



Broad Program Goals

2022 - 2023

Year 4/5



Program Goal 1: The program will provide the safest and most nurturing learning environments possible for all children, staff and families by implementing Trauma-informed programming.

Objective 1: Create a systematic approach to support young children who have experienced trauma

Expected Outcomes: Decrease in behavior referrals; Increased proficiency in social-emotional learning program-wide

Expected Challenges: Managing current student's behavior. Willingness of parents to participate in process. Timeliness of identification process.

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|--|---|--------------------------------|--|
| 1. Provide training for leadership staff | Outside agencies | Year 1 | Agendas, Sign-in sheet, Handouts |
| 2. Provide training for all staff <i>New staff & Ongoing training</i> | Leadership Outside Agencies Mental Health Specialist | Year 2 <i>Year 4-5</i> | Agendas, Sign-in sheet, Handouts |
| 4. Implement Conscious Discipline Curriculum to support social-emotional skills <i>New staff & Program-level implementation</i> | Classroom Staff Education Team Mental Health Consultant | Years 2 – 5 <i>Year 4-5</i> | Curriculum resources, Inventory list, Fidelity tool Meeting notes |
| 5. Hire full-time Mental Health Specialist; Update and implement policies & procedures <i>Update/seek approval for work plans</i> | Director Mental Health Specialist | Years 2 – 3 <i>Year 4</i> | Human Resource documentation; Service area plans |
| 6. <i>Establish policies and procedures related to supporting children who have experienced trauma.</i> | Leadership Team | <i>Year 4</i> | Policies and procedures |
| 7. Reduce Head Start class sizes | Director | Year 2 | Class lists |
| 8. <i>Conscious Discipline mural/supplies in all program environments (media center, cafeteria, hallways, etc)</i> | Education Team | <i>Year 4</i> | Photos |
| 9. <i>Update/seek approval education/disability service area work plans</i> | Director | <i>Year 4</i> | Human Resource documentation; Service area plans |



Broad Program Goals

2022 - 2023

Year 4/5



Program Goal 1: Program will become Trauma-Sensitive by providing safe and nurturing environments for all children, staff and families.

Objective 2: Create a systematic approach to support the families of young children who have experienced trauma

Expected Outcome: Positive trends in family outcomes data

Expected Challenges: Family participation

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|---|---|----------------|--|
| 1. Offer therapy to parents impacted by trauma | Mental Health Consultant Community Partners | Years 2 - 5 | Case notes MH |
| 2. Offer community resources to families impacted by trauma | Family Advocates Mental Health Consultant | Years 2 - 5 | Case notes FA |
| 3. <i>Create a Help tab on the Baker website linking families to community resources</i> | Family Specialist Mental Health Consultant | <i>Year 4</i> | Website/screenshot |
| 4. Conduct monthly support group meetings for parents experiencing trauma | Mental Health Consultant Family Advocate | Years 3 – 5 | Agendas, Meeting notes |
| 5. Partner with parents to create behavior plans for home and school | Mental Health Consultant/Behavior Specialist/Teachers | Years 2 - 5 | Behavior plans, IEPs, meeting notes |
| 6. <i>Implement the Frog Street Parents as Teachers Tool (PATT)/social -emotional resources</i> | Classroom Staff | <i>Years 4</i> | Parent communication documentation |
| 7. Invite parents to choose AIM Observational Assessment learning progression goals for their child | Classroom Staff | Years 1 - 5 | Parent communication documentation |
| 8. <i>Conduct fun family celebration events focused on health and wellness</i> | All Staff | <i>Year 4</i> | Invites, photos |
| 9. Offer parenting classes to all families | Family Advocates Mental Health Consultant | Years 1 - 5 | Parent communication documentation Training documentation |



Broad Program Goals

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Program Goal 1: Program will become Trauma-Sensitive by providing safe and nurturing environments for all children, staff and families.

Objective 3: To provide work environments, policies and procedures, that support staff in their work with children and families experiencing trauma

Expected Outcome: Positive staff survey results

Expected Challenges: Identifying strategies to sufficiently support staff at site elementary schools. Staff buy in.

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|--|---|----------------------------------|--|
| 1. Provide training for all staff New staff/ongoing for all | Mental Health Consultant Leadership Team Outside Agencies | Years 1, 2, 3 Year 4 | Agendas, Sign-in sheet, Handouts |
| 2. Opportunities for staff to participate in “Book Club” with Trauma - Informed focus (PLC) | Education Team Classroom Staff Mental Health Consultant | Year 1 | Book, Dates & Times |
| 3. Create work environments that better support staff health and wellness (WELLNESS ROOM at Baker) At Hope Center | Director Leadership Team | Year 1 Year 4 | Survey results |
| 4. Plan activities and events that support staff health and wellness | Director Leadership Team Wellness Champion | Years 1 - 5 | Staff communication documentation Training documentation |
| 7. Staff participation in webinars, conferences, and virtual trainings to increase knowledge and understanding children exposed to trauma | Leadership Team Advocates Classroom staff | Year 1 - 5 | Attendance record, handouts and certificates |
| 8. Include trauma-sensitive care PD at monthly staff meetings. Virtual for sites | Mental Health Specialist | Years 2 – 5 Year 4 | Attendance record, handouts and certificates |



Broad Program Goals

2022 - 2023

Year 4/5



Program Goal 2: The program will provide outdoor leaning environments that encourage development in all learning domains, with an emphasis on STEM.

