



ANN
WINDLE
HEAD START
ANNUAL REPORT
TO THE PUBLIC
2013-2014





THERE ARE FOUR EARLY CHILDHOOD PROGRAMS AT ANN WINDLE:

PRE-KINDERGARTEN: The half-day preschool program, offered to eligible 3 and 4 year olds, is designed to help children strengthen their self-esteem, language skills and academic readiness, physical development and pre-computer skills.

HEAD START: Head Start provides a comprehensive, full-day education for 193 students. The program is funded to serve three- and four-year-old children. To be eligible for this program, the family income must meet federal income guidelines.

DEAF EDUCATION: The school offers a full-day preschool program for young children who are hearing impaired. The curriculum emphasizes academic readiness, and speech, language and auditory remediation.

SPECIAL EDUCATION (PPCD): Students with disabilities, who are eligible for special education, are served from ages 3-5. Needed services may be in the areas of language development, communications skills, motor skills, academic readiness, self-help or social-emotional skills.

Ann Windle is also a parent learning center so parents can help broaden and strengthen their child's emerging skills and talents. The building opened in 2002 and was funded by the 1996 and 1999 bond packages.

GOAL: To Bring About A Greater Degree of Family Autonomy in Order to Promote Self Concept & Social and Academic Competence in Preschool Children

MISSION: To provide a comprehensive and integrated system for delivering services to families and children in such a way that it:

- Enhances children's growth and development
- Strengthens families as the primary nurturers of their children
- Provides children with educational, health, and nutritional services
- Links children and families to needed community services, and
- Ensures well-managed programs that involve parents in decision making

VISION: To help students and their families to reach their full potential.

MOTTO: PAWS = Positive Attitudes Will Succeed

MASCOT: Panda Bears

COLORS: Red, White, and Black

PROGRAM GOVERNANCE:

The Ann Windle Head Start Program is fortunate to be a part of the Denton Independent School District. Shared governance from our district School Board and our Policy Council is key to our productivity and success. We have 2 active members from our District School Board who serve on our Policy Council. They promote the importance of Early Education and support our initiatives. The Board, Policy Council, Parent Committee, PTA, Faculty & Staff, our Parents, and our Community members pride in working together to create a quality school for our students.

Trainings were provided this year on the Parliamentary Process, Robert's Rule of order, Confidentiality, and the Roles and Responsibilities of the members of our Board, Policy Council, Officers, and Parent Committee members. Unity was our focus and collaborative efforts were improved this school year.

"It Takes a Village to Raise A Child" ---African Proverb

PLANNING:

Our program strives to make data-driven decisions and attempts to seek input from all stakeholders. The following bullets show some examples on how our program promoted collaborative planning this school year.

- *Program Team Specialists met weekly to share updates in their areas of expertise and to express needs.

- *Head Start Annual Calendar was created to serve as a roadmap for the Program Team to know what needs to be done and when it needs to be completed.

- *We displayed a huge dry-erase calendar in the office hallway to serve as a visual to help to keep us on target with our plans for the school year.

*We created a monthly newsletter & calendar that was sent home with the students to keep parents informed of our upcoming events.

*We use parent surveys to assess needs in order to know which parent education classes are needed for the year.

*We surveyed teachers to see what their professional development needs were in order to create our TTA plan for the upcoming year. Teachers and paraprofessionals set goals for themselves in this area as well. Director set personal goals with her supervisor and monitors progress toward her goals.

*Parent Committee members and PTA members met monthly to help to plan campus activities for the year.

*Finances were spent in the areas that displayed a need. School district funds provided to the campus helped to supplement our cuts with sequestration to keep our program running smoothly.

*The district partnered with local resources through our Pre-K Coalition and Ready Rosie to help to promote the importance of Early Education in our Community. We met monthly to plan together with the key stakeholders.

*Director/Principal met with staff two times a month at Faculty meetings. Education Specialist met with Head Start staff monthly.

*Teachers met with their team leads at Horizontal and Professional Learning Community (PLC) meetings two times a month.

*Director/Principal met with Team Leads and Sunshine Committee to plan as needed.

*Director/Principal attended district meetings monthly through the Elementary Principal PLCs, Leading Edge, and Administrative meetings to help to plan campus direction.

*District personnel helped to observe and monitor safety issues on campus which helped with setting the arrival and dismissal procedures decided upon by a campus committee.

