

**Education and Early Childhood Development**  
**1304.21**

**Goal: To meet the objectives of the Head Start Performance Standards with regards to education.**

<b>STANDARD</b>	<b>GOAL</b>	<b>OBJECTIVES</b>	<b>SPECIFIC TASKS/ACTIVITIES</b>	<b>PERSON RESPONSIBLE</b>	<b>TARGET DATE</b>
1304.21 (a)1(i)  Related:  1304.3(a)7 1304.21(a)1(iii) 1304.53 (b) 1304.40(e)	To help all children gain the social competence, skills, and confidence necessary for success in school and life.	To develop Child Development and Education Plans for all children that are developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages and learning styles.	A. Update the plans yearly. 1. Complete a Self-Assessment. 2. Revise the written plan based on results of Self-Assessment B. Provide a full-service inclusive program that modifies activities to meet individual needs/strengths, maturation rates, and styles of learning. C. Provide staff development opportunities including, conferences, workshops, in-services. D. Provide parent training in "I CARE" curriculum. E. Conduct joint transition staff development meeting with WO-CCISD kindergarten teachers.	Education Manager (A-E)  Self-Assessment Committee (A1)  Policy Council (A1)  Head Start Director (A-E)  Classroom staff (A1,B,E)  Family Services Staff (A1, D)	August 2014 (A)   Aug. 2014-June 2015 (B-D)   Oct. 2014, June 2015 (E)
1304.21 (a)1(ii)  Related:  1304.20 (f)2 1308.19		Plan for the inclusion of children with disabilities, consistent with their Individualized Education Plans.	A. Inclusion classes, each class composed of a Head Start and a Preschool Program for Children with Disabilities (PPCD) class will provide for children with disabilities, consistent with IEP.  B. Campus speech therapy will be provided as needed.	Head Start/PPCD teachers (A,B) Disabilities Manager (A, B) Parent (A) ARD Committee (A) Head Start Director (A,B) WO-C SLP (B)	Aug. 2014-June 2015 (A,B)

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1304.21 (a)1(iii)  Related:  1304.21(a)1(iv) 1304.53(b)		Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.	<ul style="list-style-type: none"> <li>A. Non-English speaking students will be placed in a classroom where the teacher or assistant can speak and/or be sensitive to the child's home language. (when possible)</li> <li>B. Provide daily learning experiences with district ESL teacher, as available.</li> <li>C. Manipulatives, children's literature, bulletin boards, curriculum themes and activities, programs and field trips will reflect cultural diversity.</li> </ul>	Head Start Director (A,C)  District ESL teacher (B)  Classroom teacher/assistant (B,C)  Volunteers (B,C)  Community presenters and businesses (C)	Aug. 2014- June 2015 (A-C)
1304.21(a)1(iv)  Relate:  1304.22(e)2(iii) 1304.53(a)10(x) 1304.21(a)2(i)		Allow and enable to independently use toilet facilities when it is developmentally appropriate.	<ul style="list-style-type: none"> <li>A. Identify children not potty trained.               <ul style="list-style-type: none"> <li>1. Child Health Record / Form 10</li> </ul> </li> <li>B. Child placed in classroom with connecting restroom when possible.</li> <li>C. Establish daily routine for scheduled restroom times.</li> <li>D. Allow individual restroom breaks when requested by the child.</li> </ul>	Nurses Education/Mental Health Managers (A,B)  Classroom teacher/assistant/Foster Grandparents (C,D)	Aug. 2014- June 2015 (A-D)

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1304.21(a)2(i)	To establish parent collaboration with Head Start	Invite parents to become integrally involved in the development of the program's curriculum and approach to child development and education.	<ul style="list-style-type: none"> <li>A. Encourage parent volunteering and representation on committees.</li> <li>B. Conduct parent meetings to provide opportunities for parent curriculum input and discussions.</li> <li>C. Invite all parents to Open House for classroom meeting to discuss curriculum, daily schedules, classroom procedure, etc.</li> <li>D. Provide parents with a weekly newsletter activity relating to school readiness objectives.</li> <li>E. Provide parent training in "I CARE" curriculum.</li> <li>F. Implement parent "I CARE" curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Education Manager (A-C)</li> <li>Classroom teacher (A,C,D,F)</li> <li>Family Services Manager (A,E,F)</li> <li>Family Services (E,F)</li> </ul>	<ul style="list-style-type: none"> <li>Aug. 2014-June 2015 (A,B,D,F)</li> <li>Sept. 2014 (C,E)</li> </ul>

