



Early Learning Programs

Last PreK Student Day: Friday, May 1

Family Engagement

- Mindful Teddy- March 6 @ 12:30
Tucker Turtle Thinks- April 3 @ 12:30
Pyramid Framework Sessions- Supporting early childhood social & emotional development for school & home.
Resources have been provided to families to practice skills development from home!



Early Childhood Assessment

- TSG- Progress Monitoring Checkpoint #2 (Feb. 28)
Screening Week: March 30-April 3: Programs may choose to postpone preschool to focus on Brigance Testing, Conferences, and Planning.

Professional Development

- PLC- Mar. 9: Data Dive #2- Analyzed patterns between Fall 2025 and Winter 2026 scores. Identified areas with most growth and discussed strategies to support positive growth impact from "Far Below" to "Meeting Expectations".
PLC- Apr. 6: Kindergarten Transition Plans & New Curriculum

Grant Management

- End of Year & End of Grant Cycle- In Progress
PEG Grant Sunset: June 30, 2026
Planning for Spring projects: Summer Learning Backpacks, Spring Programs (May 2026)
Released RFA: Pre-Elementary Grant and narrative writing is in progress!

LIVE- Virtual Music Classes

- Tuesdays @ 9:30
13 Offered- Fall and 17 for Spring!
Activities: Catchy Songs, Live Music, Dance, Movement, Story Time, Active Participation!
Skills: Literacy, Language, Math, Executive Functioning & Overall Positive Brain Development



Early Literacy Bags

Delivered

1,350 books distributed across communities Birth - PK!
In Progress for 15 years = 22,000 total books avg.

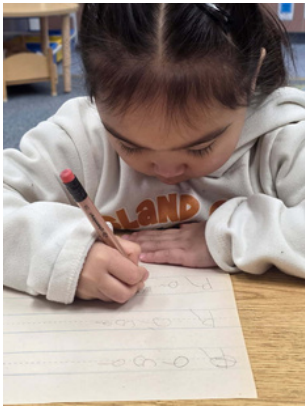


AAEYC Participants

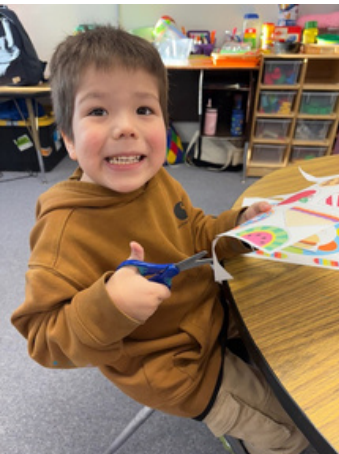
Feb. 19, 20, 21



Peer cooperation, taking turns, imaginative play, self-awareness, language skills, measurement & capacity, experimenting with movement & gross motor development!



Emergent writing, scissor skills with hand/eye coordination, facilitated drawing, following directions, patience & perseverance!



Teaching Strategies- Progress Monitoring (Checkpoint #2- Winter)



Summary

Social-Emotional



Physical



Language

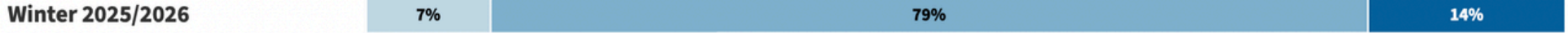
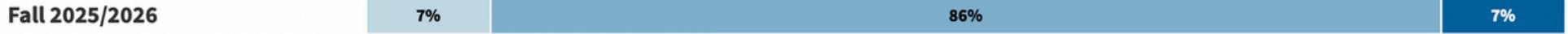


Cognitive

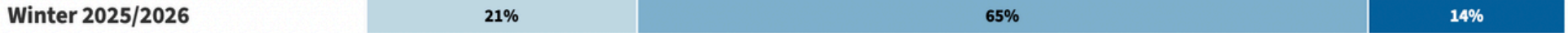
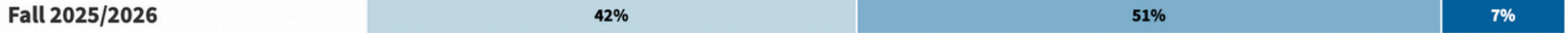


Teaching Strategies- Progress Monitoring (Checkpoint #2- Winter)

Literacy



Mathematics



Family Meeting Form Individualized Learning Plan



Teacher:
Site:

Student Info	Data/Resources to Share
Child's Name: Interests:	Brigance Summary Report Brigance Parent Feedback Form TSG Report Card Brigance Readiness Activities E.O.Y. Brigance & TSG Scores Family Survey
Conference #1 Date:	<input type="checkbox"/> In-Person <input type="checkbox"/> Phone Call Area of Focus:
	Physical Development Language development Literacy Math Self-Help Social Emotional Skills Other-
Conference #2 Date:	<input type="checkbox"/> In-Person <input type="checkbox"/> Phone Call Area of Focus:
	Physical Development Language development Literacy Math Self-Help Social Emotional Skills Other-

- Family Meetings- To Be Scheduled
- Conference Forms- utilized to guide thoughtful conversation and individualized planning
- Considerations for Kinder transition planning is underway

Kindergarten Transition Profile - Skills Check					
Student Information			School: _____		
Name: _____		Date of Birth: _____ Attendance: _____ of _____ days in the program.			
Social & Emotional					
Goal 4: Regulates feelings and impulses (1a,1b)			Goal 3: Participates positively in group activities (2c,3a)		
Student...	Attempts to control reactions, but often resorts to physical expression	Controls their reactions and can state emotions effectively	Controls reactions, and uses a wider range of words to describe emotions	Student...	Attempts to participate in daily activities, but often disengages
Approaches to Learning					
Goal 5: Shows curiosity and interest in learning new things and having new experiences (11b,11d)			Goal 6: Sustains attention to tasks and persists when facing challenges (3a,11a,11b)		
Student...	Lacks interest in new things	Demonstrates interest	Demonstrates interest and expresses a plan	Student...	Repeats an action, even when it's not working
Communication					
Goal 9: Uses receptive communication skills (8a,9a)			Goal 10: Uses expressive communication skills (9a, 9c)		
Student...	Responds nonverbally to requests or comments	Demonstrates understanding of directions & tasks, and communicates appropriately	Demonstrates understanding of directions, tasks, and makes connections in conversation	Student...	Says two or three-word phrases to communicate
Literacy					
Goal 13: Demonstrates knowledge of letters and symbols (Alphabet knowledge) (16a,16b)					
Recognizes Lowercase (names 11-20 letters)		a . b . c . d . e . f . g . h . i . j k . l . m . n . o . p . q . r . s t . u . v . w . x . y . z	Recognizes Uppercase (names 11-20 letters)		A . B . C . D . E . F . G . H . I . J K . L . M . N . O . P . Q . R . S T . U . V . W . X . Y . Z
Produces the correct sounds of letters:			A B C D E F G H I J K L M N O P Q R S T U V W X Y Z		