2021-2022
District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2021-2022

WHAT WE TEACH	HOW WE TEACH	AUTHENTIC LITERACY
Standards Driven Curriculum	**Focus on 8 Cognitive Skills** *Thinking Maps*	**Cross-Disciplinary Literacy** (listening, speaking, reading, writing, thinking)
Teaching to the Depth of the Standards	**Fundamental Five**	**Write From the Beginning & Beyond**
	Rigor & Relevance	**Problem of Practice:** *Students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.*
	Workshop Model	

Culture of Excellence
Professional Learning Community

Implementation Measures of District Instructional Focus

PLC Goals
Reported Quarterly

Focus on Learning
Goal 88% of CTs by June

Collaborative Culture
Goal 93% of CTs by June

Focus on Results
Goal 85% 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

Student-Driven Learning
*Monthly report will consist of exemplars, rather than a percentage

Progress Monitoring
Reported BOY, MOY & EOY

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

Lesson Frame

We Will: learn about the daily life and skills of an architect

I will: research about a famous architectural structure and who designed it!

So that I can: apply the same skills as architects to understand how buildings are planned

Thursday, April 7th.

Lesson Frame
We will recognize that the broadest taxonomic classification of organisms is divided into domains and identify basic characteristics of organisms that further classify them into kingdoms. (TEKS 6.12C/D)

I will research and create baseball trading cards for 6 kingdoms of taxonomy.

So that I can classify organisms into kingdoms.

Warm Up:
Thursday's warm up on dot plot graphs.

I Can:
I can define and describe what it means to be autotrophic.

I can define and describe what it means to be heterotrophic.

I can list characteristics of each of the 6 kingdoms that are used to classify organisms.

Critical Writing

RAFT WRITING

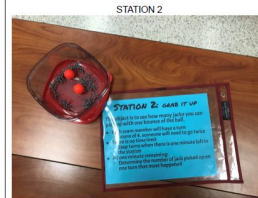| ROLE	AUDIENCE	FORMAT	TOPIC
Numerator	Denominator	A Letter	Stay where you belong
A Fraction	An Equivalent Fraction	A Letter	How you are just like me!
A Fraction	The World	A Social Media Article	Follow me and learn about fractions!

Dear Denominator

you need to stay where you belong because I have to be on the top and you have to stay on the bottom and if you were on the top it won't make sense if I was on the bottom it will be so convosin

McAnally

6th Grade - Contemporary World Cultures
Link to Sample Essays

Title: Amazon Rainforest: Should humans be able to modify the environment?

Plus ➕	Delta Δ	Next steps ➦
List the elements of the DBQ that overall students did every well on	Areas that need work or things that you would like to change for the spring DBQ	Name one element of the DBQ process that you can work on between know and the spring DBQ that would have the biggest impact on student's composition.
• Students were able to create a claim and provide evidence.	• Students are struggling to connect their evidence to the	• Our team is planning to work

one of the people that kill trees is illegal loggers and cattle ranchers so they can get log money and they need room for land for their meat. One article I got this from The Uncontacted Indians from the Amazon rainforest. They also bring diseases that kill plants and animals, also they need to cut the cattle ranching to 80 percent to 30 because it is causing all of the trees to die. Also, the source that I got it from is the cause of deforestation pie chart. The other word that I picked is cultural. I picked this because I think the Indians need their land because they were there first. Also that the illegal loggers and cattle ranchers try to make room for the cows and get money from the trees by selling them. The article I got this from Source C. Also that the amazon rainforest people cut down trees to make a road to the oil factories I got this from. I got this from the source g. I think that this is why people should leave amazon

