| School Site | | July | August | Sept | Oct | Nov. | Dec. | Jan | Feb | March | April | May | June |
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| **Communications** | | | | | | | | | | | | | |
| | ***Central office*** | | | | | | | | | | | | |
| | Develop information materials for district office and sites (NOTE: may be in partnership with COE's) | | | | | | | | | | | | |
| | Provide communications to Board , Supt., and Cabinet | | | | | | | | | | | | |
| | Provide communications to Central office administrators | | | | | | | | | | | | |
| | Provide communications to district-wide site administrator meetings | | | | | | | | | | | | |
| | Provide communications to union and school administrator unions | | | | | | | | | | | | |
| | ***School level*** | | | | | | | | | | | | |
| | Provide communcations to teaching staff | | | | | | | | | | | | |
| | Provide communications to parents (including school site council, PTA, and other parent meetings) | | | | | | | | | | | | |
| | Provide communications to preschool community (who will help with enrollment and to support articulation and alignment) | | | | | | | | | | | | |
| | Provide communications to other community members as appropriate | | | | | | | | | | | | |
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| **Operations** | ***Central Office*** | | | | | | | | | | | | |
| | Advisory committee/group to support TK development | | | | | | | | | | | | |
| | Discussions with teacher/administrator unions | | | | | | | | | | | | |
| | Program Model (type, number and where) | | | | | | | | | | | | |
| | Type of TK program (TK classrooms, combo TK/K classrooms, other) | | | | | | | | | | | | |
| | How many sites/classrooms needed | | | | | | | | | | | | |
| | Criteria for site selection | | | | | | | | | | | | |
| | Site Identication | | | | | | | | | | | | |
| | General criteria for teacher selection (will likely need to involve unions as well) | | | | | | | | | | | | |
| | Curriculum development (see below under professional development) | | | | | | | | | | | | |
| | Data system | | | | | | | | | | | | |
| | Attendance program | | | | | | | | | | | | |
| | Identifiy and select formative assessment tools | | | | | | | | | | | | |
| | Develop progress reports for TK famiilies | | | | | | | | | | | | |
| | Provide professional development | | | | | | | | | | | | |
| | Procurement (equipment, curriculum, etc.) | | | | | | | | | | | | |
| **Operations** | **School Site (HERE)** | | | | | | | | | | | | |
| | Site advisory group to support TK development | | | | | | | | | | | | |
| | Discussions with site union rep. | | | | | | | | | | | | |
| | Identify and select TK teacher (based on guidelines from central office) | | | | | | | | | | | | |
| | Data system | | | | | | | | | | | | |

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| | Attendance program (implementation of central office program) | | | | | | | | | | | | |
| | Implement formative assessment tools | | | | | | | | | | | | |
| | Implement progress reports for TK classroom | | | | | | | | | | | | |
| | Procurement | | | | | | | | | | | | |
| | Professional development: initial traning | | | | | | | | | | | | |
| | Professional development: ongoing training and coaching | | | | | | | | | | | | |
| | Provide opportunities for cross grade and TK/K meeting times | | | | | | | | | | | | |
| | Opportunities for PK-3 cross grade meeting times | | | | | | | | | | | | |
| **Registration/Enrollment** | | | | | | | | | | | | | |
| | TK packets | | | | | | | | | | | | |
| | TK brochure | | | | | | | | | | | | |
| | TK letter | | | | | | | | | | | | |
| | continuance forms | | | | | | | | | | | | |
| | Communications/relationship building (see communications above) | | | | | | | | | | | | |
| | Parent sessions (group, like town hall style) | | | | | | | | | | | | |
| | One-on-one meetings with parents | | | | | | | | | | | | |
| | Recruit parent champions who can support TK enrollment in following years (cultivate in year 1, operationalize in Year 2) | | | | | | | | | | | | |
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| **Classsroom Program** | | | | | | | | | | | | | |
| | Classroom Design (indoor and outdoor environments) | | | | | | | | | | | | |
| | Standards | | | | | | | | | | | | |
| | Provide teacher(s) training/overview on Preschool Learning Foundations (until TK standards developed) | | | | | | | | | | | | |
| | Curriculum | | | | | | | | | | | | |
| | Developmentally-appropriate practice: how TK should look and feel different from tradition K | | | | | | | | | | | | |
| | Socio-emotional development | | | | | | | | | | | | |
| | Literacy (oral language and emerging literacy for all students) | | | | | | | | | | | | |
| | Inclusion of all children (special needs, dual language learners) | | | | | | | | | | | | |
| | Data driven instruction | | | | | | | | | | | | |
| | Assessment | | | | | | | | | | | | |
| | Parent engagement in TK classrooms | | | | | | | | | | | | |
| | School site council: consider including TK parent on the council. | | | | | | | | | | | | |
| **Profesional Development** | | | | | | | | | | | | | |
| | Teacher Orientation | | | | | | | | | | | | |