“If you fail to plan, you plan to fail” – Benjamin Franklin

COMMUNICATION:

“Communication leads to community, that is, to understanding, intimacy and mutual valuing” –Rollo May

It is a known fact that the quality of communication increases when relationships are developed between the involved stakeholders. Therefore, a significant amount of time was invested this school year in trying to cultivate a positive climate and culture in our school. We did a campus wide staff book study on How Full Is Your Bucket by Tom Rath. We then used the children books How Full Is Your Bucket for kids by Tom Rath and Have You Filled a Bucket Today? by Carol McCloud to teach the students about the importance of treating others nicely and making positive choices. We celebrated a different character trait each month to promote positive values in our school. We took time each day to celebrate individual staff and student accomplishments during morning announcements. Our staff members were divided into Survivor teams for the year and participated in fun competitions and games in order to help staff members to develop closer relationships with their co-workers and get to know each other on a more personal level. All of these activities were created and implemented in order to help to strengthen the sense of “family” at our campus.

We use multiple modes of communication on our campus to help to promote a greater degree of involvement from all stakeholders:

- Email and Campus website
- Monthly newsletters and Calendars
- Phone Blasts
- Marque announcements
- Campus Bulletin Boards/Displays
- Tuesday Folders
- Faculty meetings, Policy Council, Parent Committees
- Orientations, Trainings, and Meetings

RECORD KEEPING AND REPORTING:

Denton ISD has many district-wide systems in place that help Ann Windle staff members to maintain accurate records electronically. The ones that we used most frequently this year are:

- Eduphoria-Track workshops attended & teacher evaluations
- Applitrack-Search for quality applicants
- Efinance-Track Budget
- Outlook-Staff emails and Calendar invites
- Odrive and Sdrives- Common drives used to share information
- SNAP-System used by Nurse to track Health records
- Eschool-Tracks enrollment and student information
- Safe Schools-Tracks required district trainings
- TAC-Tracks report card assessments for each 6 weeks
- SuccessEd-Tracks data for Special Education
- Aware- Tracks data for RTI/struggling students

ONGOING MONITORING:

Our program uses a variety of ways to ensure that we monitor our program on an ongoing basis. We use a Monthly report that helps to track our progress that is shared at our Policy Council and School Board meetings. We run reports in our Health SNAP program to make sure that all of our students have the appropriate screenings completed on time. Our managers meet regularly to discuss any needs and to share progress being made in our key areas. We conduct safety walk-throughs to ensure that our school is safe. We monitor our staff performance and take time to set goals in any areas of need. We maintain the mindset that there are always ways in which our program can be strengthened.

“Good, Better, Best ...Never let it rest....Until your Good is Better and your Better is the Best.”

HUMAN RESOURCES:

Since our Head Start Program is within a school district, Denton ISD has a Human Resource department at Central Services that helps us in this area. All of our staff met the “Highly Qualified” status. Our classroom teachers are certified teachers and our paraprofessionals hold a CDA credential or have an associates or bachelors degree. Upon hire, DISD processes each employee for us making sure that fingerprints, background checks, etc. are completed before the employee is allowed to begin to work with children. Our Human Resource department helps us to maintain the appropriate records on our staff members.

ERSEA: ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE:

The Denton ISD Head Start Program has a 193 slots of funded enrollment. Of the number of children we served 116 were Hispanic, 77 Non- Hispanic, 4 Asian, 49 Black, 23 White, and 1 bi-racial. We served 25 students with special needs and 10 families that were homeless. 63 of our Head Start students were 3 years old and 130 were 4 years old. 89 spoke Spanish and 101 spoke English.

Our goal for attendance is to maintain 90 percent.

MONTHLY ATTENDANCE RATE:

August - September	95.779%
October	95.89%
November	95.02%
December	94.66%
January	93.07%
February	93.46%
March	94.76%
April	94.31%
May	94.00%



HEALTH & SAFETY:

Good health is critical in a child's development. Our campus has a full-time Registered Nurse (RN) who also serves as the Head Start Health Specialist. The RN ensures that each child has received regular dental and physical exams and meets the needs of students with acute and chronic health needs.

During the 2013-2014 school year health screening including hearing, vision, height and weight were performed on each Head Start student. As a result of the vision screenings, two students were referred and received glasses. Our parents understand the importance of up-to-date health care for their children.

