

## 2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

**Campus Name:**

Gonzales Early Childhood Education Center

**District Coordinator of School Improvement (DCSI) Name, Role:**

Dr. Jonelda DeLeon - Assistant Superintendent

**Campus Number:**

015907246

**Superintendent Name:**

Pedro Martinez

**Date:**

Monday, October 19, 2020



**CAMPUS INFORMATION**

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Antonio ISD	Campus Name	Gonzales Early Childhood Education Center	Superintendent	Pedro Martinez	Principal	Lisa Frost-Heal
District Number	015907	Campus Number	000000246	District Coordinator of School Improvement (DCSI)	Dr. Jonelda DeLeon	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Shannon Allen

**ASSURANCES**

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

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.	Dr. Jonelda DeLeon - 10/19/2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	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.	
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-Heal October 19, 2020

Board Approval Date 14-12-2020

**DATA ANALYSIS**

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Our early childhood campus is paired with Hawthorne Academy (rating of D). We aligned our CIRCLE assessment goals to ensure literacy and mathematics have a strong foundation to support the progression of our students to kindergarten. Our goal is for 70% of our 4-year olds going to kindergarten be "on track" as measured by the CIRCLE assessment in the areas of rapid letter naming, phonemic awareness and mathematics. Rationale: Early literacy and numeracy skills are a foundation for students' success in kindergarten and beyond.</p> <p>Domain 2B: Our early childhood campus is paired with Hawthorne Academy (rating of D). We aligned our CIRCLE assessment goals to ensure literacy and mathematics have a strong foundation to support the progression of our students to kindergarten. Our goal is for 70% of our 4-year olds going to kindergarten be "on track" as measured by the CIRCLE assessment in the areas of rapid letter naming, phonemic awareness and mathematics. Rationale: Early literacy and numeracy skills are a foundation for students' success in kindergarten and beyond.</p> <p>Domain 3: Our early childhood campus is paired with Hawthorne Academy (rating of D). We aligned our CIRCLE assessment goals to ensure literacy and mathematics have a strong foundation to support the progression of our students to kindergarten. Our goal is for 70% of our 4-year olds going to kindergarten be "on track" as measured by the CIRCLE assessment in the areas of rapid letter naming, phonemic awareness and mathematics. Rationale: Early literacy and numeracy skills are a foundation for students' success in kindergarten and beyond.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Our student groups have not changed very much as we only serve 3-year olds and 4-year olds (this school year we added 2 Head Start classrooms - one monolingual and one dual language).</p> <p>Domain 2B: Our student groups have not changed very much as we only serve 3-year olds and 4-year olds (this school year we added 2 Head Start classrooms - one monolingual and one dual language).</p> <p>Domain 3: Our student groups have not changed very much as we only serve 3-year olds and 4-year olds (this school year we added 2 Head Start classrooms - one monolingual and one dual language).</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Our campus has set CIRCLE goals for 4-year olds going to kindergarten for the 2021-2022 school year to align with college readiness. Our goal is for 70% of our 4-year olds to be "on-track" (as measured by CIRCLE) in the areas of rapid letter naming, phonemic awareness and mathematics.

**CAMPUS FOCUS AREAS**

Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

**PRIORITIZED FOCUS AREAS**

Complete each section below (please refer to your RPA):

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

**Rationale:** Explain the reason(s) this campus chose to focus on these Essential Actions this year.

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasese.org/vetted-programs/>

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasese.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	3.1	
<b>Rationale</b>	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	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	We will build capacity by having consistent weekly PLC meetings with teachers and having each teacher take a role in leading a part of the PLC. We will use protocols and data analysis tools to guide instructional planning and small-group interventions. We will partner with our campus-assigned early childhood specialist.	We will build capacity by continually reviewing at the vision, mission and values at faculty meetings, parent meetings and campus professional development. We will partner with campus staff, parents and students.	
<b>Barriers to Address throughout this year</b>	Remote learners have working parents therefore they have limited time with teacher for virtual instruction, student in-person attendance due to illness, technology issues, students enrolling or transferring at different times of school year (lack of consistency)	Funds for print resources to display, continually emphasizing to keep the vision, mission and values alive and relevant	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	I will communicate these priorities through: weekly PLC meetings with teachers, monthly staff meetings and monthly principal's coffee with parents	We will communicate these priorities to parents and staff at scheduled meetings and get input for buy-in	
<b>Desired Annual Outcome</b>	End-of-year CIRCLE assessment goals will be achieved: 70% of 4-year olds will be "on track" in the areas of rapid letter naming, phonemic awareness and mathematics	Parents and staff believe in and can articulate the mission, vision, and values of Gonzales ECEC and artifacts will be evident throughout the campus	
<b>District Commitment Theory of Action</b>	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 into be grade-level ready when transitioning to their elementary campus, the campus culture will become more inclusive, and teacher leaders will emerge.	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 into be grade-level ready when transitioning to their elementary campus, the campus culture will become more inclusive, and teacher leaders will emerge.	

**STUDENT DATA**

To complete the Student Data Tab, please enter data for all STAAR tested courses.

-For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

-For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

-You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

Please refer to the STAAR and TELPAS Assessment Frequency Tables for challenges in completing all sections of this data at each grade level in the frequency of the school year as opposed to CCMR 2019.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments														
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		Summative Goal		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR															
		All	All	Reading	Meets	STAAR	N/A - last year LAP-3 was used		CIRCLE	20% of 4-year olds "on track"	37% rapid letter naming and 50% phonemic awareness		CIRCLE	40% of 4-year olds "on track"	55% rapid letter naming and 79% phonemic awareness		CIRCLE	70% of 4-year olds "on track"	79% rapid letter naming and 92% phonemic awareness	70% of 4-year olds "on track"	
		All	All	Reading	Masters	STAAR															
		All	All	Mathematics	Approaches	STAAR															
		All	All	Mathematics	Meets	STAAR	N/A - last year LAP-3 was used		CIRCLE	20% of 4-year olds "on track"	74%		CIRCLE	40% of 4-year olds "on track"	98%		CIRCLE	70% of 4-year olds "on track"	94%	70% of 4-year olds "on track"	
		All	All	Mathematics	Masters	STAAR															
		All	All	Science	Approaches	STAAR															
		All	All	Science	Meets	STAAR															
		All	All	Science	Masters	STAAR															
		All	All	Social Studies	Approaches	STAAR															
		All	All	Social Studies	Meets	STAAR															
		All	All	Social Studies	Masters	STAAR															
		2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Pre-K	Phonemic Awareness	"on track"	STAAR	N/A - last year LAP-3 was used		CIRCLE	20% of 4-year olds "on track"	50%		CIRCLE	40% of 4-year olds "on track"	79%		CIRCLE	70% of 4-year olds "on track"	92%
All	Pre-K			Mathematics	"on track"	STAAR	N/A - last year LAP-3 was used		CIRCLE	20% of 4-year olds "on track"	74%		CIRCLE	40% of 4-year olds "on track"	98%		CIRCLE	70% of 4-year olds "on track"	94%	70% of 4-year olds "on track"	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Pre-K	Phonemic Awareness	"on track"	Phonemic Awareness	N/A - last year LAP-3 was used		CIRCLE	20% of 4-year olds "on track"	50%		CIRCLE	40% of 4-year olds "on track"	79%		CIRCLE	70% of 4-year olds "on track"	92%	70% of 4-year olds "on track"	
		All	Pre-K	Mathematics	"on track"	Mathematics	N/A - last year LAP-3 was used		CIRCLE	20% of 4-year olds "on track"	74%		CIRCLE	40% of 4-year olds "on track"	98%		CIRCLE	70% of 4-year olds "on track"	94%	70% of 4-year olds "on track"	
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TELPAS	All	TELPAS	N/A - last year LAP-3 was used		CIRCLE	20% of 4-year olds "on track"	40% rapid letter naming, 100% phonemic awareness, 100% mathematics		CIRCLE	40% of 4-year olds "on track"	55% rapid letter naming, 100% phonemic awareness, 100% mathematics		CIRCLE	70% of 4-year olds "on track"	78% rapid letter naming, 92% phonemic awareness, 94% mathematics	70% of 4-year olds "on track"	

### CYCLE 1 90-DAY OUTCOMES (September - November)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

**District Actions for this Cycle:** List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	3.1	0
<b>Desired Annual Outcome</b>	End-of-year CIRCLE assessment goals will be achieved: 70% of 4-year olds will be "on track" in the areas of rapid letter naming, phonemic awareness and mathematics	Parents and staff believe in and can articulate the mission, vision, and values of Gonzales ECEC and artifacts will be evident throughout the campus	0
<b>Desired 90-day Outcome</b>	Weekly PLCs (using agendas and minutes) will take place to ensure consistent process by using protocols and tracking of students' progress	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)	
<b>Barriers to Address During this Cycle</b>	Remote learners not consistently attending virtual small-group instruction with teachers due to parents' work schedules	Parents knowledge and understanding of purpose of vision, mission, goals and values	
<b>District Actions for this Cycle</b>	Provide campus leaders ongoing support and job-embedded professional development to improve leadership systems on campus. Principal Supervisor and Coordinator will provide observation and feedback on progress for this focus area consistently.	Provide campus leaders ongoing support and job-embedded professional development to improve leadership systems on campus. Principal Supervisor and Coordinator will provide observation and feedback on progress for this focus area consistently.	
<b>District Commitment Theory of Action</b>	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 into be grade-level ready when transitioning to their elementary campus, the campus culture will become more inclusive, and teacher leaders will emerge.	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 into be grade-level ready when transitioning to their elementary campus, the campus culture will become more inclusive, and teacher leaders will emerge.	0

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Select the PLC protocol to use during collaborative time	1.1	10/09/2020-06/15/2021	PLC protocols	Principal, All Teachers	Agendas and protocols	30-Nov-20	Significant Progress	None
Refine the mission, vision and values to include collaborative involvement from stakeholders	3.1	10/23/20-11/30/20	Meetings, current written mission, vision, and values	Principal, FACE Specialist, parent leaders, CIT, Teachers	Parents' involvement in collaboration, draft of changes to mission	11/30/20	Some Progress	None

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We achieved our 90-day outcome and need a couple minor adjustments. PLC data analysis has been conducted monthly using a spreadsheet where each teacher recorded their data and we reviewed overall campus data. Parents were involved in the refinement of vision and mission during a principal's coffee meeting.
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Our beginning of year data indicated that our CIRCLE assessment (new assessment this school year) established baseline data and we will be analyzing for growth after middle of year CIRCLE assessment (February 2021).
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Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>
	We need to hold the staff meeting to review recommendations from parents regarding vision and mission.	Review parents' recommendation for refinement of vision and mission with staff.

### CYCLE 2 90-DAY OUTCOMES (December-February)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	3.1	0
<b>Desired Annual Outcome</b>	End-of-year CIRCLE assessment goals will be achieved: 70% of 4-year olds will be "on track" in the areas of rapid letter naming, phonemic awareness and mathematics	Parents and staff believe in and can articulate the mission, vision, and values of Gonzales ECEC and artifacts will be evident throughout the campus	0
<b>Desired 90-day Outcome</b>	PLCs will include middle of year CIRCLE data analysis to determine progress toward goal of 40% of 4-year olds being "on track" in the areas of rapid letter naming, phonemic awareness and mathematics	Artifacts in the classrooms and hallways reference the mission, vision and values	
<b>Barriers to Address During this Cycle</b>	Remote learners not consistently attending virtual small-group instruction with teachers due to parents' work schedules, technology issues with CIRCLE online assessment, students in MTSS (multi-tiered system of support) not making adequate progress	Funding for printed materials (such as poster/banner size)	
<b>District Actions for this Cycle</b>	Provide campus leaders ongoing support and job-embedded professional development to improve leadership systems on campus. Principal Supervisor and Coordinator will provide observation and feedback on progress for this focus area consistently.	Provide campus leaders ongoing support and job-embedded professional development to improve leadership systems on campus. Principal Supervisor and Coordinator will provide observation and feedback on progress for this focus area consistently.	
<b>District Commitment Theory of Action</b>	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 into be grade-level ready when transitioning to their elementary campus, the campus culture will become more inclusive, and teacher leaders will emerge.	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 into be grade-level ready when transitioning to their elementary campus, the campus culture will become more inclusive, and teacher leaders will emerge.	0

### ACTION PLAN

**In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.**

**For each action step, indicate:**

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

**At the end of each cycle -**

**For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.**

**For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.**



Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Small-group plans include interventions to address CIRCLE skills	1.1	10/20/20-6/8/21	Small-group plans, CLI Engage lessons, Pre-K Guidelines	Principal and all Teachers	CIRCLE MOY data, informal teachers assessments, PLC agendas	Weekly until 6/8/21	Significant Progress	CIRCLE MOY data analyzed for adjustments to small group plans
Multi-tiered system of support meetings for students that need tier 2 and tier 3 interventions	1.1	Bimonthly until 6/8/21	Branching Minds online program, Pre-K Guidelines, CLI Engage	Principal and all Teachers	MTSS Meeting sign-in sheets, Branching Minds documentation	June 8, 2021	Significant Progress	In March review list of students that are going to kindergarten in 2021-2022 to tier in Branching Minds for
Posted mission, vision, and values posted in hallways and in classrooms and common areas of the school such as library and cafeteria (translated into Spanish)	3.1	12/1/20-2/28/21	Printers, funding for print shop	All Gonzales Staff	Artifacts displayed	28-Feb-21	Some Progress	After March meeting, print and post
Posted mission, vision, and values posted on campus website and Facebook	3.1	12/1/20-2/28/21	campus webpage and Facebook	FACE Specialist	Campus website and Facebook	2/28/21	Some Progress	Parents' input will be incorporated in meeting with faculty on March 30, 2021
Review recommendations from parents regarding refinement of mission and vision with staff to	3.1	1/12/21-2/28/21	staff meeting	Principal	Staff meeting sign-in and notes	2/28/21	Significant Progress	No adjustment

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We achieved our 90-day outcome to conduct middle of year CIRCLE data analysis to determine progress toward goal of 40% of 4-year olds being "on track" in the areas of rapid letter naming, phonemic awareness and mathematics. We analyzed that data for overall campus, by age level (four-year olds/three-year olds) and by English and Spanish. We did not meet our 90-day outcome to show artifacts of posted vision and
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Student performance goals were achieved. Our small-group plans have been focused on the students with skills that needed mastery. Growth was evident in all areas of rapid letter naming, phonemic awareness and mathematics.
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>
	<b>New Action Steps</b>
	We will continue to work on targeted small-group plans so that students keep growing and demonstrate mastery in areas of literacy and mathematics.
	No new action steps.

**End-of-year CIRCLE assessment goals will be achieved: 70% of 4-year olds will be "on track" in the areas of rapid letter naming, phonemic awareness and mathematics**

**Essential Action:** Pre-populates from the 'Foundations' tab.  
**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.  
**For each Prioritized Focus Area, please complete the following sections:**  
**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.  
**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.  
**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	3.1	0
<b>Desired Annual Outcome</b>	End-of-year CIRCLE assessment goals will be achieved: 70% of 4-year olds will be "on track" in the areas of rapid letter naming, phonemic awareness and mathematics	Parents and staff believe in and can articulate the mission, vision, and values of Gonzales ECEC and artifacts will be evident throughout the campus	
<b>Desired 90-day Outcome</b>	PLCs will include EOY CIRCLE data analysis to determine progress toward goal of 70% of 4-year olds being "on track" in the areas of rapid letter naming, phonemic awareness and mathematics	Staff and parents can articulate in their own words what the mission, vision and values of Gonzales ECEC	
<b>Barriers to Address During this Cycle</b>	Remote learners not consistently attending virtual small-group instruction with teachers due to parents' work schedules, technology issues with CIRCLE online assessment, students in MTSS (multi-tiered system of support) not making adequate progress	Limited responses and/or participation from parents	
<b>District Actions for this Cycle</b>	Provide campus leaders ongoing support and job-embedded professional development to improve leadership systems on campus. Principal Supervisor and Coordinator will provide observation and feedback on progress for this focus area consistently.	Provide campus leaders ongoing support and job-embedded professional development to improve leadership systems on campus. Principal Supervisor and Coordinator will provide observation and feedback on progress for this focus area consistently.	
<b>District Commitment Theory of Action</b>	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 into be grade-level ready when transitioning to their elementary campus, the campus culture will become more inclusive, and teacher leaders will emerge.	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 into be grade-level ready when transitioning to their elementary campus, the campus culture will become more inclusive, and teacher leaders will emerge.	

**ACTION PLAN**

**In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.**

**For each action step, indicate:**

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

**At the end of each cycle -**

**For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.**

**For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.**

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Small-group plans to include interventions to address CIRCLE skills in literacy and mathematics	1.1	10/20/20-6/8/21	Small-group plans, CLI	Principal and all Teachers	CIRCLE MOY data, informal teachers	Weekly until 6/8/21	Met	None - met
Multi-tiered system of support meetings for students that need tier 2 and tier 3 interventions	1.1	Bimonthly until 6/8/21	Engage lessons, Pre-K Branching Minds online program, Pre-K survey, time with parents and staff	Principal and all Teachers	MTSS Meeting sign-in sheets, Branchine	June 8, 2021	Met	None - met
Create and collect surveys from parents and staff to ask: "In a few words, what does the Gonzales ECEC Video tape students and ask: "What do you like about our school?"	3.1	3/31/21-5/31/21	video equipment, time with students	All staff and parents	surveys	5/31/21	No Progress	Add to BOY 21-22
		5/1/21-5/31/21		All staff	videos	5/31/21	No Progress	Add to BOY 21-22

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We achieved our end of year goal for 4-year olds students to be on track in rapic letter naming, phonemic awareness and malthematics. The action steps that helped achieve this goal was having consistent monthly data analysis meetings and creating small group plans with targeted focus skills after the middle of year CIRCLE assessment data analysis. In the focus area of revising our mission/vision we were able to achieve
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We achieved our student performance goals based on the end of year CIRCLE assessment for 4-year old students. The consistent monthly data analysis meetings helped teachers focus their small-group instruction plans which led to improvement in the skills. Teachers tracked progress in small-group plans and made adjustments for future weeks.
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>
	Having staff and parents articulate mission and having students state (document through video or pictures/dictation) what they like about our school.
	<b>New Action Steps</b>
	Create and collect surveys from parents and staff to ask: "In a few words, what does the Gonzales ECEC mission and vision mean to you?"

**END OF YEAR REFLECTION**

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	0
Desired Annual Outcome	End-of-year CIRCLE assessment goals will be achieved: 70% of 4-year olds will be "on track" in the areas of rapid letter naming, phonemic awareness and mathematics	Parents and staff believe in and can articulate the mission, vision, and values of Gonzales ECEC and artifacts will be evident throughout the campus	0
Did the campus achieve the desired outcome? Why or why not?	Yes, consistent monthly data analysis and targeted small-group plans with teacher tracking.	Mostly this outcome was achieved. We revised the vision and mission to	

## CYCLE 4 90-DAY OUTCOMES (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. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

**Rationale:** Explain the reason(s) this campus chose to focus on these Essential Actions this year.

**Communication:** Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**District Actions for this Cycle:** List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	2.1	3.1	
<b>Rationale</b>	Our campus Insight Survey filled out by teachers indicated that there are areas specifically in targeted and personalized strategies to support and retain staff, particularly high-performing staff.	We want to strengthen staff members sharing a common understanding of the mission, vision and values in practice and can explain how they are present in the daily life of the school.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	We will communicate these priorities to staff and parents at the beginning of the school year and ongoing. Buy-in will be created by getting input regarding specific actions that teachers want implemented.	We will communicate these priorities by collaborating with teachers on sharing a common vision of what effective teaching looks like. We will create buy-in by having teachers develop the expectations and practices of effective teaching and how they look in implementation.	
<b>Desired Annual Outcome</b>	At the end of the school year, Insight Survey completed by teachers will indicate that 80% or more of teachers agree that we have provided this specific support.	Teachers will be able to articulate and implement a common vision of what effective teaching looks like.	
<b>Desired 90-Day Outcome</b>	Provide informal survey to teachers that indicate that they have contributed to developing targeted strategies to provide them specific support - 100% of teachers will complete survey with feedback.	Create common expectations and practices for effective teaching - what it is and what it looks like in the classroom.	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	We will build capacity by consistently getting input from teachers and providing feedback. Teachers and principal will partner together to achieve this priority.	We will build capacity by continually reviewing the common vision of effective teaching at the beginning of the school year staff development and through weekly professional learning communities.	

