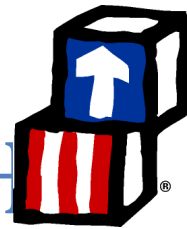


Monroe County School District

# 1819-0105 - Self-Assessment Monroe Head Start 2018-19



The Monroe County School District, Head Start Program offers a part day/part year program and our funded enrollment is for 180 students. Head Start offers a 3 1/2 - 5 hour day with a blended VPK extended day for four-year-old students. The Head Start Program follows the school calendar offering 180 days of instruction and services. We are in the process of applying for extended hour funding; if granted then our program will become 1,035 hours a year for all 3 - 5 year old Head Start students.

Two of our sites are located in Key West, mile marker 0, the middle keys has one site at mile marker 48, and Key Largo in the upper Keys, closest to the mainland, at mile marker 105.

The 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.

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 and to provide a high quality-learning environment in which ALL children can develop to their maximum potential.

As a grantee, we are in year five of the five-year non-competing continuation grant period. "Head Start promotes the school readiness of young children from low-income families through agencies in their local community." (Office of Head Start).

Monroe County School District Head Start Program  
Program Self-Assessment

**Self-Assessment Teams:**

Service Area and Sub-Categories	Service Area Facilitator	Team Members
<b><i>Program Design &amp; Management</i></b>		
Finance	David Owens, Budget Manager	Nancy Oleinik, Staff Accountant, Finance Dept., Susana Averhoff,, State Auditor, Parents Date of Review: January, 2019 Date of Report: January 31, 2019 Center/Sites: All (Monroe County School District)
Planning and Operations	Marla Russell, Early Learning Supervisor	Interviewed members of Leadership/Management Team: Nicholle Bennett, ERSEA/Family Service Area Manager, Jennifer Walker, Education/Disabilities Manager; Focus Group with Principals; and Interview with HR
Staff Credentials	Jennifer Walker, Education/Disabilities Mgr.	Heather Linn, HR, Isabel Campanioni and Nicholle Bennett
Governance	Marla Russell, Early Learning Supervisor	School Board Members (workshop) and Policy Council Parents and Community Members (focus group)
Family and Community Engagement	Nicholle Bennett, Family/ERSEA Service Manager	Head Start Site Coordinators –via Family Service Staff Survey Various Head Start Parents: Parents Satisfaction Survey– HOB 18 families GAE 12 families, SSE 16 families, KLS 13 families. Various Head Start Parents via survey & Focus groups: Family Partnership Building & Engagement Core Questions Survey: 4 Parents HOB, 9 parents (Focus group) GAE, SSE 6 parents (Focus group), 6 parents KLS. Community Partners via community survey – SHAC, MCSD, Florida Healthy Start Coalition, and Healthy Families
Eligibility, Recruitment, Selection, Engagement, and Attendance (ERSEA)	Nicholle Bennett, Family/ERSEA Service Manager	Nicholle Bennett - Child Plus Data , Excel Tracking Reports Varies Head Start Parents via parent surveys & Focus group : ERSEA Core Questions Survey (6 parents KLS, 4 Parents HOB, and 9 parents (Focus group )GAE)
<b><i>Children Services</i></b>		
Health, Mental Health, and Nutrition	Ashley Ravelo, Mental Health, Health, and Safety Nurse, RN	Elizabeth Alvarez (Health); Tara Trejo & Melody Gonzalez (Parent) (Mental Health); Effie Jackson, Lori Rittel, Debbie Arencibia (Community Rep) (Nutrition), Staff Surveys
Safety	Ashley Ravelo, Mental Health, Health, and Safety Nurse, RN	Len Rhodus & Tucker Phinney - Building Inspectors for MCSB Maintenance Department, Nicole Valdes (Transportation), Staff Surveys
Education/Individualization & Disabilities	Jennifer Walker, Education/Disabilities Manager	All Head Start lead teachers; All site principals; Catherine Kanagy – ESE; Amy Donaldson, ESE; Dr. Rita Fabal, CLASS Observer/Coach; Kindergarten Teachers, MCSD

The leadership/management team facilitates the self-assessment as detailed above. The self-assessment is part of the planning cycle for the Head Start program. The following information and/or documentation is used: community assessment, previous self-assessment, data points, program goals, action plans, policies and procedures, existing reports, surveys, student data, surveys, focus groups, and review of other information. Each manager created and facilitated the teams outlined above. The program presents the policy council, parent center, and school board the self-assessment plan; they give input on the process and participate. In addition, the report is posted on the district webpage and shared with interagency groups.

