

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

# PREKINDERGARTEN

PROGRAM EVALUATION

2021-2022



# Early Childhood Philosophy Statement

To create self-motivated, life-long learners, early childhood programs in Spring Branch provide a developmentally appropriate, integrated curriculum that enhances the social/emotional, intellectual, aesthetic, and physical development of each child while nurturing autonomy, self-esteem, and success.

## **We believe that children learn best when the environment:**

- is nurturing and secure
- is print-rich
- is discovery-oriented
- is arranged in learning centers
- provides an abundance of concrete materials
- is safe, well-maintained, and appropriate in meeting individual needs

## **We believe that children learn best when they:**

- are secure and successful
- are actively involved in their learning
- have the opportunity to work cooperatively to problem solve, make decisions and choices
- evaluate their own learning
- take responsibility for their choices
- are sensitive to needs and differences of others
- internalize knowledge as a result of discovery

**We believe that children learn best when the curriculum:**

- is integrated
- is developmentally appropriate
- addresses different learning styles
- provides for individual differences
- is flexible
- is stimulating
- provides concrete activities
- encourages self-motivation
- is meaningful
- is fun

**We believe that children learn best when the teacher:**

- is sensitive to individual differences
- uses a wide variety of methods and materials
- acts as a facilitator
- is knowledgeable about child development
- is the decision-maker based on the needs of the children
- is a liaison between home and school
- ensures the success of every child
- is warm, caring, positive, and creates a nurturing environment

## Early Childhood Program Self-Assessment for Prekindergarten Results

**Mark your status for each strategy using the following key: D= Developing P= Proficient E= Exemplary**

Strategy	Status	Strategy	Status	Strategy	Status
<b>Access/Enrollment</b>		<b>Instruction</b>		<b>Family Engagement</b>	
Eligible 4-Year-Olds	<b>P</b>	Instructional Activities	<b>E</b>	Family Engagement Plan	<b>E</b>
Eligible 3-Year-Olds	<b>D</b>	Instructional Settings	<b>P</b>	Communication Practices	<b>E</b>
Outreach Strategies	<b>E</b>	Supporting Special Populations	<b>E</b>	Inclusive Fam. Eng. Policy	<b>E</b>
Enrollment Plan	<b>E</b>	Teacher Interactions w/Students	<b>E</b>	Family Conferences/Home Visits	<b>E</b>
Enrollment Process	<b>E</b>	Supporting the Whole Child	<b>E</b>	Reporting Student Progress	<b>E</b>
<b>Administrative and Teaching Staff</b>		Student to Teacher Ratio	<b>P</b>	Program Expectations	<b>E</b>
Educational Aide Qualifications	<b>P</b>	<b>Assessment</b>		Attendance Plan	<b>E</b>
Teacher Qualifications	<b>P</b>	Formative Assessment	<b>E</b>	On-Campus Opportunities	<b>P</b>
Teacher Evaluations	<b>D</b>	Summative Assessment	<b>E</b>	Participation	<b>P</b>
Teacher Professional Development	<b>E</b>	Data Driven Practices	<b>E</b>	Support to Families	<b>E</b>
Coaching and Mentoring	<b>E</b>	Family Input	<b>E</b>	<b>Transitions</b>	
Administrator Professional Development	<b>E</b>	Referrals/Intervention	<b>E</b>	LEA/non-LEA Shared Prof. Dev.	<b>P</b>
Leading Continuous Improvement	<b>E</b>	<b>Learning Environments</b>		Collaborative Meetings w/Early Care & Education Providers	<b>D</b>
<b>Curriculum</b>		Physical Arrangement	<b>P</b>	Sharing Student Data	<b>E</b>
Curriculum	<b>E</b>	Link to Classroom Instruction	<b>E</b>	Family Transition Strategies	<b>E</b>
Scope and Sequence	<b>E</b>	Procedures and Routines	<b>E</b>	Transition Plan	<b>E</b>
Curricular Integration	<b>E</b>	Supporting Student Behavior	<b>E</b>		
Vertical Alignment	<b>P</b>	Daily Schedule	<b>E</b>		
Horizontal Alignment	<b>E</b>	Classroom Displays	<b>E</b>		
		Outdoor Environment	<b>E</b>		

# Continuous Improvement Worksheet

## Strengths Identified

1. **Instruction**
2. **Curriculum**
3. **Learning Environment**
4. **Assessments**
5. **Professional Development**
6. **Coaching and Mentoring**
7. **Family Engagement**

