

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

PREKINDERGARTEN

PROGRAM EVALUATION

2024-2025



Early Childhood Philosophy Statement

In pursuit of cultivating intrinsically motivated, lifelong learners, early childhood programs within Spring Branch Independent School District are grounded in a developmentally appropriate curriculum designed to holistically support each child's social, emotional, cognitive, and physical growth. Central to this philosophy is the promotion of autonomy, positive self-concept, and individual success.

We believe that children thrive in environments that are:

- Nurturing, predictable, and emotionally secure
- Rich in print and language experiences
- Structured to promote inquiry, exploration, and discovery
- Organized into clearly defined and purposeful learning centers
- Equipped with a variety of developmentally appropriate, hands-on materials
- Safe, clean, and responsive to the individual developmental needs of each learner

We believe that effective learning occurs when children:

- Feel secure, valued, and experience consistent success
- Are actively engaged in authentic and meaningful learning experiences
- Collaborate with peers to solve problems, make choices, and exercise agency
- Reflect on and evaluate their own learning processes
- Accept responsibility for their actions and learning behaviors
- Demonstrate empathy and an appreciation for individual differences
- Construct knowledge through experiential and discovery-based activities

We believe that children learn best when the curriculum:

- Is interdisciplinary and developmentally appropriate
- Reflects an understanding of varied learning styles
- Differentiates instruction to address individual strengths and needs
- Remains flexible and responsive to the evolving interests of the children
- Is stimulating, engaging, and rooted in concrete, hands-on experiences
- Encourages intrinsic motivation and active participation
- Is meaningful, enjoyable, and promotes a love for learning

The role of the teacher is critical in fostering an environment conducive to optimal development and learning.

We believe that children learn best when the teacher:

- Is attuned to and respectful of individual differences
- Employs a diverse range of instructional strategies and materials
- Functions as a facilitator of learning rather than a transmitter of knowledge
- Demonstrates a strong understanding of child development principles
- Makes informed, intentional decisions based on the needs and interests of the children
- Serves as a bridge between home and school, fostering strong family partnerships
- Is committed to the success of every child
- Cultivates a warm, caring, and nurturing learning environment

The philosophy and belief statements underscore Spring Branch ISDs dedication to creating inclusive, responsive, and engaging early childhood programs that honor the unique potential of every child and lay a strong foundation for lifelong learning and well-being.

Early Childhood Program Self-Assessment for Prekindergarten Results

Mark the 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	D	Instructional Settings	E	Communication Practices	D
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	P	On-Campus Opportunities	E
Teacher Evaluations	D	Summative Assessment	E	Participation	D
Teacher Professional Development	P	Data Driven Practices	E	Support to Families	E
Coaching and Mentoring	D	Family Input	E	Transitions	
Administrator Professional Development	P	Referrals/Intervention	E	LEA/non-LEA Shared Prof. Dev.	D
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	E
Curricular Integration	E	Supporting Student Behavior	P		
Vertical Alignment	P	Daily Schedule	E		
Horizontal Alignment	E	Classroom Displays	E		
		Outdoor Environment	E		

Continuous Improvement Worksheet

Strengths Identified

Curriculum
Instruction
Assessment
Learning Environments
Family Engagement

Opportunities to Grow

- Administrative and Teaching Staff
- Teacher Evaluations
 - Coaching and Mentoring

