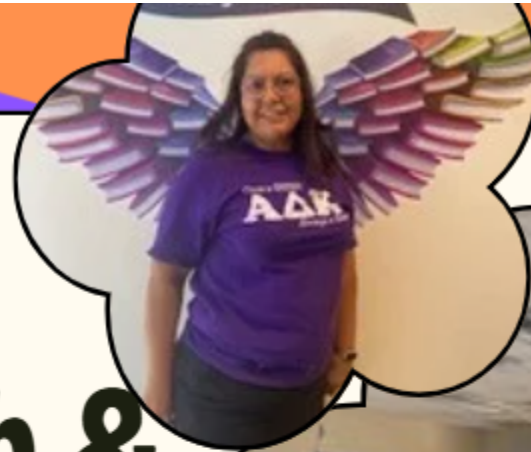


Secondary Math & Science Board Workshop

Progress Update

Presented by: Eva Quezada



Data-Driven Celebrations

B is for Brisket.



ANN M GARCIA-ENRIQUEZ MS

District: San Elizario ISD Grades Served: Grade 7 - Grade 8

PROFILE PERFORMANCE FINANCE

 SCHOOL PRO

Overall Rating



85 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

TELL ME MORE

Additional Details

Address:


12280 Socorro Rd
San Elizario, TX 79849

Phone:

(915) 872-3960

Principal Name:

Mr Alexander Corona

 [School Website](#)

Address, phone, administrator, and website reflect school year 2025-26. For details see [AskTED](#)

High Quality Instructional Materials

Science

SAVVAS
LEARNING COMPANY



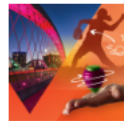
Science
Texas Experience Chemistry



Science
Texas Experience Physics



Science
Texas Experience Science Grade 7



Science
Texas Experience Science Grade 8



Science
Texas Miller & Levine Experience Biology

Math



Secondary Mathematics

ALGEBRA 2

GEOMETRY

Texas High School Math Solution

Texas High School Math Solution

CL TEXAS MATH
SOLUTION
1st Edition

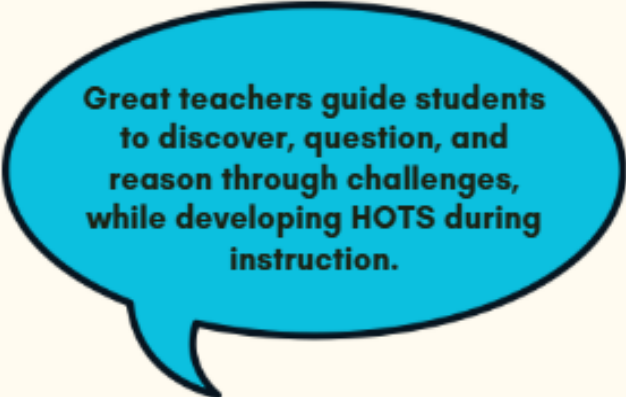
CL TEXAS MATH
SOLUTION
1st Edition

agile
MIND[®]

Math & Science Strategy Implementation

Effective Strategies for Instruction

Implementing research-based practices in math and science classrooms helps students build conceptual understanding and develop analytical skills. These strategies support teachers and learners at all levels while promoting deeper engagement with Math and Science Content



Great teachers guide students to discover, question, and reason through challenges, while developing HOTS during instruction.



HQIM Bluebonnet Internalization

- Module/Topic/Lesson

HQIM Science SAVVAS Internalization

- Topic/Experience

Talk - Read - Talk - Write

"To live is to change. To be perfect is to have changed often." -St. John Henry Newman

Strategy Implementation Reflection

Refine expectations, set time for rehearsal, monitor implementation

To strengthen instructional effectiveness, we will intentionally refine lesson plan expectations and instructional practices to ensure alignment with curriculum and standards and campus goals. This refinement will focus on clarity of objectives, purposeful lesson structure, and consistent use of best practices already in place



"To live is to change. To be perfect is to have changed often." -St. John Henry Newman

Strategy Implementation Reflection

Refine expectations, set time for rehearsal, monitor implementation

Dedicated time will be set aside for rehearsal and collaborative planning, allowing educators to practice lesson delivery, anticipate student responses, and refine instructional strategies prior to implementation. These rehearsals will support instructional confidence and consistency across classrooms.



