



Program Goals 2014-2019

Marla Russell, Early Learning Supervisor
Key West, FL 33040
241 Trumbo Road
Key West, FL 33040

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Improvement Plan

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Prekindergarten

Vision Statement

Monroe County School District prekindergarten programs (VPK, Head Start, and ESE) vision is to continually improve and ignite innovation in 'school readiness' for all Pre-K students by educating all stakeholders, engaging families and community members, which will facilitate lifelong learning.

Mission

Our mission is to collaboratively promote innovation, excellence and equity in education via comprehensive child/family services, while ensuring seamless transitions through the implementation of research-based practices and data driven decisions; to provide a high quality learning environment in which ALL children can develop to their maximum potential.

Motto

Growing through Education

Core Values

- Educate Parents
- Educate Students
- Educate Staff
- Educate Community Partners
- Collaborate with all Stakeholders

Office of Head Start

"Head Start is a federal program that promotes 'school readiness' of children ages 3 to 5 from income eligible families by enhancing a child's cognitive, social and emotional development."

State Goal

"The Voluntary Prekindergarten (VPK) Education Program prepares Florida's 4-year-old children for success in school and in life."

Early Learning Coalition of Miami-Dade/Monroe

"Ensures a comprehensive and integrated system providing for all families and their children, beginning before birth to 5 years, the affordable opportunity to enter school ready to learn and succeed in life."

Prekindergarten

Desired Conditions for the Program

To continually improve 'school readiness' in all service areas: program design & management, governance, health, disabilities, education, Eligibility Recruitment Selection, Enrollment, Attendance (E.R.S.E.A.) , family engagement, and student outcomes, while maintaining balance to comply with blended program regulations.

Current Condition of the Program

Based on the results from the 2012 Federal Review, our program had no deficiencies. According to the VPK Assessment results we are meeting expectations with **75%** proficiency. The Monroe County School District has assisted with all safety screeners and we are in compliance. Governance screeners and fiscal webinars have been completed on time for the program.

Program Goals Development Information

The formation of these 5 year program goals are based on the community assessment, self-assessment, input from governing bodies and all stakeholders.

A systems approach is used to create broad program goals, objectives, and strategies encompassing all service areas.

Broad Program Goal

1. The program will continue to increase 'school readiness' with sustainability and grow as an organization by educating all stakeholders.



Pre-K Program Goals Timeline

The 2014-2019 Pre-K program plan is focused on achieving broad goals related to Head Start (HS) and Voluntary Prekindergarten (VPK) within the five year determination period. Smart objectives were implemented during 2014-15 year and will be monitored and evaluated every year thereafter. Strategies/Actions will facilitate continuous improvement. The analysis of these systems, goals, objectives and strategies/actions are based on an extended timeline and will continue within the 2014-2019, five year window.

Overview of Program Sites

6 Schools *4 HS blended & 6 VPK stand alone	*Gerald Adams Elementary (GAES), *Horace O'Bryant School (HOB), *Key Largo School (KLS), Poinciana (PO), *Stanley Switlik Elementary (SSE), Sugarloaf School (SLS)
4 Managers (one of which is	Education/Disabilities Manager, Mental Health, Health & Safety Manger (Head Start Registered Nurse), ERSEA/Family Service Area Manager, and Budget Manager (Fiscal)
5 Site Coordinators	GAES, HOB, SSE, & KLS
9 Pre-K Providers (Head Start Teachers)	GAES, HOB, SSE, & KLS
9 Support Staff or Co-Teachers	GAES, HOB, SSE, & KLS
6 VPK stand alone teachers	GAES, HOB, KLS, PO, SSE, and SLS (5 Paraprofessionals in stand alone classes)
1 Parent Educator/Sub.	Desired Creole speaking parent educator & substitute (newly requested)

Pre-K Funding

The initiatives and staff development listed in this plan are funded by:

- Head Start Grant
- Voluntary Prekindergarten (VPK) full time equivalent (FTE)
- Non-Federal Share/In-Kind contributed by Monroe County School Board
- Services from community partners.

Evaluation of the Pre-K Plan

- CLASS (Classroom Assessment Scoring System)
- Child Plus (Health and Family Data)
- Program Information Report (PIR)
- VPK Assessments (AP1, AP2, AP3)
- TSG (Student Data)
- EDECA (for disabilities screening)
- TERMS (HR & Finance)
- Ages & Stages (ASQ3)
- My Learning Plan (PD database)

Specific evaluative information will be collected by the program over the course of the 5-year determination period and beyond. Goal items evaluation stem from an analysis of data including but not limited to:

Progress towards achieving established goals are continuously monitored and shared with governing bodies, leadership/management team (a manager from each service area), teachers, community partners, as documented in annual self-assessment.

- Community Assessment
- Improvement Plan
- Training Plan
- Budget Narrative
- Self Assessment
- Strategic Action Plan
- Policy & Procedures
- Annual Report

Supporting Information and Resources

Additional documentation and information can be accessed from: the district homepage www.keysschools.com, the district Head Start homepage <http://headstart.keysschools.schoolfusion.us>, the early childhood learning and knowledge center <https://eclkc.ohs.acf.hhs.gov>, the Voluntary Pre-K homepage www.fl DOE.org , and the Early Learning Coalition website www.elcmdm.org

2. Staff Credentials Goal

For all Head Start Pre-K Providers/Teachers to attain a Bachelor's in Early Childhood or the equivalent

For interested Support Staff to earn an AS degree or higher in early childhood education

For interested Family Service Workers/Social Workers to earn a family credential or higher degree in field

For Fiscal personnel to work on higher degree in field

Objectives:

1. Teachers/Pre-K Providers not meeting the requirement of Bachelor level or Early Childhood Equivalency will successfully complete a minimum of one on-line course annually.
2. Teachers, support staff, family service/social workers, and Fiscal personnel will participate in Early Childhood professional development opportunities three times per year.

