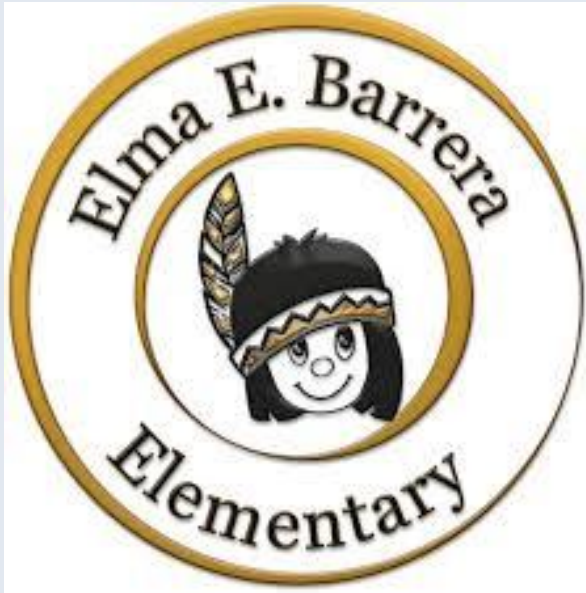


Santa Rosa Independent School District



Elma Barrera Elementary

2026-2027 Campus Improvement Plan

Mission Statement

We are committed to developing socially responsible and productive lifelong learners who will contribute to society as a result of a quality educational experience. To the full extent of their individual abilities, students will 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

Elma E. Barrera Elementary, where we focus on meeting the needs of all students socially, emotionally and academically.

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Comprehensive Needs Assessment

Demographics

Summary

Student enrollment has continued to decrease in the past year therefore the decrease has caused the student to teacher ratios to go up to 19 to 1 as the amount of teachers per grade level has decreased.

Strengths

Currently we have certified, highly qualified and TIA teachers and our staff is dedicated as they have been at our campus for many years. The students at Elma E. Barrera Elementary have a High stability rate.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Data indicates student enrollment has decreased through out the years as parents are having less children. The teacher to student ratio then has increased this school year to 19 students to 1 teacher.	As student enrollment has decreased less teachers are needed therefore classroom sizes are now 19 students to 1 teacher.

★ = Priority

Student Achievement

Summary

Students are showing growth across all grade levels and content areas in MCLASS K-2 and STAAR assessments scores in approaches, meets, masters.

Strengths

Currently we have certified, highly qualified and TIA teachers and our staff is dedicated as they have been at our campus for many years. The students at Elma E. Barrera Elementary have a High stability rate.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Although our data from MCLASS and STAAR scores continue to grow we will provide staff development in areas of academic needs.	Students at the elementary continue to receive intervention and small group instruction.

★ = Priority

School Culture and Climate

Summary

Strengths include students feeling safe and welcomed in the school environment therefore students are achieving their goals. Teachers and students respect and have positive relationships amongst each other. Teachers have effective instructional response techniques. Effective classroom management causes students to feel safe.

Strengths

Strengths include students feeling safe and welcomed in the school environment therefore students are achieving their goals. Teachers and students respect and have positive relationships amongst each other. Teachers have effective instructional response techniques. Effective classroom management causes students to feel safe.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Motivating struggling students in academics and motivating them to join extracurricular activities and to stay for after school tutoring.	Parental involvement with students academics.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Campus has all certified highly effective teaches and paraprofessionals. T-TESS implementation guides teachers' success. New teachers are assigned mentors to support them. Ongoing professional development in Bluebonnet has caused a smooth implementation for Math.

Strengths

Campus has all certified highly effective teaches and paraprofessionals. T-TESS implementation guides teachers' success. New teachers are assigned mentors to support them. Ongoing professional development in Bluebonnet has caused a smooth implementation for Math.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Higher pay for teacher recruitment and retention. Incentives to improve staff attendance. Need additional instructional support such as a dean.	Elma E Barrera has highly qualified teachers and TIA teachers therefore in need of providing incentives to ensure our teachers do not leave as we have invested in their trainings and mentoring.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Data analysis is key through out the year and upon receiving STAAR assessment results and HB3 end of year results. Analyzing data and determining the areas our students need to growth is important and reviewing data through out the year. Adjusting the planning guides for content and grade levels is important to meet the needs of our students as students academic needs can change through the years. Vertical alignment and planning with TELPAS, RLA and Math classess and purchasing supplemental resources and programs that are aligned to the TEKS will provide the teachers and students support in the areas of need.

Strengths

According to the 2025 data, the growth across the district provides evidence of assessments aligned with achievement expectations. The data is measured and linked through state TEKS standards. The district uses DMAC, TEKS Resource to create assessments. Benchmark1 and benchmark 2 for 3RD-5TH grade are STAAR released assessments and MCLASS assessment for Kinder-2nd grade is also linked to state TEKS standards. All 3rd-5th grade assessments at the elementary are aligned to the TEKS and are created using TEKS Resource through DMAC which ensures assessments are aligned with instructional expectations of the state and district.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs	
Problem Statement	Root Cause
1 Data analysis and purchasing supplemental resources is key once STAAR/MCLASS results arrive. Analyzing data and determining the areas our students need to growth is important and reviewing data through out the year. Adjusting the planning guides for content and grade levels is important to meet the needs of our students as students' academic needs can change through the years	Data indicates creating planning guides in advance with campus curriculum and supplemental resources leads to student growth, as teachers have more time to internalize lessons.

