



# 2024-2025

# Annual Report

*Ann Windle School for Young Children  
Denton ISD Head Start Program  
901 Audra Lane Denton, TX 76209*

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Head Start Section 644(a) Compliance Report

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# Program Overview

The Ann Windle School for Young Children Head Start Program, administered by Denton Independent School District, is a federally funded initiative designed to promote school readiness for children from low-income families. In alignment with the Head Start Act Section 644, this report provides a summary of program operations, accomplishments, and fiscal accountability for the 2024–2025 program year.

The program serves preschool-aged children and their families by offering a comprehensive, integrated system of services that support academic, physical, social-emotional, and family well-being.



**Windle**  
School for Young Children



# About Our Program

Head Start is a Federally Funded Child Development Program that delivers services to low-income families and America's most vulnerable children ages 3-4, including children with special needs. Head Start is designed to provide comprehensive child and family development services. There is no fee for these services. Head Start is operated on a nondiscriminatory basis giving equal treatment and access to services without regard to race, creed, color, religion, sex, national origin, ancestry, or handicapping condition.

## OUR MISSION

Our mission is to grow independent lifelong learners in a supportive environment.

## OUR VISION

In partnership with our families and community, our focus is to develop the whole child, so they reach their fullest potential.

## OUR VALUES

### Serve

- We will build trust and relationships with our children, families, and community.
- We will provide comprehensive services and resources for families and children, ages 3 through age 5.
- We will offer quality family engagement opportunities.

### Nurture

- We will build connections and foster positive relationships.
- We will empower children with life skills.
- We will foster a sense of purpose and accomplishment.

### Grow

- We will implement developmentally appropriate practices to promote learning in a safe, supportive environment.
- We will provide high quality individualized instruction.
- We will foster a love of learning through purposeful play.

# Program Highlights



**\$1.7M**

Federal Grant



**193**

Head Start Students



**11**

Head Start Classrooms



**28.5**

Head Start Staff

The Ann Windle School for Young Children Head Start Program is funded by a federal grant of \$1,716,257 and served 193 Head Start children during the 2024–2025 school year. The program operates 11 classrooms, each staffed with a certified teacher and paraprofessional, and is supported by six additional grant-funded staff who provide instructional, family, and administrative support.

Through strong community partnerships and a comprehensive service model, the program ensures that children receive high-quality educational, health, and nutrition services while families are engaged and supported in achieving their goals.

# Enrollment & Attendance

## Students Served

Head Start is a comprehensive early childhood program that promotes school readiness for children from low-income families.

During the 2024–2025 school year, the Denton ISD Head Start program served 193 Head Start students across 11 classrooms.

## Attendance and Demographics

The Head Start Program maintained consistent enrollment and attendance throughout the program year, ensuring that services reached those most in need and that children benefitted from a stable learning environment.

Enrollment prioritized children who met income eligibility criteria, as well as those experiencing homelessness, foster care, or receiving public assistance.



***We believe every child deserves a strong start and every family deserves the support to make that possible.***

# School Readiness Goals & Progress

## School Readiness Goals

The Head Start program utilizes CLI Engage Assessments and District Report Card data to measure progress toward established school readiness goals aligned with the Head Start Early Learning Outcomes Framework (ELOF) and Texas Prekindergarten Guidelines.

The goal is to develop the physical, cognitive, social/emotional, language/communication and academic skills of each child to ensure mastery of our established school readiness goals:

### Language & Literacy

Child understands and uses a wide variety of words for a variety of purposes.

### Cognition

Child knows number names, the count sequence, the relationship between number and quantity and uses a variety of strategies in solving problems.

### Perceptual, Motor, & Physical Development

Child demonstrates strength and eye-hand coordination when using fine motor muscles.

### Approaches to Learning

Child manages actions, words, and behaviors with increasing independence while demonstrating an increased ability to control impulses.

### Social & Emotional Development

Child engages and maintains positive interactions and relationships with others.

