



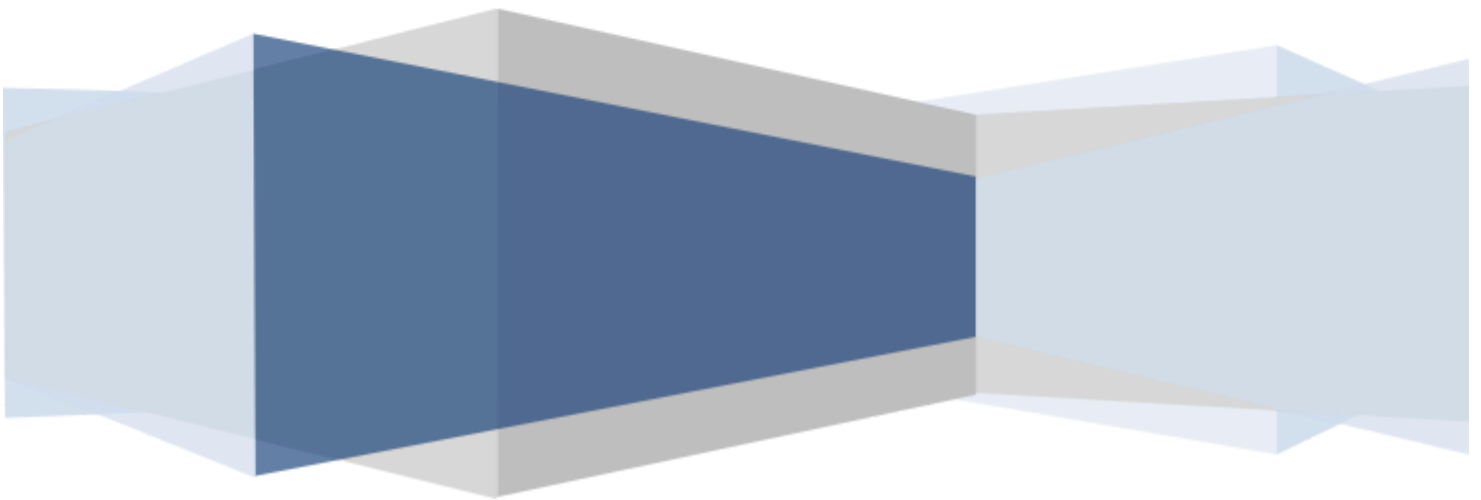
Rock Island/Milan School District #41



Self-Assessment

Head Start Preschool Program

2024-2025 PY



Purpose

Continuous quality improvement is a crucial component of the Rock Island/Milan School District Head Start Preschool Program. A yearly program-wide Self-Assessment guarantees our agency is meeting Head Start Preschool Program Performance Standards and moving toward program excellence for serving children and families in Rock Island and Milan, Illinois.

Head Start Preschool Program Performance Standards state that grantee agencies must conduct yearly self-assessments of their effectiveness and progress in meeting goals and objectives and in implementing federal regulations. These self-assessments are done with the consultation and participation of the Policy Council and other community members, as appropriate.

Self- Assessment results are used to develop program goals, desired outcomes, and action plans within the program.

The self-assessment has been developed through carefully analyzing the results of several monitoring tools. These tools include the Program Information Report, Strategic Plan, Ongoing Monitoring Plan, Health and Safety Checklists, aggregated educational data, walkthrough classroom observations and outcomes, mental health referral analysis, Community Assessment, Child Plus reports, Teaching Strategies GOLD educational data, chart/file reviews, last year's Self-Assessment and satisfaction surveys.

Nicole Berry, Director

October 2024

Approvals

Approved By: _____
Governing Board President Date

Policy Council Chairperson Date

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Introduction

The Rock Island/Milan School District #41 Head Start Preschool Program performs a comprehensive Self-Assessment looking at the program's entire operation each year to measure its effectiveness in meeting program goals and objectives. The Self-Assessment is required by section 1304.51(i)(1) of the Head Start Preschool Program Performance Standards (HSPPS).

The annual Self-Assessment for the Rock Island-Milan School District #41 Head Start Preschool Program was conducted in July 2024 for review of the 2023-2024 program year. Teams consisting of staff, parents, Policy Council members, and community members reviewed documents, files, systems, data, and procedures consistent with the Focus Area Monitoring Protocol. A manager led each team and was responsible for reporting any findings by writing quality improvement plans, if applicable.

Rock Island Milan School District #41 Head Start Preschool

The Rock Island/Milan Head Start Preschool Program is a single-purpose agency operating Head Start Preschool through a center-based option. The total funded enrollment for the 2023-2024 PY was 255. 120 slots were full-day (6.5 hours) and 135 slots were part-day (4 hours). The program has a total of 17 classrooms that are located within eight buildings of the school district. The students are taught by a staff of 17 teachers and 42 assistant teachers. Families are supported by five Family Service Workers. The program has a Management Team composed of three content area managers and the Head Start Preschool Director. Support staff for the program includes three program assistants, one administrative assistant, and three bus monitors. As part of the Rock Island Milan School District #41, the program has many other resources available such as Special Education Teachers, Speech Therapists, School Psychologist, School Social Workers, Occupational Therapists, and Physical Therapists with whom they can consult as needed.

