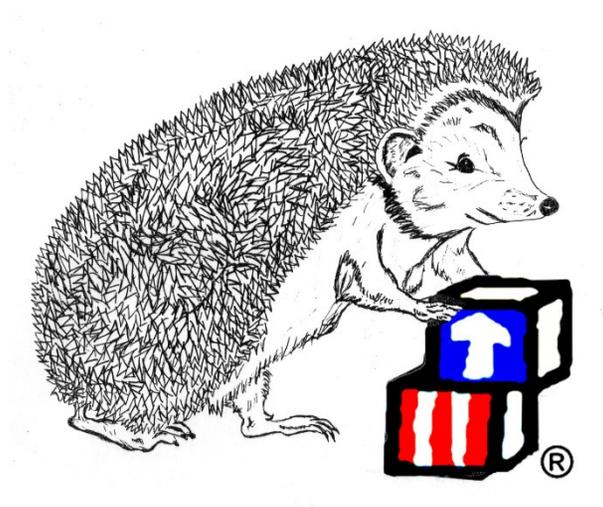


## Plano ISD Head Start



**Program Goals – 2018-2019**  
**With Achievements Accomplished for 2017-2018 Goals**  
**Goals were determined based on results of Annual Self-Assessment**

**PLANO ISD HEAD START PROGRAM IMPROVEMENT PLAN  
EARLY CHILDHOOD DEVELOPMENT**

Based on Self-Assessment of February 21-24 2017

**\*(S) Short Term Goal (L) Long Term Goal**

**\*\*Yes/On Going/Revised**

**2017-2018**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>  | <b>PERSON RESPONSIBLE</b>           | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|------------------------------------|--|-------------------------------------|----------------------------------|--------------|-----------------------|
| 1302.102(a)(3)                     | Continue to review/revise School Readiness Goals in order to develop a plan for program improvement.                   | Early Childhood Development Manager | On-going                         | L            | On-going              |
| 1302.33(a)(3)                      | Provide support for students with significant behavioral issues but who do not qualify for special education services. | Early Childhood Development Manager | Fall 2017                        | S            | Yes                   |
| 1304.31(b) (2)                     | Emphasize language acquisition for all students to encompass the structure, vocabulary, and meaning of oral language.  | Early Childhood Development Manager | On-going                         | L            | On-going              |

Based on Self-Assessment of February 12-16 2018

**\*(S) Short Term Goal (L) Long Term Goal**

**\*\* Yes/On Going/Revised**

**2018-2019**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASUREABLE TERMS)</b>   | <b>PERSON RESPONSIBLE</b>           | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|------------------------------------|--|-------------------------------------|----------------------------------|--------------|-----------------------|
| 1302.102(a)(3)                     | Continue to review/revise School Readiness Goals for program improvement.  | ECD Manager/Head Start Director     | On-Going                         | L            |                       |
| 1302.31 (d)                        | Provide additional resources (training and/or materials) to supply classroom learning areas so children's development is maximized.  | Early Childhood Development Manager | Fall 2020                        | L            |                       |
| 1302.31(b)(iv)                     | Emphasize language acquisition for all students so that the students combine sentences and clearly communicate the intended meaning. | Early Childhood Development Manger  | On-going                         | L            |                       |

**Based on the 2017-2018 Self-Assessment:**

**Strengths:**

- Parents are pleased with education, friendly, supportive staff, and curriculum.
- Staff appreciates supportive administration.
- Staff values training opportunities.

**Challenges:**

- Need more materials, training to support learning areas.

