



Quality Improvement Plan 2024-2026

VISION

The vision of our quality improvement plan is to gain a comprehensive understanding of our operational areas by clearly articulating our goals and outlining the strategies we will employ to achieve them. We are committed to identifying the necessary approaches that align with Little Mountain Climbers values and implementing effective strategies that will propel us towards our desired outcome.

MISSION

The mission of our quality improvement plan is to empower and support families during their times of need or crisis by providing them with valuable and accessible resources. We are dedicated to offering a range of assistance and services that address their unique challenges, ensuring they receive the support necessary to navigate difficult situations and emerge stronger and more resilient.

VALUES

The quality improvement plan is rooted in the following core values: honesty, respect, and equality. These values serve as the guiding principles for all our actions and decisions. We are committed to fostering an environment of transparency and integrity, treating all individuals with dignity and courtesy, and promoting fairness and inclusivity in every aspect of our services. By upholding these values, we strive to create a supportive and inclusive space where families feel valued, respected, and empowered.

GOALS

The quality improvement plan aims to support the present and future needs of families by prioritizing the well-being and development of children through our exceptional and trusted child care center. To achieve this, we have established the following goals:

- Provide outstanding child care services, ensuring safety, quality, and continuous improvement.
- Meet the unique needs of each family, accommodating diversity and offering flexibility.
- Support children's development and well-being through holistic growth and collaboration with families.
- Cultivate a trusted and reliable environment based on professionalism, trust, and transparency.
- Continuously improve and innovate by staying updated, evaluating programs, and embracing innovation.
- Provide teachers and caregivers with the best tools and resources for effective care and education of children.

Our objective is to implement these plans within the 2024-2026 calendar year, with our primary focus on achieving significant change by 2025.

QUALITY IMPROVEMENT PLAN OVERVIEW

Little Mountain Climbers is dedicated to maintaining and enhancing quality care for both current and future families. The valuable insights obtained from the annual family survey and the center-based assessment, along with the strengthening families' self-assessment, have not only affirmed the strengths of our center but also highlighted areas that require improvement and support as expressed by our families. In alignment with this feedback, the quality improvement plan will concentrate on three primary areas: program enhancement, family support and ongoing staff development. By focusing on these aspects, we aim to further elevate our services and meet the evolving needs of our families and staff effectively.

The quality improvement plan's program enhancement section will focus on four specific areas that have been identified by our families as areas with room for growth. These areas include communication, efficiency, organization, and parent leadership. These are key areas where we strive to make significant advancements to better meet the needs and expectations of our families. With the aim of delivering an elevated level of service and support to our families, we intend to achieve this by enhancing our communication strategies, streamlining our processes for improved efficiency, strengthening our organizational practices, and creating a platform that empowers parents to take on leadership roles within our center. These targeted improvements will contribute to an overall enhanced experience for both our current and future families at LMC.

The family support component of the quality improvement plan will specifically address three areas that have been identified as important by our families. These areas encompass providing assistance during classroom transitions, offering support to military families during deployments, and facilitating the development of parent-staff relationships. Recognizing the importance of smooth transitions for children and families, we will implement comprehensive classroom transition support initiatives. These initiatives will include orientation programs, open lines of communication, and social-emotional support to ensure a positive transition experience for children moving between classrooms. Additionally, we will provide dedicated support for military families facing deployment, offering resources, counseling services, and educational support for their children.

The ongoing staff development component will prioritize two key aspects: implementing training programs to help staff members understand and appreciate culturally diverse communication styles and lifestyles, and utilizing this knowledge to effectively serve families from diverse backgrounds. By understanding and acknowledging these factors, staff members

will be able to identify their strengths in communicating with children and families, as well as identify areas for personal and professional growth.

As our families continue to provide us with valuable feedback and insights in areas where we have room to grow, we are equally committed to mastering our areas of strength. The quality improvement plan serves as a framework to guide our efforts in achieving continuous growth and excellence. Through this plan, we aim to demonstrate to our families that growth is an ongoing process that takes time and dedication. We will ensure regular progress updates and transparent communication, so our families can witness our commitment to providing them with high-quality care. By embracing a culture of continuous improvement, we strive to meet and exceed the expectations of our families, fostering trust, and reinforcing our dedication to their well-being.

