

PROGRAM GOALS & OBJECTIVES

Goal #1: Education: Provide classroom staff with the resources and support needed to improve student performance.

| Objective(s) | Actions/Strategies | Timeline | Person(s) Responsible |
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| <p>1. Analyze Snapshots reports and create action plans that will suggest professional development opportunities for teachers based on data in the areas of classroom practice, curriculum fidelity, GOLD data and CLASS results</p> | <ul style="list-style-type: none"> • Teacher Specialists will review individual Snapshots with each Teacher and analyze data to determine areas of strength and areas of growth for the school year. • Teacher Specialists will develop an Action Plan with each teacher to include annual goals and objectives, along with recommended Professional Development sessions • HS Curriculum Supervisor/ EHS/HS Specialist schedules meetings with school-based administrators to review Performance Snapshots for Tier 3 teachers. | <p>Annual, Ongoing</p> | <p>Curriculum Supervisor, HS/EHS Specialist Sr. Compliance Specialist Teacher Specialists</p> |
| <p>2. Create a plan of action to address program-wide deficiencies within the of Creative Curriculum Fidelity Tool data.</p> | <ul style="list-style-type: none"> • Review Creative Curriculum Fidelity tool data to determine program wide deficiencies within the indicators. • Order needed materials to address program wide deficiencies within the indicators. | <p>Annual, Ongoing</p> | <p>Curriculum Supervisor HS/EHS Specialist Sr. Compliance Specialist Teacher Specialists</p> |
| <p>3. Integrate the Creative Curriculum Fidelity Tool Indicators into coaching conversations between teacher and Teacher Specialists.</p> | <ul style="list-style-type: none"> • Provide training for Teacher Specialists on coaching with Fidelity Tool. • Create a coaching protocol to include Creative Curriculum Fidelity Tool Indicators. | <p>Annual, Ongoing</p> | <p>Curriculum Supervisor HS/EHS Specialist Sr. Compliance Specialist Teacher Specialists</p> |
| <p>4. Provide two additional paid days each summer for EHS/HS staff to attend professional development.</p> | <ul style="list-style-type: none"> • Develop professional development based on Snapshots Reports • Announce course offerings to EHS/HS staff • Secure locations, trainers, materials | <p>Annual, Ongoing</p> | <p>Curriculum Supervisor HS/EHS Specialists</p> |

Goal #2: Disabilities: Ensure maximum number of children with disabilities are served and that collaborative support is provided.

| Objective(s) | Actions/Strategies | Timeline | Person(s) Responsible |
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| <p>1. Increase enrollment of children with disabilities to 15% by mid-year.</p> | <ul style="list-style-type: none"> • Schedule evaluations for children with an area of concern using Head Start Flow Chart. • Maintain collaboration with the Exceptional Student Education (ESE) Specialist at school sited as well as Exceptional Student Learning Support (ESLS) department and increase dual enrollment of children in Pre-K ESE and Head Start programs. • Inclusion Specialists continue to assist in the coordination of assessment, communication with the school’s ESE Specialists. • Applications for children currently enrolled in PreK ESE sites will be taken. • Monitor Head Start children with speech/language, social-emotional, or cognitive concerns closely through our Preschool Intervention Plan (PIP) process and if warranted evaluate children in the target area (s) of need • Follow up on EHS/ HS Applications that are flagged with parent concerns • Continue to collaborate with the district to ensure a faster, streamlined referral process (referral-consent- evaluation-staffing/IEP meeting) and ensure that timelines are being met | <p>By the end of Year 3</p> | <p>Disabilities Team HS/EHS Curriculum Supervisors</p> |
| <p>2. Create professional learning opportunities for Parent Educators to understand the PIP process and the referral process.</p> | <ul style="list-style-type: none"> • Professional development sessions will be offered to teachers in the areas of interventions, behavioral support, and referrals. | <p>By the end of Year 3</p> | <p>Disabilities Team HS/EHS Curriculum Supervisors</p> |

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| | <ul style="list-style-type: none"> • Improve internal collaboration with Parent Educators by meeting to review the PIP process used to evaluate children. • The Disabilities Team will provide guidance and support on the PIP process to develop a better understanding of disabilities and the least restrictive environment. | | |
| 3. Increase direct support from the Disabilities Team to inclusion classrooms for teachers and students. | <ul style="list-style-type: none"> • If awarded QI Grant, hire additional Inclusion Specialists • Decrease caseloads of Inclusion Specialists. | By the end of Year 3 | Disabilities Team HS/EHS Curriculum Supervisors |