Objective 1: Staff well-trained in providing outdoor learning environments that encourage development across all learning domains

Expected Outcome: An increase in the quantity and quality of intentional planning and assessment documentation related to outdoor learning.

Expected Challenges: Florida climate. Staff willingness.

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|---|------------------------------------|-----------------------|---------------------------------------|
| 1. Professional development and training related to Active Supervision in Outdoor Learning Environments | Classroom Staff Education Team | Year 1 | Agendas, handouts Sign-in sheet |
| 2. Provide coaching and support for changes to daily schedule, including the addition of a second outdoor time. | Classroom staff Education Team | Years 3 – 5 Year 4 | Weekly lesson plans & daily schedules |
| 3. Provide coaching and support for changes to curriculum, with an emphasis on STEM and outdoor learning. | Classroom staff Education Team | Years 3 Year 4 | Coaching documentation |
| 4. Plan for all children, including very young infants, to participate daily in outdoor learning, weather permitting. | Classroom staff | Year 2 | Weekly lesson plans & daily schedules |
| 5. Set-up outdoor classrooms that address all areas of development at Baker Center | Coordinator Program Manager | Years 2 – 5 Year 4 | Purchase orders |
| 6. Further adapt outdoor play and exploration for children with special needs | Classroom staff Leadership Team | Years 3 - 5 | IEPs, purchase orders, IFSPs |
| 7. Follow Frog Street curriculum outdoor learning experiences located in weekly lesson plans | Classroom staff | Years 2 – 5 | Weekly lesson plans & daily schedules |



Broad Program Goals

2022 - 2023

Year 4/5



Program Goal 2: The program will provide outdoor leaning environments that encourage development in all learning domains, with an emphasis on STEM.

Objective 2: To provide developmentally appropriate outdoor learning environments at each program location.

Expected Outcome: Varied, developmentally appropriate outdoor equipment and supplies available to children program-wide.

Expected Challenges: Florida climate. Staff willingness.

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|--|--|----------------------|---|
| 1. Set up outside learning areas for children to explore and experiment with a variety of landscape, shaded areas, grass, rocks, flowers, plants, etc. | Leadership Team | Year 4-5 | Purchase orders, photos |
| 2. Set up outside learning areas for children to explore and experiment with a variety of equipment, materials and supplies. | Leadership Team | Year 4-5 | Purchase orders, photos |
| 3. Provide storage to keep toys protected from weather damage. Toys are accessible so that children can easily locate and return to storage space | Education Team | Year 4-5 | Purchase orders, photos |
| 4. Create separate areas for physical play from focused play e.g. STEM | Leadership Team | Year 3 | Photos |
| 5. Provide shade structures at all locations. | Leadership Team | Year 1 – 3 Year 4 | Purchase orders, photos |
| 6. Recruit parents, local business and organizations to share special talents and offer hands on outdoor learning experiences | Leadership Team Classroom Staff Family Advocates | Ongoing | Communication documentation, photos, lesson plans |



Broad Program Goals

2022 - 2023

Year 4/5



Program Goal 2: The program will provide outdoor learning environments that encourage development in all learning domains, with a focus on STEM.

Objective 3: To provide more STEM outdoor learning opportunities

Expected Outcome: An increase in the quantity and quality of intentional planning and assessment documentation related to STEM learning.

Expected Challenges: Florida climate. Staff willingness.

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|--|-----------------------------------|-------------|---|
| 1. Incorporate elements of nature in outdoor learning environments | Education Team Classroom staff | Years 2 - 5 | Purchase orders, photos, lesson plans |
| 2. Create separate areas for physical play from focused play e.g. STEM | Education Team Classroom staff | Year 3 | Photos |
| 3. Follow Frog Street curriculum outdoor learning experiences located in weekly lesson plans | Classroom staff | Year 2 | Weekly Lesson Plans, materials and supplies |
| 4. Provide staff training related to STEM learning in outdoor environments | Education Team | Year 4 | Agendas, handouts, sign-in sheets |
| 5. Create a garden journal to record garden development learning experiences | Classroom staff | Year 4 | Weekly Lesson Plans, journals, photos |



Broad Program Goals

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Year 4/5



Program Goal 3: Full implementation of Frog Street Curriculum, and AIM Observational Assessment

Objective 1: Staff well-trained in the use of Frog Street Curriculum, and AIM Observational Assessment

Expected Outcome: Implementation of the curriculum and assessment with fidelity.