PROGRAM ENHANCEMENT

Communication through our brightwheel app has proven to be highly beneficial for our families. In response to their requests for more than just activity photos, our families are seeking daily academic updates. To address this, our improvement plan involves leveraging the academic feature on brightwheel to highlight the significant milestones our children reach. Whether it's taking their first step, sounding out a letter, or identifying all the letters in the alphabet, we are committed to dedicating time to prioritize and celebrate these achievements.

The initial step of this process will involve comprehensive brightwheel training for all our teachers on how to effectively utilize the milestone feature in brightwheel. Our safety and training supervisor will actively develop a training program that aligns with the needs identified by our families. After the completion of the training, we will gradually initiate the implementation of these milestones, initially on a monthly basis, with the ultimate goal of transitioning to daily implementation. As we continue to educate and guide our children towards meeting these goals, parents will start witnessing their children's accomplishments reflected on brightwheel.

By incorporating academic updates and milestones into our brightwheel communication, we aim to provide our families with a more comprehensive understanding of their children's development and progress.

Efficiency is essential not only during chaotic situations but also for the smooth operation of our center. Our families have noticed a delay in room openings during drop-off, primarily attributed to our director covering the front desk in the mornings, resulting in a three-hour gap where they are not actively involved in the program.

To address this, we will take the following steps:

- Refining the Morning Schedule
 - Evaluate and optimize the morning schedule to ensure smoother transitions and timely room openings.
 - Allocate sufficient time for staff to prepare classrooms before parents arrive for drop-off.
- Staff Training for Quicker Room Openings
 - Conduct regular training sessions with our staff to enhance their skills and efficiency in opening rooms promptly.
 - Provide guidelines and strategies for effective room preparations and organization.

- Hiring Morning Front Desk Staff
 - Initiate the recruitment process to hire a dedicated morning front desk staff member.
 - This new staff member will assume the responsibility of managing the front desk, allowing the director to focus on running the program smoothly during the crucial first few hours of the day.

A well-established schedule and the addition of a morning front desk staff member will ensure that classrooms are opened in a timely manner, minimizing waiting times for parents. Ultimately, these improvements will enhance the overall experience for both our families and staff, creating a more streamlined and efficient environment at our center.

In the dynamic environment of managing classrooms of infants, toddlers, or preschoolers, where things can get busy, organization in the classroom may occasionally be given a lower priority. However, it is important not to overlook the significance of maintaining organization in this setting. Our families have provided feedback suggesting that classrooms remain presentable even during chaotic times of the day. Additionally, they have requested that we ensure children's faces and clothing are clean when they are picked up.

To address these concerns, we will take the following steps:

- Implement Organization Strategies
 - Develop additional systems and routines to maintain a tidy and organized classroom environment.
- Regular Classroom Maintenance
 - Conduct extra cleaning and tidying sessions throughout the day to ensure a presentable appearance.
 - Retrain staff members on maintaining cleanliness and organization standards during busy periods.
- Personal Hygiene Practices
 - Emphasize and reinforce personal hygiene practices, such as wiping children's faces and hands regularly.
 - Continually educate staff on the importance of maintaining cleanliness and promoting healthy habits among children.

Attached is the daily cleaning guide that will be provided to all teachers as a reference for maintaining cleanliness throughout the day. By incorporating these measures and utilizing the cleaning sheet, we can effectively address concerns about chaos, uphold a clean classroom environment, and ensure that children are presentable at pick-up time.

Daily Classroom Cleaning List:

Classroom: _____

Date: _____

Task:	Description:	When:	Done by (Initial):
Stock Classroom and Fill Water Jugs	<ol style="list-style-type: none"> 1. Make sure you have enough wipes, gloves, soap, paper towels, etc for the day. 2. Fill water jug for the day 	Before you open your classroom.	
Sweep	Sweep after breakfast	9:30am	
Clean and Sanitize Tables/Chairs	<ol style="list-style-type: none"> 1. Wipe off food remnants 2. Wash with soap and water 3. Spray with SANITIZER 4. Let sit for 2 minutes before rinsing. 	9:30am	
Sweep	Sweep after lunch	12:30pm	
Clean and Sanitize Tables/Chairs	<ol style="list-style-type: none"> 1. Wipe off food remnants 2. Wash with soap and water 3. Spray with SANITIZER 4. Let sit for 2 minutes before rinsing. 	12:30pm	
Clean, Organize, and Sanitize Toys	<ol style="list-style-type: none"> 1. Pull out each bin and make sure the right toys are in there. 2. Spray the toys with sanitizer and let sit for 2 minutes before rinsing. 3. Pick one shelf each day and empty the toys on the tables. Deep clean them, and clean out the buckets. 	Nap	
Clean out Sinks and Garbage Cans	<ol style="list-style-type: none"> 1. Make sure there is nothing in the sinks. REMEMBER THEY ARE HANDWASHING SINKS ONLY. 2. Wipe out then spray with disinfectant and let sit for 6 minutes before rinsing. 3. Make sure there are no food remnants on the trash cans. 4. Wipe out then spray with disinfectant and let sit for 6 minutes before rinsing. 	Nap	
Sweep	Sweep after snack	3:30pm	
Clean and Sanitize Tables/Chairs	<ol style="list-style-type: none"> 1. Wipe off food remnants 2. Wash with soap and water 3. Spray with SANITIZER 4. Let sit for 2 minutes before rinsing. 	3:30 pm	

Classroom Closing Cleaning List:

Classroom: _____

Date: _____

Task:	Description:	Done by (Initial):
Sanitize Water Jugs	Clean and sanitize the water jug for the next day.	
Sweep	Sweep the entire classroom. *this can be done by the teacher in the classroom before going outside or to the gym*	
Take Out Trash	Take the trash out to the dumpsters and replace bags.	
Clean, Organize, and Sanitize Toys	<ol style="list-style-type: none"> 1. Pull out each bin and make sure the right toys are in there. 2. Spray the toys with sanitizer and let sit for 2 minutes before rinsing. *this can be done by the teacher in the classroom before going outside or to the gym*	
Vacuum Rugs	Vacuum all rugs in classroom	
Mop	Mop the entire classroom and place a wet floor sign by the door. Make sure mop water is clean and ready for the next class.	
Sanitizer and Disinfectant	Dump Sanitizer and Disinfectant Bottles in the kitchen to be filled for the next day.	

Please remember to leave your classroom 'Tour Ready' every time you leave it.

We need to make sure we are cleaning and sanitizing DAILY for the health and safety of all in the center.

Parental involvement plays a crucial role in providing the center with valuable feedback and insights, particularly in areas that may not be readily apparent to us. We are eager to gather parent feedback to ensure that everyone has a voice in the significant decisions made by Little Mountain Climbers. We believe that involving parents in decision-making can greatly benefit our center. Here are some examples of the topics on which a parent-lead team would discuss:

- Child Education
 - How can we ensure that your child is engaged in age-appropriate learning experiences? Additionally, what suggestions do you have for supporting children who demonstrate advanced skills in the classroom and providing them with appropriate challenges?
- Staff training
 - What are your thoughts on the preparedness of our current and future staff members in delivering care that reflects our educational and social-emotional support goals? Are there any specific areas of training or development that you believe would enhance their abilities?
- Parent engagement
 - In what ways would you like to see the center provide opportunities for families to come together? What topics or areas of support would be most valuable to you, such as parenting education, emotional support for children, or guidance on being an active parent during times of trauma or crisis?

These are just a few examples of the areas where a parent group can contribute to the future development of Little Mountain Climbers. We believe that by involving parents, we can foster positive changes and create an even more enriching environment for the years to come.

Our aim for 2024-2025 is to bring together a group of dedicated and well-prepared parents who will work together to create an agenda that effectively captures the vision of LMC. This vision entails our commitment to supporting families, educating children, and fostering the growth of our staff.

FAMILY SUPPORT

Families play a crucial role in shaping their children's lives, and providing support to them during challenging times is essential for their well-being. Family support explores three areas of support: classroom transition support, military family deployment support and building parent-staff relationships. These areas address unique challenges faced by families, aiming to provide assistance, understanding, and resources to ensure their successful adaptation and resilience. By focusing on these three aspects, we can strengthen family bonds, promote positive experiences, and foster a sense of belonging and stability.

Classroom Transition Support:

- Importance of Classroom Transitions:
 - Acknowledging the impact of transitions on families and students.
 - Addressing the emotional and academic aspects of transitioning.
- Strategies for Classroom Transition Support:
 - Collaboration between schools and families:
 - Establishing open lines of communication.
 - Sharing information and addressing concerns.
 - Preparing students for transitions:
 - Orientation programs and school visits.
 - Providing information about new classrooms, teachers, and routines.
 - Emphasizing social and emotional support:
 - Encouraging peer connections and friendships.
 - Implementing counseling services and support groups.