The self-assessment is a reliable way to gain needs assessment of the organization and create an action plan to prioritize and resolve concerns. Although multiple yearlong data are utilized, the self-assessment committees were formed in November and the process ended in February. This will generally facilitate the beginning of next year's planning, unless there are immediate concerns that need to be addressed.

The following resources, evidences/data were used in each service area:

Staff Credentials:	Documentation of Employees and Credentials
Governance:	Goals, Standards, Workshop, Governance Screener, Policies and Procedures, Action Plan
Planning and Operations:	Goals, Policies and Procedures, Action Plans, Monitoring Reports, Interview with Leadership Team, Interview with - Human Resources representative, surveys
Fiscal:	Goals, Action Plan, and documented evidences, FOCUS district database, GABI, Non-Federal Share Report, Cost Allocation and other reports
ERSEA	Goals, Action Plan, Child Plus, surveys, interviews/ <a href="#">focus groups</a> , checklists, and evidences
Family & Community Engagement:	Goals, Action Plan, Child Plus, surveys, interviews/ <a href="#">focus groups</a> , checklists, and evidences
Health/Nutrition:	Goals, Action Plan, PIR, Child Plus, evidences, interviews
Safety:	Goals, Action Plan, Checklists, Safety Screener
Mental Health:	Goals, Action Plan, Information from contracted mental health care provider
Disabilities:	Goals, Action Plan, Inter-agency agreement, Documented meetings and agendas for PD, ESE, and Child Find, Lesson Plans indicating differentiation, copy of Procedural Safeguards, copy of Referral process, responses to questions posed to ESE Dept. re: collaboration with Head Start, E-DECA, and Acu-screen
Education:	Goals, Action Plan, Lesson plans, Teaching Strategies Gold (TSG) data, School Readiness goals, VPK Assessment data, STAR Early Lit data, surveys, CLASS data, sign in sheets, agendas

After teams completed self-assessment, the data is summarized by service area, the leadership/management team and evidences were documented and shared with governing body and stakeholders.

#### **Community assessment updates include:**

- Preschool enrollment from community: Infants: 79, one-year-olds: 135, two-year-olds: 144, three-year-olds: 200, Fours (Non-VPK): 78, Private Providers VPK: 218, after school: 201 (this number includes 5 year olds), District VPK 270 (97, 4-year-olds are blended with Head Start), 83 Head Start (non-blended 3 and 4 year olds).
- According to the Alice report by the United Way, our community continues to see deficiencies with household incomes; 42% of Monroe County households are struggling.
- A continued need for mental health services and services in related fields in our area.
  - Communication between MCSD and Care Center has improved.
- There is also a need for Pediatric dentistry or dentists willing to take Medicaid.
- Student turnover rates continue in Head Start; last year was 6% and this year is 8%.
- Overall, homelessness declined in both Monroe and Broward counties from 2013 to 2017. In Miami-Dade County, however, homelessness declined from 2013 to 2017, (Figure 3.7). Homeless data shows that the amount of homeless students in public schools for years 2015-2016 are 387 for Monroe, 6,103 for Miami-Dade, and 2,262 for Broward county.

The self-assessment report reflects updates in all goal areas, including school readiness. Each goal along with summaries are noted below.

## Goals/Strengths/Improvements

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

Program goal #1, is an expectation of all Head Start grantees and is a part of everything we do. The goal centered above is integrated in all goals. Overall, we have shown continuous improvement.

**#2. Staff Credentials Goal:** (This goal is an expectation of the grant and was removed from goals last year, but an update will be given as part of self-assessment).

