

# Little Cavs Community Preschool



# We are a *Indiana Paths to QUALITY* Level 3 Provider!

Paths to QUALITY is a voluntary statewide system created to improve the quality of child care and early education for children. It gives all families a tool to find the best quality program for their needs. It has been studied and validated by the Child Development and Family Studies experts at Purdue University. *Culver Elementary Preschool has achieved a Level 3 rating in Paths to QUALITY™ for 2 consecutive years.* Paths to QUALITY is Indiana's quality rating and improvement system for child care programs. It is a consistent set of standards to help parents identify licensed family child care centers, licensed family child care homes, and legally licensed exempt public schools that have met state requirements for health and safety.

Mrs. Proskey, Principal of Culver Elementary School explains that a Level 3 rating means that Culver Community Schools has taken the extra step, above and beyond, to improve the quality of care for the students who attend our Little Cavs Preschool program. Paths to QUALITY allows them to provide their students with a high quality, developmentally appropriate education using a specifically chosen research based curriculum. It also allows the preschool teachers and the preschool director the professional training that provides the skill base that helps set our students up for social, emotional and academic success.



## Tuition:



- Weekly Rate is \$75
  - Does NOT include meals
- Financial Assistance Offered:
  - Scholarship through NICF
  - On My Way Pre K Voucher
  - CCDF Voucher Program

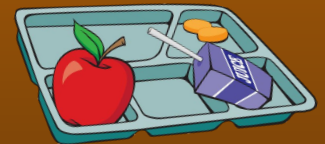
## Transportation:



- Pre-K students that live in Culver School District may ride a bus to and from school.
- All PreK students will be in a 5-point harness on all CES buses.

## Food Service Program:

- Pre-K students have access to breakfast and lunch at student rates. Parents can fill out an application to see if their family could qualify for free or reduced meals.
- Standard Rates\*:
  - Breakfast = \$1.15 per meal
  - Lunch = \$2.65 per meal
- Reduced Rates\*:
  - Breakfast = \$0.30 per meal
  - Lunch = \$0.40 per meal



*\*Rates as of 3/4/2021 (may increase for 21-22 SY)*

# How does the Little Cavs tuition rate compare to your county's average?



County	Average Tuition Rate*
<i>Marshall</i>	<i>\$195 to \$215</i>
<i>Fulton</i>	<i>\$104 to \$115</i>
<i>Pulaski</i>	<i>\$109 to \$120</i>
<i>Starke</i>	<i>\$109 to \$120</i>
<i>Little Cavs</i>	<i>\$75</i>

In addition to offering *one of the lowest tuition rates of the 4 local counties*, we also stand apart in other ways:

- Little Cavs is a Licensed Center operating as a Paths to Quality Level 3 Provider!
- All of our lead teachers are *LICENSED* teachers in the state of Indiana!
- Transportation is provided *free of charge* for in district students!
- We operate on the CES school calendar with *full* days and a *full* week!

*\*Based off state reimbursement rates for CCDF and OMW Pre-K vouchers.*

# Little Cavs Daily Schedule

Activity	Time
Arrival & Breakfast Bathrooms, Morning Routine, & Morning Meeting	7:45 am - 8:20 am
Small Group & Planning Time	8:20 am - 8:30 am
Work Time	8:30 am - 9:40 am
Clean Up, Bathrooms & Handwashing & Recall	9:40 am - 9:50 am
Morning Recess	9:50 am - 10:15 am
Bathrooms & Handwashing	10:15 am - 10:25 am
Snack Time	10:25 am - 10:45 am
Small Group & Planning Time	10:45 am - 11:10 am
Work Time	11:10 am - 11:40 am
Clean Up, Bathrooms & Handwashing & Recall	11:40 am - 11:50 am
Large Group	11:50 am - 12:00 pm
Student Lunch	12:00 pm - 12:35 pm
Bathrooms & Handwashing	12:35 pm - 12:45 pm
Nap/Rest Time	12:45pm - 2:00 pm
Bathrooms & Handwashing, Large Group	2:00 pm - 2:20 pm
Afternoon Recess	2:20 pm - 2:40pm
Bathrooms & End of the Day Routine	2:40 pm - 2:45 pm
Dismissal	2:45 pm - 3:00 pm



<i>Fridays are early dismissal for all CES Schools</i>	
Quiet time	ends at 1:30pm
Bathrooms & End of the Day Routine	1:30pm - 1:40pm
Dismissal	1:40pm - 1:45pm
Please note:	
Little Cavs Preschool follows the Culver Community School Calendar. We also participate in e-Learning (both scheduled and unscheduled days.)	



