

# SANTA ROSA MIDDLE

## Jo Nelson Middle School Campus Improvement Plan 2024/2025

*We Are Braves!*



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# SANTA ROSA MIDDLE

## **Mission**

*We are committed to developing socially responsible and productive lifelong learners who will contribute to society as a result of a quality education experience. To the full extent of their individual abilities, student swill be provided the opportunity to develop the ability to think logically, independently, creatively and to expand, explore and express their knowledge effectively through various avenues of expression and assessment including technology.*

## **Vision**

*Jo Nelson Middle School, where student achievement is our focus.*

### Nondiscrimination Notice

SANTA ROSA MIDDLE 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.

# SANTA ROSA MIDDLE

**Goal 1.** (STUDENT ACHIEVEMENT) JNMS will be a transformative campus that ensures ALL students receive a high-quality education that meet or exceed STAAR assessment standards while effectively closing achievement gaps in all core areas by utilizing board approved curriculum.

**Objective 1.** STUDENT OUTCOME GOAL By the end of academic year 2025 - pending HB3 Goals...

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JNMS will integrate instructional technology into the curriculum to enhance classroom instruction and learning for all students. (Title I SW Elements: 1.1,2.1,2.3,2.5,3.1) (Target Group: All)	Assistant Principal, Dean(s) of Instruction, Principal, Teacher(s), Technology Specialist	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(289) Title IV, Part A, Subpart 1	Criteria: Program Usage reports STAAR/EOC BOY, MOY, EOY assessment data Six Weeks assessments Lesson Plans
2. JNMS will provide reading resources, materials, and professional development for all teachers and classrooms based on data and student needs. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: All)	ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Librarian, Principal	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST.	Criteria: Improvement in student STAAR and other campus based assessment scores in ELAR.
3. JNMS will use the ACE Afterschool program staff to support student achievement for students struggling in academics in all content areas through afterschool tutoring and assist in sustaining student engagement by providing enrichment activities. (Title I SW Elements: 2.1,2.2,2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4)	ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal	Ongoing	(F)(352) 21st Century Comm ACE After School Program	Criteria: Students will show a growth of 2% at the end of the school year.
4. JNMS will promote literacy through our libraries by creating a well-balanced and diverse library collection in both printed and electronic books and provide multiple platforms such as Accelerated Reader, MyOn, MackenVIA, Brain POP in all grade levels for all students. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Dean(s) of Instruction, Librarian, Principal	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (L)(199) Local District	Criteria: Improvement will be shown on students scores in STAAR exam as well as Reading Lexile.
5. JNMS will provide informational sessions for students and parents about the importance of literacy and making real-world connections by highlighting bestselling authors. (Title I SW Elements: 2.1,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Librarian, Principal	Ongoing	(F)(212)Title I Part C: MIGRANT, (F)(263)Title III, Part A: Bilingual / ESL, (F)(352) 21st Century Comm ACE After School Program	Criteria: Improve student performance in reading assessments.
6. JNMS will provide supplemental materials, resources and professional development for	ACE Site Coordinators, Assistant Principal, Dean(s) of	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC	Criteria: Students participation will increase in ACE program by 2%.

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**Objective 1.** STUDENT OUTCOME GOAL By the end of academic year 2025 - pending HB3 Goals...

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
student academic intervention or enrichment. (Title I SW Elements: 2.2,2.5) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,3,4)	Instruction, Principal		PROGRAMS, (F)(212)Title I Part C: MIGRANT, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(263)Title III, Part A: Bilingual / ESL	
7. JNMS will provide supplemental resources, materials and professional development to support HB1416 accelerated learning for students. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,5 04) (Strategic Priorities: 2)	ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal	ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(212)Title I Part C: MIGRANT, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(263)Title III, Part A: Bilingual / ESL, (L)(199) Local District	Criteria: Improve student performance meeting standards in all student subgroups.

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**Goal 1.** (STUDENT ACHIEVEMENT) JNMS will be a transformative campus that ensures ALL students receive a high-quality education that meet or exceed STAAR assessment standards while effectively closing achievement gaps in all core areas by utilizing board approved curriculum.

