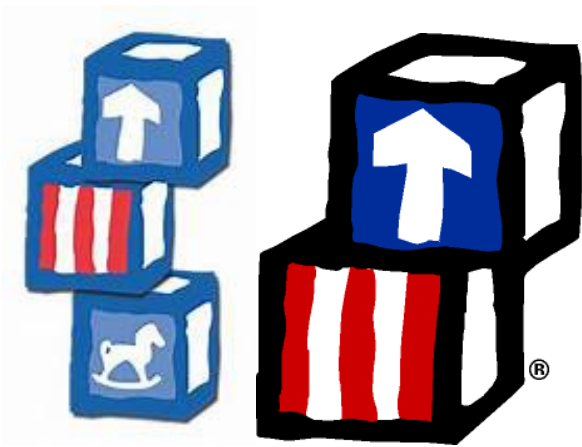


2023-2024



MOCA EARLY HEAD START/
HEAD START ANNUAL
SELF-ASSESSMENT

ABSTRACT

An analysis of the programs progress in School Readiness, Child Health, Social Emotional wellness, and Family/Community Engagement

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Head Start/Early Head Start Program Director

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Overview

Authority

The Office of Head Start Performance Standard 1302.102 (b)(2)(i) requires all Head Start Grantees to conduct a Self-Assessment of their program operations as it relates to services and achievements of program goals each year.

Time Line

The time line given this year spanned three weeks, March 27, 2024 to April 17, 2024.

Method

Each Component Area was assigned a team of three or four persons with the Area Specialist as the leader of the group. Each group collected data within the area assigned to answer questions on program progression. The individual teams connected and consulted with each other when it was convenient for them. Both the Policy Council and the Board of Directors were invited to join the in the self-assessment process.

Areas Reviewed:

Component Area:

School Readiness ERSEA/Family Outcomes Health/Nutrition
Transportation/Facilities Mental Health Early Head Start Fiscal

Program Goals:

Strengthen Parent Family and Community Engagement
Strengthen and Expand Early Head Start
Professional Development-Staff Wellness, Mission and Purpose
Trauma Informed Program

Assessment Committee

The Committee consisted of, The Component Specialist, Area and Site Supervisors, the ERSEA Assistant and Professional Development Registrar, the Mental Health Professional as well as two Teacher Directors, and a Family Advocate. An invitation to the committee meetings were announced at both the Policy Council and the Board Director meetings in February.

DATA SOURCES

Education:

- Aggregated Data-Fall 2023 and Winter 2023-24
- Classroom Assessment Scoring System (CLASS)
- PBS Inventory of Practice
- Early Childhood Environment Rating System (ECERS)
- Teaching Strategies Gold –Widely Held Expectations Report (age specific expectations)
- Go-Engage Reports Disability- Children with Individual Education Plans (IEP)
- Teaching Strategies Fidelity Tool-Results of observation
- School Readiness Survey-Results from Teaching Staff

ERSEA/Family Outcomes:

- Head Start Performance Standards
- MOCA Policies and Procedures
- MOCA online web page
- Go-Engage- (Family Information System)
- Current program forms
 - Needs Assessment, Goals, Family Engagement Outcomes, Home Visit
- Communications between staff and Central Office
- Spreadsheets for tracking submitted documents
- Family Handbook

Health and Nutrition

- American Academy of Pediatrics Care Chart
- Missouri Immunization Chart
- Program Information Report (PIR)-current in Go-Engage- (Family Information System)
- Child Adult Care Food Program (CACFP) Guidelines/Meal Requirements
- Early Childhood Knowledge Learning Center (ECKLC) Resources/Positive Eating Environment Self-Assessment
- MOCA Head Start Family Style Dining Policy
- Health Service Advisory Committee
- Performance Standards

Transportation/Facilities

- Site Visits
- Checklist-playground, building

Mental Health

- Go Engage Reports Mental Health-Children observed/referred/behavioral plans/with professional assessment/entered counseling
- Classroom observations
- Staff Self-Reporting
- Communications with Component Specialists
- American Academy of Pediatrics
- Early Childhood Knowledge Learning Center (ECKLC)
- MOCA online website for Community Resources

Early Head Start

- Aggregated Data 2021-2022
- Teaching Strategies Gold (TSG) Widely Held Expectations
- Early Head Start School Readiness Goals
- Head Start Early Learning Outcomes Framework
- Ages and Stages Questionnaire(ASQ) and Social Emotional Questionnaire (SE2) results
 - Focusing on children transitioning from EHS to HS during the 2021-2022 program year
- Early Head Start Transition Form
- Go Engage Transition Management
- Early Head Start/Head Start Transition Policy (1302.70)

Trauma Smart

- Smart Connection Participant Surveys

Fiscal

- Program Audit 2022-2023
- Fiscal Policy
- Non Federal Share totals

EDUCATION-SCHOOL READINESS

School readiness is a primary goal for all of Head Start and Early Head Start educators. Tracking the growth and development of those in our care is paramount to building on their strengths. The aggregated data uses various tools to guide both the teaching staff on where to focus on individual child progression as well as the program managers on where staff may need specific training to improve their implantation of instruction.

The Education section of the aggregated data (Appendix A) consist of the following tools to assess the quality of instruction and interaction between teaching staff and children as well as the overall environment and climate of the classroom.

1. The Classroom Assessment Scoring System (CLASS),
2. Positive Behavior Support (PBS) Inventory of Practice observation,
3. Early Childhood Environmental Rating Scale (ECERS),
4. Children with Individual Education Plans (IEP),
5. Teaching Strategies Gold-Widely Held Expectations (developmental continuum) fall and winter checkpoints.

CLASS

The first CLASS observations conducted in the fall of 2023 demonstrated that there were several areas scoring lower than last year’s fall/spring observations. Due to the program undergoing a Federal, monitoring in this area, a spring observation was not conducted. The federal report from the CLASS review has not been published.

CLASS	Last School Year			
	Fall 2023	↓↑	Fall 2022	Spring 2023
Dimensions				
Positive Climate	6.82	↓	6.83	7
Negative Climate	1.01	↓	1.02	1
Teacher Sensitivity	5.89	↓	6.33	6.5
Regard for Student Perspective	6.04	↓	6.43	6.63
Behavior Management	6.04	↓	6.54	6.6
Productivity	5.88	↓	6.65	6.43
Instructional Learning	5.71	↓	5.87	6.32
Concept Development	5.15	↑	2.75	2.89
Quality of Feedback	5.22	↑	4.29	3.29
Language Modeling	5	↑	4.9	3.39

negative climate is in reverse when scoring

Last year the targeted areas were to increase “Concept Development, Quality of Feedback, and Language Modeling” as shown above these did increase; however at some expense to the other dimensions.

Specialist Analysis:

CLASS scores will be an on-going training target. Teacher sensitivity, productivity, and instructional learning are the biggest areas of concern, based on these scores. Curriculum fidelity, daily practice is also an area that will be addressed in future trainings.

Positive Behavior Inventory of Practice

The program determined from last years Positive Behavior Inventory of Practice observations that this year there would be a focus on bringing renewed attention to the practice of positive behavior redirection. Last years numbers although not too shabby, in the median range 5.33 of a 7-point scale, were lower when compared to previous years. Therefore, a training was developed and conducted to show that both Positive Behavior Intervention Support (PBIS) and Trauma Smart coincide in the practice of positive redirection and instruction. With this training and a focus on Curriculum Fidelity, this year’s scores went up slightly with the 5.99 average of a 7-point scale. This is unacceptable when compared to 2019-2020, as that average was a good 6.08. The program attributes the losses to staff turnover, staff shortages and increase in behavioral challenges.

ECERS

The Early Childhood Environmental Rating Scale (ECERS) is a guide for teachers in the classroom on what areas of interest should have in them. The ECERS also rates the interactions between children, parents and staff. The scores when compared to last years were slightly higher in some areas; however, the overall score was identical at a 6.5 of a 7-point scale.

DISABILITIES

The program must recruit and enroll ten percent of the children with a disability; these Children have a diagnosis and have or will have an Individual Education Plans/Individual Family Service Plan (IEP/IFSP) from their local school district or other early intervention entity.

Head Start assists in early intervention with educational screens within the first 45 days of the child’s enrollment, if the screen shows a concern the staff council with the parents and obtain their permission to contact the local school district for further evaluation. The school district is sent a referral requesting further evaluation on the child, and following their assessment, determine whether the child qualifies for special services or is not eligible.

This year the program has seen an increase in referrals for children. There were 48 referrals sent to the Local Education Authorities (LEA), compared to 34 sent out last year. The majority of these resulted in an Individual Education Plan with the local school district taking the lead. The program reached the required 10% in December 2023, and ended the Head Start school year in May with

an average of 11.42 %. It is a different story for Early Head Start side of the house as the program started with an average of 25% of the 52 children enrolled in EHS with a diagnosed disability. While that program option continues-on through the summer it currently has an average percentage at 22.93%. The program supports early intervention for children who are demonstrating developmental challenges. These connections with the LEA's as well as the Missouri First Steps program are very beneficial for all involved.

Missouri First Steps is a program offered by the [Missouri Department of Elementary and Secondary Education](#) (DESE) that offers coordinated services and assistance to children from birth to age 3 who have delayed development or diagnosed conditions that are associated with [developmental disabilities](#).

TEACHING STRATEGIES-WIDELY HELD EXPECTATIONS

Documentation is the key, with the use of this tool. Providing observations on the children's skill level in each domain aids the teacher on where to place the child on the continuum.

In the fall, nearly 25% of the children are considered to be in the below average categories within the developmental continuum. By the spring that number had dropped by half to 12%, this number factors all those children who have Individual Education Plans (IEP). There needs to be some recognition for those who crossed over into 'the meeting expectations' as well as those who moved to the 'exceeding expectations' of the continuum. In the fall, the total percentage was at 8%, by the spring it had gained to an impressive 22.5%. All in all the findings show that there were gains in Math, Literacy, and Language from last year's assessment. Aggregated Data/Child and Family Outcomes (Addendum A)

Specialist Summary:

Last Year's Goals:

The goal of being fully staffed, and retaining the majority of the staffing was realized. There are few staff openings and projected openings going into the summer break. All but one current teaching staff opening is a teacher aide position. One opening is for a Teacher Director as the former Teacher Director is now an area supervisor. Children demonstrated gains in all areas, particularly in social emotional skills. With the intensive trauma informed training that has been a focus, it is expected to see growth in these skills. This demonstrates that staff has retained and utilized the training they have been given.

Fall:

Due to short staffing, ongoing sicknesses, and teacher/classroom support for classrooms experiencing extreme behaviors, some observations have been delayed. It was determined that the classroom support was priority. Children over all are progressing, compared to the same period last year, less children are in the below expectations category and higher

in both the meeting expectations and exceeding expectations in all areas. When looking at the Family Engagement Outcomes, more families are identifying as advocates.

Winter:

CLASS scores will be an ongoing training target. Teacher sensitivity, productivity, and instructional learning are the biggest areas of concern, based on these scores. Curriculum fidelity, daily practice is also an area that will be addressed in future trainings. Outstanding referrals will continue to be followed up on; many children are not receiving determinations by the local LEA in a timely manner. Many local LEAs are short staffed. Child outcomes show that children are making gains in all areas. The smallest gains are in the physical development while the most gains are in the area of Math.

Spring:

The demographics in Teaching Strategies Gold (TSG) need to be kept up to date. As these demographics show only 9% having an IEP. This total is actually 15.17%. While I am sure that classrooms are individualizing their lessons at time of service, the IEPs need to be more reflective in the planning of the lesson plans. Many of the classrooms discussed increasing in-kind in their end of the year goals, ensuring that families know how important it is and finding more ways for families to be involved and welcomed into the classroom.

Overall Analysis by Component Specialist:

As with the 2022/2023 school year, we are working to bring staff skills to the level of before COVID. Using what we know about adult learners, we are identifying staff current knowledge and building on that. We will be doing targeted training on PBS, trauma informed care, and CLASS expectations in the coming year. Productivity/ wait time was identified as an area to increase next year along with daily practices within the TS fidelity tool.

A few challenges presented this year were strong child behaviors that coincided with a slower and more rigid LEA evaluation and qualification process. We have evaluated and identified ways to intervene faster to increase the child and classroom outcomes. The Teaching Strategies Gold Widely Held Expectations report shows increases in all areas, however the alignment with the Head Start Early Learning Outcomes Frame Work 0-5yrs (ELOF) report is inconsistent again this year. I am going to pay more attention to the demographic entries for students to see if this is part of the issue with this report. I am thinking it may just be an issue with the report itself. Our 3 year olds are again showing that they are doing very well, while this drops for our 4 year olds. Which is consistent with the findings from our 2022/2023 school year. The number of Teaching Strategies Gold documentation increased this year. Child outcomes fell slightly in Social emotional, physical, and literacy domains of the Widely Held Expectations. However, significant increases were seen in the areas of language, cognitive, and math.

Reviewing the data with the Director of Family Community Partnerships, concerns are identified with the Family Engagement Outcomes. All areas except “Connection with Peers” and Community” and “Parents as Advocates” had a decrease in outcome when compared to the 2022/2023 school year. A main area of concern here is the “Family Well Being” going from a 2.6 to 1.8. This could be attributed to the staff turnover in Family Advocates, data tracking and possibly the skill of the family workers. This will be monitored closely in the coming year.

PARENT FAMILY COMMUNITY ENGAGEMENT

Parent Family Community Engagement (PFCE) is a very important area within the scope of the Head Start program. Working with families is key to gaining understanding to the families focus toward their future success for themselves and that of their child.

The team who examined the PFCE component found some disconnects within the transfer of understanding program services to families outside of childcare. It was determined that the newer staff are unaware or do not have a clear understanding of the “Why” Head Start does what it does.

Below are some of the things that lead to this conclusion:

- Clarification on parent meetings content; writing minutes; sending policy council report and community contact logs
- Understanding the assessment /goal and outcomes process, giving services and /or making referrals.
- Understanding how to utilize the Family Information System (Go-Engage) to document and for follow-up.
- Staff do not have a clear understanding of the purpose of timely reporting and what happens to the system upon this failure.
- Participation in the parent curriculum classes are low.
- Two items from the Family Advocate survey convey that the Family Advocates do not have a clear understanding on when to provide a referral. The other is the use of time management within their day to complete tasks.

The action taken based on these findings is to provide various trainings on, the purpose of each service, how it benefits the family, program and communities. The trainings will include technical assistance on the use of the family information system “Go-Engage”, the dynamics of conducting a meeting from content to taking of the minutes and reporting out.

To address the issue about the lack of timely reporting and tracking, a time line draft is to be put in place. Specialist and Supervisors are accountable for the centers submissions and follow up.

The action towards parent curriculum classes is to first change how to introduce it to the families. A brainstorming meeting with the Family Advocates is scheduled.

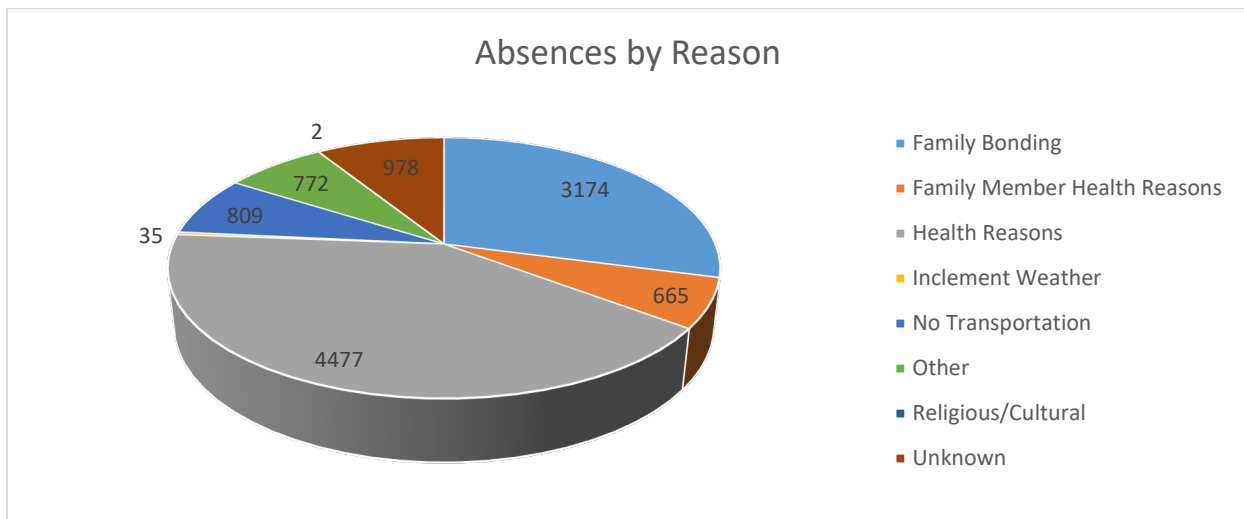
The examination about providing resources or referrals to families; as there is a question on the table if the employee has the skill of noticing the need demonstrated by the family or the knowledge of the various resources. These two things could go either way knowledge of, or the skill to deduce need. This area also associates with the family needs assessment, parent engagement outcomes as well as the individual partnership agreement, and their connection to family success. The PFCE Specialist will be addressing these issues with training and technical assistance throughout the year starting with Pre-Service in August.

This program year was a difficult one, as many Family Advocates were often needed in other support positions, which needed full time attention. With that being the case, it is no surprise that time management of “their” duties was on the list. The program is reviewing the various situations at the center and central office management level to try to find a solution.

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE (ERSEA)

The team identified “low attendance” for the program year 2023-2024 as an issue to address. What stood out is that both enrollment and the average monthly attendance declined as the year progressed.

The chart below demonstrates the absence reasons for the period beginning 8/1/2023-5/15/2024. Whereas health was the most common reason for a child’s absence, the team chose to look at the reasons for “Family Bonding” and the abstract category “Other”. The team questioned what seemed to be the over use of these two categories. They figured out that one of the reasons could be that there were several attendance plans drafted for some children who identified a need to a slower entry into the program to be successful. Each plan drafted is with the success of the child in mind. The assumption is that there was a misunderstanding by the parent or guardian that the plan was for the extent of the school year and not used as a slow transition to a full days attendance.



The plan was to increase the family and the staff's knowledge on the importance of regular attendance. The team is proposing to start "The Attendance/Parent Involvement Campaign". This campaign will utilize several resources such as posters, flyers, and conversations at orientation, home visits and parent teacher conferences, about the importance of parents being and staying involved to promote better attendance. The average attendance for the classroom has been added to the agenda of each parent meeting. The average monthly attendance is a part of the monthly Director's report to the Policy Council.

HEALTH/NUTRITION

When it comes to the Health and Well-Being of a child, Head Start works towards early intervention. The program strongly encourages 'Well-Child' examinations to the parents, which includes vision and dental screenings. The program information report is showing that close to 99% of the children have access to medical services.

The program has seen an increase of children in need of Individual Health Plans (IHP) just to be able to attend classes. Some of the conditions range from asthma, allergic reactions to food, to neurologic conditions like seizures and children who are diabetic. The number of children with an IHP is approximately 30% of the funded enrollment. Which means that 132 children throughout program needed a plan in place prior to attending classes. This is a timely process, as its physician must establish each child's health care plan. The next step is to train staff on what to do when an event occurs. This area is in need of strengthening, as some children had to wait to attend due to a delay in receiving the health plans from the medical entity.

The plan is to work on getting individual health plans started as soon as the child is accepted into the program. Meeting with the families both at application if the concern is discussed and then again, when the child is accepted for enrollment.

The teaching staff have learned to adapt to the special needs of the children and yet more is necessary, as this year the program had to add special needs aides to a few classrooms in order to meet this need. We foresee a greater need this upcoming year.

Nutrition

The program is to provide one third to a half of a child's daily nutritional requirement, each operational day depending on the length. The program provided 123,300 meals (breakfast, lunch and snack) through the Child, Adult, and Care Food Program (CACFP). This program under the direction of the Director of Health and Nutrition who undertook a small reconstruction of the menu format, meals themselves and approach to industrial cooking. The outcome was, well liked by both those cooking and those consuming.

TRANSPORTATION/FACILITIES

Transportation

The current state of transportation; only two sites have bus transportation, Lebanon and Waynesville part day sessions. The transportation cost as well as the lack of qualified drivers are the two main reasons for the lack of more bus services.

The Director of Transportation and Facilities has found that throughout the state there is a high demand for drivers, however there is also a shortage. His findings concluded, that this is an area where the wages are low for such a high responsibility position.

Facilities

There are several areas when it comes to facilities; the building it-self, plumbing, lighting, appliances, lawn and pavement care, playground equipment and fencing.

The water in all centers was tested for lead and all passed.

The maintenance team has converted to LED bulbs in two of the largest centers in order to cut energy cost. Whereas the start up on this was a bit high, the long-term effects are noticeable. The plan to convert the other centers is an ongoing.

This year the cost of lawn services increased considerably, so only selected sites continued with service contracts, based on cost differential agency vs. contracted.

Others issues this year, water heaters, refrigerators, air conditioners and stoves. The maintenance or replacement has been a challenge, the program is working through these one at a time.

Playground Equipment

According to the site visits throughout the year some playground equipment showing small signs of age. The maintenance of some of them are as simple as a coat of paint, others need more intense attention. Working through the issues one at a time, the team states that manpower and time are greatest barriers to getting things done.

MENTAL HEALTH

This component area will show the questions asked and the outcomes directly from the Component Area Specialist.

The area of mental health (social-emotional health) focused on questions regarding:

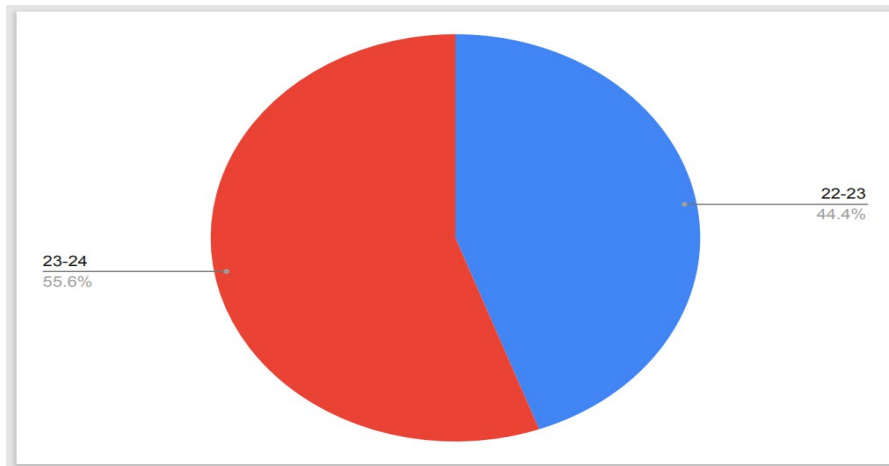
- 1) The timeliness of referral follow up,
- 2) The significance of increased child behaviors in the classroom,
- 3) Fewer parents appearing engaged with the referral process and the Head Start/Early Head Start programs overall,
- 4) Number of necessary hotline calls made by staff,
- 5) Difficulties involved in the completion of observations in the Early Head Start Home Based Program

- 6) How increased child behaviors in the classrooms are affecting staff well-being.

Mental Health Referral Documentation Process

The issue of appropriate and timely follow up after referrals are written by the Mental Health Professional, has improved incrementally since the 22-23 school year. More teaching staff are reaching out to the Mental Health Professional with information pertinent to the referral and documenting this information in the data tracking system utilized by MOCA Head Start/Early Head Start: Go-Engage. However, there continues to be room for improvement. Additional Mental Health Referral Process training will be utilized to reinforce the significance of providing adequate, professional follow up information after referrals have been written and discussed with parents/caregivers. The goal is 100% participation in making the recommended updates by all staff.

Approximately seventy referrals were written by the Mental Health Professional for the 23-24 school year as opposed to fifty-six for the 22-23 school year. That is a 11.2% increase in the number of mental health referrals necessitated by mental health observations in the classroom.



Of these seventy current referrals, five were new referrals for March/April 2024. Twelve children received professional assessments, 9 children started counseling services, 13 of the referrals were parent refusals, 16 children dropped from the program after referrals had been written, and 15 of the referrals are still awaiting completion (parents have not refused, but parents have not secured appointments with providers either).

Of the children receiving professional assessments, the majority of these were with their pediatrician or primary care physician. Some of these children were subsequently prescribed medications for ADD or ADHD. The others were evaluated for spectrum disorders, seizures, or other neurological concerns.