The following are resources used for academic and assessment purposes:

#### CURRICULUA

Three Cheers for Pre-K 2022 Texas  
Uno, Dos, Tres Pre-Kinder 2022 Texas  
Growing with Mathematics (Supplement)  
Heggerty (Supplement)  
Baby Doll Circle Time  
Conscious Discipline  
Ready Rosie

#### DEVELOPMENT SCREENS

DIAL 4  
DIAL 4 Parent Questionnaire  
ASQ Parent Questionnaire

#### CLASSROOM MANAGEMENT

Conscious Discipline  
Setting Up for Success Storyboard  
SEL Toolbox  
Essential Character Traits

#### ONGOING MONITORING

CLI Engage  
District Report Cards  
Student Portfolios / Seesaw  
TSR

#### ONGOING TEACHER SUPPORT

District Pre-K Pacing Guides  
District Assessment Planner  
Head Start Portfolio Planner  
PLC's  
TTESS  
DMTSS Meetings  
CLASS  
Instructional / Coaching Support

# Goal Progress

Data from CLI Engage and district assessments show measurable progress across all domains of the Head Start Early Learning Outcomes Framework (ELOF). Progress monitoring results guide classroom instruction, identify individual supports, and inform professional development priorities.

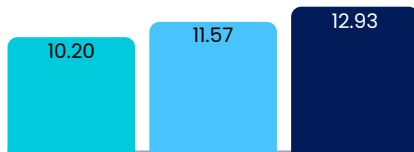
Below is a set of aggregated data collected from CLI Engage Assessments and Report Card Assessments for 2024-2025.

## Average Language & Literacy Score by Wave

*Child understands and uses a wide variety of words for a variety of purposes.*

### 3 Year Olds

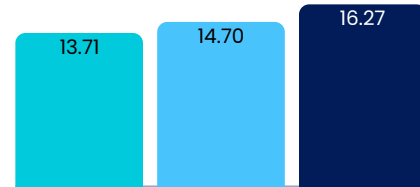
● Beginning of Year  
● Middle of Year ● End of Year



Average Cognition Score by Wave

### 4 Year Olds

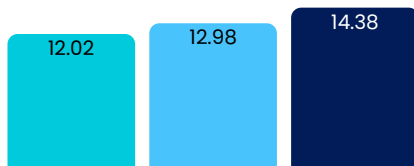
● Beginning of Year  
● Middle of Year ● End of Year



Average Cognition Score by Wave

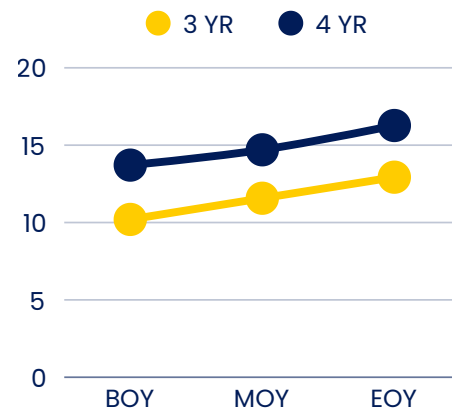
### 3 and 4 Year Olds Combined

● Beginning of Year  
● Middle of Year ● End of Year



Average Cognition Score by Wave

## School Year Growth



# Goal Progress

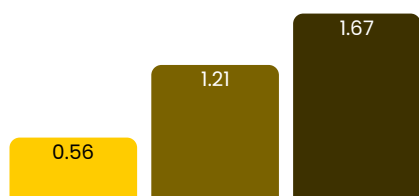


## Cognition

*Child knows number names, the count sequence, the relationship between number and quantity and uses a variety of strategies in solving problems.*

### 3 Year Olds

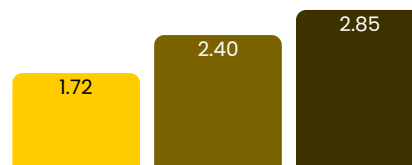
● Beginning of Year  
● Middle of Year ● End of Year