**Objective 2.** STUDENT OUTCOME GOAL CLOSING THE GAPS All identified Hispanic, economically disadvantaged, special education (former or current), English learners (current, monitored) will demonstrate a 4% increase in student achievement by 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. JNMS will provide supplemental reading resources, materials, and professional development for all teachers and classrooms based on data and students in special programs, such as EL, SPED, 504, GT AND MIGRANT. (Title I SW Elements: 2.1,2.2,2.4,2.5,3.1) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,5 04) (Strategic Priorities: 2,4)</p>	<p>ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Gear Up Facilitator, Principal, Student Support Services Coordinator</p>	<p>Ongoing</p>	<p>(F)(212)Title I Part C: MIGRANT, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(263)Title III, Part A: Bilingual / ESL, (L)(199) Local District</p>	<p>Criteria: Improve student performance meeting standard in all student subgroups and the meets standards designation by 4%.</p>
<p>2. JNMS will promote literacy through our libraries by creating a well-balanced and diverse library collection in both printed and electronic books and provide multiple platforms such as Accelerated Reader, MyOn, MackenVIA, Brain POP in all grade levels to provide options for leveled reading for struggling students (Title I SW Elements: 2.1,2.2,2.5) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4)</p>	<p>ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Librarian, Principal</p>	<p>Ongoing</p>	<p>(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(212)Title I Part C: MIGRANT, (F)(263)Title III, Part A: Bilingual / ESL, (F)(352) 21st Century Comm ACE After School Program, (L)(199) Local District</p>	<p>Criteria: Student overall STAAR Reading scores will increase by 3%.</p>
<p>3. JNMS will provide extended learning opportunities beyond the regular school day for students that are not demonstrating curriculum mastery through classroom extensions such as blitzes, academies, and tutorials (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal, Teacher(s)</p>	<p>Ongoing</p>	<p>(F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(352) 21st Century Comm ACE After School Program</p>	<p>Criteria: Improved student performance meeting standards in all student subgroups and the DISTINGUISDED designation on state accountability.</p>
<p>4. JNMS will integrate supplemental instructional technology into the curriculum to enhance classroom instruction and learning for special populations. (Title I SW Elements: 2.2,2.5) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,5 04) (Strategic Priorities: 2,3,4)</p>	<p>Assistant Principal, Dean(s) of Instruction, Principal, Teacher(s), Technology Specialist</p>	<p>Ongoing</p>	<p>(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(212)Title I Part C: MIGRANT, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(263)Title III, Part A: Bilingual / ESL, (F)(289) Title IV, Part A, Subpart 1, (F)(352) 21st Century Comm ACE After School Program, (F)(410) EMAT Instructional</p>	<p>Criteria: TELPAS scores will increase by 2%.</p>

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**Objective 2.** STUDENT OUTCOME GOAL CLOSING THE GAPS All identified Hispanic, economically disadvantaged, special education (former or current), English learners (current, monitored) will demonstrate a 4% increase in student achievement by 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
			Allotment, (F)(429) School Safety and Security Grant, (L)(199) Local District	

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**Objective 3.** HB 3 - STUDENT OUTCOME GOAL MATH The percent of all grades that score meets grade level or above on STAAR Math will increase from 45% on August, 2019 (TAPR) school year to 49% by August 2025 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JNMS will provide Math resources, materials and professional development for all teachers and classrooms based on data and student needs. (Title I SW Elements: 2.2,2.3,2.5,2.6) (Target Group: All,H,ESL,Migrant,SPED,GT,AtRisk) (Strategic Priorities: 2,4)	Assistant Principal, Dean(s) of Instruction, Principal	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(212)Title I Part C: MIGRANT, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(263)Title III, Part A: Bilingual / ESL, (L)(199) Local District	Criteria: Students will show growth by 5% in all subject areas.
2. JNMS will use the ACE Afterschool program staff to support student achievement for students struggling in academics in all content areas through afterschool tutoring and assist in sustaining student engagement by providing enrichment activities (Title I SW Elements: 2.1,2.2,2.5,3.1) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,3,4)	ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal, Teacher(s)	Ongoing	(F)(352) 21st Century Comm ACE After School Program	Criteria: Improve student performance in all grades and subject areas.
3. JNMS will provide supplemental resources, materials and professional development to support HB1416 accelerated learning for students. (Title I SW Elements: 2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4)	ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (L)(199) Local District	

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**Objective 4.** HB 3 - STUDENT OUTCOME GOAL MATH CLOSING THE GAPS All identified Hispanic, economically disadvantaged, special education (former, current) English Learners (current, monitored) will demonstrate a 4% increase in student achievement by 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JNMS will provide supplemental Math resources, materials and professional development for all teachers and classrooms based on data and students in special programs, such as EL, SPED, 504, AND MIGRANT. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504)	ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(212)Title I Part C: MIGRANT, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(263)Title III, Part A: Bilingual / ESL, (F)(410) EMAT Instructional Allotment, (L)(199) Local District	Criteria: Improve student performance meeting standard in all student subgroups and the meets standards designation by 2%.
2. JNMS will provide Algebra I classes with an adopted curriculum to align with that being used at the high school. (Title I SW Elements: 2.2,2.5) (Target Group: 8th) (Strategic Priorities: 2,4)	Assistant Principal, Dean(s) of Instruction, Principal, Teacher(s)	Ongoing	(F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(410) EMAT Instructional Allotment, (L)(199) Local District	Criteria: Student enrollment will increase by 1%.

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- Goal 1.** (STUDENT ACHIEVEMENT) JNMS will be a transformative campus that ensures ALL students receive a high-quality education that meet or exceed STAAR assessment standards while effectively closing achievement gaps in all core areas by utilizing board approved curriculum.
- Objective 5.** (ATTENDANCE) JNMS will continuously strive to maintain a 92% attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JNMS will sustain a progress monitoring system for all grade levels and ensure that all PEIMS reporting is correct and in accordance with statutes, policy, and truancy prevention laws (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Principal, Counselor(s), Dean(s) of Instruction, PEIMS Coordinator/Clerks, Principal	Ongoing	(L)(199) Local District	Criteria: PEIMS Reports
2. JNMS will ensure that retention/promotion practices for students are implemented according to policy, statutes, and TEC code. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Principal, Counselor(s), Dean(s) of Instruction, PEIMS Coordinator/Clerks, Principal	Ongoing	(L)(199) Local District	Criteria: All students will be retained/promoted based on policy, statutes, and TEC code.
3. JNMS will provide incentives for all students for motivational purposes and/or to reward students who excel in attendance/academics and/or behavior programs. (Title I SW Elements: 1.1,2.2) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4)	ACE Site Coordinators, Assistant Principal, Counselor(s), Dean(s) of Instruction, Librarian, Principal	Ongoing	(L)(199) Local District	Criteria: Invoices Sign In Sheets Data reports

