



2020

# Self-Assessment Report

Key insights from the annual self-assessment, which is conducted to evaluate program progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.

## **Section 1: Introduction**

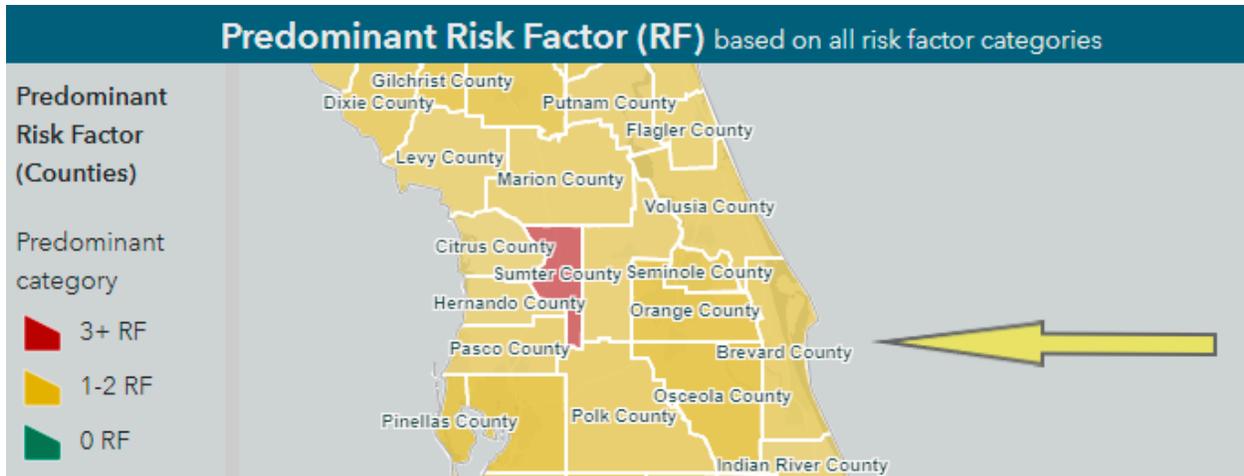
### **Program Description**

Head Start has operated under the guidance of the School Board of Brevard County since 2012 and is currently in the fourth year of the five-year federal grant cycle. The center-based program operates in 12 elementary schools with a funded enrollment of 624. Because the school district offers a continuum of services, student achievement is positively impacted in a variety of ways. The opportunity for children and families to work within the framework of the school system builds relationships that extend over time and throughout the entire academic sequence of the children and families served. Head Start classrooms are staffed with certified teachers who have earned a bachelor's degree or higher and state certification in preschool education. Two instructional assistants also support the learning environment. In addition to classroom staff, a family advocate is located at each site to support communication between home and school and to offer support in family goal setting. Head Start staff in collaboration with school-based staff prepare children for success as they transition to kindergarten equipped with the necessary school readiness skills.

### **Context for Self-Assessment**

The 2020 self-assessment activities were conducted in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance as well as influence continuous quality improvement. From September 2020 through February 2021, data was collected in targeted areas using a strengths-based approach and collaborative inquiry to analyze data. Multiple data sources including child and family outcome data, professional development needs survey data, ongoing monitoring data from the program data management system (My Head Start), CLASS observation data, and discussion and training with the Policy Council and Board. Progress towards our goals and objectives was analyzed. Shared discussion occurred regarding how objectives will either be maintained or adjusted for the coming year. With the support of Environmental Health and Safety, ongoing monitoring provided opportunities to revisit health and safety procedures. Minor corrections were addressed immediately, and major corrections were not indicated. Discoveries and recommendations are used to inform program planning and continuous improvement.

Integral to the self-assessment process is an annual review of the 2018 comprehensive community assessment. A thorough analysis of the 2019 five-year estimate, revealed no significant changes in the population or demographic data. As a result of the pandemic, [Community Resilience Estimates](#)



(CRE) were reviewed. The CRE is the number of people facing a specific number of risks. The estimates are categorized into three groups: zero risks, 1-2 risks, and three plus risks. According to the U.S. Census Bureau, high-risk people have a minimum of three risk factors. Communities are at a higher risk if 30% or more of their population meet high-risk criteria. In Brevard County, 27% of the population have three or more factors; 48% have one or two risk factors, and 25% have no factors, according to Census Bureau estimates.

