

**San Antonio Independent School District  
Gonzales Early Childhood Education Center  
2022-2023 Improvement Plan**



# Mission Statement

The mission of the staff at Gonzales ECEC is to provide a strong educational foundation for young learners, consisting of an engaging high-quality program to meet the needs of the whole child.

# Vision

Gonzales ECEC's program will instill a lifelong love of learning through a wide range of experiences to develop the full potential of every child while working in a partnership with families and community.

# Value Statement

At Gonzales ECEC we value: passion, integrity, and commitment.

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# Goals

## Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 1:** By the end of the 2022-2023 school year, we will offer ten (minimum) parent and family engagement meetings and events on campus to involve and empower families.

**Evaluation Data Sources:** Sign-in sheets, Parent/Family surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In collaboration with principal, teachers, and FACE Specialist, the following events will be held on campus: Literacy, Math, monthly attendance celebrations and monthly principal's coffees. Snacks and materials will be provided to incentivize attendance and participation.</p> <p><b>KPI/Metric/Measure:</b> 1st quarter benchmark (Oct. 14) - 2 events held (number of attendees on sign-in sheets)                      2nd quarter benchmark (Jan. 6) - 3 events held (number of attendees on sign-in sheets)                      3rd quarter benchmark (April 6) - 3 events held (number of attendees on sign-in sheets)                      4th quarter benchmark (June 1) - 2 events held (number of attendees on sign-in sheets)</p> <p><b>Staff Responsible for Monitoring:</b> Principal and FACE Specialist</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 164 - State Compensatory Education (SCE), - 205 - Head Start Program, Refreshments PI - 211                      - ESEA Title I, Part A - Regular - \$442, Supplies PI - 211 - ESEA Title I, Part A - Regular - \$100</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

### Performance Objective 1 Problem Statements:

## Perceptions



**Problem Statement 1:** As a campus, 40% to 50% of our parents and families attend campus events (parent and family engagement). **Root Cause:** As a campus, we need to improve how we advertise and communicate with parents/families about the the benefits of attending events that support the school-to-home extension of learning and the alignment of the Texas Prekindergarten Guidelines.





**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 2:** By the end of the 2022-2023 school year, we will offer students three campus spaces as learning environments to include a Construction/Blocks Room, STEAM Room (science/technology/engineering/art/math), and a Social and Emotional Room to support students in pretend play, movement, self-regulation, math problem-solving, scientific exploration, and creativity with guidance from supportive adults.

**Evaluation Data Sources:** Schedules, Lesson Plans, CIRCLE EOY reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify and incorporate displays and materials in the Construction, STEAM and SEL rooms: key vocabulary and guidelines to assist adults with supporting students that are experiencing intense emotions.</p> <p><b>KPI/Metric/Measure:</b> 1st quarter benchmark (Oct. 14) - physical layout with materials completed for three learning environments                      2nd quarter benchmark (Jan. 6) - key vocabulary and guidelines displayed in three learning environments                      3rd quarter benchmark (April 6) - materials, vocabulary and layout changed/updated for three learning environments                      4th quarter benchmark (June 1) - 72% of students at Tier 1 (on-grade level) in reading and math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principal</p> <p><b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 164 - State Compensatory Education (SCE), - 205 - Head Start Program, - 282 - ESSER - \$9,200</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**


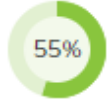






Student Learning
<p><b>Problem Statement 1:</b> As a campus, 72% of our students are at Tier 1 (on grade-level) for reading based on EOY CIRCLE assessment. <b>Root Cause:</b> As a campus, we need to improve on using: corrective instruction action planning process based on student data analysis, effective instructional strategies, and adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p>
<p><b>Problem Statement 2:</b> As a campus, 88% of our students are at Tier 1 (on grade-level) for mathematics based on EOY CIRCLE assessment. <b>Root Cause:</b> As a campus, we need to improve on using: corrective instruction action planning process based on student data analysis, effective instructional strategies, and adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p>

**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 3:** By May 2023, 100% of our staff, students and families will have access to resources to improve the social-emotional well-being by creating positive and caring school climate which will enhance students' well-being and increase their academic achievement.

