





ALEDO ISD INSTRUCTIONAL FOCUS

November 16, 2026

ALEDO ISD FOCUS DOCUMENT
2026-2027

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 2026-27

PLC Goals
Reported Quarterly

Focus on Learning
Goal 94% of CTs by June

Collaborative Culture
Goal 97% of CTs by June

Focus on Results
Goal 90% 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

Evidence of Clear Classroom Expectations / LEAD Matrix
Goal 95% 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
K-2 Math Screener

MAP Growth
3-8 Reading Screener
3-8 Math Screener

Being a professional learning community is a "never-ending process in which educators commit to working together to ensure higher levels of learning for every student."

-Mattos, DuFour, Eaker & Many
Concise Answers to FAQ About PLCs at Work (2026) p.5

The 3 Big Ideas



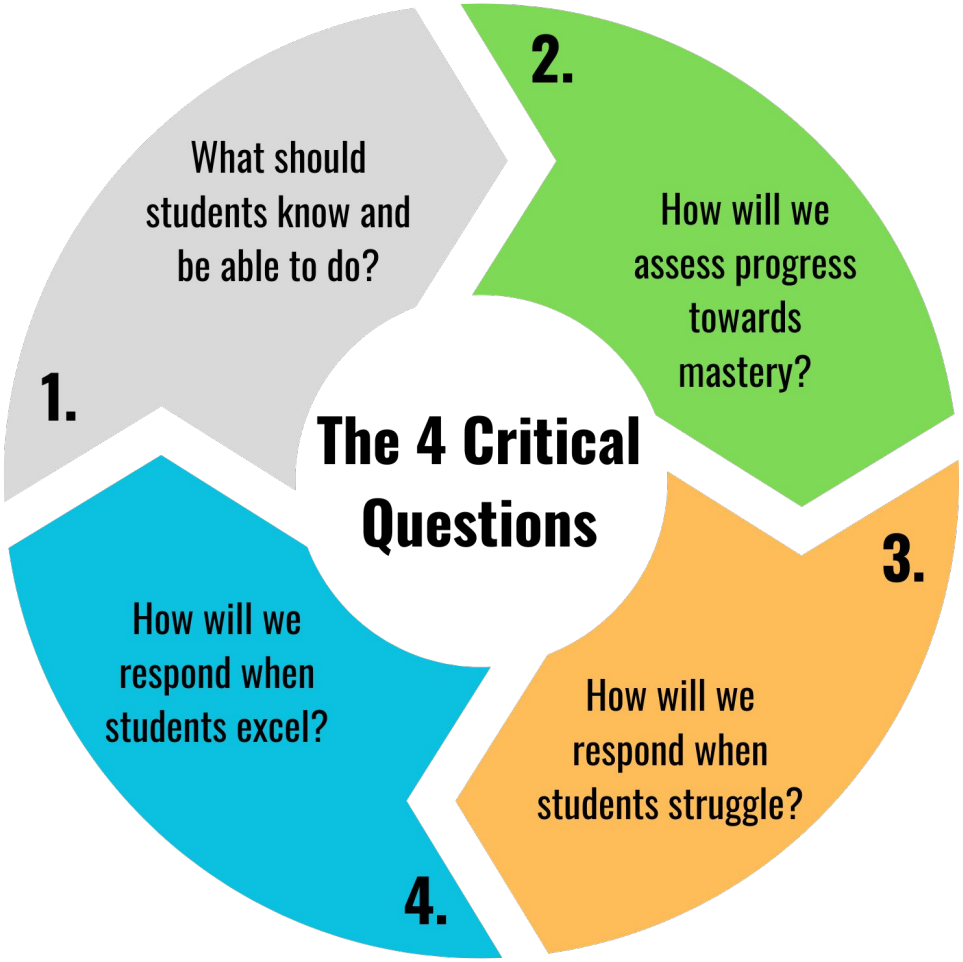
A Focus on Learning



A Collaborative Culture



A Results Orientation



Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

FOCUS ON LEARNING

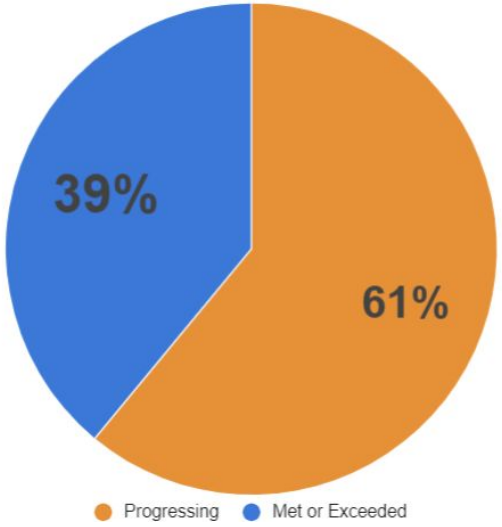
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle and extension when they are proficient.

