

Santa Rosa Independent School District



Jo Nelson Middle School

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

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

Value Statement

WE ARE BRAVES!!

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Comprehensive Needs Assessment

Demographics

Summary

Student enrollment has decreased in the past years. Due to the decrease in enrollment, the student to teacher ratios provide for a better learning environment improving performance. In the district the

Strengths

High stability, low mobility, high # of exiting students, teacher to student ratio

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Enrollment has decreased in the past three years for incoming students.	Low birth rate therefore, population is decreasing

★ = Priority

Student Achievement

Summary

As per the Data, JNMS showed growth in Math, Reading, and Science in the Meets and Masters categories. We need to provide more support for our ELL population, and continued support for our SPED populaiton. Social Studies need more support in the classroom, resrouces, and training.

Strengths

We showed growth in meets and masters in math reading and science. JNMS got a B rating. SPED shows a positive trend across the content areas due to content mastery and one and one support.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Overall, data shows that JNMS showed positive growth as evidenced by a B rating. However, data also shows that support is needed in the EB, SPED and social studies areas.	In previous years, students were not familiar with their STAAR scores. Since last year our dean has been having data talks with students regarding scores and growth. Parents are also being provided more information regarding tutoring, scores, and HB1416 as well as their individual scores and exiting criteria for emergent bilinguals.

 = Priority

School Culture and Climate

Summary

more consistent security patrols
(especially during passing periods),
morning security scans, functioning A/C in
the building, working intercoms, grouping
high school and JNMS on RAPTOR alerts
due to close proximity, more transparency
on survey results and sharing them with
the participants

Strengths

Badge scanning for the outer doors,
monthly meetings with parents on stronger
connections program via SEL counselor,
security patrols, extracurriculars (sports,
band, color guard, UIL, yearbook), ACE
program, incentives for meeting goals,
RAPTOR alert

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Data also indicated the need for functioning A/C and working intercoms.	Since re-opening of the school after fire extinguishers being installed A/C was also worked on as well as intercom system.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

**Needs are more vertical alignment with
RLA classes, more resources, programs,
and trainings for Social Studies**

Strengths

**Resources, programs, curriculum, YAG,
Bluebonnet, Blocked classes, Math and
Science Enrichment, TELPAS, HB1416, and
Tech Write classes**

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Data indicates that there is a need for more resources in the area of social studies and implement foundational skills in math and reading. There is a need for professional development and curriculum alignment.	Social studies is an area of need as well as math.

★ = Priority

Family and Community Engagement

Summary

A campus need for Family and Community involvement we see would be the opportunity for more parental involvement with career exploration and student activity.

Strengths

Strengths included in Family and Community involvement within our district are community outreach and parental communication.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Data indicates that there is strong family and community involvement within the campus community.	There are many factors contributing to a strong community including but not limited to communication forms to parents (facebook, global connect, remind, etc) as well as many activities done thru ACE, campus, Gear-Up, and SEL.

 = Priority

School Organization

Summary

Continue to provide opportunities so parents, students, and staff can collaborate and voice concerns on any potential issues. Continue to allow staff to be involved in being a part of the decision making process after hearing the community and student concerns.

Strengths

Many opportunities of involvement between students, parents, staff and school administration to collaborate in creating a safe and effective learning environment

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	There is a need to provide more opportunities for parents, students, and staff to voice concerns.	Staff feel that they need to be more involved in the decision making process while they more actively listen to student concerns.

★ = Priority

Technology

Summary

Based on the list of instructional programs and technological resources available, our Campus has remained competitive and relevant to online learning and classroom technology resources.

Strengths

Strengths in our campus technology includes innovative 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	Based on data teachers report that instructional programs available in our campus are competitive and relevant to online learning and resources.	JNMS will continue to be competitive in this area.

 = 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
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments 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
- ☒ Enrollment trends

Employee Data

- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data



Goals

Goal 1

Jo Nelson Middle School will provide quality and effective instruction, coupled with high expectations.

Performance Objective 1

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 2026.

Evaluation Data Source: (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. Evaluation: Improve student performance meeting standard in all student subgroups and the meets standards designation by 4%.

Strategy 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,504) (Strategic Priorities: 2,4)

Staff Responsible for Monitoring: ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Gear Up Facilitator, Principal, Student Support Services Coordinator

Formative Reviews

October

January

April

Strategy 2

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)

Strategy's Expected Result/Impact: Improved student performance meeting standards in all student subgroups and the DISTINGUISHED designation on state accountability.

