

**Webb County Head Start Local Assessment Team Members
2021 - 2022**

| LSA Monitoring 12/1-12/10, 2021 | | |
|---|---|--|
| Content Area | Monitor | Key Indicators |
| Program Design | (staff) Linda Payle, Parent Eng Coordinator | F2: Program Management & Quality Improvement |
| | (PC) Debra Vasquez, PC Chairperson | |
| | (PC) Martha Hernandez, PC Comm Rep | |
| | (Administrator) Aliza Oliveros, HS Director | |
| Education & Child Development Services | (staff) Isabel Campos, ASM | F2: Monitoring and Implementing Quality Education Child Development Services |
| | (staff) Janie Ramos, ASM | |
| | (staff) Yvette Flores, FSW | |
| | (staff) Nora Rodriguez, Sp Serv Assist | |
| | (staff) Gloria Flores, Ed Coord | |
| | (staff) Francis Gonzalez, Ed Assist | |
| | (parent) Maria Delgadillo, Floyd | |
| Health Program Services | (staff) Ruby Negrete, SS Assistant | F2: Monitoring and Implementing Quality Health Services |
| | (staff) Juanita de Leon, SS Assistant | |
| | (staff) Stephanie Negrete, Ed Assistant | |
| | (staff) Sylvia Guzman, FW - Zaffirini | |
| | (parent) Stephanie Arzola, Sierra Vista | |
| | (parent) Leslie Gutierrez-Hernandez, Ed. Center | |
| Family and Community Engagement | (staff) Maria C Jalomo, FCP Coordinator | F2: Monitoring and Implementing Quality Family and Community Engagement Services |
| | (staff) Claudia Rubio, FSW - Roosevelt | |
| | (staff) Teresa Espinoza, FSW - Zachary | |
| | (staff) Roxanne Garcia, FSW - Sierra Vista | |
| | (parent) Briana Garza, L. Palominos | |
| Fiscal Infrastructure | (staff) Linda Payle, Parent Eng Coordinator | F2: Monitoring and Implementing Fiscal Infrastructure |
| | (PC) Debra Vasquez, PC Chairperson | |
| | (PC) Martha Hernandez, PC Comm Rep | |
| | (Administrator) Aliza Oliveros, HS Director | |
| ERSEA | (staff) Patricia Patlan, FSW - Dovalina | Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance |
| | (staff) Rosangela Velasco, ASM- Heights | |
| | (staff) Rosa Trevino, ASM - L Palominos | |
| | (staff) Cynthia Davila, FSW - Newman | |
| CLASS Field Guide | (Consultant) Sandra Morales, EC Consultant | CLASS: Classroom Observations |
| | (staff) CLASS Reliable Observers | |
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Webb County Head Start
Local Self-Assessment Report
November 29- December 10, 2021

Content Area Reviewed: Education- Alignment with School Readiness

Key Indicators: F2: Monitoring and Implementing Quality Education and Child Development Services

Prepared by: Gloria A. Flores, Education Coordinator
Sandra S. Morales, Educational Consultant
Nora Rodriguez, Specialized Services
Yvette Flores, Family Services Worker
Maria Delgadillo, Parent
Francis Gonzalez ECA
Janie Ramos ASM
Isabel Campos ASM

Instrument: FY 2022 Head Start Monitoring Protocol – Focus 2

SECTION I: BACKGROUND

The following people were interviewed:

| | | |
|-------------------|----------------------|--|
| Paula Gonzalez | Parent | Finley Head Start |
| Dolores Dominguez | ASM | Newman & Sanchez Elementary |
| Diana Garcia | ASM | JCMartin Elem. & Little Folks Head Start |
| Ashley Marquez | Home Base Teacher | EHS Sierra Vista Head Start |
| Maria Frausto | Teacher | Alma Pierce Elementary |
| Melinda Morin | Teacher Assistant | Alma Pierce Elementary |
| Maria Landa | Teacher | Cuellar Elementary |
| Valeria Aguirre | Teacher Assistant | Cuellar elementary |
| Emma Morales | Teacher | Zachry Elementary |
| Miriam Vasquez | Teacher | Little Folks Headstart Center |
| Itzamara Canales | Early Childhood Dean | LISD Main Office |
| Andrea Hernandez | Teacher | Centeno Elementary |
| Claudia Gamboa | Teacher | Alicia Ruiz Elementary |
| Raquel Ortiz | Teacher | Larga Vista Head Start |
| Andrea Lugo | Teacher | Freedom Elementary |
| Eliza Aranda | Teacher | Prada Head Start |
| Blanca Valle | Teacher | Larga Vista Head Start |
| Elizabeth Garcia | Teacher | Floyd Head Start |
| Jaqueline Alonzo | Teacher Assistant | Newman Elementary |
| Rosario Segovia | Teacher | Freedom Elementary |
| Yvonne Parks | Teacher | Finley Head Start |
| Anita Medellin | Teacher | Floyd |
| Natalie Benavides | EHS Teacher | EHS Little Palominos |
| Mariana Paez | EHS Teacher | EHS Little Palominos |

