

**Program Improvement Plan  
2018 – 2019 Program Year**

Content Area/Results of Self-Assessment / Related Performance Standard	Plan of Corrective Action	Required Resources	Person(s) Responsible	Desired Outcome / Goal for Improvement	Projected / Actual Date of Completion
<p><u>Monitoring &amp; Implementing Quality Education &amp; Child Development Services</u></p> <p>§1302.102 (c)(2)(i) Achieving program goals- Using data for continuous improvement. Goal to decrease obesity rate to 30% or less</p> <p>Valid and reliable assessment data such as height and weight parent nutrition services, surveys are compiled to generate data for continuous nutrition Services improvement. Height and Weight screening are completed twice a year (HS) three times a year (EHS,CCP) and inputted to Child Plus System to generate children graphs and growth indicators. The data generated will determine each child's growth progress and determine nutrition needs and strategies for children and their families. Developmental Domain Physical Well-being and Health Measure: PD-HLTH 10: Nutrition Definition: Child demonstrate increasing knowledge about nutrition and healthful food choice</p>	<p>The Head Start program Nutrition Content Area personnel will compile and share data via graphs and charts with parents, Nutrition Services Parent Committee, to determine technical assistance and training, program monitoring, nutrition curriculum resources and menu changes strategies needed to continuously improve Nutrition Services and empowering staff and parents to self sufficiency, resiliency leading to a healthier lifestyle. Purchase IMIL revised addition to further integrate in all classrooms Provide training and technical assistance to Staff and parents Nutrition Wellness Fair March 6, 2019 for Parents</p>	<p>Child Plus Data TEAM Nutrition Resources Registered Dietitian on Contract Texas A&amp;M Agrilife Extension Service Child and Adult Food Program Technical Assistance Revised IMIL curriculum Community resources</p>	<p>Nutrition Coordinator  Nutrition Services Committee</p>	<p>Desired Outcome 30% or below above 85<sup>th</sup> percentile for children's height for weight. Currently we are at 32% as of March 2019</p> <p>The Nutrition Services Content area provides data, proposed strategies for approval and implementation to empower staff and parents to self sufficiency leading to a healthier lifestyle. Continued evaluation and compliance with the Head Start Program Performance Standards and Child and Adult Care Food Program/Texas Licensing requirements</p>	<p>Continuous Revision of menu Movement activities  May 2019</p>

## Webb County Head Start Local Assessment Team Members

February 5-14, 2019

2018 - 2019

Content Area	Monitor	Key Indicators
<b>Program Design</b>	(staff) Margie Guzman, Accounts Payable	<b>F1: Program Design and Management F2: Program Management &amp; Quality Improvement</b>
	(PC) Alma Rangel, PC Chairperson	
	(Administrator) Aliza Oliveros, HS Director	
<b>Education</b>	(staff) Cynthia Sifuentes, Home Visitor	<b>F1: Designing quality education and child development program services  F2: Education and Child Development Services</b>
	(staff) Diana Garcia, Area Service Mgr.	
	(staff) Melissa Soto, Area Service Mgr	
	(staff) Marbella Elizondo, Family Services	
	(staff) Belinda Martinez, Education Coord. Asst.	
	(staff) Elizabeth Rendon, Education Coord. Asst.	
	(staff) Angelica Ramos, Specialized Serv Assist	
	(parent) Brenda Bautista, Floyd	
	(parent) Claudia Villarreal, Zaffirini	
<b>Health Child Nutrition Mental Health Safety Practices</b>	(staff) Yvette Flores, Family Service Worker	<b>F1: Designing quality health program services  F2: Health Program Services</b>
	(staff) Juanita de Leon , Specialized Serv Assist	
	(staff) Nora Rodriguez, Specialized Serv Assist	
	(parent) Anahi Cuevas, Alma Pierce	
	(parent) Grace Galvan, Larga Vista	
<b>Family and Community Engagement</b>	(staff) Linda Payle, Parent Inv Coord	<b>F1: Designing quality family and community engagement program services  F2: Family and Community Engagement Services</b>
	(staff) Claudia Rubio, Family Service Worker	
	(staff) Rosa Trevino, Area Service Mgr.	
	(staff) Patricia Patlan, Family Service Worker	
	(parent) Ana Hill, Floyd	
<b>ERSEA</b>	(staff) Rosangela Velasco, Area Service Mgr	<b>F1: Developing effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) strategies &amp; Fiscal infrastructure</b>
	(staff) Karla Valdez, Family Service Worker	
	(staff) Nilda Varela, Area Service Mgr	
	(staff) Claudia Alejandro, Family Service Worker	
	(parent) Irma Briones, Little Palominos	
<b>Fiscal</b>	(Consultant) Jake Sanchez, CPA	<b>F2: Fiscal Infrastructure</b>
	(County) Carlos Guerra, County Auditor	
	(Administrator) Aliza Oliveros, HS Director	
<b>CLASS Field Guide</b>	(Consultant) Sandra Morales	<b>CLASS: Classroom Observations</b>
	(staff) Lucy Trejo, Education Director	
	(staff) Ed. Assistants and	
	Class Reliable Staff	

