


$$ax^2 + bx + c = 0$$


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$$A = \pi r^2$$

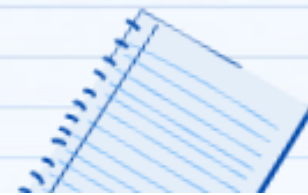
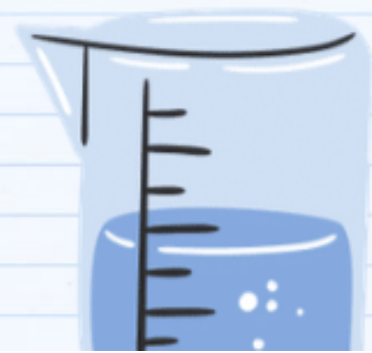
Elementary



Math & Science



Instructional Officer: Debbie Cortez



Data-Driven Celebrations



Increased Scores at Meets Level, Masters Level, and Special Populations

4th Grade Borrego 2025 TRS Common Assessments

	Mathematics				
	Total Students	Raw Score	Percent Score	Meets Grade Level	Masters Grade Level
Borrego Elementary	138	10	61.79%	45.24%	13.92%
Economic Disadvantage	122	10	61.70%	45.83%	14.06%
Hispanic	138	10	61.79%	45.24%	13.92%
Currently Emergent Bilingual	85	10	62.05%	46.70%	15.23%
First Year of Monitoring	4	12	73.38%	65.38%	23.08%
Second Year of Monitoring	1	9	50.73%	28.57%	0%
Special Ed Indicator	29	8	50.50%	27.07%	4.48%

4th Grade Borrego 2026 TRS Common Assessments

	Mathematics				
	Total Students	Raw Score	Percent Score	Meets Grade Level	Masters Grade Level
Borrego Elementary	140	10	70.94%	59.18%	22.72%
Economic Disadvantage	122	10	70.30%	57.36%	21.4%
Hispanic	138	10	71.13%	59.61%	23.1%
White	2	8	59.22%	33.33%	0%
Currently Emergent Bilingual	90	10	68.97%	54.3%	21.72%
First Year of Monitoring	2	12	86.98%	91.67%	41.67%
Special Ed Indicator	24	9	64.74%	46.46%	19.68%

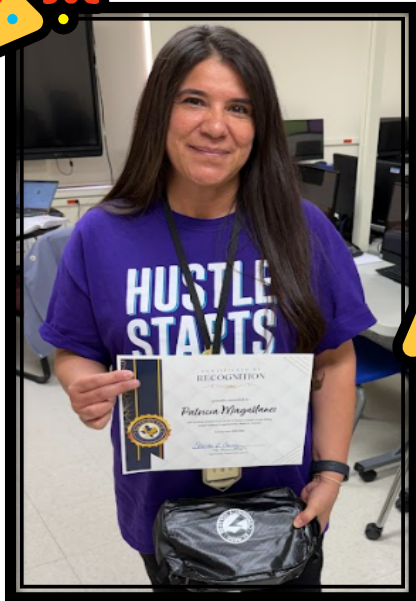
K-2 Sambrano 2025 TRS Common Assessments

	Mathematics				
	Total Students	Raw Score	Percent Score	Meets Grade Level	Masters Grade Level
Sambrano Elementary	479	23	71.81%	62.94%	32.02%
Economic Disadvantage	435	23	70.91%	61.85%	30.59%
American Indian/Alaskan Native	1	15	41.08%	0%	0%
Hispanic	474	23	71.84%	63.03%	32%
Two or More Races	1	27	88.14%	80%	80%
White	3	20	68.93%	66.67%	16.67%
Currently Emergent Bilingual	305	23	72.87%	64.6%	35.11%
Special Ed Indicator	91	20	60.08%	44.78%	17.85%

