



Head Start Program Goals, Objectives & Action Plan FY 2026

The Abilene ISD's Early Childhood Program has many strengths including strong community partnerships and tenured employees who have extensive experience with Early Head Start and Head Start children and families. The programs also have a long history of high performance and excellent on-site reviews with the most recent being a CLASS (Class Assessment Scoring System) onsite review December 2-6, 2019, and a Focus Area Two (FA2) monitoring review January 27-31, 2020. In October 2023, the program participated in a Focus Area One (FA1) monitoring review and was fully compliant on all Performance Standards. The program will participate in a CLASS review November 25, 2024-February 21, 2025. The program also participated in a Focus Area Two (FA2) review March 3-7, 2025. Both reviews resulted in full compliance.

The AISD's Early Childhood Program's Annual Self-Assessment was completed during the spring of 2025 and approved by the Policy Council in August of 2025. Data analyzed from staff, community members and families revealed there were no non-compliance issues. Data from both programs indicated that all learners demonstrated growth in all school readiness goals. The area for continual instructional growth and training in Head Start was found in the Language and Literacy area. The programs determined that mentor coaches and staff development training would, over time, strengthen staff's abilities to teach children needed skills. Parental involvement and development of parenting skills were also noted areas for growth.

The Community Assessment, discussed and approved by the Policy Council on November 18, 2025, revealed a growing trend from parents expressing significant needs in a wide range of areas including knowledge of community resources and childcare. Data collected through the Community Assessment also revealed that children need strong academic, social, and emotional skill development.

Based on data collected, analyzed, and disaggregated, AISD Early Childhood leadership team determined that the following goals, objectives, and action steps would be used to strengthen the teaching and learning processes. The goals and objectives were reviewed and approved by the Policy Council on December 15, 2025.

Goal 1: Early Childhood Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:

- Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average of 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness plan.
- Early Head Start child's outcome data is determined where children are developmentally through the use of the GOLD assessment tool that compares their progress to other children in their age group nationwide. This assessment determines where they are within widely held expectations. Children will demonstrate skills in social/emotional, physical, language, cognitive, literacy, and math within the upper 75% as compared to other children in their age group nationwide.

Expected Outcome(s):

- Typically developing students will transition from the program(s), demonstrating age-appropriate school readiness skills.

Progress/Outcomes:

- BOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-57%, Social/Emotional-65%, and Physical Development-77%.
- BOY data as of October 27, 2025, Teaching Strategies GOLD showed the following percent toward the beginning of the year expected outcome: Social/Emotional 87.59%, Physical 93.08%, Language 83.08% , Cognitive 93.85% , Literacy 89.23% , Math 85.71% .
- MOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-63%, Social Emotional-78% and Physical Development-89%.
- MOY data taken from Teaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 87%, Physical 88%, Language 86%, Literacy 91%, Mathematics 92%.
- EOY data taken from CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-93%, Social/Emotional-84% and Physical Development-93%. Growth was made in all developmental domains.
- EOY data taken from Teaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 90%, Physical 94%, Language 79%, Literacy 93%, Mathematics 71%.

Challenges:

- A number of students with a diagnosed disability and several others that will be evaluated for ECI.
- Teacher turnover.
- The increasing use of screen time at home with families.

Measurable Performance Objective 2:

- The percentage of Early Head Start/Head Start parents indicating that they have the skills to support the needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):

- Parents will indicate they have gained additional skills to support the needs of their children.

Progress/Outcomes:

- The Family Needs Assessment for Crockett showed the highest reported percentage of families BOY outcome per domain.
 - Family Well Being 45% (Thriving)
 - Parent-Child Relationships 33% (Self-Sufficient)
 - Families as Lifelong Educators 43% (Engaged)
 - Families as Learners 29% (Emerging)
 - Family Engagement in Transition 29% (Self-Sufficient)
 - Family Connection to Peers and Community 60% (Engaged)
 - Families as Advocates and Leaders 55% (Vulnerable)

The Family Needs Assessment for Long ELC showed the highest reported percentage of families BOY outcome per domain.

