

Webb County Head Start Local Assessment Team Members

2023 - 2024

Local Self Assessment Monitoring February 15 - March 1, 2024

Focus Area 1

Content Area	Monitor	Key Indicators
Program Design	(staff) Linda Payle, Parent Eng Coordinator	F1: Program Design, Management & Improvement (PDMI)
	(PC) Alejandro Navarro, PC Chairperson	
	(PC) Destiney Navarro, PC Rep	
	(Administrator) Aliza Oliveros, HS Director	
Education & Child Development Services	(staff) Diana Garcia , ASM	F1: Education and Child Development Services (ECD)
	(staff) Rosa Treviño, ASM	
	(staff) Pat Vela, Specialized Srv. Assist.	
	(staff) Belinda Magaña, Ed. Coord. Asst.	
	(staff) Karina Lujan, Ed. Coord. Asst.	
	(staff) Mariza Mendoza, Ed. Coord. Asst.	
	(parent) Elizabeth Garza, CCP	
Health Services	(staff) Ruby Negrete, Specialized Srv. Assist.	F1: Health Services (HEA)
	(staff) Yvette Flores, Specialized Srv. Assist.	
	(staff) Melva Garza, ASM	
	(staff) Francis Gonzalez, Ed Coord. Assist.	
	(PC) Juanita Peña, PC Comm Rep	
	(parent)	
Family and Community Engagement	(staff) M. C. Jalomo, FCP Coordinator	F1: Family and Community Engagement Services (FCE)
	(staff) Teresita Ramirez, FSW	
	(staff) Marbella Elizondo, FSW	
	(staff) Angelica Ramos, Specialized Srv. Assist.	
	(parent) Joanna Gonzalez, Finley	
Fiscal Infrastructure	(staff) Margie Guzman,	F1: Fiscal Infrastructure
	(County) Antonio Bernal, Auditors Sr. Accountant	
	(Administrator) Aliza Oliveros, HS Director	
ERSEA	(staff) Patricia Patlan , FSW	F1: Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
	(staff) Cynthia Davila, FSW	
	(staff) Karla Valdez, FSW	
	(staff) Isabel Campos, ASM	
	(staff) Gloria Coronado, ASM	

**Webb County Head Start Local Self-Assessment
2024 Schedule of Activities**

DATE	TIME	ACTIVITY	PLACE	RESPONSIBLE PERSONS
February 15 Management Meeting	11.30	Monitoring Protocol Overview View Monitoring Kickoff Webinar Discussion	Monte Carlo Ballroom	LA Team
February 16	To Be Decided by Content Area Coordinator	Local Assessment Overview / Team 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 16 – 29	8:00 a.m. - 4:00 p.m.	Classroom Observations and Interviews	Center Level / Administration & Coordinators' Offices	All Team Members
March 1	To Be Decided by Content Area Coordinator	Team members meet to finalize report.	To Be Announced by Protocol Content Area Coordinator	All Team Members
March 4	8:00 - 11:30	Turn in reports to Ms Zavala	Jorge De la Garza Office	Content Area Coordinator
March 7	11:30 – 1:30	Administration, Directors & Coordinators will discuss and develop Program Improvement Plan	TBA	Administration & Management, Staff
March / April 2024	10:00 a.m.	Report Results to the Policy Council	TBA	Parent Committee and Administration
April / May 2024	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 monitor 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.) will be submitted to Ms Zavala. Head Start staff needs to notify, via-email, Ms Cobos if leaving your assigned center to monitor.

**Webb County Head Start
Local Self-Assessment Report
2023 - 2024 Program Year**

Content Area Reviewed: Program Design Management

Prepared by: Linda M. Payle _____

Alejandro Navarro, P.C. Chairperson _____

Instrument FY 2024 Head Start Monitoring Protocols Focus 2



SECTION I: BACKGROUND

The following people were interviewed:

Rosangela , Area Service Manager-

Sandra Peña, Area Service Manager

Luz Muñoz, Assistand Head Start Director

Leticia Cardenas, Teacher Assistant

Leticia Zavala, Records Manager / HR

Juanita Pena, Policy Council Member

Lupe Botello, Policy Council Member

The following centers were monitored:

Height

A. Dovalina

Zachry

Sanchez / Ochoa

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

Webb County Head Start / EHS / Training Logs

Policy Council Officers & Community Representatives/Commissioners' Court

Policy Council Agendas for months of September & October

Director's Monthly Report & Governing Board Activities

Policy Council Meeting Minutes September and November

SECTION II: SUMMARY

Monitored the Content Area of Program Design and Management we concluded the following:

Within the Performance Standard of 1301.2-Governing body(b) Duties and responsibilities are

1302.101 Management system demonstrate support of professional development and continuous program quality improvement from the gathered information and staff interviews.

1302.101a(1)(2) Policy Council parents comply with all the mandated requirements

Section 642 Powers and Function of Head Start Agencies; c (1) Governing Body Responsibilities, (2)

Policy Council, (d) Program Governance Administration (2) conducts all responsibilities listed A-I.

No non-compliances within our assessment at centers, and Staff interview

SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE

Performance Standard: No areas of Non-Compliance

Potential Non-Compliance: _____

Recommendation: _____

Webb County Head Start
Local Self-Assessment Report
February 20- March 7, 2024

Content Area Reviewed: Monitoring and Implementing Quality Education and Child Development Services

Prepared by: Rosa Treviño, ASM- Little Palominos & EHS Little Palominos
Karina M. Lujan, Education Coordinator Assistant
Diana Garcia, ASM-Little Folks & JCMartin
Mariza Mendoza, Education Coordinator Assistant
Pat Vela, Specialized Services Assistant
Belinda A. Magaña, Education Coordinator Assistant
Elizabeth Garza -Parent- CCP- Education Center

Instrument: FY 2023 Head Start Monitoring Protocol – Focus Area 2

SECTION I: BACKGROUND

The following people were interviewed:

Jessica Jacobson	EHS Teacher	EHS Sierra Vista Head Start
Laura Aguilar	Teacher	Sierra Vista Head Start
Alma Núñez	Teacher Assistant	UISD- Finley Elementary
Soraida Mohamed	Teacher Assistant	UISD- Finley Elementary
Norma Leal	Teacher	LISD- JC Martin Elementary
Gilda Rios	Teacher Assistant	LISD- JC Martin Elementary
Isela Garza	Teacher	UISD- Centeno Elementary
Rosa Palacios	Teacher Assistant	UISD- Centeno Elementary
Gloria Coronado	ASM	Larga Vista Head Start
Hortencia Santillano	Teacher	Larga Vista Head Start
Veronica Ventura	Teacher	Larga Vista Head Start
Miriam Vasquez	Teacher	Little Folks Head Start
Claudia Hernandez	Teacher	Little Folks Head Start
Melissa Soto	ASM	UISD-Ruiz Elementary
Isabel Puente	Teacher Assistant	UISD-Ruiz Elementary
Dulce Villanueva	Teacher Assistant	UISD-Ruiz Elementary
Sandra Pena	ASM	LISD- Zachry Elementary
Sherry Salazar	Teacher Assistant	LISD- Zachry Elementary
Maria Mendoza	Teacher Assistant	LISD- Zachry Elementary
Jocelyn Tapia	Teacher	CCP- Education Center

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The following centers were monitored:

Sierra Vista Head Start
EHS Sierra Vista Head Start
Little Folks Head Start
LISD- JC Martin Elementary
LISD- Ruiz Elementary
UISD Finley Elementary
CCP- The Education Center
UISD Centeno Elementary
LISD- Zachry Head Start

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

Child Plus-DRDP Assessment
Scholastic PreK on My Way- Fidelity Tool
SAVVAS Three Cheers for PreK-Fidelity Tool
Social Emotional- Early Childhood Outcomes and Prekindergarten Guidelines Alignment
ISD Student Notations
BOY LAS scores
Parent Teacher Conference
Daily Schedules
Small group planning
FALL Head Start School Readiness Goals
HSELO Framework
Individualization Notations
Children's IEPs

SECTION II: SUMMARY

Alignment with School Readiness

PM 1.1: The grant recipient uses research-based and culturally appropriate curricula to support child outcomes.

