

Lorenzo G. Alarcon
Elementary

2025-2026
#WeareSomosSanEli

Progress
Monitoring



3rd Grade Reading

	STAAR 2025	4 and 8 Week Assessments	Interim
Approaches	73.24%		42.47%
EB	71.79%		37.5%
SPED	37.5%		8.33%
Meets	32.39%	44.68%	31.51%
EB	35.9%	33.75%	27.08%
SPED	0%	5%	8.33%
Masters	5.63%	9.45%	21.92%
EB	2.56%	7.43%	18.75%
SPED	0%	0%	0%



4th Grade Reading

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	75.41%		50.67%
EB	63.41%		57.14%
SPED	66.67%		17.65%
Meets	32.79%	39.14%	41.33%
EB	24.39%	45.10%	47.62%
SPED	16.67%	3.57%	0%
Masters	8.2%	10.06%	26.67%
EB	2.44%	14.10%	28.57%
SPED	0%	0%	0%



5th Grade Reading


	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	60.53%		50.77%
EB	48.98%		40.48%
SPED	27.78%		28.57%
Meets	39.47%	57.55%	33.85%
EB	26.53%	57.76%	28.57%
SPED	5.56%	35.83%	28.57%
Masters	14.47%	11.79%	24.62%
EB	10.2%	11.20%	19.05%
SPED	0%	8.33%	28.57%



6th Grade Reading

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	68.97%		52.56%
EB	48.35%		40.82%
SPED	40%		16.67%
Meets	38.51%	40.94%	37.18%
EB	16.48%	33.84%	22.45%
SPED	0%	18.65%	16.67%
Masters	14.94%	8.11%	23.08%
EB	3.3%	6.25%	14.29%
SPED	0%	4.96%	5.56%



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>Based on the interim data, 4th grade SPED students are currently struggling to reach the meets level. The data shows 0% at the meets level which is lower than the meets level of performance for other content areas. I would like to point out that 4th grade overall had the highest percentage for Meets compared to the other grade levels.</p>	<p>Students received grade-level instruction, but foundational gaps and difficulty transferring learning to independent assessment conditions impacted results.</p> <p>Ongoing monitoring of implementation through walkthroughs, data meetings, and coaching. Ensuring accommodations are used consistently and effectively during instruction—not just during testing. . We are also looking into strengthening our Co-Teach model that includes the SPED and General Ed teacher.</p>	<p>This is working for students who have closed foundational gaps and can perform independently at the rigor expected on STAAR.</p>	<p>Increase targeted intervention in foundational reading skills, strengthen co-teach/resource alignment, and prioritize independent performance at STAAR rigor. Admin included the SPED teacher in accountability talks that created a plan for students utilizing iReady for frequently.</p>	<p>Continue supporting resources, staffing, and instructional time to strengthen foundational reading and targeted intervention.</p> 

3rd Grade Math

	STAAR 2025	Bluebonnet Module Assessments	Interim
Approaches	61.43%		41.67%
EB	65.79%		37.75%
SPED	6.25%		27.27%
Meets	30%	38.21%	29.17%
EB	39.47%	29.48%	27.08%
SPED	0%	21.82%	9.09%
Masters	2.86%	13.28%	16.67%
EB	2.63%	8.76%	16.67%
SPED	0%	1.82%	9.09%



4th Grade Math

	STAAR 2025	Bluebonnet Module Assessments	Interim
Approaches	55.74%		35.62%
EB	46.34%		42.5%
SPED	50%		0%
Meets	27.87%	33.49%	24.66%
EB	17.07%	44.26%	27.5%
SPED	16.67%	3.23%	0%
Masters	6.56%	9.4%	15.07%
EB	4.88%	14.75	15%
SPED	16.67%	0%	0%



5th Grade Math

	STAAR 2025	Bluebonnet Module Assessments	Interim
Approaches	67.11%		32.26%
EB	59.18%		30%
SPED	55.56%		40%
Meets	30.26%	48.73%	16.13%
EB	26.53%	51.53%	12.5%
SPED	5.56%	53.12%	0%
Masters	3.95%	14.97%	1.61%
EB	2.04%	17.86%	0%
SPED	0%	25%	0%



6th Grade Math

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	82.66%		53.85%
EB	76.92%		53.06%
SPED	60%		33.33%
Meets	46.82%	34.7%	39.74%
EB	35.16%	31.86%	36.73%
SPED	24%	22.92%	11.11%
Masters	15.61%	8.41%	24.36%
EB	8.79%	5.08%	22.45%
SPED	0%	4.17%	0%



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>Special Education students in 4th grade and 5th grade.</p>	<p>Students had access to grade-level instruction through Resource/Co-teach; however, foundational math gaps, reliance on supports, and difficulty applying skills independently at STAAR-level rigor impacted performance. We are also looking into strengthening our Co-Teach model that includes the SPED and General Ed teacher.</p>	<p>Students benefiting show stronger foundational math skills and can independently apply learning at the rigor of STAAR.</p>	<p>Increase focus on closing foundational math gaps, aligning supports, and prioritizing independent performance at STAAR rigor.</p>	<p>Continue to support resources, staffing, and instructional time to strengthen math intervention and student independence.</p>



5th Grade Science

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	41.33%		24.62%
EB	35.42%		14.29%
SPED	0%		28.57%
Meets	8%	46.41%	7.69%
EB	4.17%	44.41%	2.38%
SPED	0%	29.79%	14.29%
Masters	4%	10.99%	6.15%
EB	2.08%	10.14%	2.38%
SPED	0%	8.51%	14.29%