The prevailing diagnoses for the children receiving therapy services has been Oppositional Defiant Disorder or Attention Deficit Hyperactivity Disorder. Some children referred for therapy initially were referred for significant trauma histories.

Parents refused referrals for many different reasons. These include: “I want to get help when she is older,” “I am getting a referral from the pediatrician,” “We are addressing the concerns at home.” “My child has never been in childcare and needs time to adjust,” “I feel when my life is more stable and less stressful, my child’s behavior will improve,” and “no reason listed.”

In reviewing the data for the mental health portion of the program, it became apparent that the current protocol for addressing mental health needs in the MOCA Head Start/Early Head Start programs, is not conducive to successful outcomes for many participants. Specifically, parent refusals continue to encompass significant percentage of the reason children are not receiving additional services.

With this in mind, the Mental Health Professional, in partnership with the Director of Education, have decided to add to the existing protocol by adding additional steps to the process that will deter parents from refusing services for their children so quickly. When a parent/caregiver refuses the referral written by the Mental Health Professional, the staff member presenting the referral will schedule an immediate meeting with the parent/caregiver. This meeting will include the Mental Health Professional, and or the Director of Education, the presenting staff member, and the parent/caregiver. We are hopeful this additional step will impress upon parents/caregivers the absolute importance of assisting in their child's success by procuring additional services now and not waiting.

Increase in Child Behaviors in the Classroom

During mental health observations of individual classrooms, it has been clear there are significant increases in child behaviors. Along with children being unable to focus, fidgeting, and the basic impulsivity this is not uncommon with preschool aged children, more and more violent behaviors are being witnessed. These behaviors include: hitting, kicking, slapping, choking, biting, turning over furniture, running out of the classroom, throwing toys or other classroom items, hitting others with toys and other classroom items, screaming, tearing items off of walls, purposefully breaking toys or teaching items in the classrooms, or purposefully hurting other children or staff.

This is a trend that seems to be present across the nation in our classrooms from Pre-School to High School. According to PEW Research at pewresearch.org, in an article titled, "What's It Like to Be a Teacher in America Today," (Lin, et al., 2024) behavioral and mental health challenges are a major factor. The article states that "Eight-in-ten teachers say they have to address students' behavioral issues at least a few times a week, with 58% saying this happens *every day*." As the poverty level of the increases, so do the reported behaviors, resulting in "67% of those in high poverty districts reporting behavioral challenges daily." These are especially important statistics because Head Start/Early Head Start are programs that work explicitly with families living at or below the federal poverty line.

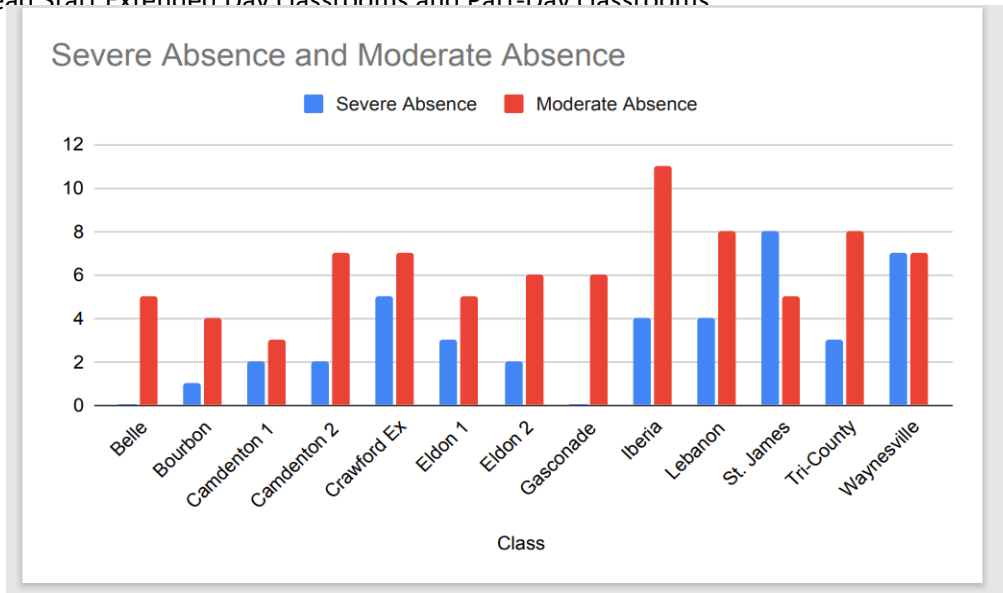
During the 23-24 school year, numerous behavior plans were created for children with challenging behaviors. In addition, conversations with teaching staff, classroom suggestions for behavioral interventions, and the number of (requested and completed) meetings with parents also increased. In some situations, after the meetings, parents/caregivers did pursue additional services for their child (referrals for evaluation/testing, medical evaluation, Early Childhood Special Education Services, etc.). In other situations, the parents continued their refusal of the referrals for additional services and, in some cases, the family ended up dropping the child from the Head Start program.

Parent Engagement

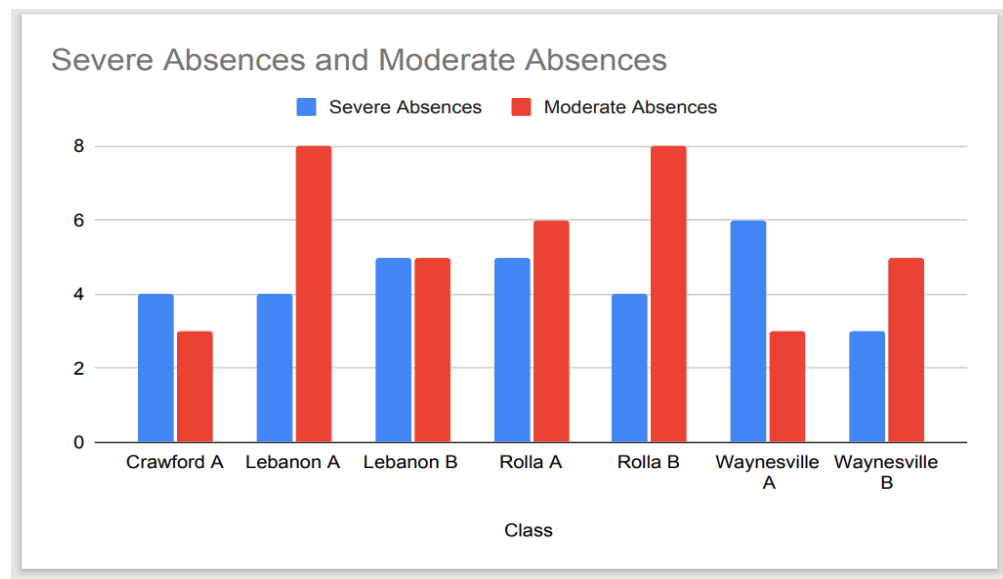
From the mental health perspective, parent engagement is an unquestionable challenge. In spite of meeting with parents/caregivers in person and explaining why referrals are in the best interest of the child/family, many referrals are rejected out of hand by the parents/caregivers. Whether this is due to a lack of understanding of the child development process and the significance of social emotional health on learning or it is influenced by the level of poverty many of our family's experience and their inherent

distrust of any social institution, is not known. According to the journal article: The Well-Being of Head Start Teachers: A Scoping Literature Review; “Despite initiatives to involve parents in program activities, teachers find it difficult to engage them and discordant relationships with parents was identified as a workplace stressor.” (Wilson et al., 2022) In general parents/caregivers do appear to be more apathetic toward seeking additional services for their child(ren) after these children have an identified need.

Parent/caregivers also seem less inclined to make sure their child(ren) attend the Head Start/Early Head Start Program as scheduled. The following charts detail the severe and moderate absences in MOCA Head Start Extended Day classrooms and Part-Day classrooms



Extended Day Classrooms fig 1A



Part Day Classrooms fig 1B

These significant absences hinder a child's chance of success in achieving school readiness, the major goal of the Head Start program. They also lessen the chances of a child being able to form and maintain positive peer relationships and develop the skills necessary to achieve maximum social emotional health.

Various ideas have been discussed on how to further engage parents/caregivers in the necessity of partnering with the program to ensure the most positive future outcome for their child. Emphasis is placed on the partnership from the beginning with discussion during the orientation process of how parents/caregivers can/should partner with the program to provide the best opportunities for their child's success. In addition, the topic is reiterated in the Parent Handbook, at parent meetings, and during daily parent/caregiver interactions with staff.

Hotline Calls

During the course of the 23-24 school year, staff made approximately 12 hotline calls for issues ranging from neglect to physical abuse. During the 22-23 school year, the number of hotline calls was 23. One would expect this to be good news. However, there is concern that staff are hesitant to make hotline calls when such calls are warranted. There are numerous reasons this may be happening including staff believing they "know" the families and believing neglect and abuse would not occur in "certain" families or staff believe the "severity" of the event is not enough to warrant a call. There is also a suspicion that staff are concerned about how a hotline call would impact relationships with families that are already hesitant to engage with the staff and program as a whole.

Staff are trained yearly on the subject of Mandated Reporting and what it means to be a "mandated reporter." Even so, there seems to be hesitancy on the part of *some* staff to make the necessary call. Additional training, in alternative formats (from the perspective of the victim) has been discussed as a way of helping staff overcome any unease regarding reporting any suspected abuse or neglect. It is important as advocates of children, especially children the ages of those we serve in the Head Start/Early Head Start programs that we never falter in our due diligence.

Mental Health Observations of the Home Based Program

Another area that has been a challenge for the past two years is being able to observe every child enrolled in the Home Based Program. After not achieving this goal last year by attending the various socializations (because of low or no attendance), it was decided that the Mental Health Professional would accompany the home visitor on home visits to enhance the chances of being able to observe all of the children this year. That protocol has been helpful for this year, however, all of the children have still not been observed due to cancellations of visits and the Mental Health Professionals ability to schedule time to accompany the home visitor.

After speaking with the Early Head Start Component Specialist, it was decided that new protocol could be developed to help with this situation. First, a Maternal Mental Health Screen (Kaiser Permanente) (Appendix MH 1) can be conducted with the mothers who are in the program as well as the Social Emotional Questionnaire (Appendix MH2) that was developed by the Mental Health Professional. This information will help the home visitors determine which families should be the primary focus at the beginning of yearly visitation period for the Mental Health Professional. After these families are visited/observed, other families in the program can be scheduled.

Staff Wellness

In 22-23 a survey was conducted, asking staff what they felt they needed for their own personal well-being. Staff reported on the survey that “Wellness Plans, Mental Health Services, and Mental Health Support Groups” were three areas they felt would enhance their well-being. In response, the MOCA Head Start/Early Head Start program introduced mental health benefits and the Health-Joy App in 23-24 to help address these areas and provide staff with the resources they needed. Staff continue to have access to the Mental Health Professional and can schedule appointments as needed.

Staff mental health continues to be an issue in 23-24. In an article of the Journal of Early Childhood Teacher Education (Wilson, Plesko, Brockie, and Glass 2023) it was cited that “Early Childhood Education remains one of the most stressful occupations in the United States.” Reasons the article cites are “working with children from families facing complex economic, health, and social disparities; student behavioral challenges, number of families who have experienced Adverse Childhood Experiences, and teaching staff that have also experienced Adverse Childhood Experiences.”

Classrooms that are short staffed and have multiple children with challenging behaviors continue to take a tremendous toll on staff. Well qualified and trained staff who have been with the program 10 or more years have voiced discontent with their positions and even talked about leaving the profession altogether. What is interesting is this discontent is not with the program, but rather these veteran teachers are looking at their own skill sets and questioning their ability to teach.

One Teacher-Director expressed that she had always before been able to work with a child until the behaviors diminished and the child was able to become successful in the classroom. This year, with the behaviors she was experiencing in her classroom from multiple children, she did not feel like she was able to initiate positive change and make the difference she had in the past.

Another Teacher-Director expressed similar concerns with her ability to successfully teach the children in her care. This teacher has been with the program over 15 years. She has a classroom that in former years, has been used as the model of an "ideal" classroom, for new teachers just coming into the program.

Other teaching staff have also voiced discontent. There has been significant turnover in staffing of some of our classrooms. New staff are hired, but they do not stay. This most often occurs in classrooms with children who are exhibiting significant physical behaviors.

Additional training that focuses on mental health and working with challenging behaviors in the classroom may address the inadequacies some staff are feeling. However, there needs to be a reassessment of our role in the lives of the children/families as a whole. The Head Start/Early Head Start program is meant to **partner** with the parents/caregivers. For many of our teaching staff that is not happening. Parents are refusing to engage (this is happening in K-12 as well, not just Head Start/Early Head Start), leaving staff overwhelmed and exhausted. We must find a better way to engage with our families. (plan of action in the appendix)

EARLY HEAD START

This component area will show the questions asked and the outcomes directly from the Component Area Specialist.

EARLY HEAD START: Center Based and Home Based

MOCA Early Head Start serves children birth to 36 months of age and pregnant women. This program option was established within our agency in 2017. Even though the Early Head Start is relatively new to our agency, we have success in many areas. In summer of 2021, we added another Early Head Start classroom to increase our program numbers from 44 to 52. Our program serves 32 children in center-based in two site locations. Also 20 children or pregnant women in our home based program in Pulaski and Laclede Counties. While the last few years, we have experienced challenges, in hiring teachers that are credentialed to work with Infants/Toddlers; we have ensured that they are placed with a credentialed teacher, and completed their Child Development Associate with 12 months of hire for lead teachers. Currently we have 75% of our Early Head Start teaching staff have at least a CDA or greater, along with component area training given through early childhood platforms and the Early Head Start Component Specialist. The program is thriving and showing success the multiple areas.

EHS Summary:

- Aggregated Data Workbook: this includes data collected from ITERS-3 observations, month attendance report, and Teaching Strategies widely held expectations to include demographics, academic expectations, and percentage of children with disabilities.
- Early Head Start Family Engagement Outcomes
- Early Head Start Home Based Home Visit Report
- HOVRS – Home Visit Rating Scale
- Home-based Parent Satisfaction Survey
- Mental Health Consultant Classroom Observations

Strengths:

To help strengthen staff's understanding of social and emotional development with infants and toddlers, Component Specialist provided 4 hours of training in this content area. The objectives of the training were to help staff understand and define social emotional development and provide a variety of strategies to increase their capacity to support emotional development of infants and toddlers. We also included a refresher training, in Baby Doll Circle, our researched based supplemental curriculum. As a result of this training, currently over 80 % of children are meeting the expectations of social-emotional development. Classroom observations from our Mental Health Consultant, shows teachers are engaged and acknowledging children's feelings. During ITERS-3 observation, in the Interactions Area teachers were observed with 5 subscale items. All indicators were observed and met expectations.

The 2nd goal that was set last year was to increase parent education in areas of physical health and development. Specifically focusing on health, safety and nutrition. Health screenings, monitoring and referrals are consistently happening in EHS. Current agency Program Information Report (PIR) shows family services and education are being offered to support this area. This includes mental health services, nutrition education, and education on preventative medical and oral health.

Since July 2023 our agency has had both FA1 and FA2 review. We were consistently observed using strong practices in our EHS program. While observing an Early Head Start classroom in February, Federal Reviewer stated, “*the teachers are so engaged with the children, I don’t want to interrupt them to ask questions.*”

Early Head Start program continues to maintain a strong partnership with Missouri First Steps SPOE 8 and SPOE 9. At the end of July 2023, we had 22% cumulative with disabilities. Currently we are at 24% cumulative of children with disabilities. Children within our program receive services in the areas of special instruction, physical therapy, occupational therapy and specialized providers for hearing and vision. With the increase of children being identified with developmental delays, training was provided to center based staff and home visitors on understanding early interventions and how to support families and providers.

In our home based program, children enrolled are making continuous progress; an average of 75% are meeting developmental expectations, with an average 25% in each home base program with IFSPs. This program year we have had a dramatic increase in pregnant women enrolled in both home based programs, Home Visitors are providing comprehensive services through referrals and educational services through our Partners for Healthy Baby Curriculum. We currently added a parent satisfaction survey, specifically for our home based families. The results showed 95% of the families agreed with the expectations of our home visiting programs and their home visitor. Informal qualitative data and services provided show that our home visitors are effectively using Partners for a Healthy Baby curriculum to help plan and conduct home visits which helps achieve both family and program outcomes.

The cumulative data for our Early Head Start Family Engagement Outcomes showed some gains from checkpoint # 1 to Checkpoint # 2 with no change from our first checkpoint in the Fall to the second checkpoint in Winter for both home based programs. This data shows that through strength-based partnerships with families we continue to see gains in all family outcomes. We consistently see gains in family well-being and in positive parent-child relationships each year.

What these outcomes show is that are families are healthy, safe and have educational opportunities. That they have access to physical and mental health services, housing and food assistance, and other comprehensive services. In addition, caregivers are continuing to develop relationships that nurture their child’s health, development and learning.

PROGRAM GOALS

The need for expanding Early Head Start within our agency is continuously monitored through community needs assessments, and participation in county network groups to assess the need of Early Head Start in other counties. To support possible program expansion, goals are created to help strengthen the program outcomes.

Some Success with EHS are:

- 75% of staff have Infant/Toddler CDA or higher
- Identified in FA1 Report – having strategies in place to ensure home-based programs services help parents to provide high-quality learning experiences.

- Identified in FA 2 Report as a Strong Practice in the Performance Area: That our transition planning includes ongoing postpartum supports for as long as the expectant family needs support.
- FA 2 Report – the team observed a Strong Practice in the Performance Area: use data from standardized tools to assess and continuously improve the quality of the learning environments.
- Increase in Family Well-Being in our Family Engagement Outcomes
- Over 20 clock hours of approved Professional Development Training offered to EHS staff this program year. With eight clock hours specific to caring for infants and toddlers.

Opportunities for Growth:

- Reevaluate our current classroom observational tool. In 2019 we started using ITERS-3 as 3-hour observation assessment of the classroom. Would be beneficial to add another classroom assessment tool?
- Training and support for children hearing impairment and developmental delays with sign language. The benefits of ASL in Early Childhood is multisensory learning, increased engagement, and improved vocabulary.
- In-depth look at Ages and Stages Questionnaires and providing training to all EHS staff how to accurately score questionnaires and strategies to support parents completing these questionnaires. Help staff learn how to integrate data from assessments into daily experiences. Staff also learn how to identify behavioral and developmental concerns observed while working with infants and toddlers.
- Collaborate with mental health consultant to provide a prenatal mental health assessment for pregnant women in our home based program. This assessment will help assist home visitors in providing referral to our mental health consultant or referral for more comprehensive services. **Performance Standard 1302.81(a)(b)**
(plan of action in the appendix)

TRAUMA SMART/SMART CONNECTIONS

The Trauma Smart project has been successful from inception within this Head Start program. It provided us a progressive look at the every changing atmosphere in working with young children who may have adverse live experiences that affect behavior. The program continues to contract with the Saint Luke’s Hospital, Crittenton Children’s Center of Kansas City, for training and consultation in the approach and practice of this.

One of the greatest challenges this year was ensuring that staff received the Trauma Smart training, as the program was shorthanded throughout the year, which hindered pulling even one person from the center.

That is to be resolved this year as the program is doing a “Trauma Smart refresh for all”. This year’s professional development training calendar provides days that will focus strictly on providing the 10 Trauma Smart training modules.

Data Summary

Program Year: 2023-2024

For this program year, 2023-2024 we (TIC Team) agreed to continue to offer three sessions of Smart Connections. The sessions were offered during the Spring, in conjunction with monthly parent meetings.

Director of Parent Family Community Engagement, share recorded zoom videos to all of the Family Advocates that gave an overview on how to facilitate the Smart Connections sessions. Centers have a Smart Connections resource kit that includes copies of the session evaluations, handouts, and any activities needed to support the facilitation of the each session. In addition, each family advocate is provided with a PowerPoint presentation and talking points to assist in facilitating the sessions.

Our goal this program year, we will have 10% participation of Smart Connections session based on 100% enrollment of each center. In order to reach the desired percentage of participation each center would need to engage the following:

Belle Head Start – 2	Bourbon Head Start – 2	Camden County Head Start– 4	Crawford County Head Start – 4
Eldon Head Start -4	Gasconade – 2	Iberia -2	Lebanon Head Start (including EHS) – 10
Rolla Head Start – 5	St. James Head Start- 2	Tri-County Head Start – 2	Waynesville Head Start (including EHS) – 8

Projected Overall Program Participation: 43

We collected the evaluations completed by participants

Total Number of participants in Session 1 “Managing the Ups and Downs” - 37

Total Number of participants in Session 2 “Encouraging Growth” - 13

Total Number of participants in Session 3 “Feelings Detective” - 8

FISCAL REVIEW

The fiscal review considered the results from the 2022-2023 audit. This audit resulted in no findings.

The program had to file for a Non-Federal Share waiver for the fiscal year 2023-2024.

Because of this, the program examined the documents use by the parents, the approach given to parents as well as the tracking system used by each center.

The results showed that documents were not uniform in design; some of the documents received were not completed according to instructions, therefore disallowed. It appeared that even the staff were unsure on how to present the importance of parent child interaction as it relates to the generation of the non-federal share (in-kind).

Action taken was to revise the forms as well as reiterate the benefits of participating in the activities provided at all levels, classroom (classroom helper), center (Parent Committee) and program (Policy Council). A tracking system was designed, distributed to each center, and the central office. Central Office will also be tracking and documenting the Non-Federal Share coming in from the centers before going to fiscal to input into the final tracking system.

PROGRAM SUMMARY

MOCA Head Start/Early Head Start aims to provide quality care to children and families, by providing the families with education and resources to enhance the quality of life. Throughout 2023-2024, over 540 children were served in our program either briefly or for multiple years.

The majority of those children had access to health care, children made gains in development to include those with special needs. Head Start offered parenting classes and nearly 10% attended. Child nutrition requirements met as there were over 123,300 meals served based on following the Child Adult Care Food Program requirements.

The program assisted in staff wellness by adding a health benefit to all staff, and putting the focus on self-care especially “in the moment” self-care. The program supported staff wellness with trainings, newsletters as well as the mental health consultant on staff.

MOCA Head Start/Early Head Start continues to examine itself as a whole entity throughout the year, in order to identify areas of need in providing services to the areas it serves.

Within this report, there were areas identified in need of strengthening and improvement plans were within the narrative. Some areas have action plans added at the end of the report as addendums.

Appendix

(D) Aggregated Data—Fall, Winter and Spring 2023-24/Fall and Spring Parent Survey Questions

(E) EHS Aggregated Data-Fall Spring 2023-2024

(F) MOCA Head Start/Early Head Start Work Plans by Component

2023-2024

Classroom Belle			Teacher- Kim		Assistant T- Nakia		Teacher Aide				Teacher Aide			
CLASS			PBS invent. of practice		ECERS		IEPs				Mental Health			
							total	Fall	Win	Spr				
Dimensions	initial	Fol- up	Solution Crds		Space and Furn		0			0	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	4	Personal Care	7	Sp/lag				Monitor			
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	7	Soc/Emo				4 3			
T. Sensitivity	5		Calm Strategies	6	Learning Act.	6.9	Cognit.				Referral 1 1			
R. Stud. Persp.	6		Calming area	6	Interaction	7	motor				Counseling 1 1 1			
Behavior Man	4.7		Clear Expectations	6	Prog. Structure	6.9	Adaptiv				Prof. Assess. 1 1 3			
Productivity	4.7		Wait Time	5	Total	6.9	non cat				Beh. plan			
Instruct Learn	6.3		Relationships	6	TS fidelity Tool		unknow				P. refusal ob			
Concept Devel	6		Visuals	5	Daily Practice	83%	monitor				P. refusal ref 1			
Qual Feedback	6		Class Schedule	6	Foundation	93%	Refer 1				not observed 3 1			
Lang. Modeling	5.7		Transitions	5	TS G. Online	100%	DNQ							
			Consistency	6	Over all Fidelity	91%	Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	211				181				221			
Social Emo	14	4/29%	10/71%	0/0%	12	2/14%	12/86%	0/0%	14	0/0%	12/86%	2/14%
Physical	28	0/0%	14/100%	0/0%	32	0/0%	12/86%	2/14%	49	0/0%	12/86%	2/14%
Language	28	2/14%	12/86%	0/0%	10	0/0%	14/100%	0/0%	15	0/0%	13/93%	1/14%
Cognitive	29	3/21%	11/79%	0/0%	31	0/0%	14/100%	0/0%	15	0/0%	14/100%	0/0%
Literacy	43	3/21%	11/79%	0/0%	46	0/0%	14/100%	0/0%	42	0/0%	14/100%	0/0%
Math	55	10/71%	4/29%	0/0%	74	1/7%	13/93%	0/0%	41	3/21%	11/79%	0/0%

TS Gold Demographics			Fall			Winter			Spring		
Gender	Male= 57 % Female=43 %			Male= 57% Female= 43%			Male= 57% Female= 43%				
Race	B- W-93% Hispanic- none-7%			B- W-93%Hispanic- Indian-			B- W-93% Hispanic- Indian-				
Disability	IEP with Out=100% With= %			IEP with Out=100% With= %			IEP with Out= 100% With=0%				
Class/ Grade	Pre K 3=36% Pre K 4=64%		Pre K 3= 36% Pre K 4=64%		Pre K 3= 29% Pre K 4=71%						
Language	English=100%			English= 100%			English= 100%				

Parent Survey Question number																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4	4.6	3.9	3.7	4.9	4.8	4.3	4.9	4.0	4.3	4.8	4.8	4.9	4.8	4.6	4.9	4.7	4.9	4.9	4.8	5.0	4.8	5.0	5.0	5.0
Sprg	3	3.3	4	3.3	5	5	4.3	5	4.7	4.3	4.7	5	4.7	4.7	3.7	4.3	4.3	4.7	4.7	4.7	5	4.7	4.3	4.3	4.3

Family Engagement Outcomes								
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1.1	2.2	1.3	0.8	0.6	1	0.4
#2		1.0	1.7	1.4	0.9	0.8	1.2	0.3
#3		1.4	1.7	1.9	1.9	1.1	1.5	0.7

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		3	0	0
2		3	1	1
3		0	0	0

Kindergarten School readiness skills per local school district
 Put on and take off coat; tie own shoes; wash hands; snap button, zip, and buckle. Social skills: listen to an adult and follow instructions; cooperate with other children; sit for short periods of time; follow two-step directions. Intellectual skills: sit and listen to a story; hold book upright, and turn pages; know their first and last name, tell and retell a familiar story, know colors, shapes, and sizes; count 0-10, say ABC, hold scissors and pencil appropriately, recognizes the letters in their name

2023-2024

Last year's Goals

Our goals for next year are...