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**Objective 6.** (CLUBS/ORGANIZATIONS) All campuses will provide leadership opportunities through clubs and organizations such as: Student Council, National Honor Society, Fellowship of Christian Athletes, Skills USA, FFA, and UIL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JNMS will provide students an opportunity to take leadership roles on campus and help develop their leadership skills to better prepare them in becoming a productive citizen. (Title I SW Elements: 2.1,2.2,3.1,3.2) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2,3,4)	Assistant Principal, Club Sponsors, Counselor(s), Dean(s) of Instruction, Principal	Ongoing	(L)(199) Local District	Criteria: Student participation in campus initiatives.

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- Goal 1.** (STUDENT ACHIEVEMENT) JNMS will be a transformative campus that ensures ALL students receive a high-quality education that meet or exceed STAAR assessment standards while effectively closing achievement gaps in all core areas by utilizing board approved curriculum.
- Objective 7.** (CURRICULUM AND INSTRUCTION) Implement, monitor and evaluate an aligned curriculum and assessment program that is rigorous, data driven, supported by professional development ad will show growth for ALL students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Acquisition of resources to develop, align, and enhance curriculum content such as, but not limited to: Hands on manipulatives, textbooks, library books and supplies, subscriptions, technology based academic programs for advancement or interventions, TEKS Resource system, test banks and teacher developed materials. (Title I SW Elements: 1.1,2.2,2.4,2.5,3.1) (Target Group: All,ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,3,4)	ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Librarian, Principal, Technology Specialist	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(212)Title I Part C: MIGRANT, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (F)(263)Title III, Part A: Bilingual / ESL, (F)(410) EMAT Instructional Allotment	Criteria: Data reports Invoices
2. Students and teachers will use technology in the classroom to increase effectiveness of student learning. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Principal, Dean(s) of Instruction, Principal, Technology Specialist	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS	Criteria: Lesson plans Classroom evaluations

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**Goal 2.** (BUILDING CAPACITY) JNMS will support, and retain highly effective staff and teachers and afford them the resources and preparation needed to maximize efficiency and student achievement.

**Objective 1.** JNMS will provide the needed professional development for staff members to maximize efficiency and student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JNMS will provide support for new teachers by coordinating New Teacher/Mentor academies through Region One to maximize effectiveness. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Dean(s) of Instruction, Director of Human Resources, Principal, Superintendent(s)	Ongoing	(F)(255) Title II Part A:SUPPORTING EFFECTIVE INST.	Criteria: Meeting sign in sheets and evaluations
2. JNMS will provide and or send designated staff to relevant conferences and professional development based on acquisition of resources, materials, content areas and technology to build capacity and improve student outcomes. (Title I SW Elements: 1.1,2.2,2.3,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Dean(s) of Instruction, Principal, Technology Specialist	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(255) Title II Part A:SUPPORTING EFFECTIVE INST., (L)(199) Local District	Criteria: Sign in sheets Invoices Certificates
3. JNMS will purchase technology to provide immediate teacher feedback while conducting walk-throughs and observations. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal, Dean(s) of Instruction, Principal, Technology Specialist	Ongoing	(L)(199) Local District	Criteria: Invoices
4. JNMS will purchase and provide incentives and create team building opportunities and plan events and/or luncheons to promote a positive culture for JNMS staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Dean(s) of Instruction, Principal	Ongoing	(L)(199) Local District	Criteria: Invoices Sign in Sheets

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**Goal 3.** (FAMILY AND COMMUNITY ENGAGEMENT) JNMS will increase family and community engagement to meet student academic and social-emotional needs by providing a minimum of 7 sessions through out the 2025 academic year.

**Objective 1.** By the end of the 2025 school year parental and community involvement will increase by a minimum of 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will increase informational sessions for parents on multiple topics regarding student opportunities to achieve academic success, finance, college, career, literacy, etc. (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 4)	ACE Site Coordinators, Assistant Principal, Counselor(s), Dean(s) of Instruction, Gear Up Facilitator, Principal	Online	(F)(352) 21st Century Comm ACE After School Program, (F)Gear Up, (L)(199) Local District	Criteria: Sign In Sheets Zoom Recordings Agendas
2. We will create additional opportunities for parents and the community to connect with JNMS through community engaging events for staff, parents, students and community members. (Title I SW Elements: 1.1,2.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 4)	ACE Site Coordinators, Assistant Principal, Counselor(s), Gear Up Facilitator, Librarian, Principal	Ongoing	(F)(352) 21st Century Comm ACE After School Program, (F)Gear Up	Criteria: Sign In Sheets Agendas
3. We will purchase snacks and incentives, resources, equipment for parent involvement sessions. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	ACE Site Coordinators, Gear Up Facilitator, Principal	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(352) 21st Century Comm ACE After School Program, (F)Gear Up, (L)(199) Local District	Criteria: Sign In Sheets Agendas Invoices

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**Goal 4.** (STUDENT SAFETY, HEALTH AND WELLNESS) JNMS will create secure, safe, clean, and welcoming environments that provide students and staff with the social/emotional and mental health supports needed to create a positive and encouraging work and learning environment.

