

# THE READY SCHOOL

## An Important Component of Preparing a School-Ready Child

### What is school readiness?

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.<sup>1</sup>

An elementary school that is ready to receive kindergarten students is **prepared to deliver evidence-based instruction, hire and continually train knowledgeable teachers and principals, and be culturally responsive of all its students.**

School readiness occurs when children have the skills, knowledge, and attitudes necessary for success in primary school, later learning, and life. Physical, cognitive, social, and emotional development are essential ingredients of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools.<sup>2</sup>



### Evidence-Based Instruction



A ready school’s teachers deliver explicit, systematic, evidence-based instruction to help ensure student success. Policies, practices and curriculum in Pre-K to Grade 3 are aligned to help establish continuity so instruction builds on prior learning.

- PK – 3: What Does it Mean for Instruction?
- Framework for Planning, Implementing, and Evaluating Pre-K – 3rd Grade Approaches
- Teaching Math to Young Children
- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



### Well-trained Teachers and Leaders

A ready school employs teachers and leaders who know how to teach young children and have the resources to do so.

- REL Projects on Educator Effectiveness
- Resources and Professional Development Opportunities from the National Association for the Education of Young Children
- Leading Pre-K – 3 Learning Communities: Competencies for Effective Principal Practice
- Leading for Early Success: Building School Principals’ Capacity to Lead High-Quality Early Education

### Culturally Responsive Staff



A ready school takes into account individual differences in language, culture, and prior experiences.

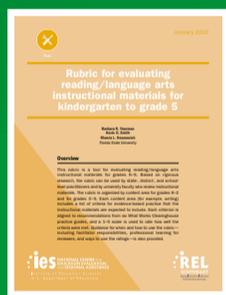
- Meeting the Needs of Culturally and Linguistically Diverse Learners Through Culturally and Linguistically Responsive Practices
- Culturally Responsive Instruction: Best Practices and Supports

## Additional Resources



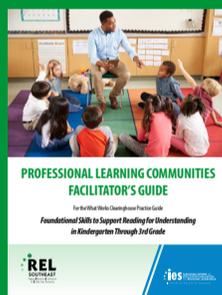
#### Developing Early Literacy: Report of the National Early Literacy Panel

<https://lincs.ed.gov/publications/pdf/NELPReport09.pdf>



#### Rubric for Evaluating Instructional Materials for Kindergarten to Grade 5

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4506>



#### PLC Facilitator's Guide for the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

<https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp>



#### Getting it Right: Reference Guides for Registering Students with Non-English Names, 2nd Edition

[https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL\\_2016158.pdf](https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2016158.pdf)

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<sup>1</sup> Maxwell, K., and Clifford, R.M. (2004) *Research in review: School readiness assessment*. Young Children Volume 59(1): 42-46.

<sup>2</sup> Head Start, <https://eclkc.ohs.acf.hhs.gov/school-readiness>, retrieved January 12, 2018.

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