Indicator	Initiating	Implementing	Developing	Sustaining
We build shared knowledge regarding the TEKS, district documents, and trends in student achievement and work with our colleagues to clarify the criteria by which we will judge student work.	Teams are aware of the essential learning standards and some teachers use the district curriculum documents consistently.	Teams clarify the essential learning standards for each unit and most teacher lessons reflect the decisions made by the collaborative team.	Teams clarify the essential learning outcomes by building shared knowledge through deconstruction of the learning standards. All teachers work collaboratively as a team to study and backward design from summative assessments and agree on the specific success criteria students must achieve to be deemed proficient.	Teams possess a deep understanding of the TEKS and the success criteria that students must achieve to demonstrate mastery and use this information to drive instruction. Teams have a systematic process for backward design and are committed to providing students with instruction and support to achieve the intended outcomes, giving every student access to essential learning.
We monitor each student's mastery of all essential standards on a timely basis through a series of frequent, standards-based common formative assessments that are aligned with summative assessments students will be required to take.	Teams have yet to develop formative assessments to monitor student learning. Some teachers use data from assessments to drive instructional decisions.	Teams have begun to create common formative assessments to monitor student learning; however, data is used primarily to make individual decisions about instructional practices.	Teams build capacity by creating common formative assessments and using results from common formatives to develop more effective instructional strategies.	Teams determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Common formative assessments are used on a regular basis to identify students who need additional time and support for learning as well as provide another opportunity to demonstrate mastery of learning.
We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to extended learning opportunities.	Opportunities for intervention and extension are left to individual teachers to carry out within their own classrooms. Some teachers attempt to systematically intervene on essential standards when students experience difficulty.	While most teachers see the benefit of systematically grouping students, intervening and extending based on data is not an on-going cycle where teams continually adjust based on most recent assessments.	Teams track each student's proficiency on essential standards and utilize results from common formatives in a timely manner for interventions and extensions.	The system for intervention and extension is proactive, fluid, and directive rather than invitational. Achievement of each student is monitored on a frequent basis, and all students are guaranteed access to this system of intervention.

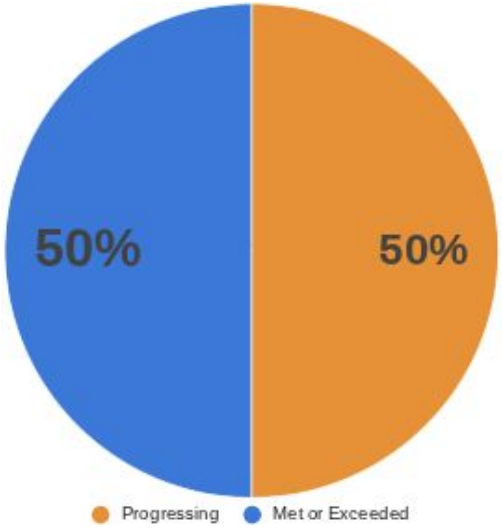
Focus on Learning

Goal: 94% Meet or Exceed

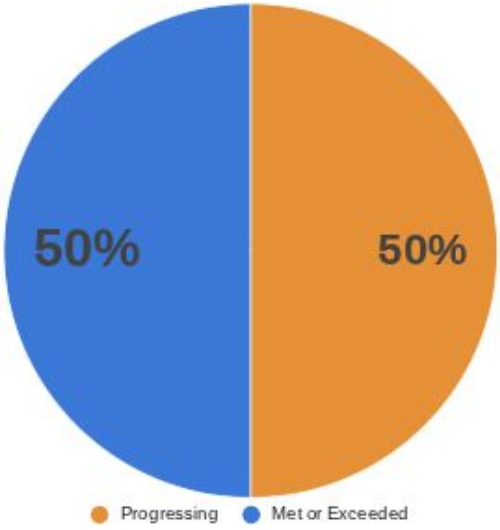
1st Grading Cycle 2024-2025



1st Grading Cycle 2025-2026



1st Grading Cycle 2026-2027



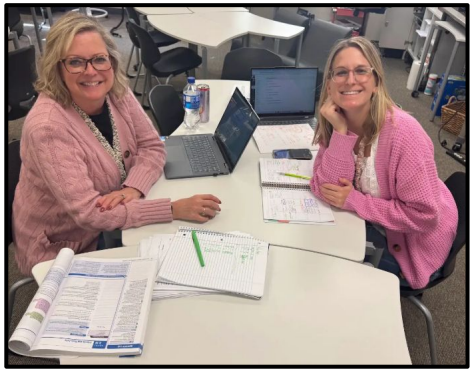
Focus on Learning



Featuring
District PL







Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

FOCUS ON COLLABORATIVE CULTURE

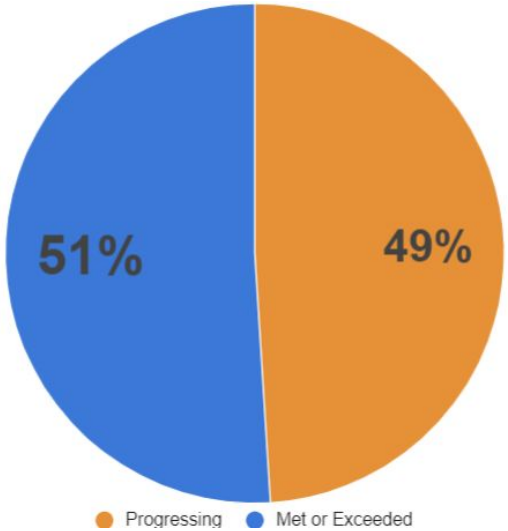
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Initiating	Implementing	Developing	Sustaining
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement.	Teachers are assigned to collaborative teams and are encouraged to work together collaboratively.	Teachers work together during collaborative time and share the workload to achieve individual classroom goals.	Teachers work interdependently to achieve goals specifically related to higher levels of student achievement and focus their efforts on discovering better ways to achieve common goals for the course or grade level.	The collaborative process is deeply ingrained in the team culture. Teams are self-directed and very skillful in advocacy and inquiry to monitor student improvement.
Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported.	Some team members may elect to work with colleagues on topics of mutual interest. Some team members are co-laboring in an effort to improve student achievement.	Most teams member are clear regarding how they should use the collaborative time. Most work is focused on the Four Critical Questions and/or matters related to teaching and learning. Most teachers believe the team meeting is a productive use of their time.	Team members are assigned roles and honor their collective commitments. Team leaders develop agendas and help lead the collaborative process to ensure topics have a positive impact on student achievement. All work is focused on the Four Critical Questions and/or matters related to teaching and learning. The collaborative process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.	The collaborative team process serves as a powerful form of job-embedded professional development because members learn from one another, identify common problems, and engage in action research. The Four Critical Questions consistently drive the PLC process. Evidence of student learning is transparent among members of the team, and members make judgments about the effectiveness of different practices on the basis of that evidence.