Staff Responsible for Monitoring: ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal, Teacher(s)

Formative Reviews

October

January

April

Performance Objective 2 High Priority HB3 Goal

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 2026 school year

Strategy 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)

Strategy's Expected Result/Impact: Criteria: Students will show growth by 5% in all subject areas.

Staff Responsible for Monitoring: Assistant Principal, Dean(s) of Instruction, Principal

Formative Reviews

October

January

April

Strategy 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)

Strategy's Expected Result/Impact: Improve student performance in all grades and subject areas.

Staff Responsible for Monitoring: ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal, Teacher(s)

Formative Reviews

October

January

April

Strategy 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)

Strategy's Expected Result/Impact: Improve student growth

Staff Responsible for Monitoring: ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal

Formative Reviews

October

January

April

Performance Objective 3 **High Priority** **HB3 Goal**

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 2026.

Strategy 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,5 04)

Strategy's Expected Result/Impact: Improve student performance meeting standard in all student subgroups and the meets standards designation by 2%.

Staff Responsible for Monitoring: ACE Site Coordinators, Assistant Principal, Dean(s) of Instruction, Principal

Formative Reviews

October

January

April

Strategy 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)

Strategy's Expected Result/Impact: Student enrollment will increase by 1%.

Staff Responsible for Monitoring: Assistant Principal, Dean(s) of Instruction, Principal, Teacher(s)

Title I:

Formative Reviews

October

January

April

Performance Objective 4 High Priority

JNMS will continuously strive to maintain a 92% attendance rate.

Strategy 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)

Strategy's Expected Result/Impact: Sustain at a 92% or higher in attendance rate.

Staff Responsible for Monitoring: PEIMS, Counselor, Principal

Formative Reviews

October

January

April

Strategy 2

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)

Strategy's Expected Result/Impact: 1. Students are more likely to put in consistent effort when they know it will be recognized. 2. Builds a healthy sense of competition and goal-setting. 3. Rewards tied to good attendance encourage students to come to school regularly and on time.

Staff Responsible for Monitoring: Principal, Counselor, Dean of Instruction

Formative Reviews

October

January

April

Performance Objective 5

Jo Nelson M.S. will provide leadership opportunities through clubs and organizations such as: Student Council, National Junior Honor Society, Skills USA, FFA, and UIL.

Strategy 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)

Strategy's Expected Result/Impact: 1. Builds confidence and initiative. 2. When students are given responsibility, they feel more invested in the school community. 3. A student-led environment fosters teamwork, school pride, and a sense of belonging.

Staff Responsible for Monitoring: Teachers, principals, counselor

Formative Reviews

October

January

April

Performance Objective 6

(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

Evaluation Data Source: Data Reports

Strategy 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)

Strategy's Expected Result/Impact: 1. Up-to-date, well-developed resources ensure content is current, accurate, and aligned with standards.
2. Curriculum becomes more engaging and better reflects real-world applications

Staff Responsible for Monitoring: Principal, Dean

Formative Reviews

October

January

April

Strategy 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)

Strategy's Expected Result/Impact: Technology supports differentiated instruction, allowing students to learn at their own pace. Immediate feedback through quizzes and learning platforms helps students correct mistakes in real-time.

Staff Responsible for Monitoring: Assistant Principal, Dean(s) of Instruction, Principal, Technology Specialist

Formative Reviews

October

January

April

Goal 2

Jo Nelson Middle School 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

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.

Evaluation Data Source: Needs Improvement Surveys

Strategy 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)

Strategy's Expected Result/Impact: 1. Presence of an officer deters violence, bullying, drug use, and other harmful behavior.
2. Quick response to emergencies, threats, or incidents on campus.

Staff Responsible for Monitoring: District PD, Principal

Formative Reviews

October

January

April

Strategy 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)

Staff Responsible for Monitoring: District Police Dept, Principal, Superintendent(s), Technology Specialist

Formative Reviews

October

January

April

Strategy 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)

Staff Responsible for Monitoring: PEIMS, Principal Secretary

Formative Reviews

October

January

April

Performance Objective 2

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

Evaluation Data Source: Reports, Observations, Postings.

Strategy 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)

Staff Responsible for Monitoring: Counselor, Principal

Formative Reviews

October

January

April

Performance Objective 3

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

Evaluation Data Source: Sign In sheets, Reports, Observations

Strategy 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)

Staff Responsible for Monitoring: Assistant Principal, Counselor(s), Dean(s) of Instruction, Principal

Formative Reviews

October

January

April

Goal 3

Jo Nelson Middle School will recruit, hire and retain highly qualified competent and committed administrators, teachers and staff in all areas.

Performance Objective 1

JNMS will target recruitment efforts

Strategy 1

Attend job fairs, host recruitment events, and establish internship programs for aspiring educators.

