

Abilene ISD's Early Head Start and Head Start

Goals, Objectives, and Action Plan FY 2024-2025

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 2024 and approved by the Policy Council in August of 2024. 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 14, 2023, 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 19, 2023.

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 HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-60%, Social/Emotional-63%, and Physical Development-76%.
- MOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-73%, Social/Emotional-76% and Physical Development-86%.
- EOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-84%, Social/Emotional-76% and Physical Development-87%. Growth was made in all developmental domains.
- *BOY data taken from EHS Teaching Strategies GOLD showed the following percent toward the beginning of the year expected outcome: Social/Emotional 98.43%, Physical 95.24%, Language 87.3%, Cognitive 96.04%, Literacy 92.86%, Math 91.34%.*
- *MOY as of January 31, 2025 data taken from EHS Teaching Strategies GOLD showed the following percent toward the middle of year expected outcome: Social/Emotional 92.75%, Physical 94.49%, Language 82.54%, Cognitive 95.93%, Literacy 96.73%, and Math 90.16%. The 2-3 year old growth report indicates growth in all developmental areas. Growth in the Physical domain was at .3 which is considered "not meeting expected growth outcomes" This could be due to having a transition of teachers and students at the beginning of January. Teachers did not have enough time to see the growth. The Growth Report should look very different at the next checkpoint as teachers become more familiar with their new students.*
- *EOY data as of April 21, 2025, was taken from EHS Teaching Strategies GOLD showed the following percent toward the end of the year. Social/Emotional 94.6%, Physical 90%, Language 82.31%, Cognitive 95.38%, Literacy 88.46%, Math 78.63%.*

Challenges:

- *Language delays were the main reason for referrals to ECI at the beginning of this school year.*
- HS -18.57% of students have excessive absences.
- *Staff turnover 1 and the transitioning students at Christmas to new classrooms.*
- HS - 19.21% of students have excessive absences
- *Language delays continue to be the main reason for referrals to ECI*
- HS- 15.59% of students have excessive absences

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 Early Head Start showed the highest reported percentage of families BOY outcome per domain.*
 - *Family Well Being 39% (Thriving)*
 - *Parent-Child Relationships 33% (Self-Sufficient)*
 - *Families as Lifelong Educators 70% (Emerging)*
 - *Families as Learners 31% (Engaged)*
 - *Family Engagement in Transition 32% (Self-Sufficient)*
 - *Family Connection to Peers and Community 52% (Engaged)*
 - *Families as Advocates and Leaders 68% (Vulnerable)*
- *As of 1/31/2025 the Family Needs Assessment for Early Head Start showed the highest reported percentage of families MOY outcome per domain.*
 - *Family Well Being 38% (Thriving)*
 - *Parent-Child Relationships 28% (Self-Sufficient)*
 - *Families as Lifelong Educators 62% (Engaged)*
 - *Families as Learners 24% (Self-Sufficient)*
 - *Family Engagement in Transition 28% (Engaged)*
 - *Family Connection to Peers and Community 49% (Engaged)*
 - *Families as Advocates and Leaders 58% (Vulnerable)*
- *As of April 21, 2025, the Family Needs Assessment for Early Head Start showed the highest reported percentage of families EOY outcome per domain.*
 - *Family Well Being 49% (Thriving)*
 - *Parent-Child Relationships 40% (Self-Sufficient)*
 - *Families as Lifelong Educators 45% (Self-Sufficient)*
 - *Families as Learners 30% (Self-Sufficient)*
 - *Family Engagement in Transition 35% (Thriving)*
 - *Family Connection to Peers and Community 62% (Engaged)*
 - *Families as Advocates and Leaders 67% (Vulnerable)*
- The Family Needs Assessment for Long Head Start showed the highest reported percentage of families BOY outcome per domain.
 - Family Well Being 55% (Thriving)
 - Parent-Child Relationships 59% (Thriving)
 - Families as Lifelong Educators 69% (Emerging)
 - Families as Learners 31% (Thriving)
 - Family Engagement in Transition 57% (Thriving)
 - Family Connection to Peers and Community 45% (Thriving)
 - Families as Advocates and Leaders 46% (Vulnerable)
- The Family Needs Assessment for Long Head Start showed the highest reported percentage of families MOY outcome per domain.
 - Family Well Being 57% (Thriving)
 - Parent-Child Relationships 61% (Thriving)
 - Families as Lifelong Educators 72% (Engaged)
 - Families as Learners 32% (Emerging)
 - Family Engagement in Transition 67% (Thriving)
 - Family Connection to Peers and Community 45% (Thriving)
 - Families as Advocates and Leaders 57% (Vulnerable)
- The Family Needs Assessment for Long Head Start showed the highest reported percentage of families EOY outcome per domain.
 - Family Well Being 62% (Thriving)
 - Parent-Child Relationships 68% (Thriving)
 - Families as Lifelong Educators 58% (Self-Sufficient)

