

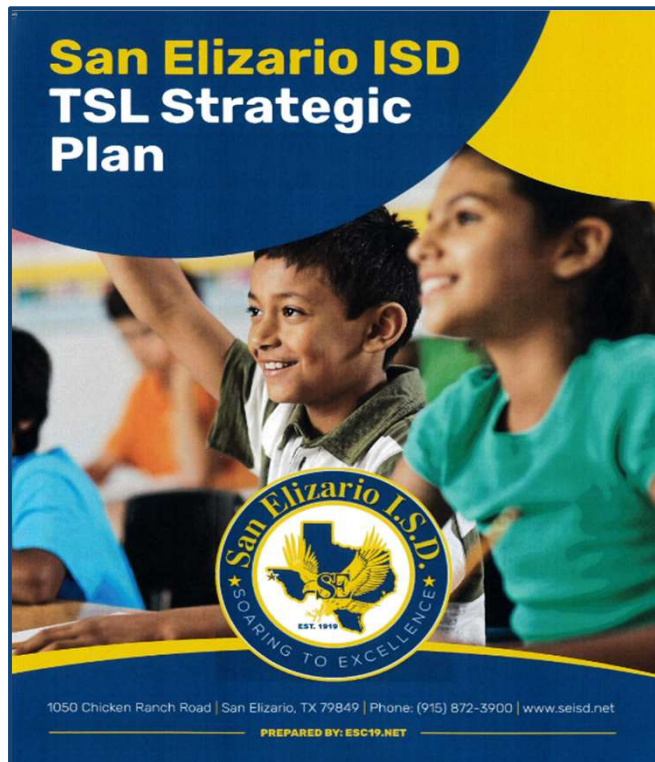
First Nine Weeks Academic Update

October 15, 2025



Soaring to Excellence

Partnership with ESC Region 19



Soaring to Excellence

Texas Strategic Leadership Strategic Priorities

Strategic Priority 1 Lever 4 Academic Experience

Effective District Framework Key Practices

Key Practice 4.2.5

Implementation Monitoring for Alignment to District Curriculum and Instruction

Approach District establishes routine monitoring systems to ensure campuses implement district adopted materials, aligned internalization and instructional planning, and required scope and sequence and aligned assessments; district uses this information to drive Professional Learning and Job-embedded Coaching and Collaboration strategies (Essential Action 5.2)

San Elizario ISD Aligned Initiatives

Initiatives

- Instructional Framework RBIS
- Adopted Curriculum Implementation and Use
- PLC Lesson Internalization/Lesson Planning

Strategic Priority 2 Lever 5 Instructional Capacity Building

Effective District Framework Key Practices

Key Practice 5.2.4

Instructional Planning & Support

District delivers ongoing job embedded supports and calibration for instructional leaders and coaches to effectively support teachers to effectively use individual planning time and/or facilitate Professional Learning Communities to support internalizing curriculum for students (inclusive of differentiation).

San Elizario ISD Aligned Initiatives

Initiatives

Coaching Observation & Feedback

Managing Initiatives



District Initiatives

- High Quality Instructional Materials
- Lesson Internalization – TXLS (Math)
- Research Based Strategies
- Small Group Instruction
- Summit K-12 – New for some campuses
- Coaching Model
- PLC – Continuation and Refinement

District Initiatives

- High Quality Instructional Materials
 - Bluebonnet Math
 - HMH – Foundational Skills/Destrezas
 - SAVVAS
 - Carnegie Learning – 6th Grade Advanced Mathematics, Middle School, High School
- Summit K-12 – Implementation Phase (All Schools Aligned)



District Initiatives – Pending

- Lesson Internalization Framework for Lorenzo Loya Primary
 - Exploratory Phase

Pre-K Lesson Internalization Framework

Step 1: Understand the lesson purpose and developmental focus

Use the Curriculum, Texas Prekindergarten Guidelines, and Theme Overview

- Read the lesson purpose and connect to the **guideline domain(s)** (e.g., Language & Communication, Social & Emotional, Math, Literacy).
- Identify how the lesson builds toward **theme-based vocabulary and concepts**.
- Consider the developmental skills children practice in the lesson (fine motor, oral language, problem-solving, self-regulation).
- Experience the activity from a child's perspective: What will it feel like? What might children say or do?

Step 2: Understand the sequence and pacing of activities

Use the Daily Lesson Plan

- Review the **flow of the day** (whole group, small group, centers, transitions) and the connection back to the **theme and focus skill**.
- Plan pacing: How long will children realistically stay engaged in each part of the lesson?
- Identify natural transitions or routines that support attention, movement, and self-regulation.

Step 3: Prepare to teach each activity with a deep dive

Use the Curriculum and Teacher Guide

- Examine how each part of the lesson (read-aloud, songs, movement, centers, guided practice) builds toward the **theme vocabulary and skill focus**.
- Identify the **most critical learning takeaways** for young children (ex: "Children will use descriptive words about weather" or "Children will sort objects by shape").
- Plan sample teacher talk and questions to model rich language and vocabulary.
- Consider supports for diverse learners:
 - **Emergent bilinguals:** visuals, gestures, TPR, sentence stems.
 - **Students with disabilities:** adapted materials, peer partners, sensory supports.
 - **Advanced learners:** extension questions, higher-level vocabulary.

Step 4: Organize resources and materials

Use the Suggested Materials List and Classroom Resources

- Gather books, manipulatives, visuals, and props that support the lesson theme and skill.
- Prepare center materials to reinforce lesson skills in playful ways.
- Use the "Multiple Means of Engagement" notes to add supports: sensory bins, choice boards, visual schedules.
- Double-check that resources are **developmentally appropriate, safe, and engaging**.



School Improvement

District Coordinator of School Improvement

- Observation and Feedback
- Monitoring
 - Student attendance
 - Teacher attendance
 - Classroom observations
- Maximizing Instructional Time by Minimizing Interruptions to Instruction
- Initial meeting with TEA and ESC Region 19 for the creation of local plans



Excellence and Discipline

- Assessment Data Windows
- Data Sheet (from previous year)
- Grading Deadlines (from previous year)
- Walkthrough Dashboard (from previous year)
- Lesson Plans (from previous year, with some adjustments to the HQIM lessons)
- Bell to Bell Instruction (from previous year)
- Professional development transferability into the classroom (from previous year)



Excellence and Discipline

- Vertical alignment meeting opportunities (from previous year)
- Campus Improvement Plan and District Improvement Plan Redesign (2025-2026)
- Data Conversations – Accountability System Education (2025-2026)
- Circle Test and MClass Testing – Loya and Sambrano



Partners in Excellence

- ESC - MKV and Migrant ESC Support (Continued from 2024-2025)
- ESC - Gear up (Finished in 2024-2025)
- TNTP Math Support – MS Focus
- ESC – TSL (Continued from 2024-2025)
- ESC –TXLS, RBs (New 205-2026)
- Boys and Girls Club – Impact Tutoring (Continued from 2024-2025)
- Communities in Schools – Borrego ES and SEHS (New 2025-2026)



9 Week Rewind

Where we started/Where we are

Loya Primary – Circle Testing

Pre-K 3 Circle Assessment – New!

(Assessment can be used to track student growth which qualifies teachers for TIA)

Where we started – What domains should we test?

Where we ended:

- Rapid Letter Naming
- Rapid Vocabulary
- Math: Rote Counting
- Math: Shape Naming
- Math: Counting Sets

Where we started/Where we are

Loya Primary – Circle Testing

Where we started – The team of 8 (monitors) were supposed to perform all the testing for Pre-K 3 and Pre-K 4 students.

Where we ended – The Pre-K 3 and 4 teachers administered the tests to the students, while our Team of 8 monitored and learned about the test administration process.

Where we started/Where we are

Loya Primary – Circle Testing

Pre-K 3 Circle Assessment

Where we started – Students might not be able to complete all five components in one sitting....

Where we ended: Most students were able to complete all five components in one sitting.

Where we started/Where we are

Loya Primary – Circle Testing

Pre-K 4 Circle Assessment – (Not new)

Where we started – Students might not be able to complete all seven components in one sitting....

Where we ended: In addition to Rapid Letter Naming and Rapid Vocabulary, which were administered on a separate day, students were able to complete all seven components of Math testing in one sitting:

- Rote Counting
- Shape Naming
- Number Discrimination
- Number Naming
- Shape Discrimination
- Counting Sets
- Operations

*Please note: Some students were able to complete ALL PK4 sections in one sitting.

Lessons Learned

Loya Primary – Circle Testing

- Script Fidelity
- Scoring practices/wait time
- Rapid Letter Naming (Only letter names should be scored as correct).
- Consideration: It may be worth considering whether PK4 students should only be assessed on the components reported to the State, rather than completing all sections of the CIRCLE assessment.

Lessons Learned

Loya Primary – Circle Testing

Technology Use

It is recommended administering assessments on a desktop or laptop. iPads are not recommended.