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

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

For 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.

Strengths: (Although 100% of this goal has been achieved in previous years, the percentages have changed for this school year)

- Goal #2 was achieved by 89% of the teachers. This school year we have a total of 6 Bachelor level teachers, 2 Master level teachers, and 1 Associate’s degree teacher
- 78% of support staff have met the goal. Two support staff teachers have graduated to co-teachers; one of them has earned an AA degree and is working on their Bachelor’s degree and the other recently completed their Bachelor’s Degree in Early Childhood. Five of the support staff hold an FCCP/CDA certification and two support staff are within their compliance timeline to earn their credential
- 100% compliance of this goal. New Site Coordinator (not grandfathered in) received Family Engagement Certificate (FDC) training. (Family Service Workers)
  - The following are Site Coordinator Credentials:
    - Family Development Credential - 2
    - High School Diploma - 1
    - CDA and/or Family Development Credential – 1
    - AS not in related field – 2
  - Fiscal Manager holds a Bachelor’s Degree in Political Science. This person is grandfathered in and does not require a Fiscal degree at this time.

Areas Needing Improvement:

- Teacher retention and teacher salaries
- Social Worker
- Two instructional staff need to complete the FCCPC/CDA, but are within timeframe.

Areas Needing Immediate Improvement:

- Continued support for two staff enrolled in CDA program.

Recommendations/Comments:

- Current Managers for Fiscal are grandfathered in, but new hires must have a bachelor’s in accounting or related field and Family Manager new hire must have bachelor’s degree in social work or related field. Adjust salary schedule to reflect future needs
- Goal #2 has been met according to Head Start standards and will continue to be monitored.

### **# 3. Parent, Family, and Community Engagement Goal:**

To continually create an environment in which families feel welcomed, valued and respected; engage parents/guardians as equal partners to create respectful, trusting relationships with peers, staff, and community.

Strengths: (Was the goal achieved?) Yes, according to focus groups and surveys

- Excellent communication with parents
- This is the 2<sup>nd</sup> year we offered parent curriculum (Conscious Discipline)
- Parents feel welcomed and they feel their children are safe in our program
- Most parents are happy with their child's teacher
- Parents are overall happy with the program and will refer family and friends to us
- Excellent communication & support between Family Service workers and Family Service Manager
- All areas improvement indicated in last year's self-assessment have been completed
- Area needing immediate improvement was resolved to the extent possible- some agencies did not reconvene after the hurricane. However, reconnection was attempted
- An additional recruitment activity was added this year and Children's Day
- Partnership with community agencies are beneficial to all stakeholders including parents
- Management team, Site Coordinators and Parents are members of community agencies/committees and board
- Parents are aware of the resources in the community.

Areas Needing Improvement:

- Document in writing who should deliver the volunteer training.

Areas Needing Immediate Improvement:

- Change Office Space for Site Coordinator at HOB

Recommendations/Comments:

- Continue to increase family goals with monitoring of progress until completion.

### **Family Outcomes: Self- Assessment Survey Data 2018-2019**

At the time of survey we had **173** families enrolled; only **59** families completed the survey.\*Not all families that completed the survey answered all questions; these percentages are based on the number that did answer the questions.

#### **Do you feel?**

1. Your child is safe in the program 100% Yes 0% No
2. You can trust your child's Family Service Worker/Site Coordinator 90% Yes 0% No

#### **Have you received information from the preschool program about the following?**

1. How children develop at different ages 88% Yes 5% No
2. What you can do to help your child develop 95% Yes 2% No \*No family @GAE answered
3. How to get involved with your child's program 92% Yes 0% No

