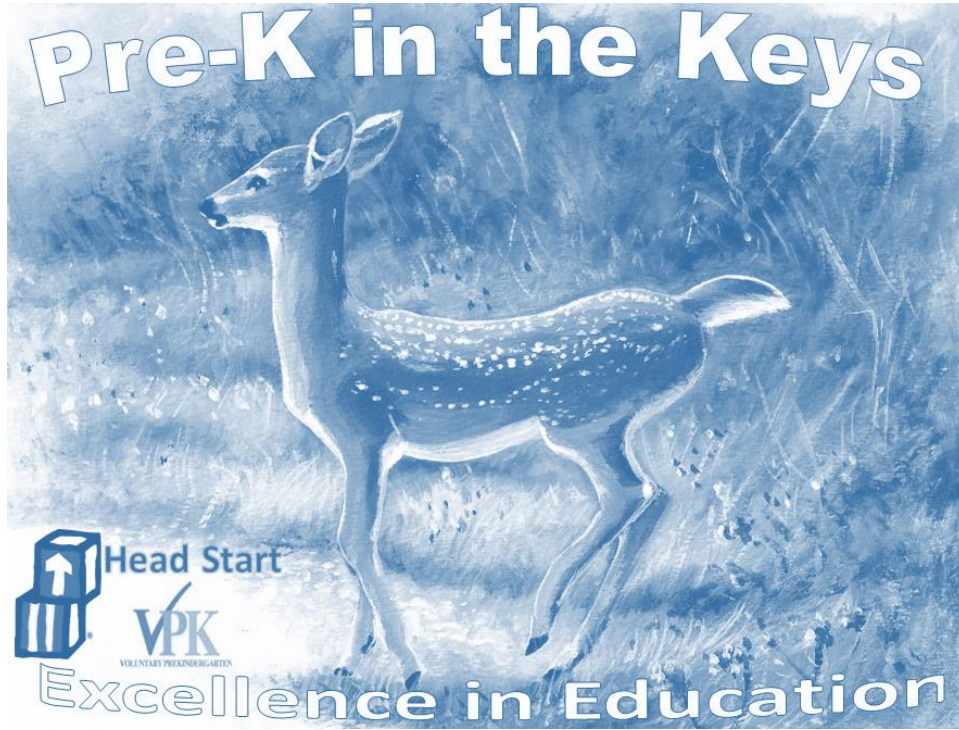




To Excellence in the Monroe County Schools



2022-2023

HEAD START ANNUAL REPORT

Monroe County School District
Grantee #04CH011179-04

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

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

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

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Publication : *The Annual Report* is shared at interagency meetings and on the school board meeting agenda for public input. Additionally, it is posted on the “Pre-K, in the Keys Website.”

The Monroe County School District has been a Head Start grantee since 1992. The United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start division awards, monitors, and regulates the grant. As a grantee, we operate under the auspices of The School Board of Monroe County. During the **2022-2023** fiscal year, MCSD HS completed year **four**, of a **five-year continuation** grant. The MCSD Head Start grant is a center-based program located within four public schools in the Florida Keys. The program offers a minimum of **1,020** instructional hours a school year to **children ages 3 to 5**. The **funded enrollment is for 180 students**. However, the **total cumulative enrollment was 194** students for the purposes of reporting on the 2022-2023 fiscal year. By age, the program served **83 three-year-old** students and **111 four-year-old students**. **We were fully enrolled**. In Monroe County, we serve income eligible families, students with disabilities and over-income families. The program benefits from an array of in-kind services from the Monroe County School District such as cash match, maintenance, transportation, administration, facilities, therapy, psychologists, food service, and more.

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

MCSDHS offers comprehensive services to enhance child development, such as health screenings, dental screenings/services, mental health services, and more. In addition, we foster family wellness and school readiness. We realize that a child's first teacher is their parent; we invite parents to be involved with their child's education, assist parents through family goal setting, and workshops. In addition, we have parents participate in parenting classes. As a part of the public-school system, our parents are more acclimated to their child's home school for years to come.

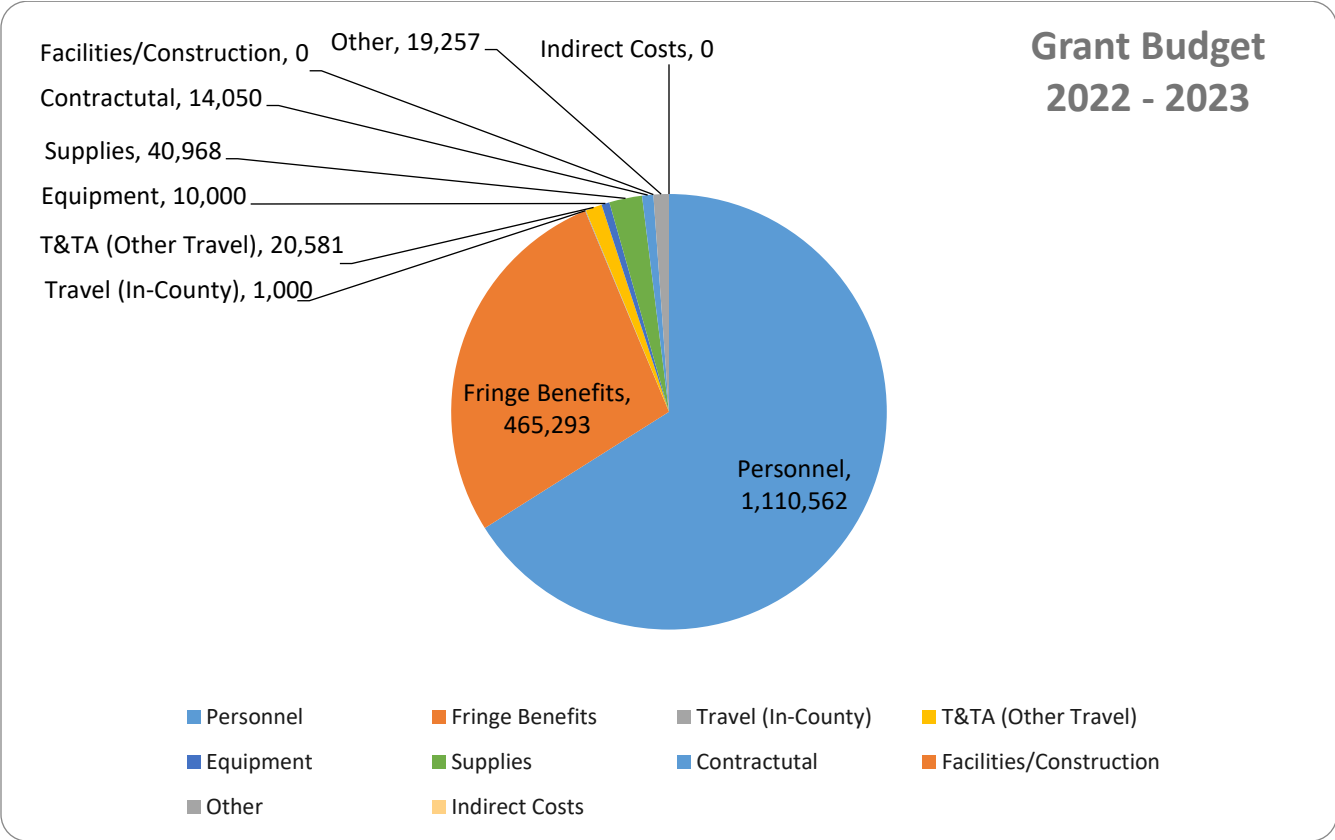
Our staff is made up of the following: **Director of Head Start, nine instructional teams (teachers and paraprofessionals), five family advocates, an ERSEA** (Eligibility, Recruitment, Selection, Enrollment, and Attendance)/**PFCE** (Parent, Family and Community Engagement) **Manager - School Social Worker, a Health and Safety Manager/R.N., an Education/Professional Development Manager, a Disabilities/Mental Health Manager - Pre-K School Counselor, and a Fiscal Analyst**. In addition, we contract with a nutritionist and dentist for services. The Director and the Leadership/Management Team monitor the goals, compliance and outcomes of the program. Teachers conduct two home-visits a year and 2 parent conferences. The Education/Professional Development Manager supervises the teachers and facilitates professional development. The ERSEA/PFCE Manager – School Social Worker and Family Advocates assist families with a myriad of services. While the nurse also ensures an array of comprehensive services. Our Fiscal Analyst monitors fiscal compliance, assists in the creation of the budget, completes payroll for Managers and orders materials for the program.