Special Education

Accommodation Sheets provided to teachers

**Lorenzo G. Loya Primary
BOY Circle Assessment September 2025
Monitoring Schedule**

| Date | Teacher | Testing Domain | Testing Times | Room | Observer |
|-------------------------------------|------------------|---|-----------------------------------|-------------------------------|---|
| September 4, 5, and 10 if necessary | Mendoza | Rapid Letter Naming and Rapid Letter Vocabulary | 9:30-11:30, 2:00-2:40 | Old custodial closet 300 hall | M. Vallejo |
| September 16, and 18 | Ortega -Dual | Letras Rápidas y Vocabulario Rápido | 9:30-11:30, 2:00-2:40 | Old custodial closet 300 hall | M. Vallejo |
| September 11 and 12 if necessary | Berumen-Dual I | Letras Rápidas y Vocabulario Rápido | 9:00-11:15, 2:00-2:40 | End of hall | M. Vallejo |
| September 11 | Montoya-Dual | Letras Rápidas y Vocabulario Rápido | 8:30-10:15, 2:00-2:40 | Empty Room 110 | G. Diaz (11th) |
| September 11 and 12 if necessary | Benavidez | Rapid Letter Naming and Rapid Letter Vocabulary | 9:00-11:15, 2:00-2:40 | Empty classroom 118 | C. Mendez |
| September 12 and 17 AM if needed | Barba-Dual | Letras Rápidas | 9:20-11:00, 2:30-3:30 | Old PLC 113 | L. De Santos (12th), C. Duran (17th AM) |
| September 12 and 17 AM if needed | Rodriguez - Dual | Letras Rápidas | 9:45-11:00, 2:30-3:30 | Lara's Room 115 | J. Palomino |
| September 12 and 17 AM if needed | Ballesteros | Rapid Letter Naming | 8:15-9:15, 10:15-11:00, 2:30-3:30 | Marshall's Office | A. Padilla |
| TBD | Samayoa | Rapid Letter Naming | 8:35-9:15, 2:00-3:00 | TBD | C. Lara |
| TBD | Gentry | Rapid Letter Naming | 10:15-11:00, 2:15-3:00 | TBD | C. Lara |

**BOY Circle Assessment September 2025
Monitoring Schedule**

| Date | Teacher | Testing Domain | Testing Times | Empty Rooms | Monitor |
|--|------------------|----------------|-----------------------------------|-------------------------------|-------------|
| September 4, 5, and 10 if necessary | Mendoza | Math | 9:30-11:30, 2:00-2:45 | Old custodial closet 300 hall | M. Vallejo |
| September 16, 17, 18, and 19 | Ortega -Dual | Math | 9:30-11:30, 2:00-2:45 | Old custodial closet 300 hall | M. Vallejo |
| September 19 and 23 if necessary | Berumen-Dual I | Math | 9:00-11:15, 3:00-3:35 | Old custodial closet 300 hall | M. Vallejo |
| September 19 and 23 if necessary | Montoya-Dual | Math | 8:30-10:15, 3:00-3:35 | Empty Room 110 | G. Diaz |
| September 19 and 23 if necessary | Benavidez | Math | 9:00-11:15, 3:00-3:35 | Empty classroom 118 | C. Mendez |
| September, 17, 19 and (23 and 25th if necessary) | Barba-Dual | Math | 9:20-11:00, 2:30-3:30 | Old PLC 113 | C. Duran |
| September, 17, 19 and (23 and 25th if necessary) | Rodriguez - Dual | Math | 9:45-11:00, 2:30-3:30 | Lara's Room 115 | J. Palomino |
| September, 17, 19 and (23 and 25th if necessary) | Ballesteros | Math | 8:15-9:15, 10:15-11:00, 2:30-3:30 | Marshall's Office | A. Padilla |
| TBD | Samayoa | Math | 8:35-9:15, 2:00-3:00 | TBD | C. Lara |
| TBD | Gentry | Math | 10:15-11:00, 2:15-3:00 | TBD | C. Lara |

Where we started/Where we are

Sambrano Elementary– MClass Test (Not new)

Where we started – The team of 8 (monitors) was supposed to perform all the testing.

Where we ended – Teachers administered the tests to the students, while our Team of 8 monitored and learned about the test administration process.

Lessons Learned

Sambrano Elementary– MClass Test (Not new)

Recommendation – To audio record student responses to calibrate with the monitor.

Monitoring Schedule

Monitoring Schedule 2025 -2026 BOY mClass Testing

| BOY mClass Testing Schedule Dual Sections Test in L1 | |
|---|------------------------|
| Tuesday, September 2 | Monitor/Proctor |
| V. Martinez – 2nd | C. Lara |
| P. Figueroa – 2nd | A. Padilla |
| I. Maldonado – 2nd | J. Palomino |
| A. Ramirez – 2nd | <u>C. Mendez</u> |
| Abigail Garcia – 1st | C. Garcia |
| K. Reyes – 1st | C. Duran |
| Michele Delgado – 1st | G. Diaz |
| Denise Mendoza - 1st | M. Vallejo |

| BOY mClass Testing Schedule Dual Sections Test in L1 | |
|---|------------------------|
| Tuesday, September 9 | Monitor/Proctor |
| P. Santiesteban – 2nd | C. Garcia |
| Samantha Delgado – 2nd | G. Diaz |
| Daisy Mendoza – 2nd | M. Vallejo |
| N. Villaseñor – 2nd | C. Duran |
| Y. Silva – 1st | C. Lara |
| Maria Garcia – 1st | <u>A. Padilla</u> |
| R. Gutierrez – 1st | J. Palomino |
| J. Lopez – 1st | <u>C. Mendez</u> |

| BOY mClass Testing Schedule Dual Sections Test in L1 | |
|---|------------------------|
| Wednesday, September 10 | Monitor/Proctor |
| T. Rinka – Kinder | C. Duran |
| Diana Loya – Kinder | J. Palomino |
| M. Rodriguez - Kinder | A. Padilla |



Where we started/Where we are

Sambrano Elementary– HQIM

Where we started – Foundational Skills and Destrezas will be taught every day for Dual Language Classrooms.

Where we ended – Foundational Skills are taught in English only during the English week. Destrezas continues every day.

Where we started/Where we are

Sambrano Elementary– Lesson Internalization

Where we started – The Teacher will internalize the Math and Reading Lessons.

Where we ended – Teachers internalize only the Math Lessons.

Where we started/Where we are

Sambrano Elementary– Assessments

Where we started – We will follow the curriculum module tests to the “T”!

Where we ended – Changes were made to the module assessments to make it more manageable for teachers.

Students will be assessed at the end of each module.

- For Kinder that would be at the 4- and 8- week marks.
- For 1st & 2nd that would be at the 3- 6- and 9-week marks.

[Elementary K-2 Pacing Calendar 2025-2026](#)

Where we started/Where we are

Borrego ES /Alarcon ES/GEMS– HQIM 6-12th Grade Mathematics

Where we started – We will follow the curriculum module tests to the “T”!

Where we ended – Changes were made to the module assessments to make it more manageable for teachers. The order of the modules was also adjusted with teacher input.

Where we started/Where we are

All Principals – Leadership Development Online

Where we started – Online Modules (Principal's request)

Where we ended – This is no longer in place

As per principals' feedback, we have transitioned to a collaborative space during the principal's meetings to share best practices with an intentional focus on instruction.

Coaching Model



See It

Coach guides teacher to see:

- A **model** of excellent teaching
- The gap between current practices and the model

Name It

Coach guides teacher to name the **action step** to close the gap

Do It

Coach guides teacher to **practice** a teacher skill that can be used to close the gap

Coaches provide individualized coaching to teachers in alignment with **grade level/department priorities, district initiatives, and other teacher development supports.*

Where we started/Where we are

Coaching Model – All campuses except the High School

Where we started – Principals and Assistant Principals will coach two teachers per month under the new coaching model.

Where we ARE – Principals will coach 1 teacher per month under the new coaching model for the first semester. We will move to 2 teachers after the first semester. Recordings will not apply until the second semester (under review).

Who Are You Supporting?

| Teacher | Grade Level | Content Area | Area they Need the Most Support In |
|---------|-------------|--------------|------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |

PLC Administrator Presence

At least one administrator should be present – **Non-Negotiable**

ISs to help with the time stamping of agendas

Instructional Officers Focus –
Delivery of Instruction

- **Shout out to Instructional Specialist!!**
- **IS Meeting Focus – PLC Facilitation**




Data PLCs



When should data PLCs be conducted?

Are you using the template?

Are you following the schedule?

- Data PLCs → after 4 & 8 week assessments
- Elementary Math PLCs → refer to pacing calendar
- District template must be used
- Timebox Assessments in your 

9 Week Rewind - TXLS

Upcoming TXLS Session **Day 1**

Summary by Co

MC Maria Casas <mcasas@E>
To: Blanca Ivonne Cr.
Cc: Linda B. Caudillo <ll>

Some content in this message is redacted.

CAUTION: This email originated from outside the organization.

Good morning SEISD Leaders


I hope your week has started

As a reminder, the TXLS grant

If you have any questions or r

Thank you for your attention,

Welcome
Texas Lesson Study - Cohort Day 2



EMIC
UCTION

Maria Casas, M.Ed.
Professional Development Consultant - Early Childhood Education
Academic Instruction & School Support

ow the content is safe.

Welcome
Texas Lesson Study - Cohort Day 3

at the first Texas Lesson

age Arts (RLA) counterp

im soon.