**Evaluation Data Sources:** Signage for campus guidelines (PBIS)  
Meeting notes (culture committee)  
Spring 2023 Family Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus culture committee in collaboration with principal will identify strengths and needs in campus guidelines (PBIS - Positive Behavior Interventions and Support) and implement strategies to support well-being for students and staff. Support will include motivation and morale boosters.</p> <p><b>KPI/Metric/Measure:</b> 1st quarter benchmark (Oct. 14) - 100% of common areas with posted PBIS campus guidelines "I am safe. I am kind." 2nd quarter benchmark (Jan. 6) - 100% of classrooms using "Eaglet Time" for social and emotional development 3rd quarter benchmark (April 6) - MTSS team implemented Tier 2/3 interventions for students in need 4th quarter benchmark (June 1) - Culture committee review Spring 2023 family survey data</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 282 - ESSER - \$3,000, - 282 - ESSER - \$1,300</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In partnership with San Antonio Aquarium, Morgan's Wonderland and DoSeum, the entire campus (students and staff) will take field trips to visit, explore, and learn from the interactive, sensory rich experiences and attractions that are developmentally appropriate for all early childhood education students.</p> <p><b>KPI/Metric/Measure:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 282 - ESSER - \$3,700</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student attendance rate for the 2021-2022 school year was 88% - this is the lowest percentage compared to the previous four years. <b>Root Cause:</b> As a campus, we need to improve systems for monitoring absences and creating additional strategies to increase student attendance.
Student Learning
<b>Problem Statement 1:</b> As a campus, 72% of our students are at Tier 1 (on grade-level) for reading based on EOY CIRCLE assessment. <b>Root Cause:</b> As a campus, we need to improve on using: corrective instruction action planning process based on student data analysis, effective instructional strategies, and adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.
<b>Problem Statement 2:</b> As a campus, 88% of our students are at Tier 1 (on grade-level) for mathematics based on EOY CIRCLE assessment. <b>Root Cause:</b> As a campus, we need to improve on using: corrective instruction action planning process based on student data analysis, effective instructional strategies, and adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.









**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 4:** By end of May 2023, campus attendance rate will increase to 90%.

**Evaluation Data Sources:** Attendance reports, Attendance Committee meeting notes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will host monthly attendance celebrations and motivators for students and families.</p> <p><b>KPI/Metric/Measure:</b> 1st quarter benchmark (Oct. 14) - 90% rate, attendance committee review attendance data, Aug. &amp; Sept. celebrations held                      2nd quarter benchmark (Jan. 6) - 90% rate, attendance committee review attendance data, Oct./Nov./Dec. celebrations held                      3rd quarter benchmark (April 6) - 90% rate, attendance committee review attendance data, Jan./Feb./March celebrations held                      4th quarter benchmark (June 1) - 90% rate, attendance committee review attendance data, April &amp; May celebrations held</p> <p><b>Staff Responsible for Monitoring:</b> Principal and attendance committee members</p> <p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> - 282 - ESSER - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Student attendance rate for the 2021-2022 school year was 88% - this is the lowest percentage compared to the previous four years. <b>Root Cause:</b> As a campus, we need to improve systems for monitoring absences and creating additional strategies to increase student attendance.</p>

**Goal 2: ENSURE PROFICIENCY**

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

**Performance Objective 1:** By the end of May 2023, 72% of four-year old students will be on track (Tier 1) in reading and mathematics as measured by CIRCLE end of year assessment.



By the end of May 2023, 72% of three-year old students will be "on track" in reading (phonological awareness composite and rapid letter naming) and mathematics composite as measured by CIRCLE end of year assessment.





