

Harvey County Head Start

Self-Assessment

FY 2020-21



Cooper Early Education Center

Purpose

A yearly program wide self-assessment guarantees our agency is meeting Performance Standards and moving toward program excellence in serving children and families in Harvey County.

Performance Standards clearly state grantee agencies must conduct yearly self-assessments of their effectiveness and progress in meeting program goals and objectives and in implementing federal regulations. These self-assessments are done with the consultation and approval of the Policy Council.

Self-assessment results are used to develop program goals, desired outcomes and action plans within the program.

The self-assessment has been developed through carefully analyzing the results of several monitoring tools. These tools include the Program Information Report, Strategic Plan, Work Plans, Health and Safety Checklists, aggregated educational data, E-Walkthrough classroom observations and outcomes, Mental Health referral analysis, Community Needs Assessment, ChildPlus reports, Teaching Strategies Gold educational data, chart/file reviews, last year's Self-Assessment and Family Engagement and Staff Satisfaction surveys.

Self-Assessment Team

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Harvey County Head Start Self-Assessment

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Program Information

Our mission at Harvey County Head Start is

To provide a safe environment and quality learning experiences for young children and their families to promote lifelong learning.

As our vision, we believe it is imperative that

All young children and their families will receive early learning experiences necessary for their success as contributors to society.

Harvey County Head Start houses 130 funded Head Start slots. The students are taught by a staff of ten teachers and 20 paraeducators at one site. Families are supported by three Family Consultants. The program has a Management Team comprised of five content area managers and the Head Start Director. Support staff for the program includes three administrative assistants, an Activities Coordinator, bus drivers and aides for four buses and one cook. In being part of the USD 373 school district, the program has many other resources available such as a Social Worker, Physical Therapist, Occupational Therapist, Speech Pathologist, Speech Paras and an Audiologist on site at Cooper Early Education Center.

Management Systems

The areas assessed include Program Governance, Communication, Planning, Record-Keeping and Reporting, Ongoing Monitoring, Human Resources and Fiscal Management. The information analyzed for this assessment was used to identify areas of strength and opportunities for growth. Action plans were developed to act upon these opportunities and address any areas of non-compliance or areas in need of extra attention.

Program Governance

Strengths

1. A written narrative of events happening at Cooper is submitted to the Board of Education monthly along with the dashboard report to keep them up to speed and involved in what is happening at Cooper.
2. A member of the Board of Education serves on the Policy Council as a liaison between the two groups.
3. A monthly training schedule for the Board of Education and Policy Council has been implemented to ensure compliance. The training includes in-person presentations as well as written information.
4. The monthly dashboard report has been updated to show a user-friendly breakdown of program expenditures in table and chart form.

Opportunity for Growth

Work with the district Board of Education (BOE) to increase their involvement in the program.

Plan(s) of Action

1. The Head Start Director/Building Administrator will continue to submit monthly reports providing program updates to the BOE along with the Grant Manager's dashboard report.
2. The Head Start Director/Building Administrator will attend BOE meetings regularly to be available if there are questions regarding the program from BOE members.
3. Head Start TA will continue to be involved in providing resources to assist in increased involvement.

Opportunity for Growth

Seek out and include a wider variety of parents and community representatives on Policy Council.

Plan(s) of Action

1. Brainstorm with current Policy Council and BOE members for possible community members.

2. Survey employers in the community about the feasibility of allowing a parent time off each month to serve as a Policy Council member or actively participate in their child's education by attending school functions.
3. Offer incentive of Cooper Closet tickets for participation in Policy Council.
4. Head Start TA will continue to be involved in providing resources to assist in increased involvement.

Communication

Strengths

1. The program sends information in English, Spanish and Mandarin as applicable for every correspondence to families. Some of the regular correspondences include:
 - a. Progress reports
 - b. Program newsletters
 - c. Reminders for special events/PACT nights
 - d. Enrollment paperwork
 - e. IEP paperwork/Parents' Rights packet
 - f. Transition information
 - g. Family Needs Assessments
 - h. Screenings
 - i. Other daily/monthly correspondences
2. Program staff use Blackboard Connect, ChildPlus and the Remind app to send reminder emails and text messages to families.
3. Weekly communication regarding building news and events is distributed electronically to staff and various district office administrators via the Cooper Scoop newsletter.
4. Weekly videos containing information about lesson plans, events and other program news are uploaded to the school Facebook page.
5. Weekly lesson plan information and other classroom news is posted for families to view at drop off/pick up.
6. The Management Team utilizes a Google Team Drive for all program documents for easy access.

Opportunity for Growth

All Policies and Procedures will continue to be updated and reformatted.

Plan(s) for Action

1. Each content area manager will be responsible for updating their Policies and Procedures into the agreed upon format.
2. Files will be uploaded in created folders on the shared drive and will be maintained by the content managers for their specific Policies and Procedures.

3. All electronic files of the Policies and Procedures will be posted on the school website by the Head Start Director/Building Administrator and/or Grant Manager.

