Closing Out the 2024-2025 School Year

4th Quarter
Teacher Meeting

Wednesday,
April 9th, 2025

Session Norms

- Be engaged.
- Be collaborative.
- Be solutions-oriented.
- Be open-minded.

Today's Agenda

- Environmental Quality Operations (EQO)
- Student Growth Portfolio
- Substitute Folder
- Active Supervision
- Due Dates and Deadlines
- Classroom Packing
- Professional Development

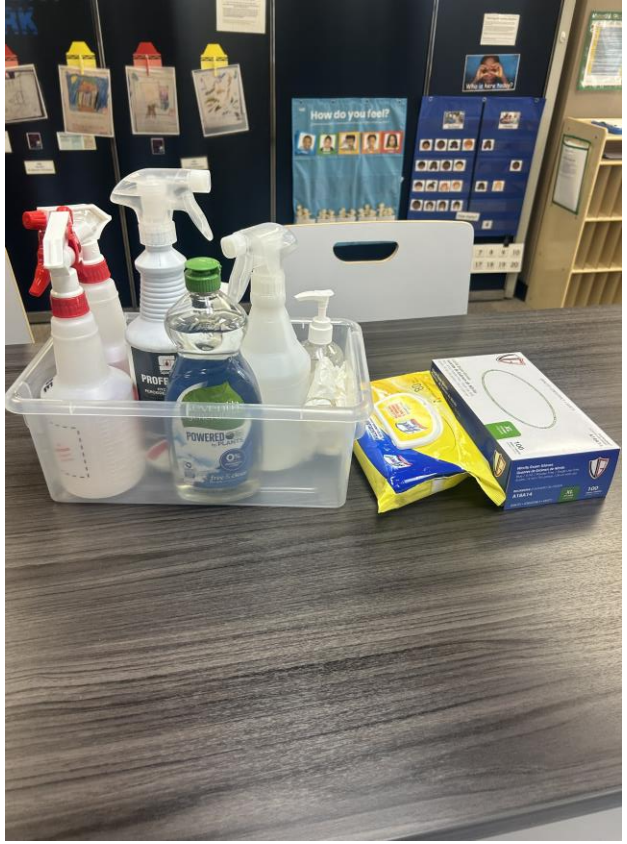
EE THREADING
BEAD TREES
FINE MOTOR FUN
Sorting Colors
Patterns
Counting
Addition/ Subtraction

Welcome to the Spring
Rubber Experiment

LETTER MATCHING CAN BE WHEEEELIE FUN!

Let's Build A City!

Environmental Quality Operations (EQO)



PPE

Boxes will be provided to teachers to pack up all PPE located in the classroom. Once placed in the sealed box, it should be labeled “PPE” with supporting information including the classroom number and the teacher’s name. This will assist with the need for PPE at the beginning of the upcoming school year.

Please send request for boxes starting May 1-9 to Karlton Jones @ jonesk8@scsk12.org.

