



Moody
Early Childhood
Center



MECC 101



Infant & Toddler



What's New?

New Teachers

- Encouraging staff to set goals and advance
 - Promoting from within
 - Offering CDA classes (24 staff enrolled this Spring)
 - 4 new teachers!
 - More to come...



New Rooms

- We have officially opened 2 of our new classrooms
 - Butterflies
 - Dragonflies
 - Fireflies is next!

These will allow us to have 24 more babies 6 wks-11 months (48 total)



Education

- Infant and Toddler Year-At-A-Glance (YAG)
 - Theme
 - Letters
 - Numbers
 - Counting
 - Color
 - Shape
 - Math
 - Science, and Social Studies concepts based on a combination of Frog Street and PK
 - Vocabulary based on Frog Street (Picture Cards)
 - Sign Language Words
 - Phonological Awareness Skills
- Daily Schedules
- Frog Street curriculum
- Small Groups/ One-on-One



Week of	Theme	Number	Letter	Color	Shape	Math	Science	Vocabulary
Theme 1 All About Me								
1	09/05/2022	My Face	1	Aa, Ss	Red	Circle	Using visual discrimination to determine different or same	Uses senses to observe, investigate and describe cause and effect
2	09/12/2022	My Senses	1	Aa, Ss	Red	Circle	Using visual discrimination to determine different or same	Uses senses to observe, investigate and describe cause and effect
3	09/19/2022	Arms, Hands, and Fingers	2	Ee, Ww	Orange	Triangle	Using visual discrimination to determine different or same	Uses senses to observe, investigate and describe cause and effect
4	09/26/2022	Legs, Feet, and Toes	2	Ee, Ww	Orange	Triangle	Using visual discrimination to determine different or same	Uses senses to observe, investigate and describe cause and effect

Sign Language & Spanish	
https://atf.usignlanguage.com/	
Face, eye, ear, circle, more	Cara, ojo, oído, círculo, más
Face, eye, ear, circle, more	Cara, ojo, oído, círculo, más
Face, eye, ear, circle, more	Cara, ojo, oído, círculo, más
Face, eye, ear, circle, more	Cara, ojo, oído, círculo, más



Sign Language & Dual Language

In classrooms 6 weeks – 36 months

- American Sign Language: Vocabulary terms added to YAG and weekly plans
- Dual Language: Students lessons/ skills are delivered in Spanish in increasing time increments of time as they get older



STUDENT BASED DEVELOPMENTAL ASSESSMENTS

Learning Accomplishment Profile: Birth - Kindergarten (BK LAP)

- BK LAP is an online observation based tool that guides educators and clinicians to observe and track the ongoing skill development of children ages birth to 72 months.
- Assesses 6 Domains
 - Gross Motor
 - Fine Motor/PreWriting
 - Cognitive
 - Language
 - Social Emotional
 - Executive Function



PK2 Report Card

- Track Progress
- Early identification for areas of concern
- Improve Parent Communication

	Emergent Letters 2 in the goal	Emergent Letters 2 in the goal	Whales Identifying Numbers 1-5	Roic Counting 1-10	Colors 7 in the goal
meo	20 yes	25 yes	11 yes	13 yes	11 yes
my	20 yes	15 yes	11 yes	12 yes	11 yes
iron	1	0	2	6	3
oman	3	1	5 - no	10 yes	8 yes
er	20 yes	17 yes	11 yes	10 yes	10 yes
is	0	0	0	4	3
ing	1	0	10 yes	11 yes	7 yes
lines	0	0	10 yes	4	1
e	0	0	0	5	1
			33%	33%	56%
			56%	56%	56%

STUDENT FOCUSED

Data- Based Decision Making: Student Data Cards

Every IT student has a data card for BK LAP. At a glance, one can see the strengths and needs of each child, needs of a classrooms, and overarching needs.

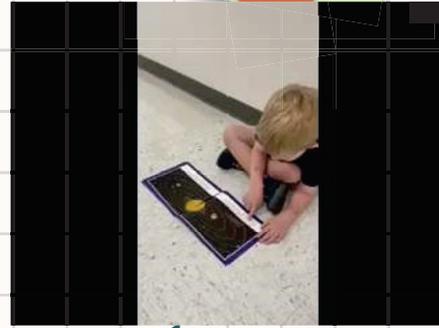


Data is monitored to see who needs additional assistance. Response to Intervention is provided as small group and one-on-one assistance when educational, motor, and social needs are discovered. Strategic partnerships have been developed to assist students when significant developmental gaps are discovered. Referrals to Early Childhood Intervention providers and GISD are made for students who continue to show delays.

