

LKLP HEAD START
2022-2023
Program Evaluation/Self-Assessment Summary

LKLP Head Start's self-assessment was completed during the month of November 2022. The self-assessment includes a program-wide review of weekly plans, portfolios, children's records, classroom visit, center visit, curriculum fidelity, health & safety, classroom observations, CLASS and Infant Toddler observations and the aggregation of child assessment data.

The program utilized all stakeholders in the assessment process. Members of the management team visited all Head Start centers, completing a monthly classroom, center, bus, folder, portfolio and health and safety review. Family and community representatives and other staff members from other programs, took part in classroom observations to review interactions, guidance, communication and answered questions that were recorded on the LKLP Head Start Self-Assessment Instrument on DataSay. Teaching staff assisted by completing the Curriculum Fidelity Tool.

During the annual self-assessment, in general, LKLP Head Start is providing a safe, secure environment for children, which supports their growth and development. In particular, the atmosphere is relaxed and conducive to the development of independence, friendships, physical growth and intellectual stimulation through hands-on learning. The program evaluation overall average score for all centers is 95% for the 2022-2023 year. One objective in the program goals for this year is that 60% of the centers are to score 95% or higher on the self-assessment. The program had 10 out of 13 centers scoring 95% or higher. The scores from the self-assessment improved by 2% compared to last year. The data proves that by monitoring and evaluating continuously throughout the year, that it provides a better overall picture of the program. In addition, the use of DataSay to complete the visits enables the program to show real time data. As monitoring occurs, any identified needs are addressed immediately. LKLP Head Start gathers a wealth of information on each child and his/her family. The program seeks to enrich the lives of our children and families by providing roots and wings. Roots so they have a sense of self and wings so they can follow their dreams. The program is able to provide those roots and wings by implementing a quality program.

Aggregation Analysis for School Readiness

LKLP Head Start Program assesses children from age birth to 5 years using the Teaching Strategies Gold assessment for three checkpoints during the school year for Head Start preschool age children and four checkpoints for Early Head Start age children. Teaching strategies Gold (TSG) is an online assessment system that measures the knowledge, skills and behaviors that are most predictive of school success. TSG aligns with the Head Start Early Learning Outcomes Framework (HSELOF) as well as the Kentucky Early Learning Standards (KYELS).

Data is collected throughout the checkpoint period by teaching staff, support staff and parents using the 36 objectives from the TSG assessment. Within those 36 objectives there are 73 dimensions used to assess all children. The 36 objectives are organized into nine areas of development and learning. The first four are major areas of child development: social-emotional, physical, language and cognitive. The content learning areas are organized into literacy, mathematics, science and technology, social studies and the arts. An important part of gathering data for each cycle is evaluating scores by comparing them to research-based indicators within the TSG assessment for development and learning. Each teacher goes through an interrater reliability for scoring their classroom observations. To assess a child's skill level, the teacher reads a progression to determine which indicator best describes a child's knowledge, skill or behavior based on what was written in the observation from the child's everyday classroom experiences.

The fall checkpoint ended on October 23, 2022, and data was collected on 471 children in the LKLP Head Start program from birth through age 5 for the 2022-2023 school year. This data represents the first cycle in the school year and will be our baseline data to compare growth as

each cycle is completed throughout the year. The 471 children included in this report are in 41 classes at 13 centers and have the following demographics:

**Birth to age 1 made up 5% of the children, Age 1-2, 8%; Age 2-3, 14%; Pre-K-3, 50%; Pre-K-4 23%*

**52% of the children were male, 47% female and 1% unspecified*

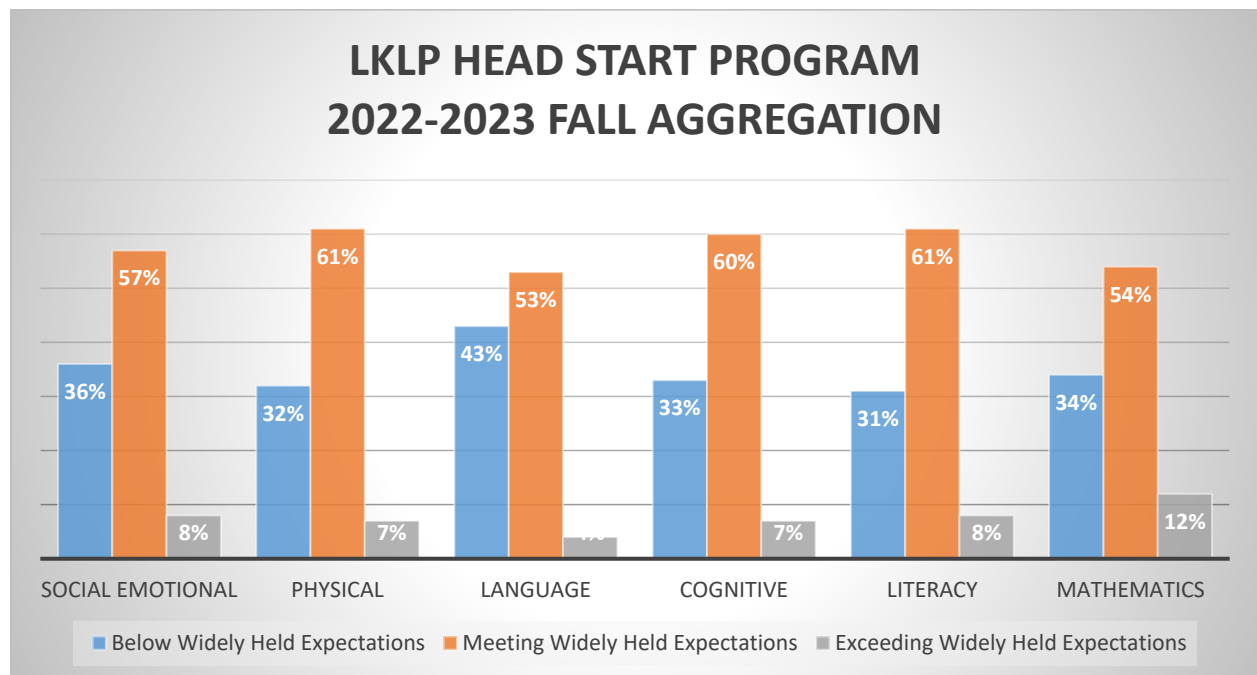
**88% were White, 2% Black or African American, 6% no response*

