



**Runge Elementary School
2024-2025**

Program Self-Assessment

PK

Instructions

The program self-assessment presents rubrics that outline indicators for three levels of quality for each strategy within each quality component. Complete the program evaluation tool by reading the indicators and selecting the indicator that best describes your program. Utilize the results from the tool to create a continuous improvement plan.

There is a strategy in "Access/Enrollment" that addresses 3-year-old prekindergarten programs. The rest of the self- assessment specifically addresses 4-year-old prekindergarten programs.

Step 1. Read the indicators at each level

Step 2. Circle the indicator that best describes your prekindergarten program

Step 3. Compile results using the chart on page 15

Step 4. Identify strengths, opportunities for growth, and next steps for continuous improvement on page 16

Step 5. Use results to create a continuous improvement plan



Access / Enrollment

Strategies	Developing	Proficient	Exemplary
Eligible 4-Year-Olds	Fewer than 50% of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	Between 50 and 75% of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	More than 75% of eligible 4-year-olds in the community, including 4-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
Eligible 3-Year-Olds	Fewer than 50% of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	Between 50 and 75% of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	More than 75% of eligible 3-year-olds in the community, including 3-year-old children with disabilities and multilingual learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
Outreach Strategies	LEA utilizes one family or caregiver outreach activity to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.	LEA utilizes two family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.	LEA utilizes three or more family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.
Enrollment Plan	Enrollment plan varies from campus to campus within an LEA.	LEA implements an enrollment plan across all campuses that addresses all steps for completing prekindergarten enrollment, includes an annual enrollment day/week and provides enrollment information to families in a manner they can understand.	LEA implements an enrollment plan across all campuses that addresses all steps for completing prekindergarten enrollment, includes an annual enrollment day/week with extended hours to accommodate families' schedules and provides enrollment information to families in a manner they can understand.
Enrollment Process	Enrollment process varies from campus to campus within an LEA. The enrollment process may take multiple visits to complete.	LEA implements an enrollment process that enables families to complete enrollment in one visit.	LEA implements an enrollment process that enables families to complete enrollment in one visit. LEA provides assistance, when needed, to acquire the necessary documentation (e.g., birth certificate).



Administrative and Teaching Staff

Strategies	Developing	Proficient	Exemplary
Educational Aide Qualification	Not applicable	LEA employs prekindergarten educational aides that have an Educational Aide I, Educational Aide II or Educational Aide III certificate. TEC 21.003 (a) - LEGAL REQUIREMENT	Not applicable
Teacher Qualifications	Not applicable	LEA ensures that all prekindergarten teachers are appropriately certified according to their teaching assignment and meet one additional qualification. TEC 29.167 (b) (c); 19 TAC 102.1003(d) - LEGAL REQUIREMENT	Not applicable
Teacher Evaluations	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs.	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs. An early childhood specific research-based evaluation tool (e.g., CLI-COT, etc.) is consistently used to supplement the LEA's teacher evaluation tool.	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs. An early childhood specific research-based evaluation tool (e.g., CLI-COT, etc.) is consistently used to supplement the LEA's teacher evaluation tool. LEA uses evaluation data to inform and implement continuous improvement efforts.
Teacher Professional Development	LEA ensures some of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused.	LEA ensures most of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused.	LEA ensures all of the content-specific professional development activities offered to prekindergarten teachers are early childhood focused and responsive to needs identified by student progress monitoring data and teacher evaluation results and includes prekindergarten educational aides in professional development.
Coaching and Mentoring	LEA ensures some of the prekindergarten teachers receive coaching and mentoring.	LEA ensures most of the prekindergarten teachers receive coaching and mentoring.	LEA ensures all of the prekindergarten teachers receive coaching and mentoring.
Administrator Professional Development	Campus- and LEA-level administrators overseeing early childhood programs participate annually in one early childhood specific professional development activity.	Campus- and LEA-level administrators overseeing early childhood programs participate annually in two to three early childhood specific professional development activities.	Campus- and LEA-level administrators overseeing early childhood programs participate annually in at least four early childhood specific professional development activities.
Leading Continuous Improvement	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes.	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes and the quality of the prekindergarten program.	LEA has structures in place to assist administrators in routinely evaluating progress towards increasing positive child outcomes and the quality of the prekindergarten program. LEA assists campuses in making program adjustments throughout the school year based on monitoring.