- Family Well Being 58% (Thriving)
 - Parent-Child Relationships 61% (Thriving)
 - Families as Lifelong Educators 94% (Emerging)
 - Families as Learners 33% (Thriving)
 - Family Engagement in Transition 69% (Thriving)
 - Family Connection to Peers and Community 41% (Thriving)
 - Families as Advocates and Leaders 52% (Vulnerable)
- The Family Needs Assessment for Long ELC showed the highest reported percentage of families MOY outcome per domain.
 - Family Well Being 59% (Thriving)
 - Parent-Child Relationships 69% (Thriving)
 - Families as Lifelong Educators 78% (Engaged)
 - Families as Learners 35% (Thriving)
 - Family Engagement in Transition 85% (Thriving)
 - Family Connection to Peers and Community 45% (Thriving)
 - Families as Advocates and Leaders 54% (vulnerable)
 - The Family Needs Assessment for Crockett showed the highest reported percentage of families MOY outcome per domain.
 - Family Well Being 47% (Thriving)
 - Parent-Child Relationships 38% (Self-Sufficient)
 - Families as Lifelong Educators 65% (Self Sufficient)
 - Families as Learners 28% (Emerging)
 - Family Engagement in Transition 34% (Thriving)
 - Family Connection to Peers and Community 67% (Engaged)
 - Families as Advocates and Leaders 45% (Vulnerable)
 - The Family Needs Assessment for Long ELCt showed the highest reported percentage of families EOY outcome per domain.
 - Family Well Being 63% (Thriving)
 - Parent-Child Relationships 71% (Thriving)
 - Families as Lifelong Educators 88% (self sufficient)
 - Families as Learners 40% (Thriving)
 - Family Engagement in Transition 87% (Thriving)
 - Family Connection to Peers and Community 46% (Thriving)
 - Families as Advocates and Leaders 51% (vulnerable)
 - The Family Needs Assessment for Crockett showed the highest reported percentage of families EOY outcome per domain.
 - Family Well Being 49% (Thriving)
 - Parent-Child Relationships 42% (Self-Sufficient)
 - Families as Lifelong Educators 56% (Thriving)
 - Families as Learners 28% (Self-Sufficient)
 - Family Engagement in Transition 39% (Thriving)
 - Family Connection to Peers and Community 62% (Engaged)
 - Families as Advocates and Leaders 48% (Vulnerable)

Challenges:

- New ways to engage parents in center/community activities

Goal 2: The AISD Early Childhood Program will create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

Measurable Performance Objective 1:

- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observation of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Through staff development and coaching, Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):

- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress toward school readiness goals.

Progress/Outcomes:

- As of October 27, 2025 BOY classroom ITERS-3 observations started and will be finished by the Christmas break.
- As of December 19th, 2025 all ITERS-3 classroom observations have been completed and all classrooms except one scored a 5.0 or above. 2 teachers were referred for coaching beginning January 6, 2026.
- As of May 14, 2026 all teachers were observed by Texas Rising Star and we maintained our 4 Star rating.
- Mental Health Coordinators complete a Mental Health Observation in each classroom twice yearly. As of October 27, 2025, all classrooms have been observed using CLASS and Conscious Discipline criteria and any social-emotional concerns have been addressed.
- Mental Health Coordinators initiated the second and final round of Mental Health Observations on January 20, 2026 in support of positive classroom climates. Mental Health Observations are ongoing, and any social-emotional concerns will be noted and attended to in collaboration with the classroom teacher.
- Classrooms will continue to set goals with academic coaches that align with the CLASS/ITERS-3 tool. They will receive feedback to gain a deeper understanding of how adult interactions impact learning.
- End of the year CLASS scores reported the program was 6.276 in Emotional Support which exceeded expectations.