To teach the assistant teacher how to take and enter documentation.

Split up the kids per Teacher, Assist. Teacher, and aide to achieve better documentation results.

Stay on parents about turning in in kind (RSR, Bi-weekly, volunteering, etc)

Fall Goal, include progress on previous goal

To continue working with our challenging behavior kids. Figure out different ways to keep them engaged.

Put in more detailed documentation

Get more organized

Winter goal, include progress on previous goal

Progress on previous goals:

We are still working with the children on their behaviors. It has been hard this winter with only 2 of us in the classroom.

I have been better about documentation in GoEngage, but still need to do better in TS Gold.

I have become a little more organized, still have to work on being organized completely Here are our winter goals

To work with the parents and Victoria on the behaviors in our classroom. Trauma Smart is not helping some, trying to find other solutions.

Help our new aide to learn routines, enter documentation, get settled in.

Help our temporary cook to find her routine.

To remind staff to do self-care before too much stress and burn out happens

Spring/ Final Goal, include progress on previous goal

We will stay on the parents to do the bi-weekly and RSR and to help out in the classroom more. We WILL ask for help with any behaviors earlier. Have lesson plans done more than 2 weeks in a row. Try to remember to breathe/do more self care.

Director of Education Notes

2023-2024

Classroom Bourbon			Teacher- Wendy		Assistant T- Ashly		Teacher Aide				Teacher Aide			
CLASS			PBS invent. of practice		ECERS		IEPs				Mental Health			
Dimensions	initial	Fol- up	Solution Crds		Space and Furn	6.6	total	Fall	Win	Spr	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	4	Personal Care	7.0	Sp/lag	2	2	2	Monitor	2	1	2
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	6.8	Soc/Emo	3	3	3	Referral	2	1	1
T. Sensitivity	5		Calm Strategies	6	Learning Act.	6.6	Cognit.				Counseling		1	1
R. Stud. Persp.	6		Calming area	7	Interaction	7.0	motor	1	1	1	Prof. Assess.			
Behavior Man	3.7		Clear Expectations	6	Prog. Structure	6.7	Adaptiv	1	1	1	Beh. plan			
Productivity	4.3		Wait Time	6	Total	6.8	non cat				P. refusal ob			
Instruct Learn	4		Relationships	6	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	4.3		Visuals	6	Daily Practice	92%	monitor				not observed	2	2	
Qual Feedback	4		Class Schedule	7	Foundation	89%	Refer	2	0	0				
Lang. Modeling	4.3		Transitions	6	TS G. Online	100%	DNQ							
			Consistency	5	Over all Fidelity	89%	Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	184				154				243			
Social Emo	39	2/13%	9/60%	4/27%	8	2/13%	8/53%	5/33%	35	1/7%	6/43%	7/50%
Physical	38	0/0%	9/60%	6/40%	16	0/0%	10/67%	5/33%	36	0/0%	10/71%	4/29%
Language	62	3/20%	8/53%	4/27%	42	3/20%	6/40%	6/40%	17	1/7%	8/57%	5/36%
Cognitive	22	2/13%	11/73%	2/13%	11	2/13%	11/73%	2/13%	39	1/7%	10/71%	3/21%
Literacy	42	3/20%	12/80%	0/0%	54	4/27%	9/60%	2/13%	62	2/14%	9/57%	3/21%
Math	25	3/20%	10/67%	2/13%	68	4/27%	9/60%	2/13%	68	2/14%	8/57%	4/29%

TS Gold Demographics

	Fall			Winter			Spring		
Gender	Male= 27% Female= 73%			Male= 27% Female=37 %			Male= 36% Female=64 %		
Race	B- W-100% Hispanic- Indian-			B- W-100% Hispanic- Indian-			B- W-100% Hispanic- Indian-		
Disability	IEP with Out= 93% With= 7%			IEP with Out=93% With=7%			IEP with Out=93% With=7%		
Class/ Grade	Pre K 3= 40%		Pre K 4=60%	Pre K 3= 33%		Pre K 4=67%	Pre K 3=21%		Pre K 4=79%
Language	English= 100%			English= 100%			English= 100%		

Parent Survey Question number

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	3.3	3.7	3.3	4.0	4.5	4.3	3.5	4.2	4.2	3.7	4.3	5.0	4.7	4.3	4.2	4.7	4.8	4.0	4.3	4.3	4.5	4.2	3.7	4.5	4.7
Sprg	3.8	3.4	3.3	2.8	4.3	4.4	3.6	4.2	3.8	3.6	4.7	4.8	4.8	4.5	4.6	4.9	4.7	3.9	4.2	4.4	4.8	4.2	4.1	4.6	4.7

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		0.9	1.1	1.2	1.2	0.6	0.8	0.7
#2		1.2	1.2	1.4	1.5	1	1.2	1.4
#3		1.5	1.2	1.7	2	1.1	1.3	1.6

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		15	2
2		10	3
3	S- 8	FL/UP 2	3

Kindergarten School readiness skills per local school district

Count to 10; recognize numbers 1-10, write first name (first letter capital others lower) Know the following shapes, circle, square, rectangle, triangle rhombus, hexagon, know ABC's, socially: keep hands, feet and all objects to self, not interrupt others, sit criss cross, follow 1 step directions

2023-2024

Last year's Goals

1. Do more language activities as the number of observations was low.
2. Increase the number of children scoring advanced in Literacy.
3. Encourage parents to read and tell stories to their kids, as this was the lowest ranked in the latest parent survey.

Fall Goal, include progress on previous goal

One of our goals from last year was met, which was to do more language activities. The other two goals were not met, and therefore we will keep. Our goals are:

1. Do more cognitive activities, as the number of observations was low.
2. Make more use of our behavioral solution cards.
3. Increase the number of children scoring advanced in Literacy.
4. Encourage parents to read and tell stories to their kids, as this was one of the lowest ranked in the latest parent survey.

Winter goal, include progress on previous goal

Our Fall goals were met, with the exception of doing more cognitive activities, so we will be keeping that goal.

1. Do more cognitive activities, as the number of observations was low.
2. Work on CLASS dimensions that received a score of 4.
3. Lower the number of students who are below in math.

Spring/ Final Goal, include progress on previous goal

Use consistency with routines and what works well. We will continue to think outside the box when necessary. We will help find our new aide. We will be more direct with expectations. Be more consistent. Have early interventions. Will work on parent participation. We can use different redirections.

Director of Education Notes

2023-2024

Classroom Camden EX 1 Teacher- Cindy

Assistant T- Sam

Teacher Aide-

Teacher Aide

CLASS			PBS invent. of practice	ECERS	IEPs	Fall	Win	Spr	Mental Health					
Dimensions	initial	Fol- up	Solution Crds	7	Space and Furn	6.7	total	0	0	0	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	7	Personal Care	6.0	Sp/lag				Monitor			1
Neg. Climate	1		Feelings Chrt	7	Lang. & Literacy	7.0	Soc/Emo				Referral	1	1	
T. Sensitivity	7		Calm Strategies	7	Learning Act.	6.9	Cognit.				Counseling			
R. Stud. Persp.	7		Calming area	7	Interaction	7.0	motor				Prof. Assess.		1	1
Behavior Man	7		Clear Expectations	7	Prog. Structure	7.0	Adaptiv				Beh. plan			
Productivity	7		Wait Time	7	Total	6.8	non cat				P. refusal ob			
Instruct Learn	7		Relationships	7	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	6.5		Visuals	6	Daily Practice		monitor				not observed	5		
Qual Feedback	6.5		Class Schedule	7	Foundation		Refer	2	1	0				
Lang. Modeling	6		Transitions	7	TS G. Online		DNQ							
			Consistency	7	Over all Fidelity		Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	321	Below	Meeting	Exceeding	177	Below	Meeting	Exceeding	201	Below	Meeting	Exceeding
Social Emo	215	3/19%	12/75%	1/6%	116	4/15%	19/73%	3/12%	75	0/0%	6/55%	5/45%
Physical	138	3/19%	13/81%	0/0%	96	3/12%	19/73%	4/15%	90	0/0%	8/72%	3/27%
Language	176	6/38%	10/63%	3/19%	79	4/15%	20/77%	2/8%	130	0/0%	8/72%	3/27%
Cognitive	236	5/31%	8/50%	3/19%	104	3/12%	19/73%	4/15%	134	0/0%	7/64%	4/36%
Literacy	148	6/38%	10/63%	0/0%	53	4/15%	16/62%	6/23%	73	0/0%	7/64%	4/36%
Math	89	7/44%	8/50%	1/6%	75	5/19%	14/54%	7/27%	107	0/0%	7/64%	4/36%

TS Gold Demographics

	Fall	Winter	Spring
Gender	Male= 38% Female=63%	Male=46 % Female= 54%	Male= 36% Female=64 %
Race	B- W-81% Hispanic- no resp-6%	B- W-77% Hispanic-15%Indian-	B- W-82% Hispanic-9% Indian-
Disability	IEP with Out=100% With= %	IEP with Out=100% With= %	IEP with Out= 100% With=
Class/ Grade	Pre K 3= 56% Pre K 4=44%	Pre K 3= 54% Pre K 4=46%	Pre K 3= 55% Pre K 4=45%
Language	English= 94% Spanish-6%	English=92% Spanish- 8%	English= 91% Spanish 9%

Parent Survey Question number

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.4	3.6	3.9	3.9	4.9	5.0	4.0	4.8	4.2	4.8	4.6	4.9	4.4	4.4	4.1	4.5	4.7	4.1	3.9	3.9	4.1	4.2	3.5	4.2	4.2
Sprg	3.9	3.6	6.6	3.9	4.9	4.9	4.1	4.8	3.9	4.6	4.4	4.9	4.7	4.4	4.3	4.6	4.4	4.4	4.4	4.3	4.6	4.2	4	4.2	4.4

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1	1.6	1.4	1.4	0.4	0.8	0.4
#2		1.1	1.5	1.5	1.2	0.6	1	0.5
#3		1.3	1.5	1.7	1.7	0.8	1.6	0.6

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		10	1
2		6	1
3	S- 1		0

Kindergarten School readiness skills per local school district

State standard- colors, count 10-15, names first and last, identify 25 letter, shapes, AB, ABB patterns, sequencing story cards

2023-2024

Last year's Goals

Our final goal is to work on class dimensions concept development, quality feedback and language. Modeling where there are lowest scores and we will work together to boost them up. Also PBS could be worked on with visuals, class schedule and consistency.

Fall Goal, include progress on previous goal

Our goal is to pay closer attention when creating a lesson plan to see the needs for observations and where the children are behind.

Winter goal, include progress on previous goal

Our goal for aggregated data is to try hard to get more data in TS gold. It has been very hard with short staff. There are so many that we need to check and double check that have been getting missed. Our goal is to get that accomplished so we are at 100%,

Spring/ Final Goal, include progress on previous goal

Team agrees to follow lead teacher's lead, and create a positive atmosphere for the children. We have created a plan for using PBS in the classroom. Better communication, better staff meetings, and positive team memberships.

Director of Education Notes

2023-2024

Classroom- Camden EX2 Teacher- Sabrena Assistant T- Kerry Teacher Aide- Cat Teacher Aide

CLASS		PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health					
Dimensions	initial	Fol- up	Solution Crds	3	Space and Furn	6.9	total	0	0	0	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	2	Personal Care	7	Sp/lag				Monitor	1	2	1
Neg. Climate	1		Feelings Chrt	3	Lang. & Literacy	6.8	Soc/Emo				Referral	2		
T. Sensitivity	7		Calm Strategies	2	Learning Act.	6.3	Cognit.				Counseling			
R. Stud. Persp.	7		Calming area	2	Interaction	7.0	motor				Prof. Assess.		1	1
Behavior Man	7		Clear Expectations	2	Prog. Structure	6.7	Adaptiv				Beh. plan			
Productivity	7		Wait Time	3	Total	6.8	non cat				P. refusal ob			
Instruct Learn	7		Relationships	2	TS fidelity Tool		unknow				P. refusal ref		1	
Concept Devel	7		Visuals	2	Daily Practice	16%	monitor				not observed	8	1	1
Qual Feedback	7		Class Schedule	3	Foundation	47%	Refer		1	1				
Lang. Modeling	6.5		Transitions	2	TS G. Online	67%	DNQ	3	2	2				
			Consistency	2	Over all Fidelity	44%	Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	325	Below	Meeting	Exceeding	126	Below	Meeting	Exceeding	176	Below	Meeting	Exceeding
Social Emo	214	5/29%	12/71%	0/0%	61	2/15%	11/85%	0/0%	86	1/10%	6/60%	3/30%
Physical	197	5/29%	12/71%	0/0%	79	2/15%	9/69%	2/15%	105	1/10%	6/60%	3/30%
Language	290	8/47%	9/53%	0/0%	107	1/8%	12/92%	0/0%	163	1/10%	7/70%	2/20%
Cognitive	246	7/41%	10/59%	0/0%	99	1/8%	11/84%	1/8%	170	1/10%	6/60%	3/30%
Literacy	117	9/53%	8/47%	0/0%	36	1/8%	9/69%	3/23%	71	1/10%	6/60%	3/30%
Math	121	7/41%	10/59%	0/0%	56	1/8%	8/62%	4/31%	65	1/10%	6/60%	3/30%

TS Gold Demographics

	Fall	Winter	Spring
Gender	Male= 59% Female=41%	Male= 50% Female=50 %	Male=60% Female= 40%
Race	B- W-94% Hispanic- Indian-	B- W- 93% Hispanic- Indian-	B- W-90% Hispanic- Indian-
Disability	IEP with Out=100% With= %	IEP with Out=100% With= %	IEP with Out=100% With=0%
Class/ Grade	Pre K 3= 100% Pre K 4=0	Pre K 3= 86% Pre K 4=14%	Pre K 3= 80% Pre K 4=20%
Language	English= %	English=100%	English= 100%

Parent Survey Question number

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.4	3.6	3.9	3.9	4.9	5.0	4.0	4.8	4.2	4.8	4.6	4.9	4.4	4.4	4.1	4.5	4.7	4.1	3.9	3.9	4.1	4.2	3.5	4.2	4.2
Sprg	3.9	3.6	6.6	3.9	4.9	4.9	4.1	4.8	3.9	4.6	4.4	4.9	4.7	4.4	4.3	4.6	4.4	4.4	4.4	4.3	4.6	4.2	4	4.2	4.4

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates	
#1		0.9	1.3	1.2	1.4	0.4	0.9	0.3	0.8
#2		1.1	1.4	1.3	1.4	0.5	1.1	0.4	0.9
#3		1.3	1.4	1.5	1.6	0.8	1.6	0.6	1.1

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		9	1
2		5	1
3	FL/UP 1		1

Kindergarten School readiness skills per local school district

State standard- colors, count 10-15, names first and last, identify 25 letter, shapes, AB, ABB patterns, sequencing story cards

2023-2024

Last year's Goals

Our final goal is to work on class dimensions. Concept development, quality feedback and language. Modeling where there are lowest scores and we will work together to boost them up. Also PBS could be worked on with visuals, class schedule and consistency.

Fall Goal, include progress on previous goal

After we reviewed the data for Ex.2 we as a team decided to work on our PBS for our classroom goal. This will not only help staff to know how to talk but to react with the children and also help the children with their own behaviors with each other and themselves. Also we will continue making sure the classroom is set up in each area as ECERS and our TS would have it.

Winter goal, include progress on previous goal

After reviewing the Aggregated Data as a team we decided to continue working on our PBS as a whole and to add getting more of our TS Documentation completed and entered. Work as a team to increase curriculum fidelity

Spring/ Final Goal, include progress on previous goal

Will work to set clear expectations, routines, and follow through with PBS. When beginning the year, we will become more aware of trauma trainings and attunement steps in our classroom for all staff. Better communication, better staff meetings, and positive team memberships.

Director of Education Notes

2023-2024

Classroom Crawford A Teacher- Christina Assistant T- Madison Teacher Aide- Emily Teacher Aide

CLASS			PBS invent. of practice		ECERS		IEPs				Mental Health			
Dimensions	initial	Fol- up	Solution Crds		Space and Furn		total	Fall	Win	Spr	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	5	Personal Care	6.9	Sp/lag	1	1	2	Monitor	2	2	3
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	5.4	Soc/Emo	2	2	3	Referral	1		
T. Sensitivity	5.7		Calm Strategies	7	Learning Act.	5.8	Cognit.	1	1	1	Counseling		1	
R. Stud. Persp.	5.7		Calming area	7	Interaction	6.0	motor		1	1	Prof. Assess.		1	1
Behavior Man	6		Clear Expectations	7	Prog. Structure	5.7	Adaptiv	1	1	2	Beh. plan			
Productivity	5		Wait Time	7	Total	6.1	non cat				P. refusal ob	1	1	1
Instruct Learn	5.7		Relationships	7	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	5		Visuals	7	Daily Practice	83%	monitor				not observed	2		
Qual Feedback	5		Class Schedule	6	Foundation	58%	Refer			2				
Lang. Modeling	5.7		Transitions	6	TS G. Online	100%	DNQ							
			Consistency	6	Over all Fidelity	62%	Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	199				162				222			
Social Emo	58	1/7%	6/43%	7/50%	107	1/8%	9/75%	2/17%	124	7/41%	9/52%	1/6%
Physical	56	1/7%	6/43%	7/50%	95	0/0%	12/100%	0/0%	125	3/17%	10/58%	4/24%
Language	61	1/7%	6/43%	7/50%	107	1/8%	11/92%	0/0%	124	6/35%	7/41%	4/24%
Cognitive	57	3/21%	5/36%	6/43%	107	2/17%	7/75%	3/25%	84	10/58%	6/35%	1/6%
Literacy	68	5/36%	9/64%	0/0%	95	2/17%	9/75%	1/8%	69	10/58%	7/41%	0/0%
Math	56	4/28%	10/71%	0/0%	83	2/17%	10/83%	0/0%	58	6/35%	11/65%	0/0%

TS Gold Demographics

	Fall	Winter	Spring
Gender	Male= 57% Female= 43%	Male= 50% Female= 50%	Male=47 % Female=53%
Race	B- W-50% no entry- 36%	B- W-50% Hispanic- Indian-	B- W-65% Hispanic- Indian-
Disability	IEP with Out=79 % With=21 %	IEP with Out= 75% With= 25%	IEP with Out=82% With=18 %
Class/ Grade	Pre K 3=86% Pre K 4=14%	Pre K 3= 83% Pre K 4=17%	Pre K 3= 82% Pre K 4=18%
Language	English= 100%	English= 100%	English=100%

Parent Survey Question number

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	3.9	3.9	3.6	3.9	5.0	4.6	3.7	4.9	3.5	4.6	4.1	4.6	4.5	4.4	3.8	4.4	4.1	4.1	4.1	4.4	4.4	4.3	4.2	4.4	4.6
Sprg	3.6	3.4	3.7	3.9	4.9	4.8	4.1	4.6	4.3	4.3	4.4	4.6	4.8	4.3	3.9	4.4	4.5	4.7	4.5	4.2	4.3	4	4.3	4.1	4.3

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		0.8	1	1.5	1.1	0.3	0.8	0.3
#2		1.1	1.1	1.5	1.4	1	0.9	0.7
#3		1.2	1.4	1.6	1.8	0.8	1.5	0.5

Scening/Follow up needed (PIR)

Check point period	Dental	Vision	Hearing
1		7	1
2		4	0
3	S-3 FL/UP 4		5

Kindergarten School readiness skills per local school district

Missouri framework

2023-2024

Last year's Goals

I would like to increase the numbers in Concept development, Language Modeling, and Quality of Feedback.

Use my data to direct my lesson planning and use quality feedback to document.

To help my staff feel more at ease, make myself approachable, and be a better leader. To have a completely staffed class and work together to produce quality learning & education for children in our care. I want to build a Team, work as a Team and Achieve as a Team.

I also want to use more of the Second Step activities to dive deeper into social and emotional strategies and more problem solving. I will use my support staff in these activities daily.

Fall Goal, include progress on previous goal

After looking over our data we would like to improve in areas of Social emotional, physical, cognitive, and math for both A and B classes. The plan is to develop studies to help facilitate skills and documentation in these areas. We will begin creating activities that help build skills in each of the Objectives for Development and Learning subcategories that we have not yet focused on.

Winter goal, include progress on previous goal

My goals are to encourage parents to complete and submit all their "Ready, Set, Read" assignments for in-kind contributions. I also aim to introduce more classroom visitors who can collaborate with our lesson plans and foster better relationships with our student's parents, hoping that they will volunteer in our classroom. Additionally, I will put in more effort to improve our students' Kindergarten Readiness skills.

Spring/ Final Goal, include progress on previous goal

My goals for my classroom next year are:

- ~ Improve parent's understanding of In-Kind, why it is important, and expectations.
- ~ Improve parent's understanding of expectations from the beginning of the year.
- ~ Gain more parent participation and engagement in the classroom.
- ~ Improve parent's understanding of late policies and expectations.