- Families as Learners 32% (Thriving)
- Family Engagement in Transition 82% (Thriving)
- Family Connection to Peers and Community 46% (Thriving)
- Families as Advocates and Leaders 60% (Vulnerable)

Challenges:

- *Lack of parent participation in program sponsored events regarding child development, parent training and community assistance programs.*
- *Economic stressors are evident throughout our data.*

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:

- HS/EHS Mental Health Coordinators complete a Mental Health Observation in each classroom twice yearly. As of October 25, 2024, all classrooms have been observed using CLASS and Conscious Discipline criteria and any social-emotional concerns have been addressed.
- HS/EHS 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.
- *As of October 25, 2024 EHS BOY classroom ITERS-3 observations have begun and will be finished by the Christmas break. All teachers have an average score of 5 or above resulting in highly effective classroom instruction.*
- HS Mental Health Coordinator began Spring Mental Health Observations on January 20, 2025 and will conclude them on February 14, 2025. Any social-emotional concerns will be noted for follow-up.
- HS classrooms continue to receive Behavioral/Conscious Discipline coaching. Behavioral/Social-Emotional goals are set, and the coaches monitor progress through observation and follow-up. Teachers can be coached on a weekly, bi-weekly, and monthly basis.
- *As of January 31, 2025 the ITERS-3 observations have been completed. All teachers have an average score of 5 or above resulting in highly effective classroom instruction.*
- Many newer teachers have progressed from weekly to bi-weekly coaching, suggesting that the implementation of coaching strategies has been successful
- Spring and Fall Mental Health Observations have been completed for the year and all individual and classroom social-emotional concerns have been addressed.
- *EOY As of April 21, 2025 the ITERS-3 observations have been completed. All teachers except 1 had a score of 5 or above. The one teacher will be receiving intensive coaching in the school year 2025-2026.*

Challenges:

- *The 24-25 Fall semester has been challenging with the number of new staff members needing training on classroom procedures.*
- *The second wave has been challenging with the number of new staff members and absences.*
- *The third Wave has been challenging because of shortage of staff and new hires.*

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:

1. Every HS student is evaluated using the e-DECA Social Emotional Assessment within 45 days of enrollment. Beginning of year e-DECA data demonstrated the following percentages of need across the factors measured:
 - Total Protective Factors - 26%
 - Initiative - 23%
 - Self-Regulation - 24%
 - Attachment & Relationships - 28%
 - Behavior Concerns - 22%
2. HS e-DECA mid-year assessments began on January 7, 2025 and were finalized on January 24, 2025. Mid-year scores indicated a decrease in need across all dimensions, with Total Protective Factors and Self-Regulation showing the most significant decline.
 - Total Protective Factors -14%
 - Initiative - 13%
 - Self-Regulation - 12%
 - Attachment & Relationships - 20%
 - Behavior Concerns - 16%
3. HS end of year e-DECA assessments began on April 7, 2025 and concluded April 26, 2025. End of year scores revealed a decrease in need in the areas of Protective Factors, Initiative, and Attachment & Relationships, with Attachment and Relationships exhibiting the greatest decline from 20% at mid-year to 14% in the final assessment. This is significant as Attachment & Relationships represented the greatest area of need campus wide in the beginning of the year. Self-Regulation and Behavior Concerns stayed fixed at 12% and 16% respectively.
 - Total Protective Factors - 11%
 - Initiative - 10%
 - Self-Regulation - 12%
 - Attachment & Relationships - 14%
 - Behavior Concerns - 16%
4. *EHS Every student is evaluated using the e-DECA Social Emotional Assessment within 45 days of enrollment. Beginning of year e-DECA data demonstrated the following percentages of need for infants across the factors measured:*
 - *Total Protective Factors - 17%*
 - *Initiative:- 15%*