High-Yield Formative Assessment

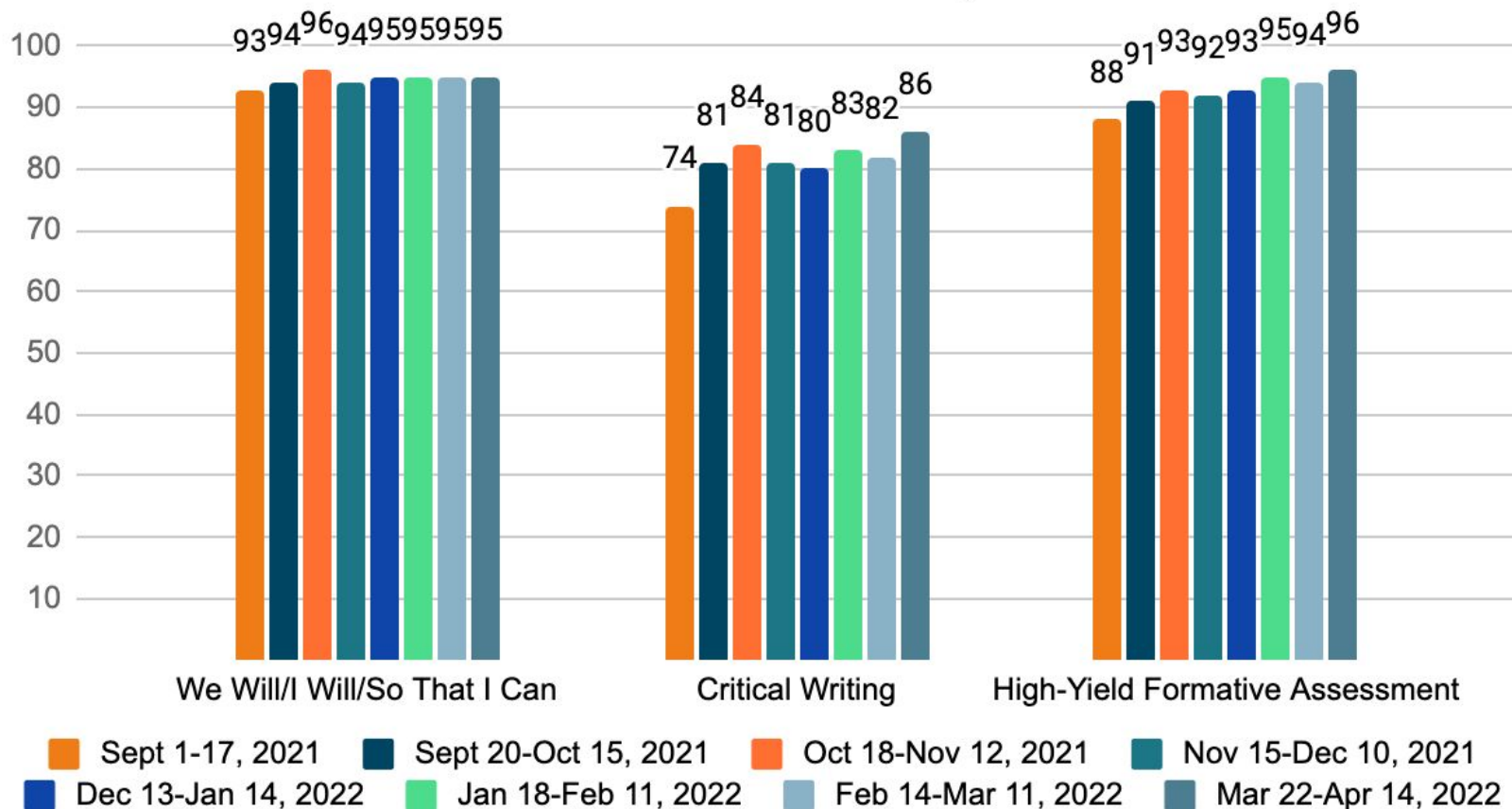## DATA IT UP STATIONS ACTIVITY

STATION 1
The students will end up calculating the MEAN

STATION 2
The students will end up determining the MODE

STATION 3
The students will determine the MEDIAN

STATION 4
The students will calculate the range and create a Dot Plot & Stem & Leaf Plots
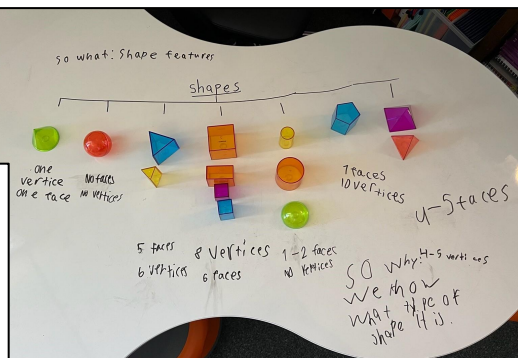
Aledo ISD

