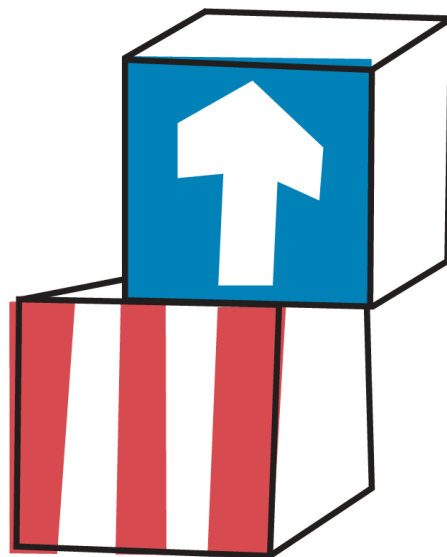


ABILENE ISD

**Head Start
Executive Overview of 2025-2026
Self-Assessment Findings and Program
Improvement Plan**

May 2026



Grant# 06CH012163

I. Introduction

a. Program Description

Abilene ISD Head Start/Early Head Start Program is operated by the Abilene Independent School District. The Abilene ISD Board of Trustees serves as the governing body for Head Start/Early Head Start and operates in a shared-governance system with the Parent Policy Council. The program is funded to serve 132 infants and toddlers and 9 pregnant women in Early Head Start on the Crockett campus. An additional 380 children, ages three and four-years-old, are funded in the preschool program at Long Early Learning Center. The EHS and HS programs were fully enrolled during the 2025-2026 school year. Enrollment opportunities were provided weekly at Long ELC and Crockett EHS so that families had every opportunity to enroll if they desired to do so.

The Long facility has been provided by the district as in-kind to Head Start. The program is in the fourth year of a five-year monitoring cycle. In the fall of 2023, the program participated in a Focus Area One monitoring review. A Program Performance Summary Report was received December 2023, reporting the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007. The Head Start program completed a CLASS Monitoring Review, from November 2024 to January 2025. Communication from OHS, in February 2025 indicated that the program met the expectations for CLASS. Scores from the Review were compared to the Quality and Competitive Thresholds for Head Start programs. The scores in Emotional Support and Classroom Organization were within expected range. The Instructional Support Domain scores surpassed the Qualify Threshold. The Head Start program completed a Focus Area Two Monitoring Review during March 2025. The OHS Program Performance Summary Report was sent to the 2024-2025 AISD School Board President, Angie Wiley in March 2025. This report proved the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

b. Self-Assessment process (context)

Contextually, the self-assessment process encourages the agency to ask itself three questions: “What are we doing well?”, “What are we not doing well?” and “How can we get even better at what we do?” Asking those simple questions prompts the leadership, staff, and families to investigate how the program outcomes have positively impacted our community, students, families and staff and what is left to be accomplished. The investigation scaffolds data-driven decision-making, professional development, and community awareness and interactions. With the findings, the program will continue to reflect and refine all practices.

II. Methodology

a. Design of Self-Assessment and Participating Members

The Self-Assessment process followed the framework published by the National Center on Program Management and Fiscal Operations. The Self-Assessment process also used information gleaned from the completion of the FY 2024 Focus Area Two Monitoring Protocol. During the process, the team members examined a broad range of program operations to determine strengths and weaknesses in managing and providing services to Head Start children and families. The scope of focus was directed by: (1) identifying any systemic issues revealed during routine ongoing monitoring, (2) reviewing health and safety evaluations, and (3) analyzing school readiness and program goals, objectives and action plans.

The self-assessment process followed a systematic path, beginning with the determination of the scope of focus, leading into the analysis of data and recommendations for improvement, and culminating in the final written report outlining corrective action steps. The process was responsive to the Head Start Act and the Head Start Performance Standards. The process included the past FY 2024 Focus Area Two Monitoring Protocol and results, CLASS Progress Monitoring Review results, and current campus data to review and revise all written program services and management systems plans to assure the program addresses and is compliant with all regulations.

The program demonstrated a very high-level of performance and substantial compliance with federal regulations throughout all monitoring events during the previous monitoring 5-year cycle. A NOGA was issued in April 2022 for the next five-year monitoring cycle. As well as a NOGA in for a Non-Competing Continuation in April 2026 for the fifth year of the five-year cycle.

