

2023-2024 Self-Assessment Improvement Plan

ERSEA AND PROGRAM ATTENDANCE-STAFF AND FAMILY

<p>Areas of Need: When reviewing the data, it was determined that staff and child attendance was an area of growth for our program. Staff need to be consistently at work to help provide connecting relationships and a stable classroom environment for their children. Children's daily attendance is important to help them to establish relationships and routines in the classroom and excel within the program.</p>	<p>Monitor: Project Director Assistant Director Human Resources Management Team (Supervisors to staff)</p>
<p>Goal: To meet the social/emotional and academic needs of enrolled children by providing consistency in their day and to maintain overall staff wellness.</p>	
<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Address staff attendance during interviews, new staff orientation, and at the beginning of the year pre-service. Show staff data of previous year, and the plan for the upcoming year on how the program will address staff attendance. August 2024 2. Review staff attendance monthly and take note of any trends of staff who are consistently missing work. September 2024 3. Create a staff attendance action plan that managers can follow when staff have inconsistent attendance. Supervisors and the Project Director will meet with any staff who have shown to have inconsistent attendance and determine the appropriate action steps to improve attendance. September 2024 and ongoing 4. Provide incentives for staff who have maintained good attendance, providing consistency for the children and families that they serve. September 2024 5. The Attendance Action plan will be reviewed and updated. Family staff will follow all the action steps appropriately and help families to develop strategies to improve their child's attendance. August 2024 and ongoing 6. Family staff will meet with all families at their site and review the Family Partnership agreement in its full integrity. Family staff will provide education on the importance of attendance and how it affects a child's education. November 2024 and ongoing 	
<p>Estimated date of completion: May 2025</p>	
<p>Progress:</p> <ol style="list-style-type: none"> 1. Staff attendance was addressed at Pre-Service, orientation, and all staff interviews. 2. Staff attendance is being reviewed monthly, and managers aren't approving leave when we have multiple people out. Staff who are here everyday are put into a drawing each month. 	

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Family Engagement

<p>Areas of Need: When reviewing the data, it was determined that our program needs to increase parent and family involvement. Staff will engage families in parent education and provide resources to increase self-sufficiency and to improve their standard of living.</p>	<p>Monitor: ERSEA and Family Coordinator Project Director Assistant Director Management Family Support Advocates</p>
<p>Goal: To increase families' participation and involvement in the Head Start program, while providing education opportunities to improve our families' lives.</p>	
<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Family support staff will work on connecting families to events in the community based off their needs in the family needs assessment that each family completes at the beginning of the year. <u>October 2024-January 2025</u> 2. Sites will continue to improve participation in Parent Committee meetings. Staff will revise and plan ways to increase involvement by updating procedures by gathering staff and family input. <u>October 2024</u> 3. During each program year, parent education classes and resources will be offered to help meet family goals. SENDCAA Head Start Birth to Five will plan to have one on-site education-based class for all enrolled families in the fall and spring. <u>November 2024-March 2025</u> 4. Staff will implement a procedure to increase in-kind and parent volunteering events in the classroom. <u>January 2024</u> 	
<p>Estimated date of completion: May 2025</p>	
<p>Progress:</p> <ol style="list-style-type: none"> 1. We are taking note of the sites and classrooms who did not have a great turnout for the first parent committee event, will compare notes from Fall to Winter in December. 	

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Employee Training

<p>Areas of Need: The data showed that our program needs to continue focusing on staff retention and training. Staff identified an area of growth as basic training on day-to-day tasks, how to handle challenging behaviors, as well as a need to better train substitute staff in the classroom for better support. Staff also have expressed that they would like to grow professionally within the program and have opportunities to further their careers.</p>	<p>Monitor: Project Director Assistant Director Human Resources Education Coordinators</p>
<p>Goal: To effectively train new and current employees in their respective roles to promote longevity and success within the program.</p>	
<p>Action Plan:</p> <ol style="list-style-type: none"> 1. The management team will review and update training plans for all positions. September 2024 January 2025 2. Create a procedure on how new employee training is conducted with specific timelines for completion. September 2024 January 2025 3. The Professional Development Plan will be expanded to all staff in the program. Currently, it only focuses on educational staff. Supervisors will review these plans, organize, and implement staff training based on staff needs and areas of growth. Ongoing 4. Create a procedure for staff professional development in the program. Find additional resources to help provide professional growth, such as a degree program, for staff in the program. February 2025 	
<p>Estimated date of completion: May 2025</p>	
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Nutrition

Areas of Need: The data collected specified that staff and families would like more diversified food options and accurate food portions for children and staff.	Monitor: Lead Health and Nutrition Coordinator Food Service Management Team
Goal: To provide healthy, nutritious, and diverse meals that follow CACFP guidelines.	
Action Plan: <ol style="list-style-type: none"> 1. The Lead Health and Nutrition Coordinator and Food Service staff will review the menus to see what foods the children like to eat. They will look at new, diversified food options that meet CACFP guidelines. Education will be provided to staff on food that children can and can't have according to the CACFP guidelines. August 2024 2. The Lead Health and Nutrition Coordinator will provide education to all staff on the appropriate food portions for children according to the CACFP. Measuring cups that follow these portions will be ordered for all classrooms so that staff can accurately dish up portions for each child. August 2024 3. As a program, we will look into ways of bringing in ethnically diverse foods from various cultures represented by our children and families to celebrate their cultures. We will plan for special themed meals for celebration and seasons (ex muffins for moms). March 2025 	
Estimated date of completion: November 2024	
Progress <ol style="list-style-type: none"> 1. Food Service Staff and Lead Health and Nutrition Coordinator reviewed menus and adapted them to fit the CACFP guidelines. Education was given to all staff at the 2024 Pre-Service in August. 2. By September all classrooms had the correct measuring cups for each food portion that they use when dishing out meals. 	

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Mental Health/Disability Services

<p>Areas of Need: The data showed that there is a need for more support when it comes to challenging behaviors in the classroom. Education was necessary for staff on Mental Health/Disabilities. Staff felt more training was needed to ensure they have a stronger awareness about disabilities like Down syndrome, autism, developmental delays, ADHD, etc. It was noted to take into consideration the number of IEPs/IFSPs and family situations when a child is enrolled and placed in a classroom.</p>	<p>Monitor: Mental Health/Disability Coordinator Project Director Assistant Director Management Staff</p>
<p>Goal: To meet the social/emotional and academic needs of enrolled children exhibited by a well-managed classroom that is productive for both teachers and children.</p>	
<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Plan for specific training opportunities on professional development, growth and awareness for staff who are serving a child with a specific need, disability, or Mental Health diagnosis. <i>August 2024 and ongoing</i> 2. Include education for staff on various disabilities or tips on how to handle challenging behaviors in a monthly staff newsletter that is sent to staff. The newsletter will also include mental health/social-emotional resources. <i>November 2024</i> 3. Individual classroom staffing needs will be determined before the school year, but also ongoing. This will be based on children that are assessed upon entering the program, and additions or drops throughout the year. <i>August 2024 and ongoing</i> 	
<p>Estimated date of completion: May 2025</p>	
<p>Progress:</p> <ol style="list-style-type: none"> 1. We had trainings on Behavior Management and Autism during Pre-Service 2024. We also brought in a trainer from Conscious Discipline in October 2024. 2. During selection and as we have added children, our management team considers the number of challenging behaviors, IEPs, and ages when placing a child in the classroom. Our ERSEA coordinator does the best of her capabilities with placement while following the guidelines set by the Head Start Performance Standards. 	

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