

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



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A background photograph of four students sitting on a dark carpeted floor in a classroom. They are working on math activities, with papers and yellow geometric blocks (cubes and prisms) scattered around them. One student is writing on a paper, another is looking at a block, and two others are looking towards the camera. The text 'Math Department Update' is overlaid in the center. The word 'Math' is in blue, 'Department' is in blue, and 'Update' is in orange. Below the title, the years '2023-2024' are written in blue. There are decorative orange shapes in the corners: a triangle in the top-left and a circle in the bottom-left. A blue arrow points from the triangle towards the center. A blue line with a cross at each end is in the top-right. A blue cube is in the top-right. A blue pencil is in the bottom-right.

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 $20 \div 5 + 2(3)$

Parentes 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
3rd Skills Needed Coming In	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)
Place Value									
Add/Sub facts to 20	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
Add/Sub multi-digit regrouping									
Strip diagram knowledge (part-part-whole)									
Academic vocabulary									
Number sense (make 10, doubles)	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
Tell time									
Money (identify coins, count)									
Critical thinking	Testing strategies	Math Vocabulary	(quadrilaterals)						





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.



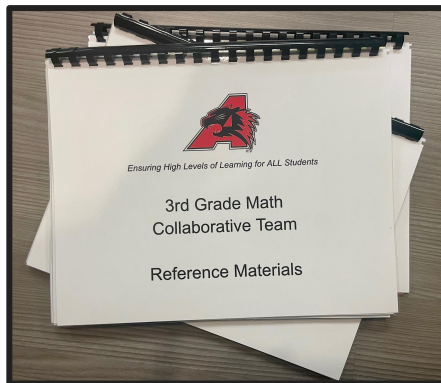
6th - 9th Topics
 1. Integer Operations
 2. Solving Equations

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

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

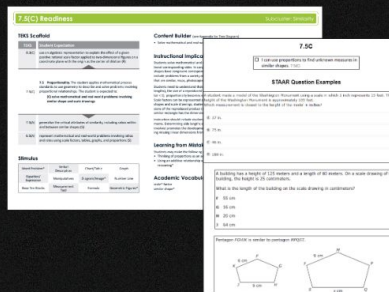


Essential Standards - Horizontal Alignment

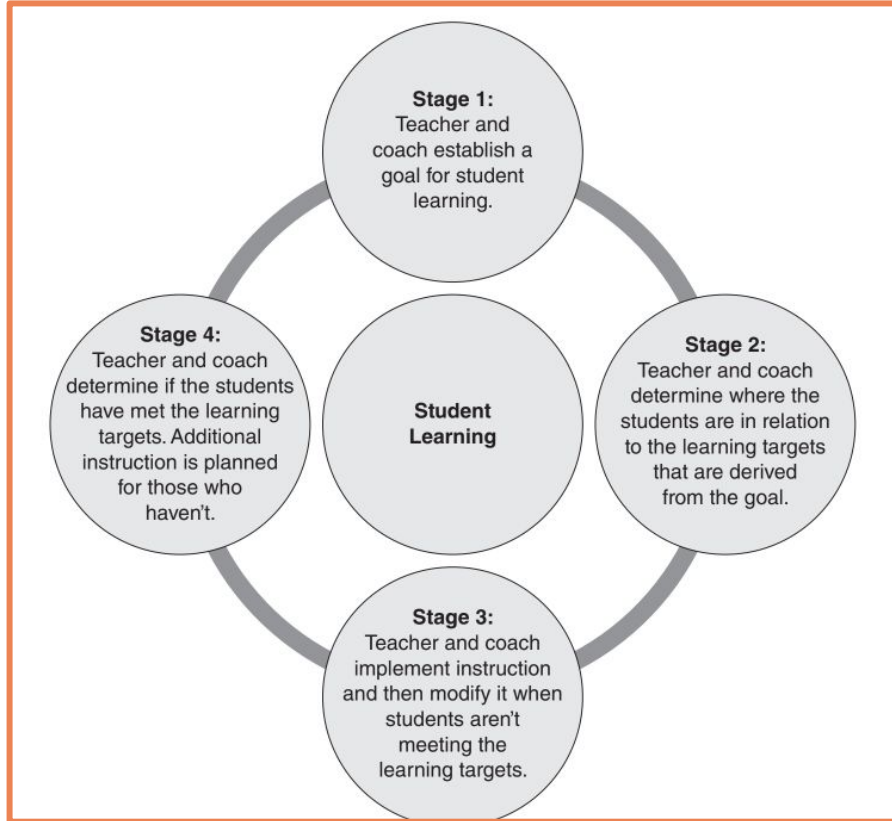


Cycle 3 Essential Standard Breakdown

3rd - 3.3H
4th - 4.4H, 4.3D
5th - 5.4B
6th - 6.6C, 6.10A, 6.8D
7th - 7.9A, 7.9B, 7.9C
8th - 8.7B
Alg I - A.7A, A.10E



Student Centered Coaching Cycles



Engaging in Student Centered Coaching Cycles

Pre and Post Assessment Example

Pre-Assessment - Emerging

Solve and represent in as many ways as you can.

$$5x + 3 = 18$$

$$(5 \cdot 3) + 3 = 18$$

$$(15) + 3 = 18$$

$$x = 3$$

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

Post-Assessment - Exceeding

Solve and represent in as many ways as you can.

$$5x + 3 = 2x + 9$$

John is 5 years old. He has 5¢ per month with a start amount of 3¢. Jake will get 2¢ per month with a start of 9¢. How much months until they have the same?

$$5x + 3 = 2x + 9$$

$$-2x \quad -2x$$

$$\frac{3x + 3}{3x} = \frac{9}{3} \quad x = 2$$

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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.