Assisting in this year's self-assessment process were Head Start administrators and managers, Abilene ISD district personnel, Head Start front-line staff, Policy Council members (Head Start parents and community representatives), a current AISD Board of Trustee member, a former AISD Director of Early Childhood, community members and parents.

b. Self-Assessment timeframe

Self-Assessment activities were conducted by each program area between April 1, 2026, and June 2026. Team leaders met with their respective team members for training and to conduct review activities within this time period. All summaries were completed and returned to the Director of Early Childhood Programs by June 2026. The self-assessment reports for each program area were then reviewed and analyzed by the Director of Early Childhood Programs. Finally, a Self-Assessment Summary and Program Improvement Plan were developed for use by program staff. The AISD Board of Trustees was presented the information on July 6, 2026. The Policy Council reviewed and approved the Report and the Plan on August 4, 2026.

c. Data Collection Tools Used

A wide variety of data, including program operation reports, on-going monitoring tool reports, and other performance data were reviewed and analyzed. The FA2 Monitoring Review and CLASS Monitoring Review data was also used as part of the Self-Assessment process.

Following is a list of documents that used for data collection:

Program Area	Tool/Data Set	Purpose	Finding(s)
Management & Quality Improvement	Head Start Monthly Reports	Monthly Reports contain data to support student learning, family and community engagement, family needs, preventative health/ mental health measures, and program events that include learning opportunities for families and staff. Reports are reviewed by the Policy Council and the Board of Trustees.	Monthly Reports were found to be an informational and easy to follow communication tool. The data is a great snapshot of the program’s monthly progress.
Management & Quality Improvement	Staff Wellness	The program works to ensure staff feel connected, supported and valued.	The staff wellness survey reported that most staff members take time for self-care and are supported at work. However, there are a few employees who would like to have more support with behavior.
Management & Quality Improvement	Communication Tools used with families	The program recognizes that communication is multifaceted and integrates several forms of communication to include: social media platforms, email, call out system, phone calls, Remind app, web page, home visits, parent conferences, daily communication sheets, calendar of events,etc.	Parents reported the programs’ communication system is very helpful and includes many reminders which are above and beyond.

Management & Quality Improvement	Family Engagement Activities	To ensure families have opportunities to participate with their child in school activities.	Parents reported there are ample opportunities to join in on their child’s learning including events during the school day and evenings.
Management & Quality Improvement	CLASS Data	The program contracted Essential Elements during the fall and spring to conduct CLASS observations.	CLASS data was reviewed and remains above the competitive threshold in all areas and above the Quality Threshold in Emotional Support and Instructional Support. Essential Elements reported that the Practiced Based Coaching practices are effective in improving adult to child interactions.
Management & Quality Improvement	Head Start Program Goals	Head Start Program Goals provide a focus for the programs strategic planning and a way to measure progress.	Head Start Program Goals have been sufficient for the current grant cycle. Updated program goals would help the program provide more relevant outcomes for progress. .
Program Design/ Structure	Community Assessment	The Community Assessment provides data regarding characteristics of the community, It provides ethnicity, language, disabilities, mental health, children in foster care, homeless children and working families. This information is used to guide the HS/EHS program to determine locations of centers, program options, goals, community strengths and needs.	A review of the Community Assessment revealed that all required components were present in the assessment. The Policy Council uses this data to make informed program decisions. It is noticed that the Policy Council is well trained to participate in program decisions. The Community Assessment revealed that we are reaching the eligible families and the program decisions by the Board and Policy Council support the community. There does tend to be a longer waitlist for three year old students than four year olds.

Disabilities	HS/EHS Performance Standards	Guidance for developing program plans	Plans are in compliance.
Disabilities	Tracking and monitoring documents	HS Disabilities Coordinator uses a tracking document on internal referrals that is shared with assessment staff, ICs and administration for Special Education testing	Document is effective in following up with AISD assessment staff on internal referrals.
Disabilities	Staff and community member interviews	Staff and community members were interviewed and they also reviewed the Disabilities plan to determine if any areas needed improvement.	Staff and community members reported the plan is in compliance.
Education	Lesson Plan required Elements	Teachers and ECD Coordinator use this document to know what is required of our program and HS in each week's lesson plans.	Requirements are up to date and this is an effective way to communicate lesson plan needs.
Education	Tracking & Monitoring Documents	ECD Coordinator uses checklists to monitor: Lesson Plan completion each week, Parent Contacts, Developmental Screenings, Safety Lessons, etc.	These documents are an effective means of tracking. GoEngage is also used.
Education	Cognitive, Social & Emotional Procedures/Policies	A tiered plan to support students with cognitive, language, and/or social & emotional needs.	The use of this procedure has been effective in providing further individualization to prepare students for school readiness.
Education	Abilene ISD Head Start School Readiness Plan	The program uses these goals to ensure children's growth in the Head Start Early Learning Outcome Framework Domains.	The School Readiness Goals for families and academics are appropriate for the upcoming school year. The School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework. These goals are also aligned with the AISD 1st 6 weeks Kindergarten report card.