K-2 Sambrano 2026 TRS Common Assessments

	Mathematics				
	Total Students	Raw Score	Percent Score	Meets Grade Level	Masters Grade Level
Sambrano Elementary	563	12	76.02%	67.55%	35.98%
Economic Disadvantage	465	11	75.48%	66.86%	34.91%
American Indian/Alaskan Native	1	11	81.06%	100%	25%
Hispanic	556	12	76.02%	67.43%	36.15%
Two or More Races	1	11	98%	100%	100%
White	5	13	70.02%	68%	8%
Currently Emergent Bilingual	344	12	77.20%	69.66%	37.93%
Special Ed Indicator	110	10	68.01%	54.07%	27.13%

Data-Driven Celebrations



Interim Testing Recognition 2026

Teacher Name	Exam Name	Campus Name
3rd Grade		
Guillen, Allison	Mathematics-Meets & Masters	Alarcon
4th Grade		
Morales, Claudia	Mathematics-Meets & Masters	Alarcon
5th Grade		
Magallanez, Patricia	Science-Approaches, Meets, and Masters	Alarcon
Carrillo, Claudia	Science-Meets & Masters	Borrego
6th Grade		
Contreras, Shalimar	Mathematics-Meets & Masters	Borrego
Olivas, John	Mathematics-Meets & Masters	Borrego

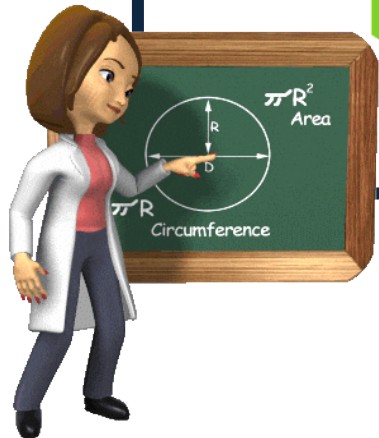
High Quality Instructional Materials

- Mathematics

- Bluebonnet Math



- i-Ready Learning



- Science

- McGraw Hill Texas Science



- STEMscopes Pulse (5th grade)



Strategy Implementation

Read • Draw • Write

A structured math problem-solving strategy that helps students make sense of problems, connect mathematical thinking, and apply their understanding with confidence. This is used consistently across grades 1-5.

How it works:

- **Read:** Students visualize and understand the problem (What is happening? What do I notice?)
- **Draw:** Students identify the math concept or strategy needed (What kind of problem is this?)
- **Write:** Students solve the problem and explain their thinking (How do I solve it and justify my answer?)

Read, draw, write

Some frogs are in the pond.
6 are on a lily pad, and 3 are in the water.
How many frogs are in the pond?

label Pond

Draw

9
3 6
number bond

$3 + 6 = 9$
number sentence

There are 9 frogs in the pond.
statement



Strategy Implementation

CER: Claim • Evidence • Reasoning



❖ What is CER?

A science strategy that helps students construct clear, evidence-based explanations by organizing their thinking and justifying their ideas.

❖ How it works:

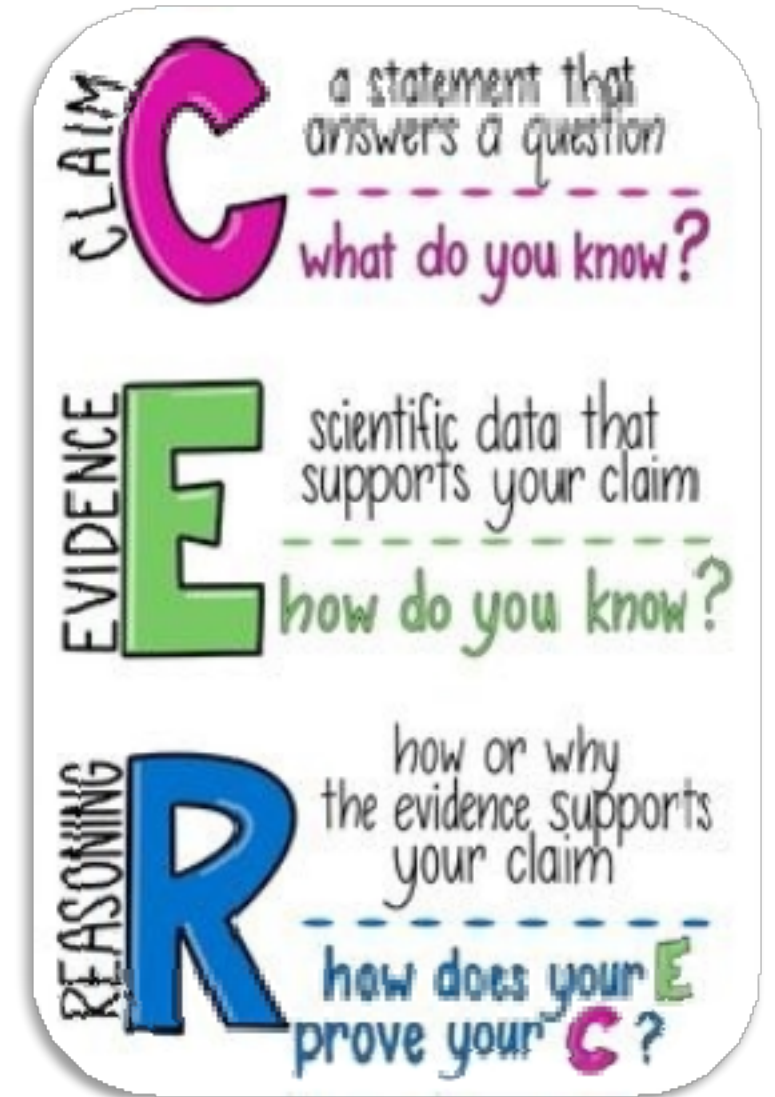
- **Claim:** A statement that answers the question or problem
- **Evidence:** Scientific data or observations that support the claim
- **Reasoning:** The explanation that connects the evidence to the claim using scientific principles

❖ Why it matters:

- Strengthens critical thinking and scientific reasoning
 - Builds students' ability to justify answers with evidence
- Promotes clear communication of scientific ideas

❖ Implementation:

- Used across 5th grade science classrooms to support sensemaking and inquiry-based
- Aligned to TEKS Process Standards and supports readiness for assessments



Direct Support to Students

Science Instruction (Grade 5):

- Modeled multiple science lessons for new 5th grade teachers, providing students with high-quality, standards-aligned instruction
- Delivered full lessons grounded in the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate)
- Engaged students in collaborative learning and hands-on experiences
- Incorporated best instructional practices to deepen understanding and student engagement

Math Support (Grade 6 STAAR Review):

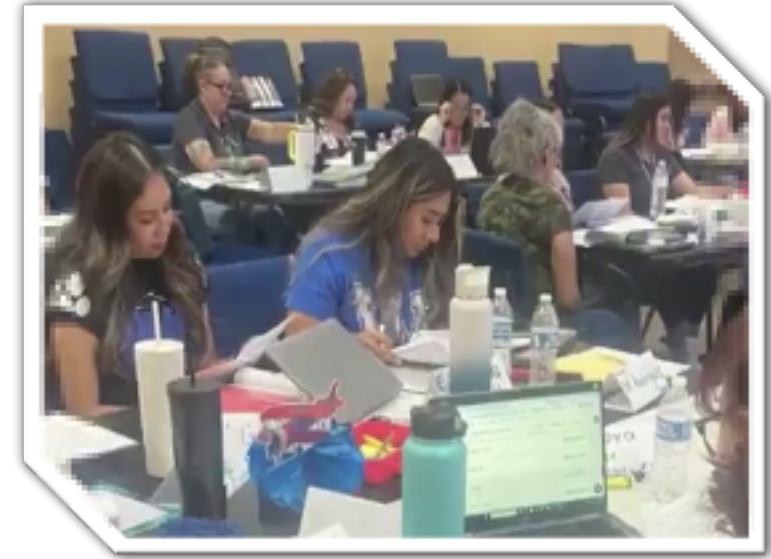
- Taught and supported 6th grade students during STAAR review sessions
- Focused on high-priority TEKS to strengthen readiness for high-stakes assessment
- Implemented collaborative structures to promote discussion and shared problem-solving
- Provided opportunities for students to “think more about it”, encouraging deeper reasoning and critical thinking



