



2023-2024

HEAD START ANNUAL REPORT

Monroe County School District
Grantee #04CH011179-05

The Head Start Act (section 644(a)(2)) requires each grantee to make available to the public at least once in each fiscal year a report that contains the following program indicators: funding, expenditures, enrollment, review, financial audit, medical/dental exams, parent engagement, school readiness, and program goals/outcomes.

“Head Start was designed to help break the cycle of poverty, providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs.”

<https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-history>

Table of Contents

Program Overview.....	2
Funding Sources 2023-2024.....	3
Program Performance and Audit Information 2023-2024	4
Review Results and Financial Audit Information.....	5
State/School District Single Audit Results.....	5
Number of Children and Families Served.....	6
Average Daily Attendance.....	6
Enrollment Race and Ethnicity.....	6
Recruitment.....	7
Disabilities Enrollment.....	8
Disabilities and Dual Language Learners (DLL) School Readiness Data/Mental Health Services.....	9
Medical/Health, Dental and Nutrition.....	11
Nutritional Services.....	12
Parent Family & Community Engagement.....	14
Family Outcomes.....	15
Ready Rosie.....	16
Community Engagement.....	17
School Readiness Data.....	16
FAST/STAR Early Literacy.....	17
STAR Early Literacy Assessment/Longitudinal Data.....	18
Teaching Strategies Gold.....	19
VPK Stand Alone for Comparison.....	18
TSG - 3-Year Old Students.....	19
TSG - 4-Year Old Students.....	19
Ages & Stages Screener.....	20
CLASS.....	23
Program Goals.....	24
Summary of Progress on Goals.....	24
Acknowledgements.....	29

Since 1992, the Monroe County School District has been a Head Start grant recipient. The United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start division awards, monitors, and regulates the Federal funding for the grant. As a grant recipient, we operate under the auspices of The School Board of Monroe County. During the **2023-2024** fiscal year Monroe County School District, Head Start (MCS DHS) completed year **five**, of a **five-year continuation** grant. The MCS DHS grant is a center-based program located within four public schools in the Florida Keys. The program offers a minimum of **1,020** instructional hours a school year to **children ages 3 to 5**. The **funded enrollment is for 180 students**. Secondly, during the 2023-2024 school year the **total cumulative enrollment was 194** students for reporting purposes. By age, the program served **82 three-year-old** students and **112 four-year-old students**. **We were fully enrolled**. The MCS DHS program serves income eligible families, students with disabilities and over-income families. The program benefits from an array of in-kind services from the MCS D such as cash match, maintenance, transportation, administration, facilities, therapy, psychologists, food service, and more.

Research has shown us the importance of the first 2,000 days of a child’s life with regard to development, as well as the negative impacts of poverty. Targeting income eligible families in our community is two-fold. We are not only assisting with family services to break the cycle of poverty, but also helping children develop before the age of five. Historically, the Head Start program began in the United States, during 1965 to help the “War on Poverty,” “The Act of 2007” reauthorized the law, to focus on “school readiness,” to include the following domains of child growth: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development. While our classrooms have some technology, the heart of learning is through play/inquiry and fun exploration.

MCS DHS offers comprehensive services to enhance child development, such as health screenings, dental screenings/services, mental health services, and more. In addition, we foster family wellness and school readiness. We realize that a child’s first teacher is their parent; we invite parents to be involved with their child’s education, assist parents through family goal setting, and workshops. Parents may participate in Ready Rosie’s parent curriculum.

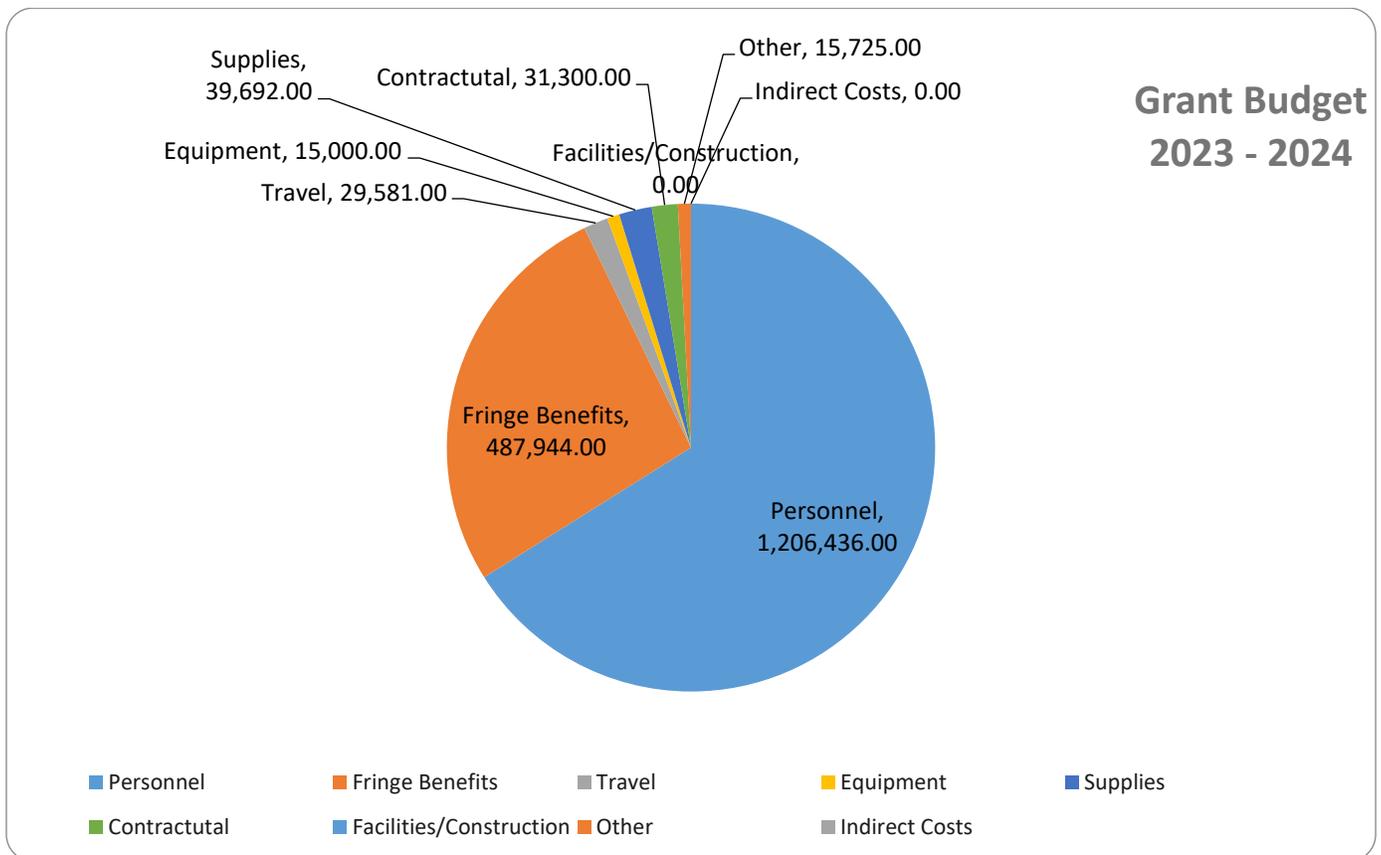
Our staff is made up of the following: **Director of Head Start, nine instructional teams (teachers and paraprofessionals), four family advocates, a family advocate/ERSEA Lead, an ERSEA** (Eligibility, Recruitment, Selection, Enrollment, and Attendance)/**PFCE** (Parent, Family and Community Engagement) **Manager - School Social Worker, a Health and Safety Manager/R.N., an Education/Professional Development Manager, a Disabilities/Mental Health Manager - Pre-K School Counselor, and a Fiscal Analyst**. In addition, we contract with a nutritionist and dentist for services. The Director and the Leadership/Management Team monitor the goals, compliance and outcomes of the program. Teachers conduct two home-visits a year and two parent conferences. The Education/Professional Development Manager supervises the teachers and facilitates professional development. The ERSEA/PFCE Manager – School Social Worker and Family Advocates assist families with a myriad of services. While the nurse also ensures an array of comprehensive services. Our Fiscal Analyst monitors fiscal compliance, assists in the creation of the budget, completes payroll for Managers and orders materials for the program.

We maintained **77% of** our staff, during the 2023-2024 school year. During the 2023-2024 school year we had four Bachelor level teachers and five Master level teachers. In addition, we had a co-teacher with an AA degree. We had a total of 11 paraprofessionals, two left the program during the year. Seven paraprofessionals had a CDA or equivalent, and two had a high school diploma (one enrolled in AA coursework). One Family Advocate obtained a Bachelor’s Degree and moved into a teaching position.

