

San Elizario Independent School District

PART 3

Campus Reports



May 21, 2025

San Elizario Independent School District
Lorenzo G. Loya Primary School
Campus Report
2024-2025



May 21, 2025

Campus Annual Update

Lorenzo G. Loya Primary

School Year: 2024–2025

1. Introduction

- **Overview of the Campus**

- Lorenzo G. Loya Primary offers a full-day program for Pre-Kindergarten students ages 3 and 4. We provide families with a range of options and services, including dual language classrooms using a 90/10 model, monolingual classrooms, and special education services for qualifying students—such as speech therapy and ECSE self-contained units. Students also benefit from enrichment classes in technology, library, social-emotional learning (SEL), and access to our STEAM Maker Space Lab.

- **Mission Statement:**

- We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially and emotionally

- **Vision Statement:**

- The faculty and staff at Lorenzo G. Loya Primary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations, that will develop lifelong learners which are confident, competent and contributing member of society.

- **Purpose of the Annual Update**

- Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.
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2. Campus Performance Overview

- Academic Achievement
 - Assessment Results 2024-2025: PK4 CIRCLE BOY-MOY-EOY

English: Math CIRCLE Assessment			
Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	67%	97%	100%
Need Monitoring	0%	3%	0%
Needing Support	33%	3%	0%

(2 monolingual sections)

Spanish: Math CIRCLE Assessment			
Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	84%	92%	85%
Need Monitoring	0%	0%	0%
Needing Support	16%	8%	15%

(4 dual language sections)

- Drop in scores due to students taking the assessment in 2 languages and new students arriving after the MOY testing window, loss of instruction due to not attending school.

English: Reading CIRCLE Assessment			
Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	14%	91%	97%
Need Monitoring	3%	0%	0%
Needing Support	83%	9%	3%

(2 monolingual sections)

Spanish: Reading CIRCLE Assessment			
Progress	WAVE I (BOY)	WAVE II (MOY)	WAVE III (EOY)
On-track	13%	85%	87%
Need Monitoring	0%	0%	0%
Needing Support	87%	15%	13%

(4 dual language sections)

- **Academic Achievement**
 - **Assessment Results 2024-2025:** PK3 MOY and EOY teacher created assessment, tied to teachers SLO (Student Learning Objective)

English: MOY Teacher Created Assessment			English: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	94%	6%	99%	1%
Shapes	73%	27%	100%	0%
Rote counting numbers	93%	7%	95%	5%
Number concept	100%	0%	95%	5%

(1 monolingual section)

Spanish: MOY Teacher Created Assessment			Spanish: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	92%	8%	98%	2%
Shapes	65%	35%	96%	4%
Rote counting numbers	83%	17%	92%	8%
Number concept	82%	18%	96%	4%

(2 dual-language sections)

ECSE: MOY Teacher Created Assessment			ECSE: EOY Teacher Created Assessment	
Concepts	On-track	Needing Support	On-track	Needing Support
Colors	51%	49%	47%	53%
Shapes	43%	57%	42%	58%
Rote counting numbers	41%	59%	41%	59%
Number concept	62%	38%	61%	39%

(1 ECSE unit class for MOY and 2 ECSE classes for EOY, new enrollment of 2 students after Spring Break)

- **Academic Achievement**
 - Data over 5-year span for PK4 CIRCLE assessment using TIP (Target Improvement Plan) excel spreadsheet

Year to Year Progression Results 2021-2025

Grade Level	Student Group	Subject Tested	EOY Assessment	2021 Wave 3 EOY Results	2022 Wave 3 EOY Results	2023 Wave 3 EOY Results	2024 Wave 3 EOY Results	2025 Wave 3 EOY Results
PK4	Dual Language	Phonological Awareness	CIRCLE	45%	63%	70%	88%	87%
PK4	Dual Language	Mathematics	CIRCLE	40%	63%	70%	87%	85%
								Dropped by a few points due to new students arriving after January 2025 and students who LI is English dominant
PK4	Monolingual	Phonological Awareness	CIRCLE	46%	54%	60%	88%	97%
PK4	Monolingual	Mathematics	CIRCLE	45%	69%	75%	96%	100%

- **Military Readiness**

- In order to assist in meeting the needs for the district Military Readiness, each grade level has a common SLO (Student Learning Objective) goal that is being monitored by principal at certain checkpoints throughout the school year. PK4 will concentrate in recognizing at least 20 letters, upper and lowercase and able to identify the initial sound of the letter. PK3 will monitor colors and shapes. As a challenge they will also incorporate the vowels in the last 9 weeks. (data below)

Loya PK4 SLO 2024-2025

PK-4 SLO Data BOY August 20, 2024				October 22, 2024			December 17, 2024			February 18, 2025			March 25, 2025			April 30, 2025		
Teacher	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound	Upper	Lower	Sound
Ballesteros	2.12%	1.41%	0.94%	15.43%	14.86%	15.43%	38.40%	42.40%	37.07%	58.25%	41.50%	48.80%	74.75%	73.50%	73.33%	77.25%	75.50%	75.00%
Benavidez	33.65%	21.73%	7.50%	55.34%	40.38%	39.96%	78.51%	59.28%	66.29%	82.81%	64.93%	75.34%	87.18%	73.08%	84.86%	92.31%	81.97%	90.14%
Berumen	4.94%	3.53%	0%	38.00%	18.67%	19.56%	59.53%	43.53%	58.35%	64.71%	50.82%	60.71%	74.35%	73.88%	71.76%	74.35%	73.88%	71.76%
Mendoza	7.12%	2.31%	0.58%	28.74%	17.00%	19.23%	57.69%	38.46%	44.42%	74.70%	53.63%	60.47%	79.70%	61.11%	72.22%	81.84%	61.75%	74.36%
Montoya	5.65%	2.82%	2.35%	14.53%	12.42%	15.37%	53.50%	44.25%	42.00%	44.71%	33.88%	55.76%	66.12%	67.06%	66.35%	66.12%	67.06%	66.35%
Ortega	10.12%	5.88%	0%	39.29%	21.65%	16.00%	57.18%	44.47%	37.18%	74.40%	62.25%	55.75%	85.50%	73.00%	71.50%	89.00%	80.50%	78.25%
Total PK4	10.6%	6.26%	1.89%	31.88%	20.83%	20.93%	57.46%	45.39%	47.55%	66.59%	51.16%	59.47%	77.93%	70.27%	73.34%	80.15%	73.44%	75.98%

Loya PK3 SLO 2024-2025

PK-3 SLO Data BOY August 20, 2024			October 22, 2024		December 17, 2024		February 18, 2025		March 25, 2025		April 30, 2025	
Teacher	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes	Colors	Shapes
Barba	51.67%	Not assessed	73.33%	12.96%	89.50%	49.17%	92.38%	55.56%	98.50%	85%	100%	96.67%
Delgado	69.05%	Not assessed	78.57%	64.29%	92.00%	72.50%	97.00%	88.33%	99.09%	97.73%	99.09%	99.24%
Rodriguez	70.0%	Not assessed	88.89%	Not assessed	91.58%	Not assessed	97.78%	75.00%	100%	95%	100%	95%
Total PK3	63.57%	Not assessed	80.26%	25.75%	91.03%	60.83%	95.72%	72.96%	99.20%	92.58%	99.70%	96.97%

3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	173	171	Increase by 2 students
Average Daily Attendance (ADA) as of May 13, 2025	92.82%	90.90% (EOY)	2.11% attendance increase
Chronic Absenteeism (students missing 10% or more of school days) as of May 13, 2025	20.2%		
Total Absences	3,664		
Excused Absences	840		
Unexcused Absences	2,824		
Percentage of Students with Perfect Attendance	2%	3%	

DATA Needed

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	0	0	0
Suspensions	0	0	0
Expulsions	0	0	0
In-School Suspensions (ISS)	0	0	0
Out-of-School Suspensions (OSS)	0	0	0
Referral Categories (Top 3 Reasons for Disciplinary Action)	0	0	0

5. PBIS Committee Information

- **MTSS Committee Members:**
 - PK- 3- Teacher representative
 - Pk- 4 Teacher representative
 - P.E. Coach
 - Instructional Specialist
 - Interventionist
 - STEM Teacher Aide
 - Librarian Aide
 - School Counselor
 - **Meetings:**
 - Plan for events and activities for the students
 - Plan fundraiser
 - Discuss SEL lessons
 - Plan presentations for parents on PBIS/MTSS
 - Discuss/plan monthly incentives
 - Purchase for PBIS relative activities
 - **Goals:**
 - Create a monthly calendar to include:
 - Goal of the month
 - Expectation of the week
 - Core Value of the month
 - Coordinate Theme/Topics with Family Literacy Session
 - **Areas to adjust/add to plan:**
 - Include PBIS/MTSS information on Eagle Newsletter
 - Re-create visuals for teachers in classroom
 - Continue with fundraising
 - Parent contract- Parents accountability for child's behavior
 - Modify behavior system across the school
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6. Key Accomplishments and Highlights

- **Academic Successes**
 - Our scores with CIRCLE assessments and SLO goals have shown progress throughout the years.
 - Success stories of high-performing students or programs.
- **Innovative Programs or Initiatives**
 - Students in our full-day 3-year-old program have shown significant growth compared to those in previous half-day programs. They enter PK4

with strong social skills and are well-prepared to continue learning. This year, we also saw increased enrollment across all three class sections.

- **Collaborations and Partnerships**

- In the past two years, Fort Bliss Army soldiers volunteered during special events to support our military-connected students and families. However, due to a high deployment rate this year, they were unable to commit to volunteering.
 - We have continued our partnership with San Antonio In-Home Healthcare and the Nunez family, who generously support our campus during special events. This year, TEAM Loya organized a Christmas sock drive for their patients, embracing the spirit of 'The Joy of Giving Back.
 - The San Elizario Marshals law enforcement department is one of our valued partners. They generously donate their time to read to our students and have gifted them with presents during the holidays.
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7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**

- Due to their age, many of our students enter school with limited oral language skills. During the first nine weeks, teachers closely observe each child to determine whether a speech referral is needed or if additional time and support will help them develop the communication skills to express their needs.
- During PLC's teachers identify learning gaps through informal and formal observations and teacher created assessments to see where intervention is needed to assist our students.
- Students who are excelling academically and have mastered skills ahead of their peers receive differentiated instruction from our reading teacher to continue challenging and supporting their growth.

- **Student Support and Social-Emotional Needs**

- Our campus counselor is available half-days in the morning, as she supports a neighboring campus in the afternoons due to their higher enrollment. I would like to request that she remain at our campus full day during the first month of school to support students who are still adjusting to attending school for a full day.
- Our teachers conduct daily SEL lessons that align with the counselor's weekly visits, ensuring consistent support for students' social and emotional development.

- **Operational Challenges**

- Due to staffing shortages in the front office, our registrar currently handles both her responsibilities and those of an attendance clerk. When either the registrar or the secretary is absent, only one staff member remains to assist parents and guests, which places a significant strain on daily operations.

- As the only administrator on campus, the principal is responsible for managing all administrative duties.