**94% identified as not Spanish/Hispanic/Latino, and 6% had no response*

**100% speak English as their primary language*

**4% of the children have an IFSP (Individual Family Service Plan)*

**4% of the children have an IEP (Individual Education Plan)*



The data indicates the average number of children meeting and exceeding widely held expectations in the LKLP Head Start Program is 65%. The highest percentage of children meeting and exceeding widely held expectations is indicated in literacy with 69% of the children meeting and/or exceeding widely held expectations. In the physical domain 68% of the children are meeting and/or exceeding. In the cognitive domain, 67% of the children are meeting and exceeding widely held expectations; mathematics has 66%; social emotional has 65% and the lowest meeting and exceeding widely held expectations is in language at 57%.

Based on the data for this past year, a heavy emphasis was placed on literacy and mathematics in order to improve the school readiness goals of the program. Both literacy and mathematics had a larger percentage of children meeting and exceeding than other domains for this fall checkpoint. Upon reviewing the current data, the training calendar will be evaluated to include the areas with the fewest numbers meeting and/or exceeding widely held expectations. Trainings targeting the lowest domain of language shall be integrated in the upcoming training events. Trainings based on engaging students in learning using language will be focused on in the NCECDTL trainings.

Looking at the breakdown of all the data, it is indicative that a greater emphasis needs to be in the language and the social emotional domains. This is a critical age for the children to start gaining knowledge and being able to express that knowledge as they are getting ready to enter school, but children must be able to express themselves and be able to function socially before that learning can grow and develop.

Center Review

Embedded within the self-assessment are aspects of basic expectations for each of the 13 Head Start and Early Start centers. Those basic expectations ensures that the center runs smoothly, efficiently and properly. Many of the expectations are requirements for licensure and for health and safety within the environment.

Those basic expectations are centered round the following physical environment:

- General: the number of children enrolled, number of children with special needs and the aesthetics of the classroom; first look of smell, appearance and sound.
- Required Posted Documentation: current licensure date, disaster plan, transportation plan and policy, current emergency medical plans that are updated as needed, monthly and quarterly drills, indoor and outdoor checklists, therapy logs, monthly/tri-monthly bus inspections and Division of Transportation bi-annual inspection of the buses at the center.
- Facility: lighting, temperature, safety measures, cleanliness, confidentiality practices and a welcoming environment for the program families.
- Kitchen: if the site includes a kitchen, it is checked for: current and complete menus, health inspections, cleanliness and required permits.

Results from the 2022 Center visit Self-assessment gave the following data:

Center	Total
Jenkins	100%
Mayking	94%
Cowan	94%
Mt. Heritage	100%
Beaver	100%
Carr Creek	92%
Perkins	98%
Perry	100%
WB	100%
Hayes Lewis	100%
Stinnett	98%
Leslie Early	100%
Mtn. View	98%

The summary of this graph tells that the program has 7/13 centers that are exceeding in excellence with 100%; 6/13 centers are above average displaying scores within the 90%-99%. In conclusion, the Center portion of the 2022 self-assessment, shows the staff and program are displaying a commitment to professionalism, safety and creating a welcoming environment to the Head Start and Early start children and families.

Classroom Review

LKLP Head Start and Early Head Start classroom have basic expectations that include: Active supervision, required posted documentations (indoor checklist, outdoor checklist, licensing material), daily environment, adult-child interaction, lesson plans, required daily activities, meals, daily hygiene care, rest time, health and safety and daily observations

(Teaching Strategies Gold). Each month during on-going monitoring, these items are reviewed in each classroom in order to maintain a safe and secure environment.

LKLP Head Start classrooms and the Early Head Start classrooms obtained an overall average of 96% each. One center scored a perfect 100 percent. Ten centers scored between the 95% - 99% range and one center scored between the 90% - 95% range. One center scored below 90%. This data shows that the classrooms are safe, follow good health and safety recommendations and provide a high-quality learning environment for children. Staff have taken part in numerous health and safety trainings, trainings on learning environments and on engaging interactions within the classroom. The data proves that staff are implanting teaching practices and safety measures for the betterment of the classroom environment.

The chart below outlines the average classroom scores for each center.

Beaver	99
Carr Creek	97
Cowan	95
Hayes Lewis	98
Jenkins	95
Leslie Early	99
Mayking	88
Mtn. Heritage	100
Mtn. View	98
Perkins	94
Perry County HS & EHS	97
Stinnett	98
WB Muncy	98

The data identified needed areas of improvement. These needs consisted of interactive daily schedules not in place or used, job charts not in place or used and small sanitary protocols not met. Weekly and monthly reviews will be conducted by program specialist and managers in an ongoing monitoring process to monitor classrooms and needed areas of improvement. Future

trainings on the importance of and use of daily schedules and job charts will be planned as this is not only part of the classroom environment but also implementing the curriculum to fidelity. Sanitizing procedures will be monitored closely during classroom reviews visits along with reminders and planned health and safety trainings.

