



West Virginia DEPARTMENT OF  
**EDUCATION**

Ready for Success: Supporting School Readiness  
2024

# School Readiness

seems to mean pushing four-year-olds to behave and think like six-year-olds so they do well on tests when they are ten-year-olds.

What if it meant pushing schools to be ready for children with developmentally-appropriate and play-based learning opportunities?



# Supporting School Readiness in West Virginia

Established in 2011 to support school readiness efforts to ensure the use of developmentally effective methods for children prior to entering first grade, the Ready, Set, Go! West Virginia Comprehensive Framework for School Readiness is utilized in West Virginia. This comprehensive framework includes an approach that focuses on how the state and local communities, schools, and programs can offer support and resources for families and children prior to and during their transition into school.

[www.readysetgowv.com](http://www.readysetgowv.com) is our website dedicated to school readiness and transitions, including *A Family's Guide to School Readiness*.



# What is “readiness”?

- Typically refers to the child’s attainment of a certain set of emotional, behavioral, and cognitive skills needed to learn, work and function successfully in school.
- Often places an undue burden on children by expecting them to meet the expectations of school.

# School Readiness in WV: A Formal Definition

School readiness is a process of assuring children have access to the best available resources before entering first grade. Available resources support children and their families and focus on maximizing children's holistic development from birth. Acknowledging that each child's development is significantly impacted by previous experiences, school readiness also entails the capacity of schools and programs to welcome families and be prepared to serve all children effectively within the developmental domains of health and physical development, social and emotional development, language and communication, cognition and general knowledge, and individual approaches to learning.

Since each child's degree of readiness differs and is highly individualized, school readiness also entails the capacity of schools to be prepared to serve all children effectively regardless of a child's individual developmental level in each of the five developmental domains of school readiness.



# WV's Definition:

- Removes the expectations from the child
- Defines school readiness as supports from schools, communities, and families

# A Framework to Support Children and Their Families as They Enter School From Various Settings:





# The Five Developmental Domains of School Readiness:

- Health and physical development
- Social and emotional development
- Language development and communication
- Cognition and general knowledge
- A child's individual approaches to learning



# Best practices for supporting school readiness:

## Ready State and Communities:

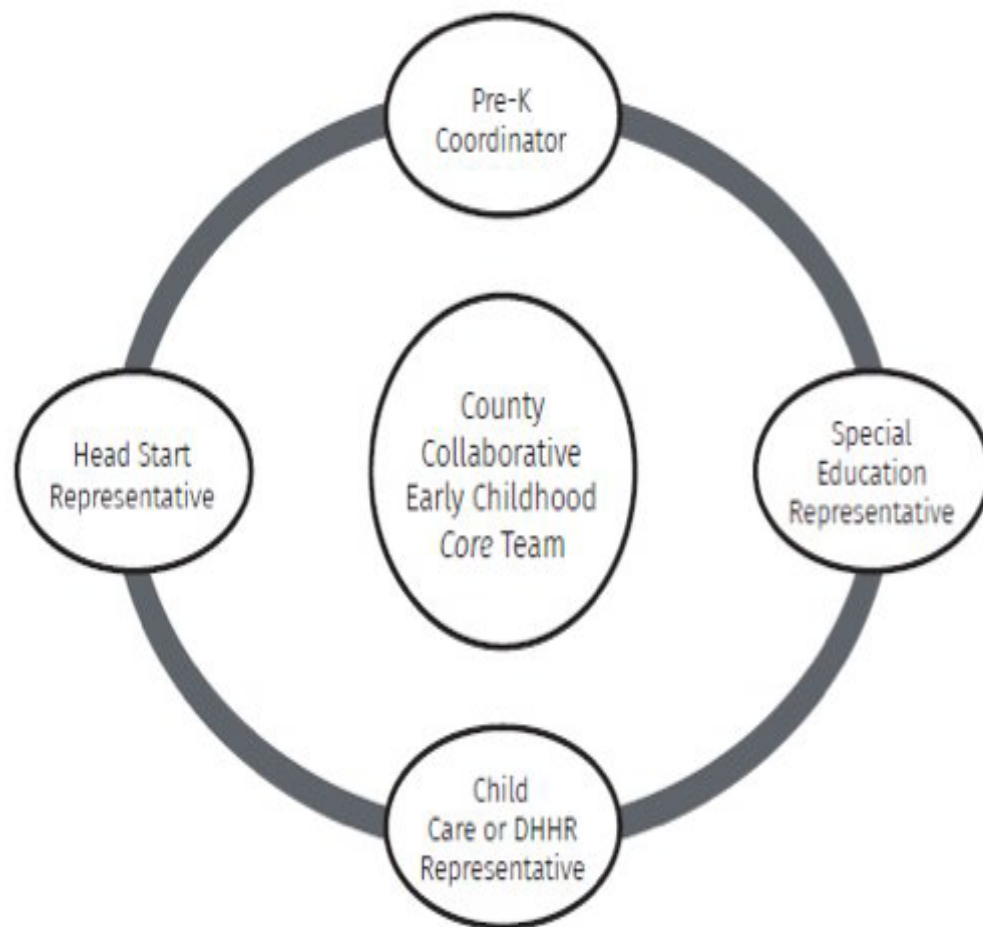
What is the role of the state and community in a comprehensive school readiness system?

