

OHIO READY SCHOOLS - GOAL COMPONENTS AND INDICATORS MATRIX

Leadership	Transition	Supportive Environments	Standards, Instruction and Assessment	Diversity	Home-School-Community Connections	Adult Learning Communities					
Ready School leaders are committed to the intellectual and social-emotional success of children. Their clear vision of student success builds on the nurturing that families provide and on the effectiveness of the early childhood education community. It is a vision for the professional growth of the school staff that stems from a culture of respect, high expectations, and continuous learning. The vision remains at the forefront of the school plan.	Adopting a purposeful approach to helping children and their families experience and navigate the transition process is essential. Ready Schools view transition from a systems perspective that melds best practices from successful early education and care programs with those of the primary grades. Transition practices actively involve staff, families, and the community in creating seamless experiences for children as they enter kindergarten, adjust to school, and transition from grade to grade.	Schools that are ready for all children recognize that safety, security, engagement, and belonging can have a significant impact on students' attitudes toward learning and on their ability to pay attention, think and remember subject matter. Therefore, staff, families, and communities in a Ready School support children's learning by creating a safe, healthy, pleasant, welcoming environment.	It is imperative that schools hold high expectations for all students regardless of their age, ethnicity, gender, special needs, or socio-economic status. If schools are to be successful in addressing an achievement gap, they must provide high quality instruction designed to meet the needs of each child whenever & however they arrive at the school door.	A diverse student population includes families and children of different ethnicities, languages, and cultural traditions; varied learning, physical, and cognitive abilities; and disparities in the earlier educational experiences that preceded kindergarten entry. When schools are ready for all children, they work to ensure that learning is engaging and successful for all children, regardless of differences.	Schools that are ready for all children build strong, positive connections with families and the community because learning and academic success is affected by children's lives, in and out of school. The basis of those connections is mutual respect and a desire to be partners is the most important task of all—promoting the physical, cognitive, social-emotional health and growth of children	In a Ready School, the teaching and administrative staff, volunteers, service providers, students' families and all others who provide care or support for children are a community of learners with the common goal of student achievement. All are continually learning to improve the quality of what they do. Individually and as teams and networks, they share their knowledge, skills, and enthusiasm.					
1. Staff is familiar with the Ready School concept; time is devoted during staff meetings to discussion and planning.	1. Staff is familiar with the research on transition	1. The school's physical environment is clean and in good repair.	1. Staff members are knowledgeable about state academic content standards.	1. Staff understands the research on culture and diversity and its effect on student achievement.	1. Staff is familiar with the research and literature on family involvement in the education process.	1. Staff members are provided with time, coaching and mentoring to enhance their teaching practices.					
2. The importance of learning and experiences prior to school entry is understood, valued and appreciated as a contribution to children's readiness and success.	2. The school has a system of screening all kindergarten children, and screening information is communicated to families in a timely manner.	2. Research related to the importance of the physical learning environment is known and used to make decisions.	2. Teachers have regularly scheduled planning time across and within grades.	2. Staff is knowledgeable about the different cultures from which their children come.	2. Staff is aware of the community-based services and resources.	2. Student achievement is the focus of professional learning.					
3. The school has a written vision statement that incorporates Ready School principles.	3. Families are linked with needed resources and services; staff facilitates linkages if necessary.	3. The learning atmosphere is warm and welcoming to children and families.	3. School staff members have a common understanding of formal and informal assessment practices.	3. Formal & informal structures are in place to solicit information from families regarding home culture.	3. Relationships are established with community-based providers to support children and families.	3. A process is in place to evaluate the effectiveness of professional development.					
4. The school/community demographic data has been gathered and analyzed.	4. Data used from screening supports student learning and identifies appropriate and timely referrals.	4. The learning environment is designed to meet the needs of young children.	4. Teachers use data to understand their teaching practices and work toward more effective strategies.	4. Staff differentiates instruction for all children when needed.	4. Staff provides families with information about how to access community-based services and resources if needed.	4. Families are provided with learning opportunities that support student achievement.					
5. A Ready School Action Plan has been created.	5. Staff has assessed communication practices that are part of the transition activities.	5. Learning activities are designed with an understanding of the principles of how young children learn.	5. Teachers set learning goals that align to the standards and share those goals with students.	5. Staff utilizes the principles of Universal Design for Learning.	5. Staff solicits feedback from families regarding how they want to be involved in the life of the school.	5. Families are connected with learning opportunities in the community, if needed.					
6. Progress toward Ready School Action Plan goals is monitored and refined as needed.	6. Staff welcomes new students and their families throughout the year through defined activities.	6. Classroom materials are sufficient in quantity and are in good condition.	6. Staff members have mapped the curriculum across the grades and use the academic content standards to vertically align instructional experiences.	6. Staff utilizes research-based methods for working with English language learners.	6. Families are provided with multiple opportunities to volunteer or to be involved in school activities.	6. Staff members engage in shared professional development with the early childhood community.					
7. Educational continuity exists from preschool through the early grades.	7. Staff plans and communicates regularly with preschool representatives in developing transition activities.	7. The school promotes the physical well-being of children.	7. Teachers use formative assessment to monitor progress toward meeting grade-level indicators and convey clear expectations to students & families.	7. Staff understands the effects of poverty on children and works to minimize the effects.	7. Families can access information about school events in multiple ways.	7. Staff members connect with other community-based organizations to promote children's and families' well-being.					
	8. Staff members meet regularly, grade level to grade level, to plan for educational continuity.		8. The school promotes the social-emotional well-being of children.				8. Teachers analyze assessment results to evaluate and improve their lessons and to design instructional strategies.	8. All children have individualized learning plans.	8. School events are scheduled at times that are convenient for working families.	8. Staff members design and conduct action research in the service of learning.	
	9. School staff and the early childhood community plan shared professional development according to needs.		9. Teachers deliver research-based lessons and inform students about the skills they will be learning.				9. Teachers for each grade use assessment mapping to align instruction to assessment.		9. Families receive information on a regular basis about classroom learning experiences.		
	10. There is an organized team or group developing transition activities and a person assigned to coordinate the plan and to assure that timelines are met.						10. Teachers engage in collaborative discussions and demonstrations designed to enhance their knowledge base about teaching and learning.		10. Teachers engage in collaborative discussions and demonstrations designed to enhance their knowledge base about teaching and learning.		10. Families are provided with information and support about how best to support learning at home.
	11. Transition practices are evaluated and refined on the basis of results.								11. The school has a family resource center.		