



Walla Walla Public Schools Head Start/ECEAP

2016-2017 Self-Assessment Executive Summary Report

This annual self-assessment process was conducted during the 2016-2017 program year, with emphasis on data collection from September 2016 through April 2017. We were happy to have input from a variety of our stakeholders, including our entire Head Start/ECEAP staff, participating parents, School Board Liaison Ruth Ladderud, Policy Council members.

The self-assessment process provides the program with the opportunity to take a conscientious look into each component area to ensure we are meeting standards. It also gives us the opportunity to celebrate our program's strengths, identify opportunities for growth. The process included listening sessions throughout the year and a stakeholder meeting where information was analyzed using a data carousel model.

At the stakeholder meeting, data center themes included "Child Development and Disabilities", "Parent Involvement", "Health, Safety and Nutrition", "Family Services and Mental Health", "Education", and "Community Needs and ERSEA". A content specialist shared relevant data and invited participants to discuss their observations of program strengths, opportunities for growth, and potential solutions for continued improvement. The following summarizes findings in each area.

Child Development and Disabilities

Data was shared in four areas: Special Ed Referrals by Month, Focus of Concern by Month, IEP students by classroom, Additional Information

WOWs

- Trauma Smart implementation
- Bilingual Coordinator improved communication with Spanish speaking families
- Fast turnaround for referrals
- Next year the ESD take-over Birth to Three; SLP can go full time for HS/E
- Classroom support for challenging students has been great!

Opportunities for Growth

- Provide Tier 2 support services to classroom
 - In-Class Groups
- Improve Timely Communication

- Share IEP monitoring schedule with assistant teachers
- Try to have earlier Pre-LAS recommendation process
- Provide all staff Right Response training, including bus assistants
- Professional Development for Assistant Teachers

Parent Involvement

Data Shared: Number and Hours of Volunteers by month w/comparison of 15/16, Number and Hours of Volunteers by classroom w/comparison of 15/16, Mom's group attendance comparison w/15/16, Policy Council, Watch D.O.G.S., Moms Network Topics

WOWs

- More parents participated more consistently in Policy Council
 - PC members facilitated committee planning meetings and taken on greater leadership
- Watch D.O.G.S. events have expanded
 - Dads organized Home Depot building event and looking at marathon
 - New this year: Monthly W.D. planning meetings led by parents
- Mom's Network topics expanded, more relevant to family's interests
- Great relationships with families program wide
- Parent Facilitation/Leadership in PC, W.D., Family Nights

Opportunities for Growth

- Reading logs and Parent sign-ins affect hours included.
 - Procedure updates to get accurate data:
 - Pre-Service Training on Volunteer tracking
 - Quarterly Volunteer reports shared with staff along with training refresher
 - Offer variety of prizes for completion of Reading Logs, pizza, ice cream
 - Create math activity log
 - Pre-Service orientation to all parts of program
- Promote effective and appropriate volunteerism
 - Build volunteer opportunity info into Home visit and conference info
 - FA review of Parent Interest Survey at each home visit
 - Assign lead parent for each class who will encourage other parents to participate
 - Have FA's take more active role in promoting Mom's Group
 - Increase volunteer readers-Whitman Readers, 4th/5th grade Blue Ridge students
 - Create volunteer guide book for each classroom;
 - Include scaffolding and attunement questions for each area.
 - Clear expectations for visitors.
 - (Posted; address waiting parents at Enrollment (include in handbook), on Parent Interest survey).

- Give teachers more guidance on handling inappropriate parent behavior and structuring their time.
- Transition Parent volunteers to PTA when child moves on to Kindergarten to continue leadership; Make building leadership and PTA aware of our volunteer's strengths.
- Parent events
 - Schedule Quarterly Family Nights and Open House
 - Extend flex-time use window to 60 days;
 - Rotate responsibilities for parent events among staff and schedule this.
 - Build relationships with law enforcement, fire stations to promote fire safety
 - McDonald's teacher night fund raiser
 - Send same-day event reminders
 - Expand group topics to include Care for Caregivers; cancer, alzheimer's
 - Door prizes at parent events

Health, Safety, Nutrition

Information shared on: Well-Child Exams, Dental Exams, Health Insurance, Immunizations, Growth Assessments

WOWs

- High compliance of WCE's
- Almost every child has insurance
- Very few children not meeting immunization requirements (either new or recently eligible to receive new immunizations)
- Picky eating tips
- We will get Fresh Fruits & Vegetables program again next year