| | | |
|--------------------|-------------------|---------------------------------|
| Georgina Rodriguez | Teacher | Prada |
| Gabriela Saldana | CCP Teacher | Education Center |
| Ruth Martinez | EHS Teacher | EHS Sierra Vista |
| Susan Gonzalez | Teacher | Little Palominos |
| Cynthia Orozco | Teacher Assistant | Arndt |
| Adriana Ortiz | Teacher | Sierra Vista |
| Maria Yanez | Teacher | Little Folks |
| Monica Tellez | Teacher Assistant | Roosevelt UISD |
| Pricila Ojeda | Teacher | Roosevelt |
| Elisa Dominguez | EHS Teacher | EHS Sierra Vista |
| Jessica Jacobson | EHS Teacher | EHS Sierra Vista |
| Martha Cardenas | CCP Teacher | Education Center |
| Gloria Flores | Ed. Coordinator | Curriculum & Instruction Office |

The following centers were monitored:

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|--------------------------------------|------------------------------------|
| <u>Finley Head Start</u> | <u>LISD JC Martin Elementary</u> |
| <u>LISD Sanchez-Ochoa Elementary</u> | <u>Little Folks Head Start</u> |
| <u>EHS Sierra Vista Home Base</u> | <u>LISD Alma Pierce Elementary</u> |
| <u>UISD Cuellar Elementary</u> | <u>LISD Zachry Elementary</u> |
| <u>LISD Main Office, Dean</u> | <u>EHS Little Palominos</u> |
| <u>Sierra Vista Head Start</u> | <u>Little Palominos Head Start</u> |
| <u>Roosevelt Head Start</u> | <u>Roosevelt UISD</u> |
| <u>Arndt Elementary</u> | <u>Education Center</u> |

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

Teacher/Parent Conference Forms
Daily Schedules
Lesson plans
CIRCLE Progress Monitoring - Checkpoint Report
Individualization Notations
Children's IEPs & IFSP's
One to one interview with personnel.
CLASS Outcomes Report
My Teaching Strategies- Preschool Data- Education Outcomes
My Teaching Strategies-Infants, Toddlers, and Twos – Education Outcomes
Creative Curriculum Fidelity Tools Data for Preschool & Infants, Toddlers, and Two's
Staff Notations Form
Pre-LAS Beginning of the Year BOY - Plan of Action
Behavior Report- Teacher's Checklist

SECTION I: SUMMARY - Alignment with School Readiness

School Readiness is an indicator that PreK children possessing the skills, and knowledge, which are

necessary for success in Kindergarten and later learning. The following domains included in the Head Start Early Learning Outcomes Framework, HSELOF are: Approaches to Learning, Cognition, Social & Emotional, Language/Literacy or Communication and Physical Motor, and Physical Development are all essential components in being school ready.

The program's school readiness goals are aligned to the HSELOF from birth to 5 years of age. Goals include strategic long-term goals that ensure the program remains responsive to the community's needs. Goals for the provision of education, health, nutrition, as well as family and community engagement to promote the school readiness of all children. Teachers do this by assessing children with the Creative Curriculum for Preschool at the Head Start centers and with the CIRCLE- Progress Monitoring at the school district Head Start inclusion classrooms.

Some teachers interviewed mentioned Transition activities (The Kinder Round- Up) have taken place during the of month of April and May where the parents of Head Start children are given the opportunity to tour the child's school and participate in set academic, nutrition, social and extracurricular activities. Communication among Head Start staff, the district staff, and the parents all make a successful transition into kindergarten for the children.

Successful transitions are planned and implemented for the Early Head Start children and their families while exiting the EHS program by providing at least 6 months prior to the child's 3rd birthday. The child's developmental level, health, and any disability status are also considered while transitioning into Head Start.