Curriculum

Strategies	Developing	Proficient	Exemplary
Curriculum	LEA's prekindergarten curriculum aligns with all of the Texas Prekindergarten Guidelines. TEC 29.167; 19 TAC 102.1003 (b) LEGAL REQUIREMENT	LEA's prekindergarten curriculum aligns with all of the Texas Prekindergarten Guidelines. The curriculum explicitly guides teachers to address the needs of each student.	LEA's prekindergarten curriculum aligns with all of the Texas Prekindergarten Guidelines. The curriculum explicitly guides teachers to address the needs of each student. The effectiveness of the curriculum to maximize kindergarten readiness is evaluated annually.
Scope and Sequence	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that most concepts and skills in the ten domains of the Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that all concepts and skills in the ten domains of the Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed, implemented and evaluated annually to ensure that all concepts and skills in the ten domains of the Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.
Curricular Integration	LEA provides teachers with resources to support curricular integration across most of the domains in the Texas Prekindergarten Guidelines.	LEA provides teachers with resources to support curricular integration across all ten domains in the Texas Prekindergarten Guidelines.	LEA provides teachers with resources to support curricular integration across all ten domains in the Texas Prekindergarten Guidelines and in all learning centers.
Vertical Alignment	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through an annual joint planning meeting to understand what is taught, how it is taught and how it is assessed at each grade level.	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through two joint planning meetings annually to understand what is taught, how it is taught and how it is assessed at each grade level.	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through three joint planning meetings annually to understand what is taught, how it is taught and how it is assessed at each grade level.
Horizontal Alignment	Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms.	Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms as evidenced by common curricular goals, themes/units/projects, routines and schedules.	Teachers' routine grade-level planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms as evidenced by common curricular goals, themes/units/projects, routines and schedules. Planning meetings include a review of assessment data.



Instruction

Strategies	Developing	Proficient	Exemplary
Instructional Activities	LEA provides support to teachers in the use of the prekindergarten curriculum to implement activities that introduce, reinforce and practice new concepts and skills within the theme/unit/project.	LEA provides support to teachers in the use of the prekindergarten curriculum to plan and implement activities that introduce, reinforce and practice new concepts and skills within the theme/ unit/ project.	LEA provides support to teachers in the use of the prekindergarten curriculum to plan, implement and evaluate activities that introduce, reinforce and practice new concepts and skills within the theme/unit/ project.
Instructional Settings	LEA supports daily instruction occurring in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) in both indoor and outdoor contexts.	LEA supports and ensures daily instruction occurs in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) in both indoor and outdoor contexts.	LEA supports and ensures daily instruction occurs in a variety of settings (e.g., whole group instruction, small group instruction, individualized instruction, and learning centers) that maximize student choice and utilize student interests in both indoor and outdoor contexts.
Supporting Special Populations	LEA provides supports for teachers to differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities.	LEA provides supports and ensures teachers differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities.	LEA provides supports and ensures teachers differentiate instruction for multilingual learners and provide appropriate accommodations and modifications for students with disabilities. These supports are evaluated annually.
Teacher Interactions with Students	LEA provides supports to teachers in spending equal interaction time with students addressing student behavior and supporting and scaffolding learning.	LEA provides supports and ensures teachers spend equal interaction time with students addressing student behavior and supporting and scaffolding learning.	LEA provides supports and ensures teachers spend the majority of interaction time with students supporting and scaffolding learning.
Supporting the Whole Child	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support most of the domains in the Texas Prekindergarten Guidelines.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support all domains in the Texas Prekindergarten Guidelines.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support all domains in the Texas Prekindergarten Guidelines and the developmental needs of all students.
Student- to-Teacher Ratio	Not applicable	LEA attempts to maintain a student to teacher ratio of 11:1. TEC 29.167 (d); 19 TAC 102.1003 (h) - LEGAL REQUIREMENT	LEA maintains a student to teacher ratio of 11:1.