**PLANO ISD HEAD START PROGRAM IMPROVEMENT  
DISABILITIES**

Based on Self-Assessment of February 21-24, 2017

**\*(S) Short Term Goal (L) Long Term Goal**

**\*\*Yes/On Going/Revised**

**2017-18**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>  | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b>    |
|------------------------------------|--|---------------------------|----------------------------------|--------------|--------------------------|
| 1302.61(a)                         | The Disabilities Manager will provide classroom lessons at a minimum of three times during the school year to increase children’s knowledge of disabilities and to teach them about having sensitivity to others who are different.  | Disabilities Manager      | Spring 2018                      | S            | To be completed May 2018 |
| 1302.62(a, 1)                      | The Disabilities Manager will increase intervals that a child’s progress is communicated to the parent to ensure that information is shared every 6 weeks at a minimum. Varied forms of communication that include phone calls, written communication, and in person interaction will be used. Efforts will be documented. | Disabilities Manager      | Spring 2018                      | S            | To be completed May 2018 |

Based on Self-Assessment of February 12-16, 2018

**\*(S) Short Term Goal (L) Long Term Goal**

**\*\*Yes/On Going/Revised**

**2018-19**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>   | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|------------------------------------|---|---------------------------|----------------------------------|--------------|-----------------------|
| <b>1302.61(a)</b>                  | The Disabilities Manager will order new materials for each general education classroom that support awareness of differences and individualized learning.   | Disabilities Manager      | Fall 2018                        | S            |                       |
| <b>1302.62(a, 1)</b>               | The Disabilities Manager will provide the speech language pathologists with student progress forms for the parents. These will be simple forms that include a positive comment and an “at home” suggestion of activity that can be done to help their child’s speech development. | Disabilities Manager      | Fall 2018                        | S            |                       |

**Based on the 2017-18 Self –Assessment:**

**Strengths:**

- Teachers have accessible resources and supportive visuals to help them individualize for specific children in their classes.
- There is good support from the special education staff.
- The monolingual speech language pathologist provides helpful homework.
- Having pictures of kids with disabilities displayed is nice. Children become aware that not all kids are the same.
- “I have always been notified of any needs of my child. I am informed, satisfied by the attention my family receives.” -Parent Survey

**Weaknesses/Suggestions:**

- Many disability materials (puzzles, dolls, and posters) are old, not age appropriate, or missing from some general education classrooms.
- Some parents offered suggestions for additional ways for them to receive updates on their child’s progress. These include calls, written communication, and Blooms Apps.

**PLANO ISD HEAD START PROGRAM IMPROVEMENT PLAN  
FAMILY AND COMMUNITY ENGAGEMENT**

**BASED ON SELF-ASSESSMENT OF FEBRUARY 21-24, 2017**

**\*(S) Short Term Goal (L) Long Term Goal**

**\*\*Yes/On Going/Revised**

**2017-2018**

| <b>PERFORMANCE STANDARD NUMBER</b>        | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>  | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|---|--|---------------------------|----------------------------------|--------------|-----------------------|
| 1302.51(a)                                | Social Workers will implement family engagement strategies by linking families to support system resources like childcare, transportation, and mental health services in an attempt to prevent student absences and tardiness. | Social Worker             | Spring 2018                      | S            | Yes                   |
| 1302.50 (b)(3)<br>1302.52(a)(b)(c)<br>(1) | Use financial literacy education to support family well-being, economic stability, and child learning and development. Parents will gain confidence to address family needs related to budget and finances.                    | Social Worker             | Spring 2018                      | L            | On-going              |
| 1302.53(a)(1)(2)(v)                       | Social Work staff members will register for a Family Literacy seminar/training to support the needs and life goals of parents and families.  | Social Worker             | Spring 2018                      | L            | Yes                   |

**BASED ON SELF-ASSESSMENT OF FEBRUARY 12-16, 2018**

**\*(S) Short Term Goal (L) Long Term Goal**

**\*\*Yes/On Going/Revised**

**2018– 2019**

| <b>PERFORMANCE STANDARD NUMBER</b>        | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>   | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|---|---|---------------------------|----------------------------------|--------------|-----------------------|
| 1302.50 (b)(3)<br>1302.52(a)(b)(c)<br>(1) | Use financial literacy education to support family well-being, economic stability, and child learning and development. Parents will gain confidence to address family needs related to budget and finances. | Social Worker             | Spring 2019                      | L            |                       |
| 1302.52(a)(b)(c)<br>(3)                   | Social Workers will provide opportunities for parents to strengthen their higher education, ESL skills, literacy and computer training in order to increase economic stability.                             | Social Worker             | Spring 2019                      | S            |                       |
| 1302.53(a)(1)(2)(i)                       | Social Worker will form community partnerships to increase the family mental health stability.  | Social Worker             | Spring 2019                      | L            |                       |