- ✚ At the start of the school year 93% of the children were up to date on preventative health care and 100% were complete within 90 days.
- ✚ At enrollment, only 8% of the students lacked a current dental exam. Within 90 days, 100% had proof of a dental exam and had established a dental home.
- ✚ 97% of the students have health insurance.
- ✚ In addition, 100% of the children were current on immunizations at enrollment.

Health Services continues to work with community partners to establish and maintain working relationships to provide appropriate health care for our children and families.

*This year, Denton ISD partnered with First Refuge to offer physical exams and immunizations to students and TB tests and physical exams to staff.



EDUCATION:

In June of 2014, 127 of 193 Head Start students transitioned to Kindergarten. Each year, we work closely with parents, staff, the community, and receiving schools to ensure our transitioning students are school ready. Some new strategies we implemented this year included teaching and incorporating the character traits and Bucket fillers into the daily schedule; establishing a morning drop off in the gym where students engage in structured activities that promote social-emotional skills in a nurturing environment; and allowing students to help lead the campus in the pledges of allegiance each morning during announcements. During parent orientation, we also encouraged parents to attend school wide activities, and at the intended elementary campus we offered joint transition training opportunities. We sent home information on Elementary transition activities specific to each child.



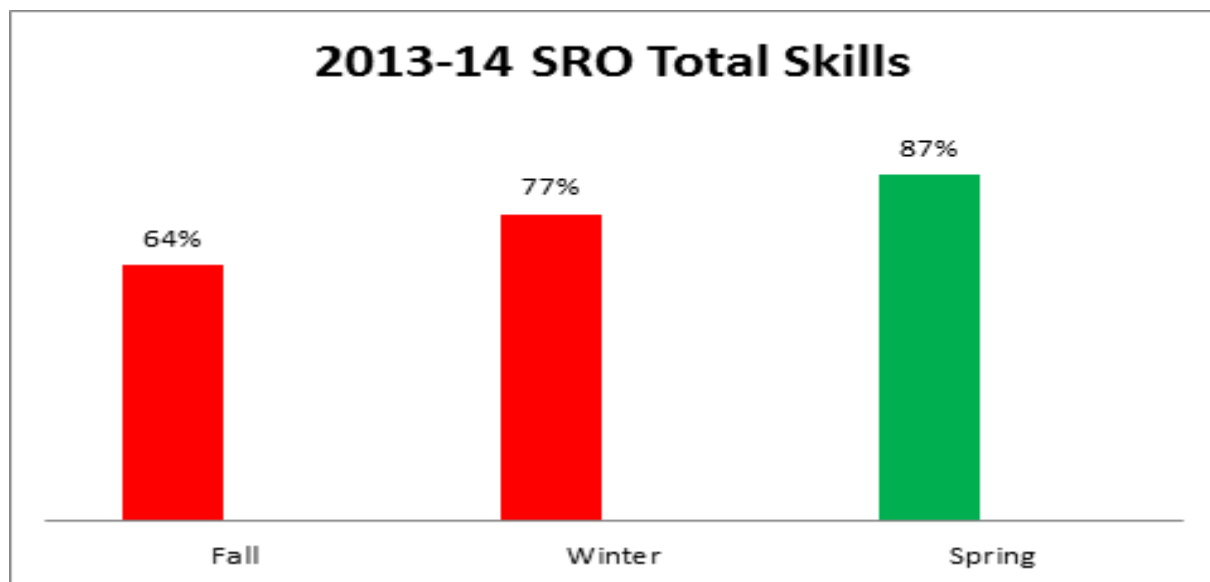
During the enrollment process, we use the DIAL-4 to gather information from parents and students. Parents complete a questionnaire that reflects their opinion on their child's social emotional and self-help skills. Our program uses the DIAL-4 as a developmental screener for our students. DIAL-4 results are used to help develop student goals on the Individualized Developmental Plan (IDP). Parents and teachers worked together to establish the goals on the IDP and monitor progress during parent- teacher conferences and home visits. Our goal sheet (IDP) reflected student interests and prior knowledge in language development, pre-math, pre-science, and early literacy concepts.

We used the DLM Express Curriculum, which is aligned to both the Revised 2008 Texas Prekindergarten Guidelines and the Head Start Child Development and Early Learning Framework. Three times a year, we assess students on the DLM Performance Assessment Checklist or what we refer to as the SRO assessment. Other assessment tools we use are the student portfolios (work sampling, anecdotal records, observations,

checklists, pictures, etc.) and the Denton ISD Prekindergarten Six Weeks Report Card Assessment tool.