Compliance

- All classrooms must meet compliance standards (IT and PK)
- Increased assistance for teachers in being prepared for observation
 - Licensing/ Minimum Standards
 - NAEYC
 - Texas Rising Star





PreKindergarten



“We insist on high quality”

- Low ratios – For the majority of the day, our PK classrooms have 15 students with one teacher and 1-2 aides.
- Instruction is engaging and student focused based on data reviewed throughout the year.
- Teachers are incentivized to achieve additional/ multiple certifications (special education and ESL are two options we encourage our teachers to attain)
- MECC is committed to excellence by employing high quality educational practices in our approach to program excellence.
 - Texas Rising Star
 - NAEYC



Educational Foundations

Lesson Plans

- Math
- Phonological awareness
- Literacy
- Science
- Social studies
- Creativity
- Writer's corner
- Health and Safety

- Technology – hand tools, microscopes, computers, clocks, keys, plumbing, digital learning, etc.
- Unite (circle time), commit, calm, connect (F.S.)
- Morning message

*Fine motor does not have to be a heading, but fine motor skills should be built into activities.

Year At A Glance (YAG)

- Includes focus items for the week:
 - Theme
 - Letters
 - Numbers
 - Counting
 - Color
 - Shape
 - Math, Science, and Social Studies concepts based on a combination of Frog Street and PK Guidelines
 - Vocabulary based on Frog Street
 - Sign Language Words
 - Phonological Awareness Skills



Assessments

Goals for PK3

- Recognize 10 upper and 10 lowercase letters
- Recognize numbers 1-5 (next year it will be 0-5 to align with TXPK Guidelines)
- Rote count to 15
- Name all 11 colors
- Name 6 of the 9 shapes shown
- Know all 90 vocabulary words from Frog Street 3's

Goals for PK4

- Recognize 20 upper and 20 lowercase letters
- Recognize numbers 0-10
- Rote count to 30
- Name all 11 colors
- Name 9 of the 9 shapes shown
- Know all 191 vocabulary words from Frog Street PK



CPALLS



English Phonological Awareness Screener Manual Scoring Sheet

Student: _____

Listening
I am going to say two words. Tell me if they are the same words or not: (child repeats)

1 book...book	<input type="checkbox"/>	<input type="checkbox"/>
2 cat...car	<input type="checkbox"/>	<input type="checkbox"/>
3 house...hot	<input type="checkbox"/>	<input type="checkbox"/>
4 light...light	<input type="checkbox"/>	<input type="checkbox"/>
5 book...boy	<input type="checkbox"/>	<input type="checkbox"/>

Rhyming - Part 1
Do these words rhyme?

1 house...mouse	<input type="checkbox"/>	<input type="checkbox"/>
2 make...cake	<input type="checkbox"/>	<input type="checkbox"/>
3 girl...dog	<input type="checkbox"/>	<input type="checkbox"/>
4 pig...puppy	<input type="checkbox"/>	<input type="checkbox"/>
5 jump...bump	<input type="checkbox"/>	<input type="checkbox"/>
6 in...down	<input type="checkbox"/>	<input type="checkbox"/>
7 sun...sleep	<input type="checkbox"/>	<input type="checkbox"/>
8 night...light	<input type="checkbox"/>	<input type="checkbox"/>
9 mop...top	<input type="checkbox"/>	<input type="checkbox"/>

Rhyming - Part 2
Now I would like for you to name a word that rhymes with... (child should repeat the word and then provide the answer)

1 pot	<input type="checkbox"/>	<input type="checkbox"/>
2 bad	<input type="checkbox"/>	<input type="checkbox"/>
3 sat	<input type="checkbox"/>	<input type="checkbox"/>
4 tall	<input type="checkbox"/>	<input type="checkbox"/>
5 pan	<input type="checkbox"/>	<input type="checkbox"/>

Alliteration
Do these words begin with the same sound? (child should repeat the words prior to answering the item)

1 nut...nail	<input type="checkbox"/>	<input type="checkbox"/>
2 sock...sail	<input type="checkbox"/>	<input type="checkbox"/>
3 foot...tie	<input type="checkbox"/>	<input type="checkbox"/>
4 rain...mouse	<input type="checkbox"/>	<input type="checkbox"/>

Words in a sentence
Now move a block for each different word you hear in... (child should repeat the sentence prior to moving the blocks)