04CH011179-05 Monroe County School District (MCSD)



This grant action is for year five, of a five-year continuation grant, project period August 1st, 2019 thru July 31, 2024. The amount indicated below is for the 2023-2024 fiscal/school year.



The Non-Federal Share is “matched” through numerous “in-kinds” from MCSD as well as match from the Voluntary Pre-Kindergarten state program. As a grantee, we reported the following as Non-Federal Share: salaries, insurance, utilities, transportation, maintenance, information technology support, and Psychologists.

Program Performance and Financial Audit Information

The 2023-2024 fiscal year was the end of the fifth, five-year continuation period from the Office of Head Start. Our performance established that ***all requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007 are being met. There were no areas of concern, improvements, or deficiencies.*** We completed a ***Focus Area 2 (FA2) monitoring event*** during the 2022-2023 fiscal year. Below is information from grant cycle:

Head Start Program Performance Reviews and Audits Performance Outcome Table



Content Area	Satisfactory Progress	Unsatisfactory Progress	Area of Concern	Non-compliance	Deficiency	Regional Office/T&TA	Targeted Review
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)	Yes, we were fully enrolled.	no	39% of students had chronic attendance	none	none	yes	Year 5
Fiscal Management	Yes	no	none	none	none	yes	State Audit
Health and Safety of Children	Yes	no	Bus Safety	none	none	n/a	Year 5
Quality Learning Environment	Yes	no	Increased number of DLL students	none	none	yes	Year 5
Engaging Families and Communities	Yes	no	Reaching all non-English speaking families	none	none	yes	Year 5
Program Management and Quality Improvement	Yes	no	Staff turnover	none	none	yes	Year 5

Safety screeners were completed within the first 45 days. The safety screeners were board approved and sent to the Office of Head Start via the Enterprise database. This is not an annual requirement, but we complete this as a good practice.

CLASS observations were conducted in Head Start classrooms using the CLASS tool. The scores from each class observation were averaged and the quality threshold was met in the Emotional Support and Classroom Organization domains. The Instructional Support domain is a need area.

The most recent MCSD state audit, from the June 30, 2024 fiscal year had no material weakness (findings) with regard to Federal programming. The full report went to the board in December of 2024 and was sent to the Office of Head Start as required. This page contains the 2023-2024 fiscal audit information from the state.

State/School District Single Audit Results

Financial Statements

Type of auditor’s report issued on whether the financial statements audited were prepared in accordance with GAAP:

Internal control over financial reporting:

Material weakness(es) identified? No.

Significant deficiency(ies) identified? None reported.

Noncompliance material to financial statements noted? No.

Federal Awards

Internal control over major Federal programs:

Material weaknesses identified? No.

Significant deficiency/deficiencies identified? None reported.

Type of auditor’s report issued on compliance for major

Federal programs: Unmodified.

Any audit findings disclosed that are required to be reported

in accordance with 2 CFR200.516(a) No.

Identification of major Federal programs:

Assistance Listing Numbers: Name of Federal Program or Cluster:
10.553, 10.555, and 10.559 Child Nutrition Cluster
84.425 Agencies
93.600 Education Stabilization Fund
Head Start

Dollar threshold used to distinguish between

Type A and type B programs: \$750,000.

Auditee qualified as low risk auditee? Yes.

SECTION II – FINANCIAL STATEMENT FINDINGS

No matters reported.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters are reported.

PRIOR AUDIT FOLLOW-UP

There were no prior financial statement or Federal awards findings follow-up.

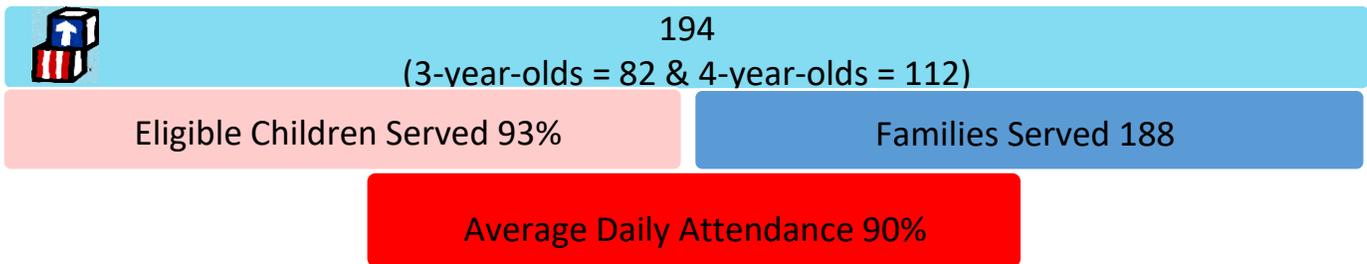
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

The District did not have prior audit findings required to be reported under 2 CFR 2500.511

Monroe County School District Head Start serves the pockets of poverty in the Florida Keys, with the higher concentration of the population served being in the lower keys. We are fortunate to be a part of the public school system, serving three and four-year-old students and truly giving them a “Head Start!” Students are enrolled at the following locations: Key Largo school has two Head Start classrooms, Marathon – Stanley Switlik has two Head Start classrooms, Stock Island – Gerald Adams has three Head Start classrooms, and Key West - Horace O’Bryant has two Head Start classrooms.

To recruit for the program, we seek assistance from community partners. The program utilizes a “selection criteria,” which is shared for input with governing bodies annually to accept the families with the most need. This may include over-income families depending upon the points a family receives from the “selection criteria” and the pool of applicants at the application time. All families are encouraged to apply year-round; the population we serve is usually made-up of income eligible families and students with disabilities.

Cumulative Enrollment:



Demographics:

There were **188 families**, of which **104** were two-parent households and **84** were single-parent families. The total number of families receiving temporary assistance for needy families (TANF) were **27**. The total number of families receiving supplemental security income (SSI) were **2**. The total number of families receiving services under the special supplemental nutrition program (WIC) were **39**. The total number of families receiving services under the supplemental nutrition assistance program SNAP were **38**.

Race	# of Non-Hispanic/Latino Student	# of Hispanic/Latino Students
American Indian or Alaskan Native	0	0
Asian	5	0
Black or African American	67	6
Native Hawaiian or Other Pacific Isldr.	0	0
White	24	88
Biracial/Multi-Racial	1	3

Recruitment is year-round for our program. A family may apply at any time. Enrollment applications begin in April. A wait-list is maintained year-round. If a student leaves, the opening must be filled within 30 days to remain in compliance with enrollment.

Family Advocates, as well as program staff and managers, all participated in recruitment events across the county this school year. Recruitment events include:

Recruitment Events 2023-2024

Beat the Heat with Monroe County Fire Department	Sugarloaf- July 1, 2023 Stock Island - July 8, 2023
Marathon Brew-BQ	July 14-15, 2023
National Night Out (Lower, Middle and Upper Keys)	August 1, 2023
Marathon Community Park Trunk or Treat	October 13, 2023
Islamorada Trunk or Treat	October 21, 2023
Truman Waterfront Trunk or Treat (Key West)	October 26, 2023
Key Largo Spooktaular	October 27, 2023
Children’s Day (Lower Keys)	October 29, 2023
Key West Belighted Bike Parade	December 1, 2023
Marathon Community Park Cupid’s Carnival	February 9, 2024
Key Largo School Carnival	February 17, 2024
Marathon Community Park Neon Nights	February 23,2024
Marathon Seafood Festival (Middle Keys)	March 9-10, 2024
SOS Children’s Field Day (Lower Keys)	March 10, 2024
Marathon Easter Egg Hunt	March 22, 2024
Family Advocate Recruitment Days	April 3, 2024 - Lower Keys April 10, 2024 - Middle Keys April 18, 2024 - Upper Keys

Recruitment 2023-2024!