- *Attachment & Relationships - 17%*
- 5. *EHS Every student is evaluated using the e-DECA Social Emotional Assessment within 45 days of enrollment. Beginning of year e-DECA data demonstrated the following percentages of need for toddlers across the factors measured:*
 - *Total Protective Factors - 5%*
 - *Initiative:- 9%*
 - *Attachment & Relationships - 14%*
 - *Self-Regulation - 4%*
- 6. HS/EHS administers the e-DECA initial assessment within the first 45 days of each child's enrollment.
- 7. *MOY data indicated a decline in need in three out of four e-DECA categories. As of January 31, 2025, out of the students requiring rescreening demonstrated growth in Total Protective Factors, and demonstrated a need for growth in 19% in Initiative, 5% in Self-Regulation, and 14% in Attachment/Relationships..*
- 8. *EOY as of April 25, 2025, EHS infant students showed 39% in the typical range for Total Protective Factor, 42% in the typical range for Attachment/Relationship, 45% typical in Initiative. The toddler students showed 53% in the typical range for Total Protective Factor, 19% in the typical range for Attachment/Relationship, 58% typical in Initiative, and 61% typical in Self-Regulation.*

Challenges:

- HS -18.57% of students have excessive absences.
- New staff with no previous experience or training in Conscious Discipline makes implementation challenging.
- *A significant number of new employees hired with little or no experience and/or training in Conscious Discipline or related social-emotional curriculums/programs.*
- *Excessive staff absences make coaching with fidelity challenging.*
- Excessive staff absences make coaching with fidelity difficult.
- *Excessive absences and new staff has been challenging.*
- Continued staff absences continue to hinder coaching progress.

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:

- *EHS BOY Health connects to school readiness long before a child enters school starting at prenatals with an oral appointment. Healthy development continues to support learning throughout childhood and later life. Physical, cognitive, social, and emotional development are all essential ingredients of school readiness. We have 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 has been given to families to ensure they have the resources they may be in need of.*
- EHS/HS is continuing to maintain community partnerships to meet the needs of EHS families. The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS hosts a Health, Mental Health and 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. The Fall Service Advisory was held November 7, 2024. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings.. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.
- As of January 31, 2025, HS/EHS is continuing to maintain and update community partnerships. The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS hosts a Community and Health Services Advisory Committee luncheon twice a year to network and allow agencies to hear program updates, as well as share updates regarding agency services. A Spring Community Service Advisory is scheduled for March 20. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.
- HS/EHS are maintaining partnerships with numerous community agencies..The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS 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. The Spring meeting was held on March 20. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.

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:

- *HS /Early Head Start held the Health, Mental Health and Community Services Advisory committee luncheon on November 7, 2024. Community agencies were educated regarding program activities and each agency was provided the opportunity to share updates regarding their agency.*
- *Early Head Start has implemented a new Campus Community Outreach program with community partners. This allows EHS and community agencies a better understanding of the services and needs of each program. As of this semester, WIC, Taylor County Health Dept, and Pregnancy Resources have participated.*
- *EHS hosted a Community Resource Fair in October and 15 community agencies attended.*
- *EHS family advocates attend the quarterly Basic Needs Network meeting.*
- *Early Head Start continues to host monthly Campus Community Outreach events with community partners. This allows EHS and community agencies a better understanding of the services and needs of each program. EHS also continues to partner WIC and host quarterly on campus events that allow families easier access to renew their benefits.*
- *HS /Early Head Start held the Health, Mental Health and Community Services Advisory committee luncheon on March 20 2025. Community agencies were educated regarding program activities and each agency was provided the opportunity to share updates regarding their agency.*
- *Early Head Start continued the Campus Community Outreach program with community partners. This allows EHS and community agencies a better understanding of the services and needs of each program. During the Spring semester the following agencies were on campus to meet one on one with parents: BCFS, CHild Care Services, Early Childhood Intervention and Rolling Plains Management.*
- *EHS a Summer InfoFest on May 7. There were nine community agencies on hand to share information with families and staff regarding summer events and activities.*
- *EHS family advocates attend the quarterly Basic Needs Network meeting.*
- *Community agencies participated in the Apply to Enroll event resource fair.*

