to develop a common vision, prioritize the focus, and support P-3 staff with the information, tools and materials they need for implementation and review of impact.</p>	<p>The P-3 Leadership Team is an integral part of the school district and community decision making system to support families, staff, and increase student achievement.</p> <p>P-3 Leadership Team includes representatives of preschool, child care, families, school staff, grade level representation (K, 1, 2, and 3), district administration, school administration, higher ed, and community leaders.</p>
Common Language & Agreements	P-3 School/Community Leaders are aware that there is a need to establish agreements and common language around standards, instruction, and assessment.	The P-3 Leadership Team is formulating a plan to establish common language and agreements on what children need to know and be able to do, how young children learn, and how to match instruction.	The P-3 Leadership Team has established a professional learning community that addresses tough issues and has formed agreements for common language and what children need to know and be able to do, how young children learn, and how to match instruction.	The P-3 Leadership Team is a dynamic change agent that examines current research, makes decisions, and implements instructional changes based on research and evidence/data. Feedback loops are established for continual review to adjust to changing needs and contexts.
Assessment & Results	P-3 School/Community Leaders are measuring a variety of outcomes.	P-3 Leadership Team has identified all the informal, formal assessments, authentic and “on demand” use and the purpose of each assessment. Measures for results focus on completion of tasks and activities.	P-3 Leadership Team has established agreements on use of assessments to measure their focus/goals and have a system for respectful examination of data and decision making. P-3 Leadership Team analyzes impact of P-3 collaboration on student learning using multiple measures.	P-3 Leadership Team uses data and research for measurement of effectiveness and continuous improvement.

Step Four: Provide High-Quality Professional Development				
	Starting Point	Emerging	Proficient	Distinguished
Focus/Topics	P-3 School/Community Leaders support a variety of professional development topics.	P-3 School/Community Leaders support focused professional development as determined by the P-3 Leadership Team.	P-3 Leaders share resources to support professional development for focus/topics determined by Leadership Team. PD includes early learning staff and expertise. Professional development grade configuration and participation varies based on the focus/needs.	The P-3 Leadership Team evaluates the effectiveness of the professional development provided at the teacher, classroom, and program level. Multiple opportunities are provide to participate.
Presenters/Facilitators	P-3 School/Community Leaders invite each other to participate in existing professional development opportunities.	Presenters/facilitators, primarily from K-12 system, provide information to the early learning community.	Presenters/facilitators are tapped from leadership of PreK and K-12. All participants are learning together. Active mentorship builds capacity for leadership.	Result of true partnership -- presenters/facilitators with expertise are tapped from PreK system, K-12 system, Higher Ed, Community, etc.
Schedule & Process	P-3 School/Community Leaders schedule own professional development based on their own needs.	P-3 School/Community Leaders schedule professional development based on focus/priority goals at a mutual agreed upon schedule.	P-3 School/Community Leaders develop a professional development system based on focus/priority goals using a process that optimizes learning and implementation. This professional development includes a feedback loop with opportunity to learn from each other.	Multiple forms of professional development are provided. Presenter/facilitators model effective learning/teaching strategies. PD builds on prior knowledge of participants. Expertise is developed/shared. PD structured to impact needs such as grade level teams, vertical teams, administrators, families, specific topics, etc.
Results	Professional development limited to K-12 staff.	Professional development delivered is measured by participation and completion of activities.	Professional development is measured by impact on student growth goals.	Professional development is measured by impact on student growth goals. Feedback from participants and student growth data is used to monitor and adjust professional development.