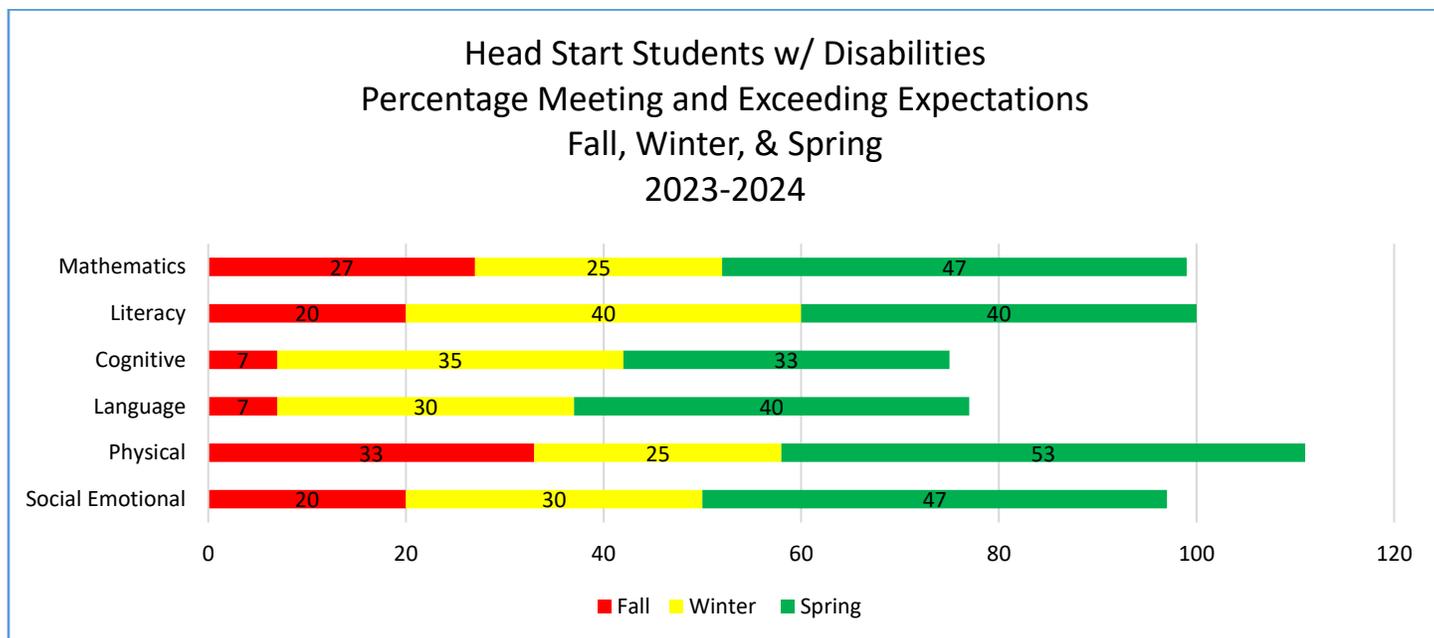
According to Head Start Program Performance Standard 1302.14 (b) (1) Selection Process, “A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.

The eligibility criteria for the MCSDHS program ensures priority is given to students with disabilities when families apply for the Head Start program. Fifteen students were eligible to receive special education and related services prior to enrollment. Ten additional students completed evaluations, seven of which consented to begin special education and related services. The other three students will have their eligibility meetings when they return for the next school year. One student was determined no longer in need of services and the IEP was closed. All parents are asked to participate in a social-emotional screening during the first 45 days of enrollment to assist the program to pinpoint developmental progress. 122 children were newly enrolled and screened, of these 33 ASQ-3 and 32 ASQ-SE were determined to need follow-up. Each of these students were observed and provided individualized classroom Tier II support or Tier III interventions, if determined necessary. Seven students were referred to outside counseling services.

Monroe County School District Head Start program offers a multi-tiered system of support for both academic and behavioral interventions. Teachers work collaboratively with parents to create interventions, if necessary. After intervention(s), if a behavioral or academic concern persists then the child may be referred to the Exceptional Student Education Department. The student services team, school staffing specialist and a school psychologist work with Head Start staff to support learning in the least restrictive environment.

Disabilities and Dual Language Learners (DLL) School Readiness Data/Mental Health Services/Referrals

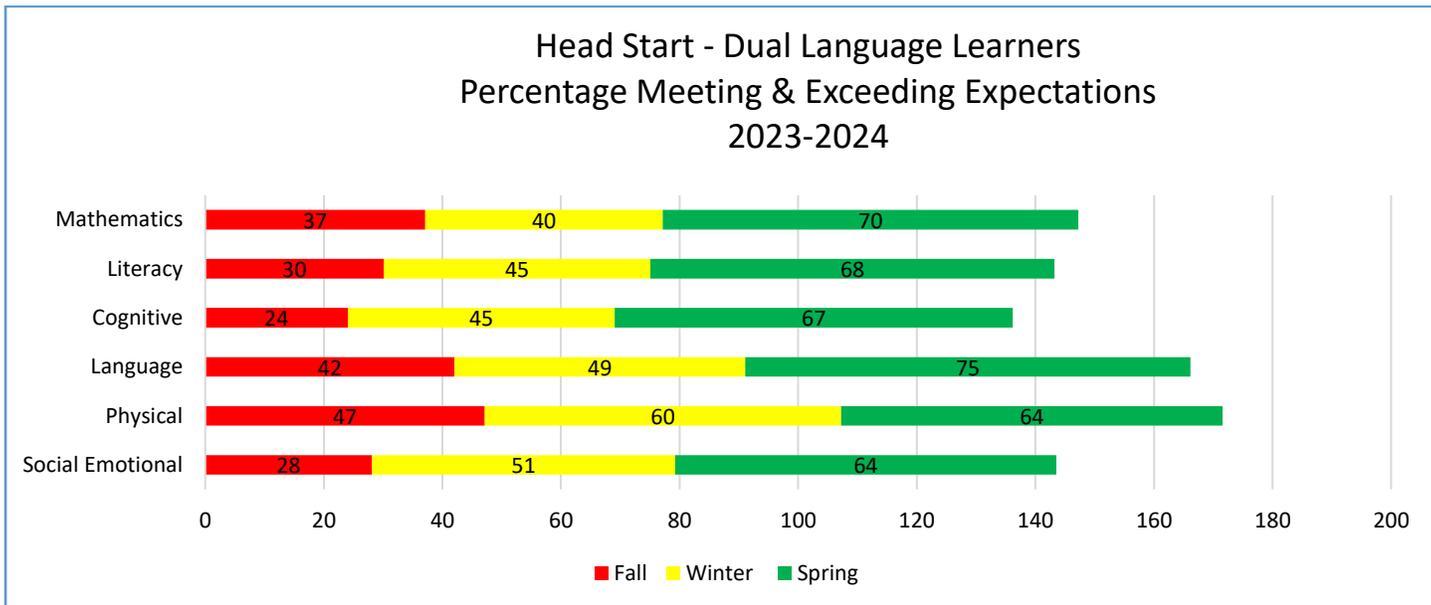
The data for **Students with Disabilities** is shown differently because 70% proficiency was not attained by disabled peers in the Head Start program in two of the six domains measured. However, there was significant improvement by this subgroup. The graph below is comprised of data from 15 Head Start students evaluated in the Fall and Winter, to 20 total students in the Spring. Students with Disabilities in the Head Start program demonstrated an increase in proficiency scores in most domains, achieving 70-75% meeting and/or exceeding expectations for their development age group. After the Spring checkpoints, Physical and Math domains showed the highest level of achievement. The Language and Cognitive domains showed an overwhelming growth increase, from 1% of students meeting or exceeding expectations to 70% and 65%, respectively.



TSG ESE Graph (Fall, Winter, Spring)

A Multi-Tiered System of Support (MTSS) is used to support students with disabilities. Managers, Staff, Students and Parents all work together to increase learning through a tiered approach of interventions.

Dual Language Learners: Languages spoken by the students included: Spanish, Creole, Czech, Bengali, Russian and Tajik/Persian. English learners (ELs) in the Head Start program demonstrated gains in all domains by year-end assessment, exceeding the 70% goal of meeting or exceeding expectations. Students continue to demonstrate developmental needs in overall language development. The sample size below varies by administration: Fall – 102 students, Winter 100 students, and Spring 104 students. **Approximately 58% of our Head Start population are Dual-Language Learners (DLL).**



TSG DLL Graph (Fall, Winter, Spring)

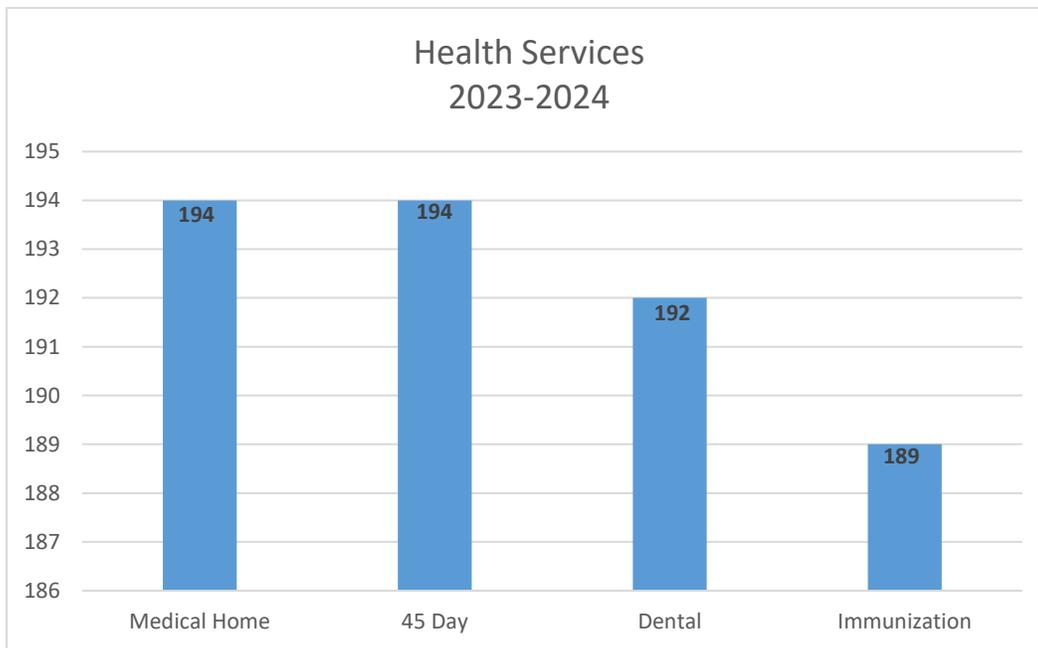
Mental Health and Disabilities Summary:

The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year was nineteen. Of these students, eleven received an evaluation and eight were determined eligible for ESE services. Three of the students evaluated are still awaiting eligibility meetings. Four students referred were recommended to monitor, as there were not sufficient criteria met for an evaluation. Of the remaining four students not evaluated, two moved away and two are still awaiting the completion of an evaluation.