#### **#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.

Strengths: (Was the Goal Achieved?) Yes, as documented on MCSD website, board agenda items. <ul style="list-style-type: none"><li>• Since Monroe County School Board has a newly elected school board member, the board training was completed and there was a high level of involvement/participation by all board members.</li><li>• Transparency is maintained by not only reporting monthly to the board, but by sending e-mails with information memorandums and program information when issued by Office of Head Start.</li></ul>
Areas Needing Improvement: <ul style="list-style-type: none"><li>• None.</li></ul>
Areas Needing Immediate Improvement: <ul style="list-style-type: none"><li>• None.</li></ul>
Recommendations/Comments: <ul style="list-style-type: none"><li>• All the policies and procedures are written and in place, but not all of them are board approved; continue funneling policies and procedures by service area to the board until all are board approved.</li></ul>

**#5. Monitoring Goal** (This goal was removed as well; it is considered an expectation of our grant and is embedded in all services areas and other goals). To monitor systematically and ensure a ‘high quality’ program

**#6. School Readiness Goals** (These goals are still in progress. They are a part of service delivery for the Head Start grant).

The school readiness goals are comprised of five domains as follows and all areas showed growth:

***Social and Emotional Goal: Children will acquire the social skills needed to be self-confident & successful learners by maintaining positive adult/child interactions and positive peer relationships.***

***Language and Literacy Goal: Children will acquire emergent literacy skills through parent engagement and curriculum that is aligned with Head Start and Florida standards.***

***Approaches to Learning Goal: The Pre-K Providers/Teachers, instructional staff will provide opportunities for proper classroom organization and emotional support.***

***Cognition and General Knowledge Goal: Through research based best practices teachers will use standards based curriculum, which cover Head Start Standards and Florida standards while implementing a multi-tiered system of support strategies (MTSS).***

***Physical Well-Being and Motor Development: Children will build gross and fine motor skills needed for writing, balance, and body awareness through activities designed to promote health and safety.***

The Teaching Strategies Gold Checkpoints are administered three times per year. (This data includes both three and four year olds for Head Start).

### Teaching Strategies Gold – Fall/Winter Monitoring Period

<b>Teaching Strategies Gold Fall Head Start</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Below Expectations</b>
Social Emotional	6%	60%	34%
Physical	19%	60%	21%
Language	5%	51%	44%
Cognitive	4%	35%	61%
Literacy	6%	38%	56%
Mathematics	7%	45%	48%
<b>Teaching Strategies Gold Winter Head Start</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Below Expectations</b>
Social Emotional	19%	58%	23%
Physical	26%	44%	30%
Language	16%	59%	25%
Cognitive	10%	57%	33%
Literacy	11%	57%	32%
Mathematics	9%	55%	36%

The Teaching Strategies Gold Fall/Winter Monitoring periods indicate a significant increase in students meeting and exceeding expectations (look at yellow and green together) in all domains; except the physical domain, which still needs improvement. Student percentages for meeting or exceeding the expectation increased in language, cognitive, literacy, and mathematics domains.

Strengths: (The school readiness goals are still in progress).

- A continual focus on student/teacher interactions through “Coaching”
- As a program, we have adapted “Kindergarten Literacy Blocks,” to strategically schedule rotations and time on literacy instruction.
- Professional development on literacy, the curriculum, CLASS, and math have been given from August through January. More professional development on student/teacher interactions, differentiation, progress monitoring and literacy will continue at site meetings and PD days until the end of the year.

Areas Needing Improvement:

- Better use of TSG data for progress monitoring
- Continued lesson plan development incorporating how to use data and parent input for individualized instruction
  - Parent communication with regard to monthly curriculum topics, themes, and activities.

Areas Needing Immediate Improvement:

- Provide opportunities in the classroom for more fine motor and gross motor activities to improve Physical domain.

Recommendations/Comments:

- The state curriculum adoption year for Pre-K is next year. After piloting curriculum and involving stakeholders adopt new research based Prekindergarten curriculum.