# Registration Information



Pre-register your child online at  
<https://ces.culver.k12.in.us/>

Once you access the Elementary School's webpage:

1. Scroll down the page and on the right hand side there are directions and a link to the pre-registration demographics page.
2. After you have completed the pre-registration process, please take a picture or scan your child's birth certificate and shot records and email them to [\*cesoffice@culver.k12.in.us\*](mailto:cesoffice@culver.k12.in.us).



1. Preschool has a yearly registration fee for all students and should be paid to the Elementary office by July 1st. This \$75 will hold your child's spot for the 2021-2022 school year.
2. *Even though you have pre-registered, you will still have to partake in the full registration process that will take place at the end of July.*
3. *Due to COVID-19 Restrictions, an in person tour of our Preschool program is not available at this time.*

# Meet Our Staff

**Mrs. Priscilla Falk**



My name is Priscilla Falk and I am a classroom teacher at Little Cavs Community Preschool. I was born and raised in Monterey and graduated from Culver Community in 1993. After graduation I attended Ball State University where I graduated in 1997 with a Bachelor's Degree in Early Childhood Education. Following college, I taught Kindergarten for 3 years in Florida and a combined 1st/2nd class at St. Anne's in Monterey for 2 years until I opened my own home Daycare/Preschool for 16 years. In August of 2018 I made the decision to close my home daycare and join the team here at Little Cavs.

**Mrs. Alison Neace**



My name is Alison Neace and I am a classroom assistant at Little Cavs. I grew up in the Culver area and graduated from Culver Community in 2011. I have been working in the field of early childhood for the past 9 years. I worked as an assistant in Priscilla Falk's home daycare from 2011 to 2018. When Mrs. Falk transitioned to Little Cavs Preschool in August of 2018, I followed her and joined the team at Little Cavs in 2018.



# Meet Our Staff

**Miss Sarah Bailey**



My name is Sarah Bailey and I am a classroom teacher at Little Cavs Community Preschool. I was born and raised in the Bass Lake area and went to school here at Culver Community K-12. I graduated from Indiana University South Bend in December 2015 with my Bachelors in Elementary Education with concentrations in Early Childhood and Special Education. After graduation, I worked for almost 2 years at Lighthouse Autism Center in Plymouth before coming to Culver 3 years ago where I taught Kindergarten for 1 year and this is my 2nd year in Preschool.

**Ms. Becky Hancock**



I am a graduate of Thomas University, and taught for 15 years in Georgia. In addition I completed a *New Lead Teacher* training through Georgia's Department of Childcare and Early Learning. In 2017, I completed my Master's Degree in Pastoral Counseling from Liberty University and began networking to form a trauma-focused foster care organization.

In 2019, I returned to Indiana and settled in Culver. I am in the process of acquiring my DCS licensing to continue my mission of community service and trauma informed care. I also provide individual and family counseling at Wesley UMC in Culver.

**Miss Alyssa Bailey**



I graduated from Culver Community High School in 2019. While at Culver, I participated in an early childhood education vocational class through my senior year. I am new to the world of early childhood and plan on furthering my education in this field online through the next few years.



# Little Cavs Philosophy

*We believe children learn best when they build understanding through direct experiences, with people, and real life objects around them.*

Teachers provide a safe and secure environment where children can learn and thrive where they feel emotionally and socially connected to others. We encourage individual and shared learning experiences that help develop children discover communication, the value of relationships, and other school and life readiness skills. *We believe that as children gain control over their emotions and thoughts, their thinking and interactions become intentional.*

This leads to better executive functioning skills, allowing for a strong, successful academic experience. *We believe through attention to all of these areas, the whole child is being valued and honored.*

# Example: Dramatic Play with The 3 Little Pigs



# Our Program Goals

- ❖ It is our goal to increase our student's cognitive, social/emotional, and physical development through a curriculum based in active-learning, strong relationships between each student and teacher, a consistent daily routine, and partnering with families.
- ❖ It is our goal that students be active participants in their own learning. They will achieve this through a primarily play-based learning approach that builds articulation, reflection, and decision-making, among many other life skills.
- ❖ With this foundational, developmentally appropriate practice in place, it is our goal that our students are not only prepared for their next level of learning, but have the skills necessary to be a strong community member.