8. Strategic goals and Objectives

- **Short-Term Goals (Current School Year)**
 - Prepare to exchange student data with Sambrano Elementary, conduct the end-of-year LPAC meeting, finalize the summer session roster, and begin curriculum alignment using the campus YAG. Additionally, plan professional development that targets the specific needs of our students.
 - Adjust with the placement of instructional aides (T-2s) to better support classroom and student needs.
 - Provided training for our instructional aides (T-2s) on strategies to support students with behavioral concerns with the assistance from our special education department/AU specialist.
 - **Long-Term Goals (Next 1–3 Years)**
 - Collaborate with our SLP to offer parent presentations from the start of the school year focused on supporting language development at home and incorporated other presentation throughout the year.
 - Provided training for faculty and staff on behavioral strategies to support students with specific needs, with ongoing follow-up to ensure consistent implementation and support.
 - **Key Initiatives for the upcoming Year**
 - Provide support to teachers in implementing the adjusted dual language model.
 - Collaborate with our SLP to offer parent presentations from the start of the school year focused on supporting language development at home and incorporated other presentation throughout the year.
 - Provided training for faculty and staff on behavioral strategies to support students with specific needs, with ongoing follow-up to ensure consistent implementation and support.
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9. Parent and Community Engagement

- **Parent Involvement**
 - We will continue the family activities we successfully implemented this year but will request the assistance of the district liaison to help recruit volunteers from the start of the school year to provide opportunities for approved parents to volunteer.

- The monthly newsletter will continue as a key form of communication, with enhancements to include updates and information from our MTSS committee.
- **Community Outreach**
 - Continue to nurture the partnerships we have established for community outreach.

10. Feedback from Stakeholders

- **Student Feedback (as applicable)**
 - Due to the age of our students, we do not administer surveys. Instead, we gather feedback from parents during events and by building strong relationships with them.
 - **Teacher/Staff Feedback (as applicable)**
 - During meetings with faculty and staff, both in groups and one-on-one, I encourage them to reflect, share suggestions, and communicate how I can better support them in moving our campus to the next level.
 - **Parent Feedback (as applicable, if available from parent liaison)**
 - In meetings with parents, whether in small groups or during larger events, I reflect on their feedback and consider adjustments when needed. Recently, I included anonymous surveys in our monthly newsletter regarding upcoming registration, and I truly appreciate the responses received.
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11. Campus Highlights

- Our MOY and EOY scores reflect the dedication and strong work ethic of our team. I'm incredibly proud of the progress our students have made.
- Our teachers were acknowledged for their hard work and were recipients of the TIA recognition.

12. Leadership Highlights

- I'm very proud of the rapport and support built with parents this year. They felt comfortable reaching out to me with concerns, for guidance regarding their child, or simply to express their appreciation.
- Established mini-PLC's with our instructional aides to provide them with targeted support and guidance as needed.
- It has been rewarding to witness teachers taking initiative to challenge themselves and elevate our students to the next level.
- Successfully making it through another year while carrying the responsibilities as the sole administrator on campus.

13. Next Steps and Action Plans

- On a personal note, requesting additional administrative support to help balance responsibilities, maintain my health, and be able to truly rest and spend quality time with my family during breaks, rather than using that time to recover from exhaustion or illness.
- Continue fulfilling our mission statement by building strong connections and support systems for our new families.

14. Suggestions for Improvement

- Requesting assistance with a part-time attendance/receptionist clerk to help provide much-needed support in managing front office responsibilities.
- Set clear expectations for the district liaison to assist with campus parent volunteers, support campus meetings and events, and help recruit new families for student registration.
- If the district liaison is unable to assist, consider sharing one ½ day a week with another campus liaison who can be available to support parents, as they requested during the last parent meeting.

San Elizario Independent School District

Josefa Sambrano Elementary School

Campus Report

2024-2025



May 21, 2025

Campus Annual Update

Sambrano Elementary

School Year: 2024–2025

Sambrano Elementary houses 560 students all in the early education grades; Kindergarten, First, and Second grades with an additional two Special Education Units. Of those classes, 64% of them are part of the district's 50/50 dual language program. The remaining classes are considered monolingual English classes where all instruction is in English.

Currently, Sambrano has a total of 167 Kindergarteners (107 DL, 60 ML), 187 First graders (115 DL, 72 ML), and 192 Second Graders (120 DL, 72 ML). Additionally, Sambrano houses 14 students in our Special Education units.

Sambrano Elementary prides itself in working hard to create a solid educational foundation for students in the early grades. The campus mission and vision statements are a testament to the campus goals.

Mission Statement

Josefa L. Sambrano Elementary School will go beyond excellence by providing a nurturing learning environment that provides a solid foundation and instills a desire to be lifelong learners both academically and socially. In all that we do and all that we teach, we will provide education at an exemplary level.

Vision Statement

Our students will be academically and socially developed citizens who are evolving in an innovative curriculum that meets the diverse needs of all students and equips them to be positive and contributing members of society.

Campus Performance Overview

Academic Achievement

The Developmental Reading Assessment (DRA) or Evaluación del Desarrollo de la Lectura (EDL) are individually administered assessments of a child's reading capabilities. They are tools to be used by teachers to identify a student's reading level, accuracy, fluency, and comprehension. The purpose is not to push students higher, but rather go deeper and wider at their grade level.

The following data is taken from BOY, MOY, and for Kinder, EOY assessment administration. As shown, many gains in reading levels are seen.

Kinder BOY	
20	0
18	0
16	0
14	0
12	1
10	0
8	1
6	0
4	0
3	10
2	27
1	53
A	68

Kinder MOY	
20	2
18	1
16	0
14	0
12	0
10	0
8	2
6	3
4	23
3	21
2	33
1	34
A	23

Kinder EOY	
20	3
18	1
16	1
14	1
12	10
10	1
8	4
6	18
4	30
3	34
2	32
1	14
A	10

1st Grade BOY	
20	1
18	0
16	3
14	2
12	4
10	5
8	9
6	13
4	27
3	19
2	38
1	35
A	15

1st Grade MOY	
20	8
18	4
16	7
14	10
12	10
10	26
8	15
6	13
4	29
3	25
2	17
1	9
A	2

2nd Grade BOY	
38	1
34	0
30	5
28	0
24	9
20	10
18	10
16	9
14	16
12	18
10	19
8	13
6	18
4	15
3	16
2	8
1	20
A	0

2nd Grade MOY	
38	1
34	4
30	10
28	20
24	12
20	15
18	26
16	11
14	15
12	9
10	18
8	8
6	7
4	6
3	5
2	7
1	0
A	0

Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	561	606	Decrease of 49
Average Daily Attendance (ADA) as of April 30, 2025	514	563	Decrease of 9 %
Chronic Absenteeism (students missing 10% or more of school days) as of April 30, 2025	24%		
Total Absences	5,239	6,581	1,342
Excused Absences	3,437	4,207	770
Unexcused Absences	1,802	2,374	1,428
Percentage of Students with Perfect Attendance	8%	2%	Increase of 6 %

Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	66	78	Decrease of 12
Expulsions	0	0	Decrease
In-School Suspensions (ISS)	0	8	Decrease of 8
Out-of-School Suspensions (OSS)	0	0	Decrease
Referral Categories (Top 3 Reasons for Disciplinary Action)	Disrespectful behavior (hitting, use of foul lang); being irresponsible (not completing work)		

PBIS Committee Information

Positive Behavioral Interventions and Supports (PBIS) is a framework for creating a safe, positive, equitable school, where every student can feel valued, connected to the school community and supported by caring adults. By implementing evidence-based practices within a PBIS framework, our school supports the students' academic, social, emotional, and behavioral success, engage with families to create locally meaningful and culturally relevant outcomes, and use data to make informed decisions that improve the way things work for everyone.

Why should we implement PBIS? It works — students and educators benefit. Research shows it works, time and time again. It improves student and teacher outcomes as well as reduces exclusionary discipline, meaning office referrals and suspensions.

Some things we are considering doing to re-vamp our program is:

- PBIS kickoff at BOY
- Post examples of procedures for students around the building
- Show teachers nonexamples
- Reward teachers with mailbox surprises, free-dress passes, raffles, coffee cart, popcorn cart, and adding positive student referrals
- Fundraising for PBIS events, such as Krispy Kreme, donations, dances, sale of swag items
- Create student videos demonstrating desirable expectations

Key Accomplishments and Highlights

To help with math fact fluency, Sambrano Elementary held a Math Bee. A Math Bee is like a spelling bee, but students try and solve math problems instead of spelling a word. The purpose of the Bee is to promote academic excellence in mathematics.

The Sambrano Math Bee is more than just a fun competition—it is a vital tool for developing young minds. This event allows our young students to showcase their math skills, build confidence, and foster a love for learning.

By participating in the math bee, students sharpen their problem-solving abilities and improve their speed and accuracy in mathematics. The friendly competition encourages them to push their limits while learning the importance of perseverance and focus. Additionally, the math bee creates a collaborative environment where students support Students also participated in various field trips where they were able to problem solve, explore, and conduct experiments. Sambrano students also participated in a leveled-readers pilot program where students were given books individualized for them (at their level) to build excitement for reading while learning to read.



Sambrano also continued the Wildcat Folklórico composed of boys and girls in all grade levels (K-2). The program number of students was dwindling, we recruited, and they came. Our numbers now fall between 30-35 weekly dancers. The students take the responsibility of rehearsals and dancing very seriously.

Our students are gaining an appreciation for the musical and colorful culture and traditions of Mexico. By practicing the movements, Ballet Folklórico students learn to develop pride in their heritage, dignity and cultural awareness.

Additionally, they have physical activity helping them develop strength, flexibility, coordination, and endurance. It also builds the following:

- Social Skills
- Emotional Expression
- Discipline and Focus
- Cognitive Development
- Confidence and Self-Esteem

This year the staff wanted to bring in more dads to school and involve them in their child's academic journey. We started with a father (or father figure) event during PE. We had over 365 dads (or guests) join us in activity stations where they could play soccer, basketball, hula hoop, toss games, and more. We had some students that did not have an adult able to attend therefore we had students inviting their friend to join them and their parent. It was a beautiful, and compassionate, thing to see.

To help some of our most vulnerable and needy students, Sambrano partnered with Abundant Church, who provided some students shoes for Christmas. Additionally, other students received backpacks from the El Paso Sheriff's Department.



Another campus highlight is that the Texas Education Agency announced Josefa L. Sambrano Elementary had fulfilled the requirements to earn a Purple Star Campus Designation demonstrating support and commitment to meeting the unique needs of military-connected students and their families.

Sambrano Elementary understands and nurtures students in a military family through strategies such as helping with the enrollment process, records transfer, share existing community resources, providing campus-based support, and many other services the

student (or family) may need for academic success. Additionally, the campus holds special dress-up days to recognize CCMR for everyone.

Our military families enjoy learning about the San Elizario community through the eyes and voices of their children. Our Wildcats learn to fall in love with reading and discover their mathematical and science skills with STEM, all while building an attitude of self-discipline, respect and acceptance. We are here to support children as well as the family unit as they transition into their new home in our community.

Sambrano Elementary will continue working to better understand how our students and families can receive the appropriate support to thrive daily.