Our mission at RIMSD #41 Head Start Preschool/Early Childhood Programs is:
To provide our district's diverse early childhood students with a quality education that prepares them for successful learning within our multicultural community

Our vision at RIMSD #41 Head Start Preschool/Early Childhood Programs is:
To be the premier early childhood learning organization within our ever changing community

Context for Self-Assessment

Rock Island Milan School District #41 Head Start Preschool concluded the fourth year of the five-year grant cycle from July 1, 2023 - June 30, 2024. The Self-Assessment is conducted on the same timeline as the Fiscal Year and Grant Year.

Program Five-Year Goals 2020-2025

July 1, 2020 - June 30, 2025

Every five years, each program decides on broad goals and initial short-term objectives, annually reviewing and revising if necessary. The program's five-year goals for the 2020-2025 grant cycle are as follows:

Program Goal 1: Prioritize teaching self-regulation skills through social-emotional strategies and resources to support school readiness.

Program Goal 2: Support the mental health of families and staff through trauma-informed care.

Program Goal 3: Evaluate transportation and program options annually according to the needs of families.

Program Goal 4: Collaborate with local childcare agencies to provide opportunities for birth to three services within the community.

Program Goal 5: Expand resources for English Learners (EL) to support growth in understanding and speaking English.

Methodology

Self-Assessment Design

The Self-Assessment process included the following steps:

- Pre-Assessment - The Director & management team on a regular basis reviewed data as it related to the organization's program and school readiness goals, in addition to any other important agency data.
- Process Design - The Self-Assessment process was designed to have core team members who were selected and invited to take part in the process. The teams consisted of the Director, all Management Staff, Policy Council members, Board members, Community Partners, and a select team of staff members.
- Engage the Team - The teams met to learn about the Self-Assessment process and to analyze the data.
- Analyze and Dialogue - During a meeting, in groups, the teams reviewed the data, and were given opportunity to ask further questions. They then made comments on the strengths, opportunities, and developed actionable recommendations.
- Recommendations - From the list of possible actionable recommendations, major themes were developed to narrow the focus and to develop concise recommendations to focus on for the next program year.

Tools

Data collection tools used in the Self-Assessment process include the following:

- Attendance sheets
- Teacher Count Sheets
- Family Partnership Agreements
- Linkage Agreements
- Community Partnerships
- Community Needs Assessment
- Child Plus Reports
- CLASS data & scores
- GOLD child outcome data
- Creative Curriculum Fidelity Checklists
- Reviewed Head Start Preschool Program Performance Standards
- Reviewed prior year's Self-Assessment
- Reviewed the prior year's grant application, Personnel Policies and Procedures

- Staff training data
- Program Information Report (PIR)
- Mental Health Staff Survey
- Virtual Lab School Training list
- 2023-2024 Program Goals
- Enrollment
- Attendance
- Staff Self Assessment Survey
- Parenting Class
- Sign in sheets from eight classes
- Center Meetings
- Sign in sheets from four Center Meetings (Library, Mental Health, SNAP Education and Kindergarten Readiness)
- Parent Orientation
- Sign in sheets
- Dual Language Learners

Self Assessment Team Members

- Nicole Berry, Director of Early Childhood Programs
- Maggie Elliott, ERSEA, Parent Involvement, Social Services, & Transportation Manager
- Brigitte Hajduk, Education and Transition Manager
- McKenzie Taets, Health, Nutrition, & Mental Health Manager
- Jodi Becker, Community Representative
- Elizabeth De Lille, Head Start Preschool Teacher
- Susanna Enriquez, Head Start Preschool Parent
- Beth Garza, Head Start Preschool Parent
- Jodi Ketcham, Head Start Preschool Family Service Worker
- Tayler Louscher, Community Representative
- Jeanne Mueller, Head Start Preschool Teacher
- Tonia Poterack, Head Start Preschool Family Service Worker
- Kiersten Scurlock, Head Start Preschool Family Service Worker

Key Insights

Management Systems

Program Governance

Strengths

- Thorough communication with Policy Council members
- If concerns arise, information is explained in full as it relates to Policies and Procedures
- Excellent reporting data
- We have successfully had a quorum at all of our Policy Council meetings this past year since we changed our ByLaws to a fourth instead of a third of the membership to vote
- Updated Policies and Procedures to reflect Code of Conduct matching the Head Start Preschool Performance Standards and the Rock Island Milan School District

Opportunities for Growth

- Continue to revisit and update Policies and Procedures as needed and review Policy Council attendance as needed

Plan for Action

- Revisit Policies and Procedures annually and review Policy Council attendance to ensure follow up and communication is made to maintain a solid attendance rate

