

READING LANGUAGE ARTS

Every Student, Every Day!

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To advance the literacy growth of MISD students through a Structured Literacy Model of the Reading & Writing Instruction that will engage students' metacognitive skills in all content areas so they are equipped to evaluate, problem solve, and communicate as readers and writers.

— McKinney ISD RLA Mission Statement

ELEMENTARY

Focus Areas	Actions
District Level PLCs 	Led and facilitated a full-day, district-wide Professional Learning Community (PLC) meeting for teachers across all elementary campuses. These sessions focused on strengthening instructional alignment, analyzing student data, and collaboratively planning high-impact literacy instruction. Teachers engaged in meaningful discussion around best practices, shared successes and challenges, and walked away with actionable strategies to implement in their classrooms. This collaborative effort supported district goals for consistency, coherence, and excellence in early literacy instruction.
District Writing Checkpoints K-2	Coordinated and supported the administration of district-wide writing checkpoints for grades K-2 to monitor student progress and inform instruction. Results were used to guide targeted support, adjust instruction, and ensure consistency across campuses.
District Checkpoints 3-5	Launched online district checkpoints with ECRs to align with STAAR. Teachers used the data to guide instruction through targeted conversations with their students and team. The process strengthened our focus on writing and data-driven teaching.

ELEMENTARY SUCCESSES

FOCUS GROUP VISION

Facilitated a district-wide focus group composed of principals, instructional coaches, and teachers to collaboratively define a clear vision for the future of our reading and writing curriculum.

IC RLA SUPPORT

Provided sessions for instructional coaches to preview upcoming RLA units. We focused on planning strategies and major instructional focus points while addressing potential challenges. Lastly, we modeled how to effectively coach teachers through the strategies.

PROFESSIONAL LEARNING

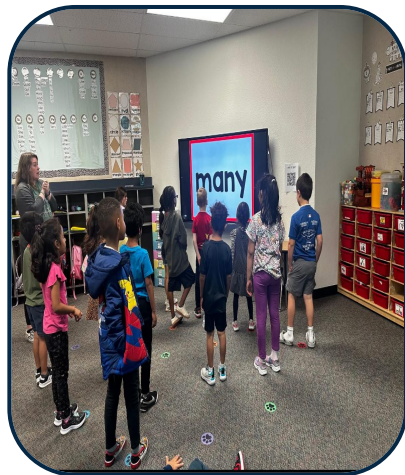
Coordinated professional learning opportunities for teachers aligned to the Science of Teaching Reading. Sessions focused on effective writing instruction, implementation of district resources, and assessing student learning through a research-based lens. All learning reinforced a unified message around evidence-based literacy practices and instructional consistency across grade levels.

NASOT STRATEGIES

Supported teachers with the continued implementation NASOT (New Art and Science of Teaching) strategies . This work has allowed for district-wide use of effective teaching and learning strategies.

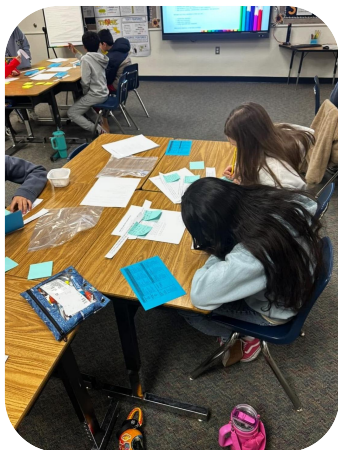


**3rd Grade students
participate in
partner reading**



**1st Grade students
get interactive with
word study.**

**Kindergarten students
practice their decoding
skills**



**4th graders prepare
for partner
discussion by
annotating text.**



**Elementary
campuses
celebrated Read
Across America
Day.**

SECONDARY

Focus Areas	Actions
District PLC Curriculum Teams	This year, we focused on refining curriculum and instructional plans through collaborative work and real-time data analysis. PLC Curriculum Teams met quarterly to review checkpoint results, leading to targeted adjustments in unit guides, assessments, and pacing. These efforts resulted in more responsive curriculum planning and stronger teacher ownership of curriculum and assessment decisions.
Tier 1 Instruction	To strengthen Tier 1 Reading Language Arts instruction across campuses, we provided targeted professional learning during district PLCs and PD days. Professional development emphasized evidence-based practices aligned to TEKS, NASOT, and Hattie's <i>Visible Learning</i> . As a result, teachers increased their use of high-impact strategies, creating stronger alignment between instruction and student learning goals.
District Checkpoints	Common assessments played a key role in monitoring student progress and instructional effectiveness. Throughout the year, we administered three district checkpoints—Reading, Revising/Editing, and Writing—and analyzed the results during PLC and campus meetings. This allowed for early identification of skill gaps, more focused interventions, and positive student growth across grade levels.

SECONDARY SUCCESSES

CURRICULUM ALIGNMENT

Strengthened alignment across campuses and vertically (grades 6–12) to ensure consistent skills, standards, and expectations for students.

ESSENTIAL STANDARDS

Collaborated to identify and prioritize key standards and skills by grade level, keeping instruction targeted and TEKS-driven.

DATA DRIVEN INSTRUCTION

Used district checkpoints and assessments to drive instruction, reteach strategically, and provide focused student support.

PROFESSIONAL LEARNING

Integrated professional learning into daily practice through PLCs, curriculum meetings, and PD days for immediate instructional impact.



Teachers getting into character!



RLA Teachers at Region 10 Professional Learning!



Students collaborating on a class project!

K-12 RLA NEXT STEPS

- Reignite the K-5 Guiding Principles of Literacy
- Continue developing Curriculum Documents in the Understanding by Design format
- Support teachers in using checkpoint data to adjust instruction and interventions based on student strengths and needs.
- Continue to support district-wide implementation of NASOT by providing targeted professional learning and coaching that reinforces high-impact instructional strategies.



THANK YOU!