



Moody Early Childhood Professional Development Plan 2025-2028

Center Name	Executive Director	Plan Begin/End Dates
Moody Early Childhood Center	Karin Miller	August 2025-July 2028

1: Professional Learning (PL) Goals

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

2: Professional Learning Activities

PL Goal No 1	Initial Activities	Follow-up Activities
1	Develop and implement a program of targeted Professional Learning (PL) to develop thorough understanding of small group instructional model	Contract to provide professional development of small group instruction and other differentiated learning techniques in Early Childhood
2	Deliver Professional Learning (PL) on differentiating curriculum to meet the needs of diversified student body	Contract with Frog Street trainer to provide professional development of using the curriculum to enhance its effectiveness
3	Provide professional learning on purpose of proper implementation of assessments and implications for differentiated learning	Instructional Coach and Lead Teachers will work with Executive Director/Deputy Executive Director to review student assessment data
4	Provide professional learning on types of data and how to interpret it; whole school cohort, class, groups and individual	Instructional Coach and Lead Teachers will work with Executive Director/Deputy Executive Director to utilize and review student assessment data
5	Increase opportunities for planning both horizontally and vertically	Schedule times with Director of Admin Services to provide staff to relieve others for training and planning
6	Continue annual professional development for trauma informed care (ACES), working with students with disabilities, and ethical issues in early childhood.	Contract with educational consultant to provide presenters to complete training on Early Literacy, Special Needs, Social Emotional Learning and Trauma, Classroom Management, Safety, and Music & Transition
7	Develop individualized professional development plans to target needs of staff members.	Work with staff members to target their PL needs to address the educational needs of the students in their classrooms
8	Provide professional learning in the area of diversity and equity with regards to professionalism between coworkers and parents.	All staff will attend mandatory training in this area and Instructional Coach and Lead Teachers will follow up with staff in evaluations and daily interactions.

9	Provide information in the area of school safety with regards to protocols for active shooter situations as well as other emergency situations.	All staff will attend mandatory training in this area and the Director of Administrative Services and School Safety Team will follow up/answer questions to ensure everyone understands protocol. Monthly drills will be scheduled to ensure staff can perform drills as trained. .
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3: PD Required by Statute or Regulation

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 than 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
- Texas Rising Star (additional)

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 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.

School Law – 240 Minutes

Conflicted by Conflicts? What conflict of interest laws apply to charter schools and what you need to know to comply (On Demand)

Handling Challenging Employee Situations

Governance 101

Working with Special Student Populations

School Finance – 240 Minutes

How to Avoid Buyer's Remorse: Legal Requirements for Charter School Procurement of Goods and Services

Financial Accountability for School Administrators

A Standardized Approach to Budgeting

Charter School Finance 2019-2020

Accountability for Public Funds – 240 Minutes

Fiduciary Duties and Immunities

Financial Duties of Charter Officials

Proposed Changes to Charter FIRST

Accountability for Public Funds

Accountability Other – 240 Minutes

Academic Accountability 2020

Crisis Communication

Performance Framework 2020

Academic Accountability: What is your data telling you?

Health and Safety – 120 Minutes

Charter School Safety and Security

Beating Bullying: Best Practices and Do's and Don'ts to Protect Students and Comply with Law

Open Meetings – 60 Minutes

Texas Open Meetings Act

Public Records – 120 Minutes

Public Records

Human Resource Law: How to store, keep and protect confidential employee data and information

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.

(6) a module consisting of at least 20 minutes of instruction in open meetings requirements under Government Code, Chapter 551, with special emphasis on adopting and amending the budget; and

(7) a module consisting of at least 40 minutes of instruction in requirements relating to public records, with special emphasis on recordkeeping required by generally accepted accounting principles and applicable law.

Training Requirements for Board Members (19 TAC 100.1102)

12 Hours initially with 9 hours as mandated in modules 1-7 and 3 hours from any of the modules

6 Hours annually thereafter from any of the modules

- (1) a module consisting of at least 150 minutes of instruction in basic school law, with special emphasis on corporate director duties and liabilities, non-delegable duties, nepotism, conflicts of interest, management companies, appropriate roles concerning internal and external audits, and the legal requirements specific to members of the governing body of a charter holder;
- (2) a module consisting of at least 60 minutes of instruction in basic 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 the financial duties specific to the members of the governing body of a charter holder;
- (3) a module consisting of at least 30 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 120 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 60 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 Texas Education Code (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 60 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.

4: Resources and Justification

Resources
Operating Funds – Personnel (6100) for OT hours, Contracted Services (6200) Supplies (6300) and Travel (6400)
Philanthropic Grants/Donations – Personnel (6100) for OT hours, Contracted Services (6200) Supplies (6300) and Travel (6400)
Federal Funds - Personnel (6100) for OT hours, Contracted Services (6200) and Supplies (6300)
State Funds (PK Staff) - Contracted Services (6200) and Travel (6400)
Justification
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.
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.
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.

A handwritten signature in black ink, appearing to read "Kai Me", written above a horizontal line.

08/01/2025

Signature:

Executive Director Signature

Date