

AISD Featured Collaborative Team

Annetta 1st Grade Team



Whitney Bruno



Kayce Brown



Madison Dumas



Kimberly Maag



Nikki Mitchell



Marmendy Thompson



Kellie Truitt

AISD Instructional Focus

February 19, 2024



#AllinAledo

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

2023-24

Aledo


Reading Language Arts

PreK-12th Grade Showcase



RLA Focus: 2023-24

1



**Building
Teacher
Capacity:
Leadership**

2

**Building
Student
Capacity:
Writing**

3



**Building
Student
Capacity:
Foundational
Reading**



01

Building Teacher Capacity: Leadership

Giving them a larger voice.



PreK-12 **RLA** Curriculum Writers

This year's format for curriculum writing allowed for intentional leadership opportunities:

Writing Plan

- ❖ Learning new strategies
- ❖ Embedding them in upcoming units
- ❖ Acting as Lead Learners during whole group training

Curriculum Mapping

- ❖ Leading peers through upcoming units/assessments
- ❖ Responding to feedback
- ❖ Presenting shifts in curriculum, specific to their grade level/course



Curriculum Writing in 23-24



Tiffany Stokes
4th Grade



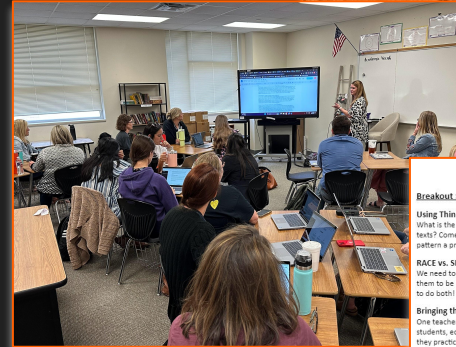
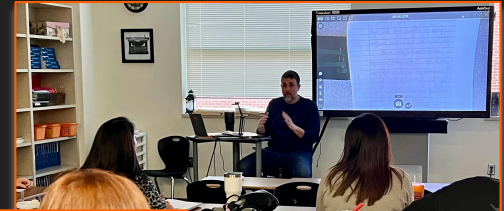
Renee Pokrifcsak
8th Grade


Content Sessions

Teachers lead learning sessions for their peers on each RLA content day for Grades 3–12.

Presenting teachers are invited to share in response to data from the following:

- ❖ Content Walks/Observations
- ❖ Teacher Feedback
- ❖ Scheduled Events/District Needs




Breakout Session Offerings for January 4, 2024, 1:00-3:30 PM:

Using Thinking Maps to Practice Text Structures, room B110—Target Audience: 3rd-6th
What is the process for having students use Thinking Maps to practice text structure in informational texts? Come and learn how to empower agile writers, ready to take on whatever organizational pattern a prompt requires.

RACE vs. SPQ: What's the difference? in room B106—Target Audience: 3rd-8th
We need to know how they'll do on SCR's for STAAR, and RACE helps with that. But we really need them to be able to craft strong paragraphs, and SPQ's are built for THAT. This session focuses on how to do both!

Bringing the Frame to Life, in room B107—Target Audience: 3rd-12th
One teacher has taken the newly constructed content patterns and brought them into focus with students, equipping students to frame their learning by knowing the scope and relevance of the skills they practice in class.

Annotation for Writing, in room B109—Target Audience: 6th-12th
Offering a specific lens for annotation when reading is crucial, especially when students are learning how to find the best text evidence for constructed responses. One teacher uses a specific process that is bringing her students success.

The ECR Process, in room B108—Target Audience: 3rd-10th
How do you lead your students through the ECR process? Come and hear from one of our veteran teachers on the explicit process he uses to equip students for independent writing.

Building an Unelaborated Paragraph Together, in Cafeteria—Target Audience: 3rd-12th
Just before this session, you will have learned about a key revision strategy: The Unelaborated Paragraph. Before your learning gets stale, let's practice building one together!

