

A group of children are sitting at a table, engaged in an activity. They are surrounded by various objects, including what appears to be a small electronic device or circuit board, a container, and some papers. The scene is dimly lit, with a dark, textured background. The text is overlaid on the image.

# 2025-26 EAGLES

KINDERGARTEN LEVEL PROGRAM – THE  
ALTERNATE PATH TO FIRST GRADE

# INTRODUCTION

# AGENDA

- WHY ENROLL YOUR CHILD IN THE EAGLES PROGRAM
- OUR PROGRAM DIRECTOR/TEACHER
- PROGRAM ELIGIBILITY
- PROGRAM GOALS
- CURRICULUM OVERVIEW
- CONFERENCES AND ASSESSMENTS
- DAILY SCHEDULE
- POLICIES AND GUIDELINES

## WHY ENROLL YOUR CHILD IN THE EAGLES PROGRAM?

- WITH ESA OR DES FUNDING, KINDERGARTEN PROGRAM HAS NO OUT OF POCKET COSTS EXCEPT FOR \$150 ENROLLMENT FEE (SUBJECT TO APPROPRIATE APPROVED ESA AMOUNT)
- LOW RATIO WITH TARGET OF 15 CHILDREN ENROLLED
- BECAUSE OF THE LOW RATIO, CHILDREN GET SIGNIFICANT ONE ON ONE TIME
- CURRICULUM AND CLASS STRUCTURE BASED ON BEST PRACTICES AND NOT ADMINISTRATIVE DICTATE
- TAUGHT BY A HIGHLY EXPERIENCED, PROFESSIONAL TEACHER WITH OVER 25 YEARS OF KINDERGARTEN EXPERIENCE
- STUDENTS RECEIVE A FULL LUNCH AND 2 RECESS PERIODS EVERY DAY
- ALL CLASS DAYS ARE FULL DAYS (INSTEAD OF MULTIPLE EARLY RELEASE DAYS IN PUBLIC SCHOOLS). ALSO, OUR 2025-26 CALENDAR HAS 6 MORE LEARNING DAYS THAN THE PUBLIC SCHOOLS.
- EXTENDED CARE AVAILABLE FROM 6:30 AM TO 5:30 PM AT A MINIMAL COST
- DES CHILDCARE SUBSIDIES ARE ACCEPTED WITH NO OR MINIMAL ADDITIONAL PAYMENTS

# ANN ZAMMIT, KINDERGARTEN PROGRAM DIRECTOR/TEACHER

- CERTIFIED TEACHER THAT HAS BEEN TEACHING FOR OVER 40 YEARS
- OVER 25 YEARS OF TEACHING KINDERGARTEN
- MASTERS DEGREE IN CURRICULUM DEVELOPMENT; BACHELORS IN ELEMENTARY EDUCATION AND ASSOCIATES IN EARLY CHILDHOOD EDUCATION
- DEVELOPED THIS PROGRAM BASED ON WHAT WORKS AND NOT BY ADMINISTRATIVE DICTATE
- ALWAYS AVAILABLE FOR THE CHILDREN AND PARENTS (ALL PARENTS HAVE HER CELL PHONE WITH DAILY AVAILABILITY TO DISCUSS THEIR CHILD)

# PROGRAM GOALS

- PROVIDE FAMILIES WITH ANOTHER CHOICE FOR CHILD'S FIRST FORMAL EDUCATION EXPERIENCE
- SMALLER CLASS SIZES CONDUCTIVE TO A SUPERIOR LEARNING ENVIRONMENT WITH MORE ONE-ON-ONE AND SMALL GROUP ATTENTION GIVEN TO THE CHILDREN
- LESSONS ARE FLEXIBLE IN ORDER TO ADAPT TO EACH CHILD'S UNIQUE LEARNING STYLE – ASSURING READINESS TO ACHIEVE FIRST GRADE STANDARDS UPON COMPLETION OF THEIR EAGLES EXPERIENCE

# ELIGIBILITY

CHILDREN WHO ARE 5 YEARS OLD AS OF 09/01/25 ARE ELIGIBLE TO ATTEND OUR PROGRAM. IN ADDITION, CHILDREN WHO TURN 5 BETWEEN 09/02/25-10/31/25 MAY BE EVALUATED BY OUR PROGRAM DIRECTOR TO DETERMINE READINESS/ELIGIBILITY