Additionally, we have implemented a transition sheet for our teachers as part of our ongoing efforts to support child transitions. This sheet serves as a valuable tool for sharing important information between teachers when children move to new classrooms, ensuring a seamless and comforting transition experience.

The transition sheet includes details such as the child's preferences, established routines, effective comforting strategies, and any specific needs or challenges they may have. By exchanging this information, teachers can create a consistent and nurturing environment that reflects the comforts and support the child experienced in their previous room.

This practice promotes effective communication and collaboration among our teaching staff, allowing them to gain a deeper understanding of each child's unique requirements during the transition process.

Child Transition Form- Teacher to Teacher

Child name: _____ Current class: _____ New Class/
Program: _____

Please fill out for the child's next teacher: (to be given to the next teacher the thursday before the child moves to their class)

Behaviors/ Triggers: (i.e. gets emotional at drop off but is okay once mom leaves, possessive of kitchen, serial biter, needs multiple reminders to potty, etc.)

Likes/ Comforts: (I.e. stuffed giraffe for when gets upset, loves to sing baby shark, favorite toy is cars, works for a "prize" every day with mom, etc.):

Additional Notes: (I.e. pull up during nap, sleep sack/sound machine, can not use huggies, etc.):

Do they have a bracelet?:

Military Family Deployment Support:

- Understanding the Challenges Faced by Military Families:
 - Emotional impact of separation and frequent moves.
 - Managing the stress and uncertainty during deployments.
- Initiatives and Resources for Military Family Deployment Support:
 - Deployment support groups:
 - Connecting families facing similar situations.
 - Sharing experiences and providing emotional support.
 - Educational support for military children:
 - Collaborating with schools to ease transitions.
 - Offering tutoring programs and academic resources.
 - Financial and logistical assistance:
 - Providing information about available benefits and resources.
 - Supporting access to healthcare and childcare services.

In the upcoming months and on an annual basis thereafter, we will organize a dedicated parent engagement session exclusively for military families. This initiative aims to collect their valuable feedback and ideas, enabling us to better understand and address their unique needs. By actively involving military families in the decision-making process, we can enhance our support services and ensure that they receive the assistance they require.

Strong parent-teacher relationships are vital as they establish open lines of communication, promote mutual understanding, and create a collaborative partnership focused on the best interests of the child. These relationships foster a supportive learning environment where parents and teachers can work together, share valuable insights, and align their efforts to maximize the child's academic, social, and emotional growth.

Building Parent-Staff Relationships:

- Family Culture and Dynamic Respect
 - It is crucial for teachers to comprehend the dynamics of each family and how these dynamics influence a child's learning experience in the classroom and at home. Understanding a family's cultural background, values, and traditions can help create a supportive and inclusive learning environment.
- Teacher Support
 - Teachers greatly appreciate the support of families as they guide their children's growth. Expressing compliments and providing encouragement can have a

significant positive impact. It is also important for families to recognize that the lessons taught in the classroom should be actively reinforced at home, establishing consistent routines and promoting continuous growth for the child.

- Open Communication
 - Maintaining open lines of communication between parents and teachers is essential. Regular exchanges of information, feedback, and concerns help create a collaborative partnership focused on the child's well-being and academic progress. By actively engaging in two-way communication, parents and teachers can work together to support the child's educational journey.

To accomplish this objective, we will take an initial step by tapping into the resources available within our community. We will explore partnerships with organizations like Alliance For Kids and Joint Initiatives to access relevant resources that have proven effective in promoting and enhancing healthy parent-staff relationships. Additionally, we will conduct our own training sessions through PDIS (Professional Development and Improvement System), ensuring that our staff is equipped with the knowledge and skills necessary to foster positive and collaborative interactions with parents.

ONGOING STAFF DEVELOPMENT

Ongoing staff development holds significant importance in equipping our staff with the necessary knowledge. Our objective is to empower them to serve families from diverse backgrounds with greater effectiveness and understanding. This means going beyond mere tolerance and actively embracing the richness and diversity that each individual brings to our organization.