Assessment

Strategies	Developing	Proficient	Exemplary
Formative Assessment	Not applicable	LEA ensures an assessment instrument from the Commissioner’s List is utilized twice a year with all students to assess the five primary developmental domains. TEC 29.169 (c); 19 TAC 102.1003 (c) (1) LEGAL REQUIREMENT	LEA provides supports and ensures an assessment instrument from the Commissioner’s List is utilized three times a year (BOY, MOY, EOY) with all students to assess the five primary developmental domains.
Data Driven-Practices	LEA provides guidance to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student.	LEA provides guidance and ongoing supports to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student.	LEA provides guidance and ongoing supports to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of each student. LEA has a systematic process to ensure instruction is driven by data.
Family Input	LEA requires teachers to involve families as partners in the assessment of their child’s development once during the school year.	LEA requires and supports teachers to involve families as partners in the assessment of their child’s development once during the school year.	LEA requires and supports teachers to involve families as partners in the assessment of their child’s development twice during the school year.
Referrals/ Intervention	LEA has a process to ensure that multiple data sources, including student assessments, are used to make referrals for those students who may need intervention services.	LEA has a process to ensure that multiple data sources, including student assessments, are used to make referrals for those students who may need intervention services. Teachers and administrators receive annual updates on how to implement the process.	LEA has a process to ensure that multiple data sources, including student assessments, are used to make referrals for those students who may need intervention services. Teachers and administrators receive annual updates on how to implement the process. Consistent follow up is done to verify that student needs are addressed.



Learning Environments (1 of 2)

Strategies	Developing	Proficient	Exemplary
Physical Arrangement	LEA provides guidance to teachers in creating their prekindergarten classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.	LEA provides guidance, resources, and supports to teachers in creating their prekindergarten classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.	LEA provides guidance, resources, and supports to teachers and systematically ensures that the prekindergarten classroom environment is well equipped with space and materials (space available for large group, small group and individual activities) with at least 5 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.
Link to Classroom Instruction	LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers at least monthly and adjusting materials as necessary to maintain and/or enhance student interest and support curricular content.	LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers at least monthly and adjust materials as necessary to maintain and/or enhance student interest and support curricular content.	LEA provides teachers with guidance and supports for evaluating the materials and environmental print in the learning centers at least monthly and adjusting materials as necessary to maintain and/or enhance student interest and support curricular content.
Procedures and Routines	LEA provides guidance to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.	LEA provides guidance and supports to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.	LEA provides guidance and supports to teachers and systematically ensures that procedures and routines designed to maximize instructional time and support student independence and self-regulation are implemented.
Supporting Student Behavior	LEA provides written guidance and ongoing training for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.	LEA provides written guidance, ongoing training and targeted support, when needed , for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.	LEA provides written guidance, ongoing training and targeted support, using internal or external services , for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.



Learning Environments (2 of 2)

Strategies	Developing	Proficient	Exemplary
Daily Schedules	LEA provides guidance to teachers about displaying a classroom daily schedule located at student eye level that includes words (in students' primary language) with pictures/icons for each activity.	LEA provides guidance and supports to teachers about displaying a classroom daily schedule located at student eye level that includes words (in students' primary language) with pictures/icons for each activity. The schedule is consistently followed.	LEA provides guidance and supports to teachers and systematically ensures that a classroom daily schedule is displayed at student eye level that includes words (in students' primary language) with pictures/icons for each activity. The schedule is consistently followed, but adapt- ed according to student needs.
Classroom Displays	LEA provides guidance to teachers to ensure classroom displays are meaningful, at student eye level and used for learning.	LEA provides guidance and supports to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, and are predominantly student work.	LEA provides guidance and supports 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).
Outdoor Environment	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are 1-2 natural elements present in the outdoor environment.	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are 3-4 natural elements present in the outdoor environment.	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are 5 or more natural elements present in the outdoor environment.



Family Engagement (1 of 2)

