

North Early Learning Center—Head Start Self Assessment 2015 - 2016

Background

The Self-Assessment process began in January and was completed in February 2016. Team managers received training from the principal in January. Each team manager trained their team and completed the self-assessment program booklets. A parent survey was sent home on January 19, 2016, to obtain program information with the parent perspective. Programmatic data was compiled, reviewed and analyzed to determine the strengths, needs, and plans for improvement. Parents, staff, managers, community members, and PC and Board of Trustee members were invited to participate in the process. The results are compiled into this narrative report and were shared with the Policy Council at the March 2016 Meeting. The results were also shared with the Board at the April meeting.

Each manager overseeing a particular content area was asked to answer the following questions:

- Areas where the program is working well (Provide examples of program strengths or areas where the program exceeds *Performance Standards*):
- Areas where the program needs improvement:
- Action plan to address improvements:

Management Systems: Planning, Communication, Record Keeping and Reporting, Ongoing Monitoring, and Facilities, Materials, Equipment, and Transportation Program books 2, 3, 4, 5, and 17

Strengths:

- Ongoing monitoring
- Resources and data are used to write improvement plans
- HR systems and procedures for TB testing
- Utilizing more components of ChildPlus system for efficiency
- Interactive family nights
- Many avenues for fostering communication to include PINUs, Goal Setting, Parent meetings, PC, Surveys, health records, ARD, IEPs , Orientations, newsletters, calendars, etc.
- Data collection and reporting
- Program operations – PDAS, walk- throughs, quality walks, CLASS walk-throughs and RPM walks
- Improved child outcomes – teaching in small groups

- Teacher providing individualization and tracking progress
- TSG – data tracking and monitoring of every individual student
- Transportation – students are getting home in a more timely manner
- Facilities are clean and well cared for
- Technology systems in general are streamlining and making data analysis more efficient
- Staff training in the use of TSG

Improvements needed:

- Community outreach
- Male initiative
- Parent engagement
- Track the parent survey from orientation through technology so services can be provided more efficiently
- Monitor improvement plans more frequently as a group
- Track parents living apart that have requested that we communicate with both parties
- Take information off the application that is not being used (2 boxes at the top)
- Add teacher’s name to the sticker we put on the folders
- Enter large events into ChildPlus – i.e. – Thanksgiving, Holiday, parent contacts, home visits, and conferences
- Purchase new harnesses for the buses **(DUE THIS COMING YEAR)**
- Bus drivers should have “ride along” evaluations

Individualization Report

Booklet 10—Individualization

Summary of Results for Planning

Areas where the program is working well: Provide examples of program strengths or areas where the program exceeds *Performance Standards*:

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- Student engagement is increasing
- Instructional strategies are improving
- Curriculum and TSGold assessment have components to modify instructional levels
- Student ‘s individual progress tracking through TSGold
- TSGod reports that include the latest data can be viewed at any time
- Parent communication (some feel this is an area for improvement)
- Transitions from ECI and to Kindergarten are smooth
- Communication between special education and general education staff

- Individualization time increased

Areas where the program needs improvement:

- Base individualization on student interest
- More parent input
- Best practices/instructional strategies need to be more uniform across the campus
- Interrater reliability in TSGold
- Understanding the cultural background of ALL students
- Escalated student behavior issues need consequences

How to address improvements:

- Staff needs to learn student interests and tailor individualization accordingly
- Work with Family Services and parents to identify more opportunities for parent involvement
- All teachers will complete CLASS training to learn to identify and create high-quality, meaningful experiences for students
- Teachers have attended CIRCLE training and Ed Coordinator and Principal/Director will investigate Texas School Ready/CLI Engage to strength best practices
- Edivate and other online PD is available and NCQTL Training Suites will become part of staff meetings
- While cultures common to our area are well-respected, we need to identify and respect the cultures of all children in our program
- Analyze the two-hour instructional block system to identify if it allows more individualization time, differentiated instruction time, and its effects on the Speech/ELL Teacher's time available in direct student instruction
- System for students with escalated behavior issues that complies with Head Start standards and meets the needs of ALL children.