Webb County Head Start Local Self-Assessment  
February 5-14, 2019  
Schedule of Activities

DATE	TIME	ACTIVITY	PLACE	RESPONSIBLE PERSONS
February 5	To Be Decided by Content Area Coordinator	Local Assessment Overview / Training Coordinators meet with team members to train, discuss, and assign protocol questions.	To Be Announced by Protocol Content Area Coordinator	All Team Members
February 5-13	8:00 a.m. - 4:00 p.m.	Classroom Observations and Interviews	Center Level / Administration & Coordinators' Offices	All Team Members
February 14	To Be Decided by Content Area Coordinator	Team members meet to finalize report. Turn in reports to Ms Zavala	To Be Announced by Protocol Content Area Coordinator	All Team Members
February 15	11:30 – 1:30	Administration , Management & Staff will meet to discuss and develop Program Improvement Plan	Main Office	Administration, Management, & Staff
February	10:00 a.m.	Report Results to the Policy Council	Head Start Main Office	Parent Committee and Administration
February	9:00 a.m.	Report Results to the Commissioner's Court	1000 Houston Street.	HS / EHS Director

- ❖ Only Head Start Staff and Consultants may review children's folders.
- ❖ Head Start Parents may review their own child's folder.
- ❖ Team members must visit a minimum of three centers – one per day.
- ❖ Please make appointments with staff for interviews. Many times we have to leave the office, and we want to make ourselves available to answer questions.
- ❖ All written documentation (notes, report, etc.) must be submitted to Ms Zavala.
- ❖ Head Start staff needs to notify, via-email, Ms Cobos when leaving your assigned center to monitor.

**Webb County Head Start  
Local Self-Assessment Report  
February 5- February 14, 2019**

**Content Area Reviewed:** Quality Education and Child Development Services

**Prepared by:** Belinda Martinez, Ed. Coord. Asst. Elizabeth Rendon, Ed. Coord. Asst.

**Instrument:** FY 2019 Monitoring Review Protocols- Focus Area 1 & 2

**SECTION I: BACKGROUND**

**The following people were interviewed:**

<u>Nilda Varela, ASM- Prada</u>	<u>Monica Treviño, T. Asst. JC Martin</u>	<u>Cynthia Sifuentes, HB Visitor, S. V.</u>
<u>Ashley Marquez, HB Visitor, SV</u>	<u>Tiffany Prado, HB Visitor, L. Pal</u>	<u>Pat Guardiola, ASM - Newman</u>
<u>Elizabeth Lopez, Teacher, Tat.</u>	<u>Angie Ruiz, ASM - A. Pierce</u>	<u>Adriana Chapa, Teacher- Zaffirini</u>
<u>Genoveva Leon, Teacher L. V.</u>	<u>Claudia Mtz, FSW- Ed. Ctr.</u>	<u>Elizabeth Lopez, Teacher – Ed. Ctr.</u>
<u>Mrs. Ortiz del Rey, Parent VA</u>	<u>Stephanie Monaya, Parent- Floyd</u>	<u>Paloma Gonzalez, Parent- S. Ochoa</u>
<u>Leticia Zavala, Records Mgr.</u>	<u>Norma Leal, Teacher J.C. Martin</u>	<u>Lucy Trejo, Ed. Director</u>
<u>Francis Gonzalez, Teacher – Floyd</u>	<u>Leann Rivera, EHS Teacher – L. Pal</u>	<u>Evelyn Ortiz, T. Asst. – S.Ochoa</u>
<u>Stephanie Negrete, Teacher – S. Vista</u>	<u>Anita Medellin, Teacher – Floyd</u>	<u>Ashley Gutierrez, Teacher-L. Pal</u>
<u>Lucia Aguilar, T. Asst – S. Ochoa</u>	<u>Diana Cordova, Teacher – S. Vista</u>	<u>Melba Garza, Teacher- S. Vista</u>
<u>Elizabeth Garcia, Teacher – Floyd</u>	<u>Araceli Perez, Teacher – L. Pal.</u>	<u>Yvonne Parra, Teacher – S. Ochoa</u>

**The following centers were monitored:**

<u>Prada Head Start</u>	<u>Alma Pierce, Head Start/LISD</u>	<u>Sierra Vista Head Start/Early Head Start/HB</u>
<u>The Education Center</u>	<u>Villa Alegre Head Start</u>	<u>Tatangelo Head Start</u>
<u>Larga Vista Head Start</u>	<u>JC Martin, Head Start/LISD</u>	<u>Little Palominos Early Head Start/HB</u>
<u>Floyd Head Start</u>	<u>Zaffirini Head Start/UISD</u>	<u>Sanchez Ochoa, Head Start/LISD</u>
<u>Curriculum &amp; Inst. Office</u>		

**The following reports, documents, instruments, etc. were reviewed:**

Frog Street Curriculum, Parents As Teacher Curriculum (PAT), Program school readiness goals, lesson plans, individual child planning, small group planning, school readiness data, Individual Education Plans, IEPs, Individual/Student Summary Reports from CIRCLE-Progress Monitoring & My Teaching Strategies Assessments, Home Base Lesson Plans & Schedules, CLASS Observation Tool, Daily Schedules, Transition Logs, Pre-k Guidelines alignment to HS Early Learning Outcomes Framework.