By equipping our staff with knowledge about diverse communication styles and lifestyles, we are fostering cultural competence within our team. This means developing the ability to interact effectively and respectfully with individuals from different cultural backgrounds. We aim to enhance our staff members' comprehension of cultural norms, values, and perspectives, empowering them to navigate diverse cultural differences with sensitivity and adjust their communication strategies accordingly. Here is a list of the specific topics we want our staff to prioritize:

- **Enhancing Cross-Cultural Communication:**
 - Through empathetic engagement and open-mindedness, our staff members will be better equipped to establish strong connections with children and families from diverse backgrounds. They will actively listen and seek to understand the unique experiences and challenges faced by each family, creating a safe and inclusive space where meaningful conversations can take place. By fostering trust and understanding, we can bridge cultural gaps and promote effective communication.
- **Strengthening Self-Awareness:**
 - This staff development initiative provides an opportunity for our team members to reflect on their own communication strengths and areas for growth. By encouraging self-awareness, we enable staff to recognize their own biases and assumptions, ensuring they approach interactions with an open mind and a willingness to learn. This self-reflection empowers our staff to continuously improve their communication skills and adapt to the diverse needs of the families they serve.

- Promoting Professional Growth:
 - Identifying areas for improvement not only helps our staff members become better communicators but also enables them to pursue professional growth. By recognizing their own developmental needs, staff can actively engage in targeted training and seek opportunities for learning. This commitment to professional growth ensures that our team is equipped with the necessary skills to navigate the complexities of cross-cultural communication effectively.
- Valuing and Understanding Every Child and Family:
 - The ultimate goal of our staff development initiative is to create an inclusive and supportive environment where every child and family feels valued and understood. By prioritizing effective communication and cultural understanding, we foster an atmosphere of respect and appreciation for diversity. This approach ensures that families from all backgrounds feel welcomed and respected, leading to positive outcomes for children and their overall well-being.

Our CLASS observation provided us with valuable feedback on our programs, specifically recognizing our exceptional efforts in Emotional and Behavioral Support. However, it has come to our attention that there is an area in all of our programs that requires further attention and improvement: communication, specifically Engaged Learning Support.

Engaged Learning Support encompasses several key aspects, including high facilitation of learning and development, quality of feedback, and effective language modeling. High facilitation refers to teachers consistently guiding children's thinking skills through activities such as questioning, problem-solving, and prediction. To enhance our performance in this area, we are implementing hands-on training. This training will focus on creating intentional opportunities and providing guidance for learning and development within the classroom. For instance, when children are actively engaged with each other, teachers will observe and contribute comments and questions to expand their play and imagination, rather than directly participating.

The second aspect of communication is the quality of feedback. It involves providing additional information or clarification to enhance children's understanding and participation in tasks and activities. For example, if a teacher notices a child struggling with putting a puzzle together, the teacher can turn the child's hand in the correct direction and say, "I see you trying to put that piece in the puzzle. Let's try it this way. Now give it another shot." To help our teachers enhance their vocabulary in delivering feedback, our trainers will visit classrooms and

model effective ways of promoting positive feedback that fosters learning and encourages childlike thinking.

The final communication technique we aim to improve is language modeling. Language modeling focuses on the language used with children rather than the mere transmission of information. Instead of simply explaining why it's cold outside, we encourage teachers to say something like, "Wow, guys! It is freezing outside. It is freezing outside. It is really, really cold. The water outside will turn to ice, just like what we get out of the freezer." This approach enriches the language experience for children and helps them develop their language skills.

To enhance our overall communication skills, we will implement consistent training sessions, ensuring that teachers receive ongoing guidance and support. Additionally, we will continue to engage with teachers in a manner that reflects the desired communication style they should adopt when interacting with children. Furthermore, we will actively seek insights and knowledge from professional development institutes (PDIS), the Classroom Assessment Scoring System (CLASS), and relevant events to stay updated and informed about best practices in communication.

In summary, our efforts to improve communication within our programs involve consistent training, aligning teachers' communication styles with the needs of children, and staying informed through sources such as PDIs, CLASS, and events. By prioritizing and investing in these areas, we aim to create an even more enriching and effective learning environment for the children in our care.

In the upcoming year, we aim to focus on implementing these strategies, with the goal of conducting a comprehensive training program that encompasses these ideals and equips teachers with practical tools for everyday use.

MEETING AGENDA

The Quality Improvement Plan meetings will occur quarterly, meaning they will take place every three months. During these meetings, the leadership team will discuss the objectives and goals of the QIP, as well as focus on the areas of improvement, support and ongoing staff development outlined in the plan. Our aim is to actively pursue these goals on an annual basis, ensuring visible progress by documenting them and issuing quarterly reports to track our progress.