Planning

Strengths

- The center-based programming option aligns with community needs based on data from self assessment and community assessment
- Program Calendar is synchronized with school district calendar
- Reduction of slots from 299 to 255 has assisted in supporting the social emotional needs of students, as well as teacher fatigue, in the 2023–2024 program year
- Providing a minimum of 1,020 hours for at least 50% of funded enrollment by having eight full-day classrooms meets the HSPPS duration requirement

Opportunities for Growth

- Continue to ensure that program matches community needs for services

Plan for Action

- Consider applying for a waiver for the 2025-2026 program year regarding the duration requirement if needed, due to lower parent interest and enrollment in full-day classrooms

Communication

Strengths

- Weekly newsletter notes to all staff for reminders, updates, etc.
- Manager meetings held weekly, Office meetings held monthly, All Staff meetings held quarterly
- Weekly classroom visits by Director & Education Manager rotating through all eight centers to ensure one visit per quarter
- Administration communication with Rock Island Milan School District building principals to ensure cohesiveness
- Continue to provide spring and fall updates to Policy Council and stakeholders on the progress toward the five-year and annual goals reported in the grant application

Opportunities for Growth

- Ensure that communication continues with all stakeholders as changes are made and updates take place
- Google Calendar link on newsletters for families to access

Plan for Action

- Continue to update all stakeholders as changes and updates are made in the program

Program Management & Quality Improvement

Strengths

- Management staff meets weekly to address updates and needs of the program
- Monthly staff check in surveys are sent out to check on staff mental health and wellness
- Staff professional development plans are completed annually and staff surveys are sent out annually to ensure staff voice and professional development needs
- Management team is readily available as needed to attend to any staff or Rock Island Milan School District needs
- Partnership with the Rock Island Milan School District special education program to assist with classroom needs and student challenges

Opportunities for Growth

- An increase in student concerns and behavior needs in classrooms warrant additional time and attention from early childhood special education trained staff

Plan for Action

- Director to request additional Rock Island Milan School District staff support for classrooms

Human Resources Management

Strengths

- Hiring process (background checks, TB test, physical, onboarding checklists, etc) matches Rock Island Milan School District
- Extended onboarding for Head Start Preschool of one year beyond Rock Island Milan School District's 90 day onboarding supports staff during the probationary period with opportunities for remediation as needed
- Tuition assistance for staff
- Professional development offerings

Opportunities for Growth

- Continue to review support in the classroom on a consistent basis as currently classroom substitutes/program assistants are in the classroom to assist
- Ensure that all positions have Standard Operating Procedures developed by the end of the 2024-2025 program year

Plan for Action

- Continue to discuss with the school district special services department the need for special education support in Head Start Preschool classrooms based on needs of students with IEPs

Fiscal Management

Strengths

- Collaboration with the Rock Island Milan School District finance department along with quarterly meetings
- Financial reports are accurate and monitored quarterly
- Transferring of funds occurs within a timeframe to meet the end of the fiscal year and ensure that funds are spent down

Opportunities for Growth

- Highlight budget detailed information for areas of variances monthly for Policy Council

Plan for Action

- Continue to share detailed information and monthly finance reports with the Policy Council and Governing Board ensuring that budget changes are noted

Education & Disabilities

Education and Child Development Program Services

Strengths

- Teacher communication and collaboration is prioritized
- Partnership and communication with Rock Island Milan School District, especially Kindergarten leads
- Funds available for career growth, continuing education and professional development
- Comprehensive approach to education components ensuring continuity and intentionality
- Alignment of fidelity components
- Itinerant model of inclusion integrating Rock Island Milan School District special education staff has helped in supporting teaching staff as well as needs of children
- Staff retention

Opportunities for Growth

- Continue to prioritize and strengthen interpersonal communication among teaching teams through weekly meetings
- Ongoing alignment of multiple education components requires vigilance and intentionality
- Time for assistant teachers in full-day rooms to complete training and enter child assessment data
- Continue to strengthen intentionality of small group instruction using data consistently to guide planning

Plan for Action

- Creation of Weekly Team Meeting Note Sheet will guide discussions

- Utilize Google Calendar as a time management tool to monitor progress and component alignment
- Stagger classroom staffing engagement to provide a window of time during the school day for assistant teachers in full-day rooms to enter documentation or complete online training since there are three staff
- Use professional learning group time to analyze data and collaborate with colleagues for planning

Transition

Strengths

- Collaboration with Rock Island Milan School District regarding transition to Kindergarten (Round Up participation, meetings with teachers about incoming children, data sharing)
- Easy transition into the school district/Kindergarten for families
- Record sharing with Rock Island Milan School District
- Family Service Workers support families transitioning out of Rock Island Milan School District

Opportunities for Growth

- Continue to look for ways to increase parent attendance at center meetings and Kindergarten Round Ups

