

## Southfield Public School Bussey Head Start Grant #05CH012738

### 2024-2025 Self-Assessment and Improvement Plan Results

Area	Results	Improvement Actions	Dates	Person Responsible	Documentation
<b>Monitoring and Implementing Quality Education and Child Development Services</b>	<p>On average, children enrolled in both the Head Start program and the Early Head Start program made gains in all areas identified on the COR between the Fall 2024 and Winter 2025.</p> <p>The Brigance Screening Tool, which measures fundamental knowledge such as children's knowledge of personal information, colors, naming pictures, visual discrimination was administered to children in the HS and EHS programs at the beginning of the program year or in the first week of program entry. On average, children enrolled in HS earned an average of 76/100 points and</p>	<p>To ensure continuous student progress, the Education Manager and Director will continue to focus on monitoring the quality and quantity of COR Advantage anecdotal notes. Teaching teams will have clear data collection and entry goals. The Education Manager will model observations and note-taking, providing practical support. The Education Manager will also continue to review lesson plans, observe lessons, coach teachers, set goals, and engage in reflective discussions with teaching teams. Both the Education Manager and Director will continue to engage in professional development alongside teachers, emphasizing School Readiness goals. The Brigance will</p>	July 2025 - ongoing	Education Manager Program Director	Lesson plans, COR Advantage & Brigance outcomes, COR Classroom Completion tracking, teacher observation feedback

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<b>Monitoring and Implementing Quality Health Services</b>	children enrolled in EHS achieved an average of 83/100 points.	be administered by teachers three times a year, in the fall, winter, and spring of the respective year to assess growth and address areas of concern.			
	Program data indicated that health outcomes for children enrolled in EHS and HS programs were: 79% of children have a medical home, 16% have private insurance, and 5% had no insurance; 95% have a medical home and 5% have no insurance, 60% are up to date on insurance, 20% are exempt, and 20% are not up-to-date on immunizations.	The program will provide increased opportunities for health services at the Center through increased Community Partnerships, health fairs, and invite health providers to parent orientations at the beginning of the program year. Center Admin. and/or Community Partners will educate parents on the importance of accessing preventative dental and medical care.	January 2025 - ongoing	ERSEA Manager, Family Service Workers, District Nurses, Director, Community Partners	Record of activities/health events inputted into ChildPlus, sign in sheets, staff and parent/guardian surveys
	A school social worker provides support to students and staff as needs are identified. The program facilitates referrals for families	A mental health specialist will provide counseling and mental health services to staff. The program will conduct a staff survey to assess additional needs			

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	<p>seeking intensive mental health services for themselves or their children.</p> <p>The Intermediate School District offers behavior consultants to provide support, resources, guidance, and strategies for teachers, families, and children exhibiting challenging behaviors.</p>	<p>and satisfaction with current counseling/mental health support.</p> <p>.</p>			
<b>Monitoring and Implementing Quality Community and Family Engagement Services</b>	<p>Family participation in Family Engagement events increased during the 2024-2025 program year. 394 individuals participated in family events on site. Family participation in events increased by 19% from the 2023-2024 program year to the 2024-2025 program year. Additionally, the family engagement events offered to families more than doubled from the</p>	<p>The program will survey families to determine the best days/times to attend events, training, and meetings to increase participation in family engagement events, workshops, and meetings. Events will be offered in person and remotely. Program staff will identify and monitor family needs at regularly scheduled intervals during the program year. For the 2025-2026 program year,</p>	July 2025 - ongoing	Director, ERSEA Manager, Education Manager, Family Engagement Specialist, Community Partners	Survey results, sign in sheets

