



**Executive Overview of 2020-21
Self-Assessment Findings and Program
Improvement Plan**

May 2021

I. Introduction

a. Program Description

Abilene ISD Head Start/Early Head Start Program is operated by the Abilene Independent School District. The Abilene ISD Board of Trustees serves as the governing body for Head Start/Early Head Start, and operates in a shared-governance system with the Parent Policy Council. The program is funded to serve 132 infants and toddlers and 9 pregnant women in Early Head Start on the Crockett campus. An additional 380 children, ages three and four-years-old, are funded in the preschool program at Long Early Learning Center. *The EHS programs was fully enrolled during the 2020-2021 school year. The HS program became fully enrolled in the late spring. Families reported that COVID restrictions kept them from feeling comfortable sending students to school. Enrollment opportunities were provided weekly at Long ELC so that families had every opportunity to enroll if they desired to do so.*

The Long facility has been provided by the District as in-kind to Head Start. The program is in its eighth year of operation and in the fifth year of a five-year monitoring cycle. The Head Start program completed a CLASS Monitoring Review, during the week of December 2-6, 2019. Communication from OHS, on December 13, 2019 indicated that the program met the expectations for CLASS. Scores from the Review were compared to the 2019 and 2020 national mean for Head Start programs. Head Start CLASS scores remained at the national mean for both school years. The EHS and HS programs completed a Focus Area Two Monitoring Review during the week of January 27-31, 2020. The OHS Program Performance Summary Report sent to the 2019- 2020 AISD School Board President, Randy Piersall on April 30, 2020 identified many strengths within the programs and also stated that there were no compliance findings.

b. Self-Assessment process (context)

Contextually, the self-assessment process encourages the agency to ask itself three questions: “What are we doing well?”, “What are we not doing well?” and “How can we get even better at what we do?” Asking those simple questions prompts the leadership, staff and families to investigate how the program outcomes have positively impacted our community, and what is left to be accomplished. The investigation scaffolds data-driven decision-making, professional development, and community awareness and interactions. *Additionally, the programs reviewed COVID-19 protocols, how they impacted the programs, children and families.*

II. Methodology

a. Design of Self-Assessment and Participating Members

The Self-Assessment process followed the framework published by the National Center on Program Management and Fiscal Operations. The Self- Assessment process also used information gleaned from

the completion of the Focus Area Two Monitoring Protocol. The plan design was supposed to be reviewed and approved by the Policy Council on February 16, 2020. However, due to extreme inclement weather, the Policy Council reviewed and approved the process on March 16, 2021. The program leadership staff was trained on the Self-Assessment process on February 25, 2020. The analysis timeline for program operations and child and family data was from February through mid-April of 2021. This time was allotted for analysis of a full set of program-year data. The Self-Assessment Summary and the Program Improvement Plan were reported/reviewed and approved by the Policy Council on May 18, 2021. During the process, the team members examined a broad range of program operations to determine strengths and weaknesses in managing and providing services to Head Start and Early Head Start children and families. The scope of focus was directed by: (1) identifying any systemic issues revealed during routine ongoing monitoring, (2) reviewing health and safety evaluations, and (3) analyzing school readiness and goals, objectives and action plans.

The self-assessment process followed a systematic path, beginning with the determination of the scope of focus, leading into the analysis of data and recommendations for improvement, and culminating in the final written report outlining corrective action steps. The process was responsive to the Head Start Act and the Head Start Performance Standards. The process included a review and revision of all written program services and management systems plans to assure the program addresses and is compliant with all regulations. The FA2 Monitoring Review and *the COVID Addendum Protocol* were also used as part of the Self-Assessment process.

The program demonstrated a very high-level of performance and substantial compliance with federal regulations throughout all monitoring events during the previous monitoring 5 year cycle, and remains eligible for differential reviews in the current ongoing five-year cycle.

Assisting in this year's self-assessment process were Head Start and Early Head Start administrators and managers, Head Start and Early Head Start front-line staff, Policy Council members (Head Start/EHS parents and community representatives), current Board members, community members and parents.

b. Self-Assessment timeframe

Self-Assessment activities were conducted by each program area between February 25, 2021 and May 3, 2020. Team leaders met with their respective team members for training and to conduct review activities within this time period. All summaries were completed and returned to the Director of Early Childhood Programs by May 3, 2021. The self-assessment reports for each program area were then reviewed and analyzed by the Director of Early Childhood Programs and the Executive Director of Federal Programs. Finally, a Self-Assessment Summary and Program Improvement Plan were developed for use by program staff. The Policy Council reviewed the Report and the Plan on May 18, 2021.

c. Data Collection Tools Used

A wide variety of data, including program operation reports, on-going monitoring tool reports, and other performance data were reviewed and analyzed. The FA2 Monitoring Review and CLASS review data was also used as part of the Self-Assessment process.

Following is a list of documents that used for data collection:

| Program Area | Tool/Data Set | Purpose | Finding(s) |
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| Governance | Policy Council By laws | This information includes the composition of the Policy Council and how it operates and oversees the direction of the program. | Review of the Policy Council By Laws indicated that the composition of the PC meets the requirements in the Program Performance Standards and the Head Start Act. |
| Governance | Policy Council Training agendas/minutes | The agendas and Policy Council minutes indicate a variety of training opportunities for the Policy Council. | Review of the Policy Council Agendas revealed that that the PC was initially trained on all of the PC responsibilities according to the Program Performance Standards and the Head Start Act. Additionally, the review confirmed that ongoing training was provided throughout the program year. |
| Governance | Management Policies and Procedures Manual | Assure that the Management Policies and Procedures Manual contains the required policies and procedures in order to meet or exceed the Head Start Performance Standards and the Head Start Act. | The review of the Manual indicated that shared governance exists between the Governing board and the Policy Council. |
| Governance | Program Plans | Assure that all systems and service areas have a plan to meet | A review of the Governance Program Plan indicated that all |

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| | | the Program Performance Standards. | areas were addressed through action steps, timelines, responsible parties, and evidences to validate that the Program Performance Standards and the Head Start Act were met. |
| Governance | Policy Council Membership Roster | Assure that the Roster meets the requirements of the Program Performance Standards and Head Start Act. | The composition of the Parent Policy Council meets the requirements of the Program Performance Standards and Head Start Act. |
| Governance | Policy Council Minutes | Review to assure that all requirements of the Program Performance Standards and the Head Start Act were met. | The Parent Policy Council was established early in the program year, and did maintain an active and meaningful role in the direction and operation of the program. The PC did participate in the planning, review, and approval etc. of all required areas. |
| Governance | Board roster and Board policies concerning election, etc. | Assure that the roster meets the requirements of the Program Performance Standards and the Head Start Act. | As an elected body, the AISD School Board is not required to have a member who is an attorney, an early childhood educator, or a fiscal expert. The Board retains an attorney as needed to provide legal expertise and advice to the Board. The Board does have |

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| | | | members who have education and financial experience and expertise. |
| Governance | Board of Trustee meeting minutes | Review to assure that all requirements of the Program Performance Standards and the Head Start Act were met. | Review of the Board minutes and reports to the Board indicate that they are well informed and were actively involved in all areas of program operation and monitoring as required. |
| ERSEA | Eligibility determination records | This documentation is a review of the status of eligibility for each child in the program and documents the form used to determine eligibility. | All documentation of eligibility and supporting documents matched. <i>139 EHS Eligibility records were reviewed and all had all supporting documentation.</i> |
| ERSEA | myHeadStart | The information on this form reviews the eligibility/enrollment/attendance. | All documentation of eligibility, enrollment date, and daily attendance in myHeadStart matched. <i>Review of the EHS monthly attendance percentage shows to match what was reported to the OHS.</i> |
| ERSEA | Frontline/TEAMS | Review data to check for tracking of enrollment and attendance. | Files reviewed matched attendance documentation. <i>Currently EHS does not upload</i> |

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| | | | <i>information into this system.</i> |
| ERSEA | Waiting lists | Documents were reviewed to track the number of students on the waiting lists. | Waiting list and report documentation matched. <i>Review of the EHS waiting list, showed to have the same number of applicants that were report to OHS.</i> |
| Program Structure | Community Assessment | The Community Assessment provides data regarding characteristics of the community, It provides ethnicity, language, disabilities, mental health, children in foster care, homeless children and working families. This information is used to guide the HS/EHS program to determine locations of centers, program options, goals, community strengths and needs. | A review of the Community Assessment revealed that all required components were present in the assessment. Additionally, the document outlined the strengths of the community and the needs of families served in the HS/EHS program. An interview with the HS Director indicated that the Community Assessment was completed every five years but was updated each year. She stated that the document was used to determine the direction of the program and how the services needed to be provided and community agencies that could be partnered with to |