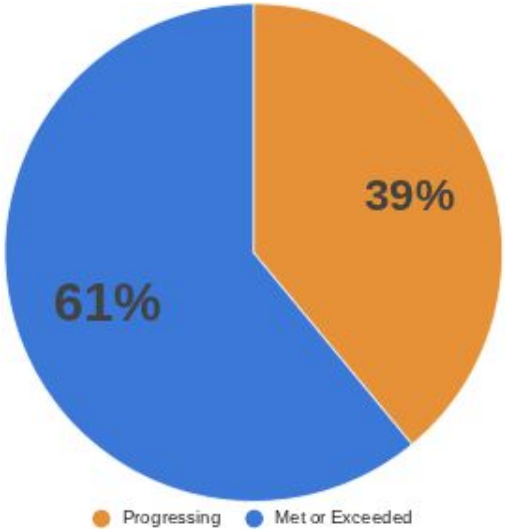
A Collaborative Culture and Collective Responsibility

Goal: 97% Meet or Exceed

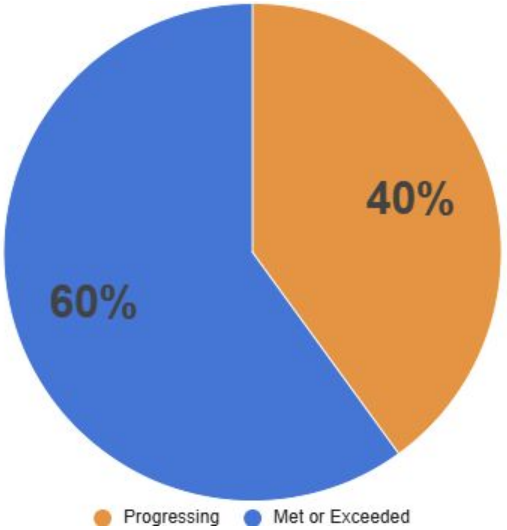
1st Grading Cycle 2024-2025



1st Grading Cycle 2025-2026



1st Grading Cycle 2026-2027



Focus on Collaborative Culture





Featuring
Annetta
Elementary





Three Big Ideas of a PLC at Work

1. A Focus on Learning
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3. A Results Orientation

FOCUS ON RESULTS

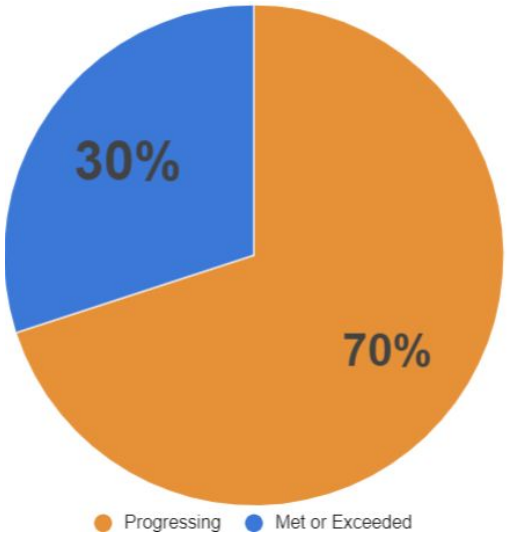
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

Indicator	Initiating	Implementing	Developing	Sustaining
Collaborative teams work interdependently to achieve one or more SMART goals that impact student achievement. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal.	Teams have established annual SMART goals; however, goals do not drive the work of the collaborative team.	Teams have established annual SMART goals tied to student learning and work together to identify strategies for becoming more effective at achieving the goal.	Teams have established a series of short term goals and action steps to monitor their progress towards their SMART goal. The SMART goal drives the collaborative team process.	Teams take ownership of establishing short term and long term goals with action steps that guide the work of the collaborative team. Teams have a consistent process for monitoring their progress towards the attainment of the SMART goal. The recognition and celebration of efforts to achieve goals helps sustain the improvement process and keeps the focus on higher levels of student achievement.
Collaborative teams regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. They use that information to: ***Respond to students who are experiencing difficulty** ***Extend the learning of students who are proficient** ***Inform and improve the individual and collective practice of members** ***Identify team professional development needs** ***Measure progress toward team goals**	Some teachers analyze and use assessment results of team created common formative assessments. Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Teams create and administer common formative assessments and analyze the results together. Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group. Teams may not yet be using the analysis of results to inform or improve professional practice.	Teams collaborate to create common formatives, consistently analyze data, and group students based on results from recent assessment data. Teams have a system in place for tracking progress of interventions and extensions that is fluid and based on evidence of need. Students receive interventions and extensions on essential standards. Systems of intervention and extension focus on priority content areas identified at the campus and/or district level based on student data trends. Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results.	Data from team created common formative assessments is critical to the work of the team and consistently drives instructional decisions made by the team. Teachers use data to identify the strengths and weaknesses in their individual practice, improve their collective capacity to help all students learn, identify problematic areas in curriculum, and consistently provide targeted and systematic interventions and extensions.

