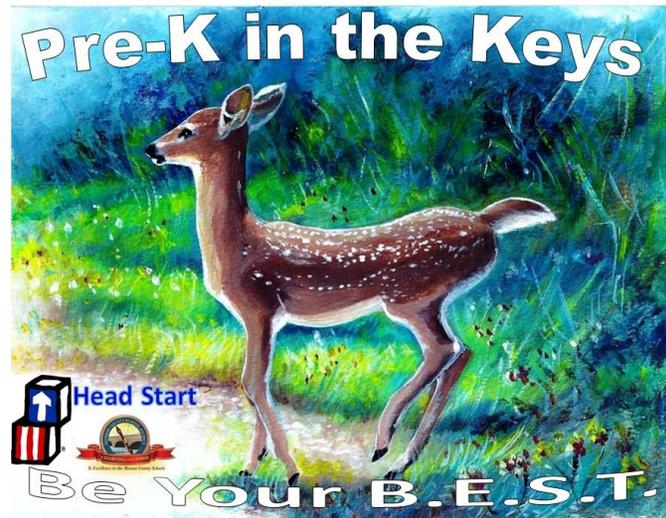




2024-2029



MONROE COUNTY SCHOOL DISTRICT
HEAD START GRANTEE
STRATEGIC IMPROVEMENT PLAN

Vision Statement

Monroe County School District Prekindergarten programs (Head Start, VPK 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, health and wellness.

Mission

Working together to inspire and bring excellence every day, to be our B.E.S.T.; to provide a high-quality program in which ALL children and families can develop to their maximum potential.

Motto

"Be Your B.E.S.T."

- Belong
- Excel
- Succeed
- Today



Core Values from MCSD Strategic Plan

“We promote a **Sense of Belonging** for all students, staff and families in the Monroe County School District Head Start Program, we create an environment where all students can find success no matter their race, ethnicity, birthplace or other preference.

We believe that **Respect** for ourselves and all others is essential for an effective and productive system. We are honest and trustworthy and treat effective and productive system. We are honest and trustworthy and treat others as they wish to be treated and we appreciate individual cultures and backgrounds.

We believe that **Integrity** must guide all of our actions in carrying out the mission of the School District and with integrity, we will retain professional, positive and build relationships with one another that promote success.

We believe that **Fiscal Responsibility** is fundamental to the ongoing success of our organization. Through it we can continue to allocate funds based on students’ needs with clear priorities to support the work that occurs in the classroom.”

**Program Goals and Objectives
Expected Outcomes and Challenges
Action Plan and Strategies
Monitoring and Financial Supports**

**Goal #1, Promote Academic Success:
Rigorous, Relevant, Personalized Programs to Meet Individual Student Needs.**

Goal Description:

Increase learning for all students by ensuring that every student’s potential is maximized through successful academic outcomes according to these and stand-alone school readiness goals. (As measured by progress monitoring and proficiency rates). Increase the percentage of students who are considered “school ready,” for Kindergarten who are identified in the Fall as Tier 2 who improve to Tier 1 by the mid-year screening.

Objective No. 1:

All children in our program will make progress across domains of language and literacy development, cognition, and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for Kindergarten with a minimum of 70% of students meeting or exceeding expectations and thresholds for proficiency as measured by progress monitoring tools and proficiency rates.

Expected Outcome(s):

Increase *learning for all students* by ensuring that every student’s potential is maximized through access to rigorous, relevant, and personalized instruction to meet individual needs. Support the appropriate *training for staff and the allocation of resources* to foster student growth with the understanding that the partnership between district staff, schools, students, parents, and the community is essential to propel students toward success.

Expected Challenge(s):

Management of teacher time and professional development.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and/or Monitoring	Financial Supports
1. Enhance and expand educational opportunities for all students and their families. <ul style="list-style-type: none"> a. Expand the use of research-based instructional practices to support high-quality instruction, learning, and student achievement. 	Leadership/Management Group: Director, Education/Professional Development Manager, Social Worker/ERSEA/PFCE	On-going: Teaching Strategies Gold (used for progress monitoring, Creative Curriculum, Ready Rosie, Al’s Pals.	