All nine Head Start classrooms received assistance from a mental health consultant for a variety of concerns and needs. The assistance was through observation and consultation from either the HS school counselor or social worker. Six students were referred to the Guidance Care Center for outside counseling services. Upon follow-up, no services were being provided due to the parent's choice to withdraw.

Head Start in collaboration with community resources provides health, oral health, and nutritional services that ensure the child’s wellbeing is held in the highest regard by promoting healthy growth and readiness for school. Head Start staff collaborates with parents as partners pertaining to their child’s health care needs. As a program, we provide support and resources available in our community in a culturally competent and idiomatic manner. Staff will communicate with parents about their healthcare needs and developmental concerns in a timely manner to ensure that the children receive high quality and efficient medical and oral health that are up to standard practices and providing education in a way that is patient-centered. In addition, Head Start requires a 45-day vision/hearing screening upon entry to the program.

Health education activities are scheduled through Family Fun Nights, special health events, virtual newsletters with health and nutrition information, bulletin boards, resource racks at each site with health information, and by parent requests. Some health education events may include: Lead Education, Health and Developmental Screenings, Emergency Medical /Dental Treatment, First Aid education, Medication Administration education as applicable, Pedestrian Safety, and Community and Interagency Meetings (SHAC).



Here are some facts about our services and Children:

- **100%** Children who have a medical home
- **100%** Children who have completed physical exams
- **97%** Children that have been immunized
- **85%** Children who have health insurance
- **98%** Children have a dental home



Head Start Nutrition Activity

Health services are discussed with each family during the interview process and advanced consent is obtained for each child enrolled to include health screenings, mental health screenings/observations, crisis counseling, and child/family counseling. Once a need is identified, and in conjunction with the parents, in-house referrals are utilized by the Family Advocates and/or teacher and sent to the disabilities and mental health manager/counselor to facilitate services with the Mental Health Consultant and/or Counselors while ensuring the needs are met and follow up is done in a timely manner.

	Meals for Head Start Students	2023-2024
	Breakfast Total	Lunch Total
Horace O'Bryant	6,500	6,500
Gerald Adams Elementary	9,669	9,669
Stanley Switlik	6,172	6,172
Key Largo School	6,301	6,301
Grand Totals	28,642	28,642

*This report is based on attendance in the classroom

Out of **194** cumulative enrollments, ***all students have a medical home*** and have completed a physical exam. **189** students had current immunizations, with 5 students having medical/religious exemptions. **192** students have a ***dental home*** and dental exam, while 2 students withdrew from the program prior to 90 days.

Dental Education

Students are provided with dental education and taught proper toothbrushing skills. Students brush their teeth once a day. Head Start assesses each student's access to a dental provider and recommends assistance as necessary. For example, bringing students up to date with dental exams, cleanings, and fluoride application. Florida Keys AHEC mobile dental bus visits our sites and sees our children on an appointment basis.

Nutritional Services

Head Start is able to utilize resources along with local outreach programs that can assist the child and their families in receiving proper nutrition education and access well-balanced meals. Each classroom is provided with meals from the cafeteria that are USDA compliant and are modeled by the "My Plate" program ensuring that the proper grains, proteins, dairy, vegetables, and fruits are implemented into their breakfast and lunch.

MCS DHS continually engages families by building respectful relationships with families, staff and community partners that support family well-being, strong parent-child relationships and ongoing learning. As a grantee, we foster the development of parents and children alike, helping to empower all families to reach their greatest potential.

Presented in the table below: there were **36 workshops/trainings offered, 37 parent center meetings, 16 family fun nights, and 4 father engagement events** held at our Head Start schools. **Policy Council** met virtually **each month**.

Families are invited to attend parent curriculum, educational, financial, nutritional, and other workshops. Notifications are sent to parents via paper fliers, emails and text messaging.

Presented in the table below: there were **35 workshops/trainings offered, 36 parent center meetings, 130 family fun nights/events, and 4 father engagement events** held at our Head Start schools. **Policy Council** met virtually **each month**. Families are invited to attend parent curriculum, educational, financial, nutritional, and other workshops. Notifications are sent to parents via paper fliers, emails and text messaging.

**Family Engagement!
2023-2024**

	Family Fun Nights and other engagement events	Parent or Community Volunteer	Workshop / Trainings	Parent Center Meetings	Father Engagement
Horace O’Bryant School	7 events 104 families	8	8 events 100 families	10 meetings 98 families	1 event 11 families
Gerald Adams Elementary	8 events 202 families	45	9 events 203 families	8 meetings 172 families	1 event 25 families
Stanley Switlik Elementary	8 events 164 families	21	9 events 179 families	9 meetings 177 families	1 event 40 families
Key Largo School	7 events 120 families	21	9 events 143 families	9 meetings 149 families	1 event 21 families
Total	30 events 590 families	95	35 events 629 families	36 meetings 596 families	4 events 97 families

The work our program does with families is invaluable. Family Advocates build relationships with families that support family well-being and help families to meet such goals as: learning English, enrolling in a GED course, applying for a job, becoming financially stable, and other goals. “Strong, healthy families give their children the best chance at success in school and in life. The family partnership process: engaging and goal-setting with families explores how strong relationships can positively influence the goals families set.” (ECLKC website).



[HOB Family Fun Night](#)

[GAE Family Fun Night](#)

[Switlik Family Fun Night](#)

[KLS Family Fun Night](#)

**Parent, Family, and Community Engagement (P.F.C.E.)/Family Outcomes End-Year:
2023-2024**

Assessment Completion & Needs/Interest

Site/School	% of families with completed assessments	# of families	# of families declined or scheduling conflict	# of families with assessments due within 30 days	# of families with gains (Entire year)
HOB	100%	39	0	0	5
GAES	100%	65	0	0	0
SSE	100%	40	0	0	37
KLS	100%	43	0	0	16

Families were provided the opportunity to independently participate in a parent curriculum class designed to enhance parenting skills through the Ready Rosie platform. The research-based curriculum is used a parenting tool, which is found to improve parenting knowledge/skills, increase parent’s ability to manage their own emotions, respond to their child(’s/ren’s) challenging behaviors, improve emotional management, and behavior in children. Please note, **Kindergarten Transition** were provided in person at all sites for the families of our four-year-old students transitioning to Kindergarten.



Kickball 2024 @ SSE!

“Ready Rosie:”

Ready Rosie continues to be implemented and has gained popularity with parents. Family Advocates and classroom teachers sent out weekly-modeled moments to the 134 registered families that directly correlate to the programs Family Outcomes of the PFCE Framework.

“Modeled Moments” Videos Sent to Our Families by Outcome

Learn Outcomes	Related Videos Delivered	Family Outcomes	Related Videos Delivered
Language and Literacy	1102	Family Well-Being	191
Math	741	Positive Parent-Child Relationships	875
Social Emotional	677	Families as Lifelong Educators	854
Health and Well-Being	1457	Families as Learners	847
		Family Engagement in Transition	108
		Family Conn. to Peers & Comm.	57
		Families as Advocates and Leaders	0
Total	3977	Total	2932

Head Start at the Fire Station!



Community Engagement:

As a program, we participate in local interagency meetings on various virtual platforms. This facilitates community involvement and communication with local agencies. Leadership/Management personnel and Family Advocates are regular members of different community agencies. Parents are invited to attend and participate.