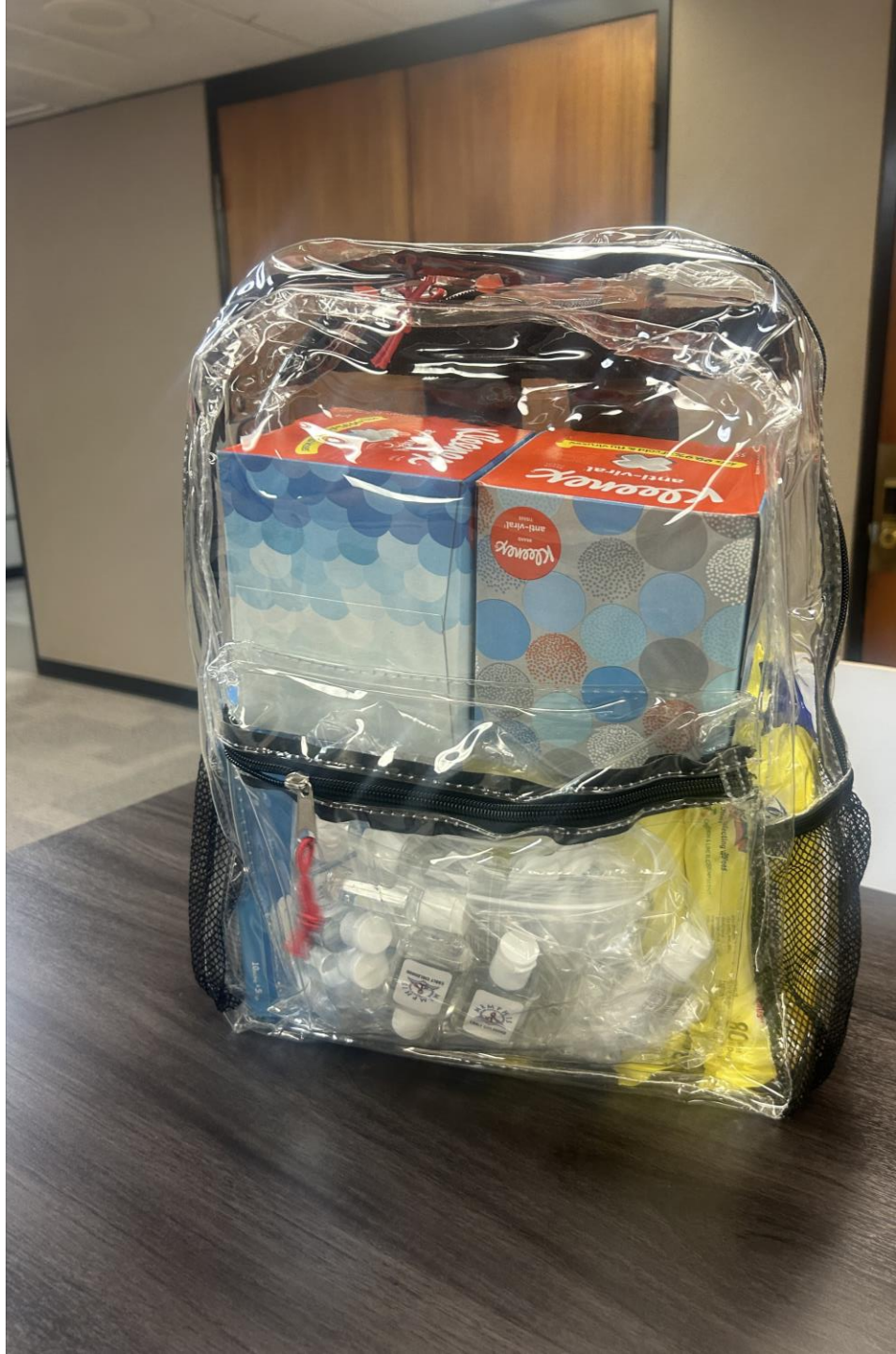
Deliveries will be made to classrooms the week of May 12-16.

Cot Covers

To ensure we have the appropriate inventory for the beginning of the upcoming school year, please be sure to collect ALL cot covers. Once collected, please place them in the laundry bag provided to you.

Health & Safety Backpack

By now, every classroom should have received a CLEAR backpack for Health & Safety. **If you do not have one, please email your assigned Compliance Specialist to request it.** For end-of year closeout, teachers will be placing the Health & Safety backpack in a sealed box labeled with all pertinent information to ensure the classroom will begin the upcoming school year with their Health & Safety backpack.



Tennessee Student Growth Portfolio

Tennessee Student Growth Portfolio Measure

Portfolio Submission Deadline
Monday, May 5th, 2025 @ 5pm

All collections must be fully submitted by the deadline.

There will be no late submissions allowed or extensions granted.

An incomplete portfolio will not be scored and will not generate an LOE score.

Teachers who do not submit a required portfolio will be referred to the MSCS Office of Professional Standards.

Tennessee Student Growth Portfolio Measure

Portfolio Support Sessions

Every Monday, Tuesday, Wednesday, and Thursday through May 1st.