# Play-based Learning



# Our Curriculum: *What is HighScope?*

The HighScope Preschool Curriculum is based on more than 50 years of research on early childhood development and has been validated by direct evaluation of the curriculum.

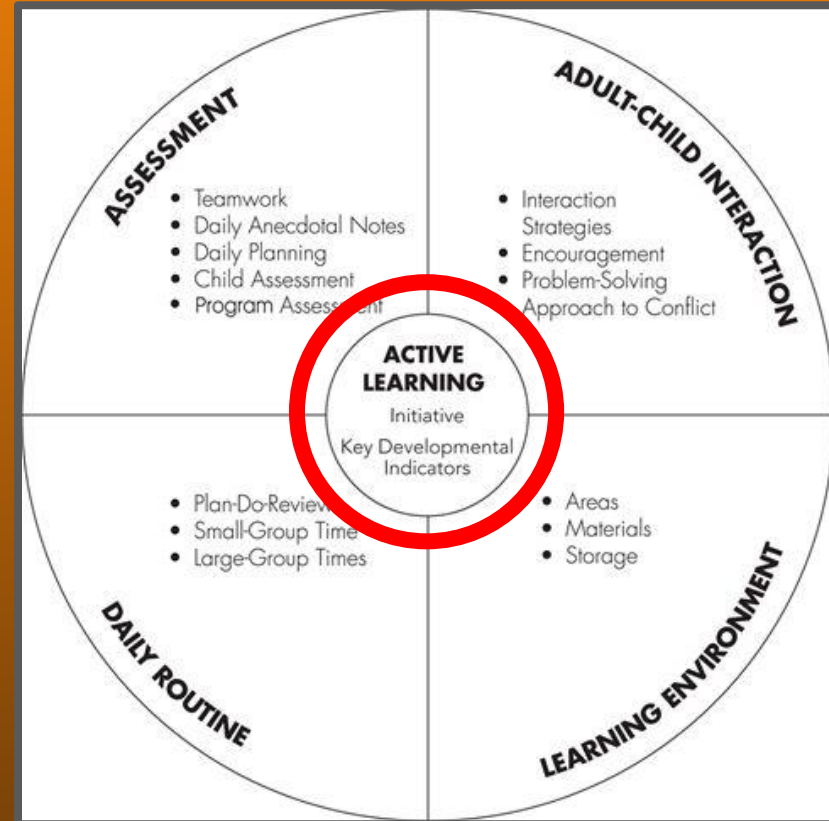
HighScope framework for understanding and supporting children's learning from ages 3-5 years is based on 58 key developmental indicators (KDIs). These KDIs are aligned with national and state early learning standards, Common Core State Standards, and the Head Start Early Learning Outcomes Framework.

In the HighScope Preschool Curriculum, learning is focused on the following eight content areas:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy, and Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies

# What does HighScope look like?

- ❖ In a HighScope preschool program, teachers ignite children's interest in learning by creating an environment that encourages them to explore learning materials and interact with adults and peers.
- ❖ We focus on supporting early learners as they make decisions, build academic skills, develop socially and emotionally, and become part of a classroom community.
- ❖ Active learning is at the center of the HighScope Curriculum. It's the foundation of young children gaining knowledge through their natural play and interactions with the environment, events, and other people.
- ❖ HighScope breaks Active Learning into 4 major components....



# 1. Adult-Child Interactions

- ❖ Teachers act as partners, working alongside children and communicating with them both verbally and nonverbally to encourage learning.
- ❖ Key strategies for adult-child interactions are sharing control with children, communicating as a partner with children, scaffolding children's play, using encouragement instead of praise, and taking a problem-solving approach to supporting children in resolving conflicts.







## 2. The Learning Environment

- ❖ To create a predictable and active learning environment, teachers arrange and equip the classroom with diverse, open-ended materials that reflect children's home, culture, and language.
- ❖ The room is organized and labeled to promote independence and encourage children to carry out intentional play.