Plan for Action

- Modify meetings times and information sharing to meet needs of parents

Disability Services

Strengths

- In August 2022, we had 32 children being served through inclusion services or 12% of our enrollment. By May 2023, we had 56 children or 19% of our enrollment. There continues to be a steady growth of students qualifying with IEP's within the Head Start Preschool program.
- The Head Start Preschool program collaborates with the Local Education Agency, Rock Island/Milan School District #41, to provide additional screenings that guide placement decisions and services according to individual child needs
- Last year, our program participated in providing inclusion services in 14 Head Start Preschool classrooms

Opportunities for Growth

- Trickle down special education services needing more support from Rock Island Milan School District

Plan for Action

- Continue to work with Rock Island Milan School District to support the increase of special education staff in classrooms to assist with students

Health, Nutrition, and Mental Health

Health/Nutrition

Strengths

- Meet and exceed standards for staff health & safety trainings
- Updated Health Policies and Procedures this past year
- Strengthened system for following up with families re: follow-up/treatment needs
- Strong relationships with community partners
- Ability to provide transportation to health appointments for students
- Strong communication between staff and families
- Use of social media to share information, resources, and events with families

Opportunities for Growth

- Utilize a Parent Engagement Survey to assist in training topic selection, including CPR and cooking classes
- Provide any new community resources and learning opportunities in health and nutrition to staff to share with families, such as “Lunch & Learns” with community partners

Plan for Action

- Work with University of Illinois Extension to offer cooking class for parents and research providers for hands-only CPR
- Continue to share community partner information with staff via email and social media; if staff are interested in learning more about a specific agency or event, provide Lunch-and-Learn

Mental Health

Strengths

- Itinerant joining Teacher Assistance Team meetings was successful; had resources and skills to put Mental Health Consultant interventions into practice
- Teacher Assistance Team model is helpful and Mental Health Consultant offers appropriate and helpful suggestions
- Staff relationships and communication with each other
- Staff Wellness Committee provides opportunities for wellness to staff throughout the year

Areas for Growth

- Need options for play therapy for students, especially at school
- Need for Reflective Learning Groups or way for staff to support each other and check in with each other

Plan for Action

- Continue to keep local mental health providers list up-to-date
- Discuss option of Reflective Learning Group with contracted mental health consultant or look into other options for staff group support

Facilities, Materials, Equipment and Transportation

Strengths

- Head Start Preschool partners with Johannes Bus Service to provide transportation to eight Head Start Preschool classrooms at four different schools
- Transportation was provided for 92 children during the 22-23 school year
- Layered systems are in place to ensure child safety on the bus to include counting, attendance sheets, verification of bus riders, teacher sign in and out sheets, and monthly attendance sheets
- Johannes Bus Company hires their own drivers and maintains buses

Opportunities for Growth

- Bussing is costly and there is only one option locally
- Continue to expand transportation options as budgeting allows

- Johannes is often short bus drivers and may delay children’s arrival or departure time
- There are not any other bus companies in the area to explore switching services to

Plan for Action

- Evaluate the number of bus riders per route and adjust routes accordingly based on family needs

Family Partnerships and ERSEA

Family & Community Engagement Program Services, Partnerships & ERSEA

Strengths

- Chronic absences decreased from 65% during the 2022-23 program year to 54% during the 2023-24 program year
- Teachers and Family Service Workers communicate daily regarding absences and tardiness
- Timely Family Service Worker communication and documentation regarding absences and reasons
- Enrollment was at 98-99% for the entire school year
- Decrease in student turnover compared to previous years
- Rock Island Milan School District provides interpretation and translation services in all needed languages
- Attendance at Parenting Classes increased to 14 attendees, compared to 2 parents the previous year. Incentives were offered, curriculum was updated and a “make it and take it” was made to go along with each topic.
- Center and Parent Meetings/Family Events are well attended with a snack or meal provided as well as opportunities to talk with community partners
- Parenting Classes and meeting topics are chosen based on data from family goals
- Transportation and childcare is offered for families during classes and meetings to support parent attendance
- After orientation is completed, parents have a chance to turn in missing items and discuss classroom placement preferences

Opportunities for Growth

- Continue to make efforts to meet funded enrollment through recruitment and follow up with families
- One location was under-enrolled for the majority of the year. Continue efforts to build

waiting lists at all locations.

- Continue to work on lowering chronic absences
- Children's tardiness disrupts teacher schedules and throws the child off for the day
- Consider a classroom incentive for increased attendance
- High number of refugee families and low education levels
- Continue to have forms translated and seek out books as families speaking new languages enroll

Plan for Action

- Provide detailed information regarding parenting classes earlier in the year and consider a virtual option
 - Consider different times and days for parent meetings and trainings to increase participation
 - Update translations of initial home visit forms to reflect evolving languages enrolled
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The Rock Island/Milan School District #41 Head Start Preschool continues to strive for high performance and high-quality service delivery by utilizing program data to inform the decision making process and continuous quality improvement efforts. The insight received during this year's Self-Assessment will be used during the planning process to assist the management team in determining appropriate actions to ensure continued growth.

