Gonzales ECE
Targeted Improvement Plan
2019-2020

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4	

Not to filled out until summative process has been completed

Campus Information

District Name	San Antonio ISD	Campus Name	Gonzales Early Childhood Education Center	Superintendent	Pedro Martinez	Principal	Lisa Frost
District Number	015907	Campus Number	000000246	District Coordinator of School Improvement (DCSI)	Joanelda De Leon	ESC Support	Jamie Goodwin

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Joanelda De Leon**
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**n/a**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Lisa Frost - October 15, 2019**
Board Approval Date	2019-11-11	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Our campus is paired with Hawthorne Academy (rating of D). We aligned our LAP-3 goals to ensure reading, math and pre-writing have a strong foundation to support the progression of our student to kindergarten. Our campus has set LAP-3 goals: 3s - 65% pre-writing, 52% math, and 33% reading; 4s - 60% pre-writing, 60% math, 60% reading.
	What changes in student group and subject performance are included in these goals?	Our student groups have not changed as we only serve three- and four- year old students (this school year we added one dual language classroom thus our English Learners have increased).
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	3

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Rationale	We seek to improve our PLC process and focus on student progress and formative data	We seek to improve the overall culture and climate of our campus by collaboratively refining our mission, vision and values	
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents and staff understand and can articulate the mission, vision and values of Gonzales ECEC and artifacts will be evident throughout the campus	
Barriers to Address During the Year	Conflicts in scheduling PLCs, LAP-3 online system technology issues, students enrolling or transferring at different times of school year, student attendance	Funds for print resources to display, continually emphasizing to keep the vision, mission and values alive and relevant	

District Commitment Theory of Action:	If the district provides opportunities for ongoing support and coaching of the campus leader; and the district provides campuses with access to external student support services; then achievement gaps will close, creating more opportunities for our students ito be grade-level ready when transitioning to their elementary campus, the campus cluture will become more inclusive, and teacher leaders will emerge.

ESF Diagnostic Results		
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)		

Date of ESF Diagnostic			
Prioritized Focus Area #1		**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
Pre-K 3	Pre-writing	LAP-3	30%	56	LAP-3	42		LAP-3	85		LAP-3	85	
Pre-K 3	Cognitive	LAP-3	30%	69	LAP-3	42		LAP-3	85		LAP-3	85	
Pre-K 3	Language	LAP-3	30	71	LAP-3	42		LAP-3	85		LAP-3	85	
Pre-K 4	Pre-writing	LAP-3	30	87	LAP-3	42		LAP-3	85		LAP-3	85	
Pre-K 4	Cognitive	LAP-3	30	73	LAP-3	42		LAP-3	85		LAP-3	85	
Pre-K 4	Language	LAP-3	30	46	LAP-3	42		LAP-3	85		LAP-3	85	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents and staff understand and can articulate the mission, vision and values of Gonzales ECEC and artifacts will be evident throughout the campus	
Desired 90-day Outcome	Weekly PLCs (using a protocol) will take place to ensure consistent process by using agendas and tracking tools	Administrative team/teachers and parents will collaborate and review the mission, vision and values and revise to include input and feedback (principal's coffee, CLT meetings)	
Barriers to Address During this Cycle	Meetings and scheduling conflicts - review calendars and move PLCs to ensure meetings take place weekly	Parents knowledge and understanding of purpose of vision, mission, goals, values	
District Actions for this Cycle	DCSI will support principal and staff with scheduling conflicts and PLC support.	DCSI will provide guidance in the development of mission, vision, and values and how we can get community input and feedback.	
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader; and the district provides campuses with access to external student support services; then achievement gaps will close, creating more opportunities for our students ito be grade-level ready when transitioning to their elementary campus, the campus cluture will become more inclusive, and teacher leaders will emerge.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Selecting the PLC protocols to use during collaborative time	1	22-Nov-19	PLC protocols	Lisa Frost, Ann Wright, Elizabeth Saavedra, Stephanie Cabido, Lorraine Olguin, Irasema Gutierrez, and Vanessa Salinas	Feedback from use of protocol from teachers and principal	Weekly agendas, sign-in sheets, protocols, minutes - November 22, 2019		
Refine the mission, vision, and values to include authentic and collaborative involvement from stakeholders	3	22-Nov-19	Meetings, Current written mission, vision, and values	Lisa Frost, Sophi Monreal, parent leaders, CLT, teachers and all staff	Parents' involvement in collaboration, draft of new mission, vision, values	Agendas, sign-in sheets, posters, minutes		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents and staff understand and can articulate the mission, vision and values of Gonzales ECEC and artifacts will be evident throughout the campus	
Desired 90-day Outcome	PLCs will include MOY LAP-3 data analysis to determine progress toward goal of 42% of students at average and above in the areas of pre-writing, cognitive and language	Artifacts in the classrooms and hallways reference the mission, vision and values (refined)	
Barriers to Address During this Cycle	Students in the multi-tiered system of support not making adequate progress, technology issues with online LAP-3 system, funding for subs for testing	Funding for printing	
District Actions for this Cycle	DCSI will continue to support principal and staff with scheduling conflicts and PLC support.	DCSI will continue to provide guidance in the development of mission, vision, and values and how we can get community input and feedback.	
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader; and the district provides campuses with access to external student support services; then achievement gaps will close, creating more opportunities for our students ito be grade-level ready when transitioning to their elementary campus, the campus cluture will become more inclusive, and teacher leaders will emerge.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Small-group plans include interventions to address LAP-3 skills	1	Weekly until February 28, 2020	Small-group plans, Children Learning Institute lessons, LAP-3 interventions, Pre-K guidelines	Lisa Frost, Ann Wright, Irasema Gutierrez, Elizabeth Saavedra, Stephanie Cabido, Lorraine Olguin, Vanessa Salinas	LAP-3 middle of year data, informal teacher assessments, PLC agendas and sign-in sheets	Weekly - February 28, 2020		
Multi-tiered system of support meetings for students that need tier 2 and tier 3 interventions	1	Weekly until February 28, 2020	Branching Minds, Pre-K Guidelines, CLI	Lisa Frost, Ann Wright, Irasema Gutierrez, Elizabeth Saavedra, Stephanie Cabido, Lorraine Olguin, Vanessa Salinas	MTSS meeting sign-in sheets, Branching Minds documentation	Weekly - February 28, 2020		
Posted mission, vision and values posted in hallways and in classrooms and common areas of the school such as library and cafeteria and restrooms and translated into Spanish	2	10-Jan-20	Printers, Poster maker, if funds available Print Shop	All Gonzales staff and parents	Artifacts displayed	10-Jan-20		
Posted mission, vision and values posted campus website and Facebook	2	10-Jan-20	campus webpage and Facebook	Technology staff on campus	Campus website and Facebook	10-Jan-20		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	

