



PK-ELEMENTARY ELAR PROGRESS UPDATE FOR BOARD OF TRUSTEES

Reviewing advancements in early
literacy and reading programs

PURPOSE AND CONTEXT

PK-ELEMENTARY ELAR PROGRESS UPDATE OVERVIEW

Alignment with District Goals

Instructional priorities are aligned with district goals to strengthen literacy outcomes for students in PK through grade 6.

Implementation of Evidence-Based Strategies

HMH

is being implemented across campuses (Borrego following the program with fidelity; Alarcon using a genre-based approach)

SAVVAS is also in use to support instruction

Small group instruction is incorporated within Tier 1 and targeted group settings

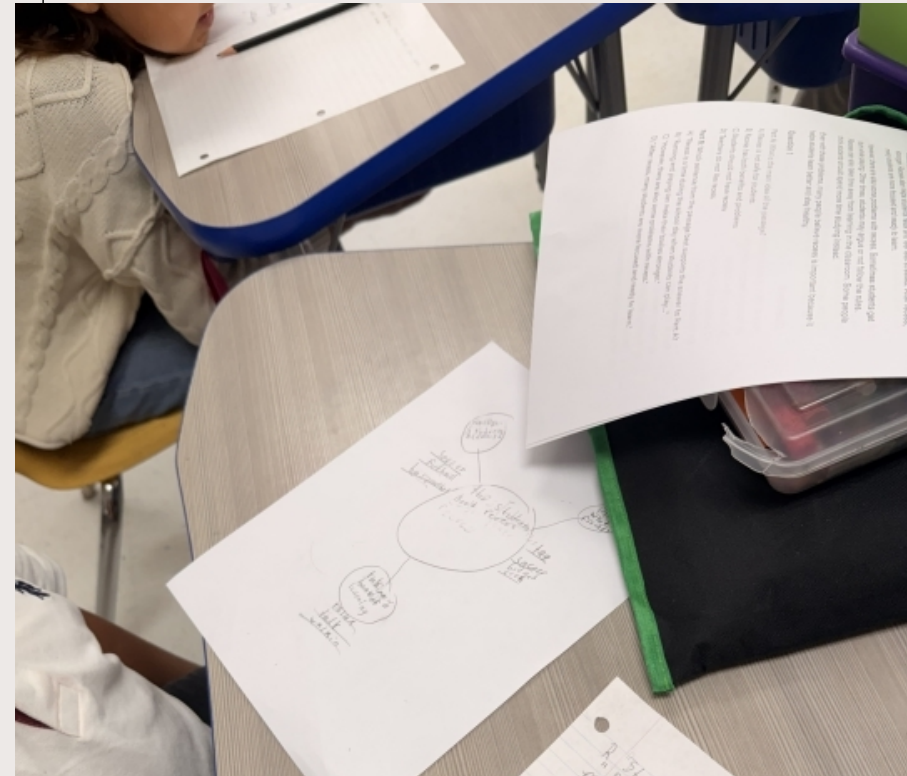
Programs such as iReady, Amira, and IXL are utilized during Tier 1 and small group instruction

Leadership and Accountability

Principals actively engage in walkthroughs and feedback cycles to promote instructional consistency and ensure accountability.

Data-Informed Continuous Improvement

Student data is reviewed prior to PLC meetings to allow for intentional planning of interventions during PLCs.



CELEBRATIONS AND
INSTRUCTIONAL
FOUNDATIONS

DATA-DRIVEN CELEBRATIONS IN ELAR INSTRUCTION

Improved Student Writing

Student writing samples show stronger evidence, clearer organization, and better alignment to grade-level standards.

Teachers are consistently collecting writing samples and implementing AVID writing strategies, such as problem-and-solution journals and one-pagers, to support cross-curricular learning. Additionally, students engage in daily writing prompts, with writing integrated across content areas, including science and social studies.

Collaborative Lesson Planning

Teachers engage in intentional planning and lesson rehearsals, enhancing instructional coherence and effectiveness.

