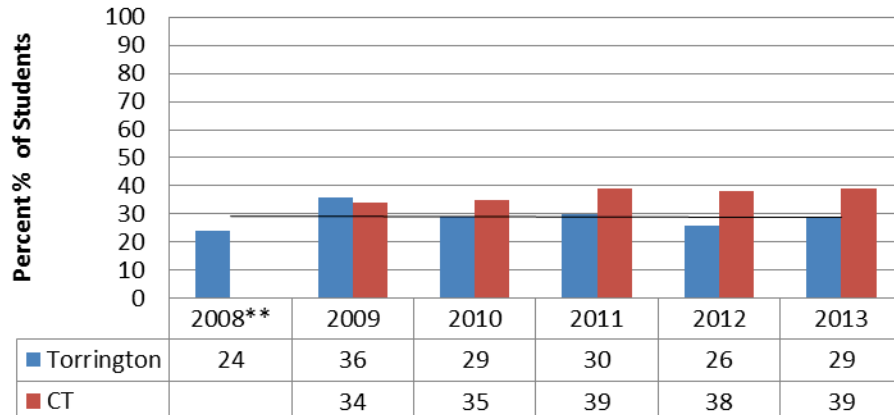


**Fall Kindergarten Entrance Inventory - Literacy
Students who Performed at Level 3 ***

Source: CT Data .org



*Performance Level 3 – Generally, students at this level consistently demonstrate the skills in the specified domain and require minimal additional instructional support. **No state data available

WHAT WE KNOW ABOUT THE INFLUENCES ON THIS DATA?

Literacy Skill Development Begins at Birth. Each child being unique from unique family settings has different experiences that can negatively and positively impact language and literacy outcomes. The following are contributing factors to the data outlined to the left:

- Reading practices in the home
- Access to age-and developmentally-appropriate reading material
- Formal Early Learning Opportunities – 30% of 2012 Kindergarteners did not have a *Preschool experience** in a structured program.
- The Kindergarten Entrance Inventory is completed within two months of a child beginning kindergarten. This means that birth through age five experiences are the biggest contributing factors to language and literacy development prior to kindergarten
- Economic Conditions – Not all families can afford quality programs. *In 2013, over 40% of students received Free and Reduced Priced Meals.**
- Diversity of Home Language- Children are able to learn languages more readily than adults however this can contribute to confusion around language and literacy acquisition. *In 2012, there were 37 languages spoken in the home reported**
- *Unemployment - Placeholder*
- *Mother’s Education – Place Holder*

*Source State Department of Education & CTData.org

WHO ARE OUR PARTNERS

Parents and Caregivers,
Early Childhood Educators,
Health Care Providers,
Torrington Library
Faith Based organizations,
Community Providers,
City of Torrington,
Torrington Public Schools,
Education Connection, and the
William Caspar Graustein
Memorial Fund



WHAT WILL WE DO to make a difference?

- Empower families so they are actively and systemically involved as full partners in helping their children to prepare to enter school with the necessary skills to learn. (*B-8 Action Plan*)
- Create a continuum of Early Childhood Dual Generation Interactive Literacy Supports for Torrington Families Receiving Free & Reduced Lunches &/or Acquiring English as a Second Language. (*Early Literacy Action Plan*)
- **Align community birth through 5 providers and educator professional development with Torrington Public School existing system.**
- Develop a governance structure & strategic plan that reflects, supports, and sustains, shared vision, collaborative relationships, and mutual accountability for 0-5 and K-12 efforts. (*3 to 3 Action Plan*)
- Engage Families so that they are actively and systematically involved with PreK-3rd teachers and administrators as full