

# WELCOME TO ELEVATE

TEACHING & LEARNING





# TEACHING & LEARNING

## PRE-K



### RESOURCES TO HELP SUPPORT PK CLASSROOMS

- Texas Pre-Kindergarten Guidelines
  - [English Guidelines](#)
  - [Spanish Guidelines](#)
- [MISD PK Dashboard](#)
- [Bilingual PK Dashboard](#)
- [Early Childhood Education Best Practices](#)

<https://bit.ly/ELEVATEPLAYINPK>



# TEACHING & LEARNING ASSESSMENTS 2025–2026

REMOVE	ADD
<p>Amira – <i>Reading Universal Screener in grade 3 mono</i></p> <p>Waggle – <i>Reading Universal Screener in grades 4–5</i></p> <p>Istation – <i>Reading Universal Screener in grades 6–8</i></p> <p>Imagine Math – <i>Math Universal Screener in grades 6–8</i></p> <p>ERG</p> <p>Dyslexia Screener</p> <p>Amplify mCLASS – <i>Grades K–3 Bilingual</i></p> <ul style="list-style-type: none"> <li>- mCLASS Dibels – <i>Bil English Test (K–3)</i></li> <li>- mCLASS Lectura – <i>Bil Spanish Test (K–3)</i></li> </ul> <p>TPRI – <i>Reading Universal Screener in grade 1–2 mono</i></p>	<p>i-Ready</p>



# TEACHING & LEARNING SPECIAL GUEST



# TEACHING & LEARNING

## WHY i-Ready?

Norm-Referenced  
Platform Efficiency for Teachers  
TEKS Aligned  
Early Literacy Tools  
Personalized Practice  
TIA Approved

<https://tinyurl.com/PK5ELEVSLIDES>



# TEACHING & LEARNING

## i-Ready Rollout

August PL Week	Intro of i-Ready for all RLA and Math teachers on District PL day
After 1st Diagnostic	Campus PL from i-Ready  Online PL for Personalized Practice
After 2nd Diagnostic	District or Campus PL from i-Ready

<https://tinyurl.com/PK5ELEVSLIDES>



# TEACHING & LEARNING ASSESSMENTS 2025–2026

Math	RLA	Science	Social Studies
<p><b>DCP's</b></p> <p><b>Local Item Bank for CFAs</b> <i>* STAAR tested levels being created first</i></p> <p><b>iReady BOY, MOY, EOY</b></p>	<p><b>DCP's</b></p> <p><b>Local Item Bank for CFAs</b> <i>* STAAR tested levels being created first</i></p> <p><b>iReady BOY, MOY, EOY</b></p> <p><b>District ECR's</b> <i>* ECR #2 will be given at the same time as DCP #2</i></p>	<p><b>DCPs</b></p> <p><b>Local Item Bank for CFAs</b> <i>* STAAR tested levels being created first</i></p>	<p><b>DCPs</b></p> <p><b>Local Item Bank for CFAs</b> <i>* STAAR tested levels being created first</i></p>

[Accessing T&L Local Item Bank for CFAs](#)



# TEACHING & LEARNING LEARNING FRAMEWORK



## MESQUITE ISD STRATEGIC PLAN

2024 - 2027



<https://tinyurl.com/PK5ELEVSLIDES>



# TEACHING & LEARNING LEARNING FRAMEWORK

Global

Granular



<https://tinyurl.com/PK5ELEVSLIDES>



# ESSENTIAL STUDENT EXPERIENCES



Student  
Discourse



Intentional  
Collaboration



Academic  
Inquiry



Purposeful  
Reading



Writing to  
Learn

<https://tinyurl.com/PK5ELEVSLIDES>

# MESQUITE ISD LEARNING FRAMEWORK

- Physical Space
- Emotional Climate
- Expectations of Students
- Routines and Procedures
- Sense of Belonging

- Formative Assessments
- Summative Assessments
- Purposeful Feedback
- Data Analysis
- Response to Data



- Alignment to TEKS
- Lesson Internalization
- Differentiation
- Question Development
- Modeling of Lessons

- Student Discourse
- Intentional Collaboration
- Academic Inquiry
- Purposeful Reading
- Writing to Learn

# TEACHING & LEARNING LEARNING FRAMEWORK

**What supports will be in place for successful implementation?**

## MESQUITE ISD LEARNING FRAMEWORK

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- Emotional Climate
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**Videos and resources for each of the bullet points associated with the four sections**

# TEACHING & LEARNING LEARNING FRAMEWORK

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## MESQUITE ISD LEARNING FRAMEWORK

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**Professional learning provided by T&L will be tied to one of the four sections**






# TEACHING & LEARNING LEARNING FRAMEWORK

What supports will be in place for successful implementation?

## Introduction to Biology

### Introduction & Class Rules

In this lesson, the student will experience ...

 Student Discourse	 Academic Inquiry	 Intentional Collaboration	 Purposeful Reading	 Writing to Learn
✓		✓		

#### Important Notes


Creating a welcoming and supportive environment for your students from day one is crucial. One effective way to do this is by taking time to get to know each student individually through icebreaker activities, group discussions, or one-on-one conversations. Below are some options for Icebreakers and activities that you can use to foster connections with your students.

- **Homeostasis Get-To-Know-You Activities:** With the move of cell transport (SC) to after STAAR, the students miss the opportunity to learn about and understand the concept of homeostasis. The focus of these activities would be to connect the term homeostasis with **balance** and then encourage them to discuss ways they maintain balance in their lives. The document contains 3 different activities to choose from and is meant to give you a jumping-off point for use in your classroom depending on how you run your first day of class.
- [All About Me](#)
- [Would You Rather](#)
- [Find Someone Who...](#)
- **Name Tents:** Take these up by row each day, then hand them back out again for the first few days so that you can start calling students by their name from the beginning of the year.
- **Biographical Ball Toss:** Have students stand in a circle and toss a ball (or any object) to each other. When someone catches the ball, they must introduce themselves and share one interesting fact about themselves before tossing it to someone else.
- **Interview Pair-Up:** Pair students up and give them a few minutes to interview each other, asking questions about

Student experiences will be noted at the top of T&L lesson documents

# TEACHING & LEARNING LEARNING FRAMEWORK

What supports will be in place for successful implementation?

Student Experience	Indicators of Success
<p>Writing to Learn</p> 	<p><b>Writing to Learn</b> is the intentional use of writing for communication, reflection, inquiry, and visible organization of thought. When we use writing, not just as a final product, but to process new learning, we provide students with opportunities to think critically and deepen their understanding.</p> <ul style="list-style-type: none"><li>• Writing tasks are aligned to the learning objective and demonstrate use of academic vocabulary (<i>language</i>).</li><li>• Students use writing to ask questions, make predictions, summarize information, connect ideas, and reflect on their understanding.</li><li>• Writing tasks include visible organization of thought (e.g., graphic organizers, thinking maps, learning logs).</li><li>• Students annotate texts, problems, and prompts to break them down, identify key components, and explore underlying themes and assumptions.</li><li>• Students have opportunities to write for authentic audiences beyond the teacher (e.g., letters, blogs, discussions, peer feedback).</li></ul>

Indicators of success for each of the five student experiences



# Quick Information

RGR Workbooks - June 2025



Delivered early! Please keep an eye out for them.

**THANK YOU**  
**FOR ATTENDING ELEVATE!**

**Sign-in and questions**

<https://tinyurl.com/MAY25ELEVATE>

**TEACHING & LEARNING**



**Do not hesitate...Contact us!**