Active Leadership Involvement

Principals participate in classroom walkthroughs, providing timely feedback to support instructional alignment.





INSTRUCTIONAL
PRACTICES AND
SUPPORTS

IMPLEMENTATION OF RESEARCH-BASED INSTRUCTIONAL STRATEGIES

RACE Strategy for Writing

*The RACE strategy helps students' structure written responses by **restating**, **answering**, **citing evidence**, and **explaining**.*

R – Restate the question

A – Answer the question

C – Cite evidence

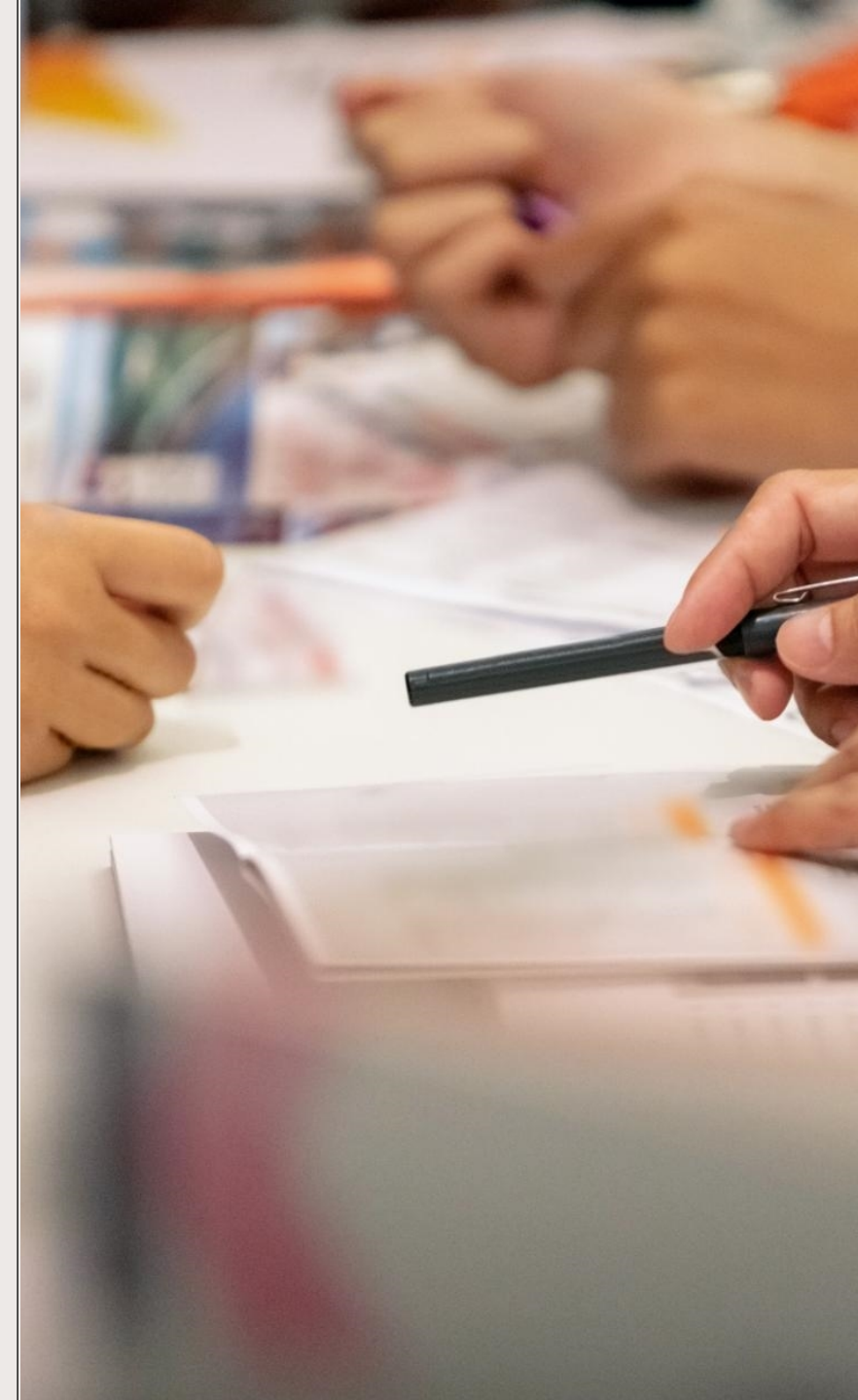
E – Explain your reasoning

Standards-Aligned Instruction

Teachers anchor instruction in HQIM to ensure lessons are standards-aligned and appropriately sequenced.