Director of Education Notes

2023-2024

Classroom- Crawford B Teacher- Christina Assistant T- Madison Teacher Aide- Emily Teacher Aide

CLASS			PBS invent. of practice		ECERS		IEPs	Fall	Win	Spr	Mental Health			
Dimensions	initial	Fol- up	Solution Crds		Space and Furn		total	0	0		Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	7	Personal Care	7.0	Sp/lag				Monitor	3	3	
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	5.4	Soc/Emo				Referral			
T. Sensitivity	5.7		Calm Strategies	7	Learning Act.	5.8	Cognit.				Counseling			
R. Stud. Persp.	5.7		Calming area	7	Interaction	6.0	motor				Prof. Assess.			
Behavior Man	6		Clear Expectations	7	Prog. Structure	5.7	Adaptiv				Beh. plan			
Productivity	5		Wait Time	7	Total	6.1	non cat				P. refusal ob			
Instruct Learn	5.7		Relationships	7	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	5		Visuals	7	Daily Practice	83%	monitor				not observed	1		
Qual Feedback	5		Class Schedule	6	Foundation	58%	Refer	2	3					
Lang. Modeling	5.7		Transitions	6	TS G. Online	100%	DNQ							
			Consistency	6	Over all Fidelity	62%	Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	109				111							
Social Emo	61	0/0%	4/57%	3/43%	82	1/10%	5/50%	4/40%				
Physical	60	0/0%	1/14%	6/86%	82	0/0%	8/80%	2/20%				
Language	66	0/0%	2/29%	5/71%	82	1/10%	6/60%	3/30%				
Cognitive	60	0/0%	4/57%	3/43%	82	2/20%	6/60%	2/20%				
Literacy	48	1/14%	3/43%	3/43%	64	1/10%	9/90%	0/0%				
Math	48	1/14%	3/43%	3/43%	58	1/10%	7/70%	2/20%				

TS Gold Demographics

	Fall	Winter	Spring
Gender	Male= 43% Female= 57%	Male= 50% Female=50%	Male= % Female= %
Race	B- W-71% no entry-14%	B- W-40% Hispanic-10% Indian-	B- W- Hispanic- Indian-
Disability	IEP with Out=100% With= %	IEP with Out=100% With= %	IEP with Out= % With= %
Class/ Grade	Pre K 3= 100% Pre K 4=	Pre K 3= 100% Pre K 4=	Pre K 3= Pre K 4=
Language	English= 100%	English= 100%	English= %

Parent Survey Question number

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	3.9	3.9	3.6	3.9	5.0	4.6	3.7	4.9	3.5	4.6	4.1	4.6	4.5	4.4	3.8	4.4	4.1	4.1	4.1	4.4	4.4	4.3	4.2	4.4	4.6
Sprg	3.6	3.4	3.7	3.9	4.9	4.8	4.1	4.6	4.3	4.3	4.4	4.6	4.8	4.3	3.9	4.4	4.5	4.7	4.5	4.2	4.3	4	4.3	4.1	4.3

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates	
#1		0.8	1	1.4	1	0.4	0.7	0.5	0.3
#2		0	0	0	0	0	0	0	0

#3

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		3	2
2		5	1
3			0

Kindergarten School readiness skills per local school district

Missouri framework

2023-2024

Last year's Goals

I would like to increase the numbers in Concept development, Language Modeling, and Quality of Feedback.

Use my data to direct my lesson planning and use quality feedback to document.

To help my staff feel more at ease, make myself approachable, and be a better leader. To have a completely staffed class and work together to produce quality learning & education for children in our care. I want to build a Team, work as a Team and Achieve as a Team.

I also want to use more of the Second Step activities to dive deeper into social and emotional strategies and more problem solving. I will use my support staff in these activities daily.

Fall Goal, include progress on previous goal

After looking over our data we would like to improve in areas of Social emotional, physical, cognitive, and math for both A and B classes. The plan is to develop studies to help facilitate skills and documentation in these areas. We will begin creating activities that help build skills in each of the Objectives for Development and Learning subcategories that we have not yet focused on.

Winter goal, include progress on previous goal

My goals are to encourage parents to complete and submit all their "Ready, Set, Read" assignments for in-kind contributions. I also aim to introduce more classroom visitors who can collaborate with our lesson plans and foster better relationships with our student's parents, hoping that they will volunteer in our classroom. Additionally, I will put in more effort to improve our students' Kindergarten Readiness skills.

Spring/ Final Goal, include progress on previous goal

CLASS was closed and merged with A and EX

Director of Education Notes

2023-2024

Classroom Crawford EX Teacher			Assistant T		Teacher Aide				Teacher Aide					
CLASS			PBS invent. of practice		ECERS		IEPs	Fall	Win	Spr	Mental Health			
Dimensions	initial	Fol- up	Solution Crds	6	Space and Furn	6.6	total	2	2	6	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	7	Personal Care	6.5	Sp/lag	1	1	4	Monitor	2	2	2
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	7	Soc/Emo	1	1	2	Referral	4	4	1
T. Sensitivity	6.7		Calm Strategies	7	Learning Act.	7	Cognit.	1	1	2	Counseling			
R. Stud. Persp.	7		Calming area	7	Interaction	7	motor				Prof. Assess.			2
Behavior Man	6.7		Clear Expectations	7	Prog. Structure	7	Adaptiv	1	1	1	Beh. plan			
Productivity	6.3		Wait Time	7	Total	6.9	non cat				P. refusal ob	2	2	1
Instruct Learn	6.7		Relationships	7	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	6.3		Visuals	7	Daily Practice	83%	monitor				not observed	2	1	
Qual Feedback	6.3		Class Schedule	7	Foundation	95%	Refer	6	5	2				
Lang. Modeling	6.7		Transitions	7	TS G. Online	100%	DNQ			1				
			Consistency	7	Over all Fidelity	93%	Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	502				234				209			
Social Emo	138	5/28%	11/61%	2/11%	31	5/33%	7/47%	3/20%	49	1/7%	14/93%	0/0%
Physical	160	0/0%	11/61%	7/39%	46	0/0%	8/53%	7/47%	48	0/0%	11/73%	4.27%
Language	96	5/28%	13/72%	0/0%	13	4/27%	8/53%	3/20%	22	4/29%	8/57%	2/14%
Cognitive	131	10/56%	4/22%	4/22%	16	5/33%	8/53%	2/13%	23	6/43%	7/50%	1/7%
Literacy	140	8/44%	9/50%	1/5.6	80	4/27%	8/53%	3/20%	82	5/36%	9/64%	0/0%
Math	151	0/0%	13/72%	5/28%	67	0/0%	7/47%	8/53%	73	3/21%	9/64%	2/14%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 50% Female= 50%	Male= 50% Female=50%	Male=40% Female=60%
Race	B- W-61% no entry 44%	B-2% W-83% Hisp-2%Indian- 1%	B- W-53% Hispanic- Indian-
Disability	IEP with Out= 89% With=11%	IEP with Out=92 % With= 8%	IEP with Out= 87% With=13%
Class/ Grade	Pre K 3= 89% Pre K 4=11%	PrK3=67% PrK4=32% prK5- 1%	Pre K 3=93% Pre K 4=7%
Language	English= 100%	English= 98% spanish-1%	English= 100%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	3.9	3.9	3.6	3.9	5.0	4.6	3.7	4.9	3.5	4.6	4.1	4.6	4.5	4.4	3.8	4.4	4.1	4.1	4.1	4.4	4.4	4.3	4.2	4.4	4.6
Sprg	3.6	3.4	3.7	3.9	4.9	4.8	4.1	4.6	4.3	4.3	4.4	4.6	4.8	4.3	3.9	4.4	4.5	4.7	4.5	4.2	4.3	4	4.3	4.1	4.3

Family Engagement Outcomes									
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates	
#1		0.9	1.1	1.3	1.2	0.4	0.9	0.9	0.4
#2		1.3	1	1.6	2.1	0.8	1.2	1.3	1.4
#3		1.5	1.5	1.8	2.4	1	2	0.9	0.9

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		8	0	0
2		5	0	0
3	S 4	FL/UP 2		

Kindergarten School readiness skills per local school district

Missouri framework

2023-2024

Last year's Goals

Establish rules, routines, expectations. Get referrals sent off within first 30 days for those children that the referral is noticeable in the beginning. Building relationships with families to where they want to come in and volunteer in the classroom/center
Be fully staffed.

Fall Goal, include progress on previous goal

Get services for those who need it
Set room up for better learning using score sheet received on the teaching with fidelity tool add more family/disabilities/multi cultural pictures to the classroom/ add more earth science to science area

Improve listening skills, following direction, expand vocabulary.

Get through day without multiple tantrums

Winter goal, include progress on previous goal

Get children potty trained, and continue moving forward and waiting for services, continue working on less tantrums, following directions
children started on Speech Services that need them
Kindergarten Readiness Skills for those going to Kindergarten
Social Skills work on less meltdown, following directions
Less Tantrums/Screaming fits, continue working on transitions following directions

Increase attendance

Spring/ Final Goal, include progress on previous goal

establish rules, get referrals going within first 2 weeks of school. ensure all paperwork is there including ASQ's.
establish relationships, set expectations for parents and their children at home-visit.

Director of Education Notes

2023-2024

Classroom Eldon EX 1	Teacher	Assistant T	Teacher Aide				Teacher Aide				
CLASS	PBS invent. of practice	ECERS	IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial Fol-up	Solution Crds	total	0	0	1	Area	Fall	Win	Spr	
Pos. Climate		6	Space and Furn	6.9	Sp/lag		1	Monitor	4	4	7
Neg. Climate		7	Personal Care	7	Soc/Emo			Referral			
T. Sensitivity		7	Lang. & Literacy	7	Cognit.			Counseling			
R. Stud. Persp.		7	Learning Act.	6.3	motor			Prof. Assess.			
Behavior Man		7	Interaction	7	Adaptiv			Beh. plan			
Productivity		5	Prog. Structure	7	non cat			P. refusal ob			
Instruct Learn		6	Total	6.6	unknow			P. refusal ref			
Concept Devel		6	TS fidelity Tool		monitor		1	not observed	2	3	1
Qual Feedback		7	Daily Practice	75%	Refer	3					
Lang. Modeling		6	Foundation	90%	DNQ		3				
		6	TS G. Online	100%	Refuse		2				
		5	Over all Fidelity	88%							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	307	Below	Meeting	Exceeding	169	Below	Meeting	Exceeding	219	Below	Meeting	Exceeding
Social Emo	216	3/17%	14/78%	1/6%	283	0/0%	16/80%	4/20%	229	0/0%	14/74%	5/26%
Physical	246	1/6%	15/83%	2/11%	219	0/0%	17/85%	3/15%	212	0/0%	16/84%	3/16%
Language	241	0/0%	16/89%	2/11%	302	1/5%	16/80%	3/15%	251	1/5%	13/68%	5/26%
Cognitive	246	1/6%	15/83%	2/11%	273	1/5%	16/80%	3/15%	205	1/5%	15/79%	3/16%
Literacy	98	2/11%	14/78%	2/11%	131	2/10%	15/75%	3/15%	74	2/11%	14/74%	3/16%
Math	127	2/11%	13/72%	3/17%	174	3/15%	14/70%	3/15%	132	3/16%	63%	4/21%

TS Gold Demographics

	Fall	Winter	Spring
Gender	Male= 33% Female= 67%	Male= 40% Female= 60%	Male= 53% Female=47%
Race	B- W- 100% Hispanic- Indian-	B- W-100% Hispanic- Indian-	B- W-100% Hispanic- Indian-
Disability	IEP with Out=100% With= %	IEP with Out=100% With= %	IEP with Out= 100% With= %
Class/ Grade	Pre K 3= 67% Pre K 4=33%	Pre K 3= 65% Pre K 4=35%	Pre K 3=68% Pre K 4=32%
Language	English= 100%	English= 100%	English= 100%

Parent Survey Question number

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	3.7	3.6	3.3	3.9	4.9	4.9	4.2	4.9	4.3	4.6	4.6	4.9	4.8	4.6	4.3	4.7	4.5	4.3	4.5	4.5	4.4	4.3	4.2	4.3	4.5
Sprg	4.1	3.8	3.9	4.1	4.9	4.8	4.4	4.9	4.8	4.8	4.8	4.9	4.9	4.8	4.6	4.8	4.8	4.8	4.7	4.7	4.7	4.4	4.5	4.6	4.6

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		0.7	1.1	1	0.5	0.7	0.5	0.5
#2		1.1	1.2	1.5	1	1.4	0.9	0.6
#3		2	1.8	2.4	2.1	2.3	2.6	1.5

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		6	2
2		3	0
3	S 1		0

Kindergarten School readiness skills per local school district

Count beyond 10, one to one correspondence to count 5 objects. Recognie basic shapes and colors. Sing ABC song seperating L, M, N, O P, able to identify first name, an say the letters in their name. Listen to a story, answer W questions, cut shapes, take turns, follow 2 step directions, state first and last name, hold pencil and crayon, wipe own nose, wash own hands, drink from fountain, navigate a computer w/ mouse or touch pad

2023-2024

Last year's Goals

Our goal for next year is to start off strong and consistent. We will be setting our expectations and rules from the beginning. We are going to be better with transitioning and the overall flow of the classroom. We want to express to the families the importance of their involvement and try to get more volunteers into our center. We want to get all home visits completed before school starts.

My personal goal is to be more confident in my leadership skills.

Fall Goal, include progress on previous goal

We are happy with our TS Gold documentation overall. Our plan for this checkpoint period is to document more literacy activities and individual activities. In our previous goal we wanted to get more involvement in our classroom from families. We have had one regular volunteer in our center. We were able to complete all home visits by the deadline. We have improved on our transitioning and classroom flow but it is still something we are working on.

Our new goal is to have clear expectations and be consistent. We will make sure students know what they are supposed to be doing, the rules and routine. We will be consistent in our expectations to keep a solid flow in the classroom. We will continue working on smooth transitions and short wait times.

Winter goal, include progress on previous goal

Although they have improved we are going to continue working on smoother transitions. We would like to get more involvement from our families, we plan to ask parents to sign-up and come read a story to the class. I also would like to work on individual strategies to help students meet goals or exceed goals in the classroom.

Spring/ Final Goal, include progress on previous goal

Good communication between staff in the classroom, getting documentation completed. Managing the classroom effectively when short staffed. Delegate responsibilities instead of taking everything on alone, to even out the work load. Work to get more volunteers and parent involvement. Send out news letters to update parents about classroom happenings. Ensure parents understand our expectations so they can help their students.

Director of Education Notes

2023-2024

ClassroomEldon EX 2		Teacher	Assistant T		Teacher Aide				Teacher Aide					
CLASS		PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health					
Dimensions	initial	Fol- up	Solution Crds	6	Space and Furn	6.9	total	0	0		Area	Fall	Win	Spr
Pos. Climate			Class Rules	6	Personal Care	7	Sp/lag				Monitor	1	1	4
Neg. Climate			Feelings Chrt	7	Lang. & Literacy	7	Soc/Emo				Referral	4		3
T. Sensitivity			Calm Strategies	6	Learning Act.	6.7	Cognit.				Counseling			
R. Stud. Persp.			Calming area	7	Interaction	7	motor				Prof. Assess.			
Behavior Man			Clear Expectations	6	Prog. Structure	7	Adaptiv				Beh. plan			
Productivity			Wait Time	5	Total	6.9	non cat				P. refusal ob			
Instruct Learn			Relationships	6	TS fidelity Tool		unknow				P. refusal ref		2	3
Concept Devel			Visuals	7	Daily Practice	50%	monitor				not observed	4	5	1
Qual Feedback			Class Schedule	7	Foundation	82%	Refer	1	1					
Lang. Modeling			Transitions	6	TS G. Online	100%	DNQ			1				
			Consistency	5	Over all Fidelity	78%	Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	151				125				156			
Social Emo	34	14/70%	6/30%	0/0%	34	13/65%	7/35%	0/0%	53	6/33%	12/67%	0/0%
Physical	56	10/50%	10/50%	0/0%	96	5/25%	10/50%	5/25%	69	6/33%	12/67%	0/0%
Language	49	11/55%	9/45%	0/0%	59	7/35%	13/65%	0/0%	82	6/33%	12/67%	0/0%
Cognitive	46	12/60%	8/40%	0/0%	73	11/55%	7/35%	2/10%	66	7/38%	11/61%	0/0%
Literacy	9	19/95%	1/5%	0/0%	47	11/55%	9/45%	0/0%	19	12/67%	6/33%	0/0%
Math	32	20/100%	0/0%	0/0%	37	8/40%	12/60%	0/0%	44	9/50%	9/50%	0/0%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 62% Female= 32%	Male= 70% Female=30%	Male=78 % Female= 22%
Race	B- W-89% Hispanic-0 Indian-0	B- W-90% Hispanic- Indian-	B- W-89% Hispanic- Indian-
Disability	IEP with Out= 100% With= 0%	IEP with Out= 100% With= %	IEP with Out= 100% with=0%
Class/ Grade	Pre K 3=79% Pre K 4=21%	Pre K 3=75% Pre K 4=25%	Pre K 3=83% Pre K 4=17%
Language	English= 100%	English= 100%	English=100%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	3.7	3.6	3.3	3.9	4.9	4.9	4.2	4.9	4.3	4.6	4.6	4.9	4.8	4.6	4.3	4.7	4.5	4.3	4.5	4.5	4.4	4.3	4.2	4.3	4.5
Sprg	4.1	3.8	3.9	4.1	4.9	4.8	4.4	4.9	4.8	4.8	4.8	4.9	4.9	4.8	4.6	4.8	4.8	4.8	4.7	4.7	4.7	4.4	4.5	4.6	4.6

Family Engagement Outcomes									
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates	
#1		0.7	1.3	0.9	0.4	0.7	0.4	0.4	0.1
#2		1	1.3	1.2	1	1.1	0.8	0.4	0.5
#3		0	0	0	0	0	0	0	0

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		3	1	1
2		2	0	0
3	S 4			

Kindergarten School readiness skills per local school district

Count beyond 10, one to one correspondence to count 5 objects. Recognie basic shapes and colors. Sing ABC song seperating L, M, N, O P, able to identify first name, an say the letters in their name. Listen to a story, answer W questions, cut shapes, take turns, follow 2 step directions, state first and last name, hold pencil and crayon, wipe own nose, wash own hands, drink from fountain, navigate a computer w/ mouse or touch pad

2023-2024

Last year's Goals

Our goal for next year is to start off strong and make sure we are focusing on quality feedback and concept development at the beginning.

Fall Goal, include progress on previous goal

Our class goal is going to be: Work on getting more documentation in TS gold. I feel like we have improved on last year which is having conversations and building off of them with the children. Work on getting better with our wait time.

Winter goal, include progress on previous goal

For our goal we are wanting to try and get more parent involvement. We love that we know our Kindergarten families so well, but we want that same engagement for the rollovers. And getting more documentation on TS Gold

Spring/ Final Goal, include progress on previous goal

Send weekly newsletters, have open communication with families and encourage volunteering in the classroom. Have back up plans for students who have behavioral issues and we have tried everything with them.

Director of Education Notes

2023-2024

Classroom Gasconade			Teacher	Assistant T		Teacher Aide				Teacher Aide				
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol- up	Solution Crds	7	Space and Furn	6.7	total	1	3	3	Area	Fall	Win	Spr
Pos. Climate	6.3		Class Rules	6	Personal Care	7.0	Sp/lag			2	2	Monitor	2	1
Neg. Climate	1.7		Feelings Chrt	5	Lang. & Literacy	6.4	Soc/Emo	1	1	1	Referral	3	1	1
T. Sensitivity	4.3		Calm Strategies	6	Learning Act.	6.5	Cognit.	1	1	1	Counseling			
R. Stud. Persp.	5.7		Calming area	7	Interaction	6.6	motor				Prof. Assess.			1
Behavior Man	5.7		Clear Expectations	6	Prog. Structure	6.7	Adaptiv	1	1	1	Beh. plan			1
Productivity	6		Wait Time	7	Total	6.7	non cat				P. refusal ob			
Instruct Learn	5.7		Relationships	7	TS fidelity Tool		unknow				P. refusal ref		2	2
Concept Devel	5		Visuals	7	Daily Practice	67%	monitor				not observed	3		
Qual Feedback	4.3		Class Schedule	6	Foundation	95%	Refer							
Lang. Modeling	5		Transitions	7	TS G. Online	100%	DNQ		1	2				
			Consistency	7	Over all Fidelity	91%	Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	567	0/0%	7/64%	4/36%	612	0/0%	5/45%	6/55%	787	0/0%	5/42%	7/58%
Social Emo	287	0/0%	7/64%	4/36%	301	0/0%	5/45%	6/55%	282	0/0%	5/42%	7/58%
Physical	179	0/0%	6/55%	5/45%	198	0/0%	5/45%	6/55%	217	0/0%	6/50%	6/50%
Language	259	0/0%	11/100%	0/0%	283	0/0%	11/100%	0/0%	315	0/0%	9/75%	3/25%
Cognitive	249	0/0%	11/100%	0/0%	251	0/0%	6/55%	5/45%	301	0/0%	8/67%	4/33%
Literacy	122	0/0%	11/100%	0/0%	203	0/0%	11/100%	0/0%	285	0/0%	6/50%	6/50%
Math	118	0/0%	11/100%	0/0%	182	1/9%	7/64%	3/27%	240	0/0%	6/50%	6/50%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 45% Female= 55%	Male= 45% Female=55%	Male= 42% Female= 58%
Race	B-0 W-91% Hispanic-9% Indian-0	B- W-100% Hispanic- Indian-	B- W-92% Hispanic- Indian-
Disability	IEP with Out= 100% With= %	IEP with Out= 100% With= %	IEP with Out=100% With=0%
Class/ Grade	Pre K 3=45% Pre K 4=55%	Pre K 3= 55% Pre K 4=45%	Pre K 3= 50% Pre K 4=50%
Language	English= 100%	English= 100%	English= 100%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.3	3.9	4	3.7	4.3	4.7	4	4.7	4.4	4.4	4.2	4.9	4.9	4.8	4.7	4.7	4.6	4.7	4.8	4.7	4.6	4.6	4.4	4.7	4.7
Sprg	3.3	3.7	4.7	2	5	5	4.3	4.7	4	4.7	4.7	5	5	4.7	4.3	4.7	4.7	4.7	4	4	4.3	4	4	4.7	4.7

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1.3	1.4	1.2	1.4	1.3	1.2	1.1
#2		1.4	1.4	1.2	1.9	1.5	1.3	1.4
#3		1.6	1.5	1.7	2.1	1.6	1.4	1.5

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		1	0
2		1	0
3		0	0

Kindergarten School readiness skills per local school district

Our school is a PBIS school and we provide explicit instruction in both academic and behavior for students. We provide lessons on school wide expectations and interventions for those who need it

2023-2024

Last year's Goals

Goals for Gasconade staff to document more detail in TS Gold especially when documenting individuals. Another goal is to incorporate more concept development activities. Throughout the year we will continue to support each other in and outside the classroom.

Fall Goal, include progress on previous goal

To have more individual and meaningful documentation by all teaching staff in TS Gold on the children by all the teaching staff.

Document more in Go Engage when making referrals and follow ups.

Winter goal, include progress on previous goal

To support new staff while in the classroom as they learn the routines and expectations for the children and themselves as well.

Delegate documentations and duties to all staff. Create new creative ways to recruit children to attend our center to increase our enrollment number.

Spring/ Final Goal, include progress on previous goal

To have staff to come together and work as a team similar to the same we expect from the children. Delegate responsibilities All voices are equally important.. Staying positive and learning from each other . Have our parents more involved in their child's experience at Head Start. This would involve all the family in activities of the child, not just the parent(s)

Director of Education Notes

2023-2024

Classroom Iberia			Teacher	Assistant T	Teacher Aide				Teacher Aide					
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol- up	Solution Crds	3	Space and Furn	5.4	total	3	3	3	Area	Fall	Win	Spr
Pos. Climate	6.7		Class Rules	6	Personal Care	5.5	Sp/lag	3	3	3	Monitor			1
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	7.0	Soc/Emo	3	3	3	Referral	2		1
T. Sensitivity	6		Calm Strategies	6	Learning Act.	6.7	Cognit.	2	2	2	Counseling		1	1
R. Stud. Persp.	6		Calming area	5	Interaction	7.0	motor	2	2	2	Prof. Assess.			
Behavior Man	6		Clear Expectations	6	Prog. Structure	6.7	Adaptiv	1	3	3	Beh. plan			
Productivity	6		Wait Time	5	Total	6.1	non cat				P. refusal ob	1		
Instruct Learn	5		Relationships	6	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	3.7		Visuals	6	Daily Practice	83%	monitor		2	2	not observed	2	2	1
Qual Feedback	3		Class Schedule	7	Foundation	82%	Refer							
Lang. Modeling	3.7		Transitions	6	TS G. Online	100%	DNQ							
			Consistency	6	Over all Fidelity	82%	Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	1162				1566				2103			
Social Emo	215	2/11%	17/89%	0/0%	291	3/16%	16/84%	0/0%	415	1/5%	18/95%	0/0%
Physical	523	2/11%	17/89%	0/0%	662	3/16%	15/79%	1/5%	684	0/0%	18/95%	1/5%
Language	251	2/11%	17/89%	0/0%	369	2/11%	16/84%	1/5%	371	2/11%	17/89%	0/0%
Cognitive	302	2/11%	17/89%	0/0%	479	3/16%	16/84%	0/0%	485	1/5%	18/95%	0/0%
Literacy	437	7/37%	12/63%	0/0%	462	3/16%	16/84%	0/0%	789	2/11%	17/89%	0/0%
Math	408	5/26%	13/68%	1/5%	693	5/26%	12/63%	2/11%	704	2/11%	17/89%	0/0%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 63% Female= 37%	Male=68% Female=32%	Male= 68% Female=32%
Race	B- W-100% Hispanic- Indian-	B- W-100% Hispanic- Indian-	B- W-100% Hispanic- Indian-
Disability	IEP with Out= 95% With= 5%	IEP with Out= 95% With= 5%	IEP with Out= 95% With=5%
Class/ Grade	Pre K 3= 58% Pre K 4=42%	Pre K 3=53% Pre K 4= 47%	Pre K 3= 42% Pre K 4=58%
Language	English=95 % spanish5%	English= 95% Spanish=5%	English= 95% Spanish-5%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.3	4	4.2	3.6	4.9	4.6	4.5	4.5	4.4	4.7	4.6	4.6	4.8	4.7	4.6	4.7	4.5	4.3	4.5	4.2	4.7	4.2	4.3	4.3	4.7
Sprg	4	4.3	4.1	3.9	4.6	4.9	4.2	4.7	4	4.8	4.9	4.9	4.6	4.8	4.7	4.7	4.7	4.7	4.4	4.6	4.7	4.4	4.3	4.3	4.4

Family Engagement Outcomes									
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates	
#1		1.1	1.5	1.4	1.4	0.5	0.8	0.8	0.7
#2		1.4	1.6	1.6	1.7	1	1.2	1	1.1
#3		1.6	1.6	1.8	2.1	1.1	2	1.1	1.2

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		4	0	0
2		2	2	2
3	S 1		0	0

Kindergarten School readiness skills per local school district

Alphabet, colors, numbers, fine and gross motor skills. Preacademic skills. Head start can continue working on and modeling social skills and preacademic skills

2023-2024

Last year's Goals

We have decided to focus on transitions and expectations for the classroom (rules /routines) and introducing PBS .Scaffolding to increase concept development.open ended questions and conversations

Fall Goal, include progress on previous goal

To familiarize new staff with the importance of :
PBS practices and calm down strategies
Using Solution cards
Transitions

Winter goal, include progress on previous goal

Based on CLASS skills Teachers will focus on scaffolding (hints and assistance) to increase learning through activities and responses,building on what children already know. Use feedback loops to increase conversations to receive more information and build on it to increase knowledge and prompt thought processes. Ask why questions,prompting higher order thinking. Model language. Teachers will increase the use of self (narrative) talk and parallel talk(I see you are)
mapping student and teacher actions with language.