The creative curriculum in connection with the DRDP assessment is used to plan and teach on a daily basis to the students in the classroom. The DRDP assessment tools are used to evaluate students to know in what level they are and plan for activities for them to learn based on their knowledge. They offer teachers with trainings at the beginning of the year and through the year on how to implement the curriculum and the assessment in the classroom stated by Claudia Hernandez teacher from Little Folk Head Start. Isela Garza UISD teacher from Centeno Elementary stated: The assessment that we use is CIRCLE. It basically covers all subjects; letters & sounds, alliteration, syllables, ELAR, rhyming, math, geometric shapes, values, addition, subtraction, science, social studies, and physical. We do it 3 times a year, BOY, MOY, and EOY. It is computer coded and lengthy. We also do a checkpoint every 3 weeks, and then benchmarks are done every 6 weeks. Everything that was covered during those 6 weeks will be in the benchmark. The assessment offers resources for teachers, games for children, and also recommendations for parents. Parents are a great support and their involvement is important in order to see a difference in a child. The curriculum that we use is from SAVAAS. It is research based and teachers chose it because it is very attractive and colorful for students, and it services Spanish speakers as well. It includes a lot of resources, materials, manipulatives and it is very child friendly. When this curriculum was new, training was offered during the summer and throughout the school year as well. We have PD once a month in order for us to prepare kids for the next school. The curriculum implementation is monitored by walk-ins (announced and un-announced) from the principal, VP, deans, and head start staff. They check lesson plans, small group, objectives posted on board, daily schedule.

The process for monitoring curriculum implementation is through CLASS, Fidelity Too, and weekly monitor by ASM and self-checks with the use of Lesson Plans and Teacher-Child Interactions: well-organized classroom by NCQTL (National Center on Quality Teaching & Learning) handout. Mrs. Gilda Rios TA stated: We can establish and monitor curriculum implementation progress by conducting the CLI assessment at the BOY, MOY, and EOY as well as teacher observations. CLASS is also conducted twice a year and Fidelity Tool. CLI is conducted at the LISD and Head Start works with checkpoints.

PM 1.2: The grant recipient uses appropriate screening tools to refer children as indicated for evaluation.

Gilda Rios Teacher Assistant from Jc Martin stated there are several developmental screening performed to the student: the first one is the Lap-D which is a developmental screening done at the beginning of the year. DECA, which consists of behavior, once done and if there is a concern on any of the screening a referral is done so we can work with child on the concerning areas. Isela Garza UISD teacher from Centeno Elementary stated: For developmental screeners, the TA's conduct the Pre-LAS which measures their language. IF we have a behavioral/academic concern in the classroom, we conduct a parent conference and advise them about any concerns that we have. We also discuss and present

to the committee about how child is doing and any strategies or activities that we are doing with the child in the classroom. The committee is made- up of the principal, counselor, interventionist, teacher and parent. We meet every 4 weeks and discuss any progress the child might have.

The program uses tracking and monitoring system when LAP-D and DECA are done and the children didn't pass, or if there are concerns. The ASM reassess the child and a referral process will be started for specialized service, Education, and FSW. Also, if a child didn't pass the DECA assessment, teacher will implement activities based on the areas of need and will provide parent with some activities to do at home with child. Gilda Rios Teacher Assistant from Jc Martin stated: Tracking and monitoring systems used the 45 days time frame for all the screeners and report all results to ASM. If student came out with concerns, then the ASM conducts the assessment in this case for the LAP-D and DECA, the ASM then works on a referral and share with Specialized Services department so we can start the assessment, a Authorization for the assessment is needed.

PM 1.3: The grant recipient uses appropriate ongoing child assessment tools to understand and support children's abilities and progress and to individualize for every child.

These are the measures and domains that need to be checked for each child, and we see the outcomes at the end of every wave. This helps us individualize with the children and see what the children know. We use this to plan activities, teach differently, and help us group them. Every group has different activities based on results. UISD Teacher Isela Garza stated, Everyone learns in a different style, according to what we see, we decide to work on that lesson with child. We change any visual items, make it colorful, add images, and decide what works best for the child. All of this is aligned in a sense as to how to child is being looked at. We have the small group planning where children are divided into groups, I do not place them in a low, mid, high group but rather prefer have them all interacting with each other so they can learn from one another. We conduct ongoing child assessment of children's progress by using the DRDP assessment throughout the year with three checkpoints. This one is aligned with the SRG's, which teachers use to plan for the individual child planning activities to see in what level the child is at.

PM 2.1: The grant recipient staff identifies effective teaching strategies that are responsive to children's needs.

Soraida Mohamed UISD teacher assistant from Finley Elementary stated: Teachers are supporting low-income students by providing them with necessary supplies. Additionally, family social workers help students in need by providing them with shoes, among other services. During home visits, teachers communicate with parents to understand their family's needs and offer relevant services. For instance, parents of English language learners may ask questions about how to improve communication in Spanish in the classroom. If students require speech therapy, is given in English, and progress is regularly monitored. Therapy sessions are conducted in the classroom, and teachers are flexible and bring all necessary materials. Jessica Jacobson teacher from EHS Sierra Vista stated: Everything is spoken in English and Spanish positively to communicate the children's progress to the parents. This is discussed during home visits. Each student has basic needs that they need to meet at the beginning of their life. In case they need anything, we listen to the parents' requests to see how we can help them in any way.

Soraida Mohamed UISD teacher assistant from Finley Elementary stated: Small groups or individualized plans are created with different activities based on the needs of each student. Accommodations are made by tailoring activities to the student's knowledge level. For instance, magnet trays that

involve magnet letters are utilized to practice letter sounds and identification. Erasable boards are used for one-to-one interaction with students while they actively participate. If a student speaks Spanish, activities are planned accordingly in their home language. If a student has a sensory disability, activities are adjusted to suit their needs.

Jessica Jacobson teacher from EHS Sierra Vista stated: We believe in providing individualized class practices for all children, as each child is unique and may learn at a different pace. We take the time to assist those who need additional support and adjust the pace of the lesson to match their learning needs. Throughout the day, we provide students with the required practice based on their needs and preferences. When teaching language to non-English speaking students, teachers need to label objects in the classroom and help students understand what they are. Making connections between the two languages is helpful for Spanish-speaking students who may have difficulty communicating in English. Students can better understand and engage with the material by individualizing instruction in this way. Special needs students' activities depend on their individual needs. For instance, there was a student who was previously enrolled whom was blind, and the environment was tailored to meet her developmental needs. The student always received one-to-one assistance to adapt to her unique requirements. When managing active behavior, teachers must remind students to keep their hands inside their pockets and refrain from biting. All children must receive individual attention for the teacher to understand their learning development.

PM 2.2: The grant recipient develops engaging learning environments that promote healthy development for enrolled children.

