

**Education and Early Childhood Development
1304.21**

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

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
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 a Child Development and Education Plan 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 plan 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: 1. Conferences, workshops, in-service D. Provide parent training in "I CARE" curriculum. E. Conduct joint transition staff developmental meeting with WO-CCISD Kindergarten teachers.	Education Manager Self-Assessment Committee Policy Council Head Start Director Managers Classroom staff Head Start Director Family Services staff Education Manager Teachers	August 2010 Aug. 2010-May 2011 Aug. 2010-May 2011 Oct. 2010, May 2011
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 Plan.	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 teacher Disabilities Manager Parent ARD Committee Head Start Director WO-C SLP	Aug. 2010-May 2011

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1304.21**

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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.	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 language. B. Provide daily learning experiences with district ESL teacher, as available C. Manipulative, children's literature, bulletin boards, curriculum themes and activities, programs and field trips with reflect cultural diversity.	Head Start Director District ESL teacher Classroom teacher/assistant Foster Grandparents Parent volunteers Community presenters Community businesses	Aug. 2010-May 2011
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.	A. Identify children not potty trained. 1. Child Health Record B. Child placed in classroom with connecting restroom when possible. C. Establish daily routine for scheduled restroom times. D. Allow individual restroom breaks when requested by the child.	Nurses Education/Mental Health Managers Classroom teacher Classroom teacher/assistant Foster Grandparents	Aug. 2010-May 2011

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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.	A. Encourage parent volunteering and representation on committees. B. Conduct parent meetings to provide opportunities for parent curriculum input and discussions. C. Invite all parents to Open House for classroom meeting to discuss curriculum, daily schedules, classroom procedure, etc. D. Provide parents with a weekly newsletter activity relating to the campus instructional target. E. Provide parent training in "I CARE" curriculum. F. Implement parent "I CARE" curriculum.	Classroom teacher Family Services Manager Teacher Teacher Family Services Staff	Aug. 2010-May 2011 Sept. 2010-May 2011 Sept. 2010 Aug. 2010-May 2011 Sept. 2010 Sept. 2010-May 2011

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1304.21**

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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.	Provide training in child development observation and identifying home learning opportunities. A. Share pre-and-post test results with parents. B. Gain parent assessment input on development during home visits and conferences. C. Invite/encourage parent volunteerism. D. Communicate with parents through weekly newsletters, flyers, behavior folders, monthly calendars, phone calls. E. Encourage use of parent lending library. F. Provide opportunity for monthly parent feedback on activities for "I CARE" curriculum. G. Monitor parent participation in "I CARE" curriculum and document on computer database. H. Agency donations will be used to purchase books for each child.	Family Services Manager and staff Education Manager Classroom teacher/assistant Family Services Education Manager Fiscal Manager	Fall 2011 Oct .4, 2010 May 23, 2011 Oct, Nov.2010 Feb., May,2011 Aug. 2010- May 2011 Sept. 2010 – May 2011

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1304.21**

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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. C. Send notices of scheduled date/time for home visit/conference. D. Maintain master class schedule in office. E. Complete Home Visit Child Development Questionnaire. Provide interpreter if needed. F. Complete home visit and conference parent needs and information update forms. G. Document parent input on forms. G. Provide transportation as needed. H. Leave doorknob notes when parents are not home. I. Conduct additional home visits and conferences as needed.	Classroom teacher Attendance Clerk Classroom staff Family Services staff	Oct. ,Nov 2010- Feb., May 2011 Oct. 2010 Oct., Nov 2010 Feb., May 2011 Aug. 2010- May 2011

**Education and Early Childhood Development
1304.21**

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
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 Head Start Director	Aug. 2010-May 2011
(a)3(i)B Related: 1304.21 (a)1(iv)		B. Fostering independence.	A. Encourage the development of self-help skills: 1. Dental hygiene 2. Snack helpers 3. Manipulative, meals-Fine Motor 4. Toileting/dressing B. Encourage problem solving skill development. 1. Manipulative-Puzzles, blocks 2. Literature 3. Role playing	Classroom teacher/assistant	Aug. 2010-May 2011

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1304.21**

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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. 1. Phone calls 2. Weekly behavior folder 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 Mental Health Manager Head Start Director Parents	Aug. 2010-May 2011