Expected Outcomes:

At the end of the five year review period all current Head Start teachers will have met the requirement of a Bachelor's Degree in Early Childhood Education or hold equivalent credits in Early Childhood. Other staff will have extensive training, as documented by professional development or other coursework, in Early Childhood.

Strategies/Actions for Staff Credentials: (more details exist in action plans)

- Have teacher sign annually the conditions of employment and understand that the early childhood degree is a Head Start mandate and a class must be completed to meet mandate
- Teachers will be reimbursed up to \$500.00 a class a year as part of professional development
- Encourage other staff (CDA Support Staff & Managers) to enhance education with professional development, credential, and/or advance degree by offering a differentiated pay scale for attaining degree.

“The Head Start Approach to School Readiness encompasses three major frameworks that promote an understanding of school readiness for parents and families, infants/toddlers, and preschoolers. The three frameworks (Parent & Family Community Engagement Framework, Framework for Infants & Toddlers, and the Head Start Childhood Development and Early Learning Framework) provide the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families.” (OHS—ECLKC website).

As outlined in the goals/objectives for family engagement, the above framework has been used as part of the annual self-assessment and allows the program to analyze data regarding all aspects of school readiness and family engagement.

3. Parent, Family, and Community Engagement Goal:

To continually build relationships with families, staff and community partners and that support family well-being, strong parent-child relationship and ongoing learning and development of parents and children alike. Helping to empower all families to reach their own potential.

Objectives:

1. The staff will establish positive and supportive working relationships with peers, parents, and community; by building capacity daily within parents and children to be school ready, as measured via increased parent interactions/participation by 20% annually, positive survey responses, and sustainability of student outcomes based on longitudinal data until 3rd grade (with 75% of the Head Start students showing proficiency utilizing district assessments).
2. The Pre-K Providers/Teachers will report student progress four times a year to parent(s)/guardian(s) by reviewing standards based student data (baseline thru end of the year progress) and have parents give input on student’s education and complete 2 home visits a year as documented by sign-in sheets.
3. The program will invite parents to be an integral part of the school-ready experience by surveying parents annually both formally/informally for best hours of planned activities (parent center, policy council, workshops, trainings, informational meetings, classroom activities, health appointments, and other) as documented by notices, agendas, sign-in sheets, surveys and minutes.
4. The staff will support 100% of families during their enrollment in: identifying and enhancing peer/community connections through the development of family goals, opportunity to be a member of community boards, to enhance relationships with children and peers; parent advocacy/leadership groups within the community. (Individualized Family Partnership Plan form, I can volunteer form, Invites, agendas, sign-in sheets)
5. The program will attend at least 50% of community meetings to collaborate and educate community members, health fairs and educational forums via on-going community participation, publications, and reports (sign-in sheets, agenda and minutes).
6. Mental Health and wellness will be promoted to the staff, parents, and children as documented by referrals, presentations, webinars and other.

Expected Outcomes:

Families will understand they are an integral part of their child's success and that children benefit when all adults who care for them work together. While in the program they will play an engaging role in their child's/ children's learning, through participation. Parent(s)/Guardian(s) will learn how to advocate for themselves and their children. Families will become more knowledgeable about community resources.

Community agencies will be partner with the Head Start Program to ensure the school readiness success of our children by supporting the children and families in our community .

Participating Local Interagency Organizations

- Early Learning Coalition (ELC)
- Healthy Start Coalition
- School Health Advisory Council SHAC—HS Adv.
- Healthy Families
- Children's Group (Head Start Advisory Committee)
- AHEC School Clinics

Strategies/Actions for Community Partners Goals: (more details exist in action plans)

- Positive interactions with parents and a variety of parent activities
- Parent meetings and workshops with immediate feedback
- Services for children and families
- Transition activities
- Each Site Coordinator/Family Liaison will attend inter-agency community meetings and share information with our organization
- Continue to exchange information with community partners for input and collaboration

4. Governance Goal

To establish, maintain, and train governing bodies (Policy Council & School Board) to be a part of a formal structure of shared governance; by having governing bodies participate and make informed decisions about the program.

Objectives:

1. The Director will train governing bodies on Head Start standards and the Head Start Act as well as educate new members, as evidenced by school board agendas, minutes, and sign-in sheets.
2. The Director will organize and facilitate the completion of safety & governance screeners at the beginning of every school year (45 day and 75 day) and uploaded to OHS Enterprise for documentation.
3. The Director and various program staff will collaborate with governing body members to promote transparency and full participation of the school board and policy council through monthly updates as documented by agendas and minutes.

Expected Outcomes:

To establish and maintain a formal structure of shared governance through which MCSB, policy council, and parents can participate in policy-making or in other decisions about the program.