Planning

Strengths

1. Building administrator establishes the program calendar in the spring prior to the school year, including completing required district forms for facility usage.
2. Progress made regarding program goals and objectives is shared with the Policy Council and Board of Education including a question/answer session.
3. The Management Team presents the annual Self-Assessment and Improvement Plan to the Policy Council and the BOE and requests feedback and suggestions for program improvement before the final report is submitted with the grant application.

Opportunity for Growth

Seek to increase parental feedback on new long term goals and objectives and the strategic plan.

Plan(s) of Action

1. Gather input and directional advice from parents at Policy Council meetings.
2. Provide opportunities for families to provide input into the long term program goals and objectives in new ways. There has not been much return in past years.

Opportunity for Growth

The management team will develop a rotation schedule of attendance at Head Start conferences in order to further support and enhance their knowledge of current regulations and upcoming changes to the program. *This was put on-hold for 20-21 year due to COVID restrictions.

Plan(s) of Action

1. Update the T/TA Plan to incorporate a rotating schedule of training including but not limited to the Head Start National Conference, Region 7 Leadership Conference, and the ChildPlus Training Scramble.
2. Research upcoming training opportunities.

Record-Keeping and Reporting

Strengths

1. Student files are scanned and kept electronically in ChildPlus.
2. Digital consent and release forms and other enrollment documents are being used for the enrollment process to reduce parent paperwork and benefit the program's paperless initiative.

3. The ChildPlus mobile app is being used by Family Consultants to complete documentation of family interactions. This has been especially helpful with home visit/Family Partnership Agreement documentation.
4. The application for preschool services will be online using Infinite Campus for the 2021-22 enrollment. Families will be required to upload income and residence documents directly to the system. This will increase efficiency and accuracy in data entry and child records.

Ongoing Monitoring

Strengths

1. The program's steps in the process of going paperless has increased monitoring efficiency by having all student file documents attached to their ChildPlus profiles for easy access.
2. The use of the Contact Log in ChildPlus has streamlined the monitoring of routine communications with all families.
3. The ChildPlus mobile app is being used by Family Consultants to complete documentation of family interactions. This has been especially helpful with home visit/Family Partnership Agreement documentation.
4. The Goal Progress Tracking form is available for all Management Team on the Google Drive and is kept up to date throughout the program year.

Opportunity for Growth (on-going)

The Self-Assessment and T/TA Plan will be reviewed and monitored for progress at every Head Start Management Team Meeting to ensure program quality and goal achievement.

Plan(s) of Action

1. The Head Start Management Team has created meeting agendas which include a set number of items for review monthly during meetings including the Self-Assessment and T/TA Plan (already in effect).
2. T/TA Plan items will be monitored to make sure all training is planned accordingly and attended or adjusted to fit actual events. *COVID restrictions have decreased the amount of training attended for the 20-21 school year.
3. Self-Assessment Opportunities for Growth will be monitored by the appropriate content area manager for progress and reported on monthly during meetings.

Human Resources

Strengths

1. All classroom teachers are highly qualified with degrees in Early Childhood and some with Early Childhood/Special Education. The majority of teachers hold a Master's degree.

2. All employees have a current background check that was obtained before being hired.
3. For all new hires for teacher positions, candidates with an Early Childhood Unified endorsement are given priority for interview opportunities.
4. All applicable paras are on track for obtaining their CDA.
5. The RAPTOR system has been implemented to run checks on all volunteers/visitors to the building.

Opportunity for Growth

A plan to implement the new background check standards will be developed by the Head Start Director, Grant Manager and District Office Staff.

Plan(s) of Action

1. The Grant Manager and Head Start Director will research and stay up to date with the state's current status on implementing fingerprinting, etc. at individual sites.
2. The Grant Manager and Head Start Director will keep the District Office up to speed on the state's status.
3. Once the state is ready to implement, policies and procedures for the Head Start program will be reviewed and revised to support the new standard. District Office staff will work closely with the Head Start Director and Grant Manager to put all new practices into place.

Fiscal Management

Strengths

1. The Grant Manager has developed a new way of entering family participation events into the ChildPlus in-kind module to make participation numbers and in-kind values easy to track.
2. Transportation services will be reduced for the 2021-22 school year to maintain fiscal integrity.
3. The dashboard report given to the Board of Education and Policy Council each month now includes a user-friendly breakdown of program expenditures in chart and graph form.

Opportunity for Growth (ongoing)

The program will develop a plan for replacement of Head Start buses. (On-going)

Plan(s) of Action

1. Discuss the issue of vehicle replacement in Management Meetings to brainstorm possible plans for bus replacement.
2. Present ideas to District Office for additional input and brainstorming.
3. Develop an estimated time-table for bus replacement.
4. Include Policy Council in the planning process for additional input.

5. Present at least 2 solid plans for bus replacement for approval and keep on hand for when buses are up for replacement.

Opportunity for Growth

The program will seek out new and sustainable sources of non-federal share. (Ongoing) *COVID restrictions have dramatically decreased the availability of sources of NFS.