Goals & Objectives Progress

Program Goal 1: Prioritize teaching self-regulation skills through social-emotional strategies and resources to support school readiness.					
Objective(s)	Progress, Outcomes, and Challenges				
	PY 2021	PY 2022	PY 2023	PY 2024	PY 2025
85% of children will be meeting or exceeding widely-held expectations in the SE area by the end of each PY. Track progress using TS GOLD data.	<i>At the end of the 2020-21 PY, 87% of children were meeting or exceeding widely-held expectations in SE. (Post-COVID year, resuming in-person services with lower enrollment)</i>	<i>At the end of the 2021-22 PY, 87% of children were meeting or exceeding widely-held expectations in Social-Emotional, up from 54% in the fall.</i>	<i>At the end of the 2022-23 PY 84% of children were meeting or exceeding widely-held expectations in the Social-Emotional area, up from 53% in the fall.</i>	<i>At the end of the 2023-24 PY 90% of children were meeting or exceeding widely-held expectations in the Social-Emotional area, up from 68% in the fall.</i>	
Teachers will utilize interventions and strategies from Teaching Assistance Team (TAT) meetings and the mental health consultant to improve SE support in the classroom.	<i>Due to COVID-19, TAT meetings were held virtually to provide interventions and strategies to support social-emotional development .</i>	<i>During the 2021-22 PY, TAT provided interventions for 64 Head Start Preschool students.</i>	<i>During the 2022-23 PY, TAT provided interventions for 85 Head Start Preschool students.</i>	<i>During the 2023-24 PY, TAT provided interventions for 75 Head Start Preschool students.</i>	
CD training opportunities will be planned annually for all staff.	<i>CD training was held virtually in August 2020 for all staff.</i>	<i>Training was held in August 2021 for teaching staff to enhance the integration of</i>	<i>Full-day training was provided in the summer preceding the school year on "Teach, Train, Thrive".</i>	<i>Two options for Conscious Discipline training were offered during pre service depending on previous</i>	<i>Two days of in-person Conscious Discipline training were offered after the close of the school year for the 24-25PY, providing two options for staff</i>

		<i>CD and CLASS.</i>		<i>training. Newer staff and new hires completed 10 hours of asynchronous online training "Building Resilient Homes and Schools" during the 2023-24 PY.</i>	<i>according to previous training and experience with Conscious Discipline.</i>
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Program Goal 2: Support the mental health of families and staff through trauma-informed care.					
Objective(s)	Progress, Outcomes, and Challenges				
	PY 2021	PY 2022	PY 2023	PY 2024	PY 2025
All staff will be offered training opportunities to expand knowledge of trauma-informed care.	<i>Multiple virtual training opportunities in summer and fall 2020.</i>	<i>All staff completed the 7-hour asynchronous online training course. "Powers of Resilience, SEL for Adults" through CD.</i>	<i>Training for all staff on 9/16/22. "Consent is an Emotional Skill"</i>	<i>All staff training on 8/25/23. Lisa Rogers Part 2 - The Next Steps to Dealing with Challenging Behaviors.</i>	<i>10 hours of asynchronous online training "Building Resilient Homes and Schools" continues to be an option for all staff, but is mandatory for new teaching staff.</i>

Program Goal 3: Evaluate transportation and program options annually according to the needs of families.					
Objective(s)	Progress, Outcomes, and Challenges				
	PY 2021	PY 2022	PY 2023	PY 2024	PY 2025
Utilize parent surveys in addition to intake information to guide program transportation decisions and modify bus routes annually to ensure support to families in need.	<i>During the 20-21 PY, 58 children utilized bus service, which represents 27% of students.</i>	<i>During the 21-22 PY, 85 children utilized bus service, which represents 30% of students.</i>	<i>During the 22-23 PY, 92 students utilized bus service, which represents 28% of students.</i>	<i>During the 23-24 PY, 84 students utilized bus service, which represents 29% of students.</i>	

Program Goal 4:
Collaborate with local childcare agencies to provide opportunities for birth to three services within the community.

Objective(s)	Progress, Outcomes, and Challenges				
	PY 2021	PY 2022	PY 2023	PY 2024	PY 2025
Collaboration opportunities will be strengthened through local meeting involvement and partnerships with birth to three agencies within the community.	<i>Local meeting involvement was limited due to pandemic restrictions.</i>	<i>Managers participate locally with Black Hawk College ECE Committee, All Our Kids Network, DCFS, and Every Child (formerly known as Child Abuse Council)</i>	<i>Collaboration with Early Head Start Preschool Skip-a- Long within shared service area</i>	<i>A representative from Skip-a-Long Early Head Start Preschool serves on our Policy Council.</i>	
Count birth-3 siblings in ChildPlus	<i>At the end of the 20-21 PY there were 219 eligible 0-3 year-olds according to the recruitment report in ChildPlus.</i>	<i>At the end of the 21-22 PY there were 257 children in households for this PY (1 mo-3yr), according to the recruitment report in ChildPlus.</i>	<i>At the end of the 22-23 PY there were 273 children in households that are 1 month-3 years old.</i>	<i>At the end of the 23-24 PY there were 317 children in households that are 1 month-3 years old.</i>	

Program Goal 5:
Expand resources for dual language learners (EL) to support growth in understanding and speaking English.