Areas for Improvement and Challenges

Academically, Sambrano Elementary is creating a plan to help increase rigor in the Tier I instruction. Tier 1 instruction — or high-quality, evidence-based classroom instruction — is the general instruction that all students receive from their classroom teacher. Tier 1 interventions are particularly important because they provide a baseline to ensure all students receive high-quality education. They also help to identify the need for

further interventions. If we have a strong Tier I, all students benefit, requiring less students Tier II interventions.

Rigorous assignments encourage students to think critically, creatively, and more flexibly, and to question their assumptions and think deeply, rather than simply utilize memorization and information recall. Rigorous learning environments are stimulating, engaging, and supportive.

For social and emotional support, we utilize our counselors for bi-weekly class lessons as well as group and individual counseling sessions. We have included a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success. We will close achievement and opportunity gaps. This will result in improved student achievement, attendance and discipline.

One challenge we are closely looking at is the pick-up situation at the end of the instructional day. Due to the enrollment size and student ages, it is difficult to take students out to the drop zone much like the other elementary campuses do. Currently, students wait inside, parents walk up to the designated area, we call out the student, and the student comes out. A much more efficient way could be safer and faster.

Parent and Community Engagement

The Sambrano Elementary Parent Liaison is doing a very good job of recruiting regular volunteers willing to assist as needed in the school and for various events. The goal is to have parents feel comfortable enough to volunteer daily and serve as models to other parents so that they too come volunteer.

Some things we are considering are that parents must have the time and a willingness to serve on a regular basis. We would also benefit from parents having or be willing to acquire skills needed to improve and enrich our learning program.

Parent Feedback

When students are supported at home and school, they develop more positive attitudes about school, have more self-confidence, and place a higher priority on academic achievement. Also, children of involved parents and guardians feel that they're accepted, included, and respected in the home and at school. The stronger the relationship between parental involvement and their child's education, the more likely children are to achieve academically.

Parent involvement motivates children to learn, leading to higher grades. The level of involvement is crucial in producing a high impact on the student's performance. The higher the degree of parental involvement, the higher the impact on the child's academic achievement. Therefore, the campus parent liaison is working to provide more volunteer opportunities outside of the occasional meeting. Here are some comments by parents on this year's activities:

12. Comments, Suggestions, Questions. Please write your comments here

First time coming to a meeting. I enjoyed it will definately be coming to more

13. ¿Qué otro tema recomendaría usted en el futuro para estas presentaciones?

gracias por darnos información de los niños de su nivel de lectura.

11. What obstacles keep you from being engaged/involved in District/Campus meetings?

time, sometimes i cant attend

12. Comments, Suggestions, Questions. Please write your comments here

everything was done well, liked the presentation

1. ¿Qué tan satisfactoria estuvo la presentación de hoy?

1 2 3 4 5
No Poco Satisfecho Muy Excelente
Informativa Informativa Satisfecho Satisfecho

2. ¿Le podría ayudar a usted esta presentación con la educación de su hijo (a)?

1 2 3 4 5
No No Más o Un poco de Muy útil
Útil Satisfactoria Menos uso en casa en casa

3. ¿Estuvo la presentación bien organizada?

SI NO

4. ¿Estuvo en un ambiente adecuado y aceptable?

SI NO

5. ¿Participó activamente durante la presentación?

SI NO

6. ¿Fue claro el presentador(a) al explicar e informar?

SI NO

7. ¿Se le dio tiempo para sus preguntas?

SI NO

8. ¿Tenía el presentador noción tocante al tema?

SI NO

9. ¿Le agradó la presentación?

SI NO

10. ¿Le gustaría ser padre voluntario?

SI NO

Nombre: _____ Número de Teléfono: _____

11. Que obstáculos le impiden participar en las reuniones del Distrito/Plantel?

12. Comentarios, sugerencias y/o preguntas. Favor de hacer sus comentarios aquí.

Muy buena presentación



The Administration team is new at Sambrano Elementary. Therefore, a survey was sent to staff members to gain insight into their thoughts and opinions. The insights from school culture surveys help educators proactively address concerns related to safety, inclusivity, and engagement. Data-driven decision-making also fosters a culture of continuous improvement, where feedback is not only valued but acted upon.

Some survey responses from teachers and staff for the following question are listed here:

Name 2-3 things you like about working at Sambrano?

- Administration/and my kinder team
- Strong, supportive, approachable administrators
- Location, environment, administrators
- My peers, good working environment, I get full support from administrators
- Believing in students' abilities and creating an environment where they feel supported and encouraged to learn

How can your administrators better support you with students?

- Having parent meetings to inform parents of all student expectations throughout the school year.
- Smaller class size.
- Continue following through with consequences, both good and bad.
- Academically: opportunities to plan with the whole grade level team at the same time.
- Administrators are always willing to support their teachers. This is especially true in my case being a "first year" teacher. Every time they provide me with feedback or suggestions, it helps me become a better educator.

Leadership Highlights

The Sambrano Elementary Instructional Leadership Team worked hard to build a positive school culture and climate where students and staff felt included, heard, and that placed high value on respect, diversity, academic integrity, transparency, and honesty.

Additionally, we worked to maintain a sense of teamwork, order, productivity and shared goals that put both students and staff at ease. Problems may still exist, of course, but there is a stronger sense of optimism and hope for the future. The quality of the relationships within the school elevated our vision, school safety, and very importantly, will contribute to academic success.

We will continue building on this as we now move to the next phase of working together on strong Tier I instruction, rigor, and academic success.



Next Steps and Action Plans

For the 2025-26 school year, we will focus on the use of high-quality instructional materials. HQIM refers to materials aligned to academic standards, are content-rich with clear learning outcomes, reflect evidence-based practices, and provide a full suite of teacher and student materials.

High-quality instructional materials allow students to engage more deeply and meaningfully with the state standards; they lead to additional learning for students.

Also, high-quality instructional materials have a larger, more cost-effective impact on academic outcomes than many interventions. Access to this rigorous material will help with our goal of increased achievement for all students.



Suggestions for Improvement

How can the district support you?

A duties timeline for all administrators. For example, provide calendared events that help us stay on track with duties such as evaluations, LPAC trainings, SLOs, etc.

Allowing time for day-to-day administrator collaboration discussions. How is one campus doing something and share with the others.

San Elizario Independent School District
Lorenzo Alarcon Elementary School
Campus Report
2024-2025



May 21, 2025

Campus Annual Update

Lorenzo G. Alarcon Elementary

School Year: 2024–2025

1. Introduction

- **Overview of the Campus**
 - Lorenzo G. Alarcon is an elementary campus serving grades 3 through 6. The current enrollment is at 297 students. Our campus includes an SES unit.
- **Mission and Vision**
 - Mission: Our students at Alarcon Elementary School will excel in both academic and social areas in order to seek higher educational opportunities to become self-sufficient and productive citizens.
 - Vision: Alarcon Elementary is committed to creating life-long learners.
- **Purpose of the Annual Update**
 - Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.

2. Campus Performance Overview

- **Academic Achievement**
 - **Current MAP testing data comparing beginning of year to middle of year for the 2024-2025 school year is below:**

Alarcon Math					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
3	67	16%	15%	-1%	42%
4	68	30%	27%	-3%	45%
5	78	28%	24%	-4%	42%
6	76	36%	33%	-3%	46%

Alarcon Language Arts Reading					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
3	67	6%	7%	1%	61%
4	46	42%	30%	-12%	43%
5	63	27%	22%	-5%	44%
6	77	15%	10%	-5%	39%

Areas for improvement:

- To increase the number of students performing at Meets level in all three areas: RLA, Math, and Science.
- More students should score in Meets and Masters categories. Our goal for next year is to get closer to the state's goal for student achievement of 60% (90% Approaches, 60% Meets, 30% Masters).

3. Attendance

Attendance Data	2024– 2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	298	Pending	Pending
Average Daily Attendance (ADA) as of April 30, 2025	95.89%	Pending	Pending
Chronic Absenteeism (students missing 10% or more of school days) as of April 30, 2025	17 students	Pending	Pending
Total Absences	1591	Pending	Pending
Excused Absences	614	Pending	Pending
Unexcused Absences	958	Pending	Pending
Percentage of Students with Perfect Attendance	30 students	Pending	Pending

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	69	124	-55 Decrease
Suspensions	16	112	-96
Expulsions	0	0	0
In-School Suspensions (ISS)	15 (In addition, 5 students were in DAEP)	111	-96
Out-of-School Suspensions (OSS)	1	1	0
Referral Categories (Top 3 Reasons for Disciplinary Action)	Vape Fighting Insubordinate	Vape Fighting Insubordinate	

5. PBIS Committee Information

Our campus PBIS team is made up of one representative from each grade level, a SPED teacher, an administrator, and a coach. The goal is highlighting positive behavior on campus and teach students to reflect on unfavorable choices. Positive behavior is rewarded while negative behaviors receive behavior replacement strategies by the counselor.

6. Key Accomplishments and Highlights

- **Academic and Extracurricular Successes**
 - Our GT students placed 7th at the competition held on February 27, 2025, at the Tech2O facility. On January 31, 2025, they placed 2nd out of 27 teams at the Ring of Olympus Divisional competition.
 - Our students continue to participate in Intramural sports and continue to show great sportsmanship. They are learning the basics of each sport and get an opportunity to showcase what they have learned by competing with Borrego Elementary. Outside of the campus, but within the San Eli community, one of our 6th grade students is excelling in wrestling. This is a great achievement because this type of competition is just as mental as it is physical.
 - Success stories of high-performing students or programs.

- **Innovative Programs or Initiatives**
 - iReady for Math and Reading
 - Summit K12 for TELPAS preparation
 - AVID
 - Boys and Girls Club
 - **Collaborations and Partnerships**
 - Our GT coordinator works with the Creative Learning Collaborative to bring rich experiences to our GT students. They have attended their competitions (Q-BEC) and in house activities have included The Chef's Lab Interactive Experience and Stage Craft: I am the Desert.
 - We have a good partnership with the Sheriff's department and Kite Day honoring fallen Deputy, Peter Herrera. The County Commissioner's office is also in contact with the campus for this event.
 - Project Vida is also a highly valued partnership, and they present lessons to our students and our campus staff.
-

7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**
 - All grade levels are below the state's goal of 60% Student Achievement on STAAR tests. This is the average of the percentages of Approaches, Meets, and Masters. The goal for each is: Approaches at 90%, Meets at 60%, and Masters at 30%. Overall, our students scored higher in Reading than in Math. 3rd grade scored the lowest in Reading at 33% and as well as in Math at 30%.
 - A high percentage of our students come into 3rd grade not reading on grade level. In grades K-2, students are learning to read. In 3rd and above, students are reading to learn. Our 3rd grade team and Interventionist find themselves teaching foundational reading skills at the beginning of the year, thus creating gaps in Tier I Reading instruction.
- **Student Support and Social-Emotional Needs**
 - The behavior issues are coming from the same students even after providing restorative practices to help support better behavior choices.
 - We will reach out to Project Vida to see if they have any lessons that would support better choices. We are also looking at community service for these students so that they feel they can contribute to their campus in a positive way. So far, we have had the support of two of these parents for community service. One student was amazed at how much students litter in the playground. That really upset him and he was proud to make his campus look better.