Education	Abilene ISD Head Start School Readiness Action Steps	A narrative of how we will accomplish meeting and tracking our School Readiness Goals.	The School Readiness Action Steps are reflective of the School Readiness plan and implementation.
Education	Teacher Interviews	Teachers/Coaches reviewed the Practice Based Coaching process to promote quality interactions in the classroom using CLASS dimensions.	Teachers found the coaching process helpful. They were not only able to gain a better understanding of CLASS but it also helped them increase instruction which in turn increased students' school readiness.
		Teachers/Coaches reviewed the updated Parent Contact #1 and gave feedback.	Teachers and coaches agreed with the changes made to the initial Parent Contact.
Education	Academic Coaches	Coaches reviewed the Practice Based Coaching Plan and discussed ways to improve the process.	Coaches noted that teachers are applying feedback and showing growth over time. Some resistance to coaching has been noted. Coaches will continue to build supportive relationships while providing manageable action steps to increase teacher investment.
		An interview with coaches to review ways to ensure accountability and fidelity of staff.	Consistent meetings will provide a valuable opportunity for teams to reflect, collaborate and strengthen instructional practices. .
		Coaches discussed resources that would be helping to the coaching process.	Coaches stated a need for teachers to build a stronger foundation in classroom routines and procedures. They believe Conscious Discipline: Six Weeks to Success will be a helpful resource to achieve this goal.
Education	School Readiness Data Analysis Charts and Narrative	A chart to show program mastery levels and areas of growth, and a narrative, highlighting strengths and planning for improvement.	The data was reported in an intensive and inclusive format. It was well organized and explained well. A variety of in depth instructional techniques and

			evaluation methods were used to meet goals.
Education	ESI-R Developmental Screening	A tool used to screen all children for developmental skills and concerns.	ESI-R meets the needs of our program as a developmental screener. Students who scored in the refer or rescreen range after February are closely monitored by teacher and Education Coordinators.
Education	CLI Engage Progress Monitoring Reports	An online assessment to monitor student progress in all School Readiness Framework Domains.	CLI Progress Monitoring reports showed growth program wide in all School Readiness Goals assessed. Teachers use these reports to plan for instruction of large groups, small groups and individualization.
Education	Student Support Meeting Notes	Documentation taken to provide extra support for a child in need.	Effective notes are taken during SST Meetings and shared with all team members to ensure fidelity of strategies. These notes are located in AWARE which is a program that follows the student to kindergarten.
Education	The Classroom Assessment Scoring System (CLASS) Observations Reports & Analysis	Analysis of program's CLASS observation scores.	Past CLASS scores have shown Emotional Support to be our program's highest scoring domain. CLASS data for the current year will be analyzed upon completion.
Education	Teaching Strategies GOLD Documents	T.S. GOLD documents encompass Lesson Plans, Assessment tools are directly linked to Creative Curriculum to individualize and assess children.	Teaching Strategies GOLD assessment system is a tool that teaches, plans, individualizes and guides every aspect of the day.
Education	ASQ Developmental Screening	It is a research based tool to screen children birth to three for developmental strengths and concerns.	Is a comprehensive reliable screening tool that measures development in 5 domains. (Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social)

Education	ITERS-3 (Infant Toddler Environmental Rating Scale)	It is to analyze the classroom environment and responsive caregiving.	Focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality.
Education	Practice Based Coaching Needs Assessment Tool	Identifies strengths and needs for professional development.	This process supports teachers' use of effective teaching practices that lead to positive outcomes for children.
ERSEA	Community Needs Assessment	Analysis community needs for recruitment process.	Data shows that we are serving the majority of students that qualify in our service area.
ERSEA	Enrollment Records	Documentation of eligibility and proof of the eligibility records.	All documentation of eligibility and supporting documents were found to meet eligibility requirements.
ERSEA	Waiting List	Track number of children on the waiting list.	Lists were reviewed and updated to show an accurate number of eligible families in our service area that are waiting to be enrolled when space is available.
ERSEA	Frontline & GoEngage	Tracking of enrollment and attendance	Files reviewed and matched documentation in databases
Family & Community Engagement	Head Start Program Plans	Performance Standard and Objectives	Reviewed performance standard and objectives noted program promotes strong family engagement through campus activities, goal setting, relationship building, and the Family Strength and Needs Assessment.
Family & Community Engagement	Strengths & Needs Assessment Form	Evaluate family strengths and needs to establish goals	Form aligns with PFCE framework
Family & Community Engagement	Community Partnership Binder	Partnerships and MOUs between AISD EC and the community.	Reviewed and updated partnerships and noted strong connections with the community.
Family & Community Engagement	Surveys with Program Parents	Program parents and Community Partners completed a program	The parents survey reports positive communication with Early Childhood staff to create a