**Objective 1.** JNMS will increase safety and security measures across the campus by ensuring police or security presence 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JNMS will have a police officer who will be stationed on campus to monitor the safety of students, teachers and staff. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	District Police Dept, Principal	Ongoing	(F)(429) School Safety and Security Grant	Criteria: Student and campus needs improvement survey.
2. Installation and maintenance of existing security equipment, fire alarm and intercom systems. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	District Police Dept, Principal, Superintendent(s), Technology Specialist	Ongoing	(F)(429) School Safety and Security Grant, (L)(199) Local District	Criteria: Invoices Observation
3. JNMS will require all visitors to report to the front office on a daily basis, show ID to process through Raptor. Also, parents will have to sign out students at the front office. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	PEIMS Coordinator/Clerks, Prin Secretary, Principal	Daily	(F)(429) School Safety and Security Grant, (L)(199) Local District	Criteria: Sign in/out logs Raptor reports
4. Provide PPE equipment to JNMS staff as needed. (Title I SW Elements: 2.2,3.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal, School Nurse	Ongoing	(L)(199) Local District	Criteria: Invoices

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**Goal 4.** (STUDENT SAFETY, HEALTH AND WELLNESS) JNMS will create secure, safe, clean, and welcoming environments that provide students and staff with the social/emotional and mental health supports needed to create a positive and encouraging work and learning environment.

**Objective 2.** JNMS will provide a Social and Emotional curriculum for students through counseling department.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. JNMS will implement Character Strong Social Emotional Learning Curriculum. (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Counselor(s), Dean(s) of Instruction, Principal	Ongoing	(F)(211) Title I Part A :IMPROVING BASIC PROGRAMS, (F)(289) Title IV, Part A, Subpart 1	Criteria: Reports Sign In Logs Observations

# SANTA ROSA MIDDLE

**Goal 4.** (STUDENT SAFETY, HEALTH AND WELLNESS) JNMS will create secure, safe, clean, and welcoming environments that provide students and staff with the social/emotional and mental health supports needed to create a positive and encouraging work and learning environment.

**Objective 3.** JNMS will have assemblies and campaigns to create awareness on topics such as bullying, cyberbullying, suicide, drugs, tobacco, self-harm.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly activities will be facilitated by campus counselors on state-mandated awareness topics. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Counselor(s), Principal	Ongoing	(L)(199) Local District	Criteria: Reports Observations Postings

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Small enrollment teacher/student ratio
- Decent facilities
- Resources available
- ACE program
- Technology for all student
- Student Council
- NJHS
- UIL

### Demographics Weaknesses

JNMS weaknesses include continual counseling services, student attendance/truancy, and College & Career prep for all students.

### Demographics Needs

- GT Identification
- Fine Arts needs support
- Attendance monitoring
- Enhance GT program
- Advance/College Readiness Classes/Prep
- Better ESL Support
- Counseling
- Incentives for students and teachers
- Increase student attendance

### Demographics Summary

Attendance needs to be monitored and implement reach out programs for attendance improvement.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

The student enrollment and attendance needs to increase in order for funding to increase. Support for the special populations needs to increase. Incentives to increase attendance should be in place for students and families.

# Committee Self-Assessment/Reflection

Demographics

CNA committee members use this document to reflect on the process.

Date: 8/14/2024

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Reading the reports provided

2. What might we improve and how?

See it's that Improve attendance, scores go up

3. How is our organization better as a result of this process?

Got to see evidence using data provided of student POPS.

Committee Area:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Name	Signature	Position
Melinda S Guerrero	Melinda	Math Teacher
Victoria Villarreal	Victoria Villarreal	AIE Coordinator
Amomo Arredondo	Amomo Arredondo	SPE
Samantha Costilla	Samantha Costilla	

## Findings/ Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." –

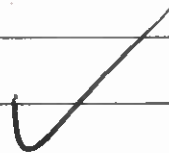
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
- Small enrollment	- More students enrolled for funding
- Small teacher/Student Ratio	- Students increase attendance
- ACE Program	- Increase in attendance
- Providing necessary items @ home	- Student enrollment
- Technology for all students	- Updated needed for old devices

### Summary of Needs (paragraph form).

Organize your thoughts below. You will be required to type your summary of needs and submit it through Google Classroom.

The student enrollment/attendance is needed to increase ~~and~~ funding ~~in order~~ in order to help our special Pops, EBs, and ACE Programs. We need to offer incentives to students/families to increase attendance at JNMS.



# Demographics - Teacher had NO control

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

1. What do enrollment numbers indicate?

The enrollment numbers indicate Mobility enrollment, significantly high in 2022-2023

2. What is the breakdown by ethnicity, gender, or other category?

Ethnicity 222 Hispanic / 83 Female / 140 Male / 1 African American

3. How has enrollment changed over the past three years?

2021-2022 202 2022-2023 224 2023-2024 223

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?

2023-2024 Dys 11 / SPED 47 / EB 60 / ESL 60

We are over populated in sp Pop probably due to limited community resources.

Significant increase from 2021 → 2024

6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

SPED - No Exits ESL - About 23 exit Now enter 2 year Monitor.

7. Who are our at-risk students? What is their at-risk category?

134 Stds @ Risk → Special Pop ESLs have a higher chance of exiting than SPED.

8. Who are our Migrant students?

4 Migrants @ JNMS

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

Mobility 15.32% / Stability 84.68% Migrant 1.79%

10. What area of the community do these students come from?

Students live in Rural areas of Santa Rosa.