**SECTION II: SUMMARY**

**The following summary is based on interviews and documents reviewed:**

The program has established a partnership with both Laredo Independent School District & United Independent School District. In addition, the program has Child Care Partnerships. All Curricula (Creative Curriculum, Frog Street, Parents As Teachers) is aligned to the Head Start Early Learning Outcomes Framework. School Readiness Goals are obtained from the alignments gathered on the assessments (CIRCLE Progress Monitoring, My Teaching Strategies) and are aligned to the HSELOF and the Pre-K Guidelines for

children ages 3-5. Kinder expectations are shared with pre-k teachers through the alignment mentioned above. The teacher will prepare the children for a smooth transition. Head Start Family Service Workers from the child care partnership and Early Head Start make appointments so the children transitioning can visit the school/center classroom and get familiarized with the new setting. Head Start also offers parent transitional conferences to assist the parents during this process. Head start offers three 30 minute transitions for early head start children who are transferring to regular head start. Regular head start centers use CLI engage for documentation on the children's Individual child planning (ICP's). The data used to show children are ready to meet the expectations of receiving schools is through the child level assessment data such as: child's profile, individual child report, ICP or small group planning, teacher classroom reports, family conferences, and home visit reports. These reports are shared with schools or centers children are transitioning to, with parental consent.

Lesson plans are done on a weekly basis along with the ICP or small group planning for individualization. Teachers assess the children using CIRCLE- Progress Monitoring three times a year. Once the assessment is completed, the results the School Readiness Goals (SRG) are generated. Teachers use these SRG to plan their lessons and in the classroom to individualize. They conduct observations throughout the day and work on a one to one or in small groups of children. Teachers have an open door policy where the parents can inquire on their child's school progress at any time. Teachers also have parent/teacher conferences, home visits, and open houses where the teacher shares the child's progress with the parents. Teachers create a nurturing and responsive learning environment for children by ensuring the each child feels safe in the classroom environment. Teachers interact with the children throughout the day and take time to listen to what each child needs. Teachers keep the children engaged in ongoing interactions that take place during meal times, physical activities, independent play, circle time, and nap time. These interactions help the children develop their socialization skill. Child's planning is also done based on a variety of screenings that are done throughout the school year such as LAP-D Screener, ASQ-SE and the ASQ-3. The DECA (Devereux Early Childhood Assessment) is used to determine if the child needs additional support in the social/emotional skills. When planning, the teacher makes modifications to the activities to ensure they meet each child's needs. For the dual language children the teacher does the lesson in both English and Spanish. When conducting assessment, the child gets assessed in their home language. If the child's home language is Spanish the child will also be assessed in english for the Language & Literacy and Cognition domains. Head Start teachers prepare the children for kindergarten by planning transitional settings that simulates the kindergarten environment as well as providing transitional conferences. Teachers who need extra support are offered a one-to- one training/technical assistance and others are provided with coaching. During coaching the education assistant coordinators offer support and techniques that the teachers can use to strengthen their students' progress and improve effective and teaching practices. Based on the assessment data and observations the teacher plans and individualizes learning activities to improve children's outcomes. Child individual reports are generated and placed in each child's folder while the classroom report is posted, but covered in the education corner. The education coordinator assistants monitor monthly notations, daily schedules, lesson plans, ICPs, daily activities, circles, the CIRCLE-Progress Monitoring (C-PM) or My Teaching Strategies assessments, and ensure that all teachers are following the curricula by visiting the centers . All centers have an Area Service Manager assigned to them in order to ensure that the teachers follow implementation of the curricula on a daily basis and to ensure that the operation runs smoothly. ASMs are the teacher's immediate supervisors and they monitor and evaluate their performance in the classrooms. If any concerns arise the ASM shares the

teachers concerns with the education coordinator assistants so they can go in and offer support and/or one to one assistance. In addition, the program contacts with Mental health consultants who do classroom observations. The consultant(s) supports teaching practices through various strategies that he/she shares with the parents and teachers during teacher/parent conferences to implement at home and in the classroom. A mulidisciplinary team participate with these conferences and includes at least 1 representative from the different content areas.

Upon hiring, all teachers need to meet qualification in both education and training. Teachers either have a degree or are going to college to pursue one. All teachers receive training at the beginning of the school year as well as throughout the year, especially after the chidren's data is aggregated and analyzed three times during the program year.