Strategies/Actions for Governance: (more details exist in action plans)

- Utilize program goals for continuous improvement in achieving “school readiness”
- Share information and seek input at monthly policy council, school board, site, staff, and leadership meetings
- Collaborate with Principals during site visits, Principal conference calls, and other meetings.
- At the beginning of the year educate governing bodies on Head Start standards and governance as well as educate new members; share monthly program information and seek input
- Educate governing bodies via managers and others regarding the information being shared to make informed decisions
- The governing bodies receive annual reports in the form of: governance & safety screeners, program goals, financial audits, self-assessment, PIR, and the annual report, strategic plan, training plan, and grant application
- They receive monthly reports in the form of: financial statements, including credit card expenditures, program enrollment, attendance, and meals tracking
- In addition: the community assessment, needs assessment, program instructions, and information memoranda’s

5. Monitoring Goal

To monitor systematically and ensure a ‘high quality’ program

Objectives:

1. The Leadership/Management Team will meet monthly to adhere to compliance regulations, review data and to promote school readiness goals; corrective action plans are created as necessary and followed up. This is evident via agendas and monthly reports.
2. The Leadership/Management Team will monitor service areas by utilizing data points, reviewing documentation, and observations as outlined in action plans with timelines.

Expected Outcomes:

- For the MCSD Head Start program to have an effective ongoing monitoring system
- By collecting a multi-method of significant data
- Then making sure this information is shared with staff and program leaders, leadership/management, governing bodies, and stakeholders
- Utilize measureable outcomes as defined in action plans, document and resolve any issues in a timely manner

Strategies/Actions for Monitoring: (see chart on next page—more details exist in action plans)

- Transparency with board & stakeholders
- On-going documentation, and record keeping in all service areas as outlined in action plans
- Surveys
- Measureable Program Goals & School Readiness Goals to be reviewed at minimum bi-annually
- Action Plans for each service area
- Governance Screener
- Meetings such as: policy council, parent center leadership, Pre-K Providers site coordinators, principals, and other stakeholders from each service area
- Fiscal Reporting to governing bodies and OHS
- Family Goals and tracking of progress
- Make data driven decisions in all service areas
- The program will continue to monitor safety daily, monthly, and quarterly by teachers, site coordinators, Health & Safety Manager, and Maintenance Department
- Continuous Improvement in all service areas
- Use CLASS observation at a minimum of 3 times per year; analyze data to update professional growth plans, guide program instruction, and professional development.
- Self-Assessment
- Training and Technical Assistance
- Policies & Procedures
- Safety Screeners checklists and reports that are reviewed by managers and director
- Interagency Meetings

6. School Readiness Goals

The school readiness team, is comprised of: Director, Education/Disabilities Manager, ERSEA/Family Service Manager, Policy Council Chair, educators, and community members who are involved in the creation of school readiness goals.

Social and Emotional Goal

Children will gain a sense of identity and belonging through social interactions and positive emotional connections in order to experience personal success.

Objectives:

1. 75% of children will meet or exceed growth expectations using the Teaching Strategies Gold Ranges as compared from Fall to Spring Checkpoints:

Build positive social relationships with peers and adults in a cooperative manner (2a, 2c, 2d)

Recognize and use words/expressions of emotion, learn strategies to manage them and control impulses with increased independence (1a)

Expected Outcomes:

Students will demonstrate a strong sense of self, confidence in their abilities, and a strong identity as well as engaging in positive peer and adult-child relationships and interactions.

* (***“Standards based progress monitoring”** — we are using the Head Start Early Childhood Framework and VPK State Standards to measure appropriate developmental growth as documented in “Teaching Strategies Gold,” TSG database , Florida VPK Assessment).*

Strategies/Actions for Social and Emotional : (more details exist in action plans)

- Intentional teaching of social skills using “Second Steps” social/emotional curriculum and “Positive Behavior Intervention Support” multi-tiers of support, as well as PD for Teachers on new curriculum and PBIS
- Utilize Coaching and **individual teacher goal setting** as it pertains to CLASS observation tool to facilitate on-site PD by Education/Disabilities Manager to develop teachers and establish positive interactions between instructional staff/students
- Participation in classroom activities as part of the “school family”- relationships, cooperation, responsibilities in school & rules, routines, and conflict resolution

Language and Literacy Goal

Children will learn and develop both receptive and expressive language skills to build a strong emergent literacy foundation to promote school readiness.

Objectives:

1. 75% of children will meet or exceed growth expectations using the Teaching Strategies Gold Ranges as compared from Fall to Spring Checkpoints:

Listen to, understand, and use increasingly complex language (8a, 8b, 9a,b,c)

Utilize print concepts to understand print (17b)

Identify and name letters of the alphabet and their corresponding sounds (16a,b)

DLL Children -Demonstrate progress in listening to and understanding English (37)

DLL Children - Demonstrate progress in speaking English (38)

2. 75% of VPK children will meet or exceed expectations on the VPK Assessment in:

Print knowledge

Phonological Awareness

Oral Language/Vocabulary

Expected Outcomes:

Students will comprehend and use complex and varied vocabulary, engage in literature in developmentally appropriate ways, and understand a print system of visible marks that represent sounds within words and words themselves.

