



Early Childhood Continuous Improvement Plan

Early Childhood Program Self-Assessment for Pre-Kindergarten Results

Galveston ISD conducted a program self-assessment of its Prekindergarten program to determine the quality of the program using a voluntary tool provided by the Texas Education Agency. We are using the results of the program self-assessment as part of our continuous improvement efforts to better serve our students and families. If you have any questions about the results of the program self-assessment, please contact Mary Patrick, Executive Director or Special Programs at Marypatrick@gisd.org or 409-766-5172.



Strengths Identified:

- Outreach Strategies/Enrollment for 4 years old**
- Teacher Qualifications**
- Curriculum/Scope and sequence**
- Curricular Integration**
- Instructional Activities/Instructional Settings**
- Teacher Interactions with Students**
- Supporting the Whole Child/Student to Teacher Ratio**
- Physical Arrangements/Classroom Displays**
- Link to Classroom Instructions**
- Procedures and Routines/Daily Schedule**
- Outdoor Environment**
- Family Engagement Plan/Communication Practices**
- Inclusive Family Engagement Policy**
- On Campus Opportunities/Participation**
- Reporting Student Progress/Support to Families**



Continuous Improvement

- Formative and Summative Assessment**
- Data Driven Practices**
- Vertical Alignment**
- Family Input**
- Referrals/Interventions**
- Supporting Student Behavior**
- LEA/Non- LEA Shared Professional Development**



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Opportunities to Grow Identified:

- Access/Enrollment for eligible 3 years old
- Administrator Professional Development
- Attendance Plan
- Expectations
- On-Campus Opportunities
- LEA/Non- LEA Shared Professional Development
- Collaborative Meetings with Early Care and Education Providers
- Transition Plan/Family Transition Strategies

Prekindergarten Continuous Improvement Plan

To improve the quality of our pre-kindergarten program Galveston ISD will focus on three quality strategies identified in the Early Childhood Program Self-Assessment provided by TEA. The two strategies include:

1. Data Driven Practices
2. Vertical Alignment

Focus Strategy: Data Driven Practices

Current Leveling: Developing
 LEA staff will provide training on strategies with pre-kindergarten and kindergarten staff on how to use data to drive instruction. The LEA has begun with two pilot campuses and will add additional campuses next year.

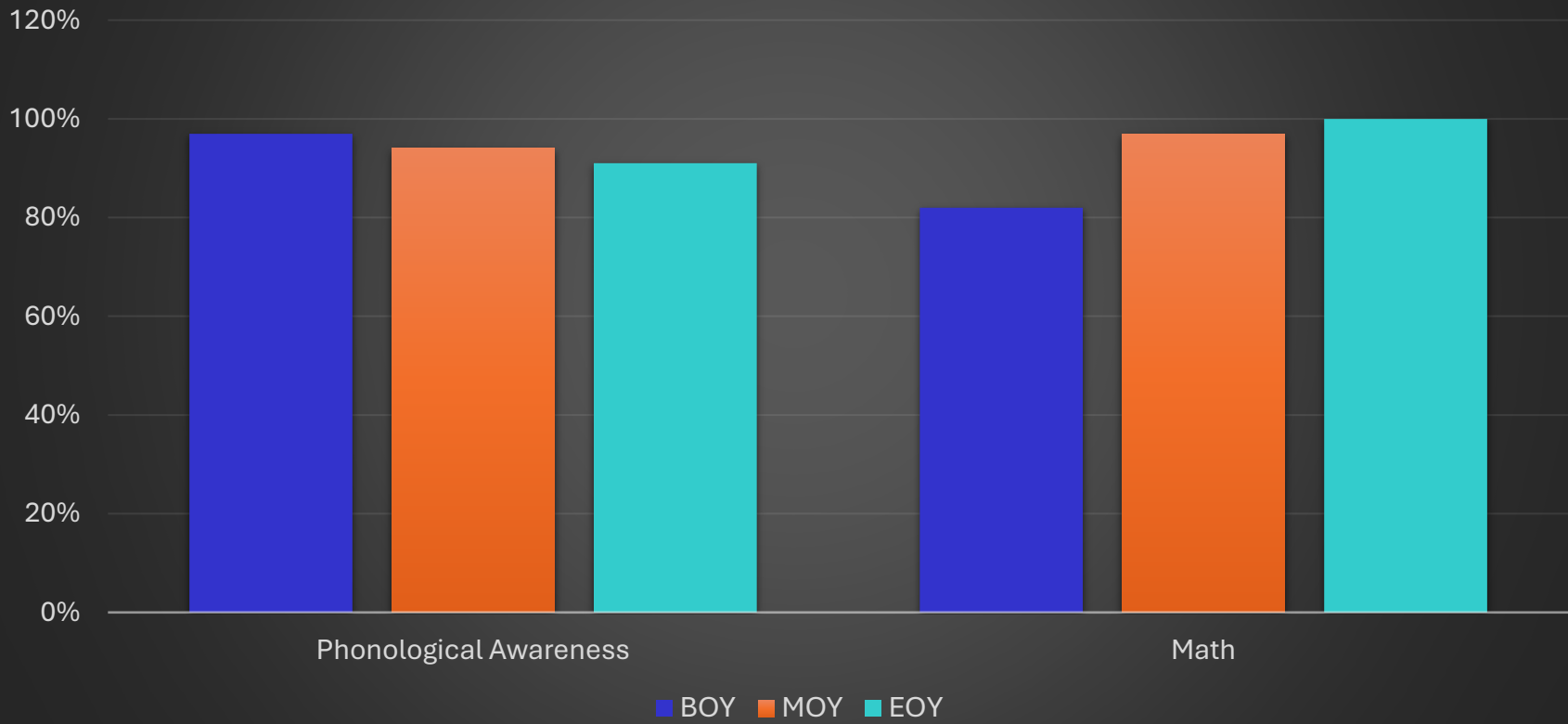
Goal

Action Step	Responsible Party	Data Collected	Timeline	Status/Notes
LEA will conduct training and share the process that prekindergarten teachers will use to analyze results of progress monitoring to drive instruction.	Executive Director Principal Director Specialists Campus Staff	Survey results on the effectiveness of the training	Training is occurring on the two pilot campuses for the 23-24 school year and during the 24-25 school year with remaining campuses	
LEA will meet in PLC meetings with prekindergarten and kindergarten team to assist with the vertical alignment between the two grade levels.	Executive Director Principal Director Specialists Campus Staff	Survey results on the effectiveness of the PLC meetings	Training is occurring on the two pilot campuses for the 24-25 school year and during the 25-26 school year with remaining campuses	



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Circle Progress Monitoring Results Spanish 23 - 24





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Circle Progress Monitoring Results English 23 – 24