★ = Priority

Family and Community Engagement

Summary

We have great partnerships that build community unity with our families that meet the social emotional needs of our students, build on our students academics and enrichment and provides support on ensuring our students attendance is strengthened so our our students continue to grow year after year.

Strengths

The strengths is the different types of partnerships we have with ACE Afterschool program, Communities in school, Wilcam, Su Clinica, Texas behavioral health tropical, UTRGV counseling and Region One and community events Participation in family engagement Donuts with Grandparents, Father and Daughter dance, Muffins with Mom, academic nights, science parent night, literacy night, counseling sessions by counselors, GT session for projects, , parent meetings, family engagement events and student centered learning activities that reinforce classroom learning.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Data indicates through surveys parents are in need of parent meetings focused on topics related to how parents can help their students at home and other topics of interest to parents revolving around families and their students	The students parents are in need of parent meetings focused on topics related to how parents can help their students at home and other topics of interest to parents revolving around families and their students

 = Priority

School Organization

Summary

The continuation of providing opportunities to parents, students, and staff so they may collaborate and address potential concerns. Continue to setup meetings to allow staff and parents to be involved in SBDM to hear the staff and community ideas and concerns. Student Council to address student body needs and ideas.

Strengths

The school provides many opportunities of involvement with students, parents, staff and school administration to collaborate in creating a safe learning environment where students continue to grow.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Data indicates continuing to provide opportunities to parents, students, and staff, so they may collaborate and address potential concerns such as SBDM.	Provide opportunities for parents, students, and staff, so they may collaborate and address potential concerns such as committees like SBDM and student council for student body.

★ = Priority

Technology

Summary

Although all students have a Chromebook, most Chromebooks are out dated and some programs can't be used on them.

Strengths

All students have a device. Professional development for staff, which keeps instructors up to date with the latest instructional programs and technological resources.

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 Data indicates although all students have a Chromebook, most Chromebooks are out dated and some programs can't be used on them.	Technology at the elementary is outdated and some program software can not be supported.

★ = Priority



Priority Problem Statements

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Other PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Goals

Goal 1

Elma E. Barrera Elementary will provide quality and effective instruction, coupled with high expectations.

Performance Objective 1 HB3 Goal

Implement, monitor and evaluate an aligned curriculum and assessment program that is rigorous, data driven, supported by professional development and will show a minimum 10% growth for ALL students.

Strategy 1

Will implement the ACE Program that extends learning opportunities for children and their families by offering innovative hands on activities and academic software that reinforce and complement students' regular academic programs.

TEA Priorities: Improve low-performing schools

Formative Reviews

October

January

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Strategy 2

Will provide research based interventions and enrichment opportunities for students to continue to grow academically through classroom extensions such as: afterschool tutorials, Saturday tutorial, blitzes and small group instruction.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Utilize high quality research based reading materials, diagnostics and software for Reading Language Arts for interventions, enrichment and accelerated instruction (Amplify MCLASS Boost Reading, House Bill 3 Amplify MCLASS Diagnostic Reading, Heggerty Reading Phonics, CLI engage All Subjects).

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Will implement a structured writing program to develop a writing plan that is aligned across all grade levels.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Will provide research based supplemental academic resources for reading, mathematics, science, social studies, fine arts and physical education. MCLASS Boost Reading, AR Renaissance Learning, (MYON, STAR Read/Math, Early Literacy), i-Ready Reading and Math, Summit K-12 TELPAS and Science, Forde Ferrier, STAR Master, Think up, Teksing Toward STAAR.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

Grade Placement committee meetings will be held for all non-mastery students to accelerate instruction and interventions to ensure students continue to grow yearly.

TEA Priorities: Improve low-performing schools

Formative Reviews

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Strategy 7

Will utilize software programs such as TEKS Resource through DMAC to develop curriculum based assessments for Reading, Math, Science and Social Studies.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 **HB3 Goal**

Students identified as EB, SPED, 504, Migrant, RTI, or At-Risk, will show a 10% academic growth on state assessments.

Strategy 1

Provide supplemental resources to assist students in their academic growth. (Target Group: ECD, ESL, Migrant, EB, SPED, GT, 504)

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Will implement a Response to Intervention and 504 program for students that are not at grade-

level.

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Professional development on how to meet students academic needs and data analysis (Target Group: Migrant, EB, SPED, GT, At Risk, 504) (Strategic Priorities: 4)

Formative Reviews

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Strategy 4

Purchase instructional and supplemental instructional materials to provide effective quality instruction to all students.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3

Will provide leadership and competitive opportunities for the student body through student council, UIL and other student bodies organizations.

Strategy 1

Will create a Student Council Organization that promotes leadership opportunities for student

participation and competition such as UIL, clubs and organizations.

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Performance Objective 4 HB3 Goal

We will show an increase of 10% in the meets and masters levels in state assessments.

Strategy 1

Analyze and revise goals based on ongoing data analysis.

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Campus leadership will evaluate programs and campus instructional needs through leadership PLCs and needs assessments.

(Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 2,4)

Formative Reviews

October

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Performance Objective 5

To better serve (PFS) Priority For Service student by providing instruction and support services that will

ensure student success.

Strategy 1

Incentives will be provided for those students with perfect attendance.

