

Early Childhood Program Self-Assessment

After reviewing the following categories and explanations, there have been some strengths identified with our Early Childhood Program. Additionally, there are some areas within the program that need to be addressed in order to promote improvement.

Categories:

- Access / Enrollment
- Administrative and Teaching Staff
- Assessment
- Curriculum
- Family Engagement
- Instruction
- Learning Environment
- Transitions

Please the following summarization of the results for each category.

Access / Enrollment: The majority of eligible 3 and 4 year olds attend our program and the outreach and enrollment process is in line with state expectations.

Administrative and Teaching Staff: While we will look into professional development opportunities for the administrative staff, qualifications for teachers and instructional aides meet state expectations.

Assessment: The assessments that are used to provide data for instructional purposes is in line with state expectations. We will seek additional methods to reach out to our early childhood student families to allow them to take part in the assessment process of the early childhood program.

Curriculum: The assessment revealed that the curriculum lacked alignment with kindergarten curriculum and introduced concepts at a pace that was less than beneficial for the students. To address this, kindergarten teachers will work collaboratively with the prekindergarten teacher(s) to ensure that newly adopted textbooks and curriculum align. This will focus on ensuring that specific objectives will be taught to ensure that students leave PreK solidly prepared for kindergarten, closing any learning gaps.

Family Engagement: With the exception of covid restrictions and obstacles, the campus scored within the expectations of the state in areas such as conferences, home visits, program expectations, attendance plans, and support.

Instruction: The instruction in the early childhood program is in line with the state expectations regarding supporting students with special needs, student interaction, engaging activities and teacher to student interaction.

Learning Environments: The assessment revealed that areas of alignment needed to be addressed which was also indicated under the curriculum portion of the evaluation. The alignment will not only focus on

curriculum but will address other areas as well. These areas will include alignment of procedures and routines, supporting student behavior, interactive student displays, and scheduling.

Transitions: Within student transition from one grade to the next, the early childhood program is in line with state expectations with the exceptions of establishing alignment and time provided to reflect on practices and student data.