



Splendor Independent School District

Early Childhood Program Self-Assessment for Prekindergarten

Evaluating the quality of our prekindergarten program allows us to identify strengths and areas for growth to ensure every child benefits from a rich, developmentally appropriate learning environment. Through continuous assessment and improvement, we can better support children's cognitive, social, and emotional development - laying a strong foundation for future academic success.

Program Self-Assessment Committee Members

Carrie Reed, Deputy Superintendent of Academics

Dawn Jackson, Director of Elementary Teaching and Learning

Shelley Wells, Elementary Humanities Coordinator

Rachel Coleman, Coordinator of Special Services

Shawn Anthony, Coordinator of Special Services

Susy Ramos, Multilingual Coordinator

Stephanie Morse, Principal, Timber Lakes Elementary

Renee Angelilli, PK Teacher

Ernesto Feldman, PK Dual Language Teacher

Jennifer Coker, Elementary Instructional Coach

Sandra Meekins, Elementary Guidance Counselor

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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
Access/Enrollment	
Eligible 4-Year-Olds	P
Eligible 3-Year-Olds	P
Outreach Strategies	D
Enrollment Plan	P
Enrollment Process	P
Administrative and Teaching Staff	
Educational Aide Qualifications	P
Teacher Qualifications	P
Teacher Evaluations	P
Teacher Professional Development	P
Coaching and Mentoring	P
Administrator Professional Development	D
Leading Continuous Improvement	D
Curriculum	
Curriculum	P
Scope and Sequence	E
Curricular Integration	P
Vertical Alignment	E
Horizontal Alignment	P

Strategy	Status
Instruction	
Instructional Activities	P
Instructional Settings Supporting	P
Special Populations Teacher	P
Interactions w/Students	E
Supporting the Whole Child	P
Student-to-Teacher Ratio	P
Assessment	
Formative Assessment	P
Summative Assessment Data	P
Driven Practices	P
Family Input	D
Referrals/Intervention	P
Learning Environments	
Physical Arrangement Link to	P
Classroom Instruction	P
Procedures and Routines	P
Supporting Student Behavior	P
Daily Schedule Classroom	P
Displays Outdoor Environment	P
	P

Strategy	Status
Family Engagement	
Family Engagement Plan	P
Communication Practices	P
Inclusive Fam. Eng. Policy Family	P
Conferences/Home Visits	P
Reporting Student Progress	D
Program Expectations	D
Attendance Plan On-Campus	P
Opportunities Participation	D
Support to Families	D
	D
Transitions	
LEA/non-LEA Shared Prof. Dev.	D
Collaborative Meetings w/Early Care & Education Providers	D
Sharing Student Data	D
Family Transition Strategies	D
Transition Plan	D

Continuous Improvement Worksheet

Strengths Identified

*Curriculum and Instruction

- Scope and Sequence : In-depth revisions in 2024-25 to ensure effective pacing
- Vertical Alignment: PK skills are well-aligned to support kindergarten readiness.

* Enrollment Plan

- Effective systems in place for PK round up and managing intake

Opportunities to Grow

*Transitions from outside entities to the PK program

- Collaborative meetings with local early childcare providers, LEA shared professional development with local childcare providers

*Outreach

- Family involvement and feedback

*Assessment

- Alignment of parent notification of CLI assessment results

Next Steps for Continuous Improvement

- 1) Host collaborative meetings with local early care providers and non-LEA partners to discuss student needs and family strategies.
- 2) Offer to host literacy days onsite at local early care providers and non-LEA partners.
- 3) Host a family transition workshop focusing on positive goodbyes and home preparation activities prior to the start of the upcoming school year.
- 4) Conduct a mid year PK family feedback survey.
- 5) Develop a district wide plan for how we share CLI assessment results with families.