Plan(s) of Action

1. Brainstorming sessions will be held during Policy Council meetings to come up with ways to encourage families to become involved in volunteering. Ideas will be conveyed to the BOE through the PC/BOE liaison and any ideas from the BOE will be brought to the PC through her as well.
2. The Grant Manager and Health/Mental Health/Nutrition Coordinator will use the volunteer questionnaires to call parents interested in being regular volunteers and assign them to days/classrooms, etc. *UPDATE*: The list of parents has been compiled, the most appropriate method of contact is being discussed.

Education and Disabilities

The areas assessed include Curriculum and Assessment, Child Outcomes, Disability Services and Individualization. The information analyzed for this assessment was used to identify areas of strength and opportunities for growth. Action plans were developed to act upon these opportunities and address any areas of non-compliance or areas in need of extra attention.

Curriculum and Assessment

Strengths

1. Handwriting without Tears and Engage New York are resources used in all classrooms. "World of Wonders" curriculum was adopted for the 2020-2021 school year which is utilized in all classrooms.
2. Teaching Strategies Gold (TS Gold) is used as an ongoing monitoring tool for classroom teachers to record progress made towards meeting the program's school readiness goals. The Education/Disabilities/Training Coordinator ensured all applicable staff was sufficiently trained.
3. Educational data is aggregated four times per year using TSGold and three times per year using MyIGDI's. The reports look at strengths and needs in all domain areas, as well as progress made by ELL and SPED students.

4. Children who are eligible for kindergarten next school year are progress monitored using the myIGDI Individual Growth and Development Indicator. This tool looks at early numeracy and early literacy skills.
5. The program is administering the Strengths and Difficulties Questionnaire (SDQ) to track social/emotional strengths and needs of all children in the program three times per year.
6. PATHS (Promoting Alternative Thinking patterns) curriculum is being utilized within each classroom to support social/emotional development.
7. Ages and Stages Questionnaire (ASQ-3) is filled out for every student at enrollment by parents. It is then scored by the EDTC and parents are provided a Preschool Summary feedback with activities to do at home to promote development.

Opportunity for Growth

The Education/Disabilities/Training Coordinator will have better follow-up with teachers for the students who scored below cut-off on ASQ's during enrollment to determine appropriate next steps for students if needed.

Plan(s) of Action

1. The EDTC will have better follow-up with teachers for students who score below cut-off on ASQ's to determine next-step actions.

Child Outcomes

Strengths

1. Extensive analysis of aggregated data is completed by the Education/Disabilities/Training Coordinator four times per year. Data is analyzed by the Education/Disabilities/Training Coordinator, teaching staff and Policy Council to identify strengths & needs and set goals for the following checkpoint period.
2. Educational data is collected for three and four year olds within the same data system.
3. Teachers utilize collected data to better differentiate instruction using the MTSS tiered model and to guide instruction.
4. The Education/Disabilities/Training Coordinator has attended (and become reliable) the Pre-K CLASS Observer course for the purposes of improving student outcomes by providing teaching staff with observational feedback regarding teacher-child interactions.

Opportunity for Growth

Teachers will work on improving CLASS scores within the domains of Regard for Student Perspective, Concept Development, Quality of Feedback, and Language Modeling in order to establish stronger teacher-child interactions, asking higher order questions, and providing specific feedback to students.

Plan(s) of Action

1. The EDTC will provide resources/training to teachers and classroom support staff on improving teacher-child interactions, asking higher order questions, and providing specific feedback to students.

Disability Services

Strengths

1. Affiliation with the USD 373 Newton school district helps ensure at least 10% of funded enrollment includes students with disabilities. Through onsite and community screenings, observations and assessment data, 16 students with special needs (21% of funded enrollment), have been identified and are being served through Head Start.
2. The Newton school district also assists in the program's ability to consistently provide staff with support from Special Education related service staff who provide expertise in each of their respective areas, help identify needs, and provide strategies to aid in student progress and success.

Individualization

Strengths

1. Aggregated educational data from the MyIGDIs assessment and the SDQ have aided in identifying program strengths. Additionally, identified program needs have been addressed through professional development and/or collaboration between general education and special education personnel. The noted data is gathered and aggregated three times per year.
2. The classroom teachers have been utilizing the MyIGDIs and the SDQ on all students transitioning to kindergarten this fall. These tools have provided us with baseline data to track individual students in the areas of numeracy & literacy and social-emotional development.
3. Education/Disabilities/Training Coordinator provides teaching staff with a calendar of assessment dates and deadlines.

Opportunity for Growth

Teachers will continue to further analyze their classroom data to provide individualized instruction to students.

Plan(s) of Action

1. Education/Disabilities/Training Coordinator will provide fidelity training for MyIGDIs.
2. Through professional development, teachers will receive SDQ fidelity training.
3. Education/Disabilities/Training Coordinator will meet with teaching teams to evaluate their classroom data two times a year after checkpoints are completed (Fall & Winter).

