

# **THE SCHOOL BOARD OF BROWARD COUNTY, FL**

## **HEAD START/EARLY HEAD START PROGRAM**

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**2013 – 2018 STRATEGIC PLAN**

**The School Board of Broward County, Florida**  
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**HEAD START (HS) / EARLY HEAD START (EHS) PROGRAM  
2013 - 2018 STRATEGIC PLAN (LONG TERM GOALS)**

**EDUCATION**

**Goal I. Standardize the educational program to ensure that all children are ready to succeed in Kindergarten.**

<b>Objectives</b>	<b>Action Steps</b>	<b>Timeline</b>
1. Identify and utilize effective planning and record keeping systems	1a. Enter and monitor quality anecdotes and documentation online in Teaching Strategies GOLD (TSG).  1b. Utilize TSG data and screening/ongoing assessment results to effectively plan instruction.  1c. Generate electronic monthly reports to analyze and monitor program implementation, including assessment and curricular components (HS Database Reports, TSG Reports).	1a. School years 2013-2018  1b. School years 2013-2018  1c. School years 2013-2018
2. Equip and organize classroom structure and environment to facilitate and promote children's development and learning	2a. Develop Principal's Handbook that outlines developmentally appropriate classroom organization/structure and best practices.  2b. Use the Classroom Assessment Scoring System (CLASS) in all HS classrooms, and the Missouri Infant/Toddler Responsive Caregiving Checklist (MITRCC) in each EHS classroom, at least once a year and debrief with the HS Teacher/EHS Teacher Assistant the same day.  2c. Develop a Classroom Implementation Plan with HS Teachers and EHS Teacher Assistants. Share the results with Principals, Content Area Specialists, and HS/EHS Administration.	2a. School years 2013-2014  2b. School years 2013-2018  2c. School years 2013-2018

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3. Expand participation in professional development and support to effectively implement program activities	3a. Revise professional development offered to new HS Teachers on curricula, developmental assessment, literacy, CLASS, and TSG.	3a. School years 2013-2018
	3b. Provide technical assistance to HS Teachers/EHS Teacher Assistants on effective instructional practices, differentiation, and individualization.	3b. School years 2013-2018
	3c. Provide professional development to HS Teacher Assistants on TSG and CLASS	3c. School years 2013-2018
	3d. Include HS Social Workers in the professional development for TSG and CLASS.	3d. School years 2013-2014
	3e. Provide resources on the effective uses of technology in the classroom.	3e. School years 2013-2014
4. Utilize additional technology for professional development as well as to document progress and growth, differentiate learning, and individualize instruction	4a. Utilize the TSG app on the iPads to collect quality documentation.	4a. School years 2013-2018
	4b. Generate Individual Child and Class Profile Reports to differentiate and individualize instruction in order to meet the needs of all students.	4b. School years 2013-2018
	4c. Provide at least 50% of all professional development to Teachers and Teacher Assistants digitally (i.e., webinars, video conferencing, Adobe Connect, BrainShark, BECON).	4c. School years 2013-2018
	4d. Develop professional development in-service modules for the BRIGANCE, Devereux Early Childhood Assessment (DECA), and Parent Involvement.	4d. School years 2013-2014
	4e. Create professional development through online technology to provide HS overview, philosophy, and goals to all HS staff.	4e. School years 2013-2014

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5. Revise, monitor, and share results related to School Readiness Goals	4f. Collaborate with district departments to refine the Behavioral and Academic Support Information System (BASIS) to include HS student data.	4f. School years 2013-2018
	5a. Monitor and share data related to School Readiness Goals	5a. School years 2013-2018
	5b. Monitor student data in TSG and in the HS database.	5b. School years 2013-2018
	5c. Analyze student data from the Kindergarten Early Childhood Observation System (ECHOS) and the Florida Assessments for Instruction in Reading (FAIR).	5c. School years 2013-2018
	5d. Communicate results of the CLASS or MITRCC and FLKRS to teachers and principals.	5d. School years 2013-2018
	5e. Analyze trends in data as students progress through the HS program and continue into Third Grade in order to recommend programmatic changes to instructional practices and meaningful professional learning	5e. School years 2013-2018

**DISABILITIES**

**Goal I. Provide wrap-around HS services to children enrolled in part-time preschool Exceptional Student Education (ESE) classes and explore additional enrollment options.**