Early Head Start and Child Care Partnership teachers use the Creative Curriculum for Infant, Toddlers, & Two's while the Home Based Visitors use the Parents As Teachers Curriculum. All three programs assess the children using Teaching Strategies. All the curriculums used in HS, EHS, CCP, and HB are researched based. Lesson plan are planned according to the child's age and development. In the home-based program, the home visitor and the parent work hand-in-hand to plan and work together to meets each child's milestone and needs. The home visitor plans activities with parental input and discusses the child's developmental progress with the parents. The curricula used for the home based program encourages the child's development in both English and Spanish. The teacher and parent help strengthen the child's home language while introducing the new language.

**Webb County Head Start  
Local Self-Assessment Report  
2/5/2019 - 2/14/2019**

**Content Area Reviewed:** PROGRAM GOVERNANCE

**Prepared by:** Margie Gonzalez, Accounts Payab      Alma Rangel, PC Chairperson  
Linda Payle, Parent Inv. Coord      \_\_\_\_\_  
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**Instrument:** 2019 Monitoring Review Protocols

**SECTION I: BACKGROUND**

**The following people were interviewed:**

<u>Aliza Oliveros, Executive Director</u>	<u>Estela Salazar, Assistant Director</u>
<u>Elizabeth Godina, ASM</u>	<u>Luz Muñoz, Assistant Director</u>
<u>Laura Guzman, FSW</u>	<u>Maria Elena Martinez, ASM</u>
<u>Melva Garza, Head Teacher</u>	

**The following centers were monitored:**

<u>Larga Vista</u>	<u>Roosevelt</u>
<u>Sierra Vista</u>	<u>Floyd</u>
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**The following reports, documents, instruments, etc. were reviewed:**

Head Start Director Policy Binder  
Administrative Staff, Coordinators & ASMs Memorandum & Content Area Reports  
Parent Committee Minutes Folder

Parent Engagement Bulletin

**SECTION II: SUMMARY**

Ex Director, Aliza Oliveros Interview. Trainings are documented in PC Agendas from Sept for Bi-Laws, November for Child Abuse, and Finance in December. Program Governance training took place in Sept. for parent volunteers, and other trainings were provided to parents in Oct. Fall Parent Conference.

Reviews Bi-laws, Child Abuse training and Finance Report in December. Program took place on September 19, 2014 for Parent Volunteers; other trainings were provided October Fall Parent Conference - reviewed parent trainings.

Reviewed establishing procedures and criteria for recruiting, selecting, and enrolling children through addendum presented to governing body.

Reviewing applications for funding and amendments to applications for funding.

All information is presented to Policy Council members to approve and to Commissioners Court as scheduled. Interviewing parents confirmed.

Financial reports are reviewed on a monthly basis to governing body.

Program Information Summaries on program activities are presented to Policy Council Commissioners Court on a monthly basis.

Director's Report: The Community-wide, strategic planning, and needs assessment.

Every year it is updated.

**SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE**

**Performance Standard:** No potential areas of Non-Compliance

**Potential Non-Compliance:** \_\_\_\_\_



**Webb County Head Start  
Local Self-Assessment Report  
2/5-2/14, 2019**

**Content Area Reviewed:** Health, Child Nutrition, Mental Health Safety Practices

**Prepared by:** Nora Rodriguez, Juanita De Leon Anahi Cuevas  
Yvette Flores, Gracie Galvan \_\_\_\_\_

**Instrument:** **FY 2019 Monitoring Review Protocols**

**SECTION I: BACKGROUND**

**The following people were interviewed:**

<u>Estela Salazar, Lety Zavala, Ruth Martinez, Diana</u>	<u>Raquel Ortiz, Melissa Soto, Angelica Ruiz,</u>
<u>Cordova, Esme Martinez, Stephanie Negrete,</u>	<u>Laura Guzman, Rosa Trevino, Teresita Ramirez</u>
<u>Sandra Pena, Jackie Bassini, Veronica Rangel</u>	<u>Claudia Martinez, Sylvia Ortiz, Wendy Palomo</u>
<u>Manuela Estrada, Monica Faria, Nilda Varela</u>	<u>Susan Gonzalez, Gloria Gonzalez, Kimberly Vigil</u>
<u>Eliza Aranda, Gloria Coronado, Dora Sanchez</u>	<u>Genovea Leon Elizabeth Godina, Idra Rodriguez</u> <u>Patricia Patlan, Melissa Valdez</u>

**The following centers were monitored:**

<u>Roosevelt, Dovalina, Finley, Prada Tatangelo</u>	_____
<u>Alma Pierce, Little Palominos, Sierra Vista</u>	_____
<u>Floyd, Springfield, Zachary and Villa,</u>	_____
_____	_____

**The following reports, documents, instruments, etc. were reviewed:**

Emergency release form, quarterly licensing and safety report, minimum standards licensing

checklist, sanitation of mat logs, 1520 contact information form, 5 children folders staff members

expectant mother required training form, Prenatal and postpartum inf. Services, Edinburgh Postnatal

Depression scale, Newborn care assessment homevisit form and child plus homevisit assessment

**SECTION II: SUMMARY**

**Child Health and Status and Care:** 1302.42(b)(1)(i) 1302.42'(d) 1302.42(a)(1) 1302.41(a)

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In this area, all centers demonstrated to be in compliance. They track all the children's health screenings. They also provide prompt health regiment for its participants. Constant communication with parents on health screening follow ups with the physican in regards to medical follow ups via email, parent notices, phone calls or person to person reminders at center. Parents are educated and informed thru parent meetings, presenter, staffings, flyers and posters.

