



# Secondary

# Reading Language Arts

# Social Studies

**Intentional Instruction. Measurable Impact.**



# Data That Tells Our Story

## Campus Target STAAR Score vs. Interim



Grade Level/ Test	2026 Target STAAR Score		
<b>7th Reading</b>	<b>A- 75%</b>	<b>Me- 44%</b>	<b>Ma- 15%</b>
Zaragoza, Stephanie	A- 65.66%	Me- 48.48%	Ma-32.32%
<b>8th Reading</b>	<b>A- 81%</b>	<b>Me- 50%</b>	<b>Ma- 23%</b>
Alvarez, Claudia <i>(1 student)</i>	A- 100%	Me- 100%	Ma- 0%
Gonzalez, Soledad	A- 64.66%	Me- 43.10%	Ma- 27.59%
Kimmel Genoveva	A- 63.64%	Me- 49.09%	Ma- 30.91%
<b>8th Social Studies</b>	<b>A- 58%</b>	<b>Me- 19%</b>	<b>Ma- 10%</b>
Gutierrez, Alejandro	A- 36.47%	Me- 29.41%	Ma- 16.47%

Grade Level/ Test	2026 Target STAAR Score		
<b>English I</b>	<b>A- 51%</b>	<b>Me- 35%</b>	<b>Ma- 10%</b>
Carrizales, Hugo	A- 53%	Me- 45%	Ma- 13%
Estrada, Jasmine	A- 60%	Me- 52%	Ma-16%
<b>English II</b>	<b>A- 63%</b>	<b>Me- 38%</b>	<b>Ma- 5%</b>
Mack-Rodriguez, Angelica	A- 71%	Me- 47%	Ma- 4%
Martinez, Christina	A- 70%	Me- 59%	Ma- 8%

*In January, teachers are already outperforming end of year goals!*

# Data That Tells Our Story

## Interim Performance in Context



English I			
	DNM	APP	Meets
<b>SEHS</b>	45%	9%	33%
<b>Region</b>	38%	6%	26%
<b>Clint ISD</b>	44%	8%	27%
<b>Ysleta HS</b>	41%	4%	25%
<b>Riverside HS</b>	51%	3%	24%

English II			
	DNM	APP	Meets
<b>SEHS</b>	32%	19%	43%
<b>Region</b>	27%	15%	38%
<b>Clint ISD</b>	35%	19%	35%
<b>Ysleta HS</b>	31%	17%	37%
<b>Riverside HS</b>	28%	19%	33%

# Data That Tells Our Story

## SEHS Writing Sample Insights

You reposted

**T. Enriquez SEHS** @TroyEnriquezSE · Oct 29, 2025  
From social studies to RLA, reviewing student writing.

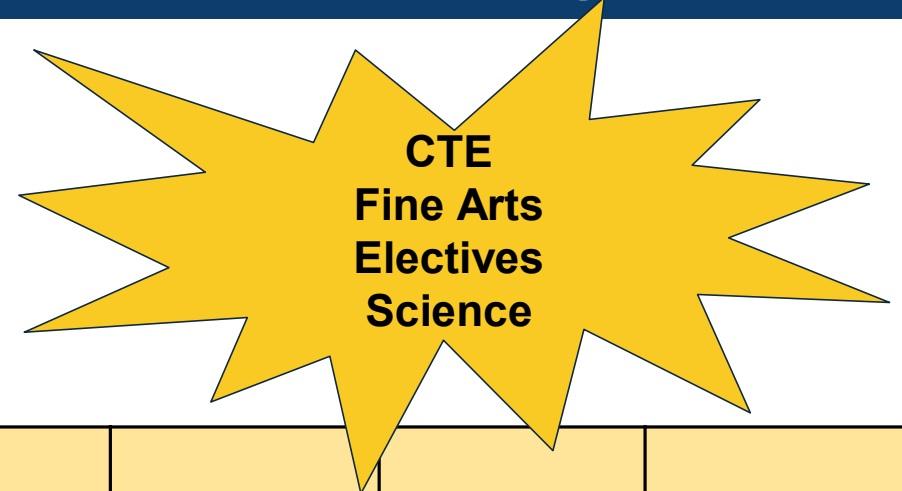
**@SanElizarioISD**



**San Elizario High School** @SanElizarioHS · Oct 29, 2025  
Our Eagles are rising above the rest! Creativity and determination fill our classrooms ❤️👉 @TroyEnriquezSE x.com/MrsErikaMorale...

