

TONY GONZALEZ EL

Campus Improvement Plan

2022/2023



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Date Reviewed: 10/07/2022

Date Approved:

TONY GONZALEZ EL

Mission

Tony Gonzalez Elementary is committed to provide a safe and orderly learning environment to maximize academic student potential through innovations and critical thinking. With the continuous support of student, family, staff, and community, we will shape responsible lifelong learners through career and college readiness.

Vision

Transformative Global Education

Nondiscrimination Notice

TONY GONZALEZ EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Resources

Resource	Source
No rows defined.	

TONY GONZALEZ EL Site Base

Name	Position
Camacho, Jacob	Principal
Delgado, Adrian	Teacher
Escobedo, Juanita	Teacher
Rincon, Maria	Teacher
Orozco, Marisol	Teacher
Vega, Ana	Family and Community Involvement
Fuentes, Camila	Parent

Tony Gonzalez Elementary Campus Goals

Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Goal 2. TGE will provide for the recruitment, development, support and retention of highly qualified administrators, teachers, and auxiliary staff.

Goal 3. TGE will provide up-to-date technology equipment and applications and promote training for effective use to meet the needs of students, educators and administrators.

Goal 4. TGE will promote and support participation, cooperation, and accountability of parents and educators as partners in the overall education of students.

Goal 5. TGE will provide modern facilities with an emphasis on school safety and security, support services, and maintain a safe and drug-free environment for students and employees.

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Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Objective 1. TGE will implement a standardized Reading/Writing PK-5 curriculum to ensure that all students meet 3rd-5th Grade STAAR State Standards and College Readiness Standards by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Tony Gonzalez Elementary will continue to implement Computer Based Programs for supplemental ELAR instruction and for intervention purposes. (IStation, Renaissance Learning, Study Island, Reading Eggs, etc.) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.1,5.3,5.4)	Campus Leadership Team, Reading Coach, Teacher(s), Technology Department	2022-2023 School Year		Formative - Program Student Progress Reports Program Usage Reports
2. Tony Gonzalez Elementary will monitor results and make provisions for assessments that measure performance in reading, writing, fluency, and phonics with an emphasis on the understanding and mastering of the grade level TEKS. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5)	Campus Leadership Team, Reading Coach, Teacher(s)	2022-2023 School Year		Formative - Amplify Assessment Results Formative Assessment Results Teacher Made Assessment Results Program Usage Reports
3. TGE will implement reading and writing instructional strategies to address the needs of all At-Risk students and/or students identified with Dyslexia. (Target Group: AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 3.3,4.1,5.1,5.3,5.4)	Dyslexia Teacher, Special Ed Teacher, Student Assistance Team, Teacher(s)	2022-2023 School Year		Formative - List of Identified At Risk Students List of Identified Students with Dyslexia Assessment Results for Determining At Risk and/or Dyslexia
4. TGE will provide reading interventions and instructional strategies and accommodations by following the Response to Intervention (RTI) process. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,4,5)	Campus Leadership Team, School Nurse, Special Ed Teacher, Student Assistance Team, Teacher(s), Truancy Officer	2022-2023 School Year		Formative - RTI Summary of SAT Meeting Results Schedule of SAT Meetings Sign In Sheets
5. TGE will utilize a variety of technology and instructional materials to involve students in reading/language arts experiences. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,3.4,4)	Learning Resource Center, Teacher(s), Technology Department	2022-2023 School Year		Formative - Lesson Plans Administrative Walkthrough Documentation Renaissance Learning I-station Implementation of Blended

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Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Objective 1. TGE will implement a standardized Reading/Writing PK-5 curriculum to ensure that all students meet 3rd-5th Grade STAAR State Standards and College Readiness Standards by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Learning
6. TGE will implement and monitor the ELAR/SLAR TEKS, English Language Proficiency Standards (ELPS) and the Career and College Readiness Standards (CCRS) knowledge and skills. (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Administrative Walkthrough Documentation STAAR/EOC Assessment Results
7. TGE will provide instruction and support to all EL students by effectively employing instructional strategies and scaffolding activities in the English language to allow the students' acquisition of social and academic language. (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 3.3,4,5)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans TELPAS Assessment Results Exit tickets, Mini Quiz, Six Weeks, and District Benchmark Assessment Results Administrative Walkthrough Documentation
8. TGE will provide opportunities for inclusion staff to plan with ELA teachers in creating a collaborative approach for addressing the needs of the special population students. (Target Group: Migrant,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 3.1,3.3,4,4.1,5.1)	Campus Leadership Team, Dyslexia Teacher, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Formative - Schedule of Meetings Meeting Agendas Sign In Sheets
9. Tony Gonzalez Elementary will implement a Blended Learning model through Literacy/Learning Centers for grades PK-2nd to provide differentiated instruction and support for classroom learning. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 4.1,5.1)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Administrative Walkthrough Documentation All Assessment Results
10. TGE will continue to implement SIOP Model instructional strategies and Sentence Stems to address the Reading and Writing needs of the EL and At-Risk learner. (Target	Campus Leadership Team, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans All Assessment Results Administrative Walkthrough Documentation