Objectives	Action Steps	Timeline
1. Continuation of full day services to children enrolled in part-time ESE classrooms through dual enrollment in HS/EHS to achieve 10% disabilities enrollment.	1a. Maintain the existing joint HS part-time ESE enrollment and implementation plan.	1a. School year 2013-2014
	1b. Incorporate HS curriculum in ESE classrooms and ensure that the required Performance Standards are met.	1b. School years 2013-2018
2. Explore additional initiatives and enrollment	2a. Discuss additional initiatives and enrollment	2a. School year 2013-2014

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opportunities for ESE students to help meet the 10% disabilities enrollment.	<p>opportunities with the ESE Director to provide mutually beneficial outcome.</p> <p>2b. Develop the new initiative outline and submit/complete all necessary SBBC and HS Policy Council approval.</p> <p>2c. Implement plan and incorporate HS curriculum in ESE classrooms and ensure that the required Performance Standards are met.</p>	<p>2b. School year 2014-2015</p> <p>2c. School years 2015-2018</p>
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**Goal II. Enhance staff and parent knowledge of Noise Induced Hearing Loss and provide hearing conservation education to protect against this preventable and common disability.**

Objectives	Action Steps	Timeline
1. Provide parents and staff awareness and information regarding Noise Induced Hearing Loss and Hearing Conservation measures they should exercise in order to reduce the incidence of this acquired hearing disability.	<p>1a. Gather information through professional development of national recognized organizations on the topic.</p> <p>1b. Develop implementation plan and select/create educational materials to be used to disseminate information to parents and staff.</p> <p>1c. Implement plan.</p>	<p>1a. School year 2013-2014</p> <p>1b. School year 2013-2014</p> <p>1c. School years 2014-2018</p>

**FAMILY AND COMMUNITY PARTNERSHIPS**

**Goal I. Enhance parents' knowledge and understanding of the developmental and educational needs of their children**

Objectives	Action Steps	Timeline
1. Improve student's educational outcomes by engaging parents in literacy, math, and/or social emotional activities with their children	<p>1a. Implement new partnerships that promote parent and child involvement</p> <ul style="list-style-type: none"> <li>• Science Literacy Program</li> <li>• Mother Good Nursery rhyme Play Scenes Program</li> <li>• Toddler SmArts 0-36 months</li> </ul>	1a. School years 2013-2018

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2. Inform parents about the HS Child Development and Early Learning Framework and the importance of ongoing monitoring results.	1b. Coordinate the participation of children, families, and teachers in Literacy and Science, Technology, Engineering, Arts, and Math (STEAM) related activities <ul style="list-style-type: none"> <li>Arts Start on the Go Program</li> <li>New Arts Curricula for 3-year-old</li> <li>Nutrition with the Arts</li> <li>Mother Goose Nursery Rhyme Play Scenes Program</li> <li>Reading Readiness Program</li> <li>Jumpstart Read for the Record Early Education Reading Campaign</li> </ul>	1b. School years 2013-2018
	1c. Expand arts-related programs: <ul style="list-style-type: none"> <li>Arts on the Go</li> <li>Reading Readiness</li> </ul>	1c. School years 2013-2018
	1d. Promote partnerships with local libraries and family literacy programs	1d. School years 2013-2018
	1e. Develop reports to capture family engagement activities related to literacy, math and/or social emotional outcomes for impact on children's improvement of educational outcomes.	1e. School year 2013-2014
	2a. Continue to review with parents, their child's ongoing assessment results and provide them with learning activities to do at home to improve child outcomes.	2a. School years 2013-2018
	2b. Train Teachers, Social Workers, and Parent Educators on accessing the Parent activities section of the TSG in order for them to share this information with parents.	2b. School years 2013-2014

**Goal II. Expand partnerships with agencies and organizations to ensure access to comprehensive resources for children and families**

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Objectives	Action Steps	Timeline
<p>1. Enhance the knowledge and skills of Family Services staff on services and resources for children and families affected by domestic violence and substance abuse.</p> <p>2. Formalize collaborative relationships through formal written agreements to ensure continuity of services.</p>	<p>1a. Invite specialized community agencies to provide professional development for parent educators and social workers on indicators and resources for individuals affected by domestic violence and substance abuse.</p> <p>2a. Maintain existing linkages with agencies and organizations whose resources are currently utilized by HS/EHS families with whom formal interagency agreements can be established.</p> <p>2b. Continuously create new opportunities for collaborative relationships with community agencies and organizations whose resources are needed by HS/EHS children and families.</p> <ul style="list-style-type: none"> <li>• Cooking Matters Program</li> <li>• Red Cross Aquatic – Water Safety</li> </ul> <p>2c. Establish an annual Resource Fair for support staff providing up-to-date resources and information ensuring that the staff is well-informed when delivering services to children and families.</p> <p>2d. Establish technical centers and college/university partnerships to conduct student health screenings.</p> <ul style="list-style-type: none"> <li>• Sheridan, Atlantic, and McFatter Technical Centers</li> <li>• Local Universities</li> <li>• Community Colleges</li> </ul>	<p>1a. School year 2013-2014</p> <p>2a. School Years 2013-2018</p> <p>2b. School Years 2013-2018</p> <p>2c. School Years 2013-2018</p> <p>2d. School Years 2013-2018</p>
<p>3. Provide wrap-around services to children enrolled in EHS to accommodate working families.</p>	<p>3a. Investigate funding opportunities to offer free or low cost after-care services to infants and toddlers.</p> <p>3b. Work with existing after-care providers at EHS school</p>	<p>3a. School years 2013-2018</p> <p>3b. School years 2013-2018</p>