3 12 844

Phase One



Content	No Response	Met Criteria	Did Not Meet
SS (Nov)	26% (5)	21% (4)	53% (10)
CTE (Feb)	14% (5)	57% (20)	0% (0)

# Grounded in High Quality Materials

<b>GEMS SS</b>	Lowman Education Newsela Supplemental
<b>GEMS RLA</b> ★	Savvas realize Newsela Supplemental
<b>SEHS RLA</b> ★	
<b>SEHS SS</b>	Primary Sources Newsela Supplemental



# Strategy Implementation

**Valerie Chavez** @ValChavez2018 · Jan 6

Welcoming back our teachers 🧑🏫🧑🏫 with an awesome PD on TRTW, Think Pair Share and QSSSA strategies by our AMAZING Instructional Officer, @Alvarez\_SEISD! 🍷🍷 Thank you for offering an excellent session @SanElizarioHS! ❤️👩🏫👩🏫 @SanElizarioISD @TroyEnriquezSE



Texas Education Agency



## Performance Management Site Visit – Feedback Summary

**Date of Visit:** November 12, 2025

**School Name:** San Elizario High School

### Overall Summary of Metric Results:

Ratings based on School Improvement Classroom Observation Tool- SY25-26 Pilot LIFT Content Agnostic

% of classrooms within ± 5 days of scope and sequence	The district approved curriculum is used for Tier 1 instruction.	Students spend the majority of the lesson engaging with meaningful, grade-level practice, tasks, and questions.
5/7	7/7	6/7


### Strengths:

- Classrooms demonstrated strong management, creating environments conducive to learning.
- Students were visibly engaged and demonstrated a desire to learn.
- In 100% of the classrooms observed, the district-approved curriculum was used for Tier 1 instruction.

### Areas for Growth:

- Increase the quality of purposeful student talk to promote academic discourse and critical thinking.
- In several classrooms, teachers were observed doing the cognitive work that students should be doing.
- Create consistency in student learning by standardizing instructional practices and expectations across classrooms.

# Structured Conversations



## TRTW


**A Practical Routine for Learning**

**TALK #1** Students talk to each other to engage with the topic

**READ** Students read a text to learn or apply a standard

**TALK #2** Students talk to each other to deepen their understanding of the content

**WRITE** Students write to continue processing and to demonstrate what they've learned



## THINK

Spend time thinking by yourself first



## PAIR

Talk with a partner or your table group and take turns sharing your ideas



## SHARE

Share your collaborative thoughts with the whole class



## QSSSA


**Question** - Key Concept

**Signal** - For Processing

**Stem** - Target Language

**Share** - Turn & Talk

**Assess** - Random or Written



# One Expectation. Two Lenses.

## Reading Language Arts

RLA &  
SS

**R** re-state the question



**A** answer all parts of the question

**C** cite the text

**E** explain how your citation supports your answer

2021

## Science

Science,  
CTE, &  
electives

**C** **CLAIM**  
A statement that answers a question.

**E** **EVIDENCE**  
What do you know that supports your claim?  
Facts, examples, quotes, data, descriptions, etc.

**R** **REASONING**  
How and why do you know this is true?  
Explain how your evidence supports your claim.

# Teacher Testimony

**I was skeptical about the benefits of the textbook at first but have found that our students have developed both their reading stamina and their writing skills with SAVVAS.**

**The integrated writing assignments associated with the units' essential questions have been crucial in advancing student writing. A feature that is especially helpful is the unit "EQ NOTES" page that allows students to gather significant text evidence from each reading selection that will ultimately answer the prompt in the performance assessment. This enables students to practice collecting text evidence for academic writing and literary analysis.**