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1304.21(a)2(ii)  Related:  1304.20(b)3 1304.24(a)1(ii) 1304.5		Provide opportunities for parents to increase their child observation skills and to share assessments with staff that will help plan learning experiences for their child.	<ul style="list-style-type: none"> <li>A. Provide training in child development observation and identifying home learning opportunities.</li> <li>B. Share pre-and-post test results with parents.</li> <li>C. Gain parent assessment input on development during orientation.</li> <li>D. Invite/encourage parent volunteerism.</li> <li>E. Communicate with parents through daily home communication folders, weekly newsletters, flyers, monthly calendars, phone calls.</li> <li>F. Encourage use of parent lending library.</li> <li>G. Provide opportunity for parent feedback on activities.</li> </ul>	<p>Family Services Staff (A,C,D,F,G)</p> <p>Education Manager (A,B,C,D,F,G)</p> <p>Mental Health Manager (A,C,D,E,F,G)</p> <p>Classroom teachers (B,D,E,F,G)</p>	<p>Fall 2014 (A)</p> <p>Fall 2014 and Spring 2015 (B)</p> <p>Summer 2014 (C)</p> <p>Aug. 2014- June 2015 (A,D,E,F,G)</p>

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1304.21(a)2(iii)  Related:  1304.40(e)4 1304.40(e)5 1304.40(i)1 1304.40(i)3		Encourage parent participation in staff-parent conferences and home visits to discuss their child's development and education.	A. Schedule/conduct two home visits and two conferences at a time convenient for parents/staff. B. Send notices of scheduled date/time for home visit/conference. C. Maintain master class schedule in office. D. Complete Parent/School Compact. E. Provide interpreter if needed. F. Complete home visit and conference parent needs and information update forms. G. Document parent input on forms. H. Provide transportation as needed. I. Leave doorknob notes when parents are not home. J. Conduct additional home visits and conferences as needed.	Classroom teacher (A,B,C,D,F,G,I,J)       Family Services Staff (C,E,G,H,I,J)	Home Visits: Oct-Nov. 2014; April 2015 (or within 7 days of enrollment thereafter) Conferences: Jan.-Feb 2015; May-June 2015 (A,B,C,E,F,G,H,I,J)  Oct.- Nov. 2014 (D)  Aug. 2014-June 2015 (B,E,G,H,I,J)
1304.21(a)3(i)A  Related:  1304.52 (g)4	To support the social and emotional development of all children.	Encourage development which enhances each child's strengths by:  A. Building trust.	A. Daily schedules will establish a predictable, consistent routine. B. Staff will communicate with the child and parent in the home language. C. Provide for the consistency of services in staff who work with children.	Classroom teacher/assistant (A,B)    Head Start Director (B,C)	Aug. 2014-June 2015 (A-C)

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(a)3(i)B  Related:  1304.21 (a)1(iv)		B. Fostering independence.	A. Encourage the development of self-help skills: <ol style="list-style-type: none"> <li>1. Dental hygiene</li> <li>2. Snack helpers</li> <li>3. Meals - fine motor</li> <li>4. Toileting/dressing</li> </ol> B. Encourage problem solving skill development <ol style="list-style-type: none"> <li>1. Manipulatives: puzzles, blocks</li> <li>2. Literature</li> <li>3. Role playing</li> </ol>	Classroom teacher/assistant (A,B)	Aug. 2014-June 2015 (A,B)
1304.21 (a)3(i)C  Related:  1304.52 (h)1(iv)		Encourage the development of self-control by setting clear, consistent limits, and having realistic expectations.	A. Involve children in the development of clear, age-appropriate classroom rules. B. Follow written campus behavior modification plan. C. Consistently enforce all rules. D. Incorporate the process of observing, anticipating and redirecting children's behavior. E. Communicate child behavior to parents. <ol style="list-style-type: none"> <li>1. Phone calls</li> <li>2. Daily behavior folder</li> </ol> F. Meet with parents to develop child behavior plan when necessary to promote consistency at home/school. G. Staff model problem-solving skills. H. Large group activities will be limited to twenty minutes or less.	Classroom teacher/assistant (A-H)  Mental Health Manager (B,C,D,F,G)  Head Start Director (B,C,D,F,G)  Parents (C,D,F)	Aug. 2014-June 2015 (A-H)