**Based on the 2017-2018 Self -Assessment:**

**Strengths:**

- Parent comment – One of the program’s strengths is “definitely the FPAs with the Social Workers, which helps identifying all the needs for the parents and families.”
- Community partner comment – “This is a wonderful program for the families. You can see the changes in them in less than eight months.”
- Family Support Services

**Challenges:**

- Linking undocumented children/families to Medical/Dental/financial assistance/Social Services.
- Need more opportunities to schedule father involvement events during Fall/Spring semesters.
- Provision of evening/afternoon parenting classes.

**PLANO ISD HEAD START PROGRAM IMPROVEMENT PLAN  
HEALTH, NUTRITION, SAFETY**

**BASED ON SELF-ASSESSMENT OF FEBRUARY 21-24, 2017**

**\*(S) Short Term Goal (L) Long Term Goal \*\* Yes/On Going/Revised**

**2017-2018**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>   | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|------------------------------------|---|---------------------------|----------------------------------|--------------|-----------------------|
| 1302.41 (a)                        | Improve participation in and compliance by developing a photo exhibit or album that parents can look at while waiting, or during the meeting with the school nurse for the initial parent interview. If parents can see what the events/classes actually look like, they will be more eager to participate. | Health Manager            | May 2018                         | S            | Yes/<br>Ongoing       |
| 1302.42 (b)(i)                     | Continue to pursue dental resources for Head Start children with no health insurance.   | Health Manager            | May 2018                         | S            | Yes/<br>Ongoing       |
| 1302.40 (D) (b)                    | Continue to support and develop community partnerships.   | Health Manager            | May 2018                         | L            | Yes/<br>Ongoing       |

**BASED ON SELF-ASSESSMENT OF FEBRUARY 12-16, 2018**

**\*(S) Short Term Goal (L) Long Term Goal \*\* Yes/On Going/Revised**

**2018-2019**

| <b>PERFORMANCE STANDARD NUMBER</b>     | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>  | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|--|--|---------------------------|----------------------------------|--------------|-----------------------|
| 1302.40(B)                             | Continue to support and develop community partnerships and Health Advisory Committee membership, with a focus on dental resources.   | Health Manager            | May 2019                         | L            |                       |
| 1302.42(b)(1)(i)<br>1302.42(b) (1)(ii) | Data collection to ensure children are up to date as prescribed by the EPSTD schedule in Texas .   | Health Manager            | May 2019                         | S            |                       |
| 1302.47 (a)                            | Staff will be aware and trained on program safety practices to ensure children are safe at all times, including CPR, lockout/secure perimeter, lockdown, evacuate to other location, and shelter for existing hazards (bad weather, hazmat). | Health Manager            | May 2019                         | S            |                       |

**Based on the 2017-2018 Self -Assessment:**

**Strengths:**

- Classes offered to parents were important, interesting, and helpful.
- Tracking programs (Child Plus and TEAMS) are in place and working well.
- Health Advisory Committee has good interactive relationships among members.

**Challenges:**

- Lack of affordable dental resources for children with no health insurance.
- Parents would like access to free health/dental care for themselves, and resolved immigration issues.
- Data collection from parents on a timely basis, without demand.

**PLANO ISD HEAD START PROGRAM IMPROVEMENT PLAN**  
**ERSEA, FACILITIES, HUMAN RESOURCES MANAGEMENT, MANAGEMENT SYSTEMS AND PROCEDURES, PROGRAM GOVERNANCE**