Same, but Different

5.3K +/- mixed #s

Directions:

- 2 images

$$2\frac{1}{5} \quad \frac{11}{5}$$

- think, pair, share (1 min) (2 min) (2 min)
(what to you know, notice, wonder about 2 images)

- whole group discussion (3 min)

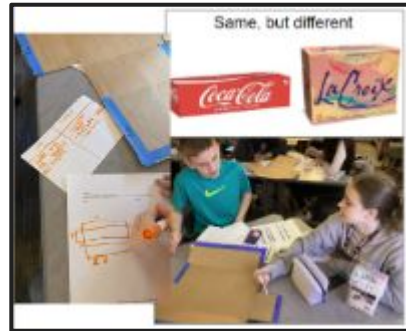
- create double bubble map (5 min)
of both images/connections

- Extension: create 2 images for now
"Same, but different"

Supplies
• whiteboard
• dry erase

Engagement
Rubric

- active participation
- productive learning environment



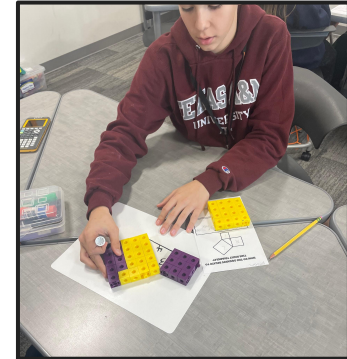
Notice & Wonder

- cone & cylinder manipulatives from the box
- rice

have students "notice" and "wonder" about the cylinder and cone and volume

then have students fill cone with rice & dump into cylinder. Give time to notice & wonder again. repeat step 2.

Critically write about observations for volume of cones & cylinders



Learner Engagement

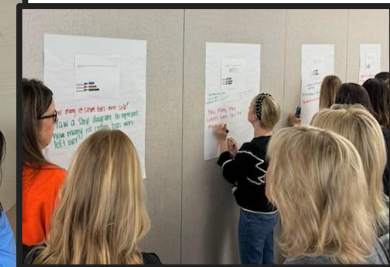
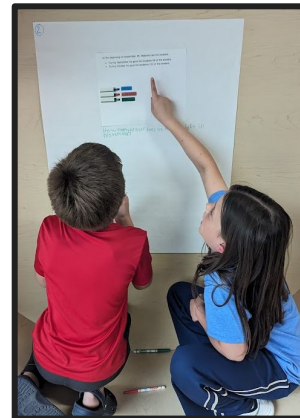
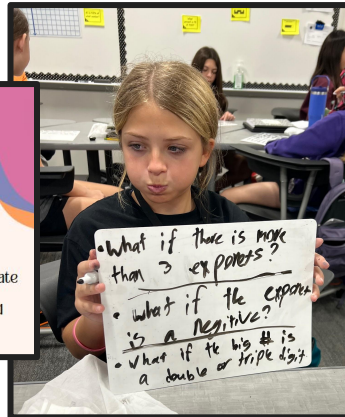
Learner Engagement Rubric

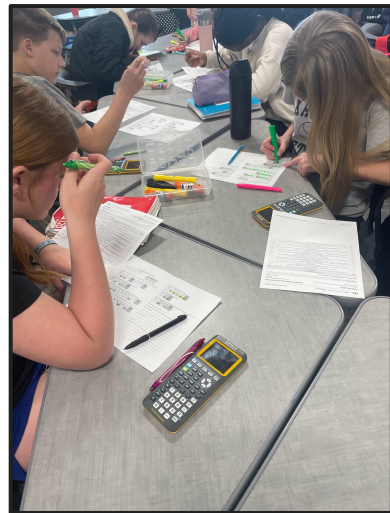
Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson relies mainly on direct instruction with few opportunities for student engagement through application. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation. 	<ul style="list-style-type: none"> Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.

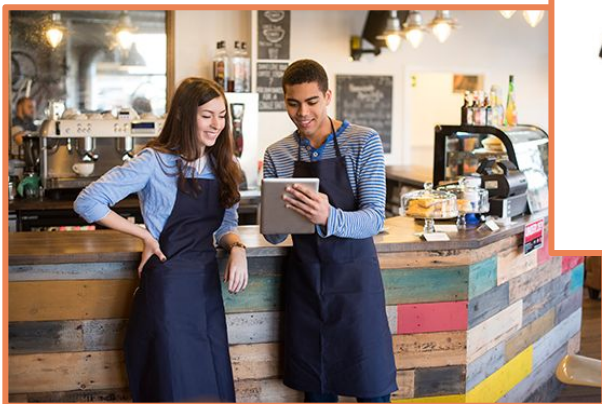
WHAT IF?

Give students the opportunity to generate questions and collaboratively build answers to those questions.



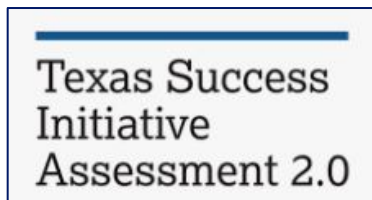


Postsecondary Readiness in Math - Our Why!



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/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