Spring/ Final Goal, include progress on previous goal

Iberia's classroom goal will be to be fully staffed and prepared for Extreme Developmental needs and behaviors that we may encounter at the beginning of the year.We hope to have our Toolbox full with ideas and training strategies to work with the Special/needs we are seeing in our classroom.
We also plan to focus on transitions and routines as we have a new staff member on our team.

Director of Education Notes

2023-2024

Classroom Lebanon A			Teacher	Assistant T	Teacher Aide				Teacher Aide					
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol- up	Solution Crds	6	Space and Furn	4.1	total	5	4	5	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	6	Personal Care	7	Sp/lag	4	4	4	Monitor			1
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	6.4	Soc/Emo	3	1	2	Referral	2		
T. Sensitivity	5.6		Calm Strategies	5	Learning Act.	6.5	Cognit.	3	2	3	Counseling			
R. Stud. Persp.	5.3		Calming area	6	Interaction	7.0	motor	3	2	3	Prof. Assess.		1	
Behavior Man	5.6		Clear Expectations	5	Prog. Structure	6.0	Adaptiv	4	3	4	Beh. plan			
Productivity	5.6		Wait Time	7	Total	6.2	non cat				P. refusal ob	1	1	1
Instruct Learn	5.6		Relationships	6	TS fidelity Tool		unknow				P. refusal ref		1	2
Concept Devel	5.3		Visuals	4	Daily Practice		monitor				not observed	1	2	1
Qual Feedback	5.6		Class Schedule	5	Foundation		Refer		1					
Lang. Modeling	5.3		Transitions	6	TS G. Online		DNQ			1				
			Consistency	5	Over all Fidelity		Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	281	Below	Meeting	Exceeding	367	Below	Meeting	Exceeding	371	Below	Meeting	Exceeding
Social Emo	84	7/41%	7/41%	3/18%	82	2/12%	12/71%	3/18%	102	2/11%	9/53%	6/35%
Physical	199	3/18%	10/59%	4/24%	273	1/6%	16/94%	0/0%	164	0/0%	9/53%	8/47%
Language	105	7/41%	10/59%	0/0%	147	4/24%	10/59%	3/41%	112	5/29%	7/41%	5/29%
Cognitive	133	7/41%	9/53%	1/5%	179	1/6%	9/53%	7/41%	151	2/12%	7/41%	8/47%
Literacy	89	7/41%	10/59%	0/0%	99	3/18%	13/76%	1/6%	163	3/18%	7/41%	7/41%
Math	84	6/35%	11/65%	0/0%	129	2/12%	9/53%	6/35%	103	3/18%	6/35%	8/47%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 50% Female=50%	Male= 53% Female=47%	Male= 59% Female=41 %
Race	B- W-88% Hispanic-6% Indian-	B- W-88% Hispanic-12% Indian-	B- W-88%Hispanic-12% Indian-
Disability	IEP with Out= 88% With=13%	IEP with Out= 88% With=12%	IEP with Out=88% With=12%
Class/ Grade	Pre K 3= 81% Pre K 4=19%	Pre K 3= 76% Pre K 4=24%	Pre K 3=82% Pre K 4=18%
Language	English= 100%	English= 94% Spanish=6%	English=94 % Spanish 6%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.3	3.9	3.8	3.9	4.9	4.8	4.4	4.9	4.4	4.8	4.8	4.9	4.7	4.7	4.6	4.6	4.6	4.7	4.6	4.6	4.6	4.5	4.4	4.6	4.6
Sprg	4.2	4.1	3.9	4.1	4.9	4.9	4.4	4.8	4.3	4.9	4.8	4.9	4.9	4.8	4.7	4.8	4.8	5	4.7	4.8	4.8	4.7	4.7	4.9	4.9

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1.8	2.6	2.4	1.5	1.8	0.7	1.8
#2		2.1	2.7	2.6	1.8	2.2	0.6	2
#3		2.3	2.8	2.6	2.3	2.4	2.1	1.3

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		8	2
2		6	0
3	S 5	FL/UP 6	0

Kindergarten School readiness skills per local school district

Preschool exit exam

2023-2024

Last year's Goals

We want to work on having a positive classroom. Use positive language and be a positive role model in class with staff and children.

Fall Goal, include progress on previous goal

Our morning class is a calmer class. We have less behaviors and class works together using solution cards and following rules. I feel the morning class met the goal. We are working on our goal to have a more enriched dual language class. We have dual language words up in class and speak some words in class we know. We try to teach new words and have children repeat numbers in Spanish. We already have a few children who can say some in Spanish. Our goal is to be able to have enough Spanish skills to be able to communicate to Spanish only child. We also have others in class who have family that speaks Spanish so it can help them also. to communicate with them.

Winter goal, include progress on previous goal

We will continue to work on the same goals as fall. We have several that need many reminders a day to help them follow rules and routines so we will continue walking them through that everyday. Reminders of the rules, going over classroom expectations, and continuing to do the 2nd step daily.

Spring/ Final Goal, include progress on previous goal

Things we will do differently - delegate, stick to assigned tasks, follow the schedule more closely, prepare activities ahead of time. Stay on top of inkind Have classroom meetings and strategy meetings, communication. Encourage more inkind, teach parents about inkind and why it is important

Director of Education Notes

2023-2024

Classroom Lebanon B			Teacher	Assistant T	Teacher Aide				Teacher Aide					
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol- up	Solution Crds	6	Space and Furn	4.1	total	5	5	5	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	6	Personal Care	7	Sp/lag	4	4	4	Monitor	1	1	3
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	6.4	Soc/Emo	3	3	3	Referral	4	3	3
T. Sensitivity	5.6		Calm Strategies	5	Learning Act.	6.5	Cognit.				Counseling			2
R. Stud. Persp.	5.3		Calming area	6	Interaction	7.0	motor	1	1	1	Prof. Assess.			
Behavior Man	5.6		Clear Expectations	5	Prog. Structure	6.0	Adaptiv	1	1	1	Beh. plan			
Productivity	5.6		Wait Time	7	Total	6.2	non cat				P. refusal ob			
Instruct Learn	5.6		Relationships	6	TS fidelity Tool		unknow				P. refusal ref	2	1	
Concept Devel	5.3		Visuals	4	Daily Practice		monitor				not observed			
Qual Feedback	5.6		Class Schedule	5	Foundation		Refer							
Lang. Modeling	5.3		Transitions	6	TS G. Online		DNQ							
			Consistency	5	Over all Fidelity		Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	314	Below	Meeting	Exceeding	310	Below	Meeting	Exceeding	401	Below	Meeting	Exceeding
Social Emo	75	6/38%	9/56%	1/6%	79	1/6%	11/65%	5/29%	144	0/0%	11/65%	6/35%
Physical	164	0/0%	15/94%	1/6%	198	0/0%	16/94%	1/6%	163	0/0%	14/82%	3/18%
Language	117	2/13%	14/88%	0/0%	161	1/6%	13/76%	3/18%	85	0/0%	11/65%	6/35%
Cognitive	195	4/25%	12/75%	0/0%	129	2/12%	12/71%	3/18%	159	0/0%	11/65%	6/35%
Literacy	154	3/19%	13/81%	0/0%	81	0/0%	15/88%	2/12%	177	0/0%	10/59%	7/41%
Math	95	7/44%	7/44%	2/13%	131	1/6%	9/53%	7/41%	146	0/0%	10/59%	7/41%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 50% Female=50 %	Male= 47% Female= 53%	Male=53% Female= 47%
Race	B- W- 75%Hispanic- Indian-	B- W-76% Hispanic- Indian-	B- W-71% Hispanic- Indian-
Disability	IEP with Out= 69% With= 31%	IEP with Out=71% With=29%	IEP with Out=71 % With=29 %
Class/ Grade	Pre K 3= 69% Pre K 4=31%	Pre K 3=71% Pre K 4=29%	Pre K 3= 71% Pre K 4=29%
Language	English= 100%	English= 100%	English= 100%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.3	3.9	3.8	3.9	4.9	4.8	4.4	4.9	4.4	4.8	4.8	4.9	4.7	4.7	4.6	4.6	4.6	4.7	4.6	4.6	4.6	4.5	4.4	4.6	4.6
Sprg	4.2	4.1	3.9	4.1	4.9	4.9	4.4	4.8	4.3	4.9	4.8	4.9	4.9	4.8	4.7	4.8	4.8	5	4.7	4.8	4.8	4.7	4.7	4.9	4.9

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1.9	2.9	2.5	1.5	1.5	0.6	2
#2		2.1	2.9	2.6	1.9	2	0.6	2
#3		2.3	2.9	2.6	2.4	2	1.8	2

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		10	1
2		7	0
3	S 3	FL/UP 4	1

Kindergarten School readiness skills per local school district

Preschool exit exam

2023-2024

Last year's Goals

We want to work on having a positive classroom. Use positive language and be a positive role model in class with staff and children.

Fall Goal, include progress on previous goal

Our afternoon class has not met the goal. It needs several reminders and redirections. We are still working on children following rules in class. We are bringing them to the table to talk about rules, draw pictures of rules and using the calm down area. We have added several calm down tools in the alone area. We are doing the 2nd step every day to discuss how it applies to class. Our goal is to have this class to be able to use solution cards and follow rules in class without reminders.

Winter goal, include progress on previous goal

We are still struggling with dual language because using your phone to communicate takes a lot of time. We will work at learning more of the language and getting a volunteer that is more consistent in helping

Spring/ Final Goal, include progress on previous goal

Things we will do differently - delegate, stick to assigned tasks, follow the schedule more closely, prepare activities ahead of time. Stay on top of inkind Have classroom meetings and strategy meetings, communication. Encourage more inkind, teach parents about inkind and why it is important

Director of Education Notes

2023-2024

Classroom Lebanon EX			Teacher	Assistant T		Teacher Aide				Teacher Aide				
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol- up	Solution Crds	5	Space and Furn	5.3	total		3	3	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	6	Personal Care	6.8	Sp/lag		3	3	Monitor	4	4	3
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	5.5	Soc/Emo		1	1	Referral	2	1	2
T. Sensitivity	6		Calm Strategies	5	Learning Act.	5.5	Cognit.		2	2	Counseling			
R. Stud. Persp.	6		Calming area	7	Interaction	5.2	motor		1	1	Prof. Assess.		1	1
Behavior Man	5.6		Clear Expectations	7	Prog. Structure	6.0	Adaptiv		1	1	Beh. plan			
Productivity	5.6		Wait Time	6	Total	5.7	non cat				P. refusal ob	1	1	1
Instruct Learn	6.3		Relationships	6	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	5.6		Visuals	7	Daily Practice		monitor				not observed		3	
Qual Feedback	5.6		Class Schedule	6	Foundation		Refer	2	1	1				
Lang. Modeling	6		Transitions	6	TS G. Online		DNQ		1	1				
			Consistency	5	Over all Fidelity		Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	278				530				495			
Social Emo	109	4/27%	11/73%	0/0%	148	2/12%	14/82%	1/6%	122	2/11%	11/65%	4/24%
Physical	86	1/7%	14/93%	0/0%	153	0/0%	17/100%	0/0%	94	1/6%	11/65%	5/29%
Language	86	2/13%	13/87%	0/0%	150	3/18%	14/82%	0/0%	119	4/24%	8/47%	5/29%
Cognitive	94	2/13%	13/87%	0/0%	141	3/18%	14/82%	0/0%	105	1/6%	14/82%	2/11%
Literacy	35	7/47%	8/53%	0/0%	148	6/35%	11/65%	0/0%	126	3/19%	12/75%	1/6%
Math	42	13/87%	2/13%	0/0%	107	4/25%	12/75%	0/0%	98	1/6%	13/76%	3/19%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 53% Female=47 %	Male= 50% Female= 50%	Male= 53 % Female=47 %
Race	B- W-100% Hispanic- Indian-	B- W-100% Hispanic- Indian-	B- W-100%Hispanic- Indian-
Disability	IEP with Out=100% With= 0%	IEP with Out= 100% With= %	IEP with Out=82% With= 18%
Class/ Grade	Pre K 3=53% Pre K 4=47%	Pre K 3= 63% Pre K 4=38%	Pre K 3= 65% Pre K 4=35%
Language	English= 100%	English=100%	English= 100%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.3	3.9	3.8	3.9	4.9	4.8	4.4	4.9	4.4	4.8	4.8	4.9	4.7	4.7	4.6	4.6	4.6	4.7	4.6	4.6	4.6	4.5	4.4	4.6	4.6
Sprg	4.2	4.1	3.9	4.1	4.9	4.9	4.4	4.8	4.3	4.9	4.8	4.9	4.9	4.8	4.7	4.8	4.8	5	4.7	4.8	4.8	4.7	4.7	4.9	4.9

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1.9	3	2.6	1.8	1.5	0.6	1.5
#2		2	3	2.6	2	2.1	0.6	1.6
#3		2.2	3	2.6	2.5	2.2	1.6	1.5

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		7	0
2		7	0
3	S 1		

Kindergarten School readiness skills per local school district

Preschool exit exam

2023-2024

Last year's Goals

We will incorporate more visuals in the classroom (Rules, dots on floor for handwashing/ transitions). Enhanced calm down area. Establish a plan to increase documentation. Create a routine with positive reinforcement for all children

Fall Goal, include progress on previous goal

We will actively incorporate literacy and math activities in each lesson plan, to increase both documentation and competency in those developmental areas

Winter goal, include progress on previous goal

We will continue to focus on literacy and math domains, intentionally imbedding activities into the lesson plans weekly. We will establish a consistent routine for redirection of social emotional skills and implement strategies for large group and in the calm down area.

Spring/ Final Goal, include progress on previous goal

We will have visual reminders for children. Teachers will role play with kids what expectations are- rules. We will review inkind / parent expectations at each HMVS and PT conference. We will be more timely with the classroom meeting report. Things we will do differently Transitions, Question of the day (tally/preprinted cards), feelings chart- no packet- velcro with stars, calm down area, utilize first/ then chart schedule for behavior children, IEP goals, and documentation

Director of Education Notes

11/9/23 A plan is put into place to address the negative climate indicated on the ECERS

2023-2024

Classroom Lebanon FD			Teacher	Assistant T		Teacher Aide				Teacher Aide				
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol- up	Solution Crds	6	Space and Furn	6.7	total	2	2	3	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	6	Personal Care	7.0	Sp/lag	1	1	1	Monitor	4	4	4
Neg. Climate	1		Feelings Chrt	7	Lang. & Literacy	7.0	Soc/Emo	2	2	2	Referral			
T. Sensitivity	5.6		Calm Strategies	6	Learning Act.	6.6	Cognit.	1	1		Counseling			
R. Stud. Persp.	5.6		Calming area	6	Interaction	7.0	motor	1	1		Prof. Assess.			
Behavior Man	6		Clear Expectations	6	Prog. Structure	7.0	Adaptiv				Beh. plan			
Productivity	6.3		Wait Time	4	Total	6.9	non cat				P. refusal ob			
Instruct Learn	6		Relationships	5	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	5.3		Visuals	6	Daily Practice		monitor				not observed	4	1	
Qual Feedback	4.6		Class Schedule	7	Foundation		Refer							
Lang. Modeling	4.3		Transitions	6	TS G. Online		DNQ							
			Consistency	6	Over all Fidelity		Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	32				155				103			
Social Emo	17	3/17%	15/83%	0/0%	87	1/5%	18/95%	0/0%	9	2/10%	14/67%	5/23%
Physical	10	3/17%	15/83%	0/0%	74	1/5%	17/89%	1/5%	20	1/5%	12/57%	8/38%
Language	13	3/17%	15/83%	0/0%	66	2/11%	12/63%	5/26%	7	3/14%	11/52%	7/33%
Cognitive	13	3/17%	15/83%	0/0%	77	1/5%	18/95%	0/0%	10	3/14%	10/48%	8/38%
Literacy	2	8/44%	10/56%	0/0%	37	12/63%	7/37%	0/0%	7	6/29%	10/48%	5/24%
Math	10	4/22%	14/78%	0/0%	52	4/21%	14/74%	1/5%	98	4/19%	11/52%	6/29%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 39% Female=61 %	Male=37% Female=63%	Male=48% Female=52%
Race	B- 6% W-89% Hispanic- Indian-	B- 5% W-89% Hispanic- Indian-	B-5% W-81% Hispanic-10%
Disability	IEP with Out= 94% With= 6%	IEP with Out= 95% With=5%	IEP with Out=95% With= 5%
Class/ Grade	Pre K 3= 94% Pre K 4=6%	Pre K 3= 95% Pre K 4=5%	Pre K 3= 95% Pre K 4=5%
Language	English= 100%	English= 100%	English= 100%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.3	3.9	3.8	3.9	4.9	4.8	4.4	4.9	4.4	4.8	4.8	4.9	4.7	4.7	4.6	4.6	4.6	4.7	4.6	4.6	4.6	4.5	4.4	4.6	4.6
Sprg	4.2	4.1	3.9	4.1	4.9	4.9	4.4	4.8	4.3	4.9	4.8	4.9	4.9	4.8	4.7	4.8	4.8	5	4.7	4.8	4.8	4.7	4.7	4.9	4.9

Family Engagement Outcomes								
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1.6	2	1.9	1.3	1.8	1.6	1.4
#2		1.7	2	2	1.4	1.9	1.7	1.5
#3		1.8	2	2.2	1.5	2	1.8	1.8

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		7	0	0
2		2	0	0
3	FL/UP 3			

Kindergarten School readiness skills per local school district
 Preschool exit exam

2023-2024

Last year's Goals

Build and train our teaching team

Fall Goal, include progress on previous goal

Full Day team will be working on making sure documentation is written and entered multiple times a week.

Winter goal, include progress on previous goal

Our Team will be working on adding more math and literacy activities / Calsroom. We will also observe and make sure to document these

Spring/ Final Goal, include progress on previous goal

Things we would like to do differently, Classroom schedule, work schedule, time where we could prep/clean. Home visits/ in kind/ showing parents and why, how we get our info to our parents. Be able to plan and talk about the upcoming lesson plans and routine/ roles in the classroom

Director of Education Notes

2023-2024

Classroom Rolla A			Teacher	Assistant T	Teacher Aide				Teacher Aide						
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health					
Dimensions	initial	Fol- up	Solution Crds	1	Space and Furn	6.3	total	0			1	Area	Fall	Win	Spr
Pos. Climate	6.0		Class Rules	5	Personal Care	7	Sp/lag				1	Monitor		2	2
Neg. Climate	1.0		Feelings Chrt	6	Lang. & Literacy	6.2	Soc/Emo					Referral		1	2
T. Sensitivity	5.0		Calm Strategies	6	Learning Act.	5.3	Cognit.					Counseling			
R. Stud. Persp.	4.7		Calming area	5	Interaction	7.0	motor					Prof. Assess.		1	1
Behavior Man	6.0		Clear Expectations	6	Prog. Structure	5.3	Adaptiv			1		Beh. plan			
Productivity	5.7		Wait Time	5	Total	6.1	non cat					P. refusal ob			
Instruct Learn	3.0		Relationships	7	TS fidelity Tool		unknow					P. refusal ref			
Concept Devel	2.3		Visuals	7	Daily Practice	83%	monitor		7			not observed	4	3	
Qual Feedback	5.7		Class Schedule	6	Foundation	58%	Refer			1					
Lang. Modeling	3.0		Transitions	5	TS G. Online	100%	DNQ								
			Consistency	6	Over all Fidelity	62%	Refuse								

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	44				26				10			
Social Emo	24	7/47%	8/53%	0/0%	22	3/19%	9/56%	4/25%	10	3/18%	7/41%	7/41%
Physical	23	12/80%	3/20%	0/0%	8	8/50%	8/50%	0/0%	13	8/47%	9/53%	0/0%
Language	20	10/67%	5/33%	0/0%	6	6/38%	9/56%	1/6%	11	6/35%	9/53%	2/12%
Cognitive	20	3/20%	12/80%	0/0%	11	4/25%	10/63%	2/13%	13	3/18%	9/53%	5/29%
Literacy	14	2/13%	10/67%	3/20%	7	2/13%	8/50%	6/38%	3	2/12%	4/24%	11/65%
Math	2	2/13%	9/60%	4/20%	6	1/6%	6/38%	9/56%	7	1/6%	5/29%	11/65%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 40 % Female=60 %	Male= 33% Female= 67%	Male= 29% Female=71%
Race	B-7% W-80% no response 7%	B- W-33% Hispanic-33% Indian-	B-6% W-76% Hispanic-6%
Disability	IEP with Out= 100% With= %	IEP with Out=100% With= %	IEP with Out= 100% With=0%
Class/ Grade	Pre K 3=100% Pre K 4=	Pre K 3=100% Pre K 4=	Pre K 3= 94% Pre K 4=6%
Language	English 87% spanish7% unknwn 7%	English=33% spanish=33%	English=88 % spanish 6%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.1	3.8	4	3.6	4.9	4.9	4.4	4.8	4.2	4.8	4.7	4.9	4.8	4.7	4.6	4.7	4.3	4.7	4.7	4.7	4.8	4.6	4.6	4.7	4.7
Sprg	4.2	3.3	3.3	4.7	4.9	4.8	4.4	4.8	4.6	4.5	4.6	4.6	4.6	4.5	4.5	4.6	4.8	4.6	4.4	4.4	4.6	4.3	4.3	4.5	4.5

Family Engagement Outcomes								
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1.3	1.4	1.6	1.7	1.4	1.2	0.9
#2		1.4	1.4	1.4	1.8	1.4	1.6	1
#3		1.6	1.6	1.7	2.2	1.5	2.1	1.1

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		12	0	0
2		6	0	0
3	S 2		1	1

Kindergarten School readiness skills per local school district

Take care or personal needs, relax and rest at quiet time, follow two step directions, stay on teacher directed tasks for 10 minutes, follow rules, play cooperatively, control self, show respect. Separate from parents. Use proper grip, pencil and scissors, trace shapes, put toghera simple puzzle, can run, jump hop, catch and bounce a ball. point to/ identify letter in first name, speak complete sentence, handle books properly, identify environmental print, retell stories, rhymin words, sribbling, count to 10, one to one correspondence, number in order 1-5, shapes, colors

2023-2024

Last year's Goals

In our aggregated data our issues were class consistency and following rules. We have been working on this and it is getting better with adding "Special Helpers" to the daily plan. The kids know that to be a special helper, they must follow all the class rules to be and keep their special job for the day. It has immensely helped with the class behaviors for the most part. We will continue to do this in the new school year and add more jobs so that all kids have a better chance to be a special helper.