- **Operational Challenges**
 - It has been a challenge getting the access keypads to work consistently at the gym doors and at the 400 Hallway. This causes challenges for students and staff to re-enter to areas. Our custodian puts in a work order right away, but the issue continue shortly after it is “fixed.”
-

8. Strategic Goals and Objectives

- **Short-Term Goals (Current School Year)**
 - At this point, there are 11 days left of school. I would like to have students working on project-based activities, focus on student safety, and minimizing discipline issue by adults being consistently visible now more than ever.
- **Long-Term Goals (Next 1–3 Years)**
 - I would like to see STAAR scores increase, improve Tier I instruction in all core subjects, and create a true culture of collaboration between teams and between the school and community.
- **Key Initiatives for the Upcoming Year**
 - This year’s main goal is to learn the new Math curriculum along with our teachers and provide the best support possible. It will be a challenge, and we want to be ready.

9. Parent and Community Engagement

- **Parent Involvement**
 - Parental engagement initiatives included Math Night, Fit Fridays, Registration raffles and assistance. Volunteers came in to help decorate for the Christmas show and were entered into a raffle for a Wal-Mart gift card. A monthly parent newsletter is sent with news and events from the campus. Awards assemblies have been scheduled and shared with parents for the last week of school. Communication of events is shared on Class Dojo with parents.
 - **Parent-teacher conferences** were conducted during both the **fall and spring semesters**, offering families dedicated time to connect with teachers regarding academic progress and student needs.
- **Community Outreach**
 - The most effective outreach with parents this year has been the Coffee with the Principal meetings. We are looking to make these even more inviting for parents next school year by offering an AM session and a PM session to provide parents a better option for their schedule.

10. Feedback from Stakeholders

- **Student Feedback**

- A Principal's Advisory Committee was formed late in the year. This group of students represent each grade level and will provide student insight on issues that matter to them.
 - **Teacher/Staff Feedback (as applicable)**
 - A teacher survey was sent in October and another one in the Spring. Out of 20 teachers, 7 provided anonymous feedback with very similar wording. Administration is reviewing them and reflecting on the concerns. The SBDM committee reviewed the survey results as well.
 - **Parent Feedback (as applicable, if available from parent liaison)**
 - Summary of parent feedback (e.g., satisfaction surveys, meeting feedback).
-

11. Campus Highlights

- **Highest attendance rate in the district all year.**
- **District Teacher of the Year is from Alarcon Elementary.**
- **We passed the intruder audit from TEA.**
- **Our campus teacher received 1st Place in Literary Anthology.**
- **Our GT students placed in several competitions this year.**

12. Leadership Highlights

- Creating a new leadership team is a highlight this year. As a principal, I got to form a team that I see shares my vision and shares a strong work ethic. Relationships are taking time to build with teachers/staff and with that comes trust building. We are getting there. I would like more support in being trained in TEAMS to run attendance reports and other reports needed.

13. Next Steps and Action Plans

- We will work to improve our PBIS program to include training and more focus on improving student behavior.
- We will continue with the partnerships we currently have and will work to build new ones. We will bring more events to our campus such as a Fall Festival, Blood Drive, Food Drive, Father/Daughter Dance, Mother/Son Dance, etc.

14. Suggestions for Improvement

The district has helped me when I've reached out for assistance. District leadership always answers questions and when they can't, they direct me to the right person. I believe that as a principal, it is my responsibility to ask questions when I need clarification.

San Elizario Independent School
District Alfonso Borrego Sr. Elementary
School Campus Report
2024-2025



May 21, 2025

Campus Annual Update

Alfonso Borrego Sr. Elementary

School Year: 2024–2025

1. Introduction

- **Overview of the Campus**
 - Alfonso Borrego Sr. Elementary consists of grades 3-6. We have seven sections of both third and fourth grade and five sections of fifth and sixth. Our current enrollment is 517 students with a projected enrollment of 528 students for the 2025-2026 school year. We are a dual language campus as every one of our bilingual classrooms is now identified dual language. Our campus also holds all the units for the elementary campuses. We have two Academic Skills Classrooms (ASC), one Life Skills unit, and one Structured Learning Classroom. We offer programs such as Gifted and Talented, Robotics, and Music. Our elementary students get the opportunity to participate in Intramural Sports such as volleyball, basketball, track, football and soccer. We also have an amazing Cheer Squad.
 - **Mission Statement:**

We, the faculty and staff at Alfonso Borrego Sr. elementary school, are committed to excellence. We strive to create a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially and emotionally.
 - **Vision Statement:**
 - The faculty and staff at Alfonso Borrego, Sr. elementary school are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations, that will develop lifelong learners who are confident, competent and contributing members of society.
 - **Purpose of the Annual Update**
 - Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.
-

2. Campus Performance Overview

- **Academic Achievement**
 - **Assessment Results:**

Borrego Math					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
3	134	24%	19%	-5%	41%
4	124	14%	9%	-5%	35%
5	116	19%	20%	1%	54%
6	105	22%	38%	16%	61%

Borrego Language Arts Reading					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
3	96	29%	22%	-7%	46%
4	88	20%	19%	-1%	53%
5	97	23%	17%	-6%	45%
6	106	13%	9%	-4%	44%

Borrego Science					
Grade	Total Number of Students MOY	Fall 2024 BOY	Winter 2025 MOY	BOY to MOY	Percentage of Students Who Met Growth Projections
5	115	36%	36%	0%	50%

- Areas of improvement are:
 - To increase the number of students performing at “Meets” level in all content areas (Math, RLA, and Science)
 - To increase the number of students performing at “Masters” level in all content areas (Math, RLA, and Science)
 - To increase the number of students meeting growth projections in Math, Language Arts and Science
 - To increase the number of students meeting or mastering readiness TEKS/Process standards on 4- and 8-week assessment

3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	521	498	increase
Average Daily Attendance (ADA) as of April 30, 2025	486	466	increase
Chronic Absenteeism (students missing 10% or more of school days)as of April 30, 2025	26 students	17 students	increase
Total Absences	3,843	4,369	decrease
Excused Absences	2,179	2,597	decrease
Unexcused Absences	1,664	1,772	decrease
Percentage of Students with Perfect Attendance	48 students	32 students	increase

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	111		increase
Suspensions	0	0	n/a
Expulsions	0	0	n/a
In-School Suspensions (ISS)	32	12	increase
Out-of-School Suspensions (OSS)	1	0	increase
DAEP	13	3	increase
Referral Categories (Top 3 Reasons for Disciplinary Action)	Vapes Threats Fighting	Fighting	Increase

5. PBIS Committee Information VERDIER/ROBLES

This school year, the PBIS committee focused on developing a school-wide system to support all students by promoting positive behavior. The committee successfully raised funds to provide incentives for students who met PBIS (Positive Behavioral Interventions and Supports) expectations. These students were able to participate in various PBIS-sponsored events designed to reinforce positive behaviors.

Although we aimed to fully implement the program as originally envisioned, limited training for many committee members and staff impacted our ability to do so effectively. Despite these challenges, we remained committed to our goals and adapted as needed, utilizing the resources available to us.

Looking ahead to the next school year, the committee will continue its work by developing, implementing, and evaluating strategies that encourage positive behaviors, reduce disruptions, and support student well-being. This includes clearly defining behavioral expectations, providing consistent reinforcement, and offering targeted support for students who require additional interventions.

To strengthen the program, we plan to refine our data collection processes to better monitor student progress and identify areas for growth. We also aim to provide ongoing professional development for staff to ensure consistent application of PBIS strategies across all school settings. Finally, the committee will work to deepen engagement with students, families, and the wider school community to ensure that PBIS initiatives remain inclusive and responsive to the diverse needs of our school.

6. Key Accomplishments and Highlights

- **Academic and Extracurricular Successes**
 - Honor Roll Recognitions continue each 9 weeks.
 - GT Competitions:
 - All GT Students participated in the district competition.
 - Two groups made it to
 - Math Bee: One hundred twenty students participated in grades 3-6. All students were recognized but first, second and third per grade level were selected as well as one overall grand champion.
 - Band/Music: Our music program is thriving! Students are excited to come to class and learn about music and their instruments (5th/6th grade). Since starting the 6th grade band program four years ago, we have successfully been able to double both band and mariachi numbers (Ms. Montano)
 - Literary Anthology: 19 finalists were selected from Borrego
 - SPED Olympics in Fabens ISD
 - Intramurals: volleyball, basketball, football, soccer, track
 - Cheer squad that consists of 25 girls in grades 3-6

- **Innovative Programs or Initiatives**
 - IReady Math grant
 - Military Connected Students/Activities:
 - AVID
 - Intramural Sports
 - Math Bea
 - Boys and Girls Club
 - Career Day
 - Upgraded technology for teachers
 - **Collaborations and Partnerships**
 - Our partnerships included: Project Vida, Aliviane, Livian Baity/PBIS support, Sheriffs' Department, Border Patrol, The Boys and Girls Club
-

7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**
 - Reading
 - Students struggle with foundational skills such as how to read whole words, fluency, and letter sound correspondence in some cases. Many students struggle with graphophonemic knowledge, the ability to recognize and understand the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) used to represent those sounds in writing. It's a crucial skill for learning to read and write, as it helps children decode words and learn new words. Students also need help with how to determine the meaning of unknown word (vocabulary TEKS), and fluency which naturally impacts comprehension.
 - Math
 - Because we have students that struggle with reading, an area in Math that struggle with is reading the word problems. In many cases, students cannot even recognize academic vocabulary and they cannot tell what the problem is asking them to do.
 - Students do struggle with computation but it many times has to do with the lack of manipulatives during instruction.
- **Student Support and Social-Emotional Needs**
 - We have students that face challenges wellness, mental health, or behavioral issues. Many of these challenges stem from home.
 - Students are supported by one-to-one sessions counselor, outside counseling, class lessons. Mr. Seay visits with some of our students. We schedule check-ins with administrators and counselor and students. We always communicate with parents. In some cases, the Crisis Intervention

Team has reported to campus and transported students to the local hospital.