Coaching and Feedback Cycles

Ongoing coaching and lesson rehearsals support consistent implementation and instructional quality improvement.





DIRECT SUPPORT PROVIDED TO STUDENTS

Targeted Small Group Instruction

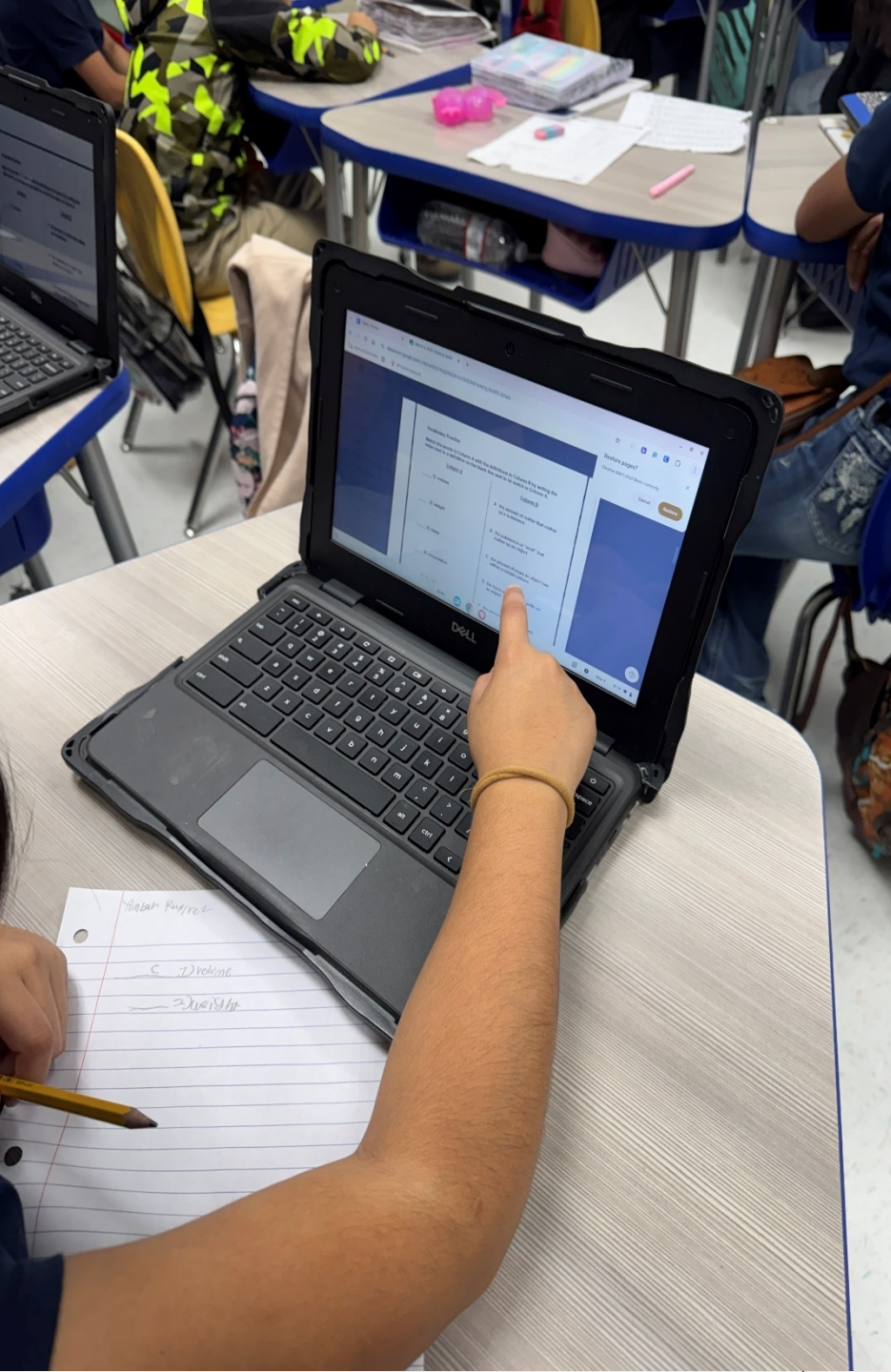
Teachers use assessment data to form small groups that address specific skill gaps, allowing for timely and responsive instruction. Programs such as iReady and IXL are also used to support and reinforce learning during small group instruction.