Laura Aguilar teacher from Sierra Vista HS stated: Individualize the classroom environment with different materials. Every child has an interest, and all can have other choices. Language delays in English and Spanish books in dual language to assist in the children learning a second language. The fidelity tool is used to check everything: the activities and environment. This also helps the teacher implement the curriculum daily. For example, CLASS focuses on open-ended questions and teacher-child interactions.

Alma Nunez UISD teacher assistant from Finley Elementary stated, The teacher completes UCO (Unit of Competency) every week for each student during the lesson plan, and mostly during small groups, according to their needs. They work on letters, sounds, sight words, and some words associated with the letters. The environment meets the needs of the children, and many things are implemented like flashcards and names of the items of their interest. Students are able to label letters in the library, and several books are different for multicultural and bilingual books. The fidelity tool is used to improve classroom quality and ensure the effective implementation of the curriculum. Also, with CLASS observations, the interaction between the student and the teacher is evaluated and enriched.

PM 3.1 The grant recipient establishes a system of professional development to support the delivery of quality education and child development services.

Sherry Salazar teacher assistant from Zachary Elementary LISD indicated: We get trainings on transportation, food handler, first aid and CPR, DAP activities. Trainings as need, on paper work on documentations the annual training each year at the beginning of school year. We also get training after each checkpoint/WAVE for us depending on the lowest domain and we get the new SRGs for the next WAVE. Trainings are provide for new staff, new teachers, and new promotions. ASM Sandra Pena from Zachary Elementary LISD: Staff is encouraged to do a (PDP) Professional Development Plan in which staff establishes two goals and sets time frame to complete to encourage self-growth. PDP is reviewed twice a year to see if staff has meet goals or will continue to work on goals. Staff is encouraged to attending trainings, enroll in college or work on goals in a way that will benefit the staff. Staff must

complete a minimum 15 clock hours of professional development per year. Dulce Villanueva teacher assistant from Ruiz Elementary UISD indicated We get annual training. Every month training by our ASM for education, and safety. CLASS training after every checkpoint/WAVE on the lowest domain. Education Dept. provide training for new staff and/ or promotions for the new positons. Other trainings as need throughout the year. Hortencia Santillano teacher from Larga Vista head start stated: We get training yearly. We also get trainings throughout the year. We get trainings on topics that we might need more knowledge. Education Assistants also give us more support to the teachers that are select by the data gathered throughout the year with CLASS Observations and Fidelity Tool.

PM 3.2 The grant recipient uses a researched based coaching strategy for education staff to support staff to use effective teaching practices.

ASM Sandra Pena from Zachary Elementary LISD: Researched based approaches for staff in professional development for education staff, which are focused on effective curriculum implementation. Have knowledge of the Learning Outcome framework from birth to five. Provide staff with coaching, to identify their strength and areas of needed support, in which the PDP falls in place. ASM Gloria Coronado from Large Vista Head start: At the beginning of the school year, teachers use the Devereux Reflective Checklist in which they rate themselves. As far as needs, teachers are selected based on their scores. Coaches, done by the educations assistants, do monthly observations and give recommendations to teacher on what she can do in the classroom. ASM Melissa Soto from Ruiz Elementary UISD indicated: The Observations Tools uses by the program are research base. CLASS Observation is one of the observation tool and it is done twice a year and another observation tools is the Fidelity Tool and is done once a year by the Education Dept. The Education Dept. gather that DATA and from that DATA they provide more Professional Development support and training and PBC Coaching. For PBC coaching Education Dept. also select new teachers and/or promotions for the new position. Teachers are train to be professional Development ready and prepare to teach the children and provide age appropriate activities. The Education Content Area also provide an Individual Training Assessment where the teaching staff can select trainings they feel they need more training on. Hortencia Santillano teacher from Larga Vista head start stated: Education Asst. do CLASS Observations twice a year and Fidelity Tool once a year. The Education Dept. gather that DATA and get the teachers that might need more support. In addition, the Ed. Dept. also look at new staff and/or promotions positions. Ed. Asst. gives us the teacher's positive feedback by providing strategies, materials and/ or tools, guidance to use in the classrooms with the children. These strategies are observe until strategies are master in the classrooms, if not then Ed. Asst. gives us other strategies that might work for our children.

PM 3.3 The Grant recipient has qualified staff.

All the teaching positions have a required qualification when applying for a certain positions. Some teachers require a Bachelor or Associate in Child Development Education, Teacher Asst. requires an Associate in Child Development; substitute teacher requires a high diploma or GED. Some substitute even try to better themselves and get a CDA credentials. The Head Start program encourages and assist us to enroll in college. The Program also assist us financially, stated by Hortencia Santillano teacher from Larga Vista Head start. UISD TA Mrs. Villanueva from Ruiz Elementary stated: Staff is given training hours at the beginning of the year by all the content areas (CPR, first aid, safety, education, mental health, and nutrition) and throughout the year by our ASM (required training). All teaching staff require qualifications. Some CDAs, some Associates, and some Bachelors based on the position we are holding. The Education Asst. monitors our qualifications through the staff tracking

once a month and PDPs at the beginning of the year by sending us reminders through emails and/or in person. ASM also monitors our qualifications through the PDPs three times a year. ASM Sandra Pena mentioned, the program must ensure all staff meet qualifications, or any sub-contractors or trainees have sufficient knowledge, training and experience and are competent and responsible to meet all requirements that are mandated in a child care program. The program must provide ongoing trainings and support staff in fulfilling areas of need. Staff are required to have a high school diploma, AA, BA OR MA, depending in the position they will be fulfilling within the program. Program provides staff with the opportunity for self-growth by attending college and offer financial support, or provide researched based certification trainings ex: (CDA, CLASS Reliable).

PM 4.1 The grant recipient establishes intentional transition strategies for Head Start and Early Head Start children.

Transitions are used throughout the day, before breakfast, as we go outside, and as we go do any different activity. We also introduce all new toys and areas so that the children know how to properly use the toys and enter the areas. Jocelyn Tapia