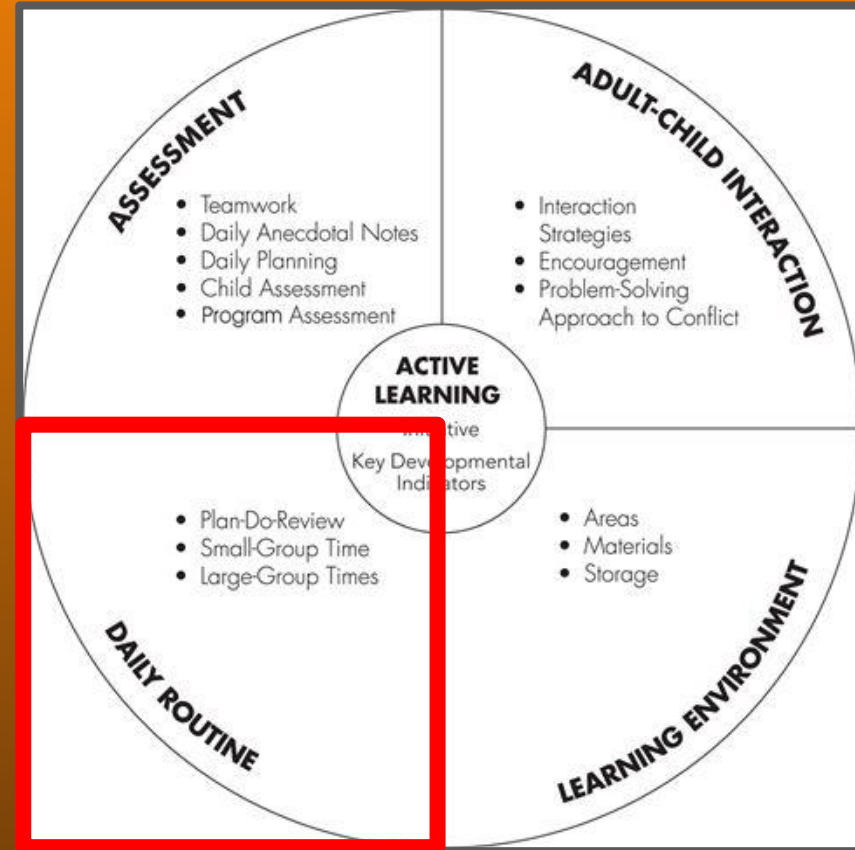






### 3. The Daily Routine

- ❖ A consistent framework for the day provides a balanced variety of experiences and learning opportunities.
- ❖ Children engage in both individual and social play, participate in small- and large-group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles.
- ❖ The most important segment of the daily routine is the plan-do-review sequence, in which children make decisions about what they will do, carry out their ideas, and reflect upon their activities with adults and other children. These higher-level thinking skills are linked to the development of executive functions, which are needed to be successful in school and life.





## 4. On-Going Assessments

- ❖ Ongoing child assessment is also an underlying component of the HighScope Curriculum.
- ❖ Objective anecdotal observations of children collected throughout children's natural play allow teachers to assess child progress and plan meaningful learning experiences.







# Little Cavs Assessment Tool:



The iSPROUT is an assessment tool created by the Indiana Department Of Education. It is based on research-supported Learning Progressions that are aligned to early learning standards and based on seven domains of school readiness. The Learning Progressions define the pathway of skills, knowledge, and behaviors that children develop between the ages of 36 months and 72 months, including children who may be at earlier developmental levels than their typically developing peers.

The iSPROUT is designed to be used multiple times throughout the school year (3 times) and to equip teachers with tools to track individual children's growth, individualize learning opportunities, plan for intervention, engage in real-time instructional planning, and ensure that all children are on the path for kindergarten readiness and beyond.

## Overview of the Early Learning Assessment

### Introduction

The Early Learning Assessment is based on research-supported Learning Progressions that are aligned to early learning standards and based on seven domains of school readiness:

The Learning Progressions define the pathway of skills, knowledge, and behaviors that children develop between the ages of 36 months and 72 months, including children who may be at earlier developmental levels than their typically developing peers.

