## Moody Early Childhood Center
### Professional Development Plan 2019-2022

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Executive Director</th>
<th>Plan Begin/End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moody Early Childhood Center</td>
<td>Karin Miller</td>
<td>August 2019-July 2022</td>
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</tbody>
</table>

### 1: Professional Learning (PL) Goals

<table>
<thead>
<tr>
<th>PL Goal No.</th>
<th>Goals</th>
<th>Identified Group</th>
<th>Rationale/Sources of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase student access to a high-quality early childhood education in order to enter kindergarten prepared to succeed and become lifelong learners.</td>
<td>Infant, Toddler and PK teachers</td>
<td>TPEIR Report for Kindergarten Readiness, Early Childhood Education Report, State of Galveston Report (Part I and Part II), Student assessment results</td>
</tr>
</tbody>
</table>

### 2: Professional Learning Activities

<table>
<thead>
<tr>
<th>PL Goal No 1</th>
<th>Initial Activities</th>
<th>Follow-up Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop and implement a program of targeted Professional Learning (PL) to develop thorough understanding of small group instructional model.</td>
<td>Contract to provide professional development of small group instruction techniques in Early Childhood</td>
</tr>
<tr>
<td>2</td>
<td>Deliver Professional Learning (PL) on differentiating curriculum to meet the needs of diversified student body</td>
<td>Contract with FrogStreet to provide professional development of using the curriculum to enhance its effectiveness</td>
</tr>
<tr>
<td>3</td>
<td>Provide professional learning on purpose of proper implementation of assessments and its implications for learning.</td>
<td>Director of Education and Education Advocates will work with Executive Director/Deputy Executive Director to review student assessment data.</td>
</tr>
<tr>
<td>4</td>
<td>Provide professional learning on types of data and how to interpret it; whole school cohort, class, groups and individual.</td>
<td>Director of Education and Education Advocates will work with Executive Director/Deputy Executive Director to utilizing and reviewing student assessment data.</td>
</tr>
<tr>
<td>5</td>
<td>Increase opportunities for planning both horizontally and vertically.</td>
<td>Schedule times with Director of Admin Services to provide staff to relieve others for training and planning</td>
</tr>
<tr>
<td>6</td>
<td>Continue and evaluate effectiveness of the Early Childhood Professional Development Grant to help support professional development needs of childcare facilities on the island.</td>
<td>Contract with LakeShore to provide presenters to complete training on Early Literacy, Social Emotional Learning and Trauma, Classroom Management, Safety, and Music &amp; Transition</td>
</tr>
<tr>
<td>7</td>
<td>Develop individualized professional development plans to target needs of staff members.</td>
<td>Work with staff members to target their PL needs to address the educational needs of the students in their classrooms</td>
</tr>
<tr>
<td>8</td>
<td>Ongoing coaching and mentoring for classroom staff as well as educational administrative team.</td>
<td>Hire Superior Beginnings to implement coaching for teachers and educational admin team a minimum of 2 days per week (Day 1 - IT &amp; Toddler, Day 2 - PK)</td>
</tr>
</tbody>
</table>
### State-mandated PD Activities

#### Pre-Service Training
- (1) Developmental stages of children;
- (2) Age-appropriate activities for children;
- (3) Guidance and Discipline Policy
  - (a) Positive guidance and discipline of children as well as classroom management techniques;
- (4) Fostering children’s self-esteem;
- (5) Supervision and safety practices in the care of children;
- (6) Positive interaction with children; and
- (7) Preventing and controlling the spread of communicable diseases, including immunizations.
- (8) Recognizing and preventing shaken baby syndrome and abusive head trauma;
- (9) Understanding and using safe sleep practices and preventing sudden infant death syndrome (SIDS); and
- (10) Understanding early childhood brain development; and
- (11) CPR/Pediatric First Aid; and
- (12) NAEYC Code of Ethical Conduct