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1304.21**

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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.	A. Provide multi-ethnic books and materials in child's home language that reflect equal opportunities for career choices for boys/girls. B. Provide each classroom with a take home library and a room library. C. Celebrate diversity through campus programs and activities. 1. Provide interpreter as needed.	Education Manager Classroom teacher Family Services Manager WOC Special Education Department	Aug. 2010-May 2011
1304.21(a)3(ii)		Plan for routines and transitions so that they occur in a timely, predictable and unrushed manner.	A. Establish and follow daily schedule with predictable transition times. B. Child participation 1. Clean-up time 2. Snack preparation 3. Songs, finger plays, etc. C. Post schedule on bulletin board for easy viewing for Substitutes and visitors. D. Display daily schedule pocket chart.	Classroom teacher/assistant	Aug. 2010-May 2011

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1304.21**

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
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.	A. Provide activities that incorporate all learning styles-visual, auditory, kinesthetic such as: 1. Daily hands-on center activities 2. Weekly nutrition/cooking Activities. 3. Backyard Wildlife Habitat and garden activities	Classroom teacher/assistant	Aug. 2010-May 2011

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1304.21**

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1304.21 (a) 4(ii)		Provide opportunities for creative self-expression through activities such as art, music, movement and dialogue	Encourage creative self-expression with: A. Open-ended activities using a variety of materials B. Age-appropriate multi-cultural art materials C. Multi-cultural rhythmic activities 1. Musical instruments 2. CD players/CD's 3. Record players/records 4. Teacher-directed songs 5. Books, stories, puppets D. Dramatic play props E. Field trips to live theatrical performances F. Campus presentations and activities	Classroom teacher/assistant Parent volunteers Foster Grandparents Field Trip Committee Family Services Head Start Director Education Manager	Aug. 2010 – May 2011

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1304.21

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Education and Early Childhood Development

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1304.21(a)4(iv) 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 development of each child by developing emerging literacy and numeracy skills	A. Develop phonemic and print awareness 1. Knows letters of alphabet are a special category of visual graphics that can be individually named 2. Recognize a word as a unit of print 3. Identify at least ten letters of the alphabet 4. Associate sounds with written words 5. Progresses in recognizing rhyming words and sounds B. Understand and use language to communicate for various purposes C. Understand and use increasingly complex and varied vocabulary D. Develop and demonstrate an appreciation of books E. In case of non-English background children, progress toward the acquisition of the English language.	Provide opportunities to develop, extend and enrich learning through daily activities such as: A. Age-appropriate literature 1. Scholastic curriculum 2. Classroom libraries 3. Children's take-home libraries 4. Library materials a. Theme packs b. Books/big books c. Puppets/videos d. Flannel board 5. Teacher-made materials 6. Computer software B. Manipulative 1. Letter tubs 2. Magnetic/foam letters 3. Earobics letter mats 4. Zoo-Phonics letter mats C. Games, songs Implement bi-weekly Nursery rhymes D. Curriculum manipulative L. Creative art materials	Classroom teacher/assistant Foster Grandparents Parent volunteers Community volunteers	Aug. 2010- May 2011
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**Education and Early Childhood Development
1304.21**

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1304.21(a)4(iv) 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 development of each child by developing emerging literacy and numeracy skills	A. Develop phonemic and print awareness 1. Knows letters of alphabet are a special category of visual graphics that can be individually named 2. Recognize a word as a unit of print 3. Identify at least ten letters of the alphabet 4. Associate sounds with written words 5. Progresses in recognizing rhyming words and sounds B. Understand and use language to communicate for various purposes C. Understand and use increasingly complex and varied vocabulary D. Develop and demonstrate an appreciation of books E. In case of non-English background children, progress toward the acquisition of the English language.	E. Technology 1. Computer lab Earobics 2. Classroom computers 3. Digital cameras 4. Laptop computers with data projectors 5. Phonics desk, Lang. Master 6. Waterford Literacy Program F. Pocket chart activities G. Field trips /experience Stories H. Best Practices 1. Print rich environment 2. Word Walls 3. Oral and written Expression 4. Accessible writing Materials I. Bulletin Boards J. Parent I CARE curriculum K. Parent lending library	Classroom teacher/assistant Foster Grandparents Parent volunteers Community volunteers	August 2010 May 2011
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**Education and Early Childhood Development
1304.21**

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1304.21 (a) 4(iv) 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 development of each child by developing emerging literacy and numeracy skills	Develop numeracy awareness	Provide daily learning opportunities such as: A. Scholastic curriculum math B. Implement math scope and sequence chart C. Campus library math thematic packs D. Classroom computer software E. Manipulatives/sequence cards F. Children's book/extension activities G. Teacher made games/activities H. Nutritional activities and experiences 1. Books 2. Working in campus vegetable garden 3. Weekly cooking activity 4. Daily snack preparation 5. Flannel board materials 6. Dramatic play props 7. Manipulatives 8. Graphing Activities 9. Science experiences	Classroom teacher/assistant Foster Grandparents Parent volunteers Community volunteers	Aug. 2010- May 2011
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1304.21**