Progress Monitoring and Milestones

Established milestones and formative assessments, including the use of mCLASS to monitor student progress, enable educators to evaluate the effectiveness of instructional strategies and make timely adjustments as needed.

Remediation and Acceleration Support

Students approaching proficiency receive acceleration, while those with greater needs get intensive scaffolded support aligned to core instruction.



DIRECT SUPPORT AND PROFESSIONAL LEARNING FOR TEACHERS

Focused Professional Development

Ongoing training emphasizes effective use of instructional resources and research-based strategies for ELAR instruction.

HMH

Small Group Instruction/RBIS (Research Based Instructional Strategies) Training

Structured Literacy

Student Work Analysis Protocols

Dual Language Strategies

Summit K-12

Instructional Walkthroughs and Feedback

Walkthroughs followed by feedback cycles help teachers reflect and improve their teaching practices.

Model Lessons and Coaching

Model lessons and individualized coaching demonstrate best practices and support differentiated teacher learning.

Building Teacher Capacity

Comprehensive support increases teacher confidence and promotes instructional consistency across campuses.

AVID STRATEGY OF THE MONTH

(AUGUST)



STOP & WRITE

I know we are familiar with this strategy from last year, so I thought it would be good one to start again. Just a reminder of how this strategy works.

This strategy encourages students to **pause mid-lesson** and reflect on what they've learned. A quick writing break can boost comprehension and engagement! Have students answer questions like:

- What's the most important thing I've learned so far?
- What parts didn't I understand?
- What do I want to know more about?
- How does this topic make me feel?
- What will happen next?
- What does this remind me of?



Have them **write non-stop for 2-3 minutes**—no stress about spelling or punctuation. While they write, you can walk around to check for understanding or use this as an informal assessment.

💡 You can do this on **post-it notes, ISNs, or dry-erase boards**—just be sure to save their reflections (or snap a pic) so we can later reflect on implementation!

WRITING, PLC AND DATA ANALYSIS SYSTEMS

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
A Proud Community of Champions – Soaring to Excellence

Assessment Information [REDACTED] 2ND 9WKS/4WKS ASSESSMENT (ENGLISH)
SEISD After Assessment: Data Driven Decisions

Step 1: Here's What...						Step 2: So What....			Step 3: Now What (Next Steps)	
Student Learning Breakdown: Analyze SE's by Test Questions						Assessment Items			What can I do to address the gap(s)?	
Question # < 65%	SE	Campus SE%	Teacher SE%	Teacher EB%	Teacher SPD%	Instructional Implications	Academic Language	Is this a Highly Tested SE?	Whole/Small Group	Resource/How
1	4.3B (R)	40%	22%	27%	0%	More practice was needed with context clues	phrase/meaning/ precedes	Yes	Whole/small	i-Ready-Tools for Instruction (Use context to find word meaning).
2	4.7C (R)	27%	22%	27%	0%	Lacked understanding of the plot and the story.	Sentence best explains	Yes	Whole/small	i-Ready-Tools for Instruction (Analyze story elements)
5	4.8C (R)	56%	53%	50%	25%	Lacked understanding of the reason why the use of hand sanitizer was important to the plot.	plot	Yes	Whole	i-Ready-Tools for Instruction (Analyze story elements)
6	4.6F (R)	40%	44%	33%	50%	Lacked understanding of the meaning of "Jason's Science quotations" and inference.	Most likely reason	Yes	Whole/small	i-Ready-Tools for Instruction (Make inferences)
7	4.3A (S)	42%	33%	27%	0%	More practice was needed/understanding of the meaning of each definition to fit the sentence.	definition/best fit	Yes	Whole/small	i-Ready-Tools for Instruction (Use a dictionary/Explore Multimeaning words).



