Geneva City Schools Head Start Pre-K

Self-Assessment and Improvement Plan

2016-2017 Self-Assessment and 2017-2018 Program Improvement Plan

Geneva City Schools Head Start Pre-K
Why?

Continuous quality improvement is central to our programs; a comprehensive self-assessment ensures our program is meeting Program Performance Standards and striving to provide excellence in serving children and families in Ontario County. At least once each program year, with the consultation and participation of the policy council, governing bodies and other community members, we conduct a self-assessment. This process supports us in determining effectiveness and progress in meeting program goals and objectives as well as implementing federal regulations. We believe in continual analysis and striving for opportunities in improvement.

2. What do we do with the results?

The self-assessment has little value unless the program uses the information to drive program improvements. The results are used as a driving force to develop/update program goals, desired outcomes and action plans. The self-assessment is a springboard for planning ways to continuously reflect and improve. Our self-assessment and program improvement plan are living, breathing documents. We are committed to providing the highest quality of services to our community.

3. How

A variety of program stakeholders participate in the annual program self-assessment with a focus particularly from December through February. To guide our procedure of measuring the program effectiveness we utilized applicable data. Team members observe, review, analyze and conduct interviews culminating with the record and summarizing findings. The self-assessment process gives participants an opportunity to:

- Learn more about the Head Start Program Performance Standards
- See the Program Performance Standards in practice
- Recognize areas of program strength
- Contribute striving for ongoing program improvement and excellence
- Ensure program regulations are being met

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<table>
<thead>
<tr>
<th>Personnel Responsible</th>
<th>Self-Assessment Team Members</th>
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| **Program Design Management**  
Trina S. Newton,  
Executive Director  
Karissa Schutt,  
Program Director | Policy Council  
Board Members  
Head Start Staff  
Cecilia Rodriguez-Head Start parent/staff member  
Chris Finger-Geneva Public Library Director/Policy Council  
Steve Kruger, HR |
| **Education and Early Childhood Development/ Disabilities**  
Kendra Winkleblack- Kirk,  
Education/Disability Coordinator | Policy Council  
Head Start Staff |
| **Fiscal Management**  
Karissa Schutt,  
Program Director  
Susan Gray,  
Director of Business Services | Mark Soccola- CBO  
Valerie Thomas-CBO  
Cecilia Rodriguez-Head Start parent/staff member  
Chris Finger-Geneva Public Library Director  
Policy Council  
Head Start Staff |
| **Family Community Partnerships**  
Jena Fuchs,  
Family Service | Policy Council  
Head Start Staff  
Christy Grady- Head Start parent / Policy Council Secretary  
Laurel Flores- Head Start parent / staff member |
| **ERSEA**  
Cecilia Rodriguez,  
ERSEA Facilitator | Policy Council  
Head Start Staff  
Laurel Flores- Head Start parent / staff member |
| **Health Services**  
**Nutrition Services**  
**Safe Environments**  
**Transportation**  
Sue Mook RN,  
Health and Nutrition Coordinator | Head Start Staff  
James Grady- Head Start parent / Policy Council Member  
Cindy Streber- Transportation Director  
Aaron Smith- Director of Facilities  
Gerry Barker- Food Service Director  
Dana Burton- Dietitian/Nutrition Consultant |
4. Approvals:

Date ____________  Board President

Date ____________  Policy Council Chairperson

Date ____________  Executive Head Start Director

Date ____________  Head Start Director
Health and Nutrition Services..........................................................5

Safe Environments /Transportation......................................................6-7

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HEALTH AND NUTRITION SERVICES; SAFE ENVIRONMENTS/TRANSPORTATION:

HEALTH AND NUTRITION SERVICES

The Health Self-Assessment was led by the Health and Nutrition Coordinator. The areas that were assessed included - Health Services, Nutrition Services, Safe Environments and Transportation. Below is a list of focus areas found during the self-assessment and the corrective action plan developed to address these concerns.