We maintained 57% of our staff since 2019. Two Family Advocates became teachers and one teacher became a Supervisor/Manager. As of now, we have six Bachelor level teachers and three Master level teachers. In addition, we have a co-teacher with an AA degree and 5 paraprofessionals who have a CDA.

04CH011179-04 Monroe County School District (MCSD)



This grant action is for year four, of a five-year continuation grant, project period August 1st, 2019 thru July 31, 2024. The amount indicated below is for the 2022-2023 fiscal/school year.



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

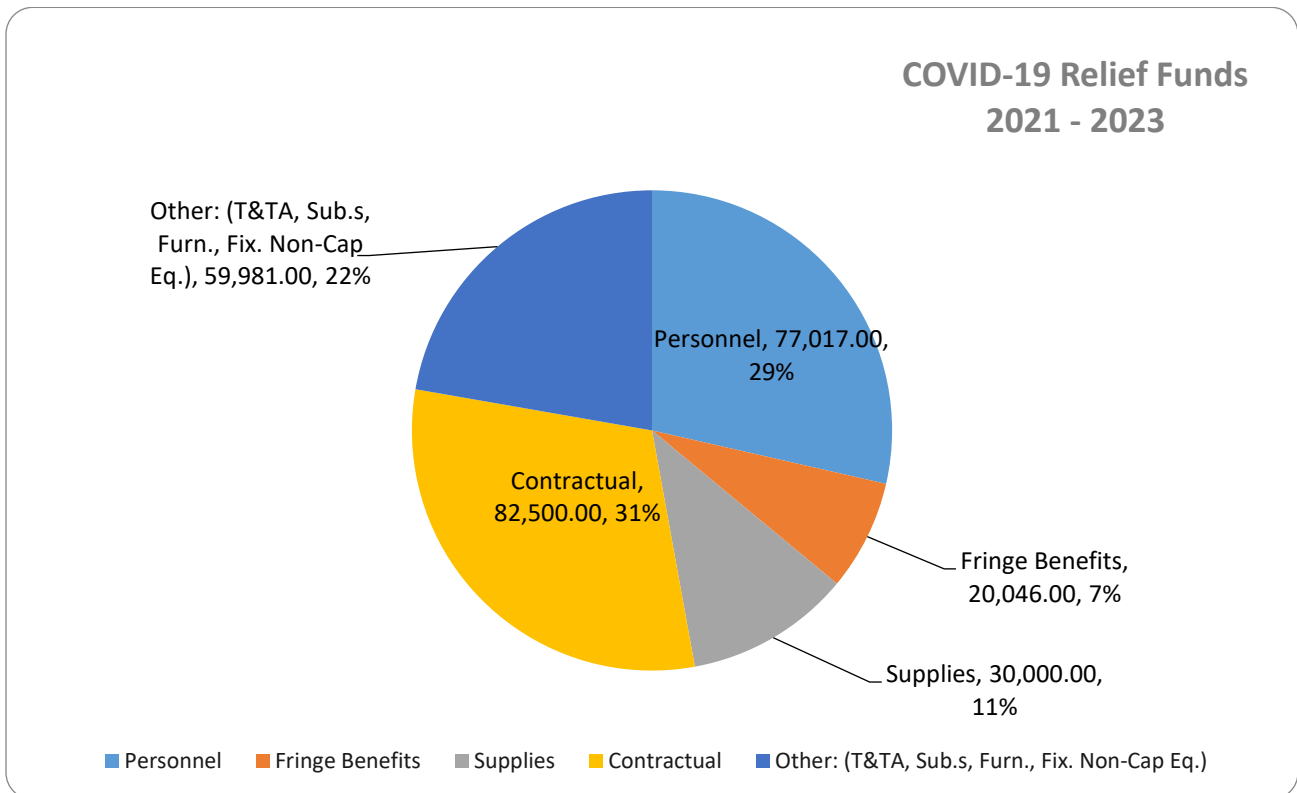
Head Start Students, Highly Engaged!



04CH011179-03 Monroe County School District (MCSD)

In addition, MCSD provides many other services that we do not report as a part of Non-Federal Share such as facilities, therapy, and more.

Federal relief funds, Coronavirus Response and Relief Supplemental (CRRSA) and American Rescue Plan (ARP) were awarded for the following fiscal period: 04/04/2021-03/31/2023, in a combined amount of \$269,544. The majority of these monies, thus far, were used to contract with Guidance Care Center for delivery of social emotional curriculum. In addition, monies were spent in these areas: substitutes, retrofit of classroom libraries, technology, and supplies.



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

**Head Start Program Performance Reviews and Audits
Performance Outcome Table**



Content Area	Satisfactory Progress	Unsatisfactory Progress	Area of Concern	Non-compliance	Deficiency	Regional Office/T&TA	Targeted Review
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)	Yes, we were fully enrolled.	no	Enrollment was at 93% at the high point of the year.	none	none	n/a	FA2
Fiscal Management	Yes	no	none	none	none	yes	State Audit & FA2
Health and Safety of Children	Yes	no	none	none	none	n/a	FA2
Quality Learning Environment	Yes	no	none	none	none	n/a	FA2
Engaging Families and Communities	Yes	no	none	none	none	no	FA2
Program Management and Quality Improvement	Yes	no	none	none	none	yes	FA2

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

In-house, CLASS observations were conducted in Head Start classrooms using the CLASS tool. The scores from each class observation were averaged and the quality threshold was met in the Emotional Support and Instructional Support domains. The classroom organization domain continues to be an area of improvement.

The most recent MCSD state audit, from the June 30, 2022 fiscal year had no material weakness (findings) with regard to Federal programming. The full report went to the board in December of 2023 and was sent to the Office of Head Start as required. This page contains the 2022-2023 fiscal audit information from the state.

State/School District Single Audit Results

Financial Statements

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

Internal control over financial reporting:

Material weakness(es) identified?	No.
Significant deficiency(ies) identified?	None reported.

Noncompliance material to financial statements noted?	No.
---	-----

Federal Awards

Internal control over major Federal programs:

Material weaknesses identified?	No.
Significant deficiency/deficiencies identified?	None reported.

Type of auditor’s report issued on compliance for major Federal programs:	Unmodified.
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Any audit findings disclosed that are required to be reported in accordance with 2 CFR200.516(a)	No.
--	-----

Identification of major Federal programs:

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

Dollar threshold used to distinguish between Type A and type B programs:	\$750,000.
Auditee qualified as low risk auditee?	Yes.

SECTION II – FINANCIAL STATEMENT FINDINGS

No matters reported.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters are reported.