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| | | | help families be successful. |
| Education | Lesson Plan required elements | Teachers and ECD Coordinator use this document to know what is required of our program and HS in each week's lesson plans. | Requirements are up to date and this is an effective way to communicate. |
| Education | Tracking & Monitoring Documents | ECD Coordinator uses checklists to monitor: Lesson Plan completion each week, Parent Contacts, Developmental Screenings, Safety Lessons, etc. | These documents are an effective means of tracking. MyHeadStart is also used. |
| Education | Early childhood student procedures to Receiving campuses | Program uses this process to collaborate with elementary campuses to support transition and school success. | Procedures needed to be clarified for all parties involved. A committee was formed to make needed changes for the transition at the end of school year. |
| Education | Cognitive, Social & Emotional procedures/policies | A tiered plan to for support and interventions needs for students with cognitive, language, and/or social & emotional needs. | The use of this procedure has been effective in providing further individualization to prepare students for school readiness. |
| Education | Abilene ISD Head Start School Readiness Plan | The program uses these goals to ensure children's growth in the Head Start Early Learning Outcome Framework Domains. | The School Readiness goals for families and academics are appropriate for the upcoming school year. The School Readiness Goals are aligned with the HSELOF. These goals are also aligned with the AISD 1 6 weeks report card. |
| Education | School Readiness Action Steps | A narrative of how we will accomplish meeting and tracking our School Readiness Goals. | The School Readiness Action Steps are reflective of the School Readiness Plan and implementation. |

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| | | | If social/emotional goals are edited, the Action Steps will be updated. |
| Education | Teacher Interviews | Teachers reflect on the benefits of PLCs as well as strategies for improvement. | Teachers reported PLC's were beneficial times to reflect and problem solve on CLASS domains to better meet the needs of the classroom. |
| Education | Parent Interview | An interview with parents from the program to review the supports/connections between home and school in the area of academic progress. | Parents found the weekly Seesaw activities and individualized specific skill activities that were sent home to be helpful for continued learning. |
| Education | Classroom coaches Self-Assessment summary | An interview with classroom coaches reviewed the Practice Based Coaching Plan including coaching frequencies, resources, and progress noted. | Coaches noted that they were satisfied with the current coaching cycle and coaching frequencies. Most teacher goals are in the Language Modeling and Concept Development Dimension of CLASS with progress noted. |
| Education | Teacher Interviews | Teachers discussed what school readiness skill the class had the most success with and why. | Teachers found that students were most successful in the area of social/emotional development which includes routines and procedures. |
| Education | Teacher Interviews | Teachers/coaches review Practice Based Coaching impact on instructional practices. | Teachers expressed that goal setting and reflection helped maximize learning. It |

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| | | | was suggested that feedback be specific to the goal set by the teacher and reflection times be planned promptly. |
| Education | Teacher Interviews | Teachers reviewed the Practice Based coaching process to promote quality interactions in the classroom using CLASS dimensions | Teachers found that Practice Based Coaching improved their understanding and implementation of CLASS. Coaches affirmed areas of strength and coached through areas of need with suggestions on ways to modify instruction to increase scores. |
| Education | Teacher Interviews | Teachers discussed new curriculum planning. | Teachers requested a thorough training on the new curriculum with uninterrupted planning times and regularly scheduled opportunities to collaborate with colleagues thematically or weekly. |
| Education | ESI-R Developmental Screening | A tool used to screen all children for developmental skills and concerns. | ESI-R meets the needs of our program as a developmental screener. Students who scored in the "Refer" or "Rescreen" ranges after February are closely monitored by teacher and Instructional Coordinators. |

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| Education | CLI Engage Progress Monitoring Reports | An online assessment to monitor student progress in all School Readiness Framework Domains. | CLI Progress Monitoring reports showed growth program wide in all School Readiness Goals assessed. Teachers used these reports to plan for instruction for large and small groups and individualization. |
| Education | Student Support Meeting Notes | Documentation taken to provide extra support for a child in need. | Effective notes are taken during SST Meetings and shared with all team members to ensure fidelity of strategies. These notes are located in AWARE which is a program that follows students to kindergarten. |
| Education | School Readiness Data Analysis Charts and Narrative | A chart to show program mastery levels and areas of growth, and a narrative, highlighting strengths and planning for improvement. | This is a thorough evaluation of individual student progress and reevaluation to show student gaps are being closed. Organization an explanation of the data is efficient, easy to read and understand. |
| Education | The Classroom Assessment Scoring System (CLASS) Observations Reports & Analysis | Analysis of program's CLASS observation scores. | CLASS scores showed Emotional Support to be our program's highest scoring domain. Instructional Support Domain scores show a need for additional professional |

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| | | | development. This continues to be the domain in which our academic coaches will focus. |
| Education | <i>Infant Toddler Environment Rating Scale (ITERS-R)</i> | <i>To ensure that the environment is maintained to meet all developmental levels and supports children in success in meeting all school readiness goals and is responsive to the individual needs of each child including children with special needs and also dual language learners.</i> | <i>Staff are providing responsive care and are providing a safe, age appropriate environment to meet the needs of all children in their care.</i> |
| Education | <i>Lesson Plans</i> | <i>Lesson plans are monitored weekly to ensure individualization, alignment with HSELOF, purposeful activities are provided, and curriculum is used as designed.</i> | <i>Online lesson plans are directly connected to the 38 Learning Objectives in the GOLD Assessment system, which is aligned with HSELOF.</i> |
| Education | <i>Infant Toddler Environment Rating Scale (ITERS-3)</i> | <i>To ensure that the environment is maintained to meet all developmental levels and supports children in success in meeting all school readiness goals and is responsive to the individual needs of each child, including children with special needs and also dual language learners.</i> | <i>Staff are providing responsive care and are providing a safe, age appropriate environment to meet the needs of all children in their care.</i> |
| Education | Abilene ISD Head Start School Readiness Plan | The Program uses these Goals to ensure children’s growth in the Head Start Early Learning Outcomes Framework (HSELOF) Domains. | This tool clearly outlines the expectation of what children will learn to be school ready as they transition to the receiving school. (Head Start) |
| Education | School Readiness Action Steps | A narrative of how we will accomplish meeting and tracking school readiness goals. | This is an effective tool to use in conjunction with the Head Start School Readiness Plan. |

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| Education | <i>EHS Practice Based Coaching Documents</i> | <i>These documents determine how staff identifies areas of needed support, coaching plans of action, goal setting, and reflections.</i> | <i>There is a need to update and revise PBC documents to prioritize or tier coaching plans and frequency.</i> |
| Education | <i>Gold Assessments and Reports</i> | <i>These reports determine if children are meeting their school readiness goals and expectations of receiving schools. The Assessment Data and reports are also used for individualization, determines program growth, staff development and program planning</i> | <i>The GOLD Assessment system is directly linked to the curriculum and enables teachers to see children's development and learning along a progression from birth to three. Growth was shown in all developmental areas. The program is within Widely Held Expectations in all developmental domains.</i> |
| Education | <i>e-DECA</i> | <i>This assessment is a standardized, norm-referenced, reliable and valid assessment of protective factors in infants and toddlers ages 1 month up to 36 months. The DECA-I/T can also be used to screen for potential risk in the social and emotional development of infants and toddlers. Completed by family members or early care and education professionals, the DECA-I/T evaluates the frequency of positive behaviors associated with protective factors</i> | <i>This tool determines effective individual child social and emotional areas of strength and need. Teacher strategies for building skills pertaining to identified needs are also included.</i> |
| Education | <i>Classroom Checklist</i> | <i>To ensure staff is being supported and monitored for Curriculum fidelity.</i> | <i>These tools are effective in supporting strong curriculum implementation.</i> |

