

EARLY LEARNING CENTER

WAGNER COMMUNITY SCHOOL

Linda Foos, Superintendent

Lori Bouza, Early Learning Center Principal

History –

- Establishing a Need:
 - Parents asking for a preschool school. The school offered preschool for children ages 3-5 on an IEP, 6-12 students participated.
 - Head Start was available, the program had 36 openings, and classes were not full.
 - Surveys were completed, they indicated a definite need.
 - A yearlong planning committee was established.
- The direction of Head Start was to partner with other educational facilities.
- Govern Rounds proposed the 2010E initiative- Starting Strong- Finishing Strong
- Build it and they will come. Doors opened 2006 with an enrollment of 111 students and today we are currently at maximum capacity of 119 students with a waiting list.

Funding-

- Head Start- 34%
- Impact Aid – 66%

Staffing-

- Student class size is capped at 17 students per classroom; this is a Head Start regulation. The majority of the students must be 4 years of age in a classroom, if not, the number of students decreases to 15.
- We currently have 7 preschool sessions a day (4 morning classes, 3 afternoon classes), 3.5 certified staff. There is a paraprofessional assigned to each classroom. To allow for teacher breaks there is a “floater” paraprofessional.
- Teachers loop with the same students two consecutive years.
- Principals Duties- Prek-k, federal programs.

Curriculum –

- Research based – Creative Curriculum used in classes
- Early Learning Standards, Head Start Performance Measures, preparation for CCSS
- Research - Enriching Children, Enriching the Nation, Public Investment in High Quality Prekindergarten, Robert Lynch 2007

- Barnett, W. S. (2008). Preschool education and its lasting effects: Research and Policy Implications. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. <http://epicpolicy.org/publication/preschool-education>
- Perry Preschool Project research
- Assess areas of Math, Literacy, Language, Social Emotional, Cognitive, Physical areas of development

Year begins later than 1-12th grades –

- Home visits – open house
- Head Start trainings, requirements

Schedule –

- Bussing – bus monitor – retro fitted bus, follow head start regulations
- Breakfast, large group, Boost Up, small group (interventions) , large motor time, Language for Learning, exploratory play, lunch, brush teeth – go home
- Family style eating – set table

Services within building-

- Birth to 3 special education services, Speech and Language, Early Childhood Special Education, Physical Therapy, Occupational Therapy

What we have seen – SPED referral numbers down – early intervention prevents – Screen, intervene, monitor, rescreen and determine path

Data for this year's D-STEP tests show the students who have completed 2 years of preschool have scored an average higher on their scores than those who have not attended.

Subject/Grade	Attended 2 years		Did not attend	
	Raw score average	Cut score average	Raw score average	Cut score average
Math – 3 rd	54.93	617.41	52.94	610.56
Math- 4 th	58.26	651.37	47.41	627.29
total - AVG	56.60	634.39	50.18	618.93
Reading – 3 rd	31.09	608.22	29.17	601.39
Reading – 4 th	36.17	624.51	29.50	597.06
Total AVG	33.63	616.37	29.33	599.23

Name: _____

Key: D=Developed, E= Emerging, NI= Needs Improving, NA= Not Assessed

Counting and Cardinality

- Write the number that represents how many objects are in a set, up to 20.
- Compare two written numbers between 1 and 10, state which is more or less.

Operations and Algebraic Thinking

- Decompose (break apart) numbers less than or equal to 10 into pairs in more than one way.
- Represent the result of decomposition of numbers less than or equal to 5 through drawing or equation.
- State the number that makes 10 when added to any given number 1-9 with objects.
- Represent the number that makes 5 when added to any given number 1-4 with an equation. *Mastery not required
- Represent the number that makes 10 when added to any given number 1-9 with an equation. *Mastery not required
- Add fluently, orally or in writing, within 5.
- Subtract fluently, orally or in writing, within 5.
- Represent addition and subtraction with verbal explanations and mental images.
- Represent addition and subtraction with expressions and equations.

Numbers and Operations Base Ten

- Record the composition of numbers 11-19 through drawing of a group of tens, ones, and additional ones.
- Record the decomposition of numbers 11-19 through drawing of a group of tens, ones, and additional ones.

