



Lexington 4 Early Childhood Center

Annual School Summary Report to Parents 2018-19
Goals for 2019-2020

Purpose

To prepare a learning environment that nurtures the whole child while building a partnership with families and the community.

The ECC

- ★ Approximately **600 three, four, and five-year old children** in full day program
- ★ **Parental choice** for 5K educational programs
- ★ **26 Montessori multi-age classrooms** (3K-5K), using a hands-on approach to individualized learning in a prepared environment where students stay with their Montessori teacher for 3 three years, thus providing continuity in learning and the opportunity to forge strong relationships
- ★ **1 Creative Curriculum 5K single age classroom**, utilizing inquiry, where students work together in small and large groups and in centers
- ★ **Special education services**, including speech and language therapists, 4 pre-school disabilities classrooms, as well as other support services
- ★ **School Improvement Council and District Advisory Council**, comprised of school stakeholders helps determine the strengths and areas of growth for the ECC and develops strategies to meet new challenge and serves as Title I planning team (*The ECC is partially funded through Federal Title I Program*)
- ★ Monthly **parenting program**, PALS (Promoting: Achievement, Learning, and Success), to support families as they learn about what their children are experiencing academically at school and how to support them developmentally, where parents participate in a literacy activity with their children and are given a book to add to their home library
- ★ ECC partners with the **University of South Carolina** as a **Professional Development School** (PDS). One of only 21 schools in the state, this partnership and network allows the ECC to gain expertise and access to the most current best practice and research in education. Additionally, USC works with our students to provide opportunities for USC student-teacher training within our school.



Student Assessments

All 5K students are assessed through the state Kindergarten Readiness Assessment (KRA). The KRA provides information on children's preparedness for kindergarten.

The KRA is comprised of 4 areas:

- **Social Foundations** - Demonstration of following rules, asking for help, task persistence and other skills necessary to the functioning within the kindergarten classroom.
- **Language and Literacy** - Skills such as reading, writing, speaking and listening
- **Mathematics** - Skills such as counting, comparison, and sorting
- **Physical Development & Well-Being** - Abilities such as dexterity of performing tasks with hands, muscular coordination and balance

The KRA designates performance levels within three ranges of skills and behaviors that prepare him or her for instruction based on kindergarten standards:

- Demonstrating Readiness - Student **demonstrates** foundational skills and behaviors
- Approaching Readiness - Student **demonstrates some** foundational skills and behaviors
- Emerging Readiness - Student **demonstrates limited** foundational skills and behaviors

5K State Assessment KRA (%)	ECC Emerging Readiness	ECC Approaching Readiness	ECC Demonstrating Readiness	South Carolina Demonstrating Readiness
Overall	27	37	36	36
Social Foundations	24	31	46	45
Language and Literacy	29	39	32	34
Mathematics	37	35	28	31
Physical Development & Well-Being	22	28	50	48

**Highlighted and bold scores indicate ECC percentages equal to, or higher than, those at the state-level.*

School Priorities for 2018-2019

- Prepare our students by developing the characteristics of the Profile of the SC Graduate, through World Class Knowledge, World Class Skills, and Life and Career Characteristics
- Provide professional development in personalizing learning for all students, including the use of data and the Multi-tiered System of Supports (MTSS) process
- Focus professional development and training for all staff on social emotional learning for early childhood
- Provide Lexington County Mental Health partnership services to children and their families
- Continue to strengthen Home-School relationships and communication through additional parent surveys, newsletters, school website, classroom apps and social media

School Goals for 2019-2020

- Provide professional support in the teaching of early readers and writers instructional best practice, including Calkins units of study, the use of data, the Multi-Tiered System of Supports, and individual interventions
- Continue school-wide focus on teaching social emotional skills, focused professional development and training for behavioral classroom practices and processes, including Conscious Discipline