**I believe the consistent challenges of grade level reading with writing assignments centered on critical and literary analysis have prepared our sophomores for state testing and beyond. The curriculum from the textbook grants a strong foundation for academic writing at the college level.**

*Christina Martinez, SEHS English II*



# Side-by-Side with Students

- Mock Interviews at GEMS
- Writing Conferences at GEMS
- SEHS Retester RLA Intervention- Model Writing
- Organized Experiences: SEHS Holocaust Museum Field Trips



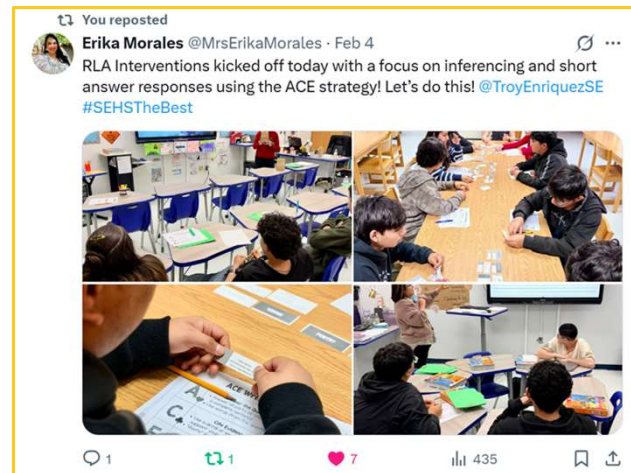
# Side-by-Side with Teachers



- GEMS Amira Interventionist Support
- GEMS Writing Conferences
- SEHS Retester RLA Intervention-Model Writing
- SEHS Organized Experiences: Holocaust Museum Field-Trips (2)
- SEHS phone calls to parents
  - RLA phone calls for intersession
- SEHS STAAR Blitz store
- Parent Writing Workshops

# Building Capacity, Strengthening Impact

- Built teacher capacity in Savvas engagement (6–12)
  - Teachers modeled strategies at October Strategy Showcase
- SEHS IS designed targeted intervention supports
  - Provided retester support for English III & IV teachers
- Literary Anthology Coordinators organized district judging to include community members



# Building Capacity, Strengthening Impact

You reposted



**Claudia Murphy** @cmurphy41617 · Feb 15



RLA Rockin' Review was a success. We were able to present different activities & ideas to the teachers. Was great to see the engagement & enthusiasm. Thank you @Alvarez\_SEISD for your help and guidance. Also thank you to my partner Ms.Nakay! #WeAreSomosSanEli @SanElizarioISD



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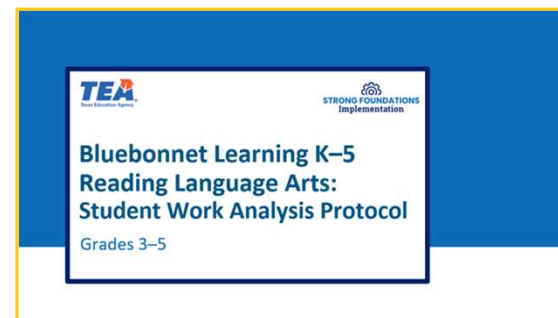
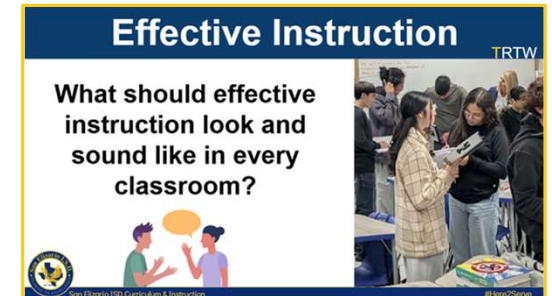
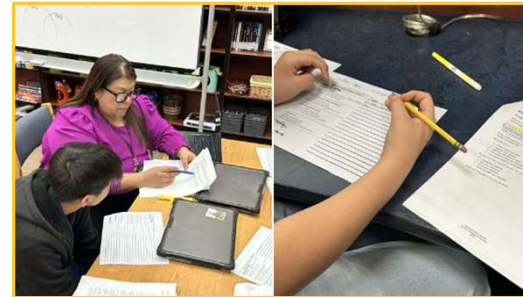
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- Leveraged teacher leadership: SEHS English I data dig & calibration
  - Aligned intersession planning to student need
- Built Elementary ISs (2) capacity to lead RLA Rockin' Review
  - Produced 10 days of ready-to-implement lessons & activities