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**SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE**

**Performance Standard:** NA

**Potential Non-Compliance:** None at this time

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**Recommendation:** \_\_\_\_\_

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**SECTION II: SUMMARY**

**Mental Health: 1302.45(a)(2) 1302.45(b)(1) 1302.45(b)(3)**

Parents and staff are informed thru trainings in many areas of Mental Health and well being. During enrollment and thru out the school year, the DECA Screener is completed by parent and teachers.

Parent will be inform of DECA outcome by the teacher. If a concern arises intervention is offered to parent . The Mental Health consultant assist teacher in the classroom by providing guidance

and recommendations are recommended for parents and teachers. Parents are provided with a copy of strategies to implement at home and teacher will work with same strategies at school . Mental Health

consultant is also available for staff, families, and children if needed. Other outside sources are

available upon request from families where social worker is able to refer. If a concern is reported,

a parent conference is scheduled where content areas Education and Sp Service staff will meet with

parent and Mental Health consultant to plan and assist teacher and family.

**SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE**

**Performance Standard:**  N/A

**Potential Non-Compliance:**  None

**Recommendation:** \_\_\_\_\_

**SECTION II: SUMMARY**

**Oral Health and Nutrition: 1302.43, 1302.44(a)(1),1302.47(b)(7)(vi)**

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The program does promotes effective oral health hygiene by providing a tooth brush, disposable cup and paste for children to brush their teeth after lunch. Teachers role model to children the proper way to teeth. During the monitoring process, we were able to see that the program also implements nutrition that are culturally and developmentally appropriate. By asking how the meal menu are set up and the that they have a nutrition committee that consist of the nutrition Coordinator, Nutritionist, parents and Where they are able to evaluate and modify menu's to meet the childrens nutrition guidelines and needs. program did have individual child food allergies in a confidential folder. The staff are aware and can any food modifications, allergies , special diets that are being served and children do Family Style There were no non compliances in this area.

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**SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE**

**Performance Standard:** none

**Potential Non-Compliance:** none at this time.

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**Recommendation:** \_\_\_\_\_

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**SECTION II: SUMMARY**

**Safety Practices: 1302.47(B)(1)(iX) 1302.47(b)(2)(v) 1302.47(b)(5)(i) 1302.47(b)(5)(ii) 1302.47(b)(5)(iii)**

**1302.47(b)(5)(iv) 1302.90(c) 648A(g)(3)**

The centers were in compliance where the facilities are safe through an ongoing system of preventive maintenance. If something is broken outdoors work orders are done promptly and reported to Ms. Huerta Sp. Ser. Director. Indoors if a toy or furniture is broken it's removed immediately. A safety checklist is done on a quarterly basis. A playground checklist is done on a daily basis for the playground. A log is documented for the evacuations such as fire drills, fire extinguishers, severe weather drill, lock downs and flashlights.

Reporting child abuse and neglect the program has a procedure in place. Child abuse hotline number are posted throughout the centers. Sleep practices are in place. Teachers are compliant. There is constant supervision indoors and outdoors. Background checks prior to hire take place at the office level. Approvals for hire are done by Policy counsel and Webb County Commissionaires

**SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE**

**Performance Standard:** NA

**Potential Non-Compliance:** None at this time

**Webb County Head Start  
Local Self-Assessment Report  
2/5-2/14, 2019**

**Content Area Reviewed:** Family and Community Engagement

**Prepared by:** Linda Payle Patricia Patlan  
Claudia Rubio Rosa Trevino

**Instrument:** FY 2018 Monitoring Review Protocols - December 1, 2017

**SECTION I: BACKGROUND**

**The following people were interviewed:**

<u>Lucy Trejo</u>	<u>Teresa Rodriguez</u>
<u>Yvette Flores</u>	<u>Tiffany Prado</u>
<u>Teresita Ramirez</u>	<u>Cynthia Sifuentes</u>
<u>Sylvia Guzman</u>	<u>Ashley Marquez</u>
<u>Marbella Elizondo</u>	<u>Patricia Perez and Ana Hill</u>

**The following centers were monitored:**

<u>Villa Alegre</u>	<u>Finley</u>
<u>Little Palominos</u>	<u>Zachry</u>
<u>Larga Vista</u>	<u>Sierra Vista</u>
<u>Regina</u>	

**The following reports, documents, instruments, etc. were reviewed:**

Family Partnership Agreement, Family Profile Assessment Score Sheet, Community Resource Binder,  
Child Plus , Referrals, Home Base Curriculum, Parents as Teachers Curriculum, Teaching Strategies  
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Webb County Head Start, LISD & UISD Integrated Class Teachers

Local Self-Assessment/Winter CLASS Scores

2018-2019

A total of 25 observations were conducted; 12 Head Start classroom teachers and 13 integrated/ISD classroom teachers using the Classroom Assessment Scoring System, CLASS. Presently, we have 25 Pre-K CLASS Reliable Observers. Staff is immediately provided with individual recommendations based on their scores after each observation. Professional Development training is provided at the beginning of the year and two additional times during the year based on the lowest domain of the CLASS results.