1 Anne eats.	<input type="checkbox"/>	<input type="checkbox"/>
2 My dog runs fast.	<input type="checkbox"/>	<input type="checkbox"/>
3 Mother reads to me.	<input type="checkbox"/>	<input type="checkbox"/>
4 I swim every morning for fun.	<input type="checkbox"/>	<input type="checkbox"/>
5 My sister goes to the store.	<input type="checkbox"/>	<input type="checkbox"/>

Syllabication
How many parts do you hear in... (child should repeat the word before responding)

1 tip	<input type="checkbox"/>	<input type="checkbox"/>
2 ball	<input type="checkbox"/>	<input type="checkbox"/>
3 wagon	<input type="checkbox"/>	<input type="checkbox"/>
4 hat	<input type="checkbox"/>	<input type="checkbox"/>
5 water	<input type="checkbox"/>	<input type="checkbox"/>
6 candy	<input type="checkbox"/>	<input type="checkbox"/>
7 banana	<input type="checkbox"/>	<input type="checkbox"/>

Onset/Rime
Repeat these parts and then say the word I am making.

1 /h/..._at/	<input type="checkbox"/>	<input type="checkbox"/>
2 /m..._an/	<input type="checkbox"/>	<input type="checkbox"/>
3 /d..._ad/	<input type="checkbox"/>	<input type="checkbox"/>
4 /h/..._o/	<input type="checkbox"/>	<input type="checkbox"/>
5 /p..._ig/	<input type="checkbox"/>	<input type="checkbox"/>

C-PALLS+ Observables Manual Scoring Sheet

Student: _____

SOCIAL SCREENER

	BOY	MOY	EOY
1. Talks to and interacts positively with adults			
2. Talks to and interacts positively with peers			
3. Initiates conversation and activities with peers			
4. Participates cooperatively in group activities			
5. Shares materials with peers			
6. Assists or comforts peers in need			
7. Begins to solve problems in conflicts with peers			
8. Asks for adult help when cannot resolve peer conflict			
9. Accepts compromise and input from others to solve problems			
10. Follows the classroom and school rules			
11. Follows two- and three-step instructions			
12. Complies when redirected by an adult			
13. Appropriately uses and takes care of classroom materials			
14. Respects others' space and materials			
15. Assists adults with classroom jobs or setup/cleanup of activities			
16. Uses emotion words to explain own feelings (e.g., sad, mad)			
17. Begins to identify and understand other's feelings			
18. Transitions from one activity to another without becoming upset			
19. Waits for their turn in activities			
20. Takes pride in own accomplishments (e.g., shows work to others)			

**C-PALLS+ Observables
Manual Scoring Sheet**

Student: _____

21. Expresses frustration/anger verbally during peer conflict, without harming others or materials	
22. Makes wants and interests known to teachers and adults	
23. Says "please me" or wants, rather than interrupting others	
24. Dresses and toilets without help (except for shoe tying/zippers that require assistance through age 5)	
25. Uses good hygiene practices (e.g., hand washing, cover mouth when cough)	
26. Completes an activity before moving on to another activity	
27. Focuses on cleanup of materials until the job is done	
28. Listens attentively to an entire story of age-appropriate length	
29. Concentrates when working with classroom materials (e.g., blocks, puzzle)	
30. Sticks with tasks that are challenging	

Notes: _____

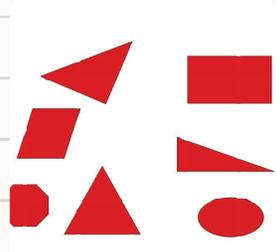
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Math

- You have 3 drinks and you give one to a friend, how many do you have left?
- Name the shape
- Point to the number
- Find the triangles



	W
Ψ	4



Science and Social Studies

- Point to the picture that shows something that happens after dinner. (picture on left)
- Point to the picture that shows how some children went to school before we had cars. (picture on right)
- Sample science questions.

C-PALLS+ Science Manual Scoring Sheet

Student: _____

3. Look at lines on each of these sides. Which is most likely to be the magnet to repel?			
4. This is a magnet. (Next)			
5. Which of these would be attracted to this magnet?			
6. Which of these is in outer space?			
7. This bird is a cardinal. (Next)			
8. Which picture shows where the bird lives?			

STUDENT FOCUSED Data Based Decision Making

“Data Wall”



Student Data Cards

Every PK student has a data card for CPALLS and SLO/ Vocabulary Assessments. At a glance, one can see the strengths and needs of each child.