Inter-Agencies and Community Partners of the Monroe County School District Head Start Program
<ul style="list-style-type: none"> • Early Learning Coalition of Miami-Dade/Monroe
<ul style="list-style-type: none"> • School Health Advisory council (SHAC)/(Head Start Health Advisory Committee)
<ul style="list-style-type: none"> • Children’s Group
<ul style="list-style-type: none"> • Healthy Start Coalition
<ul style="list-style-type: none"> • Childhood, Regional Steering Committee – Technical Assistance and Training System (TATS)
<ul style="list-style-type: none"> • Keys AHEC – Partnership with Monroe County Schools for Medical and Dental Treatment

The focus of MCSDHS program is to prepare students for Kindergarten and beyond, while offering comprehensive services to students and families. The Head Start Early Learning Outcomes Framework (also known as **HSELOF OR ELOF**) is a research-based outcomes framework designed with developmental milestones. Although we know students develop at different rates, these milestones are used to assess outcomes. The program utilizes two curricula, **AI's Pals** for healthy living instruction/social emotional learning **and Creative Curriculum** for academic and physical domains of development. **Ready Rosie** is a parent curriculum and has resources that are sent to parents in the format of a one-minute "Modeled Moment" for easy at home learning opportunities. **Teaching Strategies Gold (TSG)** is used in our program to monitor student progress in the following domains: social-emotional, physical, language, cognitive, literacy, and mathematics. TSG is aligned to the Head Start Early Learning Outcomes Framework, and Florida Early Learning Developmental Standards.

The Florida Assessment of Student Thinking (FAST), **Star Early Literacy** is the coordinated screening and progress monitoring program implemented in all VPK programs as required by s. 1002.68, F.S., that is used to assess student achievement of the performance standards established in s. 1002.67(1)(a), F.S., in early literacy and mathematics. We only use this assessment for our VPK voucher students.

VPK Programs (school-year and summer) continued implementation of the **FAST Star Early Literacy** in the 2023-2024 VPK program year. Current scores will not count to determine school readiness or probationary status. The state metric is in the process of being developed. In the future, Florida will use the STAR Early Literacy assessment in conjunction with a Classroom Assessment Scoring System (CLASS observation tool) score to measure school readiness. The assessment will be norm referenced against all VPK providers in Florida and the lowest 10 percent will be on probation.

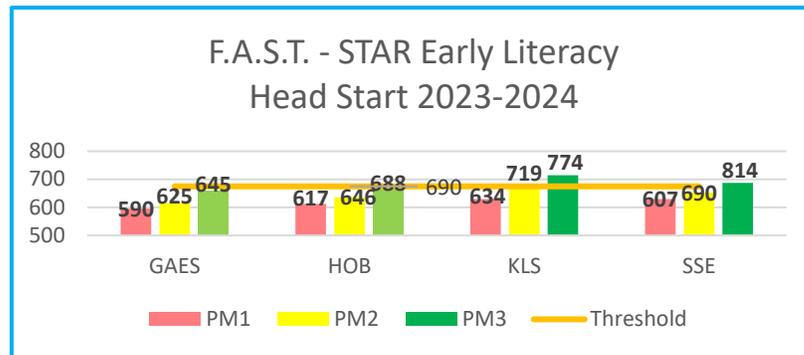
The **CLASS observation tool**, is a research-based tool used to gather data on student/teacher interactions, which is utilized in both the VPK and Head Start programs. Classrooms are observed three times per year to ensure high quality instruction and interactions are taking place. CLASS Observation scores are used to help facilitate instructional coaching plans. Additionally, the Early Learning Coalition of Miami/Dade and Monroe monitors all classrooms by utilizing the CLASS tool. All classrooms with voucher students were required to achieve a consolidated score of 4 or higher. We met this threshold.

In addition, both Head Start and School Readiness programs require behavioral screenings. Therefore, we utilize **Ages and Stages** inventory and involve parents early on in the process of understanding behavioral developmental milestones. Teachers work together with parents to complete an inventory to help document social/emotional development and other areas of development.

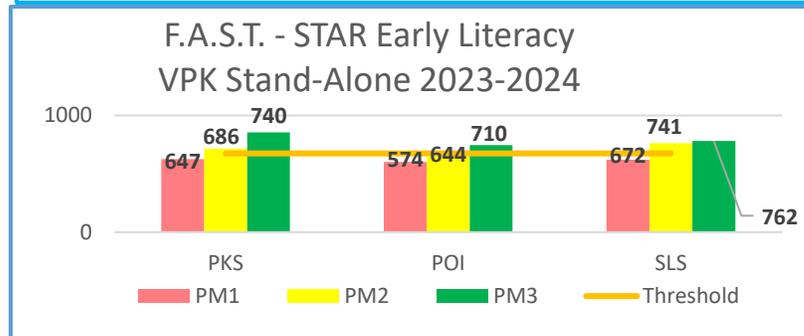
The following data/outcomes will be shared in this report: **FAST Star Early Literacy** data –for Kindergarten Readiness; **Teaching Strategies Gold (TSG)** growth reports – to show students baseline data compared to end of year data for both 3-year-old and 4-year-old students; **Ages and Stages** Developmental and Social Emotional Screener; **Waterford** to triangulate progress monitoring data; and the **Classroom Assessment Scoring System (CLASS)** data with national norms compared to program teacher scores.

F.A.S.T./STAR Early Literacy:

A.



B.



The graphs above are average Scale Scores by site from the Consolidate Summary Reports for each progress monitoring period. Graph A shows sites with Head Start classrooms that have VPK voucher students as well as stand-alone classes. There are a total of 170 voucher students receiving vouchers at those sites, some of which are Head Start four-year old students. Graph B shows sites with only stand-alone VPK classes, a total of 100 vouchered students. While the State of Florida Office of Early Learning has not yet established a cut score, they have indicated in Program Administrator Meeting a scaled score of 690 as a target goal. This year we have analyzed data for both the target scale score as well as parameters set by Renaissance and Monroe County School District regarding percentile rank.

Renaissance Reading Unified Benchmarks and Cut Scores indicates the following scores by Percentile

Grade	Percentile	Scaled Score PM 1	Scaled Score PM 2	Scaled Score PM 3
Pre-K	10	562	585	608
	20	585	611	636
	25	596	622	648
	40	622	648	675
	50	642	666	689
	75	687	708	729
	90	724	746	768

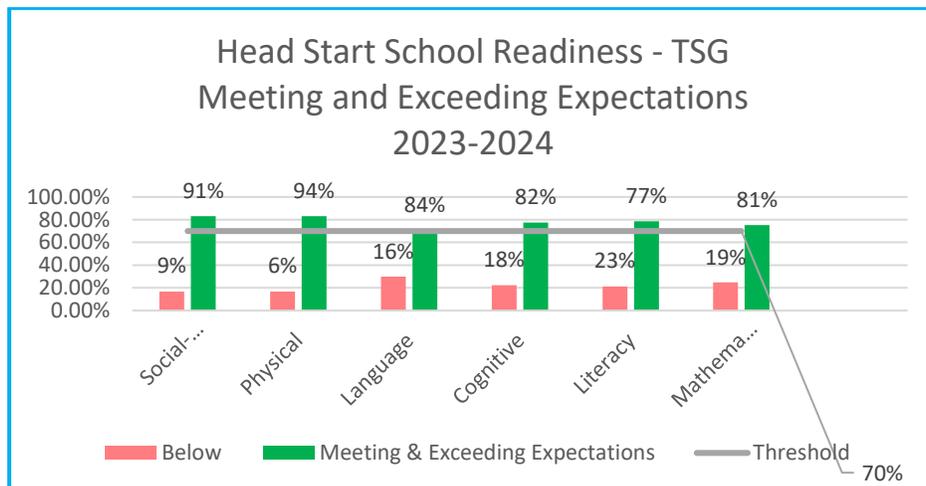
Based on the 690 thresholds, 71% of our programs achieved the averaged scale score and Horace O’Bryant scored just under the 690 with a 688. A separate Consolidated Proficiency report indicates overall, 71% (193 students tested) are at or above 40PR and 11% (30 students tested) are in the lowest 10%.

Longitudinal Data:

Head Start and VPK students show *more growth* than their peers over a period of 10 years in MCSD. However, on average, over a period of 5-years, approximately 65% achieved proficiency. There are many factors that affect this data and we will continue to monitor.

Teaching Strategies Gold (TSG):

The *Teaching Strategies Gold Checkpoints* are administered three times per year (Fall, Winter, and Spring). The table below indicates how many students are “meeting and exceeding expectations” and are ready for Kindergarten, which was the last checkpoint of the school year. Our program goal is: 70% or more of the students will “meet and exceed expectations.” Please note, that TSG scoring systems are based on authentic observation-based assessments, which follows widely held expectations for children. This data includes **178 Head Start Students**.