Instructional Focus Implementation

Reporting Period 8
March 22-April 14, 2022

Aledo ISD Overall Growth by Look Fors

Bar chart showing growth percentages across three categories and eight time periods.

We Will/I Will/So That I Can: 93, 94, 96, 94, 95, 95, 95, 95

Critical Writing: 74, 81, 84, 81, 80, 83, 82, 86

High-Yield Formative Assessment: 88, 91, 93, 92, 93, 95, 94, 96

Legend:
- Sept 1-17, 2021
- Sept 20-Oct 15, 2021
- Oct 18-Nov 12, 2021
- Nov 15-Dec 10, 2021
- Dec 13-Jan 14, 2022
- Jan 18-Feb 11, 2022
- Feb 14-Mar 11, 2022
- Mar 22-Apr 14, 2022

Aledo ISD Elementary Growth by Look Fors
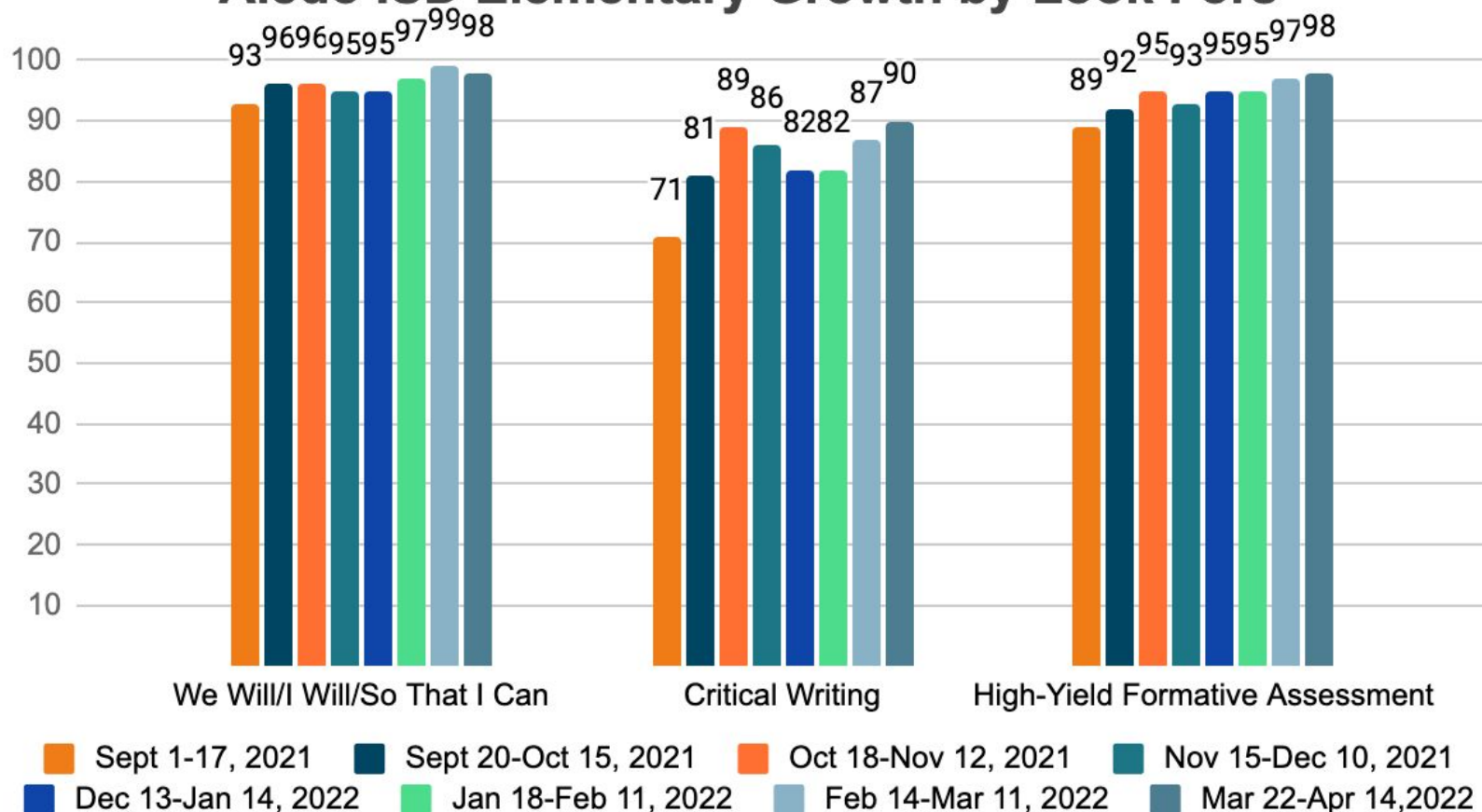
Aledo ISD Secondary Growth by Look Fors