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1304.21 (a)3(i)D  Related:  1304.53(b) 1304.52(h)1(i) 1304.52(g)2		Support and respect the home language, culture, and family composition of each child in ways that support the child's health and well-being.	<ul style="list-style-type: none"> <li>A. Provide multicultural books and materials in child's home language that reflect equal opportunities for career choices for boys/girls.</li> <li>B. Provide each classroom with a take home library and a room library.</li> <li>C. Celebrate diversity through campus programs and activities.</li> <li>D. Provide interpreter as needed.</li> </ul>	Education Manager (A,-D)  Classroom teacher (A,C)  Family Services Manager (A,C,D)  WOC Special Education Department (D)	Aug. 2014-June 2015 (A-D)
1304.21(a)3(ii)		Plan for routines and transitions so that they occur in a timely, predictable and unrushed manner.	<ul style="list-style-type: none"> <li>A. Establish and follow daily schedule with predictable transition times.</li> <li>B. Child participation               <ul style="list-style-type: none"> <li>1. Clean-up time</li> <li>2. Snack preparation</li> <li>3. Songs, finger plays, etc.</li> <li>4. Post schedule in the classroom for easy viewing for students, substitutes, and visitors.</li> </ul> </li> </ul>	Classroom teacher/assistant (A-B)	Aug. 2014-June 2015 (A-B)
1304.21(a)4(i)	To provide for the cognitive and language development of each child.	Support each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.	<ul style="list-style-type: none"> <li>A. Provide activities that incorporate all learning styles-visual, auditory, kinesthetic such as: daily hands-on center activities; and nutrition/cooking activities and garden activities</li> </ul>	Classroom teacher/assistant (A)	Aug. 2014-June 2015 (A)

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1304.21(a)4(ii)		Provide opportunities for creative self-expression through activities such as art, music, movement and dialogue	<p>A. Encourage creative self-expression with:</p> <ol style="list-style-type: none"> <li>1. Open-ended activities using a variety of materials</li> <li>2. Age-appropriate multicultural art materials</li> <li>3. Multicultural rhythmic activities (musical instruments, CD players, CD's, teacher-directed songs, books, stories, puppets, brain breaks, iPad, etc.</li> <li>4. Dramatic play props</li> <li>5. Field trips to live theatrical performances</li> <li>6. Campus presentations and activities</li> </ol>	<p>Classroom teacher/assistant (A)</p> <p>Volunteers(A)</p> <p>Field Trip Committee (A5)</p> <p>Family Services (A)</p> <p>Head Start Director (A)</p> <p>Education Manager (A)</p> <p>Mental Health Manager (A)</p>	Aug. 2014 – June 2015 (A)



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### 1304.21

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1304.21(a)4(iii)  Related:  Section 641 (a)1(B) (ii) I,II,III,IV,V Section 641 A(b) A,B,C,D 1304.40(e)4	To provide for the cognitive and language of each child	Provide opportunities for promoting interaction and language use among children and between children and adults.	A. Implement Texas OWL curriculum. B. Implement Best Practices <ol style="list-style-type: none"> <li>Oral language</li> <li>Written language</li> </ol> C. Provide small group experiences <ol style="list-style-type: none"> <li>Learning centers</li> <li>Shared reading</li> <li>Child-dictated sentences and stories</li> <li>Story retelling</li> </ol> D. Provide large group experiences <ol style="list-style-type: none"> <li>Field trips</li> <li>Experience stories</li> <li>Breakfast, lunch, snack</li> </ol> E. Capitalize on opportunities for extending learning through observation of children.	Classroom teacher/assistant (A-E)   Volunteers (D,E)         All staff (A-E)	Aug. 2014- June 2015 (A-E)