#### Orientation
- (1) An overview of the minimum standards;
- (2) An overview of operational policies including discipline and guidance practices, and procedures for the release of children;
- (3) An overview of your policy on the prevention, recognition, and reporting of child abuse and neglect, including:
  - (A) Factors indicating a child is at risk of abuse or neglect;
  - (B) Warning signs indicating a child may be a victim of abuse or neglect;
  - (C) Procedures for reporting child abuse or neglect; and
  - (D) Community organizations that have training programs available to child-care center staff members, children, and parents;
- (4) An overview of the procedures to follow in handling emergencies, which includes sharing the emergency preparedness plan with all employees. Emergencies may include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile persons, and severe injury or illness of a child or adult; and
- (5) The location and use of fire extinguishers and first-aid equipment.
- (6) Administering medication, if applicable, including compliance with §746.3803 of Minimum Standards (relating to what authorization must I obtain before administering a medication to a child in my care);
- (7) Preventing and responding to emergencies due to food or an allergic reaction;
- (8) Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury such as electric hazards, bodies of water, and vehicular traffic;
- (9) Handling, storing, and disposing of hazardous materials including compliance with §746.3425 of Minimum Standards (relating to Must caregivers wear gloves when handling blood or bodily fluids containing blood); and
- (10) Precautions in transporting children if your children if your center transports a child who’s chronological or developmental age is younger that nine years old.
- (11) NAEYC Code of Ethical Conduct
- (12) Confidentiality
- (13) Effective Communication with staff and parents
- (14) Working with MECC students and students with disabilities
- (15) Curriculum (FrogStreet) and online student management system
- (16) Scheduling and Time Clock
- (17) Social Emotional and Trauma in Early Childhood Education
- (18) Cultural Competence and Reducing Implicit and Explicit Bias
Annual (24 hours of training)

- Child Development in the developmental stages of the children in the classrooms you work with
- Care of Children with Special Needs
- Adult and Child Health
- Nutrition and Safety
- Curriculum-Planning
- Risk Management
- Identification and Care of Ill Children
- Supervision
- Recognition of Child Abuse, Neglect and Sexual Abuse and the Responsibility of reporting any incidents
- Cultural Diversity

Administration/Board of Directors

DFPS Directors’ Training 30 clock hours

(Six hours)

- Child Growth and Development
- Guidance and Discipline
- Age-Appropriate Curriculum
- Teacher-Child Interactions; and
- Serving children with Special Needs

(One hour)

- Factors indicating a child is at risk for abuse or neglect;
- Warning signs indicating a child may be a victim of abuse or neglect;
- Procedures for reporting child abuse or neglect; and
- Community organizations that have training programs available to employees, children, and parents
- Recognizing and preventing shaken baby syndrome and abusive head trauma;
- Understanding and sung safe sleep practices and preventing Sudden Infant death Syndrome (SIDS); and
- Understanding early childhood brain development

(No hour requirement)

- An overview of the procedures to follow in handling emergencies, which includes sharing the emergency preparedness plan with all employees. Emergencies may include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile persons, and severe injury or illness of a child or adult; and
- The location and use of fire extinguishers and first-aid equipment.
- Administering medication, if applicable, including compliance with §746.3803 of Minimum Standards (relating to what authorization must I obtain before administering a medication to a child in my care);
- Preventing and responding to emergencies due to food or an allergic reaction;
- Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury such as electric hazards, bodies of water, and vehicular traffic;
- Handling, storing, and disposing of hazardous materials including compliance with §746.3425 of Minimum Standards (relating to Must caregivers wear gloves when handling blood or bodily fluids containing blood); and
- Management techniques, leadership or staff supervision

Charter School Annual Training

Training Requirements for CEOs (Executive Director and Deputy Executive Director) (19 TAC 100.1103)

30 Hours initially with 21 hours as mandated in modules 1-7 and 9 hours from any of the modules

15 hours annually thereafter

1) a module consisting of at least 240 minutes of instruction in school law, with special emphasis on Texas Education Code (TEC), Chapter 12, Subchapter D, and this subchapter;

2) a module consisting of at least 240 minutes of instruction in school finance, with special emphasis on accounting for public funds and property, student attendance accounting, fiduciary duties related to state and federal funding, federal funds and property management, grant administration, audit requirements, and capital financing;
(3) a module consisting of at least 120 minutes of instruction in health and safety issues, with special emphasis on health and safety codes, ordinances, and other laws applicable to operating a Texas public school; student discipline; safe schools; required reporting of child abuse; and criminal background checks;
(4) a module consisting of at least 240 minutes of instruction in accountability requirements related to the use of public funds, with special emphasis on the duties and liabilities of a trustee under Texas law, the shared use of real property for charter and non-charter business, bank depository contracts, capital financing, incidental use of public property by charter holder personnel, and recovery by the commissioner of education of the public property held by a former charter holder;
(5) a module consisting of at least 240 minutes of instruction in other requirements relating to accountability to the public, with special emphasis on the administration of statewide assessments; student, staff, financial, and organizational data reporting; dropout reporting; statewide standards for acceptable student performance; charter-specific standards for acceptable student performance; accountability ratings and sanctions under TEC, Chapter 39; and the role of student performance in actions under TEC, §12.116 and §12.1162;
(6) a module consisting of at least 60 minutes of instruction in open meetings requirements under Government Code, Chapter 551, with special emphasis on posting the agenda, executive sessions, accessibility of the meeting location to the public, employee board members, and civil and criminal sanctions; and
(7) a module consisting of at least 120 minutes of instruction in requirements relating to public records, with special emphasis on the Public Information Act, the Records Retention Act, confidential student records, records in the possession of a management company, and other duties respecting public records.