Thought Notes, room 112—Target Audience: 3rd-8th
One campus is on fire with this innovative means of note-taking and annotation. Research shows that illustrated notes are a fantastic way for students to process their understanding of concepts when consuming a text or new learning.

Student Goal-Setting after MOV MAP, in the Lecture Hall—Target Audience: 3rd-10th
Immediately after students take the MOV MAP, take advantage of the robust data by having students analyze, reflect, and own their growth with this goal-setting process.



02

Building Student Capacity: Writing

A Deeper Focus on Writing Strength K-12



Grade 3 Extended Constructed Response

Prompt

Read the selections "Rewards for Recycling" and "Laws for Less Trash." Based on the information in the selections, write a response to the following:

Explain your opinion about why people should or should not be rewarded for recycling.

Write a well-organized argumentative essay that uses specific evidence from the selections to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Change to Practice: Systematic Rollout K-12





Change to Assessment: Common Writing Prompt, K-12



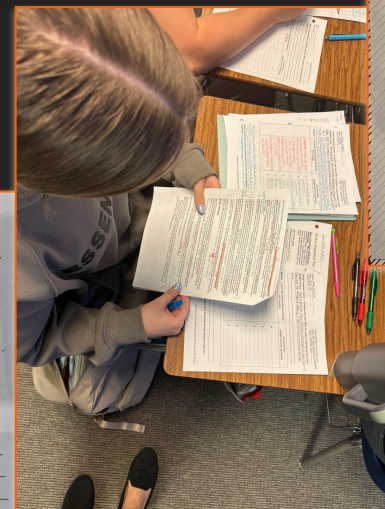
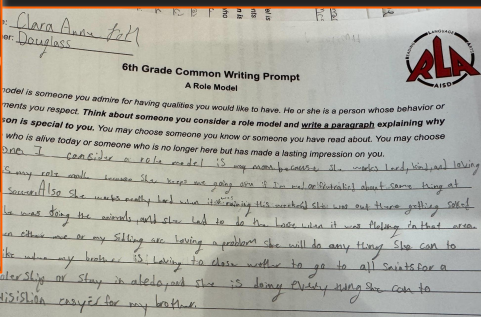
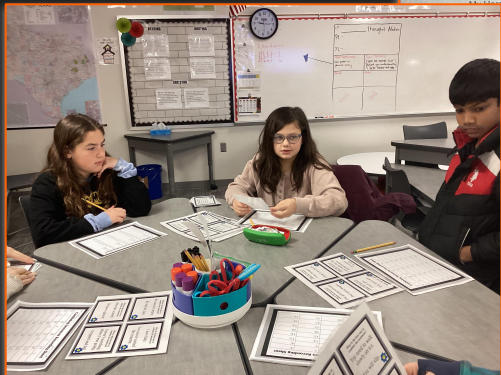
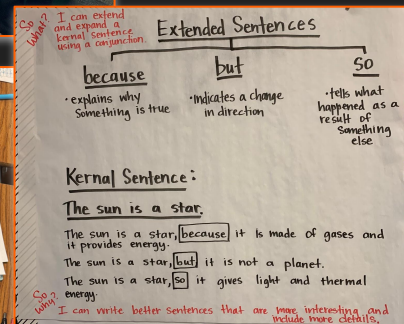
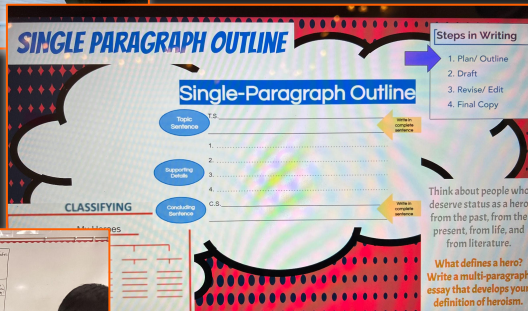
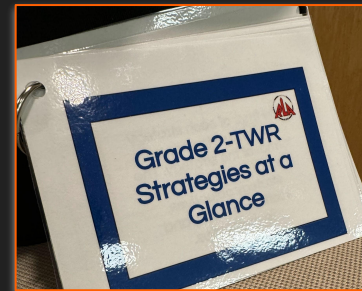
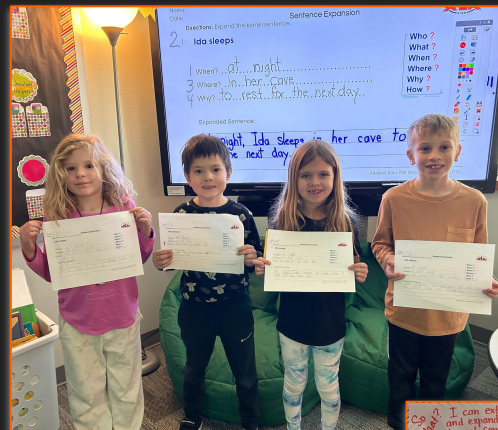
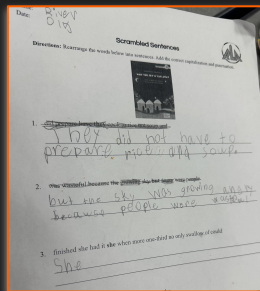
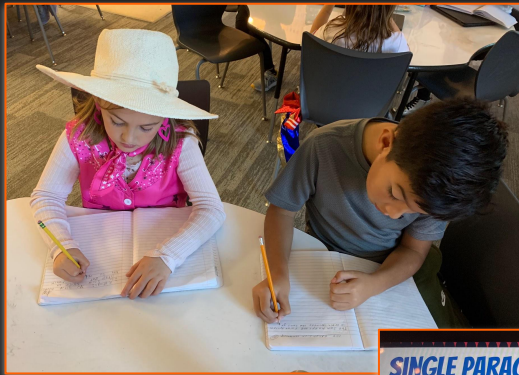
BOY → EOY



