

Santa Rosa Independent School District



Santa Rosa High School

Accountability Rating: B

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Science, Postsecondary
Readiness

2026-2027 Campus Improvement Plan

Mission Statement

Santa Rosa High School is dedicated to providing a safe and supportive learning environment where all students are challenged to achieve academic excellence, develop into productive citizens, and are fully prepared for success in postsecondary education and career pathways.

Vision

Our vision is to empower every student to reach their highest potential, fostering lifelong learning, responsible citizenship, and readiness for college, career, and meaningful contributions to society.

Value Statement

As Santa Rosa Warriors, we rise above challenges, strive for excellence, and support one another in achieving our highest potential.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	8
Priority Problem Statements	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	16
Student Data: Behavior and Other Indicators	17
Employee Data	17
Support Systems and Other Data	17
Goals	18
Goal 1 : Santa Rosa High School will provide quality and effective instruction, coupl...	19
Goal 2 : Santa Rosa High School will maintain a safe and orderly environment and s...	25
Goal 3 : Santa Rosa High School will recruit, hire and retain highly qualified compet...	29
Goal 4 : Santa Rosa High School will establish and maintain technology infrastru...	31
Goal 5 : Santa Rosa High School will prepare students to succeed in post-seconda...	33
Addendums	37



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The needs assessment indicates that Santa Rosa High School has several strong systems supporting student success. The campus benefits from a low student-to-teacher ratio, student access to technology, collaborative PLCs, targeted STAAR Blitz interventions, and the use of color-band data to guide instruction. Academic growth is evident in Algebra I and Biology, while U.S. History performance remains strong. The campus also benefits from qualified teachers, experienced CTE staff, a 90% staff retention rate, strong CTE programming, and partnerships with ACE, RootEd, and Communities In Schools. Students generally describe the campus as friendly, comfortable, and safe, and extracurricular participation is associated with stronger achievement and fewer disciplinary concerns.

The assessment also identifies several areas requiring improvement. Student attendance, declining enrollment, English I STAAR performance, family participation in academic decision-making, library resources, and technology replacement are continuing concerns. The campus needs an earlier and more meaningful beginning-of-year assessment, targeted professional development on instructional strategies and technology, consistent mentoring for new teachers, and stronger follow-up after training. Additional needs include monitoring repeat disciplinary concerns and DAEP placements, strengthening classroom management, improving campus facilities, replacing outdated Chromebooks and lab computers, and expanding mental health, attendance, parenting, and college-readiness services.

Campus priorities should focus on improving attendance and English I achievement, strengthening data-driven instruction and early intervention, and increasing meaningful family engagement. The campus should also establish consistent mentoring and professional-development monitoring, expand library and technology resources, support positive student behavior and extracurricular participation, and continue coordinating services among the campus, ACE, RootEd, Communities In Schools, and other community partners.

Demographics

Summary

	DEMOGRAPHIC SNAPSHOT				SANTA ROSA HIGH SCHOOL
					2026 - 2027
	307	80.8%	23.8%	21.2%	13.4%
	TOTAL ENROLLMENT	ECONOMICALLY DISADVANTAGED	AT-RISK	SPECIAL EDUCATION	EMERGENT BILINGUAL

Enrollment by Grade Level

Grade Level	Students	Percentage
Grade 9	86	28.0%
Grade 10	67	21.8%
Grade 11	75	24.4%
Grade 12	79	25.7%
Total Enrollment	307	100%

Student Population

Demographic	Students	Percentage
Hispanic	303	98.7%
White	2	0.7%
Black/African American	1	0.3%
Asian	1	0.3%
Male	184	59.9%
Female	123	40.1%

Student Groups

Student Group	Students	Percentage
Economically Disadvantaged	248	80.8%
At-Risk	73	23.8%
Special Education	65	21.2%
Emergent Bilingual	41	13.4%
Gifted & Talented	18	5.9%
Section 504	16	5.2%
Migrant	4	1.3%

Strengths

Balanced Grade-Level Enrollment

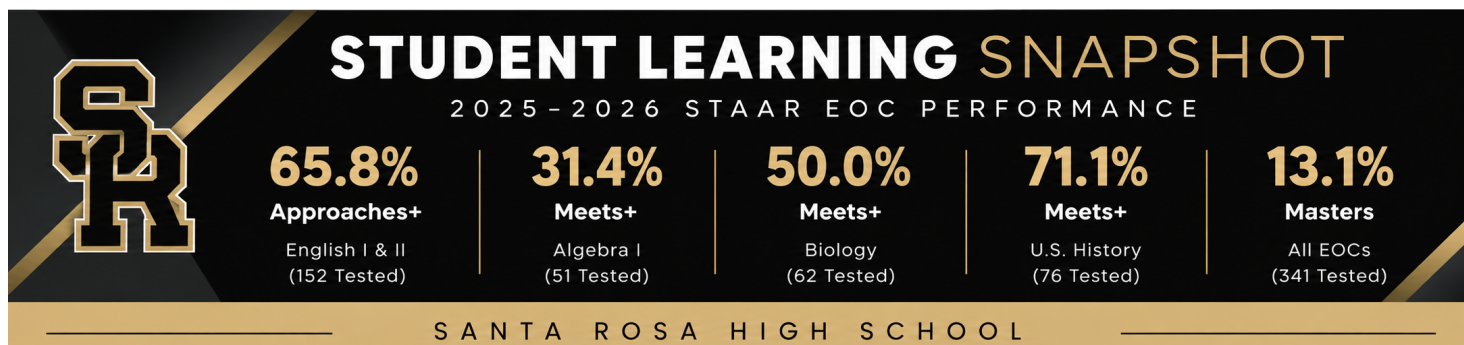
Student enrollment is relatively evenly distributed across grades 9–12, with each grade representing approximately 22%–28% of the total student population.

Strong Identification of Student Support Needs

SRHS identifies and serves students across multiple special populations, including Economically Disadvantaged, At-Risk, Special Education, Emergent Bilingual, Section 504, Gifted and Talented, and Migrant student groups.

Student Learning

Summary



2025-2026 STAAR EOC Performance

Assessment	Students Tested	Approaches+	Meets+	Masters
English I	75	56%	39%	10%
English II	77	72%	57%	7%
Algebra I	51	75%	49%	15%
Biology	62	92%	50%	15%
U.S. History	76	96%	71%	24%
English I & II Combined	152	65.8%	50.0%	8.6%

STAAR EOC Meets+ Comparison

Assessment	SRHS	Region	State
English I	39%	51%	55%
English II	57%	56%	60%
Algebra I	49%	55%	54%
Biology	50%	64%	71%
U.S. History	71%	65%	70%

EOC Performance Interpretation: At Meets+, SRHS exceeds the region in English II and U.S. History. U.S. History also exceeds the state by one percentage point. Performance remains below the state in English I, English II, Algebra I, and Biology, with the largest gap occurring in Biology.

STAAR EOC Approaches+ by Student Group

Assessment	All Students	Hispanic	GT	Migrant	EL	SPED	Eco. Dis.
English I	56%	57%	100%	100%	54%	37%	63%
English II	72%	74%	100%	N/A	31%	35%	70%
Algebra I	75%	66%	0%	100%	56%	58%	66%
Biology	92%	92%	100%	100%	100%	79%	91%
U.S. History	96%	96%	100%	0%	83%	80%	94%

Student Group Interpretation: Performance varies across student groups and assessments, with lower Approaches+ results particularly evident for EL and SPED students in English I and English II. Student-group percentages should be interpreted cautiously because subgroup counts are not provided and some groups, particularly GT and Migrant, may include very small numbers of students.

