



# SELF-ASSESSMENT REPORT AND IMPROVEMENT PLAN

2023

*This information reflects the progress made toward  
grant goals during the calendar year of 2022.*

## Section I. INTRODUCTION

### Program Description

The Ascension Parish Head Start program operates as a part of the Ascension parish public school system. To better prepare children to be kindergarten-ready, Pre-K classes have been included in many of the primary school locations. The Ascension Parish Early Childhood Department and the Head Start Leadership Team evaluate the family needs in the community to determine placement of Head Start sites. It was determined during the 2022 calendar year, that additional sites were needed to meet the needs of 3-year-old students with special needs. Four new classes were opened to serve these children. All Head Start sites serve 3-year-old students with the exception of Donaldsonville Primary who serves 4-year-olds.

**ASCENSION PARISH HEAD START SITES**

Site	Number of General Education Classes	Number of Special Education Classes	Total Funded Enrollment
Ascension Head Start	5	1	80
Donaldsonville Primary	4	2	81
Duplessis Primary	1	1	26
Lakeside Primary	0	1	6
Pecan Grove Primary	1	1	26
Sorrento Primary	0	1	9
Sugar Mill Primary	1	1	23
<b>TOTAL FUNDED ENROLLMENT:</b>			<b>251</b>

### Program Goals

1. Ensure school readiness by utilizing effective teacher-child interactions and intentional teaching strategies in a positive classroom environment promoting optimal learning and development in order to grow scholars, build futures, and support families.
2. Utilize data consistently and efficiently across all service areas to make data driven program decisions that grow scholars, build futures, and support families.
3. Improve efficiency in collecting, tracking, and utilizing program data to ensure the proper provisions for health, mental health, nutritional, and oral health needs, utilizing the program data to improve dissemination of supportive, comprehensive, education to families, reinforcing the correlation between health and school readiness.
4. Ascension Parish Head Start staff will strengthen families by utilizing the PFCE Framework to enhance the overall well-being and personal growth of each family in order to grow scholars, build futures and support families.
5. To be compliant with Head Start standards and ensure that implementation of a sound financial system meets the required Federal standards for financial reporting, accounting records, internal controls, budget control, with cost principals, cash management, and administrative costs.

### Context for Self-Assessment

The Self-Assessment process included a variety of stakeholders participating to extract current strengths, systemic issues, innovation findings/discoveries, progress in meeting goals and objectives and recommendations for an improvement plan.

An updated Community Assessment was conducted in the fall of this year. This information was used as a part of the Self-Assessment process.

## Section II. METHODOLOGY

### Design and Team Members

A variety of stakeholders made up the team that completed a Self-Assessment survey. The survey was conducted in electronic format. The team answered questions to designed to assess progress made toward achieving the grant goals. Team members included:

- Parent/Family/Policy Council Members (43.9%)
- Paraprofessionals (19.3%)
- Teachers (17.5%)
- Head Start Leadership Team Members (12.3%)
- Community Members (3.5%)
- Administration/Directors (1.8%)
- School Board Members (1.8%)

Reflection Questions:

Area	Survey Questions
<p style="text-align: center;"><b>Goal 1</b></p> <p>Objective 1 - Provide professional development to instructional staff to provide effective teacher-child interactions</p> <p>Objective 2 - Meet individual needs of students</p>	<ul style="list-style-type: none"> <li>• Do teachers and paraprofessionals have effective teacher-child interactions that promote learning?</li> <li>• To what degree do teachers receive quality professional development and support to give them the tools needed to have effective teacher-child interactions that promote learning?</li> <li>• To what degree to paraprofessionals receive quality professional development and support to give them the tools needed to have effective teacher-child interactions that promote learning?</li> <li>• To what degree are individual student needs met in the classroom?</li> <li>• What are our strengths in preparing our students to be kindergarten ready?</li> <li>• What are our weaknesses/challenges in preparing our students to be kindergarten ready?</li> </ul>
<p style="text-align: center;"><b>Goal 2</b></p> <p>Objective 1 - Utilize and share data</p> <p style="text-align: center;"><b>Goal 3</b></p> <p>Objective 1 - Work with partners to collect and utilize documentation to support wellness</p>	<ul style="list-style-type: none"> <li>• To what degree do we use/share data to make informed decisions that support our students?</li> <li>• In what ways could we improve our methods of using and sharing student work/data to support students?</li> </ul>
<p style="text-align: center;"><b>Goal 4</b></p> <p>Objective 1 – Provide education to parents to help them support their child's development</p> <p>Objective 2 – Support parents in meeting their personal goals</p>	<ul style="list-style-type: none"> <li>• To what degree are parents provided information and strategies to help with parenting and educational skills?</li> <li>• To what degree are parents provided support to reach their individual goals as indicated on their Partnership Agreement at the beginning of the year?</li> <li>• To what degree are parent/family events provided for your child's program?</li> </ul>
<p style="text-align: center;"><b>Goal 5</b></p> <p>Objective 1 - Ensure annual audits with no findings</p>	<ul style="list-style-type: none"> <li>• To what degree to you believe the grant money is managed/spent in a responsible and effective manner?</li> <li>• What suggestions would you make for how we could better manage/spend our grant money?</li> </ul>

## Process Timeline

January 5-12, 2023	Leadership Team develops survey
January 13-27, 2023	Stakeholders complete survey
February 3, 2023	Leadership Team analyzes survey results and creates an action plan
February 5-10, 2023	Director compiles results, applies results to grant application, and creates the Self-Assessment Report and Improvement Plan
February 27-28, 2023	Director shares Self-Assessment Report and Action Plan with the Policy Council, Governing Body and all stakeholders

## Data Collection Tools

- Community Assessment
- Previous Self-Assessment
- Self-Assessment Survey

## Section III. KEY INSIGHTS – STRENGTHS AND NEEDS

### Area #1: Professional Development and Meeting Student's Individual Needs

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Providing enough professional development for teachers</li> <li>• Providing enough professional development for paraprofessionals</li> <li>• Meeting individual student needs</li> <li>• Curriculum (Frog Street)</li> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior/Discipline/Social Skills</li> <li>• Specific professional development for paraprofessionals in their role</li> <li>• Instructional staff turnover/retention</li> </ul>

### Areas #2 and #3: Collecting and Utilizing Data

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Data is used frequently</li> </ul>	<ul style="list-style-type: none"> <li>• Information provided to parents too overwhelming, confusing and lengthy</li> <li>• More frequent information about student progress needed</li> </ul>

### Area #4: Education for Parents to Help Their Child and Meet Personal Individual Goals

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Parents are provided many opportunities to receive information/training.</li> <li>• Parents are provided more than enough support in meeting their individual goals.</li> <li>• There are many occasions for parents to participate with their child at school, on trips, activities...</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

### Area #5: Ensure Annual Audits With No Findings

Strengths	Challenges
<ul style="list-style-type: none"> <li>• The grant money is managed/spent in a responsible and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Progress in Meeting Our Goals and Objectives

The Self-Assessment process has proven to be very beneficial in identifying our refinement areas. Recommendations are included in the Improvement Plan below.

## Section IV. IMPROVEMENT PLAN

Area	Challenge	Action
<b>Professional Development/ Meeting Individual Student's Needs</b>	Behavior/Discipline/Social Skills	Conscious Discipline training during Staff Development and Monthly PLCs will be provided.
	Specific professional development for paraprofessionals in their role	Professional development opportunities for paraprofessionals separate from teacher training will be provided.
	Instructional staff turnover/retention	Individualized support to teachers who are hired after the beginning of the year will be provided.
<b>Collecting and Utilizing Data</b>	Information provided to parents too overwhelming, confusing and lengthy	Teachers will be provided guidance on concise reports that can be shared with families that will be easier to understand.
	More frequent information about student progress needed	Teachers will provide feedback on student progress quarterly.