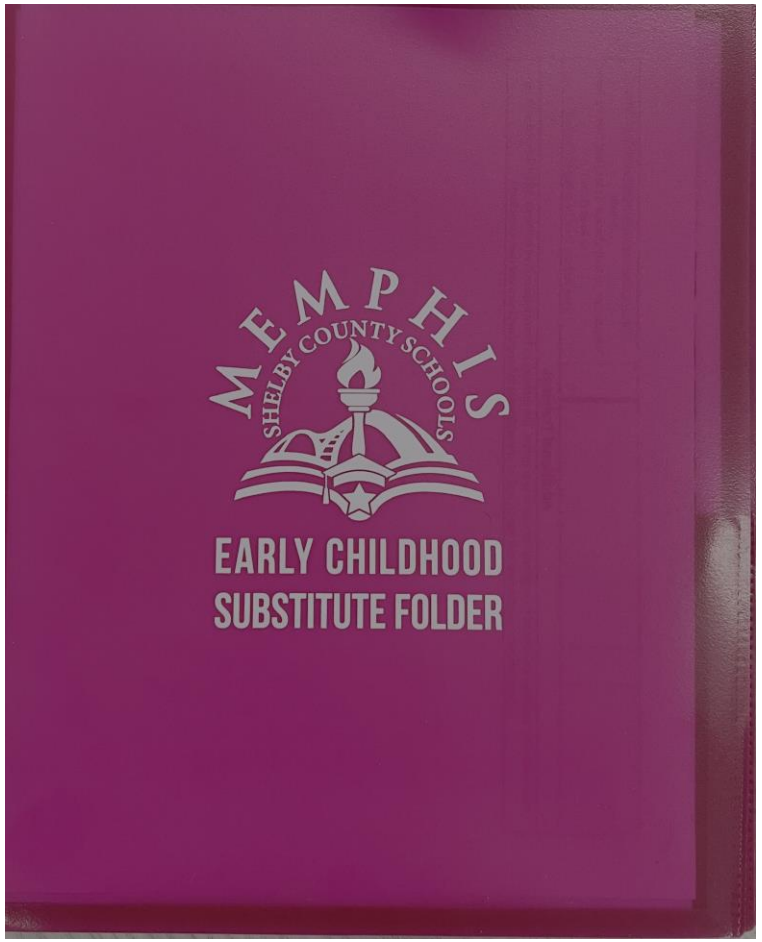
3030 Jackson Ave.
5th Floor Model Classroom
3:30-5pm

Come for hands-on support with your portfolio!

Substitute Folder

NEW Substitute Folder Procedure

- All classrooms will receive soon.
- Must be posted in a visible, conspicuous location.
- Designed to be regularly maintained to provide substitutes with necessary info.



Substitute Folder Contents

- Building Contacts List
- Classroom Allergies, Medical Alerts, and Other Needs
- Ratio/Supervision Guidelines
- Active Supervision Strategies
- Emergency Numbers
- TDOE Professional Development Log
- TDOE PD Log Reference Sheet

Substitute Folder Contents to Add

- Approved Classroom Schedule
- Classroom Roster
- Paper Sign-In/Out Sheet
- Weekly Lesson Plans (Creative Curriculum and Small Groups)

Substitute Folder Contents

All Substitute Folder contents can also be accessed and downloaded on the MSCS Pre-K Website:

Click “Teachers”
Click “Education”
Click “Substitute Folder” on left-hand side

Active Supervision

Maintaining Active Supervision

Pre-K students **may not** be left unsupervised for any reason.

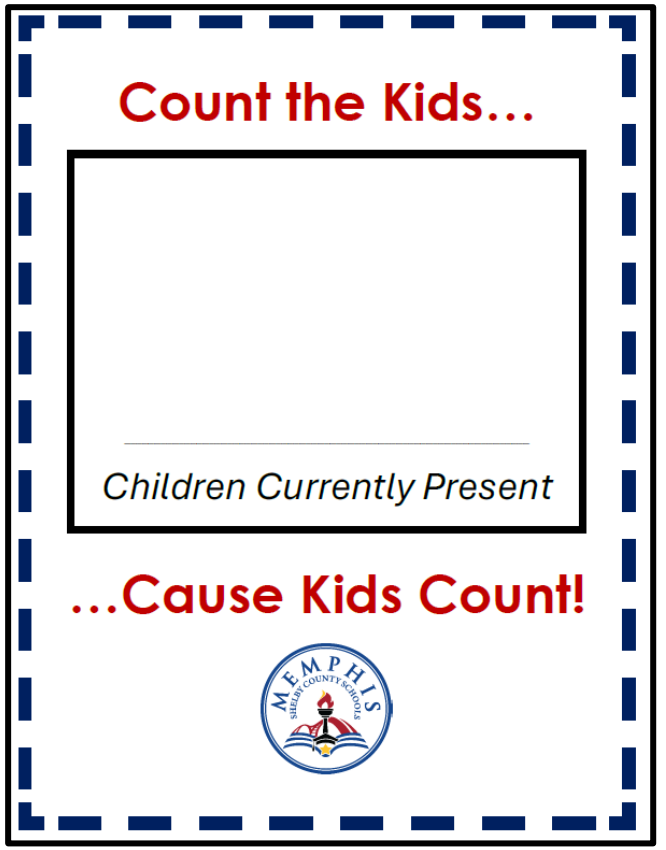
Students **may not** leave the classroom alone for any reason.