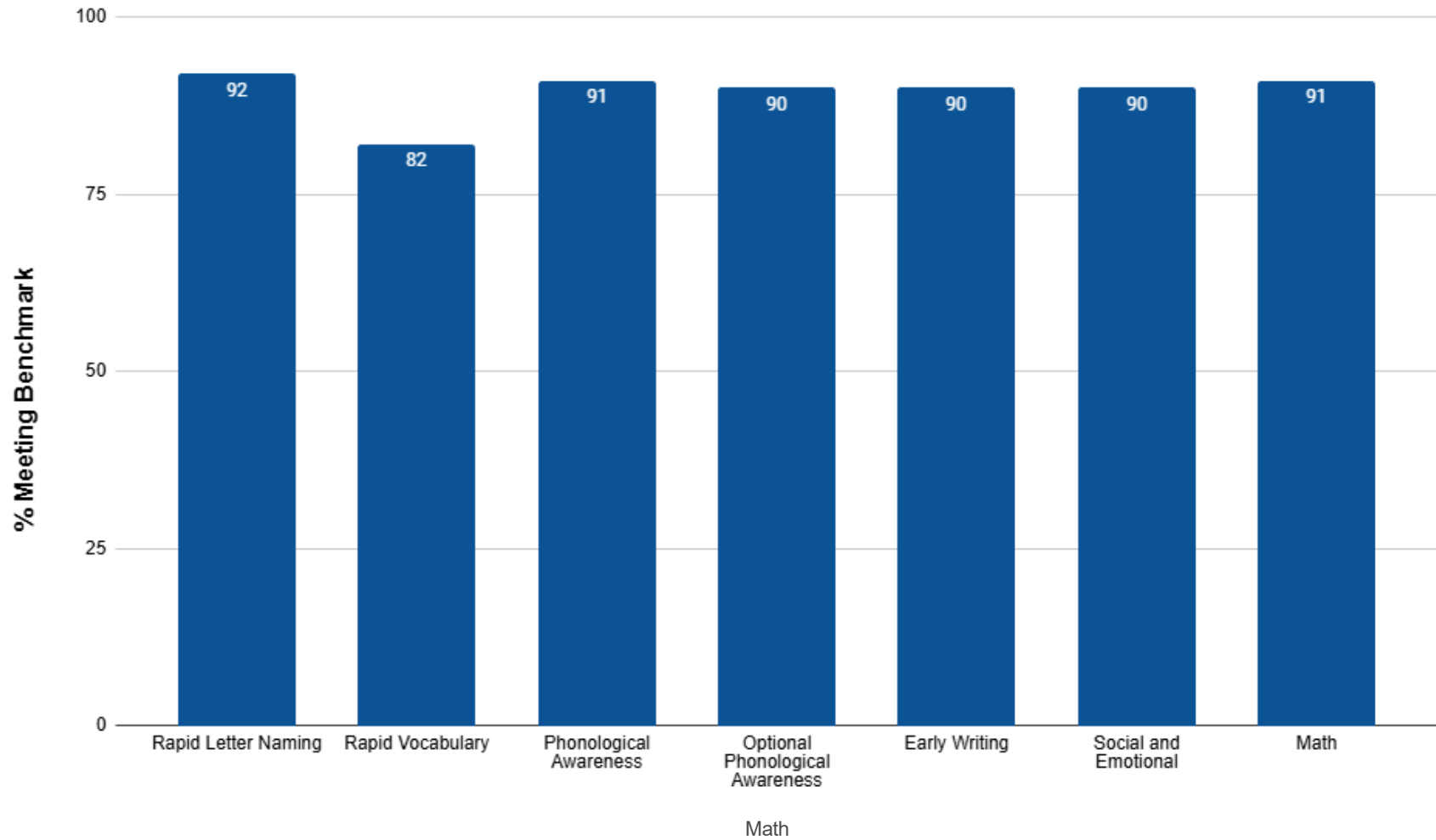
Next Steps for Continuous Improvement

Leverage campus teacher leaders to provide professional development, coaching, and mentoring for all teachers.