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4. Coordinate with district departments and county agencies to provide information on Job Education and General Education Development (GED) to parents.	sites to collaborate on providing services to infants and toddlers.  4a. Obtain information on job education and GED.  4b. Disseminate information to parents on job education and GED.	4a. School year 2013-2014  4b. School years 2013-2018
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**Goal III. Support students and families of military personnel**

Objectives	Action Steps	Timeline
1. Continued participation of HS/EHS in the District's Military Initiative: Embracing Students and Families of Military Personnel.	1a. Identify military connected students through the HS Database and in collaboration with HS Staff.  1b. Inform HS/EHS staff about available programs and services vital to military families.  1c. Support and recognize soldiers and their families.  1d. Coordinate the participation of teachers that will show their support to military personnel and their families.	1a. School years 2013-2018  1b. School years 2013-2018  1c. School years 2013-2018  1d. School years 2013-2018

**HEALTH**

**Goal I. Increase the availability of affordable and comprehensive health services for children**

Objectives	Action Steps	Timeline
1. Expand outreach and staff development to increase Medicaid and Kid Care enrollment and utilization.  2. Identify alternate sources of health care for families who do not qualify for Kid Care or	1a. Provide professional development for HS/EHS staff on the Kid Care and Medicaid enrollment process.  1b. Develop an effective information campaign to educate parents on the Kid Care and Medicaid enrollment process.  2a. Maintain a current resource list of health providers available to families who do not qualify for Kid Care or	1a. School years 2013-2018  1b. School years 2013-2018  2a. School years 2013-2018



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Medicaid services.	Medicaid.	
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**Goal II. Improve the health of children and their families**

Objectives	Action Steps	Timeline
1. Develop and implement additional programs to reduce childhood obesity.	1a. Provide playgrounds or playground equipment as funds become available.  1b. Include education to parents on food selection, budgeting, and preparation during home visits utilizing packets prepared by the Nutritionist.  1c. Work collaboratively with the district Food And Nutrition Services Department as well as district and local culinary art schools to provide healthy cooking activities to students.	1a. School years 2013-2018  1b. School years 2013-2018  1c. School years 2013-2018
2. Increase parent's knowledge of child health and safety.	2a. Empower parents with healthcare knowledge utilizing the University of California, Los Angeles (UCLA) Program What To Do When Your Child Is Sick.  2b. Educate parents on the importance of water safety in collaboration with the American Red Cross.	2a. School years 2013-2018  2b. School years 2013-2018

**Goal III. Improve reliability of sensory screening results and accessibility to lead screening results**

Objectives	Action Steps	Timeline
1. Improve accuracy and reliability of vision screening results.	1a. Expand the use of the Spot Vision Screener	1a. School years 2013-2018
2. Improve follow-up on vision referrals by HS/EHS staff and parents	2a. Provide information on available community vision resources to parents and HS/EHS staff.	2a. School years 2013-2018
3. Educate health care providers about the	3a. Work collaboratively with area Medicaid Child Health	3a. School years 2013-2018

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importance of lead screening as a component of the Medicaid Child Health Check-up as well as HS/EHS Performance Standards	Check-up contacts to identify and educate health care providers on the HS/EHS requirements for lead screening.	
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**MENTAL HEALTH**

**Goal I. Promote the social-emotional well being of children to provide a critical foundation for lifelong development and learning.**

<b>Objectives</b>	<b>Action Steps</b>	<b>Timeline</b>
1. Improve the knowledge and skills of teaching staff to build trust, foster independence, encourage self-control, develop feelings of competence and respect the feelings of others.	1a. Secure professional training for teachers and staff on the development of social skills in children through the use of “Skill Streaming” and/or “Conscious Discipline” to support children in the classroom.	1a. School years 2013-2014
	1b. Coach teaching staff on promoting positive child-teacher relations and creating a nurturing environment CLASS.	1b. School years 2013-2018
2. Provide Parent Educators with clear directives when responding to mental health related family concerns.	2a. Develop a protocol for Parent Educators to implement appropriate interventions related to substance abuse.	2a. School year 2013-2014
	2b. Provide follow-up on an annual basis to ensure appropriate interventions related to substance abuse are implemented	2b. School years 2014-2018

**ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE (ERSEA)**

**Goal I. Ensure that all age eligible, children who meet the low-income poverty guidelines are being reached in our recruiting efforts.**

<b>Objectives</b>	<b>Action Steps</b>	<b>Timeline</b>
1. Increase the number of applications taken for schools in the 33304, 33305, 33309, 33311, 33312, 33313, 33020, 33023, 33024, 33069, 33334, 33341 zip codes.	1a. Determine which schools have no wait list	1a. School year 2013-2014
	1b. Develop new recruiting strategies to target specific zip codes.	1b. School years 2014-2018

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**Goal II. Improve customer service when taking applications for future program years.**

Objectives	Action Steps	Timeline
1. Consolidate application sites throughout Broward County in order to staff each site with more bilingual personnel.	1a. Secure three (3) conveniently located sites (1 in the North, 1 in the Central and 1 in the South area) near major vehicular arteries and bus routes for taking future applications.	1a. School year 2013-2014
	1b. Assign adequate bilingual staff to cover all hours of application site operations.	1b. School years 2013-2018
2. Include effective communication strategies and customer service protocols as part of the annual application training.	2a. Develop customer service protocol when taking applications.	2a. School year 2013-2014
	2b. Review effective communications strategies and customer service protocol with staff during application training.	2b. School years 2013-2018

**PROGRAM DESIGN AND MANAGEMENT**

**Goal I. Expand technology usage to monitor services, implement professional development, and improve communication.**

Objectives	Action Steps	Timeline
1. Create a more efficient ongoing monitoring system	1a. Meet weekly with each Content Area staff to review program updates and monitoring system	1a. School year 2013-2014
	1b. Meet monthly with each Content Area staff to review program updates and monitoring system	1b. School years 2014-2018
	1c. Create comprehensive monitoring reports for every Content Area of service to improve outcomes, based on data and aligned to professional learning	1c. School years 2014-2018
2. Enhance communication of services with parents	2a. Develop a plan to improve communication with parents	2a. School years 2013-2018

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to make them active participants in decisions related to the program.	in order to obtain feedback and input on services  2b. Develop a comprehensive Annual Report that includes input from all stakeholders	2b. School year 2013-2014
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**Goal II. Comply with staff qualifications required by the Head Start Act of 2007**

<b>Objectives</b>	<b>Action Steps</b>	<b>Timeline</b>
1. Effectively communicate qualifications and procedures for interviews and hiring of HS/EHS Staff	1a. Update and revise Qualifications Memo and distribute to school-based administration  1b. Include qualifications in the annual Principal's Meeting Informational Session via Adobe Connect	1a. School year 2013-2014  1b. Schools years 2013-2018
2. Monitor compliance with qualifications for HS Teachers and HS/EHS Teacher Assistants	2a. Develop a report to monitor credentials and qualifications for teachers and assistants  2b. Monitor qualifications and credentials via monthly reports	2a. School year 2013-2014  2b. School years 2013-2018
3. Ensure HS Teachers submit their individual Professional Growth Plans (PGPs) and HS/EHS Teacher Assistants submit their Professional Development Plans (PDPs) annually.	3a. HS Teachers will develop and submit a PGP following The School Board of Broward County, Florida guidelines.  3b. HS/EHS Teacher Assistants will develop and submit a PDP.  3c. HS support staff will review the PGPs and PDPs to individualize professional learning and support based on the HS/EHS Teacher and Teacher Assistant needs.	3a. Schools years 2013-2018  3b. Schools years 2013-2018  3c. Schools years 2013-2018

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**FISCAL**

**Goal I. Utilize technological resources to effectively monitor fiscal operations.**

<b>Objectives</b>	<b>Action Steps</b>	<b>Timeline</b>
1. Create, implement, and monitor fiscal operations with an electronic ongoing tracking system.	1a. Develop an electronic tracking system to monitor expenditures, salaries/fringe benefits, and substitutes for the HS/EHS Program.	1a. School year 2013-2014
	1b. Implement and monitor the tracking system to ensure compliance with district and federal guidelines.	1b. School years 2014-2018
	1c. Generate reports based on the tracking system to submit to the HS Director on a monthly basis.	1c. School years 2014-2018