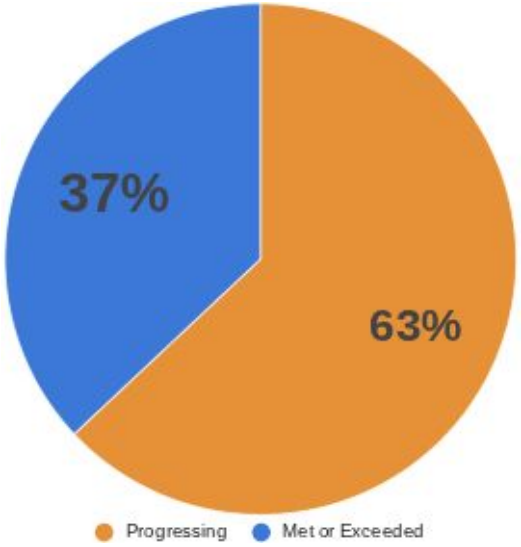
A Focus on Results

Goal: 90% Meet or Exceed

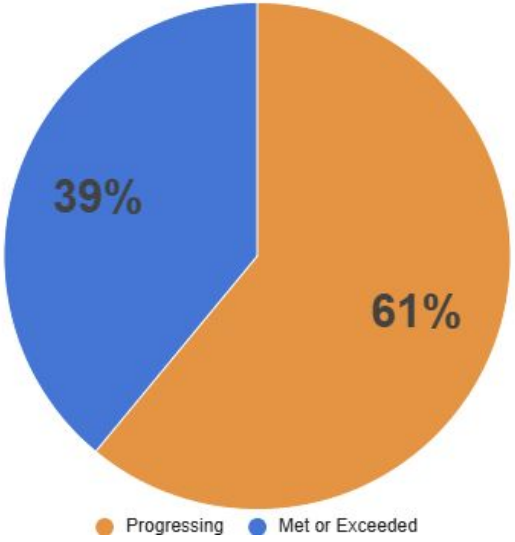
1st Grading Cycle 2024-2025



1st Grading Cycle 2025-2026

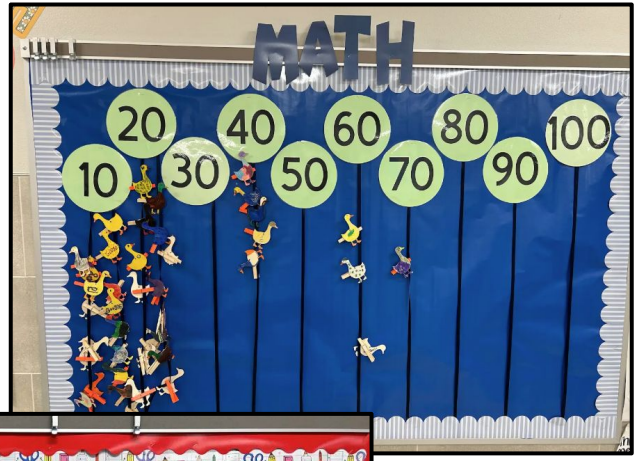


1st Grading Cycle 2026-2027



Focus on Results









Featuring McKinney Elementary



ENSURING
high levels of learning
FOR ALL STUDENTS.