Direct Support to Teachers

Instructional Coaching & Lesson Internalization:

- Led math and science internalization processes to strengthen lesson delivery
- Supported teachers through lesson rehearsal, planning, and feedback cycles
- Engaged in weekly learning walks with targeted feedback in math and science
- Provided ongoing coaching during PLCs to refine instructional practices



Math & Science Professional Development:

- Trained teachers and ISs on the Read–Draw–Write process and reinforced implementation during PLCs
- Trained math and science teachers for STAAR Blitz with a focus on high-impact strategies
- Facilitated PD: *“Say Less, Explore More: Science Through Sensemaking”* & Mastering CER
- Provided grade 6 Advanced Math teachers with STAAR deep dive and lesson internalization processes
- Facilitated PD. *“Decoding Data to Drive Achievement for All”*



Direct Support to Teachers

Science Instructional Support:

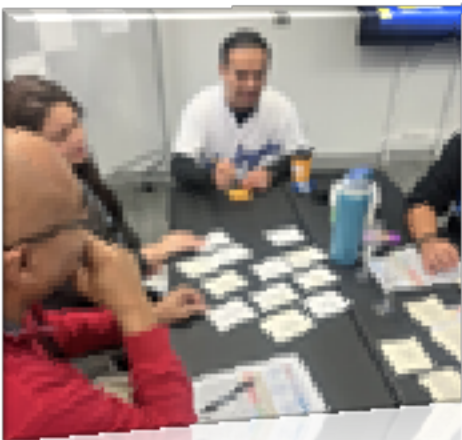
- Provided science 5 launch to include training of new resources, STAAR Data deep dive, and lesson internalization
- Supported science teachers with CER (Claim, Evidence, Reasoning) and curriculum implementation)
- Modeled CER lessons for new teachers and provided feedback after classroom observations
- Trained 5th grade teachers on Lead4ward ePLC components and supported lesson design using STEMscopes Pulse
- Provided training on the Lowman components to include spiraling and STAAR Review

STEM:

- Trained GT teachers on VEX Robotics and provided year-long curriculum support
- Supported GEMS STEM/STEAM Academy instructors with LEGO Robotics training
- Facilitated STEM Tank Challenge training and guided preparation for robotics competitions

New Teacher & Ongoing Support:

- Facilitated First Year Teacher Academy and followed up with coaching, PLC support, and classroom modeling
- Provided continuous support through coaching cycles, modeling, and co-teaching opportunities



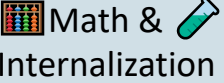
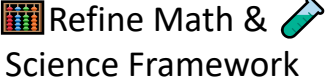
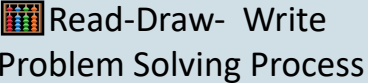
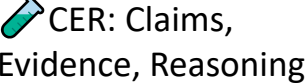
Building Capacity