Our program provides ongoing professional development for staff both face to face in our Instructional Support sessions and online trainings. Two of the most powerful tools we used from the ECLKC were the Family Engagement Simulation and the Family Engagement Outcomes. We were intentional in how we established positive relationships with our parents and encouraged them in their role as the first educator.

DATA ON SCHOOL READINESS OUTCOMES:





DISABILITIES & MENTAL HEALTH:

One of our goals this year was to increase parent advocacy skills in advocating for their children with trainings provided across all program components. Using a working definition of advocacy as “providing the necessary information so that an individual can make an informed decision” all program specialists have addressed through their interactions with parents on an individual basis and in trainings.

Another goal was to increase teacher skills in individualization. The IDP form has been refined to more fully reflect individualization. For students with an IEP the teacher receives a copy of the IEP. Consultation has been given when requested. For some students an inclusion specialist provides additional support to students in the Head Start Classroom.

The structure of the Mental Health component changed with the addition of a campus counselor to the AWSYC staff by the district. The counselor is a licensed professional counselor in addition to being a school counselor. She has been on-site 2-3 days per week. She has provided consultation with teachers and parents as well as individual counseling sessions, group sessions within the classroom, and small group sessions.

A social-emotional curriculum has been implemented with emphasis on character traits. The development of a school community among staff members has occurred through team building activities. The Bucket Filling program has been used with both children and staff to foster social-emotional growth and the development of a strong positive behavior intervention system.



FAMILY, PARENT & COMMUNITY ENGAGEMENT:

The Parent, family and community engagement service is designed to empower and develop skills for families that focus on their strengths that are necessary to identify their goals and support the family well-being. Families set their own goals and learn to advocate for themselves and utilize the resources in the community.

Parents have played an active role as partners in Head Start. Parents can be found involved in every aspects of the program from approving staff and budgets to reviewing policies. Over 300 parents volunteer each year. Parents also have access to special programs such as literacy educational classes and training opportunities.

AWSYC Head Start also have a Fathers Reading Every Day program which brings Head Start fathers and children together to read and share significant activities and helps fathers understand how important they are to their children. Read to your child literacy is designed to involve fathers in activities that increase the literacy of their children.

Parents also are active leaders in the Head Start program. Our program elects a committee of parents to guide local activities. And representatives from each classroom comprise the Policy Council that provides leadership. These parents receive additional training and meeting facilitation.

At the beginning of the school year, 160 families out of 181 families and caregivers participated in a Family Partnership Agreement:

Education:	17 focused on obtaining their GED
	32 focused on continuing college
	14 set a goal to learn English/ongoing
	38 set a goal on increasing time spent doing learning activities with children

Parenting: 17 attended parenting classes
13 had a goal to increased parenting skills

Parenting Class 11 parenting Classes

Volunteer Over 300 volunteers / 186 parent volunteers
Total Annual Hours: 23,137.54

Family well-being: 20 families set goal for nutrition
22 had a goal for budgeting
20 had a goal set in the personal area of relationships

Housing: 12 families set a goal for housing stability or purchasing housing

Parent Classes offered: Parent Orientation
Back to School Fiesta
English as Second Language
Family Well-being & Positive Parent-Child Relationships
Zumba
Helping with Children with Behaviors
Turkey Talk: Food purchase & Safety
Family Traditions

Nutrition: Three easy bites that won't weigh you down
Do well with Diabetes
How to Save Money
Healthy Marriage
Fathers Read Every Day
Mom's Math & Science Day

FISCAL RESPONSIBILITY:

Denton ISD has a strict financial management system in place. The Denton ISD program, as part of the Denton ISD, follows standard and acceptable accounting practices as prescribed by the State of Texas.



The district employs a fiscal manager. All transactions are accounted for from purchase orders to payment of employees. The district has been recognized by the state as a leader in this area. The purchasing process from start to finish involves multiple departments with separation of duties in place. One person, alone, can never complete the process. The procedures and guidelines are regularly checked and improvement is made when necessary.

A Head Start budget report is approved by Policy Council and the School Board monthly.

The Denton ISD Head Start Program undergoes an independent audit by an outside accounting firm each year. This audit is part of the Denton ISD annual audit. A report of each audit is submitted to the Board of Trustees and is a matter of public record afterwards.

Because of sequestration, not wanting to decrease the number of students we serve or increase class sizes, we decreased our program support personnel by two and the district absorbed the supply budget.