# Building Capacity, Strengthening Impact

- GEMS IS organized targeted writing conferences to prepare students for STAAR
- SEHS Administrative team led January 6th PD make-up session on January 30th
- Borrego Principal led SWAP Analysis with RLA teams
  - Support for 2 PLCs



# District Analysis: SI Strategy Implementation

## Strategy

- Implementation of HQIM (High Quality Instructional Materials)
- SEHS Structured Academic Conversations
  - Talk-Read-Talk-Write
  - QSSSA
  - Think-Pair-Share
- SEHS focus on reading & writing across content areas
- SEHS Short Constructed
- Weekly review of short constructed responses with targeted emphasis on emergent bilinguals

## List the “GAP”

- Inconsistent fidelity to HQIM implementation in RLA; requires ongoing monitoring through learning walks
- Lack of HQIM in Social Studies
- Inconsistent PLC structures across departments; limited opportunities for systematic review of student writing

## Next steps

- Establish clear expectations for HQIM and instructional practices
- Sentence stems and monitoring
- Build capacity at GEMS to monitor and support teacher HQIM implementation & student writing review
- Ensure accountability through consistent follow-up and progress monitoring

# Professional Development

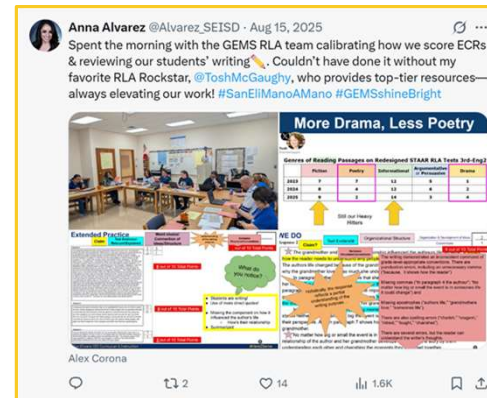
## 1st Quarter

- GEMS RLA BOY Data & Planning
- Secondary RLA Savvas Program Activation & Reading Routines
- GEMS ECR Calibration & Review
- Secondary RLA Savvas Part II
- SEHS to GEMS Classroom Learning Walks
  - Focus: AVID

## 2nd Quarter

- SEHS Launching Summit K12
- SEHS ECR Calibration & Review
- Secondary RLA Strategy Showcase
- Secondary SS Newsela for the Classroom
- GEMS to SEHS RLA Classroom Learning Walks
  - Focus: Savvas Implementation

*Purple indicates PD designed and delivered by me.*



**PLC Support**  
 Tues. & Thurs. SEHS  
 Wed. & Friday GEMS

# Professional Development



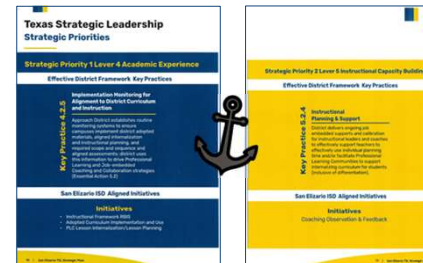
## 3rd Quarter

- SEHS Boosting Discourse & Writing As We Launch the New Year (*TRTW, QSSSA, Think-Pair-Share*)
- SEHS RLA Interim Data Analysis & ECR
- Secondary RLA Rockin' Review
- Secondary SS Rockin' Review

## 4th Quarter

- Seidlitz Building Better Writers
- End-of-Year Unit Reflection & Selection (*Upcoming*)
  - GEMS RLA & SS
  - SEHS RLA & SS

Purple indicates PD designed and delivered by me.