PRIOR AUDIT FOLLOW-UP

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

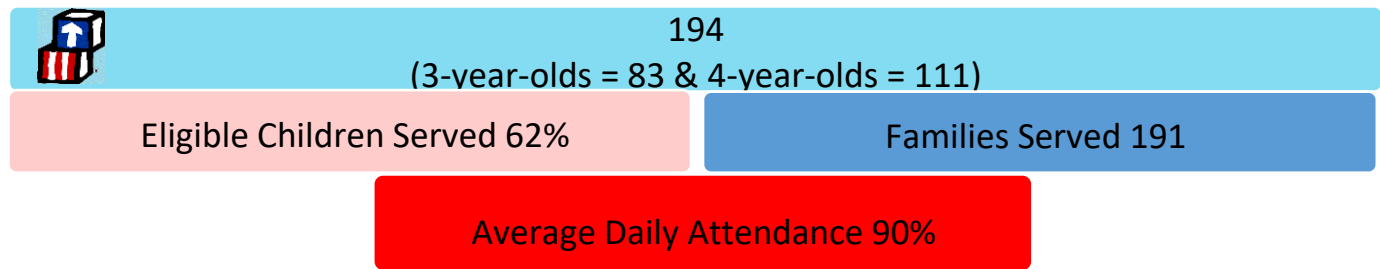
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

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

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

To recruit for the program, we seek assistance from community partners. The program utilizes a rubric/point system (“selection criteria”), which is shared for input with governing bodies annually to accept the neediest families. However, we do accept over-income families depending upon the pool of applicants and the selection criteria during recruitment. All families are encouraged to apply year-round; the population we serve is usually made-up of income eligible families and students with disabilities.

Cumulative Enrollment:



Demographics:

There were **191 families**, of which **100** were two-parent households and **91** were single-parent families. The total number of families receiving temporary assistance for needy families (TANF) were **43**. The total number of families receiving supplemental security income (SSI) were **2**. The total number of families receiving services under the special supplemental nutrition program (WIC) were **92**. The total number of families receiving services under the supplemental nutrition assistance program SNAP were **46**.

Race	# of Non-Hispanic/Latino Student	# of Hispanic/Latino Students
American Indian or Alaskan Native	0	0
Asian	0	0
Black or African American	73	2
Native Hawaiian or Other Pacific Isldr.	0	0
White	19	90
Biracial/Multi-Racial	6	2

Recruitment:

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

Recruitment Events 2022-2023:

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

Marathon Brew-BQ	July 16-17, 2022
Beat the Heat with Monroe County Fire Department	Sugarloaf- July 23, 2022 Stock Island - July 30, 2023
National Night Out (Lower, Middle and Upper Keys)	August 2, 2022
Truman Waterfront Trunk or Treat (Key West)	October 27, 2022
Children’s Day (Lower Keys)	October 27, 2022
Key West Belighted Bike Parade	December 2, 2022
Marathon Pictures with Santa	December 2, 2022
Key Colony Beach Days (Middle Keys)	March 5, 2023
Key Largo Irish Fest (Upper Keys)	March 11, 2023
Marathon Seafood Festival (Middle Keys)	March 11-12, 2023
SOS Children’s Field Day (Lower Keys)	March 18, 2023
Marathon Easter Egg Hunt	March 31, 2023
Family Advocate Recruitment Days	April 6, 2023 - Lower Keys April 18, 2023 - Upper Keys April 26, 2023 - Middle Keys

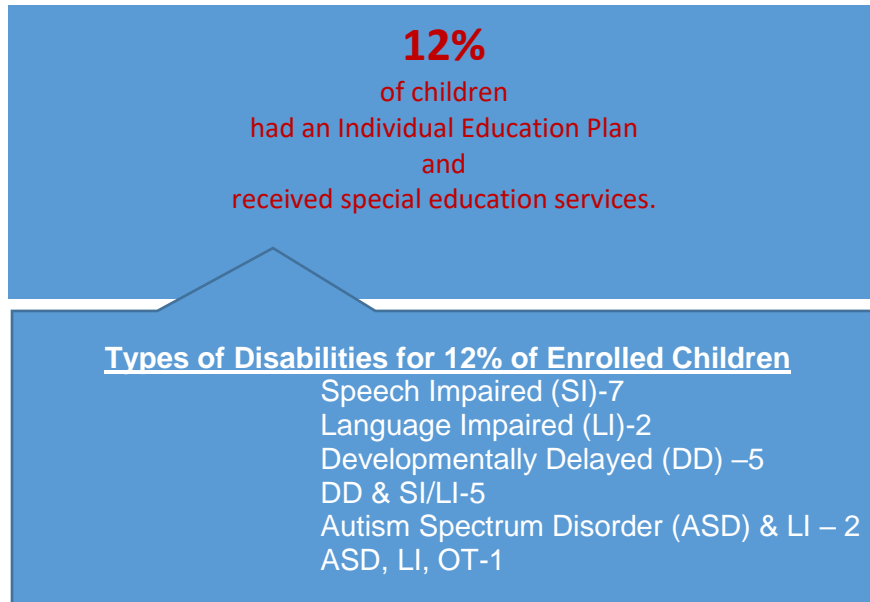
Recruitment 2022-2023!



Marathon Spring Egg Hunt!



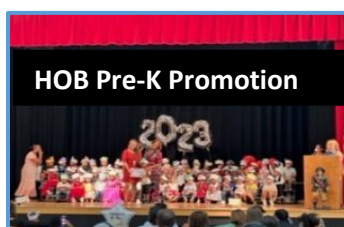
Wesley House/Comm. Partner “Belighted” Bike Parade

Disabilities Enrollment:

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

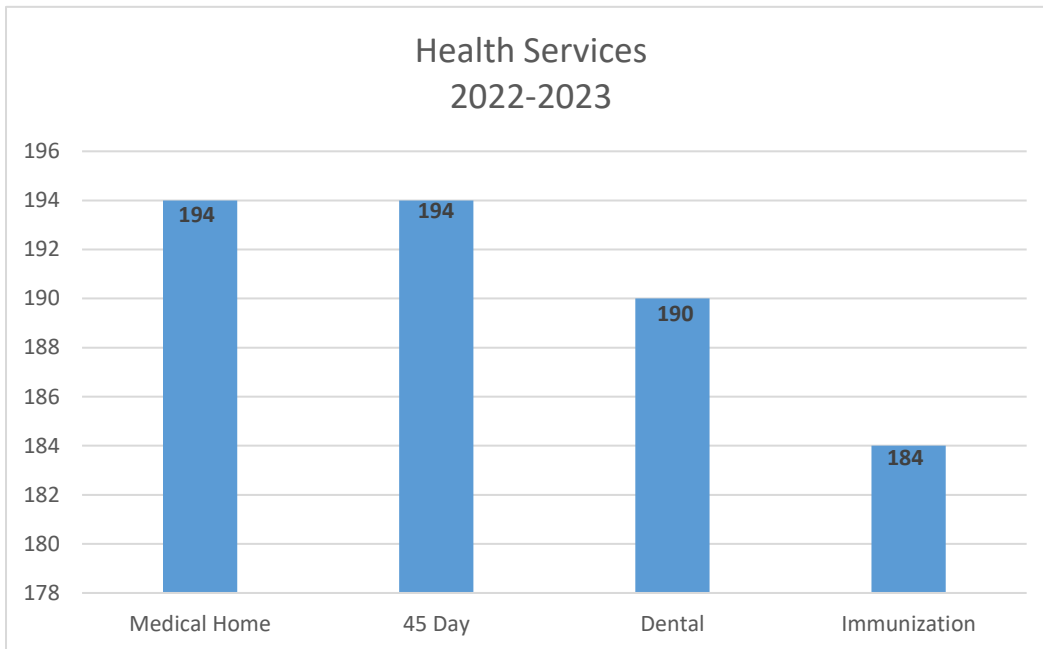
The eligibility criteria for the MCSDHS program ensures priority is given to students with disabilities when families apply for the Head Start program. Twelve students were eligible to receive special education and related services prior to enrollment. Thirteen additional students completed evaluations and consented to begin special education and related services. Two of these students moved away from the district. Parents are asked to participate in a social-emotional screening during the first 45 days of enrollment to assist the program to pinpoint developmental progress. 189 children were newly enrolled and screened, of these 30 were determined to need follow-up. Each of these students were observed and provided individualized classroom Tier II support or Tier III interventions, if determined necessary. Six students were referred to outside counseling services.