Average Cognition Score by Wave

### 4 Year Olds

● Beginning of Year  
● Middle of Year ● End of Year



Average Cognition Score by Wave

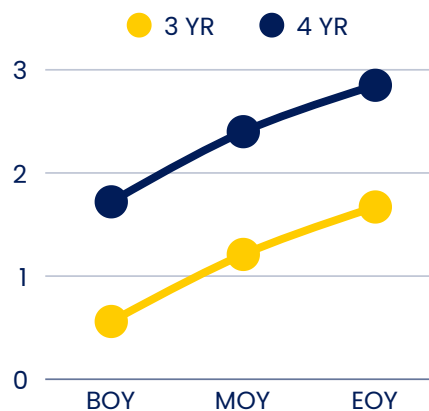
### 3 and 4 Year Olds Combined

● Beginning of Year  
● Middle of Year ● End of Year

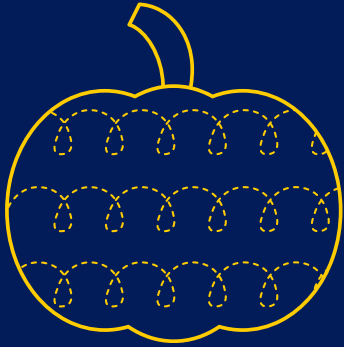


Average Cognition Score by Wave

## School Year Growth



# Goal Progress

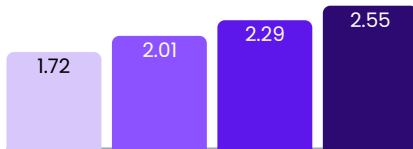


## Perceptual, Motor, & Physical Development

*Child will demonstrate strength and eye hand coordination when using fine motor muscles.*

### 3 Year Olds

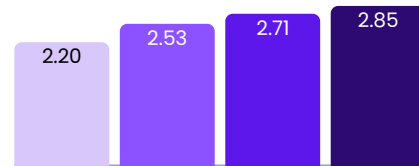
Quarter 1 Quarter 2  
Quarter 3 Quarter 4



Average Fine Motor Score by Marking Period

### 4 Year Olds

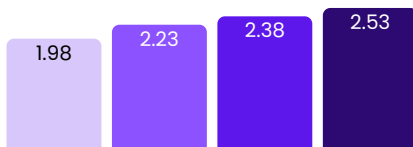
Quarter 1 Quarter 2  
Quarter 3 Quarter 4



Average Fine Motor Score by Marking Period

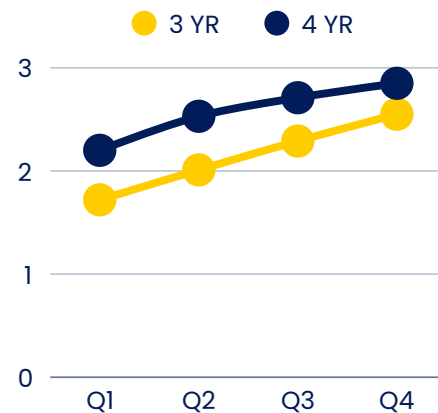
### 3 and 4 Year Olds Combined

Quarter 1 Quarter 2  
Quarter 3 Quarter 4



Average Fine Motor Score by Marking Period

## School Year Growth



# Goal Progress

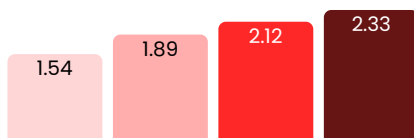


## APPROACHES TO LEARNING

*Child manages actions, words, behavior with increasing independence while demonstrating an increased ability to control impulses.*

### 3 Year Olds

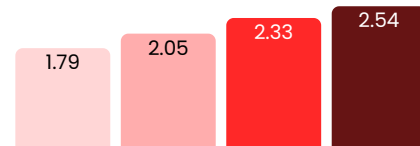
Quarter 1 Quarter 2  
Quarter 3 Quarter 4



Ave Approaches to Learning Score by Marking Period

### 4 Year Olds

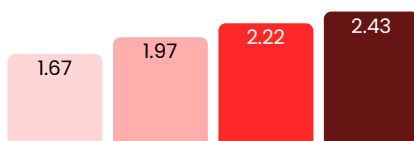
Quarter 1 Quarter 2  
Quarter 3 Quarter 4