The following tables includes the center and classroom number observed with the different CLASS Dimensions observed:

Grantee or Classroom ID	positive climate	negative climate*	teacher sensitivity	regard for student perspective	behavior management	productivity	instructional learning formats	concept development	quality of feedback	language modeling
<b>Head Start</b>										
Finley Class 1	6	1	6	6	6	6	6	6	5	5
Floyd Class 1	6	1	5	5	5.5	6	5	4	4	4
Floyd Class 2										
Larga Vista Class 2	7	1	7	6.5	7	7	6	6	6	6.5
Little Folks Class 1	7	1	6	6	5.5	6	6	5.5	5.5	5.5
Little Palominos Class 1	6	1	6	6	6	6	6	5	5	4.1
Prada Class 2	6	1	6	6	6	6	6	5.5	5.5	5.5
Roosevelt Class 2	7	1	7	7	6	6.5	6.5	5	5	5.5
Sierra Vista Class 4	7	1	6.5	6.5	6	6.5	7	7	6	7
Springfield Class 1	7	1	6	7	7	7	5	6	4	6
Tatangelo Class 1	6.5	1	6.5	6	6	5.5	5	5	5	5
Tatangelo Class 3	6.5	1	6	6	6.5	6	6	3.5	3	3.5

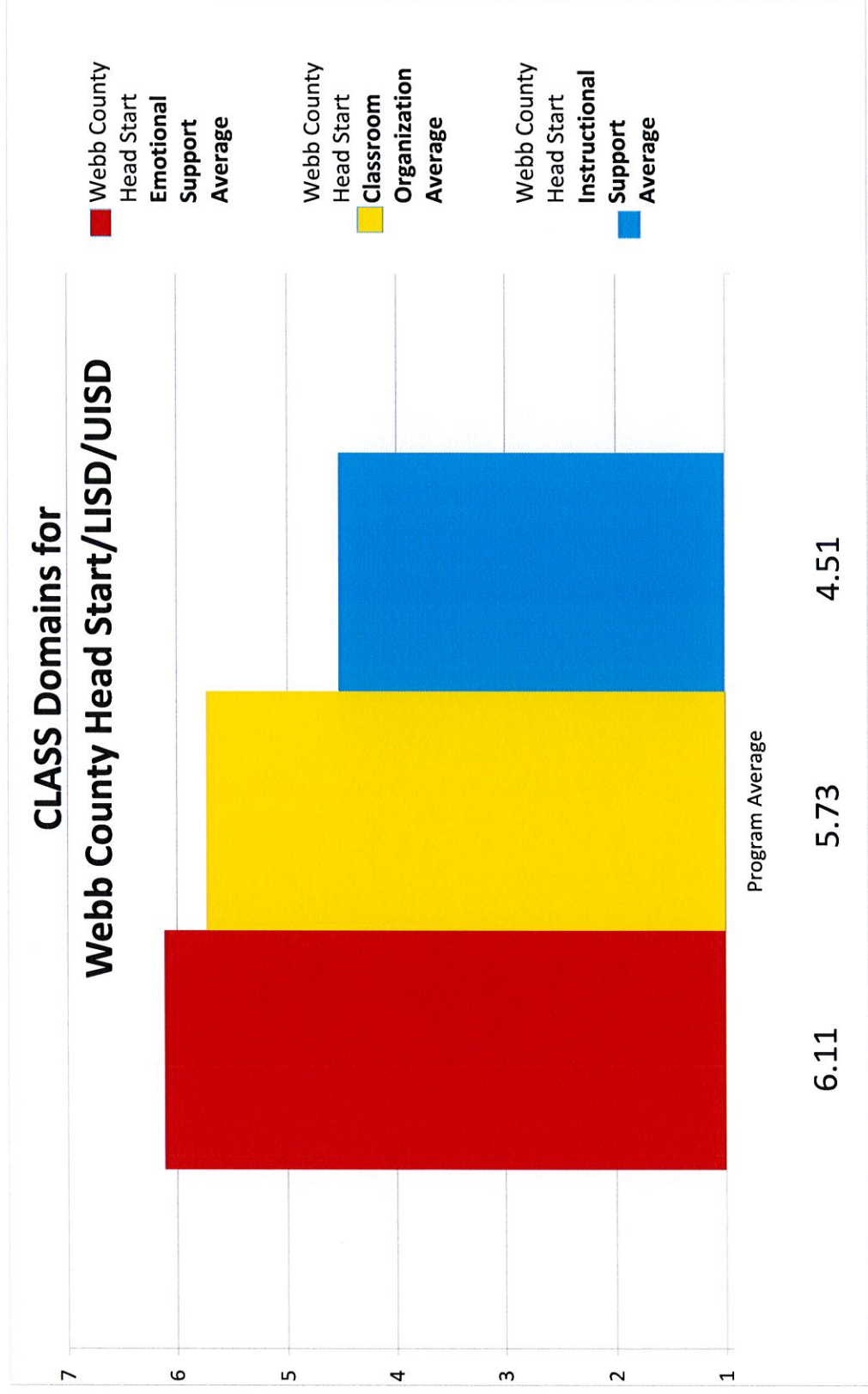


**ISD Inclusion Classrooms**

J.C. Martin Class 3	6	1	5.5	5.5	6	5.5	6	4	4	4
Dovalina Class 3	6	1	6	6	6	6	5.5	5	5	4.5
Sanchez-Ochoa Class 1	6	1	6	6	6	6	6	6	6	6
Alma Pierce Class 1	7	1	6.5	6.5	6	6	5.5	5	5	5
Alma Pierce Class 2	6	2	6	6	6	6	3.5	3.5	3.5	3.5
Zachry Class 4	6.5	1	7	4.5	6	6	7	4	4.5	5
Freedom Class 1	6.5	1	5	5	5	4.5	5	3.5	4	3
Zaffirini Class 2	6	2	5	5	5.5	6	6	3.5	4	4
Arndt Class 1	6	1.5	6	4	5	6	6	4	4	4
Arndt Class 2	6	1.5	4.5	2.5	4	4	4	2	2	2
UISD Prada Class 1	6.5	1	5.5	5	6	6	5.5	5.5	3.5	3.5
UISD Prada Class 2	5.5	1.5	4.5	3	6	6	5.5	2.5	3	2.5
Newman Class 1	5	1	5	5	5	5	5	3	3	4