# GEMS RLA Data

*thematic*



STAAR 2.0 Began	2023 STAAR Reading			2024 STAAR Reading			2025 STAAR Reading		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
<b>Grade 7</b>	64%	29%	6%	58%	30%	9%	69%	36%	9%
<b>Grade 8</b>	76%	42%	13%	77%	42%	9%	74%	42%	17%

Difference from 2024-2025			
	Approaches Difference	Meets Difference	Masters Difference
Grade 7	11% ✨	6%	0%
Grade 8	-3%	0%	8% ✨

**CLASS OF  
2029**

# Write Now, Then, and Next: Data-Driven Insights 2023–2025

	Spring 2023 STAAR Extended Constructed Response				Spring 2024 STAAR Extended Constructed Response				Spring 2025 STAAR Extended Constructed Response		
	Total Students	0 to 10	By Students		Total Students	0 to 10	By Students		Total Students	0 to 10	By Students
<b>6th</b>	195	0 (46.26%)	90	<b>7th</b>	199	0 (38.69%)	77	<b>8th</b>	196	0 (25.51%)	50
		1 (17.46%)	34			1 (11.06%)	22			1 (4.08%)	8
		2 (24.8%)	48			2 (7.54%)	15			2 (10.2%)	20
		3 (26.55%)	52			3 (6.03%)	12			3 (3.57%)	7
		4 (23.1%)	45			4 (14.57%)	29			4 (6.12%)	12
		5 (21.07%)	41			5 (6.53%)	13			5 (8.67%)	17
		6 (5.99%)	12			6 (5.53%)	11			6 (8.16%)	16
		7 (15.42%)	30			7 (4.02%)	8			7 (5.61%)	11
		8 (9.88%)	19			8 (2.51%)	5			8 (9.69%)	19
		9 (3.9%)	8			9 (1.01%)	2			9 (8.67%)	17
		10 (5.59%)	11			10 (2.51%)	5			10 (9.69%)	19



# GEMS- Writing

## 8th Grade Science #8 Spring 2024 STAAR Short Constructed Response

Total Students	0 to 2	By Students
211	0 (66.82%)	141
	1 (26.54%)	56
	2 (6.64%)	

## 8th Grade Science #34 Spring 2024 STAAR Short Constructed Response

Total Students	0 to 2	By Students
211	0 (65.4%)	138
	1 (21.8%)	46
	2	27

## 8th SS #9 Spring 2024 STAAR Short Constructed Response

Total Students	0 to 2	By Students
189	0 (64.02%)	121
	1 (24.34%)	46
	2 (11.64%)	22



## 8th SS #35 Spring 2024 STAAR Short Constructed Res

Total Students	0 to 2	By Students
189	0 (51.32%)	97
	1 (41.8%)	79
	2 (6.88%)	13

Short Constructed Response	
0 to 10	By Students
0 (37.86%)	78
1 (9.71%)	20
2 (13.11%)	27
3 (9.71%)	20
4 (13.11%)	27
5 (7.77%)	16
6 (4.37%)	9
7 (2.91%)	6
8 (0.97%)	2
9 (0%)	0
10 (0.49%)	1

Spring 2025 STAAR Extended Constructed Response		
Total Students	0 to 10	By Students
8th 196	0 (25.51%)	50
	1 (4.08%)	8
	2 (10.2%)	20
	3 (3.57%)	7
	4 (6.12%)	12
	5 (8.67%)	17
	6 (8.16%)	16
	7 (5.61%)	11
	8 (9.69%)	19
	9 (8.67%)	17
	10 (9.69%)	19