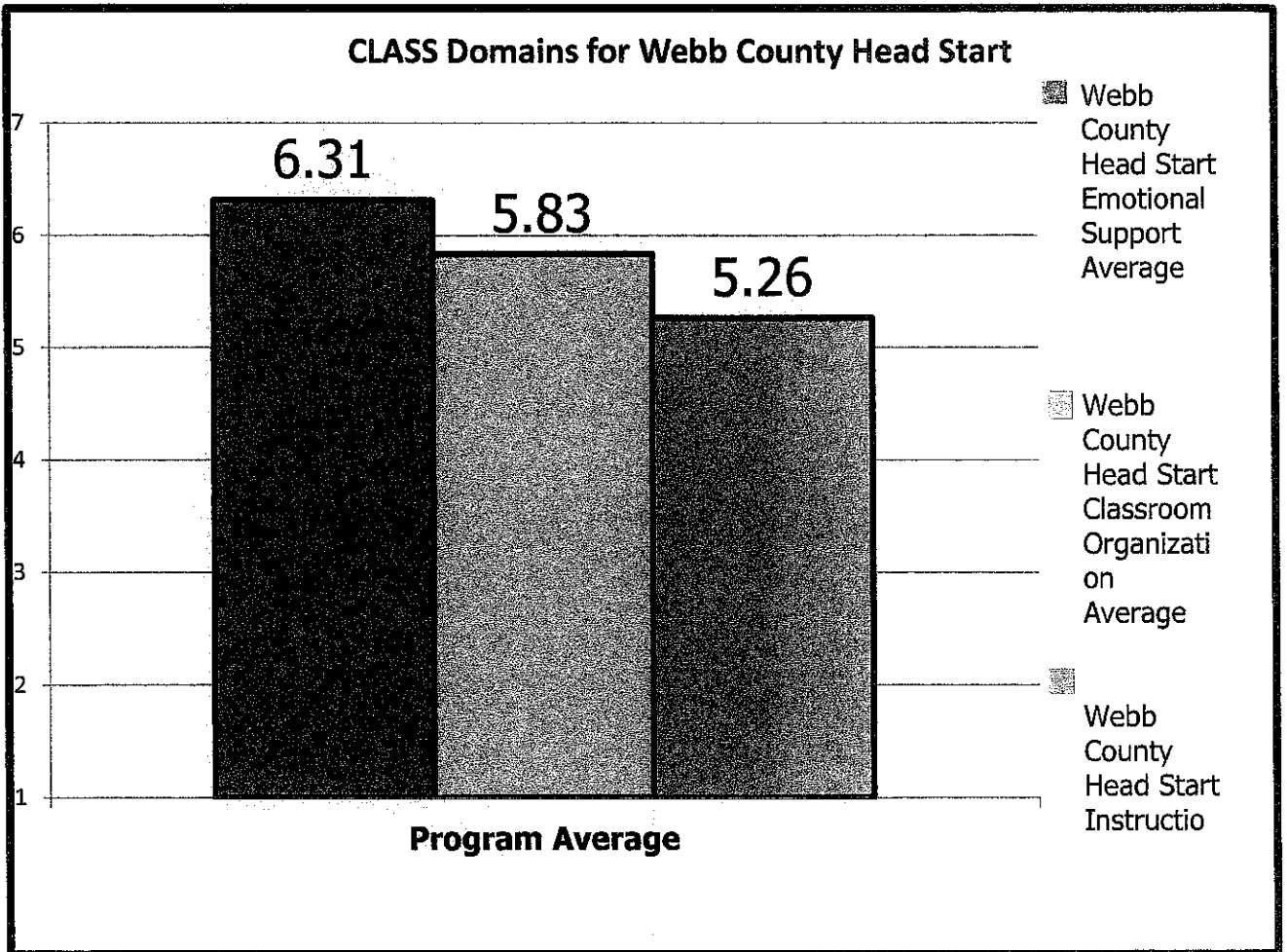
SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE

2023-2024

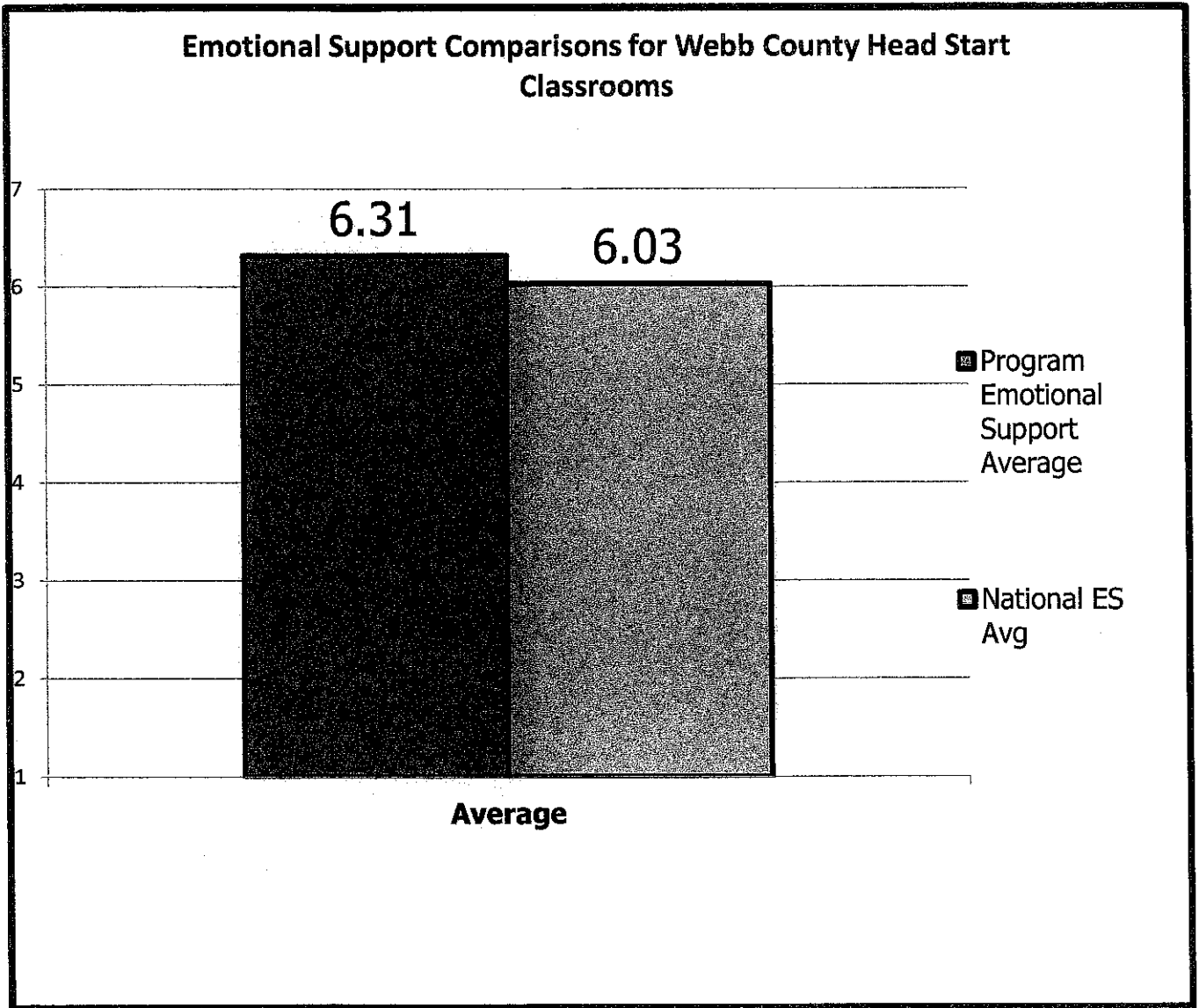
Webb County Head Start/ISD

Spring CLASS Scores

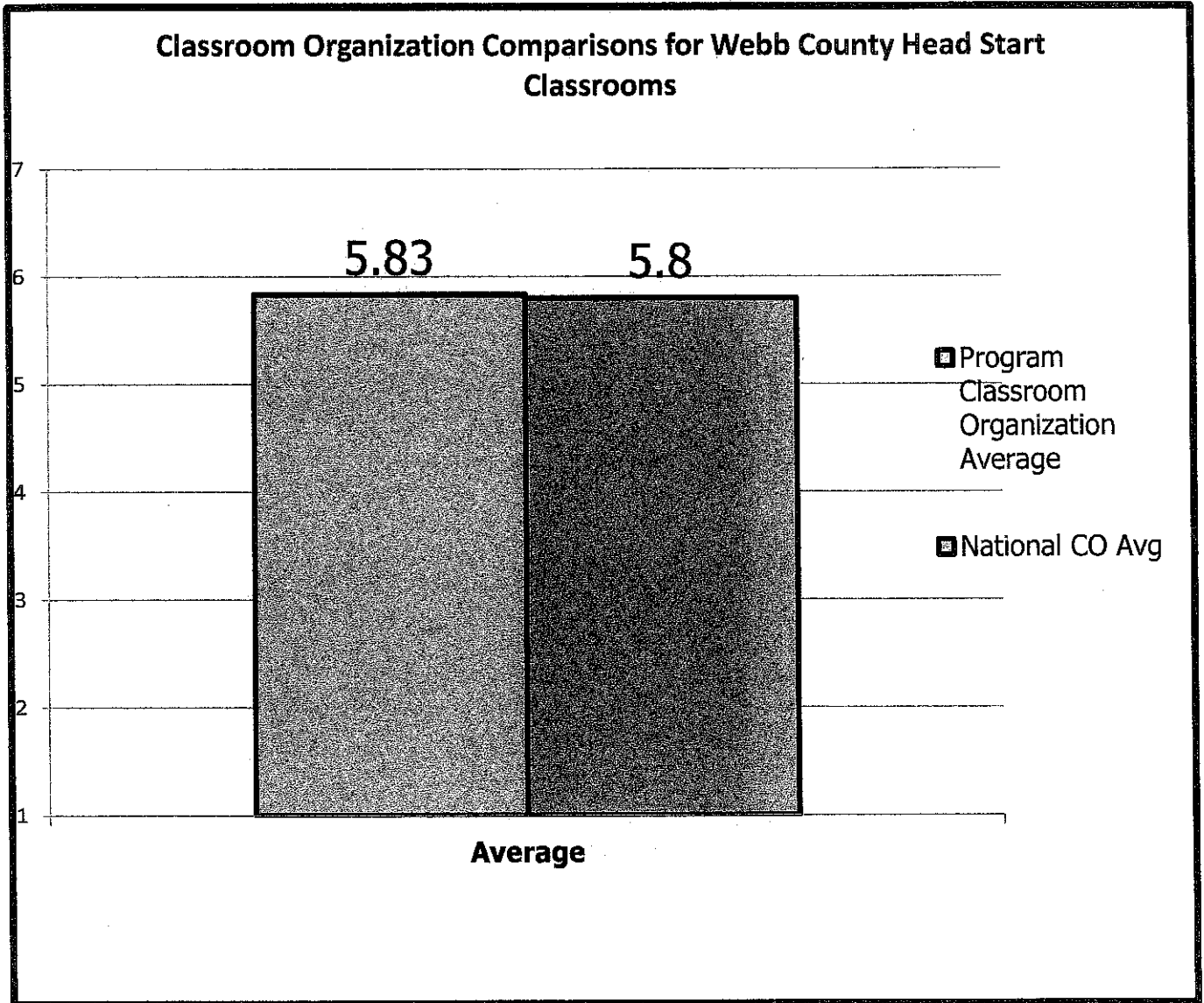
Program Averages



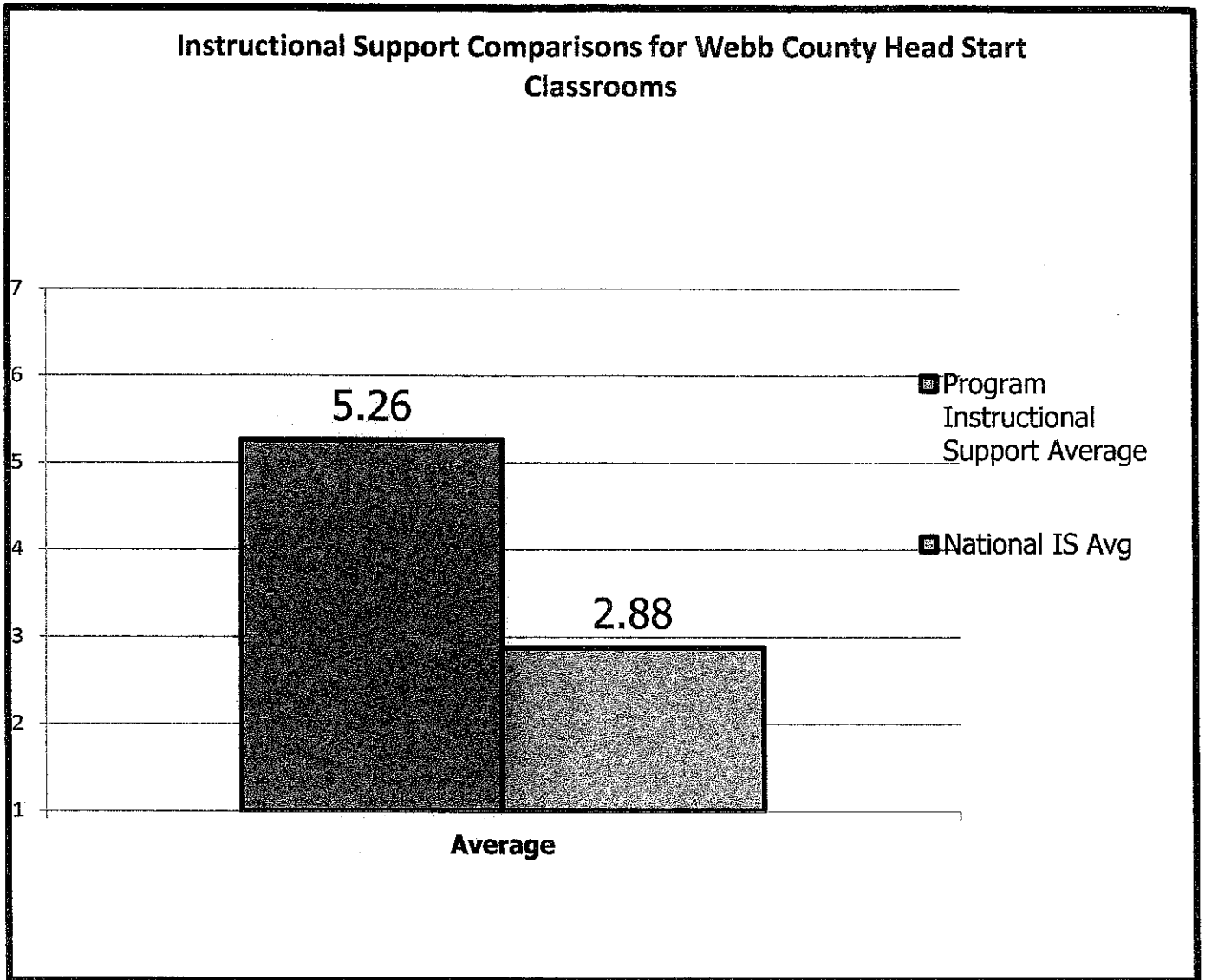
2023-2024
Webb County Head Start/ISD
Spring CLASS Scores
Emotional Support Average



2023-2024
Webb County Head Start/ISD
Spring CLASS Scores
Classroom Organization Average



2023-2024
Webb County Head Start/ISD
Spring CLASS Scores
Instructional Support Average





LSA notes

Claudia Hernandez- Teacher

Little Folks-C2

Performance Measure 1.1: The grant recipient uses research-based and culturally appropriate curricula to support child outcomes.

Elements of this measure include but are not limited to how the grant recipient:

- *Uses a research-based curriculum appropriate for all provided program options, and trains staff to support their understanding of the curricula*
- *Establishes a process for monitoring curriculum implementation*

The creative curriculum in connection with the DRDP assessment are used to plan and teach in a daily basis to the students in the classroom. The DRDP assessment tool is used to evaluate students to know in what level they are and plan for activities for them to learn based on their knowledge. They offer teachers with trainings at the beginning of the year and also through the year in how to implement the curriculum and the assessment in the classroom.

The way they monitor curriculum implementation is through the CLASS observations, Fidelity Tools, and weekly monitoring by the ASM.

Performance Measure 1.2: The grant recipient uses appropriate screening tools to refer children as indicated for evaluation.

Elements of this measure include but are not limited to how the grant recipient:

- *Performs developmental screening for all children within the prescribed timeframes using research-based tools*
- *Uses a tracking and monitoring system to ensure that any developmental concerns identified through the screening are promptly addressed through referral or follow-up*

Some of the screeners that we use are the DECA and the LAP-D. These screeners are done at the beginning of the year for all 1st year students.

The program uses tracking and monitoring system when LAP-D and DECA are done and the children didn't pass, or if there are concerns. The ASM reassess the child and a referral process will be started for specialized service, Education, and FSW. Also, if a child didn't pass the DECA assessment, teacher will implement activities based on the areas of need and will provide parent with some activities to do at home with child.

Performance Measure 1.3: The grant recipient uses appropriate ongoing child assessment tools to understand and support children's abilities and progress and to individualize for every child.

Elements of this measure include but are not limited to how the grant recipient:

- *Conducts ongoing child assessments of children's progress aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five*

We conduct ongoing child assessment of children's progress by using the DRDP assessment throughout the year with three checkpoints. This one is aligned with the SRG's, which teachers use to plan for the individual child planning activities to see in what level the child is at.

LSA notes

Isela Garza- Teacher

Centeno-C1

Performance Measure 1.1: The grant recipient uses research-based and culturally appropriate curricula to support child outcomes.

Elements of this measure include but are not limited to how the grant recipient:

- *Uses a research-based curriculum appropriate for all provided program options, and trains staff to support their understanding of the curricula*
- *Establishes a process for monitoring curriculum implementation*

The assessment that we use is CIRCLE. It basically covers all subjects; letters & sounds, alliteration, syllables, ELAR, rhyming, math, geometric shapes, values, addition, subtraction, science, social studies, and physical. We do it 3 times a year, BOY, MOY, and EOY. It is computer coded and lengthy. We also do a checkpoint every 3 weeks, and then benchmarks are done every 6 weeks. Everything that was covered during those 6 weeks will be in the benchmark. The assessment offers resources for teachers, games for children, and also recommendations for parents. Parents are a great support and their involvement is important in order to see a difference in a child. The curriculum that we use is from SAVAAS. It is research based and teachers chose it because it is very attractive and colorful for students, and it services Spanish speakers as well. It includes a lot of resources, materials, manipulatives and it is very child friendly. When this curriculum was new, training was offered during the summer and throughout the school year as well. We have PD once a month in order for us to prepare kids for the next school. The curriculum implementation is monitored by walk-ins (announced and un-announced) from the principal, VP, deans, and head start staff. They check lesson plans, small group, objectives posted on board, daily schedule.

Performance Measure 1.2: The grant recipient uses appropriate screening tools to refer children as indicated for evaluation.

Elements of this measure include but are not limited to how the grant recipient:

- *Performs developmental screening for all children within the prescribed timeframes using research-based tools*
- *Uses a tracking and monitoring system to ensure that any developmental concerns identified through the screening are promptly addressed through referral or follow-up*

For developmental screeners, the TA's conduct the Pre-LAS which measures their language. If we have a behavioral/academic concern in the classroom, we conduct a parent conference and advise them about any concerns that we have. We also discuss and present to the committee about how child is doing and any strategies or activities that we are doing with the child in the classroom. The committee is made up of the principal, counselor, interventionist, teacher and parent. We meet every 4 weeks and discuss any progress the child might have.

Performance Measure 1.3: The grant recipient uses appropriate ongoing child assessment tools to understand and support children's abilities and progress and to individualize for every child.

Elements of this measure include but are not limited to how the grant recipient:

- *Conducts ongoing child assessments of children's progress aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five*

Everyone learns in a different style, according to what we see, we decide to work on that lesson with child. We change any visual items, make it colorful, add images, and decide what works best for the child. All of this is aligned in a sense as to how to child is being looked at. We have the small group planning where children are divided into groups, I don't place them in a low, mid, high group but rather prefer have them all interacting with each other so they can learn from one another.

LSA notes

Norma Leal- Teacher

JC Martin-C2

Performance Measure 1.1: The grant recipient uses research-based and culturally appropriate curricula to support child outcomes.

Elements of this measure include but are not limited to how the grant recipient:

- *Uses a research-based curriculum appropriate for all provided program options, and trains staff to support their understanding of the curricula*
- *Establishes a process for monitoring curriculum implementation*

The curriculum that we use is from scholastic. All teachers got trained when it was adopted, and we receive training at the beginning of the year as well. Teachers receive training throughout the school year as well, and depending if they have any needs or if there's new teachers. Mrs. Camacho does walk-throughs (scheduled and randomly) once or twice a month. And the principal also goes into our classrooms for about 15-20 min.

Performance Measure 1.2: The grant recipient uses appropriate screening tools to refer children as indicated for evaluation.

Elements of this measure include but are not limited to how the grant recipient:

- *Performs developmental screening for all children within the prescribed timeframes using research-based tools*
- *Uses a tracking and monitoring system to ensure that any developmental concerns identified through the screening are promptly addressed through referral or follow-up*

We use the waves and checkpoints to see the children's progress. TA's also use the DECA and the LAP-D's before the 45 days to measure the children's behavioral and developmental milestones. We also set up conferences with parents if we see that a child is being affected in it's learning or if they have a concern. I also know that HS has a referral procedure and sometimes a mental health consultant steps into the classrooms to guide the teachers and children.

Performance Measure 1.3: The grant recipient uses appropriate ongoing child assessment tools to understand and support children's abilities and progress and to individualize for every child.

Elements of this measure include but are not limited to how the grant recipient:

- *Conducts ongoing child assessments of children's progress aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five*

These are the measures and domains that need to be checked for each child, and we see the outcomes at the end of every wave. This helps us individualize with the children and see what the children know. We use this to plan activities, teach differently, and help us group them. Every group has different activities based on results.

Diana

Ms. Rosa Palacios

1.1

* Head Start uses the Teaching Strategies which is researched based, which include a lot of age appropriate and hands on activities. LISD curriculum is Pre-K on my Way and UISD curriculum is Three cheers for Pre-K and both are research based. Staff is trained by attending trainings in the beginning of the year and as need arises throughout the school year.

*The process for monitoring curriculum implementation is through the three waves by testing the students at the BOY- MOY and EOY and conducting notations as to where the student met goals or still needs assistance

1.2

*They are several developmental screening performed to the student, the first one is the Lap_D which is a developmental screening done at the begging and the other one is the DECA which consists of behavior , once done and if there is a concern on any of the screening a referral is done so we can work with child on the concern areas.

*Tracking and monitoring systems used after conducting the screeners and scores are given to ASM if child came out with a concern, a referral is done for ASM to conduct the Lap-D assessment if the concern was on that specific screener and also an Authorization to perform the assessment is needed.

1.3

*The ongoing child assessment is conducted and then used to place child in groups to individualized and after the goals is complete we decide which group the child will be place and decided if child will be place in a more challenging group such as M, H,L Individualization is done weekly together with notations.

Mrs. Gilda Rios (TA JC Martin)

1.1

* The curriculum elements that help us implement correctly is the teachers guidebook(English and Spanish) and the CARES documents (Curriculum Alignment Resources for Education Support) In the Head Start they use the Creative curriculum with the corresponding assessment (DRDP) and as both are researched based, Training is given to staff at the beginning of the year and if a staff still needs training it is given as needed by the Education staff.

* We can establish and monitor curriculum implementation progress by conducting the CLI assessment at the BOY,MOY, and EOY as well as teacher observations. CLASS is also conducted twice a year, Fidelity Tool. CLI is conducted at the LISD and Head Start works with checkpoints

1.2

*They are several developmental screening performed to the student, the first one is the Lap_D which is a developmental screening done at the begging and the other one is the DECA which consists of behavior , once done and if there is a concern on any of the screening a referral is done so we can work with child on the concern areas.