ANALYSIS,
OUTCOMES, AND
NEXT STEPS

BUILDING INSTRUCTIONAL CAPACITY ACROSS CAMPUSES

Instructional Coaching Cycles

Coaches collaborate with teachers to analyze data, plan lessons, and reflect on instructional practices continuously.

Leadership Development

Campus leaders receive support to enhance their instructional leadership, enabling effective feedback and oversight.

Distributed Leadership Model

Instructional expertise is embedded across campuses to foster shared responsibility and continuous improvement culture.

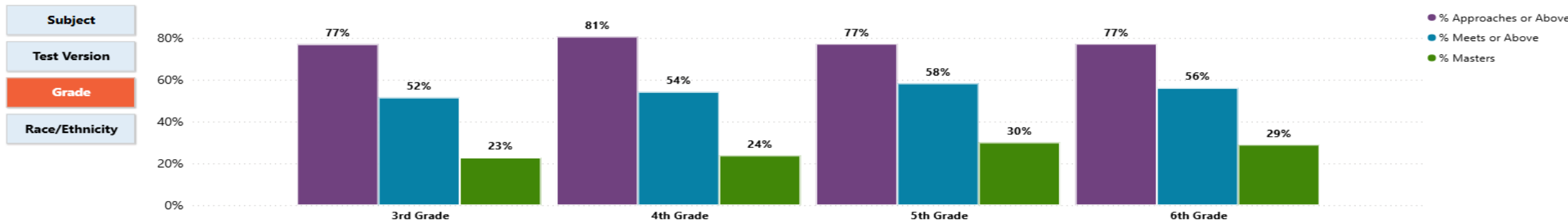
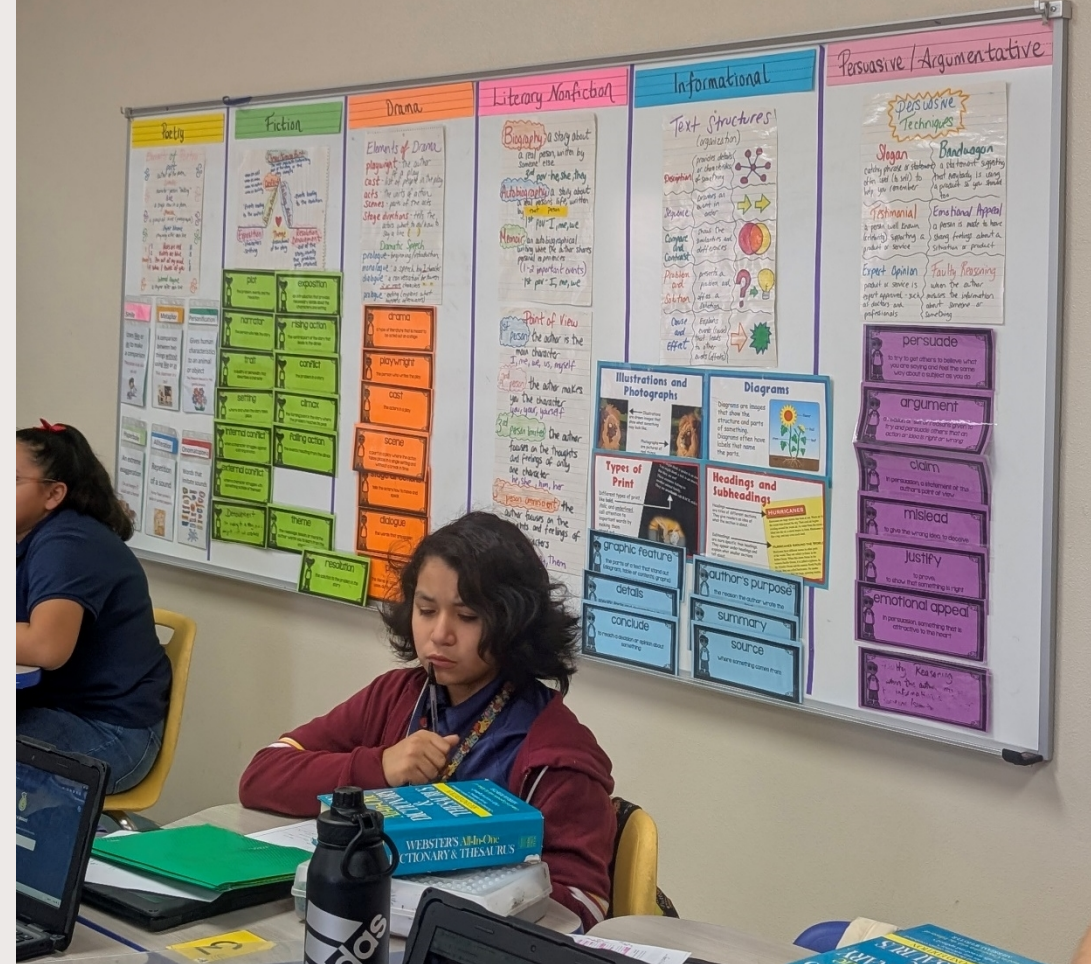
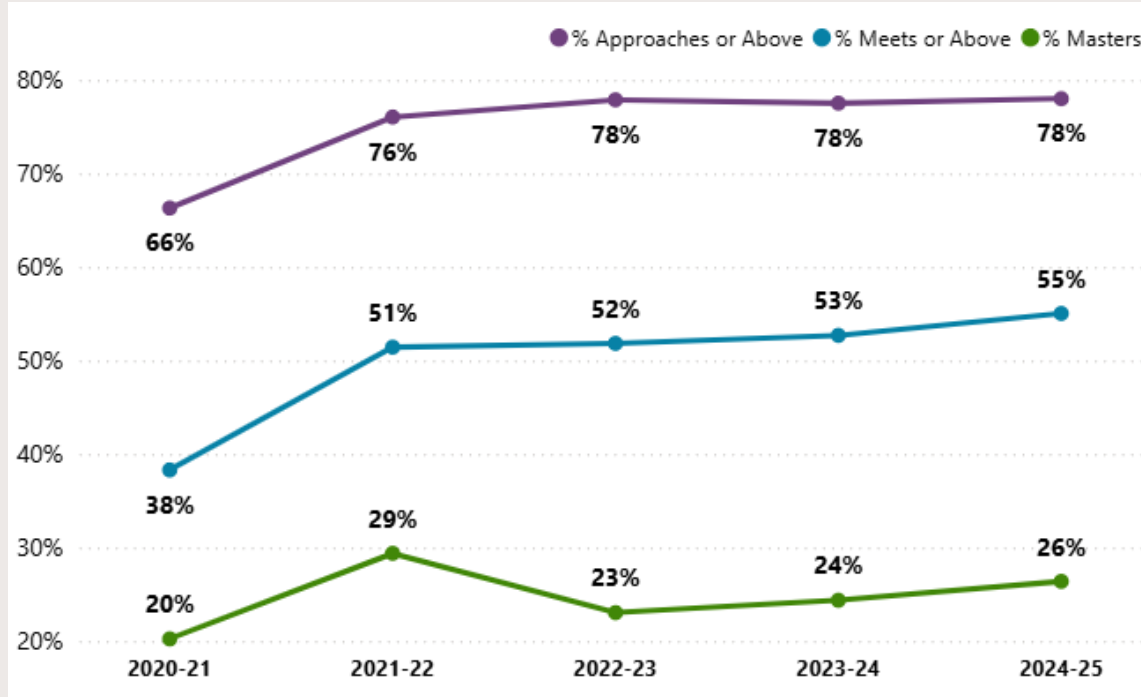
Sustainable Capacity Building

Ongoing capacity-building reduces reliance on external support and strengthens district responsiveness to student needs.

