

ESCAMBIA COUNTY HEAD START

**Education Plan**

*2009 -- 2010*

**GOAL:** The Community Action Program Escambia County Head Start Education Plan is committed to providing a developmentally appropriate early childhood program for Head Start children to enhance their learning, growth, and development, and to provide experience and training for parents which will extend the learning environment from school to home and enhance the quality of family life.

**PURPOSE:**

The basis for the education plan of Escambia County Head Start is the *Creative Curriculum for Early Childhood* enhanced by the *Doors To Discovery* literacy curriculum, and *Handwriting Without Tears*. Thematic units emphasizing content of real life, hands on experiences will be incorporated within organized interest centers in the classroom. Additional resources include but are not limited to *I Am Moving, I Am Learning, NAEYC Developmentally Appropriate Practice for Pre-School Children, Escambia County Head Start Mental Health Curriculum, Health Curriculum and Nutrition Curriculum.*

Related Performance Standards: 1304.20, 1304.21, 1304.23, 1304.24, 1304.40, 1304.43, 1308

**OBJECTIVES:**

**1. The curriculum shall be committed to providing children with a learning environment and experiences which will help them develop socially, intellectually, physically and emotionally as indicated by the following:**

The curriculum will include experiences designed to meet the individual differences and needs of participating children. This will be accomplished through input from parents on the Health/Education Advisory committee, staff members, consultants, Curriculum Specialists, the Deputy Director of Children's Services and the Education Assistant.

Included in the curriculum will be individual, small group and large group activities which will enhance the children's understanding of themselves as individuals as well as in relation to others. Intellectual stimulation in the domain areas of language, literacy, mathematics, science and creative arts will be enhanced through activities which promote creativity, experimenting, exploring and problem solving. Movement activities will be incorporated throughout the day in multiple settings within the classroom to offer maximum benefits for learning. Activities which help each child build ethnic pride, develop a positive self concept, embrace his/her strengths and develop social skills will also be provided. Field trips which enhance the weekly/monthly thematic unit will be planned *at least* quarterly. Early literacy skills will be promoted through the implementation of the *Doors To Discovery* and *Handwriting Without Tears* curriculum.

Physical growth will be promoted through the provision of indoor and outdoor space, materials and equipment. Time and activities will be provided to develop large and small muscles, body awareness, rhythm, movement and eye-hand coordination.

All classroom activities will be carried out in a manner that presents an unbiased view of the roles of males and females, ethnic groups and the handicapped in our society. Activities will also reflect the age, culture and background of the children enrolled.

**2. Integration of the various components of Head Start in the daily program of activities will be accomplished as follows:**

The Curriculum Specialists/Education Assistant will work in conjunction with the teaching staff and the Deputy Director of Children's Services to integrate all content areas in the daily schedule/lesson plan. A well rounded educational program will be the primary goal. The Education, Health, Nutrition and Disability Specialists as well as individual Family Advocates will work together to implement and closely monitor the following activities:

**HEALTH**

1. Daily health checks
2. Visits to health care providers
3. Brushing of teeth after breakfast and lunch
4. Hand washing at all appropriate times
5. Daily rest periods --- one hour for three year olds and thirty minutes for four year olds
6. Using planned classroom activities from the Health Curriculum
7. Discussion and activities that promote healthy habits

**NUTRITION**

1. Minimum of two monthly classroom nutrition experiences (one shall involve a cooking experience, the other from another area of nutrition as outlined in performance standards)
2. Discussion of daily menus and the importance of good food choices with children as well as discussion of the texture, color and taste of various foods
3. Daily participation in family style meal patterns
4. Theme unit on basic nutrition using *Doors To Discovery* curriculum materials

**DISABILITIES**

1. Participate in the writing of an individual education plan (IEP) for all diagnosed children
2. Individualize daily lesson plan activities to incorporate specific needs and learning objectives
3. Plan activities for extended learning which can be used at home
4. Maintain inclusion in all daily activities

**MENTAL HEALTH**

1. Build self-esteem through good role modeling and positive guidance techniques
2. Interact in ways that encourage mutual respect and trust
3. Use planned classroom activities that promote mental health and well being

## PARENT INVOLVEMENT

1. Encourage parents to volunteer in the classroom
2. Compose monthly newsletters to parents
3. Minimum of two home visits by teaching staff during the school year
4. Minimum of two parent conferences (at center) by teaching staff during the school year
5. Parent participation in developing an individual learning program for each child
6. Encourage parents to participate in classroom and center activities (lapsits, family day, parent meetings)
7. Encourage family literacy through classroom modeling and home activities.
8. Encourage healthy food, nutrition, and lifestyle choices that promote good health and longevity.

The Deputy Director of Children's Services, along with the Family Advocacy Director will ensure service delivery across content areas for all aspects of the program.

### **3. Procedures for addressing agency measurement outcomes which includes on-going assessment and documenting the progress of each individual child will be accomplished as follows:**

The *Creative Curriculum Developmental Continuum for Children Ages 3 – 5* will be used to record on-going progress and establish a developmental summary on each child. Children will be assessed three times a year to determine individual strengths as well as areas that need support. Progress will be evaluated jointly by the parent and teacher during parent conferences and home visits and an individualized curriculum planned to enhance areas that need support.

Data from each child assessment will be entered into *Creative Curriculum CC-Port* software for compilation of classroom as well as agency wide reports to be used in monitoring measurement outcomes. Reports will be analyzed after each assessment checkpoint (October, January, April) to ensure that adequate progress is being made in each of the domain areas listed below:

- Language Development
- Literacy
- Mathematics
- Science
- Creative Arts
- Social and Emotional Development
- Approaches Toward Learning
- Physical Health and Development

Child outcomes data will be used to analyze progress and accomplishments agency-wide to determine patterns of learning at the classroom, center and program level.

**4. Provision for proper equipment and materials in the classroom will be accomplished as follows:**

The Deputy Director of Children's Services, working in conjunction with the Assistant Director of Internal Support, will order equipment and materials based on inventory and need. All materials and equipment will be safe, educational and inviting to the children. Items will also be consistent with the cultural and ethnic background of those enrolled in the program.

Teaching staff will be responsible for maintaining classroom inventory as well as requesting needed supplies and equipment. Teachers will report any area that affects service delivery as outlined in Performance Standards.

**5. Head Start classrooms will maintain licensing requirements as follows:**

The Deputy Director of Children's Services will work in conjunction with the Assistant Director of Internal Support and the Administrative Assistant to meet fire, health and safety licensing requirements as established by the Department of Children and Families. Head Teachers, Teachers and Teacher Assistants will also meet staffing requirements outlined by this agency.

All centers must have adequate space, light, ventilation and heat. Space must be arranged to meet the developmental needs of the children. Dangerous materials will be stored out of the reach of children and will be accessible only to authorized persons.

The Curriculum Specialists, along with the Education Assistant will monitor centers to ensure all licensing requirements are being met. The teaching staff will report unsafe classroom conditions to the supervising Curriculum Specialist who will in turn work with the proper staff to correct the deficiencies.

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