*Tracking and monitoring systems used the 45 days time frame for all the screeners and report all results to ASM, if student came out with concerns, then the ASM conducts the assessment in this case for the LAP-D and DECA, the ASM then works on a referral and share with Specialized Services department so we can start the assessment, a Authorization for the assessment is needed

*In order to adequate perform the assessment we need to know the measures and focus on each child's levels that the child is in when we plan using the ICP and lesson plans. We need to take in consideration the different learning styles in order for the child to be taught correctly. Frame Work has the different domains to work with the child within the different ages which is Birth to Five

Mrs. Miriam Vasquez (Teacher LF)

1.1

* Research based curriculum like Creative Curriculum are used in connection with DRDP Assessment to teach and evaluate students in the classroom. Staff are trained at the beginning of the year and as needed throughout the year by coaching from one of the Education content area staff and on-line trainings.

*The process for monitoring curriculum implementation is through CLASS, Fidelity Too, and weekly monitor by ASM and self-checks with the use of Lesson Plans and Teacher-Child interactions: well – organized classroom by NCQTL (National Center on Quality Teaching & Learning) handout.

1.2

*Performs developmental screenings are used to screen children with the use of Lap-D screener, DECA at the beginning of school year for each child.

*Tracking and monitoring systems used once the scores are calculated and results given to ASM. If need or concerns are brought up then a referral process is implemented to corresponding department like Specialized Services and Education Content Area. Other assessments can be done like Lap-D Assessment by ASM and goals for DECA in class and at home ar5e created

1.3

*On going child Assessment and progress are implemented with the use of SRG's and DRDP measures; with the focus of individual levels for each child during planning while working on ICP during Lesson Plans.

Kari

Ms. Jacobson – Sierra Vista EHS

Performance Measure 2.1

·Supports staff to use teaching and home visiting practices that are responsive, communicative, language-rich, and promote critical thinking and persistence

Everything is spoken in English and Spanish positively to communicate the children's progress to the parents. This is discussed during home visits. Each student has basic needs that they need to meet at the beginning of their life. In case they need anything, we listen to the parents' requests to see how we can help them in any way.

·Individualizes classroom practices to meet the needs of enrolled children, including language learners and children with disability

We believe in providing individualized class practices for all children, as each child is unique and may learn at a different pace. We take the time to assist those who need additional support and adjust the pace of the lesson to match their learning needs. Throughout the day, we provide students with the required practice based on their needs and preferences.

·Uses data from standardized observation tools to improve teaching and home-visiting strategies

When teaching language to non-English speaking students, teachers need to label objects in the classroom and help students understand what they are. Making connections between the two languages is helpful for Spanish-speaking students who may have difficulty communicating in English. Students can better understand and engage with the material by individualizing instruction in this way.

·Individualizes lesson plans and teaching strategies using child assessment data

Special needs students' activities depend on their individual needs. For instance, there was a student who was blind, and the environment was tailored to meet her developmental needs. The student always received one-to-one assistance to adapt to her unique requirements. When managing active behavior, teachers must remind students to keep their hands inside their pockets and refrain from

biting. All children must receive individual attention for the teacher to understand their learning development.

Mrs. Aguilar Sierra Vista HS

Performance Measure 2.2

·Individualizes classroom environment to meet the needs of enrolled children

Individualize the classroom environment with different materials. Every child has an interest, and all can have other choices. Language delays in English and Spanish books in dual language to assist in the children learning a second language.

·Uses data from standardized observation tools to improve the quality of learning environments

The fidelity tool is used to check everything: the activities and environment. This also helps the teacher implement the curriculum daily. For example, CLASS focuses on open-ended questions and teacher-child interactions.

Mrs. Mohamed –Finley ISD

Performance Measure 2.1

·Supports staff to use teaching and home visiting practices that are responsive, communicative, language-rich, and promote critical thinking and persistence.

Teachers are supporting low-income students by providing them with necessary supplies. Additionally, family social workers help students in need by providing them with shoes, among other services. During home visits, teachers communicate with parents to understand their family's needs and offer relevant services. For instance, parents of English language learners may ask questions about how to improve communication in Spanish in the classroom. If students require speech therapy, is given in English, and progress is regularly monitored. Therapy sessions are conducted in the classroom, and teachers are flexible and bring all necessary materials.

·Individualizes classroom practices to meet the needs of enrolled children, including language learners and children with disabilities.

Small groups or individualized plans are created with different activities based on the needs of each student. Accommodations are made by tailoring activities to the student's knowledge level. For instance, magnet trays that involve magnet letters are utilized to practice letter sounds and identification. Erasable boards are used for one-to-one interaction with students while they actively participate. If a student speaks Spanish, activities are planned accordingly in their home language. If a student has a sensory disability, activities are adjusted to suit their needs.

·Uses data from standardized observation tools to improve teaching and home-visiting strategies.

We will conduct a circle assessment and complete a checkpoint to study one letter each week, starting with Spanish letters followed by English letters on an oval tape. We will also use all the colors of the week for reinforcement. Additionally, we will use the CLASS data fidelity tool to obtain results for our SRGs, which will help us individualize activities and implement them in our plans.

·Individualizes lesson plans and teaching strategies using child assessment.

For individualized planning, students receive activities to assess their knowledge level. Documentation is then added based on their progress.

Mrs. Nuñez -Finley ISD

Performance Measure 2.2

·Individualizes classroom environment to meet the needs of enrolled children

The teacher completes UCO (Unit of Competency) every week for each student during the lesson plan, and mostly during small groups, according to their needs. They work on letters, sounds, sight words, and some words associated with the letters. The environment meets the needs of the children, and many things are implemented like flashcards and names of the items of their interest. Students are able to label letters in the library, and several books are different for multicultural and bilingual books.

·Uses data from standardized observation tools to improve the quality of the learning environment.

The fidelity tool is used to improve classroom quality and ensure the effective implementation of the curriculum. Also, with CLASS observations, the interaction between the student and the teacher is evaluated and enriched.

ROSA

LSA

Performance Area 2: Teaching Strategies and Learning Environment

PM: 2.1 Mrs. Aguilar Sierra Vista

Provided the material to individual the children, with choice toys for them to choose.

Individual for speech books English and Spanish / Dual Language to assist in their development delays.

Also grouping the children that are more verbal with the less verbal children, that way they can learn.

What tools do we used to improve the Environment the Fidelity tools to check the environment, activities, interactions implemented daily routine curriculum.

Class observation, tools focused on education, teacher interaction, classroom management.

PM 2.1 EHS Teacher Jessica Jacobson

Speaking with the children Spanish and English talking to the children in a positive environment talk with parents, home visit progress how they play, eat and what they are learning.

They are getting the basic needs, to see if the environment is safe, they ask them if they need help, listen to the parents to assist hat ever they need.

The children are all different some they learn quickly and other will take more time and need help with others children a one to one works and help to be more proactive work with a group, even the ones that know help the ones that are struggling, children help each other.

PM 2.2

On the ICP we have groups of children for individualization, we document the individual progress.

I do try to work and for the children that only speak Spanish dominate I able to label and name some items in their home language.

A child with lack of communication, and Spanish dominate I work with him using the his dominate language as in this case Spanish and my Spanish is not so good but I try the best for him.

Special needs for children

Depending on their needs when they started, one time I had a blind child and several changes were made, in the environment set up appropriate for her and the rest of the children in this case the child had a person all the time with her.