Curriculum Report

Booklet 12--Curriculum

Summary of Results for Planning

Areas where the program is working well: Provide examples of program strengths or areas where the program exceeds *Performance Standards*:

- Curriculum is aligned with the Head Start Early Learning Outcomes Framework
- Curriculum is aligned with the Texas Prekindergarten Guidelines
- Curriculum is research –based
- All teachers follow a daily schedule reflecting most OWL components
- Curriculum fidelity is facilitated through collaborative planning process and PLCs
- Children are evaluated using Teaching Strategies Gold
- Classroom environment is assessed through walkthroughs including CIRCLE, CLASS and PDAS

Areas where the program needs improvement:

How to address improvements:

- Make parents aware of the curriculum committee opportunity during orientation and parent meetings
- CLASS training provided on campus 3/22-23/2016 for teachers are not CLASS certified
- Add Waterford back to the Outcomes Plan
- Update the action for Tier 3 of the Academic and Behavioral Response to Intervention (RtI) pyramid
- Create a campus RtI Plan
- Incorporate periodic cooking activities in the schedule and funding
- Purchase class sets of small scoops, tongs, containers and small pitchers to facilitate independence at snack time
- Review the master schedule to make it less rushed and allow for more center time

Outcomes Report

Booklet 18--Outcomes

Summary of Results for Planning

Areas where the program is working well: Provide examples of program strengths or areas where the program exceeds *Performance Standards*:

- Well-established tracking systems
- Case management
- Professional development plans
- 9 weeks improvement strategies
- Vertical alignment with kindergarten
- Students with special needs or in special programs are tracked with additional measures

Areas where the program needs improvement:

- Students need to take DIAL IV assessment to measure progress

How to address improvements:

- Administer the DIAL IV to students during the last weeks of April and first week of May, and compile scores for annual report of student progress

Summary of Results for Planning

Booklet 6 – Human Resources

Areas where the program is working well (Provide examples of program strengths or areas where the program exceeds *Performance Standards*):

The recruitment of teaching staff through various outlets such as; websites, job postings within the district, Lamar, TASB, and Region V in order to hire highly qualified teachers is still effective. We attend job fairs at several universities in the state of Texas and Louisiana to provide opportunities to those that are finishing their educational degrees. The Human Resource staff continues to attend professional development conferences and workshops to enhance the knowledge base and understanding of the latest up-to-date information. Systems to ensure that all Head Start employees are evaluated, oriented, and meet Head Start health standards are in place and monitored. All teachers are highly qualified or in a program that will assist them in gaining the appropriate credentials. All teacher assistants are equipped with either an associate's degree in education, CDA certificate, or are currently working on completing the CDA certification program.

Areas where the program needs improvement:

Obtain TB testing for experience workers and regular volunteers (3 or more days per week).

Action plan to address improvements:

Increase the use of technology to facilitate the hiring process.

Fiscal Management- Booklet 7

Areas where the program is working well. Provide examples of program strengths or areas where the program exceeds *Performance Standards*:

- The practice of financial stewardship and the implementation of accounting standards from campus level to administration level. Team work plays a big role in exceeding performance standards as a whole.
- Steps that we have taken since last year's self-assessment: partially implemented True Time time-keeping system, ASOP is to be implemented by April 2016 and currently technology is being updated.

Areas where the program needs improvement:

- Consistency due to turnover – work closely with the HR department to make turnover more fluent throughout the district

How to address improvements needed:

- Working closer with the HR department to make turnover more fluent throughout the district.

Summary of Results for Disabilities Services

Areas where the program is working well. Provide examples of program strengths or areas where the program exceeds *Performance Standards*:

- Strong working relationship with the LEA.
- One Diagnostician for our campus.
- Speech therapist for our campus
- OT & PT provided on campus as needed.
- ARD reminders are sent by the school district as required but also by the Disabilities Manager.
- Transportation is provided. Two SpEd buses for North children only.
- Full inclusion between 3 & 4 year old Head Start and PPCD class

Areas where the program needs improvement:

- Parent Participating at ARD meetings. Would like to be 100%
- Parental input in Self-Assessment

How to address improvements:

- Parent participate at ARD meetings
 - 1) Incentive
 - 2) Phone call day before ARD
 - 3) Have child remind parent if applicable.
- home questions to more families

Summary of Results for Mental Health Services

Areas where the program is working well. Provide examples of program strengths or areas where the program exceeds *Performance Standards*:

1. Regular schedule for Mental Health Professional.
2. A counselor on staff.
3. Play therapy room.
4. Excellent resources.
5. Samaritan Counseling – providing group counseling.