<p>b. Implement a newcomer program to support quality instruction and student achievement.</p>	<p>Manager, Health & Safety Manager/R.N., Mental Health & Disabilities Mgr. Education/PD Mgr.</p>	<p>At time of employment.</p>	
<p>2. Maximize learning for all students by providing intensive support with diagnostic testing and appropriate learning materials to address individual needs, and by decreasing achievement gaps.</p> <p>a. High-Quality Student/Teacher interactions.</p> <p>b. Professional learning for high-impact teaching strategies, and resources to keep pace with dynamic changes in education.</p> <p>i. Offer professional learning opportunities that are individualized based on teachers' needs using Canvas and other resources.</p> <p>ii. Offer professional learning on topics identified in trend data and topics desirable by educators including, but not limited to literacy and classroom management.</p> <p>1. Increase resources and training on classroom organization/management to decrease challenging behaviors.</p>	<p>Teachers All Staff</p> <p>Director, Education Manager, and Early Learning Coalition observers for classrooms with voucher students</p> <p>Director led staff meetings</p> <p>Education/PD Mgr. facilitates trainings and supervision/delivery of trainings.</p>	<p>Three times per year. STAR testing for 4-year-old students.</p> <p>Weekly site meetings that may include: data chats, professional learning, training and collaboration.</p> <p>Three times per year at minimum CLASS observations</p> <p>Monthly staff meetings</p> <p>Pre-service, early release days, professional and development days</p> <p>During some PD days and on-going</p> <p>Monitoring twice per month at minimum</p>	

<p>2. Support Staff are trained as a part of instructional teams.</p> <p>c. Ensure that Director, Manager, and Coaches visit classrooms twice per month for monitoring and guidance.</p> <p>3. Our program will include a Multi-tiered System of Support (MTSS) Pre-K Contract with interventions for students demonstrating an area of need or concern. Referrals, interventions, and services for parents/student evaluation will be processed and monitored according to State/Local and Federal Guidelines; referrals to outside agencies will be monitored monthly.</p> <p>a. Implementation of Dual Language Learners Program Assessment (DLLPA) to enhance student/family learning.</p> <p>b. Continue developmental and academic screenings for students with parental involvement within 45 days. Utilize Child Plus to monitor screening due dates.</p>	<p>Director and All Managers. Disabilities Manager Teachers</p>	<p>PD and Implementation</p> <p>45-day screening – Ages & Stages (ASQ3 & ASQ SE2)</p>	<p>\$650.00</p>
<p>4. Provide extended learning opportunities that meet the needs of children and families. (Field Trips).</p> <p>a. Continue to work with schools in providing wrap-around services/daycare for Head Start students.</p> <p>b. Provide learning opportunities for parents.</p> <p>c. Seek parent input through multiple surveys instead of one large survey.</p>	<p>Director, Education/PD Mgr., ERSEA/PFCE Mgr. (Social Worker)</p> <p>Director</p> <p>ERSEA/PFCE Mgr. (Social Worker) & Family Advocates</p> <p>Family Advocates &</p>	<p>On-going</p> <p>On-going</p> <p>On-going.</p> <p>Quarterly or more.</p>	<p>\$1000.00</p>

<p>d. Research-based parent curriculum delivered a minimum of six times per year with additional resources regarding transition to Kindergarten.</p> <p>i. “Family Fun Nights” are events to engage parents in the evenings. Dinner is offered to families. Learning activities as extension of the classroom are collaborated on by Parents, Staff, and students. Information is shared from Parent Center and service area managers.</p>	<p>Teachers</p> <p>All Managers, Family Advocates, and Instructional Staff</p>	<p>Quarterly</p> <p>On-going: newsletters, various communications, and parent curriculum.</p>	<p>\$6000.00</p>
<p>5. Update technology: cameras for CLASS recording, chrome books, student software, clear touches, and technology supplies such as cords.</p>	<p>Fiscal Analyst in collaboration with Education Manager and Director</p>	<p>On-going</p>	<p>\$4000.00</p>