Strategies/Actions for Language and Literacy : (more details exist in action plans)

- Children will build, use, and comprehend increasingly complex and varied vocabulary
- Children will use and comprehend oral language for conversation and communication
- Children can identify and discriminate the sounds within words, as separate from the word itself identified
- Children will use and understand print as a system of visible marks that represent the sounds within words and words themselves

- Children will engage with literature in developmentally appropriate ways
- Children who are dual language learners (DLLs) will be encouraged to use their home language while developing proficiency in English, which is evident by bi-lingual adults in the classrooms
- Assess instructional support via CLASS tool to observe the ways in which teachers implement the curriculum to promote cognitive and language development
- Daily activities in language modeling (self talk, parallel talk, phonemic awareness, vocabulary and oral language)
- Provide shared and individual writing opportunities
- Language and print rich environment
- Use of visual aids
- Use of home language.

Approaches to Learning Goal

Children will be provided opportunities to successfully navigate learning experiences by developing the ability to self-regulate in a variety of situations.

Objectives:

1. 75% of children will meet or exceed growth expectations using the Teaching Strategies Gold Ranges as compared from compared from Fall to Spring Checkpoints:
 - A. Follow simple rules and routines with increasing independence (1b)
 - B. Persist with a difficult or non-preferred activity and seeks help when needed (11b)
 - C. Use imagination in play and interactions with others to plan, initiate and complete learning activities (11e)

Expected Outcomes:

Children will demonstrate an interest in varied topics and activities, an eagerness to learn, creativity, and independence in their interactions with activities and materials as monitored through quarterly progress reports and recorded in database.

Strategies/Actions for Approaches to Learning: (more details exist in action plans)

- The teacher facilitates behavior management, productivity, instructional learning formats (hands on exploration and self-expression)
- Environment is inviting to parents, volunteers, and instructional support
- Environment promotes independence through predictable routines, flexibility and child-driven activities
- Environment promotes the use of technology
- Assess utilizing the CLASS tool how teachers address: emotional support, classroom organization, and instructional support

- Provide opportunities to communicate with gestures and orally, student needs, wants and information
- Model appropriate ways for students to seek help from an adult and utilize adult assistance to solve challenges and explore the environment
- Provide lessons from the Second Steps curriculum to encourage cooperation with adult requests
- Demonstrating signs of valuing adult attention through modeling such as matched affect.

Cognition and General Knowledge Goal

Children will develop reasoning, memory, problem solving, and thinking skills to connect experiences and organize their world.

Objectives:

1. 75% of children will meet or exceed growth expectations using the Teaching Strategies Gold Ranges as compared from Fall to Spring Checkpoints:
 - Use memory strategies and increase attention (12a, b)
 - Use number concepts and operations (20a, b, c)
 - Use scientific inquiry skills by observing, predicting, comparing, and classifying (24)
2. 75% of VPK children will meet or exceed expectations on the VPK Assessment in: Mathematics

Expected Outcomes:

Students will enter Kindergarten using math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve. They will also use observation and manipulation, ask questions, make predictions, and develop hypotheses to better understand information and activities in their surroundings.

Strategies/Actions for Cognition and General Knowledge: (more details exist in action plans)

- “Class Coach,” is contracted to facilitate teacher mentoring/coaching to improve teacher/student interactions
- The instructional staff will attend professional development on curriculum
- The use of the DLM Express curriculum as documented in weekly lesson plans as well as document interventions and allow regard for student perspective
- Pre-K Providers/Teachers, instructional staff with facilitation from the Education/Disabilities Manager and other Head Start consultants will provide children with opportunities to enhance the instructional support (concept development, quality of feedback, and language modeling)
- Teachers will focus during instruction daily on higher order questioning during daily instruction, constant looping and on-going language modeling
- Concepts are based on the literacy theme and extend into planned learning centers and small group instruction, also know as work alike groups
- Curriculum activities provide specific knowledge in the areas of Mathematics, Science, and Social Science
- Strategies such as Total Physical Response (TPR) and others are utilized in the classroom

- Children are afforded a myriad of instructional learning formats such as: hands on exploration and self-expression, use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve, use observation and manipulatives, ask questions, make predictions, and develop hypotheses to gain a better understanding of information and activities in their surroundings throughout the school year Allow for student choice whenever possible

Perceptual, Motor, and Physical Development Goal

Children will increase gross and fine motor skills and understand self-care skills to fully function and explore in their environment.

Objectives:

1. 75% of children will meet or exceed growth expectations using the Teaching Strategies Gold Ranges as compared from Fall to Spring Checkpoints:
 - Demonstrate increasing control and strengthen gross motor and small muscle manipulation skills (6)
 - Take care of own needs appropriately (1c)
 - Demonstrate fine motor strength and coordination with increased success (7b)

Expected Outcomes:

Children will demonstrate control of large muscles for movement, navigation, and balance as well as control of small muscles for such purposes as using scissors, utensils, self-care, building, writing, and manipulation. Children will also identify and practice healthy and safe habits.

Strategies/Actions for Physical Well-Being and Motor Development: (more details exist in action plans)

- Children will demonstrate control of large muscles for movement, navigation, and balance
- Children will demonstrate control of small muscles for such purposes as using scissors, utensils, self-care, building, writing, and manipulation
- Children will identify and practice healthy and safe habits and record information to make informed decision
- Planned fine and gross motor activities both inside and outside the classroom
- Health and safety activities connected to concepts in classroom
- Share information quarterly with parent(s)/guardian(s).

7. Disabilities & 8. Individualization Goals

All children, primarily those with disabilities or non- English speaking students, will be provided with extra support as determined by their learning needs.

