



# RAISE THE GRADE

## Early Childhood Continuous Improvement Plan

Galveston ISD conducted a self-assessment of its Prekindergarten program to determine program quality using a voluntary tool provided by the Texas Education Agency. The results inform our continuous improvement efforts to better serve students and families.

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### EARLY CHILDHOOD PROGRAM SELF-ASSESSMENT FOR PRE-KINDERGARTEN RESULTS

STRENGTHS IDENTIFIED	CONTINUOUS IMPROVEMENT
<ul style="list-style-type: none"> <li>• Outreach Strategies / Enrollment for 4-year-olds</li> <li>• Teacher Qualifications</li> <li>• Curriculum / Scope and Sequence &amp; Curricular Integration</li> <li>• Instructional Activities / Instructional Settings</li> <li>• Teacher Interactions with Students</li> <li>• Supporting the Whole Child / Student-to-Teacher Ratio</li> <li>• Physical Arrangements / Classroom Displays</li> <li>• Link to Classroom Instructions</li> <li>• Procedures and Routines / Daily Schedule</li> <li>• Outdoor Environment</li> <li>• Family Engagement Plan / Communication Practices</li> <li>• Inclusive Family Engagement Policy</li> <li>• On-Campus Opportunities / Participation</li> <li>• Reporting Student Progress / Support to Families</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and Summative Assessment</li> <li>• Data-Driven Practices</li> <li>• Vertical Alignment for Bilingual Students</li> <li>• Family Input</li> <li>• Referrals / Interventions</li> <li>• Supporting Student Behavior</li> <li>• LEA / Non-LEA Shared Professional Development</li> </ul>

### OPPORTUNITIES TO GROW IDENTIFIED

- Access / Enrollment for Eligible 3-year-olds
- 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 two quality strategies identified in the Early Childhood Program Self-Assessment provided by TEA:

● **Data-Driven Practices**

● **Vertical Alignment**

#### FOCUS STRATEGY 1: DATA-DRIVEN PRACTICES

**Current Leveling:**

Developing — LEA staff will continue to provide on-going training on strategies with pre-kindergarten and kindergarten staff on how to use data to drive instruction. All campuses will be involved.

ACTION STEP	RESPONSIBLE PARTY	DATA COLLECTED	TIMELINE	STATUS
LEA will conduct training and share the process that pre-kindergarten 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 continues with on-going follow-up on campuses for the upcoming year	
Teachers will meet with the campus Principal and District Administrator to assist with vertical alignment in Bilingual Education and English Language Instruction.	Executive Director Bilingual Director Principal Director Specialists Campus Staff	Vertical alignment of Bilingual instruction from PK3 to PK4 and K instruction	Survey results for Mid-Year and End-of-Year; revisions made as needed the following year	

**CIRCLE PROGRESS MONITORING RESULTS — 2025-26**