"To live is to change. To be perfect is to have changed often." -St. John Henry Newman

Strategy Implementation Reflection

Refine expectations, set time for rehearsal, monitor implementation

Ongoing monitoring of lesson plan implementation and curriculum fidelity will be conducted through walkthroughs, observations, and feedback cycles. This monitoring will ensure that instructional practices are being implemented as designed and will allow us to identify strengths and areas for growth.



"To live is to change. To be perfect is to have changed often." -St. John Henry Newman

Strategy Implementation Reflection

Refine expectations, set time for rehearsal, monitor implementation

By intentionally reflecting on outcomes and refining practices, we will build on the instructional foundation already established, ensuring continuous improvement and higher levels of student engagement and achievement.



Direct Support to students



Science Fair Workshops

Teach 7th and 8th Math during Spring Intersession

CoTeach with Middle School Science during labs

Weekly interaction with students during learning walks

Direct Support to Teachers



Teaching and Co Teach during STAAR Labs
at SEHS

STAAR Review Collaboration among Secondary
Math and Science

Advocate for planning time, assessment creation
aligned to content

Mediating ideas between teachers and
administrators

Building Capacity

- **Facilitating the Development of Professional Learning Community (PLC) Norms at GEMS**
 - o Led and supported the establishment of shared PLC norms to promote collaboration, accountability, and continuous improvement across teams.
- **Supporting New Instructional Specialist (IS)**
 - o Provided targeted onboarding and coaching to support new Instructional Specialist in transitioning successfully into her new roll and responsibilities at GEMS.
- **Aligning Instruction and Assessment**
 - o Facilitated structured collaboration among SEHS Algebra II teachers to ensure alignment between taught content and the assessed curriculum, strengthening instructional coherence and student outcomes



Science Success Team Professional Learning Community Norms

- Stay Focused and Productive
- Collaborate with Purpose
- Honor Time and Process



Math Success Team Professional Learning Community Norms

- Begin and End on Time
- Prepare
- Respect the Ideas
- Blind Trust

Shared Vision



1. Have a truly shared vision in your department...
2. What do you **WANT TO BECOME** as a department?
3. How will your PLC inspire, educate, and celebrate.
4. Consider our school vision statement.

Vision Statement

Our vision at Garcia-Enriquez Middle School is to continue to meet and exceed state and federal accountability standards in order to ensure the success of our students.

District Analysis: SI Strategy Implementation

Strategy	"GAP"	Next Steps
Math and Science Lesson Internalization	Vertical Alignment among departments	Collaboration with EDUCATION SERVICE CENTER REGION 19 to roll out an alignment for all math teachers to internalize their lessons in a timely manner.
Pull Out Interventions	Monitoring regularly for effectiveness	- Luis F. Loera, M. Ed. Professional Development Consultant Academic Instruction and School Support
STAAR Lab Instruction	Tiered grouping State approved resources Lesson Planning	- Paola Vasquez, Ph.D. Strategic Integration Liaison - MTSS & Meaningful Access Special Education

	Professional Development	Presenter
Q1		
Q2	<ul style="list-style-type: none"> - Guest Teacher Orientation - GEMS Dig Deeper with Inquiry - RBIS #3 - SEHS Math Strategic Planning 	<ul style="list-style-type: none"> - IOs - SAVVAS - Region XIX - Agile Mind; E. Quezada
Q3	<ul style="list-style-type: none"> - RBIS #4 - STAAR Review 	<ul style="list-style-type: none"> - Region XIX - E. Quezada
Q4	<ul style="list-style-type: none"> - SEISD 6th Grade Bluebonnet Support Collaboration - SEISD Bluebonnet Pacing Calendars Collaboration 	<ul style="list-style-type: none"> - Region XIX; D. Cortez - Region XIX - Luis Loera



Student Outcomes

What We'll Cover:



Recap of 2025 STAAR Data

Revisit SEISD STAAR Data sharing goals set by campuses



STAAR 2025 vs Interim

Comparison of progress made during the first semester



Analysis: Student Outcomes

Highlight celebratory practices that have the potential for continued growth with small refinements

Recap of 2025 STAAR Data

	Science	Math
Overall	8th - 65% Biology - 87%	7th - 43% 8th - 72% Algebra I - 69%
EB	8th - 32% Biology - 80%	7th - 33% 8th - 62% Algebra I - 61%
Sp Ed	8th - 10% Biology - 64%	7th - 32% 8th - 43% Algebra I - 51%

Secondary Math and Science Interim 2026

Grade Level/Test	2026 Target STAAR Score	2026 Interim Scores
7th Math	A- 82%	A - 33%
	Me- 47%	Me - 31%
	Ma- 16%	Ma- 2%
8th Math	A- 77%	A - 53%
	Me- 46%	Me - 34%
	Ma- 14%	Ma - 19%
Algebra 1	A- 100%	A - 93%
	Me- 100%	Me - 89%
	Ma- 80%	Ma - 72%
8th Science	A- 71%	A - 56%
	Me- 37%	Me - 39%
	Ma- 15%	Ma - 20%
SEHS Algebra I	A - 70%	A - 48%
	Me - 32%	Me - 36%
	Ma - 10%	Ma - 12%
SEHS Biology	A - 90%	A - 52%
	Me - 60%	Me - 32%
	Ma - 10%	Ma - 21%

2025 STAAR Data vs. Interim

8 th Science	2025 STAAR	Interim	Gains/Regressions
Approaches	65%	56%	-9%
Meets	32%	39%	+7%
Masters	10%	20%	+10%

2025 STAAR Data vs. Interim

Biology EOC	2025 STAAR	Interim	Gains/Regressions
Approaches	65%	52%	-13%
Meets	32%	32%	0%
Masters	10%	21%	-11%

2025 STAAR Data vs. Interim

7th Math	2025 STAAR	Interim	Gains/Regressions
Approaches	43%	33%	-10%
Meets	13%	31%	+18%
Masters	2%	2%	0%

2025 STAAR Data vs. Interim

8th Math	2025 STAAR	Interim	Gains/Regressions
Approaches	63%	53%	+10%
Meets	14%	34%	+20%
Masters	1%	19%	+18%

2025 STAAR Data vs. Interim

GEMS Algebra I	2025 STAAR	Interim	Gains/Regressions
Approaches	98%	93%	-5%
Meets	91%	89%	-2%
Masters	73%	72%	+1%

2025 STAAR Data vs. Interim

SEHS Algebra I	2025 STAAR	Interim	Gains/Regressions
Approaches	58 %	48%	-10%
Meets	17%	36%	+19%
Masters	5%	12%	+7%

Analysis: Student Outcomes



Celebrations	GAPS	Continue with fidelity or revise/phase out
Continuous growth in Meets and Masters with content using HQIM	Achievement gains at Meets and Masters levels are widening the gap for students who are currently below grade level.	Revising our focus will require a review of lesson plans to incorporate RBIS and instructional practices that promote student interaction, collaboration, and reflection.
High School Science students demonstrating strong engagement through writing	Need for developing common exemplars and calibrating expectations across the Science Department	Continue with fidelity - if students can write to show understanding, cognitive development is increasing in all areas.

Develop & Grow

Objective: To cultivate a sustainable culture of learning in secondary mathematics and science classrooms by supporting and empowering teachers to develop instructional mindsets aligned with district expectations for measurable student success, while intentionally embedding post-secondary readiness skills that prepare students for college, careers, and lifelong learning.



Goal 1: Provide targeted support in secondary math to build instructional capacity while fostering a strong collaborative culture across both campuses.

Goal 2: Provide targeted support in secondary science to build instructional capacity while fostering a strong collaborative culture across both campuses.

Goal 3: Strengthen my coaching practice to effectively support Instructional Specialists and Administrators by providing strategic second lenses to identify instructional needs and co-design targeted improvement actions.