The Early Learning Assessment is designed to be used multiple times throughout the school year and to equip teachers with tools to track individual children's growth, individualize learning opportunities, plan for intervention, engage in real-time instructional planning, and ensure that all children are on the path for kindergarten readiness and beyond.

### Learning Domains

The Early Learning Assessment is divided into seven domains:

#### Social Foundations

The Social Foundations domain focuses on children's personal and social development, including their engagement in learning, executive functioning skills and interactions with others.

#### Language and Literacy

The Language and Literacy domain focuses on children's language development and is the foundation for early literacy skills in speaking and listening, reading, and writing.

#### Mathematics

The Mathematics domain focuses on children's foundational understanding of numeracy, measurement, shapes, and classification.

#### Science

The Science domain focuses on children's capacity to observe and investigate their world.

#### Social Studies

The Social Studies domain addresses children's relationships with various people in their communities and the contexts in which different people interact. This domain also includes children's basic understanding of the concepts of past, present, and future related to their own lives.

#### Physical Well-Being and Motor Development

The Physical Well-Being and Motor Development domain addresses children's awareness of their coordination and movement and of healthy lifestyles, including personal care and awareness of safety for themselves and others.

#### Fine Arts

The Fine Arts domain focuses on creativity and expression through song, art, dance, and dramatic play.

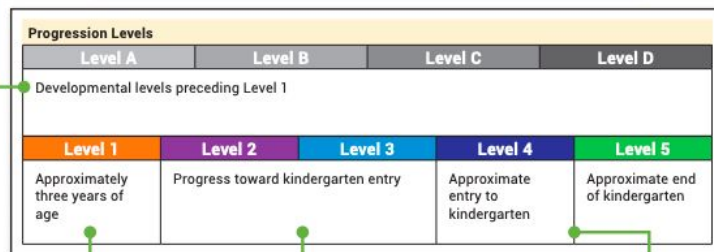
## Early Learning Assessment Structure

### Learning Progressions

Each domain contains one or more Learning Progression(s). The Learning Progressions define a sequence of skills, knowledge, or behaviors that children develop between the ages of 36 months and 72 months, including children who may be at earlier developmental levels than their peers. The operational definition of each Learning Progression summarizes its focus.

Each Learning Progression consists of one or more Skills, Knowledge, or Behaviors (SKB). Each SKB is shown as a row within the Learning Progression and includes level descriptors (i.e., Levels A, B, C, D, 1, 2, 3, 4, 5) that represent the milestones of a typical child's development.

Levels A–D represent developmental stages and standards that precede Levels 1–5 and allow teachers to assess children who may be at earlier stages of development, including children with disabilities and children who are English learners.



Levels 2 and 3 represent a child's progress between three years of age and kindergarten entry.

Levels 1, 4, and 5 represent the milestones at approximately three years of age (Level 1), entry to kindergarten (Level 4), and the end of kindergarten (Level 5).



## Key Academic Goals:

- ❖ Identify letters & their sounds
- ❖ Identify numbers 0-20
- ❖ Count with 1 to 1 correspondence
- ❖ Count to 50 by 1s
- ❖ Colors & 2D/3D Shape recognition
- ❖ Understand patterns, matching & sorting
- ❖ Cutting & Writing their names
- ❖ Respond, retell & interact with a story
- ❖ Describe experiences & activities with detail
- ❖ Follow multi-step directions
- ❖ Engage in cooperative play

## Whole Child Goals:

- ❖ English/Language Arts:
  - Early Reading & Writing
  - Communication Processes
- ❖ Mathematics
  - Numbers & Counting with 1-to-1 correspondence
  - Shapes and Colors
- ❖ Social and Emotional
  - Self- Regulation
  - Building Relationships
  - Conflict Resolution
- ❖ Play & Learning
  - Initiative & Exploration
  - Flexible Thinking & Social Interactions
- ❖ Science
  - Investigation and Experimentation of simple Science concepts
- ❖ Social Studies
  - Locations & Community Awareness
  - Importance of Self & Citizenship
- ❖ Physical Health & Growth
  - Personal Care & Well being
  - Gross Motor Development
- ❖ Creative Arts
  - Fine Motor Development
  - Visual Arts
  - Dramatic Play



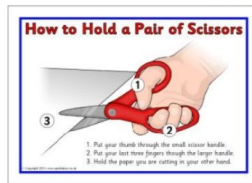


# Pre-K Participates in e-Learning!

**Tuesday Dec. 15th, 2020**

## 1. Cutting Practice

- Using a fat marker, draw lines/shapes
  - Easy: straight lines, slight curves, gradual zig-zags
  - Medium: curvy lines, sharp zig-zags, arcs
  - Hard: shapes
- Have your student practice cutting on the lines
- Make sure they are holding the scissors correctly. And that they are using their other hand to hold the paper steady.