## **#7. & #8. Combined: Individualization and Disabilities (Formerly - Dual Language Learners)**

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

<p>Strengths: (This goal is a part of service delivery and is still in progress).</p> <ul style="list-style-type: none"><li>According to TSG mid-year data, Dual Language Learners in the Head Start program demonstrated gains in all domains. The cognitive domain showed increases for students meeting or exceeding the expectation as well as a reduction of students performing below expectation. In social emotional, language, and cognitive domains the percentage more than doubled for students exceeding the expectation.</li></ul>
<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"><li>The TSG mid-year data for students with disabilities in the Head Start program continue to demonstrate need in the Language development<ul style="list-style-type: none"><li>Using a multi-tiered approach to reach children's developmental needs with regard to phonemic awareness and language development</li></ul></li><li>Increase mainstreaming and inclusion for program</li><li>More professional development for teaching Dual Language Learners (DLLs)</li></ul>
<p>Areas Needing Immediate Improvement:</p> <ul style="list-style-type: none"><li>Speech &amp; Language Pathologist (SLP) at HOB to facilitate timeliness of ESE referrals..</li></ul>
<p>Recommendations/Comments:</p> <ul style="list-style-type: none"><li>Monroe County School District continues to be a part of the "Monroe County Interagency Transition Procedures for Children with Special Needs and their Families – Birth to Kindergarten;" Florida's transition project worked with Head Start, Child Find, Healthy Start and other interagency groups to complete an updated guide for parents facilitated by Florida Transition Project/TATs.</li></ul>

As of February 2019:

- 16 Students with an Individual Education Plan
- 22 students referred in the 2018/19 school year for additional screenings/evaluations
- 4 students moved to full time ESE.

## **#9. CLASS Observation Tool - 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**

<p>Strengths: (This goal area is embedded in the education/school readiness and professional development portion of the program).</p> <p>Program CLASS Observation Scores: Fall – Emotional Support 5.8, Classroom Organization 5.03, Instructional Support 3.67. The following are national Thresholds for CLASS</p>			
	<b>ES</b>	<b>CO</b>	<b>IS</b>
2017	5.70	5.32	2.30
2016	5.59	5.25	2.22
<ul style="list-style-type: none"><li>In the Fall of the 2018-19 school year, Instructional Support scored 3.67, which is exceeds the 2017 National Average.</li><li>Scores improved in two areas from Fall 2017-18 to 2018-19 as follows: Emotional Support (5.31 to 5.8); Instructional Support (3.52 to 3.67)</li></ul>			



<ul style="list-style-type: none"> <li>Teachers continue receiving CLASS based coaching.</li> <li>Classes are observed a minimum of three times per year.</li> <li>The program has three primary certified observers and four additional observers. One teacher at each site has been trained by Teachstone on the CLASS tool.</li> </ul>
<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> <li>Emotional Support is below the national average by .27</li> <li>Classroom Organization is below the national average by .80</li> </ul>
<p>Areas Needing Immediate Improvement:</p> <ul style="list-style-type: none"> <li>None.</li> </ul>
<p>Recommendations/Comments:</p> <ul style="list-style-type: none"> <li>Continue Coaching</li> <li>Professional Development on CLASS tool and new curriculum to improve CO. <ul style="list-style-type: none"> <li>Focused training on Classroom Organization</li> </ul> </li> </ul>

#### **#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; to maintain contact with waitlist parents regularly.

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

<p>Strengths: (Was the Goal Achieved?) Partially, this goal is still in progress.</p> <ul style="list-style-type: none"> <li>Continually maintain full enrollment</li> <li>Fill all vacancies within required days. *Our program has elected to utilize HSPPS 1302.15(c) – Reserved Slots</li> <li>Well connected within the community</li> <li>Strong Attendance Policy and monitoring</li> <li>All three needs improvement areas indicated in last year Self-Assessment has been completed</li> <li>Area needing immediate improvement was met on March 9, 2018</li> <li>All parents that answered surveyed questions in regards to ERSEA said they would recommend the program to others.</li> </ul>
<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> <li>Meeting HSPPS 1304.14(b) – Ensuring at least 10% of total funded enrollment is filled with children eligible for services under IDEA – Currently, we are at 8% disabilities, with 22 students in referral</li> </ul>
<p>Areas Needing Immediate Improvement:</p> <ul style="list-style-type: none"> <li>None.</li> </ul>
<p>Recommendations/Comments:</p> <ul style="list-style-type: none"> <li>We started 2018-2019 school year with 13 students with an IEP = 72%; throughout the year we lost some students to either moving, going full time ESE or child no longer qualifies for services.</li> </ul>