STRENGTHS:

- Partnership with Geneva Community Health for dental hygiene services on site
- Strong understanding of family style meals by all staff members
- Consistent communication between HNC and classroom staff re: student needs
- Regularly scheduled meetings with the Nutrition Committee including Head Start staff, Food Services Director and cafeteria staff
- Experienced, vigilant staff knowledgeable on safety requirements
- Strong family involvement
- Partnership with Geneva City School District medical director for employee health requirements
- Clearer more concise methods of recording monthly safety checks/logs. All-inclusive binders in classrooms for safety checks/cleaning logs, etc.
- New monitoring procedure implemented for delegate sites

FOCUS AREAS:

- Head Start health services will implement data management system- COPA- allowing more efficient tracking of student data
- Streamline checklists within all-inclusive binders in classrooms for safety checks/cleaning logs, etc.
- In an effort to eliminate waste and continue introducing healthy food choices, alternatives to special days and food experiences will be addressed with Nutrition Committee members and Food Services Director

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● New employee interview questions now include asking candidates if they will have difficulty meeting physical and PPD requirements and offer services through GCSD medical director

CORRECTIVE ACTION PLAN:
● None at this time

**FACILITIES, MATERIALS AND EQUIPMENT**

**STRENGTHS:**
● Good communication with building maintenance and maintenance department
● Housed within primary building of GCSD

**FOCUS AREAS:**
● Some shaded area on small playground next to building as needed.
● Lack of shaded areas on large outdoor recreation areas. Facilities Director aware of shaded playground area/outdoor space needed and will be addressed during capital improvement project
● Electrical outlets are left uncovered by cleaning staff. Will discuss with Facilities Director replacing existing outlets with self-closing electrical outlets during capital improvement project

CORRECTIVE ACTION PLAN:
● None at this time

**TRANSPORTATION**

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STRENGTHS:

● Well-staffed outside during bus arrival and departure
● Children are well educated about bus safety throughout the year
● CDL certified Family Aid Advocates and district vehicles make it possible to provide transportation services to families. A signed partnership agreement with The Other Taxi also allows us to offer transportation to families for emergency or other situations when certified staff are not available
● Transportation provided in house by school district. Transportation Director is up to date on regulations and bus staff is well trained.

FOCUS AREAS:

● Bus circle congestion related to WSS late student drop-offs delaying Head Start student drop-off causing domino effect of late breakfast then causing carts to be returned late to cafeteria. Discussed with Facilities Director having a sign manufactured and installed at loop entrance indicating restrictions re: parent use of bus loop.

● Parents are not required to walk their child to bus in the AM and students have fallen walking down long driveways as well as parents not remaining at their door until after child has boarded bus raising safety concerns in regards to 3 and 4 year olds walking on their own to board the bus at times on busy streets. Discussion with Transportation Director and Head Start Director transpired resulting in new parent requirement of signing students onto the bus. Will continue discussion regarding commencement of this requirement.

CORRECTIVE ACTION PLAN:

● None at this time

SPECIAL SERVICES

MENTAL HEALTH

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Continued use of the DECA – The DECA is a tool used to focus on three protective factors: attachment, self-control, and initiative which are all closely related to social and emotional development. Parents are able to share and complete an observation form regarding their child’s mental health and behavior concerns. Within 45 days of entry, the child’s teacher completes the same observation form.

**STRENGTHS:**

- Collaboration among mental health consultants
- Access and supports through a mental health consultant and a school psychologist
- Collaboration with classroom teams (teachers, coordinators and family service workers)
- Responsiveness to teacher request/concerns
- Availability to parents re: concerns with behaviors, parenting issues, family dynamics etc.
- Meetings, Lunch Bunch and newsletters home
- Providing opportunities for ongoing individual support for struggling students
- Full time School Counselor on staff

**FOCUS AREAS:**

- Improve data reporting system
- Increase opportunities for ongoing individual support for struggling students
- Continue with meetings, Lunch Bunch, sending newsletters home, texting, calling parents and posting events on Facebook
- Mental Health staff to attend classroom events- enabling MH staff to informally target a larger, broader group of parents

**CORRECTIVE ACTION PLAN:**

- None at this time

**PARENT, FAMILY, and COMMUNITY PARTNERSHIPS (PFCE)**
For this year’s self-assessment, a focus group made up of staff and parents focused on several areas of management as well as family engagement programming. Input from program data and Policy Council was also utilized.