11. What are the staff demographics?

Total Staff 33, Professional 0 Support - 4 Teacher - 25 Aide - 4

12. What are the teacher/student ratios? How do these ratios compare to performance?

25 / 223

AVG

12 Students

total 33

Ratio is so small is small but student needs to be present.

## Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

### Potential Data Sources:

- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

### Data Sources Reviewed

***Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt***

List the actual data sources reviewed below:

1. PEIMS DATA
2. Student Mobility Rate
3. Performance to Attendance Comparison
4. Percentage to Attendance Comparison
5. STAAR Academic to Attendance Comparison
6. STAAR Retention by Comparison
7. \_\_\_\_\_

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

- Providing after-school support through ACE Program
- More SPED/Inclusion Staff

### Student Achievement Weaknesses

### Student Achievement Needs

- Better academic incentives
- More in-class inclusion support

### Student Achievement Summary

JNMS needs to be provided continual training on the DMAC system.

Due to the COVID learning loss JNMS saw student math scores struggle to recover in comparison to ELAR.

Majority of students at JNMS come from a low socio-economic background. Data shows that percentages between EL and special education populations are equal between subjects and general interventions should continue to be implemented.

# Committee Self-Assessment/Reflection

Student Achievement


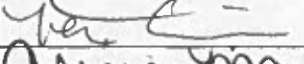


CNA committee members use this document to reflect on the process.

Date: 8/14/2024

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?
2. What might we improve and how?
3. How is our organization better as a result of this process?

Committee Area:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Name	Signature	Position
Nidia Ramoz		Spanish 1
Teresa Cañas		Math
Alicia Martinez		US / Texas History Open <del>door</del> teacher
Joe Valdivia		Life Skills Para

# Findings/ Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." –

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
<ul style="list-style-type: none"> <li>• providing after school support <sup>(ACE)</sup></li> </ul>	<ul style="list-style-type: none"> <li>- better ACADEMIC incentives</li> </ul>
<ul style="list-style-type: none"> <li>- in class Inclusion support</li> </ul>	<ul style="list-style-type: none"> <li>more Sped/Inclusion staff</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	

## Summary of Needs (paragraph form).

Organize your thoughts below. You will be required to type your summary of needs and submit it through Google Classroom.

The were some improvements and we believe providing after school support helped. The fact that teachers and paras are providing inclusion support.

# Student Achievement

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose—improving learning for all students.

Victoria Bernhardt

1. How is student achievement data disaggregated? *They are categorized by ethnicity, gender, special programs, + social economic status.*
2. How does student achievement data compare from one data source to another? *Using DMAC to see student growth. Students can also see their progress and set goals for themselves.*
3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? *The most improved were the econ. disadvantage, followed by ~~EB/EL and sped pop/EL~~. Overall there was a slight improvement ~~2000-2000~~.*
4. In which areas are we showing growth? At what rate? Compared to which standard of achievement? *We are showing growth in econ. disadv by ~~11%~~ 17%.*
5. Which students are making progress? Why? *The econ. disadvantage are making the most progress as per ~~SMART~~ performance data. Masters 2022 11% and 2023 was 12% Meets 2022 28% = 2023 37*
6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why? *No data to specifically indicate if students that received those programs showed achievement.*  
*Approaches*  
*2022 63%*  
*2023 70%*
7. What does the longitudinal student achievement data indicate?
8. What does the data reflect within and among content areas? *The data shows that overall there was a 32% increase in S.S., 14% in math, 10% in Reading, and science stayed the same.*
9. What does the data indicate when disaggregated at various levels of depth?
10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?



# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

- Weekly Athletics Schedules
- ACE (support services)
- Duty rosters

### School Culture and Climate Needs

- Asynchronous planning
- Special pops paraprofessionals
- More Elective Teachers
- Vertical Alignment with Elementary and High School
- More teachers per grade/subject

### School Culture and Climate Summary

JNMS NEEDS to provide teachers with time with their departments. NEEDS support staff in general. NEEDS more elective teachers and courses.

# Committee Self-Assessment/Reflection

Culture &  
Climate

CNA committee members use this document to reflect on the process.

Date: 8/14/24

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Hearing ~~others~~ other staff's opinions.


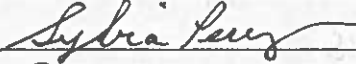
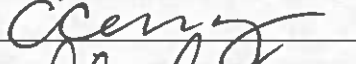
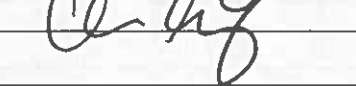
2. What might we improve and how?

3. How is our organization better as a result of this process?

Having teacher ~~coll~~ collaboration and input.