ALEDO ISD MISSION STATEMENT

2026-2027 ALEDO ISD

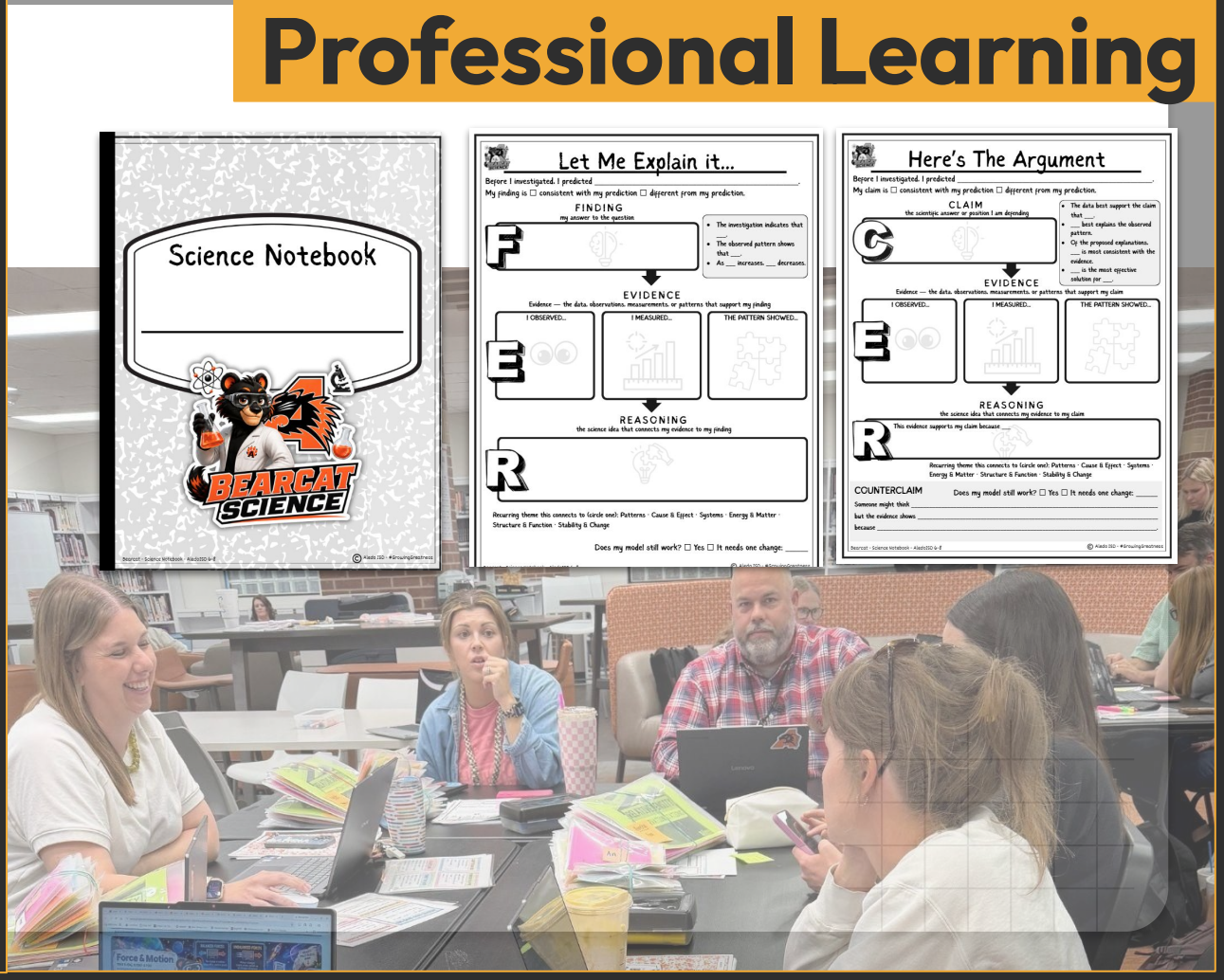
Science Department Update



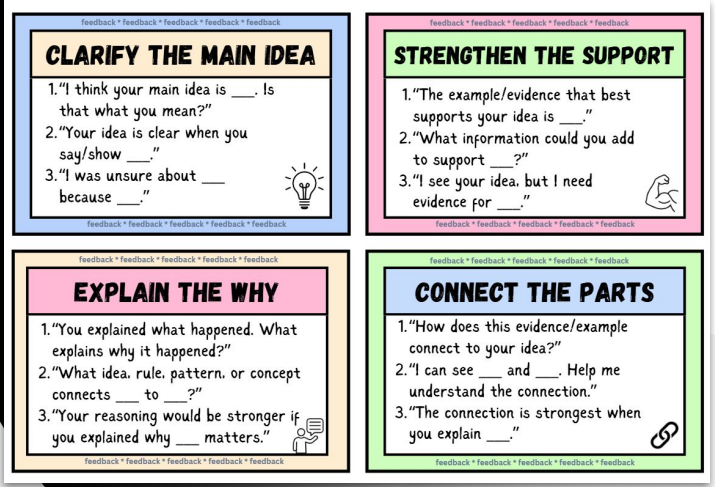
Professional Learning

We will keep current with developments, new content, new approaches, and changing methods of instructional delivery within our discipline. **Texas Teacher Standard 3A(iii)**

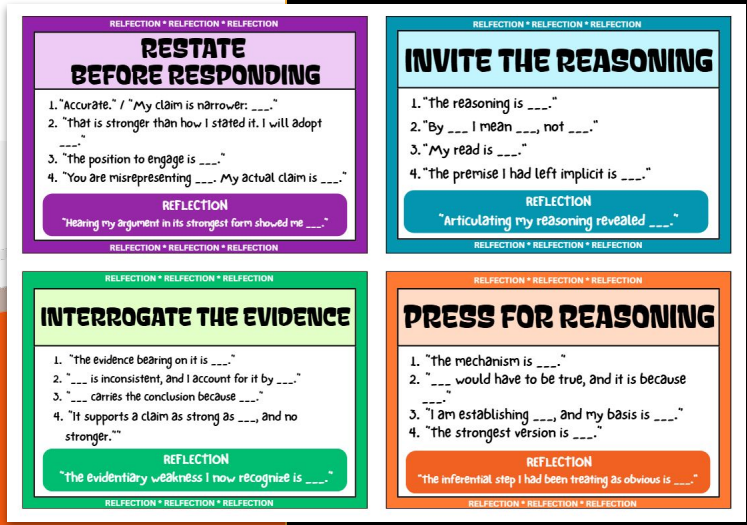
So that I can connect student's prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.



Ongoing Professional Learning



Supporting Academic Discussion: Students Providing Meaningful Feedback



Being Able to Argue their positions and Reflect on Peer Feedback

SAVVAS realize™

JUNIOR BEARCAT SCIENCE · GRADE 4

Unit 3: Energy

ENERGY IS EVERYWHERE

How does energy move in a pinball machine?

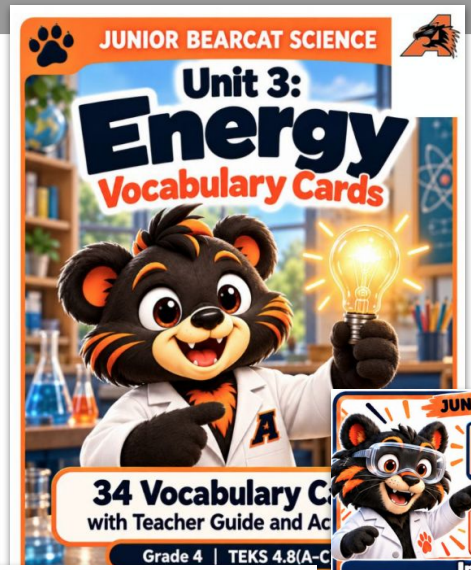
OCT 19 – NOV 18 | 22 LESSONS | TEKS 4.8 A · B · C