As defined by the U.S. Census Bureau, community resilience is the capacity of individuals and households to absorb, endure, and recover from the health, social, and economic impacts of a disaster such as a hurricane or pandemic. Recovery depends on the community’s ability to withstand the effects of the event. The Census Bureau has developed new small area estimates, identifying communities where resources and information may effectively mitigate the impact of disasters, most currently, the COVID-19 pandemic. Variation in individual and household characteristics are determining factors in the differential impact of a disaster. Some groups are less likely to have the capacity and resources to overcome the obstacles presented during a hazardous event. Resilience estimates can aid stakeholders and public health officials in modeling these differential impacts and developing plans to reduce a disaster’s potential effects. [How to Help Families and Staff Build Resilience During the COVID-19 Outbreak](#), a brief published by the

Harvard University Center on the Developing Child, states, “Think of resilience as a seesaw or balance scale, there negative experiences tip the scale toward bad outcomes, and positive experiences tip it toward good outcome. During the past year, BPSHS has supported families, to overcome obstacles presented during COVID-19. Examples of supports include, but are not limited to, helping families meet basic needs, guiding parents who are out of work with financial assistance and re-employment, encouraging caregivers to practice self-care, modeling and supporting responsive relationships (in an effort to mitigate the effects of isolation), and strengthening core life skills (i.e., executive functioning and self-regulation) to manage daily life.

## Section 2: Methodology

Based on our annual review of the community assessment and ongoing monitoring, and with input from the governing board, Policy Council, and management team members, we identified items for the self-assessment team to consider.

Focus Area	Questions/Considerations
School Readiness	<ul style="list-style-type: none"> <li>• Do classrooms have adequate age-appropriate materials for the indoor and outdoor learning environment?</li> <li>• Does the program continue to use Creative Curriculum with fidelity and make any necessary adaptations due to the pandemic?</li> <li>• Has the program supported Providers on Probation (POP) due to Kindergarten Readiness scores?</li> </ul>
Health and Safety	<ul style="list-style-type: none"> <li>• Does the program continue to enhance security measures and increase the safety and awareness of volunteers, visitors, staff and students?</li> <li>• Did the Reopening Plan process and updated safety protocols, due to COVID-19 ensure the safety staff, children and families?</li> <li>• What additional measures are in place due to COVID-19 and have they been updated as CDC guidelines change?</li> <li>• Does the program collaborate with parents as partners in health?</li> <li>• Does the program meet the requirements for up-to-date child health status (dental and physical exams)?</li> </ul>

Professional Development <i>(relative to promoting school readiness)</i>	<ul style="list-style-type: none"> <li>• Did we implement a systematic approach to offer professional development for teaching teams as well as our instructional coaches, to include address the quality thresholds for CLASS?</li> <li>• How have we enhanced training and guidance provided to staff in using data (i.e., GOLD, CLASS, and VPK Assessments) and reports?</li> <li>• Was/is the program prepared with adequate technology help families connect with the technology for virtual services (i.e., parent education or when in-person learning is not possible) and to support staff in delivering virtual service opportunities.</li> </ul>
Family Engagement Systems <i>(relative to promoting school readiness)</i>	<ul style="list-style-type: none"> <li>• How are Kindergarten teachers included in program transition activities?</li> <li>• Has the program made changes in the way the family advocates involved in transition activities?</li> <li>• The National Head Start Association (NHSA) recently brought back the NHSA Family Services Staff Credential, a portfolio-based, self-study course. Would our family services staff benefit from participating in this course? If yes, how would families benefit from this investment?</li> </ul>
Community Partnerships	<ul style="list-style-type: none"> <li>• What results are we seeing from our partnership with Genesis House?</li> <li>• How has the program enhanced our partnerships with the <i>Department of Health Dental Clinic</i> and the <i>Space Coast Dental Task Force</i>?</li> <li>• Has the program established new community partnerships?</li> </ul>

