

Ann M. Garcia- Enriquez Middle School

2025 – 2026
#SanEliManoAMano

Progress
Monitoring



Reading

7th Grade Reading			
	STAAR 2025	4 Week Assessment	8 Week Assessment
Approaches	69%		
Meets	36%	45%	31%
Masters	9%	8%	15%

8th Grade Reading			
	STAAR 2025	4 Week Assessment	8 Week Assessment
Approaches	74%		
Meets	42%	20%	20%
Masters	17%	4%	3%



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?
7th Grade Reading - Double Coded students- Emergent Bilingual and Special Needs	<p>These students struggle because of cognitive challenges, background knowledge.</p> <p>Students are below grade level reading fluency and reading comprehension makes it difficult for them to make inferences</p> <p>Middle school adjustment in behavior – SEE PROGRESS.</p>	<p>Students that are successful are reading at grade level.</p> <p>Also they're present, engaged, and on task.</p> <p>Also, they do not have gaps that causes them to struggle.</p>	<p>Focus on: reading comprehension and writing exercises. GAPS /missed SEs will be retaught and spiraled into their learning. Strong PLC planning process. Summit-K12 during Golden Hour will help with reading, listening, speaking, and writing.</p> <p>IEP personalized goals</p>	<ul style="list-style-type: none"> - Continued promotion of literacy across the community - Continued support of AVID for the district - Support our District initiatives thru R19 and TNTF - SPECIAL TEACHER request: Pass a bond for a new school building
8th Grade Reading - Emergent Bilingual and Special Needs. Students struggle with difficulty in reading.	<p>Students have gaps in their reading comprehension, analyzation, writing mechanics.</p> <p>Students struggle understanding the elements of an opinion article. The second nine weeks focus is teaching argumentative.</p> <p>Students were not fully exposed to the elements of argumentative essays.</p>	<p>Varied degrees in gaps of reading comprehension.</p> <p>Because of this, some students can easily target complex questions and others experience difficulty.</p>	<p>Strong first teach Reteaching, Spiraling, One on one instruction in co-teach</p> <p>Building Foundational skills through a variety of texts and then be able to apply in other content classrooms.</p> <p>Intentional Positive feedback</p> <p>IEP personalized goals</p>	



Math

7th Grade Math			
	STAAR 2025	4 Week Assessment	8 Week Assessment
Approaches	43%		
Meets	14%	12%	18%
Masters	2%	1%	3%
8th Grade Math			
	STAAR 2025	4 Week Assessment	8 Week Assessment
Approaches	72%		
Meets	42%	11%	18%
Masters	9%	0%	1%
Algebra 1			
	STAAR 2025	4 Week Assessment	8 Week Assessment
Approaches	98%		
Meets	91%	44%	65%
Masters	73%	19%	16%



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?
7th Grade Math <ul style="list-style-type: none"> - Special Needs - Emergent Bilinguals - Student with high absences - Master schedule – larger classes 	<p>Students adjustment to STAAR 2.0 designed question types to practice solving problems using different strategies.</p> <p>Capping our Co-Teach</p>	<p>Strong Co-Teach: explains and reinforces the content being taught.</p> <p>Comfort in Turn n Talks</p> <p>Adjusting/Roll out Bluebonnet</p>	<p>PLC plan strong 1st teach</p> <p>TNTP implementation feedback – seating arrangements, checks ins, Enhanced individual instruction (Release)</p> <p>Targeted questions for optimizing student reflective thinking.</p>	<p>Special Request:</p> <p>Consideration for proposal of a new school building</p>
8th Grade Math/Algebra <ul style="list-style-type: none"> - Special Needs - Emergent Bilingual - Student with high absences - Master Schedule – larger classes 	<p>Teachers are consistently demonstrating a problem-solving process each day.</p> <p>Capping our Co-Teach</p>	<p>Guided instruction to solve problems with word problems is provided on average of 60% of the questions.</p> <p>Comfort in Turn and Talk</p> <p>Strong Student centered Culture</p> <p>Adjusting/Roll out Bluebonnet</p>	<p>Time management in Supportive practice and enhanced practice.</p> <p>TNTP implementation feedback – seating arrangements, checks ins, Enhanced individual instruction (Release)</p> <p>One on one instruction AVID Cornell notes</p>	



Attendance

2023-2024 End of Year	2024-2025 End of Year	2025-2026 Current
93.8%	95.3%	95.26%

2025-2026 Grade Level Attendance	
7th	95.61%
8th	94.92%



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?
Students with prior record of chronic absenteeism.	<p>Check ins</p> <p>SES support</p> <p>Parent conferences</p> <p>Mental health referrals to outside agencies</p> <p>Positive rapport with these students who are absent frequently.</p> <p>Creation of 45- Day plans and follow up with court for excessive absences.</p>	<p>Conference with students to share their percentage of success and frontload days ahead.</p> <p>Students have had a positive response to the incentives.</p> <p>Explicit information on attendance law and protocols.</p>	<p>Students' attendance will increase with awareness on 90% attendance expectation.</p> <p>Students struggling with mental health will have the support they need to be better equipped with strategies that will help them be present in school more often and improve their attendance.</p>	<ul style="list-style-type: none"> - Continued support of attendance awareness - Support of incentives offered to students



Overall Strides

2025-2026
#SanEliManoAMano





Theme: *Growing our Students, Growing our Teachers*

AVID, Fundamental Five, High Quality Instructional Materials
Bluebonnet, SAVAS, Carnegie – Lesson Internalization

Closed access to 500 to minimize costs: UIL host, TELPAS and STAAR small group only

Master Schedule revision: Intervention change from 9 weeks to class schedule.

Daily PLCs refinement– Strong Success Teams

STAAR LABS in Math and Reading

Strongest Interventionist in the District

Strong PBIS team

DAEP Zero students for 5 weeks – Created CO-TEACH opportunities





Theme: *Growing our Students, Growing our Teachers*

Building a School family of Safekeepers: Stay away agreements and mediations.

Parental Engagement numbers continue to increase (i.e. 43 GEMS parents at recent Progressing Together meeting).

Weekly Gazette news – to maintain communication with all stakeholders

R19 Texas Strategic Leadership Trainings and walkthroughs/learning walks.

Coaching Conferences

TNTP Training and learning walks – increasing instructional rigor

Alignments with Elementary and SEHS classroom instruction.

Strong support from Boys and Girls Club of El Paso – extended tutoring.

Tracking student growth

-- IEP personalized goals

Maximize instructional time with less interruptions

KEY: Striving for CONSISTENCY



Ann M. Garcia- Enriquez Middle School

2025 – 2026
#SanEliManoAMano



Ann M. Garcia- Enriquez Middle School

2025 – 2026
#SanEliManoAMano

Questions?