Formative Reviews

October

January

April

Performance Objective 2

JNMS will provide Professional Development & Career Growth

Strategy 1

Provide ongoing mentorship programs for new teachers and leadership pathways for staff growth.

Formative Reviews

October

January

April

Strategy 2

Provide ongoing trainings in-house or through our region I

Formative Reviews

October

January

April

Performance Objective 3

JNMS will highlight a Supportive Work Environment & School Culture

Strategy 1

Foster a collaborative, inclusive, and innovative work culture that values teacher input and leadership.

Formative Reviews

October

January

April

Strategy 2

Highlight campus achievements and workplace benefits through social media, newsletters,

Formative Reviews

October

January

April

Goal 4

Jo Nelson will establish and maintain technology infrastructure and equipment to meet the communication and educational needs of students and staff.

Performance Objective 1

The District will provide resources and training on integrating technological resources in the classroom.

Strategy 1

The District will provide staff development opportunities for teachers and district staff to support the integration of technology in the classroom

Formative Reviews

October

January

April

Strategy 2

District instructional technology specialist will provide ongoing technology integration trainings for JNMS teachers and administrators on the district data management systems and instructional programs

Formative Reviews

October

January

April

Performance Objective 2

JNMS will integrate and maintain technology in all classrooms and technological systems to support existing and additional users

Strategy 1

JNMS will Provide staff with updated tools for virtual meetings, online collaboration, and professional development

Formative Reviews

October

January

April

Strategy 2

Offer regular professional development on the integration of technology in teaching and learning.

Formative Reviews

October

January

April

Goal 5

JNMS will prepare students to succeed in post-secondary opportunities through dual enrollment, career and technical courses and certifications.

Performance Objective 1

Develop Strong Academic Foundations Strategies:

Evaluation Data Source: Benchmarks, 6th weeks testing, observation

Strategy 1

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

Formative Reviews

October

January

April

Strategy 2

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

Formative Reviews

October

January

April

Performance Objective 2

Foster College and Career Awareness Strategies:

Strategy 1

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

Formative Reviews

October

January

April

Strategy 2

Provide GEAR-UP to our current 7th graders

Formative Reviews

October

January

April

Performance Objective 3

Strengthen Financial and Postsecondary Planning Literacy

Strategy 1

Educate students on financial literacy topics such as budgeting, scholarships, and the cost of higher education.

Formative Reviews

October

January

April



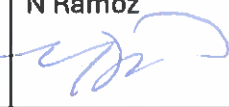
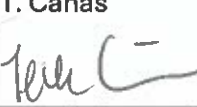
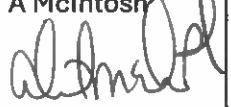
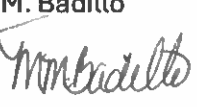
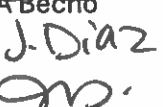
Addendums

COMPREHENSIVE NEEDS ASSESSMENT

Each subgroup will have 45 minutes to review the data sources, answer the questions, and complete the Strengths & Needs for their assigned CNA component(s).

After 45 minutes, we will have each group share their analysis with the other subgroups. Each subgroup will have the opportunity to add to the Strengths & Needs of each subgroup's component(s). (15 min.)

Finally, subgroups will regroup and work on the Summary portion of their CNA component(s). The FINAL draft of the summary must be typed in Google Classroom. Your input will be part of our Campus Improvement Plan.

Subgroup 1 Curriculum, Instruction & Assessment	Subgroup 2 Student Achievement	Subgroup 3 Staff Quality, Recruitment & Retention School Culture & Climate	Subgroup 4 Demographics	Subgroup 5 School Context & Organization	Subgroup 6 Technology Family & Community Involvement
A De la Fuente 	A Reyes 	C. Suarez 	A Arrendondo 	N Ramoz 	A Martinez 
R. Rangel 	P. Tamez 	~~S. Perez~~ V. Castillo W. Castillo 	J. Richey 	S. Obregon V. Villarreal V.V. 	B. Oberthaler BA 
G. Cardenas 	T. Canas 	A McIntosh 	R Cruz 	C. De Leon 	D. Garcia D.G. 
M Guerrero 	M. Badillo 		A Becho J. Diaz JD 		



JO NELSON MIDDLE SCHOOL

TITLE: *Family, community, Engagement*

DATE: *09/12/25*

TIME: *8:30-9:30*

AGENDA ITEMS

- | | |
|--------------------------------|-----|
| 1. <i>Yearly Committee</i> | 6. |
| 2. <i>Topic's</i> | 7. |
| 3. <i>Next Monthly meeting</i> | 8. |
| 4. | 9. |
| 5. | 10. |

