

AISD Instructional Focus

2022-2023



**Board Meeting
February 20, 2023**

AISD Featured Collaborative Team

Aledo High School Geometry



Allison Coffman



Karley Smith
Team Lead



Laura Garcia

ALEDO ISD FOCUS DOCUMENT 2022-2023



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 86% of CTs by June

Collaborative Culture

Goal 85% of CTs by June

Focus on Results

Goal 77% of CTs by June

District Instructional Priorities

Reported Monthly

Lesson Frame

Goal 100% of classrooms by June

Daily Critical Writing

Goal 100% of classrooms by June

High-Yield Formative Assessment

Goal 100% of classrooms by June

Learner Engagement

Goal 80% of classrooms by June

Student-Driven Learning

*Monthly report will consist of exemplars,
rather than a percentage

Progress Monitoring

Reported BOY & MOY

CIRCLE Progress Monitoring

PK Reading / Math Screener

mCLASS Texas & DRA

K-2 Reading Screener

IXL Math

K-2 Math Screener

MAP Growth

3-10 Reading Screener

3-10 Math Screener



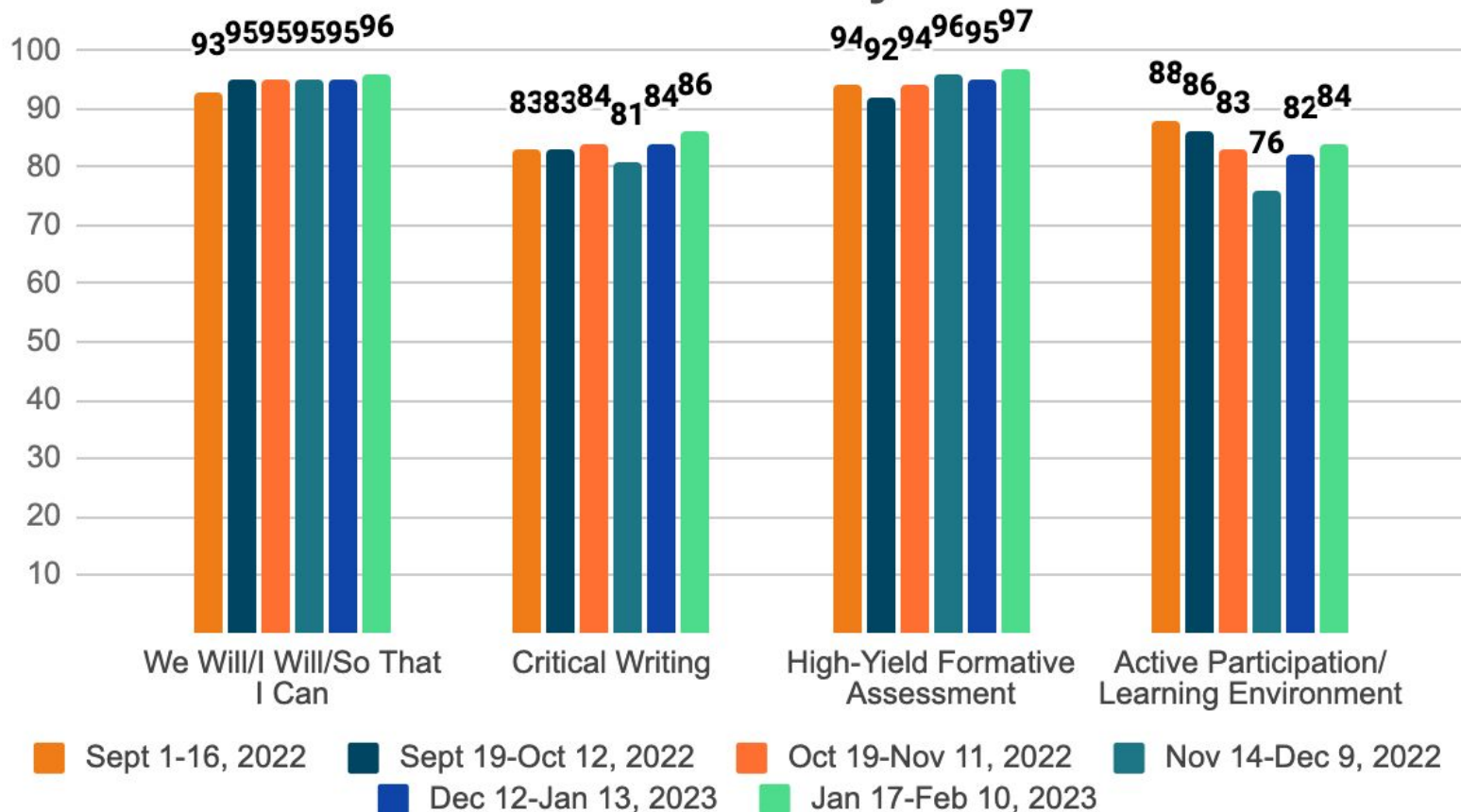
Aledo ISD

Instructional Focus Implementation

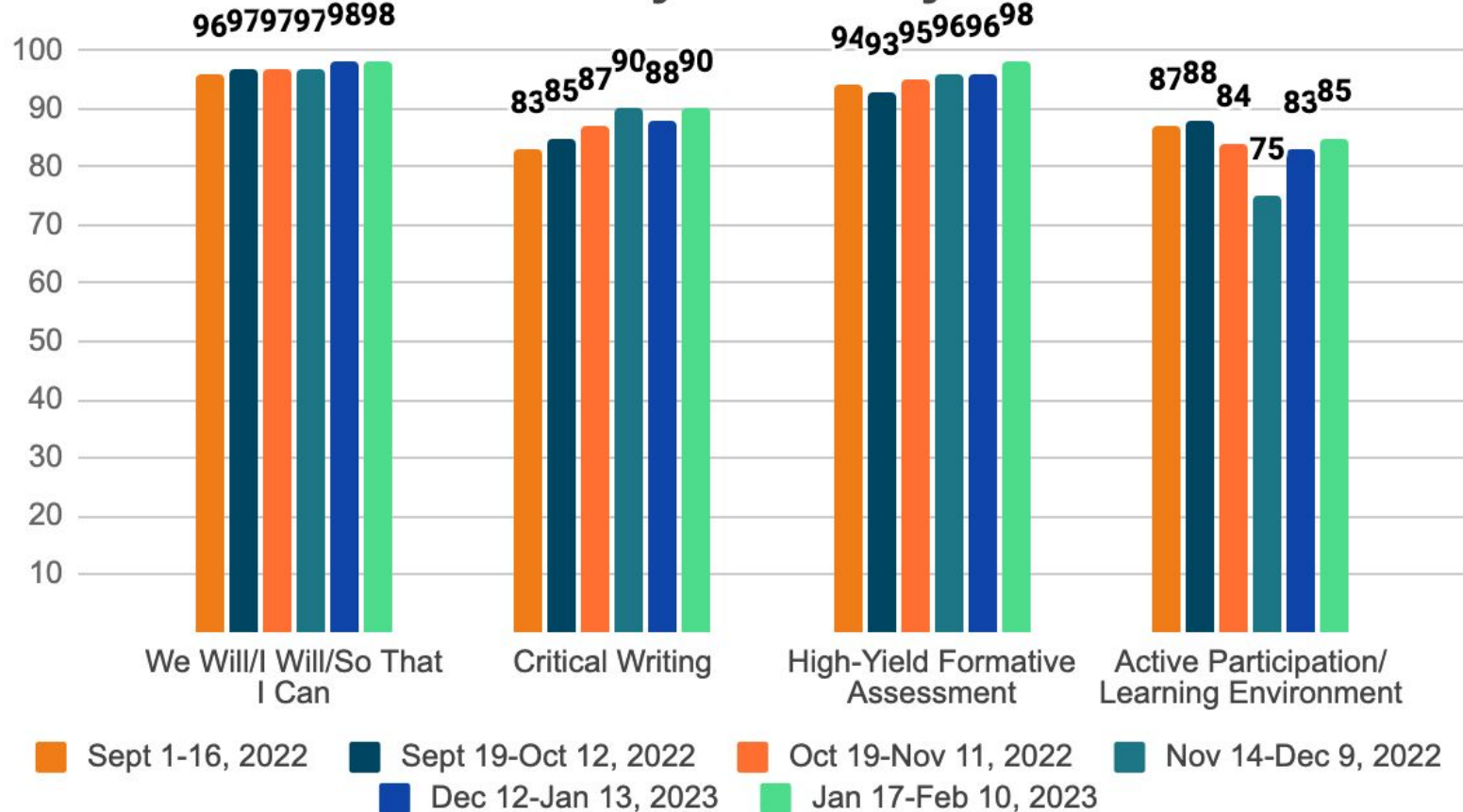
Reporting Period 6
January 17-February 10, 2023