**BASED ON SELF-ASSESSMENT OF February 21-24, 2017      \*(S) Short Term Goal   (L) Long Term Goal      \*\*Yes/On Going/Changed      2017– 2018**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>   | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|------------------------------------|---|---------------------------|----------------------------------|--------------|-----------------------|
| 1302.92(c)(1)<br>1302.92(c)(2)     | Implement a process to identify classroom staff members who need coaching and find resources to provide that coaching.  | Director                  | August 2017                      | S            | Yes                   |
| 1302.13                            | Continue to work with district administrators to use processes that ensure that Plano ISD low-income families have the appropriate opportunities to apply to Head Start so that the neediest families enroll in Head Start rather than the new full day Pre-K program being implemented within the district . | Director                  | August 2017                      | S            | Yes                   |
| 1302.21(b)                         | Explore the advantages and disadvantages of moving from mixed-age 3 & 4 year-old classrooms to separate 3 year-old classrooms and 4 year-old classrooms with the possibility of making that change for the 2017-2018 school year.   | Director                  | August 2017                      | S            | Yes                   |

**BASED ON SELF-ASSESSMENT OF February 12-16, 2018      \*(S) Short Term Goal   (L) Long Term Goal      \*\*Yes/On Going/Changed      2018 - 2019**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>   | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|------------------------------------|---|---------------------------|----------------------------------|--------------|-----------------------|
| 1302.21(b)                         | Consider increasing the number of 3 year-old classrooms from two to three and reducing the number of 4 year-old classrooms from six to five as warranted by received applications to the program. | Director                  | August 2018                      | S            |                       |
| 1302.31(a)                         | Consider adding additional part-time para-professionals to assist in 3 year-old classrooms.   | Director                  | August 2018                      | S            |                       |
| 1302.13                            | Utilize the new electronic marquee provided by Plano ISD to recruit students for the 2019-2020 school year.   | Director                  | February 2019                    | S            |                       |
| 1302.14(a)(1)                      | Seek Policy Council and Board approval to provide points on the Priority Points list to families who were on the wait list when their child was a 3-year-old.                                     | Director                  | December 2018                    | S            |                       |

**Based on the 2017-2018 Self –Assessment:**

**Strengths:**

- Student and family needs are met by the program.
- Facilities are maintained and program is supported with technology.

**Challenges:**

- Students in 3 year-old classrooms are very active and need more supervision than those in 4 year-old classrooms.
- Distributing promotional program information that reaches diverse cultural groups.

**PLANO ISD HEAD START PROGRAM IMPROVEMENT PLAN  
MENTAL WELLNESS**

**BASED ON SELF-ASSESSMENT OF February 21-24, 2017      \*(S) Short Term Goal (L) Long Term Goal      \*\*Yes/On Going/Revised      2017 - 2018**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>  | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|------------------------------------|--|---------------------------|----------------------------------|--------------|-----------------------|
| 1302.45(a)1                        | Maintain the "Safe Place" for every classroom for students to use as a self-regulation area for calming strong emotions. Train staff on self-regulation techniques and observe students and teachers using the safe place. Provide teachers supplies to ensure well supplied area complete with sensory items and physical expressions for emotions. | Mental Wellness Manager   | Spring 2018                      | L            | Yes/Ongoing           |
| 1302.45(b)5                        | Head Start staff will maintain effective social emotional and mental wellness practices. (Staff will learn about workplace stress through a training by counselor, staff will complete a stress management plan for the year. Counselor will continue to seek out, and implement opportunities for staff stress relief, team building and fun).      | Mental Wellness Manager   | Spring 2018                      | L            | Ongoing               |
| 1302.45 (a)4                       | Continue to discover new mental wellness providers and maintain effective community partnerships with mental wellness providers to insure a variety of mental wellness services are offered to the parents.  | Mental Wellness Manager   | Spring 2018                      | S            | Yes/Ongoing           |