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Objective 1. TGE will implement a standardized Reading/Writing PK-5 curriculum to ensure that all students meet 3rd-5th Grade STAAR State Standards and College Readiness Standards by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 3.3,4,4.1,5.1,5.4)				
11. Tony Gonzalez Elementary will provide and implement staff development on a Guided Reading teaching approach designed to help individual students learn how to process increasingly challenging texts with understanding and fluency and use appropriate questioning strategies. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5.1,5.2)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Staff Development Schedule Meeting Agenda Sign In Sheets Lesson Plans Amplify Technology programs including I-Station, Renaissance, and Study Island
12. TGE will provide independent reading opportunities for students and engage students in literary discussions through Read Alouds, Literary Circles, Shared Reading. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5.1,5.2,5.4)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Administrative Walkthrough Documentation All Assessment Results Implementation of Blended Learning
13. TGE will develop a strategic plan to address staff development needs in the areas of ELAR and District Initiatives. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,5.1,5.2,5.4)	Campus Leadership Team, Reading Coach, Teacher(s)	2022-2023 School Year		Criteria: DMAC student performance data results and teacher TTESS goal setting. Formative - Staff Development Plan DMAC Student Data Agendas and Sign-in sheets
14. TGE will provide students in the Advanced Academics Program with challenging learning opportunities increasing depth and complexity in ELA as addressed in the Advanced Academics Plan (GT Curriculum, Instruction,	Campus Leadership Team, GT Teacher, Teacher(s)	2022-2023 School Year		Formative - List of Identified Students Lesson Plans Student Performance Projects

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Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Objective 1. TGE will implement a standardized Reading/Writing PK-5 curriculum to ensure that all students meet 3rd-5th Grade STAAR State Standards and College Readiness Standards by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Assessment). (Target Group: All,GT) (Strategic Priorities: 2) (ESF: 3.1,3.3,5.1,5.2,5.3)				
15. TGE will provide accelerated instruction interventions in the area of reading and writing to all students that are failing or at risk of failing through flexible scheduling, pull out interventions, etc. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.1,5.3,5.4)	Campus Leadership Team, Dyslexia Teacher, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Summative - Student Rosters List of Accelerated Instruction Programs Attendance Rosters All Assessment Results Lesson Planning
16. TGE will continue to implement High Yield Strategies in all four major content areas (ELA, Math, Science, Social Studies) to provide academic support to all special populations. (Target Group: ECD,Migrant,EB,SPED,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 3.3,4,5.1,5.4)	Campus Leadership Team, Dyslexia Teacher, Instructional Leadership Team, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Criteria: Lesson Plans Formative - Lesson Plans Administrative Walkthrough Documentation
17. TGE will continue to monitor individual student progress through the use of DMAC data and student portfolios. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5.1,5.3)	Campus Leadership Team, Instructional Leadership Team, Teacher(s)	2022-2023 School Year		Criteria: DMAC Reports and Online Resource Reports Formative - Student Portfolios Student Individual Plans Attendance Rosters

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Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Objective 2. TGE will implement a standardized Mathematics PK-5 curriculum to ensure that all students meet 3rd-5th Grade STAAR State Standards and College Readiness Standards by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will implement Computer Based Programs for math instruction and intervention purposes. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,3.3,5.3,5.4)	Campus Leadership Team, Teacher(s), Technology Department	2022-2023 School Year		Formative - Program Student Progress Reports Program Usage Reports Lesson Plans
2. TGE will continue to monitor results and make provisions for assessments that measure performance in Math with an emphasis on the understanding and mastering of the grade level TEKS. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,4,5)	Campus Leadership Team, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Formative - Eureka Assessment Results Formative Assessment Results Teacher Made Assessment Results Program Usage Reports
3. TGE will continue to implement SIOP Model instructional strategies to address the mathematic instructional needs of the EL, Sp-ED and At-Risk learner. (Target Group: EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 3.3,4,5.1,5.4)	Campus Leadership Team, Dyslexia Teacher, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans All Assessment Results Administrative Walkthrough Documentation
4. TGE will develop a strategic plan to address staff development needs in the areas of Math and District Initiatives. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Leadership Team, Dyslexia Teacher, Math Coach, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Formative - DMAC Student Data Schedule of Staff Development Agendas and Sign-in Sheets
5. TGE will provide GT students with challenging learning opportunities increasing depth and complexity in Math as addressed in the Advanced Academic Program. (Target Group: GT) (Strategic Priorities: 2) (ESF: 3.3,5.1,5.2,5.3)	Campus Leadership Team, GT Teacher, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Student Rosters Performance Projects
6. TGE will provide accelerated instruction interventions in the area of math to all students that are failing or at risk of failing. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,4,5)	Campus Leadership Team, Dyslexia Teacher, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Formative - Student Rosters Lesson Plans Attendance Rosters DMAC and Online Programs Assessment Results