	Uppercase Letters ___/10	Lowercase Letters ___/10	Number Recognition ___/5	Rate Counting ___/5	Colors ___/11	Shapes ___/6	Vocabulary ___/90
SLO 1	3	3	5	4	10	3	42
SLO 2	16	17	11	12	11	7	80
SLO 3	26	22	11	15	11	9	89
SLO 4							
SLO 5							

Assessment Data Provided to Teachers

CPALLS report specific to each child and their strengths and opportunity for growth



CPALLS report that places students in small groups based to easily implement RTI (Response to Intervention) on their skills.

The lists below each heading are research-based learning activities that will help build those specific skills.

Engaging Parents in Student Learning

Assess	Date	Score	Making Accessible Progress
CIRCLE FALLS	01-15-23	12 / 10	Making Accessible Progress
	01-15-23	9 / 9	Making Accessible Progress
	01-15-23	8 / 9	Making Accessible Progress
	01-15-23	8 / 7	Making Accessible Progress
	01-15-23	8 / 8	Making Accessible Progress
CIRCLE FALLS	01-15-23	8 / 8	Making Accessible Progress
	01-15-23	8 / 8	Making Accessible Progress
	01-15-23	8 / 8	Making Accessible Progress
	01-15-23	8 / 8	Making Accessible Progress
	01-15-23	8 / 8	Making Accessible Progress

Student Comparison Report by Teacher - English Pre-K/Kindergarten

April 21, 2023

Dear Parents,

This year we will be using the CIRCLE FALLS assessment to track your student's progress during prekindergarten. This year is critical to the development of learning skills that will have an impact on later school success.

This assessment is given 3 times a year - at the beginning (6-8 weeks from the start of school), middle of the year, and end of year. All class teachers will identify areas of strength, weakness, and growth in your child. This information is used to help teachers target their instruction and support for your child.

For each of the skills, students are either Making Accessible Progress (MAP) or Needing More Assistance (NMA). Students that are NMA are at or below the expected range for this skill. MAP students will continue to get instruction and enrichment on these skills. NMA students are below the expected range for this skill and will be given targeted remediation to make progress. These two outcomes will give teachers the information they need to best focus on your child's needs.

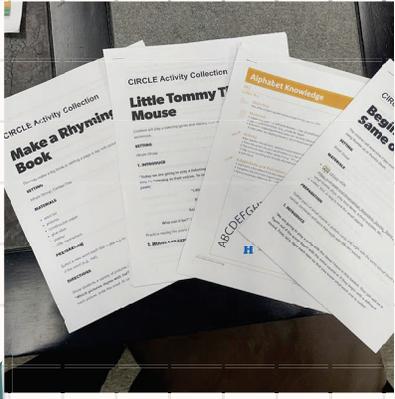
The attached report outlines your child's most recent CIRCLE FALLS assessment outcomes. If you have any questions, please do not hesitate to contact us.

Respectfully,
 Ms. Melissa B...

- At the beginning of the year, this letter was sent out to explain the assessment and the scores.
- The report card that goes home to parents/ guardians that explains how the student performed on the assessment.

Research Based Interventions

- When I click on the activities on the small-group focus report, the link brings me to the activities (shown below) that help with those skills.
- The activities on the right are part of a growing library of research-based activities that teachers can sign out and use in their classrooms.

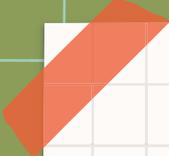




Enrichment



What we offer:



Physical Education

Gross Motor Development, Personal Health and Safety



Art and Literacy

Knowledge of Print, Reading Comprehension, as well as Art Creation and Appreciation



STEAM

Basic Scientific Concepts, Build Critical Thinking and Curiosity

Music



Listening Skills, Rhythmic Learning of many Phonological Skills



Inside the Enrichment Class Room



Class Routine

5-10 Minutes of Whole Group

Introduce the Concepts

15 Minutes of Hands-On Activity

Explore the Concepts

5 Minutes of Closing Group

Reinforce Concepts Learned





ALL Students

All students at MECC have opportunities to participate in Enrichment activities.

Art & Literacy



Music &
Movement



Not just a fun time!

Enrichment “enriches” already existing curriculum.

- Science
- Social Studies
- Social Skills
- Math
- Reading Comprehension
- Phonological Awareness
- Health and Safety
- And Response to Intervention groups!



Fun and Engaging Activities for Everyone

Enrichment Series of Parenting Classes

Monthly classes giving parents fun and educational activities to take home to encourage enrichment in the home

Plays and Concerts

Children can participate in holiday concerts that's fun for the whole family to watch

Book Fairs

Providing opportunities for students and parents to expand at home libraries.



Upcoming Enrichment Projects

Traversal Wall

Beautify the Bucket

Upcoming Projects

Animals

Camps