ATTENDEES

Alicia Martinez

Daily Garcia

Paul [Signature]

NOTES

Next monthly meeting to be held Sept. 26
at 8:30-9:30, Rm. 18

Committee Meeting Agenda – September 26, 2025

1. Review of agenda

2. Year-at-a-Glance Topics

- Overview of committee goals and focus areas for the year
- Important dates and milestones
- Assign roles/responsibilities where needed

3. Planning for Upcoming Meetings

- Confirm agenda for the next meeting(s)
- Discuss preparation or materials needed

4. Open Discussion: Future Topics of Interest

- Brainstorm emerging topics or areas of need
- Consider alignment with year-long goals

5. Wrap-Up and Action Items

- Review key takeaways and next steps
- Confirm next meeting details:

Thursday, September 26, 2025

8:30 AM – 9:30 AM

Room 28

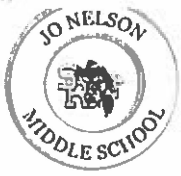
Family, Community, and Engagement Agenda Year at a glance Topics

Family Engagement

- Communication Practices
 - Are families receiving clear, timely, and accessible information (emails, texts, newsletters, translations if needed)?
 - How can two-way communication be improved between families and staff?
- Family Support & Inclusion
 - How can the school better support families of diverse backgrounds (cultural, linguistic, economic, neurodiverse)?
 - Are there opportunities for parent workshops (helping with homework, social-emotional support, navigating technology)?
- Involvement Opportunities
 - Are families given meaningful roles (volunteering, decision-making, classroom support)?
 - How can we make school events more family-friendly (timing, childcare, accessibility)?

Community Partnerships

- Local Resources
 - What community organizations, businesses, or nonprofits could partner with the school (mentorship, sponsorship, enrichment)?
 - Are there opportunities for guest speakers, cultural presentations, or career days?
- Shared Spaces
 - Can the school be a hub for community events (health fairs, family nights, workshops)?



JO NELSON MIDDLE SCHOOL

TITLE: Electives Dept. Meeting

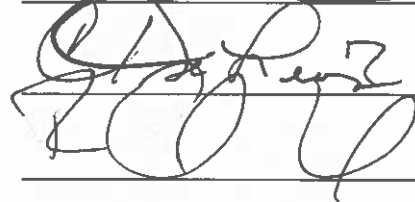
DATE: 9/12/2025

TIME: 9:30 A.M.

AGENDA ITEMS

- | | | |
|----|----------|-----|
| 1. | Agenda | 6. |
| 2. | Attached | 7. |
| 3. | | 8. |
| 4. | | 9. |
| 5. | | 10. |

ATTENDEES

NOTES

Jo Nelson Middle School
Electives Department Meeting

9/12/2025

Agenda

1. T-TESS Dates
 - a. December 1 – December 17, 2025 GSPD Mid-Year Conference
 - b. April 6 – May 4, 2026 GSPD End-of-Year Conference
 - c. May 8, 2026 Last day to conduct the Summative Annual Appraisal Report
2. EB Accommodations
 - a. Pick up in PLC @ 1:40 P.M. – 2:00 P.M.
3. Committees
 - a. Meet **ONCE A MONTH**
 - b. Must have a sign in sheet and an agenda
 - c. 1st teacher on list documents

**School Context &
Organization:**

Nidia Ramoz
Carmen De Leon
Sulema Obregon

**Family Community &
Engagement:**

Dailly Garcia
Brett Oberthaler
Alicia Martinez

4. Courtesy Committee/Contribution Amounts
 - a. Professional staff: **\$25**
 - b. Support staff: **\$15**
 - c. **cash** only and give to Ms. Jessica Torres by **end of day, September 30**
5. Vector Trainings
 - a. Certificates to be emailed to Ms. Jessica Torres once they are completed
 - b. Deadline: October 20th, 2025
6. GEAR UP Week
 - a. September 22 -26
 - b. Participation is encouraged
7. Boo at the U
 - a. Sign-up/ Booth Registration Form Online
 - b. Deadline: October 10th
 - c. Donations
 - d. Tuesday, October 21, 5:30 P.M. – 7:30 P.M.
8. Clubs/Organizations
 - a. Deposit Forms (must fill out form and turned in along with money)
9. Comments or Concerns

Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

This organizational structure focuses on 8 factors:

1. Curriculum, Instruction and Assessment
2. Demographics
3. Family and Community Involvement
4. School Context and Organization
5. School Culture and Climate
6. Staff Quality, Recruitment and Retention
7. Student Achievement
8. Technology