Committee Area:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Name	Signature	Position
George Hernandez		Special Ed Inclusion
Sylvia Perez		Library clerk
Clarissa Cavaros		8th Math / Alg. 1
Clarissa Suarez		7th Science



# School Culture and Climate

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that builds up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. Author Unknown

1. How do students describe the school climate? How does this compare to staff?  
Students describe a structured & safe environment, staff feels the same.
2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?  
Handbooks & code of conduct.
3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?  
Welcoming environment within JNMS.
4. What does the data reflect regarding student behaviors, discipline, etc.?  
Expectations are set at the beginning of the year and reinforced throughout the year.
5. To what degree do students and staff feel physically safe?  
Bag checks, clear bags, and daily screenings help improve the feelings of safety.
6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?  
That students & staff need to find a balance between academics, behavior, social & extracurricular.
7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?  
Students participating in extracurriculars tend to have better attendance & behavior to continue.
8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?  
Data indicates the need for teacher collaboration to align student behavior & achievement across grade levels.
9. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received? We've noticed when it comes to these issues it is the same students who are repeat offenders.
10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?  
A wide variety of student, high & low that are involved. It pushes them to maintain passing grades to continue w/their extracurriculars.
11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?  
When facilities are well taken care of which they are because janitors do & maintenance do a great job, the community takes pride in the ~~facilities~~ facilities.

## School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

## Data Sources Reviewed

*Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown*

List the actual data sources reviewed below:

1. Comprehensive Needs Assessment.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

- Highly qualified certified teachers
- Solid support for new staff
- 4 day work week

### Staff Quality, Recruitment and Retention Needs

- More feedback for support
- Additional trainings based on needs
- Planning period with DEPARTMENT
- Existing stipends require more consistency

### Staff Quality, Recruitment and Retention Summary

JNMS needs to grant stipends to those that are eligible/core teachers that are currently teaching core subjects. Also, include planning time for departments to align curriculums. JNMS needs to include supportive feedback for teachers and staff.

# Committee Self-Assessment/Reflection

Staff Quality  
Recruitment

CNA committee members use this document to reflect on the process.

Date: 8-14-24

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Hearing other staffs opinions

2. What might we improve and how?

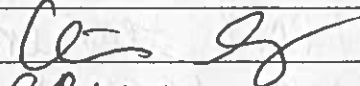
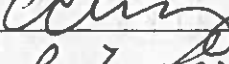
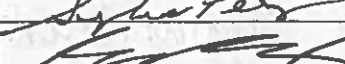
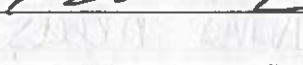
Reviewing the strengths and needs and implementing them!

3. How is our organization better as a result of this process?

Having teacher ~~and~~ collaboration and input.

Committee Area:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Name	Signature	Position
Clarissa Suarez		7th Science
Clarissa Carras		8th math / Alg. 1
Sylvio Perez		clerk
Georga Hernandez		Spced. Ed Inclusion

## Findings/ Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." –

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Highly Qualified Certified teachers	more feedback for support
Solid support for new staff	Additional training based on needs
4 day work week	Planning with dept.

### Summary of Needs (paragraph form).

Organize your thoughts below. You will be required to type your summary of needs and submit it through Google Classroom.

JNMS needs to grant stipends to those that are eligible / core teachers that are currently teaching core subjects. Also include planning time for departments to align curriculums. JNMS needs to include supportive feedback for teachers and staff.

# Staff Quality, Recruitment and Retention

(Note confidentiality requirements regarding specific teacher appraisal and observation data)

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success. Stephen Covey

1. What are the teacher qualifications, certifications, etc.? Paraprofessionals?

General Certifications, Bachelor's or higher / college hours

2. What does the general data reflect regarding teacher quality on the campus?

We have highly qualified teachers.

3. How are follow-up data regarding teacher performance provided to teachers?

Data is sent through google to reference throughout the year.

4. How are we recruiting highly qualified and effective staff?

4-day student school week

5. What is our staff attendance rate? Retention rate? Turnover rate?

Retention: 90%

6. How is highly effective staff assigned to work with the highest need students?

All staff is assigned to all student regardless of their level.

7. What is the impact/effect of our teacher mentor program?

Positive

8. How is new staff supported? What feedback do they provide?

- New teacher orientation
- Region one new teacher training

9. What systems are in place to build capacity and support the notion of continuous improvement?

- Staff development days throughout the year.

10. How are we using data to determine professional development for staff?

Sign in sheets and qr logins, turn in certificates.

11. How are collective and individual decisions regarding professional development determined?

We are part of the megabyte district initiative.

12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

- TTESS

## Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

### Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

### Data Sources Reviewed

*An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey*

List the actual data sources reviewed below:

1. Comprehensive Needs Assessment
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

TEKS Resource  
Color Bands  
DMAC  
ACE Tutorials  
New Curriculum Adoptions  
Online Programs/Resources (HMH, McGraw Hill)  
Benchmark and six weeks tests  
Special Population IEPs  
504 Plans

### Curriculum, Instruction and Assessment Needs

- More differentiation
- More collaboration time amongst content areas
- More collaboration time amongst grade level teams
- Diverse online programs

### Curriculum, Instruction and Assessment Summary

As per the sources that we were provided and that are currently available at our campus, we feel that we're currently providing many pathways to build our curriculum and instruction. We utilize different programs, after school tutoring, Color Bands, using data from assessments and following plans in place for special populations. We feel that we could improve by adding additional programs (IXL, etc.), to differentiate instruction within our classrooms, as well as more time for vertical and horizontal department collaboration.

# Committee Self-Assessment/Reflection

Curriculum  
Instruction &  
Assessment

CNA committee members use this document to reflect on the process.

