

SCHOOL READINESS STARTS WITH GREAT TEACHERS.



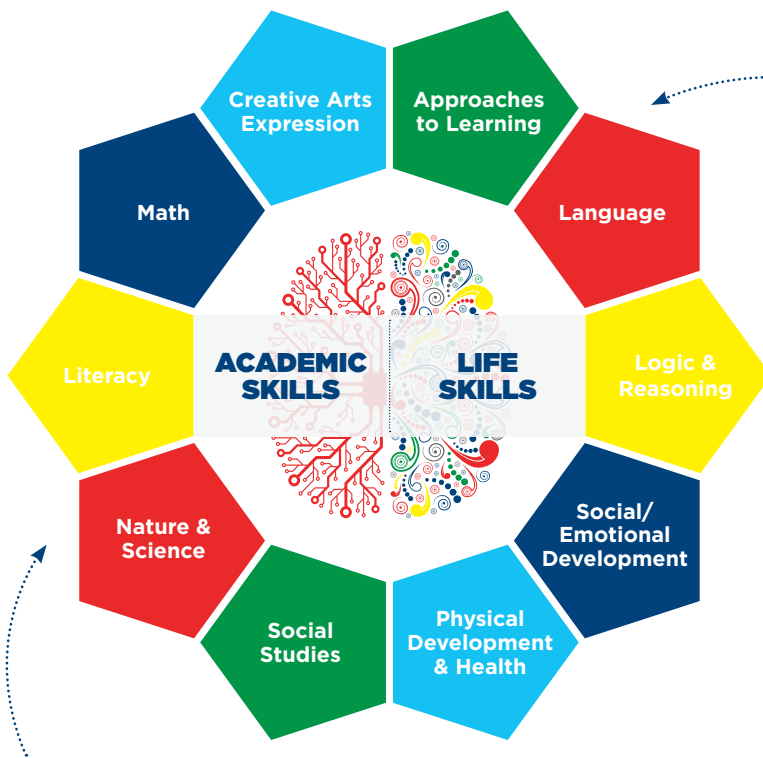
CARING. DEDICATED. EXPERIENCED.

Our teachers are highly trained to be educational partners for each and every family at our school. They get to personally know and understand each child, to recognize their strengths, skill levels, and areas for improvement.



HOW DO OUR TEACHERS DEFINE SCHOOL READINESS?

WE HELP CHILDREN TO BE PREPARED FOR ELEMENTARY SCHOOL AND FUTURE ACADEMIC CHALLENGES BY TEACHING THEM MASTERED ACADEMIC SKILLS ACROSS 10 DEVELOPMENTAL SCALES:



Our teachers focus on the development of life skills, such as learning how to learn, how to be independent, and how to get along with others. These skills cover a range of personal and collaborative abilities, including:

- Shows cooperative behaviors, such as sharing, compromising, and turn-taking
- Can explain why classroom rules are important
- Participates actively in outdoor group games
- Uses the bathroom independently

There are 88 specific school readiness concepts and skills that teachers observe for in these 10 scales that provide a holistic picture of each child's academic development, such as:

- Correctly holds a crayon
- Begins to use the language of time (day, night, today, etc.)
- Identifies all the letters in his or her name
- Counts to find out how many in a group of 10
- Uses picture cues to tell what's happening in a story



ONE UNIQUE SYSTEM, WHERE OUR TEACHERS DESIGN PERSONALIZED LEARNING EXPERIENCES.

Learning Care System™—our digital observation, assessment, and lesson planning tool—was developed in partnership with Assessment Technology, Inc. (ATI), a leading provider of valid and reliable assessment, curriculum, and reporting services.

Learning Care System is built on our research-based developmental indicators, the concepts and skills needed to succeed in elementary school. The system features more than **6,000 individual learning experiences** created by our own in-house educational experts. The activities are connected to the indicators and designed to help children build specific school readiness skills.