**CLASS OF  
2027**

# Write Now, Then, and Next: Data-Driven Insights 2023–2025

	Spring 2023 STAAR EOC Extended Constructed Response				Spring 2024 STAAR EOC Extended Constructed Response				Spring 2025 STAAR EOC Extended Constructed Response		
	Total Students	0 to 10	By Students		Total Students	0 to 10	By Students		Total Students	0 to 10	By Students
8th	263	0 (25%)	65	English I	267	0 (49%)	131	English II	260	0 (45%)	116
		1 (2%)	5			1 (5%)	13	WHAT IS going		1 (3%)	7
		2 (10%)	26			2 (6%)	17			2 (7%)	18
		3 (2%)	6			3 (5%)	14			3 (5%)	13
		4 (10%)	26			4 (7%)	18			4 (7%)	19
		5 (7%)	19			5 (4%)	12			5 (6%)	15
		6 (12%)	31			6 (6%)	17			6 (6%)	16
		7 (7%)	18			7 (9%)	24			7 (4%)	11
		8 (13%)	35			8 (3%)	9			8 (11%)	29
		9 (5%)	13			9 (3%)	8			9 (4%)	11
		10 (7%)	19			10 (1%)	4			10 (2%)	5



# SEHS- Writing

## Biology #17 Spring 2024 STAAR EOC Short Constructed Response

Total Students	0 to 2	By Students
251	0 (71.71%)	180
	1 (16.73%)	42
	2 (11.55%)	29

## Biology #26 Spring 2024 STAAR EOC Short Constructed Response

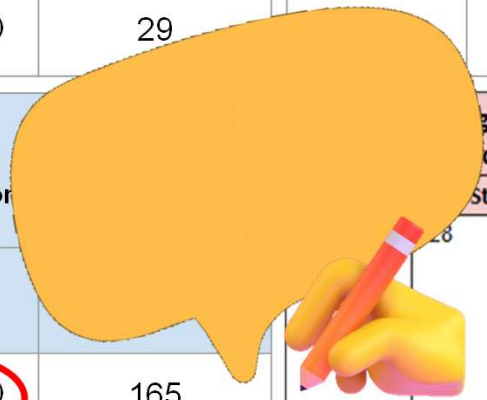
Total Students	0 to 2	By Students
251	0 (84.06%)	212
	1 (7.57%)	19
	2 (8.37%)	21

## US History #14 Spring 2024 STAAR EOC Short Constructed Response

Total Students	0 to 2	By Students
225	0 (51.56%)	116
	1 (13.78%)	31
	2 (34.67%)	78

## US History #56 Spring 2024 STAAR EOC Short Constructed Response

Total Students	0 to 2	By Students
225	0 (73.78%)	165
	1 (17.78%)	40
	2 (8.44%)	19



## Spring 2025 STAAR EOC Extended Constructed Response

Total Students	0 to 10	By Students
228	0 (40%)	91
	1 (2%)	5
	2 (5%)	11
	3 (3%)	7
	4 (11%)	26
	5 (9%)	21
	6 (7%)	15
	7 (4%)	8
	8 (11%)	25
	9 (5%)	11
	10 (4%)	8

## Spring 2025 STAAR EOC Extended Constructed Response

	Total Students	0 to 10	By Students
English II	260	0 (45%)	116
		1 (3%)	7
		2 (7%)	18
		3 (5%)	13
		4 (7%)	19
		5 (6%)	15
		6 (6%)	16
		7 (4%)	11
		8 (11%)	29
		9 (4%)	11
		10 (2%)	5

# SEHS RLA Data- All Testers

STAAR 2.0 Began	2023 EOC			2024 EOC (TAPR)			2025 EOC		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
English I	59%	36%	4%	51%	35%	6%	45%	28%	4%
English II	65%	38%	4%	63%	38%	3%	52%	33%	1%

Difference from 2024-2025			
	Approaches Difference	Meets Difference	Masters Difference
English I	-6%	-7%	-2%
English II	-11%	-5%	-2%

# SEHS RLA Data- First Time Testers

2024 EOC (TAPR)			2025 EOC		
Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %
51%	35%	6%	61%	41%	6%
63%	38%	3%	62%	42%	2%

 thematic

Difference from 2024-2025			
	Approaches Difference	Meets Difference	Masters Difference
English I	10%	6%	0%
English II	-1%	4%	-1%