Optimize engaging student software that is multi-lingual for fun instruction for a maximum of 15 minutes during the school day with fidelity and offer home usage.	Teachers & Education/PD Manager	On-going	
6. Promote effective communication that increases productivity and strengthens relationships. <ul style="list-style-type: none"> a. Continue the use of webpage, social-media Platforms, and “Ready Rosie” to connect with students, staff, families, and the community. b. Allow parents access to TSG for academic monitoring and messaging. c. Establish video libraries with electronic access for parents. d. Continue to provide translation services for non-English families. 	All Staff Education/PD Mgr. ERSEA/PFCE Mgr. and Family Advocates	Database Translation line	
7. Quarterly newsletter, Wellness Wednesday, monthly parent newsletters and other routine communication for staff.	Director, Health & Safety Mgr./R.N., and other Managers Director and Managers	Smores, monthly	\$1360.00 Annually
8. Create belonging and purpose for staff.		During some PD meetings: Pre-service, professional development days, early release, site meetings, and staff meetings	

Objective No. 2:

Decrease **chronic** student absenteeism by 10% as measured by student attendance data.

Expected Outcome(s):

Increase student attendance for those that are chronically absent.

Expected Challenge(s):

Although our Head Start program has an average daily attendance of approximately 90%, Prekindergarten is voluntary and is not compulsory in Florida.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and/or Monitoring	Financial Supports
1. Decrease chronic student absenteeism.	ERSEA/PFCE Manager (School Social Worker) and Family Advocates Teachers	Ongoing. FOCUS, Child Plus, and Portal.	\$7000.00 Annually

Goal #2 Develop the Whole Child:

Healthy Living, Relationships, Collaboration, Creativity.

Goal Description:

Promote relationship building through communication and collaboration with peers and teachers. Foster student well-being both mentally and physically and promote creativity through partnerships with local arts, theater, cultural and environmental organizations.

Objective No. 1:

Increase mental health, **health, wellness** efforts and practices for staff, students, and families as evidenced by correspondence, meetings, other activities and promote relationship building through communication and collaboration with peers and teachers; as evidenced/measured by agendas, meetings, correspondence, and electronic documentation. (First year will be baseline data and each year we will look to continue communications with fidelity).

Expected Outcome(s):

Continue healthy living education and life skills through curriculum offerings. Promote relationship building through communication and collaboration with peers and teachers. Foster student well-being both mentally and physically and promote creativity through partnerships with local arts theater, cultural and environmental organizations.

Improve students' emotional regulation, grit, self-management, and abilities to cope with challenging feelings.

Expected Challenge(s):

Re-educating staff and stakeholders due to high turnover rates.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and/or Monitoring	Financial Supports
1. Continue implementation of AI's Pals social-emotional curriculum . Students make healthy choices with regard to developing personal, social, and emotional skills. <ul style="list-style-type: none"> a. Integrate healthy living with iBelieve (district behavior support) and positive behavior interventions and supports (PBIS). 	Education/PD Mgr., ERSEA/PFCE Mgr. (School Social Worker), and Instructional Staff	On-going lesson plans	
2. Continue to provide nutritional meals following USDA guidelines, while supporting children with individualized nutrition and/or health care plans .	Health & Safety Mgr./R.N.	On-going	
3. Continue 45-day screenings and 90-day dental exams .	Health & Safety Mgr./R.N.	First 45 days and 90 days	
4. Provide proactive counseling groups for students. <ul style="list-style-type: none"> a. Whole-group class setting for 6 lessons b. Parent center meetings monthly. c. Reinforce lessons at Family Fun Nights 	Disabilities Manager/School Counselor	Ongoing monthly	
5. Foster student well-being both mentally and physically and promote creativity through partnerships as measured by participation. <ul style="list-style-type: none"> a. Continue to attend inter-agency meetings. b. Partner with local agencies to provide resources for students and their families who struggle with food and housing insecurity and trauma. 	Family Advocates Director, Managers, and Parent Representative	On-going. As meetings are held, some are monthly, quarterly, and/or other	
6. Kindergarten orientations (Pre-K & K Round-ups) are done in collaboration with the feeder pattern school administration. (MCSD is the grant recipient).	Education/PD Mgr. Teachers Social Worker Family Advocates		