EMIC
UCTION

9 Week Rewind - ESC

Sambrano Planning Date: 9/10/25 Half day
Sambrano PLC: 9/11/25
Sambrano Focus: Module Internalization

Borrego Planning Date: 9/11/25 Half Day
Borrego PLC: 9/12/25
Borrego Focus: Lesson Internalization

Math Co-Observations:
Borrego - **September 17, 2025**
8 Classrooms
Alarcon Elementary – **September 9, 2025**
8 Classrooms
Sambrano Elementary – **September 19, 2025**

[SEISD 25-26 Math Performance Management - Google Sheet](#)

The image shows three overlapping cards for ESC 19 planning sessions. Each card features the ESC 19 logo (a star with 'ESC 19' and 'EDUCATION SERVICE CENTER REGION 19 • EL PASO, TX' below it) and contact information: '6611 Boeing Dr, El Paso, TX 79925', 'Phone: (915) 780-1919 | www.esc19.net', and 'esc19.net'. The top card is for 'Alarcon & Borrego Elementary' with an 'SGI Planning Session' on 'September 5, 2025'. The middle card is for 'RBIS In Action' with an 'SGI Planning Session' on 'September 5, 2025'. The bottom card is a footer card with a schedule: '2:30 - 3:30 - Resources for Tier 1 instruction' (including 'HMH (look fors)', 'Local assessment/ Identified su-pops', and 'ready reports'), and '3:30 - 4:00 Questions/Discussion'. It also includes the text 'SERVING THE EDUCATIONAL COMMUNITIES OF EL PASO & HUIDSPETH COUNTIES' and a small disclaimer about copyright and content use.

ESC 19
EDUCATION SERVICE CENTER
REGION 19 • EL PASO, TX

6611 Boeing Dr, El Paso, TX 79925
Phone: (915) 780-1919 | www.esc19.net

esc19.net

Alarcon & Borrego Elementary
SGI Planning Session
September 5, 2025

RBIS In Action
SGI Planning Session
September 5, 2025

2:30 - 3:30 - Resources for Tier 1 instruction
- HMH (look fors)
- Local assessment/ Identified su-pops
- ready reports
3:30 - 4:00 Questions/Discussion

ESC 19
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SERVING THE EDUCATIONAL COMMUNITIES OF EL PASO & HUIDSPETH COUNTIES

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9 Week Rewind – Professional Development

| | | | | |
|------|-----------|--|---------------|-------------|
| June | 6/24/2025 | IO IS Academy Planning | IO Planning | TBD |
| July | 7/1/2025 | Science 5 PD- Launching 2025-2026 (Data Dig, 3D Framework, SEPS, and RTCs) | Teacher PD | 9:00-12:00 |
| July | 7/8/2025 | BB Leadership Rollout (Elementary Admin, ISS) | Leadership PD | 8:30-4:00 |
| July | 7/2/2025 | Advanced Math Training (Ms. Cortez) | Teacher PD | 9:00-12:00 |
| July | 7/9/2025 | Coaching Model Leadership Session 1 | Leadership PD | |
| July | 7/10/2025 | Coaching Model Leadership Session 2 | Leadership PD | |
| July | 7/11/2025 | Coaching Model Leadership Session 3 | Leadership PD | |
| July | 7/15/2025 | K-5th grade Bluebonnet Math | Teacher PD | 8:30-11:30 |
| July | 7/15/2025 | R19 Small Group Instruction RLA 3-6 (except 3rd Alarcon) | Teacher PD | 8:30 - 4:00 |
| July | 7/15/2025 | 6th Advanced Math Planning | Teacher PD | |
| July | 7/15/2025 | Secondary Science-The 5Es of Science (SAVVAS) | Teacher PD | |
| July | 7/15/2025 | Secondary Math-Bluebonnet Dive-In/RBIS | Teacher PD | |
| July | 7/16/2025 | K-5th grade Bluebonnet Math | Teacher PD | 8:30-11:30 |
| July | 7/16/2025 | Science Planning for grades 3-5 | Teacher PD | 8:30-11:30 |
| July | 7/16/2025 | Secondary Math-Bluebonnet Dive In 2/RBIS | Teacher PD | 8:30-11:30 |
| July | 7/16/2025 | Secondary Science-Science lab materials planning | Teacher PD | 8:30-11:30 |
| July | 7/16/2025 | Trauma Informed Practices (Loya Teacher/T2's)-Full day training | Teacher PD | |
| July | 7/17/2025 | Loya- Region 19 Presentation (Unified Support: Managing Big Feelings and Building Strong Teams in Pre-K) | Teacher PD | |
| July | 7/17/2025 | K-2 HMH Reading -Full Day | Teacher PD | 7:30-3:00 |
| July | 7/17/2025 | 3rd -5th HMH Reading -Full Day | Teacher PD | 8:30 - 4:00 |
| July | 7/17/2025 | RBIS 1-4 Math Training for 3rd grade (Borrego), 4th, and 5th | Teacher PD | 8:30-4:00 |
| July | 7/17/2025 | Secondary Math Carnegie-6th grade Advanced Math , 7th-Algebra II | Teacher PD | 8:30-4:00 |
| July | 7/17/2025 | Secondary Math Agile Minds-Pre-Cal/Calculus | Teacher PD | 8:30-12:00 |

9 Week Rewind – Professional Development

| | | | | |
|-----------|-----------|---|--------------------------|-------------------|
| July | 7/17/2025 | Secondary RLA SAVVAS-6th - 12th-Half Day AM; | Teacher PD | 8:30 - 12:30 |
| July | 7/17/2025 | Secondary RLA Planning-6th - 12th-Half Day PM | Teacher Planning | 1:30 - 5:00 |
| July | 7/18/2025 | CTE Monthly Meeting/SPED Modification Training/Website Updates | CTE Updates/PD | 2:00 pm - 4:00 pm |
| July | 7/25/2025 | IS Academy-Welcome & Data Dig | IS PD | 8:30-11:30 |
| July | 7/31/2025 | Texas Lesson Study | Leadership PD | |
| August | 8/1/2025 | Beginning of the Year LPAC Training | AP, Registrars/LPAC | 2:30-4:00 |
| August | 8/7/2025 | Bridging - El Puente | Dual Language Teacher PD | 4:15-5:00 |
| August | 8/8/2025 | C&I Department Meeting | C&I Meeting | 3:00-4:30 |
| August | 8/12/2025 | Science 5 PD-Deep Dive into Streamlining TEKS and CER | Teacher PD | 8:00-3:30 |
| August | 8/14/2025 | Bridging - El Puente | Dual Language Teacher PD | 4:15-5:00 |
| August | 8/15/2025 | SPED Transition Team Meeting | TEA Updates/Audits/PD | 9:00am - 11:00am |
| August | 8/15/2025 | GEMS RLA ECR Calibration with Review of Student Samples | MS | 9:05-10:13 |
| August | 8/19/2025 | R19 Bluebonnet Math Teacher Observation and Feedback | HS/MS | 8:30-11:30 |
| August | 8/19/2025 | First Year Teacher/Mentor Meeting | FYT/Mentors | 8:00-12:00 |
| August | 8/20/2025 | Leadership Meeting/Principal Meeting | Leadership/Principal | 2:00-5:00 |
| August | 8/20/2025 | Q1 4 Weeks Common Assessment Data Analysis | Local Assessment | |
| August | 8/21/2025 | IS Meeting/Region 19 Eduphoria Training | IS PD | TBD |
| August | 8/22/2025 | GT Coordinator Training | Campus GT Coordinators | 8:00-4:00 |
| August | 8/22/2025 | CTE Monthly Meeting | Regional Updates/PD | 1:00 pm - 2:00 pm |
| August | 8/22/2025 | Math RBIS 1-2- (15 teachers/K-1) Half Day | Teacher PD | 8:30-11:30 |
| August | 8/22/2025 | Math RBIS 1-2- (15 teachers-(half of 1st and all of 2nd) Half Day | Teacher PD | 1:00-4:00 |
| August | 8/27/2025 | Texas Lesson Study | Leadership PD | 8:30-3:30 |
| August | 8/27/2025 | Ethics Training for Counselors | Counselor PD | AM/PM Sessions |
| August | 8/29/2025 | District Counselor Meeting | Regional Updates/PD | 8:30am - 11:00am |
| September | 9/2/2025 | BB Math Observation and Feedback- Will be Covered in TXLS | Elementary Leaders | |