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>Emergent Bilingual students</p>	<p>Academic science vocabulary remains a challenge for emergent bilingual students. Teachers are utilizing Lead4ward’s Science 3D ELPS resources (including Spanish) with aligned SPED and general education collaboration.</p>	<p>Students are responding when academic vocabulary is developed, and they can independently apply science concepts at STAAR rigor.</p>	<p>Shift toward closing academic vocabulary gaps across both languages and ensuring students can independently meet STAAR-level rigor:</p> <ul style="list-style-type: none"> • Embed daily academic vocabulary routines in math (visuals, stems, structured student talk across both languages) • Provide targeted small group instruction based on student data to address gaps while maintaining grade-level expectations 	<p>Support systems that ensure assessment language decisions are aligned to students’ proficiency levels and readiness for STAAR expectations.</p>



Attendance

DISTRICT ATTENDANCE AVERAGE:

93.87%

2023-2024 End of Year	2024-2025 End of Year	2025-2026 Current
95.87%	96.06%	95.69%

2024-2025 Grade Level Attendance			
3rd	94.28%	5th	96.08%
4th	95.5%	6th	96.84%



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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>The grade level with the lowest attendance percentage is 3rd grade.</p>	<p>Our youngest eagles have had the pattern of having the lowest attendance rate, but it is still higher than the district average. The rates increase as they get older. Our attendance clerk reaches out immediately when there are 3 unexcused absences and gets families on 45 Day plans immediately. We provide incentives such as pizza and/or popcorn parties, and our new incentive this year, Four to Soar. Students are recognized with Perfect Attendance awards.</p>	<p>Motivation always gets students to participate. Parents begin to trust that we have their child's best interest in mind and begin to send their children to school more consistently.</p>	<p>We will continue with our system and look for more ways to encourage participation in attendance and educating our parents on the importance of it and the laws surrounding it.</p>	<p>Continue supporting efforts to keep schools safe physically and mentally.</p>



Overall Improvements

2025-2026
#WeareSomosSanEli



🌟 Did You Send Your Child to School Today?

📅 Attendance = Student Success
When students miss school – even when they're not sick – learning gaps grow quickly.

📊 Did You Know?

- ✓ Missing just 2 days a month = nearly 10% of the school year
- ✓ Strong attendance helps students stay on grade level
- ✓ Daily routines build confidence and friendships
- ✓ Every missed day is learning that's hard to replace

❤️ If your child is healthy... school is the best place to be!

🦋 Every day counts. Every student matters.

ALARCON ELEMENTARY PRESENTS OUR **FALL FESTIVAL**

TICKET \$1

OCTOBER 30, 2025
TIME: 4:35-6:30 PM

GAMES - FOOD - FUN - PETTING ZOO - HAUNTED HOUSE

Performances by:
MARIACHI AGUILAS!
ALARCON BAND!

SALSA CONTEST!

12501 SOCORRO RD
SAN ELIZARIO TEXAS 79849

RELAXATION - CONFIDENCE - FOCUS - SUCCESS

SMILE, STRETCH, & GROW
YOGA SESSION

TESTING SEASON SUPPORT EVENT

QR CODE

MARCH 27, 2026
ALARCON CAFETERIA
3:00P.M.

LIMIT OF 20 PARENTS. SCAN THE QR CODE TO REGISTER.

ALARCON ELEMENTARY SCHOOL

Memorial Kite Fly

DEPUTY PETER HERRERA
DEPUTY EL PASO COUNTY SHERIFF'S OFFICE #4928
EOW 3/24/2019

In Loving Memory of
Deputy Peter J. Herrera

Friday, March 6, 2026
2:00 PM

Alarcón Elementary School
12501 Socorro Rd.
Students will fly kites in his honor

EOW: 3/24/2019 | #4928

Guests of Honor:

- Armando Alarcon
US Army
4 years
- Ivan Ramirez
Air Force National Guard
4 years
- Robert Seelig
US Army
8 years
- Luis Enrique Meraz
US Army
7 years
- Ismael Murillorey
US Army
18 years
- Claudia Cedillo
US Air Force
4 years
- Arturo De La Cruz
US Army
6 years
- Jonathan Sain
US Army
4 years
- John Peters
US Army
8 years
- Hector Diaz Jr
US Army
4.5 years
- Tavio Soto
US Air Force
22 years

🕊️ Breakfast Sponsored by
Hortensia Seelig
in memory of
Arthur E. Seelig
US Army Veteran

THANK YOU VETERANS

LORENZO ALARCON ELEMENTARY

VETERAN'S DAY TRIBUTE

NOVEMBER 7, 2025

VETERANS DAY
HONORING ALL WHO SERVED

A Message from
Principal Monika Ruiz

At Alarcón Elementary, we are deeply grateful for the brave men and women who have served our country.

Today, we honor your courage, your sacrifice, and your example.

It is our privilege to welcome you to our Veterans Day Tribute and to thank you for inspiring our students to live with purpose, pride, and integrity.

Event Schedule

- 8:30 AM – Welcome and Opening Remarks**
Principal's Advisory Students
Principal Monika Ruiz
- 8:45 AM – Veterans escorted to campus to join students**
- 8:50 AM – Parade of Heroes**
Students and Veterans
- 9:05 AM – Pledge of Allegiance & National Anthem**
Led by Principal's Advisory Committee
- 9:10 AM – Veteran Tribute and Poems**
Led by Mrs. Galarza and GT students

The Meaning of Veterans Day

Veterans Day is not about mourning, but about gratitude – it's a day to celebrate the courage, commitment, and sacrifice of those who wore the uniform.

Unlike Memorial Day, which honors those who gave their lives, Veterans Day honors all who served, whether living or deceased.

Each November, our nation pauses to remember the courage of those who served in the United States Armed Forces.

Veterans Day is a time to honor those who have protected our freedoms and to teach our children that liberty is never free.

🦅 Once an Eagle, always an Eagle.

School Showcase



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Questions?

