

# High-Quality Prekindergarten Self-Assessment

Access/ Enrollment	Developing	Proficient	Exemplary
Eligible 4-year-olds		x	
Eligible 3-year-olds			x
Half-day and/or Full day			x
Outreach Strategies			x
Enrollment Plan		x	
Enrollment Process			x
Administrative & Teaching Staff	Developing	Proficient	Exemplary
Educational Aide Qualifications		x	
Teacher Qualifications		x	
Teacher Evaluations			x
Teacher Professional Development			x
Coaching and Mentoring		x	
Administrator Professional Development		x	
Leading Continuous Improvement		x	
Curriculum	Developing	Proficient	Exemplary
Curriculum		x	
Scope and Sequence		x	
Curricular Integration	x		
Vertical Alignment			x
Horizontal Alignment		x	
Instruction	Developing	Proficient	Exemplary
Instructional Activities		x	
Instructional Setting		x	
Supporting Special populations		x	
Children with Special Needs		x	

Teacher Interactions with Students			x
Supporting the Whole Child		x	
<b>Student to Teacher Ratio</b>	x		

Assessment	Developing	Proficient	Exemplary
Formative Assessment		x	
Use of Assessment Instrument		x	
Data-Driven Practices			x
Family Input	x		
Referrals/Intervention		x	
Learning Environments	Developing	Proficient	Exemplary
Physical Arrangement		x	
Link to Classroom Instruction		x	
Procedures and Routines		x	
Supporting Student Behavior		x	
Daily Schedule		x	
Classroom Displays		x	
Outdoor Environment	x		
Family Engagement	Developing	Proficient	Exemplary
Family Engagement Plan			x
Communication Practices		x	
Inclusive Family Engagement Policy			x
Family Conferences	x		
Reporting Student Progress	x		
Attendance Plan		x	
Program Expectations		x	

# High-Quality Prekindergarten Self-Assessment

<b>On-Campus Opportunities</b>	<b>x</b>		
Participation	<b>x</b>		
Support to Families	<b>x</b>		
<b>Transitions</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
Shared Professional Development	<b>x</b>		
Collaborative Meetings with Early Care and Education Providers	<b>x</b>		
Sharing Student Data	<b>x</b>		
Family Transition Strategies		<b>x</b>	
Transition Plan		<b>x</b>	

“Next Steps”

### Strengths Identified:

1. A Family Engagement Plan has been developed for BISD and has been consistently implemented to engage families in their child’s education, as well as reviewed annually for its effectiveness. The Family Engagement Plan is accessible on the district’s website and is used by staff in orienting families to the high-quality prekindergarten program.
2. BISD annually evaluates the high-quality prekindergarten program using more than two sources of data including student progress results and kindergarten readiness data.
3. BISD uses at least 4 different parent or caregiver outreach strategies. These include marquis, flyers sent in backpacks, flyers distributed throughout the community in partnership with other organizations, and social media.
4. A guiding coalition consisting of various stakeholders developed and implemented a district framework for our curriculum. The curriculum has a scope and sequence that ensures all concepts and skills in Prekindergarten Guidelines are introduced, reinforced, and practiced within the prekindergarten year.

5. There is a consistent vertical and horizontal alignment of the curriculum and instruction between PK-3 and prekindergarten classrooms, as evidenced by the consistent use of common curricular routines and daily schedules.

### Opportunities to Grow Identified:

1. **Curricular integration:** The district will continue to develop our BISD PK Curriculum Framework to provide teachers with resources to support curricular integration across all ten domains in the 2015 Texas Prekindergarten Guidelines.
2. **Instruction:** LEA maintains a student to teacher ratio of 11:1 or lower for the majority of the day in prekindergarten classrooms.
3. **Assessment (Family input):** LEA requires and supports teachers to involve families as partners in the assessment of their child's development twice during the school year.
4. **Learning Environments (Supporting Student Behavior):** The district will provide written guidance and ongoing training for administrators and teachers regarding age-appropriate expectations for behavior and the use of positive guidance.
5. **Learning Environments:** LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all pre kindergarteners, including students with disabilities. There are 3-4 natural elements present in the outdoor environment.
6. **Family Engagement:** LEA has a written expectation that family conferences are held twice per school year and that student assessment data is used to guide the conference.
7. **Family Engagement:** LEA provides guidance and support to teachers to ensure that teachers communicate weekly about classroom activities and curricular goals with families.
8. **Family Engagement:** LEA expects campuses to host five to eight opportunities for families to engage in activities on campus annually.
9. **Assessment:** LEA provides supports and ensures an assessment instrument from the Commissioner's List is utilized three times a

# High-Quality Prekindergarten Self-Assessment

year with all students to assess the five primary developmental domains.

## Next Steps for Continuous Improvement:

1. **Family engagement:** The district will work with campuses to develop written guidance for family conferences, as well as the on-campus engagement opportunities offered to families.
2. **Curricular integration:** The guiding coalition will continue to develop our BISD PK Curriculum Framework to provide teachers with resources to support curricular integration across all ten domains in the 2015 Texas Prekindergarten Guidelines.
3. **Supporting Student Behavior:** The district will work with campuses to develop written guidance and ongoing training for administrators and teachers regarding age-appropriate expectations for behavior and the use of positive guidance.