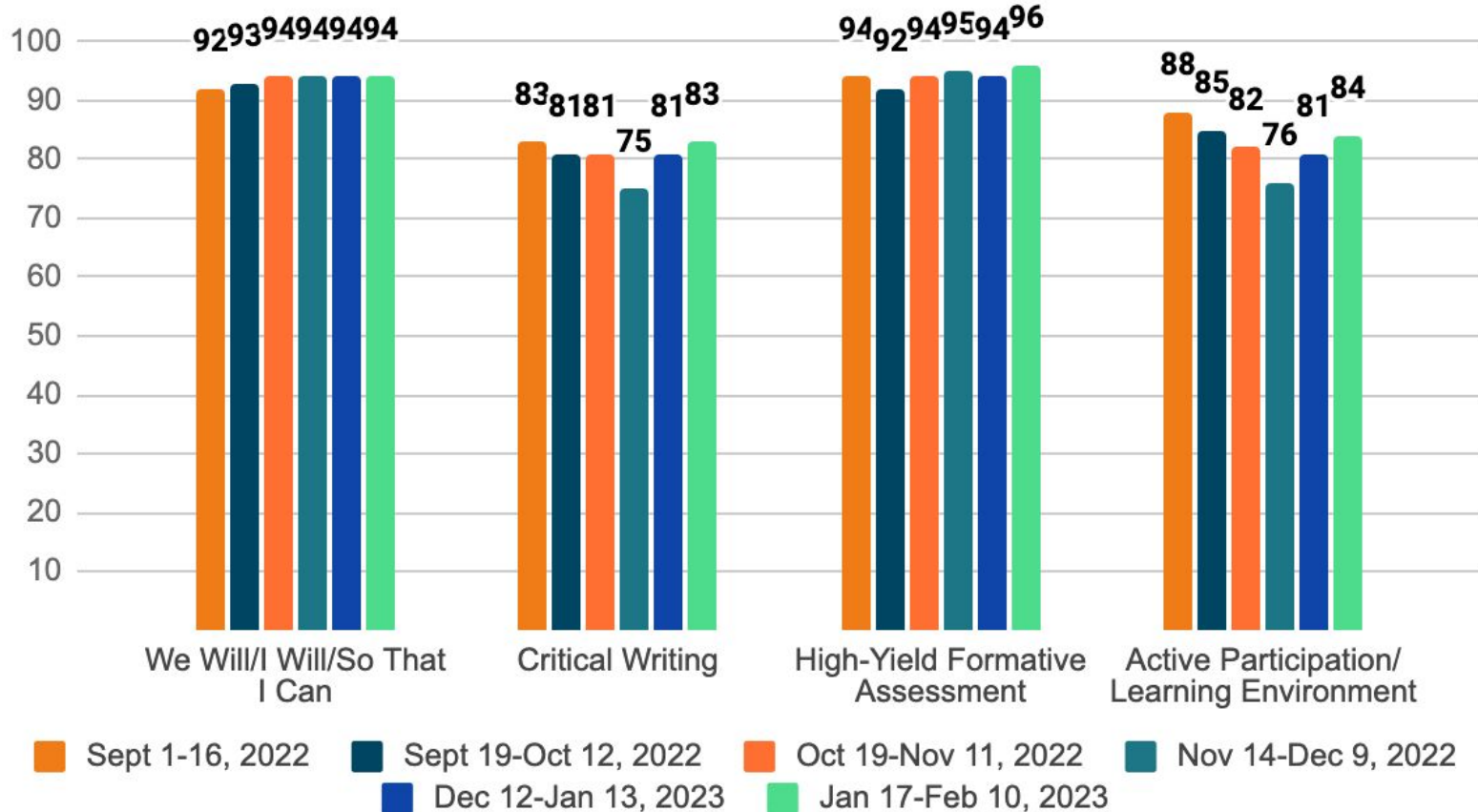
AISD Overall Growth by Look Fors



AISD Elementary Growth by Look Fors



AISD Secondary Growth by Look Fors



Student-Driven Learning

Walsh Elementary School::
2nd Grade RLA/ SS, Ms. McGuire



Second grade students have been researching influential figures. As students researched figures such as Beethoven, Taylor Swift, and Patrick Mahomes, they discovered information about their lives and how they have had an influence on the world. Students compiled this information by creating a Google Slides presentation that included pictures, facts, and questions they would like to ask their influential figure.

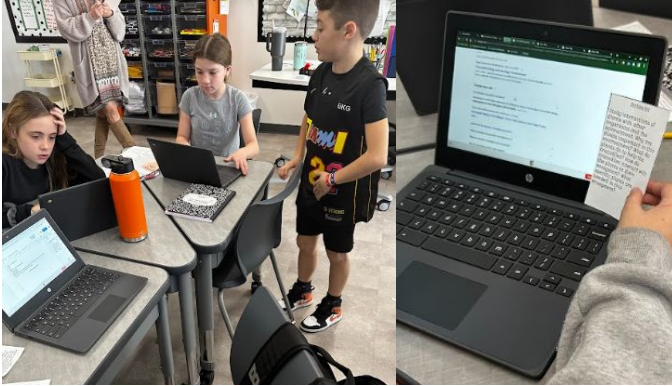
Daniel Ninth Grade Campus:
9th Grade Human Geography, Mr. Stockon



Students were tasked to create an artificial social media profile for their specific type of farmer through Google Slides. Each student used their device to research information about the farmer's primary location, climate, soil type, and environmental issues that can positively and negatively impact their ability to farm.