9 Week Rewind – Professional Development

| | | | | |
|-----------|-----------|---|-------------------------------|-------------------|
| September | 9/3/2025 | PLC Application: Lesson Internalization @ Alarcon | Teachers | PLC Schedule |
| September | 9/4/2025 | Understanding HB 6 | Leadership PD | 3:30-4:30 |
| September | 9/4/2025 | Preview-View-Review | Dual Language Teacher PD | 4:15 - 5:00 |
| September | 9/9/2025 | Q1 8 Weeks Common Assessment (Local STAAR Released Questions) | Local Assessment | |
| September | 9/9/2025 | IO IS Planning Day | IO Planning | 8:00am - 2:00pm |
| September | 9/9/2025 | BB Elementary Alarcon Co-Observation #1-Full Day | Leaders/Coaches | 8:00-3:00 |
| September | 9/11/2025 | PLC Application: Lesson Internalization @ Sambrano | Teachers | PLC Schedule |
| September | 9/11/2025 | SEHS AVID Campus visit to GEMS with Debrief | AVID Strategies | 1:30 pm - 3:50 pm |
| September | 9/12/2025 | PLC Application: Lesson Internalization @ Borrego | Teachers | PLC Schedule |
| September | 9/12/2025 | SPED Transition Team Meeting | TEA Updates/Audits/PD | 9:00am - 11:00am |
| September | 9/17/2025 | BB Elementary Borrego Co-Observation #1-Full Day | Leaders/Coaches | 8:00-3:00 |
| September | 9/16/2025 | R19 Bluebonnet Math Teacher Observation and Feedback | HS/MS | 8:30-11:30 |
| September | 9/17/2025 | Q1 8 Weeks Common Assessment Data Analysis | Local Assessment | |
| September | 9/18/2025 | Preview-View-Review | Dual Language Teacher PD | 4:15 - 5:00 |
| September | 9/19/2025 | BB Elementary Sambrano Co-Observation #1-Full Day | Leaders/Coaches | 8:00-3:00 |
| September | 9/19/2025 | CTE Monthly Meeting | Regional Updates/PD | 1:00 pm - 2:00 pm |
| September | 9/23/2025 | IS Meeting- | IS PD | 12:30pm - 4:30pm |
| September | 9/24/2025 | Texas Lesson Study | Leadership PD | |
| September | 9/24/2025 | Summit K12's Connect to Literacy (C2L) | Teachers / IS / IO / Admin PD | 8: 10 - 11:30 |
| September | 9/25/2025 | Leadership Meeting/Principal Meeting | Leadership/Principal | 2:00-5:00 |
| September | 9/26/2025 | K-5 Math RBIS 3 & 4 for K-3-Half Day PM | Teacher PD | 12:30-4:30 |
| September | 9/26/2025 | Secondary Math PD-Lesson Internalization (BB learning Implemen.2) | Teacher PD | 8:30-04:30 |
| September | 9/26/2025 | Secondary Science-Lesson Internalization | Guided Planning | 12:30-4:50 |
| September | 9/26/2025 | Secondary RLA SAVVAS-6th - 12th_Part II | Guided Planning | 1:00-5:00 PM |
| September | 9/26/2025 | Middle School UIL Competition @ GEMS | UIL Coaches | 9:00am-4:00pm |
| September | 9/26/2025 | District Counselor Meeting | Counselor Region Updates/PD | 8:30am - 11:00am |
| September | 9/26/2025 | Coordinator Roll Out of District Literary Anthology | Literary Anthology Roll Out | 3:30-4:30 pm |
| September | 9/30-10/3 | Intersession Tutoring | Tutoring | 7:30-12:00 |
| Sept/Oct. | 9/30-10/3 | Intersession Tutoring | Tutoring | 7:30-11:00 |
| Sept/Oct. | 9/30-10/3 | Emergent Bilingual Summer Program | Language Development | 7:30-3:00 |
| September | 9/30/2025 | Teacher's Goal Setting TXLS (Sambrano, Alarcon, Borrego) | PLC | |

Texas Lesson Study

Texas Lesson Study Implementation Blueprint

PLC Information

LEA: San Elizario ISD (Sambrano Elementary)
PLC: Grade K-2 Math
TXLS Implementation Status: Initial
Supporting Administrator: Principal Susana Frescas
LEA Facilitator: Instructional Coach: Alyssa Padilla
Teachers: K-2

PLC Pacing Guide

San Elizario ISD Sambrano TXLS Tracker

2025-26 TXLS Implementation Goals

Short-term Goals

Goal: Teachers/Facilitators follow PLC Agenda
Measure(s): PLC observation notes documenting agenda adherence and facilitator PLC notes.
Frequency: Bi-weekly observations.
Data Champion(s): Instructional Specialists and Administrators (Mrs. Frescas & Mrs. Sandate)
Progress Monitoring: Quarterly review of observation and PLC data with leadership team to identify trends and adjust support.

Long-term Goals

Teacher Practice Goal: 100% of grade-level teachers attend PLCs prepared with evidence of completed pre-work and internalization of modules/lessons.
Measure(s): PLC agenda tracker and facilitator notes documenting teacher evidence of pre-work and lesson internalization.
Frequency: Monthly checks during PLCs.
Data Champion(s): Instructional Specialists and Administrators (Mrs. Frescas)
Progress Monitoring: Quarterly review of PLC tracker data with leadership team to evaluate progress, identify patterns, and plan targeted support.

Texas Lesson Study Implementation Blueprint

PLC Information

LEA: San Elizario ISD (Alarcon Elementary)
PLC: Grade 3-5 Math
TXLS Implementation Status: Initial
Supporting Administrator: Principal Monika Ruiz
LEA Facilitator: Instructional Coach: Claudia Murphy
Teachers:

PLC Pacing Guide

San Elizario ISD Alarcon TXLS Tracker

2025-26 TXLS Implementation Goals

Short-term Goals

Goal: Teachers and facilitators consistently follow the established PLC agenda.
Measure(s): PLC observations and PLC notes.
Frequency: Bi-weekly
Data Champion(s): Campus Administrators
Progress Monitoring: Data reviewed every 4 weeks to identify progress and needed support.

Long-term Goals

Teacher Practice Goal: By the end of the school year, 100% of teachers will come to PLCs prepared with evidence of lesson internalization to support lesson rehearsal with time stamps.
Measure(s): PLC agenda tracker and facilitator notes documenting evidence of teacher preparation and internalization.
Frequency: Monthly
Data Champion(s): Campus Administrators
Progress Monitoring: Data collected during monthly PLCs and reviewed by administrators to monitor trends and determine next steps.)

Texas Lesson Study Implementation Blueprint

PLC Information

LEA: San Elizario ISD (Borrego Elementary)
PLC: Grade 3-5 Math
TXLS Implementation Status: Initial
Supporting Administrator: Principal Martha Elva Santana-Garcia
LEA Facilitator: Instructional Coach: Claudia Nakay
Teachers: 3-5

PLC Pacing Guide

San Elizario ISD Borrego TXLS Tracker

2025-26 TXLS Implementation Goals

Short-term Goals

Goal: All administrators, instructional specialists, and teachers adhere to the established PLC calendar and assigned topics.
Measure(s): Evidence from PLC observations and classroom observations.
Frequency: Weekly
Data Champion(s): Administrators
Progress Monitoring: Data reviewed weekly by administrators and discussed quarterly to identify trends and next steps.

Long-term Goals

Teacher Practice Goal: By the end of the school year, 100% of teachers will come to PLCs prepared with evidence of lesson internalization in order to facilitate lesson rehearsal, SWAP and data talks.
Measure(s): PLC agenda tracker and facilitator notes documenting teacher preparation and evidence of internalization.
Frequency: Bi-weekly
Data Champion(s): Campus Administrators
Progress Monitoring: Monthly data collection during PLCs, followed by administrator review and discussion to determine support needed.



Accountability Conversations

Meeting with Principals to discuss Accountability Domains and the actions related to each domain.

| | | | |
|--|---|--|---|
| Local Improvement Plan Requirements for Overall D Campuses | | <i>If a campus received a first or second overall D rating following an acceptable rating, the campus is required to develop and implement a Local Improvement Plan. This plan is not submitted to the agency and is retained locally.</i> | |
| SEHS | | | |
| Domain I - Student Achievement (Meeting and passing STAAR, Graduation Rate, CCMR) | | | |
| Meeting and passing STAAR | | Graduation Rate | CCMR |
| g the Plan 8.27 | Tracking students, aligning expectations across contents, Percentag | Counselors tracker, Attendance - ADA Plan, Watching , LOC - Specific days | Tracker Avila has, Seniors enrolled in, 9th grade group, SPED tracker and coding student accordingly (Sanchez and SPED dep) |
| responsible | Principal, Aps, Teachers, ISS | Senior counselors, Silva (AP) | Avila, Counselors, Cruz, Principal |
| Domain II A - Academic Growth (Look at RLA and MATH student growth (SPED,EB), Look at Accelerated Learning) | | | |
| Look at RLA and MATH student growth (SPED,EB) | | Look at Accelerated Learning | |
| g the Plan | Trackers Data 4 and 8 weeks compared to previous staar | Math - Pull outs, RLA Intersections Saturdays, Heavy on all 1416 Intercession plan | |
| responsible | District office support, Summit k-12 intentionality, | Pulido, Morales, Silva, Purposeful teacher selection | |
| 7th | Look at local assessment data and track students moving forward | | |
| Domain IIB - Relative Performance - STAAR Performance, CCMR | | | |
| STAAR Performance | | CCMR | |
| g the Plan | ECON. Dis. - TALK to FLOR PONCE | | |
| responsible | | | |