As teachers gather and enter data on each child's progress, the system enables teachers to select activities connected to emerging skills. As a result, teachers are able to create developmentally appropriate lesson plans from this comprehensive online resource and focus on individual skill levels. This means the system guides a planned, intentional teaching approach.

THIS IS HOW IT WORKS.

As part of ATI's research community, the work we've done with them is different than what anyone else in the education field has done. We're collecting multi-year data to help continually refine our curriculum, define school readiness progress in very precise ways, and help families to understand where their children are on their learning journey.

OUR CURRICULUM IS GROUNDED IN RESEARCH TWO DISTINCT WAYS:

1.

The school readiness indicators we have defined are skills that 3- to 5-year-olds are capable of learning, and we know the sequence in which they're typically learned. So, our lesson plans are directly based on these indicators.

2.

We regularly conduct research to determine how our kids are progressing in each scale, and we continually enhance our program accordingly.

IN OUR CLASSROOMS:

NO TWO LESSON PLANS ARE THE SAME. BECAUSE NO TWO CHILDREN ARE THE SAME.

FOR A GROUP OF CHILDREN:

Based on observation and assessments, the teacher knows children are ready to learn some of the same skills, some have learned more, and some have learned fewer. For instance, the customized lesson planning capability allows teachers to plan large- and small-group activities to meet the needs of most of the children who are ready to learn how to write some letters.

FOR ONE CHILD:

A teacher can also plan activities that specifically support and challenge each individual child. For example, a teacher can choose activities that support a child in making letter-like shapes even while other children in the class are writing complete words. Our personalized curriculum supports and challenges each child where they are in their own development.



ATI is used nationwide by groups and organizations such as Head Start, K-12 and public early childhood programs, special education and private early childhood programs in 34 STATES.

At our school, lesson planning is grounded in observation and assessment. When teachers plan curriculum based on their own observations and assessments of the children, they are:

- Meeting the needs and engaging the interests of each child
- Targeting emerging skills
- Providing completely unique, customized lesson plans

THESE RESULTS SPEAK FOR THEMSELVES.

3X more able. **3X** more advanced. **3X** more school ready.

READY FOR SCHOOL.

So, what does it mean to be school ready? Something different for every child. So our personalized curriculum meets each child's developmental needs, to ensure they are ready.

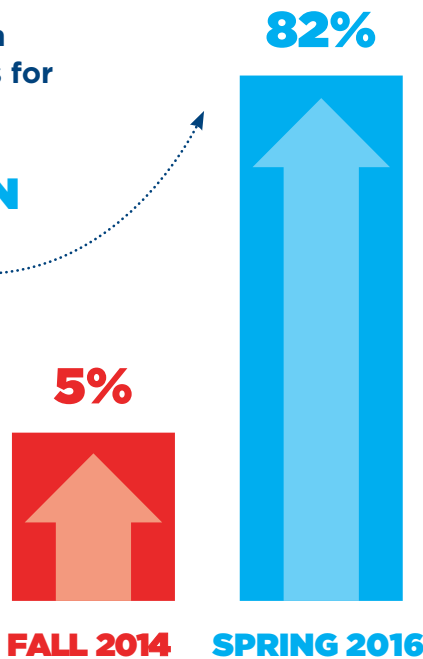
THREE TIMES READY, in fact. In one year, we saw three times growth in the number of 4-year-olds in our program who were able to master the necessary skills to be successful in kindergarten.

And two straight years of consistent research results confirm that our approach is effective. By reaching an advanced achievement level, we know that children have mastered at least two-thirds of the capabilities needed for kindergarten.



We saw an even greater increase in children who were enrolled with us for Preschool and Pre-K.

PRE-K CHILDREN AT AN ADVANCED LEVEL OF SCHOOL READINESS



In the fall, **5% of children** were at an advanced level of school readiness.

In the spring, **82% of children** had reached that advanced level.