**Student Turnover Data  
2018-2019**

Site	Current	Turn Over's	Held for Replacement within 30 days under HHPPS (1302.15)	Replace within 30 days
HOB (60)	60	5	N/A	5
GAE (40)	40	3	N/A	3
SSE (40)	40	1	N/A	1
KLS (40)	40	5	N/A	5

*\*We have a had a total of 8% turnover's this year so far*

*(In comparison to last year, we had 6% students move; this is a slight increase from last year)*

**# 11. Transitions** (This year the goal was integrated as a part of service delivery and no longer a program goal, but rather as an expectation).

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

Strengths: (Was the Goal Achieved?) Yes.

- The program works 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, as evidenced by documentation such as: calendar, sign-in, hand-outs and other records
- Education/Disabilities Manager, Teacher/Pre-K Provider, Health Manager, and/or Site Coordinators attend regular IEP meetings to facilitate special needs and communicate those needs to the proper individual(s) as necessary, as evidenced by sign-in
- 100% of teachers who responded agree or strongly agree adequate information for students entering Kindergarten is shared by Head Start/VPK teachers
- Head Start was actively involved in creating the interagency agreement.

Areas Needing Improvement:

- Vertical teaming to discuss transition and expectations
- Invitations from Early Steps (based on Interagency Agreement)
- Meetings should be held a minimum of two times per year (mid and end) to discuss expectations and best support students transitioning into Kindergarten.

Areas Needing Immediate Improvement:

- N/A

Recommendations/Comments:

- Continue to encourage 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
- Continue to initiate meetings involving parents, teachers, schools, and other child development programs.

## **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, 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.

Strengths (Was the Goal Achieved?) Yes:

- Health Information and consents for services for all students are obtained at time of interview to ensure health; mental health and nutrition needs are identified and met. To effectively assist with each child's individual needs, parents complete a child health history to better obtain information on our students' physical health, developmental history and health history beginning from pregnancy/birth to present
- Health Screenings are done (within 45 and 90-day deadlines) in accordance with Head Start Program Performance Standards and EPSDT guidelines for students that have not had specific requirements completed by their medical provider. We communicated with parents to inform the screenings that are missing to help facilitate communication with their medical provider in obtaining these required screenings/tests. All parents are notified of services provided via health screening result letter, including notification of any abnormal results. Assistance with referrals is provided as applicable and timely follow-ups are conducted
- Families are given the opportunity to learn and receive education on health services (i.e. Child's social and emotional wellbeing, home, vehicle and pedestrian safety, oral health, lead awareness, stress reduction) and offered workshops/training, activities and opportunities to obtain services, i.e. assistance with applying for health insurance, nutrition workshops, and family engagement activities
- Dental screenings were provided by Nicklaus Children's dental mobile unit within 90 days for the middle and upper keys. In the lower keys site, we have a contracted dentist providing services
- Health and nutrition education is provided during instruction time; importance of healthy eating is discussed; games are played to integrate healthy eating habits. Brushing teeth is another way health and nutrition education is provided to our students. Physical activity is also integrated during the program day in class and during outside play
- Our contracted registered dietician/nutritionist works with our staff, children and families. Nutrition education and workshops are provided by the RDN
- Students are provided meals daily (breakfast and lunch) that are in accordance with USDA regulations, and are age appropriate
- Our contracted mental health consultant provides professional development training and education for staff during preservice and during the school year. A system is in place for mental health observations and referring children and families in need of counseling and/or behavior management techniques. Our school counselors and/or administrators assist when needed with behavior needs and/or counseling needs. Monroe County School District also has contracted counselors from the Guidance Care Center that assist as needed with services
- Wellness information is sent to all staff monthly; each site has their own wellness opportunities.
- We maintain ongoing relationships with community agencies and resources such as the Monroe County Health Department, WIC, Healthy Start, Care Center, Children's Group and SHAC