Challenges:

Measurable Performance Objective 2:

- Through the implementation of a social/emotional curriculum, Head Start students' initially demonstrating social emotional needs on eDECA will show an increase in total protective factor, self-regulation, initiative, behavior and attachment by 10% from the BOY to EOY assessments.
- eDECA definitions:
 - ✓ Self-regulation: being able to manage/regulate emotions
 - ✓ Attachment: healthy bond with caregivers
 - ✓ Initiative: independent care
 - ✓ Behavior: ability to function appropriately in any/all settings
 - ✓ Total Protective Factor: resiliency
- Early Head Start students initially demonstrating social emotional needs on e-DECA will demonstrate a 10% increase in initiative, attachment and self-regulation skills from the BOY to EOY.
- eDECA definitions:
 - ✓ Self-regulation: being able to manage/regulate emotions
 - ✓ Attachment: healthy bond with caregivers
 - ✓ Initiative: independent care
 - ✓ Behavior: ability to function appropriately in any/all settings

✓ Total Protective Factor: resiliency

Expected Outcome(s):

- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:

- Every Head Start students are evaluated using the e-DECA Social Emotional Assessment within 45 days of enrollment. As of October 27, 2025, beginning of year e-DECA data demonstrated the following percentages of need across the factors measured:
 - Total Protective Factors - 16%
 - Initiative - 17%
 - Attachment & Relationships - 23%
 - Self-Regulation - 13%
 - Behavioral Concerns - 14%
- For infant/toddlers
 - Total Protective Factors - 16%
 - Initiative:- 16%
 - Attachment & Relationships - 18%
 - Self-Regulation - 16%
- Mid-year e-DECA assessment data reflected overall stability across most factors, with positive growth noted in Initiative and Total Protective Factors, as evidenced by a decreased level of need. As of February 2nd, 2026, e-DECA data exhibited the following percentages of need:
 - Total Protective Factors - 14%
 - Initiative - 16%
 - Attachment & Relationships - 23%
 - Self-Regulation - 13%
 - Behavioral Concerns - 14%
- Infant/Toddlers
 - Total Protective Factors - 8%
 - Initiative:- 18%
 - Attachment & Relationships - 39%
 - Self-Regulation - 22%
- End-of-year e-DECA assessments were completed on April 23, 2026. From mid-year to end-of-year, e-DECA data indicates an overall decrease in student need across most protective factors. Total Protective Factors decreased from 14% to 9%, with notable improvements in Initiative (16% to 8%), Attachment & Relationships (23% to 12%), and Self-Regulation (13% to 9%). Behavioral Concerns showed a slight increase from 14% to 16%, suggesting an area for continued focus. Overall, the data reflects positive growth in students' social-emotional development.
 - Total Protective Factors - 9%
 - Initiative - 8%
 - Attachment & Relationships -12%
 - Self-Regulation -9%
 - Behavioral Concerns -16 %
- Infant/Toddlers
 - Total Protective Factors: 10%
 - Initiative: 0%
 - Attachment & Relationships: 20%
 - Self-Regulation: 10%

Challenges:

Goal 3: The AISD Early Childhood Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

Measurable Performance Objective 1:

- Head Start/Early Childhood will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s): Children and families will be connected to community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- As of October 27, 2025 there are 9 Health Agreements in place with community partners to ensure that each child has the resource to have medical care that is essential for School readiness.
- In the fall an updated resource list is provided to families, to ensure they have the resources they may be in need of.
- The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS campus events, including staff training and parent engagement activities.
- HS hosts a Health/Mental Health Community Services Advisory Committee luncheon twice a year to network and allow agencies to hear program updates, as well as share updates regarding agency services.
- Family Advocates participate in the community Basic Needs Network, quarterly.
- The Fall Services Advisory Committee meeting was held November 13, 2025, bringing together our community partners. and sharing updates regarding each agency.
- The Spring Services Advisory Committee meeting was held March 19, 2026.
- Currently, there are 58 partnerships completed with community partners.

Challenges:

- Oral appointments continue to be a struggle to obtain appointments with the population of prenatals.

Measurable Performance Objective 2:

- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of 3 times per year for staff and/or community members.