Head Start children partnering with the public schools use CLI Engage CIRCLE Progress Monitoring System (PreK) which is a technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill. The children in center-based classrooms are being assessed with Teaching Strategies GOLD with specific set of tools that adds developmental experiences into the children's daily lives to help them develop and integrate self-control and self-regulation, express emotions appropriately, and demonstrate their continuous progress. Both assessments are inclusive to the 5 Head Start domains and are administered 3 times: BOY, MOY, and EOY.

The data gathered from CLI Engage CIRCLE Progress Monitoring System (PreK) at the public school is used to monitor individual progress of all children with CLI comprehensive, integrated resources that connects professional development to classroom implementation and highly targeted data collection and planning. The areas of concern were vocabulary, rhyming 1,2,3, alliteration, syllabication, rote counting, and operations. CLI assessment allows teachers pace on-line professional development. Additional researched based Prek Activity Collections for individual child, child progress monitoring, teacher observations, and goal setting aligned with the Head Start Early Learning Outcomes Framework, and the State Early Learning Standards. During open window of time between assessments, teachers use their Staff Notations (anecdotal) and Family Conference Form to individualize and plan activities for children. These resources will support the teacher to provide a well plan individualized instruction guide to support the school readiness goals for each child.

My Teaching Strategies GOLD assesses which indicator of an objective best describes the child's knowledge, skills and behaviors. The teacher is involved in a continual observation of all children. Teacher observes the child's knowledge, skills, and behaviors to record the observations. Building trust and a positive relationship in which teachers can plan experiences that allow the child to grow. Using the information gained during the observation the teacher responds to each child and scaffold his/her learning appropriately. Knowing what each child can do in relation to the objectives for

development and learning helps a teacher decide how much support an individual child need. Teachers use this knowledge to help plan the individual goals. By consistently analyzing and evaluating their observation notes and portfolio samples, teachers are able to determine each child's level of development in relation to each objective.

During interview with ISD Administrators, the following information was shared: Head Start inclusion teachers meet with the kindergarten staff monthly to share strategies, techniques, and activities to support children's learning. Kindergarten teacher just began to assess children using mCLASS this year. mCLASS is a universal screener that measures the development of reading skills of all students. The indicators are basic Early Literacy Skills and Text Reading Comprehension. Speaking with Ms. Canales, Early Childhood Dean, Math is assessed with My Math Academy. Ms. Canales attributes low scores in Kinder Phonological Awareness, Alphabetic Principals/phonics, Reading Fluency, Reading Accuracy, Reading Comprehension, Vocabulary, Spelling, and Rapid Phonological Processing as the lack of in-house face to face instruction at the PreK level. Mastery of below 30% was consistent to the Prek level. The teachers stated that the school principal is involved in outcomes and assessment data and results. The campus principals also meet regularly with staff during monthly meetings. The Early Childhood administrator is also very visible at campuses, classrooms, and meetings.

Teachers at the Head Start center-based classrooms, unfortunately do not have the flexibility to meet with the receiving school to share results. They are not able to view Kindergarten data personally of the sending children. The staff is aware the Head Start administration does have that type of communication regarding data and alignment with School Readiness The information about kindergarten readiness assessment data are collected by Education Administration staff and shared with Policy Council and sent to Office of Head Start. Data information is also used to guide the Webb County Headstart program for technical assistance and professional development. Data is available and shared by the Education Administration staff.

Section II: Summary - Effective and Intentional Teaching Practices

Upon review of the documents, on site observations and interviews with the staff members of the Webb County Head Start met all Performance Standards compliance. The teaching staff and children follow the daily schedule and lesson plan. The children were engaged and focused on their activities. Teachers promoted critical thinking and problem solving. Teachers were nurturing and caring through the observation. During mealtime, teachers asked questions on what they were eating and children were able to name their food. Teacher-child interaction was taking place throughout mealtime. Disability services are being provided for the children as needed and they attend speech therapy. Individualization is taking place in the classrooms. Teachers demonstrate successful transitions to kindergarten by focusing on letters, sounds, vocabulary words, site words, numbers, shapes and sounds. Most District teachers do a checkpoint for the children every three weeks and CLI-CIRCLE Progress Monitoring Assessment.

SECTION III: SUMMARY - Supporting Teachers in Promoting School Readiness

Head Start conducts 3 checkpoints, EHS and CCP 4 checkpoints and ISD 3 WAVES. After completing the assessments staff are provided with data. This data identifies the lowest and the highest domains. One teacher at Floyd, states "After every checkpoint we are provided with the School Readiness Goals that we will be covering, in order to bring the children to a higher level."