**STRENGTHS:**

- To promote father/male engagement, Dads & Dudes Gym Time continues to be offered monthly for every class this school year. Dads who attend these gym sessions engage actively with their children and other students. This parent program targets positive male figures to encourage father involvement and also supports our PFCE objective that families will understand the importance of active play.

- One large scale family engagement activity is offered each month. In addition, smaller scale parent literacy and mental health workshops have also taken place regularly. Events are advertised through fliers and Facebook.

- Through increased utilization and advertising, our Facebook page has received over 100 more ‘likes’ and has been used as a consistent tool to share educational information and to promote program and community events.

- Parents and community members continue to be invited to read in the classrooms as part of the literacy initiative, Ready to Read. Ready to Read books are provided through a community collaboration with Geneva Reads and align with the curriculum. All students keep a copy of the books in an effort to build their personal libraries at home and encourage reading outside of school. In support of our School Readiness goal and PFCE objective, a focus area from last year was to make Ready to Read programming more intentional. This school year, to address this focus area, we provided take home activities to families that coincided with Ready to Read books.

- A focus area from last year’s program improvement plan was to increase family participation at West Street School’s PAWS nights (a weekly family fun night) through consistent advertising. The desired outcome is to foster and encourage positive school and community connections, which is also one of our PFCE objectives within our School Readiness goals. Promotion and advertising efforts through our monthly parent engagement calendar and Facebook have greatly improved. This school year, in order to give our program a presence at PAWS nights, we also began paying two staff members to participate one evening a month by running an activity. We plan to use the data from our parent surveys (distributed at the beginning, middle, and end of the school year) analyses to determine whether or not our efforts were effective.
Our data continues to show us that classroom based activities are the most well-attended events. Because of this, we strive to pair classroom based activities with parent education components. We executed this model for a dental health presentation last school year which was very successful and received positive feedback from all 13 parents that participated. This school year, we restructured another parent engagement program, Lunch Bunch, to align with this model. Before the change, an average of 2 families attended Lunch Bunch while after, attendance skyrocketed to 13. Parents reported that being able to go into the classroom with their child encouraged them to attend and also reported that they enjoyed the educational component of the event.

Communication systems continue to be strong and integrated. Data on family engagement, referrals, and goals are shared at monthly classroom team meetings to ensure all staff understand academic as well as family factors impacting the child.

New Community Partnerships have been established and existing ones have been strengthened. Our Family Service Facilitator joined boards and planning committees for the following agencies this school year: Boys & Girls Club of Geneva, Catholic Charities, Partnership for Ontario County. In addition, our Director serves on Geneva Reads, SUCCESS for Geneva’s Children, Geneva 2020 Literacy CAN (Community Action Network). Multiple collaboration efforts are taking place between our program and local agencies to train staff and parents on topics such as child sexual abuse prevention and opiate awareness/prevention.

Our program supports its large Spanish-speaking population by translating all of our paperwork and materials to Spanish. Our bilingual Family Service Facilitator responsible for program aspects related to ERSEA supports families through the intake process. At acceptance meetings and beyond, families are supported by one of our bilingual Family Aid Advocates.

Our program addresses transportation barriers through our CDL certified Family Aid Advocates and school district vehicles on site. The school district vehicles are used to transport parents to and from events and meetings at our center.

All Family Services staff have received training on COPA, our new data management system. Documentation including referrals, family goals, family visits, and case notes have all been documented in COPA since receiving training.

FOCUS AREAS:

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● This school year, members of our Policy Council expressed that rather than our program avoiding holidays as not to offend anyone, they would like to see various holidays represented and discussed.
  ○ Our self-assessment team discussed ways to offer educational opportunities regarding different holidays. Strategies will be implemented next school year to represent a variety of holidays and celebrations, especially those reflective of our currently enrolled families. Attempts will be made to engage families in the process.

● Attendance follow-up that has been implemented to address HSPPS 1302.16 has been very time consuming for both Family Services and ERSEA staff.
  ○ Our program will continue to brainstorm and implement creative strategies to help Family Services complete daily attendance follow-up efficiently.
  ○ A formal attendance follow-up procedure will be created.
  ○ Our ERSEA staff recently began attending Family Services team meetings. The goal of this is to have a system for regularly monitoring attendance concerns so we can review attendance data and determine appropriate follow-up for individual families on a case by case basis.