Formative Reviews

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Strategy 2

The campus will conduct an analyses of promotion/retention practices, attendance rates, and leaver codes to provide intervention in areas of deficit and inequity using the appropriate programs (Title I SW Elements: 1.1) (Target Group: All)

Formative Reviews

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Performance Objective 6

EEBE attendance rates will reach or exceed 92%.

Strategy 1

Elma E. Barrera will celebrate and reward Perfect Attendance to increase student attendance. (Title I TA: 1,2,3) (Target Group: All) (ESF: 1.1,1.2,3,3.3,3.4)

Formative Reviews

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Performance Objective 7

Students will use Renaissance myON(r) Reader, a personalized digital library at every student's fingertips, as a personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile(r) reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and

achievement.

Strategy 1

Teachers and Students will implement Renaissance to instill the love of reading and math in which they academically grow in their reading and math skills. (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5.1,5.3)

Formative Reviews

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Goal 2

Elma E. Barrera Elementary will maintain a safe and orderly environment and supportive school culture in order to meet the physical, social and emotional well-being of all students and staff.

Performance Objective 1

Will provide a safe and encouraging learning environment where students and staff are valued and respected.

Strategy 1

Barrera Elementary will implement "Character Strong" social emotional program for all students in coordination with our SEL Counselor. (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6) (ESF: 3,3.1,3.2,3.3,3.4)

Formative Reviews

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Strategy 2

Barrera Elementary will implement a bullying prevention and intervention program for all students. (Title I SW Elements: 2.1,2.2,2.3,2.6,3.1) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6) (ESF: 3,3.1,3.2,3.3,3.4,5,5.1)

Formative Reviews

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Strategy 3

Barrera Elementary will implement a violence prevention and intervention program for all students. (Title I SW Elements: 2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)

Formative Reviews

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Strategy 4

Barrera Elementary will implement a discipline management system and practices guide to address student discipline issues. (Title I SW Elements: 2.2,2.3,2.4,2.6,3.1) (Title I TA: 1,2,3,4,7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,5,6) (ESF: 3,3.1,3.2,3.3,3.4)

Formative Reviews

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Goal 3

Elma E. Barrera Elementary will recruit, hire and retain highly qualified competent and committed administrators, teachers and staff in all areas.

Performance Objective 1

Retain administration, teachers and staff to enhance employee effectiveness.

Strategy 1

Enhance campus school culture. (Title I TA: 4) (ESF: 1,1.1,2,2.1,3,3.1,3.4,5.2)

Formative Reviews

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Performance Objective 2

Recruit highly qualified personnel.

Strategy 1

Job Fairs recruitments in-person, online platforms, newspaper, flyers, newspaper, Region 1, and University Job Fairs. (Title I TA: 4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)

Formative Reviews

October

January

April

Goal 4

Elma E. Barrera Elementary will establish and maintain technology infrastructure and equipment to meet the communication and educational needs of students and staff.

Performance Objective 1

Will integrate technology into 100% of all classrooms.

Strategy 1

Use Smartboards and Desktops in all classrooms in which technology best practices is integrated into classroom daily lessons. (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 5.2) (ESF2021: 5.1)

Formative Reviews

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Performance Objective 2

Will provide structured professional development through Region One Mega Byte Program to create staff and student digital leaders.

Strategy 1

Will provide structured professional development through Region One Mega Byte program to create staff and student digital leaders. (Title I TA: 1,2,3,4,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.1,5.1,5.2)

Formative Reviews

October

January

April

Goal 5

Elma E. Barrera Elementary will prepare students to succeed in post-secondary.

Performance Objective 1

Develop Strong Academic Foundations.

Strategy 1

Implement rigorous standards-aligned curricula in core subjects with a focus on critical thinking and problem-solving.

Formative Reviews

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Strategy 2

Provide targeted interventions and tutoring programs for students needing additional academic support.

Formative Reviews

October

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Performance Objective 2

Foster College and Career Awareness.

Strategy 1

Introduce college and career exploration activities, including guest speakers, career fairs, and college visits.

Formative Reviews

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Strategy 2

Integrate career readiness curricula that emphasize goal setting, self-advocacy, and time management skills.

Formative Reviews

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Performance Objective 3

Develop Social-Emotional and Leadership Skills.

Strategy 1

Offer extracurricular activities and student council.

Formative Reviews

October

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Addendums

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.

Probing Questions

These questions can serve as a point of discussion to determine strengths and weaknesses. You may want to utilize other questions in order to understand their data.

• What do enrollment numbers indicate?

Our enrollment indicate that over the years there has been a decrease in enrollment and a high percentage Hispanic.

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

Our current enrollment shows that their is 98.4% Hispanic students and 54% boys.

• How has the enrollment changed over the past three years?

Enrollment has decreased.

• 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?

Currently Intellectual Disabilities their is 53.7%, Physical Disabilities 16.7%, Autism 18.5%, ESL 16.2%, Gifted and Talented is 4%, and Special Education is 14.3 %. In the past years we have found that Intellectual Disabilities is over represented in our elementary. However

What is the data for special programs over time?

Students with Intellectual Disabilities have increased while Bilingual/ESL students have decreased.

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

There were no students exited.

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

We currently show 80.6% students are at risk. Students that are not at grade level and non passers.

Who are our Migrant students?

We currently show 1.1%.

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

We currently show 12.9 mobile students. Majority of students are not migrant students.

What area of the community do these students come from?