	and Community Partners	survey.	welcoming and collaborative environment.
Fiscal	Procurement Records	Verify Spending	Budget was allocated properly
Fiscal	Budget Reports	Shows monthly overview of purchases	Spending was budgeted correctly
Fiscal	In Kind Documentation and Reports	Shows documentation of In Kind services	Grant requirements for total non-federal share was satisfied
Fiscal	CACFP Audit Records	Shows reimbursement of food services	Funds were expended according to CACFP regulations
Fiscal	AISD Fiscal Audit Report	Shows documentation of HS funds	Funds were expended properly and used to follow all HS Performance Standards
Fiscal	Administrative Cost (below 15%)	Review grant application and budget reports for administrative cost	Administration costs were below 15%
Fiscal	Program Plan	Review our operating processes to ensure compliance	Plans updated when needed
Fiscal	CACFP Audit Notice	Review commendations and technical assistance	Decision to revise a few CACFP documents to better meet our program needs
Health	Sub-part D Plans	Health Performance Standard guidelines/objectives are addressed with information on how Health services are met.	The information reflected that children served in Head Start maintain an ongoing source of health care, preventive care and follow-up.
Health	Focus Area Two Monitoring Protocol, Periodicity, Frontline, GoEngage	Head Start Performance Measures in the Monitoring Protocol	Head Start Health Program is complying with Federal Performance Standards. Nurses are collaborating with parents on health status, ongoing health care, preventative care, follow-ups, and referrals for students. Nurses are documenting health status and care per EPSDT/THS schedule in Frontline and GoEngage.

Health	CACFP Guidelines/square meals.org	CACFP Guidelines on Enrollment forms	Enrollment forms were mentioned in the audit this year. While still in compliance, suggestions were made for improvement. Based on the regulations and guidance that was provided, CACFP Enrollment forms were adjusted.
Health & Safety/Transportation	Online Maintenance Work Order System	Check maintenance requests, date entered, date completed, and department completing work.	In our programs, all work orders are completed in a timely manner or are in progress.
Health & Safety/Transportation	Classroom Safety Checklist	Document that shows classrooms are free from pests, designed to prevent injuries, and promote safety in an emergency.	Our programs' classrooms and outdoor areas were found to be free of pests. Classroom safety was evident in the use of outlet plugs covered, cabinets locked, toys and furniture in good condition, emergency maps located near exits, and documentation that ensured children are released to allowable adults.
Health & Safety/Transportation	Playground Safety Checklist	Checks for standing water, operable playground equipment, outlet covers in place, no sharp edges, and appropriate fall zones to prevent child injury.	In our programs, all items were found in compliance.
Health & Safety/Transportation	Subpart F Transportation Bus Safety Checklist	Lists the items required on the bus such as fire extinguisher & sign, seatbelt cutter & sign, 2-way communication & sign, reverse beeper working, first aid kit, seat belts, daily inspection, and Texas inspection sticker.	On the buses used for our programs, all items comply and are working. All inspections are kept on file.
Health & Safety/Transportation	Subpart F -Transportation Bus Driver Training Data	Checks that all drivers have completed their required training.	All drivers for our program have completed required training before driving students. Our

			drivers also receive CPR/First Aid certificates.
Health & Safety/Transportation	Subpart F-Transportation	Document which shows the elementary and names of all the students who ride to Long and/or back to one of our 11 elementary campuses in Abilene ISD.	HS bus transportation is available for children or teens to ride to and from our campus.
Health & Safety/Transportation	Subpart D Health Program Services	Checks to ensure that all health and safety practices are being met by using safety checklists.	Our programs found that health and safety practices are being met by using safety checklists that ensure children are always kept safe.
Mental Health	Conscious Discipline Parent Curriculum	To examine Behavioral/Social Emotional Parent Engagement opportunities for efficacy, identify areas for improvement, and propose potential topics of interest for future Behavioral/Mental Health focused parent meetings.	Parent response demonstrated a positive overall experience in Behavioral/Mental Health engagement opportunities. The parent felt that anecdotal and situational information was very informative. Parent felt that in addition to what is already offered she would like to see a range of mental health topics delivered in a variety of modalities outside of just the in-person workshops.
Mental Health	Conscious Discipline Curriculum	To identify ways to integrate social emotional continuity and improve implementation fidelity program wide.	The teacher interview revealed a strong foundation for implementation across all levels. She cited administrative encouragement, support, and access to professional development opportunities in Conscious Discipline as key strengths of the program. The development of a program-wide scope and sequence with vertically aligned expectations