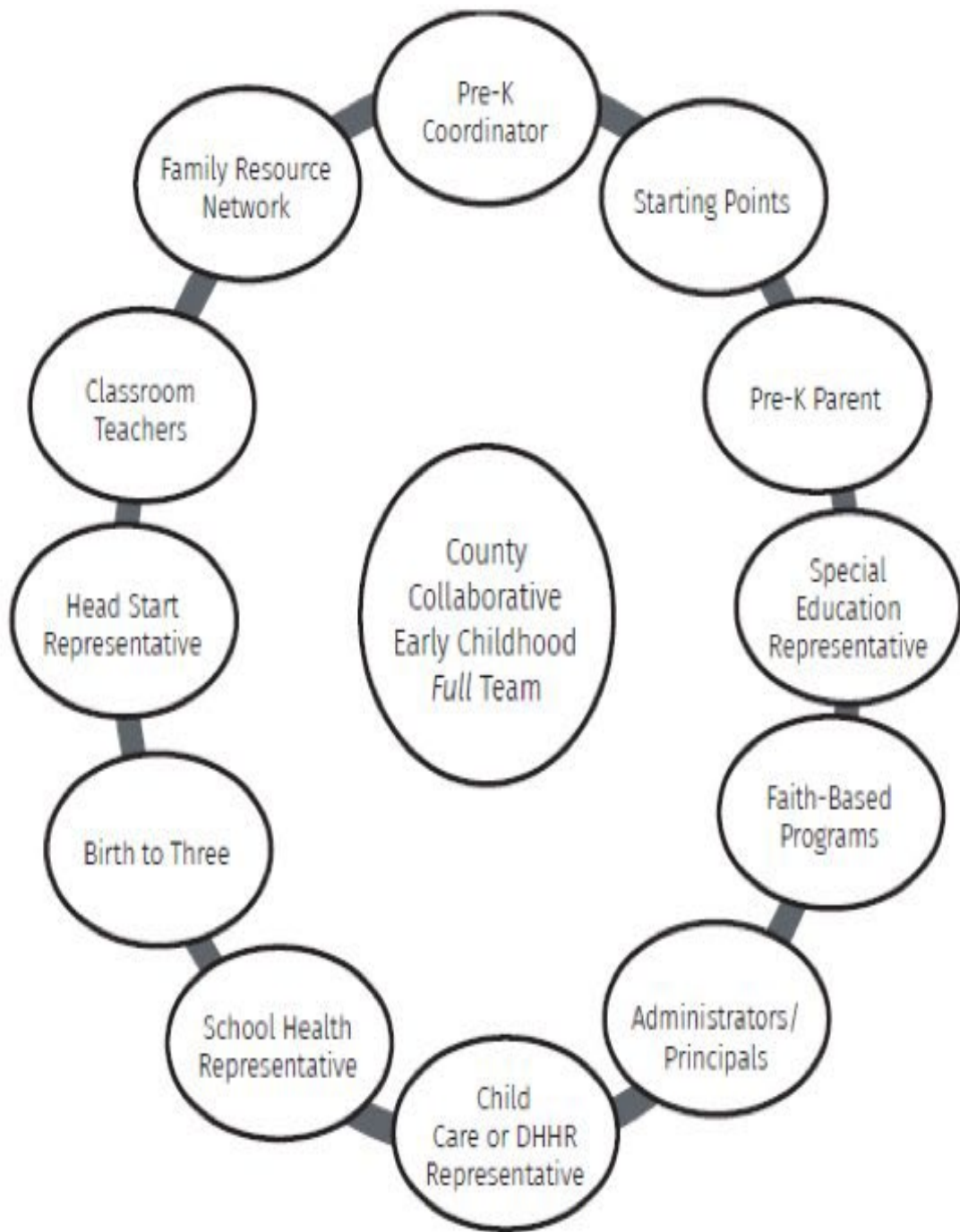


# County Collaborative Early Childhood Core Team

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County Teams must jointly make program decisions to implement the state code and pre-k policy.





# County Collaborative Early Childhood Full Team

## Ready State and Community:

- Sharing and understanding through resource connecting;
- Development of a comprehensive guide to increase public awareness of the importance of the early years;
- Forming partnerships with business and medical communities.



# What is the role of schools/programs?

## Ready Schools and Programs

What is the role of schools/programs in a comprehensive school readiness system?



# Ready Schools and Programs:

- Living a vision that is committed to the success of every child;
- Ensuring clear communications;
- Expand and utilize the county early childhood collaborative team;
- Inclusion of home-based components



# What is the role of families?

## Ready Families:

What is the role of the family in supporting  
a comprehensive school readiness  
system?





## Ready Families:

- Helping families understand the importance of providing a caring, safe, stable environment for their child;
- Equipping families with resources;
- Emphasize the importance of the early years as a unique period of development.



# What is the role of the child?

## Ready Children

What is the role of the child in a comprehensive school readiness system?



# Ready Children:

Each child deserves opportunities to engage in meaningful, supportive transitions