Majority of these students are Hispanic and economically disadvantage students.

What are the staff demographics?

Staff number White_0%_ Hispanic_100%_

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

Currently there are 12.3 students to 1 teacher. This shows that there are large classroom sizes.

Suggested Data Sources

This list is not exhaustive and you may want to insert different data sources in order to identify their needs.

1. Enrollment
2. Attendance
3. Ethnicity
4. Gender
5. Mobility/Stability
6. Special Program Participation
7. At-Risk by Category
8. Teacher-Student Ratios
9. Graduation, Completion, Dropout, and GED rates
10. Course/Class Assignments
11. College/University/Dual Credit/Advanced Placement Enrollment

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Texas Academic Performance

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths

Currently we have certified, highly qualified and TIA teachers and our staff is dedicated as they have been at our campus for many years. The students at Elma E. Barrera Elementary have a High stability rate.

Summary of Needs

Student enrollment has continued to decrease in the past year therefore the decrease has caused the student to teacher ratios to go up to 19 to 1 as the amount of teachers per grade level has decreased.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes 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.

Probing Questions

These questions can serve as a point of discussion to determine strengths and weaknesses. You may want to utilize other questions in order to understand their data.

1. What evidence is there that the curriculum is clearly linked to the TEKS and other standards for student learning?
EEBE is currently using BlueBonnet Math, DMAC, TEKS Resource, Summit K-12, TELPAS, McGraw Science, Heggerty Phonics, HMH Reading K-5th grade. Amplify mCLASS, Frog Street PreK, and Savvas Social Studies in which they aligned to the TEKS.
2. How is data used to inform curriculum, instruction, and assessment decisions?
EEBE assessments are aligned to TEKS and standards that the students are learning. All assessments are uploaded via DMAC and reports are generated to focus on improving areas of student needs. The data collected is used to drive instruction throughout the campus.
3. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?
The data reflects continuous student growth from the previous year. The curriculum instruction and assessments are aligned and based off of our 2026 results for all students.
4. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?
Curriculum, Instruction and Assessment are adapted to include opportunity to use chromebooks, computer labs, students assess online using DMAC, Star Renaissance which include MyOn and Accelerated Reading, Amplify MCLASS and CLI testing.
5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?
Administrations continues to provide trainings and guidance on how to implement curriculum across core subjects. Teacher are then responsible for ensuring that all students academic needs are being met. Administration and teachers will continue to collaborate throughout the school year to monitor and adjust through mCLASS progress monitoring, Heggerty checklists, HMH weekly assessments, BlueBonnet math curriculum and CBA's, and benchmarks that are STAAR formatted assessments.
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 of specific student groups?

Teachers are provided highly qualified instructional curriculum, and the district is supplementing the curriculum with teaching material that is aligned to the TEKS. The data shows that the general education and special population students continue to grow year after year.

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?

Data indicates that the students continue to grow in science, math, reading, and writing. Utilizing learning strategies, acceleration, and intervention has impacted student achievement and closing the gap. Students have an intervention and enrichment period to assist in the areas of academic need. Students receive additional support during intervention, enrichment, and small group instruction throughout the school day. Students receive support in TELPAS through Summit K-12, reading, math, and science.

8. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?

The instructional design ensures that there is structure and flow in the daily lessons. This requires additional planning from the teachers. Collaboration leads to success as teachers are planning with each other. The structure of the curriculum instructional design that includes higher order thinking skills, critical key questions, and problem solving are all important tasks that lead to student success.

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?

According to the 2026 data, the growth across the district provides evidence of assessments aligned with achievement expectations. The data is measured and linked through state Teks standards. The district uses DMAC, TEKS Resource to create assessments throughout the year that are rigorous. Benchmark 1 and benchmark 2 for 3rd -5th grade are STAAR released assessments and MCLASS assessments at the elementary are aligned to the TEKS and are created using TEKS Resource through DMAC which ensure assessments are aligned with instructional expectations of the state and district.

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?

Assessments are designed, developed, and used in a fair and equitable manner by providing the students with supplemental aids such as (highlighters, dictionary, paper, and guideline) and accommodations according to their IEP plans.

11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

The scope of assessments are aligned through the TEKS, this provides a sampling of each student's understanding of the curriculum which allows for adjustments and a confident conclusion for student achievement.

Suggested Data Sources

This list is not exhaustive and you may want to insert different data sources in

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

1. Standards-Based Curriculum Resources and Materials
2. Scope and Sequence; Pacing Guides; and/or Other Focus Documents
3. Foundation Course/Class Materials
4. Enrichment Course/Class Materials
5. Technology
6. Instructional Design/Delivery; High-Yield Strategies
7. Lesson Study/Delivery Processes
8. Collaborative Horizontal and Vertical Team Alignment Processes
9. Student-Specific/Differentiated Strategies and Processes
10. Common Benchmark Assessments and/or Other Assessments
11. Class, School, and Special Program Schedules

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

(Insert data source)	(Insert data source)
(Insert data source)	(Insert data source)

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
According to the 2026 data, the growth across the district provides evidence of assessments aligned with achievement expectations. The data is measured and linked through state TEKS standards. The district uses DMAC, TEKS Resource to create assessments throughout the year that are rigorous. Benchmark 1 and benchmark 2 for 3rd -5th grade are STAAR released assessments and MCLASS assessments at the elementary are aligned to the TEKS and are created using TEKS Resource through DMAC which ensure assessments are aligned with instructional expectations of the state and district.