Cycle 3 90-Day Outcomes (March-May)		
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents and staff understand and can articulate the mission, vision and values of Gonzales ECEC and artifacts will be evident throughout the campus
Desired 90-day Outcome	PLCs will include EOY LAP-3 data analysis to determine progress toward goal of 85% of students at average and above in the areas of pre-writing, cognitive and language	Staff and parents can articulate in their own words what the mission, vision and values for Gonzales ECEC are
Barriers to Address During this Cycle	Students in the multi-tiered system of support not making adequate progress, technology issues with online LAP-3 system, funding for subs for testing	Limited responses and/or participation from parents
District Actions for this Cycle	DCSI will continue to support principal and staff with scheduling conflicts and PLC support.	DCSI will continue to provide guidance in the development of mission, vision, and values and how we can get community input and feedback.
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader; and the district provides campuses with access to external student support services; then achievement gaps will close, creating more opportunities for our students ito be grade-level ready when transitioning to their elementary campus, the campus cluture will become more inclusive, and teacher leaders will emerge.	

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
Small-group plans include interventions to address LAP-3 skills	1	Weekly until May 22, 2020	Small-group plans, Children Learning Institute lessons, LAP-3 interventions, Pre-K guidelines	Lisa Frost, Ann Wright, Irasema Gutierrez, Elizabeth Saavedra, Stephanie Cabido, Lorraine Olguin, Vanessa Salinas	LAP-3 middle of year data, informal teacher assessments, PLC agendas and sign-in sheets	Weekly - May 22, 2020		
Multi-tiered system of support meetings for students that need tier 2 and tier 3 interventions	1	Weekly until May 22, 2020	Branching Minds, Pre-K Guidelines, CLI	Lisa Frost, Ann Wright, Irasema Gutierrez, Elizabeth Saavedra, Stephanie Cabido, Lorraine Olguin, Vanessa Salinas	MTSS meeting sign-in sheets, Branching Minds documentation	Weekly - May 22, 2020		
Create and collect surveys from parents and staff to ask: "In a few words, what does the Gonzales ECEC mission, vision and values mean to you?" Video tape staff and parents explaining what the mission, vision and values mean to them (ask permission to upload to campus Facebook page).	2	30-Apr-20	Survey, Video equipment, Facebook page	All staff and parents	Surveys, Videos	30-Apr-20		
Video tape students and ask: "What do you like about our school?"	2	30-Apr-20	Video equipment	Lisa Frost, Ann Wright, Irasema Gutierrez, Elizabeth Saavedra, Stephanie Cabido, Lorraine Olguin, Vanessa	Videos	30-Apr-20		

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Milestones	**New Milestones**
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents and staff understand and can articulate the mission, vision and values of Gonzales ECEC and artifacts will be evident throughout the campus	
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Weekly PLCs (using a protocol) will take place to ensure consistent process by using agendas and tracking tools	Administrative team/teachers and parents will collaborate and review the mission, vision and values and revise to include input and feedback (principal's coffee, CLT meetings)	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader; and the district provides campuses with access to external student support services; then achievement gaps will close, creating more opportunities for our students ito be grade-level ready when transitioning to their elementary campus, the campus cluture will become more inclusive, and teacher leaders will emerge.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones** / **New Milestones**