Geometry

- Describe three-dimensional shapes to identify their various attributes including faces and edges (child should be able to describe three of the four three-dimensional shapes to get credit.)
- State the differences of two- and three-dimensional shapes in different sizes and orientations.
- Create a new shape from at least two other shapes using tangible materials. Simple shapes include squares, circles, triangles, rectangles, hexagons.

Reading Foundational Skills

- Count and state the number of syllables in words.
- Segment one-syllable (3 phonemes) words into phonemes.
- Recognize short vowels (a,e,i,o,u) within common spellings.
- Substitute individual sounds of simple one-syllable words to make new words. Start with beginning sounds(e.g. -cat becomes hat.)
- Add individual sounds to simple one-syllable words. Start with beginning sounds (e.g. art becomes part; car becomes cart)
- Read common high frequency words by sight.(e.g- the of, to, you, she, my, is, are, do, does)

Reading Informational Texts

- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify the primary subject or topic in an informational text.
- With prompting and support, identify key points (individuals, events, ideas, or pieces of information) in an informational text
- With prompting and support, ask simple questions about key details (individuals, events, ideas, or pieces of information) in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic. (eg - in illustrations, descriptions, or procedures).
- Identify differences between two texts on the same topic.
- Identify basic similarities between two texts on the same topic.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, identify the main topic in a text.
- With prompting and support, explain how the illustrations (picture, captions, drawings, charts) support and extend the text.
- With prompting and support, describe differences between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, recognize when a word is not understood in the context of a text.
- With prompting and support, retell orally two or more key details (individuals, events, ideas, pieces of information) in a text
- With prompting and support, describe similarities between two individuals, events, ideas, or pieces of information in a text
- With prompting and support, identify the primary subject or topic in an informational text.
- With prompting and support, identify key points (individuals, events, ideas, or pieces of information) in an informational text.
- With prompting and support, recognize that words have a meaning.
- Identify the front cover of a book.
- Identify the back cover of a book.
- Identify the title page of a book.
- With prompting and support, locate the name of the author.
- With prompting and support, define the role of the author in presenting ideas or information.
- With prompting and support, define role of the author in telling the story.
- With prompting and support, locate the name of the illustrator.
- With prompting and support, define the role of the illustrator in presenting ideas or information.
- With prompting and support, define role of the illustrator in telling the story.
- Identify that illustration tell a story or help tell a story.
- Explain that illustrations support and extend the story.
- Use pictures and context to aid comprehension and to draw conclusions or make predictions about the story content.

Reading Literature

- With prompting and support, identify orally one key detail (characters, setting, major events) of familiar stories.
- With prompting and support, identify orally two or more key details (characters, setting, major events) of familiar stories.
- With prompting and support, define the term characters.
- With prompting and support, identify characters in a story.
- With prompting and support, define the term setting.
- With prompting and support, identify setting(s) in a story.
- With prompting and support, orally answer questions asked by the teacher about key details
- With prompting and support, define the term characters.
- With prompting and support, sequence identified key details (characters, setting, major events) of familiar stories.
- With prompting and support, recognize the beginning, middle, and end of familiar stories.
- With prompting and support, identify major events in a story.
- With prompting and support, retell orally the beginning, middle, and end of familiar stories including two or more key details (characters, setting, major events).
- Recognize common types of texts. (eg: storybooks, poems)
- Recognize storybooks by their features (pictures, text, illustrations).
- Recognize poems by the features (stanza, format, rhyme).
- With prompting and support, ask simple questions about key details (characters, setting, major events) in a text.
- With prompting and support, identify major events in a story.
- With prompting and support, recognize that words have a meaning.
- With prompting and support, describe the meaning of compare.
- With prompting and support, compare the adventures and experiences of characters in familiar stories.
- Define the term conversation.
- With prompting and support, describe the meaning of contrast.
- With prompting and support, contrast the adventures and experiences of characters in familiar stories.

Writing Skills

- Use a combination of drawing and writing to independently compose an opinion/preference piece about a nonfictional topic/book.

