



Preschool Lesson Plan & ILP Goal Sheet

Head Start Performance Standard 1302.33 (b) Assessment for individualization:

(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

ECEAP Performance Standards:

CO-5 Individualization

Contractors must ensure teaching staff individualize child goals, curriculum, and guidance based on: (a) Staff observations of the child. (b) Assessment data. (c) Family observations of the child. (d) Information gained from parent-teacher conferences. (e) IEPs, if applicable. (f) Behavior plans, if applicable. (2) Teaching staff must document individualization in one or more of the following: (a) Parent-teacher conference notes in ELMS or another location. (b) The Teaching Strategies GOLD® Family Conference Form. (c) Curriculum plans. (d) Individual learning plans. (e) Individual behavior plans.

IC-4 Curriculum Planning

Contractors must ensure that staff plan early learning experiences and maintain written or electronic curriculum plans which describe the activities for each class day. These plans must address: (a) Each component of the daily routine. (b) Social-emotional, physical, language, and cognitive development and early literacy and mathematics. (c) The range of abilities of children in the classroom. (d) Parent input on curriculum. (e) Information gained from child observations and assessment. (f) Washington State Early Learning and Development Guidelines.

Purpose of the Lesson Plan is to show what will be occurring in class that meets each child's needs. This form documents activities, materials added, and shows which activity correlates to the children's goals. The purpose of the goal sheet is to ensure every individual child's goal is documented. The importance of documenting the children's goals is to have a place to refer to and ensure their goal is intentionally planned and carried out monthly.



Procedure: The ILP Goal Sheet is divided into 3 columns. The first is for the child's name. The second is for listing their TSG goal objective/s. The third column is for their TSG objective that relates to the child's IEP goal/s, if applicable.

- 1) During Virtual Services: Complete each section of the ILP Goal Sheet and save in your classroom's Olympus folder after completing your conferences. Refer to this form weekly while lesson planning to inform instruction.
- 2) During In-person Services: Keep the completed ILP Goal Sheet behind your weekly lesson plan posted in the classroom where it is accessible for coaches and supervisors. Refer to this form weekly while lesson planning to inform instruction.

The goal sheet is updated during each assessment period to reflect current goals of the children.

On the lesson plan next to each activity, song, or material write each child's ILP or IEP goal number where applicable. The goal sheet will be used to help show individualization on the lesson plan.