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:

- Head Start/*Early Head Start* has support from the Abilene Independent School District's technology resources. There are two district appointed Tech Liaisons on the HS campus who provide training opportunities for HS/EHS staff and technology support for HS/EHS. Throughout the year, the Tech Liaisons and the Instructional Coordinators provide ongoing training to ensure proficiency with instructional technology. As of October 25, 2024, the following trainings have been offered: August Required Training Days both campuses provided training on; BOY Technology, Cyber Security, Frontline & Eduphoria, and training on student assessment computer programs.
- HS/EHS provide training and devices for each classroom to enhance GoEngage data collection, training opportunities and communication with parents.
- AISD technology provides training to support program initiatives.
- *EHS gave a quick tutorial on the use of bluetooth speakers to use in the classrooms for music and movement activities.*
- *EHS has added tv screens to the FCEC and Education offices for the purpose of educating teachers and families.*

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/EHS staff implement developmentally appropriate learning experiences with technology.
- HS/EHS 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.

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:

- BOY-EHS/HS have 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. At EHS the guests can then take the child to their room and the same procedure is done at pick up time.

- We provide students, parents, and staff with a safe environment by using cameras 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. Buildings can only be accessed by using a badge reader or a key.
- 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.
- The Operations Manager attends District Safety meetings and takes information back to campus to share with staff.
- Playgrounds and facilities are checked daily and documented for safety.
- Cameras are installed on the exterior of the building, in hallways and inside classrooms.
- Badge Readers are at the front exterior doors and some other doors, and key entry is used for any other exterior doors.
- Resistant film is on all exterior door windows and adjacent windows.
- Crash bars are on exterior gates for emergency exit.
- *As of January 31, 2025 HS/EHS have run 22 exterior and interior door checks successfully.*
- *EHS has had upgrades on interior cameras in the classrooms.*
- *HS/EHS continues to complete classrooms and playground safety checks.*
- *HS/EHS resistant film has been installed on all exterior door windows and adjacent windows*
- *EHS is extending the time we run raptor and will run the ID of families from 8:30-4:30 each day starting February 1, 2025.*
- *HS/EHS continues to use Crisis go to run safety drills every month. 1/31/25 MA*
- EOY-HS/ EHS is using the interior and exterior cameras to keep our campus safe. We do the weekly door sweeps to make sure all exterior doors are locked.
- EOY-HS/EHS uses raptor to screen visitors who come on campus. We also have an intercom system that we can talk to visitors before they are allowed in the building. We check our playgrounds and classrooms everyday to ensure they are kept safe for the children.
- EOY-HS/EHS conducts safety drills each month to prepare for emergencies.
- EOY-HS/EHS Have an Emergency Operating Plan (EOP) in place in case of emergency. The information gives that chain of command, staff responsibilities and reunification information. The district has purchased sheets of plastic and duct tape to seal windows and doors in a hazardous materials emergency.
- EOY- HS/EHS have received resistant film on all exterior doors and adjacent windows.
- *EOY- EHS- Extending the time we run raptor has been successful. 4/14/25 MA*
- *EOY-EHS has received a badge reader on door A7 for better access when checking doors. 4/14/25 MA*

Challenges:

- District has ordered bags to hold the materials purchased in the event of a hazmat emergency. We have yet to receive the materials purchased by the district.5/16/25

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:

- HS/EHS Education aggregates and disaggregates school readiness data three times a year using the researched based online assessment system to generate data points. EHS uses Teaching Strategies GOLD, while HS uses CLI Engage Progress Monitoring Tool. This data is used by teachers to inform instruction and plan for individualization. Developmental screening data is

tracked in myHeadStart 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. Beginning of the year data (Wave 1) was analyzed on October 28, 2024. The data showed that HS's highest percentage towards EOY expected outcomes was in Speech Production with 94% and the lowest percentage was Letter-Sound Correspondence with 14%.