Objective(s)	Progress, Outcomes, and Challenges				
	PY 2021	PY 2022	PY 2023	PY 2024	PY 2025
80% of four-year-olds will assess as increasing or advancing within the process of understanding and speaking English by the end of each PY. Track progress using TS GOLD data.	<i>At the end of the 2020-21 PY, 82% of four-year-olds were assessed as increasing or advancing within the</i>	<i>At the end of the 2021-22 PY, 93% of four-year-olds were assessed as increasing or advancing within the</i>	<i>At the end of the 2022-23 PY 90% of four-year-olds were assessed as increasing or advancing within the</i>	<i>At the end of the 2023-24 PY 88% of four-year-olds were assessed as increasing or advancing within the</i>	

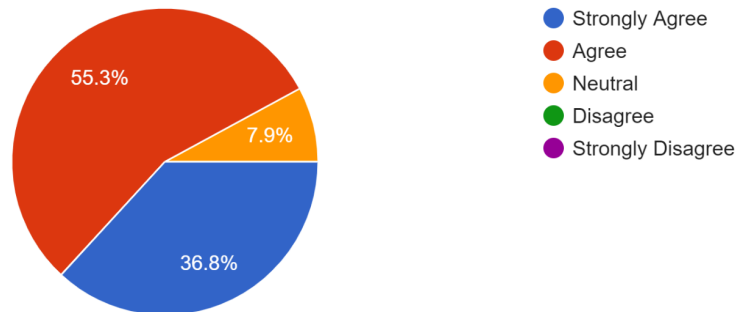
	<i>process of understanding English, and 79% within the process of speaking English.</i>	<i>process of understanding English, and 83% within the process of speaking English.</i>	<i>process of understanding English, and 77% within the process of speaking English.</i>	<i>process of understanding English, and 84% within the process of speaking English.</i>	
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STAFF SURVEY DATA RESULTS

The survey completed by families was developed and dispersed by the program to all staff employed in the RIMSD #41 Head Start Preschool program. This survey asked staff to rate the Head Start Preschool program overall and within their classroom setting. Staff rated items on a scale and the following graph provides the overall scores.

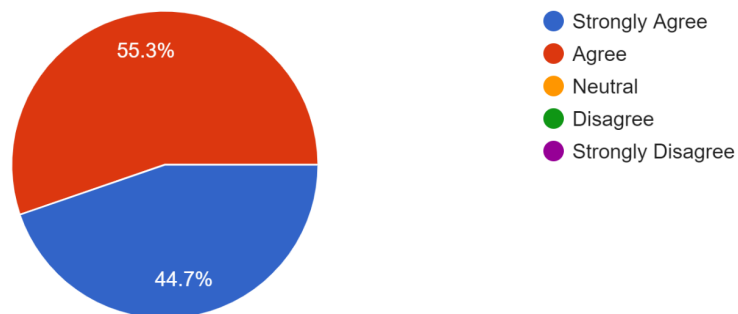
The people I work with cooperate to get the job done.

38 responses



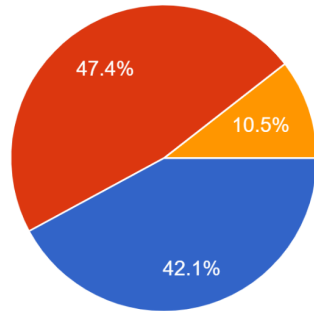
I feel comfortable communicating and collaborating with my team members.

38 responses



I have opportunities to provide feedback and input.

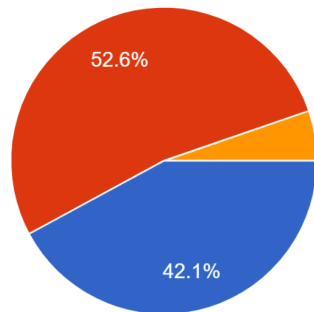
38 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I am comfortable asking questions at my workplace.

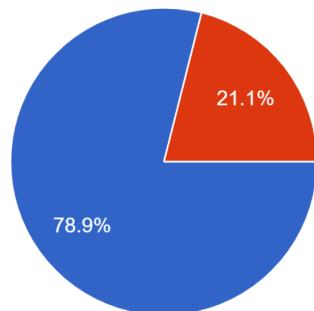
38 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I enjoy the work that I do.