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| Education | <i>Ongoing Monitoring Checklist</i> | <i>To ensure staff is being supported and monitored for Curriculum fidelity.</i> | <i>This is an effective tool to ensure continuous support and monitoring of staff.</i> |
| Education | <i>Ongoing Monitoring Checklist</i> | <i>To ensure staff is being supported and monitored for Curriculum fidelity.</i> | <i>This tool ensures continuous support and monitoring of staff.</i> |
| Mental Health | Program Plan | The plan provides a systemic methodologies used to provide services to HS/EHS children, families and staff, and to ensure compliance with current Head Start Standards. | The review of the HS/EHS Mental Health Plan did not reveal any areas of concern. |
| Mental Health | EHS/HS Mental Health Referral Forms | To ensure follow through and documentation of staff or parent concerns. | Referral procedure is clear and easy to follow. Effective communication of referral process helps ensure appropriate completion of requests. <i>EHS: Referrals were made by face-to-face or email contact with MH Professional</i> |
| Mental Health | EHS/HS Mental Health Referral Forms | Used to make referrals to any component area to ensure follow through on staff or parent concerns. | All MH referrals were appropriately completed when they have been submitted appropriately. Referral procedures were clear and easy to follow. <i>EHS: Referrals were made by face-to-face or email contact with MH Professional.</i> |

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| Mental Health | <i>EHS Mental Health Service Log/ HS Service Tracking Sheet and PROMIS/myHeadStart</i> | To ensure compliance within the prescribed time for social/emotional assessment dates, completion of all permission forms prior to services provided and that concerns were appropriately addressed. | All assessment dates were within 45 days of enrollment, dates in student comprehensive file matched dates on service tracking sheet. Services were provided when parent permission was secured. <i>EHS: All e-DECA assessments were done within the first 45 days of enrollment and are noted in the e-DECA tracking system. Upon enrollment, parent permission was secured.</i> |
| Mental Health | HS/EHS Training Calendar, Handouts, signature sheets, Parent Curriculum and Community Assessment | To ensure the appropriate opportunities and information is shared with parents and staff based on the community assessment needs. | The HS/EHS training calendars compared to the Community Assessment indicated a continued need for more parenting classes. Challenges with COVID-19 protocols limited on-site trainings. Zoom/Facebook trainings allowed for parent involvement, though limited to those with technology capabilities. |
| Mental Health | Cognitive/Social-Emotional Development Procedures/Policy | To ensure there is a fluid procedure for teachers to follow when referring children for cognitive and/or social-emotional needs. | It was noted that the system was fluid, trauma informed, specific and clear. The added documentation |

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| | | | system, AWARE, appeared to be helpful when sharing information with the elementary schools. <i>EHS: Not applicable</i> |
| Mental Health | Confidentiality Policy, Bully Prevention Policy/Procedure, and Child Abuse and Neglect Policy/Procedure | To ensure there is a fluid procedure for staff to follow for the following procedures: Confidentiality Bully Prevention Child Abuse Reporting | All systems seemed to be in place and easy to follow and understand. <i>EHS: Confidentiality and Child Abuse policies are in place and easy to follow and understand.</i> |
| Mental Health | HS/EHS MH professional job description and credentials | The job descriptions and credentials ensure the availability of the MH Professional and that all program mental health needs are appropriately met. | The HS and EHS Mental Health Professionals work full time and office on site |
| Mental Health | Mental Health Observation form and Best Practice Observation form | Used to ensure that universal (Conscious Discipline Structures/Skills) social-emotional practices are being taught in the classroom. Also, to note students in need of social-emotional intervention. | Comprehensive overview of a social-emotionally healthy classroom. <i>EHS: e-DECA needs were assessed and marked with observations/interventions for each child with identified needs.</i> |
| Safety | On-line maintenance work order system | Check maintenance requests, date entered, date completed, department to ensure that work is completed in a timely manner. | All work has been completed in a timely manner or is in progress. EHS-All maintenance requests have been completed in a timely manner or are in progress. |
| Safety | Classroom Safety checklist | Document that shows classrooms are free from pests, designed to prevent injuries, and promote safety in an emergency. Review of COVID 19 health processes. | HS/EHS, classrooms and areas were found to be free of pests. Classroom safety was evident in the use of |

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| | | <i>EHS checked for water temperature, outlet covers in place, cabinets are locked, and there are no cords hanging to prevent child injury from strangulation, electrocution, burns, or hazardous materials.</i> | outlet plug covers, cabinets locked, toys and furniture in good condition, emergency maps located near exits, and documentation that assured children were released to allowable adults. A few classrooms had missing outlet covers and these were corrected immediately. COVID 19 processes were validated to be in place. |
| Safety | Bus Safety checklist | Checklists list the items required on the bus such as fire extinguisher & sign, cutter & sign, 2-way communication & sign, reverse beeper working, first aid kit, seat belts, daily inspection book, Texas inspection sticker. | All items were found to be in compliance and working on the buses. The daily inspections are now done online using an iPad on each bus. <i>EHS- All items were found to be in compliance and working on the buses. Daily, weekly and monthly inspections are done by the operations manager and kept on file.</i> |
| Safety | Driver training data sheet | Check that all drivers have completed the training required. | HS/EHS, all drivers have completed required training before driving students. Our drivers also receive CPR/First Aid certificates. |

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| Safety | Playground Safety Checks | Check for standing water, operable playground equipment, outlet covers in place, no sharp edges, and appropriate fall zones to prevent child injury. | <i>HS/EHS-Were found that all areas were in compliance.</i> |
| Safety | 1302 Subpart D plans | Health Program Services | <i>EHS- It was found that health and safety practices are being met by using safety checklists that ensure children are kept safe.</i> |
| Safety | 1303 Subpart F Plans | Transportation | HS bus transportation is available for children to ride (from the nearest elementary) to and from our campus. <i>EHS transportation is available to teen parents so they can bring their children to the center and then be taken to school.</i> |
| Health and Nutrition | Subpart D plans | HS/EHS Health/Nutrition Performance Standard guidelines/objectives are addressed with information on how HS/EHS Health/Nutrition services are met. | The information reflected children served in HS/EHS maintain an ongoing source of health care, preventive care and follow-up. Food allergies are effectively tracked and monitored. Food allergies are posted and clearly visible in the area where snacks are prepared and served in the classroom. |
| Health and Nutrition | Classroom Food Allergy List | HS/EHS Prominently display food allergies to staff preparing meals/snacks in the classroom | Food allergy lists are easily accessible to staff when preparing |

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| | | | food in the classroom. Lists are updated by the HS Nutrition Coordinator as needed. |
| Health and Nutrition | <i>CACFP Guidelines 1535'S (Meal count)</i> | <i>Guidelines for EHS Nutrition Services to provide healthy meals with adequate daily vitamins. In addition, follow the meal pattern for breakfast, lunch and HS/EHS snack.</i> | <i>EHS Nutrition services meet the recommended meals served to students. HS nutrition complies with snack service and meal counts.</i> |
| Health and Nutrition | FY 2020 Focus Area Two Monitoring Protocol, Periodicity, Teams, MyHeadStart program | HS/EHS Performance Measures in the Monitoring Protocol | HS/EHS health/nutrition are complying with Federal Performance Standards. HS nurses are collaborating with parents on health status and referrals for students. HS nurses are documenting health status and care per EPSDT/THS schedule on TEAMS, myHeadStart, and clinic tracking forms. <i>HS/EHS tracking used for Health Services reflected the periodicity used for well visits was accurate. The immunization tracking reflected 99% of students were up-to-date.</i> |
| Health and Nutrition | Clinic Service Sheets/MyHeadStart | Monitors ongoing health care needs of children and ongoing communication with families. | Clinic Service sheets reflect oral and medical health care providers- access to ongoing health care, |