Objectives:

1. 75% of Dual Language Learners and/or children with disabilities will demonstrate growth using the Teaching Strategies Gold Ranges as compared from Fall to Spring Checkpoints in each of the above objectives.

Expected Outcomes:

Students with disabilities will be included in the general education classroom with a multi-tiered system of support. Strategies and interventions will be in place to ensure they are successful.

Dual Language Learners will enter Kindergarten with appropriate vocabulary in their native language and English. Parents will have a better understanding and strategies to help their children continue success throughout their educational experiences.

Strategies/Actions for Support Disabilities/Inclusion: (more details exist in action plans)

- Individualization will be noted on lesson plans as needed for students.
- Teacher will collaborate with Education Manager Parents to create interventions as a part of an SST team
- Education Manager may contact MCSB Exceptional Student Education (ESE) Department, school level support, community partners or contracted psychologists/behavioral analysts when evaluating students for more information and continued support in working with students and families
- Site Coordinators will support Pre-K Provider and Education Manager family efforts with MCSB support, community partners and/or contracted psychologists/behavioral analysts
- Teachers are provided with all accommodations information regarding their students and attend I.E.P. meetings for updates
- Continue to maintain Head Start ratio of bi-lingual classroom staff for dual language learners
- Engage parents to promote literacy in the home as well as in native language when applicable
- Use embedded curriculum research based ELL strategies such as pictures, presentation of concepts concretely, and other MTSS strategies as noted in weekly lesson plans
- Increase "Language Modeling," and teach in dual language in classrooms with native language speaking adults
- Education Manager and Teacher participate on the prekindergarten student service support team as necessary. Refer to collaborative Interagency Agreement for student referral process.
- Head Start representative (Site Coordinator, Education Manager, or Teacher) will attend transition meeting from Early Steps.
- Collaborate with parents when creating behavior interventions.
- Students are mainstreamed into Pre-K general curriculum according to the least restrictive environment. Student IEP (Individual Education Plan) progress will be monitored by classroom teachers, Exceptional Student Education teachers, Exceptional Student Education therapists and Education/Disabilities Mgr.
- Support for IHP (Individual Health Plan) is provided by Mental Health & Health & Safety Manager/ Head Start Nurse and Supervisor for School Food Service/Nutritionist (if necessary)
- Provide additional social/emotional support through contracted mental health providers to assist students in acquiring emotional regulation

- Work with Child Find Specialist to identify students in the evaluation process to provide continued support and expedited identification when transitioning from private sector to the MCSB Head Start or VPK programs
- Recruitment of students with disabilities to meet 10% disabilities via LEA, interagency and community partners
- Utilize the interagency agreement/procedures to assist in the referral process

9. CLASS Observation Tool Goals

The Pre-K Providers/Teachers will be above the national average in each of the three class domains: emotional support, classroom organization, and instructional support

Objectives:

1. 100% of Pre-K teachers will score in the average or above average range in all domains of the CLASS Observation (emotional support, classroom organization, and instructional support) by the final CLASS Observation.

Expected Outcomes:

Teachers will continue improvement in all three domains of the CLASS observation through ongoing professional development and coaching.

Strategies/Actions for CLASS Goals: (more details exist in action plans)

- Teachers will create an annual professional growth plan to promote above average national CLASS scores
- Teachers will continue PD in CLASS, new curriculums and strategies
- "CLASS Coach," is contracted to facilitate coaching
- Class coaches will utilize the CLASS tool to conduct observations
- Teachers will participate in site meetings, PLCS, staff meetings, and school vertical team meetings monthly
- Teachers will participate in professional learning communities

10. ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) Goals

To follow policies/procedures in place to actively identify, recruit, select and enlist eligible children and families with the greatest need according to Head Start standards (including children with disabilities, children in protective custody /foster care, homeless children, and VPK guidelines via community outreach

To maintain full enrollment for Head Start & VPK by the first day of school and thereafter by on-going recruitment efforts and open enrollment in April; also, to maintain contact with wait list parents regularly

Offer summer VPK to those students who are unable to attend during the school year

Objectives:

1. To maintain and/or exceed an Average Daily Attendance (ADA) of 85% at all times by adhering to policies/procedures set forth, which involves monitoring daily attendance and communicating with parents the importance of ADA at our center-based schools.
2. Each program year, the program will maintain 90% of enrollment as income eligible and 10% of enrollment for children with disabilities.
3. Year round recruitment will include 100% of the entire service areas (Lower, Middle and Upper Keys).
4. 100% of the applicants will include a signed Income Verification form by Head Start staff approved by the ERSEA manager. All eligible applicants will be ranked by selection criteria to ensure the families with the greatest need be placed first in the program. All other applicant will be assigned to a wait list prioritized by selection criteria to assure that eligible children enter the program as vacancies occur.

Expected Outcomes:

The Monroe County Public School Head Start Program will effectively and widely recruit by utilizing data from Community Assessment, Self Assessment, PIR and child outcomes to ensure services are received by those children and families in greatest need. Enroll those children and families smoothly and encourage consistent child attendance so children will develop the habit of attending school regularly, leading to success in kindergarten and throughout their life.