Accountability Conversations

| | | | |
|--------------------|--|--|--|
| | Local Improvement Plan Requirements for Overall D Campuses | | <i>If a campus received a first or second overall D rating following an acceptable rating, the campus is required to develop and implement a Local Improvement Plan. This plan is not submitted to the agency and is retained locally.</i> |
| | | | |
| | GEMS | | |
| | Domain I - Student Achievement (Meeting and passing STAAR, Graduation Rate, CCMR) | | |
| | Meeting and passing STAAR | Graduation Rate | CCMR |
| What is the Plan | Focus on Meets goal, Intentional focus on Social Studies, Science being at Grade Level, intervention time | Conversations start about long term goals, planting the seed | AVID focus campus, Advisory pd lessons |
| Who is responsible | Teachers, Instructional Coaches, AP | | Campus |
| | | | |
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| | | | |
| | Domain II A - Academic Growth (Look at RLA and MATH student growth (SPED,EB), Look at Accelerated Learning) | | |
| | Look at RLA and MATH student growth (SPED,EB) | Look at Accelerated Learning | |
| What is the Plan | Trackers by student, coding awareness, Data conversations PLC, Uniformed Parent conference form, Instructional progress monitoring teacher feedback form on interventions. | Intentional interventions focusing on 1416 students, tracking, discipline culture trickles down into academics and time in the classroom | |
| Who is responsible | Teachers | Teachers, | |
| | | | |
| | | | |
| | Domain IIB - Relative Performance - STAAR Performance, CCMR | | |
| | STAAR Performance | CCMR | |
| What is the Plan | Contacting parents on Econ. Dis application before Snapshot | | |
| Who is responsible | Teachers, Office staff. | | |

9 Week Rewind

Circle - Wave 1
PreK 3

| Measure | | On Track | Needs Support | Monitor | Out of Range |
|------------------------------|-----------------------|----------|---------------|---------|--------------|
| Rapid Vocabulary | Rapid Vocabulary 1 | 41% | 0% | 59% | 0% |
| | Overall Measure | 41% | 0% | 59% | 0% |
| Early Writing Skills | | 50% | 0% | 27% | 23% |
| Math | Rote Counting | 0% | 0% | 55% | 45% |
| | Shape Naming | 13% | 0% | 45% | 42% |
| | Number Discrimination | 0% | 0% | 0% | 0% |
| | Number Naming | 0% | 0% | 0% | 0% |
| | Shape Discrimination | 0% | 0% | 0% | 0% |
| | Counting Sets | 5% | 0% | 52% | 44% |
| | Operations | 0% | 0% | 0% | 0% |
| | Overall Measure | 0% | 0% | 0% | 0% |
| * Measure has no benchmarks. | | | | | |

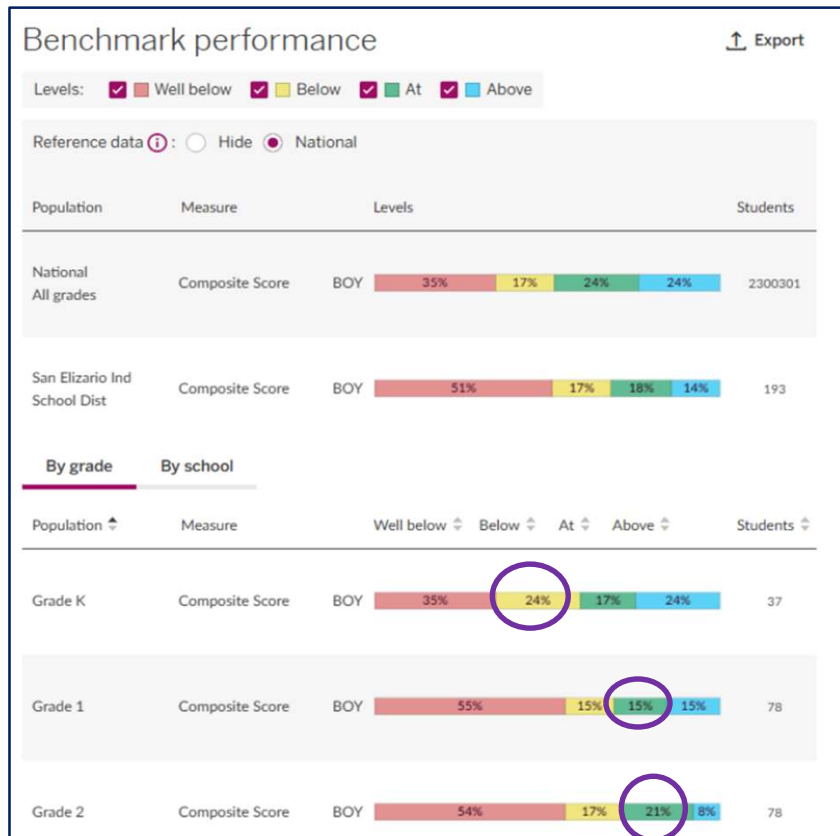
9 Week Rewind

Circle - Wave 1
PreK 4

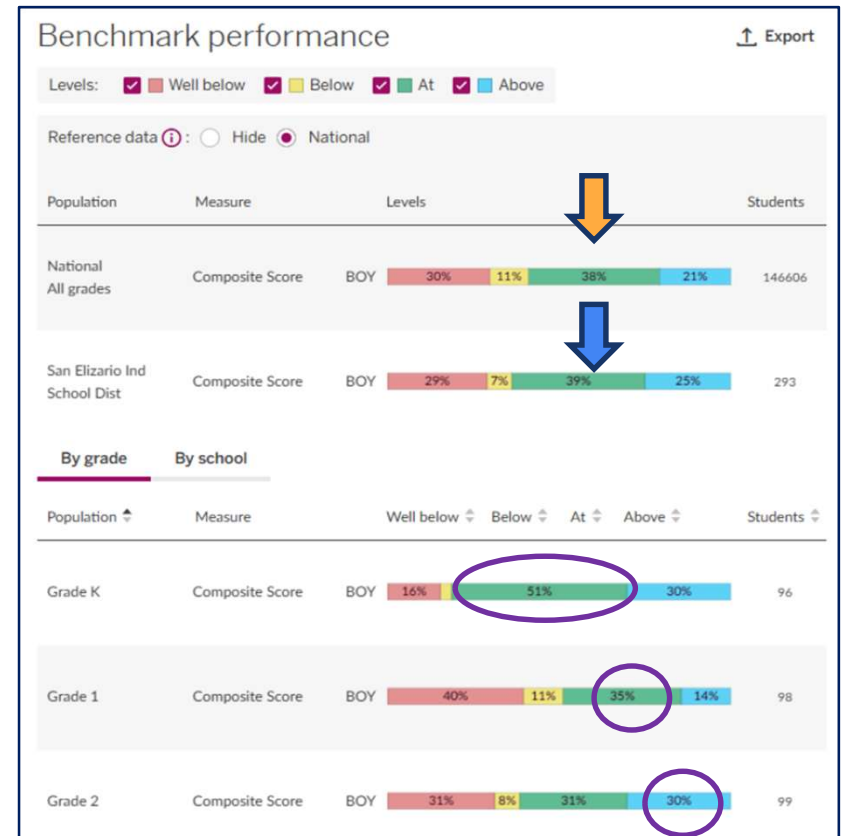
| Measure | | On Track | Needs Support | Monitor | Out of Range |
|------------------------------|-----------------------|----------|---------------|---------|--------------|
| Rapid Vocabulary | Rapid Vocabulary 1 | 31% | 55% | 14% | 0% |
| | Overall Measure | 31% | 55% | 14% | 0% |
| Early Writing Skills | | 82% | 10% | 3% | 5% |
| Math | Rote Counting | 5% | 88% | 4% | 4% |
| | Shape Naming | 46% | 46% | 4% | 4% |
| | Number Discrimination | 52% | 43% | 3% | 2% |
| | Number Naming | 23% | 72% | 3% | 2% |
| | Shape Discrimination | 57% | 38% | 3% | 2% |
| | Counting Sets | 25% | 68% | 4% | 4% |
| | Operations | 3% | 93% | 3% | 1% |
| | Overall Measure | 68% | 28% | 4% | 0% |
| * Measure has no benchmarks. | | | | | |

9 Week Rewind

2024 Cohort BOY



2025 Cohort BOY



9 Week Rewind

Sambrano - I-Ready Math BOY (First Year of Implementation. Measures student growth which may qualify teachers for TIA)

Yellow – Grade Level Ready

Red – Not on Grade Level

Switch Table View

Placement Summary

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Showing 3 of 3

| | | Overall Grade-Level Placement | | | | Students Assessed/Total |
|---------|--|-------------------------------|----|-----|-----|-------------------------|
| Grade K | | 2% | 2% | 96% | 0% | 124/133 |
| Grade 1 | | 1% | 1% | 82% | 16% | 141/174 |
| Grade 2 | | 1% | 4% | 52% | 43% | 147/177 |

9 Week Rewind

Borrego Current 4th (local assessment vs 3rd Grade STAAR) **RLA**

42 Students – 0 Points
12 Students - .05 Points
37 Students – 1 Point

Borrego Current 5th (local assessment vs 4th Grade STAAR)

50 Students – 0 Points
6 Students - .05 Points
39 Students – 1 Point

Borrego Current 6th (local assessment vs 5th Grade STAAR)