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the eight factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board

Site Based Committee Sign In

District/Campus: JO NELSON MIDDLE SCHOOL (SANTA ROSA ISD)

Date: 6-Sep-26

Role	Name	Signature
Parent	Lucinda Villarreal	
Parent		
Business Representative		
Business Representative		
Community Representative	Rene Rangel	
Community Representative		
Teacher	Adiana De La Fuente	
Teacher	Melinda Guerrero	
Teacher	Alicia Martinez	
Teacher	Angelica Reyes	
Teacher	Nida Ramoz	
Teacher	Rene Rangel	
Teacher	Alma McIntosh	
Teacher	Gerard Cardenas	
Teacher	Clarissa Suarez	
Other School Leader	Marcy Cuevas	
Specialized Instr. Support	Antonio Arredondo	
Paraprofessional	Desirey De Leon	
Student (secondary)		
District Administration	Aime Chairez	
Partner w/ Title II expertise		
Partner w/ Title IV expertise		
Community based org (Title IV)		
Local gov't reps (Title IV)		
<i>* Refer to local policies for specific attendance/role requirements for a site-based committee.</i> <i>** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on</i> <i>***Specialized Instr. Support: counselor, SLP, librarian, school nurse, school psychologist, school social worker & other prof. staff providing assessment, diagnosis, counseling, therapeutic & other necessary services</i>		

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?
Decreasing slightly but not changing that much.
• What is the breakdown by ethnicity, gender, or other category?
Dominant Hispanic at 99.5%, African American 0.5% Female 38% Male 62%.
• How has the enrollment changed over the past three years?
Numbers are around the same range but slowly decreasing.
• 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?
Bilingual: 47, Migrant: 3, 504: 7, Non-education disadvantage: 22, Dyslexia: 16, Military: 9, CTE: 57, SPED: 43, At-risk: 140, Economic disadvantage: 184, EB: 48, Homeless: 2, Disciplinary: 15, Title I: 206.
What is the data for special programs over time?
There was no other data to compare the information to.
What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?
Using 2026 TELPAS data. There are a high number of TELPAS who tested with few who were classified as advanced High who will soon exit.
Who are our at-risk students? What is their at-risk category?
HB1416 and homeless.
Who are our Migrant students?

3 students listed as Migrant. Students whose families moved for work.
What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?
District = 11.0% and State = 8.9% (23-24 data).
What area of the community do these students come from?
Majority of students are from rural communities.
What are the staff demographics?
Staff demographics: White - 1 and Hispanic - 18.
What are the teacher /student ratios? How do these ratios compare to performance?
1 to 10

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.

2026 TELPAS data	2024-2025 information TAPR
2023-2-24 mobility data	2024-2025 Staff information (TAPR)

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 campus serves a diverse range of student needs and special populations while continuing to demonstrate academic success.

Summary of Needs

The campus needs to closely monitor and provide targeted support for at-risk and special population students while also addressing the gradual decline in student enrollment.

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?

All resources such as HMH, Blue Bonnet, Savvas, TCMPC, DMAC and several other sources are directly linked to STAAR expectations and TEKS.

2. How is data used to inform curriculum, instruction, and assessment decisions?

Data is used for immediate feedback to spiral back as needed.

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 assessment data reflects what we are teaching. DMAC clearly defines readiness and supporting standards along with the TEKS for each question.

4. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?

ACE, as well as the Dean of Instruction, meet with teachers to target student needs based on data.

5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?

After 6 weeks testing and benchmarks, teachers meet with the Dean of Instruction to desegregate data and create a Plan of Action to ensure that student needs and growth are met.

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?

Region, Dean of Instruction, District Administration, and the Campus Principal provides instructional feedback to math teachers for Bluebonnet curriculum; RLA Teachers receive instructional feedback from the Dean of Instruction and Campus Principal to help guide strategies used in the classroom. Feedback is differentiated to serve needs of all students.

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?

Evidence that supports the implementation of high impact/high yield interventions for students is via HB classes, HIT through Ace Program after school, and STAAR Academy. Students that benefit from these enrichment classes are all students. Effect over time is the growth as shown in STAAR Data.

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

The goal is to have a student-centered classroom. Instruction is designed with differentiation in mind. Teachers are encouraged to facilitate as students lead activities and assignment. With implementation, students are put in a position for a positive learning climate, higher order thinking, etc.

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?

DMAC reports show the TEKS tied to each question. This shows how successful each TEK was or if spiraling back is needed. Each test is created according to STAAR expectations.

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?

Although assessment expectations are the same for all students, the goal is to promote growth to exhibit student personal success so that students feel accomplished.