Count students:

- Anytime the class leaves the room.
- Anytime the class returns to the room.
- Anytime the class is left with support staff.
- Before leaving the playground, cafeteria, or restroom.
- At dismissal.

Count the Kids Cause Kids Count!

Post 1 of the provided signs inside your classroom next to your classroom door. The count should be updated as needed. The count **must** be accurate at all times.



Due Dates and Deadlines

Last Day of School

Last Day for Students
Friday, May 23rd

Last Day for Teachers
Thursday, May 29th

Brigance IED-III Assessment

Administration Window closes Friday, May 2nd.

Score Reporting Window
May 5-9th

All Brigance IED-III Scores **must** be conducted using the Brigance Online Scoring Tool submitted to your Family Engagement Specialist and Instructional Advisor **on or before May 9th**.

e-DECA

- Post-rating window April 7-11.
- Ratings must be conducted in e-DECA online.
- All students should have an online Pre and Post rating for the school year.
- Contact your Health Service team member for questions or support.

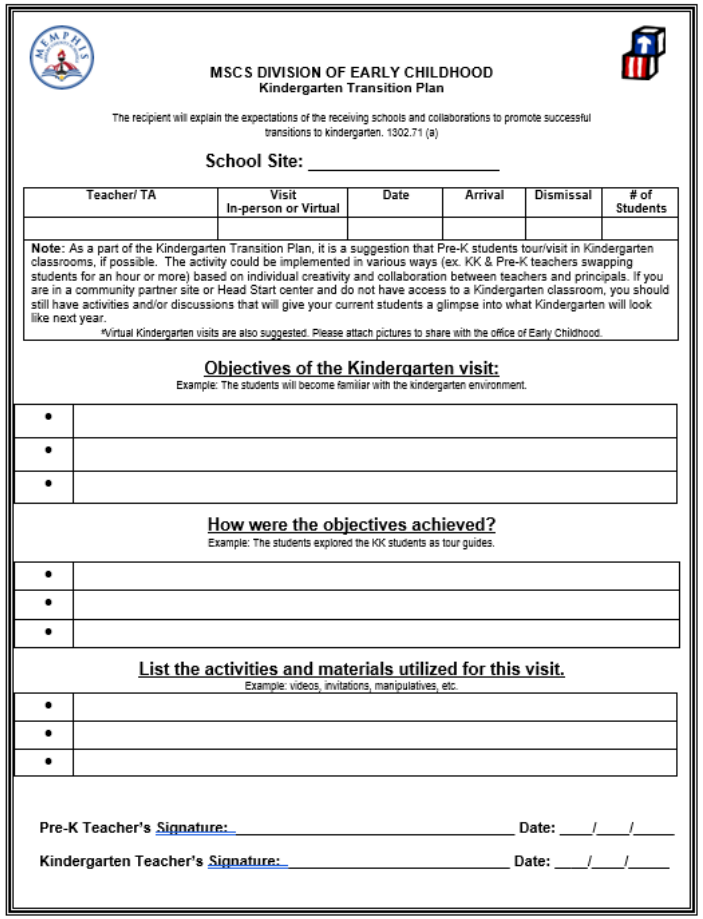
Student Files

- Please keep the files of all returning students (students who were 3 on 8/15/24).
- Further guidance will be provided soon regarding the process for all other files.

Kindergarten Transition Plan

Conduct Kindergarten transition activities and submit your Kindergarten transition plan **by Friday, May 16th.**

This document is available on the "Instructional Resources" page of the MSCS Pre-K website.



MSCS DIVISION OF EARLY CHILDHOOD
Kindergarten Transition Plan

The recipient will explain the expectations of the receiving schools and collaborations to promote successful transitions to kindergarten. 1302.71 (a)

School Site: _____

Teacher/ TA	Visit In-person or Virtual	Date	Arrival	Dismissal	# of Students

Note: As a part of the Kindergarten Transition Plan, it is a suggestion that Pre-K students tour/visit in Kindergarten classrooms, if possible. The activity could be implemented in various ways (ex. KK & Pre-K teachers swapping students for an hour or more) based on individual creativity and collaboration between teachers and principals. If you are in a community partner site or Head Start center and do not have access to a Kindergarten classroom, you should still have activities and/or discussions that will give your current students a glimpse into what Kindergarten will look like next year.
*Virtual Kindergarten visits are also suggested. Please attach pictures to share with the office of Early Childhood.