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| | | | <p>preventative health care appointments, referrals and follow ups completed and continued needs.</p> <p>Notes on communication and collaboration with parents are kept in MyHeadStart.</p> <p><i>EHS health staff collaborate and assist families in finding community services to help get student a source of health care and up-to-date on an age appropriate exam if student does not have a source of ongoing health/dental care at time of enrollment. A resource list with pediatricians and pediatric dental providers, as well as, other community agency on list. If the student has no insurance coverage, families are referred to Family Services. Family Services will collaborate with families with applying for insurance and/or send to community partners to help meet the needs of the family.</i></p> <p><i>Documentation noted</i></p> |
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| | | | <i>in areas notes, for example nurses notes.</i> |
| Health and Nutrition | Electronic Communication | Collaboration with the Registered Dietician and AISD Food and Nutrition Department | Meal and snack menus are approved by a Registered Dietician. Food allergies are communicated to the AISD food and nutrition department to have removed from menus. Collaboration between HS and nutrition staff is apparent. |
| Health and Nutrition | <i>Nutrition protocols/forms</i> | <i>Infant/toddler nutrition forms, CACFP guidelines, City of Abilene Water Department audits</i> | <i>EHS kitchen staff ensures they have information from classroom nutrition forms. EHS kitchen staff and Nutrition Manager complete monthly observations in classrooms to ensure procedures are completed correctly.</i> |
| Health and Nutrition | <i>Nutrition protocols/forms</i> | <i>Bottle feeding, CACPF Infant Training</i> | <i>EHS Nutrition Manager checks classrooms to ensure that bottles are labeled and dated. EHS kitchen staff completes observations to ensure meals are completed properly.</i> |
| Health and Nutrition | <i>Nutrition protocols/forms</i> | <i>Food allergy tracking log, Special Needs documents</i> | <i>Nutrition Manager checks the classrooms monthly to ensure that special needs</i> |

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| | | | <i>folders are updated and posted.</i> |
| PMQI | Community Assessment | The Community Assessment reflects the personality of the community, highlighting the needs and strengths. The program uses the data from the Community Assessment to determine long/short term goals and objectives for the program. The Assessment is also used to gather data for continuous improvement throughout all areas of the program. | The Community Assessment was a complete and thorough document that contained all of the specific information required by the Head Start Act and the Head Start Program Performance Standards. The information from the Community Assessment was reflective throughout the long/short term goals of the program. |
| PMQI | Monthly Director's Report, Governing body and Policy Council Minutes | The Monthly Director's Report and Governing body/Policy Council Minutes provide detailed information in regards to the numbers of students served, budgets, services provided for students and families, parent involvement opportunities, staff professional development and human resource management for the program. School readiness data is also included and shared with the Governing body and the Policy Council. | A review of the documents confirmed that systems are in place for the sharing of data and ongoing monitoring of services to ensure continuous improvement throughout the program. The documents also revealed that service delivery for children and families takes place within a timely manner. |
| PMQI | Practice Based Coaching Needs Assessment and tracking tools | The Practice-Based Coaching Needs Assessment tool is used to determine the strengths and needs of classroom staff. The tool is also used to coach classroom staff as they set and refine goals and determine professional development. | A review of the Practice-Based Coaching Needs Assessment and tracking tools confirmed that the program uses the Assessment tool and |

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| | | | tracking instruments as systems to coach teaching staff, provide training, and professional development to effectively support the delivery and continuous improvement of high-quality services. |
| PMQI | ITERS-R, Missouri Tool, TTESS, CLASS | Observation tools used by the program to determine quality of services in the classroom provided to children by teachers | All teachers were being observed on a regular basis to ensure quality teaching strategies are being used in the classroom. Feedback is given to teachers and follow up is being done to ensure progress toward school readiness goals. |
| PMQI | Orientation Agenda, agendas and sign in sheets for staff trainings/meetings and Strive/Aware professional development tracking tool | Shows the areas of training provided during orientation and the staff who attended. Additionally, tracking tools show other training staff have attended. This ensures all staff have required training completed. | The data revealed dates, times and information received during the required trainings for all staff. Additional tracking tools also revealed a composite of all trainings that individual staff members have received. |
| PMQI | Professional Development Plan | The PDP tracks the each staff's credentials, personal self-appraisal, goals and self-reflection. This data is used for staff development across the HS program and for individual staff members. **COVID 19 kept staff | Administrative staff used the tool as a means to provide staff development for all staff, as well as individual staff members. |

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| | | from completing goals and staff development plans. They will re-engage in both in the fall. | |
| PMQI | Criminal history tracking tool and staff files | Criminal history tracking tool shows when a person received results from criminal history checks and staff files show the completed forms to ensure these are maintained and up to date. | Staff have required Criminal History checks that are well documented. |
| PMQI | Strategic long term goals and objectives | Strategic goals have been developed to ensure that the educational, health and social emotional needs of students and families are met on a consistent basis. School readiness goals and Action Steps assure children are progressing in their development. | School readiness goals were aligned with ELOF. Child data indicated that children were progressing in all areas of development. Additionally, it was found that goals were monitored by staff, coaches/management staff, Policy Council and the Governing body to assure that the educational, social and emotional needs of children and families were met on a consistent basis and assure that goals and processes met Federal Program Performance Standards. |
| PMQI | COVID 19 AISD, HS/EHS Protocols | Protocols have been developed to ensure a safe environment for students and staff during the COVID 19 Pandemic. | Review of the AISD Reopening Plan along with the written procedures for the HS/EHS campuses and noted extensive safety protocols for students and staff. All procedures were in |

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| | | | accordance with the CDC guidelines. |
| Family & Community Engagement | Community Partnership Binder | Current partnerships and MOUs between AISD EC and the community. | Reviewed partnerships and noted strong connections with the community. |
| Family & Community Engagement | FY 2020 Focus Area Two Monitoring Protocol | Data gathered and analyzed by EHS and HS FCE Coordinators was used to answer all questions listed in the Protocol. | The data indicates a strong family engagement program is in place. Processes to support families include father initiatives, connecting families with community partners, parent training opportunities, helping families set school readiness and family goals, assisting parents/guardians in the strengthening of parenting skills, and communicating clearly and regularly with families regarding their child's learning processes and needs. |
| Family & Community Engagement | Parent interview questions | Parents participated in an interview conducted by OHS Auditors regarding family engagement and school readiness. | The Auditors indicate to the Early Childhood Director that the parents interviewed report positive communication with Early Childhood staff create a welcoming and collaborative environment. They reported opportunities to participate in learning |

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| | | | and goal setting help create meaningful experiences for the families. The parents stated the opportunities offered helped to strengthen their parenting skills, improved their knowledge of community resources, and helped them connect with other families. |
| Disabilities | Subpart F | <i>In Performance Standard Sub part F guidelines/objectives are addressed with information on how services are met for children suspected or identified with a disability.</i> | <i>The service plan delineates in detail how services are delivered from suspected, to referral and if child is qualified what, by whom and how services are delivered. There were no compliance issues.</i> |
| Disabilities | <i>ECI/EHS Interagency Agreement</i> | <i>The Interagency Agreement describes in detail ASQ screening, referral, evaluation and IFSP. Each area timelines, who is responsible and necessary documentation.</i> | <i>The following were reviewed, screening timelines, referral process, Disabilities Enrollment Meeting documentation and Progress Notes. Information reviewed supported the Subpart F plan. No compliance issues.</i> |
| Disabilities | Staff and community interviews | Staff and parents were interviewed to determine if any areas were in need of improvement or ideas for future planning. | No compliance issues were found with the Disabilities Program. |
| Disabilities | <i>EHS Federal Performance Standards</i> | <i>Staff and parent interviews were conducted on the program plan,</i> | No compliance issues were found with the Disabilities Program. |

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| | | <i>Progress Notes, ECI services and Integrating IFSP into lesson plans.</i> | |
| Transition | Transition Plan | Does the Transition Plan accurately describe the transition process and support all Transition Regulations? | The Transition Regulations were supported by the Transition Plan and the transition process was clear. |
| Transition | <i>Review summer transition list</i> | <i>Reviewed list of students transitioning to next placement.</i> | <i>All staff involved in transitions have access to transition documentation which ensures efficient transitions.</i> |
| Transition | <i>Subpart G</i> | <i>Ensure that EHS procedures follow the Program Plans</i> | <i>Transition procedures were supported by information in the Program Plans. Some procedure were adapted to meet the COVID 19 restrictions.</i> |
| Transition | <i>EHS monthly tracking, transition procedures</i> | Ensure that monthly timelines were met | Timelines were in compliance with tracking and procedures. Information is also tracked in MyHeadStart |
| <i>Prenatal</i> | <i>EHS Prenatal Curriculum and Resources Binder</i> | <i>Review prenatal education curriculum and resources to assess compliance with Head Start Performance Standards.</i> | <i>According to the reporter, the EHS Prenatal Curriculum and Resources Binder indicate comprehensive services were provided to EHS Enrolled pregnant women. The curriculum and resources used adequately aligned with HS Performance Standards.</i> |