Summary of Needs
Data analysis is key thorough out the year and upon receiving STAAR assessment results and

HB3 end of year results. Analyzing data and determining the areas our students need to growth is important and reviewing data through out the year. Adjusting the planning guides for content and grade levels is important to meet the needs of our students as students' academic needs can change through the years. Vertical alignment and planning with TELPAS, RLA, and Math classes and purchasing supplemental resources and programs that are aligned to the TEKS will provide the teaches and students support in the areas of need.

Family and Community Involvement

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

Probing Questions

These questions can serve as a point of discussion to determine strengths and weaknesses. You may want to utilize other questions in order to understand their data.

1. What evidence exists that families and community members are involved in meaningful activities that support student's learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
Participation in Donuts with Grandparents, Father and Daughter dance, Muffins with Mom, academic nights, science parent night, literacy night, counseling sessions by counselors, GT session for projects, , parent meetings, family engagement events and student centered learning activities that reinforce classroom learning. Communities in school.
2. How are families and the community members involved in school decisions?
Families and community members are involved in school decisions through parent meetings, surveys, conferences, school events, and opportunities to provide feedback. Their input helps the school identify needs, address concerns, and make decisions that support students and the school community.
3. What types of services are available to support families, community members, and students to encourage healthy family relationships?
The school provides services such as counseling, academic support, special education services, parent conferences, community referrals, and family engagement activities. These resources help families and students address academic, social-emotional, and personal needs while promoting positive communication and healthy family relationships.
4. If families speak languages other than English, what are the languages? How does the school communicate in those languages?
Spanish. The school communicates in dual languages via emails, program event flyers, and phone calls.
5. What types of services are available to support students in special programs? What are the results?
The school district provides physicals, dental and vision services to families, UTRGV also provides counseling for students.
6. What types of community partnerships exist to support families and students?

The types of partnerships that exist are 1.ACE Afterschool program. 2.Wilcam. 3.Su Clinica. 4. 4H-Texas AgriLife. 5. Texas parks and wildlife. 6. Texas behavioral health tropical. 7.UTRGV. 8.Region One.

Suggested Data Sources

This list is not exhaustive and you may want to insert different data sources in order to identify needs. *"The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors."* -Mary Catherine Bateson

1. Family and Community Participation Counts by Types of Activity
2. Parent Volunteer Information
3. Parent Activity Evaluations and Feedback
4. Parent and Community Partnership Data
5. Mobility/Stability
6. Demographic Data
7. Community Service Agencies and Support Services

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Student/Parent Surveys

Board Meetings

Committee meetings

Community Meetings

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths

The strengths is the different types of partnerships we have with ACE Afterschool program, Communities in school, Wilcam, Su Clinica, Texas behavioral health tropical, UTRGV counseling and Region One and community events Participation in family engagement Donuts with Grandparents, Father and Daughter dance, Muffins with Mom, academic nights, science parent night, literacy night, counseling sessions by counselors, GT session for projects, , parent meetings, family engagement events and student centered learning activities that reinforce classroom learning.

Summary of Needs

Data indicates through surveys parents are in need of parent meetings focused on topics related to how parents can help their students at home and other topics of interest to parents revolving around families and their students

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.

Probing Questions

These questions can serve as a point of discussion to determine strengths and weaknesses. You may want to utilize other questions in order to understand

1. To what degree does the district/school support the organization and how?

Organizations, school and district work together in supporting our families.

2. How does the data reflect about classes, schedules, and student/staff

The data shows consistency, throughout the campus from Kinder to 5th grade. In the school year 2025-2026 all goals were acceded from the BOY to EOY. The given class schedules/minutes is plenty of time for teachers to complete

3. How is adequate time devoted to subjects in which students perform

Scheduled intervention block during the school day, tutorials available after school for various grade levels, and Saturday Academies for STAAR grade levels

4. How do teachers have a voice in decision making and school policies?

Teachers have a voice in decision making and school policies.

5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

Teachers follow the state and district assessment will be used to evaluate individual students data. Teachers also create assessments using TEKS resource according to the standards being tested.

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?

7. What are the students', parents' and community perceptions of the school?

Students' parents and community are pleased with our campus.

8. What do school expectations reveal?

Our school expectations would be, students growth and having high quality instruction

Suggested Data Sources

This list is not exhaustive and you may insert different data sources in order to identify needs. *"Create the kind of climate in your organization where personal growth is expected, recognized and rewarded."* -Author Unknown

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

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

<u>Class Schedule</u>	<u>Parent Involvement (PTA)</u>
<u>Interventions, afterschool tutorials</u>	<u>Committees (teachers),</u>

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths

The school provides many opportunities of involvement with students, parents, staff and school administration to collaborate in creating a safe learning environment where students continue to grow.

Summary of Needs

Data indicates continuing to provide opportunities to parents, students, and staff, so they may collaborate and address potential concerns such as SBDM.

School Culture and Climate

School Culture refers to the organization's values, beliefs, transitions, 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.

Probing Questions

These questions can serve as a point of discussion to determine strengths and weaknesses. You may want to utilize other questions in order to understand their data.

1. How do students describe the school climate? How does this compare to staff?

The students feel safe and welcomed. The tight knit community allows students to feel right at home. Staff feels there is room for improvement in unity, support, and direction.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

Staff and students work collective to achieve their goals in and outside of the classroom. We show up/ attendance.