c. Family Fun Nights d. Nutrition Activities			
2. Communication between teachers, students, and parents.	Director, Manager, and all staff.	Monthly staff meetings, weekly site meetings, parent center meetings, and other trainings/meetings	
3. Continue parent newsletters, bulletins and social-media. a. Utilize parent-attended events as mini-information sessions.	ERSEA/PFCE Mgr. and Family Advocates Director, Managers, and Teachers	Monthly through district communications. Ongoing	
4. Provide on-going training to district employees in the area of customer service.	Director and All Managers	Ongoing	
5. Communities of Practice on Creating a Role of Belonging and Purpose	Director and All Managers	Pre-planning, staff meetings, and site meetings.	
6. Utilize district health and mental health resources, which may include: Employee Assistance Program (EAP), HUSK nutrition, HUSK mental health.	Health & Safety Mgr., R.N. and District Benefits Manager	Ongoing	
7. Community Health Events for staff, children and families	Health & Safety Mgr., R.N.	Ongoing notifications through newsletters and community information	
8. Implement 5-minute calming break for instructional staff.	Managers	Ongoing.	

Objective No. 3:

To help support families & children in achieving their goal that will lead to positive and long-lasting success in Kindergarten and beyond. Increase parent engagement in goal setting by 5% program wide and/or gain at least 2 points on their individualized needs/interest assessment.

Expected Outcome(s):

Parents of the program will receive support from Family Advocate, teacher(s) and staff to develop family goals, which will have a lasting impact and help prepare both students and families for Kindergarten and beyond.

Expected Challenge(s):

Parent participation and completion/tracking of family goals.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and/or Monitoring	Financial Supports
1. Ensure all Family Advocates receive SCCBT training and other trainings to ensure optimal strategies for reaching/connecting with families.	Director and ERSEA/PFCE Mgr. (School Social Worker)	Annually	
2. Continue delivery of parent curriculum and student home learning activities.	ERSEA/PFCE Mgr. (School Social Worker), Family Advocates, Education/PD Mgr. and Teachers.	During Family Fun Nights and other scheduled parent center meetings.	
3. Increase monitoring of goal setting and periodic discussions with family advocates on progress of family goals.	ERSEA/PFCE Mgr. (School Social Worker)	During monthly FA meetings.	
4. Maintain family engagement as it pertains to “Family Fun Nights, Father Engagement, Workshops, Classroom Activities, Nutrition Activities and Other.	Director, ERSEA/PFCE Mgr. (School Social Worker) and all Managers	Quarterly, Monthly, and as scheduled/	

Goal #3, Accountable Resource Management:

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

Goal Description:

To ensure program transparency and proper management of grant funds and comply with fiscal requirements and regulations. Fiscal requirements include: Florida Department of Education rules/regulations, state guidelines, Head Start Act, Head Start program policies, District policies, Performance Standards, Uniform Guidance, and Federal regulations.

Objective No. 1:

Maintain accurate and timely fiscal information and make accurate projections; share these with Policy Council, leadership, and the public as by fiscal reporting.

Expected Outcome(s):

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. Develop a premier

workforce by recruiting, retaining, and investing in personnel. Our workforce represents one of our most valuable assets. Staff should be supported with monetary growth, opportunities for training, networking, and increased recognition and support.