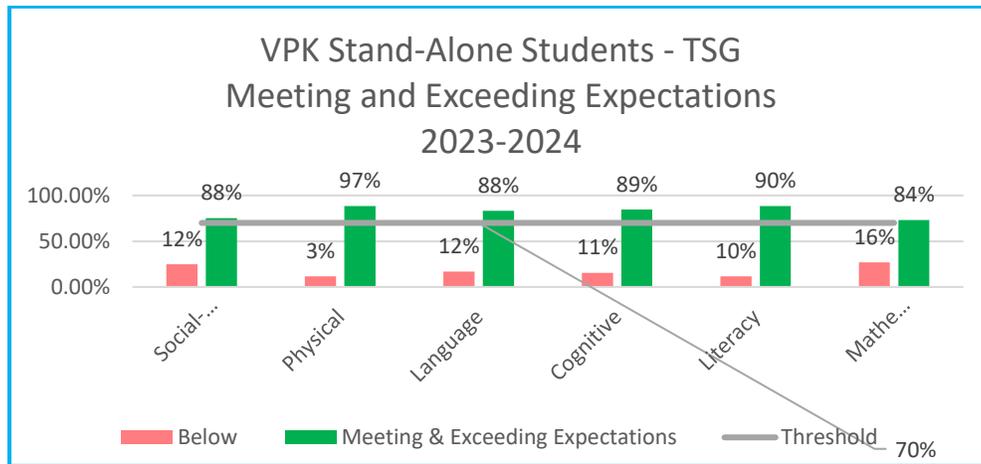
The graph above indicates 70% or more of all *Head Start three-year-old students and four-year-old students are meeting and exceeding expectations, in all Domains of Teaching Strategies Gold, by the end of the school year.*

As part of the Creative Curriculum Unit of Study: Water, invited guest speaker, Christine Malsheimer from Florida Keys Aqueduct Authority discussed the importance of the aqueduct, the water cycle, and reverse osmosis!



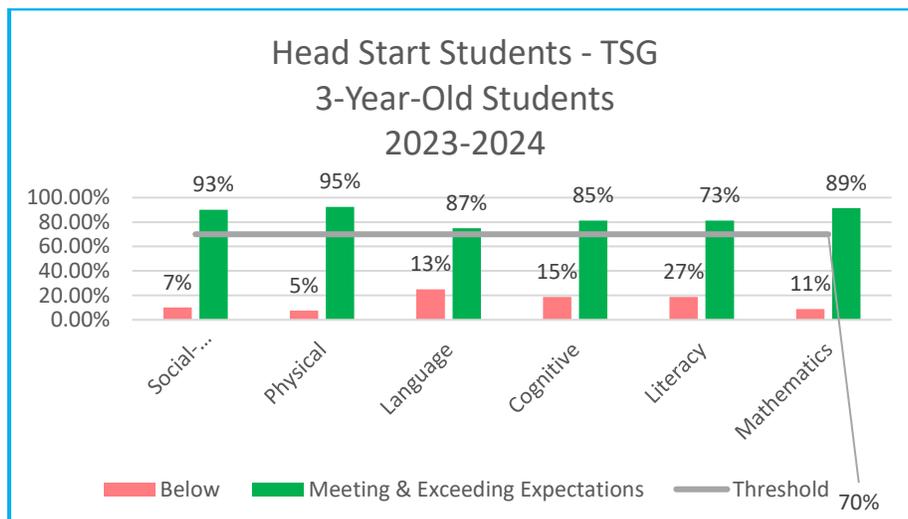
Teaching Strategies Gold (TSG) Continued:

Professional Learning and teacher support are key to good outcomes. All teachers have completed 15 hours of literacy training as mandated by the Florida Department of Education, Department of Early Learning. Additionally, teachers completed Brainspring training in January. As a result of the training, we implemented a “Power Hour” for students in which students entering Kindergarten in Fall 2024 participated in targeted literacy skill drill using Brainspring/Orton Gillingham techniques to prepare for the upcoming transition to K. During that hour, three- year-olds continued to focus on social/emotional learning skills through AI’s Pals curriculum.



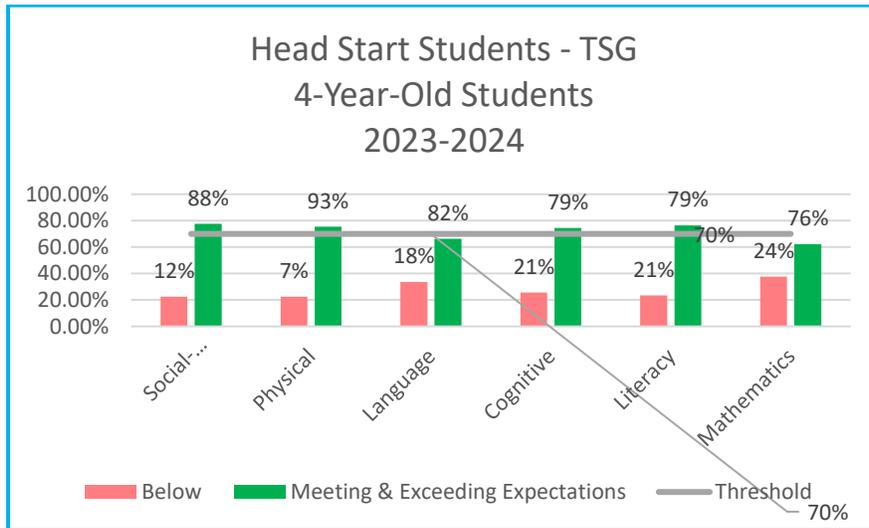
For comparison, the **VPK Stand-Alone program percentages** are included. All domains have surpassed the 70% threshold for the VPK Stand-Alone program. These four-year old students have shown sufficient growth and are meeting and exceeding expectations to be ready for Kindergarten.

The graph below shows aggregated data for **Head Start three-year-old students**. Of the 75 three-year-old students in the program **more than 70% met or exceeded the goals in each domain of development**.



Teaching Strategies Gold (TSG) Continued:

In the graph below, of the **107 four-year-old students in the program**, 70% or more met the goals in all domains except Language and Mathematics. When looking deeper as to why Language and Mathematics domains were lower, there were three classrooms with new teachers whose language and math percentages were considerably lower than peers.



Screenings and Assessments:

Ages and Stages is a screening tool used to meet the Head Start standard of screening students within 45 days of enrollment. The ASQ-3 is a developmental screening tool used to pinpoint the developmental progress in children between the ages of one month to 5 ½ years of age. Of the *122 students screened this year, all were in compliance of the 45-day requirement.*

*All children identified as a concern in the ASQ-3 and/or the ASQ SE-2 are monitored and rescreened mid-year using Ages and Stages or one of the additional monitoring tools used by our program to determine if appropriate progression has been made or if further referral is required.

The Ages and Stages screeners are useful to help teachers and parents identify possible behavioral or academic needs.



Learning Number Sense!

Ages & Stages (ASQ-3) (Developmental) – 45 Day Requirement

Site	# Screened (newly enrolled)	Within 45 Days	Concern Indicated	Identified for Referral (ASQ3 & ASQSE 2)
HOB	26	26	7	
GAES	38	37 (one dropped; issue with Child Plus registering)	19	
SSE	26	26	1	
KLS	32	32	6	
Total	122	121 All in Compliance	33	

Ages & Stages (SE-2) (Social/Emotional) – 45 Day Requirement

*Students demonstrating a need in more than two areas may be rescreened at mid- year.

Site	# Screened (newly enrolled)	Within 45 Days	Below Cutoff		Identified for Referral
HOB	26	26	6		
GAES	38	37 (one dropped; issue with Child Plus registering)	14		
SSE	26	26	6		
KLS	32	32	6		
Total	122	121	32		

Classroom Assessment Scoring System (CLASS) Observation Tool and Coaching:

The CLASS tool is used to enhance the quality of student/teacher interactions in the classroom. The scores below are an average of all teacher observation scores in each domain. The observation data indicates CLASS scores remained relatively unchanged from baseline to year end. A score of 1, or 2 is below average, a score of 3, 4, 5 is average, and a 6, or 7 is above average. **The Head Start National “Quality Thresholds” for domains are Emotional Support 6, Classroom Organization 6, and Instructional Support 3. Our program met the quality thresholds in Emotional Support and Instructional Support domains by the Year End CLASS observation.** Teachers are coached in a tiered system and are provided professional development throughout the year based on area of need as determined by CLASS observations. Based on the data presented, we will focus on increasing Classroom Organization to meet the Head Start Quality Threshold of 6 or higher.

There are two types of thresholds the Office of Head Start analyzes, **competitive thresholds** and **re-competition thresholds**. As a grantee, we are above re-competition thresholds. The competitive threshold for Instructional Support is 3 and we are at **2.51**. We meet two competitive thresholds of 6, in Emotional Support we scored a **6.43**, and we meet the competitive threshold of 6 or higher in Classroom Organization, as our score is **6.34**. This year in an effort to ensure additional checks on reliability, we used scores provided by the Early Learning Coalition for year-end observations. All VPK classes are required to be observed and scored by an independent CLASS Certified observer and earn an average site score of 4 or higher. All sites passed with a 4 or higher.