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	<p>prior year to the current program year. Family resources and services remained consistent with the prior year, including food, household items, coats, clothing, bicycles, and books for all children. Family support and referrals were provided for domestic violence and home purchases. Policy Council representation significantly increased, with two parent representatives elected per EHS and HS class. All officer positions and two Community Liaison roles were filled. Policy Council meetings achieved a quorum of 86% of the time (6 out of 7 meetings).</p>	<p>Community Partners will assist with facilitating family engagement events as well as program staff, which may increase family engagement and family outcomes.</p>			
<b>Monitoring and</b>	<p>A wage study was conducted in November 2024 to ensure staff</p>	<p>The program will proactively monitor salary benchmarks in</p>	<p>March 2025 - ongoing</p>	<p>Director, Human Resources, Director of State &amp; Federal</p>	<p>Sign in sheets, ChildPlus Data entries, Wage Comparison Chart</p>

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<b>Implementing Fiscal Infrastructure</b>	<p>salaries are comparable to salaries within the area.</p> <p>The program was awarded a Head Start Enrollment Reduction grant in December 2024. Staff received varying forms of compensation: salary increases for associate teachers, lead teachers, and family service workers, and retention incentives for managers, the data clerk, and substitutes.</p> <p>Despite not meeting In-kind goals for the past three years, the program is making progress in 2024-2025. The director, state and federal grants director, Chief Financial Officer, and Family Engagement Specialist are actively monitoring and tracking In-kind contributions, and the program has currently</p>	<p>neighboring school districts and child care centers to maintain competitive wage structures for its staff.</p> <p>To ensure In-kind goals are met, the program will adopt a data-driven approach, setting monthly collection targets, analyzing and monitoring progress, and adding targeted events and activities based on data analysis.</p>		Grants, CFO, Family Engagement Specialist	

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<b>Human Resources</b>	<p>recorded 12% of the In-kind data collected.</p> <p>Teaching and support staff (i.e., lead teachers, associate teachers, Family Service Workers, a data clerk) are employed by a contracted staffing agency.</p> <p>The district is in the process of identifying a new staffing company to support the program. To initiate the procurement of a new staffing contract, the Business Office Manager partnered with a legal firm to develop a Request for Proposal (RFP). A committee, comprised of representatives from</p>	<p>The program director will collaborate with the new staffing company, developing professional development plans, streamlining and refining processes, hiring new staff, and implementing incentives to retain existing staff.</p>	<p>October 2024 - ongoing</p>	<p>Director, Accounts Payable/Purchasing Specialist, State &amp; Federal Grants Director, Human Resources, Staffing Company</p>	<p>Sign In Sheets, PD Plans, Interview responses</p>

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	<p>program staff (teachers, administrators, and support staff), a parent, the Business Office, Finance, Human Resources, and Central Administration, conducted a review of the submitted RFPs. Utilizing a rating system, three staffing companies specializing in early childhood education were identified for subsequent interviews.</p> <p>The 2024-2025 program year saw the staffing company hire six staff members (three lead teachers, two assistant teachers, and one substitute), but also experienced five resignations (two lead teachers, two assistant teachers, and one substitute).</p>				

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<b>Environmental Health/Safety</b>	<p>The parking lot was resurfaced, lines and arrows were painted in the parking lot, holes were filled and repaired, and speed bumps were repaired.</p> <p>Both the EHS and HS playgrounds require new equipment due to wear and tear, which has resulted in the removal of several play items. The HS playground also needs a new surface.</p>	The program will engage a contractor to design and develop a comprehensive plan for a new playground structure, incorporating physical, sensory, social, and cognitive play opportunities across both the active and passive play zones. Subsequently, the program will solicit bids and select a contractor to execute the playground renovation.	April 2025 - ongoing	Director, Accounts Payable/Purchasing Specialist, Finance, Director of State & Federal Grants, Maintenance	Proposals & Bids
<b>Comprehensive Services (Disabilities)</b>	Children who do not reside in the Southfield Public Schools District are not eligible to receive student support services from district staff. They must obtain services and an IEP from their home districts.	The program will explore alternative service options so that children may receive speech and language services in district	July 2025 - ongoing	Director, Director Intense Student Support Network, Deputy Superintendent	Plan for partnering with ISSN