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| <i>Prenatal</i> | <i>Parent interview questions</i> | <i>Parents were asked to comment on their experiences with the EHS Prenatal Program.</i> | <i>The data collected from the parents interviewed indicate appropriate prenatal education, referrals, and support was provided.</i> |
| <i>Prenatal</i> | <i>Staff Member Questions</i> | <i>Prenatal family partnership agreements, pre-natal services and file documentation & tracking, and pre-natal family advocate interview.</i> | <i>The interview indicated staff members have an excellent understanding of the prenatal education program, family partnership process, are responsive to the needs of prenatal parents, and provide the required on-going support and education. The interview with the prenatal services Master Family Advocate indicates she works closely with prenatal parents and community partners to provide comprehensive services to expectant parents.</i> |
| Human Resources Mgmt. | Standards of Conduct | Standards of conduct for HS/EHS programs are used to ensure health, safety, and quality services for children and families. | The Standards of Conduct for Head Start/Early Head Start is contained in the Head Start/Early Head Start Policies and Procedures Manual. The standards were clear and met all requirements of local, |

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| | | | State, and Federal agencies. |
| Human Resources Mgmt. | Job Descriptions | Describe duties for each position in the program and the qualifications for the positions, number of contract days, supervisor, and etc. so new staff members know the expectations of the supervisors and so all positions are posted for filling using correct qualifications. | A job description exists for all HS/EHS positions. When a new position is added to a program, a job description is written for that position outlining job responsibilities. Job descriptions are changed if responsibilities of the position change (ie. Addition of coach responsibilities to the Education Coordinator). The job descriptions assure staff have a good understanding of the position for which they were hired. The review of the documents also show the educational, and experiential requirements for the positions. |
| Human Resources Mgmt. | Organizational Chart | The chart shows all positions in the programs and the line of supervision and responsibility to ensure high quality services for families and children. | Positions located on the org chart match staff positions in centers and required positions in the performance standards. All positions are located on the organizational chart. |
| Human Resources Mgmt. | <i>ITERS-R, Missouri Tool, CLASS, T-TESS</i> Staff files | Observation tools used by the program to determine quality of | The <i>ITERS-R, Missouri Tool, TTESS</i> and/or <i>CLASS</i> monitoring |

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| | | services in the classroom provided to children by teachers. | tools were used in observations this year. A CLASS monitoring review took place in the fall. Scores returned from OHS were appropriate and above the national mean for the 2018 school year. Once the 2019 national scores are released, the HS program's scores will be analyzed in relationship to the newly released scores. Feedback from the OHS CLASS report and campus CLASS/TTESS data reflect strong teaching/learning connections in the classrooms. |
| Human Resources Mgmt. | Orientation Agenda, sign in sheets, professional development tracking tool | Shows the areas of training provided during orientation and the staff who attended. Additionally, tracking tools show other training staff have attended. This ensures all staff have required training completed. | The data showed when and how staff are receiving required training. It shows that all staff are included in required trainings. Staff development training is documented. |
| Human Resources Mgmt. | Criminal History Check Tracking tool and staff files | Criminal History Tracking tool shows when a person received results from criminal history checks and staff files show the completed forms to ensure these are maintained and up to date. | Staff have required Criminal History checks that are well documented. |
| Fiscal | Procurement Records | Review to verify spending. | Budget was allocated properly |

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| Fiscal | Budget Reports | Review reports to check monthly spending and the overview of purchases. | Spending was budgeted correctly. |
| Fiscal | In Kind Documentation and Reports | Review documentation of In Kind services. | Grant requirements for total nonfederal share was satisfied. |
| Fiscal | CACFP Audit Report | Review reimbursement of food services. | Funds were expended according to CACFP regulations |
| Fiscal | Fiscal Year 2020 Annual Audit Report | Review documentation of Head Start funds. | Funds were expended properly and used to follow all HS Performance Standards. |
| Fiscal | Required Insurance Policies | Review child liability insurance to protect program and children when incidents that may occur. | Sufficient coverage to meet federal requirements. |
| Fiscal | Administrative Costs (below 15%) | Review grant application and budget reports for administrative cost. | Administrative expenses were well below the allowed 15%. |
| Fiscal | Program Plan | Review our operating processes to ensure compliance. | Plans were updated as needed. |

d. Additional information used during Self-Assessment

The Head Start Program Performance Standards and the Abilene ISD Head Start/Early Head Start Program Service and Management Plans were reviewed as a part of all self-assessment activities. Due to COVID 19, data analysis took place in a variety of ways, including but not limited to, face to face interviews and review of information, through email correspondence and Zoom meetings. As a result of the Self-Assessment process, written program plans were revised as needed to assure that all of the requirements within the Head Start Act and the Head Start Program Performance Standards were met with fidelity.

II. Key Insights

a. Strengths determined by Staff, Parents and Community members

The staff, parents and community members involved in this self-assessment process stated that Abilene ISD Head Start and Early Head Start programs are well-developed programs with many long-tenured staff and coordinators who have extensive experience with Head Start/Early Head Start operations. All staff are highly qualified and the District’s compensation plans and benefits are strong, comparing favorably to similar positons within the community. The program has a history of strong

performance and excellent on-site reviews. The program has focused on professional development activities designed to improve strategies in working with staff, families and children experiencing social/emotional/trauma induced situations. The programs also focused on adult-child interactions and the quality of instruction in all classrooms. The Head Start program has eleven certified CLASS reliable observers. In Head Start, formal classroom observations are conducted twice a year through the T-TESS and/or CLASS observation tools. Both programs are vested in mentor/coaching. Classroom coaches provide feedback and high quality resources to individual teachers in order to promote growth for teachers and students on an ongoing basis. These investments have resulted in strong school readiness outcomes for children and families.

b. Strengths determined by the Administration for Children and Families

From January 27, 2020 to January 31, 2020, a Focus Area Two monitoring review was conducted within the EHS/HS programs. Numerous strengths were stated in the report. Some of the strengths noted were:

- Successful transitions for children and families from EHS to HS
- Individualized coaching programs to meet the needs of all teachers
- Staff development for all staff on a consistent basis
- Consistent monitoring of the health and mental health of all students
- Mental health support for adults, staff and parents
- Well-kept facilities
- Strong connections with families and intentional father engagement activities
- Conscious Discipline
- Active fiscal oversight and EDGAR compliant purchasing procedures
- EHS and HS maintain long waiting lists

All participants in the 2020-2021 confirmed the strengths listed above in addition to the intentional health and safety protocols that were put into place surrounding the COVID-19 pandemic.

c. Systemic Issues

The Self-Assessment committee members didn't reveal any systemic issues indicating the lack of or failure of program-wide management systems, or within any individual program area.

d. Progress of the program in meeting its goals and objectives

The program has made excellent progress toward the completion of all goals and objectives. The program completed the five-year monitoring cycle in 2016-2017 and qualified for differential monitoring based upon the excellent outcomes of those completed monitoring events. The 2020-2021 year is the final year of this five year cycle. OHS communication has documented funding for the 2021-2020 school year. Due to COVID 19, the ACF has informed programs that there would be no PIR for the

2019-2020 school year. The Self-Assessment committee members did use the 2019-2020 PIR as a reflective document. It should be noted that historical data and trends indicate the programs' successes in meeting the needs of students and their families through strong and consistent programmatic and service delivery goals.

d. Progress toward Program and School Readiness goals

Final End of Year assessments and data analysis are currently being completed and analyzed. The Middle of the Year data was analyzed and presented to the Policy Council on March 16, 2021. The information was also shared with staff, parents, and the School Board. At the MOY checkpoint, there was steady improvement towards meeting the school readiness goals. Based on the learning patterns during the first seven and a half months of the school year, the assumption is that the End of Year data will reflect strong teaching/learning cycles, academic progress and social/emotional successes among the vast majority of the student population.

Program Goal 1:

The AISD Head Start/Early Head Start Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:

- Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average 15% increase in cognitive, social/emotional and physical development skills based on the school readiness goals measured.

Expected Outcome(s):

- Typically developing students will transition from the program(s) demonstrating age appropriate school readiness skills.

Progress/Outcomes:

- *Early Head Start uses the Creative Curriculum which includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. Based on Wave 2 information, EHS data indicated that the children have met the goals expected of them as Feb 9, 2021. The Growth Report from Wave 1 to Wave 2 indicates a minimum of 25% growth. The Wave 2 goals will be compared to the Wave 3 goals with continued growth in Math and Language.*
- COVID-19 restrictions have made it challenging for families to complete Well-Check exams in a timely manner. Encouragement has been ongoing and families are slowly completing them as medical/dental offices begin to open.
- MOY ELI Engage data indicates that students are learning and steadily improving in all School Readiness areas.
- HS eDECA MOY results indicate that children are showing a need for growth in attachment/relationships, self-regulation and behaviors. Percentages from BOY to MOY have

decreased indicating that classroom guidance lessons, curriculum and individual counseling sessions are having an impact in all areas listed.