Areas where the program needs improvement:

1. Getting parents more involved in their child's behavior.
2. Helping teachers understand it's OK to get Team involved for help.
3. Communication between staff and Management Team. We need to know there is an issue!

How to address improvements needed:

1. Getting parents more involved in their child's behavior.

- a. Provide more training on behavior issues for parents
- b. Issue personal invitations to visit classroom in a non-threatening way.
 - i. “I really need your help can you come up and.....) teacher has to understand she doesn’t need to always have the power/she can ask for suggestions. It’s OK!!

4. Communication

- a. Case Management
- b. Revive old referral form – Teacher to Manager

Health/Nutrition Services Self-Assessment Report

- 1. Tracking systems
- 2. Community partnerships with local physicians and dentists
- 3. Communication with parents and guardians
- 4. Obtain lab levels on our students that are not required at this time by the state but assist us in being able to get a better picture of the child’s general health and offer assistance when indicated.
- 5. Community involvement in presenting a variety of programs to our children as the Orange Family Dental program for Dental Health Month or the Registered Dietician presenting class room education concerning age appropriate nutrition lessons.
- 6. Science experiments each month that teaches children the scientific process of thinking about and understanding the world around them

Areas where program is working well:

Parent involvement with health issues related to child obesity

Areas where program needs improvement:

We are excited to be integrating our district Health Service Advisory Committee with our Head Start HSAC next year.

Action plan to address improvements:

Parent and Community Partnership Systems: Family Partnership Building, Parental Involvement, Community and Child Care Partnership, Program Governance – Book 15

Things that are working:

- Staff development of Collaborative on-going Partnership Agreement/MOU
- Community outreach and relationship is established
- Staff serve as members of various committees
- Partnership responsibilities are shared amongst managers and staff through meetings and assignments
- Interagency agreements are well defined and respected by partner, stakeholders and staff
- Staff partnership with area childcare center before and after school
- Staff knowledge of community resources and support
- Agency representation include: health, dental, faith based, social resources, childcare, mental health, food kitchens. Local and Statewide.

Things to improve:

- Acquire formal MOU's

Actions:

- Acquire formal MOU's

ERSEA – Book 16

- Family Served that are most in need
- Criteria Selection assures most in need are served
- Recruitment various activities and tools including social media, district/grantee website, newspaper PSA'S, Radio stations, Flyers
- Community Support and endorsement of program
- Policy Council and parental support and word of mouth
- Program maintains full enrollment

Areas to Improve:

- 90% attendance to a goal of 95%

Action Plan

- Continue to monitor and address attendance issues by informing parents

Family and Community Partnership: Family Partnership Building Book 13

- Staff and Parent rapport and partnership relationship
- Staff knowledge of community resources
- Child Plus Tracking system
- Staff embracing family inclusiveness, diversity and cohesiveness
- Respect for both parents as mothers and fathers
- Parent Training and workshops

- Staff view parents as vital in their family

Areas where the program needs improvement:

- Parent's commitment and willingness to participate in the goal setting process

Action plan to address improvements:

- Staff training in the Goal Setting process
- Implementing the PFCE Framework

Family and Community Partnership: Parent Involvement Book 14:

Summary of Results for Planning

- Areas where the program is working well
- Staff and Parents rapport
- Welcome and warm campus
- Opportunities for parental Engagement as volunteers and in campus activities
- Staff support in parent activities

Areas where the program needs improvement:

- Parents attendance during workshops and trainings
- Increase parental involvement and visibility at school
- Parents' commitment when returning training and workshop confirmations.

Action plan to address improvements:

- Increase Outreach
- Schedule workshops and trainings at various times

Management Systems: Program Governance Book 1

Summary of Results for Planning

Areas where the program is working well Parent Engagement/Involvement

- Shared Decision –making and staff/Parent Partnership
- On-going training
- Interviewing Committee consists of parents and staff representative
- Grantee Liaison
- Calendar
- Spirit of Head Start is embrace
- PC is actively involved in decision making

Areas where the program needs improvement:

- Increase Parent Membership

Action plan to address improvements:

- Encourage more parents during Orientation and throughout year.

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Parent Survey - Results

267 Surveys were sent home

122 Surveys were returned.

Program areas that are working well:

Enrollment process

Program meets family needs

Reputation in community

Curriculum

Cleanliness

Staff Courtesy

Concerns addressed

Grounds

Trainings offered

Teachers support

Learning is a priority

Needs Improvement:

Transportation