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1304.21(a)4(iv) 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 development of each child by developing emerging literacy and numeracy skills	Develop numeracy awareness	10. Parent "I CARE" curriculum 11. Parent lending library that develop: 1. One-to-one correspondence 2. Sorting 3. Ordering 4. Classification Counting- rote/meaningful 5. Numeral recognition	Classroom teacher/assistant Foster Grandparents Parent volunteers Community volunteers	Aug. 2010- May 2011
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1304.21**

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1304.21(a)5 (a)5(i) Related: 1304.20(d) 1304.21©2 1304.52(h)(1)(iii) 1304.53(a)9 1304.53(a)10(x)	To promote each child's physical development Develop gross motor skills	Provide sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play.	A. Determine and maintain adequate classroom and outdoor space as per H. S. standards. B. Provide daily scheduled indoor/outdoor play with adult supervision and guidance. C. Implement campus gross motor schedule. D. Implement Bad Weather Schedule. E. Provide age-appropriate gym equipment 1. Tricycles, scooter boards 2. Balance beams 3. Horseshoes, bean bags, etc. 4. Hoopla hoops 5. Balls, goals, nets, bats 6. Ribbons, scarves 7. Space markers F. Provide age-appropriate playground equipment 1. Climbers 2. Swings 3. Slides	HS Director Classroom teacher/assistant Foster Grandparents Parent volunteers	Aug. 2010-May 2011
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1304.21**

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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. Manipulative 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. Follow fine-motor scope and sequence plan	Classroom teacher/assistant Foster Grandparents Parent volunteers	Aug. 2010-May 2011 Sept. 2010 – May 2011
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 Foster Grandparents Parent volunteers Education Manager Disabilities Manager WOCCISD Special Education Department	Aug. 2010-May 2011

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1304.21**

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1304.21 (a) 6		Home-based setting	Not applicable		
1304.21 (b) (1) (i) – 1304.21 (b) (3) (ii)		Child Development for Infants and Toddlers	Not applicable		

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1304.21**

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1304.21©1(ii) Related: 1304.3(a)5 1304.21(a)2 1304.40(e)1 1304.53(b) 1304.53(a)7 1304.21©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.	A. Establish a developmentally appropriate curriculum based on Head Start and state standards which is specific in goals and objectives for children's learning.	Education Manager Classroom teacher/assistant	Aug. 2010-May 2011
			B. Identify instructional targets for each of the six weeks.	Curriculum Committee Classroom teacher/assistant	June 2010
			C. Evaluate student progress on instructional targets and student outcomes at end of each six weeks.	Education Manager	Every six weeks
			D. Compile instructional target and student outcome data into campus summary. 1. PPCD, three-year-olds, three-year-olds in four-year-old classes, four year-olds	Classroom teacher/assistant Education Manager	Every six weeks
			E. Evaluate/modify curriculum based upon parent/staff observations of child's learning to support children's individual learning style, interests and patterns of development. 1. Instructional target data 2. Home visits, conferences	Head Start Director Education Manager Staff Development Committee	Oct. 2010 – May 2011 Aug. 2010 - May 2011
			F. Provide Policy Council with Pre/Post Test and instructional target data.		
			G. Provide developmentally appropriate curriculum staff development opportunities through conferences, workshops, in-service training. 1. STEPS Best Practices 2. Head Start, Region V 3. WOCCISD technology		

Education and Early Childhood Development

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1304.21©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. Scholastic curriculum C. Hands-on experiences 1. Field trips 2. Experiments 3. Cooking activities 4. Computer software D. Developmental assistants will serve children whose score indicates potential delay on DIAL 3 and teacher recommendation. E. Input available central library resource materials on Winnebago computer program, accessible in classrooms. G. Laptop computers and data projectors provided through STARK foundation. H. Classroom newsletter activities	Classroom teacher/assistant Parent volunteer Foster Grandparents Developmental Assistants Library Clerk STARK foundation Classroom teacher	Aug. 2010 - May 2011 Oct. 2010 – May 2011 Aug. 2010- May 2011
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Education and Early Childhood Development