Coaching

Strengths

1. Implementation of the Practice Based Coaching, a research based model to support teachers' use of effective teaching practices that lead to positive outcomes for children, has. Practice Based Coaching is a cyclical process comprised of three components: planning goals and action steps; engaging in focused observation; reflecting on and sharing feedback about teaching processes. Practice Based Coaching occurs within the context of collaborative partnerships.
2. The coaching format is delivered on-site through an expert coach (someone who has knowledge and experience in the teaching practices being coached) approach.
3. The Coaching Implementation Team attended the Practice Based Coaching Leadership Academy in November 2017. The coach has: utilized online webinars, joined an online community support (MyPeers) to gain some extended training, resources, and has attended Head Start State Networking opportunities for Coaches.
4. A coaching implementation plan and timeline has been established.
5. A Needs Assessment Survey was created for teachers and all teachers have completed it.
6. Developed procedures coaching criteria and forms needed for the coaching plan
7. Developed record keeping system within ChildPlus to document coaching cycle and growth.
8. A Practice Based Coaching Introduction PowerPoint was presented to staff.
9. Analyzed data (Needs Assessment, CLASS data, TS Gold data) to determine which teachers meet the criteria for coaching.
10. Identify teachers who meet coaching criteria, established collaborative coaching partnerships and implementation of Practice Based Coaching.

Opportunity for Growth

Implementation of Practice Based Coaching with teachers.

Plan(s) of Action

1. Continuation of implementation of Practice Based Coaching Model within collaborative partnerships with teachers.
2. The Coaching Implementation Team will review on-going coaching timeline, verifying completion of tasks. Additional tasks may be considered for timeline.
3. Feedback from Coachees to assess the overall coaching program. Identify what is going well and what are the areas of growth.
4. Coach will continue to seek out opportunities for coaching training available.

Health, Nutrition and Mental Health

The areas assessed include Prevention and Early Intervention, Tracking and Follow-Up, Facilities, Materials, Equipment and Transportation, and Mental Health. The information analyzed for this assessment was used to identify areas of strength and opportunities for growth. Action plans were developed to act upon these opportunities and address any areas of non-compliance or areas in need of extra attention.

Prevention and Early Intervention

Strengths

1. Health Ministries Dental Clinic provides a dental hygienist to do dental screenings and fluoride treatments at school two times during the school year with a signed parental consent.
2. Dental exam completion rate is greater than 90%.
3. We have increased mental health support by increasing time for the mental health consultant to an extra ½ day every other week.
4. District protocols for COVID-19 have been developed for students and staff based on guidance from the Kansas Department of Health and Environment.
5. The program has increased handwashing for students to every hour, the facility is being cleaned more frequently, and the health room has been adapted to include a sick area and well area for students.

Opportunity for Growth

The program will increase parent participation in the Health Advisory Committee.

Plan(s) of Action

1. Provide parents with more information on what the Health Advisory Committee does and what the parents role in the committee would be
2. Families that are interested in participating in the Health Advisory Committee sign up at enrollment and an invitation is sent to them via email. Also add to this by reaching out to them personally via phone or at a time they pick up or drop their child off at school.
3. Offer an incentive to parents through Cooper Closet to join and be involved.

Opportunity for Growth

Increase knowledge of services offered by mental health consultant to families.

Plan(s) of Action

1. Send home mental health wellness packet with letter introducing mental health consultant and explaining what is offered through the program.

2. Discuss having mental health consultant reach out to families of children that flag on ASQ-SE2 screener to offer guidance and support.

Tracking and Follow-Up

Strengths

1. 100% of students who were referred for social-emotional and behavioral concerns in the classroom and/or at home were provided with resources/interventions to address concerns identified within these environments.
2. Notice of expired physicals are routinely sent out to families to remind them of needing to update their child's physical as well as offering support and assistance if needed to do this.
3. Health documents continue to be scanned into ChildPlus for easy access and accurate record keeping.

Opportunity for Growth

Ensure that families are following up with their dental providers for failed dental exams.

Plan(s) of Action

3. Educate parents on services offered through Head Start that would help them to complete the requirements when following up on failed dental exams.
4. Continue to fax dental providers for updates after paperwork for failed dental exam is received.

Facilities, Materials, Equipment and Transportation

Strengths

1. Individual school supplies were provided for each student in response to COVID safety precautions.
2. An additional playground was constructed to better serve students with the implementation of the full day classrooms. Child-sized bathrooms were also added in the full day classrooms.

Opportunity for Growth (ongoing)

The program will develop a plan for replacement of Head Start buses.

Plan(s) of Action

6. Discuss the issue of vehicle replacement in Management Meetings to brainstorm possible plans for bus replacement.
7. Present ideas to District Office for additional input and brainstorming.
8. Develop an estimated time-table for bus replacement.
9. Include Policy Council in the planning process for additional input.