## Timeline

Date	Action	Purpose
9/1/2020 – 3/1/2020	Service Area Managers	<ul style="list-style-type: none"> <li>• Collect, review and analyze on going monitoring data using the program data management system, MHS.</li> </ul>
2/15/21	Leadership Team	<ul style="list-style-type: none"> <li>• Review 2019-20 self-assessment report and elicit input</li> </ul>
2/15/21 – 3/12/21	Leadership Team	<ul style="list-style-type: none"> <li>• Continue to elicit input and make necessary revisions to program objectives</li> </ul>
2/16/21 – 3/23/21	Policy Council	<ul style="list-style-type: none"> <li>• Discuss self-assessment process and elicit input; review 2019-20 self-assessment report; analyze and discuss relevant data</li> </ul>
2/26/21- 3/12/21	Governing Body	<ul style="list-style-type: none"> <li>• Provide draft report and elicit input from members</li> </ul>

2/15/21- 3/12/21	Stakeholder Discussions	<ul style="list-style-type: none"> <li>Discuss focus areas, examining progress on goals and objectives, and formulating discoveries to be shared</li> </ul>
3/12/21 – 3/23/21	Management Team	<ul style="list-style-type: none"> <li>Gather discoveries from stakeholder groups, and prepare self-assessment report</li> </ul>
2/11/21– 3/23/21	Director	<ul style="list-style-type: none"> <li>Share with and obtain approval from governing body and Policy Council prior to submission to the Regional Office</li> </ul>

## Section 3: Key Insights

### Strengths & Successes

#### School Readiness

- An education manager, with expertise in early childhood education and Head Start was added to the staffing plan this year to strengthen the development and implementation of Practice Based Coaching
- Through the *Teacher Needs Assessment* and utilization of Practice Based Coaching with fidelity, all State Prekindergarten Provider on Probation (POP) requirements are being addressed
- Weekly meetings, that included data driven discussions, were held with the leadership team to enhance support provided to teaching teams
- Instructional coaches were onsite at least one day a week at each of the 12 Head Start locations to support teaching teams with improving instructional practice

#### Health and Safety

- School District Environmental Health and Safety experts continue to provide support to all services locations, including enhanced COVID-19 protocols
- Collaborative community partnerships include the *Department of Health, Space Coast Dental Task Force, and the Space Coast Health Foundation*
- Families receive oral health education as well as supplies for home use
- Additional state of the art hearing/vision screening equipment was purchased and updated training was provided to health services staff. State of the art vision equipment allows for social distancing while the screening is administered
- Environmental Health and Safety Specialist conducts ongoing monitoring of each Head Start site to facilitate maintenance needs and to enhance safety

### **Professional Development (relative to promoting school readiness)**

- Instructional coaches provided *Making the Most of Classroom Interactions* (MMCI) training
- The program continued to solicit the services of a consultant to conduct CLASS observations. Due to COVID-19, the consultant was only permitted to be onsite once, however CLASS reliable instructional coaches, conducted observations in the fall for new teachers
- The leadership team developed and implemented ongoing professional development opportunities for teachers, instructional assistants, and family advocates. Topics were determined based on survey data collect from teachers and staff.
- The leadership team developed and implemented professional development to address the Quality Threshold requirement for CLASS

### **Family Engagement Systems (relative to promoting school readiness)**

- A plan was developed to ensure home visits were conducted virtually in collaboration with the teacher and family advocate
- IFPA goals are aligned with both the Parent, Family and Community Engagement (PFCE) Framework and the School Readiness Goals
- Information gathered from the completion of the Parent Needs Assessment, as well as School Readiness components, guide topic selection for monthly parent meetings
- *Conscious Discipline* parent education offered to parents via phone/video conferencing

### **Community Partnerships**

- Ongoing and continuous updates to community resource contacts
- Family Services Manager continues to represent Head Start as member of the Child Abuse Prevention Task Force
- Partnership was established with Eastern Florida State College dental hygienist program
- Ongoing partnership with the Department of Health, allows the opportunity to hire a dental hygienist who will conduct screening, provide fluoride and oral health education. Due to COVID-19 restrictions, addition of the onsite dental hygienist will begin in 21-22.