<ul style="list-style-type: none"> <li>Interagency clinics (AHEC) are housed in our upper, middle, and lower keys facilities to serve children and families for illnesses and medical needs. This service is free of charge.</li> </ul>
<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> <li>5 out of 6 teaching staff members surveyed stated they felt a snack should be offered during the program day.</li> <li>Increase wellness efforts and practices for staff, students, and families.</li> </ul>
<p>Areas Needing Immediate Improvement:</p> <ul style="list-style-type: none"> <li>None.</li> </ul>
<p>Recommendations/Comments:</p> <ul style="list-style-type: none"> <li>Health Manager communicates with the school nurses at each site at the beginning, during and at end of school year to review health needs of our students to ensure continuity of care and continuation of care when child enters Kindergarten</li> <li>Communicate and assist families as needed of students that require any health services (i.e. immunizations, physicals) to help prepare for the transition to kindergarten.</li> </ul> <p>Parent Surveys for Health (60 completed): Out of 60 surveys, 60 stated they received information regarding health services that are available. 59 stated they received information on where to report health or safety concerns and complaints. 58 stated they feel their child's health concerns are addressed in a timely manner. 55 stated they have been notified of health services that has been provided. 55 state they feel the meals provided meet USDA requirements and are age appropriate with one comment stating "I think it's good" while another commented if they could change one thing, they would change "The food served to kids."</p>

### **#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 crisis intervention.

<p>Strengths: (Was the Goal Achieved?) Yes</p> <ul style="list-style-type: none"> <li>All staff is required to complete OSHA/blood borne pathogen training upon hire with HR</li> <li>Health and safety screening is conducted at each site within 45 days of the start of the school year</li> <li>Health practice observations, playground and classroom safety observations and checklists are conducted on a daily basis</li> <li>Two staff members are present at all times with the children</li> <li>Active supervision is practiced and utilized at all times</li> <li>First aid kits, gloves and handwashing supplies are readily available in each classroom</li> <li>Staff with regular child contact are CPR/AED and first aid trained and certified and re-certified every 2 years</li> <li>Policies in place for emergencies, evacuation drills conducted at each site, classroom emergency guidelines posted in each classroom, readily information of the child for emergencies and permission for designated pick up is located in the classrooms. Exit signs and evacuation routes are clearly posted</li> <li>All classrooms have locked storage for cleaning supplies, SDS sheets readily available</li> </ul>
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<ul style="list-style-type: none"> <li>• Transportation conducts annual trainings, bus inspections are preformed per policies of the MCSD</li> <li>• Evacuation safety drills are completed at beginning of school year and two additional times thereafter</li> <li>• Bus booklet is utilized to ensure accurate information is provided and pertinent information is readily available</li> <li>• Each site has a school nurse as well as designated office staff trained in the administration of medications and emergencies. All medications are locked and stored with the school nurse.</li> </ul>
<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> <li>• New playground for SSE school/center.</li> </ul>
<p>Areas Needing Immediate Improvement:</p> <ul style="list-style-type: none"> <li>• None.</li> </ul>
<p>Recommendations/Comments:</p> <ul style="list-style-type: none"> <li>• Due to construction, one Head Start class is in a portable during transition to the new building.</li> </ul>