- **Operational Challenges**
 - Our current student enrollment is 517 students. We are one of the largest campuses in the district. Our campus employees:
 - 4 custodians
 - 1 counselor
 - 1 interventionist
 - 1 Instructional Officer
 - 2 monitors
 - If there is any way to assist with the positions listed above, we will accept the help.
-

8. Strategic Goals and Objectives

- **Short-Term Goals (Current School Year)**
- **Key Objectives for the Remaining Months of the Current School Year and next year as well:**
- **1. Academic Focus**
 - Complete final assessments
 - Look at data.
 - Plan for summer school for students needing extra help.
- **2. Staff & Classroom Preparation**
 - Wrap up curriculum pacing guides and finalize end-of-year reports.
 - Begin initial planning or reflection for the next school year.
 - Ensure classrooms and the school itself are ready for summer.
- **3. Student & Community Engagement**
 - Celebrate student achievements with end-of-year recognitions or events.
 - Communicate clearly with families about report cards, summer programs, and important dates.
 - Conduct brief student feedback surveys to inform future planning.
- **4. Positive Closure**
 - Foster a positive and reflective atmosphere to end the year on a strong note.
 - Encourage goal setting for summer and next year during classroom discussions.
 - Ensure all students feel seen, appreciated, and ready for transitions
- **Long-Term Goals (Next 1–3 Years)**
- **SEL/Behavior Component:**
 - Create a PBIS program that is consistent, aligned, and implemented effectively.
- **Academic Improvement:**

- Continue to focus on strengthening students' performance in Reading, Math and Science
 - Implement targeted interventions for students
 - Encourage project-based learning and hands-on activities to enhance student engagement and understanding of core concepts.
- **Professional Development for Staff:**
 - Identify needs
 - Continue to promote collaboration among staff through regular professional learning communities (PLCs)
 - Address social-emotional learning and teacher well-being by offering workshops or resources aimed at reducing burnout and enhancing classroom management.
- **Enhanced Parental Engagement:**
 - Increase communication with parents through regular newsletters, parent-teacher meetings, and school events.
 - Improve parent volunteer program to increase involvement in school-wide activities and events.
 - Create opportunities for parents to engage in their child's learning, such as through workshops on supporting academic growth at home or using technology effectively.
- **Strengthening School Community:**
 - Organize school-wide events that promote a sense of unity, such as cultural celebrations, sports days, or end-of-year celebrations.
 - Foster a safe and inclusive school environment through activities that promote social-emotional learning, diversity, and respect among students, parents and staff
- **Key Initiatives for the Upcoming Year**
- **Academic Improvement:**
 - Continue to focus on strengthening students' performance in Reading, Math and Science
 - Implement targeted interventions for students
 - Encourage project-based learning and hands-on activities to enhance student engagement and understanding of core concepts.
- **Professional Development for Staff:**
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 - **Strengthening School Community:**
 - Organize school-wide events that promote a sense of unity, such as cultural celebrations, sports days, or end-of-year celebrations.
 - Foster a safe and inclusive school environment through activities that promote social-emotional learning, diversity, and respect among students and staff.
-

9. Parent and Community Engagement

- **Parent Involvement/Community Outreach:**
 - Parent Survey in August for interest in the parent program: 111 participants
 - The survey covered parents' interest in volunteering, best communication methods, meeting topics, feedback on general parent and family engagement.
 - Parent teacher conferences (fall semester):
 - Parent teacher conferences (spring semester):
 - Campus Parent Trainings/sessions: 17
 - These trainings and sessions covered many topics such as STAAR Stress Management for students, Title 1 Information, Literacy sessions, social media influence, sessions on curriculum changes, school programs, attendance and behavior.
 - Parent Information sessions in partnership with district: 10
 - Topics for these meetings covered vaping, fentanyl awareness, cyberbullying, suicide prevention, breast cancer awareness, narcotics, domestic violence, mindfulness, gun safety, financial wellness
 - Family Activities: 9: Grandparents' Day, Thanksgiving, winter concert, 9 weeks awards, Math bee, Spring concert
 - Community food drive: Made over 25 boxes of meals to distribute and pass out throughout the community
 - Project Vida partnership:
 - Project Vida collaborated with the parent program through informative sessions on Bullying and Positive Potential curriculum
 - Goals and ideas for next year:
 - More parent and family activities represented and set up a BOY
 - More community outreach / strengthen partnerships-work in conjunction with other district campuses
 - More organized ClassDojo feed
 - Incentives for parent and family engagement
 - More volunteer opportunities on campus

- Align parent and student information sessions along with handouts and supplemental information

10. Feedback from Stakeholders

- Counseling Survey Results:
 - **Student Feedback (as applicable)**
 - Surveys are currently being created and sent out and the feedback will be used to make decisions about discipline, instruction, and parental involvement.
 - **Teacher/Staff Feedback (as applicable)**
 - Surveys are currently being created and sent out and the feedback will be used to make decisions about discipline, instruction, and parental involvement.
 - **Parent Feedback (as applicable, if available from parent liaison)**
 - Surveys are currently being created and sent out and the feedback will be used to make decisions about discipline, instruction, and parental involvement.
-

11. Campus Highlights

- 100% of certified teachers on board
- Increase in student enrollment
- Our PLC process is shaping up nicely.
- Our PBIS Committee is working to strengthen our program. Great progress is being made.
- We recognized students for their hard work (grades, attendance, good behavior, etc.)
- Growth in some areas on MAP testing
- Holding important conversations such as, how do we support SPED teachers/students who are now taking STAAR test? Will hold “workshop” to begin planning.
- Upgraded technology for teachers
- Partnerships with Project Vida and Aliviane
- Full implementation of Rockin’ Reviews across grade levels and content areas (although some got a late start)
- Amazing Teacher of the Year, Employee of the Year, Professional of the Year representatives
- We have a team that truly works together.

12. Leadership Highlights

- We worked hard to build relationships with students, parents, teachers, etc. and I believe we experienced success.
- Met consistently.
- Working on creating and aligning systems within the campus.
- Worked together to complete tasks
- Created calendar for the year
- Working together to prepare for next year
- Building systems

13. Next Steps and Action Plans

- PBIS Committee is holding regular workshops with Livian Baity to rebuild our program.
- Work to create and build a consistent message and implementation plan for PBIS
- This work will impact behavior, attendance, and academics.
- We will continue to work with partners such as Aliviane and Project Vida to hold events for both students and parents on topics such as bullying.
- Continue to work on maximizing PLCs
- Revisit daily schedule and PLC schedule
- Dig deeper to standards and data
- Begin to look at changes in teacher placement for next school year

14. Suggestions for Improvement

- Create a strong, aligned PBIS program.
- Strengthen instructional practices to include PLCs, the intervention block and the way we look at TEKS and data.
- Prioritize effectively.
- Strengthen home/school connection.



Activities conducted at Borrego related to discipline

August:

- 8/2 Deputy Salinas presented: Topic: “Anti-Bullying/Terroristic Threat”; On a leaf, students wrote different examples of how to be kind to others and the entire campus created a tree (posted in cafeteria)



- Orientation to counseling program (how I can help/how to self-refer/seek help)
- 8/23 Presentation on “Violence Prevention: Conflict resolution”
- Started book study with teachers
 - The book studied: “The Fundamental 5 Revisited: Exceptional Instruction In Every Setting
 - Started with chapter 6: “Working in the power zone”
 - Benefits of working in the power zone include reduced discipline issues because proximity can help prevent minor disruptions from escalating into larger problems.
 - Reviewed chapters and conducted activities in faculty meetings

September:

- 9/20 Presentation by Aliviane; Topic: ”Self-esteem: High vs. Low Self-esteem
- Behavior/Dating Violence/Threat Assessments/Law Enforcement Presentations by Deputy Salinas
- Suicide Prevention/Mental Health and Safety/ Self Care (3rd/4th)/Healthy Boundaries (5th/6th) during counseling sessions with Ms. Verdier

October:

- 10/29 Drug Awareness Presentation/Safe Choices by Border Patrol
- Peer Pressure (Verdier)

November:

- 11/1 Presentation by Aliviane; Topic: Decision Making: Stop-Think-Go. A Decision Making Model

- 11/1 Red Ribbon Week and Safety Presentation by Deputy Salinas
- Peer Pressure (Verdier)

December:

- 12/6 Presentation by Aliviane; Topic: Smoking Information: Immediate and long-term effects of Smoking; Why people choose to smoke or not
- 12/13 Presentation by Aliviane; Topic: Advertising: Tricky Technique” Create a counter advertisement

January:

- Behavior Conference at Region 19 with a team from Borrego

February:

- 2/21 and 2/28 Safety Presentation/Human Trafficking by Ms. Verdier
- Healthy Relationships (Verdier)
- Random Acts of Kindness Week -February 2025

March:

- 3/21 Anti-Bullying/Online Behavior Presentations by Project Vida
- 3/25 Anti-bullying presentation for parents by Project Vida
- 3/25 Anti-bullying brochure created and provided to parents by Deputy Salinas
- 3/28 Read aloud/Keep calm and doodle (to address test anxiety) by principal/parent liaison
- Regulation Strategies (when stressed) by Counselor

April:

April 4th: STAAR rally (to deal with test anxiety)

April 25th: PBIS Chalk the Block

April 29: Project Vida presented to parents about the Positive Potential Curriculum (6th grade)

- Regulation Strategies (when stress) by Counselor

May:

5/2 Youth Violence Prevention and Awareness Presentations by Deputy Salinas

5/13, 20, 22, 27, 29 Positive Potential Curriculum with Project Vida- 5 lessons with 6th grade students

(only)

- Topics:
 - personal health (wellness)
 - Decision making; life affects decisions you make; backpack activity
 - Peer pressure

- Bullying
- Healthy/unhealthy relationships
- Planning for your future
- The Nice Method (refusal skills and how to say no)

Other:

- Check in/check out system with some students; all hands-on deck (Principal, AP, Counselor)
- Working with Ms. Baity to build a strong PBIS program campus-wide
 - ✓ meetings thus far: 4/24 @ 1:00-5:00
 - 5/6 with Leadership @ 2:00-4:00
 - 5/8 with PBIS Committee @ 1:00-4:00
- Referrals to Child Guidance Center
- Individual Counseling
- Place safety visual cues for students in units (in the event they want to run out)
- Discipline referrals/Reflections
- Started RISE modules with Project with faculty and staff

San Elizario Independent School District
Ann Garcia Enriquez Middle School
Campus Report
2024-2025



May 21, 2025

Campus Annual Update
Ann M. Garcia-Enriquez Middle School
School Year: 2024–2025

1. Introduction

- **Overview of the Campus**

- Ann M. Garcia-Enriquez Middle School (GEMS) is the sole middle school in the San Elizario Independent School District serving 410 students—210 in 7th grade and 200 in 8th grade.
- At our campus, we have implemented an advisory period known as "Golden Hour" to support the development of the whole child. This dedicated time is structured by days. On Tuesdays, we focus on emotional learning through the CharacterStrong program and counselor lessons. On Wednesday we emphasis either AVID (Advancement via Individual Determination) or the Summit K-12 program. On Thursdays and Fridays, we focus on interventions as well as a Student Eagle Eye Report for students to keep track of and reflect on their progress of grades, STAAR, TELPAS, and attendance. To further support our students, we have a Reading Interventionists to assist students who have a history of challenges in their Reading Assessments. We also offer STAAR labs to students who are close to passing STAAR but require additional support in Reading and/or Math. The labs also fulfill the requirements set by House Bill 4545 which is mandated by the state for accelerated instruction for students who do not achieve satisfactory performance on STAAR assessments.
- Ann M. Garcia-Enriquez Middle School provides an educational experience that extends beyond core subjects. Students have access to a range of Fine Arts courses, including Art, Band, Dance, and Mariachi, promoting students' creativity. Additionally, the school offers high school credit courses such as Algebra I, Spanish I, Principles of Engineering, and Principles of Audio/Video Technology, allowing students to earn credits to advance faster in high school. The Master Schedule allows for additional specialized programs such as STEM (Science, Technology, Engineering, Math) for 7th graders, and STEAM (Science, Technology, Engineering, Art, and Math) for 8th graders as well as GT (Gifted and Talented) classes for both 7th and 8th grade.
- The campus will continue to provide various clubs and organizations, including the Library Club, Comic Book Club, Girls Club, National Junior Honor Society (NJHS), Student Council, UIL competitions, and a broad range of sports: Volleyball, Football, Cross Country, Cheerleading, Boys and Girls Soccer, Boys and Girls Basketball, Track and Field, Wrestling, Golf, and Tennis. Additionally, for the 2024-2025 school year, the campus has partnered with outside agencies such as Aliviene, Boys and Girls

Club, and Project Vida to further support student and parent engagement and involvement.

