

**Friday Harbor Elementary School's Transition to Kindergarten
School Improvement Plan
2025-2026**



Goal

Increase Kindergarten readiness by providing a TtK classroom with targeted kindergarten readiness activities, aligned with kindergarten instruction to 75% of TtK students demonstrating 'meeting' or 'exceeding' expectation in the domains of social-emotional and cognitive by Spring of 2026.

Problem of Practice

On San Juan Island it was estimated that over 65% (67 of 99) of our children aged 0-5 were not receiving preschool care or services and there were limited options for families which provided a learning and skills gap for kindergarten readiness. [Child Care and Early Learning Need and Supply Data | Washington State Department of Children, Youth, and Families](#)

The data show that, compared to their peers who did not participate in TtK, kindergarteners who had a TtK experience are 13% more likely to meet the kindergarten readiness standard in Literacy. Students with disabilities with a TtK experience are 42% more likely to be kindergarten-ready in Literacy, multilingual/English learners are 33% more likely, and students identified as low-income are 29% more likely. [New Data Show Transitional Kindergarten Programs Close Opportunity Gaps | by The Office of Superintendent of Public Instruction](#)

Theory of Action

Kindergarten readiness is a strong predictor of whether students will meet standard on the third-grade statewide assessments in math and English language arts (ELA) so if we provide a TtK classroom and provide readiness skills in cognitive, language, literacy, mathematics, physical and social-emotional domains, students will be more likely to meet the proficiency standards on the third grade ELA and math assessments, and will be more likely to be kindergarten ready. While Washington State only requires TtK to complete two checkpoints per year, I choose to do all three, Fall, Winter, and Spring. The information gathered both on each child and the class as a whole, truly drives how instruction is individualized.

Relevant Data to be Collected

Year	First Checkpoint %	Second Checkpoint %	Third Checkpoint %
2025-2026			

Action Steps

- Teachers will engage families in at least three growth conversations throughout the year, using GOLD checkpoint data to guide student-centered discussions.
- Teachers will collect family feedback through short fall and spring surveys to measure how connected families feel to their child's progress and how confident they feel in supporting learning at home.
- Teachers will share GOLD reports with kindergarten teachers in June
- Teachers will support the feeling of continuity in their child's learning journey.
- TtK Teachers will collaborate with DPK teachers in order to see the same increased skill and readiness development for the students in the DPK program.