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<p>1304.21(a)4(iv)</p> <p>Related:</p> <p>Section 641 (a)1(B) (ii) I,II,III,IV,V Section 641 A(b) A,B,C,D 1304.40(e)4</p>	<p>To provide for the cognitive and language development of each child by developing emerging literacy and numeracy skills</p>	<p>A. Develop phonemic and print awareness</p> <ol style="list-style-type: none"> <li>1. Knows letters of alphabet are a special category of visual graphics that can be individually named</li> <li>2. Recognize a word as a unit of print</li> <li>3. Identify at least ten letters of the alphabet</li> <li>4. Associate sounds with written words</li> <li>5. Progresses in recognizing rhyming words and sounds</li> </ol> <p>B. Understand and use language to communicate for various purposes</p> <p>C. Understand and use increasingly complex and varied vocabulary</p> <p>D. Develop and demonstrate an appreciation of books</p> <p>E. In case of English Language Learners, progress toward the acquisition of the English language.</p>	<p>Provide opportunities to develop, extend and enrich learning through daily activities such as:</p> <ol style="list-style-type: none"> <li>A. Age-appropriate literature <ol style="list-style-type: none"> <li>1. Texas OWL curriculum</li> <li>2. Classroom libraries</li> <li>3. Children's take-home libraries</li> <li>4. Library materials including theme packs, big books, puppets, videos, and flannel boards.</li> <li>5. Teacher-made materials</li> <li>6. Waterford and other computer software</li> </ol> </li> <li>B. Manipulatives <ol style="list-style-type: none"> <li>1. Letter tubs</li> <li>2. Magnetic/foam letters</li> <li>3. Games, songs</li> <li>4. Zoo Phonics mats</li> </ol> </li> <li>C. Implement bi-weekly nursery rhymes</li> <li>D. OWL Manipulative Kit</li> <li>E. Technology <ol style="list-style-type: none"> <li>1. Classroom computers</li> <li>2. Digital cameras</li> <li>3. Laptops with projectors</li> <li>4. SMART Boards</li> <li>5. iPads</li> </ol> </li> <li>F. Pocket Chart Activities</li> <li>G. Field Trips/Experiences</li> <li>H. Best Practices <ol style="list-style-type: none"> <li>1. Print rich environments</li> <li>2. Letter walls</li> <li>3. Oral and written expression</li> <li>4. Accessible writing materials</li> </ol> </li> <li>I. Bulletin boards</li> <li>J. Parent "I CARE"</li> <li>K. Parent lending library</li> </ol>	<p>Classroom teacher/assistant (A-I)</p> <p>Volunteers (G,J,K)</p> <p>Community agencies (G)</p> <p>Field trip committee (G)</p>	<p>Aug. 2014-June 2015 (A-K)</p>
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<p>1304.21(a)4(iv)</p> <p>Related: Section 641 (a)1(B) (ii) I,II,III,IV,V Section 641 A(b) A,B,C,D 1304.40(e)4</p>	<p>To provide for the cognitive and language development of each child by developing emerging literacy and numeracy skills</p>	<p>Develop numeracy awareness</p>	<p>Provide daily learning opportunities such as:</p> <ul style="list-style-type: none"> <li>A. Implement Texas OWL curriculum daily math lessons</li> <li>B. Campus library math thematic packs</li> <li>C. Classroom computer software</li> <li>D. Manipulatives/sequence cards</li> <li>E. Children's book/extension activities</li> <li>F. Teacher made games/activities</li> <li>G. Nutritional activities and experiences <ul style="list-style-type: none"> <li>1. Books</li> <li>2. Working in campus vegetable garden</li> <li>3. Weekly nutrition activity</li> <li>4. Monthly cooking activity</li> <li>5. Daily snack preparation</li> <li>6. Flannel board materials</li> <li>7. Dramatic play props</li> <li>8. Manipulatives</li> <li>9. Graphing Activities</li> <li>10. Science experiences</li> </ul> </li> <li>H. Parent "I CARE" curriculum</li> <li>I. Parent lending library that develops: <ul style="list-style-type: none"> <li>1. One-to-one correspondence</li> <li>2. Sorting</li> <li>3. Ordering</li> <li>4. Classification Counting-rote/meaningful</li> <li>5. Numeral recognition</li> </ul> </li> </ul>	<p>Classroom teacher/assistant (A-I)</p> <p>Volunteers (H,I)</p> <p>Community agencies (G)</p>	<p>Aug. 2014-June 2015 (A-I)</p>
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<p>1304.21(a)5</p> <p>(a)5(i)</p> <p>Related: 1304.20(d) 1304.21©2 1304.52(h)(1)(iii) 1304.53(a)9 1304.53(a)10(x)</p>	<p>To promote each child's physical development</p> <p>Develop gross motor skills</p>	<p>Provide sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play.</p>	<p>A. Determine and maintain adequate classroom and outdoor space as per H. S. standards.</p> <p>B. Provide daily scheduled indoor/outdoor play with adult supervision and guidance.</p> <p>C. Follow campus gross motor scope and sequence including activities from Texas OWL and SPARK</p> <p>D. Implement Bad Weather Schedule.</p> <p>E. Provide age-appropriate gym equipment</p> <ol style="list-style-type: none"> <li>1. Tricycles, scooter boards</li> <li>2. Balance beams</li> <li>3. Horseshoes, bean bags, etc.</li> <li>4. Hula hoops</li> <li>5. Balls, goals, nets, bats</li> <li>6. Ribbons, scarves</li> <li>7. Space markers</li> </ol> <p>F. Provide age-appropriate playground equipment</p> <ol style="list-style-type: none"> <li>1. Climbers</li> <li>2. Swings</li> <li>3. Slides</li> </ol>	<p>HS Director (A,E,F)</p> <p>Classroom teacher/assistant (A-D)</p> <p>Education Manager (A,D,E,F)</p>	<p>Aug. 2014- June 2015 (A-F)</p>
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(a)5(ii)  Related: 1304.20(d) 1304.21©2 1304.52(h)(1)(iii) 1304.53(a)9 1304.53(a)10(x)	Develop fine motor skills	Provide appropriate time, space, equipment, materials and adult guidance for fine motor development according to each child's developmental level.	Provide daily opportunities through: A. Manipulatives 1. Stringing beads 2. Blocks 3. Puzzles 4. Clothespin games B. Creative art-cutting, tearing C. Tactile materials-playdoh, clay, finger-paint D. Cooking activities E. Fine motor tub materials F. Implement Texas OWL curriculum for writing G. Provide activities for writing using Handwriting Without Tears	Classroom teacher/assistant (A-G)	Aug. 2014-June 2015 (A-G)
1304.21(a)5(iii)  Related:  1308 1304.53(b)(1)(iii)		Provide an environment and adult guidance for the participation of children with special needs.	Provide opportunities through: A. Adaptive furniture/equipment B. Room arrangement C. Staff assistant	Classroom teacher/assistant (A-C)  Education Manager (A,C)  Disabilities Manager (A,C)  WOCCISD Special Education Department (A,C)	Aug. 2014-June 2015 (A-C)
1304.21(a)6		Home-based setting	Not applicable		