Preliminary Accountability Domain Scores

Santa Rosa High School Campus #031914001

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Accountability Domain	Score
Domain 1	82
Domain 2A – Academic Growth	60
Domain 2B – Relative Performance	87
Domain 3 – Closing the Gaps	90

Accountability Model: Domain 1 includes STAAR (40%), CCMR (40%), and Graduation (20%). Domain 2A is based on Academic Growth (100%). Domain 2B includes STAAR (50%) and CCMR (50%). The final calculation uses the better result from Domain 1, Domain 2A, or Domain 2B, followed by Domain 3.

Three-Year STAAR EOC Performance Trends

Assessment	Approaches+ 2024	Approaches+ 2025	Approaches+ 2026	Meets+ 2024	Meets+ 2025	Meets+ 2026	Masters 2024	Masters 2025	Masters 2026
English I	65%	71%	59%	50%	45%	42%	9%	11%	12%
English II	77%	72%	74%	53%	54%	58%	3%	6%	7%
Algebra I	76%	81%	73%	15%	32%	36%	0%	13%	15%
Biology	96%	96%	97%	51%	68%	53%	7%	13%	18%
U.S. History	97%	100%	97%	58%	53%	72%	14%	12%	26%

CCMR Performance

Year	CCMR Points / Graduates	CCMR Rate
2023	51 / 63	81%
2024	42 / 74	57%
2025	49 / 78	63%
2026	59 / 61	97%

Graduation & Dropout

Indicator	Rate
Class of 2025 – 4-Year Graduation 60 / 70 = 85.7%	
Class of 2025 – 5-Year Graduation 78 / 81 = 96.3%	
Class of 2025 – 6-Year Graduation 72 / 74 = 97.3%	
2023–2024 Dropout Rate	1.3%
2023–2024 State Dropout Rate	1.9%

CCMR and Completion Interpretation: CCMR increased from 63% in 2025 to 97% in 2026. The Class of 2025 graduation rate increased from 85.7% at four years to 96.3% at five years and 97.3% at six years. The 2023–2024 dropout rate of 1.3% was below the state rate of 1.9%.

Postsecondary Readiness

Indicator	SRHS/District	Region	State
SAT Average	944	924	975
ACT Average	Not Reported	17.5	19.3
TSI ELA	26.9%	62.4%	69.5%
TSI Math	23.1%	61.0%	63.2%
Advanced/Dual Credit	41.4%	47.7%	45.7%
Industry Certification	46.2%	57.9%	34.9%

Postsecondary Readiness Interpretation: SAT performance exceeded the regional average but remained 31 points below the state. TSI readiness represents a significant area of need, with TSI ELA 42.6 percentage points and TSI Math 40.1 percentage

points below the state. Advanced/dual credit participation was 4.3 points below the state, while industry certification exceeded the state by 11.3 points. District ACT data were not reported.

TELPAS Performance by Grade Level

Grade	Students	Beginner	Intermediate	Advanced	Advanced High
Grade 9	10	4	2	2	2
Grade 10	8	1	5	1	1
Grade 11	11	2	2	6	1
Grade 12	13	1	9	2	1
Total	42	8	18	11	5

Overall TELPAS Proficiency Distribution

Proficiency Level	Students	Percentage
Beginner	8	19%
Intermediate	18	43%
Advanced	11	26%
Advanced High	5	12%
Total	42	100%

Industry-Based Certifications & Credentials

Certification / Credential	Awards
Cosmetology Operator	3*
AWS D 9.1	21
AWS D 1.1	4
Elanco Veterinary Medical Applications	1
Elanco Advanced Animal Science	9
Security Level II	7*
Adobe Premiere Pro	3
Adobe Illustrator	8
Adobe Photoshop	4
CDL – Summer	6*
Phlebotomy – Summer	8*
CNA – Summer	3
Total Reported Awards	77

Counts may include multiple awards earned by the same student. The source does not provide a definition for the asterisks shown with certain credentials.

College, Career & Program Pathways

Area	Opportunities / Programs
College Readiness & Postsecondary	Associate Degree in Interdisciplinary Studies through Texas Southmost College
Career Exploration & Engagement	College and Career Community Tailgate; Career Fair Visits; Parent Meetings
Digital Media & Adobe	Adobe Photoshop; Adobe Premiere Pro; Adobe Illustrator
Welding	AWS Welding
Public Safety	Security Level II
Cosmetology	Cosmetology
Agriculture & Veterinary Science	Elanco Animal Science; Elanco Veterinary Medicine
RGV Career Pathways	Medical Assisting; Education; Automotive Repair; Business; Welding

Strengths

Strong U.S. History Performance

U.S. History continues to demonstrate strong student achievement, with 96.1% of students reaching Approaches+, 71.1% reaching Meets+, and 23.7% reaching Masters in 2025–2026.

Consistently High Biology Performance

Biology maintains consistently high performance at the Approaches+ level, remaining at 96% or higher across the three-year period.

Significant Growth in Algebra I

Algebra I has demonstrated substantial three-year growth at the Meets+ and Masters levels. Meets+ increased from 15% in 2024 to 36% in 2026, while Masters increased from 0% to 15%.

Continued Growth in English II

English II has shown steady improvement at the Meets+ and Masters levels, with Meets+ increasing from 53% to 58% and Masters increasing from 3% to 7% from 2024 to 2026.



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
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ 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
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Enrollment trends

Employee Data

- ☒ State certified and high quality staff data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Communications data



Goals

Goal 1

Santa Rosa High School will provide quality and effective instruction, coupled with high expectations and rigor.

Performance Objective 1 High Priority

By the end of the academic year, 90% of Santa Rosa High School students will show proficiency or improve by at least one performance level in core academic subjects, as measured through standardized tests and classroom evaluations, demonstrating the impact of high-quality instruction aligned with rigorous expectations.

Evaluation Data Source: Common formative Assessments, Benchmarks and STAAR results

Strategy 1

The Bluebonnet curriculum has been implemented in our Algebra I classes to provide a structured, TEKS-aligned program designed to strengthen students' foundational math skills. This curriculum emphasizes conceptual understanding, problem-solving strategies, and real-world applications, while also offering scaffolded support and enrichment opportunities to meet the diverse learning needs of our students. By incorporating Bluebonnet, our goal is to ensure consistency in instruction, close achievement gaps, and better prepare students for success on state assessments and future math courses.

Strategy's Expected Result/Impact: Increase student proficiency, Growth in student performance, close the gaps, consistency in instruction and improve student confidence.

Staff Responsible for Monitoring: Principal, Dean of Instruction and C&I director

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October

January

April

Strategy 2

The campus will implement a structured strategy where teachers receive training and collaborative planning time to develop lesson plans with objectives that are manageable, measurable, distinct, and rigorous, supported by feedback, coaching, and regular monitoring to ensure alignment with standards and student growth.

Strategy's Expected Result/Impact: This strategy is expected to result in more consistent, high-quality lesson plans with clear and rigorous objectives that improve instructional alignment and lead to measurable gains in student achievement.

Staff Responsible for Monitoring: Principal and Dean of Instruction.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Strategy 3

Implement a data-driven English I and 2 instructional cycle that uses STAAR-aligned assessments to identify individual student needs by reporting category and TEKS. Teachers will provide targeted small-group instruction, weekly intervention and enrichment, focused reading and writing practice, and timely reteaching based on student performance. English I teachers will meet regularly in PLCs to review assessment data, adjust instruction, develop common lessons, and monitor the progress of all students, especially emergent bilingual, special education, and at-risk students. Student growth will be measured through common formative assessments, six-week benchmarks, writing samples, and progress toward the Approaches, Meets, and Masters performance levels.

Strategy's Expected Result/Impact: English I students will demonstrate measurable growth in reading comprehension, written response, and mastery of identified TEKS. The percentage of students meeting or exceeding the Approaches Grade Level standard on the English I STAAR EOC will increase by at least 10 percentage points, while achievement gaps among at-risk, emergent bilingual, and special education students will decrease.

Staff Responsible for Monitoring: Principal and Dean of Instruction.

TEA Priorities: Improve low-performing schools

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

Formative Reviews

October

January

April

Performance Objective 2 High Priority

Teachers will engage in professional development aligned to HQIM materials and curriculum, to deliver rigorous, high-quality instruction with high expectations for all students. Success will be measured through lesson alignment, classroom observations, and student performance growth.

Evaluation Data Source: Common formative Assessments, Benchmarks, TELPAS and STAAR results

Strategy 1

Provide ongoing professional development through Region One ESC to build teacher expertise in implementing HQIM (Bluebonnet). Teachers will engage in structured lesson internalization sessions once every six weeks to strengthen planning and instructional delivery. Campus leaders will conduct regular HQIM-focused walkthroughs to monitor implementation, provide feedback, and ensure alignment to rigorous, high-quality instruction.

Strategy's Expected Result/Impact: Teachers will consistently plan and deliver instruction using HQIM (Bluebonnet) with fidelity, supported by Region One ESC PD and six-week lesson internalization. Walkthroughs will reflect high expectations, rigor, and continuous teacher growth, leading to stronger student engagement and improved performance on assessments.

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Director of Curriculum and Instruction

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October

January

April

Strategy 2

Santa Rosa High School will support teachers (not with bluebonnet) in internalizing new lesson plans and instructional strategies through a structured professional learning approach. This will include collaborative planning sessions, where teachers review, discuss, and adapt lessons to fit their classroom needs; peer observations to see strategies in action and provide constructive feedback; and modeling by instructional coaches or master teachers to demonstrate best practices. Teachers will also engage in reflective practice through post-lesson debriefs, sharing successes, challenges, and adjustments. The goal is for all teachers to gain confidence and consistency in implementing rigorous, measurable, and manageable objectives that align with campus-wide academic expectations.

Strategy's Expected Result/Impact: By engaging in this process, teachers will demonstrate greater instructional consistency, improved lesson delivery, and increased confidence in using effective teaching practices. This will lead to higher student engagement, stronger academic outcomes, and a more cohesive and high-performing instructional culture across the campus.

Staff Responsible for Monitoring: Administration, Dean of Instruction and Department chairs.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Strategy 3

Implement SummitK12 to strengthen instruction and language development for EB students. Provide ongoing professional development and coaching to ensure teachers are well-versed in the program, supported through regular planning sessions, and using it with fidelity. Conduct SummitK12-focused walkthroughs to monitor implementation, reinforce high expectations, and measure impact on EB student progress.

Strategy's Expected Result/Impact: Teachers will effectively integrate SummitK12 into daily instruction with fidelity, providing targeted support for EB students' language development and content mastery. Walkthroughs and student data will reflect consistent implementation, resulting in increased English proficiency levels, improved academic performance, and stronger progress toward reclassification.

Staff Responsible for Monitoring: Campus Principal and Dean of Instruction

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Performance Objective 3 **High Priority**

By the end of the 2026-2027 school year, 85% of students identified as SPED, 504, or Emergent Bilinguals in 9th grade (English I, Biology, and Algebra I EOCs), 10th grade (English II EOC), and 11th grade (U.S. History EOC) will demonstrate measurable academic growth and close the gaps on EOCs that students are assigned to take in the 2025-2026 school year.

Evaluation Data Source: progress monitoring data, classroom assessments, and individualized support plans.

Strategy 1

We will provide teachers with targeted professional development, coaching, and collaborative planning opportunities to strengthen instructional practices, accommodations, and supports for Special Education, 504, and Emergent Bilingual students, ensuring improved performance and academic growth.

Strategy's Expected Result/Impact: effective, research-based strategies and accommodations in their classrooms

Staff Responsible for Monitoring: Principal, Dean of Instruction and SPED department chair.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Strategy 2

Santa Rosa High School will implement a multi-tiered support system to help students in Special Education, 504, and Emergent Bilingual programs achieve success on STAAR EOCs. This will include targeted, data-driven instruction in small groups, scaffolded lesson plans aligned with STAAR standards, and individualized accommodations and modifications based on each

student's IEP or 504 plan. Students will participate in after-school tutoring, intervention sessions, and review boot camps prior to testing, and will have access to practice assessments with feedback to monitor growth. Teachers will collaborate regularly with special education staff, content teachers, and instructional coaches to analyze assessment data, adjust instruction, and ensure every student receives the support needed to meet performance goals.

Strategy's Expected Result/Impact: By implementing this strategy, students will demonstrate measurable academic growth, improved mastery of STAAR EOC content, and increased confidence in their abilities. This will lead to higher passing rates, reduced achievement gaps, and a more equitable learning environment where all students have the support needed to succeed.

Staff Responsible for Monitoring: Administration, Dean Of Instruction, Special Education department and teachers.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Performance Objective 4 High Priority

By the end of the 2026-2027 school year, SRHS will maintain an average student attendance rate of at least 92% through consistent monitoring, proactive engagement with students and families, and the implementation of strategies to reduce unexcused absences and tardies.

Evaluation Data Source: Attendance Reports and Truancy Reports

Strategy 1

Santa Rosa High School will implement a comprehensive progress monitoring system for all grade levels by regularly collecting, analyzing, and reviewing student academic, attendance, and behavioral data. Staff will receive training on accurate PEIMS reporting to ensure all data is entered correctly and aligns with state statutes, district policy, and truancy prevention laws. The school will conduct weekly audits and data reviews to identify discrepancies, provide timely feedback to teachers and staff, and implement interventions for students at risk of truancy or academic decline. Collaboration between counselors, administrators, and teachers will ensure that all reporting and monitoring practices support student success and compliance with legal requirements.

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

Staff Responsible for Monitoring: PEIMS, Communities in Schools, Principal, Counselors and Dean Of Instruction.

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October

January

April

Strategy 2

SRHS will provide incentives to all students to motivate participation and recognize those who demonstrate excellence in attendance, academic performance, or behavior programs.

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

Staff Responsible for Monitoring: PEIMS, Counselors, Principal and CIS

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Goal 2

Santa Rosa High 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

By the end of the 2026-2027 school year, Santa Rosa High School will reduce behavioral referrals and incidents by 15% compared to the previous year through consistent implementation of positive behavior interventions, reinforcement of campus-wide expectations, and proactive engagement with students and families.

Evaluation Data Source: Discipline Reports and Data.

Strategy 1

Santa Rosa High School will establish and implement clear, campus-wide expectations in every classroom and ensure that all teachers and staff consistently uphold school policies and procedures.

Strategy's Expected Result/Impact: Consistency with the implementation of policies and procedures.

Staff Responsible for Monitoring: Admin and Staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Performance Objective 2 High Priority

By the end of the 2026-2027 school year, Santa Rosa High School will implement at least four guest speaker sessions and two campus-wide programs focused on Social-Emotional Learning (SEL). At least 90% of staff and 85% of students will participate in these initiatives, as measured by attendance records and program evaluations, in order to strengthen emotional resilience, improve interpersonal skills, and foster a more supportive school culture.

Evaluation Data Source: Sign in sheet for staff training and evidence of students learning about SELs.

Strategy 1

Santa Rosa High School will provide ongoing professional development for teachers focused on Social-Emotional Learning (SEL) through quarterly training sessions, interactive workshops, and collaborative planning opportunities. Training will include practical classroom strategies, de-escalation techniques, and trauma-informed practices that teachers can immediately apply. Additionally, teachers will participate in peer observations and coaching cycles to share best

practices and strengthen consistency in implementing SEL across all classrooms.

Strategy's Expected Result/Impact: Provide teachers with strategies that they can apply in the classroom.

Staff Responsible for Monitoring: SEL Counselor, Administration and Dean of Instruction.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Strategy 2

Santa Rosa High School will integrate Social-Emotional Learning (SEL) into the student experience by hosting monthly SEL-focused activities, incorporating SEL lessons into advisory or homeroom periods, and providing opportunities for students to engage in peer mentoring and leadership programs. Students will participate in workshops and assemblies led by guest speakers that emphasize self-awareness, responsible decision-making, and conflict resolution. In addition, small group sessions and counseling support will be available for students needing targeted interventions, ensuring all learners build the skills necessary for academic success and personal growth.

Strategy's Expected Result/Impact: Expectation: Self-awareness, emotional regulation, decision making and a positive school culture. Impact: Improved behavior, reduce incidents support of the whole child.

Staff Responsible for Monitoring: SEL counselor, Admin and Staff.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Performance Objective 3 High Priority

Santa Rosa High School will maintain a safe and positive school environment where students, parents, employees, and community members are welcome and engaged.

Evaluation Data Source: SRP Training, Emergency Protocols in every room, Information throughout the school.

Strategy 1

Santa Rosa High School will maintain new camera systems to enhance safety and security.

Strategy's Expected Result/Impact: Create a safer environment for students and staff. Create time barriers for our school.

Staff Responsible for Monitoring: SRISD PD, Admin and Technology director.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Strategy 2

Santa Rosa High School will provide Standard and Response Protocol (SRP) training to all staff members at the start of the school year and offer refresher sessions quarterly. Training will include emergency procedures, lockdown drills, evacuation protocols, and proper use of safety equipment. Staff will also participate in scenario-based practice to ensure preparedness for various campus emergencies. Ongoing support and follow-up assessments will ensure all staff maintain knowledge of SRP procedures and can respond confidently to protect students and maintain a safe school environment.

Strategy's Expected Result/Impact: By implementing this strategy, SRHS will foster a well-prepared and confident staff capable of responding effectively to emergencies. This will enhance overall campus safety, reduce response times during incidents, and create a secure learning environment for students, staff, and visitors.

Staff Responsible for Monitoring: SRISD PD, Administration and Staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Strategy 3

Santa Rosa High School will provide all students with Standard and Response Protocol (SRP) training at the start of the school year and during scheduled refresher sessions. Training will include age-appropriate instruction on emergency procedures, lockdown drills, evacuation routes, and proper response to various campus safety scenarios. Students will participate in regular drills and practice simulations to build familiarity and confidence in responding to emergencies. Counseling and debriefing sessions will be offered after drills to address questions, reduce anxiety, and reinforce safe behaviors.

Strategy's Expected Result/Impact: By implementing this strategy, students will develop confidence and preparedness in responding to campus emergencies, which will reduce confusion and risk during actual incidents. This will contribute to a safer school environment, enhance overall campus security, and promote a culture of shared responsibility for safety among students and staff.

Staff Responsible for Monitoring: SRISD PD, Administration and Staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Performance Objective 4

By May 2027, at least 90% of staff will complete training on bullying prevention and social media awareness, at least 75% of students will participate in awareness activities each semester, parents will be provided with at least one informational resource, and the number of reported bullying incidents in campus discipline reports will decrease by 5% compared to the previous year.

Evaluation Data Source: Discipline Reports and Anonymous reports

Strategy 1

Implement a campus-wide bullying prevention and social media awareness program through staff training, student engagement activities, parent resources, and consistent monitoring of incident reports to promote a safe and respectful learning environment.

Strategy's Expected Result/Impact: Awareness and decrease in bullying on campus.

Staff Responsible for Monitoring: Principal and Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Goal 3

Santa Rosa High School will recruit, hire and retain highly qualified competent and committed administrators, teachers and staff in all areas

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, Santa Rosa High School will improve teacher retention, support, and effectiveness by ensuring that at least 90% of teachers utilize professional development aligned with district and individual goals, participate in structured mentoring or follow-up coaching, and that all instructional positions are filled with highly qualified personnel at the start of the year. Additionally, the school will implement ongoing monitoring and evaluation of teacher support systems, including mentoring impact, substitute usage, and paraprofessional training, to enhance instructional consistency, reduce burnout, and ensure highly effective teachers are strategically matched with high-need students.

Evaluation Data Source: Staff Retention

Strategy 1

Santa Rosa High School will strengthen mentoring and support systems by pairing every new teacher with a trained mentor within the first month of school, conducting monthly mentor check-ins with documentation submitted to administration, and administering semester feedback surveys to measure effectiveness and make necessary adjustments.

Strategy's Expected Result/Impact: By implementing this strategy, new teachers will feel more supported, gain confidence in instructional practices, and experience smoother transitions into the classroom. This will improve teacher retention, reduce burnout, and strengthen overall instructional quality, leading to higher student achievement and a more stable, collaborative school culture.

Staff Responsible for Monitoring: Administration, Dean and mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Strategy 2

Santa Rosa High School will strengthen professional development by requiring 100% teacher participation in all district-aligned PD sessions per semester, implementing post-PD follow-up observations or coaching cycles to evaluate instructional application, and classroom walkthrough data to ensure training aligns with teacher needs.

Strategy's Expected Result/Impact: By implementing this strategy, professional development will become more meaningful, consistent, and connected to both district goals and teacher needs. Teachers will strengthen their instructional practices, increase student engagement, and improve learning outcomes, while leadership will have measurable evidence of PD effectiveness to guide future planning.

Staff Responsible for Monitoring: Principal and Dean

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Strategy 3

Santa Rosa High School will improve staff retention and morale by monitoring teacher leave usage quarterly to identify workload or burnout issues, providing wellness initiatives such as staff appreciation events, flexible planning periods, and wellness workshops, and conducting end-of-year retention surveys to gather staff input on workload, support, and overall job satisfaction.

Strategy's Expected Result/Impact: By implementing this strategy, SRHS will improve teacher satisfaction, reduce burnout, and strengthen retention. A positive school culture will be fostered where staff feel valued and supported, leading to greater instructional consistency and improved student outcomes.

Staff Responsible for Monitoring: Principal and Dean

Formative Reviews

October

January

April

Goal 4

Santa Rosa High School will establish and maintain technology infrastructure and equipment to meet the communication and educational needs of students and staff

Performance Objective 1

By the end of the 2026-2027 school year, Santa Rosa High School will strengthen technology integration by providing comprehensive training for 100% of teachers, equipping all staff with new laptops for instructional use, and replacing outdated student devices with Chromebooks, resulting in improved digital literacy, enhanced engagement, and increased instructional efficiency across all grade levels.

Evaluation Data Source: PD Sessions, technology replacement, classroom integration.

Strategy 1

Provide structured technology professional development by requiring all teachers to complete at least two district-aligned technology PD sessions per semester, followed by administrative walkthroughs to monitor and support the integration of digital tools into daily instruction.

Strategy's Expected Result/Impact: Teachers will consistently integrate digital tools into classroom instruction, leading to increased student engagement, improved digital literacy, and more effective use of technology to support learning outcomes.

Staff Responsible for Monitoring: Principal. Dean and Techs.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Strategy 2

Ensure all teachers are equipped with updated technology by starting the process of distributing new laptops by the end of the 2026-2027 school year and providing ongoing IT support along with refresher training on productivity and instructional tools to maximize instructional efficiency.

Strategy's Expected Result/Impact: All teachers will have reliable, up-to-date laptops that improve instructional efficiency and access to digital resources. With IT support and refresher training, teachers will demonstrate increased confidence and effectiveness in using technology, leading to smoother lesson delivery, stronger student engagement, and reduced instructional disruptions caused by outdated devices.

Staff Responsible for Monitoring: Principal, Dean of Instruction and IT

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Strategy 3

Enhance student learning by replacing 25% of outdated Chromebooks before the end of the 2026-2027 school year and monitoring device usage and functionality to ensure a reduction in technology-related disruptions by at least 20% compared to the previous year.

Strategy's Expected Result/Impact: Students will have access to fully functional, up-to-date Chromebooks, leading to more consistent use of technology in the classroom, increased engagement in digital learning activities, and a measurable reduction in technology-related disruptions by at least 20% compared to the previous year.

Staff Responsible for Monitoring: Principal, Dean of Instruction and IT

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

April

Goal 5

Santa Rosa High School will prepare students to succeed in post-secondary opportunities through dual enrollment, career and technical courses and certifications

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, at least 90% of eligible Santa Rosa High School students will be enrolled in dual enrollment, career and technical education (CTE) courses, or certification programs, with 100% of those students successfully earning college credit or industry-recognized credentials.

Evaluation Data Source: Enrollment records, Completions Records, Program Participation, Students progress.

Strategy 1

SRHS will use official school and district enrollment records to track and monitor the number and percentage of eligible students participating in dual enrollment, CTE, and certification programs, ensuring timely identification of students who may need additional support to access these opportunities.

Strategy's Expected Result/Impact: Accurate tracking of student enrollment will ensure that at least 85% of eligible students participate in dual enrollment, CTE, or certification programs. This will allow staff to identify and support students who are not yet enrolled, increasing overall program participation and success rates.

Staff Responsible for Monitoring: CCMR TEAM (Principal, Dean, Counselors, ROOTED).

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October

January

April

Strategy 2

Maintain and review comprehensive completion records, including grades, transcripts, and certification reports, to track students who successfully earn college credit, industry certifications, or credentials, and to identify areas where additional support may be needed to ensure student success.

Strategy's Expected Result/Impact: Students will successfully earn college credit, industry certifications, or credentials at a rate of at least 90% among participants. Staff will be able to identify and provide targeted support to students who are at risk of not completing their programs, improving overall program completion and success.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

April

Performance Objective 2 High Priority

By the end of the 2026-2027 school year, Santa Rosa High School will increase parent participation in campus events and activities by at least 25%, with the goal of showcasing district and campus initiatives, strengthening school-family partnerships, and fostering greater community engagement.

Evaluation Data Source: Parent Attendance records , Presentations, College and Career fairs.

Strategy 1

Host College and Career Nights at SRHS to actively promote postsecondary options, providing students and parents with information about college programs, career pathways, and certification opportunities to increase awareness and engagement in postsecondary planning.

Strategy's Expected Result/Impact: Increased parent and student participation in postsecondary planning events will lead to greater awareness of college and career options, stronger school-family engagement, and higher student enrollment in postsecondary programs and career pathways.

Staff Responsible for Monitoring: Principal, Counselors, RootEd.

TEA Priorities: Connect high school to career and college

Formative Reviews

October

January

April

Performance Objective 3

By the end of the 2026-2027 school year, Santa Rosa High School will increase student success on the TSIA by providing targeted TSIA testing opportunities and preparatory camps, ensuring that at least 90% of participating students meet or exceed TSIA and are prepared for postsecondary coursework.

Evaluation Data Source: TSIA Scores and CCMR data tracker.

Strategy 1

SRHS will offer targeted TSIA preparatory camps before each testing window to help students strengthen math, reading, and writing skills necessary to meet college-ready benchmarks.

Strategy's Expected Result/Impact: Students will demonstrate improved readiness for the TSIA, with at least 90% of participants meeting or exceeding college-ready scores.

Staff Responsible for Monitoring: Principal, Counselors, Dean, Rooted and ACE

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October

January

April

Strategy 2

Provide multiple TSIA testing dates (Campus Calendar) and structured registration support throughout the school year to ensure all eligible students have access to the assessment.

Strategy's Expected Result/Impact: Increased student participation in TSIA testing, ensuring that all eligible students have the opportunity to demonstrate college readiness.

Staff Responsible for Monitoring: Principal, Counselors, Dean, Rooted and ACE

TEA Priorities: Connect high school to career and college

Formative Reviews

October

January

April

Performance Objective 4

During the 2026-2027 school year, Santa Rosa High School will continue to participate in the Region 1 Rural District Career Pathways Collaborative by offering the Digital Media & Arts pathway, while collaborating with La Villa, Lyford, San Perlita, La Sara, and Monte Alto to share resources and provide students with access to additional industry-based certifications not available at SRHS.

Evaluation Data Source: Enrollment by Career Pathway and Surveys for student interests in pathways.

Strategy 1

Provide parents with ongoing education about career pathways offered at SRHS and through the Region 1 Rural District Career Pathways (R-PEP) by hosting informational sessions during open houses, College & Career Nights, and parent meetings; distributing bilingual brochures and digital resources; and using multiple communication platforms (school website, newsletters, and social media) to ensure families are informed and engaged in supporting their child's pathway opportunities.

Strategy's Expected Result/Impact: Parents will have a clear understanding of the pathways available at SRHS and through the Region 1 Rural District Career Pathways (R-PEP), resulting in increased parent engagement in academic and career planning. This will lead to higher student enrollment in pathway programs and stronger family support for students pursuing certifications, dual credit, and postsecondary opportunities.

Staff Responsible for Monitoring: Principal, Dean, Counselor.

TEA Priorities: Connect high school to career and college

Formative Reviews

October

January

April

Strategy 2

Educate incoming freshmen about career pathways at SRHS and opportunities through the Region 1 Rural District Career Pathways (R-PEP) by providing orientation sessions on available programs and organizing field trips to collaborative schools, allowing students to explore pathway labs firsthand and gain early exposure to industry-based learning environments.

Strategy's Expected Result/Impact: Incoming freshmen will develop a clear understanding of the career pathways available at SRHS and through the Region 1 Rural District Career Pathways (R-PEP). Early exposure to pathway labs will increase student interest, encourage informed decision-making about pathway enrollment, and lead to higher participation rates in career and technical education programs throughout high school.

Staff Responsible for Monitoring: Principals, Counselors and Dean Of Instruction

TEA Priorities: Connect high school to career and college

Formative Reviews

October

January

April



Addendums

Team	Role	Attendance
Alexander Barco	Member	☒
Fidencio Zamorano	Member	☒
Jesus Hernandez	Member	☒
Pete Martinez	Member/Lead	☒
Leanna Fagan	Member	☒

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?
Lesson plans and Results from Summative Testing (Six weeks tests, Benchmarks, STAAR).
2. How is data used to inform curriculum, instruction, and assessment decisions?
Utilize the data from the benchmarks to fill out the action plans.
3. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?
Using a landscape view of students assesments to see which teks are lacking and then differentiating instrcution afterward.
4. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?
CIA driven by technology, virtual labs and AI assisted word processors.
5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?
Pre and Post assessments will guide any corrections to the curriculum.
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?
Cross curricular cooperation and adequate prep and material for differentiated instruction for Blitz.
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?

STAAR Blitz has marginally helped the HB students.
8. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?
Create engaging material and a safe environment for participation & time to tailor smaller group activities.
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?
Results from Formative and Summative assessments accurately measures the efficacy of curriculum and instruction.
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?
There are some ways the test may be equitable and some room for improvement for accomodation.
11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?
Use data to compare district, region and state results.

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

curriculum flexibility to immediately address student needs, DMAC reliability, benchmark action plans

Summary of Needs

1st semester benchmark over teks covered (1st & 2nd Six weeks) & comprehensive benchmark for 2nd semester. (purposeful summative assessments)

Team	Role	Attendance
Alexander Barco	Member	☒
Fidencio Zamorano	Member	☒
Jesus Hernandez	Member	☒
Leanna Fagan	Member	☒
Pete Martinez	Member/Lead	☒

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?
Subject, annual, performance descriptors, grade level
2. How does student achievement data compare from one data source to another?
Breakdown of different information and demographics and scoring methodology.
3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
Identifies patterns and trends for specific groups.
4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
Showed growth for most subjects under the achievement performance indicator.
5. Which students are making progress? Why?
Most grade levels are making growth due to implemented vertical alignment.
6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?
ACE program, Friday tutoring sessions, social emotional learning counseling benefits at-risk students.
7. What does the longitudinal student achievement data indicate?
There is growth.
8. What does the data reflect within and among content areas?
There is growth in subject areas across different grade levels

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

School progress-accelerated learning by grade and subject, EOC II had a more significant increase than the state SR 56%/Texas 29%

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

Students that are in class and mentally present.

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

Ability to store data and discuss data, purposeful intervention programs that targets at-risk students, truancy

outreach

Summary of Needs

Ability to outreach and identify students at risk

Team	Role	Attendance
Gilberto Villarreal	Member	☐
Reanna Rodriguez	Member	☒
Marc Lucio	Member/Lead	☒

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?
Professionals 1. Education: Bachelors degree, Masters in some states. 2. Teacher prep: Prep programs: teacher builder and ASTEP. 3. Certification: State license (TEA), grade/subject specific certifications. 3. Specialized: SPED certifications and ELL bilingual. Paraprofessionals 1. Education: HS/ED; Title 1 (low income schools); associates degree (48hrs and 2yrs). 2. Certifications: SPED certificate. 3. trainings: on job training.
2. What does the general data reflect regarding teacher quality on the campus?
* overall B campus; 3 new teachers, lower student rates. * teacher qualifications and certifications. *experience * CTE more IBC certifications this year. *DATA shows: 6 teachers currently have a masters and 3 are working on their masters programs
3. How are follow up data regarding teacher performance provided to teachers?
*district ratings provided through structure evaluation *TESS/observations *PDs/PLCs
4. How are we recruiting highly qualified and effective staff?
STATE: compensation enhancements DISTRICT: TIA, STAAR incentives, COLlege bridge (TSC), CTE (corrections and security), early hiring, JOB fairs, social media (Facebook and linkedin).
5. What is our staff attendance rate? Retention rate? Turnover rate?
Attendance rate: 30% of teachers exhausted all days, and overuse of SUBS. Retention rate: 3 new teachers out of 33 teachers. Turnover rate: admin (frequently) teachers (not often).
6. How is highly effective staff assigned to work with the highest need students?
TEA--> TESS/ELA (specialized educations), teachers shadow students, student pull out, STAAR bootcamps, tutorials, saturday academy, ACE.
7. What is the impact/effect of our teacher mentor program?
Lead teacher per subject, 1st year teacher program, help with teacher growth and development.
8. How is new staff supported? What feedback do they provide?
Teacher leads/PLC's admin/staff support, ICEV curriculum Texas Mentor Program
9. What systems are in place to build capacity and support the notion of continuous improvement?

TTESS/TIA EOY Exams, CTE relevance, certs, district ratings, mentorship, PD's/PLC's
10. How are we using data to determine professional development for staff?
District level goals & planning, campus needs assessments, board budgeting, multilingual learners
11. How are collective and individual decisions regarding professional development determined?
COLLECTIVE DISTRICT *data driven: students achievement data and ELL percentages (LPAC/ARDS). *school/campus lead teams. *having parent community teams. *students council/student committee. INDIVIDUAL DECISIONS *teacher workshops/ PD/PLCs conferences. *lesson plans and classroom management. *TTESS
12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow up?
Title 9, TTESS, assessment needs, ELL/very little following up: however, teachers tend to use them in the classrooms.

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

The majority of teachers meet or exceed state qualifications, with several holding specialized certifications (SPED, ELL, bilingual), and a growing number earning or pursuing master's degrees. The campus maintains an overall "B" rating, with evidence of teacher development through structured evaluation tools like TTESS, and opportunities for growth through PLCs, mentorship, and district-led professional development. Recruitment efforts are multi-faceted, including early hiring, job fairs, social media outreach, and incentives (e.g., TIA, STAAR performance bonuses), which help attract qualified candidates. Retention of teachers is relatively strong, with low turnover and stable staffing; only three new hires this year out of 33 teachers. Capacity-building systems such as TTESS, mentorships, and PDs reflect an ongoing commitment to continuous improvement and professional growth. Teachers are being exposed to professional development in critical areas, and many implement learnings in their classrooms, especially in support of high-need students through interventions like bootcamps, tutorials, and ACE.

Summary of Needs

A significant portion of teachers (30%) are using all of their leave days, suggesting issues with morale, workload, or burnout; frequent use of substitutes may disrupt instruction. While recruitment is active, high administrative turnover could undermine long-term consistency in hiring and staff development strategies. New teacher support systems exist, but there's limited feedback or data on their effectiveness, and little evidence of structured follow-up or mentoring impact. Professional development lacks consistent monitoring and evaluation; implementation is mostly self-reported with minimal follow-up to assess its effect on instruction or student outcomes. Though data is used to guide PD decisions, alignment between district-wide goals and individual teacher needs is not always clear, and teacher input appears limited. Systems to ensure that the most effective teachers are matched with the highest-need students are in place but lack a clear, measurable framework. Paraprofessional qualifications meet basic standards, but there's variation in preparedness and limited ongoing training or advancement opportunities.

Team	Role	Attendance
Anna Perez	Member	☐
Francisco Cisneros	Member/Lead	☒
Carlos Nieto	Member	☒
Javier Guillen	Member	☒

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?
High percentage of hispanics
What is the breakdown by ethnicity, gender, or other category?
307 total, hispanics 303, 4 white, gender 147 female 160 males
How has the enrollment changed over the past three years?
2022 283 2023 289 2024 307
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 60 CTE 260 GT12 Sped 53
What is the data for special programs over time?
Special populations increased since 2023
What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?
2022 35 2023 52 2024 64 significantly increased
Who are our at-risk students? What is their at-risk category?
139 students total, economically disadvantaged and title one students.
Who are our Migrant students?
2

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

35 mobility rate its 11.4 percent for this campus

What area of the community do these students come from?

rural community

What are the staff demographics?

27.7 hispanic 5 white

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

9.4/1 With having such a low student to teacher ratio, performance should be high. The classroom size fluctuates and often times they are very big classes and very small classes as well. Which can affect student performance.

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.

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 most have bachelors degree, most are hispanic, years of experience 5, 1-5 years 8.8, 6-10 4.9, 11-20 8.4, 21-30 4.3 beginner over 1.

Summary of Needs

bilingual went from 33 in 2022 to 49 in 2023 to 60 in 2024. A need would be to have more professional development to help the teachers understand how we can better assist EB students and help them exit the program.

Team	Role	Attendance
Jennifer Pearrow	Member	☒
Leobaldo Torres	Member	☒
Troy Laznovsky	Member/Lead	☒

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?

Currently there is not a community event that directly supports core student academic growth, but the events support social and emotional needs. Events that currently exist support school spirit and community involvement such as: Homecoming parade, tailgate, pep rallies, etc. Usually the members involved are parents of student athletes, student musicians, and other uil activities. School spirit is strong and on the rise.

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

Parents are able to attend school board meetings and voice their opinions on decisions.

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

We have social and emotional counselors that work for the district, and the ACE program offers community events for families.

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

The main secondary language is spanish. Most people in the school are bilingual and those that are not, can ask for support from someone who is bilingual. School notices also go out in english and spanish, so parents can understand the information being provided.

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

Wilcam provides support resources such as supplemental aids. Tropical Texas also provides support for students with social and emotional needs. Most students needs are met.

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

Afterschool program, college readiness programs, health services

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.

SRTX.ORG

ACE PROGRAM FLYERS

DISTRICT SOCIAL MEDIA

PARENT FEEDBACK

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
1. Many community spirit events 2. More college readiness events 3. Student Services

Summary of Needs
1. Events to support academic achievement and goals such as: awards ceremony, STAAR pep rally 2. Allow parents to be part of decision making for the district, or if already happening clarify the process 3. Offer collaborative tutoring for parents to help support students at home



Team	Role	Attendance
Cesar Galvan	Member/Lead	☒
Guadalupe Garcia	Member	☒
Krystal Montemayor	Member	☒

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?
School leadership provides plenty of opportunities for professional development through the school year.
2. How does the data reflect about classes, schedules, and student/staff teams?
The data showed that there was a need for more supports for tested areas and students. As a result this year K-12 and Algebra STAAR prep course are being added to the master schedule.
3. How is adequate time devoted to subjects in which students perform poorly?
School provides PLC time periods to discuss and address these issues and needs.
4. How do teachers have a voice in decision making and school policies?
This might be an area for improvement. We have surveys and questionnaires throughout the school year and towards the end of the year for future improvements.
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
Teachers have autonomy to provide their own assessments to evaluate individual students, however the district encourages teacher to use DMAC as a form of assessment.
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?
There are school board meetings held throughout the school year and comprehensive needs assessment meetings yearly, to address and have an opportunity to address identified problems to find a solution.
7. What are the students', parents' and community perceptions of the school?
The parents and community perceptions of the school are very proud of their culture through sports. However, academically they might believe there should be some improvement.
8. What do school expectations reveal?
High expectations for student attendance with a goal of 92%, improvement in STAAR growth goal at 88%, and STAAR meets targets at 55%. We analyze a report that provides evidence of these goals.

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.

District STAAR Results

Master Schedule

Texas Academic Performance Report

Comprehensive Curriculum

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 does a good job of providing professional development trainings, giving opportunity for communications between administration and teachers. There is a clear chain of command. There are clear expectations.

Summary of Needs

The school needs to provide a paid time for teachers to work on their particular curriculum for the next school year as many teachers have multiple preps. The school can also do a better job of providing a master schedule and teaching assignment early on in the school year to better prepare for class.



Team	Role	Attendance
Sergio Gonzalez	Member	☒
Norma Zuniga	Member	☒
Ricky Gonzalez	Member	☒
Victor Espinoza	Member/Lead	☒

School Culture and Climate

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

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?
Students would describe the climate here as inviting, personal, and familiar. Staff members would describe the climate as welcoming, accommodating, and supportive.
2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
Student retention, and continued student growth in all subjects. Increased numbers of students involved in extra curricular activities.
3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?
Students and staff are respectful and have a strong sense of community.
4. What does the data reflect regarding student behaviors, discipline, etc.?
Students absenteeism seems to be chronic and the students who are absent are missing out on class instruction.
5. To what degree do students and staff feel physically safe?
Students and staff feel safe due to police force presence. Some staff would like more police officer availability.
6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?
Students and staff expect to give and receive a quality education, expect to be treated with respect, be able to teach and learn in a safe and caring environment.
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?
The high achieving students and the students in extracurricular activities enjoy coming to school the most. Students in extracurricular activities need to pass, be present and behave in order to participate.

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

Students who have experienced a higher structured classroom environment, tend to have better test scores.

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? What services have these students received?

Students who tend to break school rules are often placed in ISS or DEAP and lose the opportunity to receive a rigorous instruction.

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 who are involved in extracurricular activities are students who are over-achievers who excel in academics. Student achievement tends to be higher for students who are involved in extracurricular 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?

Students and staff perceptions of facilities and the physical environments are overall positive. There can be improvements made as far as facilities are concerned. Improving facilities and physical

Suggested Data Sources

"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 - Attendance records
- 2 - Texas Academic Report
- 3 - TAPR Report
- 4 - Disciplinary Report
- 5 - School Safety Report
- 6 - Teacher Feedback
- 7 - Admin Feedback

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

Santa Rosa is a small community school district which gives students a better opportunity to create a close knit environment where teachers really get to know students. Teachers are able to create positive student teacher relationships and can really make an impact in the students lives. Since the district is small, teachers are able to be available to the community easier.

Summary of Needs

Since Santa Rosa ISD is a small district it sometimes lacks better resources and different extracurricular activities than can attract more students. Given that Santa Rosa is a small district and has a welcoming environemnt it becomes easy for troubled students that are expelled from their district to make their way to us. The district police and security being more visible patrolling in between periods would be beneficial for the students feeling safer and staff feeling safe and knowing their students aren't wandering the halls.