27 Students – 0 Points
5 Students - .05 Points
54 Students – 1 Point

| Academic Growth (by Campus) | | 2025 STAAR Assessment | | RLA Grade 5 | | Borrego Elementary | | | |
|-----------------------------|--|--------------------------|--|-------------|--|--------------------|--|--|--|
| | | 2025-26 Local Assessment | | | | | | | |
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9 Week Rewind

Borrego Current 4th (local assessment vs 3rd Grade STAAR) **Math**

10 Students – 0 Points
4 Students - .05 Points
73 Students – 1 Point

Borrego Current 5th (local assessment vs 4th Grade STAAR)

72 Students – 0 Points
4 Students - .05 Points
27 Students – 1 Point

Borrego Current 6th (local assessment vs 5th Grade STAAR)

2 Students – 0 Points
0 Students - .05 Points
91 Students – 1 Point

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 10 | 0.0 |
| Tests Earning 0.5 points | 4 | 2.0 |
| Tests Earning 1.0 point | 73 | 73.0 |
| Total Annual Growth Points Earned (A) | | 75.0 |
| # Tests Included in Calculation (C) | | 87 |
| Annual Growth Score | | 86 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 7 | 0 |
| Tests Earning 1.0 point | 28 | 28 |
| Total 1416 Points Earned (B) | | 28 |
| # Tests Included in Calculation | | 35 |
| 1416 Performance Score | | 80 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 75.0 |
| Total 1416 Points Earned (B) x 0.25 | | 7.0 |
| Academic Growth Points Earned | | 82.0 |
| # Tests Included in Calculation (C) | | 87 |
| Academic Growth Score | | 94 |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 73 | 0.0 |
| Tests Earning 0.5 points | 4 | 2.0 |
| Tests Earning 1.0 point | 27 | 27.0 |
| Total Annual Growth Points Earned (A) | | 29.0 |
| # Tests Included in Calculation (C) | | 104 |
| Annual Growth Score | | 28 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 31 | 0 |
| Tests Earning 1.0 point | 11 | 11 |
| Total 1416 Points Earned (B) | | 11 |
| # Tests Included in Calculation | | 42 |
| 1416 Performance Score | | 26 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 29.0 |
| Total 1416 Points Earned (B) x 0.25 | | 2.8 |
| Academic Growth Points Earned | | 31.8 |
| # Tests Included in Calculation (C) | | 104 |
| Academic Growth Score | | 31 |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 2 | 0.0 |
| Tests Earning 0.5 points | 0 | 0.0 |
| Tests Earning 1.0 point | 91 | 91.0 |
| Total Annual Growth Points Earned (A) | | 91.0 |
| # Tests Included in Calculation (C) | | 93 |
| Annual Growth Score | | 98 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 1 | 0 |
| Tests Earning 1.0 point | 34 | 34 |
| Total 1416 Points Earned (B) | | 34 |
| # Tests Included in Calculation | | 35 |
| 1416 Performance Score | | 97 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 91.0 |
| Total 1416 Points Earned (B) x 0.25 | | 8.5 |
| Academic Growth Points Earned | | 99.5 |
| # Tests Included in Calculation (C) | | 93 |
| Academic Growth Score | | 107 |

9 Week Rewind

Alarcon Current 4th (local assessment vs 3rd Grade STAAR) **RLA**

32 Students – 0 Points
4 Students - .05 Points
13 Students – 1 Point

Alarcon Current 5th (local assessment vs 4th Grade STAAR)

19 Students – 0 Points
2 Students - .05 Points
22 Students – 1 Point

Alarcon Current 6th (local assessment vs 5th Grade STAAR)

25 Students – 0 Points
3 Students - .05 Points
33 Students – 1 Point

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 32 | 0.0 |
| Tests Earning 0.5 points | 4 | 2.0 |
| Tests Earning 1.0 point | 13 | 13.0 |
| Total Annual Growth Points Earned (A) | | 15.0 |
| #Tests Included in Calculation (C) | | 49 |
| Annual Growth Score | | 31 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 9 | 0 |
| Tests Earning 1.0 point | 2 | 2 |
| Total 1416 Points Earned (B) | | 2 |
| #Tests Included in Calculation | | 11 |
| 1416 Performance Score | | 18 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 15.0 |
| Total 1416 Points Earned (B) x 0.25 | | 0.5 |
| Academic Growth Points Earned | | 15.5 |
| #Tests Included in Calculation (C) | | 49 |
| Academic Growth Score | | 32 |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 19 | 0.0 |
| Tests Earning 0.5 points | 2 | 1.0 |
| Tests Earning 1.0 point | 22 | 22.0 |
| Total Annual Growth Points Earned (A) | | 23.0 |
| #Tests Included in Calculation (C) | | 43 |
| Annual Growth Score | | 53 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 2 | 0 |
| Tests Earning 1.0 point | 0 | 0 |
| Total 1416 Points Earned (B) | | 0 |
| #Tests Included in Calculation | | 2 |
| 1416 Performance Score | | 0 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 23.0 |
| Total 1416 Points Earned (B) x 0.25 | | 0.0 |
| Academic Growth Points Earned | | 23.0 |
| #Tests Included in Calculation (C) | | 43 |
| Academic Growth Score | | 53 |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 25 | 0.0 |
| Tests Earning 0.5 points | 3 | 1.5 |
| Tests Earning 1.0 point | 33 | 33.0 |
| Total Annual Growth Points Earned (A) | | 34.5 |
| #Tests Included in Calculation (C) | | 61 |
| Annual Growth Score | | 57 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 15 | 0 |
| Tests Earning 1.0 point | 12 | 12 |
| Total 1416 Points Earned (B) | | 12 |
| #Tests Included in Calculation | | 27 |
| 1416 Performance Score | | 44 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 34.5 |
| Total 1416 Points Earned (B) x 0.25 | | 3.0 |
| Academic Growth Points Earned | | 37.5 |
| #Tests Included in Calculation (C) | | 61 |
| Academic Growth Score | | 61 |

9 Week Rewind

Alarcon Current 4th (local assessment vs 3rd Grade STAAR) **Math**

19 Students – 0 Points
2 Students - .05 Points
37 Students – 1 Point

Alarcon Current 5th (local assessment vs 4th Grade STAAR)

26 Students – 0 Points
4 Students - .05 Points
22 Students – 1 Point

Alarcon Current 6th (local assessment vs 5th Grade STAAR)

15 Students – 0 Points
9 Students - .05 Points
48 Students – 1 Point

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 19 | 0.0 |
| Tests Earning 0.5 points | 2 | 1.0 |
| Tests Earning 1.0 point | 37 | 37.0 |
| Total Annual Growth Points Earned (A) | | 38.0 |
| # Tests Included in Calculation (C) | 58 | |
| Annual Growth Score | 66 | |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 12 | 0 |
| Tests Earning 1.0 point | 9 | 9 |
| Total 1416 Points Earned (B) | | 9 |
| # Tests Included in Calculation | 21 | |
| 1416 Performance Score | 43 | |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 38.0 |
| Total 1416 Points Earned (B) x 0.25 | | 2.3 |
| Academic Growth Points Earned | | 40.3 |
| # Tests Included in Calculation (C) | 58 | |
| Academic Growth Score | 69 | |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 26 | 0.0 |
| Tests Earning 0.5 points | 4 | 2.0 |
| Tests Earning 1.0 point | 22 | 22.0 |
| Total Annual Growth Points Earned (A) | | 24.0 |
| # Tests Included in Calculation (C) | 52 | |
| Annual Growth Score | 46 | |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 10 | 0 |
| Tests Earning 1.0 point | 11 | 11 |
| Total 1416 Points Earned (B) | | 11 |
| # Tests Included in Calculation | 21 | |
| 1416 Performance Score | 52 | |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 24.0 |
| Total 1416 Points Earned (B) x 0.25 | | 2.8 |
| Academic Growth Points Earned | | 26.8 |
| # Tests Included in Calculation (C) | 52 | |
| Academic Growth Score | 52 | |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 15 | 0.0 |
| Tests Earning 0.5 points | 9 | 4.5 |
| Tests Earning 1.0 point | 48 | 48.0 |
| Total Annual Growth Points Earned (A) | | 52.5 |
| # Tests Included in Calculation (C) | 72 | |
| Annual Growth Score | 73 | |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 9 | 0 |
| Tests Earning 1.0 point | 12 | 12 |
| Total 1416 Points Earned (B) | | 12 |
| # Tests Included in Calculation | 21 | |
| 1416 Performance Score | 57 | |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 52.5 |
| Total 1416 Points Earned (B) x 0.25 | | 3.0 |
| Academic Growth Points Earned | | 55.5 |
| # Tests Included in Calculation (C) | 72 | |
| Academic Growth Score | 77 | |

