

2021-2022 High-Quality Prekindergarten Self-Assessment
Brazosport ISD

<https://tea.texas.gov>

Access/ Enrollment	Developing	Proficient	Exemplary
Eligible 4-year-olds		x	
Eligible 3-year-olds		x	
Outreach Strategies			x
Enrollment Plan			x
Enrollment Process			x
Administrative & Teaching Staff	Developing	Proficient	Exemplary
Educational Aide Qualifications	NA	x	NA
Teacher Qualifications	NA	x	NA
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

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Vertical Alignment			x
Horizontal Alignment		x	
Instruction	Developing	Proficient	Exemplary
Instructional Activities			x
Instructional Setting (majority of day in small-group instruction)		x	
Supporting Special Populations		x	
Children with Special Needs		x	
Teacher Interactions With Students			x
Supporting the Whole Child		x	
Student to Teacher Ratio (11:1)			x
Assessment	Developing	Proficient	Exemplary
Formative Assessment			x
Summative Assessment (Commissioner's List)		x	
Data-Driven Practices (Teachers use data)			x
Family Input (teachers involve families 2x/year in assessment)	x		
Referrals/Intervention		x	
Learning Environments	Developing	Proficient	Exemplary
Physical Arrangement		x	

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Link to Classroom Instruction			x
Procedures and Routines			x
Supporting Student Behavior			x
Daily Schedules			x
Classroom Displays (<i>predominantly student work, emergent writing</i>)		x	
Outdoor Environment		x	
Family Engagement	Developing	Proficient	Exemplary
Family Engagement Plan			x
Communication Practices (<i>communicate weekly</i>)		x	
Inclusive Family Engagement Policy			x
Family Conferences and/or Home Visits		x	
Reporting Student Progress		x	
Program Expectations			x
Attendance Plan			x
On-Campus Opportunities		x	
Participation		x	
Support to Families			x
Transitions	Developing	Proficient	Exemplary
Shared Professional Development	x		

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Collaborative Meetings with Early Care and Education Providers	x		
Sharing Student Data		x	
Family Transition Strategies		x	
Transition Plan		x	

Strengths Identified:

- ★ BISD uses at least five different parent or caregiver outreach strategies. These include booths located at community businesses, marquees, flyers distributed throughout the community in partnership with other organizations, and social media.
- ★ 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.
- ★ Our prekindergarten program provides support to teachers in the use of the curriculum. They are able to plan and implement activities to introduce and reinforce the practice of new skills. With a low student to teacher ratio, BISD teachers have time to engage in these activities along with students to support and scaffold learning. We continue to evaluate what is being taught through formative and summative assessments. These assessments drive practices to create better student outcomes.
- ★ 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. Each campus reports student progress to their families through report cards and other forms of data and provides strategies to improve student learning.

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Opportunities to Grow:

- **Coaching and Mentoring:** The district and campus will continue to ensure all new prekindergarten teachers receive coaching and mentoring. This begins with our TIP program where we introduce new teachers to the curriculum framework, T1 Priorities, and resources (ST Math, Frog Street).
- **Vertical Alignment:** BISD will support vertical alignment across prekindergarten - grade 2 curriculum and instruction is achieved through joint planning meetings at the district and campus level.
- **Horizontal Alignment:** Campuses will ensure teachers' planning meetings support horizontal alignment of the curriculum and instruction between pre kindergarten classrooms as evidenced by common curricular goals, routines, and schedules.
- **Classroom Displays:** The district and campus will continue to provide guidance and support to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, are predominantly student work, and include a variety of work samples (e.g. art, emergent writing, projects).
- **Family Conferences:** The district and campus will continue to have written expectations that family conferences are held *twice per school year* and that student assessment data is used to guide the conference. The campus will provide support so that teachers can offer families the options to meet before, during or after the school day.
- **On-Campus Opportunities:** The district will continue to expect campuses to host nine or more opportunities for families to engage in activities on campus annually. Covid has interrupted this goal, but we will continue to support these opportunities.

Next Steps for Continuous Improvement:

1. **Instructional Settings:** The district and campus will collaborate to support and ensure that the majority of daily instruction occurs through *small group instruction*, individualized instruction, and learning stations that include student choice and interests in both indoor and outdoor contexts.

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2. **Family Input:** The district and campus will continue to require and support teachers to involve families as partners in the assessment of their child's development *twice* during the school year.
3. **Communication Practices:** The district and campus will continue to provide guidance and support to teachers to ensure that teachers communicate *weekly* about classroom activities and curricular goals through multiple modes of communication with families.