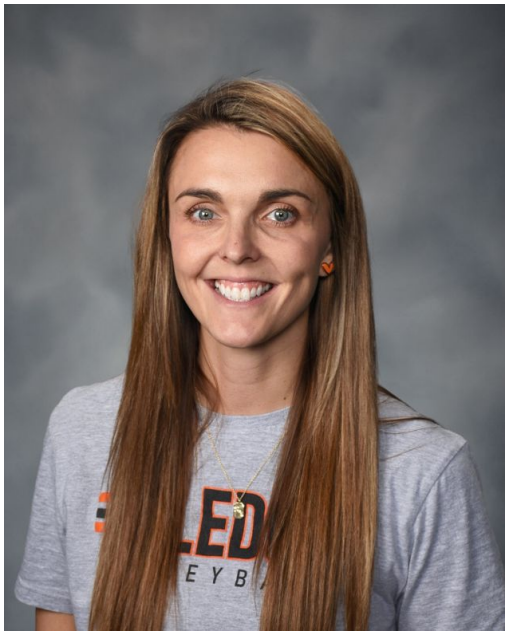
AISD
Instructional Focus

May 20, 2024

#AllinAledo

AISD Featured Collaborative Team
McAnally Middle School 7th Grade Science



Joni Myres - Team Lead

Bri Perry

Cooper Thompson

ALEDO ISD FOCUS DOCUMENT
2023-2024

WHAT WE TEACH

Standards Driven Curriculum

Teaching to the Depth of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental Five

Rigor, Relevance, Learner Engagement

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

Write From the Beginning & Beyond

Culture of Excellence
Professional Learning Community

Implementation Measures of District Instructional Focus

PLC Goals
Reported Quarterly

Focus on Learning
Goal 91% of CTs by June

Collaborative Culture
Goal 92% of CTs by June

Focus on Results
Goal 87% of CTs by June

District Instructional Priorities
Reported Monthly

Lesson Frame
Goal 100% of classrooms by June

Critical Writing
Goal 100% of classrooms by June

FSGPT / Academic Discussion
Goal 100% of classrooms by June

Active Participation
Goal 100% of classrooms by June

Student-Driven Learning
*Monthly report will consist of exemplars, rather than a percentage