We Will/I Will/So That I Can: 92, 92, 95, 93, 96, 93, 91, 91

Critical Writing: 78, 81, 79, 75, 77, 84, 78, 82

High-Yield Formative Assessment: 87, 89, 90, 91, 91, 95, 92, 93

Legend:
- Sept 1-17, 2021
- Sept 20-Oct 15, 2021
- Oct 18-Nov 12, 2021
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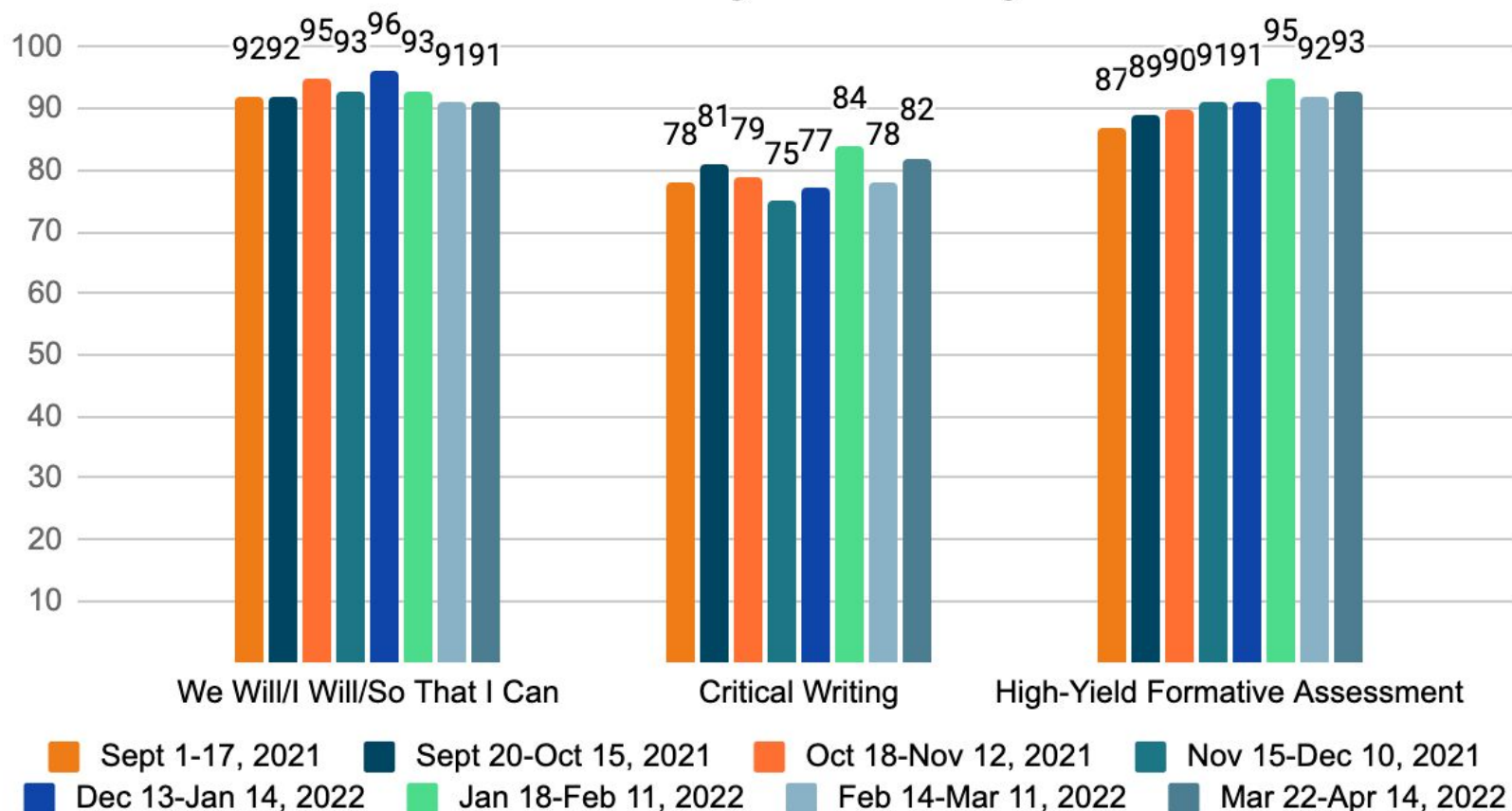
Student-Driven Learning
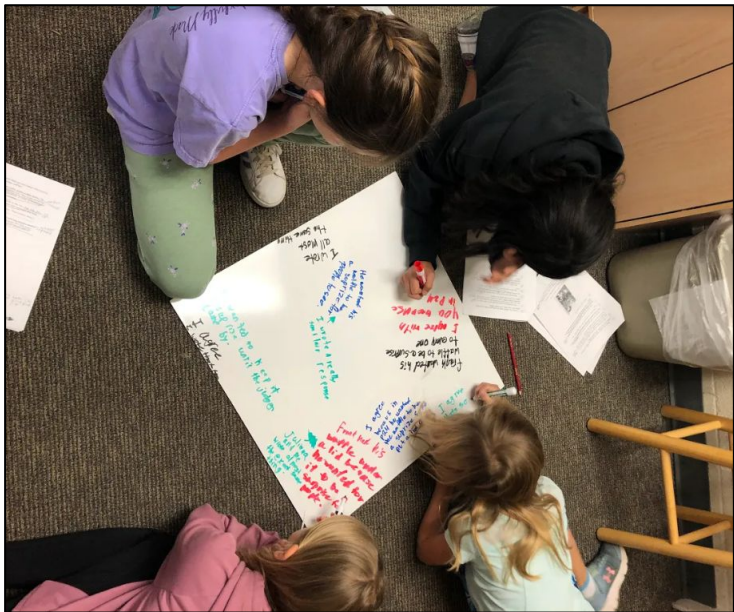
Students analyzed most missed questions and responded to the prompts provided on giant white boards using different colors.   Students also responded to their partners' responses. After reading the responses, they looked at the missed question and determined if they felt they had gotten it correct or wrong based on the "discussion" on the white boards.

Students estimate and then measure objects with various materials. They then wrote about how they could measure items and what objects they could use to measure.

Student-Driven Learning

McCall Elementary:
5th Science, Ms. Harbuck

Lesson on design an investigation on how much gravity will pull a marble down a track. Students designed a roller coaster, made predictions and observed findings.