<table>
<thead>
<tr>
<th>School Law – 240 Minutes</th>
<th>Conflict by Conflicts? What conflict of interest laws apply to charter schools and what you need to know to comply (On Demand)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Finance – 240 Minutes</td>
<td>How to Avoid Buyer’s Remorse: Legal Requirements for Charter School Procurement of Goods and Services</td>
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<td></td>
<td>Financial Accountability for School Administrators</td>
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<td></td>
<td>A Standardized Approach to Budgeting</td>
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<tr>
<td></td>
<td>Charter School Finance 2019-2020</td>
</tr>
<tr>
<td>Accountability for Public Funds – 240 Minutes</td>
<td>Fiduciary Duties and Immunities</td>
</tr>
<tr>
<td></td>
<td>Financial Duties of Charter Officials</td>
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<td></td>
<td>Proposed Changes to Charter FIRST</td>
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<td></td>
<td>Accountability for Public Funds</td>
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<tr>
<td>Accountability Other – 240 Minutes</td>
<td>Academic Accountability 2020</td>
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<td>Crisis Communication</td>
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<td></td>
<td>Performance Framework 2020</td>
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<td></td>
<td>Academic Accountability: What is your data telling you?</td>
</tr>
<tr>
<td>Health and Safety – 120 Minutes</td>
<td>Charter School Safety and Security</td>
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<tr>
<td></td>
<td>Beating Bullying: Best Practices and Do’s and Don’ts to Protect Students and Comply with Law</td>
</tr>
<tr>
<td>Open Meetings – 60 Minutes</td>
<td>Texas Open Meetings Act</td>
</tr>
<tr>
<td>Public Records – 120 Minutes</td>
<td>Public Records</td>
</tr>
</tbody>
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Training for Business Managers – Initial Training 30 Hours; Annual Update 15 Hours

(1) a module consisting of at least 240 minutes of instruction in school law, with special emphasis on Texas Education Code (TEC), Chapter 12, Subchapter D; this subchapter; and the Financial Accountability System Resource Guide, as adopted by reference in §109.41 of this title (relating to Financial Accountability System Resource Guide);
(2) a module consisting of at least 480 minutes of instruction in school finance, with special emphasis on the Financial Accountability System Resource Guide, generally accepted accounting principles, student attendance accounting, federal funds and property management, purchasing, grant administration, audit requirements, and capital financing;
(3) a module consisting of at least 20 minutes of instruction in health and safety issues, with special emphasis on health and safety codes, ordinances, and other laws applicable to operating a Texas public school;
(4) a module consisting of at least 240 minutes of instruction in accountability requirements related to the use of public funds, with special emphasis on the fiduciary responsibility of duties and liabilities of a trustee under Texas law, the shared use of real property for charter and non-charter business, bank depository contracts, capital financing, incidental use of public property by charter holder personnel, and recovery by the commissioner of education of the public property held by a former charter holder;
(5) a module consisting of at least 160 minutes of instruction in other requirements relating to accountability to the public, with special emphasis on PEIMS reporting, internal management controls, and audit requirements.
By engaging in a targeted professional reading, the school can raise the level of professional discourse and ensure that there is universal involvement of staff in the education dialogue.

**4: Resources and Justification**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Justification</th>
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<tbody>
<tr>
<td><strong>Operating Funds – Contracted Services (6200) and Travel (6400)</strong></td>
<td>By developing a deep understanding of the content and skills described in each developmental level and student academic standards, teachers are better able to plan for, teach and assess all of the students in their care.</td>
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<tr>
<td><strong>ECPD Grant – Contracted Services (6200) and Supplies (6300)</strong></td>
<td>As the most influential factor in improving student outcomes the ongoing development of teacher expertise and knowledge must be a high priority. Teachers must grow their ability to interpret and apply teacher-based assessment criteria.</td>
</tr>
<tr>
<td><strong>Title I (SB1882 Implementation Grant) - Contracted Services (6200) and Travel (6400)</strong></td>
<td>By engaging in a program of targeted professional reading, the school can raise the level of professional discourse and ensure that there is universal involvement of staff in the education dialogue.</td>
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<tr>
<td><strong>State Funds (PK Staff) - Contracted Services (6200) and Travel (6400)</strong></td>
<td></td>
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