Challenges:

- *Due to COVID-19 quarantine requirements for a “close contact to positive case” there has been a struggle in keeping consistent staff in the classroom.*
- COVID-19 restrictions and safety measures, as well as fear of infection, have impeded access to preventative care and parental compliance with the completion of well child exams and routine screenings. The nurses continue to contact parents to identify what measures might be needed and/or helpful.
- Due to COVID-19, accommodations were made for in-person and remote learning which included virtual assessments when necessary.
- Due to the ISD’s COVID-19 quarantine policy, students that have been quarantined can be considered to have excessive attendance issues. At the campus level, COVID-19 absences are noted and considered when determining “excessive absences.”

Measurable Performance Objective 2:

- The percentage of Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.
- The percentage of Early Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):

- Parents will indicate they have gained additional skills to support social emotional needs of their children.

Progress/Outcomes:

- HS/EHS MOY Family Engagement Outcomes data indicated that families were growing in their skill levels in supporting their children’s social/emotional needs. Percentages in all areas increased.
- Virtual Conscious Discipline parent trainings were provided throughout the fall and spring semesters. Informal surveys indicated that parents found the strategies and techniques useful.
- HS health staff reported that student’s social/emotional well-being was stronger when they were healthy. It was noted that health or oral care providers were beginning to open offices making it easier for families to make appointments. Immunization and well child and oral care reminders continued to be sent home monthly and as needed.

Challenges:

- COVID-19 restrictions made building relationships with families more challenging which, made it more difficult for needed feedback to be returned to campus.

Program Goal 2:

The AISD Head Start/Early Head Start Program will create and maintain positive classroom environments that strengthen social/emotional, communication, and problem solving skills for children and staff.

Measureable Performance Objective 1:

- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observations of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):

- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress towards school readiness goals.

Progress/Outcomes:

- Classroom observations/classroom coaching took place on a consistent basis throughout the fall and spring. HS classrooms were CLASS observed in the spring due to the inability for a CLASS Reliable observer to be on campus. CLASS and ITER-S will be analyzed during EYO data analysis and campus/individual staff development will be determined based on scores.

Challenges:

- COVID 19 has made providing training in person challenging.
- Due to COVID-19 classroom observations have been a challenge due to staff being on extended COVID leave.

Measurable Performance Objective 2:

- Through implementation of a social/emotional curriculum, Head Start students initially demonstrating social emotional needs on eDECA will show an increase in social/emotional learning, self-regulation, and problem-solving skills by 20% from the BOY to EOY assessment.
- Early Head Start students will demonstrate a 20% increase in social/emotional learning, self-regulation, and problem-solving skills from the BOY to EOY Teaching Strategies GOLD assessment.

Expected Outcome(s):

- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:

- EHS/HS percentages indicate minimal growth from the BOY to MOY data. Academic and behavior classroom coaches and mental health staff worked in classroom with teachers and students in efforts to support the social/emotional development of all students.

Challenges:

- Students, families and staff are experiencing greater stressors and social/emotional challenges in the home and school settings. Expected social/emotional growth may be slow due to these challenges.

Program Goal 3:

The AISD Head Start/Early Head Start Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

Measurable Performance Objective 1:

- Head Start/Early Head Start will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s):

- Children and families will be connected to and receive community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- In the spring, HS/EHS FCE coordinators interviewed three community agencies. The interviews will be shared with families through campus FaceBook pages.
- One new partnership agreement was confirmed with the Joseph Thomas Foundation. The organization donates medical equipment and supplies to families in need.

Measurable Performance Objective 2:

- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of three times a year or staff and/or community members.

Expected Outcome(s):

- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:

- The HSAC meeting was conducted virtually on April 29th. A webpage was created with links to information that community agencies would find helpful.

Challenge:

- Sharing information virtually is difficult when trying to establish strong relationships.

Program Goal 4:

AISD Head Start/Early Head Start Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):

- Staff will be proficient in the use of technology needed to complete job related responsibilities.

Progress/Outcomes:

- *100% of the training objectives, for EHS were met in the first semester.*
- The two technology liaisons provided individual training as needed. Faculty updated their campus webpages.
- The Vision Team, Behavior Coaches and Mental Health staffs attended virtual trainings in their respective areas.

Challenges:

- Due to COVID-19, teachers are expected to proficiently utilize instructional technology daily to meet the needs of all families and learners.

Performance Objective 2:

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of \$45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):

- Children will have the age appropriate technological skills necessary to be successful in a twenty-first century classroom.
- The Head Start program is currently in the process of ordering “Bee Bots” for use as a precursor to programming skills.

Progress/Outcomes:

- *EHS children transitioning were introduced to iPads and how to use them approximately 6 weeks prior to transitioning.*
- Teachers planned and implemented developmentally appropriate learning experiences with technology integrated (iPads, Promethean Boards, Bee Bots, etc.) in order to promote twenty-first century skills. These experiences were documented weekly in teacher’s lesson plans.
- \$30,000 was spent on supplies, manipulatives and games for the classrooms to ensure that strong teaching/learning practices remain in place.

Measureable Performance Objective 3:

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents and staff.

Expected Outcome(s):

- Students, parents and staff will be able to teach and learn in safe environments.

Progress/Outcomes:

- *EHS has cameras on the exterior of the building as well as inside hallways and classrooms. Additionally, classroom cameras were equipped with audio for additional safety. All doors remain locked throughout the day. The front door was accessed only by requesting entry to front office staff. Adults picking up children from the center had to sign them out in the classrooms or from the office after showing an ID. All staff have background checks and fingerprinting done when they are offered a job.*
- All Head Start staff passed background checks and fingerprinting before they began working with children. Safety drills were documented in Crisis-Go.

- A badge maker was purchased in order to create ID badges for families to place on students' backpacks.

Challenges:

- *We only have badge readers at the front door. Badge readers would be helpful at the end doors in each hallway so teachers/staff can enter the building quickly. Using keys slows down the ability to enter the building quickly in the event of an emergency.*
- For safety purposes, it would be helpful to have badge readers installed on several "common area" doors throughout the campus. The campus is researching and attempting to identify funding sources that might cover the cost of two additional badge readers by the end of the HS fiscal year.
- For additional safety, the purchase of four more SL300 digital radios is being considered. This would allow all personnel on the administrative team to have one.

Measureable Performance Objective 4:

- The Head Start/Early Head Start Program will utilize technology to complete data checkpoints and aggregate/disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):

- The Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:

- *Mid-year ITER-s data indicated the greatest student growth in the Physical Domain and the lowest score was in the Math Domain.*
- ECL Engage data reported the growth in all areas. The greatest gains were in Early Writing Skills. Minimal growth was noted in Letter-Sound Correspondence.

Challenges:

- District and CDC COVID-19 quarantine guidelines create "fluid" attendance creating gaps, for some students, in the teaching/learning processes.

Program Goal 5:

AISD Head Start/Early Head Start Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

Measureable Performance Objective 1:

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment, and effective teaching practices by providing practice-based coaching to classroom staff 1 to four times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):

- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:

- HS/EHS coaches noted that staff were continuing to work on professional goals. *Five EHS staff members completed coaching goals and set new ones.* HS teachers completed 6 social/emotional goals, 25 cognitive goals and 48 goals are still in progress.

Challenges:

- *Due to COVID-19 staff have been absent from duty for extended periods of time causing lower numbers of goals to be completed.*
- Due to COVID-19 EHS/HS staff have been absent from duty for extended periods of time causing lower numbers of goals to be completed.

Measurable Performance Objective 2:

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment for all students at the time of hire or within 120 days of hire.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Head Start/Early Head Start Program.

Progress/Outcomes:

- *Early Head Start hired 6 new classroom teachers mid-year. They were Interrater Reliability Certified in the GOLD assessment system by Dec 2021.*
- Classroom assistants have received training each month in the areas of Emotional Support, Classroom Organization and Instructional Support.
- Maintaining consistent staff has been a challenge since the beginning of the year. We currently have a long-term early childhood certified teacher substitute in a three-year-old class and four classroom assistant vacancies. The district’s substitute staff are diligent in their attempts to provide long-term assistant substitutes.