Objectives of the Kindergarten visit:
Example: The students will become familiar with the kindergarten environment.

-
-
-

How were the objectives achieved?
Example: The students explored the KK students as tour guides.

-
-
-

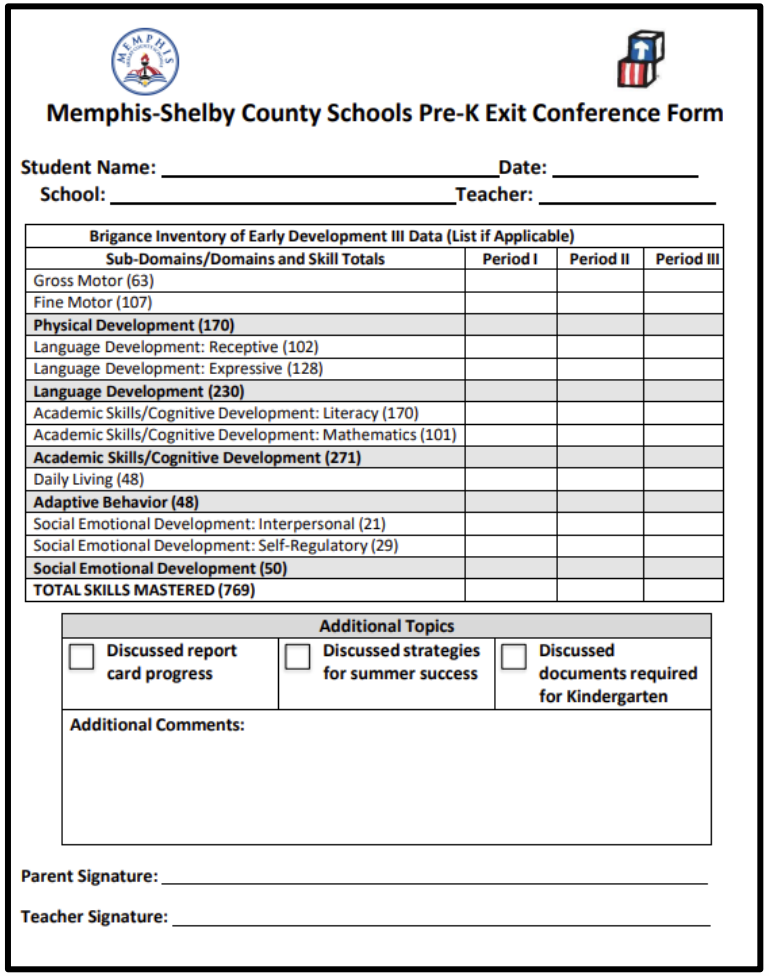
List the activities and materials utilized for this visit.
Example: videos, invitations, manipulatives, etc.

-
-
-

Pre-K Teacher's Signature: _____ Date: ___/___/____

Kindergarten Teacher's Signature: _____ Date: ___/___/____

Exit Conferences



Memphis-Shelby County Schools Pre-K Exit Conference Form

Student Name: _____ **Date:** _____

School: _____ **Teacher:** _____

Brigance Inventory of Early Development III Data (List if Applicable)			
Sub-Domains/Domains and Skill Totals	**Period I**	**Period II**	**Period III**
Gross Motor (63)			
Fine Motor (107)			
Physical Development (170)			
Language Development: Receptive (102)			
Language Development: Expressive (128)			
Language Development (230)			
Academic Skills/Cognitive Development: Literacy (170)			
Academic Skills/Cognitive Development: Mathematics (101)			
Academic Skills/Cognitive Development (271)			
Daily Living (48)			
Adaptive Behavior (48)			
Social Emotional Development: Interpersonal (21)			
Social Emotional Development: Self-Regulatory (29)			
Social Emotional Development (50)			
TOTAL SKILLS MASTERED (769)			

Additional Topics		
☐ Discussed report card progress	☐ Discussed strategies for summer success	☐ Discussed documents required for Kindergarten
Additional Comments:		