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Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Objective 2. TGE will implement a standardized Mathematics PK-5 curriculum to ensure that all students meet 3rd-5th Grade STAAR State Standards and College Readiness Standards by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. TGE will implement High Yield Strategies in all four major content areas (ELA, Math, Science, Social Studies) to provide academic support to all special populations. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Campus Leadership Team, Dyslexia Teacher, Instructional Leadership Team, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Administrative Walkthrough Documentation
8. TGE will continue to monitor individual student progress through the use of DMAC data and student portfolios. (Target Group: All) (Strategic Priorities: 2) (ESF: 1,4,5.3)	Campus Leadership Team, Instructional Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Student Portfolios Student Individual Plans Attendance Rosters

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Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Objective 3. TGE will implement a standardized Science PK-5 curriculum to ensure that all students meet 5th Grade STAAR State Standards and College Readiness Standards by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will monitor results and make provisions for assessments that measure performance in Science with an emphasis on the understanding and mastering of the grade level TEKS in preparation for STAAR. (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 4,5)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - PHD Science Assessment Results Formative Assessment Results Teacher Made Assessment Results Program Usage Reports Lesson Plans
2. TGE in partnership with PHD Science will continue this supplemental Curriculum. (Target Group: 5th) (Strategic Priorities: 4)	Campus Leadership Team, Teacher(s), Technology Department	2022-2023 School Year		Summative - Lesson Plans Administrative Walkthrough Documentation
3. TGE will implement SIOP Model instructional strategies to address the science instructional needs of the EL, Sped. and At-Risk learner. (Target Group: EB,AtRisk) (Strategic Priorities: 4) (ESF: 3.3,4,5.1,5.4)	Campus Leadership Team, Dyslexia Teacher, Special Ed Teacher, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans All Assessment Results Administrative Walkthrough Documentation
4. TGE technology to support teachers' delivery of Science lessons and assessments through online resources. (Target Group: All) (Strategic Priorities: 4) (ESF: 4,5.1,5.3,5.4)	Campus Leadership Team, Teacher(s), Technology Department	2022-2023 School Year		Formative - CBA Program Usage Reports Program Student Progress Reports Student Rosters
5. TGE will develop a strategic plan to address staff development needs in the area of Science using DMAC student performance data results. (Target Group: All) (Strategic Priorities: 4) (ESF: 4,5.3)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - DMAC Student Data Schedule of Professional Development Agendas and Sign-in Sheets
6. TGE will provide accelerated instruction interventions in the area of science to all students that are failing or at risk of failing.	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Student Rosters Attendance Rosters

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Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Objective 3. TGE will implement a standardized Science PK-5 curriculum to ensure that all students meet 5th Grade STAAR State Standards and College Readiness Standards by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5.1,5.3,5.4)				DMAC and Online Programs' Assessment Results
7. TGE will implement High Yield Strategies in all four major content areas (ELA, Math, Science, Social Studies). (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,4,5)	Campus Leadership Team, Instructional Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Administrative Walkthrough Documentation
8. TGE will continue to monitor individual student progress through the use of DMAC data and student portfolios. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,4,5)	Campus Leadership Team, Instructional Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Student Portfolios Student Individual Plans Attendance Rosters
9. TGE will review and adjust class curriculum and lesson plans to reflect required laboratory and field investigation time allocations, vocabulary, and equipment as per the Science TEKS. (Target Group: All) (Strategic Priorities: 4) (ESF: 4,5)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Walkthrough Documentation
10. TGE will provide GT students with challenging learning opportunities increasing depth and complexity in Science as addressed in the Advanced Academics Program. (Target Group: All,GT) (Strategic Priorities: 4) (ESF: 3.3,4,5)	Campus Leadership Team, GT Teacher, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Performance Standards Project

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Goal 1. TGE will provide a standardized K-5 curriculum framework for students to meet the State and College Readiness Standards.

Objective 4. TGE will provide proactive and responsive student support services to promote social emotional awareness for all PK-5 students by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will provide increased opportunities for students to tour valley, academic locations, university/college campuses in-person or virtually. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,3.4)	Campus Leadership Team, Teacher(s), University Representatives	2022-2023 School Year		Formative - Schedule of Field Trips Announcements College Trip Itineraries
2. TGE will provide Campus based Career Day presentations/activities/fairs virtually for all students. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,3.4)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Schedule of Events Sign In Sheets
3. TGE will continue to implement the College and Career Readiness Standards (CCRS) in all subject areas. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,4,5)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Lesson Plans Walkthrough Documentation

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Goal 2. TGE will provide for the recruitment, development, support and retention of highly qualified administrators, teachers, and auxiliary staff.