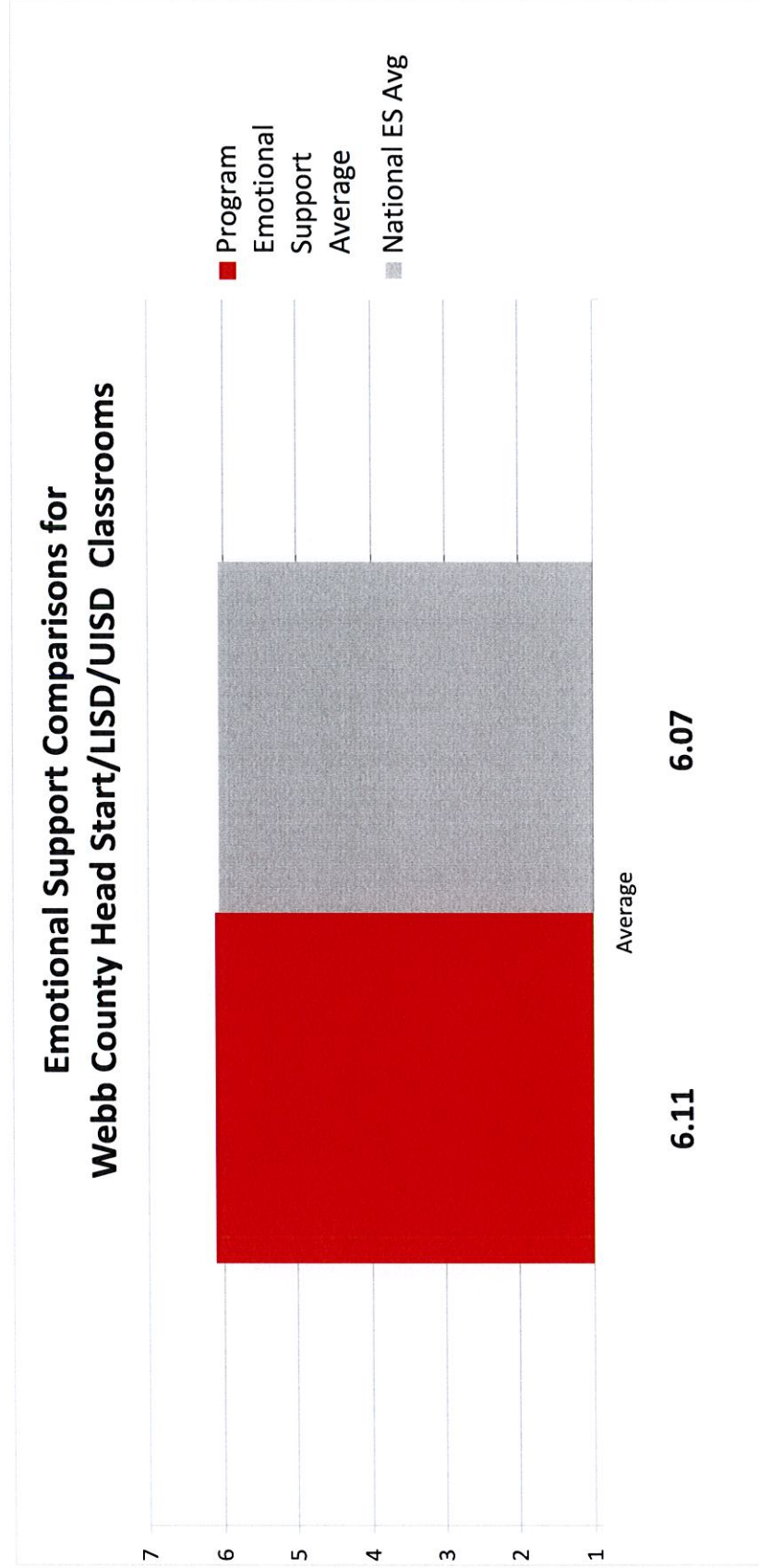


The following graph provides the scores for the three CLASS domains: Emotional Support 6.11, Classroom Organization, 5.73 and Instructional Support 4.51.



## Emotional Support Averages

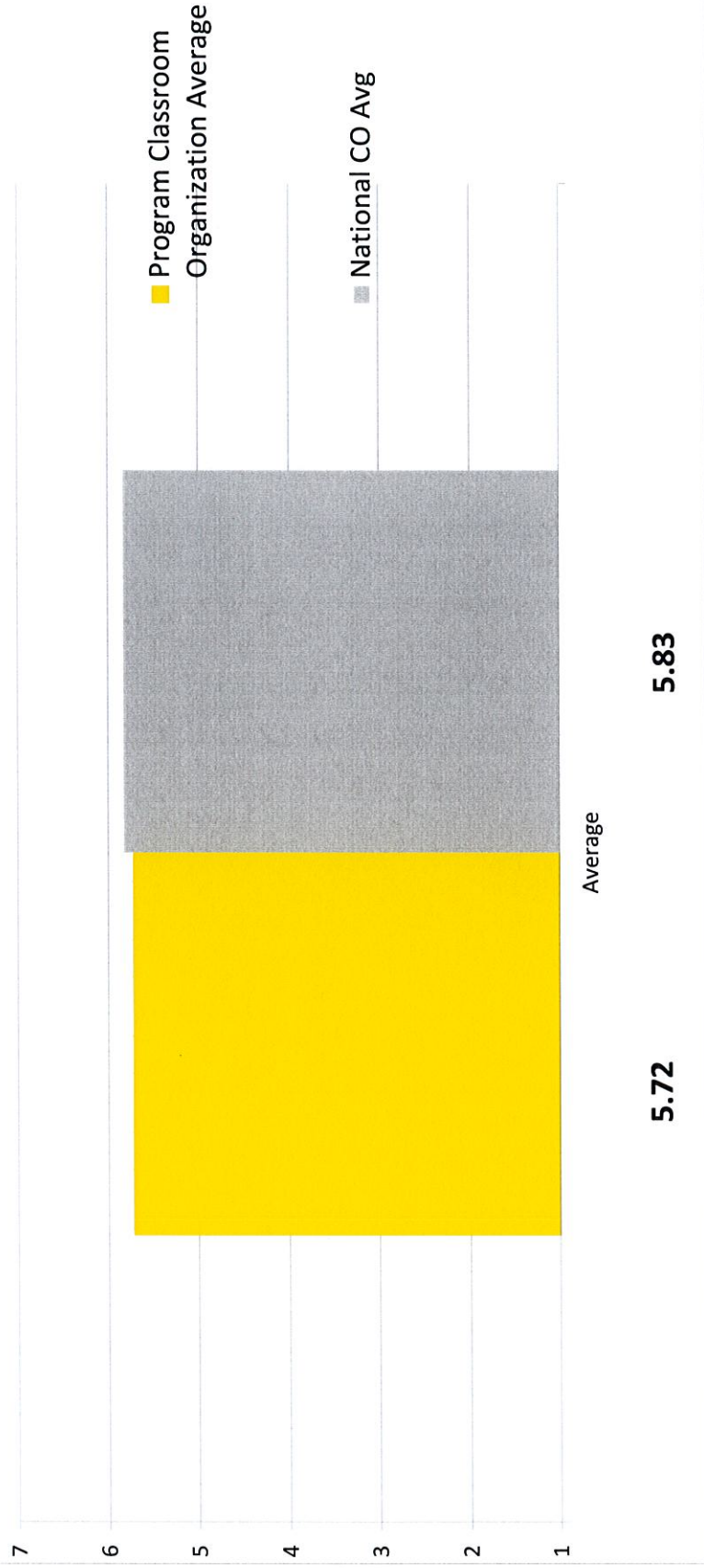
Data demonstrates ES domain slightly above the National Average Score, 6.11 compared to 6.07:



## Classroom Organization Averages

For this domain, graph indicates score of 5.72, slightly below the National Average Score of 5.83.

### Classroom Organization Comparisons for Webb County Head Start/LISD/UISD Classrooms



## Instructional Support Averages

The Instructional Support Domain indicates score of 4.51, higher than the National Average Score of 3.00