Strategies for obtaining ERSEA Goals (more details exist in action plans)

- Utilize the community assessment and self-assessment to make informed decisions about recruitment area, service area plans and service delivery
- Continue multi-faceted community outreach for recruitment consisting of, but not limited to announcements in keys media, fliers posted around the communities, door to door canvassing, and announcements on web-pages (District, Head Start, ELC)
- Eligibility criteria points are assessed and the child/ family with the highest points is offered enrollment in the program.
- A wait list , in priority order, is maintained at each site and when a vacancy occurs it is filled within 30 days
- The importance of daily attendance , in order to receive the maximum benefit from the program is stressed with parents during enrollment (orientation into the program) and at all parent conferences.
- Daily attendance is entered into Child Plus data base and into the VPK portal by Site Coordinator, reviewed weekly by the Family Service Manager, and monitored monthly by the Head Start Director
- When the program's ADA falls below 85% for any month, the concern is brought to the leadership/ management team meeting and an action plan is made to resolve

Head Start Dashboard 2016-2017		Enrollment		Income Status for Enrolled Participatnts				Attendance	Health	Nutrition	Nutrition	Disabilities	Waitlisted	Income Status			
For the month of: February 2017		Actual Enrollment for month	Foster Child/Homeless	Income below 100%	Income 100 < 130%	Over Income	Average Daily Attendance (ADA)	45 day screenings	Meals (# of Breakfasts served)	Meals (Lunch)	Individual Education Plans (IEP's)	Waitlist (Participants)	Foster Child/Homeless	Income below 100%	Income 100 < 130%	Over Income	
Funded Enrollment 180		180/180 (100%)	13	143	7	17	95%	100%	2,884	2,879	19 (11%)	52	4	3	15	30	

11. Transitions

Work with families, staff, and inter-agencies toward engaging families in transitions to effectively prepare them to transition children to new settings

Objectives:

1. The program will work with MCSD staff and administrators to prepare students and families with helpful transitions for “Kindergarten Round-up,” by informing parents and children of the expectations as measured by participation.
2. Education/Disabilities Manager and/or Site Coordinators will work with Early Steps to provide transitions into Pre-K by attending meetings and facilitating through communication student and parent needs into the Head Start program.
3. Education/Disabilities Manager, Teacher/Pre-K Provider, and/or Site Coordinators will attend regular IEP meetings to facilitate special needs and communicate those needs to the proper individual(s) as necessary.

Expected Outcomes:

The purpose is to support these efforts to maintain and improve successful transition to Head Start for children and families as they move from one learning environment into a new one.

Strategies/Actions for Transitions: (more details exist in action plan)

- Encouraging communication between all programs including Head Start, other child development programs and agencies, and Monroe County School District in collaboration with parents, to facilitate continuity of services across programs
- Initiating meetings involving parents, teachers, schools, and other child development programs
- Initiating joint transition training with teachers and all other parties involved in the process
- Coordinating the transfer of records within Head Start, with schools, other agencies, and parents
- Ongoing coordination with Early Intervention Programs for transitioning children into Head Start
- Implementation of Kindergarten transition activities and Kindergarten round up prior to exiting program
- Additional services and activities will be provided in conjunction with Monroe County Schools Parent Educators for children and families who are Dual Language Learners.

12. Mental Health, Health & Nutrition

To service the whole child (educationally, physically, and mentally), while assisting families with health and developmental services to become advocates for their health to facilitate child development and school readiness.

Objectives:

1. To collaborate with families and site coordinator to obtain information and or consent to ensure 100% of the children enrolled in the Head Start program have health , mental health and nutrition needs that are identified and met.
2. The program will offer all enrolled families the opportunity to enhance their knowledge of and commitment to wellness through education and improvement of health literacy via: monthly workshops, scheduled trainings, and family engagement activities; agendas and minutes document evidence.
3. The program will provide USDA well balanced meals via the Monroe County School Board (MCSB) for students daily as evident in meal tracking/reports shared monthly with governing bodies.

Expected Outcomes:

Children, families , staff and community will know the influence of physical , oral , mental and nutrition health on children's success in school.

Strategies/Actions for Mental Health, Health & Nutrition: (more details exist in action plans)

- Identify and determine if child is up-to-date on the Florida EPSDT schedule of care, which includes sensory screenings and Florida immunization mandates
- Site Coordinators will gather the current physical exam on form DH3040, immunizations on form DH680, and verification of dental care (if available) at the time of enrollment
- If the child does not have current immunizations, the child may not be served in the classroom. Services may be provided in the home
- If the child does not have a current physical, he/she may be served in the classroom. However, Site Coordinator will work with the parent to obtain the physical exam within thirty (30) days of the child's enrollment
- The Health Manager/Nurse will cooperate together to conduct the health screenings for enrolled children; the screenings will include: vision, hearing, blood pressure, lead screening, growth assessment (height / weight), schedule health screenings, review children's health records, ensure parental permission form is signed, conduct and complete health screenings within forty-five (45) calendar
- Utilize Child Plus data base to identify and respond to new or recurring medical, mental, dental or nutritional concerns and to facilitate timely follow-up
- To have a health care professional establish a child's health status, to support healthy development of students and provide follow-up referrals as required
- Assist families in obtaining and maintaining well child medical and dental exams
- Assist families to enroll and participate in ongoing health care for all family members
- Provide health, safety 1st aide, child development and nutrition workshops
- The nurse will collaborate with the district food service supervisor/nutritionist assists with individual health plans (IHPs) as needed
- The nurse will collaborate with staff and mental health care providers to facilitate mental health referrals for students and families
- Trained staff will be the only persons allowed to administer medication according to Monroe County School District policies and Head Start regulations
- Send home nutrition information monthly via newsletter
- Work with families and staff to develop, through conversation, an index of nutritional needs for each child, considering available nutritional assessment data, cultural preferences ,special dietary requirements, and community nutritional issues.
- Establish ongoing relationships with community health agencies and resources, such as Monroe County Health Department, WIC offices, Health Start, Care Center for Mental Health, Rural Health Network, CHI (Community Health Inc.) Early Learning Coalition, and the Interagency Council, Inc.
- The nurse may consult with contracted psychologists and or behavioral analyst to facilitate mental health care or counseling for students