Stuard Elementary:
5th Math, Ms. Arnold
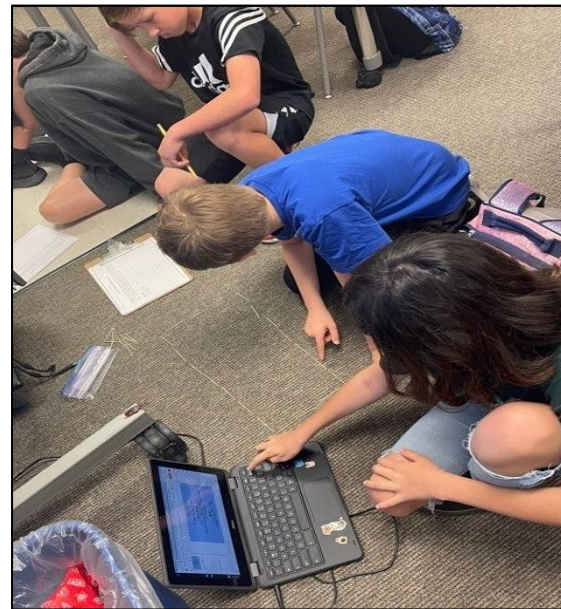
Students explored with toothpicks to explore area and perimeter formulas and identify relationships between the two measurements.

Student-Driven Learning

Annetta Elementary:
3rd Math , Ms. Cook, Ms. Londonberg, Ms. Coomer

Students have been participating in Ninja Camp this week. They use their data folder to see which TEKS they have to work on and then based on that go to a different camp in 3rd grade. Some are working with teachers and some are working on extensions independently/with a group.

Walsh Elementary:
### 3rd Science, Ms. Sargent & Ms. Barrett
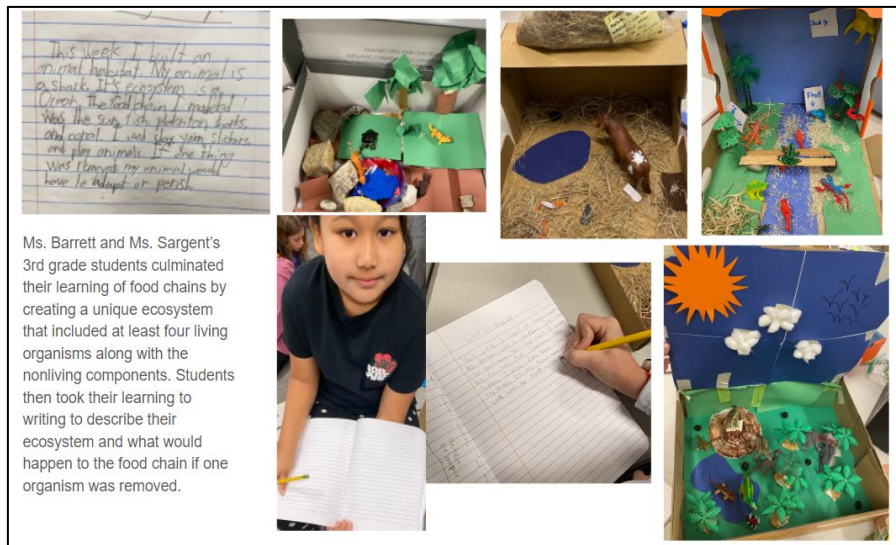
Ms. Barrett and Ms. Sargent's 3rd grade students culminated their learning of food chains by creating a unique ecosystem that included at least four living organisms along with the nonliving components. Students then took their learning to writing to describe their ecosystem and what would happen to the food chain if one organism was removed.