3. How do students and staff describe attitudes, respect, relationships, belonging,

Staff and students respect each other and build strong healthy relationships. Staff models appropriate nurturing positive relationships across the groups. All groups are

4. What does the data reflect regarding student behaviors, discipline, etc.?

Students do not have the same expectations and there are no clear consequences. This causes disruptive behavior that leads to teacher stress.

5. To what degree do students and staff feel physically safe?

Staff and students feel quite safe.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

Extracurricular expectations take priority to academic and behavior.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardiness, and other behaviors?

Students who do not value education tend to have poor attendance and bad behavior.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these students?

At the elementary we feel to be a drug-free and safe environment.

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?

Students in extra-curricular activities are those who excel in the classroom versus students who struggle are not usually involved in extra-curricular activities.

11. What are the students' and staffs' perceptions of facilities and the physical environment? What is the impact of the facilities on culture and climate?

It is a safe and welcoming environment.

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs. *"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

1. Surveys
2. Questionnaires
3. Focus Groups
4. Interviews
5. Feedback Data
6. Classroom and School Walkthrough Data
7. Parent Conferences, Meetings, etc.

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths

Strengths include students feeling safe and welcomed in the school environment therefore students are achieving their goals. Teachers and students respect and have positive relationships amongst each other. Teachers have effective instructional response techniques. Effective classroom management causes students to feel safe.

Summary of Needs

Motivating struggling students in academics and motivating them to join extracurricular activities and stay for after school tutoring.

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.

Probing Questions

These questions can serve as a point of discussion to determine strengths and weaknesses. You may want to utilize other questions in order to understand their data.

1. What are the teacher qualifications, certifications, etc.? Paraprofessionals?
Teachers must be certified in the area they are applying. Paraprofessionals must attain a progressional certificate through TEA as required by the state.
2. What does the general data reflect regarding teacher quality on the campus?
State assessment (STAAR, mCLASS, CLI) have proven that Santa Rosa ISD teachers are highly effective in their classroom instructional strategies.
3. How are follow up data regarding teacher performance provided to teachers?
T-TESS, observations and walk-throughs
4. How are we recruiting highly qualified and effective staff?
Region I, FaceBook, Omni
5. What is our staff attendance rate? Retention rate? Turnover rate?
Staff attendance is improving. Turnover rate is very low (1 teacher moved out of the area).
6. How is highly effective staff assigned to work with the highest need students?
Students are grouped evenly amongst the grade level. Students are grouped for intervention and tutoring.
7. What is the impact/effect of our teacher mentor program?
The mentor program allows new teachers to adjust to the districts culture, policies, and traditions.
8. How is new staff supported? What feedback do they provide?
New staff is assigned a mentor. Principal works hand-in-hand with new staff providing from walk-throughs and formal observations.
9. What systems are in place to build capacity and support the notion of continuous improvement?
Professional development.
10. How are we using data to determine professional development for staff?
Data results guide professional development in the areas of weakness.
11. How are collective and individual decisions regarding professional development determined?
Administrators review the data and determine what PD will help teachers grow in their areas of needs.
monitored? What impact has it had on performance? What is the follow up?
PD attended: TELPAS, DMAC, STAAR, T-TESS, Bluebonnet. Literacy - Summit K-12; Implementation is monitored through observations. Performance has been positive. Ongoing process.

Suggested Data Sources

This list is not exhaustive and you may want to insert different data sources in order to identify their needs. *"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. Teacher Certification/Qualification Data
2. Paraprofessional and Other Staff Qualifications
3. Staff Effectiveness in relation to Student Achievement
4. TTESS and/or Other Staff Effectiveness Data
5. Staff Mobility/Stability
6. Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
7. Professional Development Data
8. Teacher-Student Ratios
9. Graduation, Completion, Dropout, and GED rates
10. Course/Class Completions, Grades, and Other Data
11. Recruitment and Retention Strategies and Other Data

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

(Insert data source)

(Insert data source)

(Insert data source)

(Insert data source)

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths

Teachers are supported through providing them support in the areas of needs for themselves and students. As our students continue to grow every year our staff are empowered by administration to empower their students to meet their academic goals. Campus has all certified highly effective teachers and paraprofessionals. T-TESS implementation guides teachers' success. New teachers are assigned mentors to support them. Ongoing professional development in Bluebonnet has caused a smooth implementation for Math.

Summary of Needs

Higher pay for teacher recruitment and retention. Incentives to improve staff attendance. Need additional instructional support such as a dean.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Probing Questions

These questions can serve as a point of discussion to determine strengths and weaknesses. You may want to utilize other questions in order to understand their data.

1. How is student achievement data disaggregated?

The campus administration gathers all data by the student's grade level and content area. Teachers do their own data desegregation. Data is used in Demographic Groups, Reporting Categories, Item Analysis Reports, Data Exports, and etc.