			and practices was identified as a potential next step to strengthen consistency and support clearer standards for implementation across classrooms.
Mental Health	New Teacher Foundation Training, Coaching Process	To review personal experience of the Coaching Process and suggest ways to support new teachers with Behavioral/Conscious Discipline training moving forward.	Teacher responses suggest that the teacher felt supported at all levels, learned a lot, and appreciated the constructive feedback. The teacher reports that helpful changes could include rearranging training to a schedule that more clearly follows the progression of the year, more Conscious Discipline specific training and the opportunity to explore topics more in-depth.
Mental Health	Staff Wellness Survey Data	To engage additional stakeholders in identifying meaningful and actionable ways to better support staff in their day-to-day work and support their overall wellbeing.	Community partners indicated that while the majority of staff appear to be well and find fulfillment in their work, the data suggests there are several shared stress-related themes that the Mental Health Team can address through enhanced systems of support, communication, and staff wellness practices.
Mental Health	Tracking Sheets, GoEngage Data Entry and Monitoring Systems	To review data entry and monitoring systems for accuracy, consistency, and compliance with program requirements and documentation procedures.	After a review of Tracking Documents and the GoEngage system, the Mental Health Assistant confirmed compliance in both areas. She reports that weekly enrollment information helped increase the accuracy and timely input of the information.

Prenatal	EHS Prenatal Curriculum and Resources Binder	Review prenatal education curriculum and resources to assess compliance with Head Start Performance Standards.	According to the reporter, the EHS Prenatal Curriculum and Resources Binder indicates comprehensive services were provided to EHS enrolled pregnant women. The curriculum and resources aligned with HS Performance Standards.
Prenatal	Parent Interview questions	A former prenatal parent was asked to comment on her experience with the EHS Prenatal Program and offer suggestions.	The data collected from the parent interviewed indicated appropriate prenatal education, referrals and support was provided.
Prenatal	Staff and Community Member Questions	Review of Prenatal Services that were provided.	The interview indicated the Prenatal Master Family Advocate has an excellent understanding of the prenatal education program, is responsive to the needs of prenatal parents and provides the required on-going support and education. The interview with the prenatal services Master Family Advocate indicates she works closely with prenatal parents and community partners to provide comprehensive services to expectant parents.
Transition	Individual Transition Plan	Teachers use this document to inform parents of the steps needed in the transition to the next learning environment.	Although the transition plan and process was clear, it would be helpful if the information was combined with the final Parent Contact (PC#4).
Transition	Initial Transition Plan Meeting Form	Advocates use this document to inform parents of the steps needed in the transition to the next learning environment.	Form provides parents a plan for different transition options and is started early enough for parents to feel supported.

Transition	Parent Contact #4	Teachers use this document to track progress on School Readiness Goals.	The final Parent Contact was easy to understand, Parent and child goals are tracked easily, parents are able to make a Summer goal.
Transition	Parent Survey	Program parents completed a program questionnaire	Parent questionnaire reports positive communication and support with early childhood staff to create a collaborative transition into and out of the programs.
Transition	Teacher Interview	Teachers discussed ways to improve the transition process of students from Early Head Start to Head Start Preschool.	EHS & HS coordinators met to discuss ways to make this information easier to access. 3 year old teachers also noted it would be helpful to have students begin practicing: sustaining attention for up to 7 minutes, walking in line, staying at the table during mealtimes, etc.
		Teacher was asked if there were any materials needed that would improve the implementation of transition strategies in the classroom,	Teachers noted an updated social story would be helpful to share with EHS. Teachers could begin reading 6 months prior to transition.

d. Additional information used during Self-Assessment

The Head Start Program Performance Standards and the Abilene ISD Head Start/Early Head Start Program Service and Management Plans were reviewed as a part of all self-assessment activities. The data analysis took place in a variety of ways, including but not limited to, face to face interviews and review of information, through email correspondence and Zoom meetings. As a result of the Self-Assessment process, written program plans were revised as needed to assure that all the requirements within the Head Start Act and the Head Start Program Performance Standards were met with fidelity.

II. Key Insights

a. Strengths determined by Staff, Parents and Community members

The staff, parents and community members involved in this self-assessment process stated that the Abilene ISD Head Start is a well-developed program. The program has a history of strong performance and excellent monitoring reviews over the past few years. Both sites have highly qualified staff and continue to refine their practices as focused professional development activities are designed to improve cognition and behavioral instructional strategies for staff, families and children. Professional learning opportunities are created to broaden individuals' understanding and gain strategies to support children experiencing social/emotional/trauma induced situations. Through Practiced Based Coaching, the program also focuses on adult-child interactions and the quality of instruction in all classrooms. Foundational academic/cognitive skills such as language development, mathematics and literacy are also crucial priorities for the programs. Classroom coaches provide feedback and high-quality resources to individual teachers in order to promote growth for teachers and students on an ongoing basis. The success of this practice was evident through the progress seen on CLASS scores from our monitoring review and from a third party observer. Investing in staff members is vital to the success of the program. Staff wellness opportunities are a continual practice the program provides as well. These investments have resulted in strong campus culture which then produces high school readiness outcomes for children and families. One of the greatest strengths of the Head Start program is the partnership with AISD. This partnership ensures quality services through disabilities, homelessness, human resources, fiscal management, health/nutrition, and safety.

b. Systemic Issues

The Self-Assessment committee and the Office of Head Start did not reveal any systemic issues indicating the lack of or failure of program-wide management systems, or within any individual program area.

c. Progress of the program in meeting its goals and objectives

The AISD's Early Head Start/Head Start program is in the third year of a five-year grant cycle. There is a historical trend of academic and social emotional progress toward meeting goals each year. The 2025-2026 year is no exception. Current data documents trends in the programs' successes in meeting the needs of students and their families through strong and consistent programmatic and service delivery goals.

d. Progress toward Program and School Readiness goals

End of Year assessments and data analysis has been completed and analyzed. Patterns throughout the year, and EOY data analysis, reflect strong teaching/learning cycles, academic progress, and social/emotional successes among the vast majority of the student population.