# SS Data

GEMS 2025 STAAR		
Approaches %	Meets %	Masters %
48%	13%	4%

SEHS 2025 EOC		
Approaches %	Meets %	Masters %
93%	49%	15%

SS	Grade 8	43%	61%	73%
	US History	29%	47%	65%

# STAAR Data vs Interim

Grade Level/ Test	2025 STAAR			2026 Interim		
	Approaches	Meets	Masters	Approaches	Meets	Masters
<i>7th Reading</i>	69%	36%	9%	50%	36%	21%
<i>8th Reading</i>	74%	42%	17%	61%	43%	27%
<i>8th Social Studies</i>	48%	13%	4%	27%	21%	12%

Grade Level/ Test	2025 STAAR			2026 Interim		
	Approaches	Meets	Masters	Approaches	Meets	Masters
<i>English I</i>	45%	28%	4%	57%	49%	15%
<i>English II</i>	52%	33%	1%	66%	47%	6%
<i>US History</i>	93%	49%	15%	36%	28%	19%

*\*Interim does not include SCRs or ECRS. English I & II did do a separate ECR.*

# Analysis: Student Outcomes

## Celebrations

- RLA Interim data exceeding End-of-Year-Targets
- Interim data outpacing Region 19 in English I & II
  - Growth in Masters performance
- SEHS growth in first-time testers
- Increase in students meeting writing criteria
  - 0-few blanks

## GAPS

- Inconsistency across secondary campuses
- ECR performance

## What will you continue or abandon?

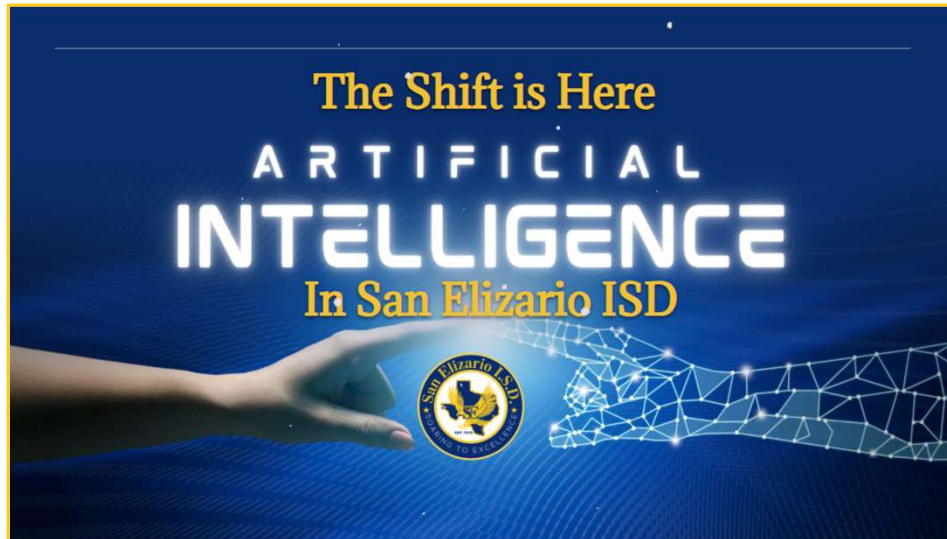
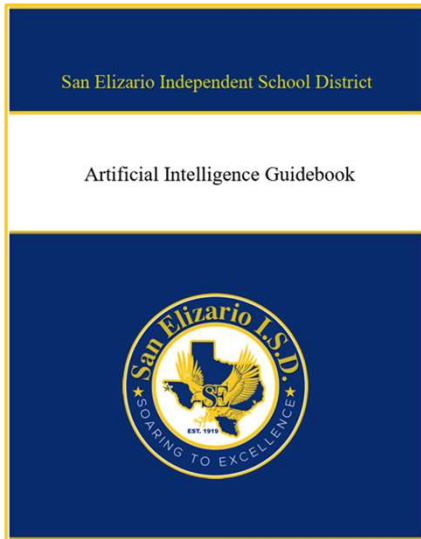
- Going into year 2, double down on HQIM and structured academic conversations to drive text-based writing, with fidelity and focus.
- RLA: ECRs at the end of each unit

# Literacy Revolution



# Artificial Intelligence Committee

*Established in 2024*



**AI Responsible  
Use &  
Governance**

# Questions?