2. How does student achievement data compare from one data source to another?

Data is gathered from a variety of sources throughout the school year for all grade levels. Data sources may include MClass, Star Renaissance Reading and Math. CLI are also used to monitor students needs and growth. DMAC detailed data reports and PowerPoint slides identify students

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

The data indicates that we have a high population of students who are identified as special education, Hispanic, at-risk and a low socioeconomic status.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

5. Which students are making progress? Why?

3rd Grade Reading Approaches Grade Level or Above 19%, Meets and Above 11%, Masters 9%

3rd Grade Math Approaches Grade Level or Above 7%, Meets and Above 12%, Masters 15%

4th Grade Reading Approaches Grade Level or Above 5%, Meets and Above 2%, Masters 1%

4th Grade Math Approaches Grade Level or Above 7%, Meets and Above -8%, Masters 9%

5th Grade Reading Approaches Grade Level or Above NO INCREASE, Meets and Above 13%, Masters 6%

5th Grade Math Approaches Grade Level or Above -5%, Meets and Above -10%, Masters 14%

5th Grade Science Approaches Grade Level or Above 9%, Meets and Above 10%, Masters 20%

The data indicates improvement in all subjects: Math, ELA, and Science.

9. What does the data indicate when disaggregated at various levels of depth?

Closing the gap prior to 3rd grade is key as students struggle as this is their first year in a STAAR testing grade for reading and math.

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.?

All students across all demographics are showing annual progress. Bilingual students continue to show progress.

Suggested Data Sources

This list is not exhaustive and you may want to insert different data sources in order to identify their needs. "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. State Assessment Data
2. TELPAS and AMAO Results
3. SAT/ACT/PSAT Results
4. Advanced Course/Dual Enrollment Data
5. Standardized, Norm-Reference, Criterion-Referenced Tests and Measures
6. State and AYP Data Tables
7. Texas Success Initiative (TSI) Data
8. Course/Class Grades
9. Graduation, Completion, Dropout, and GED Rates; Diploma Types
10. Promotion/Retention Rates
11. Classroom and Program Assessments and Other Data
12. Student Work

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Students are showing growth across all grade levels and content areas in MCLASS K-2 and STAAR assessments scores in approaches, meets, masters.
Summary of Needs
Data shows that working with students in small group targeted instruction closes the academic gap. Continue to target targeted small group instruction is key to meet the academic needs of our students.

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.

Probing Questions

These questions can serve as a point of discussion to determine strengths and weaknesses. You may want to utilize other questions in order to understand their data.

1. What technology do we have?
Desktops, Laptops, Chromebooks, SMART boards, iPad, document reader, and printers.
2. What is the technology proficiency for staff and students?
Staff technology proficiency is adequate. Staff members demonstrate sufficient knowledge and skills to effectively use the technology needed to perform their job responsibilities.
3. How does staff feel about technology?
Staff feels that some of the technology that is being used is outdated.
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?
Some potential barriers include limited access to reliable technology, internet connectivity issues, lack of training, and occasional technical difficulties. When technology is working effectively, it is generally because staff have access to the
5. What types of technology professional development have we provided? What was the impact for staff and students?
No formal technology professional development has been provided at this time. As a result, staff have primarily learned to use available technology through experience, collaboration with colleagues, and self-directed learning.
6. In which content areas are we using technology and how? What is the effect?
Technology is being used across content areas, including ELA, Math, Science, Social Studies, and Electives. Teachers use technology for instructional activities, research, presentations, digital assignments, assessments, and student engagement. The effect has
7. How does the design of the network provide for the users it supports?
The network is designed to provide staff and students with access to the internet, instructional resources, digital platforms, and school technology needed for daily learning and work. It generally supports the needs of users by providing reliable connectivity and access to shared resources, while also allowing staff and students to use technology across different areas of the campus.
8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

Technology is utilized to support curriculum, instruction, and assessment by providing teachers with digital instructional resources, interactive learning activities, online assignments, and assessment tools. It allows teachers to provide differentiated instruction, monitor student progress, and use assessment data to guide instruction and address student needs.

Suggested Data Sources

This list is not exhaustive and you may want to insert different data sources in order to identify their needs. *"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

1. Technology Infrastructure, Networks, etc.
2. Technology Hardware and Software
3. Classroom Technology Needs by Area, Class, Department, etc.
4. Star Chart
5. Professional Development/Teacher Preparation Needs in Technology
6. Leadership and Administrative Support Structures for Technology Implementation
7. Resource Allocations
8. Technology Policies and Procedures
9. Technology Plan
10. Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

1. Technology Infrastructure,

11. Benchmark. 12. STAAR. 13. Fitness

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths

Strengths: Staff and students have adequate access to technology, and technology is being used across multiple content areas to support instruction, student engagement, assignments, and assessments.

Summary of Needs

Needs: Additional technology professional development is needed to increase staff confidence and proficiency, improve the effective integration of technology into instruction, and provide staff with strategies for using technology to better support student learning and assessment. Other technology needs to be added for the success of our students such as ipads, updated laptops and other technology.