I will also be looking at implementing new ideas throughout the summer to add into our daily routines to help in these areas.

Fall Goal, include progress on previous goal

We have implemented "Special Helper Jobs" for the school year and at this time, things are working well with this. The kids know that in order to be a Special Helper, they must do the Class Room Jobs which consists of following all class rules. They also understand that if they don't follow the class rules then they can lose their special job for the day. This helps to promote children understanding and following class room rules. We have implemented using Mighty Minutes and Small Group activities from the Lesson Plans daily and following the lesson plans and make any changes if needed especially for the afternoon class to meet appropriate age level development. We are also working, planning, and adding more math activities and concepts by adding dominoes, counting animals, number puzzles to our manipulative shelf. We have already made sure that we have adequate basic materials available and prepped ready to go in advance for the day that will lead to opportunities for learning.

Winter goal, include progress on previous goal

The special helper job badges have worked really well in our class to help with behaviors.

At this time, I only have 2 in the morning. I'm still re-directing several times throughout the day and in the PM class I have 1 major one where we have our days where some are good and some are rough.

.The kids loved the Music Study and we are now working on the Insect Study and that will take us into Kindergarten Readiness especially in the morning class but at the same time, I'm going to try and introduce Gardening into either the Bug Study or Kindergarten Readiness. We will be continuing with the Special Helper Jobs for the rest of the year and encouraging the children to do the class job in order to be a special helper. Also being more interactive with parents. It seems as if the morning parents just don't care anymore as far as interacting with teachers in the morning, however afternoon parents all want to talk to me in the afternoons, so I need to make myself more available to those parents somehow at drop off and pickup.

Also, consistency and following through with behaviors, re direction. I've noticed we need to start working on personal boundaries, some children are getting too comfortable with their friends and have trouble respecting personal boundaries.

Spring/ Final Goal, include progress on previous goal

Have full enrollment, build team work, staff recognition. Screenings will be completed in first 30 days. Victoria/Suzi will be called in sooner to help create plans with families for children with concerns and/or behaviors. Firm, consistent expectations in class with children and families. Split up orientations

Director of Education Notes

2023-2024

Classroom Rolla B			Teacher	Assistant T	Teacher Aide				Teacher Aide					
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol-up	Solution Crds	1	Space and Furn	6.3	total	0	0	0	Area	Fall	Win	Spr
Pos. Climate	6.0		Class Rules	5	Personal Care	7	Sp/lag				Monitor		2	1
Neg. Climate	1.0		Feelings Chrt	6	Lang. & Literacy	6.2	Soc/Emo				Referral			2
T. Sensitivity	5.0		Calm Strategies	6	Learning Act.	5.3	Cognit.				Counseling			
R. Stud. Persp.	4.7		Calming area	5	Interaction	7.0	motor				Prof. Assess.			
Behavior Man	6.0		Clear Expectations	6	Prog. Structure	5.3	Adaptiv				Beh. plan			
Productivity	5.7		Wait Time	5	Total	6.1	non cat				P. refusal ob			
Instruct Learn	3.0		Relationships	7	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	2.3		Visuals	7	Daily Practice	83%	monitor		11		not observed	3	1	1
Qual Feedback	5.7		Class Schedule	6	Foundation	58%	Refer							
Lang. Modeling	3.0		Transitions	5	TS G. Online	100%	DNQ							
			Consistency	6	Over all Fidelity	62%	Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	39				40				8			
Social Emo	15	2/15%	10/77%	1/8%	20	5/29%	12/71%	0/0%	2	2/13%	5/33%	8/53%
Physical	26	8/62%	5/38%	0/0%	14	9/53%	8/47%	0/0%	6	3/20%	12/80%	0/0%
Language	11	4/31%	9/69%	0/0%	12	7/41%	10/59%	0/0%	2	3/20%	12/80%	0/0%
Cognitive	8	2/15%	10/77%	1/8%	12	6/35%	11/65%	0/0%	4	0/0%	12/80%	3/20%
Literacy	2	2/15%	7/54%	4/31%	12	4/24%	10/59%	3/18%	3	0/0%	5/33%	10/67%
Math	2	3/23%	2/15%	8/62%	8	4/24%	4/24%	9/53%	42	0/0%	4/27%	11/73%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 31% Female=69%	Male= 35% Female= 65%	Male= 40% Female=60 %
Race	B- 8% W-77% Hispanic-8% none15%	B-6% W-71% Hisp-12% Hawai-6%	W-7% Hispanic-13% Hawai-7%
Disability	IEP with Out= 100% With= 0%	IEP with Out= 100% With= %	IEP with Out= 100% With= %
Class/ Grade	Pre K 3= 100% Pre K 4=0	Pre K 3=100% Pre K 4=	Pre K 3=100% Pre K 4=
Language	English= 100%	English= 94%	English= 93%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.1	3.8	4	3.6	4.9	4.9	4.4	4.8	4.2	4.8	4.7	4.9	4.8	4.7	4.6	4.7	4.3	4.7	4.7	4.7	4.8	4.6	4.6	4.7	4.7
Sprg	4.2	3.3	3.3	4.7	4.9	4.8	4.4	4.8	4.6	4.5	4.6	4.6	4.6	4.5	4.5	4.6	4.8	4.6	4.4	4.4	4.6	4.3	4.3	4.5	4.5

Family Engagement Outcomes										
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates		
#1		1.4	1.5	1.5	1.6	1.8	1.4	0.9		0.4
#2		1.4	1.3	1.5	1.8	1.4	1.4	0.9		1.1
#3		1.5	1.6	1.7	2.1	1.4	1.9	1		1

Scening/Follow up needed									
Check point period	Dental	Vision	Hearing						
1		12	2			3			
2		8	0			1			
3	S 4	FL/UP 1	0			0			

Kindergarten School readiness skills per local school district

Take care or personal needs, relax and rest at quiet time, follow two step directions, stay on teacher directed tasks for 10 minutes, follow rules, play cooperatively, control self, show respect. Separate from parents. Use proper grip, pencil and scissors, trace shapes, put toghera simple puzzle, can run, jump hop, catch and bounce a ball. point to/ identify letter in first name, speak complete sentence, handle books properly, identify environmental print, retell stories, rhymin words, sribbling, count to 10, one to one correspondence, number in order 1-5, shapes, colors

2023-2024

Last year's Goals

In our aggregated data our issues were class consistency and following rules. We have been working on this and it is getting better with adding "Special Helpers" to the daily plan. The kids know that to be a special helper, they must follow all the class rules to be and keep their special job for the day. It has immensely helped with the class behaviors for the most part. We will continue to do this in the new school year and add more jobs so that all kids have a better chance to be a special helper.

I will also be looking at implementing new ideas throughout the summer to add into our daily routines to help in these areas.

Fall Goal, include progress on previous goal

We have implemented "Special Helper Jobs" for the school year and at this time, things are working well with this. The kids know that in order to be a Special Helper, they must do the Class Room Jobs which consists of following all class rules. They also understand that if they don't follow the class rules then they can lose their special job for the day. This helps to promote children understanding and following class room rules. We have implemented using Mighty Minutes and Small Group activities from the Lesson Plans daily and following the lesson plans and make any changes if needed especially for the afternoon class to meet appropriate age level development. We are also working, planning, and adding more math activities and concepts by adding dominoes, counting animals, number puzzles to our manipulative shelf. We have already made sure that we have adequate basic materials available and prepped ready to go in advance for the day that will lead to opportunities for learning.

Winter goal, include progress on previous goal

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Spring/ Final Goal, include progress on previous goal

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Director of Education Notes

2023-2024

Classroom Rolla EX			Teacher	Assistant T	Teacher Aide				Teacher Aide					
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol-up	Solution Crds	5	Space and Furn	5.7	total	1	1	2	Area	Fall	Win	Spr
Pos. Climate	6		Class Rules	6	Personal Care	7	Sp/lag	1	1	1	Monitor	1	1	1
Neg. Climate	1		Feelings Chrt	4	Lang. & Literacy	6.8	Soc/Emo				Referral	4	2	2
T. Sensitivity	5		Calm Strategies	5	Learning Act.	6.3	Cognit.			1	Counseling			
R. Stud. Persp.	5		Calming area	6	Interaction	7.0	motor	1	1	1	Prof. Assess.			
Behavior Man	5		Clear Expectations	6	Prog. Structure	5.0	Adaptiv	1		2	Beh. plan			
Productivity	4.5		Wait Time	4	Total	6.3	non cat				P. refusal ob			
Instruct Learn	4.5		Relationships	6	TS fidelity Tool		unknow				P. refusal ref		1	
Concept Devel	4		Visuals	4	Daily Practice	83%	monitor		7		not observed		1	2
Qual Feedback	5		Class Schedule	6	Foundation	69%	Refer							
Lang. Modeling	5		Transitions	3	TS G. Online	100%	DNQ	1	1	1				
			Consistency	5	Over all Fidelity	71%	Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	66				48				311			
Social Emo	40	2/11%	15/79%	2/11%	32	10/20%	34/68%	6/12%	140	1/6%	13/76%	3/18%
Physical	47	1/5%	17/89%	1/5%	32	18/36%	28/56%	4/8%	93	1/6%	8/47%	8/47%
Language	35	3/16%	16/84%	0/0%	36	14/28%	29/58%	7/14%	99	3/18%	9/53%	5/29%
Cognitive	56	1/5%	17/89%	1/5%	33	11/22%	36/72%	3/6%	58	3/18%	9/53%	5/29%
Literacy	7	3/16%	15/79%	1/5%	6	6/18%	18/36%	9/27%	72	2/12%	13/76%	2/12%
Math	6	4/21%	14/74%	1/5%	4	5/15%	10/30%	18/36%	42	4/24%	11/65%	2/12%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 58% Female= 42%	Male= 65% Female=35%	Male= 59% Female=41%
Race	B- W63%- Hisp 5% Indian- 5% none 11%	B- W-65% Hispanic-6% Ind-6%	W-53% Hispanic-6% Indian-6%
Disability	IEP with Out=95% With= 5%	IEP with Out= 94% With=53%	IEP with Out=64% With=6%
Class/ Grade	Pre K 3=42% Pre K 4=58%	Pre K 3=47% Pre K 4= 53%	Pre K 3=53% Pre K 4=47%
Language	English= 100%	English= 100%	English= 88% turkish-12%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.1	3.8	4	3.6	4.9	4.9	4.4	4.8	4.2	4.8	4.7	4.9	4.8	4.7	4.6	4.7	4.3	4.7	4.7	4.7	4.8	4.6	4.6	4.7	4.7
Sprg	4.2	3.3	3.3	4.7	4.9	4.8	4.4	4.8	4.6	4.5	4.6	4.6	4.6	4.5	4.5	4.6	4.8	4.6	4.4	4.4	4.6	4.3	4.3	4.5	4.5

Family Engagement Outcomes										
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates		
#1		1.1	1.2	1.3	1.3	1.1	1	0.9		1.1
#2		1.4	1.5	1.6	1.7	1.4	1.3	0.9		1.2
#3		1.7	1.7	1.9	2.3	1.5	2.1	0.9		1.3

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		6	0	0
2		3	0	0
3	S 4		0	0

Kindergarten School readiness skills per local school district

Take care or personal needs, relax and rest at quiet time, follow two step directions, stay on teacher directed tasks for 10 minutes, follow rules, play cooperatively, control self, show respect. Separate from parents. Use proper grip, pencil and scissors, trace shapes, put toghera simple puzzle, can run, jump hop, catch and bounce a ball. point to/ identify letter in first name, speak complete sentence, handle books properly, identify environmental print, retell stories, rhymin words, sribbling, count to 10, one to one correspondence, number in order 1-5, shapes, colors

2023-2024

Last year's Goals

We are going to continue our previous goal of working on instructional learning, concept development, quality feedback, and language modelling. We feel that we have made some progress but need to keep working on it next year. We are also going to re-add transitions since we should end up with a lot of new students next year and will need to establish good transitions early.

Fall Goal, include progress on previous goal

We are going to continue working on short/smooth transitions and behavior management. The use of visuals and consistency between teachers is helping but we can still get better.

Winter goal, include progress on previous goal

Transitions are going smoother and I have added more visuals.

We will be working on knowledge of CLASS with staff and using more scaffolding and feedback loops.

Spring/ Final Goal, include progress on previous goal

Have full enrollment, build team work, staff recognition. Screenings will be completed in first 30 days. Victoria/Suzi will be called in sooner to help create plans with families for children with concerns and/or behaviors. Firm, consistent expectations in class with children and families. Split up orientations

Director of Education Notes

2023-2024

Classroom St James			Teacher	Assistant T	Teacher Aide				Teacher Aide					
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health				
Dimensions	initial	Fol- up	Solution Crds	7	Space and Furn	7	total	0	0	0	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	7	Personal Care	6.5	Sp/lag				Monitor	1	4	3
Neg. Climate	1		Feelings Chrt	6	Lang. & Literacy	5.8	Soc/Emo				Referral		1	1
T. Sensitivity	6.7		Calm Strategies	7	Learning Act.	5.7	Cognit.				Counseling			
R. Stud. Persp.	6.7		Calming area	7	Interaction	7.0	motor				Prof. Assess.			
Behavior Man	6.7		Clear Expectations	7	Prog. Structure	7.0	Adaptiv				Beh. plan			
Productivity	6		Wait Time	6	Total	6.5	non cat				P. refusal ob			
Instruct Learn	6.3		Relationships	7	TS fidelity Tool		unknow				P. refusal ref	1	1	1
Concept Devel	5.7		Visuals	7	Daily Practice	92%	monitor		3	3	not observed	4	3	1
Qual Feedback	5.7		Class Schedule	6	Foundation	93%	Refer							
Lang. Modeling	5.3		Transitions	7	TS G. Online	100%	DNQ							
			Consistency	7	Over all Fidelity	92%	Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	189				116				136			
Social Emo	172	4/24%	12/71%	1/6%	116	1/6%	15/83%	2/11%	150	0/0%	10/63%	6/38%
Physical	84	10/58%	7/41%	0/0%	98	1/6%	16/89%	1/6%	128	0/0%	15/94%	1/6%
Language	143	5/29%	12/71%	0/0%	116	6/33%	10/56%	2/11%	150	0/0%	10/63%	6/38%
Cognitive	166	3/18%	10/59%	4/24%	115	1/6%	8/44%	9/50%	150	0/0%	4/25%	12/75%
Literacy	35	6/35%	9/53%	2/12%	73	3/17%	10/56%	5/28%	53	0/0%	6/38%	10/63%
Math	57	5/29%	6/35%	6/35%	79	3/17%	3/17%	12/67%	55	0/0%	3/19%	13/81%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 59% Female=41 %	Male= 67% Female= 33%	Male= 69 % Female=31 %
Race	B-6% W-94% no response-6%	B-6% W-94% Hisp- Indian-	B-6% W-94% Hispanic- Indian-
Disability	IEP with Out= 100% with= %	IEP with Out= 100% With= %	IEP with Out=100% With= %
Class/ Grade	Pre K 3= 100% Pre K 4=	Pre K 3= 100% Pre K 4=	Pre K 3= 100% Pre K 4=
Language	English= 100%	English=94% Turkish=6%	English= 94% Turkish- 6%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.1	3.9	4	3.7	5	4.9	4.1	5	4	4.4	4.9	5	5	4.9	4.4	4.7	4.6	4.4	4.4	4.1	4.1	3.9	3.9	3.4	4.1
Sprg	3.9	3.6	3.8	4.1	4.9	5	4.5	5	4.4	4.9	5	5	5	4.6	4.3	4.8	5	4.8	4.8	4.6	4.8	4.3	4.1	4.9	5

Family Engagement Outcomes									
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates	
#1		0.9	1.5	1.1	0.7	1.1	0.6	0.2	0.5
#2		1	1.5	1.2	0.9	1.1	0.7	0.4	0.5
#3		1.2	1.5	1.4	1.5	1.3	1.4	0.4	0.4

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		10	3	3
2		6	0	0
3	S 2		0	0

Kindergarten School readiness skills per local school district

Colors, shapes, numbers, letters, motor skills, mom and dad name, name city and town they live in

2023-2024

Last year's Goals

Our goal for the beginning of the school year is to learn the schedule, be consistent when redirecting, and teach the children the rules of the classroom.

Another goal that we want to achieve is building relationships with the children and families.

We also want to finish all home visits before the children start and get the center put together and the classroom ready.

Fall Goal, include progress on previous goal

We are working with the families closely to get their goals accomplished and have built good relationships with them in order to help them with anything that has been needed. We have helped some through referrals and accomplished some goals. The children have learned the classroom routine and feel safe. They are eager to learn and have loved the study of Tubes and Tunnels and Exercise.

We are focusing on getting more mathematics and literacy for documentation. We are also wanting to work on recognizing more letters and shapes.

Winter goal, include progress on previous goal

For our winter goal, we want to do more science experiments and get the parents/guardians more involved in coming into the classroom to help with activities. (Right now we are learning about clothes and we asked them to join us when we tie dye t-shirts.) We are also focusing more on letter recognition and every student's name. So far the children like more hands-on science experiments and loved "Sink or Float".

We have built good relationships with the families and most of them are comfortable coming to us if they are in need of anything or volunteering to help us get In-Kind.

We are trying to get Parent Meetings to be successful and we are also working on donations for

Spring/ Final Goal, include progress on previous goal

For our goal at the beginning of the year is to be consistent on the schedule, do more small groups by age, have a schedule that is more visible with pictures, timers to take outside to help with the younger children to help them learn how to take turns, and more parent involvement, and set the expectations for the year.

Director of Education Notes

2023-2024

Classroom Tri County			Teacher	Assistant T	Teacher Aide				Teacher Aide				
CLASS			PBS invent. of practice	ECERS		IEPs	Fall	Win	Spr	Mental Health			
Dimensions	initial	Fol- up	Solution Crds	7	Space and Furn	7	total			Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	7	Personal Care	7	Sp/lag			Monitor	3	5	
Neg. Climate	1		Feelings Chrt	7	Lang. & Literacy	7	Soc/Emo			Referral	1	3	
T. Sensitivity	7		Calm Strategies	7	Learning Act.	7	Cognit.			Counseling		1	1
R. Stud. Persp.	7		Calming area	7	Interaction	7	motor			Prof. Assess.			
Behavior Man	7		Clear Expectations	7	Prog. Structure	7	Adaptiv			Beh. plan			
Productivity	7		Wait Time	7	Total	7	non cat			P. refusal ob			
Instruct Learn	7		Relationships	7	TS fidelity Tool		unknow			P. refusal ref		1	1
Concept Devel	7		Visuals	7	Daily Practice		monitor			not observed	5	1	
Qual Feedback	7		Class Schedule	7	Foundation		Refer	2					
Lang. Modeling	6.5		Transitions	7	TS G. Online		DNQ		2	2			
			Consistency	7	Over all Fidelity		Refuse		1	1			

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
Total Document.	387	Below	Meeting	Exceeding	420	Below	Meeting	Exceeding	347	Below	Meeting	Exceeding
Social Emo	88	2/12%	13/76%	2/12%	158	2/10%	18/90%	0/0%	102	0/0%	10/100%	0/0%
Physical	87	0/0%	17/100%	0/0%	87	3/15%	17/85%	0/0%	47	2/11%	17/89%	0/0%
Language	90	1/6%	16/94%	0/0%	88	1/5%	18/90%	1/5%	72	0/0%	19/100%	0/0%
Cognitive	117	1/6%	15/88%	1/6%	130	3/15%	17/85%	0/0%	90	0/0%	19/100%	0/0%
Literacy	106	5/29%	11/65%	1/6%	74	5/25%	15/75%	0/0%	74	1/5%	18/95%	0/0%
Math	104	4/24%	11/65%	2/12%	139	4/20%	16/80%	0/0%	88	4/21%	15/79%	0/0%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male= 68% Female=32%	Male= 60% Female= 40%	Male= 63% Female= 37%
Race	B- W-95% Hispanic-5% no-11%	B- W-95% Hispanic-5% Indian-	B- W-95% Hispanic- Indian-
Disability	IEP with Out= 100% With= 0%	IEP with Out=65% With= 35%	IEP with Out= 100% With= %
Class/ Grade	Pre K 3= 63% Pre K 4=37%	Pre K 3= 65% Pre K 4=35%	Pre K 3= 63% Pre K 4=37%
Language	English= 100%	English=100%	English= 100%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.2	3.9	3.8	3.9	4.9	4.9	4.4	4.9	4.5	4.7	4.7	4.9	4.6	4.8	4.5	4.8	4.8	4.6	4.7	4.5	4.7	4.5	4.8	4.7	4.8
Sprg	3.8	3.9	4.2	3.7	4.6	4.7	4.5	4.8	4.6	4.7	4.5	4.8	4.5	4.6	4.4	4.6	4.4	4.7	4.8	4.8	4.7	4.7	4.4	4.5	4.7

Family Engagement Outcomes								
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		1.1	1.4	1.5	1.6	0.7	1.1	0.6
#2		1.4	1.5	1.6	1.9	1.1	1.4	0.8
#3		1.6	1.5	1.8	2.5	1.2	1.8	1

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		4	0	0
2		4	0	0
3		1	0	0

Kindergarten School readiness skills per local school district
 number 1-20, first/ last name, hold scissors/pencil, letters and sounds, color words, motor skills. Swedeborg-
 potty trained, or medical documentation, know their names, some social skills, ABCs, 123 and beyond

2023-2024

Last year's Goals

After looking at the Data and reviewing past goals we will continue to work on those goals. We will also be working on our Concept Development and promoting our children to take their thinking in a higher thought process. Also after reviewing our T.S widely held expectations, our percentage is low in Exceeding. We will review individual child's areas of development and create intentional small groups and set up classroom to help children learn through play.

Fall Goal, include progress on previous goal

After reviewing the data as a team, we collaborated and set our goal to work on individual strategies to help children meet goals or exceed goals in the classroom. We will use our reports in TS to track and document the children's progression.

Winter goal, include progress on previous goal

After reviewing our data results as a team we made a goal to work on helping children exceed past goals and children who are not meeting goals provide more individual activities to meet goals.

Spring/ Final Goal, include progress on previous goal

Work on communication skills, recruitment strategies, team building, validate eachother. Behavior health educations & strategies. Communicate with families in a constructive way. Trainings/ refreshers through out the year. Day one, orientation communicate rules and expectations with ALL

Director of Education Notes

2023-2024

Classroom Waynesville A Teacher				Assistant T		Teacher Aide				Teacher Aide					
CLASS				PBS invent. of practice		ECERS		IEPs	Fall	Win	Spr	Mental Health			
Dimensions	initial	Fol- up		Solution Crds	6	Space and Furn	5.4	total	5	7	6	Area	Fall	Win	Spr
Pos. Climate	7			Class Rules	7	Personal Care	5.5	Sp/lag	2	3	4	Monitor	2	3	2
Neg. Climate	1			Feelings Chrt	7	Lang. & Literacy	7.0	Soc/Emo	3	5	5	Referral			1
T. Sensitivity	6			Calm Strategies	6	Learning Act.	6.7	Cognit.		2	2	Counseling			
R. Stud. Persp.	6			Calming area	7	Interaction	7.0	motor	1	1	1	Prof. Assess.			
Behavior Man	7			Clear Expectations	6	Prog. Structure	6.7	Adaptiv	2	4	3	Beh. plan			
Productivity	6			Wait Time	5	Total	6.0	non cat				P. refusal ob			
Instruct Learn	5			Relationships	7	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	3.5			Visuals	6	Daily Practice	83%	monitor				not observed	6	2	1
Qual Feedback	3.5			Class Schedule	6	Foundation	99%	Refer	2						
Lang. Modeling	3			Transitions	6	TS G. Online	100%	DNQ							
				Consistency	6	Over all Fidelity	97%	Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	399	Below	Meeting	Exceeding	399	Below	Meeting	Exceeding	249	Below	Meeting	Exceeding
Social Emo	121	2/12%	13/76%	2/12%	146	0/0%	9/56%	7/44%	73	0/0%	11/69%	5/31%
Physical	139	0/0%	17/100%	0/0%	170	3/19%	12/75%	1/6%	86	0/0%	11/69%	5/31%
Language	97	1/6%	16/94%	0/0%	133	1/6%	11/69%	4/25%	56	0/0%	6/38%	10/63%
Cognitive	201	1/6%	15/88%	1/6%	257	1/6%	12/75%	3/18%	130	0/0%	10/63%	6/37%
Literacy	98	5/29%	11/65%	1/6%	90	1/6%	13/81%	2/13%	44	0/0%	13/81%	3/19%
Math	140	4/24%	11/65%	2/12%	106	2/13%	8/50%	6/38%	64	1/6%	11/69%	4/25%

TS Gold Demographics

	Fall	Winter	Spring
Gender	Male= 41% Female= 59%	Male= 44% Female= 56%	Male= 63% Female= 37%
Race	B-6% W-82% Hispanic- Indian-6%	B-6% W-88% Hisp- Indian-6%	B- W-95% Hispanic-5% Indian-
Disability	IEP with Out= % With= %	IEP with Out= 56% With= 44%	IEP with Out=100% With=0%
Class/ Grade	2-3 6% PreK 3= 47% PreK 4= K12%	PK 3= 44% PK 4=38% pk5-19%	Pre K 3= 63% Pre K 4=37%
Language	English= 100%	English= 100%	English= 100%

Parent Survey Question number

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.4	3.6	3.7	3.8	4.8	4.7	4.2	4.7	4.3	4.4	4.5	4.8	4.8	4.7	4.5	4.8	4.7	4.7	4.7	4.5	4.5	4.4	4.5	4.5	4.6
Sprg	4.3	3.9	3.8	3.7	4.8	4.6	4.2	4.7	4.3	4.5	4.4	4.5	4.4	4.3	4.2	4.4	4.3	4.5	4.5	4.4	4.5	4.4	4.4	4.4	4.4

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		0.6	1.1	0.9	0.5	0.3	0.6	0.2
#2		0.9	1.4	1.2	0.8	0.8	0.7	0.3
#3		1.1	1.4	1.3	1.5	0.9	0.9	0.7

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		6	0
2		4	0
3	S 4		0

Kindergarten School readiness skills per local school district

Waynesville- we use MO early learning standards, like them to be 3 on the rubric. Dixon- ? Newburg- colors, shapes, number, letters

2023-2024

Last year's Goals

I have seen growth in our students' language skills since using more open ended questions. Students also are using more language skills to solve social issues. I want to continue to work on stressing Fair Ways to Play so that they will start solving their own problems without adult support. I am also trying to teach all adults in my room to use the Fair Ways to Play cards and techniques so that we are all doing the same things. Also, I want to focus more on the math skills especially measurement and patterning.