Ave Approaches to Learning Score by Marking Period

### 3 and 4 Year Olds Combined

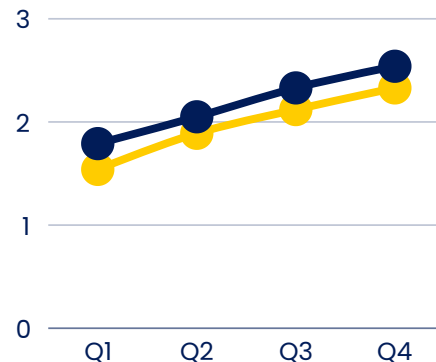
Quarter 1 Quarter 2  
Quarter 3 Quarter 4



Ave Approaches to Learning Score by Marking Period

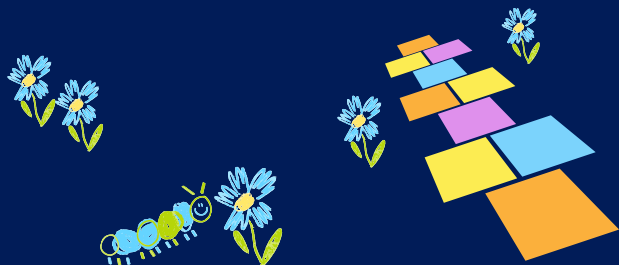
## School Year Growth

3 YR 4 YR





# Goal Progress

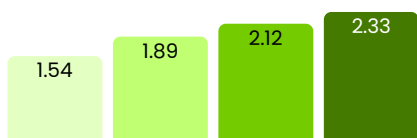


## Social & Emotional Development

*Child engages and maintains positive interactions and relationships with others.*

### 3 Year Olds

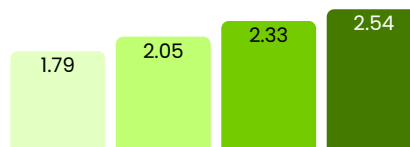
Quarter 1 Quarter 2  
Quarter 3 Quarter 4



Ave Social & Emotional Score by Marking Period

### 4 Year Olds

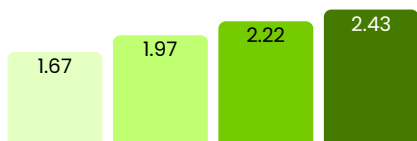
Quarter 1 Quarter 2  
Quarter 3 Quarter 4