Strategies	Developing	Proficient	Exemplary
Family Engagement Plan	Not applicable	LEA is implementing and has posted on the LEA's website a plan that describes their approach to meaningful family engagement using the required six components. TEC 29.168 (a); 19 TAC 102.1003 (e) - LEGAL REQUIREMENT	LEA is implementing and has posted on the LEA's website a plan that incorporates and fulfills the expectations of various entities in describing their approach to meaningful family engagement (e.g., High-Quality Prekindergarten Family Engagement Plan, Title 1, Head Start). The document is reviewed annually.
Communication Practices	LEA provides guidance and support to ensure that teachers communicate with families monthly about classroom activities and curricular goals.	LEA provides guidance and support to ensure that teachers communicate with families weekly about classroom activities and curricular goals.	LEA provides guidance and support to ensure that teachers communicate with families weekly about classroom activities and curricular goals through multiple modes of communication.
Inclusive Family Engagement Policy	LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in most school activities and receive some written documents in an inclusive, culturally, and linguistically appropriate manner.	LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in all school activities and receive most written documents in an inclusive, culturally, and linguistically appropriate manner.	LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in all school activities and receive all written documents in an inclusive, culturally, and linguistically appropriate manner.
Family Conferences and/or Home Visits	LEA has a written expectation that family conferences and/or home visits are held once per school year and that student assessment data is used to guide the conference and/or home visit.	LEA has a written expectation that family conferences and/or home visits are held twice per school year and that student assessment data is used to guide the conference and/or home visit.	LEA has written expectations that family conferences and/or home visits are held twice per school year and that student assessment data is used to guide the conference and/or home visit. LEA provides supports so that teachers can offer families the options to meet before, during, or after the school day.
Reporting Student Progress	LEA ensures student progress across the five primary developmental domains is reported to families in writing.	LEA ensures student progress across the five primary developmental domains is reported to families in writing and families are given strategies to facilitate their child's development at home in the areas of need.	LEA ensures student progress across the five primary developmental domains is reported to families in writing and families are given ongoing support to facilitate their child's development at home in areas of need.



Family Engagement (2 of 2)

Strategies	Developing	Proficient	Exemplary
Program Expectations	LEA provides clear written expectations regarding roles/responsibilities of staff, students and families.	LEA provides clear written expectations regarding roles/responsibilities of staff, students and families prior to the beginning of school.	LEA provides clear written expectations regarding roles/responsibilities of staff, students and families prior to the beginning of school and reviews the expectations with families.
Attendance Plan	LEA implements an attendance plan that includes monthly monitoring of student attendance and a process for contacting families when their child has been absent.	LEA implements an attendance plan that includes monthly monitoring of student attendance and a process for contacting families when their child has been absent. LEA has a system in place to provide immediate support to families with students who have absence rates of more than 10%.	LEA implements an attendance plan that includes monthly monitoring of student attendance and a process for contacting families when their child has been absent. LEA has a system in place to provide immediate support to families with students who have absence rates of more than 7%.
On-Campus Opportunities	LEA expects campuses to host one to four opportunities for families to engage in activities on campus annually.	LEA expects campuses to host five to eight opportunities for families to engage in activities on campus annually.	LEA expects campuses to host nine or more opportunities for families to engage in activities on campus annually. Activities are evaluated annually for their effectiveness through collected relevant data.
Participation	LEA monitors the participation rate of family engagement activities.	LEA monitors participation rates of family engagement activities and provides assistance to campuses whose average participation rate is below 30% of families.	LEA monitors participation rates of family engagement activities and provides assistance to campuses whose average participation rate is below 50% of families.
Support to Families	LEA provides assistance regarding community resources to meet the economic/social service needs of families.	LEA provides monthly assistance regarding community resources to meet the economic/social service needs of families.	LEA provides monthly assistance regarding community resources to meet the economic/social service needs of families. LEA has a process for connecting families to services.



Transitions

Strategies	Developing	Proficient	Exemplary
LEA & non-LEA Shared Professional Development	LEA invites early care and education providers to participate in one LEA early childhood professional development activity each year.	LEA invites early care and education providers to participate in some LEA early childhood professional development activities each year.	LEA invites early care and education providers to participate in most LEA early childhood professional development activities each year.
Collaborative Meetings with Early Care and Education Providers	LEA has some communication with early care and education providers in the community.	Early care and education providers are invited to meet with LEA prekindergarten and kindergarten staff once a year to align program goals and expectations.	Early care and education providers are invited to meet with LEA prekindergarten and kindergarten staff twice a year to align program goals and expectations.
Sharing Student Data	LEA prekindergarten staff share student data with kindergarten staff.	LEA prekindergarten staff share student data with kindergarten staff and meet annually to discuss student data. LEA initiates FERPA compliant data-sharing agreements with early care and education providers to facilitate prekindergarten student data sharing.	LEA prekindergarten staff share student data with kindergarten staff and meet annually to discuss student data. These meetings are used to inform class placement and beginning of the year instruction. LEA initiates FERPA compliant data-sharing agreements with early care and education providers to facilitate prekindergarten student data sharing.
Family Transition Strategies	LEA provides families with one activity or strategy (e.g., meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.	LEA provides families with two activities or strategies (e.g., meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.	LEA provides families with at least three activities or strategies (e.g., meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.
Transition Plan	LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next.	LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next and addresses transitioning students from non-LEA programs or other LEAs.	LEA implements a transition plan that incorporates and fulfills the expectations of various entities (e.g., Title I and Head Start) and outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next and addresses transitioning students from non-LEA programs or other LEAs. The transition plan is evaluated annually.