Presently, staff is provided with training virtually in large or small groups to address the curricula being implement in the classrooms. A teacher assistant at the ISD partnerships shared "The teacher follows the curriculum 3 Cheers for Pre-K since day one and builds a strong routine in the classroom." Mrs.

Aranda, teacher at Prada, stated "The creative Curriculum is what we use in the classroom. Every year we are provided with trainings that helps us understand and stay up to date with any changes being made with the curriculum". Ruth Martinez, EHS teacher at Sierra Vista, added "We ask questions and are provided with one-to-one assistance, as needed".

A self-assessment called "Teacher Needs Assessment" is completed by the teachers every year. After collecting all the information, along with observation tools, such as CLASS teachers are selected for intensive one to one coaching. Anita Medellin, Floyd teacher, stated" Coaching helps us acquire techniques that we can implement in the classroom with the children. We are provided with activities and materials that we can utilize to have better control of the students."

Mental health observations are done every year by a mental health consultant. The consultant completes the observation and shares the results with the staff and offers any feedback needed. Ms. Paez shared" Mental Observations are done at the beginning of the year and if there's a concern with a child, we have a meeting with the consultant and the parents. During this meeting, the teacher, area service manager, education staff and health assistant are present as well." Mrs. Benavides added "During the meeting we are provided with techniques to work with the child in the classroom and the parents are provided with techniques to work at home".)

Head Start encourages staff to pursue a higher education by working hand in hand with Laredo College. The program provides help with tuition and books. Teachers with the Head Start program have a Bachelors or an Associate's degree in Early Childhood or an Associate's Degree in Child Development. Teacher assistants have an Associate degree or a CDA. EHS teachers have a Bachelors, Associates or a CDA for Infants & Toddlers. Teachers at CCP are required to have a minimum of a Child Development Associate Credential, a 1-year Child Development degree or an Associates in Applied Science, Child Development.

SECTION IV: SUMMARY - Home Based Program Services

Home visitors use the Parents as Teachers curriculum to establish an initial visit with families. Home visitors work very closely with families to verify the family's home language, learn about any known disabilities, services the family might need, and focus on parent's input of what their child should be developmentally doing. Teachers then sit with parents for 90 minutes and educate parents to instruct their child. Instruction is provided with the family's home language. These 90-minute visits are conducted weekly.

Home visitors provide parents with instruction based on the child's developmental stage. If child has a delay, teachers work ECI to help the family and child reach his/her potential. Socializations, which take place twice a month for about 2 hours, help the family and teachers promote the child's developmental potential.

**Webb County Head Start
Local Self-Assessment Report
December 10, 2021**

Content Area Reviewed: Health Program Services

Prepared by: Ruby Negrete Stephanie Negrete;
Juanita De leon; Sylvia Guzman Leslie Gutierrez-Hernandez

Instrument: FY 2022 Head Start Monitoring Protocols - Focus 2

SECTION I: BACKGROUND

The following people were interviewed:

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|---|---|
| <u>Mrs. D. Medina(LISD /T); Mrs. P. Collins(LISD/T)</u> | <u>M. Vasquez-T; L. Garcia-TA</u> |
| <u>Ms. A. Lozano - TA; Ms. L. Garcia - TA</u> | <u>Y. Parks-T; Ms. Orozco-FTA; Ms. Reyes-TA</u> |
| <u>Mrs. R. Ortiz - T; Mrs. B. Valle -T;</u> | <u>S. Martinez-T; S. Samtillan-T; A. Medellin-T</u> |
| <u>E. Dominguez-EHS/T; J. Jacobson-EHS/T</u> | <u>C. Hernandez - T; G.P. Gonzalez-T;</u> |
| <u>J. Sanchez - EHS/T; M. Yanez -T</u> | <u></u> |

The following centers were monitored:

| | |
|---|--|
| <u>J.C. Martin LISD; Sanchez Ochoa LISD</u> | <u>Little Palominos EHS / HS;</u> |
| <u>Little Folks; Larga Vista; Ardnt UISD;</u> | <u>Sierra Vista EHS / HS</u> |
| <u>Floyds; Roosevelt; Dovalina LISD; Finley</u> | <u>Prada UISD; Prada; Education Center</u> |
| <u></u> | <u></u> |

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

Flip-It; Lap-D; DECA; ImmTrac; Behavior Tracking; Quiet Time - Health/Nutrition/Mental Health;
Screening Results Form; CDC Guidelines for COVID; Health Logs Charts; Nurse Screenings;
First Aid Kits; Binders; Child Plus