Building Capacity Across Teachers & Instructional Leaders

- **Supported** the implementation of the Math and Science Internalization Process, ensuring teachers were held accountable for weekly internalization of content and standards.
- **Empowered** Instructional Coaches to take ownership by leading math Internalization PLCs, with ongoing support from Region 19 and district leadership.
- **Collaborated** closely with Elementary Instructional Specialists to strengthen the Read–Draw–Write process, building their expertise to support campus-wide implementation.
- **Facilitated** training alongside Instructional Specialists on October 31, 2025, equipping all elementary teachers with strategies to effectively implement Read–Draw–Write in their classrooms.
- **Facilitated** training alongside Alarcon instructional Specialist regarding math vertical alignment for grades 3-6.
- **Built** long-term capacity through the Elementary Math Bee, where Instructional Specialists have independently expanded the event, making it larger, more rigorous, and sustainable.
- **Developed** capacity with GT teachers by supporting the implementation of VEX Robotics, enabling them to train students in completing STEM challenges and preparing them to compete at STEM Tank.



Strategy Implementation Analysis

Strategy	List the "Gap"	Next Steps
 Math & Science Internalization	Inconsistent deep lesson internalization is limiting effective instruction.	<ul style="list-style-type: none"> Strengthen math internalization through structured PLC collaboration with Region 19, campus IS, and district support Ensure weekly accountability, highlight strong practices, and align the process district-wide.
 Refine Math & Science Framework	Does not include a daily spiral review and intervention.	<ul style="list-style-type: none"> Customize the framework to include a daily spiral review aligned to previously taught TEKS to reinforce retention and build fluency. Implement intentional lesson closures using exit tickets that assess daily learning objectives. Develop a structure for same-day or next-day intervention based on exit ticket data.
 Read-Draw- Write Problem Solving Process	It is not being used consistently across all grade levels.	Clarify and standardize expectations for the Read–Draw–Write process across all campuses. Provide targeted training and modeling during PLCs, with instructional coaches supporting implementation in classrooms. Conduct regular walkthroughs focused on fidelity of the process, and offer timely feedback.
 CER: Claims, Evidence, Reasoning	Inconsistent understanding of CER components. Teachers interpret claim, evidence, and reasoning differently, leading to uneven expectations across classrooms.	<ul style="list-style-type: none"> Create and calibrate with exemplars Develop grade-level exemplars (strong vs. developing CER responses). Use PLC time for teachers to analyze and norm expectations using these samples to build consistency.

Professional Development

Instructional Coaching & Lesson Internalization:

- Led math and science internalization processes to strengthen lesson delivery
- Supported teachers through lesson rehearsal, planning, and feedback cycles
- Engaged in weekly learning walks with targeted feedback in math and science
- Provided ongoing coaching during PLCs to refine instructional practices

Math & Science Professional Development:

- Organized Bluebonnet Math Support from Region 19 for the 2025-2026 school-year
- Trained teachers and instructional specialists on the Read–Draw–Write process and reinforced implementation during PLCs
- Trained math and science teachers for STAAR Blitz with a focus on high-impact strategies
- Facilitated PD: *“Say Less, Explore More: Science Through Sensemaking”* & Mastering CER
- Provided grade 6 Advanced Math teachers with STAAR deep dive and lesson internalization processes
- Facilitated PD. *“Decoding Data to Drive Achievement for All”*

Science Instructional Support:

- Provided science 5 launch to include training of new resources, STAAR Data deep dive, and lesson internalization
- Supported science teachers with CER (Claim, Evidence, Reasoning) and curriculum implementation (including McGraw Hill resources)
- Trained 5th grade teachers on Lead4ward ePLC components and supported lesson design using STEMscopes Pulse