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



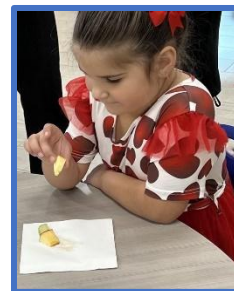
Head Start in collaboration with community resources provides health, oral health, and nutritional services that ensure the child’s wellbeing is held in the highest regard by promoting healthy growth and readiness for school. Head Start staff collaborates with parents as partners pertaining to their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

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



Here are some facts about our services and Children:

- **100%** Children who have a medical home
- **100%** Children who have completed physical exams
- **95%** Children that have been immunized
- **88%** Children who have health insurance
- **98%** Children have a dental home



Head Start Nutrition Activity

Health Services/Mental Health:

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

	<i>Meals for Head Start Students</i>	<i>2022-2023</i>
	Breakfast Total	Lunch Total
<i>Horace O'Bryant</i>	6,446	6,445
<i>Gerald Adams Elementary</i>	9,598	9,603
<i>Stanley Switlik</i>	5,920	5,921
<i>Key Largo School</i>	5,819	5,593
<i>Grand Totals</i>	27,783	27,562

*This report is based on attendance in the classroom

Out of **194** cumulative enrollments, **all students have a medical home** and have completed a physical exam. **184** students had current immunizations, with 10 students having medical/religious exemptions. **190** students have a **dental home** and dental exam, while 3 students withdrew from the program prior to 90 days and 1 student visited the dentist and refused treatment.

Dental Education

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

Nutritional Services

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

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

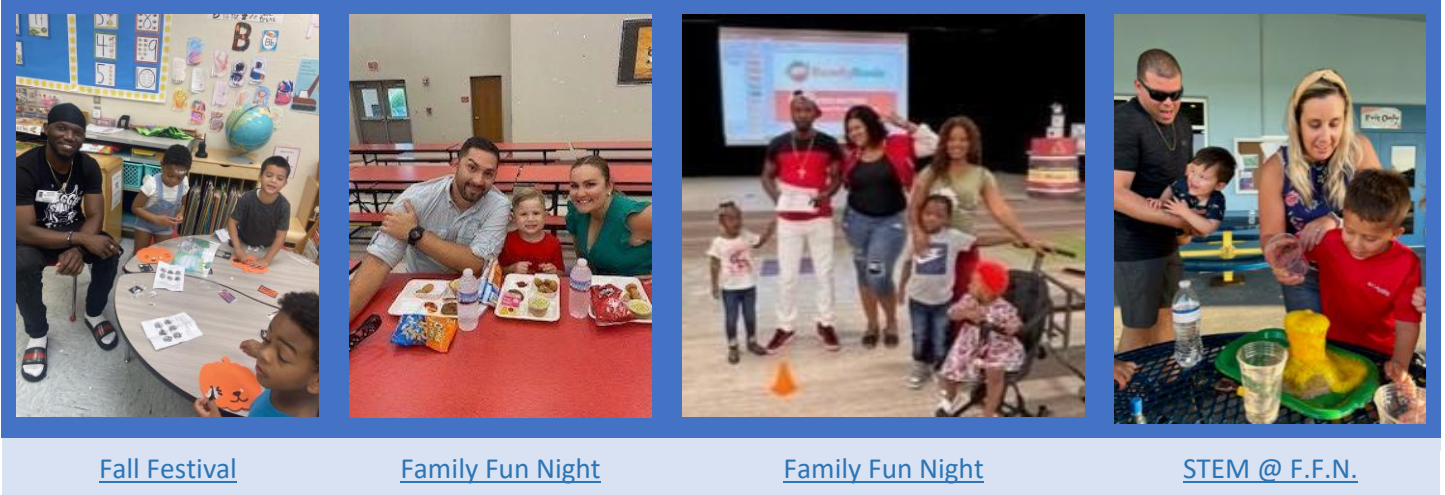
Presented in the table below: there were **36 workshops/trainings offered, 37 parent center meetings, 16 family fun nights, and 4 father engagement events** held at our Head Start schools. **Policy Council** met virtually **each month**.

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

Family Engagement!
2022-2023

School	Family Fun Days	Parent or Community Volunteer	Workshop / Trainings	Parent Center Meetings	Father Engagement
Horace O'Bryant School	4 events 44 families	8	8 events 123 families	9 meetings 94 families	1 event 11 families
Gerald Adams Elementary	4 events 71 families	4	11 events 158 families	10 meetings 163 families	1 event 27 families
Stanley Switlik Elementary	4 events 57 families	12	9 events 173 families	9 meetings 199 families	1 event 39 families
Key Largo School	4 events 68 families	6	8 events 191 families	9 meetings 127 families	1 event 16 families
Total	16 events 240 families	30	36 events 645 families	37 meetings 583 families	4 events 93 families

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



[Fall Festival](#)

[Family Fun Night](#)

[Family Fun Night](#)

[STEM @ F.F.N.](#)

**Parent, Family, and Community Engagement (P.F.C.E.)/Family Outcomes End-Year:
2022-2023
Assessment Completion & Needs/Interest**

Site/School	% of families with completed assessments	# of families	# of families declined or scheduling conflict	# of families with assessments due within 30 days	# of families with gains (Entire year)
HOB	100%	40	0	0	20
GAES	99%	59	1	0	14
SSE	100%	40	22	0	26
KLS	100%	40	6	0	13

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



Kickball 2023 @ SSE!

Ready Rosie:

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

"Modeled Moments" Videos Sent to Our Families by Outcome

Learn Outcomes	Related Videos Delivered	Family Outcomes	Related Videos Delivered
Language and Literacy	1153	Family Well-Being	402
Math	789	Positive Parent-Child Relationships	1247
Social Emotional	884	Families as Lifelong Educators	1167
Health and Well-Being	1651	Families as Learners	1212
		Family Engagement in Transition	96
		Family Conn. to Peers & Comm.	81
		Families as Advocates and Leaders	3
Total	4477	Total	4208



Head Start at the Fire Station!

Community Engagement:

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

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

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

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

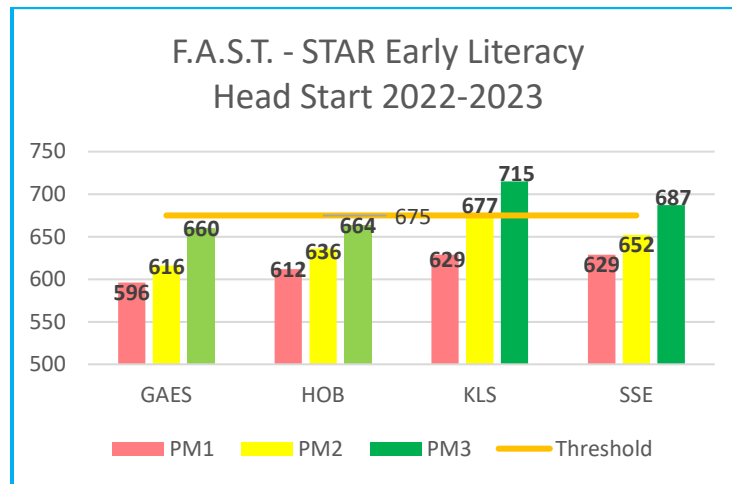
VPK Programs (school-year and summer) began implementation of the **FAST Star Early Literacy** in the 2022-2023 VPK program year. Current scores will not count to determine school readiness or probationary status. The state metric is in the process of being developed. In the future, Florida will use the STAR Early Literacy assessment in conjunction with a Classroom Assessment Scoring System (CLASS observation tool) score to measure school readiness. The assessment will be norm referenced against all VPK providers in Florida and the lowest 10 percent will be on probation.