## CURRICULUM OVERVIEW

ALL CURRICULUM FOR THIS PROGRAM IS ALIGNED IN ACCORDANCE WITH ARIZONA STATE STANDARDS FOR KINDERGARTEN, AND INCLUSIVE OF FIRST GRADE STANDARDS IN THE AREAS OF LANGUAGE ARTS AND MATH

*AT MIND AND BODY KIDS EACH CHILD WILL BE MET AT THEIR OWN LEVEL BOTH ACADEMICALLY AND SOCIALLY. LESSONS WILL BE FLEXIBLE IN ORDER TO ADAPT TO FIT EACH CHILD'S UNIQUE LEARNING STYLE ASSURING READINESS TO MEET OR EXCEED FIRST GRADE STATE STANDARDS UPON COMPLETION OF THE PROGRAM.*



# CURRICULUM OVERVIEW

- **MATH: SAXON MATH**
  - MATERIAL IS INTRODUCED IN EASILY UNDERSTANDABLE PIECES, ALLOWING STUDENTS TO GRASP ONE FACET OF A CONCEPT BEFORE THE NEXT ONE IS INTRODUCED. BOTH FACETS ARE THEN PRACTICED TOGETHER UNTIL ANOTHER ONE IS INTRODUCED. THIS FEATURE IS COMBINED WITH CONTINUAL REVIEW IN EVERY LESSON THROUGHOUT THE YEAR. TOPICS ARE NEVER DROPPED BUT ARE INCREASED IN COMPLEXITY AND PRACTICED EVERY DAY, PROVIDING THE TIME REQUIRED FOR CONCEPTS TO BECOME TOTALLY FAMILIAR.
- **PHONIC AND READING: PRIMARY PHONICS AND OPEN COURT**
  - SYSTEMATIC, PHONICS-BASED EARLY READING PROGRAM. PRIMARY PHONICS FACILITATES INDIVIDUALIZED INSTRUCTION THROUGH FLEXIBLE, SKILLS-BASED WORKBOOKS AND STORYBOOKS THAT CORRESPOND TO STUDENTS' ABILITY LEVELS. STUDENTS ARE ABLE TO WORK AT THEIR OWN PACE AND PROGRESS FROM SIMPLE TO COMPLEX PHONIC ELEMENTS TO BECOME SUCCESSFUL READERS. STUDENTS APPLY PHONIC KNOWLEDGE FROM THE WORKBOOKS TO READ DECODABLE STORYBOOKS AND THEN DEMONSTRATE COMPREHENSION USING THE COMPREHENSION WORKBOOKS.
- **HANDWRITING /WRITING: SPECTRUM K AND HMH**
  - CONSISTS OF WRITING UPPER AND LOWER CASE MANUSCRIPT LETTERS TO COMMUNICATE IDEAS. SEPARATING SIMPLE WORDS INTO THEIR SYLLABLES, WRITING FREQUENTLY USED WORDS. USING A COMBINATION OF DRAWING, AND WRITING TO CRAFT TEXTS WITH DIFFERENT PURPOSES.

# CURRICULUM OVERVIEW

- **GRAMMAR:** SCHOLASTIC
  - LEARN ABOUT THE DIFFERENT SENTENCE TYPES, PARTS OF SPEECH, COMMON AND PROPER NOUNS, CONTRACTIONS, TENSES, SUBJECT AND VERB AGREEMENT, CAPITALIZATION AND PUNCTUATION.
- **SPELLING:** EVAN-MOOR SPELLING SKILLS GRADE 1
  - BUILDING SPELLING SKILLS SERIES, STUDENTS CONQUER WEEKLY GRADE APPROPRIATE SPELLING LISTS THROUGH PRACTICE EXERCISES THAT INCORPORATE ALL THE SPELLING ESSENTIALS. THROUGH PUZZLES, MIXED UP WORDS, SORTING AND FILL-IN ACTIVITIES, STUDENTS WILL MASTER THE WORD LISTS. WEEKLY SPELLING TEST AND DICTATION SENTENCES WILL START IN JANUARY

# CURRICULUM OVERVIEW

- **SCIENCE:** KINDER SCIENCE

- KINDER SCIENCE ENCOURAGES A DAILY ROUTINE, EACH LESSON THE STUDENTS WILL PARTAKE IN A QUICK LESSON OPENER, SKILL LESSON, AND EACH DAY THE STUDENTS WILL TAKE PART IN AN EXPERIMENT OR EXPERIMENT FOLLOW-UP. THERE ARE FIVE UNITS ALL CORRELATED TO ARIZONA STATE STANDARDS.
  - **UNIT ONE: LIFE SCIENCE**
  - **UNIT TWO: EARTH SCIENCE**
  - **UNIT THREE: PHYSICAL SCIENCE**
  - **UNIT FOUR: SPACE AND SIMPLE MACHINES**
  - **UNIT FIVE: FIVE SENSES**

