

## 2015-2016 Self-Assessment and Program Improvement Plan

The 2015-2016 Self-Assessment was conducted by the SENDCAA Head Start Birth to Five Management Team and lead by the Project Director Lindsey Ohren. Input was provided by the Policy Council parents and community members. The FY 2016 Monitoring Protocols for Comprehensive Services and School Readiness (CSSR) were utilized, along with a Self-Assessment Survey, which was completed collectively by each component area. The component areas and staff responsible for conducting each survey are as follows:

<b>Education</b>	<b>Health</b>	<b>Family &amp; Community Services, Cultural &amp; Family Events</b>	<b>Mental Health &amp; Disabilities</b>
Lindsey Burkhardt	Lillian Okla	Rebecca Ney – Lead Family & Community Services Coordinator	Pennie Hatlestad – Disabilities Coordinator
Gay Seelig	-Health Coordinator	Ramya Chandrasekaran	Jody Claus-Mental Health/Disabilities Coordinator
Patty Deery		-Cultural Liaison	
-Education Coordinators			

As a team we met several times and answered the questions in the CSSR protocols, while reviewing our current policies and procedures. The management team members created a print version of the protocols, as well as conducting surveys with all Head Start staff (teachers, family advocates, health staff), and Policy Council members (parents and community members) to gather input on what is working well and what areas we need to improve.

We then met again as a management team, to discuss what the survey data indicated as our primary areas for growth and improvement. Each coordinator presented her component area and the director chose 2 concerns to move forward with a Program Improvement Plan.

## Education

Head Start and Early Head Start Education Coordinators met with classroom staff (teachers, teacher assistants, para-professionals) and they found the following: **Strengths:** During the 2015-2016 school year, classroom staff have indicated the trainings provided have been more intentional and related to CLASS scores and School Readiness goals. Our Education Coordinators have had thoughtful conversation with teachers in order to hone in on what areas training is needed in order to improve educational outcomes. This has allowed us to retain teachers at a higher rate than any school year in the previous 4 years. Our teacher attrition rates are as follows:

2015-2016 School Year	Head Start = 1	Early Head Start = 1
2014-2015 School Year	Head Start=5	Early Head Start=5
2013-2014 School Year	Head Start=6	Early Head Start=7
2012-2013 School Year	Head Start=3	Early Head Start=6
2011-2012 School Year	Head Start=5	Early Head Start=3

**Improvement Area 1:** From the beginning of the 2015-2016 school year, Policy Council parents have indicated a desire to advance the efficiency of our in-kind collection and tracking. They have noted that our current system was confusing thus, parents were less likely to submit their in-kind hours. Since December, we have gradually been testing out new tracking systems and have finally found one that is efficient and user-friendly for parents. It will be approved by Policy Council in May 2016 and classroom staff and family advocates will all be trained on how to use it. A tracking system procedure will also be developed and implemented at the start of the 2016-2017 school year.

**Improvement Area 2:** Teachers have indicated a deficit in the training of newly hired classroom staff. As such, CLASS scores and classroom progression may temporarily wane while a new teacher acquaints

him/herself programmatically as well as with students. This will be especially critical if a teacher is hired mid-year. The Education Coordinators and Project Director have designed a new, streamlined approach to training new teachers and classroom staff. This will ensure that all teachers hired after January 2, 2016 will receive the exact same training, in an organized timeframe and empower them to be ready for their new position. The new hire and supervisor will work together on the Training Plan, and both employees will sign off on each training item to ensure it is done accurately, and expectations are clear.

### **Family & Community Services**

The Family & Community Partnerships Coordinator met with Family Advocates in Head Start and Early Head Start and found the following: **Strengths:** During the 2015-2016 school year, our Family Advocates indicated an improvement in the areas of teamwork, and team building skills. With the hiring of a new Coordinator and several new Family Advocates, this program was steered into a new and positive direction. The team has formed a cohesive bond and are working diligently to make improvements in the Family & Community Services component area. They have collectively also indicated that their peer to peer support and interaction has propelled them to excel in their respective positions. As a whole, we believe the Family & Community Services program will see a drastic upward shift in the family goal process in the 2016-2017 school year.

**Improvement Area 1:** While responding to the FY 2016 CSSR Protocols, it became apparent that our Family Goal process is not as impactful as it could be. Upon the start of each school year, parents are highly encouraged to fill out a family goal worksheet, but we have not had a written procedure in place for follow through. We have now created a new Family Goal worksheet, and progress monitoring system. We will have a plan in place for school year 2016-2017 that will indicate specific classes/trainings offered to work toward Family Goals.

**Improvement Area 2:** With a high rate of turnover in our Family & Community Services program earlier this year, we have indicated a need for community outreach and training on the local resources available for the families that we serve. Our Family & Community Partnerships Coordinator is currently working on outreach to local agencies to set up informational meetings and tours so the Family Advocates can become more aware of the services available within our community. We will implement a schedule of meetings and outreach activities for Family Advocates to participate in by the 2016-2017 school year.

### **Mental Health & Disabilities**

Our Mental Health and Disabilities Coordinators met to discuss their component area and changes made during the 2016-2017 school year and found the following: **Strengths:** The Mental Health and Disabilities Coordinators both felt as if more positive partnerships have been built with Education Coordinators. Due to this partnership, the response times (for screenings and observations) have been prompt. Their collective partnership has allowed them the ability to provide better support to classroom teachers, utilizing a combination of empathy, strategy, and availability.

**Improvement Area 1:** Mental Health/Disabilities Coordinators and Education Coordinators feel everyone could benefit from a formalized referral and response process. This will require a concrete definition of roles and responsibilities. This process has begun in April and will be complete prior to the 2016-2017 school year.

**Improvement Area 2:** This component area indicated a need for additional supports for children with intense behavioral needs who do not qualify for other services. We have begun researching the benefit of an alternative classroom for children who would benefit from a sensory break and will have a plan in place by the 2016-2017 school year.