Parent/Community Member Self-Assessment Observation

LKLP Head Start conducted a parent/community member assessment observation at each facility using the Parent/Community Member Self-Assessment Instrument. Members from the policy council, community members and parents assisted in conducting the observation. This opportunity gave members a chance to visit the Early and Preschool classrooms. Members were able to observe different types of communication skills being used to help children to feel self-confident, positive interactions between the teachers, children, and families, along with a variety of age-appropriate materials and learning activities in the classrooms.

Each member answered a total of 38 questions surrounding communication, interactions and guidance. The score system include rating the classroom on each answer with a 1-4.

1 -not met, 2- partially met, 3-fully meet, and 4 level of excellence

Classroom scores were totaled by adding the total amount of the 38 questions together and divided by total of 152 possible points. Next, each classroom was totaled to get the percent for each center. The program has five centers that scored 100% which shows a high level of excellence; 6 centers between 90-99% which is indicative of being fully met and one center below 90% which would be partially met. The following chart shows the center scores.

Beaver	99
Carr Creek	97
Cowan	82
Hayes Lewis	100
Jenkins	95
Leslie	100
Mayking	91
Mtn. Heritage	100
Mtn. View	100
Perkins	99
Perry	98
Stinnett	100
WB Muncy	99

The Self-assessment data gathered from families and community members gives an outside view to the Head Start and Early Head Start classrooms. The data shows that the program provides a safe, secure and engaging environment.

Health and Safety

The health and safety checklist completed during the program evaluation shows that centers have an overall average of 99%. Out of 13 centers, nine maintained a perfect score of 100% on the Health and Safety Protocol Checklist. Program wide, this tells us that our Health and Safety Protocols have increased. Four centers scored in the 95% and 99% range.

Beaver	100
Carr Creek Head Start	98
Cowan	98
Hayes Lewis	100
Jenkins	100
Leslie Early Head Start	100
Mayking	99
Mountain Heritage	100
Mountain View	100
Perkins	100
Perry County Head Start and Early Head Start	98
Stinnett	100
WB Muncy	100

The evaluation indicates that centers lost points due to some classrooms not having much space to move around, floors not completely cleaned and too many toys on the floor. Active supervision count was not observed at one center and a fire extinguisher was not charged at another center. Future trainings will be put in place to address health and safety requirements and reminders. Health and Safety Protocol will be monitored continually through monthly health and safety inspections, using the Health and Safety Protocol Checklist. Also, centers will be monitored on health and safety practices during center and classroom site visits.

Overall, centers are performing a safe and sanitary practices and providing a safe and secure environment. Centers strive to create a safe environment because it is not just about protecting the physical health of our children but also about practices and procedures that promote their emotional and psychological well-being as well.

Transportation

LKLP Head Start has 11 centers that transport children on a daily basis and one center that uses our fleet for field trips only. The 2022-2023 program year began with a natural flood disaster that destroyed one of our Head Start centers. This center has never provided transportation, but to continue providing services for this center we began transporting children at this facility to another center. Our transportation program has been imperative to these families and children during this reconstruction of their local Head Start Center.

In pursuit of ensuring that our children are transported in a safe manner, an evaluation was compiled consisting of the required postings, bus cleanliness and safe transportation practices.

During monthly inspections, an annual state inspection, as well as our annual program evaluation, we checked for the following to be in place: current fire drills, bus attendance sheets being current, pick up and drop off times are documented; classroom sign in sheets are current and initialed from bus run, transportation reports are available and current and parent emergency evacuation forms available for the orientation days which cover safe transportation practices.

During this review of transportation, 9 out of 11 centers had (100%) of the required forms and practices in place; 1/11 had (87%) of practices and forms and 1/11 had (74%) of the required forms and practices in place. The 2 centers that did not have all pieces completed were due to buses not being cleaned daily, inspections were not completed and missing first aid components. This has been addressed during site visits and follow-up actions that were created to correct the deficiencies. These issues will be addressed again at the annual CDL recertification training. All forms, procedures and safety equipment are required to be completed fully and consistently.

The results of the transportation evaluation show that the program has all of the procedures in place to provide a safe and secure method of transporting children to and from the Head Start centers, however, the daily practice of cleaning the bus was found to be lacking during the monthly site visits. The evaluation provided information to the management team to monitor the 18% of centers that had one or more pieces of information missing or incomplete, more often. Percentage of required transportation forms, drills, inspections and safety equipment are completed, current and available:

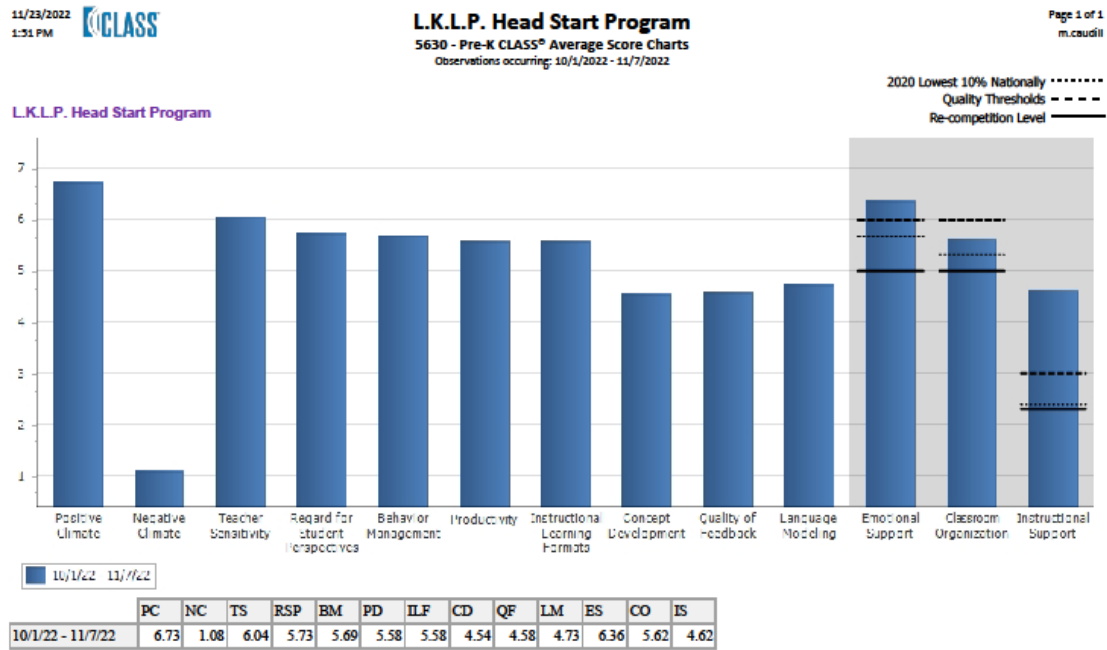
Center	% Completed
Beaver	100
Carr Creek	100
Perkins	100
Cowan	87
Mtn. Heritage	100
Mayking	100
Jenkins	74
Mountain View	100
Stinnett	100
WB Muncy	N/A
Hayes Lewis	100

C.L.A.S.S. Observation Fall Analysis 2022

The C.L.A.S.S. observation for fall 2022 was conducted on the preschool teachers/co-teachers and classrooms during the months of October and November by 11 C.L.A.S.S. reliable observers. In the preschool setting, staff were evaluated using the C.L.A.S.S. (Classroom Assessment Scoring System) observation tool recommended and used by the Office of Head Start for reviews.

During the preschool observation, 26 teachers/co-teachers and classrooms from 12 preschool centers were evaluated. Within the group of 26 teachers/co-teachers and classrooms,

there were 10 teachers/co-teachers that were evaluated that has a year of less of experience in the preschool setting. The chart below reveals the data captured from our C.L.A.S.S. observation for fall 2022.



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The data collected indicates that classroom organization falls slightly below the quality threshold. This area will be a focus of upcoming trainings for the rest of the year in behavior management, productivity and instructional learning formats.

After the observation, classrooms were placed in tiers to help with classroom development and coaching. Each tier has certain pre-set requirements per the coaching plan. The coaching plan was updated to follow the new guidelines in meeting the quality thresholds. There are four tiers: Tier 1 being of the highest quality; then Tier 2; Tier 3; and then Tier 4. Teachers/co-teachers/classrooms falling in tier 3 and 4 receive intensive coaching and support. All tier 4 classrooms will be receiving intensive, one on one coaching from a Coach throughout

the year on a weekly basis. Of the 26 teachers/co-teachers and classrooms assessed, 4 classrooms scored in Tier 1. Tier 2 had 8 classrooms, Tier 3 with 1 classroom and Tier 4 with 10 classrooms. The data shows improvement from previous baseline data therefore the coaching program being implemented is successful.

All classrooms in the preschool program receive either intensive coaching or professional development support. In addition, new staff participate in TLC (Teachers Learning Collaboratively) groups that meet bi-monthly. The coaching plan includes all teaching staff in the classrooms, not just teachers. By providing support either through intensive coaching or professional development and targeting trainings in areas of need, the spring observations shall show improvement.

Infant/Toddler and Teacher Interaction Observation
Fall 2022-2023 Analysis

This report presents the data for 32 classrooms in LKLP Early Head Start for the fall 2022/2023 Checkpoint Period. Management staff used the Infant/Toddler Interaction Observation tool to collect data in 5 areas of classroom interactions. The instrument is intended for improving the quality of staff-child interactions in the Infant/Toddler classrooms. The average scores in each of the 5 areas included: Discipline 6.3, Staff-Child Interactions 6.6, Peer Interaction 6.5, Helping Children Understand 6.4 and Listening and Talking 6.3.

OBSERVATION	HIGHEST	LOWEST	AVERAGE
Discipline	7	4	6.3
Staff-Child Interactions	7	5	6.6
Peer interactions	7	5	6.5
Helping Children Understand Language	7	5	6.4
Listening and Talking	7	5	6.3

Management staff gives each classroom teacher feedback from the observation. They immediately work together to develop an action plan with identified practice changes. The Fall Action Plan/Identified Practice Change form will be updated with the winter and spring observations. Just as the preschool are placed into tiers the infant-toddler teachers are also scored and placed in tiers. These scores are indicative of 16 teachers scoring in tier 1; 9 in tier 2; 4 in tier 3 and 3 in tier 4. This data shows that the intensive coaching is also improving teacher child interactions within the early Head Start classrooms.