Instructional Rounds Data
*District Aggregate Data Shared Each Semester

Progress Monitoring
Reported BOY, MOY, EOY

CIRCLE Progress Monitoring
PK Reading / Math Screener

mCLASS Texas
K-2 Reading Screener

IXL Math
K-2 Math Screener

MAP Growth
3-English II Reading Screener
3-Algebra I Math Screener

Aledo ISD

Instructional Focus Implementation

Reporting Period 4
November 13-December 15, 2023

Implementation Measures of District Instructional Focus

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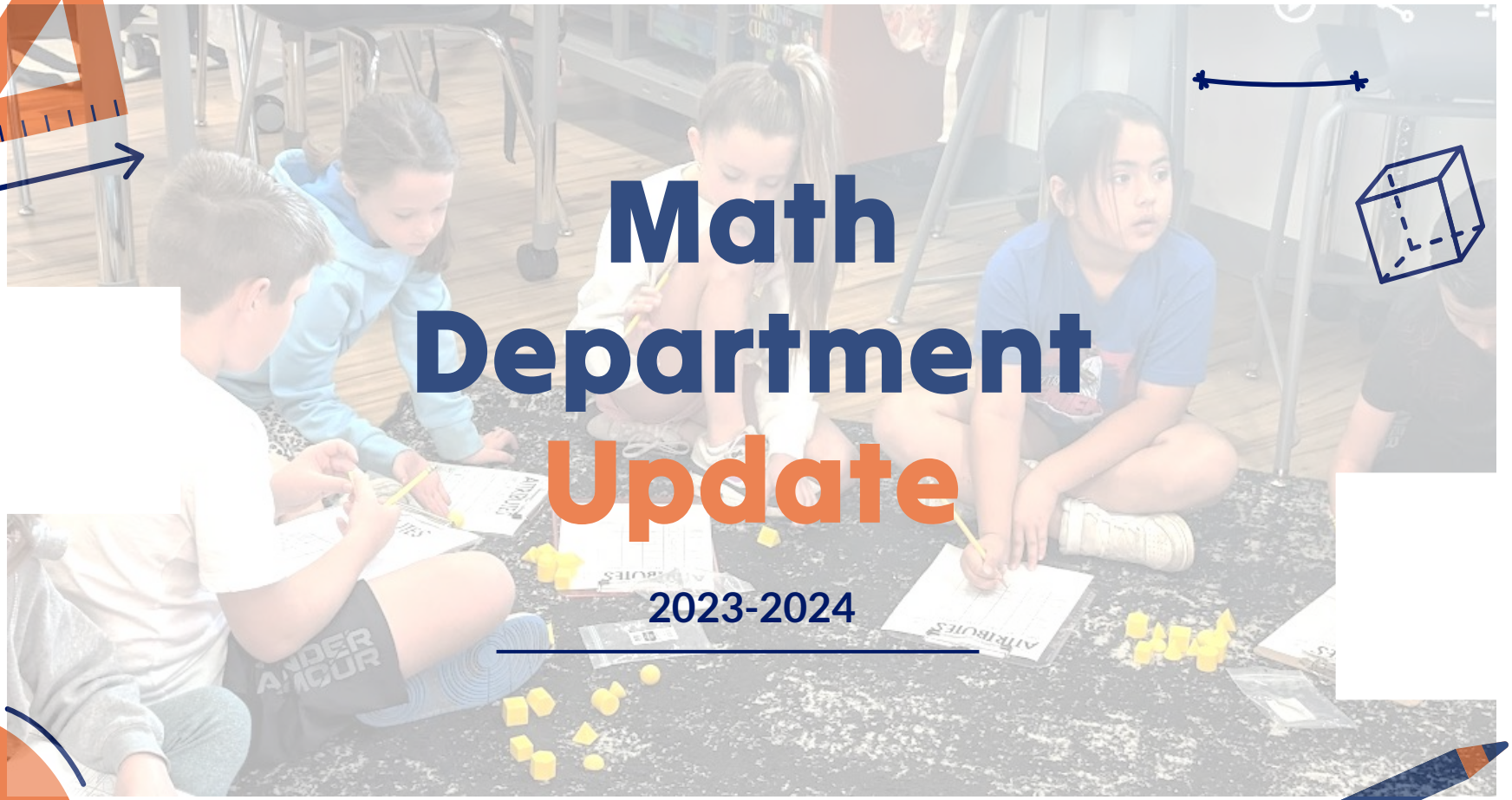


Math Department Update

2023-2024

Who said it best?

Based on the given problem, choose ONE person's statement to agree or disagree with.

What is the first step in solving $20 \div 5 + 2(3)$

Parentheses are the first step in PEMDAS. I would do that first.

Forrest Collins
Board President

First solve $20 \div 5$. Using GEMA you perform multiplicative operations left to right

Dr. Susan Bohn
Superintendent

I would do 2(3) first. Multiplication is before division in PEMDAS

Zach Tarrant
Board Member

Professional Learning

We will:

Have expertise in how our content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels. Texas Teacher Standard 3A(i)

So that I can:

Identify programmatic changes that could positively impact student learning and lead to all students in Aledo ISD graduating college and career ready in math.

The importance of Vertical & Horizontal Alignment

"Curricular coherence is about developing a consistent learning pathway"

(Dougherty et al., 2021)

Vertical Alignment

Common Skills Needed "Coming In"

3rd	4th	5th	6th	7th	8th	Algebra 1	Geometry	Algebra 2
Place Value	Place Value	Place Value (ordering)	Place Value/Rounding & estimation	Solving one step equations	Solving one step equations	Solving Equations	Solving multi-step equations	Properties of equality (solving multi-step equations)
Add/Sub facts to 20	Multiplication Facts	Multiplication Fluency	Multiplication (basic facts & triple by double digit)	Basic operations with rational numbers	Integer operations	Rational Operations	Factoring	Factoring
Number sense (make 10, doubles)	Number sense	Number sense	Fraction understanding (part vs whole)	Proportional reasoning	Answering Reasonableness	Reading comprehension	Number sense	Problem solving skills

HOW MANY METHODS?