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1304.21(b)(1)(i) – 1304.21(b)(3)(ii)		Child Development for Infants and Toddlers	Not applicable		
1304.21(c)1(ii)  Related:  1304.3(a)5 1304.21(a)2 1304.40(e)1 1304.53(b) 1304.53(a)7 1304.21(c)2	Collaborate with parents to implement a curriculum that will:	Develop a curriculum consistent with H. S. Performance Standards and based on sound child development principles that supports each child’s individual pattern of development and learning.	<p>A. Establish a developmentally appropriate curriculum based on Head Start and state standards which is specific in goals and objectives for children’s learning.</p> <p>B. Evaluate student progress on student outcomes at end of each nine weeks.</p> <p>C. Compile student outcome data into campus summary.</p> <p>D. Evaluate/modify curriculum based upon parent/staff observations of child’s learning to support children’s individual learning style, interests and patterns of development.</p> <ol style="list-style-type: none"> <li>1. Child Outcome Data</li> <li>2. Home visits, conferences</li> </ol> <p>E. Provide Policy Council with Pre/Post Test and child outcome data.</p> <p>F. Provide developmentally appropriate curriculum staff development opportunities through conferences, workshops, in-service training. Including: Texas OWL, CIRCLE Best Practices, Head Start, Region V, WOCCISD</p>	<p>Education Manager (A-F)</p> <p>Classroom teacher/assistant (A,B,D)</p> <p>Head Start Director (A,B,D,E,F)</p> <p>Staff Development Committee (F)</p>	<p>Aug. 2014- June 2015 (A-F)</p> <p>Every nine weeks (B,C,D)</p> <p>Oct. 2014 – June 2015 (E)</p>

