

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

# PREKINDERGARTEN

PROGRAM EVALUATION

2022-2023



# Early Childhood Philosophy Statement

To create self-motivated and life-long learners, early childhood programs in Spring Branch provide a developmentally-appropriate, integrated curriculum 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>P</b>	Instructional Settings	<b>E</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>D</b>
Teacher Professional Development	<b>E</b>	Data Driven Practices	<b>E</b>	Support to Families	<b>E</b>
Coaching and Mentoring	<b>P</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>E</b>	Sharing Student Data	<b>D</b>
Curriculum	<b>E</b>	Link to Classroom Instruction	<b>E</b>	Family Transition Strategies	<b>E</b>
Scope and Sequence	<b>P</b>	Procedures and Routines	<b>E</b>	Transition Plan	<b>D</b>
Curricular Integration	<b>E</b>	Supporting Student Behavior	<b>P</b>		
Vertical Alignment	<b>E</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. Assessments
4. Professional Development
5. Learning Environment
6. Family Engagement

## Opportunities to Grow

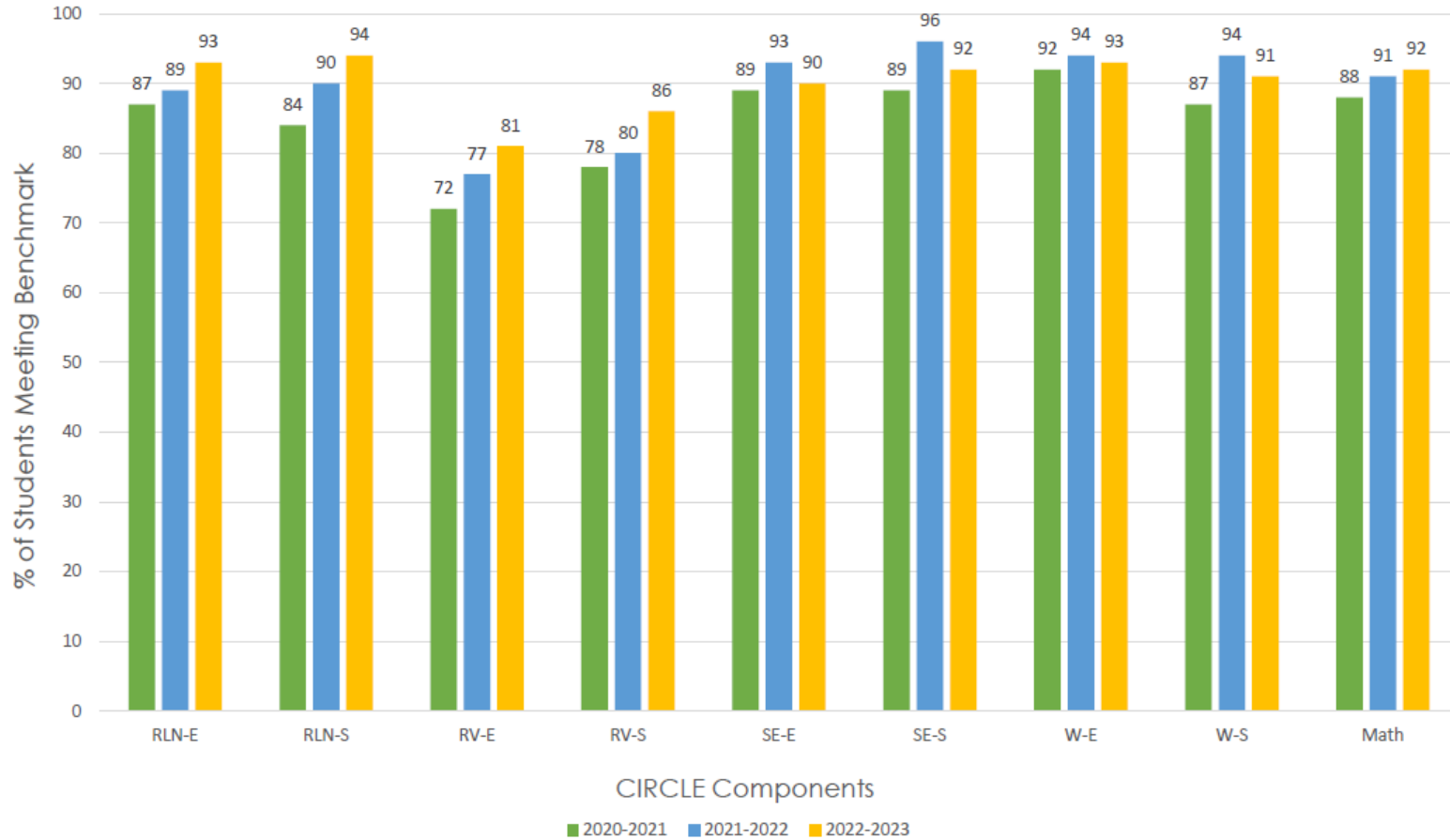
1. Teacher Evaluations – Consistent use of an Early Childhood specific teacher evaluation tool to supplement our district adopted teacher | evaluation tool (TTESS).
2. Transitions – Increase collaboration with day cares and other non-LEA programs to support transitions.

## Next Steps for Continuous Improvement

1. Establish collaborative meetings and shared professional development with daycares and other non-LEA programs to support transitions.
2. Consider the development of a more specific transition plan that includes non-LEA programs.
3. Continue to support teacher mentoring and coaching so ALL Pre-K teachers receive support during the year.

## PK 4 CIRCLE PROGRESS MONITORING

CIRCLE EOY COMPARISON DATA 2021-2023



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 and information used to inform the program evaluation:

- CIRCLE Progress Monitoring Assessment Data
- Local Formative Assessments
- PK Demographic and Enrollment Information
- District Family Engagement Plan
- SBISD Prekindergarten Coaching logs
- SBISD Prekindergarten Curriculum

## Program Evaluation Committee

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