## 2. Read aloud with Miss Bailey: *The Crayon Box That Talked*

- <https://www.loom.com/share/6de2cbbd34184a72971879b2a7d2ed65>
- There are guided reading questions within the recording for you to interact with your student during the read aloud.

- After listening to the story, have your student draw a picture using all the colors in their crayon box like the little girl in the story did. Once they are finished, ask them about their drawing and dictate their response on the paper. If your student is feeling shy, feel free to draw your own picture beside them and encourage them to use as many colors as they can.



Please post a picture/video of your child's work or them working to ClassDojo. You may send it via messages or post it to your child's "portfolio" on ClassDojo.

**Tuesday February 16th, 2021**

## 1. Heggerty Phonological Awareness

*A video lesson will be provided by Mrs. Falk. Please look for this video upload on your Class Story feed.*

## 2. All About Penguins:

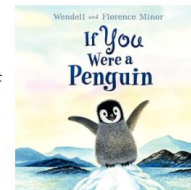
- What do you know about penguins?
  - Get out a piece of paper and ask your student to tell you everything they know about penguins. List their responses.
    - Try to let them come up with all of the items on their own so you can see how much they absorb from today's lesson.
- Investigate - Watch these links to discover more about penguins!
  - Penguins w/ Blippi -- only watch 14:36 to 19:06  
<https://www.youtube.com/watch?v=0FyDyAL7PcA>
  - Different Types of Penguins  
<https://www.youtube.com/watch?v=IAJB-dKTAQM>
  - Penguin Facts  
<https://www.youtube.com/watch?v=Lv5SkehC55s>
- What did you learn?
  - In a separate column or on a different piece of paper, ask your student to tell you what they *now know* about penguins. Use this time to recap and help your student process all the information from the videos.



## 3. If You Were a Penguin by Wendell & Florence Minor

[https://www.youtube.com/watch?v=sqSZK\\_6L0rg](https://www.youtube.com/watch?v=sqSZK_6L0rg)

- Ask your student:  
*Thinking about all that you have learned about penguins today, what would be the coolest thing about being a penguin?*
- Have your student draw a picture of their answer! Once their drawing is complete, please write what they told you their drawing was about on the paper.
  - Be sure to have your student write their name on the paper. If they have mastered their 1st name, encourage them to write their last name as well!



Please post a picture/video of your child's work or them working to ClassDojo. You may send it via messages or post it to your child's "portfolio" on ClassDojo.



# Pre-K Participates in e-Learning







# Community Based Field Trips: *Fire Safety Day*



# Community Based Field Trips: *Picnic in the Park*

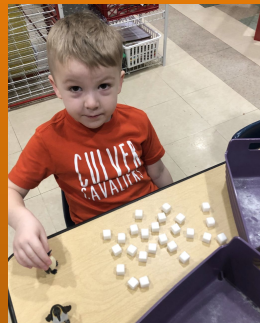




# The parent reviews are in!



*"We are pleased this program is there for her and us. I can't suggest anything because they have already exceeded my expectations. Keep up the wonderful work."*



*"Excellent communication, well-balanced program, great structure with centers and hands on activity/learning, excellent foundation built for KG. Communication with the teacher/from the teacher was regular, extremely helpful. I feel like my child was more prepared for KG vs. her sibling sent to another local preschool. Important focus on social/emotional needs and growth! Very impressed overall! Looking forward to sending our other future preschoolers here!"*

*"This program is great and my child has grown because of it."*



*"I believe the curriculum and teaching of our current preschool is amazing! My child is thriving and learning very well! I feel like the teachers are very hands on and very easy to reach out to."*



**We can't wait for  
you to join us  
here at Little  
Cavs for the  
upcoming school  
year! We hope to  
see you soon!**