Comprehensive Needs Assessment Summary 2025-2026

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Texas Academic Performance Report	0	0
0	(Insert data source)	(Insert data source)
(Insert data source)	(Insert data source)	Student/Parent Surveys
Board Meetings	Committee meetings	Community Meetings
Class Schedule	Parent Involvement (PTA)	Interventions, afterschool tutorials and Saturday Academy
Committees (teachers), lack of inclusion support	0	0
0	0	(Insert data source)
(Insert data source)	(Insert data source)	(Insert data source)
0	0	0
0	1. Technology Infrastructure, Networks, etc. II 2. Technology Hardware and Software II 3. Classroom Technology Needs by Area, Class,	11. Benchmark. 12. STAAR. 13. Fitness Gram. 14. DMAC. 15. MClass.
0	0	

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus?
Demographics	Currently we have certified, highly qualified and TIA teachers and our staff is dedicated as they have been at our campus for many years. The students at Elma E. Barrera Elementary have a High stability rate.	Student enrollment has continued to decrease in the past year therefore the decrease has caused the student to teacher ratios to go up to 19 to 1 as the amount of teachers per grade level has decreased.	
	According to the 2026 data, the growth across the district provides evidence of assessments aligned with achievement expectations. The data is measured and linked through state Teks standards. The district uses DMAC, TEKS Resource to create assessments throughout the year	Data analysis is key thorough out the year and upon receiving STAAR assessment results and HB3 end of year results. Analyzing data and determining the areas our students need to growth is important and reviewing data through out the year. Adjusting the planning guides for	

Curriculum, Instruction and Assessment	that are rigorous. Benchmark 1 and benchmark 2 for 3rd - 5th grade are STAAR released assessments and MCLASS assessments at the elementary are aligned to the TEKS and are created using TEKS Resource through DMAC which ensure assessments are aligned with instructional expectations of the state and district.	content and grade levels is important to meet the needs of our students as students' academic needs can change through the years. Vertical alignment and planning with TELPAS, RLA, and Math classes and purchasing supplemental resources and programs that are aligned to the TEKS will provide the teaches and students support in the areas of need.	
Family and Community Involvement	The strengths is the different types of partnerships we have with ACE Afterschool program, Communities in school, Wilcam, Su Clinica, Texas behavioral health tropical, UTRGV counseling and Region One and community events Participation in family engagement Donuts with Grandparents, Father and Daughter dance, Muffins with Mom, academic nights, science parent night, literacy night, counseling sessions by counselors, GT session for projects, , parent meetings, family engagement events and student centered learning activities that reinforce classroom learning.	Data indicates through surveys parents are in need of parent meetings focused on topics related to how parents can help their students at home and other topics of interest to parents revolving around families and their students	
School Context and Organization	The school provides many opportunities of involvement with students, parents, staff and school administration to collaborate in creating a safe learning environment were students continue to grow.		
School Culture and Climate	Strengths include students feeling safe and welcomed in the school environment therefore students are achieving their goals. Teachers and students respect and have positive relationships amongst each other. Teachers have effective instructional response techniques. Effective classroom management causes students to feel safe.	Motivating struggling students in academics and motivating them to join extracurricular activities and stay for after school tutoring.	
Staff Quality, Recruitment and Retention	Teachers are supported through providing them support in the areas of needs for themselves and students. As our students continue to grow every year our staff are empowered by administration to empower their students to meet their academic goals. Campus has all certified highly effective teaches and paraprofessionals. T-TESS implementation guides teachers' success. New teachers are assigned mentors to support them. Ongoing	Higher pay for teacher recruitment and retention. Incentives to improve staff attendance. Need additional instructional support such as a dean.	
	Students are showing growth across all grade levels and	Data shows that working with students in small group targeted instruction closes the academic gap. Continue to	

Student Achievement	content areas in MCLASS K-2 and STAAR assessments scores in approaches, meets, masters.	target targeted small group instruction is key to meet the academic needs of our students.	
Technology	Strengths: Staff and students have adequate access to technology, and technology is being used across multiple content areas to support instruction, student engagement, assignments, and assessments.	Needs: Additional technology professional development is needed to increase staff confidence and proficiency, improve the effective integration of technology into instruction, and provide staff with strategies for using technology to better support student learning and assessment. Other technology needs to be added for the success of our students such as ipads, updated laptops and other technology.	

NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.



District Reading STAAR Results-@ Approaches

	2026	2025
3rd (34)	68% (23)	71%
4th (48)	75% (36)	72%
5th (49)	82% (39)	74%



District Reading STAAR Results-@ Meets

	2026	2025
3rd (34)	35% (12)	35%
4th (48)	44% (21)	43%
5th (48)	54% (26)	48%



District Reading STAAR Results-@ Masters

	2026	2025
3rd (34)	15% (5)	17%
4th (48)	13% (6)	23%
5th (48)	29% (14)	22%



District Math STAAR Results-@ Approaches

	2026	2025
3rd (34)	76% (26)	60%
4th (47)	70% (33)	58%
5th (48)	90% (43)	84%



District Math STAAR Results-@ Meets

	2026	2025
3rd (34)	41%(14)	27%
4th (47)	45% (21)	30%
5th (49)	73% (36)	54%



District Math STAAR Results-@ Masters

	2026	2025
3rd (34)	18% (6)	8%
4th (47)	11% (5)	17%
5th (49)	37% (18)	34%



District Math STAAR by population

	All	Hispanic	GT	Migrant	E.B.	SPED	ECO.DIS
3rd	76%	76%	67%	0% (0/1)	63% _(5/8)	40% _(2/5)	75%
4th	70%	70%	100%	50% _(1/2)	100% _(3/3)	36% _(4/11)	68%
5th	90%	90%	100%	0% (0/1)	80% _(8/10)	63% _(5/8)	88%



District Science STAAR Results-@ Approaches

Science	2026	2025
5th	80%	76%



District Science STAAR Results-@ Meets

Science	2026	2025
5th	45%	36%



District Science STAAR Results-@ Masters

Science	2026	2025
5th	24%	20%