- **Mission and Vision**

- Mission Statement
 - At Garcia-Enriquez Middle School, our purpose is to ensure that all students master academic standards, experience social and emotional growth, and embody the campus' core values. We commit to serve as positive role models, provide a safe and supportive environment, facilitate learning and remediation and offer extracurricular activities that meet individual student needs.
- Vision Statement
 - Our vision at Garcia-Enriquez Middle School is to cultivate an environment that empowers the 21st century student to be future ready and aspire to reach their dreams.

- **Purpose of the Annual Update**

- Purpose of the session: To inform the Board of Trustees about the campus's achievements, challenges, and plans for the future.

2. Campus Performance Overview

- **Academic Achievement**

- **Assessment Results**

Math MAP (Measurement of Academic Performance)					
Grade	Students	Fall BOY	Winter MOY	BOY to MOY	Percentage of Student Who Met Growth
7th	200	32%	26%	-6%	41%
8th	119	15%	13%	-2%	47%
Algebra	64%				73%

Reading MAP (Measurement of Academic Performance)					
Grade	Students	Fall BOY	Winter MOY	BOY to MOY	Percentage of Student Who Met Growth
7th	200	14%	12%	-2%	50%
8th	119	14%	13%	-1%	47%

Science MAP (Measurement of Academic Performance)					
Grade	Students	Fall BOY	Winter MOY	BOY to MOY	Percentage of Student Who Met Growth
8th	184	39%	40%	1%	51%

- **College, Career, and Military Readiness**
 - Our campus is the first campus to implement AVID (Advancement Via Individual Determination). The mission of AVID is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. AVID is a comprehensive educational program designed to increase the number of students who enroll in and succeed in higher education. It targets students who are capable of completing rigorous curriculum but may need additional support to do so. The program emphasizes:
 - **WICOR Strategies:** Writing, Inquiry, Collaboration, Organization, and Reading to Learn.
 - **AVID Elective Classes:** Specialized courses that provide academic support and skill development.
 - **Professional Learning:** Training for educators to foster a college-going culture.
 - AVID transforms school cultures to support students in achieving their college and career goals.
 - Garcia-Enriquez Middle School offers a College Career Readiness Class to all 8th graders for one semester.
 - The primary goal of this course is to help students develop decision-making and problem-solving skills essential for college and career planning. Key objectives include:
 - **Self-Assessment:** Students explore their interests, strengths, and abilities to better understand potential career paths.
 - **Career Exploration:** Utilizing tools like interest inventories and career research assignments, students investigate various career options within the 16 federally defined career clusters.
 - **Educational Planning:** Students learn about high school graduation endorsements, Career and Technical Education (CTE) clusters, and postsecondary options, linking their academic choices to future goals.
 - **Skill Development:** The course emphasizes the integration of academic skills with real-life applications, preparing students for the demands of high school and beyond.
 - In compliance with **Texas Education Code Section 28.016, House Bill 18** mandates that students in seventh and/or eighth grade receive instruction that prepares them for high school, college, and career. This ensures that students are equipped with the knowledge and skills necessary for postsecondary success.

- **Areas of improvement and areas still requiring focus**
- **Enhancing Academic Rigor and Student Engagement -** We are actively refining our data-driven discussions during Professional Learning Communities (PLCs) to more effectively target interventions and enrichment opportunities. Our focus is on elevating the academic rigor in all classes, but with an emphasis on our Honors classes to provide truly differentiated and challenging learning experiences.
- While teachers and students are effectively integrating the structure of AVID's Cornell Notes, we recognize the need to further develop higher-level questioning and interactive discussions.
- We want to enhance our **Frequent Small Group Purposeful Talk (FSGPT)**, a strategy that involves organizing students into small groups to discuss specific questions at regular intervals throughout the lesson to for a deeper understanding through peer interactions.
- Additionally, we are improving the use of **Costa's Levels of Thinking** to craft questions that promote critical thinking. Currently, we see a lot of Level I and II Questions by both teachers and students. We want to see more Level III questions during class.

3. Attendance

Attendance Data	2024– 2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	410	425	Decrease of 15
Average Daily Attendance (ADA) as of April 30, 2025	94.65%	94.18%	.47 Increase
Chronic Absenteeism (students missing 10% or more of school days)as of April 30, 2025	12.9%	21.9%	9% Decrease
Total Absences	2832	3176	Decrease by 344
Excused Absences	734	1034	Decrease by 297
Unexcused Absences	2095	2142	Decrease by 47
Percentage of Students with Perfect Attendance	14%	7.5%	6.5% increase

San Elizario Independent School District

San Elizario High School

Campus Report

2024-2025



May 21, 2025

Campus Annual Update

San Elizario High School

School Year: 2024–2025

1. Introduction

- **Overview of the Campus**

- Campus services 9-12, and currently has a total enrollment of 969. Over 50% of the campus is classified as emergent bilingual and 90% plus are economically disadvantaged.

Mission Statement

To motivate students to "believe" in themselves and instill the "confidence" necessary, in them, to reach their post-secondary goals.

Vision Statement

San Elizario High School will prepare students to enter a four-year university or college of their choice by becoming a cutting-edge learning institution focused on advanced academics and college readiness.

- **Purpose of the Annual Update:** To inform the Board of Trustees about the campus's achievements, challenges, and plans.

2. Campus Performance Overview

- **Academic Achievement**

- *CCMR increase from 51% (22-23) to 67% (23-24)*
- *RLA English II scores for 23-24 indicate the highest meets percentage and 2nd highest master's percentage in the last 7 years.*
- *Highest attendance percentage in the last 3 years at 90.89.*

-Improvement needed in the following areas: Special population performance, Alg. I on grade level performance, and imp

- **Graduation Rate (High School)**

Senior Cohort	On Track to Graduate in May	Percentage	Graduating in June
250	233	93.2%	9

Early College Seniors	On Track to Earn Associates	Percentage	Graduating in June
59	38	64%	0

3. Attendance

Attendance Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Enrollment	969	990	.08
Average Daily Attendance (ADA) as of April 30, 2025	90.89	90.81	.08 increase in average daily attendance
Chronic Absenteeism (students missing 10% or more of school days) as of April 30, 2025	34.05%	37.53%	3.48% reduction in students missing 10% or more of school days
Total Absences	11,600.0	14,628	A reduction of 3,028 school absences.
Excused Absences	3,033	4,229	A reduction of 1196 school absences
Unexcused Absences	8,644	9,939	A reduction of 1295 school absences
Percentage of Students with Perfect Attendance	2%	2.01%	.01 decrease of total students with perfect attendance

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	663	537	Increase from 23-24 to 24-25
Suspensions	396	Need assistance determining	Increase from 23-24 to 24-25
Expulsions	0	0	
In-School Suspensions (ISS)	338	227	Increase from 23-24 to 24-25
Out-of-School Suspensions (OSS)	58	40	Increase from 23-24 to 24-25

Referral Categories (Top 3 Reasons for Disciplinary Action)	-Vape usage -Classroom management -Physical altercation	-Vape usage -Classroom management -Physical altercation -Truancy	Increase from 23-24 to 24-25
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5. PBIS Committee Information

Team serves as a welcome committee in the mornings to greet students, organizes campus attendance initiatives. Team will be tasked with loss of credit management in Fall of 25'to inform parents of opportunities to complete loss of credit, and identify supports needed to improve average daily attendance.

6. Key Accomplishments and Highlights

- **Academic and Extracurricular Successes**
 - *First State competition birth for Mariachi*
 - *Frist National Speech and Debate Qualifier in school history*
 - *CTE State Champions in Construction and Graphic Design.*
 - **Innovative Programs or Initiatives**
 - *Project Vida PATH program for aspiring medical professionals*
 - *Student Attendance Awareness: LOC status and attendance awards*
 - **Collaborations and Partnerships**
 - *Project Vida that has provided mental health counseling, leadership/mentoring courses for at-risk populations, scholarship raffling, and summer programming.*
-

7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**
 - *Algebra I overall performance*
 - *Performance of special education and emergent bilingual students in Math and Reading*
 - *Campus goal of 60% students passing TSI in 9-12th grade.*
- **Student Support and Social-Emotional Needs**
 - *Continue partnership with Project Vida Guidance counseling*
 - *Continue to inform students on a 9-week basis their graduation and loss of credit status.*
- **Operational Challenges**

- NA
-

8. Strategic Goals and Objectives

- **Short-Term Goals (Current School Year)**
 - *Leader development in instructional coaching and time/tasks*
 - *Vertical alignment meetings with middle school instructional staff*
 - *Lesson Rehearsal*
 - *Continue to prioritize highest performing personnel in reading and math*
- **Long-Term Goals (Next 1–3 Years)**
 - *Increase all CTE programming to 90% certification rates in year 3 of my leadership*
 - *Securing 80% approaches rate in algebra I in year 3 of my tenure.*
 - *Outperform English I and II state assessment performance from prior year.*
 - *Produce the highest performing Algebra I team in region 19, and test above the state average for Math.*
- **Key Initiatives for the Upcoming Year**
 - *Curriculum adoption for Mathematics*
 - *PLC co-teach planning and collaboration*
 - *9th grade language acquisition classes*
 - *January benchmark assessments to determine schedule changes and instructional improvements.*

9. Parent and Community Engagement

- **Parent Involvement**
 - *Parent teacher conferences, parent liaison parent meetings, arts/athletic functions to ensure students and families are involved in the advancements of the campus and feel connected to the work being done.*
- **Community Outreach**
 - *Campus has held over 70 parent meetings with critical students at the 11th and 12th grade level informing parents of loss of credit and graduation status. This was an immediate concern that needed to be addressed to inform parents and provide a pathway.*
 - *Campus needs to improve by sharing assessment data on a quarterly basis to inform parents on the progress or lack thereof being made. These presentations should be followed up with individual parent meetings for students who have yet to meet on a 4- or 8-week assessment, this requires intentional planning by the campus and should not occur during parent teacher night but on alternate dates.*

10. Feedback from Stakeholders

- **Student Feedback (as applicable)**
 - *Within the district's partnership with Gear-Up, survey feedback indicated a need for higher expectations and more rigorous tasks. For students to indicate that, it is evident there has been a shift in student mindset around achievement and accountability.*
- **Teacher/Staff Feedback (as applicable)**
 - *Requests for additional planning time with co-teacher*
 - *During the 23-24 school year, feedback was provided on reducing teacher prep (planning for different content areas) this was accomplished for the 24-25 academic school year.*
- **Parent Feedback (as applicable, if available from parent liaison)**
 - NA

11. Campus Highlights

- *Improved CCMR overall percentage*
- *Increase STAAR Reading/Writing performance*
- *Improved campus attendance rate*