Here is how we will organize our meetings and distribute progress reports to families and staff:

Meeting Organization:

- Schedule: Meetings will be held on a monthly basis, on the second Tuesday of each month.
 - Duration: Each meeting will last approximately one hour.
 - Agenda: The agenda will include the following items:
 - Review of previous meeting minutes and action items
 - Discussion of current progress and challenges
 - Presentation of upcoming goals and strategies
 - Next steps and action items
- Progress Reports Distribution:
 - Frequency: Progress reports will be sent out quarterly, at the end of each calendar quarter (March, June, September, December).
 - Audience: Reports will be distributed to families and staff members involved in the Quality Improvement Plan.
 - Format: Reports will be prepared in a clear and concise format, providing an overview of the progress made in the identified areas.
 - Content: The reports will include the following information:
 - Summary of achievements and milestones reached during the quarter
 - Updates on ongoing initiatives and projects
 - Challenges encountered and steps taken to address them
 - Future goals and action plans for the next quarter
 - Contact information for further inquiries or feedback

Method of Distribution:

Reports will be shared through multiple channels to ensure effective communication with families and staff members. Here is how we will distribute the progress reports:

- Email:
 - The reports will be sent directly to the designated distribution list via email. This allows for quick and convenient access to the reports, ensuring that they reach the intended recipients in a timely manner.
- Newsletter:
 - A summary or a highlight of the progress reports will be included in our regular newsletters. This will provide a snapshot of the key achievements and updates to a broader audience, keeping them informed about the ongoing efforts and improvements.
- Website Link:
 - A dedicated section on our organization's website will be created to host the progress reports. A direct link to the reports will be provided, allowing families and staff members to access them easily at their convenience.
- Printed Copies:
 - To accommodate individuals who prefer physical copies or do not have access to email or online resources, printed copies of the progress reports will be made available. These copies can be collected from a designated location within our facility or requested by contacting our administrative staff.

By following this meeting organization and progress report distribution approach, we aim to maintain clear communication and transparency with our families and staff while ensuring consistent progress in our Quality Improvement Plan.

PLAYGROUND QUALITY IMPROVEMENT PLAN

Playgrounds are an essential for the growth and development of children in ways that will affect them long term. Little Mountain Climbers playground quality improvement plan is to promote physical health, boost mental well-being, expand the learning environment and challenge the imagination.

In order to promote physical health and expand the learning environment in our playground we would need more active equipment. The goal is to create an obstacle course in all our playgrounds. Obstacle courses will not only promote muscle strength and body awareness, but will contribute to their balance and coordination, motor planning and problem solving, and emotional regulation and social skills.

Boosting mental health not just for our students, but also for teachers. This can be achieved in many ways, but the method that LMC would like to implement is creating more areas for gardening. Some psychological benefits to gardening would be invoking positive feelings, improved self-esteem, increased attention and interest in activities, development of accessible environmental coping skills and blocking and reducing stress and stressful thoughts. These are just a few benefits. Currently our preschool playground has gardening beds and our goal is to increase the amount of vegetation as well as invest in gardening beds in the toddler and infant playground.

The objective for the next goal is to create more shaded areas on all our playgrounds to endorse structured play. The benefits to having more shaded areas are spaces are cooler, natural air circulation and also contributes to lower, more comfortable temperatures which in turn would allow for the areas to be aimed towards structured activities such as; outside sensory stations, block zones and a sand area. These different areas will encourage education in a fun way and challenge imagination in a comfortable environment.

The action plan for these goals is to create a budget that aligns with the LMC 'Operating Budget.' And the timeline is based on when LMC gets rated and when our center can become more profitable to make these paramount purchases.

Playground Quality Improvement Plan Table

Action Plan	Timeline	Progress	Inf	Tod	Preschool/PK
Purchase obstacle course equipment that is age appropriate and safe.	5 months		x	x	x
Added vegetation	5 months				x
Add gardening beds	5 months		x	x	
Create more shaded areas	5 months		x	x	x
Create Sensory stations	5 months		x	x	x
Create Block zones	5 months		x	x	x
Create Sand area	5 months			x	x
Key					
x = Program Included					
Progress status	Completed	Delay	On Hold	Not started	In Progress