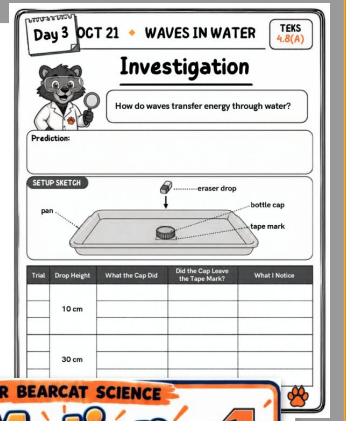
EXPERIENCE 1 Transfer of energy: motion, water waves, and sound
EXPERIENCE 2 Conductors and insulators
EXPERIENCE 3 Electrical energy and circuits

Junior Bearcat Science

#GrowingGreatness

Aledo ISD Science · 2026–27







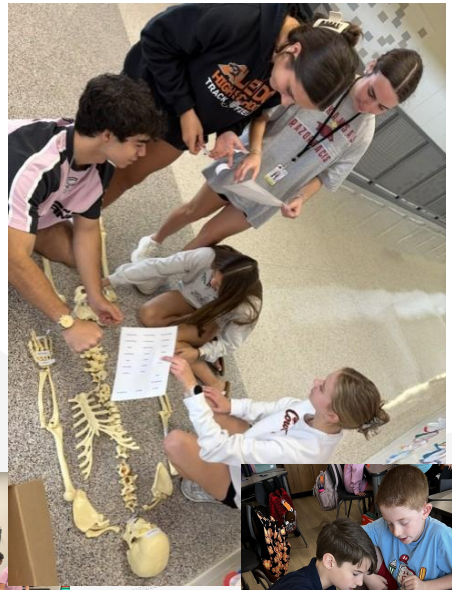


Refining Curriculum

Impact on Learning!