# CURRICULUM OVERVIEW

- **SOCIAL STUDIES**

- STUDENTS WILL BE INTRODUCED TO CIVICS, GEOGRAPHY, ECONOMICS, AND HISTORY. THEY ALSO WILL UNDERSTAND THEIR ROLES AND RESPONSIBILITIES AS CITIZENS WITHIN THEIR OWN COMMUNITY. STUDENTS WILL LEARN ABOUT THEIR OWN CULTURE AND HOW IT IMPACTS THE UNDERSTANDING OF ONESELF AND OTHERS AND BE INTRODUCED TO ASPECTS OF OUR NATIONAL CULTURE.
  - **IMPORTANCE OF RULES AND RESPONSIBILITIES**
  - **INDIVIDUAL ROLES IN A COMMUNITY**
  - **PERSONAL DECISION-MAKING**
  - **FAMILIARITY WITH GEOGRAPHIC MODELS**
  - **CULTURE IN THE HOME, SCHOOL, AND COMMUNITY**
  - **AMERICAN SYMBOLS, HOLIDAYS, AND TRADITIONS**
  - **CHARACTER EDUCATION**

# CURRICULUM OVERVIEW

- **OTHER AREAS COVERED**

- IN ADDITION TO THE GENERAL CURRICULUM, YOUR CHILDREN WILL ALSO BE EXPOSED TO:
  - **HEALTH AND HYGIENE**
  - **PHYSICAL EDUCATION**
  - **BASIC SPANISH**
  - **MUSIC**
  - **ART**
  - **CONFLICT RESOLUTION**

# CONFERENCES AND ASSESSMENTS

- CONFERENCES

- TWO TIMES PER YEAR

- NOVEMBER: PARENT/TEACHER CONFERENCE

- MARCH: STUDENT/TEACHER GUIDED CONFERENCE

# CONFERENCES AND ASSESSMENTS

- ASSESSMENTS

- STARFALL

- AREAS OF ASSESSMENT

- MATH
      - PHONICS
      - READING FLUENCY
      - READING COMPREHENSION

# CONFERENCES AND ASSESSMENTS

- **ASSESSMENT MILESTONES**

- **ENTRY ASSESSMENT**

- ESTABLISHES A BASELINE FOR EACH CHILD, AND WILL BE ADMINISTERED DURING THE FIRST TWO WEEKS OF THE SCHOOL YEAR.
- STUDENTS WILL BE PERIODICALLY REASSESSED IN ANY AREA NOT MASTERED ON THE ENTRY ASSESSMENT BEFORE ADMINISTERING THE MID-YEAR ASSESSMENT.
- STUDENTS WHO MASTER ALL AREAS OF THE ENTRY ASSESSMENT WILL BE GIVEN THE MID- YEAR ASSESSMENT AT THE BEGINNING OF THE SCHOOL YEAR

- **MID-YEAR ASSESSMENT**

- THE MID-YEAR ASSESSMENT IS EXTREMELY VALUABLE. IT ALLOWS THE TEACHER TO DETERMINE WHICH CHILDREN ARE ON OR ABOVE GRADE LEVEL, AND WHICH CHILDREN NEED ACADEMIC INTERVENTIONS. FOR CHILDREN NEEDING REVIEW AND REINFORCEMENT, SMALL GROUPS AND ONE-ON-ONE INSTRUCTION WILL BE GIVEN.

- **EXIT ASSESSMENT**

- THE END OF THE YEAR ASSESSMENT COMPLETES THE STARFALL ASSESSMENT YEAR. THIS ASSESSMENT HELPS TO EVALUATE MY INSTRUCTION, AND PROVIDES DATA REGARDING THE STUDENTS UNDERSTANDING OF THE CURRICULUM



# CONFERENCES AND ASSESSMENTS

- **ASSESSMENT TYPES**

- **SUMMATIVE ASSESSMENTS**

- SUMMATIVE ASSESSMENTS ARE CONDUCTED EACH WEEK DURING LEARNING CENTERS EACH FRIDAY. THESE ASSESSMENTS PROVIDE ONGOING EVALUATIONS OF THE SKILLS AND CONCEPTS PRESENTED DURING THE UNIT. THE SUMMATIVE ASSESSMENTS ARE DIRECTLY RELATED TO THE STANDARDS.