Challenges

- *Due to COVID-19 related staff absences, it is difficult to complete all training on schedule.*
- During this COVID season, it has been difficult to retain staff.

V. Recommendations

a. Areas for Program Improvement

No compliance issues were identified. Areas for program improvement were identified for the areas of ERSEA, Health Program Services, Safety Practices, and Family and Community Engagement.

b. Program Improvement Plans

| Performance Std. | Proposed Corrective Action or Improvement Plan | Person Responsible | Time Frame for Completion |
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| 1302.31 (b)(1)(iv) | Continue to improve developmentally appropriate teaching practices to enhance | Director Assistant Director ECD Coordinator | August 2021 - June 2022 |

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| Teaching and the learning environment | individualized learning experiences. | | |
| 1302.32 (a)(1)(i-iii) Curricula | AISD Head Start teachers will implement a newly approved curriculum, Scholastic - PreK On My Way, which is aligned with CLASS, partnered with CLI and focuses on foundational early childhood practices. | Director Assistant Director ECD Coordinator | August 2021- June 2022 |
| 1302.50(b)3 1302.52(b) | Revise the Strength and Needs Assessment | EHS FCE Coordinator/HS Master Family Advocate | August 2021 |
| 1302.50 (b) 4 | Provide AISD Volunteer Applications and instruction upon enrollment. | HS FCE Coordinator | 2020-2021 school year* Changed to 2021-2022 due to COVID Restrictions |
| 1302.71(b)2(iii) | delete - "beginning of the year and" It will now say "Education and training opportunities dealing with transition will be scheduled at the end of the year." | Transition Coordinator | Completed |
| 1302.71 (c)2(iii) | delete - Head Start offers a Transition training for Head Start and Kindergarten staff at our campus add - AISD offers trainings throughout the year for any staff. There are many opportunities for Head Start and Kindergarten teachers to train together. | Transition Coordinator | Completed |
| 1302.92(a)(1) Training and professional development | The Best Practice Needs Assessment will be revised to make a more cohesive document for goal setting. | Director Assistant Director ECD Coordinator Academic Coaches | August 2021 |

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| 1302.33 (a)(5)(i) | <i>To individualize for children more effectively, Student Support Teams will be created</i> | <i>SST Members</i> | <i>August of 2021</i> |
| 1302.92 (c)(1) | <i>A tiered system will be added to Practice Based Coaching for teacher individualization.</i> | <i>Education Coordinator /Coach Education Specialist Mentor Associate Teachers</i> | <i>August of 2021</i> |
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VI. Self-Assessment Participants:

| Member Name | Member Role (Staff, Parent, Community, Board) | Activity |
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| <i>Melanie Adkins</i> | <i>EHS Mentor Teacher</i> | <i>Interview-Practice Based Coaching process</i> |
| Teresa Belyeu | Retired AISD teacher | Classroom safety checklist |
| Taylor Boling, LMSW | FCE Coordinator | Protocol completion, Parent interviews |
| <i>Jan Bowman</i> | <i>EHS Disabilities and Transition Coordinator</i> | <i>Interview-Procedures for transition to HS documents review, Disabilities Plan</i> |
| Julie Bibb | Head Start Safety & Transportation Coordinator | HS- Staff Completing the Process and Report |
| <i>Charmin Brooks</i> | EHS Staff/Nurse/HSAC member | <i>Ensuring all Allergies are posted in classrooms and that they match what the Nutrition Manager has on her tracking log. Reviewed production records to ensure they were documented correctly. Culturally and developmentally appropriate, including meeting the</i> |

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| | | <i>nutritional and feeding needs of babies and young children.</i> |
| Mindy Cheatham | Staff – EHS Prenatal Master Family Advocate, Self-Assessment team leader | Prenatal Services team recruitment, conducted Team Orientation and Training, met to review and analyze the prenatal data to identify program strengths, weaknesses, and any areas for improvement, if needed |
| Kelly Campbell | Disabilities Coordinator | Cognitive/Social Emotional Procedures/Policies: Internal Referral, Disabilities Service Plans |
| Sierra Campbell | HS parent | Collaboration/communication with parents |
| Sara Chaney | HS Master Family Advocate | Review enrollment records; reviewed Parent Community Partnerships |
| <i>Kristian Castro</i> | <i>EHS Teacher/HSAC member</i> | Collaboration and Communication with Parents Health Tracking - Child Health Status and Care |
| Erin Cooper | Special Education Teacher | Review the Mental Health resources offered to parents through direct provisions and trainings or referrals to community providers. <i>EHS: Reviewed Mental Health assessment and supports given to teachers</i> |
| <i>Jada Costello</i> | <i>EHS Clerical Aide</i> | Ensure that bottle feeding procedures were followed |
| Cheryl Cunningham | Staff, Executive Director for Federal Programs | Review Documents, Review Protocol |
| Nicole Churchill | Staff, HS Assistant Director | Answer interview questions, Review documents/CLASS Observation Data Analysis |
| Darrin Cox | Community Member | Interview participant |

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| Lindsey Cromwell | HS Teacher | Teacher interview: Planning, Coaching and Kindergarten Readiness |
| Betty Davis | Community member, past School Board President | Reviewed documents, Interviewed EHS Director |
| Destiny Deanda | EHS Parent/HSAC member | Health Tracking-Child Health status and care |
| Chelsea Diaz | Community, Health Services Advisory Committee member | Nutrition/Allergies |
| Marcie Evert | HS Parent | Health Tracking/Child health status and care |
| Dusty Fahey | EHS Mentor Teacher | Ensured family style meals were provided at EHS; review maintenance work orders for completion |
| Lyn Garrison | Head Start Teacher | Teacher Interview: Planning, Coaching and Kindergarten Readiness |
| <i>Stephanie Graves</i> | EHS Operations/Safety/Transportation Specialist | Reviewed procedures to ensure that staff understood and completed procedures |
| Donna Hall | Transition Coordinator | Early Childhood student procedures to receiving kindergarten campuses; review Transition Plan and procedures. |
| Sheree' Hall | Retired Head Start Safety & Transportation Coordinator | Reviewed Self-assessment Report |
| <i>Kelly Harris</i> | <i>Education Specialist</i> | <i>EHS Self-Assessment Leader</i> |
| Jordana Haught | HS Parent | Review enrollment records; Parent interview: Home to School Learning Connections, Health status and care records, playground checklist |
| Laci Hernandez | Head Start Program Secretary | Review enrollment records |
| Ashley Giddings | HS/EHS Parent | Progress notes in monthly reports |
| Chasity Girtz | HS MH Assistant | Review implementation of the policies for Referrals, Confidentiality, Bullying, and Child Abuse Reporting. |

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| | | <i>EHS: Referrals, Confidentiality, and Child Abuse Reporting reviewed (bullying policy not applicable)</i> |
| Katie Green | HS Teacher | Practice Based Coaching interview |
| Kelly Harris | EHS Education Specialist | Classroom Safety Checklist, Reviewed Disabilities Plan |
| Addie Helms | Community member, former principal | Reviewed documents, Interviewed HS Assistant Director |
| Sheree Hall | Retired HS Safety/Facility/Transportation Coordinator | Review-Self-Assessment Summary |
| <i>Stacy Huff</i> | EHS teacher | On-board bus safety review |
| Laci Hernandez | HS Staff | Review of enrollment; Work order completion review |
| Rosie Hollingsworth | HS Mental Health Professional | HS/EHS reviewed the Mental Health Plan to ensure program compliance in the area of mental health and review MH Professional job description/credentials, Review "Cognitive/Social-Emotional Development Procedure/Policy, review the Mental Health resources offered to parents through direct provisions and trainings or referrals to community providers. <i>EHS: Reviewed Mental Health assessment and supports given to teachers, review expulsion/suspension policies; Review MH Service Tracking sheet (documentation of services) and My Head Start/PROMIS EHS: Reviewed documentation of services on</i> |