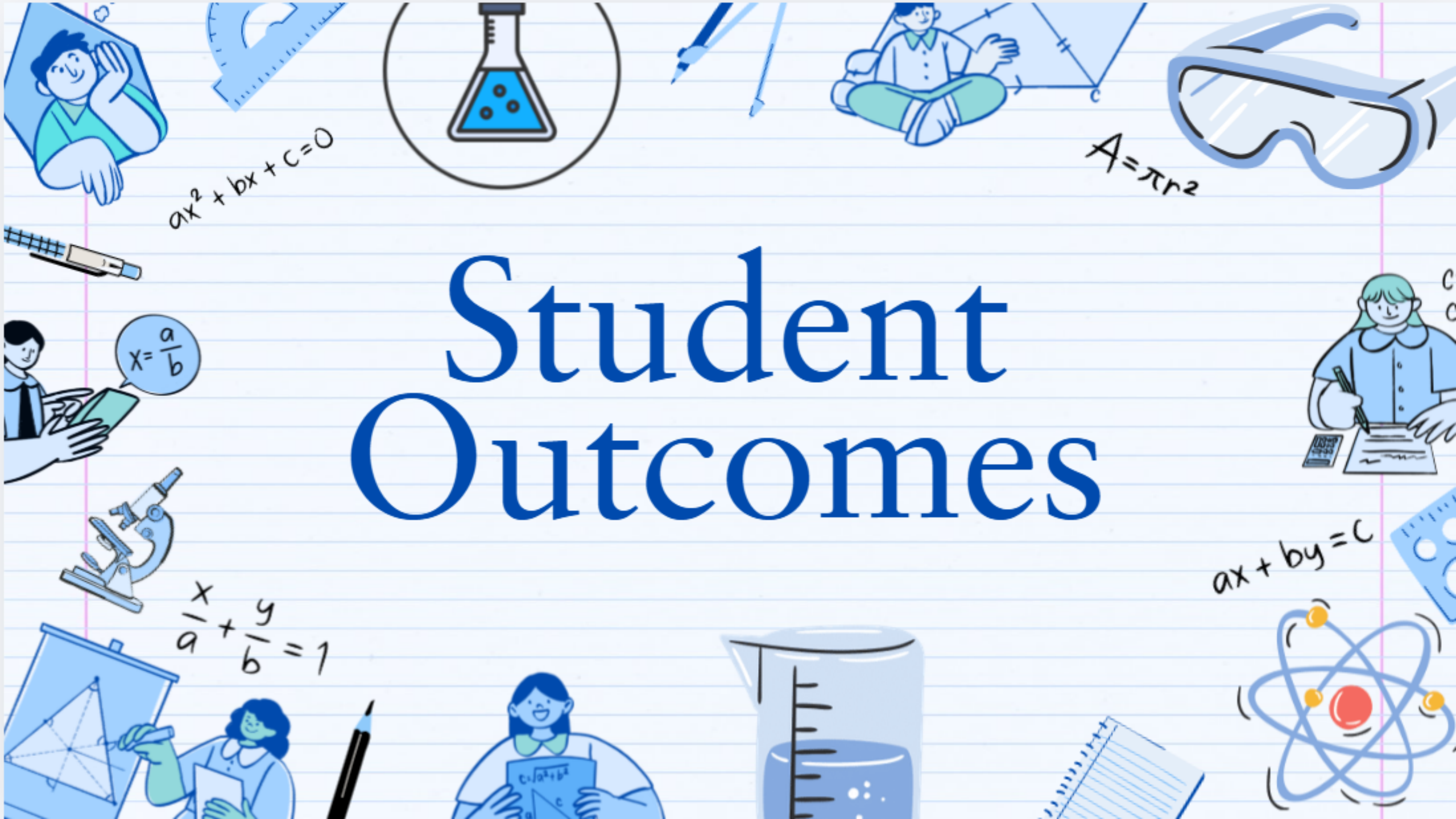
STEM:

- Trained GT teachers on VEX Robotics and provided year-long curriculum support
- Supported GEMS STEM/STEAM Academy instructors with LEGO Robotics training
- Facilitated STEM Tank Challenge training and guided preparation for robotics competitions

New Teacher & Ongoing Support:

- Facilitated First Year Teacher Academy and followed up with coaching, PLC support, and classroom modeling
- Provided continuous support through coaching cycles, modeling, and co-teaching opportunities