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1304.21(c)1(ii)  Related:  1304.21(a)4 Section 641 (a)1(B)(ii) (I,II,III,IV,V) Section 641 A(b) A,B,C	Develop cognitive skills that will form a foundation for school readiness and later school success.	Provides for development of cognition skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem-solving and decision –making skills.	A. Plan daily small group center activities with open-ended questioning. B. Texas OWL Curriculum C. Hands-on experiences <ol style="list-style-type: none"> <li>1. Field trips</li> <li>2. Experiments</li> <li>3. Cooking activities</li> <li>4. Computer software</li> </ol> D. Input available central library resource materials on Winnebago computer program, accessible in classrooms E. Laptop computers and data projectors provided through WOCCISD F. Classroom newsletter activities	Classroom teacher/assistant (A,B,C,F)  Volunteers (C)  Library Clerk (D)  WOCCISD (E)  Field Trip Committee (C)	Aug. 2014 - June 2015 (A-F)
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<p>1304.21(c)1(iii)</p> <p>Related:</p> <p>1304.40(f)</p> <p>1304.24(a)(3)(ii)</p>	<p>To develop healthy habits and attitudes in all children.</p>	<p>Integrate all educational aspects of health, nutrition and mental health services into program activities.</p>	<p>Provide opportunities through:</p> <ul style="list-style-type: none"> <li>A. Weekly health/safety lessons <ul style="list-style-type: none"> <li>1. Texas OWL Curriculum</li> <li>2. Character Education books/cds</li> <li>3. Crime Dog McGruff</li> <li>4. Stranger Danger, Drug Free</li> <li>5. Tooth and dog puppet</li> <li>6. Proper toothbrushing</li> </ul> </li> <li>B. Daily mental health lesson <ul style="list-style-type: none"> <li>1. Texas OWL Curriculum</li> <li>2. Character education Books</li> <li>3. Stranger Danger, Drug Free</li> <li>4. Crime Dog McGruff</li> <li>5. Daily mental health concept review</li> </ul> </li> <li>C. Daily tooth brushing after breakfast and lunch</li> <li>D. Daily nutrition lessons <ul style="list-style-type: none"> <li>1. Menu</li> <li>2. Food Groupies</li> <li>3. Food Pyramid</li> <li>4. Snack preparation</li> <li>5. Texas OWL Curriculum</li> </ul> </li> <li>E. Community helper unit activities</li> <li>F. Variety of campus library materials including individual books, book in series, videos and puppets</li> <li>G. Classroom nutrition presentations</li> <li>H. Field Trips</li> <li>I. Campus presentations</li> <li>J. Classroom materials <ul style="list-style-type: none"> <li>1. Puzzles</li> <li>2. Flannel board activities</li> <li>3. Books</li> </ul> </li> </ul>	<p>Classroom teacher/assistant (A-J)</p> <p>Mental Health Manager (A,B,F,I,J)</p> <p>Health Manager (A,C,D,E,F,G,I,J)</p> <p>Licensed Dietitian (G)</p> <p>Education Manager (A-J)</p>	<p>Aug. 2014 - June 2015 (A-J)</p>
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**Education and Early Childhood Development**  
**1304.21**

**Goal: To meet the objectives of the Head Start Performance Standards with regards to education.**

1304.21(c)1(iv)  Related:  1304.21(a)1(iii)	To develop emotional security in all children	Provide an environment that promotes emotional security and facility in social relationships for all children	A. Demonstrate acceptance of and respect for each child.  B. Model effective communication and conflict resolutions techniques.	All staff (A,B)	Aug. 2014- June 2015 (A,B)
1304.21(c)1(v)		Provide opportunities to enhance each child's understanding of self as an individual and as a member of a group.	Provide opportunities through: A. Texas OWL Curriculum B. Classroom Helpers C. Pledge Leaders D. Photographs, teacher-made books E. Individual cubbies F. Parent "I CARE" curriculum	Classroom teacher/assistant (A-F)      Parents (F)	Aug. 2014- June 2015 (A-F)
1304.2(c)1(vi)		Provide each child with opportunities for success to develop feelings of competence, self-esteem, and positive attitudes toward learning.	Provide opportunities through: A. Open-ended art activities B. Displaying children's work C. Small group activities D. Classroom arrangement E. Perfect Attendance Recognition	Classroom teacher/assistant (A-E)	Aug. 2014- June 2015 (A-E)