**BASED ON SELF-ASSESSMENT OF February 12-16, 2018      \*(S) Short Term Goal (L) Long Term Goal      \*\*Yes/On Going/Revised      2018 - 2019**

| <b>PERFORMANCE STANDARD NUMBER</b> | <b>ACTION TO BE TAKEN (IN MEASURABLE TERMS)</b>   | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED COMPLETION DATE</b> | <b>* S L</b> | <b>** COMPLETED ?</b> |
|------------------------------------|---|---------------------------|----------------------------------|--------------|-----------------------|
| 1302.45 (b)5                       | Continue to provide relevant topics to parents that expand their knowledge on how to education their children at home on topics such as abuse and increase parent knowledge on topics such as sibling rivalry, understanding the mental health of your child and techniques such as yoga. | Mental Wellness Manager   | Spring 2019                      |              |                       |
| 1302.45 (a)4                       | Collaborate with community partners to expand parent education topics that are identified as an immediate concern for families and increase the mental health referral options.   | Mental Wellness Manager   | Spring 2019                      |              |                       |
| 1302.45 (a)1                       | Continue to support classrooms and encourage positive learning environments within each classroom by providing best practice strategies and suggesting educational trainings that relate to the needs in the classroom.   | Mental Wellness Manager   | Spring 2019                      |              |                       |

**Based on the 2017-2018 Self -Assessment:**

**Strengths:**

- Students were observed using deep breathing, muscle relaxation and stretching.
- Teaching staff reported guidance lessons were well remembered by children and the skills are used and reinforced frequently within the classroom.
- Classrooms provided a plethora of instructional and play material for students to be fully engaged.

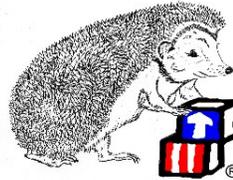
**PLANO ISD HEAD START STRATEGIC PLAN 2018-2019**

**PROGRAM GOALS:**

1. Children will show increased growth in use and understanding of oral language.
2. Encourage learning beyond the school walls through Parent and Family Engagement opportunities and linking families to community resources to foster parents' active role in student learning.
3. Ensure that Head Start children are receiving necessary health and nutritional services, our program will show an increase in the number of parents advocating for their children by obtaining services to address medical, dental, and mental health issues.
4. Raise public awareness about the Head Start program in the Plano ISD Community to ensure that all populations are informed and have access to apply for the program.

**School Readiness Goals:**

1. **LANGUAGE AND LITERACY:** Students will increase vocabulary and language to communicate and express ideas while learning to identify letters and understand syllabication, onset-rime, alliteration, and rhyme.
2. **COGNITION AND KNOWLEDGE:** Students will increase math skills, use scientific processes, use problem-solving skills, and develop respect for all members of their families, classrooms, and communities.
3. **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT:** Students will develop large and small muscles, and identify and practice safe habits.
4. **APPROACHES TO LEARNING:** Students will learn to make independent choices, initiate goals, and follow through with plans.
5. **SOCIAL AND EMOTIONAL DEVELOPMENT:** Students will maintain positive peer relationships while following classroom rules, routines, and directions.



**Parent and Family Engagement Outcomes:**

- \* Actively engage families as life-long learners.
- \* Promote parent and family engagement of everyday learning in the home.
- \* Engage families as advocates and leaders.
- \* Provide families opportunities to develop parent/child relationships that nurture their child's learning and development.

**Health & Mental Wellness:**

- \* Increase parent participation in mental wellness and nutrition educational opportunities.
- \* Seek out additional dental resources for low-income families.
- \* Continue to increase opportunities for staff to participate in mental wellness activities.

**Family & Community Partnerships:**

- \* Seek additional mental wellness resources for parents.
- \* Use financial literacy education to support family well-being and economic stability.
- \* Provide resources to assist Interested parents to pursue educational opportunities.

**Education:**

- \* Review School Readiness Goals on a yearly basis and revise as needed.
- \* Assess first year with 3-YO classes. Make necessary revisions to schedule, etc.
- \* Do in-depth study of Conscious Discipline program with teachers and teacher assistants.

**Disabilities:**

- \* Provide opportunities for students to learn about children with differing capabilities.
- \* Provide communication tools to Speech-Language Pathologists to assist with parent communication.

**ERSEA, Facilities, HR Management, Management Systems, Program Governance:**

- \* Work with Admin staff to continue to provide coaching for classroom staff members.
- \* Consider Priority Point Revision.
- \* Explore all possibilities for using electronic marquee to communicate with parents/community.