Goal #3: Family & Community Partnerships: Enhance parents’ knowledge and understanding of the developmental and educational needs of their children.

| Objective(s) | Actions/Strategies | Timeline | Person(s) Responsible |
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| 1. Increase attendance at Parent Education Workshops by 5% annually to improve the home learning environment. | <ul style="list-style-type: none"> • Increase the availability of workshops and modality of workshops to reach more parents. • Purchase an online family engagement tool to enhance home learning environment. • Develop a process to deliver parent workshops using an online platform. | Annual, Ongoing | Curriculum Supervisor Teachers Family Services Specialist Parent Educators |
| 2. Establish effective process of school-to-home and home-to-school communication. | <ul style="list-style-type: none"> • Teachers will select and use a structured family communication tool on a daily/weekly basis that generates reports • Teachers will identify the tool used on their daily classroom schedule. | Annual, Ongoing | Curriculum Supervisor Teacher Specialist |
| 3. Use the PFCE Framework to develop a process to create measurable and quality family goals. | <ul style="list-style-type: none"> • Train Parent Educators on writing Specific, Measurable, Attainable, Realistic, Timely (SMART) goals. | | Family Services Specialist Annual, Ongoing |

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| | <ul style="list-style-type: none"> • Provide Parent Educators with the Seven Steps to Goal Setting with Families in the Family Partnership Process: Engaging and Goal Setting with Families found on ECKLC • Ensure Family Goals are reflective of parent needs and lead to effective and measurable outcomes • Monitor implementation and quality of SMART goals | | |
| 4. Continue increasing parent volunteers by 2% annually. | <ul style="list-style-type: none"> • Education and Family Services staff will continue to promote and implement classroom volunteer opportunities for parents. | Annually, Ongoing | |

Goal #4: Family & Community Partnerships: Expand partnerships with agencies and organizations to ensure access to comprehensive resources for children and families.

| Objective(s) | Actions/Strategies | Timeline | Person(s) Responsible |
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| 1. Create and provide families with a Community Services Directory that connects children and families to community resources and activities that link to learning, continuous education, academic college and career goals, and support of social/emotional learning and well-being specifically for Head Start. | <ul style="list-style-type: none"> • Review Broward County community resources document for agencies and services pertinent to Head Start family concerns. • Develop a list of community resources that link to health and wellness, student learning, continuous education, academic college and career goals, and student support of social/emotional learning and well-being specifically for Head Start and Early Head Start families. • Develop method of delivery and communication to parents. | By the end of Year 3 | Family Services Specialist Parent Educators |
| 2. Create a structured procedure for securing needed partnerships. | <ul style="list-style-type: none"> • Review and analyze partnership data to determine needs and gaps in services provided to families. | Annual, Ongoing | Family Services Specialist |

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| | <ul style="list-style-type: none"> • Identify partners that will provide services needed to assist families. • Add new partners based on family and program needs | | |
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Goal #5: ERSEA: Actively identify, recruit, select and enroll eligible children and families with the greatest need

| Objective(s) | Actions/Strategies | Timeline | Person(s) Responsible |
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| 1. Increase enrollment of homeless and foster children by 1% per year. | <ul style="list-style-type: none"> • Annually review and revise Selection Criteria in conjunction with Policy Council • Continue to review and expand on the process for identifying and recruiting in the community | Annual, Ongoing | All Staff |
| 2. Develop a systematic process for Parent Educators to follow-up with teachers on a regular basis regarding attendance documentation. | <ul style="list-style-type: none"> • Parent Educators to pull attendance reports weekly • Parent Educators to review missing attendance with teachers during weekly teacher contacts and ensure attendance is entered into HS Database, | Monthly, Ongoing | Family Services Specialist Parent Educators |
| 3. Develop a procedure of timely notification and follow-up on children that are unexpectedly absent, including ongoing monitoring. | <ul style="list-style-type: none"> • Communicate process to classroom staff and school based administrators. • Create a process for Parents to notify Head Start Teacher of any absence from school • Monitor process to ensure compliance. | By the end of Year 3 | Curriculum Supervisor Family Services Specialist Teachers Teacher Assistants Parent Educators Compliance Specialists |