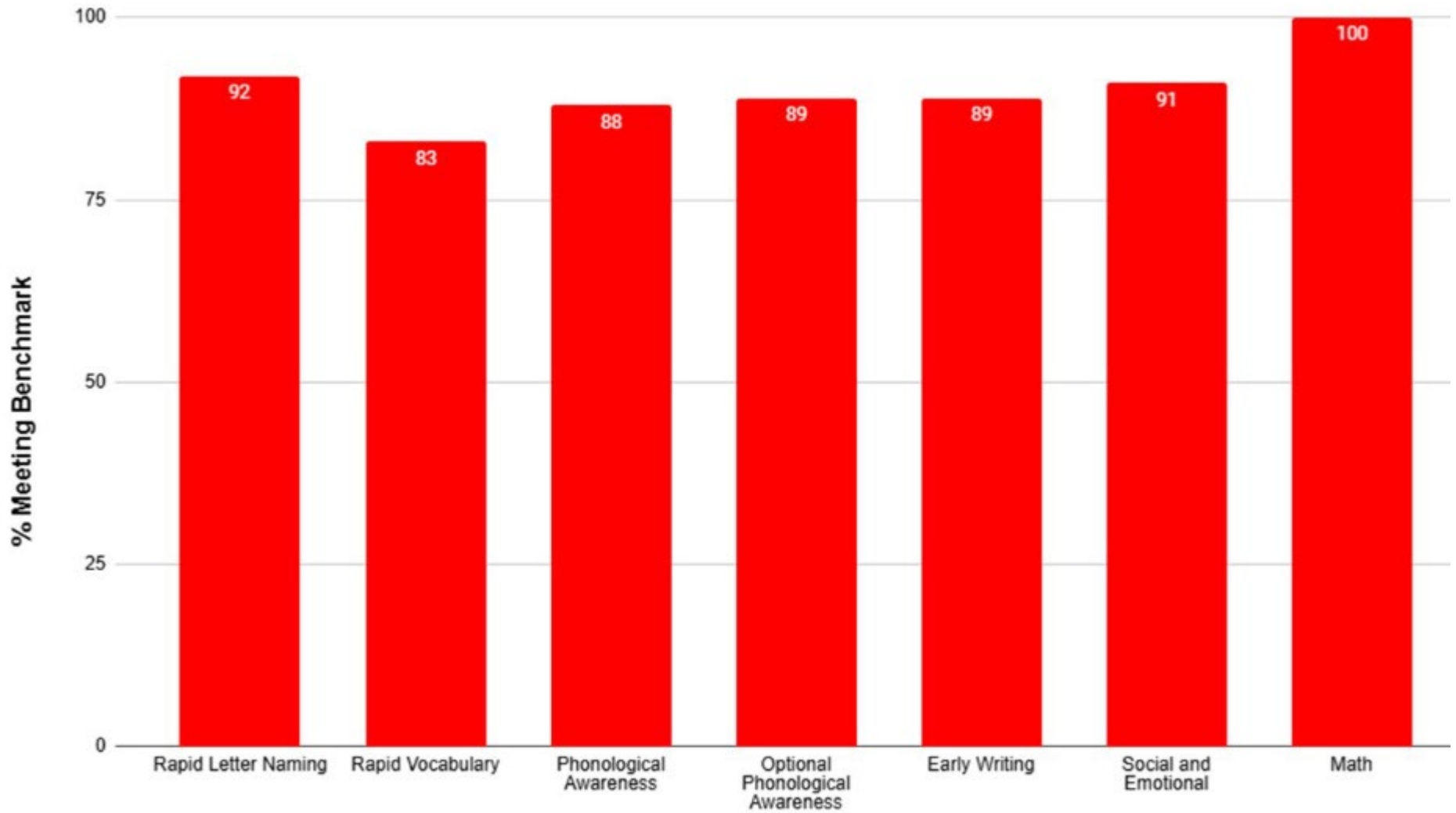
Ensure all administrators overseeing pre-K attend at least four annual trainings to support early childhood.

Increase collaborative meetings and shared professional learning opportunities with non-LEA programs to support transitions.

English CIRCLE Progress Monitor EOY Data 2024-2025



Spanish CIRCLE Progress Monitor EOY Data 2024-2025



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 completed by

Name	Title
April Falcon-Blanco	Prekindergarten & Early Childhood Director