# Supporting School Readiness and Transitions



# WV Early Childhood Transitions Toolkit



**Ready Children**

**Transition Goal 1:**

*Children and families will visit the setting into which the children are transitioning. (WVBE Policy 2525)*

**Ready, Set, Go! WV Component**

**Intentional Opportunities**

**Timelines**



**Ready Families**



**Ready Programs and Schools**

<ul style="list-style-type: none"> <li>• Arrange visits to early childhood settings for children, families, and staff from the sending program or service.</li> </ul>	<p>Fall</p>
<ul style="list-style-type: none"> <li>• Conduct a “family chat” event where families have the opportunity to talk and ask questions with the next grade level teacher.</li> </ul>	<p>Spring-Summer</p>
<ul style="list-style-type: none"> <li>• Utilize county resources (ex: Family and Community Engagement Resource Centers) to assist with family training.</li> </ul>	<p>Year-round</p>
<ul style="list-style-type: none"> <li>• Include a variety of grade-to-grade transition activities as part of the required Title I family training component.</li> </ul>	<p>Year-round</p>
<ul style="list-style-type: none"> <li>• Offer a family academy that includes a transition training component.</li> </ul>	<p>Spring-Summer</p>
<ul style="list-style-type: none"> <li>• Schedule family forums for individual schools or programs to provide an opportunity for teachers to talk with families.</li> </ul>	<p>Spring-Summer</p>
<ul style="list-style-type: none"> <li>• Conduct orientation events to allow families to meet with their child’s teacher.</li> </ul>	<p>Summer</p>
<ul style="list-style-type: none"> <li>• Invite families to join the Parent Teacher Association/Parent Teacher Organization (PTA/PTO) at the school their child will attend.</li> </ul>	<p>Summer-Fall</p>