All classrooms in the early program receive either intensive coaching or professional development support. In addition, new staff participate in TLC (Teachers Learning Collaboratively) groups that meet bi-monthly. The coaching plan includes all teaching staff in the classrooms. By providing support either through intensive coaching or professional development and targeting trainings in areas of need, the spring observations shall show improvement.

Lesson Plans - Head Start/Early Head Start

As part of the self-assessment, the lesson plans were evaluated on the current week during each monthly site visit. Each of the 27 Head Start classrooms and the 18 Early Head Start classrooms were evaluated for having a completed plan submitted on time. As a program, the average overall score is 96%, which is an increase from last year's score. The increase is attributed to trainings, professional development and individual coaching for the Early and Preschool Head Start staff that are learning how to use the new digital curriculum resources.

During monthly reviews, the lowest areas for the program were lesson plans being submitted on time. This information will help in planning trainings based on needed areas of improvement. One need, in particular, is for training new staff.

Education management staff continue weekly reviews of lesson plans and provide teachers with immediate feedback when lesson plans are submitted. The program will pursue more intentional trainings on use of lesson plans in the classroom and the importance of utilizing their plans and submitting on time.

Portfolios

In an attempt to make the assessment system seamless, the program utilizes the online assessment tool, Teaching Strategies Gold. This system spans birth through third grade. Information can be passed to the child's next teacher as he or she moves from an Infant/Toddler classroom all the way through Head Start. The objectives are more predictive of future school readiness success and are aligned with the Kentucky Early Learning Standards and the Head Start Early Learning Outcomes Framework. The teachers are focusing on the objectives that are most important to children's development and learning. Each individual child's portfolio is maintained and documented by the use of computer.

There are six areas of focus when evaluating the portfolio. Observation (written at varied times of the day, at varied settings, varied experiences and written by various staff). Portfolio entries (observations made in a timely manner). Profile (the materials and information gathered: match the child's development and learning report, the goals and strategies match child needs). Shared (evidence that the information from the portfolio has been shared with parents). Used

(was the information gathered used for future planning). Group tracking (the information tracked on the whole class).

Results from the program evaluation at this time, indicate that more training is needed on managing portfolios and keeping them up to date as well as labeling photos and work samples. Overall, the program demonstrates the use of the Teaching Strategies Gold Online Assessment. New digital resources have been added to help improve the documentation process. Also, there has been a substantial increase in new employees, in which this is their first experience with utilizing the system and observing children. It is expected that with gained experience and knowledge, the children's portfolios will improve as the year moves on and is planned to be incorporated into the onboarding process.

At this time, data shows that the program scored at 88%. Two centers scored 95% or higher in all areas. This illustrates a very high quality of maintaining portfolios and the willingness to share gathered information with parents as well as how well they use gathered information for planning. Seven centers scored 90-95% and four centers below 90%. The following has been identified as the biggest needs during the portfolio evaluation:

- *Classroom observations with labeled pictures and work samples in the areas of Math, Cognitive and Literacy

- *Timely computer entry

- *Group tracking

Focused attention shall be made during the next two cycles regarding staff managing their time to input observations for the children's portfolios. Future trainings will be targeting observations including required pictures and work samples, how to utilize the TSG tools for group tracking and brainstorming obstacles to overcome in order to have them recorded in a timely manner.

Folder Check

Upon completion of the self-assessment folder check for Preschool and Early the following results were found for each center.

Center	Score	Comments
Beaver	100%	No concerns at this time
Carr Creek	90%	Early Start identified concern with 45-day health requirements and updating family partnerships
Cowan	98%	A few minor concerns that are being corrected
Hayes Lewis	100%	No concerns at this time
Jenkins	76%	Concerned identified to work on 45- and 90-day health events complete and follow up on family partnerships
Leslie Early Start	96%	Concerns with children needing lead screening and updated Transition plans
Mayking	93%	Updating the EPSDT schedule and making are that home visits are up to date
Mt. Heritage	100%	No concerns at this time
Mt. View	81%	Concerns identified include gathering 45- and 90-day health requirements, Working with families to complete and update family partnerships
Perkins	98%	Concerns include some documentation missing and is being corrected
Perry Co	94%	Concerns include missing documentation, 45- and 90-day requirements, updating paper work in child's folder and data in child plus
Stinnett	88%	Concerns to work on updating partnership plans and growth assessments
WB	100%	No concerns at this time

Any center that had/has a concern has been given a plan of correction to work on each concern. We have ten Head Start centers that scored 90% or above and three centers that scored 76% to 90%. Site mentor, coaches and staff are working with centers to ensure a plan of corrections is being made for each center.

Upon completion of the self-assessment folder check the following things were found. Overall LKLP Head Start attained 87% with Head Start and Early Head Start combined. Seven

centers scored a perfect 100%. Four centers scored in the 95% - 99% range and two scored in the 90%-95% range. Seven centers fell below 90%. The findings were: incomplete 45/90 form, incomplete EPSDT forms, missing screening results notes, missing growth charts, missing health summaries, missing home visits, no parent contacts and incomplete 45 day screenings. There were a few 90-day screenings missing.

Curriculum Fidelity Tool

The program uses the Creative Curriculum as the sole curriculum and uses the Creative Curriculum Fidelity Tool to assess the curriculum's implementation. The Fidelity Tool was completed by classroom teaching staff and leads during October and November 2022. Data shows that the program is implementing the Creative Curriculum to fidelity with an average of 88% overall. This is lower than this past year's scores.