Ave Social & Emotional Score by Marking Period

### 3 and 4 Year Olds Combined

Quarter 1 Quarter 2  
Quarter 3 Quarter 4

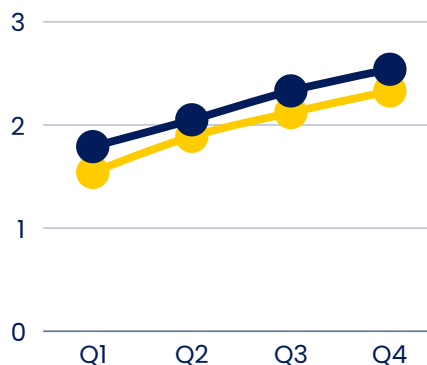


Ave Social & Emotional Score by Marking Period



## School Year Growth

3 YR 4 YR

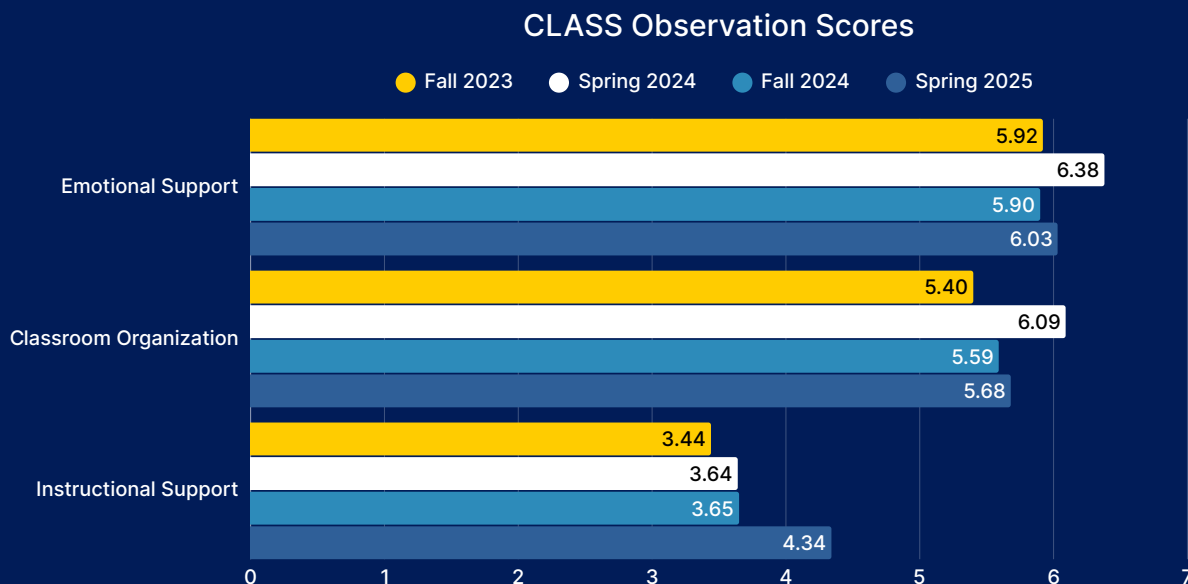


# Teacher Support

Our Head Start Program utilizes the Classroom Assessment Scoring System (CLASS) as an observation instrument to assess the quality of teacher-child interventions. CLASS includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions that capture more specific details about teachers' interactions with children.

The Education Specialist works closely with teachers using an observation cycle and uses CLASS scores and data to determine areas for improvement and determine professional development needs. Based on observation scores, our program uses Teachstone for professional development during instructional support meetings.

*Below are tables that show growth in all CLASS domains.*



Emotional Support



Classroom Organization



Instructional Support

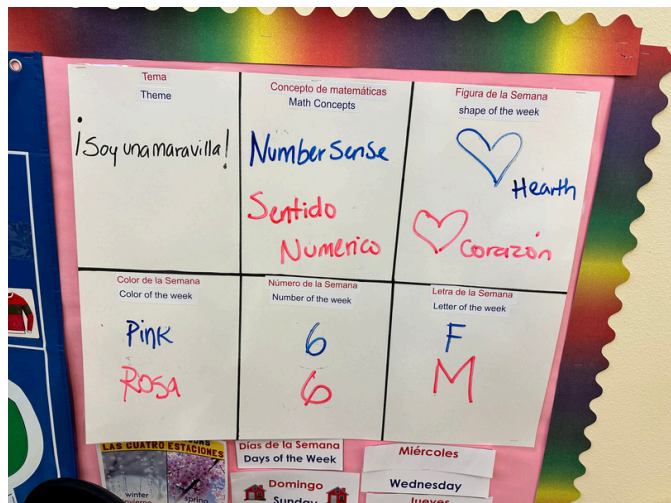
# Program Monitoring & Self-Assessment

The annual self-assessment was completed in May 2025 with participation from staff, parents, Policy Council, and community representatives.

Findings identified strong performance in instructional quality, family engagement, and health services, with improvement goals focused on:

- Expanding parent leadership opportunities
- Strengthening documentation in the Multi-Tiered System of Supports (MTSS) process
- Increasing access to mental health resources

These results inform the program's ongoing improvement plan and professional development focus for the following year.



# Parent, Family, and Community Engagement

Denton ISD Head Start offers a variety of opportunities for families to participate in their child's education and the program's decision-making processes. The program emphasizes strengthening families as the primary nurturers and advocates for their children.



## Family Service Goals

- Choose goals based on needs assessments and actively work toward achieving them.
- Build upon their strengths as advocates and leaders.
- Demonstrate knowledge of social networks that support family well-being.