To better focus instruction on writing growth, we altered our common writing monitoring tool.

One K-12 Aledo prompt: one paragraph.





"I have never had this much success with any other resource."





03

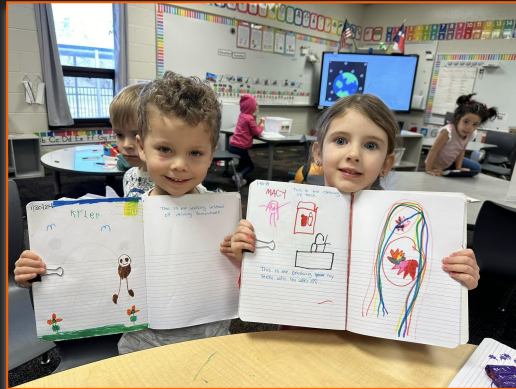
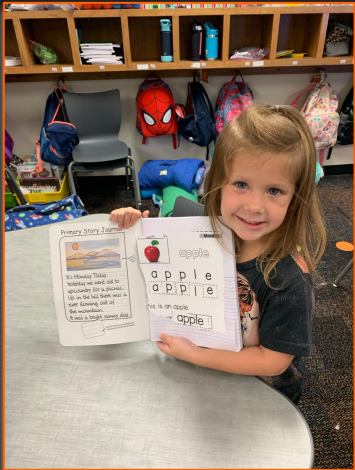
Building Student Capacity: Foundational Reading

Foundational Reading, Writing, Listening, Thinking, & Speaking



Pre-Kindergarten Progress

Pre-K students have shown growth from the beginning of the year in phonological awareness and math measures for CLI Engage.