Step Five: Connect and Align Quality PreK to Kindergarten				
	Starting Point	Emerging	Proficient	Distinguished
Alignment of PreK To Kindergarten	Connection between early learning providers and K-12 system is initiated by P-3 School/Community Leaders.	P-3 School/Community Leaders connect PreK and Kindergarten primarily on preschools within the school system.	Principals ensure that preschool students have access to school facilities and services (library, health and fitness facilities, etc.).	P-3 School/Community Leaders ensure that preschools are integral part of elementary schools. P-3 leaders know that future kindergarten students impact student learning.
Guidelines/Standards	P-3 School/Community Leaders are aware that PreK and the K-12 system have guidelines and standards with accountability requirements.	P-3 School/Community Leaders ensure that PreK and K-3 staff in the school system are knowledgeable of the Early Learning Guidelines and Common Core State Standards.	P-3 School/Community Leaders have aligned critical components of the Early Learning Guidelines and the Common Core State Standards.	P-3 School/Community Leaders set up systems of shared knowledge to implement research-based instructional strategies aligned to Early Learning Guidelines and Common Core State Standards to build on the strengths of children and the strong foundation provided in the previous year.
Participation in Activities	P-3 School/Community Leaders are aware of the need to connect and share activities PreK to K.	Participation is primarily focused on school based K-12 activities. Families with younger siblings are invited as guests to participate.	P-3 School/Community Leaders plan events that include and respond to families and children P-3. Early Learning staff and School Staff participate in major events to provide support for collaboration.	Principals ensure that families, children, early learning staff and school staff are welcomed and participate frequently in PreK activities and school activities (family nights, community boards, etc.)
Student Transition	P-3 School/Community Leaders have formal transition plans/event that meet Head Start & Title I federal requirements.	School system holds a parent/family night for Kindergarten registration.	P-3 School/Community Leaders collaborate to provide effective transition activities for students and their families.	P-3 School/Community Leaders share responsibility for families and children. Transition viewed as an ongoing process -- not just a one day event.
Alignment of Instruction and Assessment Practices	P-3 School/Community Leaders are aware of the need for alignment.	P-3 School/Community Leaders support PreK to K discussions on assessment and instruction.	Early learning providers and school staff are knowledgeable of instruction and assessment practices in the early learning organization and the school system.	Agreements on instruction and assessment. Balance of direct instruction and embedded instruction. Balance of authentic assessment and on-demand assessment.
Coordination of Curriculum, Instruction, and Assessment	P-3 School/Community Leaders are aware of the need for coordination of curriculum, instruction, and assessment.	Coordination of curriculum, instruction, and assessment focuses primarily on preschools within the school system.	Early learning providers and school staff discuss “best practices” in relation to curriculum, instruction, and assessment.	Early learning staff and school staff visit each other’s classrooms. Coordinate curriculum, instructional practices, classroom management practices, etc.

Step Six: Maximize the Benefits of Full-Day Kindergarten				
	Starting Point	Emerging	Proficient	Distinguished
Expectations for Student Learning	P-3 School/Community Leaders are aware of the importance of full day kindergarten as part of their P-3 System of Support.	P-3 School/Community Leaders begin to develop a plan for staff understanding of Common Core State Standards and belief that kindergarten students are capable of meeting the standard.	P-3 School/Community Leaders provide Kindergarten teachers with the information, tools and materials they require to match instruction to the Common Core State Standards and how young children learn	P-3 School/Community Leaders support quality, aligned full day Kindergarten program that build on strengths from PreK experience. Kindergarten teachers revise expectations of student learning based on strong PreK foundation. Teachers base expectations for student learning on philosophy of "Benchmark and Beyond"
Teacher Quality	P-3 School/Community Leaders know what quality instruction looks like in full day Kindergarten. In practice, teachers are interchangeable among grade levels.	P-3 School/Community Leaders understand that specialized skills are needed to teach students at the Kindergarten level and have a plan for recruitment and retention of quality Kindergarten teachers.	By providing professional development and mentoring programs, P-3 School/Community Leaders provide the necessary supports for teachers to teach Kindergarten students	P-3 School/Community Leaders have established a system to ensure that the teachers selected to teach Kindergarten are high-quality teachers with knowledge of effective practices for instruction at the Kindergarten level.
Jump Start	P-3 School/Community Leaders have examined the research on effective strategies that promote transition into Kindergarten.	P-3 School/Community Leaders have Spring Registration and Fall Orientation Nights for parents of Kindergarten students.	Kindergarten teachers conference with families prior to the beginning of the school year to provide connection with school and to gain information about student strengths and learning needs.	P-3 School/Community Leaders provide a "Jump Start". Students have the opportunity to learn school routines and provide families opportunity to establish bedtime routines.
Instruction/Interventions	P-3 School/Community Leaders are working on multiple interventions--uncoordinated and not systemic.	P-3 School/Community Leaders have a plan to coordinate and align core instruction and interventions with horizontal and vertical alignment.	Strategies/systems based on "Response to Intervention" models are developed to provide interventions to ensure that all students meet the standards.	P-3 School/Community Leaders ensure that interventions are coordinated, aligned, and result in significant growth -- both horizontal and vertical alignment.
Curriculum and Assessment System	P-3 School/Community Leaders know the importance of alignment of curriculum and assessment.	P-3 School/Community Leaders work with Kindergarten staff to develop horizontal and vertical alignment.	P-3 School/Community Leaders work with staff to establish and implement a scope and sequence for curriculum and assessment. Curriculum map and assessment system are aligned.	P-3 School/Community Leaders set up a review system (RTI). Teachers monitor student learning frequently and adjust instruction to meet individual learning needs.