Objective 1. TGE will maintain highly qualified administrators, teachers, and instructional paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SMISD will utilize a systematic plan for identifying the need to post vacancies and will post all vacancies in accordance with TEC 11.1513 and link to respective job descriptions so that education/certification criteria are available. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2)	Business Manager, Human Resource Department, Principal, Superintendent	2022-2023 School Year		Formative - Copy of Plan Copies of Posting of Vacancies
2. The Human Resources department will provide current information to TGE administrators regarding ESSA Highly Qualified requirements. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2)	Human Resource Department, Principal	2022-2023 School Year		Formative - Meeting Agenda Sign In Sheets
3. SMISD will recruit quality personnel by advertising in the local newspaper, SMISD website, Region I ESC website, and listings at the Human Resources Office and campus as well participating in Job Fairs at Region I and state universities. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Human Resource Department, Principal, Superintendent	2022-2023 School Year		Formative - HQ Compliance Report
4. The Human Resources department will review all applications to ensure the integrity of data submitted on the application and that only HQ candidates are made available to TGE principal. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Human Resource Department, Principal	2022-2023 School Year		Formative - HQ Compliance Report
5. TGE will provide new teachers with a support system, which may include mentor programs, or other qualified teachers. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2,2.1)	Principal, Special Ed Teacher, Superintendent, Teacher(s)	2022-2023 School Year		Formative - List of New Teachers and Their Mentors
6. TGE will promote/support opportunities for staff to continue their professional growth through post secondary/graduate studies. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Leadership Team, Superintendent	2022-2023 School Year		Formative - List of Staff Enrolled in Secondary/Graduate Studies

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Goal 2. TGE will provide for the recruitment, development, support and retention of highly qualified administrators, teachers, and auxiliary staff.

Objective 1. TGE will maintain highly qualified administrators, teachers, and instructional paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. SMISD will continue to provide stipends to teachers who acquire a Masters degree in the field they teach. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Business Manager, Human Resource Department, Principal, Superintendent, Teacher(s)	2022-2023 School Year		Formative - List of Teachers Receiving Masters Stipends
8. SMISD will continue current employee recognition programs such as Teacher of the Year, Retiree, Perfect Attendance awards, and Service Awards receptions. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Business Manager, Director of Student Services, Human Resource Department, Principal, Superintendent	2022-2023 School Year		Formative - Schedule of Events List of Personnel Receiving Awards
9. TGE will establish an Employee Recognition Program that recognizes different areas of achievement. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Leadership Team, Culture and Climate Committee	2022-2023 School Year		

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Goal 2. TGE will provide for the recruitment, development, support and retention of highly qualified administrators, teachers, and auxiliary staff.

Objective 2. TGE will provide all staff with professional development opportunities with PK-5 curriculum standards and assessments for all students to meet State Standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will conduct a campus-wide online Needs Survey for Leadership Development. (Target Group: All) (Strategic Priorities: 4) (ESF: 2)	Principal, Technology Department	2022-2023 School Year		Formative - Survey Results On-Line Survey
2. TGE will provide professional development options aligned to TTESS Goals. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,2,3.1,3.2,5)	Curriculum Facilitator, Human Resource Department, Principal	2022-2023 School Year		Formative - Schedule of Trainings PD Reports Training Agendas Sign In Sheets
3. SMISD will continue to utilize the SMISD Professional Development Online Platform to track all staff development and professional development attendance within the campus and Regional Service Center. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,2)	Business Manager, Campus Leadership Team, Human Resource Department, Staff, Teacher(s)	2022-2023 School Year		Formative - POs Training Certificates Schedule of Professional Development Trainings
4. SMISD will provide and promote review sessions, resources, and materials to assist personnel with certification requirements. (Target Group: All) (Strategic Priorities: 1,4)	Campus Leadership Team, Human Resource Department, Superintendent	2022-2023 School Year		Summative - Meeting Agenda Sign In Sheets
5. TGE will establish Campus Learning Communities/Professional Learning Communities (PLC) for sharing information. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,2,3.1,3.3,4,5,5.1,5.2,5.3,5.4)	Campus Leadership Team, Instructional Leadership Team, Teacher(s)	2022-2023 School Year		Formative - Meeting Agendas Sign In Sheets

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Goal 3. TGE will provide up-to-date technology equipment and applications and promote training for effective use to meet the needs of students, educators and administrators.

Objective 1. TGE will continue to provide technology-based professional development for staff to enhance, increase effective use of technology devices and programs, and use district data and tracking systems effectively..

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will use DMAC reports to adjust instructional strategies to provide strategic lessons to students. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.3,4,5)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Formative - DMAC Assessment Reports
2. TGE will utilize Grade Book to maintain student records. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.3,5.3)	Campus Leadership Team, Teacher(s)	2022-2023 School Year		Summative - Grade Book Grading Report
3. TGE will continue to maintain and evaluate a technology plan through regularly scheduled committee meetings. (Target Group: All) (Strategic Priorities: 4)	Campus Leadership Team, Technology Department	2022-2023 School Year		Summative - Technology Plan Meeting Agenda Sign In Sheets
4. TGE will utilize Google Sheets, Google Classroom, Amplify Internalization, Eureka Internalization, Region One Internalization for PHD Science and PK Strategies, and TEALearn/CRIMSI to maintain daily lesson plans. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Campus Leadership Team, Technology Department	2022-2023 School Year		Criteria: Lesson Plan Template Observations Student Data
5. TGE will evaluate the usage of all technology programs for instructional purposes. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.1,1.2,3.3,4.1,5.3)	Campus Leadership Team, Instructional Leadership Team, Teacher(s), Technology Department	2022-2023 School Year		Criteria: Usage reports Data reports Agenda and minutes
6. TGE will provide trainings to parents such as, Parent Access training, online tutorials, videos, Parent Portal, etc. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Parental Department, Teacher(s), Technology Department	2022-2023 School Year		Criteria: Sign In Sheet and Agenda