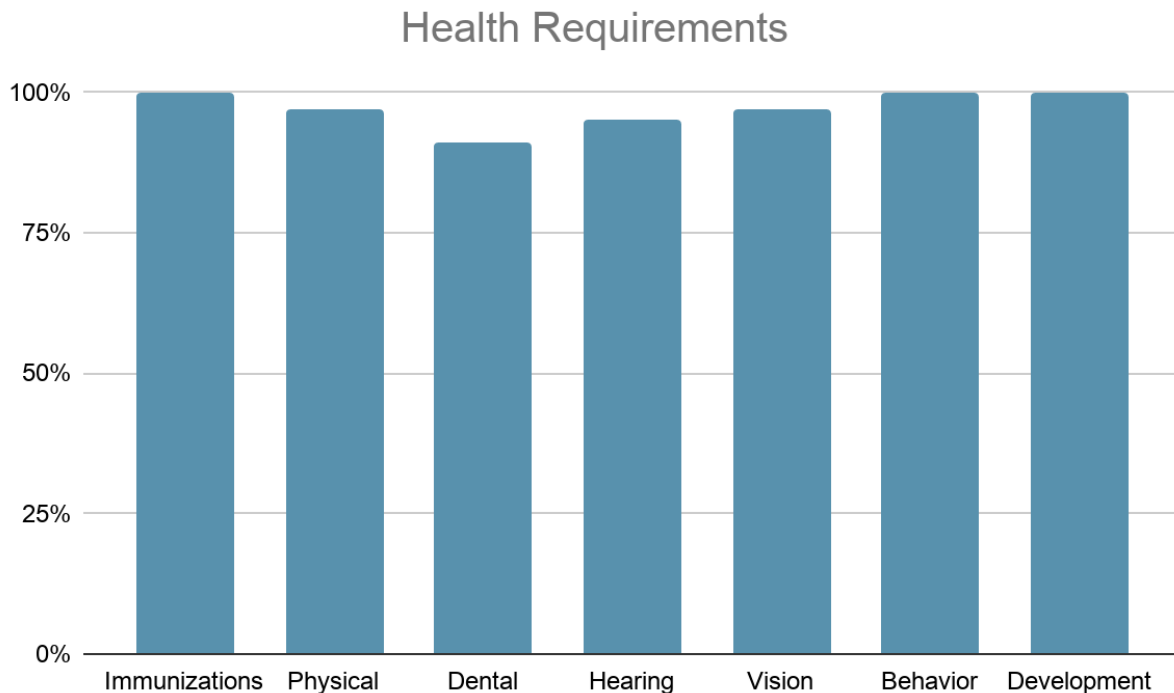
10. Present at least 2 solid plans for bus replacement for approval and keep on hand for when buses are up for replacement.

Mental Health

Strengths

1. 100% of students who were referred for social-emotional and behavioral concerns in the classroom and/or at home were provided with resources/interventions to address identified concerns within these environments.
2. Mental Health Consultant continued to provide on-going assessment and coordinated services for children and families to best meet needs.
3. The Family Consultants are now involved in the collaboration with the Mental Health Consultant to aid in the assessment for follow-up.
4. The program has increased time for the Mental Health Consultant that includes an extra ½ day every other week.

Below is a chart reflecting the completion of Health Requirements for 2020-21 as of March 1, 2020. These figures include new students enrolled less than 45 days.



Family Partnerships and ERSEA

The areas assessed include Family Partnerships, Parent Involvement, Community and Child Care Partnerships, and Eligibility, Recruitment, Selection, Enrollment and Attendance. The information analyzed for this assessment was used to identify areas of strength and opportunities for growth. Action plans were then developed to address these opportunities and any areas of non-compliance or areas in need of extra attention.

Family Partnerships

Strengths:

1. Home visits were offered through in-person porch visits, virtual meetings and/or phone calls in response to COVID safety precautions.
2. Follow up calls were made to families regarding Family Partnership Agreements in January and February.
3. Family Consultants make an active effort to involve fathers in the Family Partnership process. If there is a father or father figure in the family, they are asked to participate in the process and sign as well as the mother which may go against their typical practice of letting the mother handle the paperwork part of the program.
4. Family Consultants have developed a community resource book to help families locate community resources including doctors, dentists, childcare providers, food assistance, eye doctors, utilities assistance, insurance and benefits. The book also provides information on qualifications and documentation needed for each resource.
5. Family Consultants have utilized mobile features of ChildPlus to track family interactions.
6. The Family Needs Assessment has been updated to include questions targeting the everyday needs of families such as clothes and food. The Assessment is completed by families at enrollment and is used as a tool by the Family Consultants during their second home visit before school begins as a guide for the Family Partnership Agreement.
7. A flyer introducing the Family Consultants with pictures, contact information and a description of the services they provide has been developed to distribute during enrollment appointments.

Parent Involvement

Strengths

1. Multiple program staff, including a secretary, Family Consultant and three paras are available to translate for Spanish speaking families. One para provides translation services in Mandarin. These program staff are available to answer questions, translate for parent/teacher conferences, home visits, eligibility and IEP meetings. Written communication from the school is also translated so families receive information in their native language.
2. Multiple family engagement events continue to be on the calendar school year including Family Game Night, Mommy and Me and Daddy and Me nights, Loved Ones Tea Party,

Meals with Mom and Dining with Dad. Due to COVID safety precautions, these events were canceled for the 20-21 school year. Take-home kits were provided to families including multiple activities to complete with their children.