## **Opportunities for Continuous Improvement**

### **School Readiness**

- Review School Readiness goals and update/revise as appropriate
- Develop and implement *Interim Service Support Plans* for children who may continue to struggle to support individualized student instruction and improve children's learning outcomes
- Develop and implement a plan to increase access to technology for students, including classroom use and virtual learning needs

## **Health and Safety**

- Continue to explore additional community partnerships to support oral health services
- Continue to increase the number of dental examinations
- Ensure the dental hygienist is onboard to begin working onsite when the 2021-22 school year begins

## **Professional Development (relative to promoting school readiness)**

- Continue to implement the Quality Improvement activities/professional development needed for CLASS in the area of Instructional Support
- Develop and implement professional development opportunities for teaching teams that will improve instruction and lesson planning in the areas of: CLASS, Conscious Discipline, Behavior, Literacy/Math Standards

## **Family Engagement Systems (relative to promoting school readiness)**

- Increase access to technology for families and students for virtual instruction/parent education
- Encourage all family services staff to participate in the credentialing course offered by the National Head Start Association (NHSA)
- Enhance transition activities that increase collaboration among family advocates and kindergarten teachers

## **Innovative Findings/Discoveries**

- The program is hiring a dental hygienist to provide preventative services and case management (hiring this position in the fall of 2020 was delayed due to Covid-19)
- The program is meeting the needs of families who were not comfortable returning to in person instruction through *Head Start at Home*
- A systematic plan is in place to ensure continuous instruction for students required to quarantine for any duration due to the pandemic
- The leadership team developed and implemented high quality virtual professional development
- In the December 2019 Federal review, the program scored 5.78 in the Classroom Organization domain of Classroom Assessment Scoring System (CLASS); the program must increase this score to 6.0 to meet the quality threshold established by OHS; teaching teams are provided support to improve instructional practices relative to Classroom Organization through Practice Based Coaching and Professional Development

## Progress in Meeting Goals & Objectives

**GOAL 1:** BPSHS leadership team will implement Practice Based Coaching (PBC), a research-based coaching plan, to support teachers' use of effective teaching practices that lead to positive outcomes for all children.

OBJECTIVES	OUTCOMES AND PROGRESS
During monthly staff meetings, education staff will engage in reflection and feedback sessions to support implementation of the identified goals.	Education staff/leadership team, exceeded the expectation of this objective. WEEKLY meetings were facilitated by the education manager during the 20-21 school year. Instructional Coaches, ESE Specialist and Board Certified Behavior Analyst participated PBC 2.0 training and received ongoing coaching from the education manager. The leadership team developed a Teacher Needs Assessment based on School Readiness goals/State Prekindergarten standards/CLASS dimensions/Conscious Discipline.
Instructional coaches will conduct at least three focused observations of each classroom guided by the action plan.	Our coaching action plan was enhanced and implemented with fidelity. Each teaching team received weekly onsite coaching. Coaching Action Plans were developed with teacher input around the Teacher Needs Assessment. Focused observations and weekly coaching sessions positively impacted instructional practices.
100% of classroom teachers will receive PBC support from an instructional coach as indicated in the action plan.	100% of classroom teachers received WEEKLY PBC support from an instructional coach. In addition, the ESE specialist and board certified behavior analyst worked along of the coaches to support all classrooms with children who exhibited social emotional challenges or needed further observation and evaluation.

**GOAL 2:** Partner with the school district transportation department to deliver enhanced bus safety throughout the boarding/de-boarding process, while on field trips and during emergency evacuations.

OBJECTIVES	OUTCOMES AND PROGRESS
BPSHS will implement a plan to ensure that all Head Start children participate in at least three (3) bus emergency evacuation	BPSHS continues this partnership and ensures bus safety meets or exceeds the HSPPS. Children who receive bus transportation to and from school participated in emergency bus