Under Texas Strategic Leadership Priority 1 Level 4 academic experience is a focus in which implementation/monitoring for alignment to district curriculum and instruction. This focus helps the buildings in continuing this focus in conjunction to Priority 2 Lever 5 under instructional planning and support. This is where proper coaching and feedback takes place for all stakeholders.



BUILDING INSTRUCTIONAL CAPACITY ACROSS CAMPUSES



BUILDING INSTRUCTIONAL CAPACITY ACROSS CAMPUSES

Campus	2026 Spring				2026 Goals Targets			Change		
	Total Tested	% App.	% Meets	% Masters	% App.	% Meets	% Masters	% App.	% Meets	% Masters
Alarcon 3rd Grade RLA English	58	48.28%	36.21%	25.86%	78%	45%	18%	-29.72%	-8.79%	7.86%
Alarcon 3rd Grade RLA Spanish	17	23.53%	11.76%	5.88%	78%	45%	18%	-54.47%	-33.24%	-12.12%
Borrego 3rd Grade RLA English	95	45.26%	31.58%	21.05%	78%	45%	18%	-32.74%	-13.42%	3.05%
Borrego 3rd Grade RLA Spanish	21	23.81%	19.05%	14.29%	78%	45%	18%	-54.19%	-25.95%	-3.71%
Alarcon 4th Grade RLA English	58	48.28%	34.48%	24.14%	80%	42%	15%	-31.72%	-7.52%	9.14%
Alarcon 4th Grade RLA Spanish	18	61.11%	61.11%	33.33%	80%	42%	15%	-18.89%	19.11%	18.33%
Borrego 4th Grade RLA English	103	57.28%	38.84%	22.33%	80%	42%	15%	-22.72%	-3.16%	7.33%
Borrego 4th Grade RLA Spanish	37	56.76%	45.95%	24.32%	80%	42%	15%	-23.24%	3.95%	9.32%
Alarcon 5th Grade RLA English	52	51.92%	36.54%	26.92%	68%	42%	18%	-16.08%	-5.46%	8.92%
Alarcon 5th Grade RLA Spanish	13	46.15%	23.08%	15.38%	68%	42%	18%	-21.85%	-18.92%	-2.62%
Borrego 5th Grade RLA English	115	41.74%	27.83%	18.26%	68%	42%	18%	-26.26%	-14.17%	0.26%
Borrego 5th Grade RLA Spanish	30	50%	36.67%	36.67%	68%	42%	18%	-18.00%	-5.33%	18.67%
Alarcon 6th Grade RLA	79	51.90%	36.71%	22.78%	78%	45%	20%	-26.10%	-8.29%	2.78%
Borrego 6th Grade RLA	114	58.77%	45.61%	29.82%	78%	45%	20%	-19.23%	0.61%	9.82%



STUDENT OUTCOMES AND DATA TRENDS

Improved Student Performance

Growth is evident in students achieving Meets and Masters levels in ELAR across multiple assessments.