Fall Goal, include progress on previous goal

We want to increase our numbers on exceeding in Literacy. We will do this by incorporating more building letters, phonics hunts, and writing letters. Also, we want to work on the literacy goals of interacting during our read alouds and acting out of our stories.

We will make props to aid in this. Students will have the opportunity to make story hats, finger puppets, and/or stick puppets to go along with the nursery rhymes or stories that we read.

Winter goal, include progress on previous goal

After looking at our Data, we want to work on increased attention (Cognitive) during our large group time. We will attain this by reviewing our listening rules before group time. I also will try to do more hands-on activities especially ones that I know that engage them. Finally, we will use positive praise when we notice friends using the listening rules.

Spring/ Final Goal, include progress on previous goal

Discuss Roles & Putting them in writing. Teaching students about their individual differences and how that may impact them in the classroom. Educating all staff. Make sure that safety of children is #1 priority.

Director of Education Notes

2023-2024

Classroom Wanesville B Teacher			Assistant T		Teacher Aide				Teacher Aide					
CLASS			PBS invent. of practice		ECERS		IEPs	Fall	Win	Spr	Mental Health			
Dimensions	initial	Fol- up	Solution Crds	6	Space and Furn	5.4	total	4	5	7	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	7	Personal Care	5.5	Sp/lag	2	3	5	Monitor	1	2	2
Neg. Climate	0		Feelings Chrt	7	Lang. & Literacy	7.0	Soc/Emo	1	1	4	Referral	1		
T. Sensitivity	6		Calm Strategies	6	Learning Act.	6.7	Cognit.	1	1	2	Counseling			
R. Stud. Persp.	6		Calming area	7	Interaction	7.0	motor				Prof. Assess.			
Behavior Man	7		Clear Expectations	6	Prog. Structure	6.7	Adaptiv	1	1	3	Beh. plan			
Productivity	6		Wait Time	5	Total	6.0	non cat				P. refusal ob			
Instruct Learn	5		Relationships	7	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	3.5		Visuals	6	Daily Practice	83%	monitor				not observed	3		1
Qual Feedback	3.5		Class Schedule	6	Foundation	99%	Refer	3						
Lang. Modeling	3		Transitions	6	TS G. Online	100%	DNQ		1					
			Consistency	6	Over all Fidelity	97%	Refuse							

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	338				386				264			
Social Emo	128	5/31%	9/56%	2/13%	131	0/0%	11/73%	4/27%	47	1/3%	22/71%	8/26%
Physical	134	4/25%	12/75%	0/0%	126	2/13%	13/87%	0/0%	54	2/6%	20/65%	9/29%
Language	104	5/31%	10/63%	1/6%	87	1/7%	10/67%	4/27%	19	1/3%	14/45%	16/52%
Cognitive	122	4/25%	10/63%	2/13%	201	0/0%	10/67%	5/33%	56	2/6%	20/65%	9/29%
Literacy	78	7/44%	9/56%	0/0%	96	2/13%	10/67%	3/20%	50	2/6%	22/71%	7/23%
Math	105	6/38%	9/56%	1/6%	98	2/13%	9/60%	4/27%	81	4/13%	18/58%	9/29%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male=44% Female=56%	Male= 40% Female=60%	Male= 40 % Female=60 %
Race	B-13% W-81% Hawaii-6%	B-7% W-80% Hisp-7% Haw-7%-	B-13% W-73%Hisp-7% Haw-7%
Disability	IEP with Out=75% With=25%	IEP with Out=67% With=33%	IEP with Out= 67% With=33%
Class/ Grade	Pre K 3=38% Pre K 4=63%	PK 3= 27% PK 4= 67% PK5=7%	Pre K 3= 40% Pre K 4=40% PK5-20%
Language	English= 100%	English= 100%	English= 100%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.4	3.6	3.7	3.8	4.8	4.7	4.2	4.7	4.3	4.4	4.5	4.8	4.8	4.7	4.5	4.8	4.7	4.7	4.7	4.5	4.5	4.4	4.5	4.5	4.6
Sprg	4.3	3.9	3.8	3.7	4.8	4.6	4.2	4.7	4.3	4.5	4.4	4.5	4.4	4.3	4.2	4.4	4.3	4.5	4.5	4.4	4.5	4.4	4.4	4.4	4.4

Family Engagement Outcomes									
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates	
#1		0.6	1.2	0.9	0.5	0.3	0.4	0.3	0.1
#2		1	1.4	1.3	1	0.8	0.6	0.5	0.8
#3		1.3	1.5	1.4	1.7	1	1	1.1	1.3

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		1	1	1
2		1	0	0
3	S 1		0	0

Kindergarten School readiness skills per local school district

Waynesville- we use MO early learning standards, like them to be 3 on the rubric. Dixon- ? Newburg- colors, shapes, number, letters

2023-2024

Last year's Goals

I have seen growth in our students' language skills since using more open ended questions. Students also are using more language skills to solve social issues. I want to continue to work on stressing Fair Ways to Play so that they will start solving their own problems without adult support. I am also trying to teach all adults in my room to use the Fair Ways to Play cards and techniques so that we are all doing the same things. Also, I want to focus more on the math skills especially measurement and patterning.

Fall Goal, include progress on previous goal

We want to increase our numbers on exceeding in Literacy. We will do this by incorporating more building letters, phonics hunts, and writing letters. Also, we want to work on the literacy goals of interacting during our read alouds and acting out of our stories.

We will make props to aid in this. Students will have the opportunity to make story hats, finger puppets, and/or stick puppets to go along with the nursery rhymes or stories that we read.

Winter goal, include progress on previous goal

After looking at our Data, we want to work on increased attention (Cognitive) during our large group time. We will attain this by reviewing our listening rules before group time. I also will try to do more hands-on activities especially ones that I know that engage them. Finally, we will use positive praise when we notice friends using the listening rules.

Spring/ Final Goal, include progress on previous goal

Discuss Roles & Putting them in writing. Teaching students about their individual differences and how that may impact them in the classroom. Educating all staff. Make sure that safety of children is #1 priority.

Director of Education Notes

2023-2024

Classroom			Waynesville EY Teacher		Assistant T		Teacher Aide				Teacher Aide			
CLASS			PBS invent. of practice		ECERS		IEPs				Mental Health			
Dimensions	initial	Fol- up	Solution Crds	6	Space and Furn	5.9	total	Fall	Win	Spr	Area	Fall	Win	Spr
Pos. Climate	7		Class Rules	7	Personal Care	6.3	Sp/lag	1	1	1	Monitor	1	4	3
Neg. Climate	1		Feelings Chrt	7	Lang. & Literacy	7.0	Soc/Emo				Referral			
T. Sensitivity	7		Calm Strategies	7	Learning Act.	6.8	Cognit.				Counseling			
R. Stud. Persp.	6		Calming area	7	Interaction	7.0	motor				Prof. Assess.			
Behavior Man	7		Clear Expectations	6	Prog. Structure	7.0	Adaptiv				Beh. plan			
Productivity	7		Wait Time	5	Total	6.7	non cat				P. refusal ob			
Instruct Learn	6		Relationships	7	TS fidelity Tool		unknow				P. refusal ref			
Concept Devel	5		Visuals	6	Daily Practice	83%	monitor				not observed	3	1	
Qual Feedback	4		Class Schedule	7	Foundation	98%	Refer	1		1				
Lang. Modeling	3		Transitions	6	TS G. Online	100%	DNQ			1	1			
			Consistency	6	Over all Fidelity	96%	Refuse							

Teaching Strategies Gold Widely Held Expectations

	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	389	2/13%	13/81%	1/6%	294	2/11%	16/89%	0/0%	171	2/11%	16/89%	0/0%
Social Emo	92	2/13%	13/81%	1/6%	76	2/11%	16/89%	0/0%	80	2/11%	16/89%	0/0%
Physical	86	1/6%	15/94%	0/0%	54	2/11%	16/89%	0/0%	65	0/0%	17/94%	1/6%
Language	102	2/13%	12/75%	2/13%	36	1/6%	16/89%	1/6%	54	1/6%	13/72%	4/22%
Cognitive	98	2/13%	13/81%	1/6%	90	1/6%	16/89%	1/6%	58	1/6%	17/94%	0/0%
Literacy	88	7/44%	9/56%	0/0%	91	2/11%	16/89%	0/0%	46	2/11%	15/83%	1/6%
Math	154	2/13%	13/81%	1/6%	134	6/33%	11/61%	1/6%	70	2/11%	14/18%	2/11%

TS Gold Demographics		Fall			Winter			Spring								
Gender	Male=	38%	Female=	63%	Male=	41%	Female=	59%	Male=	39%	Female=	61%				
Race	B-19%	W-56%	Samoan-6%		B-12%	W-59%	Samoan-6%		B-17%	W-56%	samoan-6%					
Disability	IEP with Out=	100%	With=	%	IEP with Out=	94%	With=	6%	IEP with Out=	94%	With=	6%				
Class/ Grade	Pre K 3=	63%	Pre K 4=	38%	P3=	47%	P4=	47%	P5=	6%	Pre K 3=	39%	Pre K 4=	56%	P5=	6%
Language	English=	100%			English=	100%			English=	100%						

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.4	3.6	3.7	3.8	4.8	4.7	4.2	4.7	4.3	4.4	4.5	4.8	4.8	4.7	4.5	4.8	4.7	4.7	4.7	4.5	4.5	4.4	4.5	4.5	4.6
Sprg	4.3	3.9	3.8	3.7	4.8	4.6	4.2	4.7	4.3	4.5	4.4	4.5	4.4	4.3	4.2	4.4	4.3	4.5	4.5	4.4	4.5	4.4	4.4	4.4	4.4

Family Engagement Outcomes

Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates
#1		0.8	1.5	1	0.7	0.3	0.5	0.5
#2		1	1.5	1.2	1.1	0.7	0.6	0.5
#3		1.2	1.5	1.4	1.7	0.9	0.7	0.7

Scening/Follow up needed

Check point period	Dental	Vision	Hearing
1		4	0
2		5	0
3	S 2		0

Kindergarten School readiness skills per local school district

Waynesville- we use MO early learning standards, like them to be 3 on the rubric. Dixon- ? Newburg- colors, shapes, number, letters

2023-2024

Last year's Goals

Next school year we want to focus on concept development that is developmentally appropriate for all children in our classroom. We want to incorporate more activities for those children who need higher concept development and focus on improving our open-ended questions while discussing a subject or during conversations throughout the day.

Fall Goal, include progress on previous goal

Our classroom scored lowest in literacy development in the fall documentation/aggregated data. Our classroom will continue to work on letter recognition and sound association each day, especially those in the child's name. We will begin to add visual phonics, to include sign language to help children recognize the letters and their sounds.

Winter goal, include progress on previous goal

We want to increase our meeting and exceeding percentages in math. We will do this by integrating more counting activities, number recognition games like number hunts, and measuring games to compare objects in the classroom.

Spring/ Final Goal, include progress on previous goal

Incorporate new and engaging transitions involving all children, interact with more songs and finger plays. Discuss with parents more about the changes in child's life, utilize more of the tools provided to manage behaviors. Continue strong communication with parents and children, teaching communication skills between children, using trauma lens with children and families.

Director of Education Notes

2023-2024

Program overall			Teacher		Assistant T		Teacher Aide				Teacher Aide			
CLASS			PBS invent. of practice		ECERS		IEPs	Fall	Win	Spr	Mental Health			
Dimensions	initial	Fol- up	Solution Crds	5.5	Space and Furn	6.3	total	35	42	53	Area	Fall	Win	Spr
Pos. Climate	6.82		Class Rules	6.2	Personal Care	6.7	Sp/lag	22	29	38	Monitor	38	53	45
Neg. Climate	1.01		Feelings Chrt	6.1	Lang. & Literacy	6.6	Soc/Emo	23	23	29	Referral	30	15	24
T. Sensitivity	5.89		Calm Strategies	6.0	Learning Act.	6.4	Cognit.	11	13	16	Counseling	1	5	5
R. Stud. Persp.	6.04		Calming area	6.6	Interaction	6.8	motor	10	11	11	Prof. Assess.	1	6	10
Behavior Man	6.04		Clear Expectations	6.0	Prog. Structure	6.6	Adaptiv	15	17	22	Beh. plan		0	1
Productivity	5.88		Wait Time	5.7	Total	6.5	non cat	0	0	0	P. refusal ob	6	5	4
Instruct Learn	5.71		Relationships	6.2	TS fidelity Tool		unknow	0	0	0	P. refusal ref		12	10
Concept Devel	5.15		Visuals	5.9	Daily Practice	75%	monitor	0	30	6	not observed	66	31	12
Qual Feedback	5.22		Class Schedule	6.2	Foundation	82%	Refer	25	14	9				
Lang. Modeling	5		Transitions	5.8	TS G. Online	98%	DNQ	4	15	14				
			Consistency	5.7	Over all Fidelity	81%	Refuse	0	1	1				

Teaching Strategies Gold Widely Held Expectations												
	# Doc	Fall Check Points			# Doc	Winter Check Points			# Doc	Spring Check Points		
		Below	Meeting	Exceeding		Below	Meeting	Exceeding		Below	Meeting	Exceeding
Total Document.	6564				6952				8159			
Social Emo	2497	96/23%	281/68%	37/9%	2583	53/14%	277/72%	55/14%	2329	38/9.9%	258/67%	88/23%
Physical	2802	75/18%	294/71%	45/11%	3108	47/12%	295/77%	43/11%	2871	30/8%	272/71%	82/21%
Language	2540	94/23%	297/72%	23/6%	2761	61/16%	276/72%	48/12%	2575	52/14%	244/64%	86/23%
Cognitive	2890	87/21%	293/71%	34/8%	3154	56/15%	274/71%	54/14%	2847	46/12%	256/67%	80/21%
Literacy	2011	137/33%	256/62%	21/5%	2142	73/20%	256/70%	38/10%	2561	59/15%	239/63%	83/22%
Math	2060	128/31%	245/59%	41/10%	2710	66/18%	218/60%	82/22%	2517	58/15%	229/60%	95/25%

TS Gold Demographics	Fall	Winter	Spring
Gender	Male=47% Female=53%	Male= 49% Female=51%	Male= 51 % Female=49 %
Race	B-5% W-84% Hisp-2% Hawai-1%	B-2% W-83% Hisp-1% Ind-1%	B-3% W-81% Hisp-2% Indian- 1%
Disability	IEP with Out=86% With= 14%	IEP with Out=91% With=9%	IEP with Out=91% With= 9%
Class/ Grade	Pre K 3= 68% Pre K 4=8%	PK 3= 66% PK 4=31% PK1%	Pre K 3= 66% Pre K 4=30%
Language	English= 99%	English= 98% Span-1%	English= 98% Spanish 1%

Parent Survey	Question number																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fall	4.1	3.9	3.8	3.8	4.8	4.8	4	4.8	4.2	4.5	4.6	4.9	4.7	4.7	4.4	4.7	4.6	4.5	4.5	4.4	4.5	4.4	4.3	4.5	4.6
Sprg	3.8	3.7	3.9	3.7	4.8	4.8	4.3	4.7	4.3	4.5	4.6	4.8	4.7	4.6	4.3	4.6	4.6	4.6	4.5	4.5	4.6	4.4	4.3	4.5	4.6

Family Engagement Outcomes									
Check Point	Outcomes total	Well Being	Positive Relationship	Lifelong educators	Learners	Engaged transition	Connection peer/commu	Advocates	
#1	84%	1.1	1.6	1.4	1.1	0.9	0.8	0.8	0.5
#2	76%	1.3	1.7	1.6	1.5	1.3	1	0.9	0.9
#3	60%	1.6	1.8	1.8	2	1.4	1.6	1.1	1.1

Scening/Follow up needed				
Check point period	Dental	Vision	Hearing	
1		150	19	19
2		115	11	7
3	S- 50 Fl/up- 24		9	5

Kindergarten School readiness skills per local school district

2023-2024

Last year's Goals

The goal of being fully staffed and retaining the majority of the staffing was realized. There are few staff openings and projected openings going into the summer break. All but one current teaching staff opening is a teacher aide position. One opening is for a Teacher Director as the former Teacher Director is now an area supervisor. Children demonstrated gains in all areas, particularly in social emotional skills. With the extensive trauma informed training that has been a focus, it is expected to see growth in these skills. This demonstrates that staff has retained and utilized the training they have been given.

Fall Goal, include progress on previous goal

Due to short staffing, on going sicknesses, and teacher/classroom support for classrooms experiencing extreme behaviors; some observations have been delayed. It was determined that the classroom support was priority. Children over all are progressing. Compared to the same period last year, less children are in the below expectations category and higher in both the meeting expectations and exceeding expectations in all areas. When looking at the Family engagement outcomes, more families are identifying as advocates

Winter goal, include progress on previous goal

CLASS scores will be a on going training target. Teacher sensitivity, productivity, and instructional learning are the biggest areas of concern, based on these scores. Curriculum fidelity, daily practice is also an area that will be addressed in future trainings. Outstanding referrals will continue to be followed up on, many children are not receiving determinations by the local LEA in a timely manner. Many local LEAs are short staffed. Child outcomes show that children are making gains in all areas. The smallest gains are in the physical development while the most gains are in the area of Math.

Spring/ Final Goal, include progress on previous goal

The demographics in TS gold need to be kept up to date. As these demographics show only 9% having an IEP. This total is actually 15.17%. While I am sure that classrooms are individualizing their lessons at time of service, the IEPs need to be more reflective in the planning of the lesson plans. Many of the classrooms discussed increasing inkind in their end of the year goals, ensuring that families know how it is important and finding more ways for families to be involved and welcomed into the classroom.

Director of Education Notes

2023-2024

Overall Analysis

As with the 2022/2023 school year, we are working to bring staff skills to the level of before COVID. Unfortunately, about adult learners, we are identifying staff current knowledge and building on that. We will be doing 1:1, PBS, trauma informed care, and CLASS expectations in the coming year. Productivity/ wait time was lower than last year, but we expect to increase next year along with Daily practices within the TS fidelity tool.

A few challenges presented this year were strong child behaviors, that coincided with a slower/ more rigorous and qualification process. We have evaluated and identified ways to intervene faster to increase the child outcomes.

Strategies Gold Widely held expectations shows increases in all areas, however the alignment with the IEPs was inconsistent again this year. I am going to pay more attention to the demographic entries for students to address the issue with this report. I am thinking it may just be an issue with the report itself. Our 3 year olds are doing very well, while this drops for our 4 year olds. Which is consistent with the findings from last school year.

The number of Teaching Strategies Gold documentation increased this year, but it fell slightly in Social emotional, physical, and literacy domains of the Widely Held Expectations. However, increases were seen in the areas of language, cognitive, and math.

Reviewing the data with the Director of Family Community Partnerships, concerns are identified with the Family Advocate Outcomes. All areas except Connection with peers and community and parents as advocates had a decrease when compared to the 2022/2023 school year. A main area of concern here is the family well being goal. This could be attributed to the staff turn over in Family Advocates, data tracking and possibly the skill of the staff. This will be monitored closely in the coming year.

2023-2024



Using what we know
targeted training on
identified as an area to

rigid LEA evaluation
child and classroom
The Teaching
ELOF report is
to see if this is part of
again showing that
from our 2022/2023
year. Child outcomes
er, significant

the Family Engagement
increase in outcome
going from a 2.6 to 1.8.
of the family workers.

MOCA EARLY HEAD START AGGREGATED MONITORING DATA

2023-2024

Center: Waynesville EHS 1

ITERS -3 Observation		Attendance		IFSP		Literacy Checklist		Notes		
Space/Furnishing	6	Month	Attendance %			Interaction	6.2			
Personal Care	7	Aug	88%		Spch/Lang	Environment	6.14			
Language/Books	6.5	Sep	81%		Soc/Emo	Individualization	6.25			
Activities	6.44	Oct	84%		Cognitive	Average Total	6.19			
Interaction	7	Nov	71%		Adpt Behav	Each area is scaled from 1-7 with 7 being the best show of evidence in each area.				
Prg Structure	7	Dec	84%		Multiple					
		Jan	68%		Global Dev.					2
Average Score	6.62	Feb	74%		Cumulative - 2/14					3
		Mar	69%		Cumulative - 5/31					
		Apr								
		May								
		June								

Demographics	Fall	Winter	Spring	Summer
Gender	Male 25% Female 75%	Male 13% Female 88%		
Race	38% White 62% more than one race	38% White 62% more than one race		
Disability	25% with IFSP	25% with IFSP		
Class	Red 13% Orange 38% Yellow 50%	Red 25% Orange 38% Yellow 38%		
Primary Lang.	100% English	100% English		

TSGold Widely Held Expectations

Objective	Fall Check Point			Winter Check Point			Spring Check Point			Summer Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
S/E	1/12.5%	7/87.5%		1/12.5%	7/87.5%							
Physical	1/12.5%	7/87.5%		1/12.5%	7/87.5%							
Language	1/12.5%	7/87.5%		1/12.5%	6/75%							
Cognitive	1/12.5%	6/75%	1/12.5%	1/12.5%	7/87.5%							
Literacy	1/12.5%	7/87.5%		1/12.5%	6/75%	1/12.5%						
Mathematics	1/12.5%	7/87.5%		2/25%	6/75%							

Analysis -EHS 1 Fall

TSG Documentation Count : S/E : 93 Physical :103 Language : 167 Cognitive: 153 Literacy :81 Math : 58

New Lead Teacher as of 5/17/2023

2 out of 8 enrolled children have IFSPs (language delays/ global developmental delays)

Overall children are meeting expectations

Analysis - EHS 1 Winter - FA2 observed

TSG Documentation Count : S/E :231 Physical: 113 Language/Literacy: 258 Cognitive:195 Math: 63 Science/Tech: 52 Arts : 53

2 out of 8 enrolled currently have IFSPs (language delays, hearing impairment , global developmental delays)

One child has transition from her IFSP- speech/language due to health concerns

Based on the current developmental delays in the classroom ; children are meeting expectations.