SECTION II: SUMMARY

All centers were well managed and clean. During registration parents are reminded about children's Physicals, Dentals and ongoing visits with Healthcare, preventive care and follow-ups. During school year, parents are reminded about meetings and pending exams through Child Plus messages, notices, emails and handouts. Communication with parent is documented on Child Plus. FSW works with parent in making sure parent has health insurance and guiding the parent to outside resources. Head Start also assist those families without insurance. FSW talks to staff about special cases with Health and Nutrition concerns. Red folder is with children's folder in file cabinet. Red folder has At-A -Glance Form which inform new staff members and monitors know which children have special diets and health issues. Monthly notes or when needed notes, are being done on Child Plus to ensure that no episodes happen during month. Children with Medications: Teachers write Monthly, weekly or daily documentation on Child Plus and communicate with parent of any concerns. Medications at center are under lock and key, out of children's reach and are checked monthly to make sure medication has not expired. Toothbrushing is encourage to be done at home on a daily basis but at school, toothbrushing is done on Wednesday with teacher supervision. Toothbrushes and toothpaste are given to schools every 3 months or when needed. All Health charts are check every month. First aid kit is well supplied and extra supplies at ASM office to replace items that are used. A General Classroom Observation is done to every Head Start Classroom. Behavior concerns begin with a referral to Specialized Services which follow up with and an Individual Observation done by SSA and ASM staff before referring to Mental Health Consultant to do an Individual Observation. All Individual Observations are then followed by a Parent Conference where outcomes will be discussed by Consultant to Parent. Recommendations are given to Parent and teacher. SSA and ASM continue to do Individual Observations on a monthly basis and are being documented in Child Plus. Behavior Plan continues and amended throughout the year as per child's behavior. No suspension is allowed but Partial attendance is approved until child adapts to school setting. Goal is to bring child back to full day attendance. Safety Practices are always done but extra precautions are being done, due to COVID-19. Toys, mats, tables, and screen dividers are being disinfected on a daily basis. Children are wearing masks and if mask gets wet or torn, a new mask is given to them. Children are encouraged to wear mask and constant hand washing is being done. Temperature are being check before receiving children and any visitors. All staff are vaccinated against COVID-19 virus and if ill staff and children are recommended to stay home until cleared by doctor. All COVID -19 cases are reported to main office. Playgrounds are checked and clean daily before children go outside to play. Staff documents on Daily Playground Checklist.

SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE

Performance Standard: _____

Potential Non-Compliance: _____

**Program Improvement Plan
For the
2021-2022 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>Effective & Intentional Teaching Practices</u> Teachers and other relevant staff will ensure individualized needs of children with disabilities are being met and all children will have access to and can participate in the full range of activities and services.</p> <p>§1302.61 (a) Additional Services for children with disabilities</p> | <p>Specialized Services Content Area staff or other concerned parties will inform teacher and other relevant people to participate in the individual Admission Review, Dismissal (ARD) Meetings and inform other concerned parties. Education Content Area personnel will notify the educational staff and other program staff of the results of the Education Outcomes; 3 times per year, in addition to the Education Outcomes for children with an Individual Education Plan (IEP) and provide professional development, as needed to educational staff.</p> | <p>ARD Notices Individual Educational Plans (IEPs) Access to ChildPlus system Include the staff notations in the program's monitoring reports Laptops/tablets</p> | <p>ISD personnel Specialized Services & Education Content Area staff Compliance Coordinator Area Service Manager, teacher & supportive educational</p> | <p>The program will effectively be in compliance with performance standard §1302.61 (a) Additional Services for children with disabilities</p> | <p>As soon as children are identified as having an Individual Educational Plan (IEP)</p> |
| <p><u>Curricula</u> A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.</p> <p>§1302.32 (a)(2) Curricula</p> | <p>Education Content Area Staff along with UISD and LISD Childhood deans will work together to create, establish, or implement the district's fidelity tools in regards to the curricula. Educational consultant(s) and concerned parties will be included for additional support.</p> | <p>ISD Early Childhood dean and/or coordinator will inform of any materials needed for the teachers or students.</p> | <p>HS / EHS Director Education Director & Education Content Area Staff ISD Early Childhood dean and/or Coordinator Educational Consultant</p> | <p>Teachers and educational staff will be provided with necessary resources to comply with fidelity to the adopted new curricula implemented in the inclusion/ISD classrooms.</p> | <p>January 2022</p> |