9 Week Rewind

GEMS Current 7th (local assessment vs 6th Grade STAAR) **RLA**

64 Students – 0 Points
16 Students - .05 Points
94 Students – 1 Point

GEMS Current 8th (local assessment vs 7th Grade STAAR) **RLA**

96 Students – 0 Points
16 Students - .05 Points
75 Students – 1 Point

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 64 | 0.0 |
| Tests Earning 0.5 points | 16 | 8.0 |
| Tests Earning 1.0 point | 94 | 94.0 |
| Total Annual Growth Points Earned (A) | | 102.0 |
| #Tests Included in Calculation (C) | | 174 |
| Annual Growth Score | | 59 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 41 | 0 |
| Tests Earning 1.0 point | 14 | 14 |
| Total 1416 Points Earned (B) | | 14 |
| #Tests Included in Calculation | | 55 |
| 1416 Performance Score | | 25 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 102.0 |
| Total 1416 Points Earned (B) x 0.25 | | 3.5 |
| Academic Growth Points Earned | | 105.5 |
| #Tests Included in Calculation (C) | | 174 |
| Academic Growth Score | | 61 |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 96 | 0.0 |
| Tests Earning 0.5 points | 16 | 8.0 |
| Tests Earning 1.0 point | 75 | 75.0 |
| Total Annual Growth Points Earned (A) | | 83.0 |
| #Tests Included in Calculation (C) | | 187 |
| Annual Growth Score | | 44 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 37 | 0 |
| Tests Earning 1.0 point | 19 | 19 |
| Total 1416 Points Earned (B) | | 19 |
| #Tests Included in Calculation | | 56 |
| 1416 Performance Score | | 34 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 83.0 |
| Total 1416 Points Earned (B) x 0.25 | | 4.8 |
| Academic Growth Points Earned | | 87.8 |
| #Tests Included in Calculation (C) | | 187 |
| Academic Growth Score | | 47 |

9 Week Rewind

GEMS Current 7th (local assessment vs 6th Grade STAAR) **Math**

73 Students – 0 Points
7 Students - .05 Points
35 Students – 1 Point

GEMS Current 8th (local assessment vs 7th Grade STAAR) **Math**

48 Students – 0 Points
4 Students - .05 Points
63 Students – 1 Point

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 73 | 0.0 |
| Tests Earning 0.5 points | 7 | 3.5 |
| Tests Earning 1.0 point | 35 | 35.0 |
| Total Annual Growth Points Earned (A) | | 38.5 |
| # Tests Included in Calculation (C) | | 115 |
| Annual Growth Score | | 33 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 22 | 0 |
| Tests Earning 1.0 point | 10 | 10 |
| Total 1416 Points Earned (B) | | 10 |
| # Tests Included in Calculation | | 32 |
| 1416 Performance Score | | 31 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 38.5 |
| Total 1416 Points Earned (B) x 0.25 | | 2.5 |
| Academic Growth Points Earned | | 41.0 |
| # Tests Included in Calculation (C) | | 115 |
| Academic Growth Score | | 36 |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 48 | 0.0 |
| Tests Earning 0.5 points | 4 | 2.0 |
| Tests Earning 1.0 point | 63 | 63.0 |
| Total Annual Growth Points Earned (A) | | 65.0 |
| # Tests Included in Calculation (C) | | 115 |
| Annual Growth Score | | 57 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 21 | 0 |
| Tests Earning 1.0 point | 47 | 47 |
| Total 1416 Points Earned (B) | | 47 |
| # Tests Included in Calculation | | 68 |
| 1416 Performance Score | | 69 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 65.0 |
| Total 1416 Points Earned (B) x 0.25 | | 11.8 |
| Academic Growth Points Earned | | 76.8 |
| # Tests Included in Calculation (C) | | 115 |
| Academic Growth Score | | 67 |

9 Week Rewind

SEHS Current 9th (local
assessment vs 8th
Grade STAAR) **RLA**

113 Students – 0 Points
12 Students - .05
Points
45 Students – 1 Point

HS Current 10th (local
assessment vs 9th
Grade STAAR)
122 Students – 0 Points
8 Students - .05 Points
44 Students – 1 Point

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 113 | 0.0 |
| Tests Earning 0.5 points | 12 | 6.0 |
| Tests Earning 1.0 point | 45 | 45.0 |
| Total Annual Growth Points Earned (A) | | 51.0 |
| #Tests Included in Calculation (C) | | 170 |
| Annual Growth Score | | 30 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 32 | 0 |
| Tests Earning 1.0 point | 6 | 6 |
| Total 1416 Points Earned (B) | | 6 |
| #Tests Included in Calculation | | 38 |
| 1416 Performance Score | | 16 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 51.0 |
| Total 1416 Points Earned (B) x 0.25 | | 1.5 |
| Academic Growth Points Earned | | 52.5 |
| #Tests Included in Calculation (C) | | 170 |
| Academic Growth Score | | 31 |

| Annual Growth Summary | | |
|---------------------------------------|---------|--------|
| | # Tests | Points |
| Tests Earning 0.0 points | 122 | 0.0 |
| Tests Earning 0.5 points | 8 | 4.0 |
| Tests Earning 1.0 point | 44 | 44.0 |
| Total Annual Growth Points Earned (A) | | 48.0 |
| #Tests Included in Calculation (C) | | 174 |
| Annual Growth Score | | 28 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 46 | 0 |
| Tests Earning 1.0 point | 17 | 17 |
| Total 1416 Points Earned (B) | | 17 |
| #Tests Included in Calculation | | 63 |
| 1416 Performance Score | | 27 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 48.0 |
| Total 1416 Points Earned (B) x 0.25 | | 4.3 |
| Academic Growth Points Earned | | 52.3 |
| #Tests Included in Calculation (C) | | 174 |
| Academic Growth Score | | 30 |

9 Week Rewind

SEHS Current 9th (local
assessment vs 8th
Grade STAAR) **Math**

7 Students – 0 Points
2 Students - .05 Points
56 Students – 1 Point

HS Current 10th (local
assessment vs 9th
Grade STAAR)
122 Students – 0 Points
8 Students - .05 Points
44 Students – 1 Point

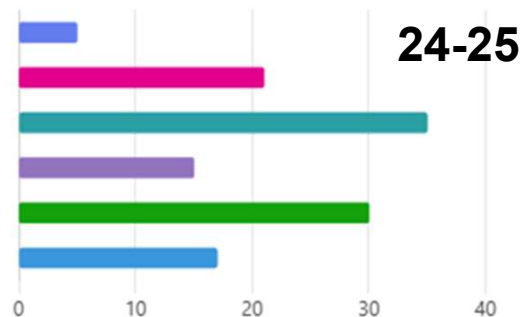
| Annual Growth Summary | | |
|---------------------------------------|---------|-----------|
| | # Tests | Points |
| Tests Earning 0.0 points | 7 | 0.0 |
| Tests Earning 0.5 points | 2 | 1.0 |
| Tests Earning 1.0 point | 56 | 56.0 |
| Total Annual Growth Points Earned (A) | | 57.0 |
| # Tests Included in Calculation (C) | | 65 |
| Annual Growth Score | | 88 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 3 | 0 |
| Tests Earning 1.0 point | 19 | 19 |
| Total 1416 Points Earned (B) | | 19 |
| # Tests Included in Calculation | | 22 |
| 1416 Performance Score | | 86 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 57.0 |
| Total 1416 Points Earned (B) x 0.25 | | 4.8 |
| Academic Growth Points Earned | | 61.8 |
| # Tests Included in Calculation (C) | | 65 |
| Academic Growth Score | | 95 |

| Annual Growth Summary | | |
|---------------------------------------|---------|-----------|
| | # Tests | Points |
| Tests Earning 0.0 points | 122 | 0.0 |
| Tests Earning 0.5 points | 8 | 4.0 |
| Tests Earning 1.0 point | 44 | 44.0 |
| Total Annual Growth Points Earned (A) | | 48.0 |
| # Tests Included in Calculation (C) | | 174 |
| Annual Growth Score | | 28 |
| 1416 Performance Summary | | |
| | # Tests | Points |
| Tests Earning 0.0 points | 46 | 0 |
| Tests Earning 1.0 point | 17 | 17 |
| Total 1416 Points Earned (B) | | 17 |
| # Tests Included in Calculation | | 63 |
| 1416 Performance Score | | 27 |
| Academic Growth Summary | | |
| Total Annual Growth Points Earned (A) | | 48.0 |
| Total 1416 Points Earned (B) x 0.25 | | 4.3 |
| Academic Growth Points Earned | | 52.3 |
| # Tests Included in Calculation (C) | | 174 |
| Academic Growth Score | | 30 |

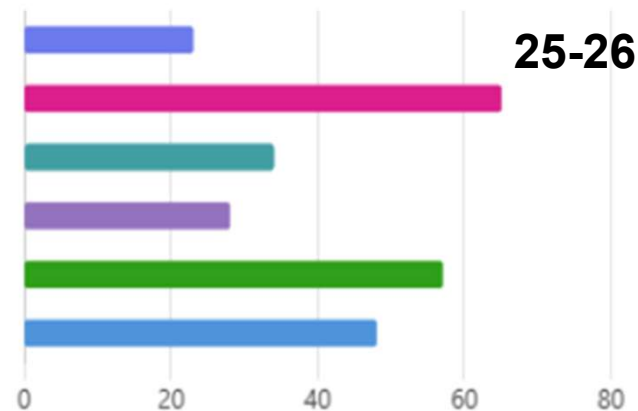
Learning Walk Rewind

Which
campus has
the most
observations?