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

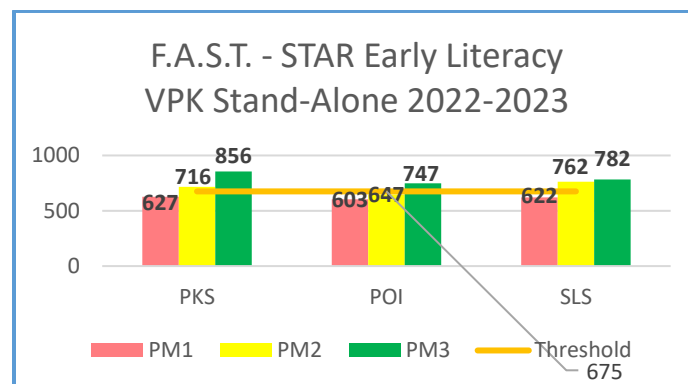
In addition, both Head Start and School Readiness programs require behavioral screenings. Therefore, we utilize **Ages and Stages** inventory and involve parents early on in the process of understanding behavioral developmental milestones. Teachers work together with parents to complete an inventory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

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

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



This graph shows the mean scaled scores by school for the **STAR Early Literacy** administration for Head Start students, who received vouchers (66 students), during each progress monitoring period (PM 1, PM 2, PM3). **Proficiency scores** (according to Renaissance Accelerated Learning) for each monitoring period are as follows: **PM 1- 622, PM 2- 648, PM 3- 675**. By **Progress Monitoring 3 (PM3)**: **Key Largo (715)** and **Stanley Switlik (687)** both demonstrated proficiency, while **HOB (664)** and **Gerald Adams (660)** scored below the designated threshold, according to Renaissance Learning, Inc. (There were transient teacher positions for both these schools HOB and GAES). Furthermore, **the state has not announced the new thresholds for school readiness**, as they are adapting a formula using Star Early Literacy scores and CLASS observations. According to the state, no scores will count towards “Providers on Probation,” as of this school year. Intervention through data conversations, Multi-Tiered System of Support (MTSS – tiered instruction for students), CLASS coaching, and other professional development continue. Increased focus on literacy is occurring as well.



This graph shows the mean scaled scores by site for the **STAR Early Literacy** administration for VPK Stand Alone Sites (213 students), during each progress monitoring period (PM 1, PM 2, PM 3). **Proficiency scores** (according to Renaissance Accelerate Learning) for each monitoring period are as follows: **PM 1- 622, PM 2- 648, PM 3- 675**. By **PM3**: **Poinciana (747), Sugarloaf (785), and Plantation Key School (856)** all scored above threshold!

F.A.S.T./STAR Reading – Longitudinal Data:

STAR Reading
Longitudinal Data
2022-2023

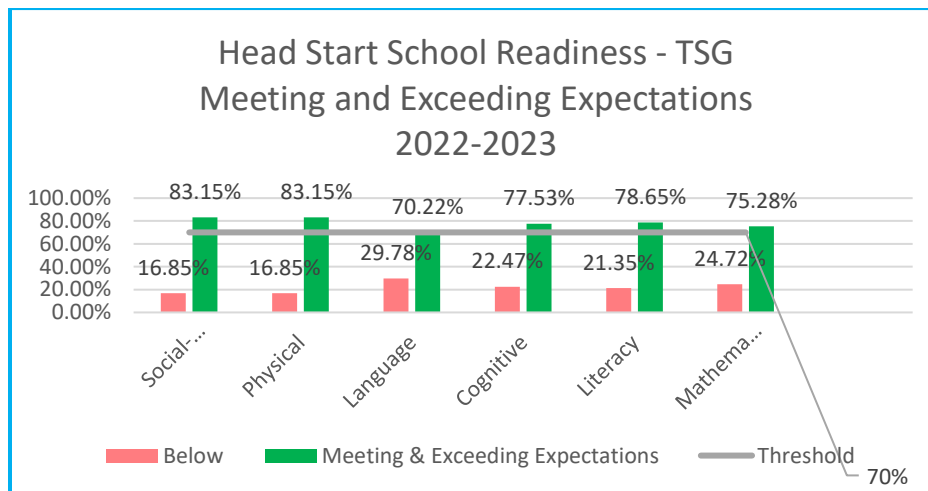
Average:				
	Scale Scores	Growth	Grade Equivalent	GE Growth
Head Start & VPK	938	656	3.21	.52
Peer Group (3 rd Grade)	963	629	3.73	.64

*The Peer Group data includes HS and VPK students.

The table above indicates that the Head Start and VPK students showed **more growth** than their peers, although the scale score and grade equivalent is lower. There were **273** current 3rd grade students who were former Head Start/VPK students, whereas; the 3rd grade cohort is made up of **1,020** students.

Teaching Strategies Gold (TSG):

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

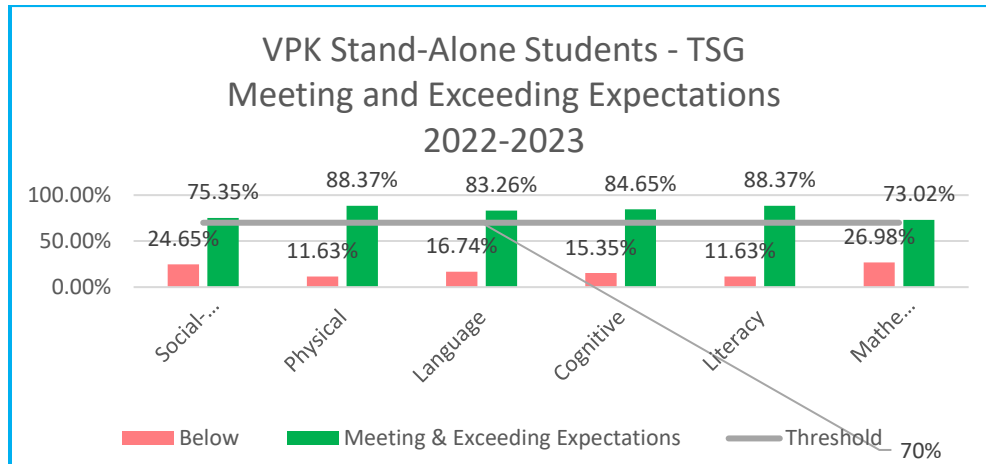


The graph above indicates 70% or more of all **Head Start three-year-old students and four-year-old students are meeting and exceeding expectations, in all Domains of Teaching Strategies Gold, by the end of the school year.**



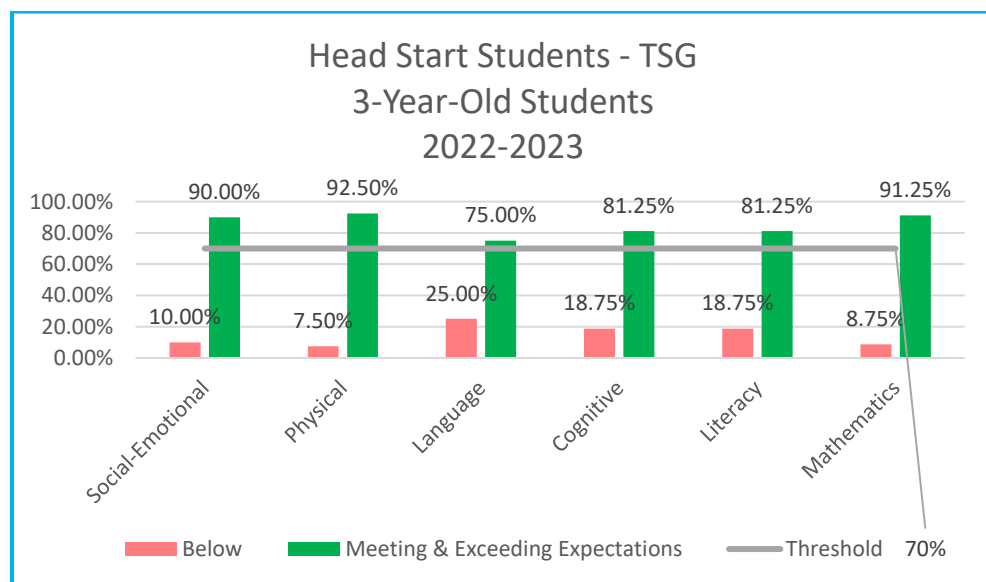
Teaching Strategies Gold (TSG) Continued:

Professional Development and teacher support are key to good outcomes. All teachers have completed 15 hours of literacy training as mandated by the Florida Department of Education, Department of Early Learning. Teachers have been invited to attend two professional learning opportunities during Summer 2023 (Flamingo UCF and Brain Spring: Orton Gillingham method).



