

Boulder Valley School District School Readiness Taskforce Outcomes

School Readiness Taskforce Outcomes

1. Design school readiness plans for Preschool and Kindergarten.
2. Develop processes for documentation and accountability.
3. Develop recommendations for necessary resources for implementation.
4. Design roll out of TS Gold for Kindergarten.
5. Design and develop professional development for school readiness plans and TS Gold.

School Readiness Belief Statements

“The vision of the School Readiness Taskforce is to create challenging, meaningful and engaging learning opportunities so that all children thrive as life-long learners and are prepared for Kindergarten”.

Transitions: We believe school readiness plans will provide continuity of data and a comprehensive picture of the whole child for educators and families.

- We believe in the power of home visits to establish an inclusive foundation that includes the home/school connection.
- We believe preschool and kindergarten teachers should be given multiple opportunities to discuss and plan for transitions of preschoolers going into kindergarten and beyond.
- We believe in clear communication, common vocabulary, and understandings among all stakeholders to facilitate smooth transitions.

Parent Information/Engagement: We believe school readiness plans will support the development of welcoming, collaborative, and diverse relationships between families and schools.

- We believe that parents and families are a part of the teaching learning and assessment cycle. They are actively involved with goal setting, parent conferences, and instructional strategies and resources in the home.
- We believe that family involvement, education, and resources are a vital part of the ready child.
- We believe parents and families are each child’s first and most important teachers. Their involvement and engagement in their child’s education will positively impact student success.

Social/Emotional Development: We believe social and emotional development is the foundation for all learning.

- We believe that school readiness plans will positively impact the awareness of pro-social skills and the emotional development of students.
- We believe social emotional skills open the door and make students available for all learning, as it is the foundation for learning.
- We believe that children's school experience are more positive and productive when they have a sense of personal well-being established through stable, caring relationships in their early lives. Emotional health and social competence enable children to participate in learning and form good relationships with teachers and peers.

Academic and Developmental Domains: We believe that school readiness plans will foster lifelong learning opportunities that are meaningful, authentic, and provide feedback to guide instruction and benchmark progress.

- We believe language and numeracy development proficiency is a key predictor of school success.
- We believe in streamlining and integrating academic content.
- We believe in the importance of looking at developmental and academic growth over time.
- We believe the hierarchy of skills in all academic domains follows in a progression. Early intervention can ensure that progression.
- We believe that each student will be intellectually challenged, while ensuring all developmental domains, such as physical, health and wellness, and social/emotional development are addressed.

Data and Accountability: We believe school readiness plans need to include systems and structures to support teachers, so they can meet the need of their students.

- We believe that data is our road map of where we're going and our indicator of how far we've come.
- We believe in the use of evidence-based authentic assessments, which apply assessments in naturally occurring contexts.
- We believe in systems for sharing data among all stakeholders. The collection and interpretation are essential.