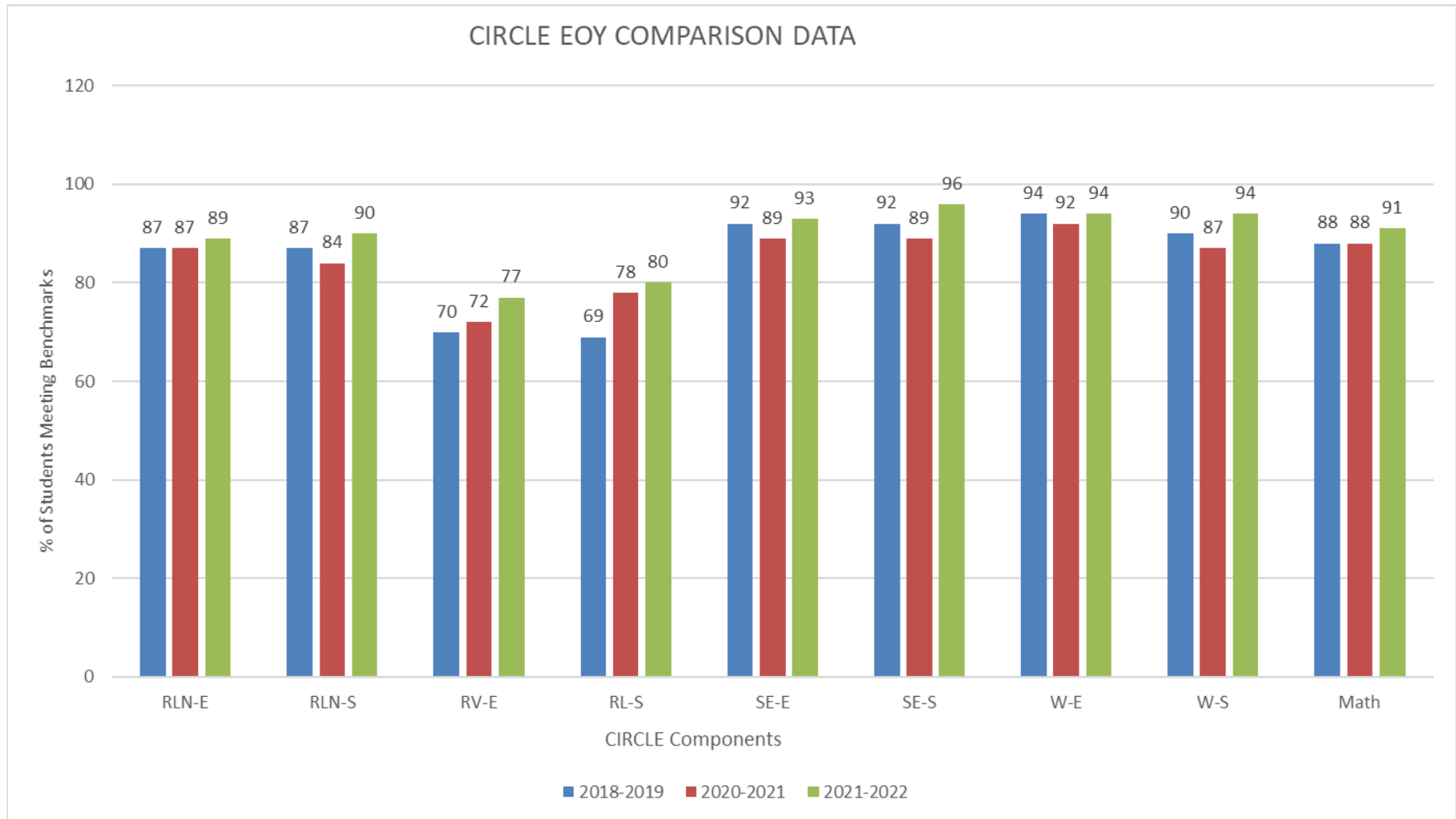
## Opportunities to Grow

1. **Teacher Evaluation – early childhood supplemental tool**
2. **Instructional Settings**
3. **Enrollment - Eligible 3 year olds**
4. **Vertical Alignment**
5. **Collaborative Meetings with Early Childhood Centers**

## Next Steps for Continuous Improvement

1. Consider the use of an early childhood specific teacher evaluation tool to supplement our district teacher evaluation tool.
2. Increase opportunities for instruction in a variety of settings that maximizes student choice and interest, particularly outdoors.
3. Continue to grow our PK 3 program to increase enrollment.
4. Continue collaborative meetings with Kindergarten to strengthen the alignment of our curriculum, instruction, and assessments.
5. Establish collaborative meetings with daycares and other local childcare providers.

## PK 4 CIRCLE PROGRESS MONITORING 2022 END OF YEAR DATA



RLN - Rapid Letter Naming  
 RV - Rapid Vocabulary  
 SE - Social Emotional  
 W - Writing  
 E - English, S - Spanish

# Program Evaluation Information

The Texas Education Agency Early Childhood Program Self-Assessment Tool was used to complete the program evaluation.

Data used to inform the program evaluation:

- CIRCLE Progress Monitoring Assessment Data
- Local Teacher Survey
- Local Formative Assessments
- PK Demographic and Enrollment Information

## Program Evaluation Committee

Name	Title
April Falcon-Blanco	Prekindergarten & Early Childhood Director
Leslie Marquez	Multi-Classroom Leader for Prekindergarten
Susan Coscio	Prekindergarten Coach
Alexis Rosales	Prekindergarten Coach
Griselda Balbuena	Prekindergarten Coach