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

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

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

Continuous Improvement

Strengths

Runge ISD is deeply committed to facilitating seamless access and fostering robust engagement in our free pre-kindergarten program. Over 75% of eligible four-year-olds in the community are enrolled, supported by comprehensive outreach and an accommodating annual enrollment week that allows families to complete the process efficiently in a single visit.

Runge Elementary takes a proactive approach to assessing and adjusting its programs throughout the academic year based on continuous monitoring. This ensures that we always strive for the best educational experience for our students.

Further strengthening our educational framework, teachers are given ample time to plan, implement, and evaluate activities. This includes providing specific instructional support for multilingual students and students with disabilities, with annual evaluations of the supports in place. The student-to-teacher ratio is maintained at 11 to one in assessments, adhering to the use of approved assessment instruments from the commissioner's list, utilized at least three times a year. Teachers are also encouraged and supported to engage families as partners in assessing their child's development at least twice per year.

In terms of the learning environment, Runge ISD offers written guidance and ongoing training to equip teachers with targeted support, leveraging internal and external services. This ensures that all students receive guidance focused on both emotional and physical safety.

Family engagement is a cornerstone of our approach. Written expectations ensure family conferences or home visits are conducted at least twice a year, with flexible scheduling options to accommodate various family timings. Teachers are equipped to provide families with strategies to support their child's development at home across the five primary developmental domains. Runge Elementary hosts nine or more opportunities annually for family engagement on campus, with activities evaluated for effectiveness in supporting transitions from grade to grade. Additionally, external education providers are invited to align program goals with our pre-K and kindergarten staff at least twice a year and participate in most early childhood professional development activities annually, ensuring a cohesive educational experience for our youngest learners.

Growth Opportunities

As we continue to expand and refine our early childhood program at Runge ISD, we recognize the critical importance of utilizing high-quality instructional materials. While our pre-K3 and pre-K4 programs benefit from robust materials and a clearly defined scope and sequence, there is room for improvement. To better meet the evolving educational standards and our students' specific needs, we are creating our own tailored curriculum materials.

This initiative coincides with the need to address some identified weaknesses in our math curriculum, which have become apparent with the introduction of new guidelines in the 2023-2024 school year. We are committed to thoroughly documenting these areas of concern and making necessary adjustments to our local scope and sequence, particularly focusing on instructional settings and student-teacher interactions.

Furthermore, while Runge ISD administration provides strong support for daily instruction, student behavior, and scaffolding of learning, there is a recognized need to develop more sophisticated systems or tools. These tools will specifically track and enhance instructional settings, differentiation, and the nuances of teacher-student interactions related to student behavior and learning scaffolding.

To create an enriching classroom environment, Runge ISD ensures teachers have guidelines to make classroom displays meaningful and educationally enriching. However, we acknowledge that the current displays do not predominantly showcase student work, an area we seek to improve to better reflect student learning and creativity.

Regarding our outdoor learning environment, Runge ISD has recently upgraded to a new playground that is age-appropriate, safe, clean, and accessible to all pre-kindergartners. Although the playground includes only two natural elements, we recognize the importance of integrating natural environments into early childhood development and are exploring ways to enhance this aspect of our facilities.

Next Steps

As we look ahead to enhance our early childhood program at Runge ISD, our immediate steps are clearly defined to ensure continued growth and improvement. To begin with, our administrative staff will secure targeted summer training opportunities and implement an early childhood-specific, research-based evaluation tool starting in the 2024-2025 school year. This tool will enhance our capacity to measure and improve educational outcomes effectively.

Additionally, to foster stronger curriculum continuity, we will schedule two joint planning meetings—one in the fall and another in the spring. These sessions will involve kindergarten through second-grade teachers to facilitate vertical alignment across these critical early learning stages.

Moreover, we are set to begin piloting new tools to support and ensure daily instruction is delivered across various instructional settings. These tools will also help teachers distribute their interaction time equally among students, effectively addressing student behavior and providing targeted support and scaffolding for learning.

Lastly, the campus leadership team will actively research and seek opportunities to partner with outside agencies. These partnerships will aim to augment our resources by providing additional community support to meet our families' economic and social service needs, ensuring that our educational environment is as supportive and comprehensive as possible.