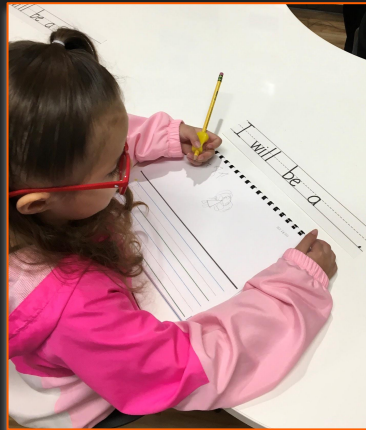
Kindergarten-2nd Grade Foundational Reading Progress

Teachers are delivering systematic and explicit literacy instruction backed by the science of reading, resulting in student growth.

At Benchmark and Above Benchmark on mCLASS Universal Screener			
	BOY	MOY	Growth
Kindergarten	307	467	+160 Students
1st Grade	467	486	+19 Students
2nd Grade	479	498	+19 Students

Kindergarten-2nd Grade Foundational Reading Progress

As we grow in numbers, we are maintaining growth through Tier 1 instruction, targeted intervention, targeted small-group instruction, and teacher education/support. All have led to maintaining and closing literacy gaps.



Kindergarten-2nd Grade Foundational Reading Progress

Really Great Reading is the structured and explicit phonics resource we use in AISD. Mrs. Price's Kindergarten class would like to share their learning from RGR with you all.



“I have seen significant growth in students' reading skills through our phonics program. I have observed how this targeted approach has effectively closed learning gaps for many students and how your work has been so vital to my student's growth. By building upon the foundation laid in previous years, we can ensure our students' continued growth and success in reading.”

- Shara Hetherington, 2nd Grade Teacher at
McCall Elementary



Thank
You!