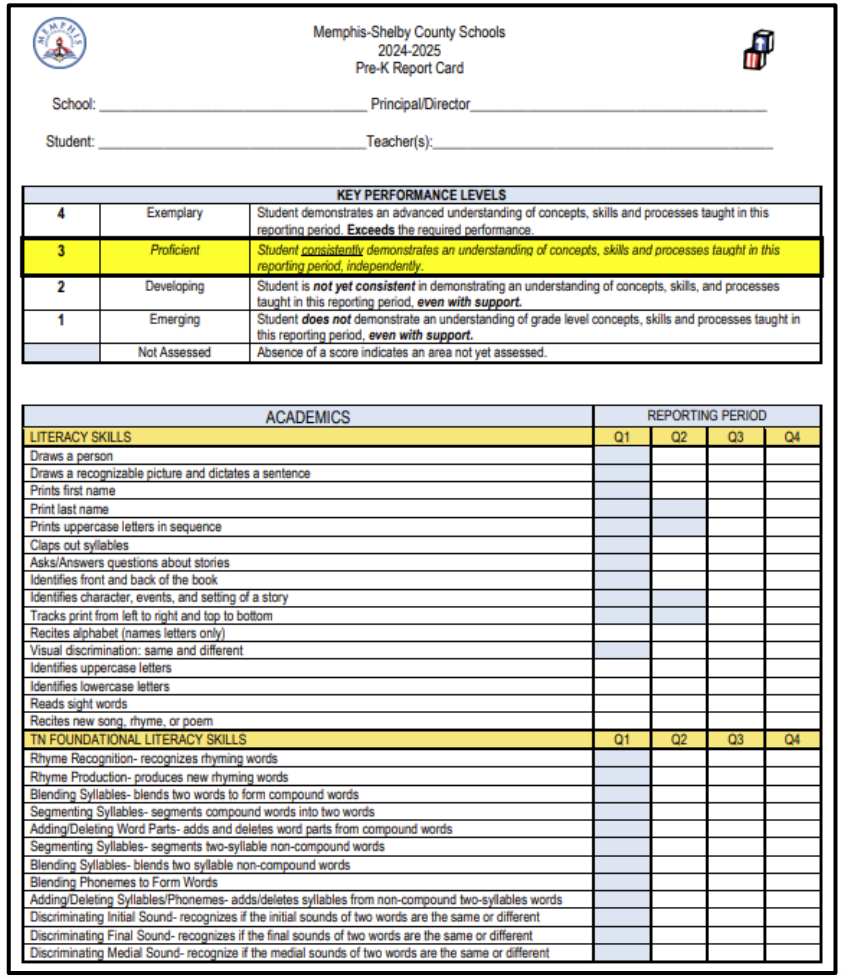
Parent Signature: _____

Teacher Signature: _____

All exit conference forms and sign-in sheets are due to your Family Engagement Specialist and Instructional Advisor **by Friday, May 16th.**

Report Cards

- Complete 4th 9 weeks report cards and send home on the last day of school.
- Make a copy of each student's report card and place it in his/her file.



Memphis-Shelby County Schools
2024-2025
Pre-K Report Card

School: _____ Principal/Director _____

Student: _____ Teacher(s): _____

KEY PERFORMANCE LEVELS		
4	Exemplary	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. **Exceeds** the required performance.
3	*Proficient*	*Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period, independently.*
2	Developing	Student is ***not yet consistent*** in demonstrating an understanding of concepts, skills, and processes taught in this reporting period, ***even with support.***
1	Emerging	Student ***does not*** demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period, ***even with support.***
	Not Assessed	Absence of a score indicates an area not yet assessed.

ACADEMICS	REPORTING PERIOD			
LITERACY SKILLS	Q1	Q2	Q3	Q4
Draws a person				
Draws a recognizable picture and dictates a sentence				
Prints first name				
Print last name				
Prints uppercase letters in sequence				
Claps out syllables				
Asks/Answers questions about stories				
Identifies front and back of the book				
Identifies character, events, and setting of a story				
Tracks print from left to right and top to bottom				
Recites alphabet (names letters only)				
Visual discrimination: same and different				
Identifies uppercase letters				
Identifies lowercase letters				
Reads sight words				
Recites new song, rhyme, or poem				
TN FOUNDATIONAL LITERACY SKILLS	Q1	Q2	Q3	Q4
Rhyme Recognition- recognizes rhyming words				
Rhyme Production- produces new rhyming words				
Blending Syllables- blends two words to form compound words				
Segmenting Syllables- segments compound words into two words				
Adding/Deleting Word Parts- adds and deletes word parts from compound words				
Segmenting Syllables- segments two-syllable non-compound words				
Blending Syllables- blends two syllable non-compound words				
Blending Phonemes to Form Words				
Adding/Deleting Syllables/Phonemes- adds/deletes syllables from non-compound two-syllables words				
Discriminating Initial Sound- recognizes if the initial sounds of two words are the same or different				
Discriminating Final Sound- recognizes if the final sounds of two words are the same or different				
Discriminating Medial Sound- recognize if the medial sounds of two words are the same or different				