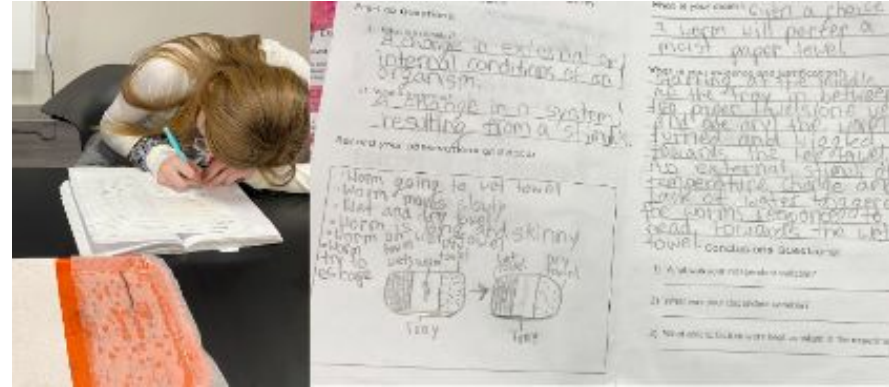
Student-Driven Learning

Vandagriff Elementary:
5th Grade Science , Ms. Gemmel



5th grade students were asked to design a saltwater crocodile habitat for the Fort Worth Zoo by researching the living and nonliving components that go into their ecosystem. Teams were given options to construct a 3 dimensional model of their habitat through Tinkercad, create a 2 dimensional colored model, or create a digital slide presentation .

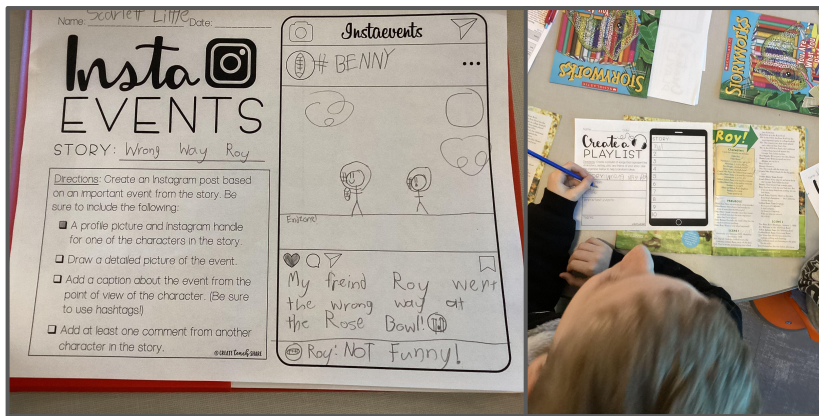
Aledo Middle School:
7th Grade Science, Mr. Anderson



7th Grade students investigated how an organism might respond to external stimuli by collecting observations and data on a worm in two different environments. Students developed their own method of recording information, made a claim regarding the preferred environment and justified that claim with scientific evidence.

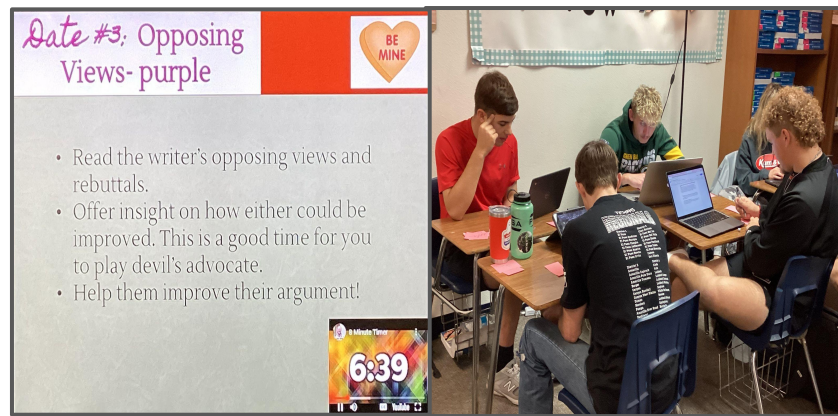
Student-Driven Learning

Walsh Elementary:
4th Grade RLA, Ms. Smith



After reading a play, students chose to analyze a character and create a mock-Instagram account for that character or to analyze the plot by generating a playlist inspired by the events and the overall theme of the text.

Aledo High School School:
English IV, Ms. Spencer



After drafting their independent research papers, students participated in Speed-Date Peer Editing where each “date” focused on a different aspect of improving their composition.

Student-Driven Learning

Stuard Elementary:

3rd Grade Social Studies, Ms. Cottrell



Students were learning about the roles of public officials in the community, state, and nation so they each wrote a letter to Aledo Mayor Nick Stanley to express gratitude for his leadership. He not only wrote each student back a personal note, but also came to visit the class.