Office of Head Start Quality Thresholds are as follows:
 Competition and represent OHS’ minimum expectations:
 ES – 6
 CO – 6
 IS – 3

Competitive Thresholds (trigger):
 ES- 5
 CO - 5
 IS – 2.3

CLASS Data Head Start/Child Plus

Classroom Assessment Scoring System (CLASS)-quality improvement system for teaching, that helps you measure and improve classroom interactions among teachers and students.	Baseline - meeting all HS Quality Thresholds	Mid-Year	Year End
Emotional Support (6)	5.47	6.36	6.43
Classroom Organization (6)	5.18	5.95	6.34
Instructional Support (3)	3.44	4.09	2.51

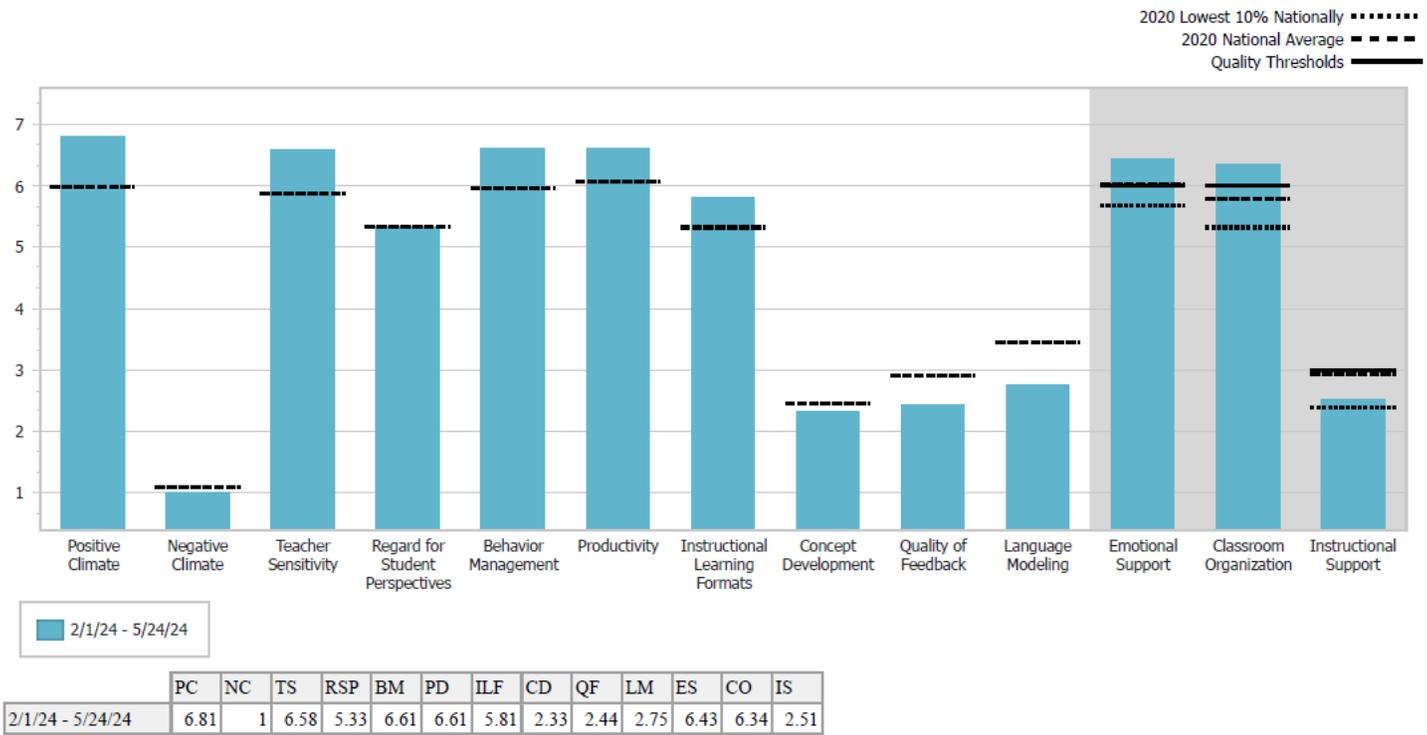
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5630 - Pre-K CLASS® Average Score Charts

Page 1 of 1
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Program Term: Head Start 2023-2024 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold:
2020 Lowest 10% Nationally: 2020 National Average: Quality Thresholds | Show Data Table: Yes | Observation Date: 2/01/2024 - 5/24/2024 | Teacher: All
| Observer: All | Group By: Agency



The CLASS bar graph above shows the average scores of the three main domains broken down by dimension. Positive Climate (PC), Negative Climate (NC), Teacher Sensitivity (TS), and Regard for Student Perspectives (RSP) are the dimensions that comprise Emotional Support (ES). Behavior Management (BM), Productivity (PD), Instructional Learning Formats (ILF), make-up the Classroom Organization (CO) domain. Concept Development (CD), Quality Feedback (QF), and Language Development (LD) make-up instructional support.

Early Learning Coalition (ELC) CLASS Observations:

The Early Learning Coalition contracts with TEACHSTONE for CLASS observations to take place annually as mandated by the State of Florida. Site/school scores are an average of all classrooms/sessions. The ELC measures CLASS results differently than the Office of Head Start. According to the ELC, the minimum passing score on CLASS is 4.0 in order for contracts to be renewed. All Monroe County Schools passed the ELC, CLASS observations, according to their metrics. (The schools with asterisks are Non-Head Start schools, but are there for comparison data. These schools have Stand-Alone VPK classes).

Classroom Assessment Scoring System (CLASS)-quality improvement system for teaching, that helps measure and improve classroom interactions among teachers and students.	ELC/TEACHSTONE CLASS SCORES (4 or higher)
*Plantation Key School	4.86
Key Largo School	5.06
Stanley Switlik Elementary	5.22
*Sugarloaf School	4.89
*Big Pine Charter	We did not receive scores for charter sites.
*Poinciana Elementary	5.22
Gerald Adams Elementary	4.71
Horace O'Bryant	4.67

Program Goals Summary

The **Program Goals** were created in 2019. The goals encompass program needs and are aligned with the district strategic plan. As a program, we achieved all our goals and will continue the best practices that emanated from our 5-year cycle. The data in this report supports the summary below.

Goal #1 (Wellness & Safety):

In our program, we will foster wellness (physically, mentally, and environmentally) and grow as an organization by promoting staff wellness, family well-being, and safe environments.

Goal #2 (Governance/Public Relations):

As a program, we will ensure positive relationships with teachers, staff, families, and stakeholders to improve climate and culture through internal and external communication.

Goal #3 (Accountable Resource Management):

The program will responsibly manage funds and continually ensure fiscal transparency, while supporting effective programming.

Goal #4 (Professional Growth/Education):

As a program we will adopt research based appropriate practices as related to ‘school readiness’ in: classrooms, workshops, training, professional development, and other areas.

Program and Goals Summary for 5-Year Cycle:

In summary, the 2023-2024 school year completed the last year of a five-year continuation grant cycle. At the beginning of the five-year grant cycle we were in lockdown, due to COVID-19. The landscape of educating early learners during the first and second year of the grant cycle changed quickly and rapidly to meet the needs of our children and families, during the pandemic. In the third year, we participated in a Focus Area One (FA1) monitoring event. The following year Office of Head Start, Administration for Children and Families conducted a FA2 monitoring event. Monroe County School District Head Start had no areas of concerns, non-compliances, or deficiencies during this grant cycle. In addition, the Head Start program is a part of multiple state audits with the school district, each time we had no material weaknesses or findings.

The **program goals** and objectives have remained the same during the grant cycle. Although, **all goals have been met**, objective four from goal two was to become an accredited program of Excellence with Head Start; which was removed, due to COVID-19. As a program, **strategies** were added to our **Improvement Plan**. Some highlights of the strategies added were: “Family Fun Nights,” “Power Hour,” Child Plus training for staff locally, increased recruitment efforts, Training & Technical Assistance (T&TA) on Parent, Family, Community Engagement (PFCE) practices, Trauma Informed Care training, Literacy Training, Classroom Organization, And other annual trainings. Annual trainings include, but are not limited to: Curriculum, “Ready Rosie,” “Al’s Pals,” C.P.R., ALICE and other required trainings.

Yes, Goal #1 was achieved! As we know, **wellness and safe environments** is of utmost importance in school environments. Certain health and safety practices are routine, such as Child Abuse Training, CPR training, and Egress drills, while other wellness and safety practices evolved in our program and are now a part of our best practices. Since our focus on goal one, our “Wellness Wednesday’s,” newsletter improved with more mental health tips for staff. Our insurance department offers free services for nutrition and counseling to employees. The program worked its way up to 100% compliance with both academic and social emotional screener (Ages and Stages Questionnaires) for students. *Dental services with AHEC Mobile Dental bus* were implemented during this grant cycle and has increased the percentage of students receiving services and keep the program in compliance with dental standards.