Longitudinal Data Analysis

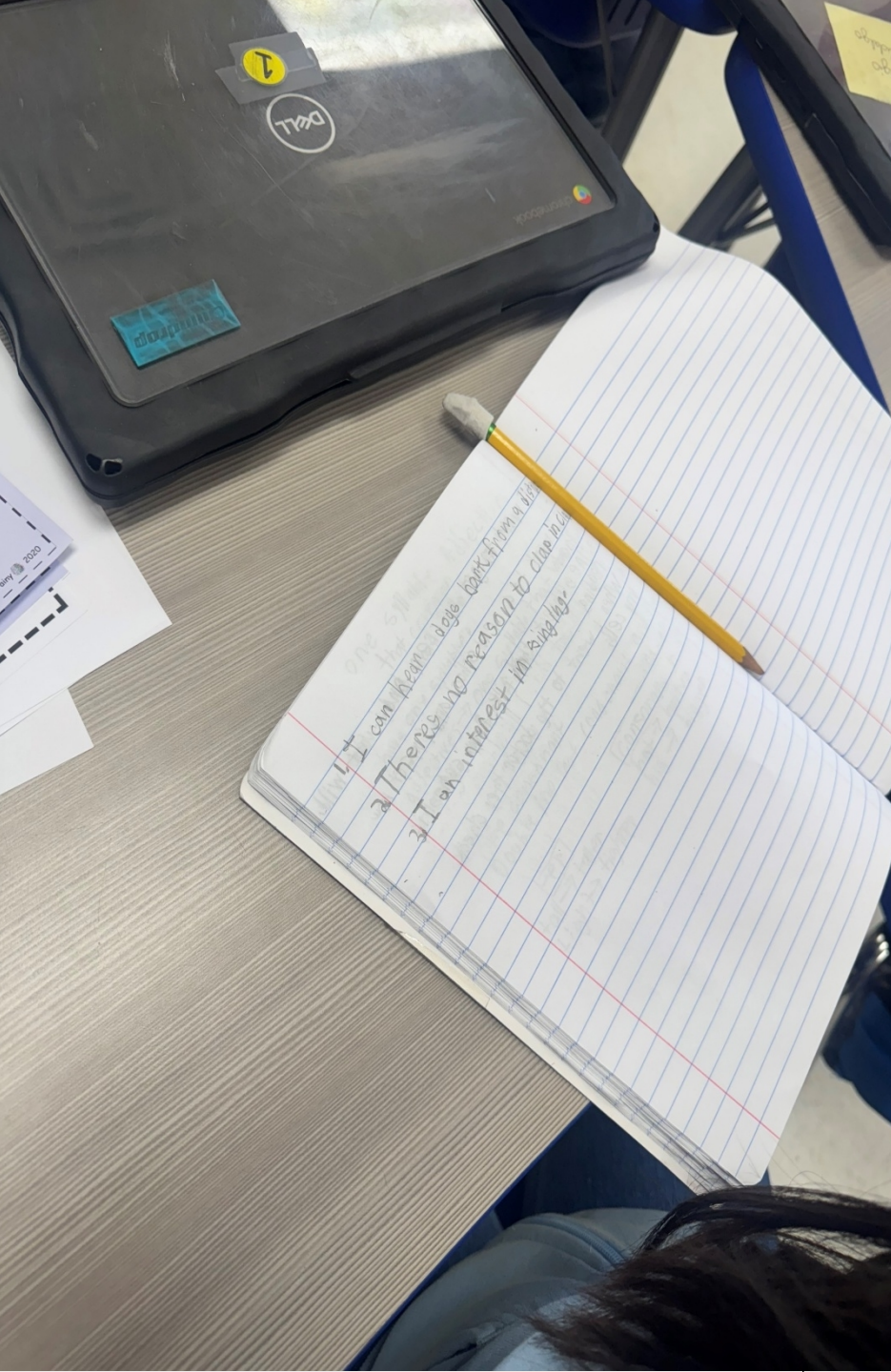
Three years of STAAR data indicate steady progress due to better instruction and resource alignment.

Targeted Interventions Needed

Students below Approaches level require specific monitored interventions to promote improvement.

Data-Driven Instruction

Data guides instructional planning and supports continuous improvement and accountability in literacy.



NEXT STEPS AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Strengthen Effective Practices (TSL 4.2.5)

Focus on reinforcing successful ELAR methods while urgently addressing identified instructional gaps.

Data-Driven Instruction (TSL 4.2.5)

Deepen instructional cycles using data analysis to monitor and improve student learning outcomes across campuses.

Commitment to Continuous Improvement (TSL 5.2.4)

Maintain transparency, collaboration, and resource alignment to ensure ongoing literacy achievement for all students.

TMPC will be implemented at Loya, with initial training already underway during PLCs. Additionally, HMH Version 2 will be adopted for grades K–5, and training will be provided to teachers to support effective implementation.