Aledo High School School:

10th Grade AP World History, Ms. Bonaldi



In this city building simulation, students were learning about consequences of industrialization on Europe between 1750-1850. They were looking at how the demand for good and services along with migration caused changes in demographics that presented challenges to existing patterns of living including the layout of cities in countries like Great Britain, France, Germany, etc.

Student-Driven Learning

Stuard Elementary:
2nd Grade Math, Ms. White



Second graders showed their knowledge of adding two 4-digit numbers by brainstorming, designing, and creating their own math game and instructions for their peers to play.

Aledo High School School:
7th Grade Math, Ms. Click



Students were tasked with constructing their name with polygons in order to discover how to find the area of composite figures.

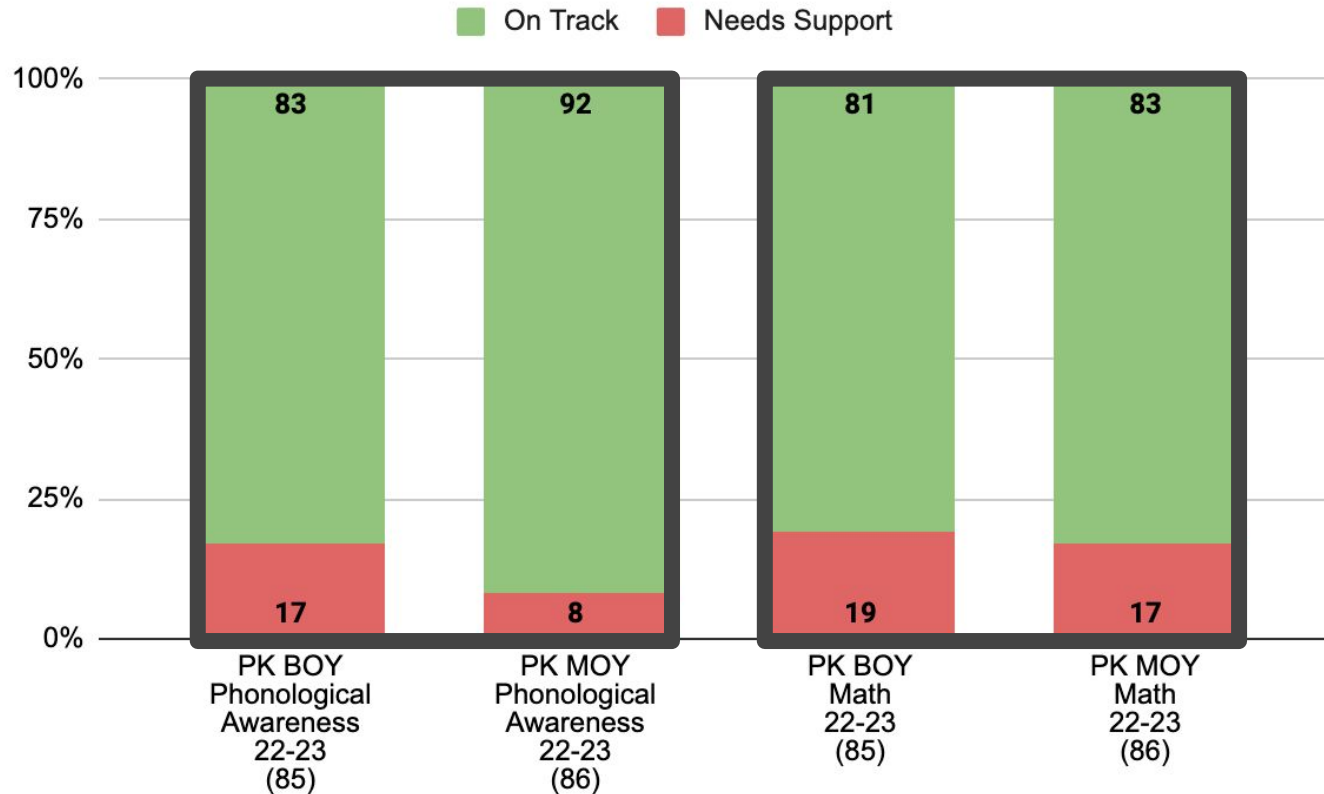


Aledo ISD MOY Screener Data

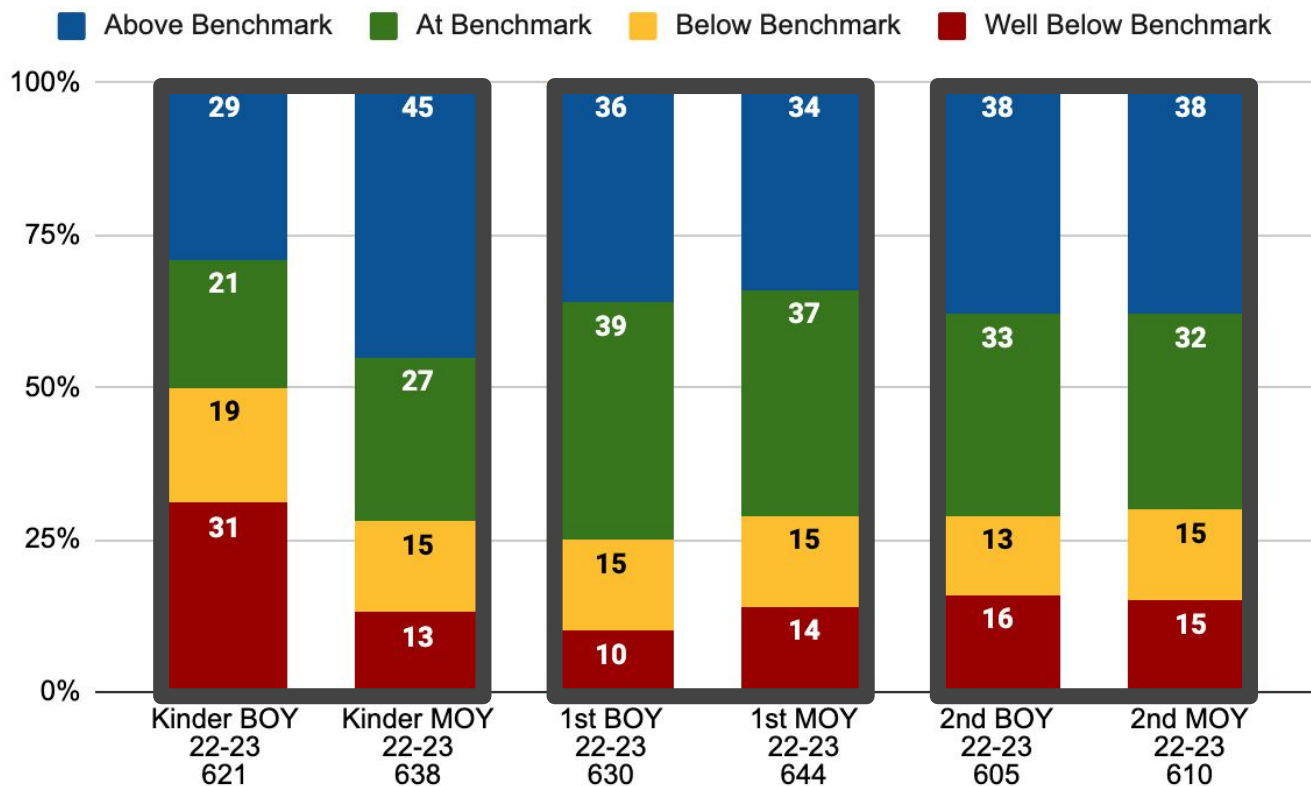
2022-2023

Ensuring high levels of learning for all students

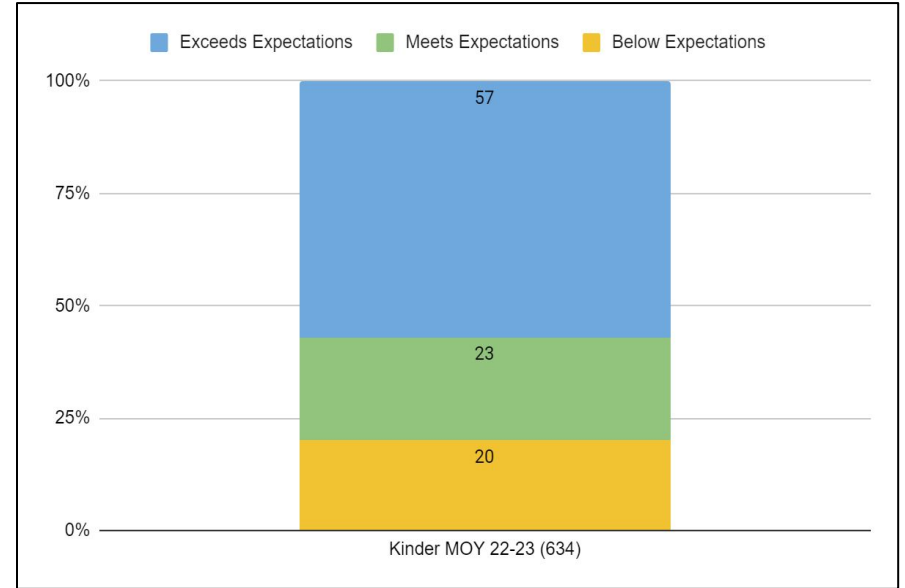
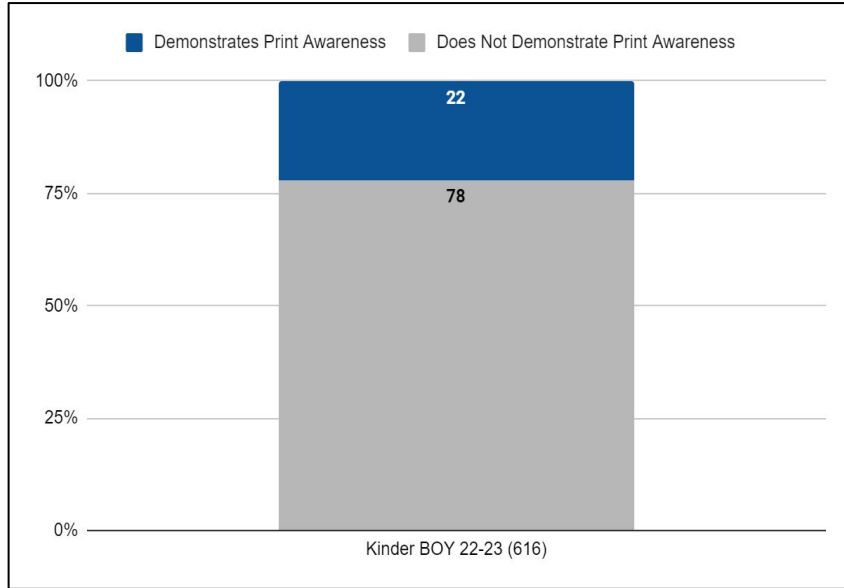
CIRCLE Progress Monitoring: PreK