- **FORMATIVE ASSESSMENTS**

- FORMATIVE ASSESSMENTS ARE INCLUDED AT THE END OF EACH LESSON. THE GOAL OF THE FORMATIVE ASSESSMENT IS TO MONITOR CHILDREN'S LEARNING AND TO PROVIDE ONGOING FEEDBACK. MORE SPECIFICALLY, FORMATIVE ASSESSMENTS TARGET AREAS THAT NEED ADDITIONAL PRACTICE, AND HELP THE TEACHER RECOGNIZE AREAS IN WHICH CHILDREN ARE STRUGGLING, AND ADDRESS THOSE AREAS IMMEDIATELY

# DAILY SCHEDULE

Daily Schedule 2025-26 School year (tentative) Eagles Room	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast Student Choice Activity Pledge	Breakfast Student Choice Activity Pledge	Breakfast Student Choice Activity Pledge	Breakfast Student Choice Activity Pledge	Breakfast Student Choice Activity Pledge
8:30- 9:00	Phonic/Spelling	Phonic/Spelling	Phonic/Spelling	Phonic/Spelling	Phonic/Spelling
9:00-10:00	*Penmanship *Grammar *Reading (Whole Group)	*Penmanship *Grammar *Reading (Whole Group)	*Penmanship *Grammar *Reading (Whole Group)	*Penmanship *Grammar *Reading (Whole Group)	*Penmanship *Grammar *Reading (Whole Group)
10:00-10:30	Recess	Recess	Recess	Recess	Recess
10:30-11:30	*Writing (Whole Class) *Reading/Groups *Center Practice Phonic/ spelling, Grammar/ Writing.	*Writing (Whole Class) *Reading/Groups *Center Practice Phonic/ spelling, Grammar/Writing.	*Writing (Whole Class) *Reading/Groups *Center Practice Phonic/ spelling, Grammar/Writing	*Writing (Whole Class) *Reading/Groups *Center Practice Phonic/ spelling, Grammar/Writing	Writing (Whole Class) *Reading/Groups *Center Practice Phonic/ spelling, Grammar/Writing
11:30-12:00	Group meeting Morning review	Group meeting Morning review	Group meeting Morning review	Group meeting Morning review	Group meeting Morning review
12:00-12:15	Ready for lunch hand washing	Ready for lunch hand washing	Ready for lunch hand washing	Ready for lunch hand washing	Ready for lunch hand washing
12:15-1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00-2:00	Math meeting Saxon math (Whole Group) & (small Group)	Math meeting Saxon math (Whole Group) & (small Group)	Math meeting Saxon math (Whole Group) & (small Group)	Math meeting Saxon math (Whole Group) & (small Group)	Math meeting Saxon math (Whole Group) & (small Group)
2:00-2:30	Social Studies	Music	Social Studies	Art/Culinary	Social Studies
2:30-3:00	Art	Science	Physical Education	Science	Spanish
3:15-3:30	*Pack up! *Homework Folders. *End of day song	*Pack up! *Homework Folders. *End of day song.	*Pack up! *Homework Folders. *End of day song.	*Pack up! *Homework Folders. *End of day song.	*Pack up! *Homework Folders. *End of day song

# POLICIES AND GUIDELINES

# ATTENDANCE

- ALL CHILDREN MUST BE IN ATTENDANCE NO LATER THAN 8:30 AM
- CHILDREN THAT COME LATE DISRUPT THE FLOW OF THE CLASSROOM AND TAKE AWAY FROM THE EDUCATION TEACHER IS PROVIDING.
- CHILDREN THAT COME AFTER 8:30 MAY NOT BE ACCEPTED UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE (WE UNDERSTAND DOCTOR APPOINTMENTS, ETC.)
- IF YOUR CHILD IS COMING FOR BREAKFAST, PLEASE ARRIVE NOT LATER THAN 8:10 AM TO AVOID DELAY IN START OF CLASSROOM SCHEDULE.