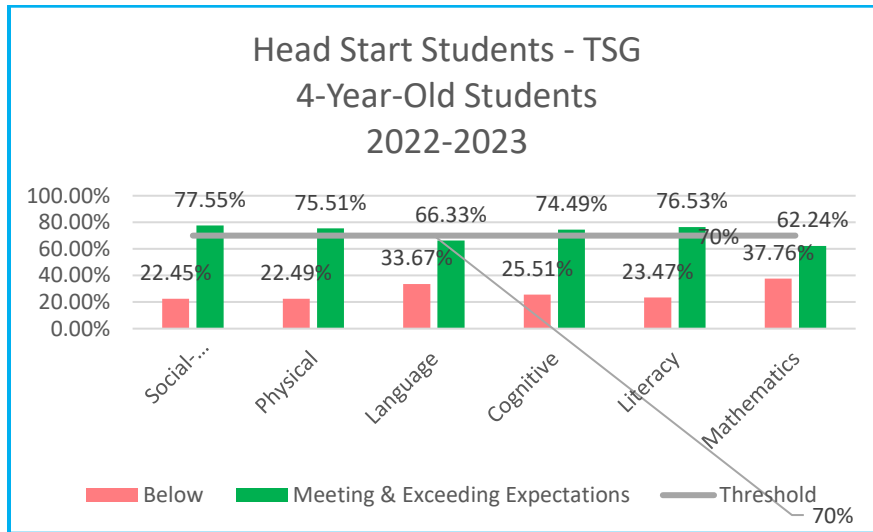
For comparison, the **VPK Stand-Alone program percentages** are included. All domains have surpassed the 70% threshold for the VPK Stand-Alone program. These four-year old students have shown sufficient growth and are meeting and exceeding expectations to be ready for Kindergarten.

The graph below shows aggregated data for **Head Start three-year-old students**. Of the 80 three-year-old students in the program **more than 70% met or exceeded the goals in each domain of development**.

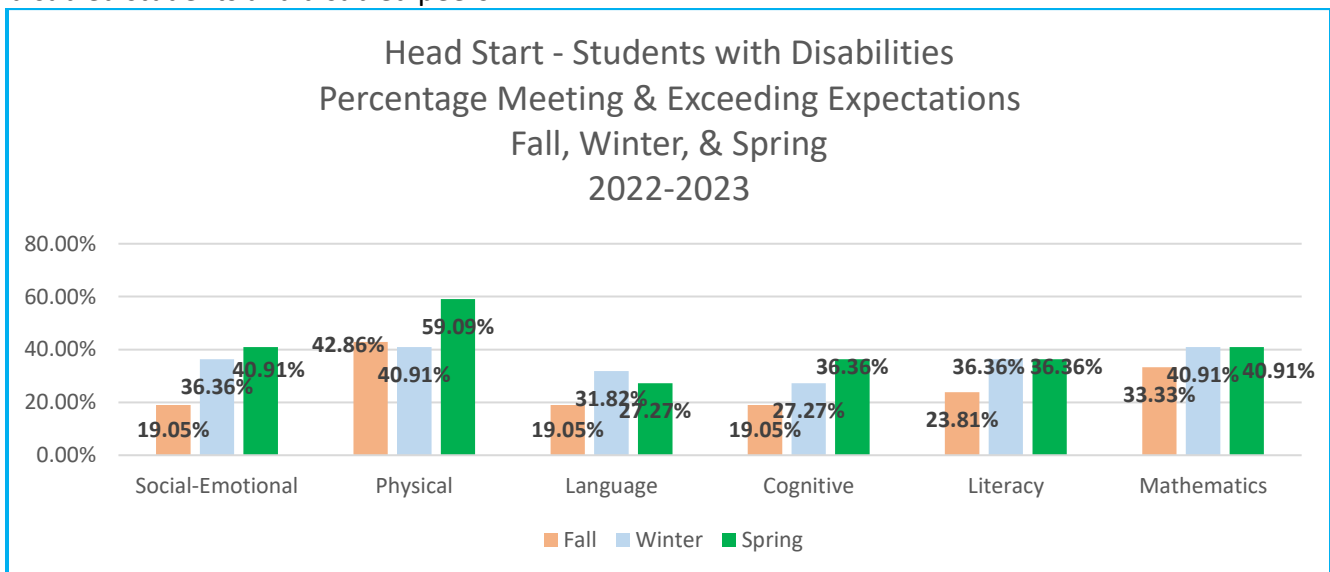


Teaching Strategies Gold (TSG) Continued:

In the graph below, of the **98 four-year-old students in the program**, 70% or more met the goals in all domains except Language and Mathematics. When looking deeper as to why Language and Mathematics domains were lower, there were three classrooms with new teachers whose language and math percentages were considerably lower than peers.



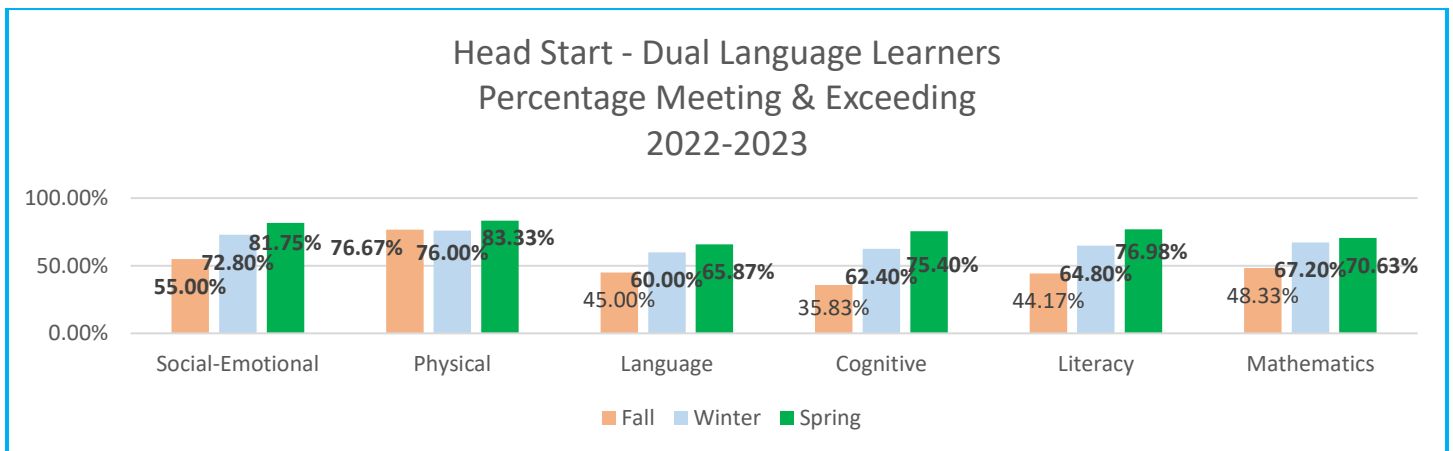
The data for **Students with Disabilities** is shown differently because 70% proficiency was not attained by disabled peers in the Head Start program, but there was significant improvement by this subgroup. The graph below is comprised of data from **22 Head Start students**. Students with Disabilities in the Head Start program demonstrated an increase in proficiency scores in most domains. After the Winter and Spring checkpoints, Literacy and Math domains leveled-off. The Language domain continues to be a challenging area for both non-disabled students and disabled peers.