Expected Challenges: Implementation of the curriculum and assessment with fidelity. Convince teachers to implement the curriculum change and sustain that change.

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|---|--------------------|--------------------------|--|
| 1. Curriculum and Assessment training for Leadership & Education Team | Outside Agency | Year 1 | Agendas, Handouts, Sign-in sheet |
| 2. Curriculum and Assessment training for all classroom staff New staff | Outside Agency | Year 2 Ongoing | Agendas, Handouts, Sign-in sheet |
| 3. Purchase FSC and AIM materials and supplies to support curriculum and assessment tools | Director Manager | Year 1 | Purchase orders |
| 4. Schedule 2 PLC meetings per month; 1 for data review, one for relevant curricula topics | Education Team | Year 4 | Agendas, & Handouts |
| 5. Provide coaching and support for curriculum | Education Team | Year 2 - 5 | Coaching documentation |
| 6. Provide coaching and support for assessment system | Education Team | Year 2 - 5 | Coaching documentation |
| 7. Create a FSC power point for new staff training | Leadership Team | Year 4 | Agenda & Power Point |
| 8. Create a system of peer support/mentors | Leadership Team | Year 4 | Policies, procedures & schedules. |
| 9. Schedule new staff training as needed | Leadership Team | Year 2 - 5 | Agendas Handouts, Sign-in sheet New staff training plan |
| 10. Focus on Conscious Discipline implementation/mastery | Leadership Team | Year 4-5 | |



Broad Program Goals

2022 - 2023
Year 4/5



Program Goal 3: Full implementation of Frog Street Curriculum, and AIM Observational Assessment

Objective 2: Implementation of the fidelity tool.

Expected Outcome: Staff competent in the use of the FS curriculum and the AIM Assessment tool

Expected Challenges: Staff compliance.

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|--|------------------------------------|-----------------|---|
| 1. Purchase the FSC fidelity tool | Director Manager | Year 1 | Purchase orders FSC materials/ resources |
| 2. Train leadership & new classroom staff on tool & expectations | Outside Agency | Year 2 | FSC Materials Agendas, Handouts, Sign-in sheet |
| 3. Establish policies and procedures related to use and expectations of fidelity tool. | Leadership Team | Year 2 | Policies and Procedures |
| 4. Set up a system & schedule times for mentoring and peer support | Education Team Classroom Staff | Year 4 | Mentoring form Policies, procedures & schedules. |
| 5. Create a FSC survey for staff feedback 2xs a year | Education Team Classroom Staff | Year 4-5 | Survey |
| 6. Incorporate FS fidelity tool into professional development plans | Classroom Staff Leadership Team | Year 2 - 3 | Fidelity Tool IPDPs |
| 7. Provide time and resources for staff to improve | Leadership Team Classroom Staff | Ongoing | Schedule, Resource list |
| 8. Implementation of Conscious Discipline checklist (fidelity) tool | Mental Health Specialist | Year 4-5 | Complete tools, meeting notes, IPDPs |



Broad Program Goals

2022 - 2023

Year 4/5



Program Goal 3

Objective 3: Use of accurate child assessment data in planning and reporting.

Expected Outcome: Identify where children are in development and enable children to practice their abilities that are emerging

Expected Challenges: Ongoing Observations and planning for children next learning experiences

| Action/Strategy | Person Responsible | Timeline | Data/Tracking Methods |
|---|------------------------------------|-----------------|------------------------------------|
| 1. Purchase AIM Observational Assessment tool | Director Leadership Team | Year 1 | Purchase orders |
| 2. Schedule AIM Observational Assessment virtual training with a question and answering session | Leadership team Classroom Staff | Year 2 | Agendas, handouts |
| 3. Schedule monthly PLC for follow up and ongoing dialogue (data/use) | Education Team Classroom Staff | Year 4 | Agendas, Meetings |
| 4. Purchase additional materials needed to support AIM assessment | Director Leadership Staff | Year 2 - 5 | Purchase orders |
| 5. Follow the AIM assessment child report schedule for printing reports | Classroom Staff | Year 2 - 5 | Reports, matrix |
| 6. Use the FS fidelity checklist for tracking and support | Education Team Classroom Staff | Year 2 - 5 | Fidelity checklist |
| 7. Incorporate FS fidelity into professional development plans | Classroom Staff Leadership Team | Year 2 - 5 | Professional Development Plan Form |
| 8. More effectively use AIM learning progressions to track growth and development | Classroom Staff | Year 4 | AIM checklist |
| 9. Post assessment results in classrooms and hallways | Classroom Staff | Year 4-5 | Assessment Reports |
| 10. Use child assessment data for program wide planning | All staff | Year 2 - 5 | Program plans |