3. A parenting curriculum has been successfully implemented with 40 tuition slots paid for Head Start families.
4. Family Consultants are utilizing the mobile ChildPlus app to track family interactions.
5. Volunteer Week has been organized by the Education/Disabilities/Training Coordinator for two years bringing in many parents and community members resulting in an increase in volunteer hours. **This event was cancelled due to COVID restrictions, but will be reinstated when restrictions are lifted.**

Opportunity for Growth (ongoing)

Policy Council has suggested ways of getting more parents involved in classrooms, including having teachers reach out to families with duties they need performed in the classroom in the hopes of helping parents see volunteering as a simple and fun experience. **On hold due to COVID.**

Plan(s) of Action

1. Grant Manager will write up a plan for teachers explaining different ways of reaching out to parents/families including forms that could be filled out with duties/schedules/etc.
2. Grant Manager will brainstorm with the management team ways of presenting volunteer opportunities to families before the school year begins.
3. Grant Manager will also develop a plan of presenting volunteer opportunities to families enrolling throughout the school year.

Community Partnerships

Strengths

1. Since the program is part of the school district, Part C special education staff as well as the Parents As Teachers program are housed in the building which makes communication simpler and the transition process for students and parents more streamlined.
2. The Newton Police Department provided food boxes to families in need during the holidays.
3. Complete holiday meals are provided to families in need for Thanksgiving and Christmas through local churches.
4. We continue to have a strong working relationship with the Harvey County Health Department to meet the health needs of students.
5. Health Ministries provides dental screenings to all children twice during the school year and fluoride treatments to children with parental consent.

6. Transition Coordinator works with the Infant-Toddler team and other staff from the Harvey County Special Education Cooperative to provide for the needs of the child and family entering the program.

Opportunity for Growth

The program will develop a plan to reach out to community organizations to create stronger community buy-in. This could include walking field trips to businesses, regular community member volunteers and professional services donations. **On hold due to COVID.**

Plan(s) of Action

1. The Management Team and Policy Council will work together to create a list of possible untapped community organizations to reach to contact for involvement.
2. The Management Team and Policy Council will develop a list of possible activities and/or services that would be beneficial to the program that could be provided or sponsored by community organizations and members.

Eligibility, Recruitment, Selection, Enrollment and Attendance

Strengths

1. Remote learning was successfully implemented in response to COVID.
2. 21% of funded enrollment is filled by students with disabilities on active IEPs as of March 1, 2021.
3. In response to a finding in the FA2 review, the verification of eligibility has been strengthened by adding multiple checks of documents and eligibility factors.
4. The application process will be online for 2021-22 enrollments.
5. The program will increase full day enrollment to 45% for the 2021-22 school year. This will include opening spots in the full day classrooms to three year old students.

Opportunity for Growth (ongoing)

The program will develop a plan to do periodic check-in calls on the waitlisted children.

Plan(s) for Action

1. The Grant Manager will work with the front desk staff to develop a schedule for making calls to families on the waiting list to get updated information and/or continued interest in the program.
2. A formal procedure will be drafted and taken to Policy Council for approval.

Family Engagement Survey

The survey completed by families was developed and dispersed by the district to all families enrolled in USD 373. Cooper had stations with computers set up during parent/teacher conferences for families to complete the survey with staff available to provide assistance.

This 15-item survey asked parents to rate their child's school and its staff on a variety of items related to family engagement and community involvement. Parents rated items on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The following graph provides the district wide overall average score and the average scores in the categories Welcoming Environment, Supporting Student Learning, Effective Communication, Sharing Power and Advocacy, and Community Involvement.

Number of Responses: 93

*The survey results are detailed in a separate file.

2020-21 Cooper Staff Survey Results

40/62 (65%) Staff Members completed the survey.	Strongly Agree	Agree	Disagree	Strongly Disagree
My coworkers are supportive of me professionally.	22 (55%)	18 (45%)		
The people I work with cooperate to get the job done.	28 (70%)	12 (30%)		
My coworkers care about me on the personal level.	22 (55%)	17 (42.5%)		1 (2.5%)
At work my opinions are heard, valued and taken into consideration.	18 (45%)	19 (47.5%)	2 (5%)	1 (2.5%)
I have opportunities to provide feedback and input.	19 (47.5%)	20 (50%)	1 (2.5%)	
I am comfortable asking questions at my workplace.	17 (42.5%)	22 (55%)	1 (2.5%)	
People are concerned about what is good for the entire organization.	14 (25%)	23 (57.5%)	3 (7.5%)	
I know what is expected of me in my work.	23 (57.5%)	17 (42.5%)		
I enjoy the work I do.	29 (72.%)	11 (27.5%)		
I spend my time productively at work.	26 (65%)	14 (35%)		
I make every effort to connect with children and families.	25 (62.5%)	15 (37.5%)		
I have a positive attitude while at work.	19 (47.5%)	21 (42.5%)		
I strive for high student achievement while at work.	25 (62.5%)	15 (37.5%)		