Individual time: (3 min)

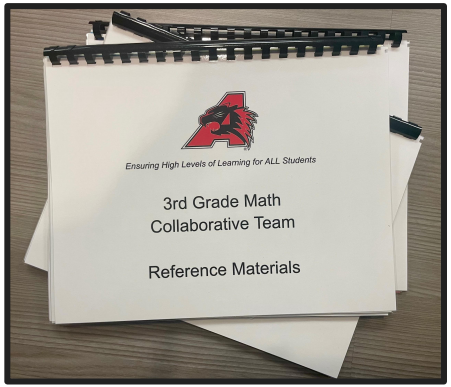
For each topic in your grade level band, come up with as many methods of teaching as you can think of. Write each method you've seen or used on a sticky note.

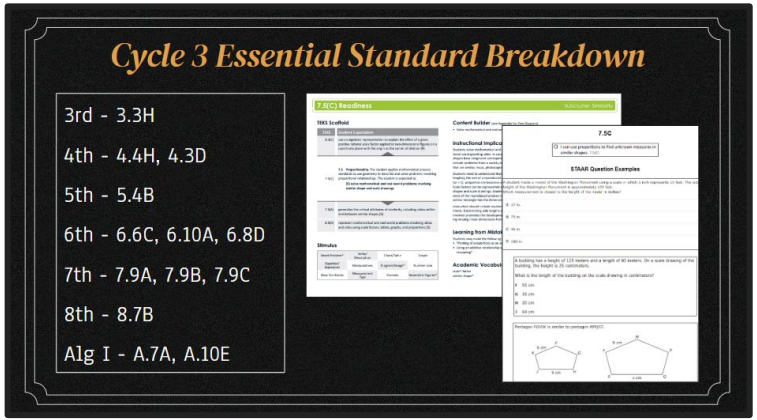
3rd - 5th Topics
1. Rounding
2. Comparing Numbers

6th - 9th Topics
1. Integer Operations
2. Solving Equations

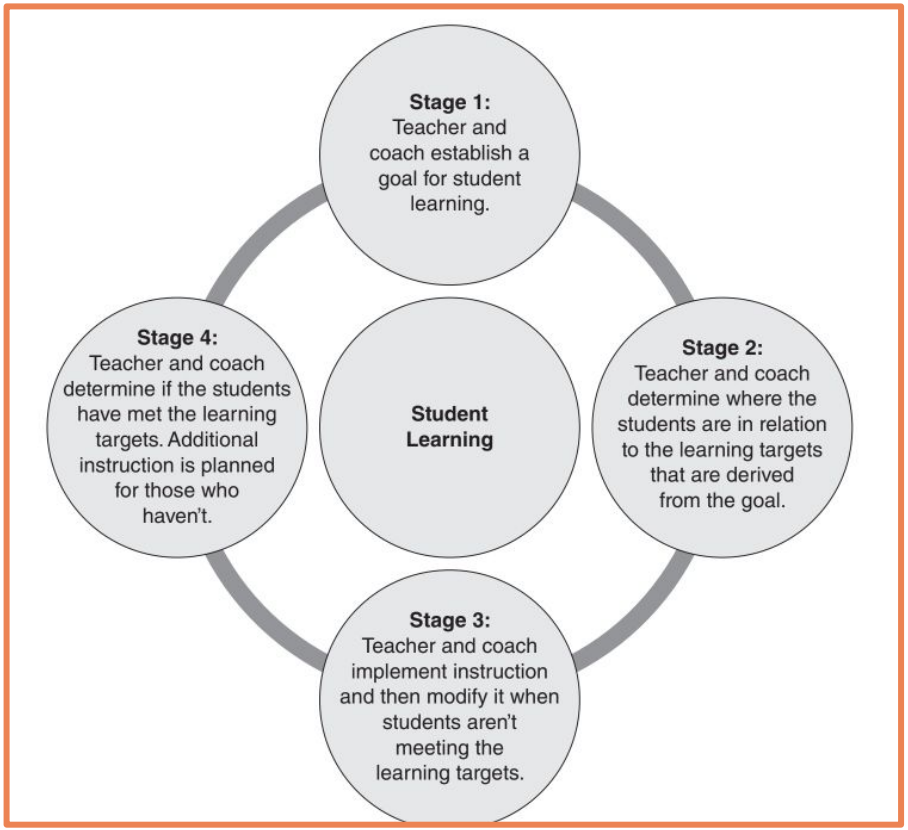
10th - 12th Topics
1. Solving Equations
2. Factoring