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

STAAR data is used at the beginning of the year to guide instruction by interpreting data from assessments such as the BOY, MOY, STAAR Test, etc. This allows for confident conclusions which displays growth and what needs to be targeted for future instruction.

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

The campus has TEKS-aligned curriculum and assessments, and teachers regularly use student data to adjust instruction. HB classes, High Impact Tutoring, STAAR Academy, and other interventions provide additional support for students.

Summary of Needs

Additional in-class support is needed for students who require more individualized assistance. Teachers also need protected planning time to review data, plan interventions, and strengthen instruction in 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?
The evidence for family and community member involvement is the presence of a district ACE program. ACE and the district host several Family oriented events that offer opportunities for certification and/or subject specific training. Trends and patterns most seen with these hosted events include work opportunity, resource assistance, and family involvement.
2. How are families and the community members involved in school decisions?
School board members are community elected members who help set district policies, approve budgets, and help with the hiring process.
3. What types of services are available to support families, community members, and students to encourage healthy family relationships?
ACE program plus extra curricular groups such as Sports & Band.
4. If families speak languages other than English, what are the languages? How does the school communicate in those languages?
The most popular second language spoken within the district is Spanish. The district accommodates by including flyers and announcements in both English and Spanish, most staff members are also bilingual.
5. What types of services are available to support students in special programs? What are the results?
SRISD offers CTE hours, Career training and Guidance, which results in dual enrollment (college hours), certification, and licensing
6. What types of community partnerships exist to support families and students?
ACE program, STC, Su Clinica Familiar, and Workforce.
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.

(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

The campus benefits from community partnerships and programs such as ACE, STC, Su Clínica Familiar, and Workforce that provide students and families with additional resources and opportunities

Summary of Needs

The campus needs to increase consistent parent participation in school activities and decision-making and continue creating opportunities for families to be actively involved in their child's education.



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 their data.

1. To what degree does the district/school support the organization and how?
The school district supports at about 90%. This is done by community pep-rallies, meet the warriors, tail gates, ACE community events, meet the teacher, & open house.
2. How does the data reflect about classes, schedules, and student/staff teams?
As far as class rate averages about 13-16 for campus and state is 16-18. There is more teacher to student ratio in the classes. For smaller campuses it is better with the scheduling due to how much everyone can get the time they need.
3. How is adequate time devoted to subjects in which students perform poorly?
There is tutoring offered by ACE in the morning and after school. Inclusion is also offered to those students that need that extra help, as well as HB classes.
4. How do teachers have a voice in decision making and school policies?
PLCs and department head meetings as well as having the beginning of the year professional development days.
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
They do have the ability to access what kind of assesment each student has and will be doing.
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?
Yes because they let us speak our voices and opinions about our issues and come to solutions together to do our best to make the changes.
7. What are the students', parents' and community perceptions of the school?
Parents know that the school is here to help but they believe there is some differences and inconsistency towards certain students.

8. What do school expectations reveal?

That we want our students to succeed! :)

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.

comprehensive needs assessment

Class size avg. & ratings

(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

Staff members work well together, know their students, and are willing to collaborate to address student needs and improve learning.

Summary of Needs

The campus needs to strengthen consistency in campus procedures, communication, and expectations so that students, staff, and families have a clear understanding of how the school operates.

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?
Welcoming, great environment with peers and staff, staff collaborates well with everyone.
2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
High attendance rates, handbook, code of conduct.
3. How do students and staff describe attitudes, respect, relationships, belonging,
Supportive, welcoming and feel safe.
4. What does the data reflect regarding student behaviors, discipline, etc.?
Expectations are introduced and reminded throughout the year.
5. To what degree do students and staff feel physically safe?
Daily bag checks, clear bag policy, secured doors entering/leaving the campus, security walkthroughs.
6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?
That they need to be followed, no pass/no play policy.
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 that are more involved, their behavior and attendance tend to be better.
8. What does the data indicate regarding classroom management and organization? How
The better the classroom management, the higher the student achievement.
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?

The economically disadvantaged, special populations with IEPs, BIPS, ARDS, DAEP, ISS.

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 variety of learning levels. They will achieve more because they are consistently involved.

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?

Clean, organized, presentable, welcoming.

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.

TARP

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 campus provides a clean, welcoming, and safe environment with strong school pride, extracurricular opportunities, and established behavioral and safety expectations.

Summary of Needs

Additional support is needed to help all students, particularly students in special populations, feel connected, confident, and included in campus activities and extracurricular opportunities.