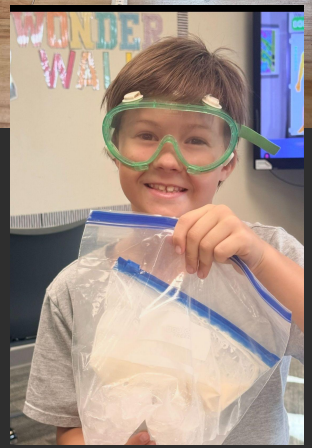




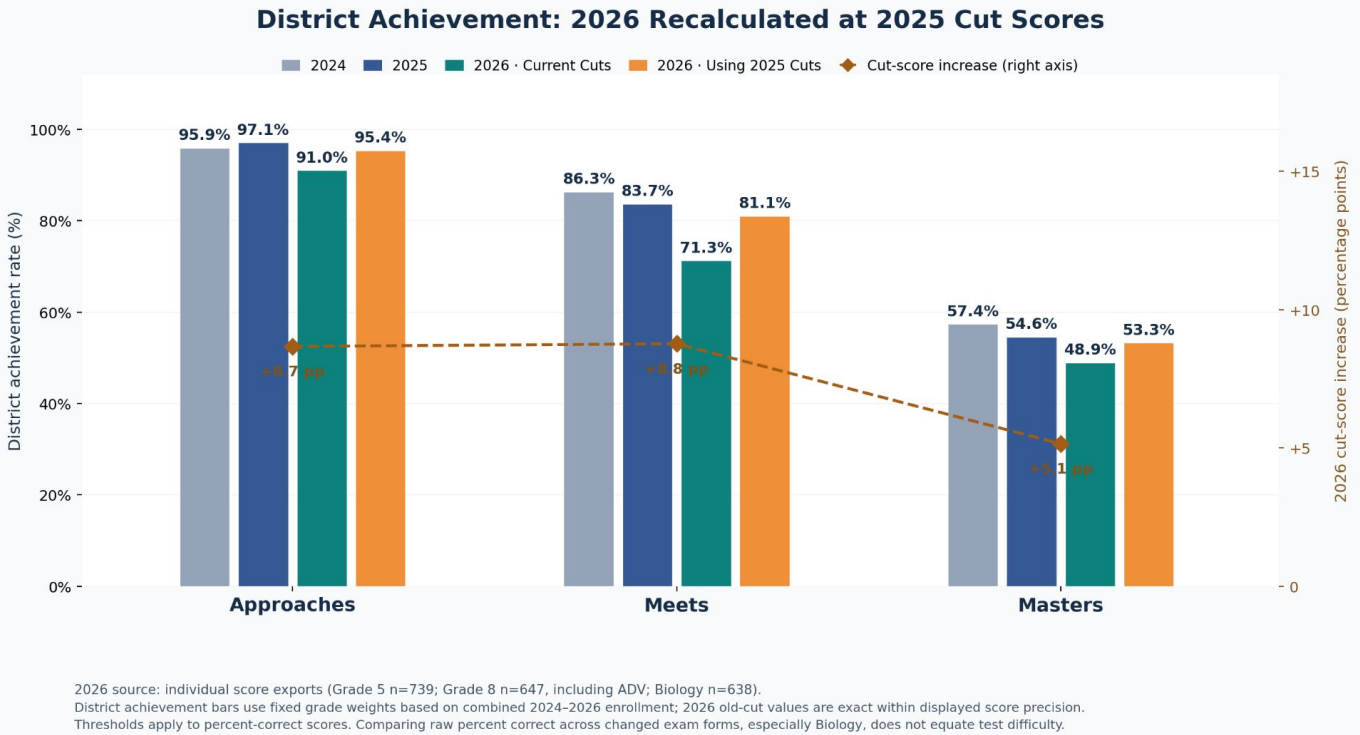








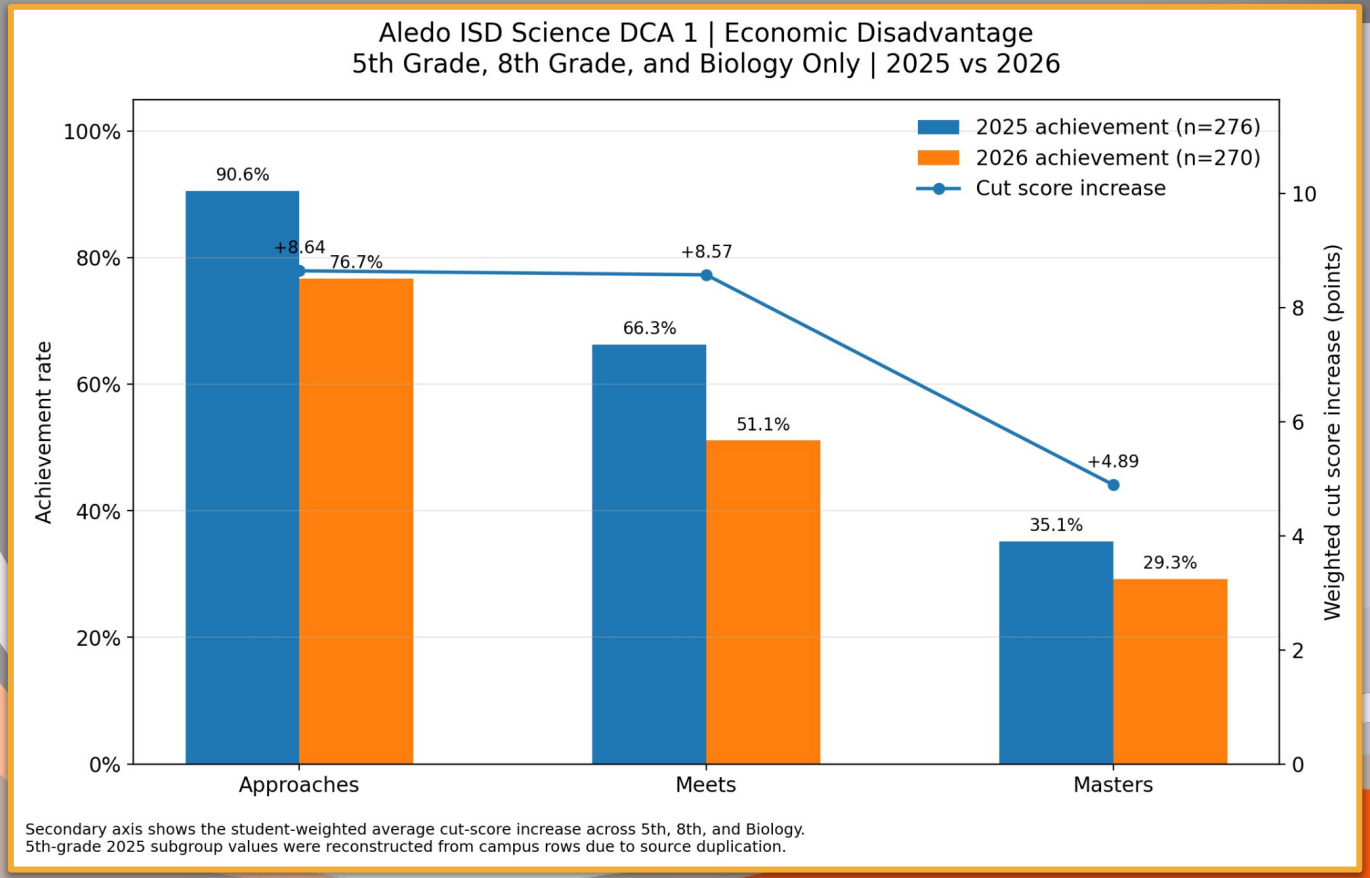
ALEDO ISD | SCIENCE DCA 1



2026 source: individual score exports (Grade 5 n=739; Grade 8 n=647, including ADV; Biology n=638).
District achievement bars use fixed grade weights based on combined 2024–2026 enrollment; 2026 old-cut values are exact within displayed score precision.
Thresholds apply to percent-correct scores. Comparing raw percent correct across changed exam forms, especially Biology, does not equate test difficulty.