Step Seven: Align and Connect a Strong Full-Day Kindergarten with Grades 1-3				
	Starting Point	Emerging	Proficient	Distinguished
Curriculum, Instruction, and Assessment	P-3 School/Community Leaders understand the importance of K-3 alignment to positively impact student learning.	P-3 School/Community Leaders have used a strength-based inventory to work with school staff and determine that school staff varies in their expectations for student learning.	P-3 School/Community Leaders are working with staff on building a dynamic system of support for K-3 alignment of curriculum, instruction, and assessment. School staff members have common expectations for high levels of student learning.	P-3 School/Community Leaders support P-3 alignment of curriculum, instruction, and assessment. Early learning staff and school staff have common expectations for high levels of student learning. "Benchmark and Beyond"
Interventions	P-3 School/Community Leaders are working on multiple interventions--uncoordinated and not systemic.	P-3 School/Community Leaders and school staff discuss importance of systems approach to intervention and receive training.	P-3 School/Community Leaders support a systems approach to interventions. Interventions for students in K-3 are based on principles of "Response to Intervention."	P-3 School/Community Leaders evaluate the effectiveness of RTI and adjust as needed. Intervention for students in P-3 are based on principles of "Recognition and Response" and "Response to Intervention."
Processes	P-3 School/Community Leaders realize that no processes are in place to support collaboration of school staff.	P-3 School/Community Leaders support collaboration. School staff meets to collaborate. Collaboration contains mostly "happy talk" without rigorous dialogue. Collaboration does not significantly impact instructional practice.	P-3 School/Community Leaders support PLCs School staff meets frequently to discuss K-3 alignment; to analyze student growth data; and to make adjustments based on data and research.	P-3 School/Community Leaders meet frequently with staff in grade level teams and vertical teams to align curriculum, instruction, and assessment; to analyze student growth data; and to make adjustments based on data and research.
Resources	P-3 School/Community Leaders provide a variety of resources. Resources are "sprinkled" and are allocated for competing priorities.	P-3 School/Community Leaders lead discussion about resource allocation and the importance of aligning K-3 efforts.	P-3 School/Community Leaders allocate resources to support K-3 alignment.	Resources are shared and allocated to support P-3 alignment for all staff (early learning, certificated school staff, classified school staff, special programs, administration)

Step Eight: Conquer the Fade-Out

	Starting Point	Emerging	Proficient	Distinguished
Horizontal alignment	P-3 School/Community Leaders examine data and note needs for alignment (mobility, loss of instructional time, etc.)	P-3 School/Community Leaders provide time for collaboration. School staff meet for horizontal alignment. Collaboration contains mostly “happy talk” without rigorous dialogue. Collaboration does not significantly impact instructional practice.	P-3 School/Community Leaders provide the resources necessary to support collaboration. “Best practices” based on analysis of student data and research are identified by horizontal alignment teams. PreK staff and school staff at each grade level are committed to follow-through with agreements to implement best practices.	P-3 School/Community Leaders implement systems for continuous improvement. Processes are established to ensure high-quality instruction in every classroom at each grade level.
Vertical alignment	P-3 School/Community Leaders examine data and note needs for alignment (mobility, loss of instructional time, etc.)	P-3 School/Community Leaders support collaboration. School staff meet for vertical alignment. Collaboration contains mostly “happy talk” without rigorous dialogue. Collaboration does not significantly impact instructional practice.	P-3 School/Community Leaders provide the resources necessary to support implementation. Articulated scope and sequence for curriculum is identified through vertical alignment collaboration. PreK staff and school staff at each grade level are committed to follow-through with agreements to implement the scope and sequence.	P-3 School/Community Leaders have established processes for continuous improvement and adjustment to build on the strength of the previous grade level. “Benchmark and Beyond”
Temporal alignment	P-3 School/Community Leaders examine data and note needs for alignment (mobility, loss of instructional time, etc.)	P-3 School/Community Leaders support collaboration. School staff meet for temporal alignment. Collaboration contains mostly “happy talk” without rigorous dialogue. Collaboration does not significantly impact instructional practice.	P-3 School/Community Leaders provide the resources necessary to support implementation. Additional learning experiences are provided to students outside of the regular school day and the regular school year.	P-3 School/Community Leaders ensure that additional learning experiences provided to students outside of the regular school day and the regular school year are based on needs identified through student achievement data.