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1304.2(C)1(vii)  Related:  1304.53(a)(3)		Provide individual and small group experiences both indoors and outdoors	<p>A. Develop daily schedules that provide individual and small group opportunities.</p> <p>1. Provide opportunities through:</p> <ul style="list-style-type: none"> <li>a. Classroom arrangement</li> <li>b. Playground arrangement</li> <li>c. Daily indoor/outdoor activities</li> </ul> <p>2. Plan and document activities for individual skill development</p> <ul style="list-style-type: none"> <li>a. Weekly lesson plan</li> <li>b. Tracking charts</li> <li>c. Anecdotal notes</li> </ul>	Classroom teacher/assistant (A)	Aug. 2014- June 2015 (A)
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**Education and Early Childhood Development**  
**1304.21**

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<p>1304.21(c)2(7)</p> <p>Related:</p> <p>1304.20(b)</p> <p>1304.20(d)</p> <p>1304.20(e)</p> <p>1304.24(a)(3)(i)</p>	<p>To promote and support each child's learning</p>	<p>Staff must use a variety of strategies to promote and support children's learning and developmental progress based on observations and ongoing assessment of each child.</p>	<p>A. Provide for and implement a systematic, ongoing procedure of observing, documenting and reporting children's behavior and developmental progress.</p> <p>B. Administer DIAL 4 pre-test to all children.</p> <p>C. Train consultants</p> <p>D. Compile classroom and campus profiles of DIAL 4 pre-test scores to determine individual, classroom and campus strengths and weaknesses.</p> <p>E. Utilize data to plan learning activities, individualized instruction.</p> <p>F. Teachers use DIAL 4 Raw Score class individualization tracking sheet and plan for individual children</p> <p>G. Provide guidelines on collecting anecdotal notes.</p> <p>H. Ongoing observation and documentation of each child's progress using anecdotal notes, student portfolio checklist, progress report</p> <p>I. Monitor the implementation of guidelines for collecting anecdotal notes on individual student performance.</p> <p>J. Document planned individual activities based on ongoing observation and assessment on lesson plans, tracking charts</p> <p>K. Individual teacher meetings will be held to evaluate progress in method of individualization.</p> <p>L. Review individual student data using teacher class checklist.</p> <p>M. Involve parent in process of ongoing assessment of child's learning through activities including: weekly classroom newsletter, Texas OWL newsletter, parent lending library</p> <p>N. Provide parents with written progress report.</p> <p>O. Utilize child and program outcomes in program planning, self-assessment and program improvements.</p> <p>P. Analyze post-test data to determine patterns of children's progress and outcomes.</p> <p>Q. Identify children who meet summer school criteria.</p> <p>R. Meet with parents to discuss summer school eligibility and obtain permission for student to be enrolled.</p> <p>S. Prepare student data for summer school teachers</p> <p>T. Provide summer school opportunities for students if funding allows.</p>	<p>Classroom teacher/assistant (A,E,F, H,J,K,M,N,P,R)</p> <p>Education Manager (A,C,D,E, G,I,K,L,O,P,Q,S)</p> <p>Consultants (B)</p> <p>Disabilities Manager (B)</p> <p>Head Start Director (I,K,O,P,Q)</p> <p>Family Services Staff (M)</p> <p>WOCCISD (T)</p>	<p>Aug. 2014-June 2015 (A,D,E,F,H,I,J, M,O)</p> <p>Within 45 days of 1<sup>st</sup> day in attendance (B)</p> <p>Aug. 2014-Sept. 2014 (B,C,G)</p> <p>Midterm (K)</p> <p>Each Nine Weeks(L,N)</p> <p>May 2015 (Q,R,S)</p> <p>Summer 2015 (P,T)</p>
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