ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: November 16, 2026

AGENDA ITEM: District Instructional Focus

PRESENTER: Amber Crissey, Assistant Superintendent of Curriculum & Instruction; Matthew Simmons, Science Coordinator

BACKGROUND INFORMATION:

- The district instructional data dashboard provides the district with a systematic process for gathering multiple data points to track implementation levels of the district instructional focus areas and to monitor student progress data throughout the school year.

- At the end of each nine-week grading cycle, the campus and district will monitor PLC actions through rating each Collaborative Team on an implementation continuum that corresponds to the three big ideas of a PLC which include:
    - Learning as our Fundamental Purpose
    - Building a Collaborative Culture Through High-Performing Teams
    - A Focus on Results

- AISD PLC implementation goals for the 2026-2027 school year are as follows:
    - 94% of Collaborative Teams district-wide will rate at the “Developing” level in indicator #1 of Learning as Our Fundamental Purpose by June 2027.
    - 97% of Collaborative Teams district-wide will rate at the “Developing” level in indicator #1 of Building a Collaborative Culture by June 2027.
    - 90% of Collaborative Teams district-wide will rate at the “Developing” level in indicator #1 of Focusing on Results by June 2027.

- Data will be collected and analyzed at the end of each grading cycle and reported to the board of trustees to assess team and district level implementation of the three big ideas of a PLC.

- Ongoing reflection and goal setting around the three big ideas of a PLC drive the work of collaborative teams at each campus. The district will support the work of collaborative teams by building leadership capacity within the PLC process through providing ongoing professional learning opportunities.

- The Curriculum & Instruction Department will provide the Board with a science teaching and learning update.

- Aledo ISD continues to strengthen K–12 science instruction through intentional professional learning, collaborative curriculum development, and evidence-informed instructional practices. Our focus remains on creating rigorous, engaging, hands-on science experiences that make student thinking visible, develop scientific reasoning, and support high levels of learning for all students.

    - **Professional Learning and Scientific Thinking:** Professional learning has focused on strengthening inquiry-based instruction and helping teachers make student thinking visible through scientific investigations, interactive notebooks, modeling, and purposeful academic discourse. Building on this foundation, teachers have examined how to distinguish scientific explanations from evidence-based arguments, facilitate meaningful peer feedback, and provide opportunities for students to defend, reflect on, and revise their thinking.

    - **Scientific Discourse, Argumentation, and Student Ownership:** Teachers are developing consistent instructional routines that move students beyond simply providing correct answers toward explaining how evidence supports their understanding. Through structured discussion, scientific modeling, and purposeful writing, students have opportunities to communicate their ideas, evaluate alternative explanations, respond to peer feedback, and refine their reasoning. These practices emphasize scientific understanding rather than simply completing a writing format.

    - **Curriculum Refinement and Coherent Learning Experiences:** Curriculum development continues to strengthen TEKS alignment, vertical coherence, and the integration of three-dimensional science learning. Teachers and curriculum teams are refining phenomenon-based instructional experiences that connect hands-on investigations, scientific and engineering practices, recurring themes and concepts, and evidence-based explanations. This work prioritizes meaningful student engagement, sensemaking, and greater consistency across grade levels and campuses.

    - **Celebrating Student Success and Instructional Excellence:** Student successes, effective instructional practices, and the development of a shared instructional language will be highlighted through authentic examples from science classrooms across the district. These classroom experiences will showcase how teachers are implementing common routines for scientific inquiry, modeling, academic discourse, and evidence-based reasoning while celebrating student growth, engagement, and ownership of learning.

    - **Assessment, Student Performance, and Instructional Responsiveness:** District Common Assessment data for Grades 5, 8, and Biology provides important evidence of student progress and areas

requiring continued instructional attention. Adjusted performance cut scores provide a more rigorous framework for interpreting assessment results in relation to historical STAAR expectations. Disaggregated data for economically disadvantaged students, students receiving special education services, and emergent bilingual students supports more focused conversations about learning opportunities, instructional needs, and equitable access to rigorous science instruction. Collaborative teams use these findings, alongside classroom evidence of student thinking, to refine instruction and provide targeted support during Flex and WIN time.

FISCAL INFORMATION:
None

ATTACHMENTS:
Instructional Focus Presentation

ADMINISTRATIVE RECOMMENDATION:
None