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

Teaching Strategies Gold (TSG) Continued:

Dual Language Learners: Languages spoken by the students included: Spanish, Creole, Czech, and Persian. English learners (ELs) in the Head Start program demonstrated gains in all domains by year-end assessment but continue to demonstrate developmental needs in Language development. The sample size below varies by administration: Fall – 120 students, Winter 125 students, and Fall 120 students. **Approximately 69% of our Head Start population are Dual-Language Learners (DLL).**



Screenings and Assessments:

Ages and Stages is a screening tool used to meet the Head Start standard of screening students within 45 days of enrollment. The ASQ-3 is a developmental screening tool used to pinpoint the developmental progress in children between the ages of one month to 5 ½ years of age. **Of the 118 students screened this year, 29% were identified as having a concern.** The ASQ SE-2 focuses on social emotional development in young children, identifying behaviors that may require further assessment. **Of the 118 students screened using the ASQ SE-2, 25% were identified for referral.**

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

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



Future Doctor!

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

Site	# Screened (newly enrolled)	Within 45 Days	Concern Indicated	Identified for Referral (ASQ3 & ASQSE 2)
HOB	31	31	13	6
GAES	37	35 (2 dropped prior to 45 days)	5	6
SSE	29	28 (1 finished school year prior to 45-day deadline)	14	6
KLS	21	21	1	3
Total	118	115 All in Compliance	34	

Ages & Stages (SE-2) (Social/Emotional) – 45 Day Requirement
updated 2/1/23

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

Site	# Screened (newly enrolled)	Within 45 Days	Below Cutoff	Identified for Referral
HOB	31	31	10	
GAES	37	35 (2 dropped prior to 45 days)	7	
SSE	29	28 (1 finished school year prior to 45-day deadline)	11	
KLS	21	21	1	
Total	118	115 0 out of compliance	29	

Mental Health and Disabilities Summary:

Of the nine Head Start classrooms, six received assistance from a mental health consultant. The assistance was through observation and consultation. The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year was twenty-one. Of these students, eighteen received an evaluation and sixteen were diagnosed with a disability. Only two children were not diagnosed with a disability under IDEA.

Waterford:



District Performance

Spring Benchmark: Mar 1 2023 - Jul 15 2023

District: Monroe County SD/FL

Number of Students in Each Category (by Grade)

Grade	Total Students	Count					Percentage				
		Above Expected	At Expected	Below Expected	Significantly Below Expected	Incomplete Expired Not Taken Unassigned	Above Expected	At Expected	Below Expected	Significantly Below Expected	Incomplete Expired Not Taken Unassigned
PreK	502	160	123	49	0	170	31.9%	24.5%	9.8%	0.0%	33.9%

Waterford is a computer-based program that reinforces Kindergarten readiness skills. Our program has implemented Waterford for four years, with all students participating for the recommended fifteen minutes daily. In the chart above, there are benchmarks listed and expectations outcomes/scores based on the hours vested from the year. All skills are aligned with ELOF and the Florida State Standards and provide a basis for Kindergarten Readiness. The outcomes from the Waterford Assessment of Core Skills (WACS) are for four-year-old students only. **The data indicates that Monroe County School District Pre-K students were above expectations in all areas assessed.**

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

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

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

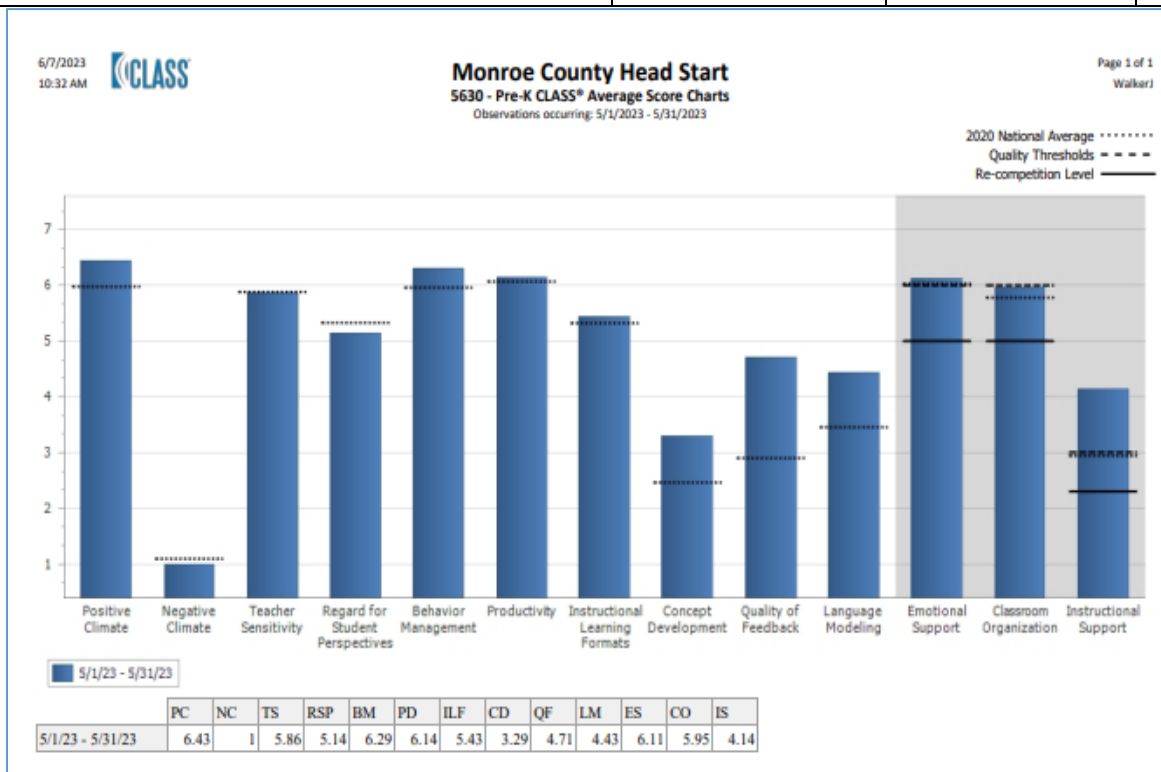
There are two types of thresholds the Office of Head Start analyzes, **competitive thresholds** and **re-competition thresholds**. As a grantee, we are above re-competition thresholds. The competitive threshold for classroom organization is 6 and we are at **5.95**. We attribute this to having new staff this past school year and more “coaching” will be done. We meet two competitive thresholds of 6, in Emotional Support we are at a **6.11**, and we meet the competitive threshold of 3 or higher in Instructional Support, as our score is **4.14**.

Office of Head Start Quality Thresholds are as follows: Competitive Thresholds (trigger):
 Competition and represent OHS’ minimum expectations:

- | | |
|--------|----------|
| ES – 6 | ES- 5 |
| CO – 6 | CO - 5 |
| IS – 3 | IS – 2.3 |

CLASS Data Head Start/Child Plus

Classroom Assessment Scoring System (CLASS)-quality improvement system for teaching, that helps you measure and improve classroom interactions among teachers and students.	Baseline - meeting all HS Quality Thresholds	Mid-Year	Year End
Emotional Support (6)	6.22	6.08	6.11
Classroom Organization (6)	5.85	5.85	5.95
Instructional Support (3)	3.85	3.63	4.14



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

Early Learning Coalition (ELC) CLASS Observations:

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

Classroom Assessment Scoring System (CLASS)-quality improvement system for teaching, that helps measure and improve classroom interactions among teachers and students.	ELC/TEACHSTONE CLASS SCORES (4 or higher)
*Plantation Key School	6.39
Key Largo School	5.57
Stanley Switlik Elementary	5.52
*Sugarloaf School	4.68
*Big Pine Charter	4.5
*Poinciana Elementary	4.3
Gerald Adams Elementary	4.22
Horace O'Bryant	4.02



Parent Engagement – Science & Literacy!