## Parent, Family, & Community Engagement Goals

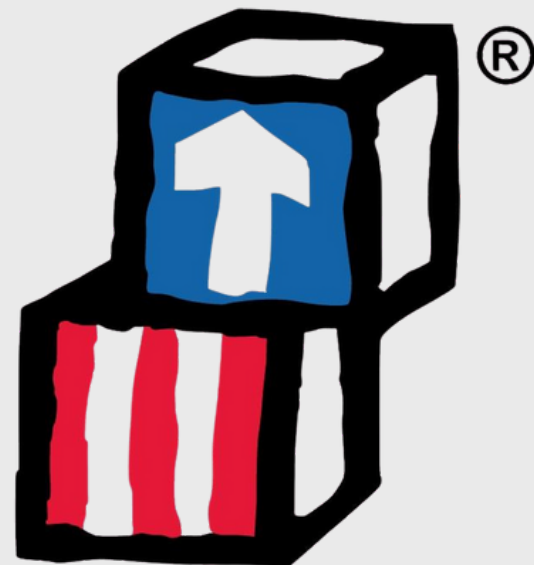
- Monitor and support family engagement at home via Seesaw and Ready Rosie.
- Increase parent, Policy Council, and community participation in committees and events.



## Community Partners

The program collaborates with approximately 20 local partners to provide health services, housing support, safety resources, and family education.

Partnerships ensure children and families have access to comprehensive services that promote overall well-being.



# Health, Disabilities, & Mental Health

## Health

Denton ISD Head Start continues its focus on health and wellness support for children and families through embedded services, referrals and/or partnerships. Our goal is to assist families who encounter obstacles when seeking medical, dental, visual, and auditory care for their child. During the 2024-2025 academic school year, health screenings including hearing, vision, height, weight, and BMI were performed on each Head Start student enrolled. The number of students with continuous access to health care increased from 81 students at the beginning of the school year to 142 students at the end of the school year.

## Disabilities & Mental Health

The Disability Specialist utilizes the District's Universal Screener Report after scoring the DIAL-4 as well as information gathered from a review of the Ages and Stages Questionnaire 3rd Edition and the Disabilities Information Form completed during registration to determine a need for a referral. Our Head Start program currently serves 20 students that qualify for Special Education services. This meets our 10% requirement, with additional referrals being processed by the Diagnostician to determine qualification of services.

To address mental health and social-emotional well-being, the Denton ISD Head Start program continues to utilize a full-time professional licensed school counselor and a counselor assistant. Together, they provide class lessons that target state mandated topics and district essential themes. The program continues to work with the University of North Texas to provide Play Therapy to students who demonstrate a need.

Our Head Start Program has developed the following Mental Health and Disability Goals:

- Continue to strengthen the Multi-Tiered System of Supports (MTSS) process
- Provide additional mental health resources and education to staff, parents, and students in need
- Continue to utilize ASQ SE-2 and additional screenings to monitor students' behavioral and social/emotional development
- Grow small group interventions

The chart below represents students served through special education, the multi-tiered system of supports referral process, or the mental health specialist.

	<u>AUG</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>
<b>Students Identified/ Served with a Disability</b>	18	18	19	21	22	26	27	29
<b>Number of Students Monitored via MTSS for Testing</b>	0	4	18	23	26	26	30	28
<b>Number of Mental Health Referrals</b>	4	12	14	13	12	13	15	16

# Fiscal Summary & Budget Overview

The Denton ISD Ann Windle Head Start Program maintains a fiscally responsible approach that aligns with all federal Head Start Performance Standards and Uniform Grant Guidance (2 CFR Part 200). The program ensures that all expenditures directly support high-quality services for children and families.



## BUDGET SUMMARY

For the Year Ended June 30, 2025

Description	2025
<b>Budget</b>	
Continuation Grant	\$1,677,337
Cost of Living Adjustment (COLA)	38,920
<b>Total Budget</b>	<b>\$1,716,257</b>
<b>Expenses</b>	
July	\$1,939
August	7,251
September	170,122
October	135,084
November	147,061
December	137,439
January	145,506
February	126,628
March	130,463
April	171,571
May	162,301
June	357,739
Indirect Costs	23,154
<b>Total Expenditures</b>	<b>\$1,716,257</b>
<b>Remaining Balance</b>	<b>\$0</b>

Head Start expenses are categorized in two ways to provide clear financial oversight. **Expenses by function** show how funds are used across program areas, such as classroom instruction, support services, and administration. **Expenses by object** break down costs by type, including salaries, benefits, contracted services, substitutes, supplies, and professional development. Together, these categories provide a detailed picture of how resources are allocated to support program goals and ensure compliance with federal requirements.