Every classroom, both early and pre now have their own Creative Curriculum resources. Classroom staff are now utilizing the digital resources that goes along with the Creative Curriculum. Early classrooms also received Intentional Teaching Cards, Mighty Minutes and Highlights Hello to be implemented into the daily routines and plans. Trainings were held during preservice to help staff learn how to implement the new materials into their planning and their daily routine.

Areas scoring the lowest at this time were in structure and physical environment. After gathering data, the lowest scores in the structure area were transitions and within the physical environment utilizing all the materials all the time.

The areas showing the highest at this time are again in Teacher-Child Interactions and Families. Due to the targeted trainings from the NCECDTL, our teaching staff are more involved and aware of the importance of good positive interactions with children. Not only with children, but also the families, so they may become more actively engaged in their child's education.

Areas of concern for early classrooms were in use and structure as well. Just as preschool, the centers received new updated materials and are getting in the daily routine of implementing the intentional teaching cards and Mighty Minutes into planning. Planning the experiences in the structure area shows an area of concern in early classrooms.

Areas that early classrooms scored higher is the physical environment and families. The classrooms were well organized and arranged with appropriate materials. Also, the relationships built with the families to get them engaged in their child's education was implemented well showing those open lines of communication with the families.

The areas of concern with implementing the curriculum to fidelity are being addressed during site visits by the management site mentor and trainings shall be planned for any upcoming training events.

Identified Areas for Improvement **And** **Improvement Plan**

❖ **Improvement to child outcomes.**

- **2020-2021:** LKLP Head Start met the program goals in the desired child outcomes of language and literacy, mathematics and motor skills. During the self-assessment, the data shows that the lowest areas are language, social emotional and cognitive. Plans, such as

training, were implemented targeting these areas. **2021-2022:** The program did not meet the program goal. This year, services were provided completely virtual to children and families due to the Covid-19 Pandemic. This year relied heavily on family participation to ensure the children are getting logged in to do virtual activities with the teachers as well as an increased engagement at home with at-home activities. The self-assessment data shows that language, social emotional and literacy were the lowest areas. It did show an improvement in the cognitive area compared to the year before. **2022-2023:** The program did not meet the program goal. Data does show a larger increase in children meeting and/or exceeding widely held expectations and an 8% increase from the previous year's data. The data shows that the lowest areas of development were identified as language, social emotional and mathematics. There was a larger increase in the literacy domain which improved from the previous year. This year's data was based on a year of services that was provided in a hybrid manner. Families could choose in-person or virtual services due to the continuing affects from the Covid-19 Pandemic. Trainings are being planned and will be implemented during in-service and at pre-service targeting these lower areas of concern.

- Goal: To increase child outcomes in the areas of language, social emotional, and mathematics.
- Desired Outcome: for children to increase in meeting and/or exceeding widely held expectations throughout the year at each checkpoint period in the areas of language, social emotional and mathematics.
- Action Steps:

1. Staff will receive training during in-service and pre-service pertaining to language, social emotional development and mathematics.
 2. Staff will plan activities throughout the day implementing math into daily routines
 3. Staff will plan social emotional activities weekly using Conscious Discipline.
- Person(s) Responsible: Leads, Associate Teachers, and Management staff
 - Resources: Management Staff, Creative Curriculum, Teaching Strategies GOLD Objectives for Development and Learning manual, trainings
 - Dates: December 2022 – November 2023

❖ **Improve Centers**

- **2020-2021:** The LKLP Head Start Program looked at the overall health and safety of the program using the Health and Safety protocol checklist. The goal was met as the program scored an average of 99.6%. The program identified additional areas to consider such as licensing requirements that were often not included in the health and safety check. After evaluating the ongoing monitoring, the program has decided to include a center check of licensing documentation for future purposes. **2021-2022:** The goal was met with data showing the program average is 96.6%. Findings included missing licensing documentation that was to be posted and that classrooms first impressions were generally loud and some overall facility needs that needs to be updated. **2022-2023:** The goal was met with data showing 98%, in which means we are providing a safe and secure environment while meeting required postings in the program. The increase the data

shows is due to the increased ongoing monitoring of the program centers as we are more focused on those requirements.

- Goal: to enhance the knowledge and skills of staff to improve the health and safety of the center including proper licensing documentation.
- Desired Outcomes: an improved health and safety culture at the center.
- Action Steps:
 1. Health and Safety protocol checklist completed bi-annually.
 2. Staff training on required licensing documentation.
 3. Evaluated improvements to add to program evaluation
 4. Updated ongoing monitoring for center identifying required postings
- Person(s) Responsible: All Staff, Leads, Management Team.
- Resources: DataSay ongoing monitoring form for Center.
- Dates: December 2022 – November 2023

❖ **Improve Classrooms**

- **2020-2021**: The program used data collected from the overall Health and Safety of the facility including the classrooms. After review of the data, the program evaluation was improved by looking at the overall classroom as a whole, the learning environment, engaging interactions, daily routines, use of the curriculum, separate from the overall Health and safety look. The program met this goal based on the data from the health and safety protocol, however, the forthcoming year will be improved on the quality of the classroom. **2021-2022**: Data shows that the program scored 96% overall in the classroom evaluation. Areas identified for improvement included use of the interactive daily

schedule and the use of a job chart and some minor sanitary protocols not being followed. This year was the first time the doors opened back up since the Covid-19 pandemic as the program offered a hybrid approach. **2022-2023:** The data gathered shows the program scored 96% overall in the classroom review. This year the program is back to full in-person services and the data shows that overall we are providing a safe and healthy environment. Areas identified again are use of the job chart and interactive daily schedules.