Analysis -EHS 1 Spring

TSG Documentation Count : S/E: Physical : Language: Cognitive: Literacy: Math:

Classroom S/E Observation completed 3/6 - no concerns

Analysis -EHS 1 Summer

TSG Documentation Count : S/E: Physical : Language: Cognitive: Literacy : Math:

Waynesville EHS 1 Fall Classroom Observation - 8/31/2023						
Social Emotional/Mental Health Observation						
Children Present : 6 Teachers : 3						
The EHS 1 classroom is such a positive environment for the children and staff.						
Staff are actively engaged and attuned to the children at all times .						
It is clear that children are aware of the routines and expectations of the classroom.						
Teachers use calm, soft voices when addressing the children.						
All children are called by their names and teated with warm positive regard by the teachers.						
Victoria Britton MA., LPC-S. CCTP Missouri Ozarks Community Action Mental Health Professional Trauma Smart Coach						

MOCA EARLY HEAD START AGGREGATED MONITORING DATA

Year: 2023-2024

Center: Waynesville EHS 2

ITERS		Attendance		IFSP		Literacy Checklist		Notes	
Space/Furnishing	7	Month	Attendance %				Interaction	5.21	
Personal Care	6.75	Aug	95%		Spch/Lang		Environment	5.6	
Language/Books	6.5	Sep	86%		Soc/Emo		Individualization	5.5	
Activities	5.88	Oct	85%		Cognitive		Average Total	5.43	
Interaction	7	Nov	74%		Adpt Behav				
Prg Structure	6.67	Dec	80%		Multiple				
Average Score	6.63	Jan	78%		Global Dev.	2			
		Feb	80%		Cumulative 2/14	3			
		Mar	81%						
		Apr							
		May							
		June							

Each area is scaled from 1-7 with 7 being the best show of evidence in each area.

Demographics	Fall	Winter	Spring	Summer
Gender	63% Male 38% Female	50% Male 50% Female		
Race	25% Black/African American 63% White	50% White 50% more than one race		
Disability	25% with IFSP	25 % with IFSP		
Class	25% Orange 75% Yellow	100% Yellow		
Primary Lang.	100% English	100% English		

TSGold Widely Held Expectations

Objective	Fall Check Point			Winter Check Point			Spring Check Point			Summer Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
S/E	4/50%	3/37.5%	1/12.5%	4/50%	4/50%							
Physical	2/25%	6/75%		3/37.5%	6/62.5%							
Language	3/37.5%	5/62.5%		4/50%	4/50%							
Cognitive	2/25%	6/75%		3/37.5%	5/62.5%							
Literacy	3/37.5%	5/62.5%		4/50%	4/50%							
Mathematics	4/50%	4/50%		3/37.5%	5/62.5%							

Analysis -EHS 1 Fall

TSG Documentation Count : S/E : 50 Physical : 93 Language : 70 Cognitive:90 Literacy : 12 Math : 23

Classroom needs more environmental print.

2 out of 8 children have IFSPs one child transitioning

50% below expectations in Math and Social Emotional

Analysis - EHS 1 Winter

TSG Documentation Count : S/E : 66 Physical: 54 Language/Literacy: 86 Cognitive: 73 Math: 58

2 out of 8 have IFSPs one child transitioning 2/26 to LEA/HS with an IEP

50% below expectation in multiple areas - S/E , Language/Literacy

Lead Teachers will set classroom goals to increase child outcomes

Analysis -EHS 1 Spring

TSG Documentation Count : S/E: Physical : Language: Cognitive: Literacy: Math:

Classroom S/E observation completed 3/6 - monitoring 1 child

Analysis -EHS 1 Summer

TSG Documentation Count : S/E: Physical : Language: Cognitive: Literacy : Math:

MOCA EARLY HEAD START AGGREGATED MONITORING DATA

Year: 2023- 2024

Center: Lebanon EHS Classroom 1

ITERS		Attendance		IFSP		Literacy Checklist		Notes	
Space/Furnishing	6.75	Month	Attendance %			Interaction	5.85		
Personal Care	6.25	Aug	85%		Spch/Lang	Environment	6.6		
Language/Books	5.83	Sep	91%		Soc/Emo	Individualization	6		
Activities	5.6	Oct	91%		Cognitive	Average Total:	6.15		
Interaction	7	Nov	85%		Adpt Behav				
Prg Structure	7	Dec	83%		Multiple				
Average Total	6.4	Jan	87%		Global Dev.				
		Feb	91%		Cumulative 2/14				
		Mar	90%		Cumulative 5/31				
		Apr							
		May							
		June							

Demographics	Fall	Winter	Spring	Summer
Gender	75% Male 25% Female	88% Male 13% Female		
Race	88% White 12% hispanic	88% White 13 % Hispanic		
Disability	25% with IFSP	25% with IFSP		
Class	13% Red 50% Orange 38% Yellow	13% Red 50% Orange 38% yellow		
Primary Lang.	100% English	100% English		

TSGold Widely Held Expectations

Objective	Fall Check Point			Winter Check Point			Spring Check Point			Summer Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Social Emotional	1/12.5%	6/75%	1/12.5%		6/75%	2/25%						
Physical	0/0%	3/37.5%	5/62.5%	1/12.5%	2/25%	5/62.5%						
Language	1/12.5%	5/62.5%	2/25%	3/37.5%	4/50%	1/12.5%						
Cognitive		6/75%	2/25%	1/12.5%	5/62.5 %	2/25%						
Literacy		5/62.5%	3/37.5%		5/62.5%	3/37.5%						
Mathematics		7/87.5%	1/12.5%	2/25%	5/62.5%	1/12.5%						

Analysis -EHS 1 Fall

TSG Documentation Count : S/E : 132 Physical : 36 Language : 120 Cognitive: 113 Literacy :8 Math : 6

Music/Movement was not observed during my fall observation. / Some activities not observed during observation.

Children are meeting and exceeding objectives

2 out of 8 have current IFSPs

Analysis - EHS 1 Winter

TSG Documentation Count : S/E : 89 Physical: 133 Language/Literacy: 146 Cognitive: 65 Math: 28 Science/Technology : 56 Social Studies : 16

Music/Movement observed during classroom observation on 1/31

Children are meeting and exceeding objectives in multiple areas 1 child transitioning in April

2 out of 8 currently have IFSPs

Analysis -EHS 1 Spring

TSG Documentation Count : S/E: Physical : Language: Cognitive: Literacy: Math:

Lebanon EHS 1 Classroom Observation								
Social/Emotional Mental Health Observation								
Children Present : 7 Teachers : 3								
No concerns for this classroom.								
The teachers are engaged and so are the children.								
Some concerns for child enrolled with (severe disability) The other children seemed to be very aware of where the child was and acted accordingly .								
Teaching staff were focused on the children and their individual needs.								
Victoria Britton MA., LPC-S. CCTP								
Missouri Ozarks Community Action								
Mental Health Professional								

MOCA EARLY HEAD START AGGREGATED MONITORING DATA

Year: 2023-2024

Center: Lebanon EHS Classroom 2

ITERS		Attendance		IFSP		Literacy Checklist		Notes	
Space/Furnishing	6.5	Month	Attendance %			Interaction			
Personal Care	6	Aug	89%		Spch/Lang	1			
Language/Books	6.25	Sep	91%		Soc/Emo				
Activities	5.88	Oct	90%		Cognitive				
Interaction	7	Nov	88%		Adpt Behav				
Prg Structure	7	Dec	82%		Multiple				
total average	6.43	Jan	84%		Global Dev.	1			
		Feb	87%		Cumulative 2/14	4			
		Mar	86%		Cumulative 5/31				
		Apr							
		May							
		June							

Each area is scaled from 1-7 with 7 being the best show of evidence in each area.

Demographics	Fall	Winter	Spring	Summer
Gender	Male 57% Female 43%	Male 63% Female 38%		
Race	14% Black/African American 71% White	White 63 % Black/African American 13%		
Disability	50% with IFSP	25% with IFSP		
Class	29% Orange 71% Red	13% Red 38% Orange 50% Yellow		
Primary Lang.	100% English	100% English		

TSGold Widely Held Expectations

Objective	Fall Check Point			Winter Check Point			Spring Check Point			Summer Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Social/Emotional		7/100%			8/100%							
Physical	1/14.29%	5/71.43%	1/14.29%		8/100%							
Language	1/14.29%	6/85.71%		1/12.5%	7/87.5%							
Cognitive	1/14.29%	6/85.71%			8/100%							
Literacy	1/14.29%	6/85.71%		1/12.5%	6/75%	1/12.5%						
Mathematics	1/14.29%	6/85.71%		1/12.5%	7/87.5%							

Analysis -EHS 1 Fall

TSG Documentation Count : S/E : 52 Physical : 37 Language : 50 Cognitive: 57 Literacy : 29 Math :15
 4 out of the 8 children enrolled have a IFSPs
 Children are meeting expectations in multiple areas

Analysis - EHS 1 Winter

TSG Documentation Count : S/E : 29 Physical:55 Language/Literacy: 91 Cognitive: 85 Math: 69
 The children know the classroom routine/rituals . Teachers are in-tune with children and their needs

Analysis -EHS 1 Spring

TSG Documentation Count : S/E: Physical : Language: Cognitive: Literacy: Math:

Analysis -EHS 1 Summer

TSG Documentation Count : S/E: Physical : Language: Cognitive: Literacy : Math:

Lebanon EHS 2 Classroom Observation				
Social/Emotional Mental Health Observation				
Children Present : 7 Teachers : 3				
The expectations set by the teachers for their classroom are met by these childrens and exceeded.				
I observed that the teachers have a great relationship with the children and know the children can do the things they ask.				
Teachers are focused on the children and their individual needs				
No concern for this classroom.				
Victoria Britton MA., LPC-S. CCTP				
Missouri Ozarks Community Action				
Mental Health Professional				

Home Visit Parent Satisfaction Survey -Results Lebanon

Parents completed Home Visiting Satisfaction Survey.

The survey was based on a scale from 1-5; with 5 being strongly agree and 1 being strongly disagree.

The survey included 15 statements. Highest possible score is 75 and the lowest is 15. This survey was anonymous and returned in sealed envelopes.

Lebanon Home Based Program:

Comments:

Lebanon Home Based Program: families surveyed : 8

7 out of 8 families scored 75 100%

1 out of 8 families scored 68 90.6%

Survey Statements

1. My home visitor is on time and always prepared to visit with me

2. My home visitor is reliable and keeps appointments

3. My home visitor shares knowledge effectively

4. My home visitor is responsive to my family needs and culture

5. I feel that my home visitor accepts me

6. The home visitor encourages me to ask questions

7. I feel a lot of trust in my home visitor

8. My home visitor carefully listens to and answers my questions

9. My home visitor tries to understand how I see things before suggesting a new way to do things

10. My home visitor understands me and respects my choices

11. My home visitor helps me learn about community resources

12. I am satisfied with how the home visitor helps me understand my baby's development and parenting

13. I am satisfied with how my home visitor helps me set short and long term goals for me and family

14. I am satisfied with how my home visitor helps me make plans for achieving my goals

15. My home visitor motivates me to keep me, my baby and my family safe

Home Visit Parent Satisfaction Survey -Results Lebanon

Parents completed Home Visiting Satisfaction Survey.

The survey was based on a scale from 1-5; with 5 being strongly agree and 1 being strongly disagree.

The survey included 15 statements. Highest possible score is 75 and the lowest is 15. This survey was anonymous and returned in sealed envelopes.

Survey Statements	
	1. My home visitor is on time and always prepared to visit with me
Waynesville Home Based Program: families surveyed : 8	2. My home visitor is reliable and keeps appointments
6 out of 8 families scored 75 100 %	3. My home visitor shares knowledge effectively
1 out of 8 families scored 74 98.6%	4. My home visitor is responsive to my family needs and culture
1 out of 8 families scored 60 80%	5. I feel that my home visitor accepts me
Comments	6. The home visitor encourages me to ask questions
"Alex is amazing and has become part of the family. always willing to help no matter what, Thank you for all she does for us.	7. I feel a lot of trust in my home visitor
"Alex is absolutely stunning with the kids!"	8. My home visitor carefully listens to and answers my questions
	9. My home visitor tries to understand how I see things before suggesting a new way to do things
	10. My home visitor understands me and respects my choices
	11. My home visitor helps me learn about community resources
	12. I am satisfied with how the home visitor helps me understand my baby's development and parenting
	13. I am satisfied with how my home visitor helps me set short and long term goals for me and family
	14. I am satisfied with how my home visitor helps me make plans for achieving my goals
	15. My home visitor motivates me to keep me, my baby and my family safe

Total Enrolled Families: 48 - Current 55 - Cumulative 53 - PIR Cumulative

Center/Classroom	Domain	#1	FAMILY OUTCOMES Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators Families as Learners Family Engagement in Transitions Family Connections to Peers and Community Families as Advocates and Leaders
<input type="checkbox"/> Missouri Ozarks Community Action, Inc. Head Start	<input type="checkbox"/> Family Development - Family Engagement Outcomes	42(79%) 1.3	
<input type="checkbox"/> MOCAHeadStart	<input type="checkbox"/> Family Development - Family Engagement Outcomes	1.3	
<input checked="" type="checkbox"/> Lebanon	<input type="checkbox"/> Family Development - Family Engagement Outcomes	1.6	
Early Head Start 1	<input type="checkbox"/> Family Development - Family Engagement Outcomes	1.5	
Early Head Start 2	<input type="checkbox"/> Family Development - Family Engagement Outcomes	1.8	
Laclede County EHS Home Based	<input type="checkbox"/> Family Development - Family Engagement Outcomes	1.5	
<input type="checkbox"/> Waynesville	<input type="checkbox"/> Family Development - Family Engagement Outcomes	1.1	
Early Head Start 1	<input type="checkbox"/> Family Development - Family Engagement Outcomes	0.9	
Early Head Start 2	<input type="checkbox"/> Family Development - Family Engagement Outcomes	0.7	
Pulaski County EHS Home Based	<input type="checkbox"/> Family Development - Family Engagement Outcomes	1.5	

Family progress checkpoints are obtained three times through the program year. New families enrolled into Early Head Start throughout the year at different times allowing some families to only have one or to checkpoints.

POP <input type="text" value="Select another POP"/>									
Family Engagement - Achievement As of [2/20/2024]									
Program: <input type="text" value="Early Head Start"/>									
Total Enrolled Families: <input type="radio"/> 48 - Current <input type="radio"/> 64 - Cumulative <input checked="" type="radio"/> 63 - PIR Cumulative									
<input type="button" value="↑ Gains"/> <input type="button" value="↓ Regression"/> <input type="button" value="↔ No change"/>									
Center/Classroom	Domain	#1	#2	Gain (#1 -> #2)	#3	Gain (#1 -> #3)			
Missouri Ozarks Community Action, Inc. Head Start	Family Development - Family Engagement Outcomes	58(92%) 1.3	55(87%) 1.4	↑ 0.1 	0	↓ -1.3 			
MOCAHeadStart	Family Development - Family Engagement Outcomes	1.3	1.4	↑ 0.1 	0	↓ -1.3 			
Lebanon	Family Development - Family Engagement Outcomes	1.5	1.6	↑ 0.1 	0	↓ -1.5 			
Early Head Start 1	Family Development - Family Engagement Outcomes	1.4	1.6	↑ 0.2 	0	↓ -1.4 			
Early Head Start 2	Family Development - Family Engagement Outcomes	1.7	1.8	↑ 0.1 	0	↓ -1.7 			
Laclede County EHS Home Based	Family Development - Family Engagement Outcomes	1.5	1.5	→ 0.0 	0	↓ -1.5 			
Waynesville	Family Development - Family Engagement Outcomes	1.1	1.2	↑ 0.1 	0	↓ -1.1 			
Early Head Start 1	Family Development - Family Engagement Outcomes	0.8	1.0	↑ 0.2 	0	↓ -0.8 			
Early Head Start 2	Family Development - Family Engagement Outcomes	1.0	1.1	↑ 0.1 	0	↓ -1.0 			
Pulaski County EHS Home Based	Family Development - Family Engagement Outcomes	1.6	1.6	→ 0.0 	0	↓ -1.6 			

FAMILY OUTCOMES
Family Well-being
Positive Parent-Child Relationships
Families as Lifelong Educators
Families as Learners
Family Engagement in Transitions
Family Connections to Peers and Community
Families as Advocates and Leaders

Family progress checkpoints are obtained three times through the program year. New families enrolled into Early Head Start throughout the year at different times allowing some families to only have one or two checkpoints;

From Checkpoint #1 to Checkpoint #2 the aggregated data shows some gains in multiple areas for both Early Head Start Programs.

No change from checkpoint #1 to Checkpoint #2 for both home based programs.

Program Goals for Project Period: Strengthen and Expand Early Head Start

Target of Concern	Action to be Taken	Who	Resource	When
<p>Reevaluate our current classroom observational tool used by EHS component specialist</p> <p>Desired Outcome To ensure classrooms are being observed with tools recommended by OHS for Infants/Toddlers (EHS)</p>	<p>Component Specialist and Program Director will meet T/TA to assess current monitoring tools.</p>	<p>EHS Program Director</p> <p>EHS Component Specialist</p>	<p>ITERS-3 Q-CIIT CLASS – Infants/Toddlers</p>	<p>T/TA Goal will be discussed April 2024</p> <p>Ongoing</p>
<p>Training and support for children hearing impairment and developmental delays.</p> <p>Desired Outcome Staff will be able to support language development in infants/toddlers.</p>	<p>EHS Component Specialist will provide training and strategies in implementing ASL in Early Childhood.</p> <p>Seek assistance from 1st Step providers.</p>	<p>EHS Component Specialist</p> <p>Missouri First Steps</p>	<p>Sign to Learn</p> <p>Baby Sign Language cards/books</p> <p>ECLKC</p>	<p>2024 Summer Professional Development</p> <p>Before 2024-2025 program year.</p>
<p>Training and support for teachers and home visitors using ASQ/ASQ SE2 for children in our program.</p> <p>Desired Outcome Accurate scores questionnaires and interpret results, identify developmental warning signs.</p>	<p>EHS Component Specialist will provide training to all EHS staff on effectively using ASQ/ASQ SE</p>	<p>EHS Component Specialist</p>	<p>ASQ SE</p> <p>ASQ 3</p> <p>https://agesandstages.com/free-resources/resources/</p>	<p>2024 Summer Professional Development</p> <p>Before 2024-2025 program year.</p>

Target Concern	Action to be Taken	Who	Resources	When
<p>Collaborate with Mental Health Consultant on best practices for assessing prenatal and postpartum mental health.</p> <p><u>Desired Outcomes</u></p> <p>To be able to identify needs and assess enrolled women from pregnancy and postpartum concerning mental health.</p>	<p>Mental Health Consultant will review screenings, policies and procedures for prenatal and postnatal mothers enrolled in Early Head Start.</p> <p>Identify ways to strengthen documentation of services for expectant mothers.</p>	<p>Mental Health Consultant</p> <p>EHS Component Specialist</p> <p>Home Visitors</p>	<p>Performance Standards 1302.81ab</p> <p>Policy/Procedure Edinburgh Postnatal Screening</p> <p>Kaiser Permanente Prenatal Screening</p> <p>Partners for a Healthy Baby</p> <p>Go Engage</p>	<p>2024 Summer Professional Development</p> <p>Before 2024-2025 program year</p>

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Question	Data or Resource Used	Findings	Strength	Concern	Action to be taken/include time line
<p>How can we further implement timely and accurate documentation for referrals that have been previously written by the MHP?</p>	<p>Mental Health Consultation Report GoEngage</p>	<p>Although there has been significant improvement from 22-23, there are still at least 15 referrals that are not completed and have no/little follow up documentation.</p>	<p>More teaching staff are reaching out to the MHP with updates to referrals and documenting that information in GoEngage. However, sometimes the documentation is not in the correct place and therefore is not included in the reports.</p>	<p>Referrals are not consistently being followed up with pertinent information regarding status of said referral.</p>	<p>Additional training on the mental health referral process and importance of professional, timely, and accurate documentation to this process. Training could be given at the pre-service in August 2024.</p>
<p>How can we measure the number of increasing challenging behaviors in the classroom?</p>	<p>Social Emotional Observations by Classroom Report GoEngage Suzi Shaw Director of Education and Disabilities</p>	<p>There has been an 11.2% increase in the number of mental health referrals written in 23-24 compared with 22-23.</p>	<p>These behaviors are being identified earlier and referrals are being written because teaching staff are communicating their concerns to the MHP earlier in the school year.</p>	<p>Referrals are either not being explained to parents in a way that is easy for them to understand the necessity of the referral OR parents are refusing to engage in the process of securing additional services for their child(ren).</p>	<p>Additional steps will be written into the MH referral process protocol than require staff presenting the referral to immediately schedule a meeting with the MHP or Director of Education if a parent/caregivers refuses a referral.</p>

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<p>How can we more successfully engage parents in the referral process and the program as a whole?</p>	<p>Mental Health Consultation Report GoEngage</p>	<p>Of the 70 referrals written in 2023-2024, 13 resulted in parent refusal of services. Parents/caregivers seem to prevaricate reasons for refusals. These are insignificant at best.</p>	<p>As more behaviors have occurred in the classrooms, more meetings with parents/caregivers have been scheduled. Parents/caregivers are attending these meetings.</p>	<p>In spite of the increased numbers of meetings with parents/caregivers, many times the result is still a refusal of additional services for the child.</p>	<p>Meeting immediately with the parents/caregivers and making sure they understand the significance of the referral to their child's future. Also, encouraging parent/caregiver engagement in the entire program so that any seeking out additional services is truly a "partnership" with the parent/caregiver. Utilizing the orientation process and Parent Handbook as well as individual interactions to reiterate the importance of the HS/EHS Parent Partnership</p>
<p>How can we be sure staff are following through and making the necessary hotline</p>	<p>Cynthia Casillas – Director of Health and Nutrition</p>	<p>12 hotline calls were made during the 23-24 school year. Of those calls that were</p>	<p>More staff are contacting the MHP with concerns and asking if they should make</p>	<p>The concern is first, that all situations that require hotline calls are having calls made. The second is</p>	<p>All staff receive yearly Mandated Reporter training. Additional training is necessary to</p>

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<p>calls regarding suspected neglect or abuse?</p>		<p>made several were made at the behest of the MHP after finding out about a particular concern in the classroom.</p>	<p>hotline calls regarding specific children and events.</p>	<p>that the MOCA protocol for hotline calls is not being followed. Third, staff are reaching out to the MHP to ask if they should make hotline calls and staff should not have to ask the MHP, their AS, or TD if a hotline call should be made. All staff are mandated reporters and as such should follow the same mandated reporter protocol.</p>	<p>help staff understand the significance of making a hotline report for the safety and wellbeing of each child.</p>
<p>How can improvements be made for providing services to the EHS Home Based families and children?</p>	<p>Brandi Mujahid EHS Component Specialist Social Emotional Questionnaire Maternal Mental Health Assessment</p>	<p>There is still some difficulty trying to schedule and observe the EHS HB families/children. Last year the MHP attended socializations, but the majority of the time the MHP was able to attend, family/child attendance was low or no one came.</p>	<p>Even during the socializations when no families were present, the home visitors were able to discuss their caseload with the MHP and give information on how the families were doing and any needs they might have.</p>	<p>In spite of communication and sharing of resources/information, the MHP was unable to actually observe many of the children/families due to scheduling conflicts, no shows at socializations, and cancellations of home visits.</p>	<p>After speaking to the EHS Component Specialist it was determined that two additional assessment tools would be utilized in the future: The Social Emotional Questionnaire and the Maternal Mental Health Assessment. These tools will further allow home visitors to track any</p>

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					families that may need immediate assistance from the MHP so that these visits could be scheduled first. Additional visits with other families could be scheduled later, allowing more scheduling flexibility and assuring all families/children are observed.
How are the increased number of children with challenging behaviors impacting staff well-being?	Field Observation and Discussions with staff. PEW Research Article: "What it is Like to be a Teacher in America Today." and Journal of Early Childhood Education Teachers article: "Well-Being of Head Start Teachers: A Scoping Literature Review	There are several teaching staff who have been with the agency 10+ years who are expressing discontent with their positions and talking about leaving their positions because of the behavioral challenges they are facing in their classroom.	Staff are expressing these feelings of being overwhelmed, understaffed, unsure of what to do with the behaviors that are occurring, and unsupported.	The concern is that although, for the most part, the discontent is not directed at the agency as a whole, these teaching staff are questioning their own abilities to be able to create a stable/safe classroom environment and to work effectively with children who are experiencing significant disruptive behaviors.	Additional trainings focused on working with children who are experiencing challenging behaviors should be presented during In-Service training. Also, drawing attention to times when staff have been successful at working with children in the classroom should be highlighted as part of a mental

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					health or staff well-being presentation.
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Mental Health

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