**High Priority**









**Evaluation Data Sources:** CIRCLE EOY (May 2023) assessment

Lesson Plans

Schedules

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and principal collaborate to provide professional development to teachers and instructional assistants in reading/math whole-group and small-group lessons aligned to Prekindergarten Guidelines.</p> <p><b>KPI/Metric/Measure:</b> 1st quarter benchmark (Oct. 14) - completed data analysis for BOY CIRCLE and small-group plans aligned to student data needs                      2nd quarter benchmark (Jan. 6) - completed professional development in use of CLI Engage for small-group lessons                      3rd quarter benchmark (April 6) - completed data analysis for MOY CIRCLE and small-group plans aligned to student data needs                      4th quarter benchmark (June 1) - completed data analysis for EOY CIRCLE - 72% of students at Tier 1 in reading and math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principal</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement routine PLN process for data analysis (monthly) meetings. Analysis will include a plan of action and ways to collect formative assessment data.</p> <p><b>KPI/Metric/Measure:</b> 1st quarter benchmark (Oct. 14) - principal trained all teachers in PLN process for BOY CIRCLE data analysis and action plans  2nd quarter benchmark (Jan. 6) - 100% of teachers using small-group plans aligned to student data needs  3rd quarter benchmark (April 6) - 100% of teachers completed data analysis for MOY CIRCLE and small-group plans aligned to student data needs  4th quarter benchmark (June 1) - 72% of students will be on Tier 1 in reading and math on EOY CIRCLE</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principal</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Academic events, to include math and literacy, and additional on-campus learning opportunities will be held to engage and educate families with hands-on learning activities that can be utilized at home.</p> <p><b>KPI/Metric/Measure:</b> 1st quarter benchmark (Oct. 14) - Open House held in September, campus events committee finalizes plan for Dec. Family Literacy Night  2nd quarter benchmark (Jan. 6) - Family Literacy Night held in December, campus events committee finalizes plan for March Family Math Night  3rd quarter benchmark (April 6) - Family Math Night held in March, campus events committee finalizes plan for transition to kinder activities for May  4th quarter benchmark (June 1) - Transition to kinder meeting, activities and resources</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, FACE Specialist</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - Perceptions 1</p> <p><b>Funding Sources:</b> - 164 - State Compensatory Education (SCE), - 205 - Head Start Program</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> By May 2023, 100% of the teachers will conduct campus instructional rounds to identify and improve instructional practices.</p> <p><b>KPI/Metric/Measure:</b> 1st quarter benchmark (Oct. 14) - Teachers and principal identified problem of practice (focus for classroom instructional rounds) and created schedule for rounds  2nd quarter benchmark (Jan. 6) - 50% of Teachers and principal conducted instructional rounds and shared findings/next steps  3rd quarter benchmark (April 6) - 100% of Teachers and principal conducted instructional rounds and shared findings/next steps  4th quarter benchmark (June 1) - 100% of Teachers provide feedback about instructional rounds</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support classrooms with access to high-quality reading and math practices with the use of resources, materials, and activities.</p> <p><b>KPI/Metric/Measure:</b>  1st quarter benchmark (Oct. 14) - 100% of teachers will use the SAISD ECE Framework, year-at-glance and curriculum guides to align instruction  2nd quarter benchmark (Jan. 6) - 100% of teachers will use CLI Engage lessons for small-group instruction  3rd quarter benchmark (April 6) - 100% of teachers will use the CIRCLE Classroom Environment Checklist to identify additional materials needed  4th quarter benchmark (June 1) - 72% of students will be Tier 1 in reading and math on EOY CIRCLE</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Resources and Materials - 164 - State Compensatory Education (SCE) - \$1,601, - 205 - Head Start Program, - 282 - ESSER - \$2,760</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 1:** As a campus, 72% of our students are at Tier 1 (on grade-level) for reading based on EOY CIRCLE assessment. **Root Cause:** As a campus, we need to improve on using: corrective instruction action planning process based on student data analysis, effective instructional strategies, and adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Problem Statement 2:** As a campus, 88% of our students are at Tier 1 (on grade-level) for mathematics based on EOY CIRCLE assessment. **Root Cause:** As a campus, we need to improve on using: corrective instruction action planning process based on student data analysis, effective instructional strategies, and adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

### School Processes & Programs

**Problem Statement 1:** 60% of Teachers and Instructional Assistants need professional development training in using high-quality instructional materials and research-based teaching practices. **Root Cause:** Campus principal and teacher leaders need to provide professional development and ongoing support in research-based instructional strategies for all students using high-quality instructional materials that are differentiated and scaffolded.

**Problem Statement 2:** 100% of teachers are trained in Frog Street Press prekindergarten curriculum that has not been updated for 9 years (outdated and not fully aligned to current prekindergarten guidelines). **Root Cause:** As a campus, we need to improve process during professional learning network (PLN) meetings in aligning Texas prekindergarten guidelines with research-based lessons such as CLI Engage and using monthly data analysis to drive instruction.

### Perceptions

**Problem Statement 1:** As a campus, 40% to 50% of our parents and families attend campus events (parent and family engagement). **Root Cause:** As a campus, we need to improve how we advertise and communicate with parents/families about the the benefits of attending events that support the school-to-home extension of learning and the alignment of the Texas Prekindergarten Guidelines.

**Goal 3: ENSURE PROFICIENCY**

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Goal 5: ENSURE PROFICIENCY**

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates



**Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS**

3a: Increase the percent of Grade 8 students earning HS credit

**Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS**

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

**Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS**  
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

**Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

**Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4c: Increase the percent of graduates attending College

**Goal 11:** District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)