Goal #6: Health, Safety & Nutrition: Ensure the health, safety and well-being of children and families

| Objective(s) | Actions/Strategies | Timeline | Person(s) Responsible |
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| 1. Develop an action plan to ensure that 100% of 45-day screenings are completed for students new to the program and are entered into the Head Start database within the required time frames. | <ul style="list-style-type: none"> • Develop an advance notice alert through Child Plus that notifies teachers that the 45-day screening on students is due soon • Hire additional Consultants to meet the 45-day screening requirement | By the end of Year 4 | Curriculum Supervisor; Compliance Team; Teacher Specialists; Classroom Staff; Disabilities Team Data Management Spec. |

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| | <ul style="list-style-type: none"> • Explore possible opportunities for a teacher at each site to be trained in speech and language screening to ensure the 45-day screening requirement is met | | |
| 2. Increase the immunization rate of children 0-2 by participating in the Florida Department of Health Shots by Two Program by 2% annually (Current Broward HS rate is 84%; County rate is 94%). | <ul style="list-style-type: none"> • Continue to coordinate with health department to identify parents of children under 2 years old who would like to participate in the voluntary vaccine reminder program. | Annual, Ongoing | Head Start Nurse Health PE |
| 3. Develop a process to ensure the number of families that leave the program without insurance is reduced by 1% per year. | <ul style="list-style-type: none"> • Continue to identify individuals from annual applications • Communicate resources to families • Continue to track follow-through | By the end of Year 3 | Head Start Nurse |
| 4. Develop and implement training and support to HS/EHS staff and school-based administrators in Active Supervision and maintaining teacher to child ratios. | <ul style="list-style-type: none"> • Develop a required annual training for all HS/ EHS staff and school based administrators. • Create an acknowledgement of training to be signed by staff agreeing to ensure daily practice of Active Supervision and adherence to required teacher to child ratio. • Monitor Completion of training. | Ongoing, Annual | Director Curriculum Supervisor Sr Compliance Specialist |

Goal #7: Mental Health: Promote the social-emotional well-being of children, families and staff to provide a critical foundation for life-long development and learning.

| Objective(s) | Actions/Strategies | Timeline | Person(s) Responsible |
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| 1. Provide staff with additional professional development in the area of mental health with a focus on trauma informed care. | <ul style="list-style-type: none"> • Schedule a minimum of two professional development sessions in the area of mental health annually for all staff by accessing a broader scope of in-service provider • Research, engage, and partner with outside agencies providing trauma informed care training to support our students, families and staff. | Ongoing, Annual | Curriculum Supervisor Family Services Spec. HS/EHS Specialist |

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| | <ul style="list-style-type: none"> • Head Start Social Workers provide professional learning sessions to all staff in the area of Trauma Informed Care | | |
| <p>2. Increase behavior intervention support for classroom teachers and individual students.</p> | <ul style="list-style-type: none"> • Develop behavioral interventions for students. • Hire additional Behavior Specialists to reduce caseloads. • Support classroom teachers by modeling and providing behavioral interventions • The Behavior Specialist for the Head Start Early Intervention Department will support teachers and model interventions based on specific needs of individual students. | Ongoing, Annual | Curriculum Supervisor |

Goal #8: Program Design & Management: Maintain an exemplary system of program governance, fiscal operations and quality assurance

| Objective(s) | Actions/Strategies | Timeline | Person(s) Responsible |
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| <p>1. Increase parent participation in Policy Council to ensure a minimum of eight members attend meetings monthly to ensure a quorum.</p> | <ul style="list-style-type: none"> • Fill Policy Council Board vacancies. • Provide the option of attending meetings virtually. | Ongoing | Director; Instructional Facilitator |
| <p>2. Increase attendance at the eight Parent Committees aligned with Head Start Performance Standards.</p> | <ul style="list-style-type: none"> • Provide consistent locations of Parent Committee Meetings that promote easy access and are centrally located near the designated schools within the assigned cohort. • Provide information to all parents at orientation outlining the role of Parent Committees and inviting parents to attend. | By the end of Year 3 | Task Assigned Parent Educator; Director |
| <p>3. Develop a process for aggregating and analyzing accident and incident data district-wide to determine patterns.</p> | <ul style="list-style-type: none"> • Determine best way to obtain data (district system or head start database) • Pull and analyze data to determine patterns. | By the end of Year 4 | Senior Compliance Specialist |

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| <p>4. Ensure 100% of staff working in the Head Start Program are accounted for in the budget and 100% of staff accounted for in the budget are working in the Head Start Program.</p> | <ul style="list-style-type: none"> • Collaborate with the district budget office to review budgets • Attend budget conferences • Develop a process for compliance determination around the stipends depending on the award of the Quality Improvement grant. | <p>By the end of Year 4</p> | <p>Key Management Staff</p> |
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