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Goal 3. TGE will provide up-to-date technology equipment and applications and promote training for effective use to meet the needs of students, educators and administrators.

Objective 2. TGE will provide technology-based solutions to support the instructional needs that promote and support communication and instructional technology for students, staff and the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE is providing necessary technology equipment and services to ensure efficient day to day instructional operations. (Target Group: All) (Strategic Priorities: 4) (ESF: 1)	Campus Leadership Team, Technology Department	2022-2023 School Year		Formative - Purchase Orders Inventory of Equipment
2. TGE will continue to utilize Google Apps as a means of communications with classroom teachers, students, and staff. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.1,3.3,3.4,4,5.1)	Campus Leadership Team, Teacher(s), Technology Department	2022-2023 School Year		Formative - Usage Reports
3. TGE will provide teachers with an assigned set of devices for classroom use along with a teacher device. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4,4,4.1,5.1,5.4)	Campus Leadership Team, Teacher(s), Technology Department	2022-2023 School Year		Summative - Inventory of classroom devices Purchase Orders
4. TGE will conduct monthly meetings to discuss issues, concerns and acknowledge exemplary performance with department staff. (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3.1,3.2,3.3)	Campus Leadership Team, Instructional Leadership Team, Math Coach, Reading Coach	2022-2023 School Year		Criteria: Agendas and Sign-in Sheets
5. TGE will continue to utilize SMORE Newsletters as a means of communications with classroom teachers, parents, and students. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.1,3.3,3.4,5.1)	Campus Leadership Team, Instructional Leadership Team, Parents, Teacher(s), Technology Department	2022-2023 School Year		10/07/22 - Pending

TONY GONZALEZ EL

Goal 4. TGE will promote and support participation, cooperation, and accountability of parents and educators as partners in the overall education of students.

Objective 1. TGE will enhance and increase Parent/Community involvement in schools to promote academic achievement and State Standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE in partnership with the district parental liasion will provide training in nutrition and wellness, and will help to develop entrepreneurial skills, school safety procedures and how to assist their children academically at home. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Director of Federal Programs, Parental Department, Parents, Principal	2022-2023 School Year		Formative - Calendar of Events Meeting Agendas Sign In Sheets Parent Notices
2. TGE will provide Parent Awareness session on the curriculum requirements and grade level orientation information in the four core areas of Reading/ELA, Math, Science, and Social Studies. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4,4,5.1,5.4)	Curriculum Facilitator, Director of Federal Programs, Parental Department, Parents, Teacher(s)	2022-2023 School Year		Formative - Schedule of Meetings Meeting Agendas Sign In Sheets
3. TGE will increase regular two-way communications between home, school and the community to develop and promote a variety of opportunities to improve academic achievement for all students by utilizing the following: training by Parent Liaisons, campus websites, newsletters, calendar of events, school/parent training, ACE program, Remind App, Class Dojo system to send out information to parents, etc. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Campus Leadership Team, Parental Department, Parents, Teacher(s), Technology Department	2022-2023 School Year		Formative - Campus Website Updates Announcements Flyers to Parents Newsletters
4. TGE will continue to implement school-parent compacts that outline how the parents, school staff, and students share responsibility for improved student achievement and building a positive partnership with the school. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Leadership Team, Parents, Teacher(s)	2022-2023 School Year		Formative - Copy of School-Parent Compact
5. TGE's Migrant department will provide Parental Involvement programs that target unique community needs values and strengths of the migrant parent population and will implement the Migrant Parent Advisory	Campus Leadership Team, Director of Federal Programs, Migrant Department, Parental Department, Parents	2022-2023 School Year		Formative - Schedule of Meetings Meeting Agendas Sign In Sheets

TONY GONZALEZ EL

Goal 4. TGE will promote and support participation, cooperation, and accountability of parents and educators as partners in the overall education of students.