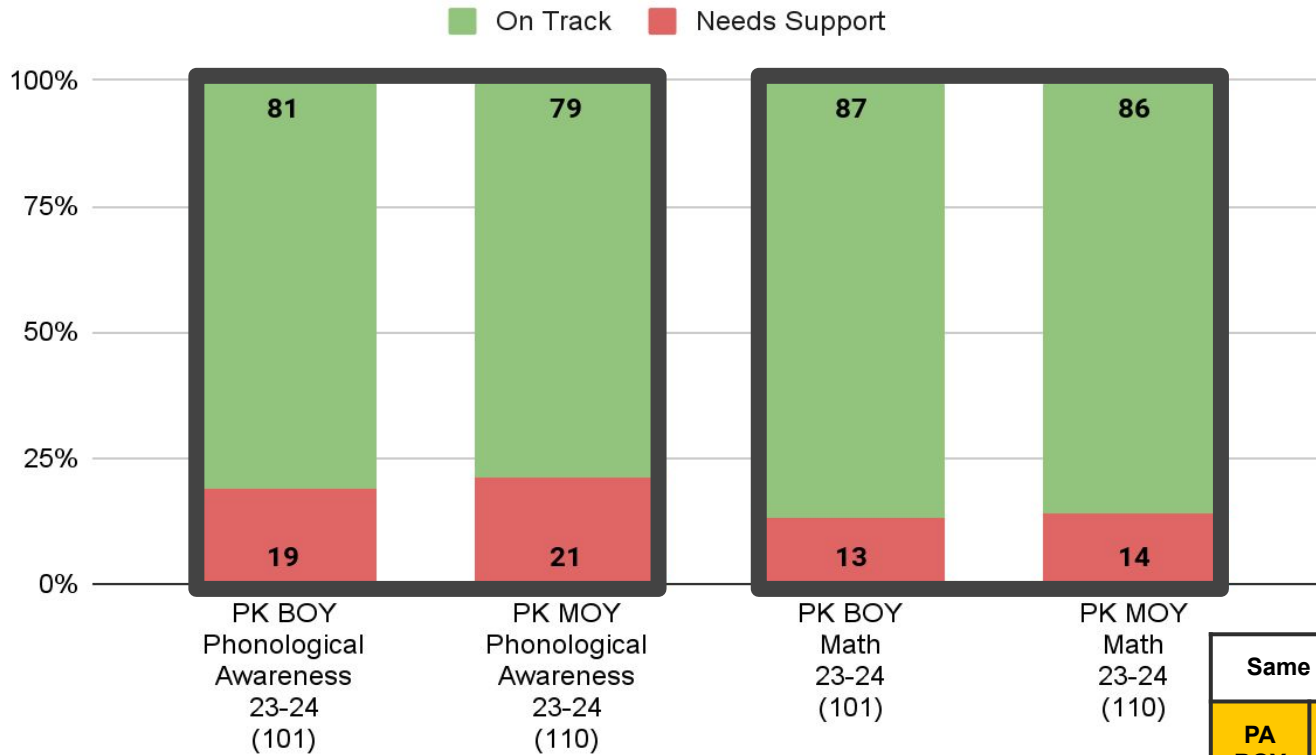


Aledo ISD MOY Screener Data

2023-2024

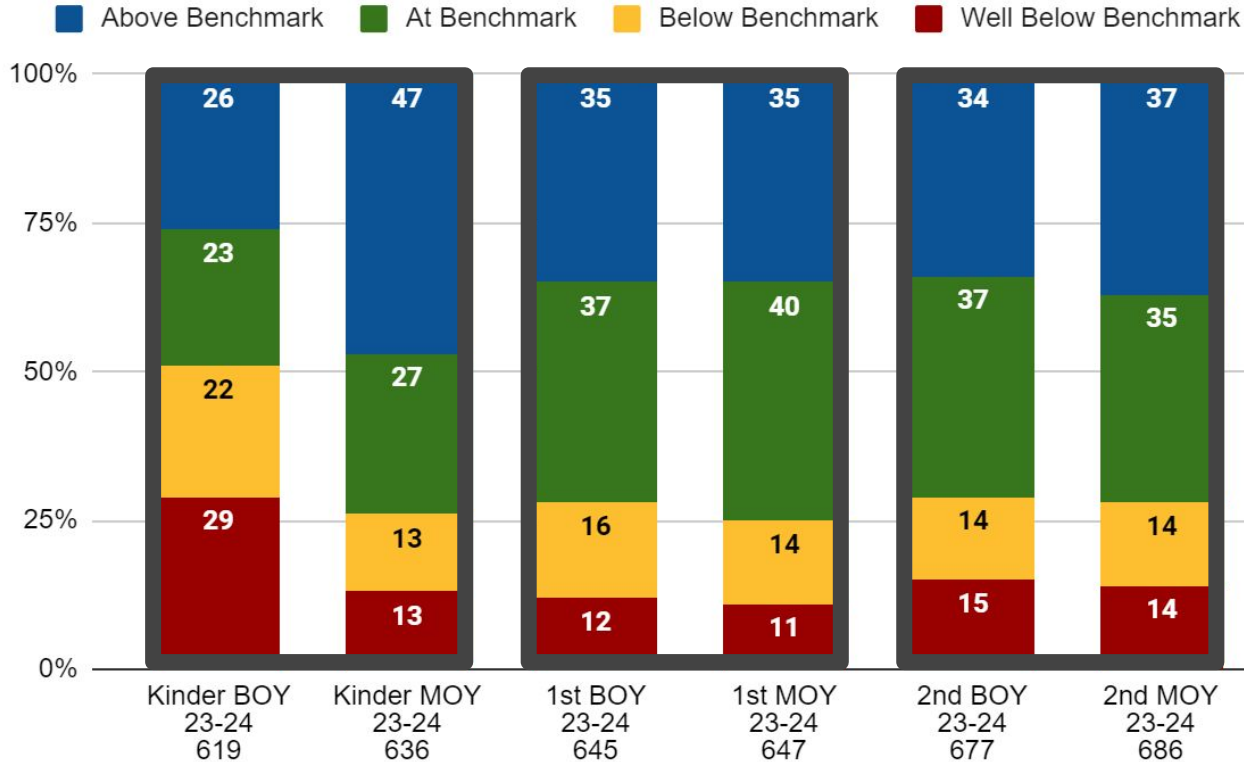
Ensuring high levels of learning for all students

