

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

PREKINDERGARTEN

PROGRAM EVALUATION

2023-2024



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

Continuous Improvement Worksheet

Strengths Identified

1. Instruction
2. Curriculum
3. Assessments
4. Professional Development
5. Learning Environment
6. Family Engagement

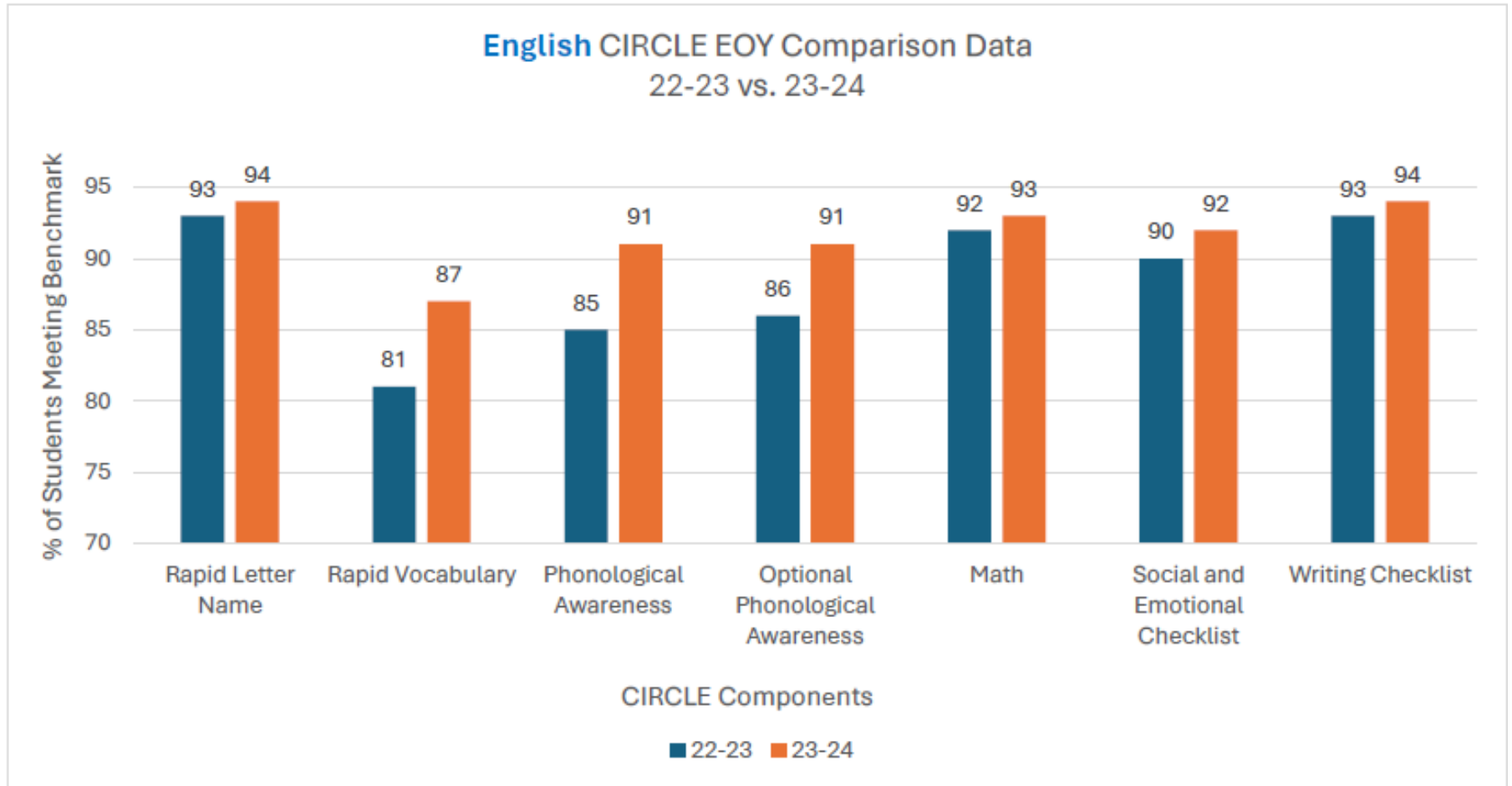
Opportunities to Grow

1. Teacher Evaluations – Consistent implementation of an Early Childhood specific tool to supplement our district adopted teacher evaluation tool (TTESS).
2. Transitions- Increase collaborative meetings with non-LEA early care providers to support transitions.