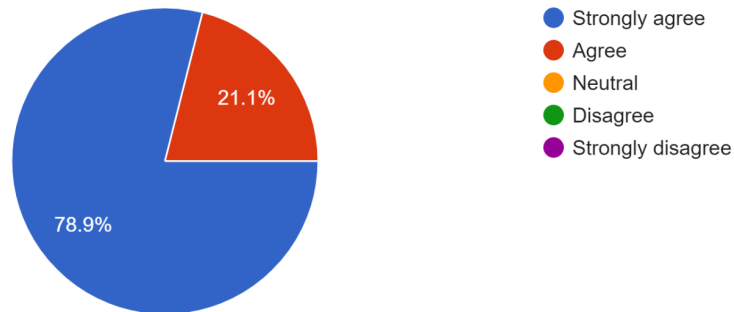
38 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

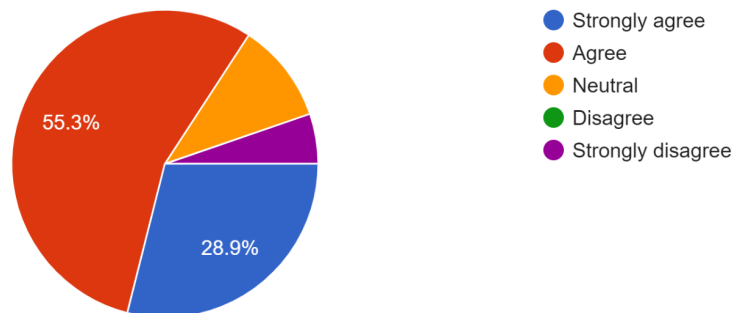
I make every effort to connect with children and families.

38 responses



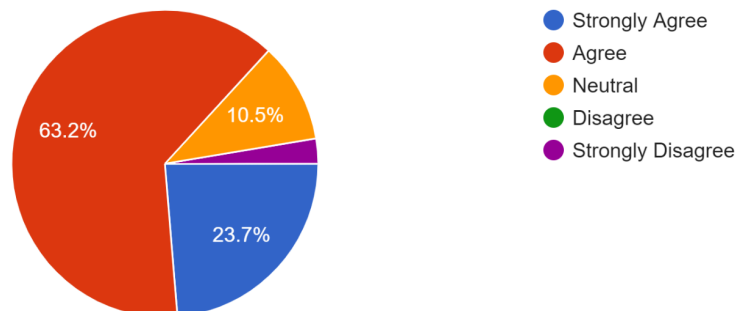
The management team consistently and clearly communicates with me.

38 responses



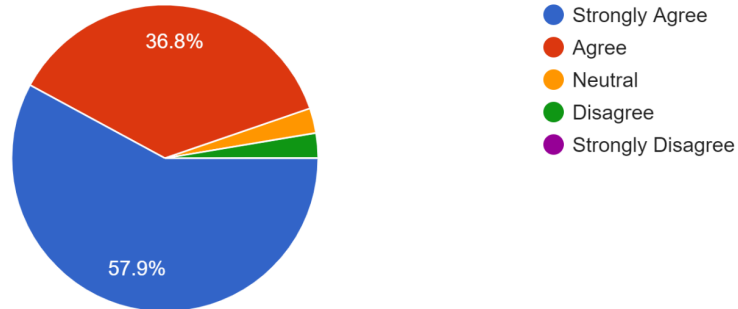
I am comfortable providing feedback that relates to program operations.

38 responses



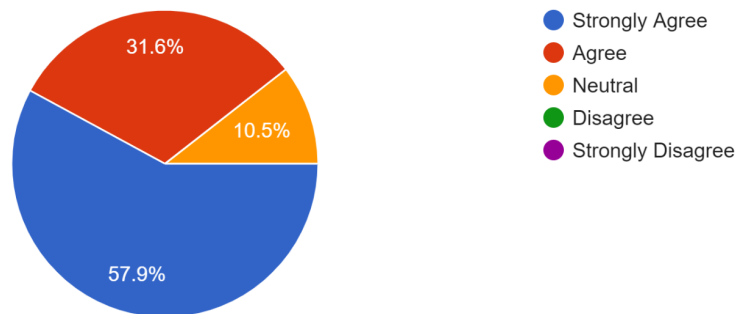
I am given opportunities to identify and attend professional development that would be beneficial for me.

38 responses



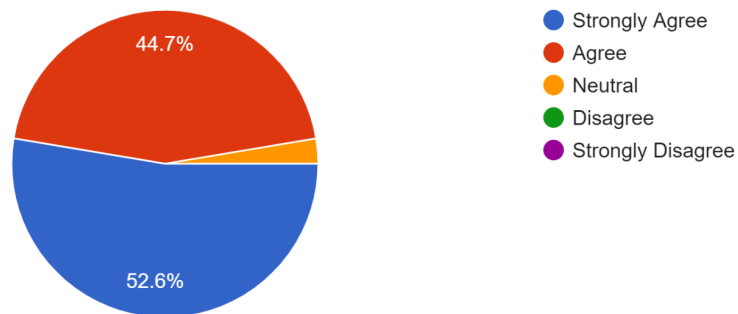
I understand the process for connecting families to resources in the community.