CIRCLE Progress Monitoring: PreK



Same Students BOY to MOY			
PA BOY	PA MOY	Math BOY	Math MOY
81%	85%	87%	91%

mCLASS Texas Reading: K-2

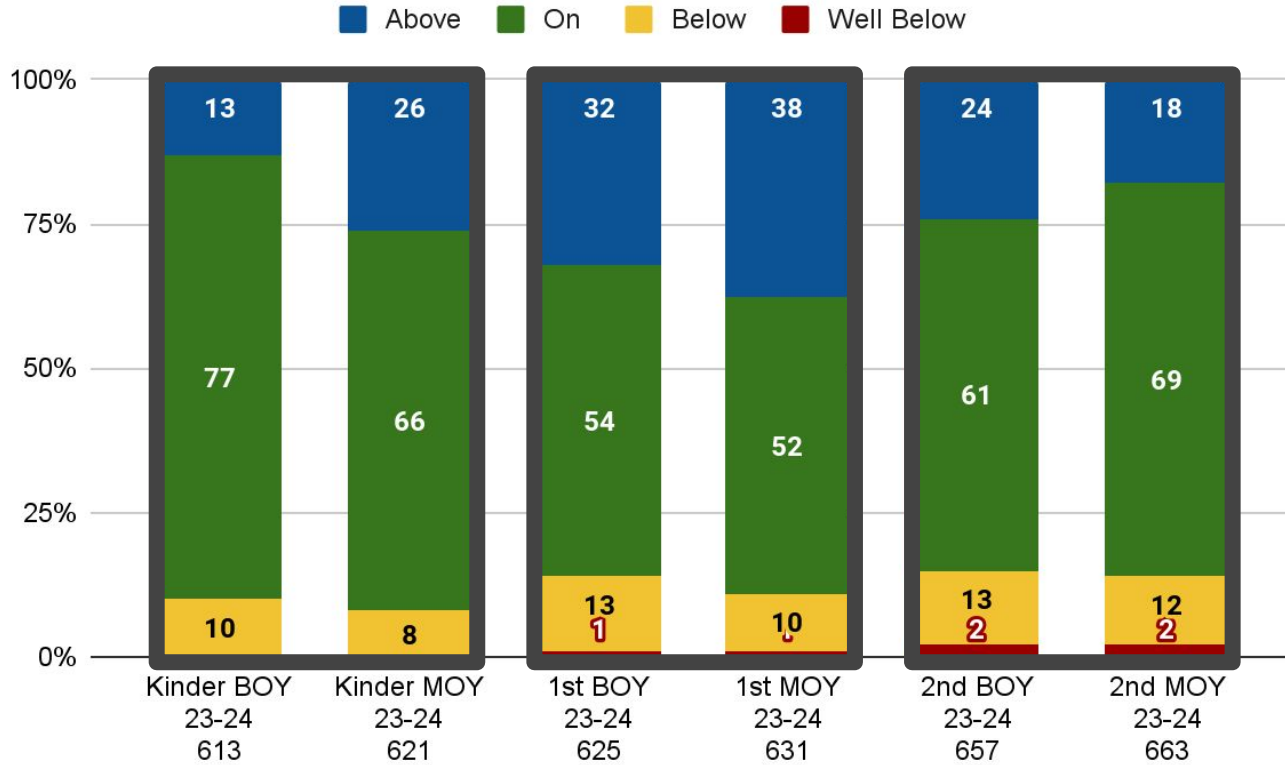


MOY Well Below		
	AISD	Nation
K	13%	32%
1	11%	32%
2	14%	31%

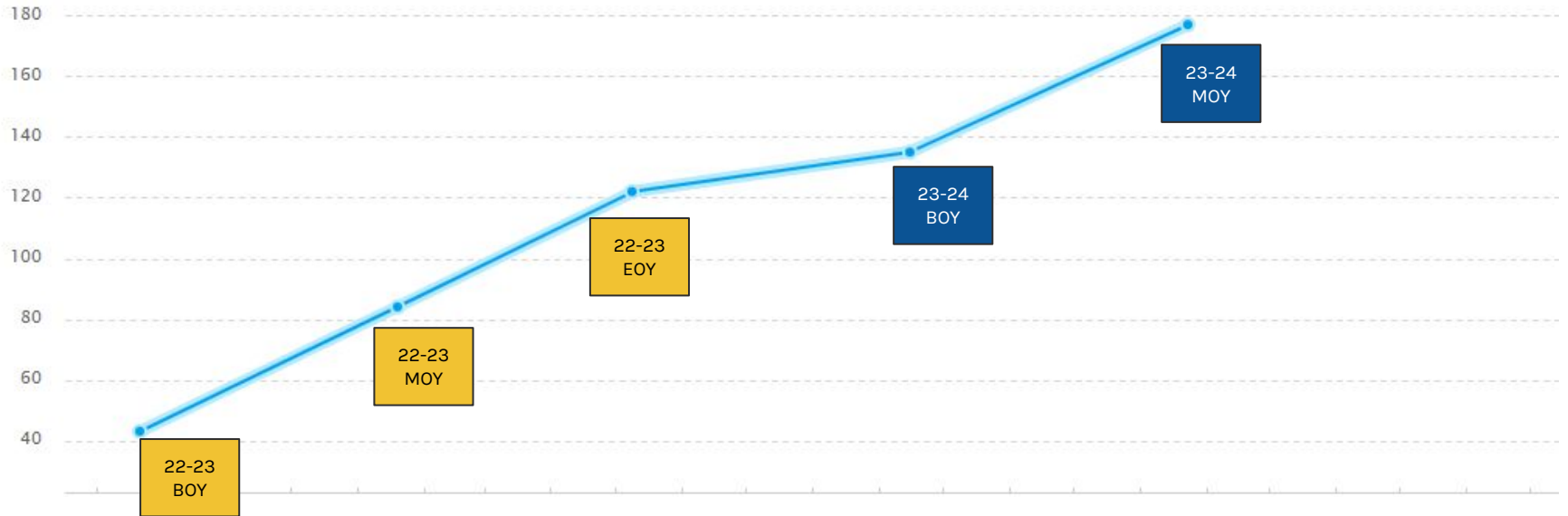
mCLASS Texas Reading: K-2 4-YR MOY Well-Below Trend Data

	2020-2021		2021-2022		2022-2023		2023-2024	
	Total # of students	% of MOY Well Below	Total # of students	% of MOY Well Below	Total # of students	% of MOY Well Below	Total # of students	% of MOY Well Below
Kinder	489	17%	600	15%	638	13%	636	13%
1st	521	23%	591	15%	644	14%	647	11%
2nd	500	19%	567	20%	610	15%	686	14%