12. Leadership Highlights

- *Our team has improved in three areas: attendance (getting students to school), literacy (9th/10th grade English I and II), and college, career and military readiness (CCMR percentage). Improvement data provided in section 2 of this document, under the subheading academic achievement.*
- *Campus leadership team needs to improve coaching of instructional staff that do not teach state assessed subjects. The year 3 focus will be building the instructional capacity of personnel outside of English I/II and Algebra I. The expectation of ALL classrooms should reflect students engaged in writing, speaking, listening, and reading. Unstructured lesson delivery or management of instructional time will be replaced in every discipline.*

13. Next Steps and Action Plans

- *Schedule all at-risk parent meetings for Fall 2025 and principal townhall meetings to occur twice monthly in morning and afternoon.*
- *Continue teacher parent outreach during teacher plc time to communicate failure status, positive feedback, and upcoming campus events. This is an area in which the campus can improve in being transparent with families in the following critical areas: academic achievement, loss of credit, and solicit praise that can be shared with the student.*

14. Suggestions for Improvement

- How can the district support you? *NA*

4. Discipline

Disciplinary Data	2024–2025	2023–2024	Change (Increase/Decrease)
Total Disciplinary Referrals	123	203	Decrease by 80
Suspensions	0	0	Same
Expulsions	0	0	Same
In-School Suspensions (ISS)	126	211	Decrease by 85
Out-of-School Suspensions (OSS)	7	8	Decrease by 1
Referral Categories (Top 3 Reasons for Disciplinary Action)	1. HORSEPLAY 2. DISRESPECT TO TEACHER 3. EXCESSIVE TARDIES / TRUANCY / DICTCHING	1. HORSEPLAY 2. FIGHTING / MUTUAL COMBAT 3. VAPING – NICOTINE / NON THC	1. Horseplay continues to be an issue do due maturity from elementary to middle 2. Building a positive relationship between faculty and staff with students has decreased the number of related referrals. 3. Vaping continues to be an issue nationwide

5. PBIS Committee Information

- Currently, our PBIS (Positive Behavioral Interventions and Supports) committee is composed of four team members who share a common planning period during 5th period. This scheduling allows them to collaboratively plan, implement, and evaluate various student-centered activities during both lunch shifts. One focus of their work involves organizing monthly Tier I activities that engage all students in promoting a positive campus culture. Examples of these inclusive activities include dances, "Minute to Win It" competitions, and FIFA video game tournaments to reinforce community, school spirit, and the core PBIS values of being safe, respectful, responsible, and kind.
- Another focus is to recognize and celebrate students who display our PBIS core values by distributing a weekly survey to all 7th and 8th grade teachers, asking them to nominate students who exemplify the PBIS values. Nominated students

are highlighted as “PBIS Students of the Week” across various platforms including morning announcements, the campus marquee, and social media channels. These students are celebrated at the end of the year with a special reward such as a movie day or other engaging activities that serve as both an incentive and acknowledgment of their positive behavior.

- Reflections are given to students who do not follow our PBIS core values by faculty and staff and are regularly reviewed and analyzed by the PBIS team. When a student accumulates more than three reflections, they are identified for Tier II intervention and are assigned as a mentor, providing weekly check-ins to support the student in goal setting and behavior improvement.
- Should a student continue to struggle with behavior expectations after Tier II interventions, they are moved to Tier III. This level involves more intensive supports, including individualized goal-setting conversations and the implementation of an “Eagle Report,” a daily feedback form completed by teachers and reviewed with the mentor. This report serves as a daily behavior tracker and discussion tool to help redirect student behavior.
- To promote ongoing positive behavior throughout the year, the PBIS committee fundraises to sponsor an end of year field trip for students who did not receive a reflection during the academic year.

Improvements to PBIS

- We are committed to continually improving our campus culture, recognizing that the foundation of a positive and inclusive environment begins with our PBIS (Positive Behavioral Interventions and Supports) team. While we've implemented several Tier I activities, we need to gather more direct feedback from students to ensure these initiatives relate with their interests and preferences. By involving students in the planning and evaluation of lunchtime activities, we aim to create experiences that are both engaging and meaningful to them.
- In our efforts to refine our approach, we plan to observe and collaborate with teachers who have higher rates of student reflections. Through these visits, we seek to understand their classroom management strategies and identify opportunities to provide additional support and resources.
- We recognize the importance of strengthening the connections between students, mentors, and administrators. To achieve this, we are working to enhance our Tier I and II processes by implementing structured mentorship programs and facilitating regular, purposeful interactions.

6. Key Accomplishments and Highlights

- **Academic and Extracurricular Successes**

- Do the Write Thing essay winner Mariana Lozoya, who represented Region 19 from over 6,000 essays as an El Paso Ambassador. She went to Washington D.C. and had her essay published in the Library of Congress!
- Congratulations to our Eagle Scholars on being inducted into the National Junior Honor Society! Your hard work, leadership, and dedication shine brightly. Keep reaching for greatness and our standard of excellence.
- Congratulations to our GEMS Concert Band on their Division 1 at the Riverside Beginning Band Festival.
- Weeks of hard work, sweat, and dedication! After 15 years, we did it!!!! We are the 8th Grade Boys Little 13 2025 District Track and Field CHAMPIONS!
- Congratulations to Allyson Soto on being Little 13 Conference Champion in 7th Grade Shot Put!
- Both 7th and 8th grade 4x4 relays are District Champions.
- Honor Band received 1s on Stage and 1s on Sight Reading for UIL bringing the trophy to GEMS!
- Academic UIL 1st Place
 - Readers Theater English 1 Place-Gama gave Me A Haircut, Coach: Mrs. L. Melendez, students: Maite Paniagua, Jazlyn Rocha, Diego Aguilar, Yareli Cedillo, Melanie Hernandez, Corinthia Griego
 - Readers Theater Spanish 1st Place- Vuelta's da la Vida, Coach: Mrs. C. Villarreal, Students: Angel Ortiz, Jesus Escobar, Matthew Oropeza, Gael Escobar, Naomy Oropeza, Destiny Garcia
 - Readers Theater Spanish 1st Place- Los Padres Tambien Cometan Errores, Coach: Mrs. C. Villarreal, Students: Jennifer Romero, Ashanty Martinez, Cesar Arzola, Fernanda Enriquez
 - GT student's 2nd place at Q-BEC! Your creativity blew everyone away. Keep reaching for the stars.
 - Congratulations to our undefeated 7th grade football team for being recognized as Little 13 East Camps at the Greater El Paso Showcase All Star Football Game.
 - 8th Grade Boys Basketball back-to-back conference champs
 - 7th and 8th Grade Boys Soccer Team, District Champions and going undefeated!
 - 7th and 8th Grade Combo Girls Soccer Team, District Champions.
 - 8th grade Boys Cross Country Little 13 Conference Champions.

- **Innovative Programs or Initiatives**
 - Highlight any new programs implemented in the school year (e.g., new curriculum initiatives, enrichment programs, or technology integration).
 - Scholastic Book Fair Challenges to promote literacy

WE REACHED ALL OUR GOALS!

Book Fair Challenges

Goals/Amounts	Challenges
 \$600	Ms. Evelyn will sing two songs during each lunch hour. One song from Selena, the other from Juan Gabriel.
 \$1,200	Mr. Gutierrez will have an employee shave his head.
 \$1,800	Cafeteria will serve buffalo wings and curly fries. Students will receive an extended lunch, 10 minutes extra.
 \$2,400	Mr. Salcido will compete in an obstacle course race against Mrs. Telles.

- The Mariachi GEMA performed at Borrego Elementary for their Mother's Day Concert!
- GEMS STEM students planted some radishes and green beans after we picked up some trash from the school grounds.
- Fairytale Engineering Literacy Session
- Hosting a local Science Fair and participating at Sun Country Regional Science Fair! First time in over 10 years.
- Life Skills starting a fully functioning garden.
- STEM Super Bowl Challenge
- Game on! 1st Annual FIFA Soccer Tournament is officially underway.
- 2nd Annual Art Show
- 2nd Annual Spanish Spelling Bee
- Our first 7th / 8th grade Advanced Math course that has been four years in the making.
- **Collaborations and Partnerships**
 - Project Vida
 - Boys and Girls Club (Teen Center)
 - Aliviane
 - Project Vida hosting a Health Fair for the entire community at Garcia-Enriquez MS.

- Students to participate in the Bee Real 2024 event. It gave our students an opportunity to volunteer in their community.
- Thank you Mr. Lorenzo Luevano for organizing such an incredible event for the families of San Elizario. The children and adults had the opportunity to show off their creative skills while painting their clay pots.

7. Areas for Improvement and Challenges

- **Academic Areas Needing Focus**

- 7th and 8th Grade Math

Math	Approaches	Meets	Masters	Approaches Difference from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	42%	21%	2%	-7%	5%	-1%
Grade 8	51%	9%	0%	-25%	-22%	-2%
Algebra 1	98%	89%	61%	-2%	-5%	-14%

- Seventh-grade students have consistently demonstrated lower academic achievement compared to other grade levels. Engaging in common Professional Learning Communities (PLCs) with the 8th-grade team has provided valuable perspectives on instructional strategies and higher expectations.
- The increase in higher-performing students enrolling in Algebra 1 has contributed to a decrease in overall 8th-grade math performance.
- An increase in Algebra 1 enrollment is attributed to a broader student base and natural decrease in scores.
- 8th Grade Social Studies

Social Studies	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	35%	8%	3%	-11%	-9%	-2%

- Students often struggle to maintain focus and persist through lengthy reading tasks, impacting their performance on extended assessments.

- Extensive scope of the Texas Essential Knowledge and Skills (TEKS) often leads to insufficient time to thoroughly address all standards and rush instruction compromises depth of understanding. Students are struggling with the new item types.
 - The first teach often lacks the incorporation of higher order questioning techniques, limiting opportunities for critical thinking and discussion.
- **Student Support and Social-Emotional Needs**
 - At the middle school level, students are trying to figure themselves out and go through a wide range of emotions and challenges. Middle school is a time of significant emotional and hormonal changes, leading to mood swings and difficulty managing feelings, which can affect relationships. It often causes the “mean” girl mentality and immaturity amongst boys.
 - For 7th graders, it is the first time they are moving period to period with multiple subjects and often find it difficult to manage and balance the workload which causes stress and anxiety.
 - Students struggle with peer pressure and a wide range of social dynamics. Students may feel the need to fit in, give in to certain behaviors, or be influenced by negative peer groups.
 - With the ease of use and access to cell phones, students struggle with the appropriate use of technology. Students attempting to access inappropriate websites and social media accounts present significant concerns for school safety and digital citizenship. Issues such as school threats, cyberbullying, and looking at inappropriate content have led the way of electronic violations.
 - The prevalence of vaping among our students remains a significant concern, both nicotine and THC use.
 - Plans to address these needs (e.g., counseling services, social-emotional learning).
 - Educating our students and showing them the proper response to behavior and emphasizing our PBIS core values of being safe, responsible, respectful and kind to one another. We are able to address these in a variety of ways and means.
 - Our school counselors and School Resource Officer (SRO) collaborate to deliver comprehensive presentations addressing topics such as conflict resolution, appropriate technology use, harassment, body safety education, vaping prevention, mental well-being, and social-emotional mindfulness. These sessions are conducted through various formats, including whole-group assemblies, classroom lessons, and restorative circles. They provide guidance and resources to help students manage emotional changes, develop coping strategies, and build resilience during this transitional period.
 - We incorporate Character Strong every Tuesday during our Golden Hour Advisory Period. Character Strong is a research-based curriculum

designed to promote social-emotional learning (SEL) and character development. It aims to equip students with essential life skills—such as empathy, resilience, and responsible decision-making, while promoting a positive school culture.