Expected Challenge(s):

Better projections and use of grant funds; proper planning.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and/or Monitoring	Financial Supports
1. Use FOCUS software to maintain proper fiscal management: <ul style="list-style-type: none"> a. Check actual postings against expected amounts and resolve any differences. b. Process transactions promptly. c. Manage pending transactions. d. Project fiscal status by staying aware of program changes, upcoming purchases, staffing needs, obsolete equipment and supplies, etc. 	Fiscal Analyst	On-going	
2. Offer input at leadership meetings and as issues arise. <ul style="list-style-type: none"> a. Review expenses posted to the Head Start grant. 	Fiscal Analyst	On-going	
3. Ensure that program needs are addressed in budget. <ul style="list-style-type: none"> a. Be aware of upcoming changes that may affect the budget. b. Have a staff plan for ordering three times a year. 	Fiscal Analyst Education Manager ERSEA Mgr./Social Worker	On-going Aug., Dec., & March	
4. Review policies and procedures, as well as federal regulations. <ul style="list-style-type: none"> a. Maintain a reporting schedule and keep detailed backup information for reports. 	Fiscal Analyst	On-going	
9. Participate in leadership, staff, and Policy Council meetings. <ul style="list-style-type: none"> a. Explain fiscal policies to leadership and staff as needed. 	Fiscal Analyst	On-going	

Objective No. 2:

“A Premier Workforce (Recruit, Recognize and Retain):” Continue parity in regard to staff compensation and financial support in alignment with district school district salaries.

Expected Outcome(s):

Since the School Board of Monroe County, is the grant recipient, all Head Start employees will have parity/equity in regard to salaries and increases.

Expected Challenge(s):

Transient staff and qualified staff continue to be a challenge, although we are fully staffed.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and/or Monitoring	Financial Supports
<p>1. Create a premier workforce through recruitment, recognition and retention.</p> <ul style="list-style-type: none">a. Continue equity in pay, in alignment with Monroe County School District, who is the grant recipient.b. Incentive pay for staff perfect attendancec. Incentive pay for teachers and family advocates, incorporated into raises based on student performance and individualized professional learning plans. (Similar to the district's EPIC plan).d. Develop a longevity salary schedule to retain staff for their long-term commitments.e. Reimburse staff for added credentials or licenses in relation to their occupation.f. Employee Recognitiong. Conduct “Stay” interviews annually to understand what employees want and need to remain with the program/district.h. Encourage use of TEACH scholarship for program staff to increase educational level.	<p>Director, Education/PD Mgr., ERSEA/PFCE Mgr., and Fiscal Analyst</p>	<p>Mid-year and end-of-year staff attendance</p> <p>End-of-year, based on evaluation.</p>	

Goal #4, Safety for All:

Maintain safe environments for all and develop 100% proficiency with safety protocols and training.

Goal Description:

Ensure that all staff and students are educated in safety protocols and procedures in the event of fire, active school shooting, unapproved entry, and other related security concerns.

Objective No. 1:

Ensure that 100% of staff and students are educated and trained on all safety procedures including, but not limited to: CPR, Child Abuse, Incident Reporting, ALICE (Crisis Management) training, First Aide, and others as needed.

Expected Outcome(s):

Create and maintain secure and safe environments by ensuring that all safety protocols and procedures are understood and followed by students, staff, and visitors.

Expected Challenge(s):

Trauma and personal challenges are sometimes hard to detect.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and/or Monitoring	Financial Supports
1. Ensure school safety for all staff, students, and visitors. a. Ensure all staff and students are educated on safety protocols. i. Procedures in the event of a fire, active school shooting, unapproved entry, and other related security concerns. b. Conduct initial safety inspections within the first 30 days of the new school year. c. Daily and monthly safety checks.	Director, Health & Safety Mgr., Building and Maintenance Department	Pre-service First 30 days of the school year Daily and monthly.	
2. Foster Inclusive environments.	All Staff	On-going	

3. Ensure the safety of students and staff by actively supervising. (Active supervision plans (drop-off, pick-up, recess, classroom and all times).	All Staff	On-going	
4. Be proactive with AI's Pals lessons and teach proper behaviors to students.	Teachers	Weekly	
5. Training will be provided to parents wishing to volunteer on a regular basis and finger printing will be provided.	Family Advocates	On-going	

6. Increase training and monitoring with bus drivers and bus aides on Head Start regulations as it pertains to transportation.	Director, ERSEA/PFCE Mgr., Education Manager		
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