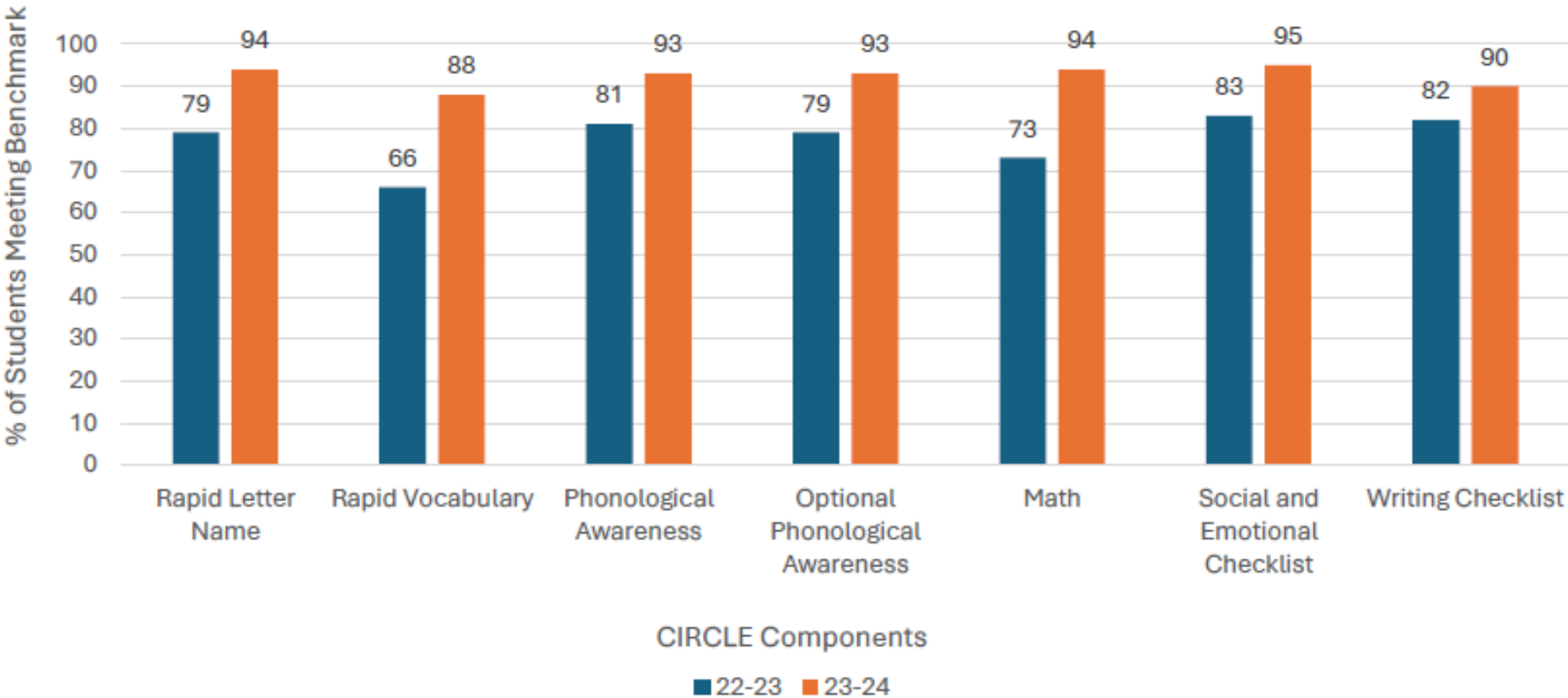
Next Steps for Continuous Improvement

1. Increase collaborative meetings and shared professional development with non-LEA programs to support transitions.
2. Train early childhood leaders to utilize the TEA Instructional Leadership Tool for Early Childhood to supplement the TTESS Teacher Evaluation tool.

PK 4 CIRCLE PROGRESS MONITORING



Spanish EOY CIRCLE Comparison Chart Title
22-23 vs. 23-24



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