Program Goal 1: The AISD Head Start/Early Head Start 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 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness goals measured.

Expected Outcome(s):

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

Progress/Outcomes:

- The infant/toddler site uses Creative Curriculum to assess students. Assessment data includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. Based on Wave 3 information, Crockett data indicated that the children met the goals expected of them in the following areas: Social Emotional 90%, Physical 94%, Language 79%, Literacy 93%, and Math 71%. Gold assessment data indicates growth in all developmental areas.
- Head Start uses CLI Engage Progress Monitoring Tool to assess students’ growth. Wave 3 data shows growth in all domains of the school readiness goals from the beginning to the end of the year. The percentages of growth are as follows: Cognition- 20%, Language & Literacy-30% Social/Emotional-19%, and Physical Development-16%. The end of year expected outcomes for Wave 3 were as follows: Cognition-70%, Language & Literacy -80%, Social/Emotional -84%, and Physical Development-93%.

Challenges:

- Excessive absences with students and staff turn-over were a challenge.

Measurable Performance Objective 2:

- The percentage of Head Start parents indicating that they have the skills to support the social emotional 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.
- The percentage of Early Head Start parents indicating that they have the skills to support the social emotional 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 infant/toddlers showed the highest reported percentage of families EOY outcome per domain.*
 - Family Well Being 49% (Thriving)
 - Parent-Child Relationships 42% (Self-Sufficient)

- o Families as Lifelong Educators 56% (Thriving)
- o Families as Learners 28% (Self-Sufficient)
- o Family Engagement in Transition 39% (Thriving)
- o Family Connection to Peers and Community 62% (Engaged)
- o Families as Advocates and Leaders 48% (Vulnerable)
- The Family Needs Assessment for the preschoolers showed the highest reported percentage of families EOY outcome per domain.
 - o Family Well Being 63% (Thriving)
 - o Parent-Child Relationships 71% (Thriving)
 - o Families as Lifelong Educators 88% (self sufficient)
 - o Families as Learners 40% (Thriving)
 - o Family Engagement in Transition 87% (Thriving)
 - o Family Connection to Peers and Community 46% (Thriving)
 - o Families as Advocates and Leaders 51% (vulnerable)

Challenges:

Program 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:

- Infant/Toddler classrooms were observed using ITERS-3, any staff member who scored below a 5 in any area were placed on a coaching plan and were supported in reaching their goals. Two teachers were below the expectation of 5 and received intense coaching.
- HS classrooms were coached regularly in behavioral and instructional practices based on their Classroom Needs Assessment. This needs assessment is aligned with CLASS as well as early childhood best practices. End of the year CLASS scores reported the program was 6.276 in Emotional Support which exceeded expectations.

Challenges:

- Staff attendance created a challenge for optimal progress on goals. Teacher turnover was high which created a greater need for more intensive coaching.

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 20% from the BOY to EOY assessments.
- Early Head Start students will initially demonstrate a 20% increase in social/emotional learning, self-regulation, and problem-solving skills from the BOY to EOY on the social emotional assessment eDECA.

Expected Outcome(s):

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

Progress/Outcomes:

- The infant/toddler’s eDECA scores showed students’ needs showed 10 % for Total Protective Factor, 20% for Attachment/Relationship, 0% for Initiative, and 10% for Self-Regulation.
- Preschool end-of-year e-DECA data revealed a decreased need across most protective factors. Percentage of students with needs noted: 9% Total Protective Factor, 12% Attachment/Relationship, 8% Initiative, 16% Behavioral Concerns and 9% Self-Regulation.

Challenges:

- Excessive staff and student absences impact the progress.

Program Goal 3: The AISD Head Start/Early Head Start 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 Head Start 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 and receive community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- Head Start maintained numerous community partnerships throughout the year. Health/Mental Health and Community Services Advisory Committee met November 13, 2025 and March 19, 2026.

Challenges:

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:

- The Programs engaged with families and the community through a variety of events. An Open House was held on September 4, 2025 that hosted three agencies, a Community Resource Fair on September 17, 2025 hosted 12 agencies, Community Helper Day on October 22 hosted 12 agencies and WIC attended quarterly campus events.