Objective 1. TGE will enhance and increase Parent/Community involvement in schools to promote academic achievement and State Standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Council. (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.1,3.4)				
6. TGE will disseminate and discuss Title I Program with parents and community members. (Target Group: All,ECD) (Strategic Priorities: 4) (ESF: 3.4)	Parental Department, Parents, Principal	2022-2023 School Year		Summative - Schedule of Meetings Meeting Agendas Sign In Sheets
7. The campus migrant department will ensure that migrant parents have a thorough understanding of the criteria for Priority for Services students have, such as grade recovery, tutoring, and special programs. (Target Group: Migrant) (Strategic Priorities: 2,3,4) (ESF: 3.3)	Campus Leadership Team, Director of Federal Programs, Migrant Department, Parental Department, Parents	2022-2023 School Year		Formative - Schedule of Meetings Sign In Sheets
8. TGE will provide Parent training/meetings/Meet the Teacher/Open Houses to support student learning. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Leadership Team, Parental Department, Parents, Teacher(s)	2022-2023 School Year		Formative - Schedule of Events Sign In Sheets
9. TGE will provide training and counseling for parents on how to prevent unwanted physical or verbal aggression, sexual harassment and other forms of bullying. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Campus Leadership Team, Counselor(s), Parental Department, Parents	2022-2023 School Year		Formative - Schedule of Meetings Sign In Sheets Meeting Agendas
10. TGE will provide the Fitness Gram to students. (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Principal, Teacher(s)	2022-2023 School Year		Formative - Fitness Gram Results and Data
11. The district Migrant Department will provide academic and non-academic support services to all Migrant students such as the following: clothing, school supplies, support services to facilitate involvement of Migrant parents to school activities, registration for	Campus Leadership Team, Director of Federal Programs	2022-2023 School Year		Criteria: Agendas and Sign-in sheets

TONY GONZALEZ EL

Goal 4. TGE will promote and support participation, cooperation, and accountability of parents and educators as partners in the overall education of students.

Objective 1. TGE will enhance and increase Parent/Community involvement in schools to promote academic achievement and State Standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
state/national workshops and conferences, and inform parents of dropout recovery programs. (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.4)				
12. TGE will provide communications of district and campus events on the Santa Maria ISD and campus websites. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Leadership Team, Parental Department, Parents, Technology Coordinator	2022-2023 School Year		Criteria: Campus Website Updates

TONY GONZALEZ EL

Goal 5. TGE will provide modern facilities with an emphasis on school safety and security, support services, and maintain a safe and drug-free environment for students and employees.

Objective 1. TGE will implement a campus wide student incentive and recognition plan to promote good character and student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will promote good leadership and character qualities. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3,5.1)	Campus Leadership Team, Counselor(s), Teacher(s)	2022-2023 School Year		Criteria: Positive Character Certificate every six weeks.
2. TGE will continue to provide incentives for behavior, attendance, and student achievement. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Attendance/Discipline Committee, Campus Leadership Team, Staff	2022-2023 School Year		
3. TGE promote and recognize student achievement online programs through campus based criteria. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2)	Campus Leadership Team, Staff	2022-2023 School Year		
4. TGE will coordinate experiences to promote career exploration and exposure. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Leadership Team, Culture and Climate Committee, Teacher(s)	2022-2023 School Year		

TONY GONZALEZ EL

Goal 5. TGE will provide modern facilities with an emphasis on school safety and security, support services, and maintain a safe and drug-free environment for students and employees.

Objective 2. TGE will implement a campus wide staff incentive plan and recognition to promote leadership opportunities and highlight individual achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will implement recognition and incentives for teachers. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Campus Leadership Team, Culture and Climate Committee, Parental Department	2022-2023 School Year		

TONY GONZALEZ EL

Goal 5. TGE will provide modern facilities with an emphasis on school safety and security, support services, and maintain a safe and drug-free environment for students and employees.

Objective 3. TGE will provide and promote a positive student friendly environment that aligns to the vision and mission statement of the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will visually promote artifacts that align to the mission and vision statement. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Leadership Team, Culture and Climate Committee, Staff	2022-2023 School Year		Criteria: newsletters, T.V. monitors, announcements, Remind App, Showcase Display, Google Meet, Class Dojo, Campus website
2. TGE will incorporate a Principal and Counselor Corner within SMOREs Newsletter for all stakeholders. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Leadership Team, Counselor(s)	2022-2023 School Year		Criteria: campus newsletter

TONY GONZALEZ EL

Goal 5. TGE will provide modern facilities with an emphasis on school safety and security, support services, and maintain a safe and drug-free environment for students and employees.

Objective 4. TGE will provide opportunities to recognize parent support and promote a partnership in their child's academic achievements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TGE will be recognizing parents/guardian who participate in student's overall academic achievement. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Leadership Team, Parental Department	2022-2023 School Year		Criteria: e.g. raffles, social media postings, marquee postings, awards/certificates, etc.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The school/district staff receive extra support and access to professional development..

High attendance rates overall (**Percentage by PEIMS)

The teacher/student ratio is 1:13

Staff/admin have the same culture and background as students (90%+ Hispanic).