I have trust and confidence in my building administrator.	26 (65%)	11 (27.5%)	3 (7.5%)	
The building administrator encourages my professional development.	21 (52.5%)	18 (45%)	1 (2.5%)	
The building administrator consistently and clearly communicates with me.	23 (57.5%)	16 (40%)	1 (2.5%)	
I receive recognition from my building administrator.	23 (57.5%)	15 (37.5%)	2 (5%)	
The building administrator has an open-door policy.	26 (65%)	13 (32.5%)	1 (2.5%)	
The building administrator has the knowledge and skills to effectively lead our program.	25 (62.5%)	14 (35%)	1 (2.5%)	
I am given opportunities to identify professional development that would be beneficial to me.	16 (40%)	20 (50%)	4 (10%)	
I am given the opportunity to attend professional development that pertains to my position.	14 (35%)	22 (55%)	4 (10%)	
I am given opportunities to provide feedback on the training/professional development I receive.	13 (32.5%)	25 (62.5%)	2 (5%)	
I am given support to implement training/professional development I receive.	13 (32.5%)	25 (62.5%)	2 (5%)	
I am given the opportunity to share the knowledge that I receive from training/professional development with my coworkers.	14 (35%)	24 (60%)	2 (5%)	
I value volunteers at Cooper.				
The community is aware of the programs Cooper offers.	9 (22.5%)	25 (62.5%)	6 (15%)	
Cooper staff welcome and encourage parents and/or family members to participate in Cooper activities.	25 (62.5%)	15 (37.5%)		
Cooper staff assist families in locating resources that they need.	29 (72.5%)	11 (27.5%)		
Cooper staff are aware and sensitive to the cultural differences of the families who participate in our programs.	20 (50%)	20 (50%)		

Cooper staff seek out community engagement opportunities.	17 (42.5%)	19 (47.5%)	4 (10%)	
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Please comment below about Cooper's strengths and successes.

Cooper is filled with wonderful people who work well together to support children and families.
Cooper is the first school that I've seen that is ran like a close family. Everyone has support from one another. No one is left behind.
Cooper staff is very supportive of each other. I do believe that the community still doesn't understand everything that is offered at Cooper but information is out there and the staff has worked hard to educate parents and community members.
Cooper family is supportive on a professional and personal level. I enjoy coming to work every day. Everyone tries to support each other during difficult times. Meanwhile facing all the challenges, everyone at Cooper has worked hard to provide the best for students and each other.
Cooper has a very positive working environment. Staff genuinely care for each other and are supportive professionally and personally. Staff places a high priority on helping children build relationships. It may look a little different this year due to covid, but positive relationships are still a priority.
NA
Communication with families and dedication to students is of utmost importance to me and my colleagues.
We have good teamwork and help each other out when needed for support.
Some of the strengths I see all Cooper staff are always trying to do what is in the best interest of the child. Also, another strength I see is that all people in all positions are valued and equal
Cooper is incredibly strong in its staff relations, and purpose. Staff are very supportive of each other. Strong leadership. Safety is a priority.
Staff has worked really hard to make different modes of learning work this year.
I appreciate how hard everyone has been working to serve children and families that want to do school remotely. I think it has been great to have the take home activities for them.
The staff is amazing and really cares about the children we serve,
I think Cooper staff has really come together this year to handle all of the challenges the best way possible. Last minute changes and adjustments have been handled quickly and cooperatively. Overall,

I think we have a "Cooper family" vibe that has stayed strong.
Great job having a positive attitude Smiles! Willing to step in and help whenever Everyone wants the best for the kiddos
Caring staff.
I think the way the Cooper staff has handled all the quarantines has been amazing. It is nice to know that we have people willing to step up and help out classrooms that are not theirs in times of need.
The leadership in the building has done a great job making those tough decisions in regards to all the changes to policies and how it affects us as a building.
The teachers at Cooper care wholeheartedly about their students in the building. That care goes with those students even as they leave Cooper, and that says a lot about the staff of Cooper.
Making sure everyone feels included.
Staff at Cooper work to give students and families a positive school experience. Staff are dedicated and care about their work. Staff support one another and are friendly.
Cooper staff care deeply about the children in their care and work together to help them feel safe and supported while they learn. Cooper employees have been flexible and resilient in the face of new challenges brought by the pandemic and have continued to focus on how to best serve children and families while also implementing new protocols. Cooper is fortunate to have a strong leader who values communication, problem solving and does a great job supporting the grown ups in the building to ensure they are able to provide the best possible learning environment and care for students and families. Even in her busy days, she is willing to listen, problem solve, and provide hands on support to staff, students, and families.
Providing Resources to Families.
One of the most caring work communities (kiddos, staff and families) that I have ever worked in. And it seems to get better every year.
?
Communication
I think the school as a whole works together well as a team.
It's been amazing to watch and get to work with others as we proceed through a difficult year, leaning on each other, coming up with new ideas and coming out stronger than before. There has been a lot of flexibility even in a frustrating year.