| | |
|---|----|
| ● Lorenzo G. Loya Primary School | 5 |
| ● Josefa L. Sambrano Elementary School | 21 |
| ● Alfonso Borrego Sr. Elementary School | 35 |
| ● Lorenzo G. Alarcon Elementary School | 15 |
| ● Ann M. Garcia-Enriquez Middle School | 30 |
| ● San Elizario High School | 17 |

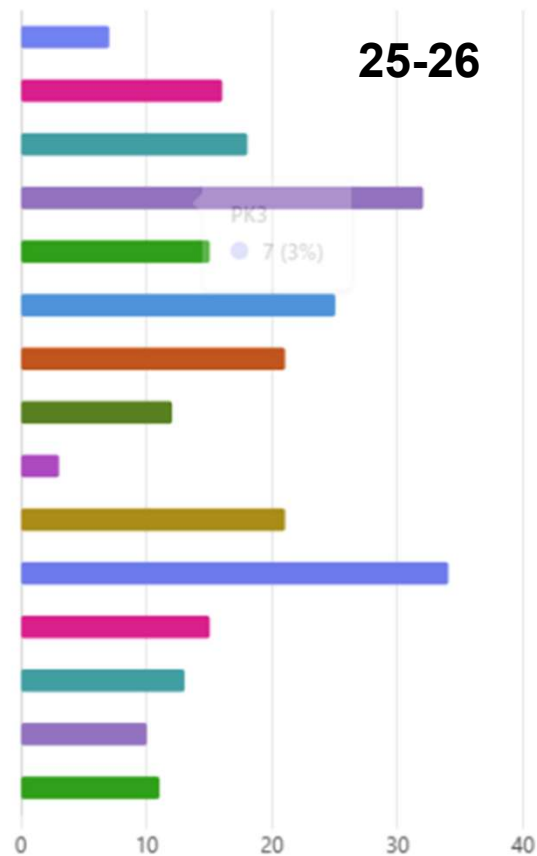


| | |
|---|----|
| ● Lorenzo G. Loya Primary School | 23 |
| ● Josefa L. Sambrano Elementary School | 65 |
| ● Alfonso Borrego Sr. Elementary School | 34 |
| ● Lorenzo G. Alarcon Elementary School | 28 |
| ● Ann M. Garcia-Enriquez Middle School | 57 |
| ● San Elizario High School | 48 |



Learning Walk Rewind

| | |
|----------|----|
| ● PK3 | 7 |
| ● PK4 | 16 |
| ● Kinder | 18 |
| ● 1 | 32 |
| ● 2 | 15 |
| ● 3 | 25 |
| ● 4 | 21 |
| ● 5 | 12 |
| ● 6 | 3 |
| ● 7 | 21 |
| ● 8 | 34 |
| ● 9 | 15 |
| ● 10 | 13 |
| ● 11 | 10 |
| ● 12 | 11 |

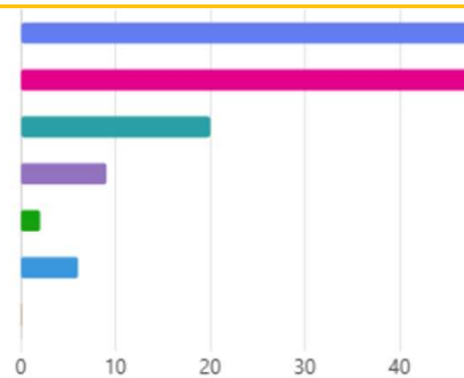


Which **grade level** has the most observations?

Learning Walk Rewind

| | |
|----------------|----|
| Math | 48 |
| ELA/Reading | 48 |
| Science | 20 |
| Social Studies | 9 |
| PE | 2 |
| CTE | 6 |
| Fine Arts | 0 |

24-25

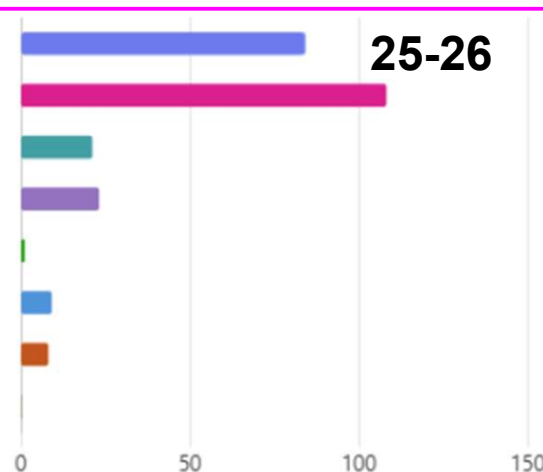


Which **content** has been observed the most?

| | |
|--|-----|
| Math | 84 |
| ELA/Reading | 108 |
| Science | 21 |
| Social Studies | 23 |
| PE | 1 |
| CTE | 9 |
| Fine Arts | 8 |
| Special Education Class/Co-Teach Class | 0 |

New

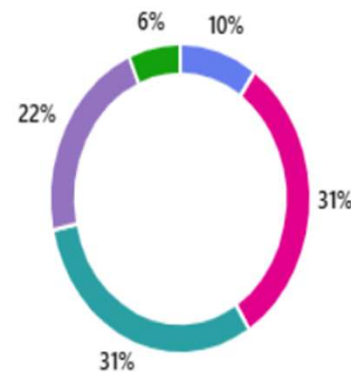
25-26



Learning Walk Rewind

24-25

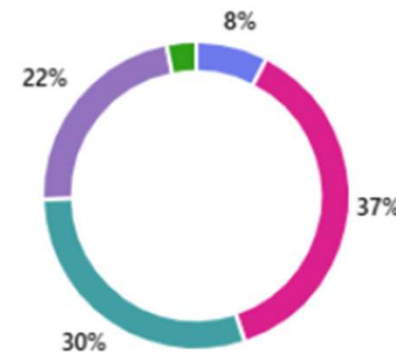
| | |
|---|----|
| Bellringer/Collaborative warm up (1.4, 2.3, 2.4) | 12 |
| Direct Instruction (2.2, 2.3, 1.5) | 39 |
| Supported Practice (2.4, 2.5, 2.3, 2.1) | 38 |
| Enhance Practice (build, Task Write) (2.4, 2.5, 2.1, 2.2) | 27 |
| Lesson Closure (2.5, 2.3, 2.1) | 8 |



Which component of the *lesson* has been observed the most?

25-26

| | |
|---|----|
| Bellringer/Collaborative warm up (1.4, 2.3, 2.4) | 17 |
| Direct Instruction (2.2, 2.3, 1.5) | 84 |
| Supported Practice (2.4, 2.5, 2.3, 2.1) | 67 |
| Enhance Practice (build, Task Write) (2.4, 2.5, 2.1, 2.2) | 50 |
| Lesson Closure (2.5, 2.3, 2.1) | 7 |



Administrator Learning Walks

| | | | | | |
|--|----------|------------|--|--------------------|------------|
| Start Date: 7/22/2025 | | | Start Date: 7/23/2024 | | |
| End Date: 9/25/2025 | | | End Date: 9/27/2024 | | |
| Report Date: 9/25/2025 | | | Report Date: 9/25/2025 | | |
| Administrator | 25-26 WT | 25-26 Obs. | Administrator | 24-25 WT | 24-25 Obs. |
| Carranco, Fabiola | 64 | 1 | Carranco, Fabiola | Started 25-26 | |
| Chavez, Valerie | 74 | 0 | Chavez, Valerie (End of September) | 5 | 0 |
| Corona, Alexander | 133 | 0 | Corona, Alexander | 179 | 0 |
| Enriquez, Troy | 47 | 0 | Enriquez, Troy | 21 | 0 |
| Esquivel, Julissa | 69 | 4 | Esquivel, Julissa | 69 | 4 |
| Frescas, Susana | 88 | 8 | Frescas, Susana | 87 | 0 |
| Nunn, Melissa | 65 | 0 | Nunn, Melissa | 103 | 0 |
| Robles, Lorena | 47 | 1 | Robles, Lorena | 72 | 0 |
| Ruiz, Monika | 39 | 1 | Ruiz, Monika | Started (10-4-24) | |
| Sandate, Lydia | 55 | 6 | Sandate, Lydia | 70 | 0 |
| Santana-Garcia, Martha | 67 | 2 | Santana-Garcia, Martha | 56 | 0 |
| Silva, Laura | 51 | 1 | Silva, Laura | Started (10-1-24) | |
| Talamantes, Concepcion | 55 | 0 | Talamantes, Concepcion | Started (11-15-24) | |
| Total (As of 9.25.25) | 854 | 24 | Total (As of 9.27.24) | 662 | 4 |
| 5 Each week Making it 50 at the end of the 10th Week | 878 | | 10 Each week Making it 100 at the end of the 10th Week | 666 | |

Teacher Absences

Total Teacher Days Missed (District) – 188 days

Loya – 12 Days

Sambrano – 15 Days

Alarcon – 17 Days

Borrego – 22 Days

GEMS – 30 Days

SEHS – 92 Days

(Only Local and Personal)



PLANNING THE PLC PATHWAY

Learning Together



Together We Can



Growing Together

Voices from the Field

Elementary Math PLCs