Step Nine: Create a Sustainable System of Support				
	Starting Point	Emerging	Proficient	Distinguished
Integration of P-3 focus into School Systems	<p>P-3 School/Community Leaders know that P-3 alignment will positively impact student learning.</p> <p>PreK activities are designated to staff that do not have decision making authority.</p>	<p>P-3 School/Community Leaders have initiated the work to build a PreK-3 education system. Leaders share information about curriculum, instruction, and assessment practices.</p>	<p>P-3 School/Community Leaders incorporate the work of P-3 collaboration into the P-12 curriculum, instruction, and assessment systems and strategic planning.</p>	<p>P-3 School/Community Leaders ensure that P-3 collaboration is viewed as an integral part of the school system.</p> <p>All aspects of the school system consider implications for P-3 collaboration, including transportation, assessment, child nutrition, facilities/construction, IT, and other school systems.</p>
Leadership Development	<p>P-3 School/Community Leaders acknowledge the need for leadership development that includes P-3.</p>	<p>P-3 School/Community Leaders work with administrators/principals to establish what P-3 leaders need to know and be able to do: child development, brain research, quality instruction, supervision, etc.</p>	<p>Distributive leadership is supported and developed. PreK staff and school staff are provided opportunities for professional growth to support and lead P-3 systems development.</p>	<p>P-3 School/Community Leaders establish processes to develop leadership that support P-3 collaboration. Includes hiring process, mentoring, and professional development.</p>
Resources	<p>P-3 School/Community Leaders compete for funds and allocate their own resources for their own goals/initiatives.</p>	<p>P-3 School/Community Leaders agree upon priorities and consider “donating” funds to the cause. Leaders discuss the importance of developing aligned, coherent initiatives that are synergetic.</p>	<p>P-3 School/Community Leaders set P-3 priorities that are aligned and synergetic. Resources are allocated/shared to support the priorities.</p>	<p>P-3 School/Community Leaders “lay down their resources” and all “ante-up.” Resources are allocated based on priorities.</p>
Public Policy	<p>P-3 School/Community Leaders are focused on their individual P-3 work. Public policy implications are not considered.</p>	<p>Leaders discuss public policy implications as a result of P-3 collaboration.</p>	<p>Local leaders impact public policy for P-3 collaboration through discussions with state leaders and legislators.</p>	<p>Local P-3 leaders serve on regional, state, and national committees and/or organizations to impact public policy regarding P-3 collaboration.</p>

Step Ten: Review, Revise, and Extend

	Starting Point	Emerging	Proficient	Distinguished
Systems for Continuous Improvement	P-3 School/Community Leaders are so busy with existing efforts, they have not had time to stop and consider how to expand efforts or build capacity.	Leaders discuss importance of developing systems for continuous improvement to positively impact P-3 collaboration. P-3 Leadership Team begins discussions regarding importance of extending alignment.	Leaders use feedback to make adjustments/improvements to positively impact P-3 collaboration. P-3 Leadership Team investigates effective practices for extending alignment and begins implementation.	Processes for continuous improvement are established. Leaders frequently use systems-thinking, feedback, and adjustments based on data and research. Focus is extended beyond P-3 to include Birth to 3, alignment of 3-12, and transitions to post-secondary.
Quantitative and Qualitative Data	P-3 School/Community Leaders ensure that quantitative data is collected to complete state reports.	Leaders discuss the importance of quantitative and qualitative data to inform decision making.	Student growth data is collected and analyzed. Leaders visit classrooms to gain qualitative information about classroom practices.	Both quantitative data (such as student assessment scores) and qualitative data (such as visits to classrooms) are used for decision making. Innovative ways to collect and interpret data are developed.
Extend Focus Beyond Classroom	P-3 School/Community Leaders consider extending focus beyond the classroom.	P-3 Leadership Team discusses ways to extend the focus beyond the classroom.	P-3 Leadership Team investigates effective practices for extending focus beyond the classroom and begins implementation.	Innovative strategies are implemented to impact student learning beyond the classroom such as home visitors, parent-family education, etc.
Cultural Competence	P-3 School/Community Leaders consider cultural competence for P-3 collaboration and instructional practice.	P-3 Leadership Team discusses importance of cultural competence for curriculum, instruction, assessment, and family involvement.	P-3 Leadership Team investigates effective practices for cultural competence and begins implementation.	Instructional practices are based on student needs (cultural competence).
Impact	P-3 School/Community Leaders are focused on their local system with minimal consideration of other organizations.	P-3 Leadership Team discusses importance of including other organizations to support P-3 alignment.	P-3 Leadership Team identifies ways to extend impact to other organizations and begins implementation.	Local P-3 leaders extend influence to impact higher education, legislation, community organizations, etc.