Reminder

<u>No</u> Pre-K graduations are allowed.
Celebrate the end of the year with a party, picnic, or other event.

Packing Your Classroom

Packing Your Classroom

- Pack all materials in an organized manner. Label all boxes with the classroom # and the type of materials inside (examples: block area, books, etc.)
- **Do not** write or furniture or items. Label all furniture with the room # using a removable label.
- **All classroom materials must remain with the assigned classroom.** This includes all furniture, TDOE notebook, curriculum materials, etc.
- This is a great opportunity to discard damaged and broken materials.
- **All personal belongings must be removed.**
- Speak with your Instructional Advisor regarding donating excess materials.

Curriculum Materials

- Pack all Creative Curriculum Materials together in boxes labeled "Curriculum".
- Be sure to pack and label other curriculum and assessment materials, too (Brigance Screener and IED-III, Second Step, etc.).
- **Ensure that all materials have been put back into the appropriate Creative Curriculum slant box.**
- **Use the Creative Curriculum Kit Materials document (on the Curriculum Resources page of the website) to inventory all materials.**
- **Do not** write your or your class name on curriculum materials.
- We **do not** have replacement pieces-please inventory, pack, and store materials carefully.

Curriculum Materials

Balls Study

- The Creative Curriculum for Preschool Teaching Guide: Balls Study (Guided Edition)
- Intentional Teaching Experiences
  - Language and Literacy: LL03, LL18, LL23, LL30, LL40, LL62, LL75
  - Mathematics: M18, M20, M24, M26. M41, M62, M77, M79, M80
  - Physical: P06, P09, P15, P18, P19, P26

Preschool Children's Book Collection Titles	Book Discussion Cards
A Birthday Basket for Tia	
Bounce	
The Doorbell Rang	
Have a Ball	
Just Like Josh Gibson	Book Discussion Card 05
The Little Red Hen	Book Discussion Card 06
The Three Billy Goats Gruff	

Buildings Study

- The Creative Curriculum for Preschool Teaching Guide: Buildings Study (Guided Edition)
- Intentional Teaching Experiences
  - Language and Literacy: LL11, LL17, LL27, LL39, LL46, LL48, LL63
  - Mathematics: M02, M04, M13, M29, M30, M45, M46, M82, M83
  - Physical: P04, P07, P10, P13, P42

Preschool Children's Book Collection Titles	Book Discussion Cards
Building a House	
Buildings, Buildings, Buildings	
A Chair for My Mother	Book Discussion Card 07
Changes, Changes / Cuenta, cuenta	
Keep Counting / Cuenta, cuenta	
Los tres pequeños jabalíes / The Three Little Javelinas	Book Discussion Card 08
The Pot That Juan Built	

Professional Development

Receiving Professional Development Credit

After completing a course:

Complete the "Teacher Survey" in PLZ (MSCS staff)

Print/file your attendance certificate (Community Partners)

Log all training/session information on your TDOE Professional Development Log (all staff)

Summer Professional Development Opportunities

Keeping Students Safe: Active Supervision, Health, and Safety
June 10th, 1-3pm

Meeting Students Where They Are: Driving Student Performance
June 23rd, 1-3pm

Making Studies Come to Life: A Closer Look at the Trees and Clothes Studies
July 11th, 9-11am

Tech-Savvy Teaching: Using SmartBoards, Microsoft apps, and more
July 18th, 9-11am

Summer Professional Development Opportunities

Pre-K Intro to Interactions for Educators

June 17th
9am-12pm
1-4pm

June 26th
9am-12pm
1-4pm

Summer Professional Development Opportunities

Summer Sessions are available to **ALL** Pre-K staff!

ALL Summer Professional Development Sessions will be held in-person at the Division of Early Childhood office at 3030 Jackson Ave.

Please park in the back lot when you come!