Essential Standards - Horizontal Alignment





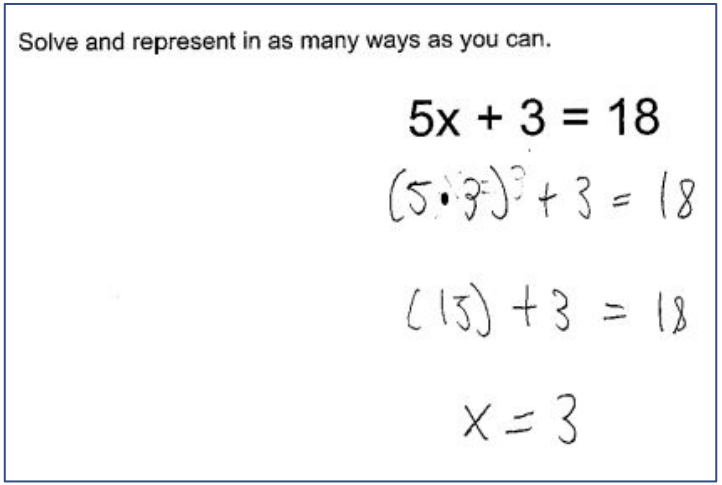
Student Centered Coaching Cycles



Engaging in Student Centered Coaching Cycles

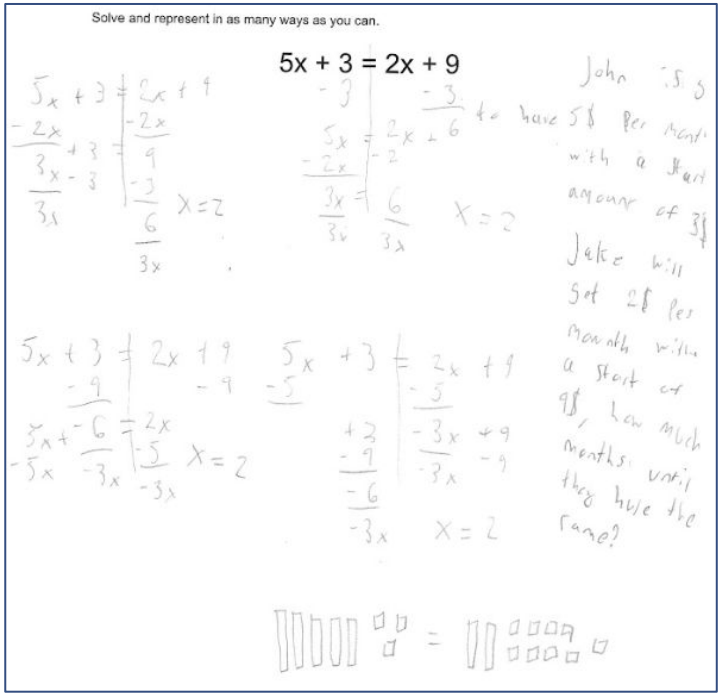
Pre and Post Assessment Example

Pre-Assessment - Emerging



This is work from a student prior to learning the concept and then again, upon completion of the cycle.

Post-Assessment - Exceeding



Engaging in Student Centered Coaching Cycles

Class	Pre-Assessment				Post-Assessment			
	Emerging	Developing	Meeting	Exceeding	Emerging	Developing	Meeting	Exceeding
Class #1	95%	5%	0%	0%	16%	24%	10%	38%
Class #2	92%	8%	0%	0%	0%	58%	37%	5%
Class #3	78%	22%	0%	0%	22%	40%	31%	8%
Class #4	67%	33%	0%	0%	0%	38%	62%	0%
Class #5	67%	33%	0%	0%	0%	24%	64%	12%
Class #6	62%	38%	0%	0%	0%	5%	52%	43%
Class #7	6%	94%	0%	0%	6%	35%	41%	18%
Class #8	0%	93%	7%	0%	0%	19%	81%	0%
Class #9	9%	74%	17%	0%	0%	0%	4%	91%
Average	53%	44%	3%	0%	5%	27%	42%	24%