Challenges:

Program Goal 4: AISD Head Start/Early Head Start 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 and Go Engage.
- Technology support was provided as needed from campus Tech Liaisons.

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:

- The Head Start/Early Head Start Program staff implement developmentally appropriate learning experiences with technology to individualize instruction or provide an experience to children they may not have. Teachers utilize technology for resources, assessments and planning. Technology apps and email usage is also a successful avenue to communicate with families including those that speak other languages.

Challenges:

- Ensuring staff and students spend the appropriate amount of time using screens.

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 safe environments.

Progress/Outcomes:

- AISD Director of School Safety and Security hosts monthly meetings.
- Cameras are used for surveillance on the interior and exterior of the buildings.
- All exterior doors and gates always remain locked. All interior doors remain locked during instruction time. Door sweeps are done weekly.
- All visitors check in and check out through Raptor. Visiting AISD employees use an internal system at the front office.
- Crisis Go is utilized for monthly safety drills and communication during drills.
- Smart Tags were implemented for all students riding buses.

Challenges: Ensuring all staff are diligent about alerting others when work orders need to be submitted.

Measurable Performance Objective 4:

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

Expected Outcome(s):

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

Progress/Outcomes:

- The programs aggregated and disaggregated school readiness data three times a year using the researched based Teaching Strategies GOLD or CLI Progress Monitoring Tool online assessment system to generate data points.
- EOY data taken from Teaching Strategies Gold for infants/toddlers 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.
- EOY data for preschool indicated the highest percentage of growth was seen in Rapid Letter Naming, under the Language and Literacy Domain with 56% increase from BOY to EOY. 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.

Challenges:

- Staff and student absences play a role in students' learning and growth.

Program Goal 5: AISD Head Start/Early Head Start 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 four 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 & EHS complete a Needs Assessment at the beginning of the year. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through a 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 goals.
- The infant/toddler site continued their Texas Rising Start rating of a 4 and the preschool site achieved CLASS scores from Essential Elements that were above the Competitive Threshold in all three domains, Emotional Support, Classroom Organization, and Instructional Support and above the Quality Threshold in two of the domains, Emotional Support and Instructional Support.

Challenges:

- Staff absences prevent coaches from actually coaching due to classroom coverage.

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 for all students at the time of hire or within 120 days of hire.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Head Start/Early Head Start 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:

- Staff retention proves to be a challenge to progress.

V. Recommendations

a. Areas for Program Improvement

No compliance issues were identified. While all areas were found to be compliant, there were a few areas that could be refined: Staff Wellness, Teaching and learning, Professional Development, Family Services, Management & Quality Improvement, ERSEA and Transition.

b. Program Improvement Plans

Performance Std.	Proposed Corrective Action or Improvement Plan	Person Responsible	Time Frame for Completion
1302.45(a) Program Wide Wellness Supports	Continue coordinating supports that promote adult mental health and staff well-being while strengthening practices and resources that foster positive learning environments for all children.	Leadership	August 2026 - June 2027
1302.102 Program Goals, continuous improvement & reporting	Component Coordinators will revise Program Goals to ensure quality outcomes are measured.	Leadership	August 2026-January 2027
1302.101/1302.52(d)(2) Management Systems & Family Partnership Services	To ensure continuity of care for families, Family Advocates that are assigned to a family at enrollment will continue as the advocate for the duration of the families' enrollment unless there are extenuating circumstances that might prevent this. Family Advocates caseloads will be reduced with this	ERSEA & FCP Coordinator	August 2026
1302.70 (d) Transition from Early Head Start	Infant/toddler & Preschool sites will work together to strengthen the transition process. Changes will be made in the way of shared information through Google Drive.	Transition, Health/Mental Health	September 2026-March 2027
1302.71(c)(2)(ii)(iii) Transition to kindergarten	Plan Coordinator visits to various Kindergarten settings within the District to gain a better understanding of the next learning environment including various SPED & Behavior settings.	IC & Director	September 2026-March 2027

<p>1302.12(j)2 Determining, varying, & documenting eligibility</p> <p>1302.14(a)1 & Selection Process & Prioritization</p>	<p>*Crockett will use only the Selection Criteria and Pointing System to ensure prioritization of placement. The Selection Committee will no longer be used.</p> <p>*ERSEA Program Plan Change</p>	<p>Director & ERSEA Coordinator</p>	<p>July 2026</p>
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VI. Self-Assessment Participants:

Member Name	Member Role (Staff, Parent, Community, Board)	Activity
Alicia Solis	Staff / Head Start Parent	Playground Safety Checklist
Amanda Johnson	EDU Coordinator; Transition Coord.	HS Self-Assessment Leader Reviewed Tracking & CLASS Documents
Amanda Pitmann	Community- School Board Member	Review of Head Start Monthly Reports
Amber Cortes	Head Start Staff Member	Reviewed documents for Health
Angel Diaz	Head Start Staff Member	Reviewed documents for Health
Anna Ramirez	Head Start Staff	Maintenance Work Order Review
April Slabaugh	Mental Health Assistant	Reviewed documents for Mental Health
Belle Floyd	HSU Social Work Intern	Participated in Transition & Prenatal Review
Brandon Henry	HS Staff/ Former HS parent/ Former Policy Council	On- Board Bus Safety
Brody Powell	Community Member/LPC	Analyzed Staff Wellness Survey Data for Trends/Patterns
CSAC Members	CSAC Partners	Participated in a Family Engagement Survey
Destini Delacruz	Operations Manager	HS Self-Assessment Lead
Dusty Fahey	Director of Early Head Start	Head Start Self-Assessment Leader
Emily Cerda	Head Start Staff Member	Reviewed documents for Health

Erica Lang	Policy Council Member	Interview of Family Engagement including transition & communication
Erin Cooper	Mental Health Coordinator	HS Self-Assessment Leader
Hana Martinez	EHS Parent & Former Parental Participants; Head Start Staff	Prenatal Review
Illyssa Munoz	Teacher	Playground Checklist
JaNathan Thompson	Head Start Parent	Reviewed documents for Health
Jennifer Flores	HS Staff/HS Parent	On- Board Bus Safety
Jennifer Putnam	Community - Retired Director of Early Childhood programs	Review of Community Needs Assessment
Jennifer Shackelford	Mentor Teacher	Self-assessment Report Review
Jennifer Sillema	Head Start Parent	Reviewed documents for Health
Julie Hay	Head Start Health and Nutrition Coordinator at Long ELC	HS Self Assessment Leader; reviewed documents & Interviews
Julie Wilson	Director of Early Childhood Programs	Head Start Self-Assessment Leader
Karen Hernandez	Head Start Health Coordinator at Crockett	HS Self Assessment Leader; reviewed documents & Interviews
Katelin Waldrum	Head Start Academic Coach	Classroom Health and Safety Checklist
Katie Green	Head Start Teacher	Reviewed Individual Transition Plan and interview
Kori Stewart	Mental Health Coordinator	Head Start Self-Assessment Leader
Kristie Versyp	Head Start Nutrition Manager	Interviewed Fiscal Staff, Reviewed Documents
Lindsey Cromwell	Head Start Academic Coach	Classroom Health and Safety Checklist
Lindsey McFall	Data Clerk	Classroom Checklist
Margaret Williams	Head Start Head Cook	Interviewed Fiscal Staff, Reviewed Documents
Maribel Gonzalez	AISD Human Resource Dept.	Hire date and Background checks.
Marisa Cruz	Head Start Parent	Reviewed transition plan
Master Family Advocates	Family Advocates	Participated in a Family Engagement Survey
Maurene Carrillo	Head Start Staff/Parent	Playground Safety Checklist
McKenna Bryan	Teacher	On-Board Bus Safety
Melanie Adkins	Head Start Assistant Director	Reviewed Enrollment documents

	(Crockett)	
Melissa Martinez	Family& Community Engagement Coordinator	Head Start Self-Assessment Leader
Mialinda Martin	Head Start Parent	Reviewed transition plan
Michele James	Transportation/ Safety/ Facilities Coordinator	Head Start Self-Assessment Leader
Mindy Cheatham	Prenatal Master Family Advocate	HS Self Assessment Leader
Misty Miller	AISD Bus Driver/ Driver Trainer	Training is complete before drivers transport students.
Nancy Flores	Master Family Advocate	Prenatal Review
Head Start Program parents	Head Start Parents	Participated in a Family Engagement Survey
Rebecca Lana	Head Start Teacher	Examined Program Wide Social & Emotional Learning; Individual Transition Plan and interview
Samantha McKowen	Policy Council Member	Interviewed for Family Engagement including transition & communication
Shameka Appel	Head Start Teacher	Interviewed Fiscal Staff, Reviewed Documents
Shelly Parson	Family& Community Engagement Coordinator; Transition	Head Start Self-Assessment Leader
Summer Clough	Head Start Parent	Evaluated Parent Engagement Opportunities
Sunne Schaake	Head Start Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Suzy Vega	Head Start Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Tammy Jones	Master Family Advocate/ERSEA Coord; Transition	Head Start Self-Assessment Leader
Taylor Anderson, RN	HSAC Member	Reviewed documents for Health
Tressie Fulcher	Head Start Teacher	Reflected Behavioral/Conscious Discipline Coaching
Tyshea Jacobs	Policy Council PResident; HSAC Members	Reviewed documents for Health

Summary Report Completed by: Julie Wilson, Director for AISD’s Early Childhood Programs