Opportunities for Growth

- Nutrition
 - Over a quarter of students are Overweight or obese
 - IMIL pre-service training for teaching staff; ensure all materials available
 - Improve menus:
 - List of foods children refuse to eat and those they like
 - Larger/filling meals on Mondays & Thursdays
 - Get parent input
 - Contract registered dietitian for 17-18
 - School garden-For HS-must write into grant and specify how ties into Creative Curriculum lessons. USDA may have grants available.
 - Meal Time training around Performance Standards & staff expectations
 - Busing tardiness has interfered with enough time allowed for meal.
 - Dental

- Bring back dental van
- Investigate insurance allowance around dental exams every 6 months or yearly
- Health and Wellness
 - Utilize Health center more? Immunizations?
 - Staff wellness periodic training/handouts/reminders
 - Handwashing training; UV germ light
- Safety
 - Staff training on all policies and procedures
 - Interim yearly planning to build in health & safety lessons
 - Sand box needs to be reconfigured so that a better cover design can be used.

Family Services and Mental Health

Data: Mental Health Referrals by Month, Mental Health Referrals by Teacher, Family Services for our School, Monthly Attendance

WOWs

- Food & Hygiene Pantry
- Food bags and snack bags
- Friends program established for preschool
- Increased effort by Family Advocates to help families meet needs in meaningful and effective ways
- Mental Health referral process has been refined resulting in more consistent follow through and data tracking.

Opportunities for Growth

- Data Tracking
 - Train all staff on how to implement ChildPlus attendance tab
 - Improve process for tracking CPS referrals
- Mental Health/Classroom management and support for challenging children
 - Mental Health groups
 - Look at class placement early to balance classes (within 2-3 week window)
 - Look at gender dynamics with classroom placements
 - Behavior support/sensory/success room
- Communication
 - Letter home about food pantry
 - Different phone number for Preschool and Elementary?
 - Combine visits when like info will be shared
 - Promoting role of para-educator, earlier HV by para
- Provide stock of basic school supplies for families that need them
- Allow parents to request participation in Friends program

Education

Data: TSG Fall to Winter Comparative Reports between 3 and 4 year olds across all areas of development; TSG Fall to Winter growth data in Math objectives by Teacher; CLASS score averages

WOWs

- Social/Emotional growth documented for every classroom across the board
 - Trauma Smart tools implemented
 - Examples: Yoga, breathing techniques, safe zone
- Math growth documented program wide
 - Early Numeracy class at ESD
 - Math Wall
 - Works across curriculums and interest areas
 - 5 frame or 10 frame represents number in many different ways on chart paper
 - Aligned with K-5 practice
 - Great growth in math for 3 year old classroom
- CLASS scores show significant improvement for Instructional Support
 - Question of the Day-focuses on concept development
- Page Ahead Story Leaders model was very successful this year
- Assistant teachers appreciated observations and coaching
- Classroom staff felt supported due to Coordinator collaboration and responsiveness

Opportunities for Growth

- CLASS scores in Behavior Management, and Productivity show that -Transitions need some support
- Rachael feels like she needs more enrichment materials
- Review Building Blocks math curriculum or get rid of it??
- Creative Curriculum library resources
- Second Steps PD-Is it possible to incorporate Conscious Discipline strategies?
- TSG PD
- PD for paras
- CC PD for parents and FA's
- Talking points for Concept development posted on wall
- Tie GLAD into Creative Curriculum-discard unneeded materials

ERSEA/Community Needs Assessment

ERSEA Data: Eligibility Reasons, Drop Reasons comparison 16/17, 15/16, 14/15

CNA Data: Walla Walla County vs. WA State: Poverty, Median Income, Demographics. Child Care data. Saturation, Barriers to Enrollment and Summary with recommendations.

WOWs

- Transportation: Only 1 student dropped due to inability to provide transportation
- District leadership is now more inclusive of preschool staff and advocating for early learning on a community wide level
- Program leadership has been more intentional in developing a comprehensive recruiting to focus on effectiveness
- Program leadership has been more intentional and responsive in problem solving in all areas of program
- Program is serving majority of eligible children in its service district

Opportunities for Growth

- Transportation
 - PM buses arrive 15-20 minutes late to program
 - Some classes have few bussers while others have many
 - Some routes exceed one hour due to either inclusion of special needs children with door-to-door service, too many children on route, inexperienced sub drivers, or inefficient check on process.
- High poverty rates and low income in WW County increase likelihood families will move away and drop from program. Highest drop reason, 50%, was due to a move.
 - Families need support in areas of Education, Job Skills and budgeting skills
 - Families need supports such as food, hygiene, clothing, affordable housing
- Community Needs Assessment and Program Drop Reasons data indicate need for Full Day Program