- Students are provided excerpts from the book: *The Essential 55* by Ron Clark that serves as a valuable tool in the development of young individuals, offering guidance on nurturing respectful, responsible, and resilient students.

- **Operational Challenges**

- Resource gaps:
 - Currently our Social Studies does not have an established curriculum or textbook adoption.
 - To become a certified AVID campus, we need to be able to hire a tutor to implement effective tutorials with fidelity.
- Description of facility need:
 - Connecting every building - to protect students from the elements. Students, faculty and staff must go outside with extreme elements (freezing temperatures, windstorms, snow, rain, and extreme heat, etc...).
 - Main office location – entry has a blind spot when entering. Visitors can bypass the office staff since they are not directly in front upon entering.
 - Leveling of walkways - All exterior walkways. too many cracks, uneven steps, walkways pose several safety issues. Several employees, guests, and students have fallen or tripped. Worker claims have been due to this with the uneven and narrow walkways.
 - Removal of rocks - Between 300 and 400, courtyards. Rocks fall on the sidewalks and visitors have stepped and fallen due to stepping on a rock.
 - Parking lot repair - Parking lot for visitor parking, faculty parking and back gym parking. “alligator back” with many cracks and uneven surfaces, poses a safety hazard. Faculty and staff have tripped and fallen.
 - Lighting for parking lot (not one single one) - Visitor parking lot, employee lot, auxiliary gym parking lot. Dark for students and employees after hours, and practice poses a safety risk. Several fender benders during volleyball and basketball games.
 - Expansion of auxiliary gym. The gym is not big enough to seat all the students. They need to sit on the floor for any pep rallies, performances, etc. We would like to hold our transition ceremony

at the campus, but there is not enough room to house guests and our students.

8. Strategic Goals and Objectives

- **Short-Term Goals (Current School Year)**
 - For the remainder of the academic year, our focus is on proactively preparing our 7th-grade students for 8th-grade coursework through targeted instruction and structured support.
 - We are having our 7th grade math students practice with the calculators they will use for 8th grade math assessments and coursework.
 - We are reinforcing appropriate behavior and academic habits to ensure students finish the year strong. This emphasis is particularly crucial for 7th graders, setting a positive tone now will help them transition smoothly into the more demanding 8th grade environment.
 - We are reaching out to parents of students who are at risk of not passing, have lost credit, or are experiencing behavioral challenges. We aim to collaborate on strategies and interventions needed for the remainder of the year and for summer school if necessary.
- **Long-Term Goals (Next 1–3 Years)**
 - As a Texas and National "Schools to Watch" honoree, we are committed to excellence in all areas. Our goal is to achieve an "A" campus rating through a collaborative effort involving not only our core subjects but all subjects working together to enhance academic success. We recognize the importance of student attendance in this endeavor and are actively implementing strategies to improve attendance rates. We plan to identify students early and provide targeted interventions immediately. We would like to implement innovative initiatives and programs to recognize and reward faithful attendance.
- **Key Initiatives for the Upcoming Year**
 - We are actively refining our data-driven discussions during Professional Learning Communities (PLCs) to more effectively target interventions and enrichment opportunities. Our focus is on elevating the academic rigor in all classes, but with an emphasis on our Honors classes to provide truly differentiated and challenging learning experiences.
 - Expanding the 7th Grade Math enrollment and utilizing Bluebonnet, Carnegie curriculum.
 - While teachers and students are effectively integrating the structure of AVID's Cornell Notes, we recognize the need to further develop higher-level questioning and interactive discussions.
 - We want to enhance our **Frequent Small Group Purposeful Talk (FSGPT)**, a strategy that involves organizing students into small groups to discuss specific questions at regular intervals throughout the lesson to for a deeper understanding through peer interactions.

- Additionally, we are improving the use of **Costa's Levels of Thinking** to craft questions that promote critical thinking. Currently, we see a lot of Level I and II Questions by both teachers and students. We want to see more Level III questions during class.

9. Parent and Community Engagement

• Parent Involvement

- During the 2024-2025 academic year, Ann M. Garcia-Enriquez Middle School made significant strides in reinforcing the connection between school and home. Parents and families were consistently invited and encouraged to take part in a variety of informative meetings, school functions, and community events that provided a deeper engagement in student learning.
- Our families actively participated in events such as Parent-Teacher Conferences, 7th and 8th Grade Parent Orientations, and Region 19's Educational Family-Based Conferences. Many also became involved through our campus volunteer program. A series of literacy-based and educational sessions offered both at the campus and district levels played a key role in nurturing family engagement. These sessions were developed based on feedback from parents and families to ensure relevance and impact.
- Topics addressed in weekly and monthly workshops throughout the first semester (June 2024–December 2024) included:
 - Title I Part A Annual Meeting
 - Coffee with the Principal
 - Literacy STEAM Night
 - Personal Graduation Plans
 - SPED Child Find
 - Early College Awareness
 - Financial Literacy
 - STAAR/HB 4545 Overview
 - The 5 Love Languages for Teens
 - Suicide and Drug Prevention
 - Nutrition Education
 - Mindfulness and Wellness Workshops
- In the second semester (January 2025–May 2025), engagement continued with hands-on and interactive events such as:
 - “I Painted That” Art Sessions
 - Yoga with the Principal
 - Community Gardening
 - Fairy Tale STEM Engineering

- CTE and Academic Information Sessions
- Attendance Awareness Events
- To further support learning at home, monthly resources were provided, including books, public library card applications, informational brochures, and hands-on activities designed to strengthen school-to-home connections.
- The focus of our family literacy and engagement efforts was to promote academic success through literacy development, dual language learning, goal setting, resilience, personal growth, and self-care. Each event was designed to create a welcoming, inclusive environment that encouraged collaboration and interaction among families, staff, and community members—ultimately fostering a supportive learning culture for all.
- **Community Outreach**
 - Community involvement, partnerships, and events that have strengthened the relationship between the school and the community.
 - Community members and partners in education played a crucial role in the development and advancement of our parent and family engagement program serving as a bridge from our community to our families. Community members and partners in education were invited to school functions and activities.
 - Some of our community partners included Project Vida, The Boys and Girls Club Teen Center, Aliviane Inc, El Paso Public Library, San Elizario Agriculture, and Los Portales Museum. Some groups were active participants of our spring Parent Teacher Conference (Sep 2024) and Family Literacy Night (August 2024). In a continued collaboration with our librarian Mrs. Rodarte and El Paso Public Libraries our families that attended our November 2024 parent literacy received their official printed El Paso Public Library Card with no cost our families adding this resource for our parents to have unlimited books, internet access, and access to community events. We also focused on building community engagement that included for our families to attend a hands-on gardening class with our community and board member Lorenzo Luevano at Los Portales Museum and community garden (March 2025). Our families were encouraged to be active participants of other community lead events such as “Earth Day in San Elizario”.

10. Feedback from Stakeholders

- **Student Feedback (as applicable) N/A**
 - Summary of student surveys, focus groups, or feedback sessions.
- **Teacher/Staff Feedback (as applicable) N/A**
 - Insights from teacher surveys or staff feedback about the campus culture, instructional support, and leadership.
- **Parent Feedback (as applicable, if available from parent liaison)**

- On May 6, 2025, we held the final Parent and Family Title I, Part A Evaluation Meeting for the 2024–2025 school year. Throughout the year, a group of parents and family members participated in evaluating the program. For this final meeting, we intentionally included a varied group of stakeholders including newcomers, at-risk families, new and veteran parents, volunteers, and active participants during the meeting, attendees reviewed the program’s outcomes and provided valuable input to help guide planning for the 2025–2026 school year. Parents expressed appreciation for the services offered and praised the strong connection fostered among the school, Mr. Salcido, and Mrs. Natividad. One key factor in increased parent participation this year was the flexible scheduling of meetings, offered at 9:00 AM, 1:30 PM, and 5:30 PM, which made it easier for more families to engage.
- Parents shared that they were drawn to the variety of topics covered in meetings and sessions, which included informative, academic, and social-emotional learning themes. Looking ahead, families expressed interest in becoming more actively involved in academic events and supporting staff and teachers at activities such as the Spelling Bee, Science Fair, and Art Show.
- Overall, the feedback was positive, with many insightful suggestions and goals presented for the coming year. Additionally, evaluation forms for each meeting and event continue to be reviewed to help us better serve our families moving forward.

11. Campus Highlights

- **Summary of Major Achievements**
 - AVID Ambassadors presenting at convocation. Comments: Beyond proud to see 4 of my former students showcasing the AVID program. I was blown away to see the impact AVID has made on their confidence and communication skills. I’ve confirmed that the decision to be part of our campus AVID team was the right call ~Ms. Zuniga Thank you San Elizario for supporting AVID! I hope we accomplish this beautiful mindset in each single one of us. I hope we can make more impact!! Thanks to Ms. Castruita for making AVID part of me. ~Ms. De La Hoya
 - Texas and National School To Watch from TASSP (Texas Association of School Secondary Principals)

12. Leadership Highlights

- What went well
 - Having a wicked awesome experience at Harvard's Achieving Excellence Leadership Academy.
 - Selected as TASSP (Texas Association of School Secondary Principals) Region 19 Middle School Principal of the Year.
 - AVID strategies are becoming more visible through the classes.
 - Teachers adjusted to the four-day schedule and teaching less days.
 - Substantially Less fights throughout the year.
- Reflection
 - After reviewing last year's STAAR results, we recognized areas for improvement and initiated planning from Day 1 of the current school year. Reflecting on the year, we believe we could have better equipped our teachers to adapt to the four-day instructional calendar and the introduction of new item types on the assessments. This year, we have focused on refining our instructional strategies to address better pacing and implementing the 57-minute model to maximize instructional time.
 - We had a huge focus on targeted support for our HB 4545 Students through intervention classes, small group pullout by our Instructional Specialists, and rotations through our Golden Hour Advisory Class reinforcing learning objectives and providing opportunities for remediation.

13. Next Steps and Action Plans

- Immediate actions will be taken by the campus to address challenges and continue its growth.
- Utilize insights from this year's reflections to create a comprehensive calendar that addresses areas identified for growth and refinement. This calendar will incorporate targeted sessions through Professional Learning Communities (PLCs), Golden Hour advisory periods, and other professional development opportunities.
- Conduct intentional classroom walkthroughs focusing on areas where student engagement and academic rigor can be enhanced. Follow up with each walkthrough based on feedback to teachers

14. Suggestions for Improvement

- Increased guidance of the Instructional Officers to provide targeted support by co-planning and co-teaching by collaborating with teachers to plan and deliver lessons and modeling best practices.

- Recommend the IO's become the data experts and assist teachers in analyzing student performance data to inform instructional decisions and provide constructive feedback.
- To clearly define the roles, responsibilities, and expectations of Instructional Officers, proposal of a one-pager of to easily review and understand their role.
- Social Studies adoption, especially 8th grade
- Need district help with AVID!