Expected Outcome(s):

- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:

- Long ELC held an Open House September 4th, the Abilene Public Library, Alliance for Women and Children and First Care Health Plans came to share information with our families.
- Crockett hosted a Community Resource Fair on September 17. There were 12 community agencies present and they provided families with agency information.
- Long ELC held a Community Helper Day on October 22nd, 12 Community Helper Organization brought their vehicles for students and staff to see and learn about their daily tasks.
- The Health, Mental Health and Community Services Advisory committee luncheon on November 13, 2025. Updates will be provided regarding HS/EHS program activities and each agency will have the opportunity to share updates regarding their agency.
- Crockett partnered with individuals, as well as community agencies to support the Neighborly Nibbles program. Food and monetary donations help provide each child a sack of non-perishable food on a weekly basis from November 7- December 18.
- Head Start hosted the Health, Mental Health and Community Services Advisory committee luncheon on March 19, 2026.
- Community Partners were present at Apply to Enroll to provide families with services.
- TX Dot and BCFS joined with Long ELC to host a car seat drive for families. During this time families were trained on how to install a car seat and the importance of car seat safety.
- Crockett partners with WIC and hosts quarterly on campus events, allowing families easier access to benefits and information.

- Abilene Public Library presented library information and storytime activities to CHS families during the Reading Under the Stars Spring event.
- Crocket hosted a Summer Infofest on May 6, with community partners on site to present information to families regarding low or no cost summer activities.

Challenges:

- Streamlining services for families

Goal 4: AISD Early Childhood Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):

- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

Progress/Outcomes:

- Technology training was provided on the following topics throughout the year: BOY technology, Cyber Security, Frontline & Eduphoria, student assessments, Remind and Go Engage.
- HS provides training and devices for each classroom to enhance GoEngage data collection, assessments, training opportunities and communication with parents.
- AISD technology provides training to support program initiatives.

Challenges:

Measurable Performance Objective 2:

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of \$45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):

- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

Progress/Outcomes:

- HS staff implement developmentally appropriate learning experiences with technology.
- HS teachers continue to use technology as an instructional method to ensure students have a vast array of learning experiences. Lesson plans are continually used to document technology usage weekly.
- HS is fiscally responsible when updating technology. Promethean boards, ipads, and laptops are purchased as needed.

Challenges:

Measurable Performance Objective 3:

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents and staff.

Expected Outcome(s):

- Students, parents, and staff will be able to teach and learn in a safe environment.

Progress/Outcomes:

- HS has support from Abilene Independent School District's Director of School Safety and Security.
- Our guests are identified at the door through a video intercom, screened through Raptor, and then given a sticker with their information on it to gain entry to our campuses.
- Cameras are on the interior and exterior of the buildings.
- All exterior doors and gates remain locked at all times. All interior doors remain locked during instruction time. Door sweeps are done weekly and put into Sentinel.
- Crisis go is utilized for communication during drills.
- Safety Drills are conducted every month. Crisis Go has been implemented to help with these drills. The drills are documented on Crisis Go and Sentinel monthly.
- The "Safety Team" meets once a month to go over safety issues that may have occurred, review safety protocols, emergency duties and to discuss how to keep our campus safe.
- Playgrounds and facilities are checked daily and/or weekly and documented for safety.
- Resistant film is on all exterior door windows and adjacent windows.
- Crash bars are on exterior gates at Crockett for emergency exit.

- HS has been approved for privacy slats for the fencing around campus. The installation of the slats will begin as soon as the Safety and Security team can schedule with the maintenance department.
- There are plans to get Crockett Head Start a School Zone.
- Crockett Transportation is in the process of getting a Smart Tags system.
- The School District has provided iPads at each entrance for district staff who move from campus to campus to check themselves in/out to show who is on campus at all times. If staff is visiting for personal reasons such as lunch with their student or meetings with teachers they must check in via Raptor with their drivers license.

Challenges:

- The city must approve the no parking zone we requested. This process has taken up to a year on other campuses in the district.
- The maintenance department will schedule time to come install the slats on the fences around Long and Crockett.

Measurable Performance Objective 4:

- The Early Childhood Program will utilize technology to complete data checkpoints and aggregate and disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):

- The Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:

- Education aggregates and disaggregates school readiness data three times a year using the researched based online assessment system to generate data points. Teaching Strategies GOLD and CLI Engage Progress Monitoring Tool are the assessment tools used. The data is used by teachers to inform instruction and plan for individualization. Developmental screening data is tracked in Go Engage within 45 days of enrollment. Based on this beginning of the year, our program uses this data to support Practice Based Coaching Cycles, guide cognitive transitions, help parents set educational goals, plan, and implement individualized instruction and professional development opportunities.
- BOY data was analyzed on October 27, 2025. The data showed that the preschool's highest percentage towards EOY expected outcomes was in Speech Production with 96% and the lowest percentage was Letter-Sound Correspondence with 16%.
- Crockett's assessment data shows that EHS had their highest percentage toward expected outcomes in the Cognitive domain with 93.85% within Widely Held Expectations and the lowest score was in the Language domain with 83.08% within Widely held Expectations
- MOY Teaching Strategies Gold data showed the following percent toward the end of year expected outcome: Social/Emotional 87%, Physical 88%, Language 86%, Literacy 91%, Mathematics 92%.
- MOY CLI data was analyzed on January 30, 2026. Rapid Letter Naming had the largest growth from BOY to MOY with a 46% increase towards the EOY expected outcome. Science had the highest percentage towards the expected outcome with 91%. The area with continued need for improvement was in Letter Sound Correspondence with 26% toward the EOY expected outcomes.
- EOY data was analyzed on April 22, 2026. Rapid Letter Naming, under the Language & Literacy Domain had the largest growth from BOY to EOY with a 56% increase towards the EOY expected outcome. Speech Production & Skills had the highest percentage towards the expected outcome with 121%. The area with continued need for improvement was in Letter Sound Correspondence with a 37% toward the EOY expected outcomes.
- EOY data taken from Teaching Strategies Gold showed the following percent toward the end of year expected outcome: Social/Emotional 90%, Physical 88%, Language 94%, Cognitive 93%, Literacy 82%, Mathematics 71%. Each domain showed progressive growth in each domain.

Challenges:

- A large number of students have been identified with a disability and are being served through ECI or AISD.
- The increasing use of screen time at home with families.
- Staff turnover

Goal 5: AISD Early Childhood Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

Measurable Performance Objective 1:

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment and effective teaching practices by providing practice-based coaching to classroom staff 1 to 4 times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):

- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:

- HS uses the method of Practice-based coaching to individualize professional development. Practice-based coaching is a cyclical process for guiding teachers' use of evidence-based practices for promoting positive child outcomes.
- HS teachers Complete a Needs Assessment during the first wave ending on October 25, 2024. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching.
- Long ELC Wave 1 had a total 52 goals set within the following domains: Regard for Student Perspectives (1), Behavior Management (1), Productivity (5), Instructional Learning Formats (10), Concept Development (15), Quality of Feedback (9), Positive Climate (1) and Language Modeling (2). Of those Goals, 8 were mastered in the following domains: Productivity (7), Instructional Learning Formats (1).
- Crockett set 50 goals during this wave. 29 goals have been met, We are continuing 21 goals into the next wave.
- As of January 25, 2026, a total of 5 goals were mastered in the following domains: Productivity (4), Concept Development (1). Ongoing and new goals were set in the following domains: Regard for Student Perspectives (10), Behavior Management (1), Concept Development (9), Quality of Feedback (6), Language Modeling (2) and Positive Climate (1).
- As of January 30, 2026 2 goals were mastered in classroom management. 3 goals are ongoing in professional development. 2 goals are set for language development.
- Academic Coaching continued through the end of the year. As of April 24, 2026, the following goals were complete: Teacher Sensitivity (9), Productivity (2), Concept Development (3), Quality of Feedback (6) and Language Modeling (10). The following goals were ongoing: Teacher Sensitivity (2), Productivity (1), Concept Development (3) and Language Modeling (5).

Challenges:

- Due to new teaching and support staff, more goals were set in order to support the new staff.
- Absences also play a factor in challenges.
- Staff turnover is an ongoing challenge.

Measurable Performance Objective 2:

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Early Childhood Program.

Progress/Outcomes:

- All Infant/toddler teachers complete a 12-week coaching program as well as Child Care Regulations Orientation.
- All preschool teaching staff are qualified through the state of Texas. Teaching staff are also certified as an English as a Second Language certification by the completion of their first year as a certified teacher. Ongoing CLASS and Conscious Discipline trainings take place throughout the

year for all staff. New teachers received Conscious Discipline, CIRCLE and CLASS training along with a mentorship program.

- All preschool classroom assistants have the appropriate degree and/or a CDA.

Challenges: