

# Alfonso Borrego Sr. Elementary

2024 – 2025  
#SEISDCommitmentValorYCorazon

## Progress Monitoring



# Reading

3 <sup>rd</sup> Grade Reading			
	STAAR 2024	STAAR 2025	+/-
Approaches	65%	60%	-5%
Meets	36%	31%	-5%
Masters	13%	6%	-7%
4 <sup>th</sup> Grade Reading			
	STAAR 2024	STAAR 2025	+/-
Approaches	73%	66%	-7%
Meets	46%	33%	-13%
Masters	16%	7%	-9%
5 <sup>th</sup> Grade Reading			
	STAAR 2024	STAAR 2025	+/-
Approaches	67%	69%	+2%
Meets	32%	52%	+20%
Masters	10%	18%	+8%
6 <sup>th</sup> Grade Reading			
	STAAR 2024	STAAR 2025	+/-
Approaches	75%	64%	-11%
Meets	49%	38%	-11%
Masters	12%	14%	+2%



#SEISDCommitmentValoryCorazon

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
<p><b>ASC</b></p> <p><b>SPED-Co-teach/Resource</b></p>	<p>This year students took the grade level STAAR for the first time when in the past they tested STAAR-ALT; different curriculum/assessment.</p> <p>We are not maximizing the use of our SPED teachers to help students while in the Gen. Ed classroom for co-teach.</p> <p>The lessons in the resource classes did not align with those of the gen. ed classrooms.</p>	<p>We have the only ASC units in the district.</p> <p>Some students within this group are performing and reading closer to their grade level than others.</p>	<p>Planning and PLC will be modified so that they can look carefully at vertical alignment documents, identify a Tier 1 lesson and then plan for small group (grade level) instruction.</p> <p>Ensure SPED teacher know TEKS.</p> <p>Regular meetings will be held with SPED Dept. to address challenges with assessment/instruction.</p> <p>Identify a model (parallel, duet, etc) for co-teach to engage the SPED teacher; "Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning" is Anne M. Beninghof</p>	<p>Continue to prioritize and invest in support and resources that meet the unique needs of SPED teachers and students.</p> <p>Continue to prioritize and invest in support and resources for our bilingual/dual language teachers and students.</p> <p>Continue to help build, align, and strengthen our PBIS program as this will positively impact not only behavior but also academics and attendance as well.</p>
<p><b>6<sup>th</sup> grade bilingual</b></p> <p><b>4<sup>th</sup> grade</b></p>	<p>The expectation in 6<sup>th</sup> grade is that students test in English. Last year there was a high number of students who tested in Spanish in 5<sup>th</sup> grade posing a challenge this year. In addition, the students reading levels were low in English.</p> <p>4<sup>th</sup> grade-specificity of TEKS and the addressing the foundational needs of students</p> <p>Small group instruction and targeted interventions were not consistent.</p>	<p>Just as we differentiate for students we have to differentiate for teachers so that they can better help students understand and master grade level content.</p> <p>There is a large population of students who are reading and writing well below grade level. Those who are not struggling will be more successful.</p>	<p>Schedule vertical alignment meetings across grade levels and content areas to address expectations.</p> <p>Learning to read vs. reading to learn and addressing foundational needs. HMH program will help.</p> <p>Small group instruction and targeted intervention are two areas we will focus on to improve student performance. Lessons will be more focused on needs and they will be teacher led.</p>	<p>You are always welcome to our campus to participate, observe, and/or provide feedback or suggestions in anything that we are doing.</p> <p>Offering opportunities for more training on foundational skills to ensure that are teachers are closing the gaps.</p>




# Math

3 <sup>rd</sup> Grade Mat			
	STAAR 2024	STAAR 2025	+/-
Approaches	48%	50%	+2%
Meets	18%	21%	+3%
Masters	5%	4%	-1%
4 <sup>th</sup> Grade Math			
	STAAR2024	STAAR 2025	+/-
Approaches	60%	52%	-8%
Meets	38%	28%	-10%
Masters	8%	11%	+3%
5 <sup>th</sup> Grade Math			
	STAAR 2024	STAAR 2025	+/-
Approaches	74%	57%	-17%
Meets	38%	26%	-12%
Masters	7%	8%	+1%
6 <sup>th</sup> Grade Math			
	STAAR 2024	STAAR 2025	+/-
Approaches	81%	80%	-1%
Meets	46%	50%	+4%
Masters	13%	19%	+6%



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4 <sup>th</sup> grade	<p>Students struggled with reading and understanding word problems. In some cases, they were not sure what they were being asked to do.</p> <p>The lack of manipulatives to teach new skills</p>	<p>There are students who are performing academically at higher levels, including reading and comprehending text.</p> <p>There are students who are able to learn concepts without the use of manipulatives (auditory, ex.)</p>	<p>These challenges will be embedded into planning and data analysis meetings and PLCs.</p> <p>There will be an increased effort to help students understand word problems by focusing on academic vocabulary and Reading intervention.</p>	<p>Continue to prioritize and invest in support to help teachers implement the new Math program with consistency and fidelity.</p> <p>Continue to help build, align, and strengthen our PBIS program as this will positively impact not only behavior but also academics and attendance as well.</p>
5 <sup>th</sup> grade (all)	<p>Behavior issues in this grade level were prominent. Consequences included DAEP and ISS which resulted in students missing out on instruction from teacher.</p> <p>Positive relationships between teacher/student were impacted.</p> <p>The absence of manipulatives during instruction negatively impacted learning.</p>	<p>There are many students who are meeting and exceeding the behavior expectation.</p> <p>There are students performing at a higher academic level so they struggle less.</p>	<p>We are prioritizing our efforts to build a strong PBIS program that is consistently implemented and aligned across the entire campus.</p> <p>Classes for students will be provided according to topic/need/month.</p> <p>Classes/information will be provided to parents.</p> <p>Training/walkthroughs/ feedback will include use of manipulatives and other tools with the use of the Bluebonnet curriculum.</p>	<p>You are always welcome to our campus to participate, observe, and/or provide feedback or suggestions in anything that we are doing.</p> <p>Continue to prioritize and invest in support and resources that meet the unique needs of SPED teachers and students. Now that we are beginning with a new Math program, this is a perfect opportunity to identify pieces that will support instruction in the SPED classrooms considering the varying needs.</p>
SPED-Co-teach/Resource	<p>We are not maximizing the use of our SPED teachers to help students while in the Gen. Ed classroom for co-teach.</p> <p>Resource lessons have to be aligned to TEKS and STAAR.</p>	<p>Some students within this group are performing and reading closer to their grade level.</p>	<p>Ensure SPED teachers know TEKS.</p> <p>Regular meetings will be held with SPED Dept. to address challenges with assessment/instruction.</p> <p>Identify a model (parallel, duet, etc) for co-teach to engage SPED teachers. "Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning" is Anne M. Beninghof</p>	<p>#SEISDCommitmentValoryCorazon</p> 

# Attendance

2022-2023 End of Year	2023-2024 End of Year	2024-2025 Current
93.01%	94.27%	94.6%

2024-2025 Grade Level Attendance	
Third Grade	94.58%
Fourth Grade	94.71%
Fifth Grade	93.95%
Sixth Grade	95.23%



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1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
<p>While no grade level met the district's attendance goal of 96%, 5th grade currently has the lowest attendance rate among all grade levels, at 93.95%.</p>	<p>Contributing factors for struggling students may include illness, lack of understanding about attendance policies or the importance, challenging home lives, lack of interest (students) Interventions:</p> <ol style="list-style-type: none"> <li>1. Working to build a strong PBIS program</li> <li>2. 3 absences=warning letter</li> <li>3. 5 absences=meeting with counselor/parent</li> <li>4. 7 absences=meeting with admin/45-day contract</li> <li>5. 10+ = court</li> <li>6. Home visits by administration, truancy officer, and district Social Worker</li> <li>7. Incentives for classrooms/students such as raffles, free dress, and field trips, popsicle parties, pizza at lunch with special seating area</li> </ol>	<p>Other grade levels are showing relatively higher attendance rates due to a combination of factors including more consistent routines regarding attendance, stronger student-teacher relationships, a good handle on classroom management and consistent communication with families</p>	<ol style="list-style-type: none"> <li>1. We are working on building a PBIS program that will be consistently implemented and aligned across our campus. It will impact attendance, academics, and behavior.</li> <li>2. Will hold monthly attendance committee meetings and we will include parents at beginning/middle/end of the year.</li> <li>3. Continue incentives</li> <li>4. Help students understand the importance of attending school everyday and what happens when they don't.</li> </ol>	<p>There is an opportunity for district wide alignment regarding attendance, tardies, and early pullout administrative procedures.</p> <p>Parent education about attendance, tardies, and early pull-outs.</p> <p>Possibly implementing a Loss of Credit policy district wide (example: principal's plan).</p> <div data-bbox="1885 1166 2032 1307"> </div> <p>#SEISDCommitmentValoryCorazon</p>



# Overall Improvements

2024-2025

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## School Showcase



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Questions?