If you see that your children are extremely energetic and active stay approximately distance and keep an eye on them also have class safety for them. And a lot of reminders to pick up and to put away toys as redirection.

Class observation is teacher interactions by education monitoring.

Pre and post fidelity tool monitors the classroom environment and the class interactions and the used of the curriculum.

PS 2.1 Finely Elementary Soraida Mohamed TA

Teacher by providing material school, get support for social services as getting the to meet the needs of the children for example if they need shoes.

During home visit we ask for any needs for example a child that speak English at school, and Parent are Spanish dominate they want more Spanish student progress TA help children and work with the children receiving therapy.

Small groups plan different activities with each student is need one example is gel bags to trace letters, Magnetic letters also a different type of activating introducing letters. Letters and magnets help tray help them with letter recognition, also using dry erase boards for other children a variety of options to meet everyone individualization skills.

A child is learning the Spanish letter at home and they used sand to trace the letters.

The teacher get the Circle test assessment/ check point every six weeks' test letters in English and Spanish. Letters, Shapes, Colors and sight words are test every 6 weeks by the teacher. Teacher shares reports with TA.

Class observation Data form class observations and used the fidelity that determines the used of the curriculum appropriate.

SRGS are generate for use to used new objectives for the following six weeks, and continue individualization and planning for the following time.

Outcomes are share with teachers and staff.

PS 2.1 Sierra Vista

Work on the ICP' goals for each child individualization has group as base of development milestone

Lesson Plan / ICP's

Working small groups during independent time play.

Extra time for children identify under the IEP, Also for dual language children

Base on the ongoing assessment DRDP child plus

screeener, as LAP – D DECA for Head Start EHS ASQ-3 And ASQ-3

SRGS, Framework align to the Head Start Standards and Kinder Pre guiles

Lesson Plan to meet children interest and needs.

Material, used in classroom give adjustment time

Base like and dislike and the development levels

Base physical disability or children needs create environment were the children feel-good.

Base on Class observation to each teacher and TA will be observed on teacher interactions and class environment and class organization.

**Webb County Head Start
Local Self-Assessment Report
*February 2024**

Content Area Reviewed: Family and Community Engagement Services

Prepared by: Maria Concepcion Jalomo (FCEC) Marbella Elizondo (FSW)
Teresita Ramirez (FSW) Angelica Ramos (SS Asst.)
Joanna Ornelas (Parent)

Instrument: FY 2024 Head Start Monitoring Protocols - Focus Area One

SECTION I: Focus Area One Review Outcomes

The following staff were interviewed:

Maria Concepcion Jalomo (FCEC) Leticia Zavala (Records Manager)

The above staff were interviewed:

The LSA was conducted through an in-person _____
interview _____

The following reports, documents were mentioned:

The following Child-Plus reports mentioned include; 4111 Family Services Events and Actions (Grid), 4130 Family Service Actions, 4120 Family Services Referrals (Grid), Report 4220 Family Outcomes - Assessment Completion Status, and Report 4140 Home Visits and Report 4003 - Family Service Action Status.
Community Resource Binder, Parent's Community Resource Guide, Outer Agency Referrals and Inte- Agency Referral modules in Child-Plus.
Documentation of Family Profile Assessment and Family Partnership Agreement in Child-Plus.

SECTION II: SUMMARY

The recipient was able to answer all the questions asked by the LSA team members. She explain all the reports being used to collect and analyse data.
The recipient was able to explain two-way communication strategies with families, for example; In- person enrollment, in- person during arrival and departure of children, home visits, phone calls, parent meetings, news letters, among other strategies being used, also always respecting familie's primary language (refer to LSA team notes).
The recipient stated that 20 Family Service Workers have a Family Service Credential and 2 new FSW's are in the process, she also stated that keeps track of qualifications through a "Degree Status Tracking".
The recipient stated that the family service to strengthen positive parent child relationships and support parenting skills, the recipient provides and also parenting skills through Abriendo Puertas research based curriculum as well as father/father figure engagement activities, policy council and parent committee members representing each center as well as parent sessions, parent meetings, family activities/trainings.
The recipient establishes a positive relationships with families at recruitment, enrollment and through out the school year by engaging families on a individual family partnership/community partnerships and community resources/networking with other parents and community agencies.

Performance Standard: 1302.50(b)(2) and 1302.50(b)(5) - 1302.50(b)(3), 1302.52(b) and 1302.52(c)(3)
1302.50(b)(1), 1302.51(a), and 1302.51(b) - 1302.53(a)(1).

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Potential Non-Compliance: None

Recommendation: Continue providing trainings/TTA to FSWs on the area of Family Engagement

**Local Self-Assessment Report
February 2024**

Content Area Reviewed: ERSEA

Prepared by: Karla Valdez Patricia Patlan
Cynthia Davila Isabel Campos, Gloria Coronado

Instrument: FY 2024 Head Start Monitoring Protocols - Focus Area One

SECTION I: BACKGROUND

The following people were interviewed:

Luz Munoz- Assistant Director II _____

The following centers were monitored:

Main Office- 5904 West Drive _____

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

Dashboard, Report #2005 End of the Month Enrollment, Report #2025 Enrollment Priority Listing
Report #2001 Management Report-Enrollment, Report #2210 Enrollment Turnover,
ERSEA Policies and Procedures, Monitoring Tools, Eligibility Training and Agenda.

SECTION II: SUMMARY

Grantee was able to demonstrate, explain and describe the process and tracking for Recruitment,
Selection Criteria, Eligibility and Enrollment; by providing the reports and documents mentioned
above

SECTION III: POTENTIAL AREA(S) OF NONCOMPLIANCE

Performance Standard: Non Applicable

Potential Non-Compliance: Non Applicable

Recommendation: Non Applicable

**Program Improvement Plan
For the
2024 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>Child Screenings and assessments</u> A program must use one or more research-based developmental standardized screening tools such as the DECA and DRDP) to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.</p> <p>§1302.33 (a) (2) Screening</p>	<p>Education and Specialized Services Content Area staff will inform teacher about any concerns with DRDP, DECA assessments. If need arises for an Individual Observation by a MH Consultant, both content area staff will collaborate with teaching staff and parents during a Teacher/Parent Conference.</p>	<p>Teacher/Parent Conference Notices Assessment Results Access to ChildPlus & DECA system Include Staff notations in the program's monitoring reports Laptops/tablets</p>	<p>Specialized Services & Education Content Area staff Area Service Manager, teacher & Family Service Workers</p>	<p>The program will effectively be in compliance with performance standard §1302.33 (a)(2) Child Screenings and Assessments Results)</p>	<p>As soon as children are identified in the Screening/Assessment Results)</p>
<p><u>Education in home-based programs</u> A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, and emotional functioning, approaches to learning, science, physical skills, and creative arts.</p> <p>§1302.35 (a) (b) (c) (d) Education in home-based programs.</p>	<p>Education Content Area Staff will work with EHS Home Visitors to implement research-based Parents as Teachers Fidelity Tool, with each family during every home visit experience. EHS Home Visitors will also provide and implement group socializations that focus on the family's traditions, culture, values, and beliefs.</p>	<p>Parents as Teachers – PAT Curriculum & Fidelity Tools Access to Child's Desired Results Development Profile, DRDP</p>	<p>HS / EHS Director Education Director & Education Content Area Staff</p>	<p>EHS Home Visitors receive on-going monitoring in regards to compliance for Parents as Teachers curriculum & it's Fidelity Tool</p>	<p>Annually and/or as needed</p>