Ready Children

**Transition Goal 2:**

Provide written information to families about WV Pre-K or kindergarten registration and what to expect in Pre-K and kindergarten. (WVBE Policy 2525)



Ready, Set, Go! WV Component	Intentional Opportunities	Timelines
 <p>Ready Families</p>	<ul style="list-style-type: none"> <li>Distribute information regarding school readiness and the value of early childhood learning and experiences.</li> </ul>	Spring-Summer
	<ul style="list-style-type: none"> <li>Distribute information regarding school and/or program enrollment requirements, ensuring utilization of a valid HealthCheck, immunizations, dental examination, and other required data.</li> </ul>	Spring-Summer
	<ul style="list-style-type: none"> <li>Develop public service announcements for distribution to local radio, newspaper, social media, and/or television outlets.</li> </ul>	Spring-Summer
	<ul style="list-style-type: none"> <li>Post program information on the county, program, and school website.</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Create a sample packet of the school entry requirements to be distributed to all community settings to include online access, such as QR codes or links for families.</li> </ul>	Winter-Spring
	<ul style="list-style-type: none"> <li>Disseminate a survey for current school families to identify eligible children for pre-k and kindergarten enrollment.</li> </ul>	Spring
	<ul style="list-style-type: none"> <li>Utilize a "School Messenger" tool to communicate school and/or program enrollment.</li> </ul>	Spring-Summer
	<ul style="list-style-type: none"> <li>Provide families with ideas for transitions, including activities to do with their child during the summer, reminders about health information, tips for helping their child prepare to start school, etc.</li> </ul>	Spring



# WV Early Childhood Transitions Toolkit



**Transition Goal 3:**  
*WV Universal Pre-K teachers and kindergarten teachers meet at least annually to discuss how to facilitate successful transition and support the reciprocity of readiness practices. (WVBE Policy 2525)*

Ready, Set, Go! WV Component	Intentional Opportunities	Timelines
 Ready Programs and Schools	<ul style="list-style-type: none"> <li>Offer collaborative meetings with pre-k, kindergarten, and/or first grade teachers.</li> </ul>	Spring
	<ul style="list-style-type: none"> <li>Offer administrator trainings regarding school readiness and enrollment.</li> <li>Provide professional learning for new educators regarding school readiness and enrollment as part of new teacher orientation.</li> </ul>	Spring-Summer-Fall Summer
 Ready State and Communities	<ul style="list-style-type: none"> <li>Utilize vertical teaming to create shared understanding regarding transitions, programming, and content standards.</li> </ul>	Year-round
	<ul style="list-style-type: none"> <li>Develop and integrate interagency professional learning that focuses on early learning transitions.</li> <li>Coordinate with other agencies to transfer relevant records to public schools, as applicable.</li> </ul>	Year-round Spring



# WV Early Childhood Transitions Toolkit



**Transition Goal 4:**

*A county system is in place for transferring assessment data including but not limited to, the WV Early Learning Reporting System, for each child who has participated in an eligible program to the receiving teacher to assist in identifying areas of development and areas for growth to meet the individual needs of each child. (WVBE Policy 2525)*