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?
Bachelor's degree, SBEC certifications, paraprofessional certification.
2. What does the general data reflect regarding teacher quality on the campus?
High retention of teachers with 11-20 years of experience.
3. How are follow up data regarding teacher performance provided to teachers?
Data analysis post benchmark, post-conference, walkthrough feedback.
4. How are we recruiting highly qualified and effective staff?
Region One job fairs and 4 day school week for semester 1.
5. What is our staff attendance rate? Retention rate? Turnover rate?
Attendance is good but coaching may affect it at times, high retention rate, turnover of one teacher due to funding.
6. How is highly effective staff assigned to work with the highest need students?
All staff is required to meet all student needs.
7. What is the impact/effect of our teacher mentor program?
Helpful for guiding and helping our new teachers.
8. How is new staff supported? What feedback do they provide?

New teacher orientation, mentor program with veteran teacher providing an outlet for support.
9. What systems are in place to build capacity and support the notion of continuous improvement?
Professional development on Fridays during semester 1, conference periods and PLC
10. How are we using data to determine professional development for staff?
How can we close the gaps, rolling out data correctly.
11. How are collective and individual decisions regarding professional development determined?
Megabyte district funding and administration approval.
monitored? What impact has it had on performance? What is the follow up?
Professional development would be curriculum, classroom management, new ELPS, etc. Implementation is monitored through walkthroughs, TTESS and lesson plans. The follow-up would be improvement of technique, post-conference and end of year summative.

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.

Teacher Certification/Qualification

Paraprofessional

Professional Development Data

Staff Mobility/Stability

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 campus has experienced and qualified staff, strong staff retention, collaboration among teachers, and support systems for new employees.

Summary of Needs

Teachers need additional structured planning and professional development time, particularly for departmental planning, cross-curricular collaboration, and strengthening instructional practices.

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?
Grade Level, Masters, Meets, Approches, Subject, Race, Ethnicity Special Pops, EB/ELL.
2. How does student achievement data compare from one data source to another?
Student Report Card, Texas Academic Performance Report, Comprehensive needs assesment.
3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
Special pops and EB/EL students need more intervention across the subjects.
In what areas are we showing growth? At what rate? Compared to which standard of achievement?
7th Grade Reading improved by 5%, 8th Grade Reading improved by 1%, 6th Grade Math improved by 5%, 8th Grade Math improved by 5%, Social Studies improved by 20%.
5. Which students are making progress? Why?
The Data shows that in 24/25 the was a designated TELPAS Class that showed a significant progress in reading.
6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?
Intervention programs such as House Bill Classes, Block classes for math, STAAR Academies, High Impact Tutorials.
7. What does the longitudinal student achievement data indicate?
Overall there is prgress shown for the two years of data that we had.
8. What does the data reflect within and among content areas?

The data reflects that more intervention is needed across content areas.
9. What does the data indicate when disaggregated at various levels of depth?
The data indicates that our special pops/EB/EL need more intervention and that tutoring should be available to all subjects.
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
6th Grade Pops is making progress in math and EB/ELL making progress in Reading, 7th Grade Special pops for both Reading and Math, 8th Grade Special pops for Reading and Math
Suggested Data Sources
This list is not exhaustive and you may want to insert different data sources in order to identify their needs. <i>"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."</i> -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.

TAPR	School Report Card
CNA from 24/25	

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
Student achievement data shows continued growth, particularly in Reading, with improvement also occurring in Math and Social Studies.

Summary of Needs
Achievement gaps remain among special populations and emergent bilingual students. Additional targeted intervention, small-group instruction, and tutoring across core content areas are needed.

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?
RAPTOR Alert, Google Classroom, IXL, Parent Square, Facebook, chrombooks, smartboards
2. What is the technology proficiency for staff and students?
All staff is Microsoft proficient, and consistently receiving district wide trainings for new and innovative software and technology.
3. How does staff feel about technology?
Staff demonstrates flexibility and adaptability in response to constantly evolving technology. District-wide professional development and training help keep staff informed and up to date with new technologies, allowing them to effectively integrate technology into their work.
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?
High costs, weak infrastructure, complex system designs. Reliable support, intuitive design, and user readiness results in success.
5. What types of technology professional development have we provided? What was the impact for staff and students?
Some trainings we have done include ELPS trainings, technology such as (parent square), first responder training, etc. Staff readiness makes a huge impact on what to do during moments of crisis or for student accommodations.
6. In which content areas are we using technology and how? What is the effect?
Every content area uses technology in multiple ways. The effect of doing so is the increase of student involvement and customized learning.
7. How does the design of the network provide for the users it supports?
The design provides more student engagement and involvement and customized learning.