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1304.21©1 (iii) Related: 1304.40(f) 1304.24(a) (3) (ii)	To develop healthy habits and attitudes in all children	Integrate all educational aspects of health, nutrition and mental health services into program activities	Provide opportunities through: A. Weekly health/safety lessons 1. Clifford-Scholastic curriculum 2. Character Education books/cd 3. Crime Dog McGruff a. Stranger Danger, Drug Free 4. Tooth and dog puppet a. proper tooth brushing B. Daily mental health lesson 1. Right Choice curriculum C. Daily tooth brushing after breakfast and lunch D. Monthly Right Choice Party E. Daily nutrition lessons 1. Menu 2. Food Groupies 3. Food Pyramid 4. Snack preparation 5. Chef Combo F. Community Helper unit activities G. Variety of campus library materials including individual books, book in series, videos and puppets H. Classroom nutrition presentations I. Field Trips J. Campus presentations K. Classroom materials 1. Puzzles 2. Flannel board activities 3. Books L. Safety Fair	Classroom teacher/assistant Mental Health Manager Classroom teacher/assistant Health Manager Licensed Dietitian Health/Education Managers Classroom teacher/assistant	Aug. 2010 - May 2011 Oct. 2010 Oct. 2011
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Education and Early Childhood Development
1304.21

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1304.21©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	Aug. 2010-May 2011
1304.21©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. Classroom Helpers B. Pledge Leaders C. Photographs, teacher-made books D. Individual cubbies E. Parent "I CARE" curriculum	Classroom teacher/assistant Parents	Aug. 2010-May 2011
1304.2©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. Right Choice Student of the Month F. Perfect Attendance Recognition	Classroom teacher/assistant Parent volunteers Foster Grandparents	Aug. 2010-May 2011

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1304.21**

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1304.21©1(vii) Related: 1304.53(a)(3)		Provide individual and small group experiences both indoors and outdoors	A. Develop daily schedules that provide individual and small group opportunities. B. Provide opportunities through: 1. Classroom arrangement 2. Playground arrangement 3. Daily indoor/outdoor activities C. Plan and document activities for individual skill development 1. Weekly lesson plan 2. Tracking charts 3. Anecdotal notes D. Confidentiality ensured by coding of child's name on posted lesson plans.	Classroom teacher/assistant Parent volunteers Foster Grandparents	Aug. 2010- May 2011
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Education and Early Childhood Development
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1304.21©2(7) Related: 1304.20(b) 1304.20(d) 1304.20(e) 1304.24(a)(3)(i)	To promote and support each child's learning	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.	A. Provide for and implement a systematic, ongoing procedure of observing, documenting and reporting children's behavior and developmental progress. B. Administer DIAL 3 pre-test to all children. 1. Train consultants D. Compile classroom and campus profiles of DIAL 3 pre-test scores to determine individual, classroom and campus strengths and weaknesses. E. Utilize data to plan learning activities, individualized instruction and determine placement with developmental assistants. F. Teachers use DIAL 3 Raw Score class individualization tracking sheet and plan for individual children	Classroom teacher/assistant Education Manager Education Manager Consultants Education Manager Classroom teacher/assistant Classroom teacher	Aug. 2010-May 2011 Within 45 days of 1st day in attendance Oct. 2010 Oct. 2010-May 2011 Oct. 2010 May 2011
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1304.21©2(7) Related: 1304.20(b) 1304.20(d) 1304.20(e) 1304.24(a)(3)(i)	To promote and support each child's learning	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.	G.. Provide guidelines and training on collecting anecdotal notes.	Education Manager	Aug. 2010-May 2011
			H. Ongoing observation and documentation of each child's progress using: 1. Anecdotal notes 2. Student Portfolio checklist 3. Progress Report	Teachers Head Start Director Education Manager	Aug. 2010-May 2011
			I. Monitor the implementation of guidelines for collecting anecdotal notes on individual student performance.		Aug. 2010-May 2011
			J. Document planned individual activities based on ongoing observation and assessment on lesson plans, tracking charts	Teachers	Aug. 2010 – May 2011
			K. Individual teacher meetings will be held to evaluate progress in method of individualization.	Head Start Director Education Manager	3 rd , 5 th six weeks
			L. Review individual student data using teacher class checklist.	Education Manager	Each six weeks
			M. Involve parent in process of ongoing assessment of child's learning through activities. 1. Weekly classroom newsletter 2. Scholastic family newsletters 3. Scholastic door hanger parent activities 4. Parent lending library	Teachers	Aug. 2010-May 2011
			N. Provide parents with written progress assessment.	Teachers	Jan. 2011
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O. Utilize child and program outcomes in program planning, self-assessment and program improvements.	Principal	April 2011
P. Analyze post-test data to determine patterns of children's progress and outcomes.	Education Manager	
Q. Identify children who meet summer school criteria.	Education Manager	June 2011
R. Meet with parents to discuss summer school eligibility and obtain permission for student to be enrolled.	Principal Classroom teacher	May 2011
S. Prepare student data for summer school teachers	Education Manager	May 2011
T. Provide summer school opportunities for students.	WOCCISD	June-July 2011

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