Date: 8-14-24

- Given the goals and outcomes of the CNA process, what was most beneficial and why?  
Evaluating the sources given to us, some information we didn't know especially the programs.
- What might we improve and how?  
Additional differentiation, online programs and collaboration time between departments.
- How is our organization better as a result of this process?  
Collaborating and able to discuss how we can improve

Committee Area:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Name	Signature	Position
Kene F. Raschel	Kene F. Raschel	6th ELAR
Alma McIntosh	Alma McIntosh	6th Science
Amber Vela	Amber Vela	Band/MUSIC
Robbre Cruz	Robbre Cruz	PE/HEALTH

# Findings/ Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." –

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Assessments	more differentiation
Color Bands	more collaboration time
ACE Tutorials	diverse online programs
Sp. Pop IEP/504 Plans	
TEKS Resource	
Different Programs	

## Summary of Needs (paragraph form).

Organize your thoughts below. You will be required to type your summary of needs and submit it through Google Classroom.

As per the sources that were provided, we feel that we're currently providing many pathways to build our curriculum and instruction. We utilize different programs, after school tutoring, color bands using data from assessments and following special population plans. We feel that we could improve by adding additional programs (Classkick, IXL, etc) to differentiate instruction and more time for vertical and horizontal department collaboration.

# Curriculum, Instruction and Assessment

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

1. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning? *use of TEKS Resources*
2. How is data used to inform curriculum, instruction, and assessment decisions? *using BOY, MOY benchmarks, STAAR scores to break the students into groupings*
3. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students? *using TEKS and then monitoring and adjusting after looking at data (DMAC)*
4. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills? *differentiating the expression/form of content*
5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners? *in formal/formal assessments, bell ringers, exit tickets, benchmarks*
6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/ school? What is the impact on specific student groups? *department collaboration, using IEPs and SATs to follow, we all use google classroom*
7. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time? *ACE tutoring, small group instruction, special populations. still require additional interventions*
8. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.? *ensuring you're able to fully plan your lessons efficiently using TEKS and anticipating issues/misconceptions as well as student management*
9. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction? *STAAR, benchmarks testing using TEA questions aligned w/ TEKS*
10. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments? *They're made/provided by TEA, students are indifferent to the assessments (know that they have to take them for data)*
11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement? *using color bands to visually represent their assessment performance and comparing it from BOY to MOY*

## Curriculum, Instruction and Assessment

The curriculum/curricula collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

### Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below:

1. Campus Improvement Plan
2. JNMS Programs
3. Scope + Sequence
4. Lesson Study
5. Common Benchmark Assessments
6. \_\_\_\_\_
7. \_\_\_\_\_

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Strengths

Remind App  
Meet the teacher/open house  
Social Media - Facebook and Insta Gram  
Announcements - Global Connect, Social media  
Ace Mum night  
Winter Wonderland/ Halloween Trunk or Treat  
Band concerts  
Theatre Plays/Art shows

### Family and Community Involvement Needs

PTA  
ASL Classes  
ESL classes  
GED classes  
Literacy Night

### Family and Community Involvement Summary

JNMS will continue building upon parent relationships with students, community and school involvement activities. JNMS will provide these opportunities for parents and children to have involvement with school activities and events. These can include, but are not limited to art shows, theatre plays, band concerts, Literacy Night; Family Night Events this can be these activities can be tailored to parents/students via community surveys.



# Findings/ Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." –

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Remind App	PTA
Meet the teacher / open house	more information ASL / ESL classes
Social media	GED classes
Announcements <sup>global connect</sup> Social media	Literacy Night
Acemom Night	
Winter wonderland / <sup>Fall Festival</sup> Trunk or Treat	
Band concerts	
Theatre Plays / Art Shows	

### Summary of Needs (paragraph form).

Organize your thoughts below. You will be required to type your summary of needs and submit it through Google Classroom.

JNMS will continue building upon parent relationships with students, community and school involvement activities. JNMS will provide these opportunities for parents and children to have involvement with school activities and events. These can include, but are not limited to art shows, theatre plays, band concerts, Literacy Night, Family Night Events. This can be these activities can be tailored to parents / students via community surveys.

# Family and Community Involvement

*The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors.*

Mary Catherine Bateson

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

- Activities that support student learning ACE <sup>programs</sup> tutoring
- Band Boosters, Athletic Boosters
- Trend - lower income families / Higher participation

2. How are families and the community members involved in school decisions?

SBDM

3. What types of services are available to support families, community members, and students to encourage healthy family relationships?

- ACE

4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?

- Spanish

5. What types of services are available to support students in special programs? What are the results?

- ACE?

6. What types of community partnerships exist to support families and students?

ACE

## Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested in and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data

## Data Sources Reviewed

*The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson*

List the actual data sources reviewed below:

1. CIP
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Comprehensive Needs Assessment

## School Context and Organization

### School Context and Organization Strengths

- Character Strong
- Weekly Bulletin/Calendar
- Highly Qualified teachers
- Team Organized
- Curriculum Planning done for 1st six weeks in tested core areas.

### School Context and Organization Weaknesses

JNMS weaknesses include the availability of more elective courses for students, and planning time for teachers to collaborate.

### School Context and Organization Needs

- Grade level planning
- Data Analysis planning
- Better communication between admin & staff Structured Homeroom settings
- More electives
- Special pop paraprofessionals

### School Context and Organization Summary

JNMS need to continue provide time for teacher/team planning, provide organization across the campus along with providing a structured setting within the campus and classrooms. The need for additional support staff for special populations is needed. There is a need for more substitutes to be available to cover classes.

# Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: Aug. 14, 2024

- Given the goals and outcomes of the CNA process, what was most beneficial and why?  
*This helped us to be aware of what we have and do not have. Also how we can improve and what we ~~can~~ need to implement.*
- What might we improve and how? -  
  - More Parental involvement / communication (PTA, volunteers) Conferences*
  - Have like Literacy Night to bring in parents.*
- How is our organization better as a result of this process?  
*We analyze the information, discuss and come up with ideas in order to improve.*

Committee Area:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Name	Signature	Position
<i>Maria M. Badell</i>	<i>Maria M. Badell</i>	<i>ELA</i>
<i>Sulema Oregon</i>	<i>Sulema Oregon</i>	<i>Para or Assistant</i>
<i>Joanna Riehey</i>	<i>Joanna Riehey</i>	<i>SPED - life skills</i>

# School Context +

# Organization.

## Findings/ Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

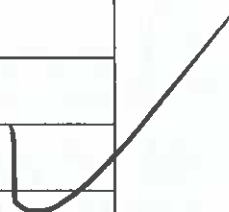
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Weekly Bulletins/Calendar	- Grade Level Planning-PLC's
Communicate through Google Classroom	- Data Analysis Planning
TEAM ORGANIZED	- More electives
Curriculum Plan done 1st SW	- Special Pop definitely a need
→ continue	- Paraprofessionals
	- Substitutes so paras don't
	have to be constantly pulled-out
	(Ex. Rubio in ISS)

### Summary of Needs (paragraph form).

Organize your thoughts below. You will be required to type your summary of needs and submit it through Google Classroom.

Administration needs to provide time for planning with grade level. The need for additional support staff for special populations is needed. Also, more substitutes need to be available.



# School Context and Organization

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. Author Unknown

1. To what degree does the district/school support the organization and how? *Very supportive. Administration communicates with staff through meetings & emails. The superintendent makes himself visible & available. Also by providing the resources we need.*
2. What does the data reflect about classes, schedules, and student/staff teams? *Data shows that RESOURCE<sup>class</sup> needs to be brought back. Students would benefit being pull-out to work in small groups & one-to-one. Students need to attend tutoring classes consistently.*
3. How is adequate time devoted to subjects in which students perform poorly? *Adequate time devoted to subjects was by providing tutoring, intervention and BLITZ (15 days).*
4. How do teachers have a voice in decision making and school policies? *Teachers ~~have~~ had weekly PLC's to meet with other teachers ~~to ensure~~*
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? *Teachers participated creating assessments during PLC's according to DATA collected.*
6. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems? *Students were encouraged to participate on their IEP/ARD's to voice their needs & concerns. ~~Students~~ Staff provides social emotional support.*
7. What are the students', parents' and community perceptions of the school? *Students' & parents' are not supportive of all organizations and their practices. Parents voice their own opinions when things don't go their way.*
8. What do school expectations reveal? *Teachers & Staff need to enforce the rules such as dress code, no phones, and no make-up kits, no hoodies (hide ear ~~parts~~ buds <sup>students</sup>)*

## School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

## Data Sources Reviewed

***Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown***

List the actual data sources reviewed below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Comprehensive Needs Assessment

## Technology

### Technology Strengths

- Many types of software
- Chromebooks for students
- Strong WiFi

### Technology Needs

- Grant writer for technology needs
- Continue training on tech software, teachers, students, staff.
- Update tech every 6 months - 1 year
- Network testing
- Keyboarding class for students

### Technology Summary

Overall, the campus has fair/decent technology. When it is all working and the network is not down or spotty, we have decent usage for all staff and students. Both teachers and students could benefit from additional training; such as a keyboarding class for students. An occasional training on programs for staff would be beneficial.



# Findings/ Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." –

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Many types of software	Grant writer for Technology
chromebooks for students	Training <sup>software</sup> <sup>students</sup> <sub>teachers</sub> <sub>staff</sub>
Decent wifi	Network testing mode
	Keyboarding class for students

### Summary of Needs (paragraph form).

Organize your thoughts below. You will be required to type your summary of needs and submit it through Google Classroom.

Overall, our campus has a fair/decent technology. When it is all working and the network is not down or spotty, we have decent usage for all staff and students. Both teachers and students could benefit from additional training (maybe keyboarding, etc... for students). An occasional update every so often would also benefit our campus.

# Technology

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter. Superintendent

1. What technology do we have?

attached Smart Board  
Chromebooks  
Desktops  
ViVi: Bluetooth

2. What is the technology proficiency for staff and students?

Average somewhat  
above  
average

3. How do staff feel about technology?

We love it!

4. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

1. knowledge? skill
2. in depth training
3. Old out of date

5. What types of technology professional development have we provided? What was the impact for staff and students?

\* minimal to almost none  
~~for~~ for all subjects

6. In which content areas are we using technology and how? What is the effect?

\* Test proke areas use technology  
more than electives.  
- students are trained  
to handle online  
testings.

7. How does the design of the network provide for the users it supports?

- When usage is high the network is slow or unresponsive

8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

- used in planning/implementing curriculum
- used in lesson plans / and delivery of instruction
- used to make/administer all assessments

## Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

### Potential Data Sources:

- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan

### Data Sources Reviewed

*The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent*

List the actual data sources reviewed below:

1. JNMS Programs
2. Last Year CTP
3. 24-25 CNA
4. Shared information
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_