Cooper Staff helps families in their needs for their children
Cooper's staff is very professional and truly cares about the children and families they serve.
We all work together for the kids and Families
Positive environment Supportive Staff Adaptive to student needs.
They make each employee feel valued and each student feel like a priority.
Even with such an unusual/unpredictable school year, Cooper staff really came together to ensure they are providing students with the best education possible.
The staff is diverse and works well with the community. They are always there to help student families in any way possible.
Cooper is very inclusive of families and is very beneficial for children that are at risk. The teachers and staff are excellent and provide a great learning environment for the kids.
This year has been a challenge with Covid running around the building. I believe that most of the staff have come together to help everybody else out when needed if classrooms need to be covered or helped out in one way or another.
Positive supporting workplace
Cooper's strengths are supporting each other.
We are amazing at serving families from all walks of life.
Working with a team of individuals who support one another is very encouraging to me personally and professionally. I really feel like a team player here at Cooper.

Please comment below about Cooper's opportunities for growth and things to change.

?
n/a
Nothing comes to mind
None at the moment

<p>More staff and classrooms to serve more students. I would like to see a specific structured learning classroom for children on the spectrum to start out in with the hopes of potentially entering a regular classroom or be ready for the next level of structured learning. I have lots of ideas for this room. I would also like to see a 2 and 1/2 - 3 room offered for children that need some support to get into the classroom setting.</p>
<p>Nothing in particular that needs change but ready for COVID to walk away.</p>
<p>Continue to share with the community about the programs that are offered at Cooper. Many have heard the name of the school, but don't really know what all is offered since it is different from an elementary school.</p>
<p>NA</p>
<p>COVID guidelines need to remain in place as a constant for everyone's safety.</p>
<p>Cooper is doing awesome supporting staff and families.</p>
<p>I'm not really sure about this but I will say that if teachers and admin discuss some ways of growth or things to change that it will be looked at openly and if able will be implemented.</p>
<p>I have always felt preschool should be less sit-down academic, less "screen" time, and more experiential/play, but I don't believe this district/state allows for that. And the pandemic year has "done a number" on our ability to do "experiential" as well, but Cooper has done its best!</p>
<p>There is a hierarchy of staff value in the building. Some staff are held higher than others. Not everyone feels they are genuinely part of the Cooper "family."</p>
<p>I worry that each program functions very separate. It would be nice that since we were in the same building that everyone had some knowledge of all of the programs available to families. I often feel like I am off on my own little island. There are times that I perceive favorites among the programs and staff by building administration.</p>
<p>Cooper always strives to do the best possible with the resources available.</p>
<p>I hope the changes in administration at the district office will result in a better understanding of what we do here and increased support.</p>
<p>Communication between staff members needs to get better Need more Collaboration time Different opinions need to be heard Paras need to be included in more conversations about kiddos</p>
<p>In-house school psychologist.</p>
<p>None at this time.</p>

More para training for new hires so they all know what the expectations are of them. There should be some kind of handbook or something that every para gets when hired. They should have an opportunity to observe in several different classrooms to see the different environments and procedures, expectations in the building. Give them an opportunity to team up with another para to introduce things and help them learn their way around the building, the classroom, and what the teachers need for them to do. Teachers have building buddies, give the paras one too.
Better training on Cooper information and policies for new staff.
More support and recognition within the district for Cooper.
N/A
District/TASN Support in the implementation of Verbal Behavior.
even more cross training across staff, this way we know what each does and can understand how things connect with other offices and classrooms.
Professional days to expand our knowledge
Teacher Meeting
Communication. This year it's been tough because of confidentiality, but having a better system in letting everyone who has a need to know, know about kids who are gone etc. There have been times that Supporting staff (PT, OT SLPs etc) have come to get a student and didn't know they were going to be gone for a while. So, just communicating better about those sort of things.
~
Training for new paras before being introduced to challenging/aggressive behaviors.
I can't think of any at this time.
I feel that this pandemic has hurt the entire communication process. Parents are not getting enough feedback. Teachers are not either. And, neither have the time to fix it.
I really think it would be good to offer for pay spots for children who would not typically qualify. It would be a good thing to consider and explore for many reasons and would be a huge benefit to the community. If this was an option I believe there would be lots of interest.
Para's need additional training before going into the classroom.
None at this time
Cooper is doing everything they can do support staff, families and students.
More staff cohesiveness.

I feel that studying community impressions of what is available at Cooper and why some in the community may not be willing/interested in taking advantage of our programs/services would be beneficial to the community and staff.

Please leave any additional feedback you feel necessary. {OPTIONAL}

Cooper is a wonderful place for kids and to work

this crazy year has really showed how much we care about our coworkers. I am truly thankful for where I work.

Sarah is wonderful to work for and with.

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