CORRECTIVE ACTION PLAN:

● Implement a formal, stand alone Parent Committee in accordance with HSPPS 1301.4
  ○ To address this corrective action, the Family Service Facilitator will collaborate with the Geneva Family School Association (GFSA) president to ensure Head Start families are recruited and included in this group. A Head Start GFSA liaison will then be responsible for sharing out information to our Policy Council.

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES/EARLY INTERVENTION:

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The areas that were assessed were: School readiness, education and disabilities, and our online monitoring/data system, and filing system

STRENGTHS:

- Team meetings occur monthly with classrooms that include the Education and Disabilities coordinator to review outcomes, disability information, and screening results to help ensure continued growth of the students at individual and classroom levels.
- Training offered on the Galileo system for parents, to provide personalized access to their child’s continuous learning development and to staff, to support use of the system components regularly and effectively.
- Meetings provide time for the classroom team, including the family advocate, to talk and set goals for each benchmark based on data.
- All full day classrooms and UPK programs are utilizing the same curriculum and assessment programs for coordinated approaches and outcomes.
- Continually reflecting on practice and reaching to gain more knowledge.
- Solid transition activities for our students.
- Monitoring information, assessments, and family service notes all on same system and accessible to team.
- Parents feel comfortable in communicating with staff and are willing to reach out.
- Scholastic Big Day ELA maps include essential questions.
- Orientation in place for new staff, and regular substitutes.
- Two classrooms are utilizing a dual-language model with home support.
- Data analysis is used to identify curriculum resources.
- Education and Disabilities Coordinator sits on the CPSE committee.
- School Readiness goals aligned with PFCE, ELOF, NYS common core, and NYS Early Learning Guidelines.

FOCUS AREAS:

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• Procedures and timeline for systematic approaches to synthesizing, and analyzing student outcomes data including the monitoring system in our Policy and Procedures and provide training/refresher to staff to include specifics on data management and assessment systems to ensure procedures are met. (COPA/Teaching Strategies Gold (TSG))

• Continue to update curriculum maps to align with Scholastic Big Day and look at how we can revise for the three year old room. Add mathematics, science, and the student assessment system (TSG) with specific training for dual language rooms and curriculum fidelity in order to increase the instructional learning formats in CLASS. (Cognition, Language and Literacy: Head Start Early Learning Outcomes Framework).

• Coach training for the education and disabilities coordinator to more effectively implement Practice Based Coaching to increase CLASS scores and overall teacher growth.

CORRECTIVE ACTION PLAN:

• An Education and Early Childhood Development and Early Prevention policy and procedure will be revised and submitted to the policy council and board of directors for their approval, training to staff to ensure implementation and consistency

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT AND ATTENDANCE:

The self-assessment for the eligibility, recruitment, selection, enrollment, and attendance component consisted of team members from the policy council, Board of Education, program parents and staff. In efforts to prepare for self-assessment the ERSEA self-assessment team utilized attendance data from the current school year monthly reports. The committee also reviewed program recruitment, acceptance and enrollment procedures.

STRENGTHS:

• Strong recruitment reaching the targeted community utilizing community partnerships as well as collaboration with local colleges, businesses, community agencies and community service providers
• Audit completed of 2015-16 applications files to ensure appropriate documentation and verification of income documents are present in each student file

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- ERSEA policy and procedures were approved by PC and BOE in 2016
- Active ERSEA committee participates in annual review of selection and recruitment planning
- Improved on-going monitoring process of delegate sites
- Increased growth and visibility in the community, including increased collaborative efforts with UPK community providers
- Expanded three year old program has been met by GCSD UPK receiving additional 42 slots for three year old students.
- New monitoring procedure implemented for delegate sites
- New employees are inserviced on ERSEA Final Rule

FOCUS AREAS:
- With 4 year old expanded services, proof of residency to be obtained on intake to ensure NYS Department of Education residency requirements for UPK.
- To create a system for regularly monitoring attendance concerns, ERSEA staff to attend Family Services team meetings. Attendance data will be reviewed and appropriate follow-up will be determined on a case by case basis.
- Will continue with training of new data management system- COPA- to improve tracking of attendance
- Checks and balance system to be implemented to verify appropriate documentation and verification of income documents at intake

CORRECTIVE ACTION PLAN:
- None at this time

PROGRAM DESIGN AND MANAGEMENT, GOVERNANCE

The program design and management self-assessment was conducted in collaboration with program stakeholders and staff. The Program Design and Management consist of the program governance, program governance policies and training, program governance duties and responsibilities, and program governance reporting to governance groups and stakeholders. GCSD Human Resource Director reviews Human Resources staffing, structure, developing

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and implementing personnel policies. Geneva Head Start strives to provide comprehensive programming that is reflective in nature. Communication with all stakeholders is key. We value strong and effective systems to facilitate the day to day operations. We are supported by the school district and our community. We continue to tap into the plethora of resources available and there are strong community partnerships in place.

STRENGTHS:

- Director has reached out for voluntary assignment of University of Rochester Mentor through the school district coaching program
- Director applied and was accepted to the UCLA new Director Mentor Initiative
- Monthly meetings and regular communication with Assistant Superintendent for School Improvement and Accountability for clear communication and program goals.
- Continual coordinated effort of self-assessing program outcomes through leadership and staff meetings. Mid course changes evident to provide positive impacts to program
- Coordinated approaches part of the daily process in decision making
- Training records and opportunities via My Learning Plan
- Accessibility to School District Training and Support
- Teaching and Learning district wide Pre-K-12th committee for alignment of curriculum
- Facebook, E-boards, digital outdoor signs, website for dissemination of information and ongoing recruitment
- Imagine Learning Literacy Program for all students available in their native language
- Imagine Learning En Espanol in two dual language classrooms for Spanish Language acquisition
- Fluenz-district sponsored online Spanish instruction available for staff
- Smartboards in every classroom
- Ipads 1:2 availability for students
- Expansion w/ collaborating agencies
- 3 year old NYS grant
- Updated technology
- Mandarin and music programming
- Four additional supporting grants (UPK, PPK, EPK, Wyckoff)
- Strong Community partnerships-documented and increased as per 5 year goals

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● Engagement- family, staff, district, community
● Ongoing data review for regular collection and analysis
● Goals reviewed - Individual & Program ongoing basis.
● Relocation of Policy Council to onsite to support member engagement and supporting classroom activities.
● Director is a trained APPR Lead Evaluator
● Weekly classroom walk-throughs of Head Start Pre-k through 2nd grade classrooms occur with Director, Principal, Assistant Principal and Director of Humanities.
● Emails sent out to all staff for best practices and feedback after each walk-through cycle
● Greeter to support effective communication, sign in/out procedures
● Three full time staff per classroom
● Five out of 23 staff are former students and/or parents
● One current parent on staff
● Five staff are bilingual
● Highly qualified staff:
  □ Director-CAS School Building Leader Administration
  □ Administrative Assistant-Associates
  □ Teachers-NYS certified Bachelors/Masters
  □ Education and Disability Coordinator-Masters
  □ Teaching Assistants-18 college credits
  □ Health and Nutrition Coordinator-Bachelor's RN
  □ Mental Health School Counselor-Masters
  □ Family Service Facilitator-Bachelors
  □ Teaching Assistants-18 credits

AREAS OF FOCUS:

● Data management system – need for comprehensive efficient tool that allows us to provide strong daily oversight, systems as well as monitor delegates
● Increased Monitoring approaches and systems for delegates
● Seek opportunities to build leadership team staffing to support ongoing monitoring and oversight

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· Succession planning
· Continued Program Performance Standards Training

CORRECTIVE ACTION:

· None at this time

FISCAL.

We continue to find creative ways to work to give our children, families and community the best comprehensive services. We utilize data to support programming provided to children and families to best support the needs of those we serve.

STRENGTHS:

· Braiding and blending of funds
· Securing of Wyckoff Funding
· Supporting state grants
· Fiscal integrity to support a strong fiscal systems approach with district CBO
· Engaged fiscal advisory committee comprised of community, policy council, parents and staff that are versed in data analysis

FOCUS AREAS:

· Continued work on budget/excel to share data with stakeholders in easy to understand charts
· Regular meetings with CBO and business Director
· Continued Program Performance Standards Training
· Explore opportunities to expand programming

CORRECTIVE ACTION PLAN:

· None at this time

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