- Goal: to strengthen the classroom learning environment.
- Desired Outcomes: to provide an optimal learning environment that is healthy and safe.
- Action Steps:
 1. To adjust the evaluation to identify classroom practices
 2. To adjust ongoing monitoring to include the classroom daily practices.
 3. Incorporate the use of DataSay in the ongoing monitoring process.
 4. Provide trainings on the learning environment.
- Persons Responsible: Management Staff, Leads, All Staff.
- Resources: Creative Curriculum Foundations manual, ECERS 3/ITERS manuals, Trainings.
- Dates: December 2022 – November 2023

❖ **Improve Daily Classroom interactions.**

- **2020-2021:** This program year the program was closed to in-person services due to the Covid-19 pandemic. This evaluation was adjusted to see how well the program provided

services and engaging interactions while conducting virtual lessons. Areas for improvement that was identified, included sharing of information, lack of participants utilizing the homework packets and joining the virtual sessions. **2021-2022:** This year again due to the Covid-19 pandemic was adjusted to virtual classroom observations instead of in-person. The program provided a hybrid approach and the review was conducted virtually through a classroom tour. Ninety-six percent of the centers had a positive review during the virtual visit. Identified areas, included the continued use of technology for the students that opted for virtual services. **2022:2023:** This goal was met after reviewing data with a program overall average of 97% positive reviews. This year the program went back to full in-person services and reviews were conducted on-site by the families or community partners. Areas to improve on was primarily for daily routines.

- Goal: to improve quality interactions in the day-to-day routine.
- Desired Outcomes: to improve interactions throughout the entire day in all activities...
- Action Steps:
 - 1) Training on use of technology for virtual services.
 - 2) Plan and implement learning activities virtually that are engaging.
 - 3) Train new staff during onboarding on appropriate interactions.
 - 4) Continued weekly planning of activities.
- Persons Responsible: All Staff, Leads, and Management Staff
- Dates: December 200-November 2023

❖ **Improve Health and Safety.**

➤ **2020-2021:** The data shows that overall the program scored 99.8% on the Health and Safety protocol review. This year the program was closed due to the Covid-19 pandemic. Classrooms and centers were to be maintained and ready to go. Areas identified were peeling paint. **2021-2022:** Data shows the overall average was 99%. This year the program offered a hybrid approach and the first time doors were opened to students. Areas identified was cleaning of carpets daily and stains on carpets. **2022-2023:** The goal was met as the data shows the overall average to be 99%. Areas identified were carpets not being cleaned daily, stains on ceilings, lights out and clutter.

- Goal: to provide a safe and healthy learning environment for children, families and staff.
- Desired Outcomes: to have more safe and healthy learning environments to optimize learning.
- Action Steps:
 1. To update paint in the facilities
 2. To utilize a daily cleaning list including cleaning of carpets.
 3. Purchase vacuums and carpet cleaners for all centers.
 4. Utilize the health and safety protocol checklist more often.
 5. Utilize storage areas to prevent clutter.
- Persons Responsible: Lead Teachers, All Staff and Management staff.
- Resources: daily cleaning schedule, carpet cleaners, ongoing oversight.
- Dates: December 2022 – November 2023

❖ **Improve transportation.**

➤ **2020-2021:** The data gathered shows that 100% of the centers had all pieces of required forms of documentation. The program was closed this year due to Covid-19 pandemic and due to those restrictions was unable to provide transportation. **2021-2022:** Data shows that the overall average for transportation is 95.9%. Areas identified were bus cleanliness. This was addressed as ongoing monitoring was adjusted to include bus inspections. **2022-2023:** The data shows that overall evaluation of transportation was 86%. Areas identified included daily cleanliness of the buses, and some missing items on paperwork pertaining to the transportation. The program identified the need to increase ongoing monitoring in this area by using the transportation review in DataSay.

- Goal: to maintain a safe and secure method of transporting students
- Desired Outcomes: to develop daily routines that ensures bus cleanliness and completed documentation.
- Action Steps:
 1. Plan shared daily cleaning duties of buses.
 2. Training during recertification.
 3. Add transportation review to ongoing monitoring.
 4. Have weekly checks by Lead on cleanliness of bus.
- Persons Responsible: Lead Teachers, All staff, and Management Staff. .
- Resources: Lead Signature on paperwork, DataSay transportation review.
- Dates: December 2022– November 2023.

❖ **Improve teacher child interactions**

➤ **2020-2021:** This goal was not met due to the Covid-19 pandemic. The program provided virtual services to all participants. Coaches continued one on one coaching with staff based on previous CLASS and Infant/toddler observations. **2021-2022:** Data collected during the fall observations show that instructional learning formats within classroom organization was identified as the lowest areas. Data shows in the infant and toddler observations that Helping Children Understand Language was the lowest area with a score of 5.8 out of a possible 7. Training will be planned for both preschool and infants and toddlers on implementing meaningful language into the daily routine. **2022-**

2023: The data collected from the fall CLASS observation shows that Classroom organization is below the quality threshold. The infant and toddler observation shows that Listening and Talking as well as Discipline was the overall lowest areas at a 6.3. This year is the first full year of in-person services since the Covid-19 pandemic began.

- Trainings are planned on behavior management, productivity and engaging interactions.
- Goal: to increase CLASS and Infant toddler observation scores to meet the quality thresholds.
 - Desired Outcomes: to provide a learning environment rich in language and engaging interactions.
 - Action Steps:
 1. Management team members, Coaches and Professional Development staff will observe classroom staff using CLASS or the Infant toddler observation tool to determine the level of coaching that is provided.