Program Goals:

The **Program Goals** were created in 2019. The goals encompass program needs and are aligned with the district strategic plan.

Goal #1 (Wellness & Safety):

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

Goal #2 (Governance/Public Relations):

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

Goal #3 (Accountable Resource Management):

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

Goal #4 (Professional Growth/Education):

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

Program and Goal Summary:

In March of this school year, we underwent a Focus Area Two, Monitoring Event (formerly known as a Federal Review). As a grantee, we met all the requirements of applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. There were no areas of concern, improvements, or deficiencies.

Forty-three parents attended the virtual meeting for Federal Reviewers. It was an amazing turn-out of support from our families!

The **program goals** and objectives have remained the same. We added **strategies** to our **Strategic Improvement Plan** as a part of the continuous improvement model, as follows: Child Plus Training, Recruitment Efforts, Literacy Training, Classroom Organization, and transition strategies. All Family Advocates and a few Managers participated in extensive Child Plus training to better use this database for Federal reporting. We planned and used American Rescue Plan funds to complete the Child Plus training. In regard to transitions, we met with Principals to discuss better activities for transitions to Kindergarten.

Wellness and safe environments continue to be at the forefront of our grant and district practices. Staff members were encouraged to participate in district health initiatives. Head Start and the district offered Wellness Wednesdays newsletters. Health information was shared through social media platforms on topics such as suicide prevention, breast cancer awareness, and good nutrition. In addition, meditation rooms with information on relaxation exercises were provided at each site.

While student average daily attendance was at 90%, absenteeism among some staff was very high this past year. 13/30 Head Start and VPK instructional staff displayed chronic absenteeism. (Six staff missed 15 or more days and seven missed over 20 days). We will be updating our Head Start staff attendance policies, so staff are reminded of the importance to attend school for both staff and students.

Governing bodies underwent board training and we had a veteran policy council with 4 out of 5 members returning. Policy Council parents had returning students and served two years in a row! We continued monthly reporting to the board to ensure transparency.

Since COVID, this is the first time we were fully enrolled! Our Social Worker and Family Advocates have been diligently recruiting all year. **Recruitment efforts** have increased and so has the enrollment. Furthermore, we met our disabilities enrollment by 12%. Our program continues to offer comprehensive services for families and appropriate referrals for mental health, individual education plans, nutrition, and other services.

As a part of the most recent **Fiscal** state audit and **Focus Area 2 monitoring event**. There were no fiscal findings, deficiencies or any areas of concerns. All clear! The Office of Head Start began this fiscal year with a Cost of Living Allowance in the amount 2.28% for each Head Start grant employee. Being a part of the school district, our School Board and Superintendent are committed to raising teacher salaries. Our staff received the same pay raises as district staff, which was slightly higher than the COLA.

Head Start and VPK continues to be a good training ground for district teachers. However, we lost half of our teachers in both Head Start and VPK programs at the beginning of the 2022-2023 school year. Most of the mentor teachers went on to teach in the district and some staff moved from the area or retired from the profession.

In regard to **professional development**, two teachers, a couple of managers, and the Director attended the National Association for the Education of Young Children (NAEYC) conference. The Leadership/Management team attended two Head Start conferences and participated in on-line trainings. As a program, we continued our **focus on Literacy** with additional resources and training from "Brainspring," which is based on research from Orton Gillingham. Teachers also participated in "Flamingo," multisensory reading training, which was offered by the University of Florida. In addition, our teachers met state mandates on literacy training from DCF. Moreover, coaching with the **CLASS** tool continues to be integral part of observing classrooms and training teachers. While teachers set individual professional development, goals based on the CLASS tool, programmatically we have focused on classroom organization to assist with compliance for both the Head Start and the Early Learning Coalition. On a related note, we have two CLASS certified teachers who are mentor teachers and we are working on regaining two more CLASS certified teachers at each school for a total of four CLASS certified teachers.

School Readiness (Stand Alone) Goals - Summary:

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

Overarching School Readiness Goal:

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

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

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

The school readiness goals have been met and next year we are going to increase the percentage of students who meet and exceed expectations from 70% to 75%.

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

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

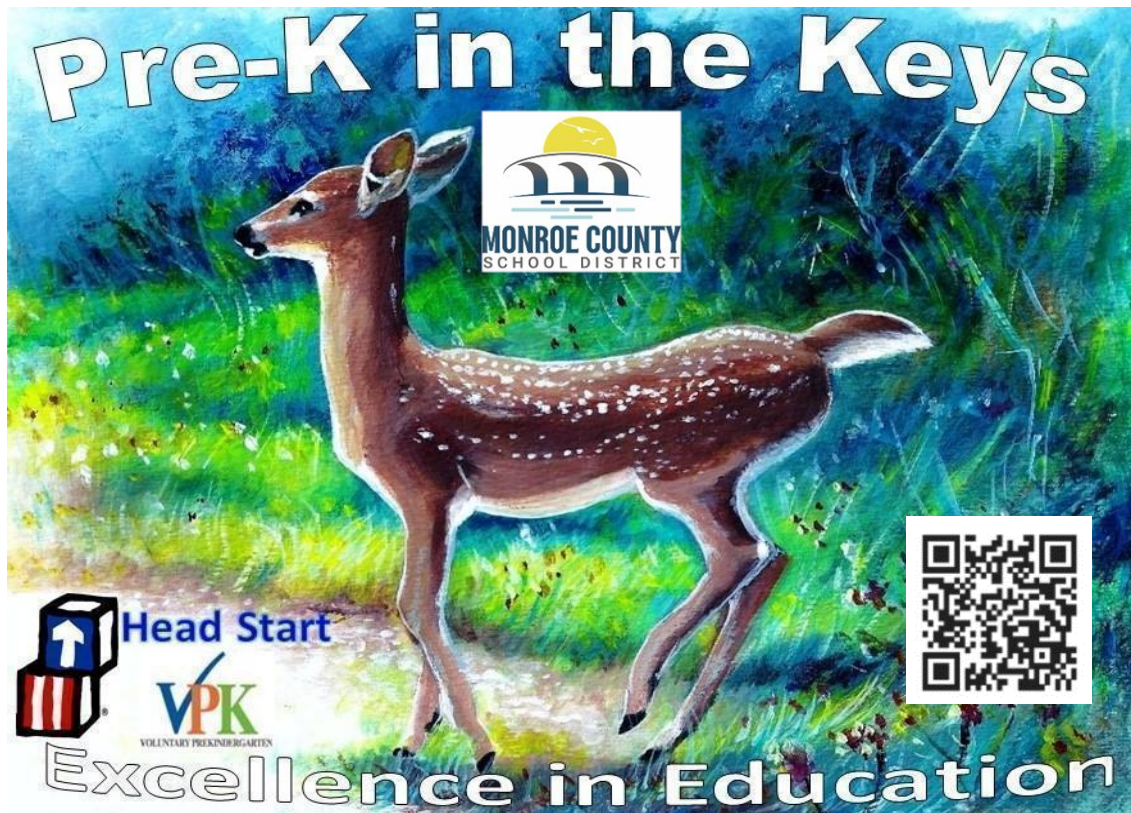
There are three measurable objectives with strategies to help support this goal. The objectives are to support families, create family initiatives, and encourage parents.

Our Social Worker and Family Advocates led and organized 46 family engagement events with a total of 841 families, while engaging 841 families that attended!

Year End Summary:

Each year we continually improve, especially since COVID. We will be continuing many great initiatives to increase school readiness such as: Orton Gillingham - multi-sensory literacy, classroom management/organization, increased recruitment, staff wellness, and Ready Rosie for parents. The teachers, Managers, and staff have much to be proud of for their role in school readiness!

Being a grantee under the auspices of Monroe County School Board is fortunate. Monroe County School continues to be a high functioning district and offers so many academic exemplars and tangible in-kinds to our program from professional development to transportation. Being a part of the curriculum team and working with the Principals helps this program to thrive as a grantee.



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

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