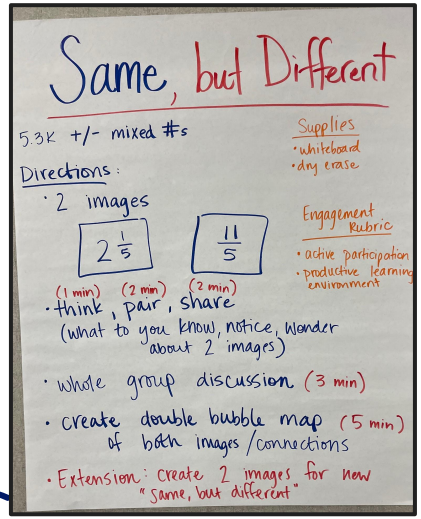
Class #5 Standards Based Goal

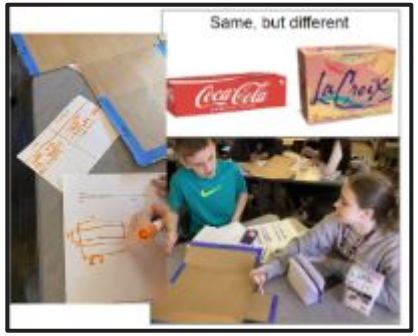
Students will be able to use models to explain why pythagorean theorem works and be able to accurately use it to solve for missing sides of right triangles, determine if sides given create a right triangle and use that understanding to find the distance between two points.
Students will be able to communicate and justify mathematical ideas in various ways.

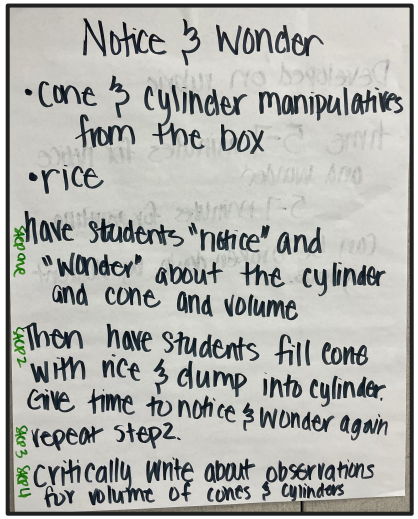
Learner Engagement

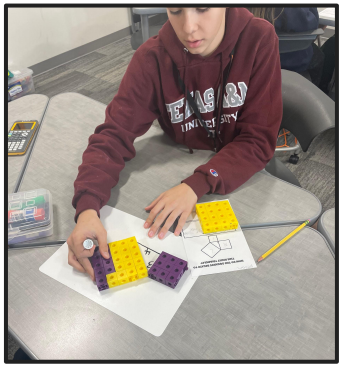
ALEDO ISD
Problem of Practice
2023-2024

Problem of Practice: After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.