**Ready, Set, Go! WV Component**

**Intentional Opportunities**

**Timelines**



<ul style="list-style-type: none"> <li>Conduct orientation and other transition events to allow families to meet with their child's teacher.</li> </ul>	Spring
<ul style="list-style-type: none"> <li>Develop a procedure to ensure relevant records (including, but not limited to, the WV Child Assessment System Transition Report) are transferred appropriately.</li> </ul>	Spring
<ul style="list-style-type: none"> <li>Provide class lists as early as possible, so teachers can access transition reports in a timely manner.</li> </ul>	Spring-Summer
<ul style="list-style-type: none"> <li>Ensure transition planning for children with special needs who may require accommodations.</li> </ul>	Spring-Summer
<ul style="list-style-type: none"> <li>Utilize opportunities for current and receiving teachers to discuss successful transition protocols and assist new teachers in identifying the strengths, interests, and areas for growth of all children.</li> </ul>	Year-round





# WV Early Childhood Transitions Toolkit



## Transition Goal 5:

*Policies and procedures are in place for the transition of children, including those with IEPs, as they transition from one setting to the next to ensure compliance with state and federal requirements. (WVBE Policy 2525)*

Ready, Set, Go! WV Component	Intentional Opportunities	Timelines
Ready Programs and Schools	<ul style="list-style-type: none"> <li>Develop individualized transition plans as needed for all children, including those with identified special needs as outlined in an IEP, 504 plan, or specialized healthcare plan.</li> </ul>	Spring-Summer
	<ul style="list-style-type: none"> <li>Arrange visits to early childhood settings for children, families, and staff from the sending program or service.</li> </ul>	Spring
	<ul style="list-style-type: none"> <li>Conduct home visits before and/or after the new school year starts.</li> </ul>	Summer-Fall
Ready Families	<ul style="list-style-type: none"> <li>Communicate with families before the new school year starts.</li> </ul>	Summer
	<ul style="list-style-type: none"> <li>Provide opportunities for children to practice routines such as riding buses, participating in lunch, etc.</li> </ul>	Spring
	<ul style="list-style-type: none"> <li>Encourage integration of grade-to-grade experiences throughout the school year, where appropriate.</li> </ul>	Year-round



# What should I expect of my child's early learning experience?

West Virginia Universal Pre-K and kindergarten programs should be inclusive, engaging, and fun for all children!



# Here are a few key indicators of a high-quality early learning experience:

- An inviting classroom where children can learn through active exploration and experimentation;
- An active classroom where children are busy learning through play that is developmentally appropriate and culturally sensitive;
- A program where children can actively play, talk, and work with other children;
- Evidence of children's learning across all areas of development, which will be shared with families throughout the school year; and
- An inclusive classroom that provides meaningful everyday experiences.





**West Virginia  
Universal Pre-K & Kindergarten  
A FAMILY'S GUIDE  
to SCHOOL READINESS**



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# Introduction

The West Virginia Board of Education and the West Virginia Department of Education, as well as local, state, and national partners, believe strongly that the first years of a child's life and schooling are very important to help establish solid foundations for lifelong learning. School readiness in West Virginia includes all areas of learning and growth of your child, such as their:

- » Health and physical development
- » Social and emotional development
- » Language and communication
- » Cognition and general knowledge
- » Their individual approaches to learning

# Is my child eligible?

The following are guidelines for families enrolling their child in a West Virginia Universal Pre-K or kindergarten program:

» Age requirements:

- 3 years old with an Individualized Education Plan (IEP) or 4 years old prior to July 1 for West Virginia Universal Pre-K Programs
- 5 years old prior to July 1 for West Virginia kindergarten programs.

# Items Needed for Enrollment

The following items will be needed:

- A copy of an original birth certificate certified by the state's registrar of vital statistics;
- A dental examination conducted by a dentist;
- A HealthCheck/well-child exam by a medical provider completed within the last year;
- Immunization records. Your child's family physician can enter all immunization records into a state database (WVSIIS). Each school can access this database and review these records for school entry. Should your child still be catching up on their vaccinations, please work closely with the school nurse to ensure all vaccinations are current.