38 responses



I am aware and sensitive to the cultural differences of the families who participate in our program.

38 responses



Please comment below about RIMSD #41 Head Start Preschool program's strengths and successes.

They are great at supporting families

I think a big strength is making sure our families are supported and are heard. Making sure our children are getting routine check ups like going to the doctor and the dentist. Management is so great to their workers and are there to listen but also there to praise them when they do well - I really love that. Giving us training that helps us as workers in the classrooms when it comes to behaviors. We are able to work together as a team and do what is best for the child. I think it is great we get a Head Start Preschool on children that are needing extra support. We are willing to help give parents more knowledge with classes and get the parents more involved. Children are learning how to be independent. There definitely are more strengths though too :)

Team work, connections with families, relationship with RIMSD

Head Start Preschool's strength is communication when needed. People are talking to one another and always reaching out to make sure I have the help and resources needed.

Successful in reaching out to the community and offering available resources

We try to make all kids and families feel welcome.

I feel that we work well with the families as well as the children in our care. I feel that the teachers have a good relationship with the parents.

I believe the strengths are the different programs that Head Start Preschool provides. For example, dental appointments, help with finding clothes and services for family, transportation, the different types of classroom. The communication between social workers, mental health , and classroom teachers are a strength too.

Great opportunity for parents and children to get support.

The Head Start Preschool program is constantly updating the program.

I believe the program's strengths are that we have a good foundation and tools to provide quality early education.

The family engagement activities are generally pretty popular.

Training has helped me a lot.

Our educational strategy is very effective. I can clearly see the growth in student abilities from the beginning of the year to the end of the program. I love witnessing the change.

Communication with each other & with families, teamwork, connecting families to resources.

I like working here, and I feel it's easy to get along with my coworkers.

We are strong when we work together

n/a

Total student and family commitment.

Communication

Staff are great at building relationships with families and providing community resources

The program works really hard for their children's families

Team work, communication, support system, understanding, and opportunity

Many good teachers

Our program has taken advantage of using various mediums to communicate with families

na

Love for the kids

There when I need help. Collaboration is good. Communication is good.

Lowering classroom numbers has been helpful in promoting inclusion in the classroom as well as meeting the needs of all students

continuing to serve families

lowering student numbers to accommodate the inclusion program

communication and striving to be better kiddos.

We serve a diverse population and make efforts to provide interpretation and translation for those families who need it.

training, opportunities for professional development, communication

The ability to provide resources for families we serve

I think a good strength is valuing the teachers and providing support to all teachers.

Inclusion

Long term staff

Please comment below about RIMSD #41 Head Start Preschool program's opportunities for growth.

n/a

Lots of opportunities for growth. They are always sending emails letting us know about the different trainings available

I have been thinking very hard but I do not think of any growth. I truly like this program.

More competitive wages for teaching staff.

continue training to further program goals

Helping parents with kindergarten round up, that do not speak English.

They have an excellent program for teachers to get their degrees. They pay for their tuition and books. They also provide professional Development opportunities.

I believe that the program can improve in providing materials that the classroom needs to every teacher. I have had to use my money and provide materials for my classroom after asking for items.

Also, I believe the program can help teachers who are struggling with students with behaviors.

We have a big turn over and it is because teachers are stressed out.

Help parents with education and job training

Training is always available.

I believe that we need to reinforce using that good foundation and tools for growth.

Not sure at this present

N/A

Continuing our work and procedures for inclusion of children.

More continuity between classrooms. Content taught and clear goals and expectations

Communication between staff and management on suggestions and/or issues.

Idk

The option to have Head Start Preschool classrooms in more district schools.

I don't have any comments

I like how everything is currently

More involvement by managers

continue to strengthen volunteering in classrooms and seek family involvement opportunities

na

Holding parents accountable when they don't follow the rules with the program

Any training available.

Building respectful and supportive relationships among teaching staff and management

Develop a communication plan to alleviate communication gaps among staff, management, and families

Creating a behavior intervention plan or more supports for the MTSS tiers for a general education student

Increased pay

addressing staff concerns without bias

staff pay

advocate to add more steps to the pay scale as most staff have been serving this program for 18 years or more

create a clear set rules and guidelines across the board for staff in regards to program protocols

create a behavior intervention plan for general education students

none

The program could provide more support for families to be accountable for getting their children to school on a consistent basis and to be on time. Participation in the classroom and with the program activities could improve, perhaps with some incentives.

parent engagement/participation, absenteeism/tardiness,

Learn empathy and concern for families that we work with

I think growth would be some more hands on learning.

dealing with school who don't want us there

unsure

Please leave any additional feedback you feel necessary or any further comments, explanation on any of your responses. (OPTIONAL)

N/A

That the gym door that leads into the hallway, that you have to use a key fob to open.

I like working for the program, I have worked here for 20+years.

n/a

None

na

Teacher salaries need to be increased significantly.

N/A