<p>drills during the program year. <i>(Revised Year 4 of 5)</i></p>	<p>evaluation drills, while practicing social distancing and other relevant CDC guidelines. Due to the pandemic, field trips have not been allowed since late February 2020. Each child who rides a bus to and from school is required wear an easily identifiable badge to ensure the child is released to an authorized adult. All Head Start children who receive bus transportation to school were secured in the appropriate safety restraint.</p>
<p>BPSHS will ensure that up-to-date rosters and lists of the adults to whom each child is authorized to be released to, including alternates in case of emergency, are maintained and no child is left behind, either at the classroom or on the vehicle at the end of the route.</p>	<p>Student rosters and lists were kept up-to-date at the school level and on school buses. No child was released to an unauthorized adult. Attendance was taken by bus drivers as evidence by rosters and billing information. No child was left behind, either at the classroom or on the vehicle at the end of the route. .</p>

**GOAL 3:** Work collaboratively with teaching teams to analyze GOLD student-level checkpoint data three times each year to ensure continuous improvement in teaching practices, professional development and other program decisions.

OBJECTIVES	OUTCOMES AND PROGRESS
<p>Education staff, in collaboration with teaching teams, will analyze GOLD student-level data three times a year.</p>	<p>Education staff/the leadership team provided weekly coaching, which included reviewing multiple data sources at least three times per year. In addition, to GOLD data, BDI, CLASS, VPK assessment and teacher made assessment data was used. Support was provided to teachers (especially new teachers) to build skills in utilizing the GOLD and Digital Tools.</p>
<p>Identified program staff will monitor three times a year to ensure teaching teams are participating in data analysis and utilizing student outcome data to improve teaching practices.</p>	<p>Ongoing progress monitoring indicate teachers are involved in the continuous learning cycle of data analysis. Multiple data sources and surveys completed by teachers and instructional assistants were utilized when developing training opportunities.</p>

**GOAL 4:** Develop a systematic approach to provide professional development to teachers to improve and enhance differentiated lesson planning/individualized student instruction.

OBJECTIVES	OUTCOMES AND PROGRESS
<p>BPSHS leadership team will develop professional development opportunities for the teaching teams that will improve instruction and lesson planning in the areas of: CLASS, Conscious Discipline, Behavior, Literacy/Math Standards during early release time. <i>(Revised Year 4 of 5)</i></p>	<p>The leadership team developed professional development opportunities for teaching teams around the topics listed in the objective. Classroom teachers, instructional assistants and family advocates participated during early release time.</p>
<p>BPSHS Instructional Coaches, with the support of the Behavior Analyst and ESE Specialist, will review, train and support Tier One strategies in every classroom. <i>(Revised Year 4 of 5)</i></p>	<p>During pre-planning, every classroom participated in a review and training of Tier One. Tier One strategies were revisited and reviewed throughout the school year, based on individual classroom needs.</p>

**GOAL 5:** Increase the number of dental examinations provided to children.

OBJECTIVES	OUTCOMES AND PROGRESS
<p>The program will partner with community dental resources to increase the number of children receiving dental exams using baseline data established during year one and increasing by 1 percentage point (with an aggregate of 4%) each year thereafter.</p>	<p>The program has established a partnership with Eastern Florida State College dental hygiene students to provide education Head Start students about oral health care and is in the process of hiring a dental hygienist who will perform on site screens and case management.</p>

#### **Section 4: Recommendations**

These recommendations encompass the categories of progress on goals and objectives, systemic issues, and innovations:

- Intervention/summer opportunities are recommended for students based on data driven decision making, especially children expected to enter kindergarten in 2021-22
- Continue to invest in technology and training to support remote/virtual instruction for students and parent education
- Continue to partner with the early childhood consultant in the 2021-22 school year and expand her expertise to enhance professional development systems in the area of family engagement
- Continue quality improvement initiatives to address the Classroom Organization domain of CLASS through Practice Based Coaching and Professional Development
- Ensure the dental hygienist is hired no later than the beginning of the 2021-22 school year

#### **Section 5: Conclusion**

Brevard Public Schools Head Start continues to provide high-quality service delivery by utilizing program data to inform the decision-making process and continuous quality improvement. Insight gathered during the Self-Assessment will be used during the planning process to assist the management team in determining appropriate actions to include in the Training and Technical Assistance Plan, the final step in the self-assessment process. Head Start management team members use results as a driving force to identify and develop program improvement goals, desired outcomes and action plans.