Team	Role	Attendance
Manuel Lopez	Member/Lead	☒
William Gray	Member	☒
Miguel Saldana	Member	☐
Melissa Garcia	Member	☒

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?
Laptop computers, desktop computers, smartboards, chromebooks, TI-NSpire Calculators, DMAC, IXL, Remind 101, ICEV, No Red Ink, Summit K-12, Raptor, Adobe Professional, Office 365
2. What is the technology proficiency for staff and students?
90% of staff is proficient at high school, students are less proficient and require technology classes at the middle school
3. How does staff feel about technology?
positive; it helps with their lessons
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?
Internet at times, which doesn't happen too often
5. What types of technology professional development have we provided? What was the impact for staff and students?
haven't received technology training in about 2 years
6. In which content areas are we using technology and how? What is the effect?
In all areas. It is effective because we are able to use it through Google Classroom, presenting on the smartboard, and the kids are engaged
7. How does the design of the network provide for the users it supports?
It's Great!
8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

Google Classroom, presentation on smartboard, quizzes, STAAR testing, TSI, TELPAS, ACT, SAT

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 experience."* Sam Leventhal

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.

STAAR results

Master Schedule

Texas Academic Performance

Comprehensive Curriculum

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

Our campus has a strong and reliable infrastructure, supported by a good network. Our staff is highly proficient in using technology, ensuring that digital tools are effectively integrated into instruction. All teachers consistently incorporate technology across all subject areas, enhancing student engagement, collaboration, and learning outcomes. This unified approach reflects our commitment to leveraging technology to support innovative and effective teaching practices.

Summary of Needs

For our school to excel, several key needs must be addressed. Technology training is essential for teachers to integrate digital tools into their learning process. Second, new laptops will ensure that teachers have access to up-to-date resources for research, project work, and digital literacy. Next, introducing technology classes at the middle school will equip students with the fundamental skills needed in all areas. Lastly, replacing outdated

High school will equip students with the fundamental skills needed in all areas. Lastly, replacing outdated devices with new chromebooks will enhance the overall learning experience, making it more engaging and efficient. Addressing these needs will empower our students and teachers, fostering a dynamic and innovative learning environment.

Comprehensive Needs Assessment Summary – 2025-2026

Utilized Data Sources: These will automatically populate from your CNA worksheets		
0	0	0
0	(Insert data source)	(Insert data source)
(Insert data source)	(Insert data source)	SRTX.ORG
ACE PROGRAM FLYERS	DISTRICT SOCIAL MEDIA	PARENT FEEDBACK
District STAAR Results	Master Schedule	Texas Academic Performance Report
Comprehensive Curriculum	0	0
0	0	(Insert data source)
(Insert data source)	(Insert data source)	(Insert data source)
0	0	0
0	STAAR results	Master Schedule
Texas Academic Performance Report	Comprehensive Curriculum	

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus?
Demographics	strengths include most have bachelors degree, most are hispanic, years of experience 5, 1-5 years 8.8, 6-10 4.9, 11-20 8.4, 21-30 4.3 begginer over 1.	bilingual went from 33 in 2022 to 49 in 2023 to 60 in 2024. A need would be to have more professional developmemt to help the teachers understand how we can better assist EB students and help them exit the program.	
Curriculum, Instruction and Assessment	curriculum flexibility to immediately address student needs, DMAC reliability, benchmark action plans	1st semester benchmark over teks covered (1st & 2nd Six weeks) & comprehensive benchmark for 2nd semester. (purposeful summative assessments)	
Family and		1. Events to support academic achievement and goals such as: awards ceremony, STAAR pep	

Family and Community Involvement	1. Many community spirit events 2. More college readiness events 3. Student Services	rally 2. Allow parents to be part of decision making for the district, or if already happening clarify the process 3. Offer collaborative tutoring for parents to help support students at home	
School Context and Organization	The school does a good job of providing professional development trainings, giving opportunity for communications between administration and teachers. There is a clear chain of command. There are clear expectations.	The school needs to provide a paid time for teachers to work on their particular curriculum for the next school year as many teachers have multiple preps. The school can also do a better job of providing a master schedule and teaching assignment early on in the school year to better prepare for class.	
School Culture and Climate	Santa Rosa is a small community school district which gives students a better opportunity to create a close knit environment where teachers really get to know students. Teachers are able to create positive student teacher relationships and can really make an impact in the students lives. Since the district is small, teachers are able to be available to the community easier.	Since Santa Rosa ISD is a small district it sometimes lacks better resources and different extracurricular activities than can attract more students. Given that Santa Rosa is a small district and has a welcoming environment it becomes easy for troubled students that are expelled from their district to make their way to us. The district police and security being more visible patrolling in between periods would be beneficial for the students feeling safer and staff feeling safe and knowing their students aren't	
Staff Quality, Recruitment and Retention	A significant portion of teachers (30%) are using all of their leave days, suggesting issues with morale, workload, or burnout; frequent use of substitutes may disrupt instruction. While recruitment is active, high administrative turnover could undermine long-term consistency in hiring and staff development strategies. New teacher support systems exist, but there's limited feedback or data on their effectiveness, and little evidence of structured follow-up or mentoring impact. Professional development lacks consistent monitoring and evaluation; implementation is mostly self-reported with minimal follow-up to assess its effect on instruction or student outcomes. Though data is used to guide PD decisions, alignment between district-wide goals and individual teacher needs is not always clear, and teacher input appears limited. Systems to ensure that the most effective teachers are matched with the highest-need students are in place but lack a clear, measurable framework. Paraprofessional	A significant portion of teachers (30%) are using all of their leave days, suggesting issues with morale, workload, or burnout; frequent use of substitutes may disrupt instruction. While recruitment is active, high administrative turnover could undermine long-term consistency in hiring and staff development strategies. New teacher support systems exist, but there's limited feedback or data on their effectiveness, and little evidence of structured follow-up or mentoring impact. Professional development lacks consistent monitoring and evaluation; implementation is mostly self-reported with minimal follow-up to assess its effect on instruction or student outcomes. Though data is used to guide PD decisions, alignment between district-wide goals and individual teacher needs is not always clear, and teacher input appears limited. Systems to ensure that the most effective teachers are matched with the highest-need students are in place but lack a clear, measurable framework. Paraprofessional qualifications meet basic standards, but there's	

	in place but lack a clear, measurable framework. All professional qualifications meet basic standards, but there's variation in preparedness and limited ongoing training or advancement opportunities.	variation in preparedness and limited ongoing training or advancement opportunities.	
Student Achievement	Ability to store data and discuss data, purposeful intervention programs that targets at-risk students, truancy outreach	Ability to store data and discuss data, purposeful intervention programs that targets at-risk students, truancy outreach	
Technology	Our campus has a strong and reliable infrastructure, supported by a good network. Our staff is highly proficient in using technology, ensuring that digital tools are effectively integrated into instruction. All teachers consistently incorporate technology across all subject areas, enhancing student engagement, collaboration, and learning outcomes. This unified approach reflects our commitment to leveraging technology to support innovative and effective teaching practices.	For our school to excel, several key needs must be addressed. Technology training is essential for teachers to integrate digital tools into their learning process. Second, new laptops will ensure that teachers have access to up-to-date resources for research, project work, and digital literacy. Next, introducing technology classes at the middle school will equip students with the fundamental skills needed in all areas. Lastly, replacing outdated devices with new chromebooks will enhance the overall learning experience, making it more engaging and efficient. Addressing these needs will empower our students and teachers, fostering a dynamic and innovative learning environment.	

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.