Objective one, for goal one pertained to referral for ESE or other mental health services. The data shared on pages 8-10, of this report shows that our teachers and staff do not under or over refer students. The supports in place have improved through action planning. As part of our next five-year cycle, we are going focus on our Dual-Language Learner families and our multi-tiered system of support for reaching all DLL students.

For the last 5-years, each year, when our parents were surveyed 100% agree that their child(ren) are safe and happy in our program! A challenge has been getting back more than 70% of our surveys. For future, we will give periodic smaller surveys as opposed to a large survey, which will be both electronic and on paper.

Goal #2 helped us focus on our relationships with all stakeholders. We increased communication and the number of participants at our events; therefore, that goal was met. **Objective one**, for this goal was to increase and document Head Start participation district-wide. At first, we thought that we were going to

increase our participation at school events, but this evolved into “Family Fun Nights,” which is a practice that we will continue for years to come! “Family Fun Nights” is where we incorporate all the information we need to share with parents such as: parent curriculum, health, safety nutrition all, while we feed the families who attend. As a program we incorporate our parent center meetings to an audience of approximately 100 family members on average at each site long with stem and fun activities for the children. All of our Managers participate at these events, our Family Advocates, and our teachers.

Objective two, was to collaborate and inform interagency groups (such as Healthy Start, Child Find, and Transition Project) with regard to early intervention and program information as evidenced by participation. Inter-agency relationships such as community agencies and resources were reduced because all the smaller groups in the community united into larger groups; Children’s Group, which is also our School Health Advisory Committee (SHAC). Our Family Advocates and Managers participate at these meetings along with a parent representative for our health committee. This information is shared monthly with stakeholders. Other state organizations have remained community partners, such as the Early Learning Coalition and The TATS Steering Committee, which advocates for preschool children who need to be screened for special education services.

Objective three, for goal one was to improve morale. We retained over 70 percent of our teachers, but we are still losing staff due to the high cost-of-living. Thanks to our School Board and Superintendent, teacher salaries have increased exponentially and starting teacher salary is now; \$62,100. District match is 34% to the grant. Other staff salaries increased as well and all of this did help morale! Our staff participated in a Winning Ways: “Becoming a Team Player” learning opportunity beginning in pre-service and continuing during the second semester. “Wellness Wednesday,” newsletters continue to be an upbeat practice. We improved the number of commendations/praises to staff from Managers, along with a teacher spotlight in the quarterly newsletter. We will continue this best practice and try to have four teachers certified. Along with the district we practice electing a of Teacher of the Year. We currently have two CLASS Certified Mentor Teachers. Each is responsible for coaching specific sites and mentoring/coaching new or struggling teachers as assigned. Teachers, paraprofessionals, and Family Advocates meet on Thursdays each week, often with a Manager, to debrief and plan for upcoming lessons, activities, and family engagement.

Goal #3, which had one objective was achieved! Governing bodies underwent governance screening and board training, while ensuring transparency through monthly reporting at board meetings. The Monroe County School Board is composed of elected officials. We had amazing policy council parents elected each year!

During COVID, we were not fully enrolled. However, after **increased recruitment** efforts we did bounce back and become fully enrolled for the last three years of the grant cycle. On average for the last three years, we met our disabilities enrollment by 12%. Our program continues to offer comprehensive services for families and appropriate referrals for mental health, individual education plans, nutrition, and other services.

As a part of the most recent **Fiscal** state audit and **Focus Area 2 monitoring event**. There were no fiscal findings, deficiencies or any areas of concerns. All clear! The Office of Head Start began this fiscal year with a Cost of Living Allowance in the amount 2.28% for each Head Start grant employee. Being a part of the school

district, our School Board and Superintendent are committed to raising teacher salaries. Our staff received the same pay raises as district staff, which was slightly higher than the COLA.

Lastly, we achieved Goal #4! As a program, we adopted research-based appropriate practices as it relates to “school readiness” in classrooms, workshops, training, professional development, and other areas. Our data from STAR, CLASS, and TSG drove the development of a practice that came out of “Power Hour,” which is an intervention block where our teachers specifically focus on literacy skills for our four-year-old students and social emotional skills for our three-year-old students. We created high-quality learning environments where students feel safe and can re-wire from their struggles of immigration, poverty, and other situations. The school readiness data may be found on pages 16-24 of this report.

Objective one, goal four, we continue to train instructional staff in the use of the state-adopted curriculum, monitoring tools, and the Head Start Early Learning Outcomes Framework. We have a rich social-emotional curriculum and parent curriculum. We offer families opportunities to participate in curriculum training and encourage input into lessons and activities as well as parenting curriculum workshops as measured by offerings and participation. The best practice that evolved from this objective was a program titled “Brainspring,” which stems from Orton Gillingham’s research on literacy. This program supplements our curriculum with multi-sensory literacy practices and will be use in years to come. The state continues to offer Literacy training for our teachers and all teachers completed the 15 hours of literacy-based competencies from the state. CLASS data is monitored each year to pin-point a domain that we can improve upon, both programmatically and by teacher. Programmatically we have focus on social emotional domains and classroom organization over the past five years. We achieved improvement and passing thresholds. Now we are going to focus on instructional support at the beginning of the next five-year cycle and see where that data leads us. CLASS is not the only data we use. We triangulate data using Teaching Strategies Gold database/observations, STAR Early Literacy Test scores and student’s software to get a picture of where are students are at, how they grow and if they reach school readiness proficiency. Again, this data is share on pages 6-22 of this report.

Objective two, goal four, we updated technology and retrofit as necessary; results documented through district collaboration/support and the technology purchases.

Objective three, goal four, Teachers in our program will continue to use home visits and parent conferences to share and receive information and data as it pertains to students.

Objective four, goal four, Teachers met quality thresholds in each domain of the CLASS Observation as set by the OHS. Teachers are observed three times a year by CLASS certified observers, which includes one time by our inter-agency group (The Early Learning Coalition). Our teaching teams met more frequently to discuss student data and interventions that may be used with students. Site meetings were led by Managers who discussed student data with teaching teams. Staff meetings also included similar conversations to utilize the data to direct instruction.

Objective five, goal four, all service areas were provided opportunities to participate in training. Our program has an array of training over the past five years. Everything from “Supporting Behavioral Success,” which

stemmed from “Trauma Informed Care,” to “Flamingo,” Literacy training from the University of Florida. Other trainings have been noted in this report, as well. What is key when we look at trainings is looking at the data and making sure that our time is spent where it is needed. We have our Early Learning Coalition, Conferences, District and a myriad of resources to choose from. We are resource rich and only have a certain number of professional development days. On a related note, we also realize that our teaching teams just need time to teach and we try to strike a balance between what is mandated, required, and offered.

School Readiness (Stand Alone) Goals - Summary:

In addition, school readiness goals are ongoing as stand-alone goals of the program, which require progress monitoring.

Overarching School Readiness Goal:

The program will emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; to engage all learners through communication and language rich environments; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; continuously, motivate effort; and support all children’s engagement in learning experiences and activities.

The school readiness objectives detail measurable outcomes in all five domains of the Head Start Early Learning Outcomes Framework:

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development

The school readiness goals have been met each year for the last three years.

Parent, Family, and Community Engagement P.F.C.E. (Stand Alone) Goals - Summary:

As a program, we will continue to engage families, staff, and community partners; by continually building strong parent-child relationships, ongoing learning, and nurture children/parents alike. Helping to empower all families to reach their own potential.

There are three measurable objectives with strategies to help support this goal. The objectives are to support families, create family initiatives, and encourage parents. Each year we continuously improved. This data may be found throughout this report.

Over the past five years, our Social Worker and Family Advocates led and organized on average 50 family engagement events each year with thousands of family members actively engaged!

In closing, being a grant recipient, under the auspices of Monroe County School Board is fortunate. Monroe County School continues to be a high functioning district and offers so many academic exemplars and tangible in-kinds to our program from professional development to transportation. Being a part of such a great school district helps this program to thrive.



Thank you to the **Monroe County School Board Members, Superintendent Axford**, Executive Leadership Team, Principals, Head Start Leadership/Management Team, Teachers, Policy Council, parents, Maintenance Department, Transportation Department, Instructional Technology Department, Finance Department, Payroll Department, community members, and all stakeholders that help make our program a safe and viable program.

This report was written/prepared by the following members of the Head Start Leadership/Management Team: Marla Russell –Director of Head Start, Jennifer Walker – Education/Professional Development Manager, Denise Beerbower – Fiscal Analyst, Ellen Masters – Social Worker and ERSEA/Family Service Manager, Ashley Ravelo – Health & Safety Manager, R.N., and Nichole Gelabert – Mental Health/Disabilities Manager – Pre-K Counselor.