2. Coaches will be assigned to staff that fall into tier 3 and 4 for intensive coaching.

3. Coaches will coach teaching teams

4. Needs Assessments will be completed based on the program identified needs and used for intensive coaching purposes.

5. TLC's will be implemented for new staff to become acquainted with CLASS and the Infant/Toddler observations.

6. NCECDTL's will occur every two months concentrating on Classroom organization.

- Persons Responsible: Management staff, Specialists, Professional Development staff, Coaches.
- Resources: CLASS, Infant/Toddler Teacher Observation Tool, classroom resource Materials,
- Dates: December 2022-November 2023

❖ **Improve Staff documentation skills.**

- **2020-2021:** Data collected from portfolio reviews shows the following areas of improvement: Timely computer entry, group tracking and labeling pictures and work samples. Data collected from folder checks shows an 87% average overall. Areas identified include incomplete 45/90 day forms, EPSDT forms and missing screening result notes, and health documentation and follow up. Lesson plan data shows an overall program average of 90%. Areas identified include plans not being submitted in a timely

manner. **2021-2022:** Data shows that portfolio documentation remains relatively the same as previous year. Data shows that folder checks remain the same with an 87% overall average. Areas identified are in follow-up to health screenings, missing screening result documentation. Lesson plans dropped to an average of 84%. The data shows that the decrease is attributed and falls to many new staff that has just started using and implementing gold into their classrooms. **2022-2023:** Data shows that portfolios are holding steady with the same identified areas to improve. Folder checks improved to a 93% average overall. Improvements were shown, areas identified continue to be follow up on health status and updating information on forms and childplus. Data from lesson plans improved to a 96% average. This improvement is indicative of the feedback from the child development specialists when plans are submitted.

- Goal: To provide complete and accurate documentation
- Desired Outcomes: to implement a system of quality follow up to improve children's health outcomes.
- Action Steps:
 1. Staff will receive training on paperwork accuracy.
 2. Staff will receive annual training on portfolio documentation and lesson planning.
 3. Staff will submit lesson plans weekly and will receive feedback from child development specialist as needed from submitted plans.
 4. Leads will follow-up with teaching staff weekly to maintain observations are accurate and up to date.
 5. Ongoing monitoring will address any immediate concerns.

- Persons Responsible: Management Staff, Lead Teachers, All staff.
- Resources: Teaching Strategies GOLD, The Creative Curriculum, Folder Checklists,
- Dates: December 2022 – November 2023.

❖ **Improve Curriculum Fidelity**

➤ **2020-2021**: Data was not able to be collected using the Curriculum Fidelity tool due to the Covid-19 pandemic. The program services were conducted completely virtual. **2021-2022**: Services were provided in a hybrid manner this year. Data collected by staff completing the Creative Curriculum Fidelity tool, shows that the program is implementing the curriculum with up to a 99% average overall. Areas identified for improvement are in structure and physical environment. **2022-2023**: The data shows a decrease with an average of 87% overall implementing the Creative Curriculum to Fidelity. This shows a more accurate picture of the overall use of the curriculum than in previous years. Again, structure and physical environment were identified as areas of improvement.

- **Goal**: To implement the curriculum to fidelity
- **Desired outcome**: implement a high-quality learning environment for children.
- **Action Steps**:
 - 1, Plan training on the physical environment and the structure of the Creative Curriculum.
 2. Include areas on lesson plans that will enhance the learning environment
 3. Provide direct feedback from Fidelity tools so staff can make an improvement plan for their classroom.

ACTION TAKEN TO DATE:

Preservice training has been provided to staff that includes developing quality learning activities that promote school readiness through intentional planning in math, language, social emotional and motor domains. Embedded assessment, individualization, lesson plans, family engagement and disabilities were also addressed in the training.

Additional collaborative efforts include interagency meetings. Also, Early Childhood Council meetings, identify and share resource information for programs to enhance services. Health Services Advisory Committee meetings to obtain and share health information with other agencies. Transitions to schools allow establishment of rapport with children, families and staff. TLC groups have been implemented with new staff as an onboarding process to help new staff become confident and more knowledgeable. Coaches and Professional Development Support staff are assigned to teaching teams that have been identified through the coaching plan.

To best assist staff and to cause the least amount of disruption to the program, the management staff has provided on-site technical assistance for center staff. On-site support has included: mentoring practices, working with families, home visits (on occasion), and suggestions on assessment and planning practices.

Technical assistance on assessment and planning addresses the need for developing a systematic approach for timely entry into the portfolio. Portfolio entries are monitored through site visits and GOLD tracking. Interrater Reliability Credentials will assure accuracy and consistency of teachers' judgements in assessing children. All newly hired employees attend training the first week of employment to become more prepared entering the classroom.

Management Team meets in June for intensive discussion of program needs, plans, preparation and goal setting for the upcoming year after all center evaluations have been completed and having input from center staff.

Each classroom has had one CLASS observation or one Infant/Toddler and Teacher Interaction Observation. Data has been assessed to determine the staff's strengths and weaknesses. NCECDTL Trainings have been implemented bi-monthly to improve scores along with PLC (Professional Learning Community) meetings to identify resources and improve services to children and families. All new teaching staff is participating in the TLC (Teachers Learning Collaboratively) groups.

Mental Health Consultant has made at least one classroom observation in all the centers.

The Governing Body and Policy Council has reviewed and approved the 2022-2023 self-assessment and the improvement plan.

Policy Council Signature

Date

Board Chair Signature

Date