Student Outcomes



$$ax^2 + bx + c = 0$$

$$A = \pi r^2$$

$$x = \frac{a}{b}$$

$$\frac{a}{x} + \frac{b}{y} = 1$$

$$ax + by = c$$

Recap of 2025 STAAR Data

	3rd Grade STAAR Mathematics 2025			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Alarcon Elementary	69	61.76%	27.94%	1.47%
Currently Emergent Bilingual	37	67.57%	40.54%	2.70%
Special Ed Indicator	15	6.67%	0%	0%
Borrego Elementary	133	50.36%	21.58%	3.60%
Currently Emergent Bilingual	84	44.05%	20.24%	1.19%
Special Ed Indicator	27	18.52%	11.11%	0%
	4th Grade STAAR Mathematics 2025			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Alarcon Elementary	69	55.07%	28.99%	7.25%
Currently Emergent Bilingual	48	45.83%	18.75%	4.17%
Special Ed Indicator	7	42.86%	14.29%	14.29%
Borrego Elementary	135	52.59%	28.89%	11.11%
Currently Emergent Bilingual	85	50.59%	24.71%	9.41%
Special Ed Indicator	29	24.14%	10.34%	0%
	5th Grade STAAR Mathematics 2025			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Alarcon Elementary	78	66.67%	29.49%	3.85%
Currently Emergent Bilingual	51	58.82%	25.49%	1.96%
Special Ed Indicator	16	62.50%	6.25%	0%
Borrego Elementary	120	57.50%	26.67%	8.33%
Currently Emergent Bilingual	66	50%	19.70%	1.52%
Special Ed Indicator	23	21.74%	0%	0%
	6th Grade STAAR Mathematics 2025			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Alarcon Elementary	80	82.50%	42.50%	11.25%
Currently Emergent Bilingual	47	76.60%	31.91%	10.64%
Special Ed Indicator	7	71.43%	14.29%	0%
Borrego Elementary	113	80.53%	49.56%	18.58%
Currently Emergent Bilingual	60	73.33%	36.67%	8.33%
Special Ed Indicator	20	60%	30%	0%

2025 STAAR Data Vs. Interim

	STAAR 2025	2026 Interim
3rd Grade	A -- 54.11%	A—35.23%
	Me--23.67%	Me—21.24%
	Ma--2.9%	Ma—12.44%
4th Grade	A—53.43%	A—36.07%
	Me—28.92%	Me—19.63%
	Ma—9.8%	Ma—10.5%
5th Grade	A—61.11%	A—25.58%
	Me—27.78%	Me—8.84%
	Ma—6.57%	Ma—2.33%
6th Grade	A—81.35%	A—53.77%
	Me—46.63%	Me—37.19%
	Ma—15.54%	Ma—24.62%

Analysis: Student Outcomes



Celebrations

- The mathematics data for grades 3–5 indicate that students performing at the mastery level demonstrated the greatest growth.

GAPS

- Limited growth among approaching and meets levels. Students performing at the *Approaches* and *Meets* levels are not demonstrating comparable progress, indicating a need for more targeted support to move them toward mastery.

What will you continue or abandon?

- With next year marking our second year of implementation of the Bluebonnet curriculum, teachers are expected to begin with a stronger understanding of the instructional framework and content. Planned adjustments will include incorporating a year-long spiral review of previously taught skills, as well as implementing targeted interventions based on exit ticket data to better address student needs.



Analysis: Student Outcomes



Celebrations

- K–2 mathematics data show stronger performance this year compared to previous years.

GAPS

- Foundational skill gaps for some students
Despite overall gains, certain students may still lack key number sense or early math skills.

What will you continue or abandon?

- With next year marking our second year of implementation of the Bluebonnet curriculum, teachers are expected to begin with a stronger understanding of the instructional framework and content. Planned adjustments will include incorporating a year-long spiral review of previously taught skills, as well as implementing targeted interventions based on exit ticket data to better address student needs.