Analysis of the data below shows that the majority of Head Start grant funds were allocated to classroom instruction (Function 11), primarily supporting Head Start teachers and aides through payroll costs (Object 6100).

## EXPENSES BY FUNCTION

*How funds are used across the program*

Description	Year to Date Expenditures	Percentage of Expense
Function 11 – Instructional	\$1,363,403	79.44%
Function 12 – Library	0	0.00%
Function 13 – Staff Development	89,398	5.21%
Function 21 – Instructional Leadership	0	0.00%
Function 23 – School Leadership	59,330	3.46%
Function 31 – Counseling Services	33,888	1.97%
Function 32 – Social Work Services	110,233	6.42%
Function 33 – Health Services	546	0.03%
Function 51 – Maintenance	0	0.00%
Function 61 – Community Services	36,304	2.12%
Indirect Costs	23,154	1.35%
<b>Program Total</b>	<b>\$1,716,257</b>	<b>100%</b>

## EXPENSES BY OBJECT

*Costs broken down by type*

Description	Year to Date Expenditures	Percentage of Expense
6100 – Payroll	\$1,515,483	88.30%
6200 – Registrations, Contracted Services	4,566	0.27%
6298 – Substitutes	56,403	3.29%
6300 – Supplies	105,198	6.13%
6400 – Staff Development, Classroom Snacks	11,452	0.67%
6600 – Capital Assets	0	0.00%
Indirect Costs	23,154	1.35%
<b>Program Total</b>	<b>\$1,716,257</b>	<b>100%</b>

# Match Requirements & In-Kind Contributions



Head Start federal grants require grantees to contribute a non-federal share, also called a match or in-kind contribution, which represents resources provided by the district or community to support the program. This match can include staff time, volunteer hours, donated materials, facilities use, and other allowable costs.

## Denton ISD Sources of In-Kind Contributions



Payroll Costs



Facility Costs



Volunteer Hours

\$20.98 per hour



Other Costs

supplies, materials, travel,  
professional development, etc

In-kind contributions demonstrate the district's strong commitment to the Head Start mission and reflect community investment in early childhood education. For the 2024–2025 program year, Denton ISD contributed:

- \$389,972 – Payroll Costs
- \$210,949 – Facility Costs
- \$17,204 – Other Costs (supplies, materials, travel, professional development, etc.)
- 2,064.50 Volunteer Hours at \$20.98 per hour

For a grand total value of of \$673,285.



**FY25 Match Requirement**

The program successfully **met and exceeded** its non-federal match requirement of \$429,064 through documented in-kind contributions valued at \$673,285.

These combined resources exceeded the required match by \$244,221, highlighting the district's dedication to sustaining and expanding quality services for children and families.



# Audit Summary



## FEDERAL AUDIT

The last Head Start onsite fiscal monitoring was in 2012 and it was free of any fiscal findings.

However, we had monitoring of Head Start Focus Area 1 in December 2019 that covered some areas of fiscal management.

Head Start did not conduct any in-depth fiscal monitoring of the Denton ISD Head Start Program in 2024-2025.



## LOCAL AUDIT

Denton ISD conducts an annual financial audit that includes review of all federal funding. The last fiscal audit was completed November 2024 with no material findings.

The audit for fiscal year 2024-2025 is currently being conducted with a scheduled completion date of November 2025.

# Contact Us

## Program:

**Jairia Diggs, Director of Federal Programs and School Improvement / Head Start Director**

☎ 940.369.0676

✉ [jdiggs@dentonisd.org](mailto:jdiggs@dentonisd.org)

**Dr. Chris Rangel, Ann Windle Principal / Head Start Site Supervisor**

☎ 940.369.3901

✉ [crangel@dentonisd.org](mailto:crangel@dentonisd.org)

## Fiscal:

**Yalonda Weaver, Director of Grants and Special Revenues / Head Start Fiscal Manager**

☎ 940.369.0067

✉ [yweaver@dentonisd.org](mailto:yweaver@dentonisd.org)

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