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| | | <i>e-DECA website and Classroom Observation Tool</i> |
| <i>Paul Irby</i> | EHS Community member | Review MH Service Tracking sheet (documentation of services) and My Head Start/PROMIS <i>EHS: Reviewed documentation of services on e-DECA website and Classroom Observation Tool</i> |
| Tiffany Jenkins | Early Childhood Inclusion Teacher | Review Disabilities Plan, Review the Mental Health resources offered to parents through direct provisions and trainings or referrals to community providers. <i>EHS: Reviewed Mental Health assessment and supports given to teachers</i> |
| Amanda Johnson | ECD Coordinator | HS Self-Assessment Leader Reviewed Tracking Documents |
| Tammy Jones | HS Staff | Protocol completion |
| Haley Kimball | Parent | Parent Interview-Transitions and School Readiness |
| Danielle King | HS Teacher | Teacher interview: Planning, Coaching and Kindergarten Readiness |
| Chris Krause | EHS Director | Review documents, Interview Executive Director, and Director of Early Childhood Programs |
| Brenda Keefer | Classroom Coach | Classroom Coaches collaboration: Teacher Interview |
| Rebecca Lana | HS Teacher | Practice Based Coaching interview |
| Jackie Lee | Retired Region 14 consultant | Classroom safety checklist |
| <i>Jennifer Lee, LCSW</i> | <i>EHS Staff, FCE Coordinator</i> | <i>Protocol Completion, Self-Assessment Summary review,</i> |

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| | | reviewed Prenatal files, interviewed prenatal staff, EHS Mental Health Professional and EHS Prenatal Program parent, reviewed EHS Prenatal Curriculum and Resources Binder |
| <i>Whendy Lee</i> | <i>EHS Parent/ERSEA/HSAC member</i> | <i>Nutrition/Allergies</i> |
| Vicki Liggins | <i>EC Teacher</i> | Review the Mental Health resources offered to parents through direct provisions and trainings or referrals to community providers. <i>EHS: Reviewed Mental Health assessment and supports given to teachers</i> |
| <i>Karen Lilles</i> | <i>EHS teacher</i> | Oral Health Practices Nutrition Allergies Health Tracking - Child Health Status and Care Collaboration and Communication with Parents Ensure ongoing care and extended follow-up care Continuous health care |
| <i>Karlie Lindsey</i> | <i>EHS Teacher</i> | <i>Review EHS Monthly tracking, Transition Procedures, Student Learning Profile Ensuring timelines were met</i> |
| Stacy Marquez | HS Parent | Review of attendance records; Parent interview: Home to School Learning Connections |
| <i>Tracy Martin</i> | <i>EHS Staff</i> | <i>Communicated via email, shared files, Google docs with HS Health/Nutrition Coordinator and EHS Health Coordinator.</i> |

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| <i>Cindy Morris</i> | <i>EHS Grandparent Family Advocate</i> | <i>Review enrollment records, ECI Interagency Agreement, reviewed summer transition, procedures in Transition Plan</i> |
| <i>Kierra Moore</i> | <i>EHS Prenatal parent</i> | <i>Interview participant</i> |
| <i>Karyn Murman, LBSW</i> | <i>Staff – Early Head Start Master Family Advocate</i> | <i>Review Prenatal files Interviewed Prenatal staff -Reviewed EHS Prenatal Curriculum and Resources Binder</i> |
| <i>Cody Musick</i> | <i>EHS Bus Driver</i> | <i>Classroom Safety Checklist</i> |
| <i>Stephanie Nigro</i> | <i>EHS teacher</i> | <i>Referral tracking</i> |
| <i>Jana Oates</i> | <i>Former AISD Classroom Teacher</i> | <i>Review of School Readiness Plan and Data Analysis</i> |
| <i>Karen Owens</i> | <i>Parent</i> | <i>On-board safety review; Review the Mental Health resources offered to parents through direct provisions and trainings or referrals to community providers. EHS: Reviewed Mental Health assessment and supports given to teachers</i> |
| <i>Bailey Pierce</i> | <i>EHS Teacher</i> | <i>Teacher Interview-Responsive Caregiving, Individualization, GOLD Data</i> |
| <i>Kathleen Phillipp, MD</i> | <i>Community member; physician with experience in prenatal and general care, including family planning</i> | <i>Reviewed prenatal files, interviewed prenatal staff, reviewed EHS Prenatal Curriculum and Resources Binder</i> |
| <i>Dr. David Polnick</i> | <i>Former AISD Superintendent</i> | <i>Reviewed School Readiness Plan and data analysis</i> |
| <i>Brody Powell, M.A., M. Ed., LPC Associate</i> | <i>EHS MH Professional</i> | <i>Interview participant; HS/EHS reviewed the Mental Health Plan to ensure program compliance in the area of mental health and review MH Professional job description/credentials,</i> |

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| | | <p>Review “Cognitive/Social-Emotional Development Procedure/Policy, review the Mental Health resources offered to parents through direct provisions and trainings or referrals to community providers. <i>EHS: Reviewed Mental Health assessment and supports given to teachers, Review MH Service Tracking sheet (documentation of services) and My Head Start/PROMIS EHS: Reviewed documentation of services on e-DECA website and Classroom Observation Tool, EHS referrals, Confidentiality, and Child Abuse Reporting reviewed</i></p> |
| Jennifer Putnam | Staff, HS Director | Answer Interview questions, Review Protocol, Review Documents |
| Priscilla Rayford | Policy Council President | Interview Director, Document Review |
| David Reams | EHS Bus Driver | Playground Safety Checklist |
| <i>Christina Reams, RN</i> | <i>EHS Staff</i> | <i>Communicated via email, shared files, Google docs with EHS Nutrition Manager and HS Health/Nutrition Manager, reviewed EHS Periodicity, and student immunization tracking and vision screening outcomes.</i> |
| Marka Riddle, RD | Community, Health Services Advisory Committee member | Nutrition/Allergies |
| <i>Denise Rister</i> | <i>Education Coach/Coordinator</i> | <i>EHS Self-Assessment Leader; Reviewed Mental Health assessment and supports given to teachers, playground checklist</i> |

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| Eddieth Ruiz | EHS Parent/Policy Council | Interview participant |
| Maribel Salazar | AISD HR Department | Bus driver hire & background check dates |
| Sunne Schaake | HS Fiscal Manager | Gathered/Presented Documents for Review, Complete Self-Assessment |
| <i>Jennifer Shackelford</i> | <i>Staff Member</i> | <i>Water inspection</i> |
| <i>Alicia Sherrill</i> | <i>EHS Teacher</i> | <i>Teacher Interview-Responsive Caregiving, Individualization, GOLD Data</i> |
| <i>Victoria Smith</i> | <i>EHS Family Advocate</i> | <i>Interview participation</i> |
| Sean Smith | AISD Director of Accounting | Interviewed Fiscal Staff, Reviewed Documents |
| Amy Tejada | HS Parent/EHS Lunch Relief | Ensure that family style meals are provided at EHS |
| Audra Terry | Kindergarten Teacher | Review Transition Plan |
| <i>Joseph Tobias</i> | <i>Parent/Policy Council member</i> | <i>Bus safety checklist</i> |
| Andreana Tonche | HS MH Assistant | Review MH Service Tracking sheet (documentation of services) and My Head Start/PROMIS <i>EHS: Reviewed documentation of services on e-DECA website and Classroom Observation Tool</i> |
| <i>Melanie Trevino</i> | <i>EHS Assistant Director, FCE Coordinator</i> | <i>Review of Focus Area 2 protocols, prenatal data analysis</i> |
| Suzann Vega | EHS Fiscal Manager | Gathered/Presented Documents for Review, Complete Self-Assessment |
| <i>Kristie Versyp</i> | <i>HS EHS Staff</i> | <i>Review of enrollment</i> |
| Aubri Ward, MSN, RN | HS Staff | Communicated via email, shared files and Google docs with EHS Nutrition Manager and Health Coordinator. Communication and collaboration were in reference to child health status, oral health care, and |

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| | | allergies and use of tracking documents. |
| Noreen White | ECI Director | Disabilities Plan |
| Raymond Walter "Walt" Wilkinson | Special Programs Accountant | Interviewed Fiscal Staff, Reviewed Documents |
| Julie Wilson | ECD Coordinator | HS Self-Assessment Leader Reviewed Tracking Documents, Review "Cognitive/Social-Emotional Development Procedure/Policy, Playground checklist |
| Stephen Wilson | AISD School Bus Driver Trainer | Bus Driver Training |
| Cathy Young | Classroom Coach | Playground checklist |
| Daryl Zeller | AISD Board member | Bus safety checklist |

Summary Report Completed by: Jenny Putnam, Director of Early Childhood Programs