# HOMework

- THE CHILDREN WILL HAVE MATH AND LANGUAGE ARTS HOMEWORK MONDAY-THURSDAY NIGHTS.
- THE HOMEWORK IS DESIGNED TO REINFORCE CONCEPTS LEARNED IN SCHOOL.
- THE HOMEWORK SHOULD NOT TAKE THE CHILDREN MORE THEN APPROXIMATELY 15 MINUTES TO COMPLETE.
- STUDENTS SHOULD COMPLETE THEIR HOMEWORK INDEPENDENTLY.
- PARENTS CAN CLARIFY DIRECTIONS AND RE-EXPLAIN CONCEPT OR IDEA IF THE CHILD IS HAVING TROUBLE.
- IN ADDITION TO HOMEWORK, PLEASE MAKE SURE CHILDREN ARE READING EVERY NIGHT.
- IF YOUR CHILD CAN NOT READ YET, PLEASE READ TO THEM. THIS IS THE BEST WAY TO HELP YOUR CHILD DEVELOP INTO A FLUENT READER.

# CLASSROOM RULES

- **BE RESPECTFUL**
- **BE RESPONSIBLE**
- **BE SAFE**
- **BE KIND**
- **BE HELPFUL**



# CLASSROOM BEHAVIORS

- **WE USE POSITIVE DISCIPLINE IN OUR SCHOOL.**
- **IT IS AN EXTREMELY EFFECTIVE WAY OF MAINTAINING AN EFFECTIVE CLASSROOM ENVIRONMENT OF LEARNERS AND COMMUNICATING TO OUR STUDENTS THAT WE VALUE THEM.**
- **WITH POSITIVE DISCIPLINE, WE RECOGNIZE THE CHILD FOR DOING THE “RIGHT THING” BY PROVIDING GENUINE FEEDBACK ABOUT WHAT THEY HAVE DONE AND WHY IT IS APPRECIATED.**
- **THIS SIMPLE ACTION COMMUNICATES A GREAT DEAL TO ALL STUDENTS. THEY LEARN THAT THEY ARE RECOGNIZED FOR POSITIVE BEHAVIORS, HELPING OTHERS AND DOING THEIR BEST IN THEIR SCHOOL WORK.**
- **WHILE WE USE POSITIVE AND ENCOURAGING WORDS WITH OUR STUDENTS, THEY ARE ALSO PROVIDING AN EXCELLENT ROLE MODEL FOR OTHER CHILDREN WHEN THEY WORK EFFECTIVELY WITH OTHERS.**
- **WE EXPECT ALL OF OUR STUDENTS TO DISPLAY THESE BEHAVIORS WHILE FOLLOWING CLASSROOM AND SCHOOL RULES. MOST IMPORTANTLY, WE EXPECT ALL STUDENTS TO NOT INTERFERE WITH THE LEARNING OF OTHER STUDENTS.**
- **STUDENTS WILL DEVELOP A “GROWTH MINDSET” THINKING THAT CREATES A GOOD ENVIRONMENT FOR LEARNING WITHIN OUR BRAINS.**

# EMPOWERMENT SCHOLARSHIP ACCOUNT (ESA)

- FAMILIES THAT RECEIVE ASSISTANCE THROUGH DES CHILDCARE ASSISTANCE ARE ELIGIBLE TO ATTEND OUR PROGRAM AT NO ADDITIONAL CHARGE.
- FOR FAMILIES THAT DO NOT QUALIFY FOR DES SUBSIDIES, WITH THE APPROPRIATE APPROVAL, ESA IS AN ALTERNATIVE THAT ALLOWS FOR FAMILIES TO ENROLL AND NOT PAY FOR THE KINDERGARTEN ONLY PORTION OF THE PROGRAM. THOSE NEEDING BEFORE/AFTERCARE WILL PAY AN ADDITIONAL FEE.
- ESA IS A PROGRAM THAT WAS ORIGINALLY CREATED TO HELP CHILDREN WITH DISABILITIES THAT WERE NOT SERVED BY THE PUBLIC SCHOOLS, PROVIDING A WAY TO LEVERAGE PRIVATE SCHOOL OPPORTUNITIES. THE PROGRAM HAS ADAPTED OVER THE YEARS AND NOW OFFERS A GENERAL EDUCATION FUNDING OPTION.
- ANY FAMILY CAN NOW APPLY FOR ESA FUNDING THROUGH THE DEPT. OF EDUCATION. GENERALLY SPEAKING THIS WILL COVER OUR PROGRAM'S TUITION.
- OUR TEAM IS AVAILABLE TO DISCUSS ESA WITH YOU. ADDITIONAL INFORMATION IS AVAILABLE AT [WWW.AZED.GOV/ESA](http://WWW.AZED.GOV/ESA)



QUESTIONS?

# THANK

# YOU

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