- Site Coordinators interview parents, provide information and input on the nutritional status of their children so we can provide the appropriate services to address nutritional concerns; also they sign proper consent forms
- Trainings and information booklets are provided to parents and staff about tooth decay and other dental hygiene topics
- The nurse in conjunction with the site coordinators, facilitates dental care and follow-up
- Ensure children brush teeth after breakfast and/or lunch, following recommended dental hygiene practices
- Adults model healthy hygiene practices and teach them to children so they will develop healthy habits that they will use throughout their lives
- The school nurse at each site facilitates student needs
- Interagency clinics housed in the upper, middle in lower keys facilitates our children and families being seen by health care professionals and doctors for illnesses and medical needs.

13. Safety Goal

Foster and support an environment of safety by incorporating safe practices into child, staff and family daily activities, such as: OSHA/blood borne pathogen training and practice, bus safety, first aid training/kits, CPR training, hand washing kit, locked storage with chemical/medical hazard , ongoing supervision of children, emergency response and evacuation, management of communicable disease, and MCSD crisis response team.

The program will ensure children are healthy and safe in our care by conducting a screening of the health and safety environment at each school within 45 days of the start of the program or school year.

Objectives:

Expected Outcomes:

- To provide a healthy and safe foundation from which children can grow, develop, and learn
- Maintain environments that are both healthy and safe.
- Use appropriate supervision, injury prevention, and child safety strategies to promote a highly effective learning environment.

Public schools are monitored by Fire Department and DCF annually for inspections

- Staff and students will receive education from school officials, education/disabilities manager, mental health, health/safety manager, and other professionals regarding safety in all areas: injury prevention, active supervision, drop off circle safety, crisis management, and other trainings

- All employees must upon employment must understand and sign child abuse reporting district policies
- Every pre-service (individually for new staff) policies and procedures regarding the release of children are reviewed; all parents must sign in and sign out child. Proof of identification may be asked for if the staff member does not recognize the parent/guardian. Strict school policies are followed to ensure proper release of children
- Two adults must be present at all times with Head Start students and proper counting of students before and after going anywhere is required
- Student and family information is confidential and confidentiality policies must be followed. Private information and student records must be locked
- Active supervision plans are created and signed by staff
- School supervision plan includes appropriate group size (2 adults at all times for Head Start classrooms) and greater faculty visibility before school, during the day and after school
- A first aid kit is supplied in each classroom
- Maintain a clean, healthy, and safe environment monitored by district maintenance (annually), site coordinators (monthly) managers checklists (monthly), and teachers (daily)
- Provide safe transportation to and from school for Head Start students as part of compliance with grant and in-kind

14. Financial Goals

Compliance with Head Start Performance Standards, Federal cost principle requirements, and VPK regulations.

Continually educate stakeholders on the systems approach to finance and how the budget is an integral part of the grant application, strategic plan, training, and all service areas.

Objectives:

1. The program will ensure sound internal controls, strong reporting systems, and use of funds for intended purposes by monitoring fiscal integrity; monitored daily by Budget Manager via FOCUS database and monthly FA399 report from Finance Department.
2. The Budget Manager will update and monitor inventory with the assistance of MCSB property control department annually.
3. The program complies with all federal requirements (e.g. adhering to the instructions in the application process and providing required documentation to regional offices) associated with the purchase, construction, or major renovation of facilities or equipment purchased with a purchase value of at least \$25,000.
4. The Budget Manager will follow MCSB procurement procedures. He or she will make sure that cost principles are followed, charges to the grant are appropriate and follow both Head Start and MCSB procedures, (approval by someone other than purchaser).

5. The Director will ensure transparency by reporting to governing bodies and the leadership/management team monthly as evidenced in agendas, minutes, and/or sign-in sheets.

Expected Outcomes:

To provide effective use of financial resources to ensure an organized approach to managing the grant and meeting school readiness goals through following: laws, regulations, and grant regulations, fiscal systems, personnel management, and cost allocation principles.

Strategies/Actions for Fiscal : (more details exist in action plans)

- In conjunction with program policies and procedures, utilize Monroe County School Board (MCSB) policies and finance department to facilitate financial management of program (accounting records, internal control, budget control, compliance with cost principles, cash management, and administrative costs).
- The Executive Fiscal Director and Budget Manager will educate governing bodies and stakeholders on financial reports.
- MCSB Finance Department assists in reporting to OHS quarterly with the PSC272 report.
- The Finance Department reports bi-annually and at the end of the grant year to OHS via the SF425 report.
- The Budget Manager will continue to distinguish between the allocation of funds for each Head Start award.
- Budget Manager continues to be integral part of leadership/management meetings, as well as developing reports for governing bodies, and educating stakeholders and attends monthly management meetings.
- Review financials and monitor at monthly leadership/management team meetings.
- Budget Manager is responsible for fiscal reports, data entry, and database operations (using FOCUS).
- Monitor in-kind/non-federal share semi-annually.
- Payments are released by MCSB Finance Department.
- Regional office reporting by the Finance Department.
- Grant documents.
- Insurance policies.
- Update inventory and monitor BPI of equipment.
 - USDA records.
 - Create contracts, Davis Bacon, fiscal Code of Conduct.
 - Submit payroll.
 - Track time sheets.
 - Update allocation plan as necessary.
 - Receive & report correspondence from regional office .

