

Talk About School Districts -- What Must a Local School District

Do To Help Those

Individuals Making Up the Education and Poverty Gap.

Does the school need permission to do this? Assume there are thousands of corporations ready to help if aligned outcomes starting kindergarten are created by the Superintendent. Districts have nothing to lose.

School Districts are expected to say yes to something like the following designed of course by themselves for themselves. The following would bring together years of cause – effect- cause thinking. The new money for new delivery of early reading skills delivered (ERSD-RA) is Title I, Special Education, the budget, and venture collateral and capital based on the courage to innovate for aligned dependent event changes and savings.

Culture groups make the age 0-6 commitment with the school district. That is the first things first collaboration needed to trigger the new money.

1. Baby Calendar is used to communicate with mom, register mom, message about readiness verses safety for the positive expectation over the next 85 years.
2. Culture reading room for the infant and toddler is made available in the neighborhood.
3. Mentor to reading readiness for all children using time tested materials and activity that form an accepted pedagogy, when mom asks. No means testing. The activities are an addition to the indicators of Progress used by QRIS, CLASS, Work Sampling, Parent Aware, School Readiness and others. Such is designed from the bottoms up community to match with the top down from the state.
4. The New Attitude will be that my child is ready to read before kindergarten. My child will actively carry the ERSD-RA into kindergarten and be on the top of the gap measurements as a change based on the following.
 - a. Montessori chapter 28 theme of love and compassion
 - b. Montessori Read and Write by Lynne Lawrence as the Pedagogy
 - c. Workbook like addition to the Indicators of Progress to provide the outcome expectations needed.
 - d. Senior and college student serve mothers and children as the paid mentors.
 - e. Learning through the hand activities during the sensitive period to learn language is reaping a harvest that has mostly been wasted for the most at risk in the past.
 - f. Self correcting activities drive the solution into the very base of the early childhood brain development.