Cut Scores Adjusted this year to more tightly match historical STAAR Performance

Comparative (5th, 8th, & Bio) DCA Data: 2026-2027



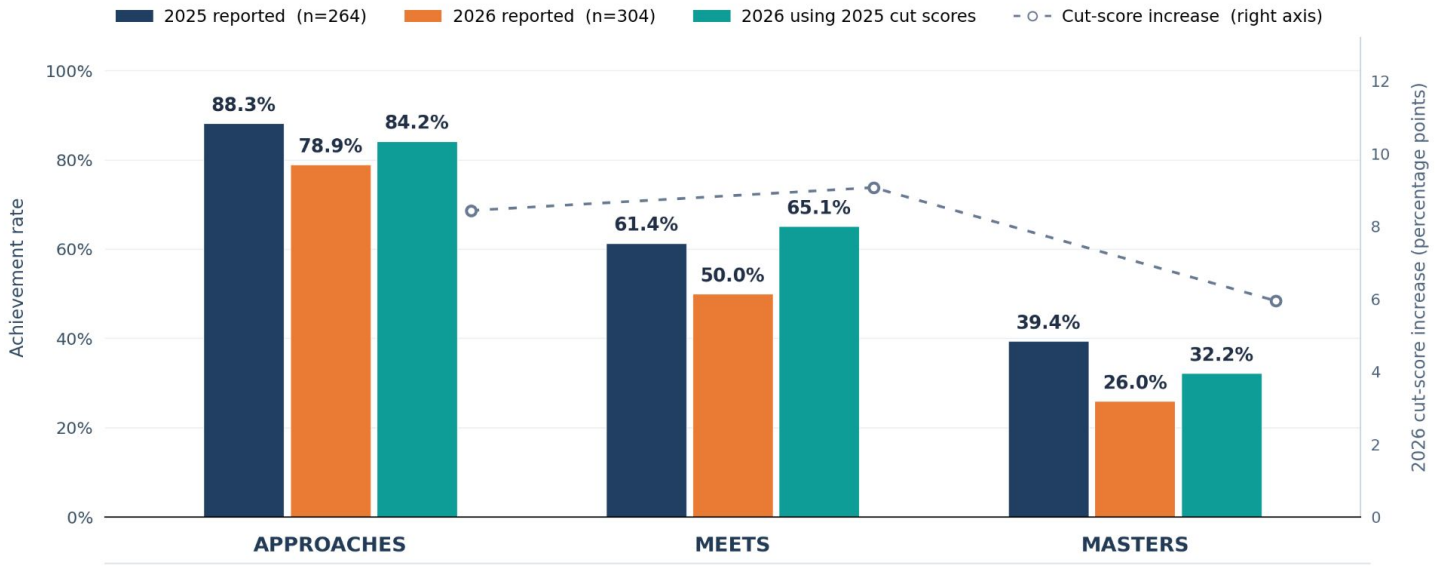
Cut Scores Adjusted this year to more tightly match historical STAAR Performance

Eco-D DCA Data: 2026-2027

ALEDO ISD / SCIENCE DCA 1

Special Education (SPED) | 2025–2026

5th grade + 8th grade + Biology • Student-weighted combined cohorts



2026 at 2025 cuts: recomputed from individual scores for the same 304 students; no change in 2026 cohort or test scores.

Secondary axis: weighted cut increases — Approaches +8.4 pp • Meets +9.1 pp • Masters +5.9 pp.

Grade 8 includes on-level + advanced. The 2025 fifth-grade baseline uses campus subgroup totals.

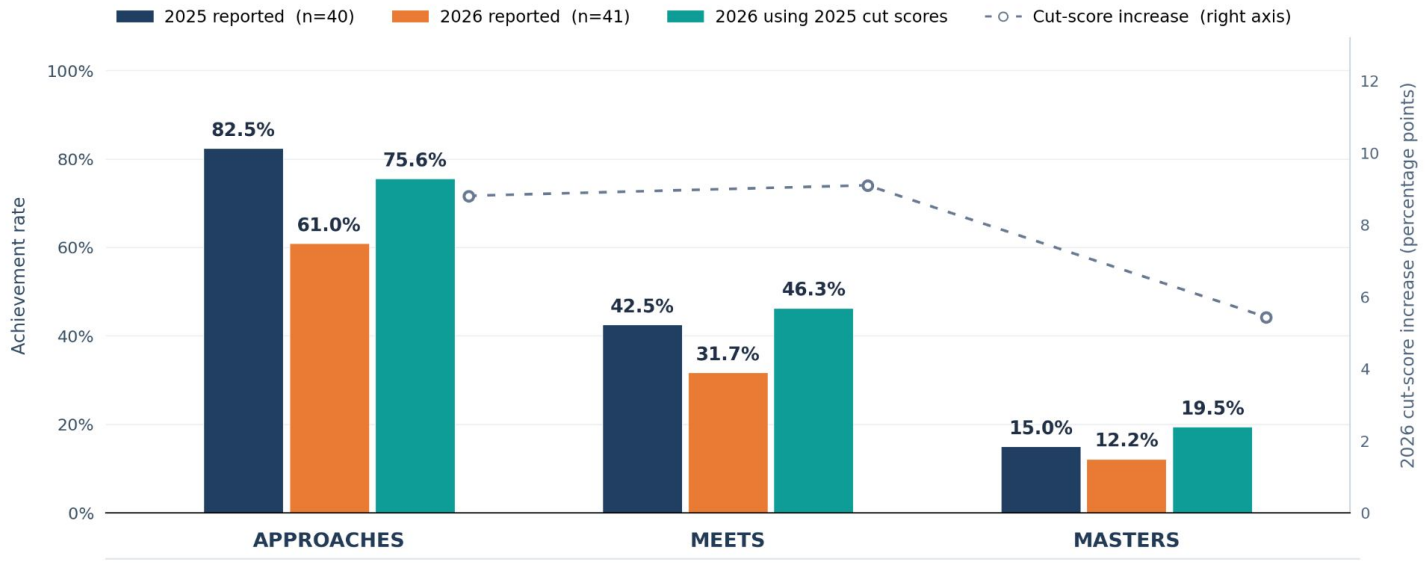
Cut Scores Adjusted this year to more tightly match historical STAAR Performance

SPED DCA Data: 2026-2027

ALEDO ISD / SCIENCE DCA 1

Currently Emergent Bilingual | 2025-2026

5th grade + 8th grade + Biology • Student-weighted combined cohorts



2026 at 2025 cuts: recomputed from individual scores for the same 41 students; no change in 2026 cohort or test scores.

Secondary axis: weighted cut increases — Approaches +8.8 pp • Meets +9.1 pp • Masters +5.4 pp.

Grade 8 includes on-level + advanced. The 2025 fifth-grade baseline uses campus subgroup totals.

Cut Scores Adjusted this year to more tightly match historical STAAR Performance

EB DCA Data: 2026-2027

2026-2027 ALEDO ISD

Ensuring High Levels of Learning for All Students



#GROWINGGREATNESS