15. Staff Development /T&TA Goals

Utilize resources from within our organization for training and technical assistance, as well as allow for professionals and parents to attend conferences for networking and education.

Objectives:

1. The program will maintain two CLASS certified observers and a contracted CLASS coach to monitor all Pre-K classrooms at a minimum of 3 times a school year.
2. The program will make data driven decisions that follow district initiatives, Head Start initiatives, and VPK guidelines to allow fidelity in program deliveries via professional development during pre-service, professional days, and after school with at least 90% attendance from targeted staff.
3. The program will use CLASS data 2 times per year (pre-observation and post observation) to determine individual professional development needs for staff and for instructional viability of each classroom in order to maintain or achieve a score of average to above average on the CLASS observations.

Expected Outcomes:

To have well informed staff and stakeholders that assist in making educated decisions towards the one end goal of 'school readiness.' The needs of students and families will be addressed appropriately through the professional development and education of staff and stakeholders and parents will demonstrate a vested interest in their child's school readiness through workshops and trainings.

Strategies/Actions for Staff Development/T&TA Goals: (more details exist in action plans)

For all staff

- Continue alignment of data points in each service area and utilize new monitoring system at the onset of the new school year
- Utilize district database program, "My Learning Plan," to track professional development and award points - on-going
- Increased opportunities for all to attend meetings, networking, and conference
- Attend monthly staff meetings, trainings, and in-services (ethics training annually and for new members, child abuse reporting)
- Understand program goals, policies and procedures, and how our program monitors
- CPR, First Aide, and AED.

For Pre-K Providers/Teachers

- Pre-K Providers will create professional growth plans annually based on CLASS observations and data reviews
- Pre-K Providers will collaboratively analyze data to determine students' needs and strategies at a minimum quarterly at site and PD meetings
- Pre-K providers will comply with Florida VPK requirements for training on state standards and emergent literacy

- A teacher representative will attend monthly vertical teaming school-wide Positive Behavioral Support (PBS) and report back to group at monthly site meetings
- Attend training on new curriculum and implement new strategies
- Updates on “Second Steps,” and iBelieve district program supports the social emotional development of the students at monthly site meetings and PD days.
- Participate in an electronic professional learning community via “Edivate”
- Professional Learning Communities involving “Practice Based Coaching”
- Attend monthly site meetings and additional trainings
- Attend faculty meetings and district training events
- Receive on-going standards and regulations updates through different forms of on-going communications
- Analyze CLASS data at a minimum of three times a year at site meetings and or staff meetings with focus on: emotional support, class organization, and instructional support.
- Better understand “Markers of Progress,” and how it affects a teacher’s role.

For CDA Support Staff

- Participate in a professional learning community at meetings and electronically
- Create a professional development plan and attend training to meet those objectives
- Attend site meetings and trainings.

For Site Coordinators

- Attend quarterly site coordinator meetings
- Participate in Professional Learning Communities
- Be invited to attend conferences relevant to family service area
- Continue training on positive Solutions for families
- Continue to use “Markers of Progress,” as part of self-assessment.

For Governing Bodies

- Program Governance training
- Fiscal training
- Attend conferences
- Self-assessment training
- Governance training Head Start for Principals.

For Parents:

- Parent center meetings

- Workshops and guest speakers (safety, health, nutrition, literacy, fiscal, father involvement, and etc.)
- Bus Safety.

For Leadership/Management:

- Attend regional meetings
- Hold service area meetings
- Attend conferences
- Listen and collaborate with all stakeholders

Strategies/Actions for Staff Development/T&TA

- Share information and communicate with stakeholders
- Professional Development as documented by: District, Head Start, VPK, Office of Early Learning, and other resources
- Teachers without the early childhood degree or equivalent must work towards proper credential
- Post observation meetings will take place with individual teachers to review strengths and indicators for growth
- Teachers will attend training to update knowledge of state standards and assessment
- Monthly data review will assist teachers identify areas of need for professional development and support
- All teachers will receive training/follow-up on the use of new programs and data analysis application
- Attention will continue to be paid to maintain the technology infrastructure while supporting innovative use of instructional technology, i.e.: smart boards, smart tables, and computers
- Review and acquire updated curriculum options to support the crosswalk to Florida 4 Year Old Standards, Head Start Standards and Florida State Standards.
- Participate in PLCs
- Webinars

In conclusion, these program goals were collectively created by prekindergarten stakeholders to facilitate performance, compliance, and continuous improvement. This allows our schools to identify specific challenges and strategies to attain measureable goals. We will continually improve by analyzing data, program services and management systems to ensure 'school readiness.'

Policy Council

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Theresa Axford

Early Learning Supervisor/Coordinator

Marla Russell

Education/Disabilities Manager

Jennifer Walker

Mental Health, Health & Safety Manager, RN

Ashley Ravelo

ERSEA/Family & Community Partners Manager

Nicholle Bennett

Budget Manager

David Owens