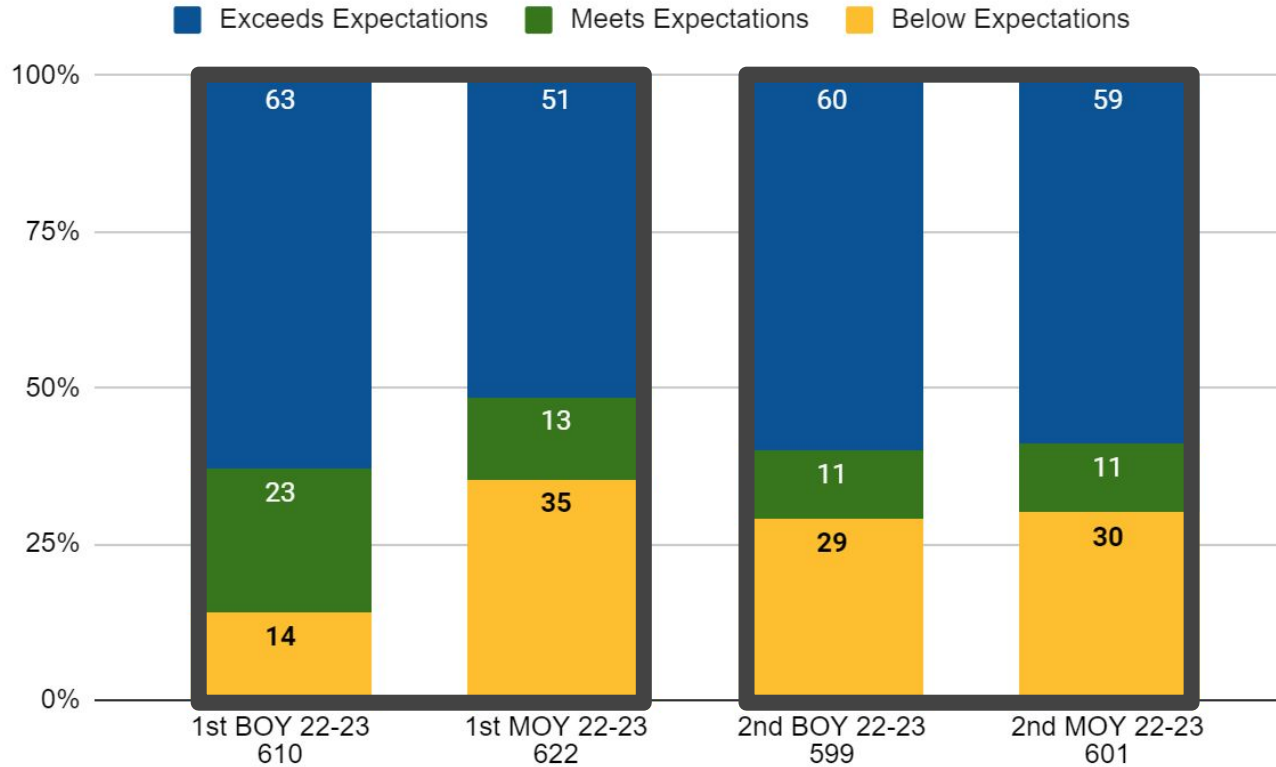
mCLASS Texas Reading: K-2



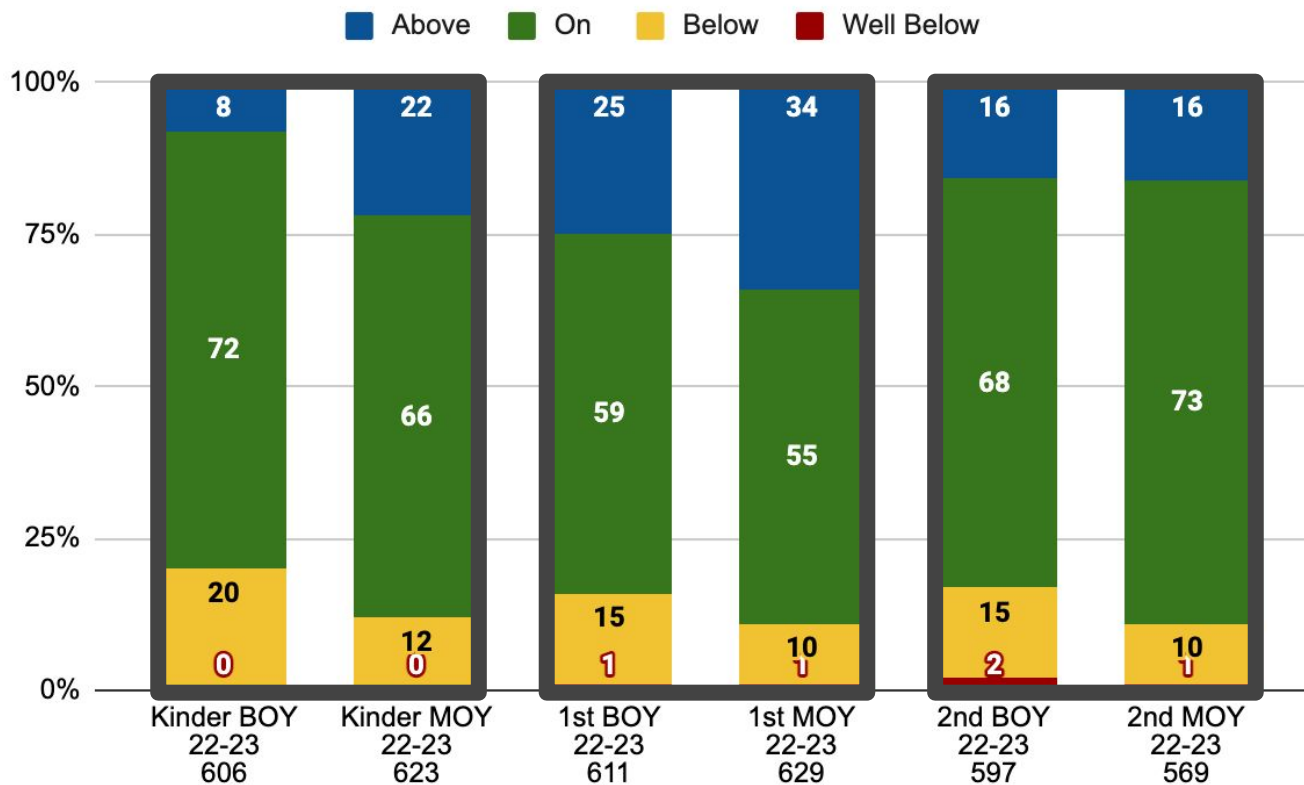
Developmental Reading Assessment: Kindergarten



Developmental Reading Assessment: 1st & 2nd



IXL Math Diagnostic: K-2



MAP Growth: Reading

635 (14%) students in the bottom two quintiles at BOY

Celebrations

- 486 (77%) students in the bottom two quintiles at BOY made growth at MOY
- 284 (45%) students moved up at least one quintile
- 421 (67%) students met MOY MAP goal
- 389 (61%) students exceeded MOY MAP goal

Areas for Growth

- 149 (23%) students in the bottom two quintiles at BOY did not show growth
 - 3rd-9 students
 - 4th-9 students
 - 5th-12 students
 - 6th-21 students
 - 7th-24 students
 - 8th-32 students
 - 9th-23 students
 - 10th-19 students

MAP Growth: Math

629 (17%) students in the bottom two quintiles at BOY

Celebrations

- 490 (78%) students in the bottom two quintiles at BOY made growth at MOY
- 240 (38%) students moved up at least one quintile
- 392 (63%) students met MOY MAP goal
- 352 (56%) students exceeded MOY MAP goal

Areas for Growth

- 139 (22%) students in the bottom two quintiles at BOY did not show growth
 - 3rd-6 students
 - 4th-11 students
 - 5th-10 students
 - 6th-19 students
 - 7th-21 students
 - 8th-34 students
 - 9th-38 students