IXL Math Diagnostic: K-2

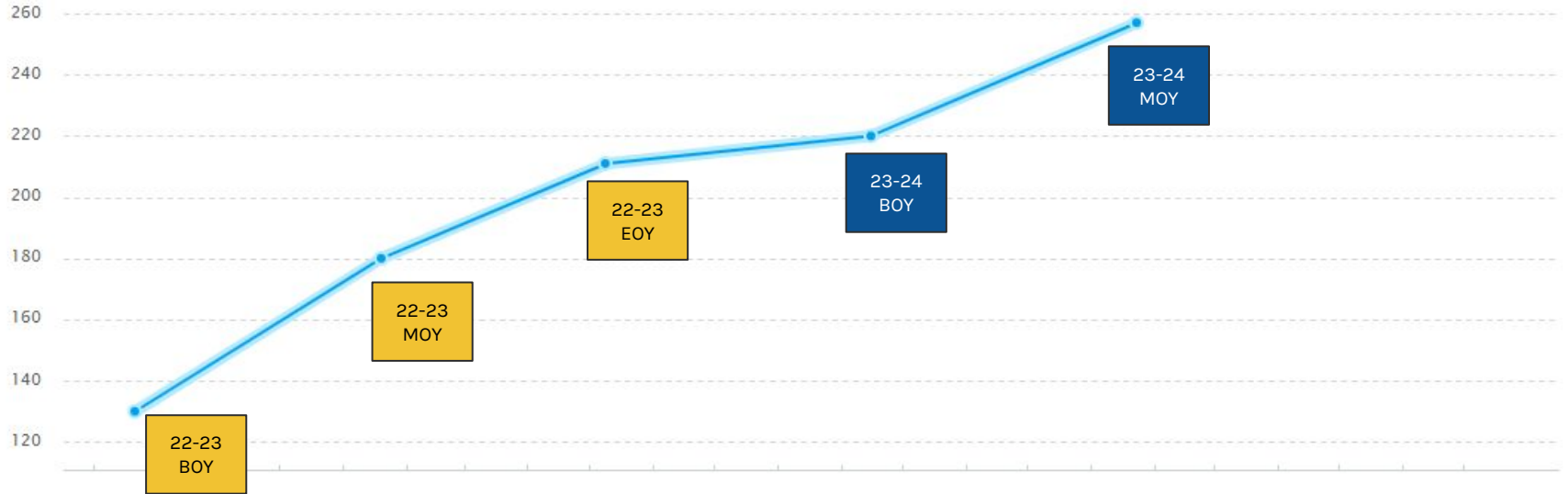


IXL Math Diagnostic: 1st Grade 2-YR Cohort Trend Data



Based on grade level averages

IXL Math Diagnostic: 2nd Grade 2-YR Cohort Trend Data



Based on grade level averages

MAP Growth: Reading 3-10 (MOY)

717 (15%) students in the bottom two quintiles at BOY

Celebrations

- 573 (80%) students in the bottom two quintiles at BOY made growth at MOY
- 343 (48%) students moved up at least one quintile
- 508 (71%) students met MOY MAP goal
- 473 (66%) students exceeded MOY MAP goal

Areas for Growth

- 144 (20%) students in the bottom two quintiles at BOY did not show growth
 - 3rd-6 students
 - 4th-10 students
 - 5th-14 students
 - 6th-24 students
 - 7th-26 students
 - 8th-26 students
 - 9th-18 students
 - 10th-20 students

MAP Growth: Math 3-8 (MOY)

509 (15%) students in the bottom two quintiles at BOY

Celebrations

- 427 (84%) students in the bottom two quintiles at BOY made growth at MOY
- 215 (42%) students moved up at least one quintile
- 350 (69%) students met MOY MAP goal
- 330 (65%) students exceeded MOY MAP goal

Areas for Growth

- 82 (16%) students in the bottom two quintiles at BOY did not show growth
 - 3rd-2 students
 - 4th-7 students
 - 5th-8 students
 - 6th-8 students
 - 7th-22 students
 - 8th-35 students

MAP Growth: Algebra I (MOY)

102 (18%) students in the bottom two quintiles at BOY

Celebrations

- 82 (80%) students in the bottom two quintiles at BOY made growth at MOY
- 49 (48%) students moved up at least one quintile
- 69 (68%) students met MOY MAP goal
- 62 (61%) students exceeded MOY MAP goal

Areas for Growth

- 20 (20%) students in the bottom two quintiles at BOY did not show growth
 - 8th-0 students
 - 9th-20 students