Demographics Weaknesses

Small campus population is a factor when special pops (lep,sped,at-risk,gt, migrant) are factored into our accountability

High number of economically disadvantaged population

Demographics Needs

Improve state assessment score for all students, LEP, Sp Ed and Migrant

Recruit highly-qualified, culturally diverse, and experienced teachers

Incorporating culturally diverse activities

District/administration commitment to staff

Quick, timely feedback and support for staff

Participation in special academic programs and extracurricular activities

Students need to be exposed to real world experiences

School staff consider racial/ethnic profile of staff compared to that of students

Comprehensive Needs Assessment

Demographics Needs (Continued)

Advertise for open enrollment

Demographics Summary

Santa Maria Independent School District (SMISD) is located in Cameron County. SMISD has a traditional high school, a 6th-8th grade Middle School, and a PK-5th grade elementary school. SMISD has a total student population of around 540 students and Tony Gonzalez Elementary has a student population of 254 students.

For the 2020-2021 PEIMS Fall Submission, Tony Gonzalez Elementary had 289 students.

Tony Gonzalez Elementary has 35 total staff members with 24 teachers, 8 support staff, 2 campus leaders and one counselor. Teachers serving Tony Gonzalez Elementary are 100% Hispanic. The class size is 14 students per teacher. The retention rate for non-special education and special education students are also below the state rate for grades Prek-4.

Student Achievement

Student Achievement Strengths

Teacher to student ratio; 1:13

Small group interventions

Regularly updating intervention list via current data

Student achievement for ELL students by 44 component score points in Reading and 46 component score points Math

The overall grade for Domain 2, Student Progress, was an A at 92%

Student Achievement Weaknesses

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Increase student performance in Domain 3 for ALL students, Continuously Enrolled for Reading and Math, and Student Success.
Improve student performance in reading, writing, science and social studies for Special Education and ELLs to meet the state targets.
Increase student performance in Domain 1 for Special Education in Reading by 2 component score points, Math by 12 component score points, and Science by 2 component score points.
Increase student performance score points in Domain 1 for ELLs in Science who received a component score of 29 component score.
Fostering a campus-wide growth-mindset beginning at the administrative level

Student Achievement Needs

Increase student performance in reading, writing, science and social studies for Special Education and ELLs to meet the state targets.
Improve student performance in all subjects at Level II Final Performance for ALL, Hispanic, Economically Disadvantaged, Special Education and ELLS. School Culture and Climate

Student Achievement Summary

Student Achievement Strengths include gathering and analyzing data from multiple online instruments, reports and identifying at-risk students. The use of Saturday Academies, After School tutorials, Renaissance reports improve students in attaining their goals. Student Achievement needs are additional student performance data by ethnicity, gender, socioeconomic status, and other factors that put students at academic risk.
***use data to identify specificity to student achievement

The 2021-2022 Accountability Summary State Target for Tony Gonzalez Elementary will be as follows:

Overall Campus Rating - (B) 88/100
Domain I - 71 out of 100 (C)
Domain II - 92 out of 100 (A)
Domain III - 80 out of 100 (B)

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Attendance rate for all students and sub-populations

School Culture and Climate Weaknesses

Improve monitoring of School-Wide Positive Behavior Intervention and Supports
Campus-wide expectations/consequences
Uniform behavior/student removal protocol implementation

School Culture and Climate Needs

Regular academic incentives
Regular behavioral incentives
Implement a Social Emotional Learning Component

School Culture and Climate Summary

Tony Gonzalez Elementary has identified the characteristics of district culture and climate through an analysis of the discipline program, character education, classroom management, student attendance and parental involvement.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

Targeted Professional Development through TCLASS
SMISD actively recruits quality personnel.

Annually, stipends are reviewed, stipend recommendations and changes from campuses and departments considered, and adjustments made to support the needs of the District.

Staff Quality, Recruitment and Retention Weaknesses

Salary not competitive with neighboring districts with similar demographics
District lacks a regular recognition program
Highly qualified information is disseminated and reported as required
Teacher retention

Staff Quality, Recruitment and Retention Needs

The following reflects our prioritized need:

- New Teacher Mentor Program

Staff Quality, Recruitment and Retention Summary

Tony Gonzalez Elementary values hiring and retaining talented and effective personnel. Having 100% of teachers highly qualified and certified is a high priority. Providing high-quality, focused professional development is also important in SMISD. By narrowing the focus, the professional development is more effective. It strengthens the efforts of campus and district administrators and teachers in implementing, monitoring, and evaluating programs. The campus provides teachers with Professional development tailored to their needs through TCLASS.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

Standardized K-12 viable, equitable and aligned curriculum
DMAC data access
Teacher has the ability to create after school list and small group instruction.
Different test resources are available to choose from.

Curriculum, Instruction and Assessment Weaknesses

Fidelity in the implementation and monitoring of the district curriculum
Increase efforts to improve students' scores on benchmark and state assessment.
Lack of supplemental resources for Math, Reading, and Writing.
Lack of constant current data
Lack of Writing vertical alignment throughout.

Curriculum, Instruction and Assessment Needs

Instruction supports for ELL students including materials and supplements.

