

Plattsmouth Community Schools



Preschool to Elementary School Transition Plan

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*Working in partnership to ensure **A**cademic achievement, responsible **B**ehavior and **C**areer readiness in a Safe environment.*

Transitions into formal schooling and between programs are significant milestones for students and their families and are often accompanied by a range of emotions. Successful transitions require intentional planning and preparation. At Plattsmouth Community Schools, transition planning is a systematic and integral component of the district's continuous improvement process. All transition plans are aligned to AQuESTT and meet ESSA requirements. Each program's transition plan is developed through thoughtful collaboration with administration and relevant staff, as appropriate. The professionalism and expertise of each program are recognized and respected throughout the transition process.

Management of Transition Practices

Transition Team

- **Teachers:** Grade Level Teachers, ES Special Education Teacher, 2 PECC representatives
- **Staff:** School Social Worker, Instructional Facilitator/Coach
- **Administrators:** PES Principal and PECC Director

Transition Plan

The original transition plan was developed on April 24, 2018, and is reviewed annually each December. Administration and district teams use student data to reflect on the effectiveness of strategies and guide continuous improvement. The plan is designed to ensure alignment with accreditation requirements, including AQuESTT standards and ESSA guidelines, supporting district-wide compliance and student success.

Data Collection

Data is systematically collected to monitor how students are navigating transitions and the effectiveness of supports provided.

Event Feedback

- **Preschool-Kindergarten:**
 - Kindergarten rotations and parent meetings

- Registration forms collected by elementary administration
- Teacher discussions with thorough notes collected by administration
- **Student Success:**
 - Spring GOLD data and specifications as it supports kindergarten entry
 - Meetings are held with administration, preschool, kindergarten, and special education teachers
 - Kindergarten teachers create a document of relevant information for incoming students

School-to-Community Connections

- PES gathers input from multiple agencies to identify kindergarten-eligible students
- Kindergarten Round-Up is advertised in CassGram and on social media
- Relationships are developed with local child care providers

Student-to-School

Information Exchange:

- PECC teachers introduce kindergarten concepts in class (academic, behavior, social-emotional)
- Parents are provided Kindergarten Round-Up dates and times
- Informational booklets are distributed to attending parents and those unable to attend

Orientation to School:

- Students visit classrooms during Kindergarten Round-Up and interact with teachers
- Open House before school starts for families to visit classrooms and meet teachers
- On the first day of school, kindergarten teachers give students a tour of the elementary school
- Families are always welcome to visit the school, with tours provided by administrators

Peer and Teacher Relationships:

- Future kindergartners meet peers during Kindergarten Round-Up and Meet the Teacher
- Teachers use Character Strong (social-emotional and behavior curriculum) to support peer and teacher relationships

Family-to-School

Communication and Teacher Relationships:

- Teachers proactively contact parents of students in their class
- Letters about class rules, processes, and newsletters are sent home once school starts

Outreach:

- Principals and staff reach out to future parents using Facebook and Twitter
- Student/Parent Handbook provides essential information for families
- Parents have access to district and building websites, as well as parent resources and curriculum information

Information & Networking:

- Relevant data is collected during registration
- The ES School Social Worker communicates with the PECC Social Worker to support families in need
- Families are invited to participate in PTO

School-to-School Collaboration

Joint Professional Development:

- PECC and PES teachers participate in district professional development
- District-level curriculum work includes representatives from both buildings

Intentional Sharing:

- PECC Director and PES Principal meet to discuss students and programs
- Annual discussions between PECC and PES teachers are organized to review transitions

Curriculum Alignment and Awareness:

- PECC follows state-approved Early Learning Guidelines
- PES follows Nebraska CCR standards and district-approved K-12 curriculum
- New PECC teachers are trained on state standards and district K-12 procedures
- New PES teachers are trained on PECC guidelines and procedures
- Alignment is achieved through ongoing discussion and shared understanding

Student Data:

- PES receives overview data from PECC, including percentages of students meeting benchmarks

- Teaching Strategies GOLD data, social-emotional information, and other student records are shared at the end of the PECC school year

Student Readiness:

- The district MTSS process is used to ensure readiness for Kindergarten and Grade 1