- *The EHS assessment status report as of October 25, 2024, from Teaching Strategies GOLD indicates 100% of teachers have completed the first Wave of checkpoints for the 2024-2025 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of need. EHS beginning of the year data (Wave 1) was analyzed on October 24, 2024. The data shows that EHS had their highest percentage toward expected outcomes in the Social/Emotional domain with 98.43% within Widely Held Expectations and the lowest score was in the Language domain with 87.3% within Widely held Expectations*
- Middle of the year assessment data was analyzed on January 30, 2025. Rapid Letter Naming had the largest growth from BOY to MOY with a 45% increase towards the EOY expected outcome. Rapid Vocabulary had the highest percentage towards the expected outcome with 95%. The area with continued need for improvement was in Letter Sound Correspondence with 27% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in GoEngage.
- *The EHS MOY assessment status report as of January 31, 2025, from Teaching Strategies GOLD indicates 100% of teachers have completed the second wave of checkpoints for the 2024-2025 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of ongoing need.*
- *EHS beginning of the year data (Wave 2) was analyzed on January 31, 2025. The data shows that EHS had their highest percentage toward expected outcomes in the Physical domain, with 97.39% within Widely Held Expectations and the lowest score was in the Language domain with 84.21% within Widely held Expectations*
- Wave 3 data was analyzed on April 21, 2025. Rapid Letter Naming, under the Language & Literacy Domain had the largest growth from BOY to EOY with a 53% increase towards the EOY expected outcome. Speech Production & Skills had the highest percentage towards the expected outcome with 120%. The area with continued need for improvement was in Letter Sound Correspondence with a 43% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in GoEngage.
- *EOY as of April 21, 2025, assessment status report from Teaching Strategies GOLD indicates 100% of the teachers have completed the third Wave of checkpoints for the 2024-2025 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of need.*
- *EOY Wave 3 was analyzed on April 21, 2025. The data shows that EHS has their highest percentage in the cognitive domain at 95.38% within widely held expectations. And the lowest score in the math domain at 78.63% within widely held expectations.*

Challenges:

- *Challenges have been with new teaching staff that are not fully trained in assessments*
- *Screen time at home may be affecting language scores. Getting parents to understand the magnitude of the effects that screen time has on early childhood development is challenging.*
- *Challenges have been Staff shortages and new staff.*

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 & EHS 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 & EHS 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 goals.
- *EHS BOY, As of October 25, 2024, we have set 26 goals. 2 goals have been met, We are continuing these goals into the next wave.*
- HS Wave 1 had a total 43 goals set within the following domains: Regard for Student Perspectives (1), Behavior Management (4), Productivity (3), Instructional Learning Formats (1), Concept Development (22), Quality of Feedback (4). and Language Modeling (8).
- *EHS MOY, as of January 31, 2025, for the second wave we set 11 goals, and 19 have been met. The goals that were not met are continued into the third wave.*
- Academic Coaching continued through the end of the year. As of April 21, 2025, 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).
- *EOY, as of April 21, 2025, for the third wave we set 6 goals and all 6 have been met. Of the goals that were continued from Wave 2, (17) 15 have been met. A total of 3 goals are continuing to the end of this school year. From these goals some will be set for the 2025-2026 school year.*

Challenges:

The challenge is due to staff being absent and we have not been unable to complete their goals.

The challenge is due to staff being absent, we have not been able to support classrooms.

The challenge is due to staff being absent, we have not been able to support classrooms.

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:

- *As of October 25, 2024 EHS BOY classroom ITERS-3 observations have begun and will be finished by the Christmas break. All teachers have an average score of 5 or above resulting in highly effective classroom instruction.*
- *First semester ITERS-3 have been completed. All teachers have an average score of 5 or above resulting in highly effective classroom instruction.*

- *EOY as of April 21, 2025 the ITERS-3 observations have been completed. All teachers except 1 had a score of 5 or above. EHS strives to have highly effective classroom instruction. The one teacher that fell below the score of 5 has been given support with tools to assist with her effectiveness in the classroom and will be receiving intensive coaching in the school year 2025-2026.*

Challenges:

- Staff attendance
- Staff attendance makes it difficult to have the time to coach them on their professional goals.
- *Staff shortages have been a challenge and have hindered the effectiveness of classroom support.*