Curriculum, Instruction and Assessment Summary

Santa Maria ISD utilizes the South Texas Curriculum Project (STCP) in conjunction with the TEKS Resource System for its curriculum which is implemented in ELAR, SLAR, Math, Science, and Social Studies in grades PK-12. In addition, through the implementation of HQIM Amplify and Eureka at the elementary campus administrators will be monitoring the implementation by conducting classroom observations and facilitating professional learning communities.

The campus utilizes Content Based Assessments, in tested grades and content areas, developed by the Office of Curriculum and Instruction and Campus Leaders to monitor student progress toward reaching State Standards. Six Weeks exams are administered at the end of each 6 weeks grading period in Pre Kinder through 12th grades. In addition to the district curriculum, Study Island is utilized for targeted SE

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

performance. I-Station is an online reading system which, after an initial assessment, provides for a customized path for students to improve reading and math skills. State and local assessment data is disaggregated by teachers and administrators using the online data management for assessment and curriculum system (DMAC).

Family and Community Involvement

Family and Community Involvement Strengths

Family and Community Involvement Weaknesses

Communication with student attendance/tardiness
Parents may not have time to meet teachers in person and there is a need for social media form
Lack of PTO
Student engagement activities

Family and Community Involvement Needs

- PTO
- Student engagement activities
- Social Media Medium
- Parental involvement works in engaging the community with different activities/resources
- Notices to parents being sent in both English and Spanish
- Parents have the opportunity to have access to classes that will expose them to learning opportunities

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

- Commitment to improve student achievement District Context and Organization Needs
- Allowing students to develop leadership skills through Student Council.

School Context and Organization Weaknesses

- Monitoring of the campus improvement plan
- Collaboration among the different departments- Special Education, Bilingual, Migrant, ESSA
- Having administrative uniform procedures and protocols that are followed through with fidelity.

School Context and Organization Needs

School Context and Organization Summary

Tony Gonzalez Elementary is committed to improving the academic performance for all students in the areas of Reading, Writing, Mathematics, Science and Social Studies with a focus on improving student performance for EL and Special Education students. The Campus Site-Based Team (SBDM) advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and staff development needs.

The Campus SBDM utilizes DMAC data, Accountability Reports, retention rates, TELPAS, PEIMS discipline and attendance reports to determine goals and objectives for the district. The district will monitor quarterly the progress of the district improvement plan through principal, director and coordinator meetings and the Campus SBDM.

Comprehensive Needs Assessment

Technology Strengths

- Providing filtered high speed internet services to students, staff and visitors district wide using enterprise Cisco managed access points
- Every core content area classroom contains a media system comprised of: high lumen LCD projector (wall or ceiling mount), document camera/visualizer, modern desktop computers, high speed work group and printer.
- Hired a district level instructional technology coach to provide small group and individualized training and mentoring for teachers and staff.
- District users provided with web based enterprise level Gmail and Google Apps accounts with real time collaboration and document sharing through the use of Google Drive.
- SMISD provides 40 mbps bandwidth (to Internet) for instructional and administrative use.
- Public information infrastructure include: Family access (provides parent access to student grades, attendance, etc.), school to parent messaging with use of Bright Arrow Online Communication Services system for emergency and relevant information (phone call, text and email), district website, and a marquee.
- Technology Coach to provide teachers and staff quicker access to technology needs and support for instructional technology methods.
- Purchase additional school owned devices (I-Pads, Chromebooks) to provide more classrooms technology rich content and learning opportunities.
- Additional Cisco managed access points to support bandwidth for additional devices (school owned and BYOD).
- Additional instructional technology specialist to assist in training and the implementation of SMISD technology integration plan for each campus.
- Provide teachers/students resources for online textbooks and books to address literacy concerns.
- Provide Science/Math teachers with innovative technology tools and training that focus on initiatives such as flipped classroom, PBL and hybrid learning designs.
- Promote the use of e-learning, mobile technologies, and collaboration through Google's new LMS, Google Classroom.
- Purchase a robust online safety curriculum that allows district technology personnel to monitor usage and delivery

Technology Weaknesses

Teachers lack the necessary training to effectively implement technology on a daily basis in their lessons.

Wifi signal is slow

Access to educational applications to enrich student learning

Need for maintenance on all technological equipment

Technology Needs

New computers for teachers.

Technology Summary

Education, like many other fields, is rapidly transformed by new technologies. Smart personal devices, easy to navigate databases and

Comprehensive Needs Assessment

Technology Summary (Continued)

ubiquitous connectivity are just a few of the relentless forces redefining the classroom and reshaping how students learn. The Texas Education Agency set forth the Technology Applications TEKS, a set of skills and guidelines, to assist schools in creating curriculum requirements for every course. Tony Gonzalez Elementary has established four core goals to support the District mission:

1. Provide technology-based solutions which promote and support the instructional needs of teachers and the learning needs of students.
2. Provide technology-based professional development for staff to enhance and increase effective use of technology tools.
3. Provide technology-based solutions and support to promote effective administrative use.
4. Establish and maintain a technology infrastructure that promotes communication and learning for students, staff and the community.