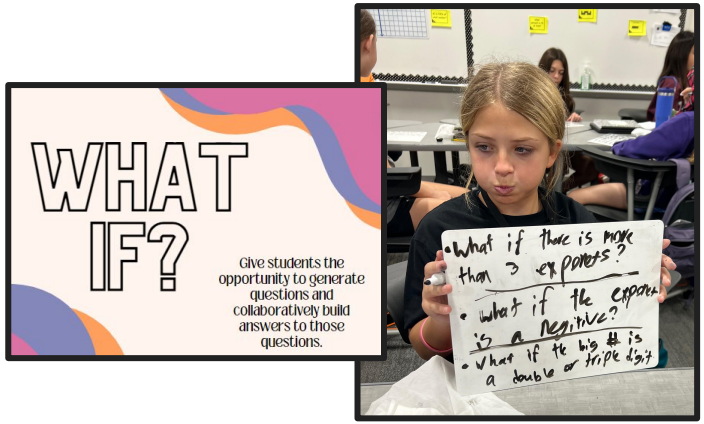


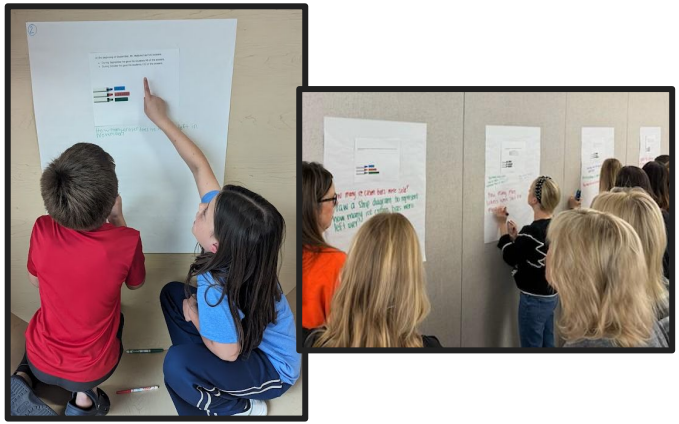
Learner Engagement

Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

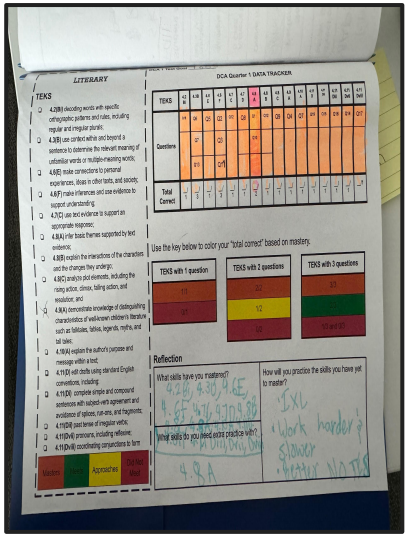
Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. • Lesson is teacher led and students progress through new learning with some challenges with productivity.	• Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond. • Lesson is led by the teacher, and students productively progress through new learning.	• All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. • Lesson is led by both teacher and students, and students productively progress through new learning.	• All students remain on-task and proactively engaged throughout the lesson. • Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	• Lesson relies mainly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	• Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.

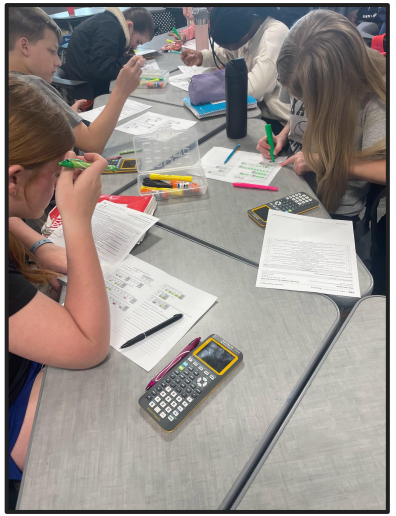




Active Learner Engagement - Student Ownership

Students take ownership of learning new content, actively seeking ways to improve their own performance.





Postsecondary Readiness in Math - Our Why!

CCMR Met through the Texas Success Initiative (TSI)

One way a student can be CCMR met is by meeting the TSI requirements in BOTH math and reading.

SAT®

Texas Success Initiative Assessment 2.0

ACT®

SAT/TSI Focus:

- Student Data Analysis
- Question Analysis
- Teacher Professional Learning on TSI, PSAT, and SAT
- Small Group Tutoring & Individual Student Conversations
- JR/SR level courses embedding warmups
- TSI and SAT Bootcamps Offered

Next Steps:

- Student Short & Long Term Goal Setting
- TSI/PSAT/SAT Alignment to TEKS
- PSAT IXL Study Path for Freshman

ACT is currently not a focus as this test is not administered to students during school hours in Aledo ISD.

College Ready

"I had struggled taking the TSI math portion, I took it multiple times and just couldn't pass it. So, I went to Mrs. Mantooth for help…she broke everything down to help me understand it better. The next time I took the TSI I got a score I never thought I would get. Without her help I wouldn't have gotten the grade I needed to pass. I am very thankful for her help."
~AHS student

In Math

Continuing the Work