Language Skills

- State the meanings of commonly used inflectional suffixes (e.g.: -ed, -s, -ing).
- State the meanings of commonly used suffixes (e.g.: -ful, -less).
- Determine the meanings of unknown words in text by using the meanings of suffixes.
- State the meanings of commonly used prefixes (e.g.: re-, un-, pre-).
- Determine the meanings of unknown words in text by using the meanings of prefixes.
- Use frequently occurring prepositions (eg: to, from, in, out, on, off, for, of, by, with)
- Demonstrate understanding of frequently occurring verbs by relating them to their opposites (antonyms) (e.g.: push/pull, run/walk, shout/whisper, stop/go, sit/stand).
- Demonstrate understanding of frequently occurring adjectives by relating them to their opposites (antonyms) (e.g.: hot/cold, long/short, fat/skinny, thick/thin, bumpy/smooth)
- Distinguish shades of meaning among verbs describing the same general action (e.g.: walk, march, strut, prance, talk, shout, ask, demand) by acting out the meanings.

Attendance:

Number of tardies: _____

Number of absences: _____

Comments:

_____ will be in the _____ grade for the 2012-2013 school year.

Teacher: _____

Principal: _____

		Date 4: 2.2012					Date 5: 3.2012					Date 6: 4.2012					Notes	
Sings the ABC song	Y																	
	First	Age	Bday	First	Age	Bday	First	Age	Bday	First	Age	Bday	First	Age	Bday			
Knows first name, last name, age, birthday	Last			Last			Last			Last			Last					
	Y	N		Y	N		Y	N		Y	N		Y	N				
Writes Name Copies Name	Writes on own	Copies		Writes on own	Copies		Writes on own	Copies		Writes on own	Copies		Writes on own	Copies				
	Correct hand grasp	Line		Correct hand grasp	Line		Correct hand grasp	Line		Correct hand grasp	Line		Correct hand grasp	Line				
Uses scissors to cut...	Circle	Square		Circle	Square		Circle	Square		Circle	Square		Circle	Square				
	circle	square		circle	square		circle	square		circle	square		circle	square				
Identifies Basic Shapes	star	heart		star	heart		star	heart		star	heart		star	heart				
	Hexagon	oval		Hexagon	oval		Hexagon	oval		Hexagon	oval		Hexagon	oval				
Counts to.....	rectangle	triangle		rectangle	triangle		rectangle	triangle		rectangle	triangle		rectangle	triangle				
	Rhombus			Rhombus			Rhombus			Rhombus			Rhombus					
Counts Objects to...																		
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
Identifies Numbers	6	7	8	9	10		6	7	8	9	10		6	7	8	9	10	
	11	12	13	14	15		11	12	13	14	15		11	12	13	14	15	
Identifies Numbers 11-20+	16	17	18	19	20		16	17	18	19	20		16	17	18	19	20	
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5	
Writes Numbers	6	7	8	9	10		6	7	8	9	10		6	7	8	9	10	
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5	
Writes Numbers	6	7	8	9	10		6	7	8	9	10		6	7	8	9	10	
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5	
Writes Numbers	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5	
	20+						20+						20+					

Letter	Letter	Sound	Letter	Letter	Sound	Letter	Letter	Sound
A	a		A	a		A	a	
B	b		B	b		B	b	
C	c		C	c		C	c	
D	d		D	d		D	d	
E	e		E	e		E	e	
F	f		F	f		F	f	
G	g		G	g		G	g	
H	h		H	h		H	h	
I	i		I	i		I	i	
J	j		J	j		J	j	
K	k		K	k		K	k	
L	l		L	l		L	l	
M	m		M	m		M	m	
N	n		N	n		N	n	
O	o		O	o		O	o	
P	p		P	p		P	p	
Q	q		Q	q		Q	q	
R	r		R	r		R	r	
S	s		S	s		S	s	
T	t		T	t		T	t	
U	u		U	u		U	u	
V	v		V	v		V	v	
W	w		W	w		W	w	
X	x		X	x		X	x	
Y	y		Y	y		Y	y	
Z	z		Z	z		Z	z	