#### **#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.

<p>Strengths: (Was the Goal Achieved?) Yes , see data below</p> <ul style="list-style-type: none"> <li>• Our Head Start Program benefits from the support and resources of the Monroe County School District, such as the Finance, Purchasing/Property Control, Human Resources, Transportation, Legal, Information Technology, and Maintenance Departments. Construction Management assisted with new playground equipment selection and a portable classroom at Stanley Switlik Elementary</li> <li>• Under the auspice of MCSD the program receives more match than is reported <ul style="list-style-type: none"> <li>○ See Non-Federal mid-year report for backup</li> </ul> </li> <li>• The grant budget was sufficient for us to retain highly-qualified employees. We were also able to accommodate staff changes and changes in group insurance employee options</li> <li>• Fewer purchase orders are required, because of purchasing card availability. We are able to get supplies more quickly, and do not need to keep as many items in stock</li> <li>• From August through November 2018, we underwent a (second consecutive) comprehensive audit by the State of Florida. We were able to supply documents and information to the auditors quickly. The audit resulted in no findings</li> <li>• In the 2018-2019 fiscal year, expense projections helped us to respond to unexpected needs, adapt to staff changes, and more fully utilize grant funds for the benefit of our students. We were able to replace several items that were in poor condition, purchase playground equipment, and rent a portable classroom while construction is underway at Stanley Switlik Elementary</li> <li>• The Budget Manager verifies expenses posted to the grant as accurate, allowable, and allocable to Head Start by reviewing a monthly report of all transactions</li> <li>• Updated Fiscal Policies and Procedure.</li> </ul>
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- Continued review of monthly reports and current issues at Leadership Team, Policy Council, and School Board meetings keeps these groups up-to-date
- The District has made great improvements with new FOCUS software on up-to-date encumbrances
- We added additional line items to purchasing cards, allowing us to use the cards for more types of supplies, equipment, et.
- Refined process to verify substitute pay with absentee reports in Focus software
- Leases for printers/copiers are about to expire, and we are considering purchase options that will be much less expensive
- We hope to increase staff training by having more attendees at Region IV conferences and other events. We were able to include a teacher and the Finance Dept. Grant Staff Accountant at the Region IV Conference in June 2018
- We hosted on-site training by a representative of Teaching Strategies Gold, Inc. in August 2018.
- Additional applications prepared and submitted for additional staff, cost of living adjustment, and extended hours funding.

**Areas Needing Improvement:**

- Revise salary schedule according to district salaries
- Continue to develop new procedures to adapt to capabilities of new programs for timekeeping, payroll, finance, and human resources. Take advantage of enhanced reporting or downloading features
- Access to Focus for non-federal share reporting – accomplished; got access, especially to personnel costs reports/data
- Continue to develop new tracking procedures to monitor payroll, finance, and human resources. Take advantage of enhanced reporting or downloading features.

**Areas Needing Immediate Improvement:**

- None.

**Recommendations/Comments:**

- As a grantee we are on track to fully utilize grant funding this year; encumbrances are now more accurate
- There are fewer software issues.

## **#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.

Strengths: (Was the Goal Achieved?) Yes , see data below

- Our Head Start Program benefits from district professional development as well as Head Start/grantee generated professional development/trainings
- 86% of teachers who responded agree or strongly agree classrooms have adequate and age appropriate materials
- 79% of teachers who responded agree or strongly agree professional development is provided throughout the year and structured on the needs of the program

- 79% of teachers who responded agree or strongly agree parents engage in classroom activities and conferences.

- 93% of teachers who responded agree or strongly agree they have been provided coaching based on the CLASS observation tool
- 93% of teachers who responded agree or strongly agree they are knowledgeable and comfortable providing differentiated instruction to dual language learners and/or students with disabilities
- 100% of teachers who responded agree or strongly agree technology is appropriately used (less than 30 minutes per day) in the classroom
- 100% of teachers who responded agree or strongly agree they have a clear understanding of the Head Start, MCSD, and/or VPK program requirements.

**Areas Needing Improvement:**

- Concern for support services in the classroom to be conducted in a more timely manner by both Head Start and school administration
- Morale throughout the program and school environments needs improvement
  - Teachers would like more involvement from the school/site they are a part of.
- Time constraints for managing documentation, conferences, home visits, lesson planning, etc
- More PD for Principals with regard to Head Start standards.

**Areas Needing Immediate Improvement:**

- None.

**Recommendations/Comments:**

- Additional training/professional development regarding addressing student needs in the classroom
- Ongoing coaching
- Increase face-time/meeting time
- Encouraging teacher input regarding program goals and modifications
- More time between due dates
- Extended planning time.

*Management Team Self-Assessment Planning Meeting held 11-16-18*  
*Management Team Self-Assessment Summary Meeting held 2-25-19*