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

Technology supports curriculum, instruction, and assessment through digital resources, differentiated learning, progress monitoring, and data-driven instructional decisions.

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.

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

Technology is used across content areas to support instruction, differentiation, student engagement, progress monitoring, communication, and data-based decisions. Staff also demonstrate a willingness to learn and use new technology.

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Summary of Needs

The campus needs continued technology training and reliable access to functioning devices, software, infrastructure, and technical support so technology can be used consistently and effectively.

Comprehensive Needs Assessment Summary – 2026-2027

Utilized Data Sources: These will automatically populate from your CNA worksheets		
2026 TELPAS data	2024-2025 information TAPR	2023-2-24 mobility data
2024-2025 Staff information (TAPR)	(Insert data source)	(Insert data source)
(Insert data source)	(Insert data source)	(Insert data source)
(Insert data source)	(Insert data source)	(Insert data source)
comprehensive needs assessment	Class size avg. & ratings	(Insert data source)
(Insert data source)	TARP	0
0	0	Teacher Certification/Qualification Data
Paraprofessional Certification/Qualification Data	Professional Development Data	Staff Mobility/Stability
TAPR	School Report Card	CNA from 24/25
CNA from 24/25	0	0
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	The campus serves a diverse range of student needs and special populations while continuing to demonstrate academic success.	The campus needs to closely monitor and provide targeted support for at-risk and special population students while also addressing the gradual decline in student enrollment.	Provide targeted support for at-risk and special population students while developing strategies to address declining enrollment and better meet the needs of the student population.
Curriculum, Instruction and Assessment	The campus has TEKS-aligned curriculum and assessments, and teachers regularly use student data to adjust instruction. HB classes, High Impact Tutoring, STAAR Academy, and other interventions provide additional support for students.	Additional in-class support is needed for students who require more individualized assistance. Teachers also need protected planning time to review data, plan interventions, and strengthen instruction in areas of need.	Strengthen data-driven instruction, intervention, and collaborative planning so teachers can respond more effectively to student needs and improve achievement across all content areas.

Family and Community Involvement	<i>The campus benefits from community partnerships and programs such as ACE, STC, Su Clínica Familiar, and Workforce that provide students and families with additional resources and opportunities</i>	<i>The campus needs to increase consistent parent participation in school activities and decision-making and continue creating opportunities for families to be actively involved in their child's education.</i>	<i>Increase meaningful parent and family participation in campus activities, communication, and decision-making while continuing to strengthen community partnerships.</i>
School Context and Organization	<i>Staff members work well together, know their students, and are willing to collaborate to address student needs and improve learning.</i>	<i>The campus needs to strengthen consistency in campus procedures, communication, and expectations so that students, staff, and families have a clear understanding of how the school operates.</i>	<i>Improve consistency in campus procedures, communication, collaboration, and expectations so staff, students, and families have a clear and supportive school structure.</i>
School Culture and Climate	<i>The campus provides a clean, welcoming, and safe environment with strong school pride, extracurricular opportunities, and established behavioral and safety expectations.</i>	<i>Additional support is needed to help all students, particularly students in special populations, feel connected, confident, and included in campus activities and extracurricular opportunities.</i>	<i>Maintain a safe and welcoming campus while increasing student belonging, confidence, participation, and inclusion, especially for students in special populations.</i>
Staff Quality, Recruitment and Retention	<i>The campus has experienced and qualified staff, strong staff retention, collaboration among teachers, and support systems for new employees.</i>	<i>Teachers need additional structured planning and professional development time, particularly for departmental planning, cross-curricular collaboration, and strengthening instructional practices.</i>	<i>Provide ongoing professional development, stronger collaborative planning opportunities, and continued support for new and current staff to maintain high-quality instruction and staff retention.</i>
Student	<i>Student achievement data shows continued growth, particularly in Reading, with improvement also occurring in Math and Social Studies.</i>	<i>Achievement gaps remain among special populations and emergent bilingual students. Additional targeted intervention, small-group instruction, and tutoring across core content areas are needed.</i>	<i>Close achievement gaps by expanding targeted interventions, small-group instruction, and tutoring for special populations and emergent bilingual students across all core content areas.</i>

Achievement			Content areas.
Technology	Technology is used across content areas to support instruction, differentiation, student engagement, progress monitoring, communication, and data-based decisions. Staff also demonstrate a willingness to learn and use new technology.	The campus needs continued technology training and reliable access to functioning devices, software, infrastructure, and technical support so technology can be used consistently and effectively.	Ensure technology is reliable, accessible, and consistently integrated into instruction, assessment, communication, and progress monitoring through continued staff training and technical support.

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.