# How can I help my child be successful?

## Four Important Family Commitments:

- » Make sure your 3-6-year-old child gets at least 10 hours of sleep per night;
- » Develop consistent routines that include a daily bedtime and wake-up time;
- » Read aloud to your child every day for at least 20 minutes. You can use one session or several shorter sessions to meet this goal;
- » Use positive discipline (Say three positive things for every one negative or correcting statement.);
- » Spend quality time talking with your child each day; and
- » Build the habit of good attendance at school.

Source: Adapted from [www.ceelo.org](http://www.ceelo.org)

American Academy of Pediatrics • [www.aap.org](http://www.aap.org)



# Early Language



- The single biggest predictor of high academic achievement is reading to children.
- Research consistently demonstrates that having books at home helps children develop literacy skills.
- The West Virginia Department of Education and Marshall University's June Harless Center, in partnership with Dolly Parton's Imagination Library, is fostering a love of books among West Virginia's children. For WV children ages birth through five, books are delivered to the home on a monthly basis at no cost to families. The long-term goal of this partnership is to ensure that every child in West Virginia has access to age-appropriate books prior to entering a school.



# The Benefits of Gross Motor Development in the Learning Process



# Gross Motor IS Important!

Incorporate right and left feet and incorporate legs and arms.

Actively engaging the weaker sides of the body will strengthen the weaker sides of the brain.



# What to Consider When Choosing Gross Motor Activities



# Examples of Aerobic Physical Activities for Children

Type of Physical Activity	Preschool-Aged Children	School-Aged Children	Adolescents
<b>Vigorous-intensity aerobic</b>	<ul style="list-style-type: none"><li>Games such as tag or follow the leader</li><li>Playing on a playground</li><li>Tricycle or bicycle riding</li><li>Walking, running, skipping, jumping, dancing</li><li>Swimming</li><li>Playing games that require catching, throwing, and kicking</li><li>Gymnastics or tumbling</li></ul>	<ul style="list-style-type: none"><li>Running</li><li>Bicycle riding</li><li>Active games involving running and chasing, such as tag or flag football</li><li>Jumping rope</li><li>Cross-country skiing</li><li>Sports such as soccer, basketball, swimming, tennis</li><li>Martial arts</li><li>Vigorous dancing</li></ul>	<ul style="list-style-type: none"><li>Running</li><li>Bicycle riding</li><li>Active games involving running and chasing, such as flag football</li><li>Jumping rope</li><li>Cross-country skiing</li><li>Sports such as soccer, basketball, swimming, tennis</li><li>Martial arts</li><li>Vigorous dancing</li></ul>



# Examples of Bone-Strengthening Physical Activities for Children

Type of Physical Activity	Preschool-Aged Children	School-Aged Children	Adolescents
<b>Muscle strengthening</b>	<ul style="list-style-type: none"> <li>Games such as tug of war</li> <li>Climbing on playground equipment</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Games such as tug of war</li> <li>Resistance exercises using body weight or resistance bands</li> <li>Rope or tree climbing</li> <li>Climbing on playground equipment</li> <li>Some forms of yoga</li> </ul>	<ul style="list-style-type: none"> <li>Games such as tug of war</li> <li>Resistance exercises using body weight, resistance bands, weight machines, hand-held weights</li> <li>Some forms of yoga</li> </ul>
<b>Bone strengthening</b>	<ul style="list-style-type: none"> <li>Hopping, skipping, jumping</li> <li>Jumping rope</li> <li>Running</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Hopping, skipping, jumping</li> <li>Jumping rope</li> <li>Running</li> <li>Sports that involve jumping or rapid change in direction</li> </ul>	<ul style="list-style-type: none"> <li>Jumping rope</li> <li>Running</li> <li>Sports that involve jumping or rapid change in direction</li> </ul>



# active kids learn better



physical activity at school is a win-win for students and teachers

GRADES:



20% more likely to earn an A in math or English

STANDARDIZED TEST SCORES:

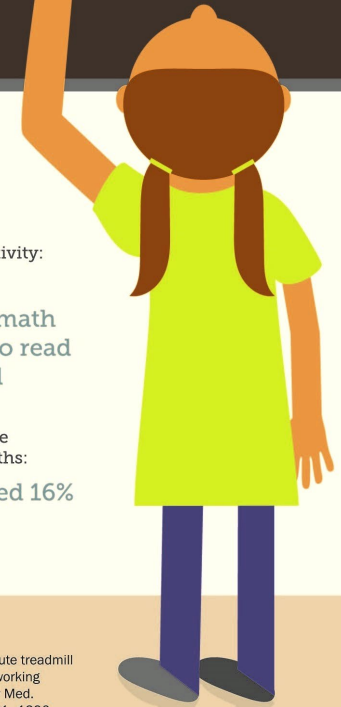


JUST ONE PHYSICALLY ACTIVE LESSON CREATES:



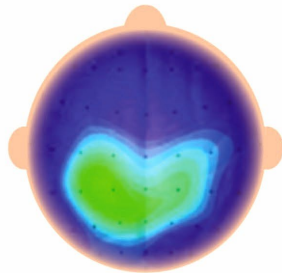
13% increase in students' physical activity for the week

21% decrease in teachers' time managing behavior

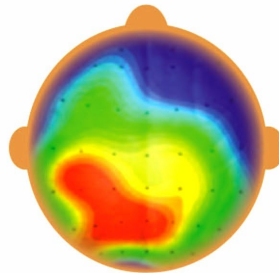


## physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:



after 20 minutes of sitting quietly



after 20 minutes of walking

Red areas are very active; blue areas are least active.

MORE RESULTS:

after 20 minutes of physical activity:  
students tested better in reading, spelling & math and were more likely to read above their grade level

after being in a physically active afterschool program for 9 months:  
memory tasks improved 16%

SOURCES: Donnelly J.E. and Lambourne K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Prev Med.* 52(Suppl 1):S36-S42. Hillman C.H. et al. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience.* 159(3):1044-1054. Kamijo K. et al. (2011). The effects of an afterschool physical activity program on working memory in preadolescent children. *Dev Sci.* 14(5):1046-1058. Kibbe D.L. et al. (2011). Ten years of TAKE 10!: integrating physical activity with academic concepts in elementary school classrooms. *Prev Med.* 52(Suppl 1):S43-S50. Nelson M.C. and Gordon-Larson P. (2006). Physical activity and sedentary behavior patterns are associated with selected adolescent health risk behaviors. *Pediatrics.* 117(4): 1281-1290.

Learn more about why active kids learn better and how schools can help at [activelivingresearch.org/activeeducationbrief](http://activelivingresearch.org/activeeducationbrief).



West Virginia DEPARTMENT OF EDUCATION

# Resources

[Ready, Set, Go!WV](#)

[WV's Imagination Library](#)

[CDC's Developmental Milestones](#)

<https://wvde.us/school-readiness/>



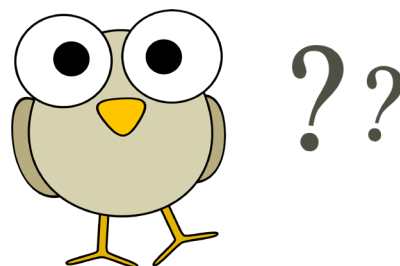


# Additional Resource for Physical Activity

- [WVDE Physical Activity Resources](#)
- [Active Academics](#)
- [Alliance for a Healthier Generation](#)
- [Comprehensive School Physical Activity Programs \(CSPAP\) Guide for Schools](#)
- [Fuel up to Play 60](#)
- [GoNoodle](#)
- [Health-E-tips & The JAM School Program](#)
- [Let's Move Active Schools](#)
- [Let's Move WV Resource Guide](#)
- [Minds-In-Motion](#)
- [PE Central](#)
- [Take A Break! Teacher Toolbox](#)
- [Operation Tone-Up](#)



# Questions?



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