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Student-Driven Learning

McAnally Intermediate School:
6th Grade Science Team , Kate Thomas,Paige Park,
Luke Campbell, Joni Myres, and Rylee Grace
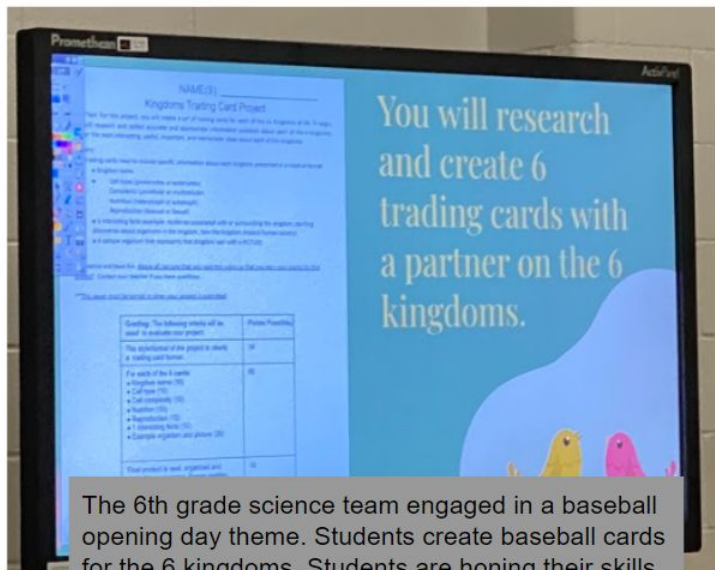
The 6th grade science team engaged in a baseball opening day theme. Students create baseball cards for the 6 kingdoms. Students are honing their skills in taxonomic classification, by identifying a species within each kingdom, drawing a picture on the front of the card, and then identifying "stats" on the back.
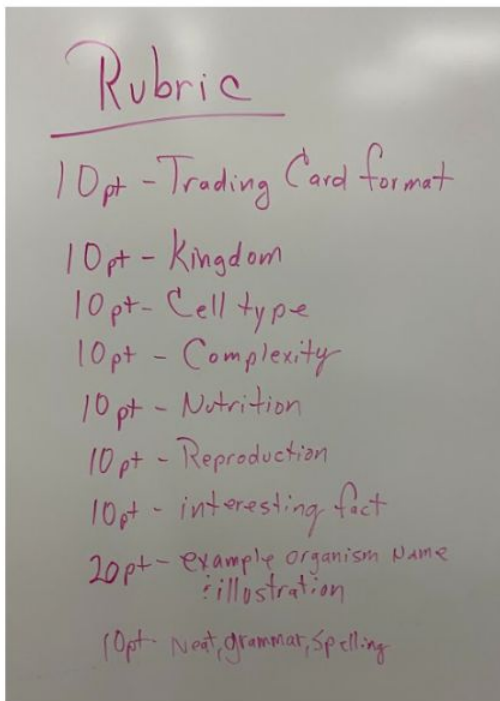
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Three Big Ideas of a PLC at Work

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. |
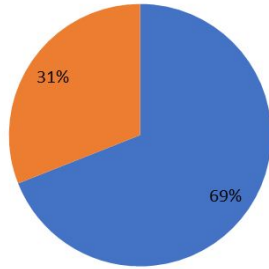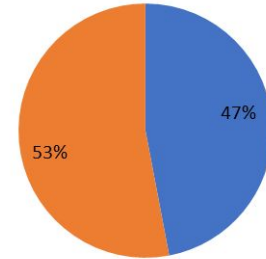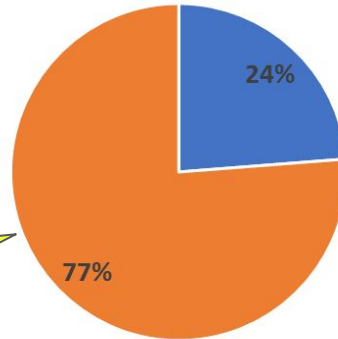
Focus on Learning
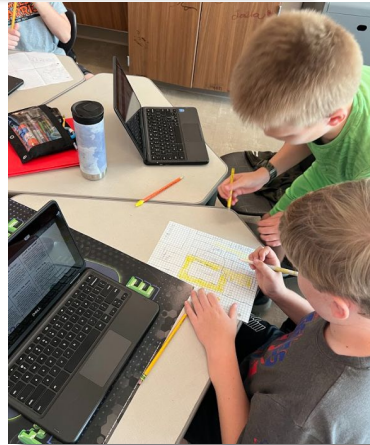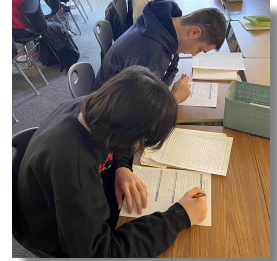
Three Big Ideas of a PLC at Work

1 A Focus on Learning

2 A Collaborative Culture and Collective Responsibility
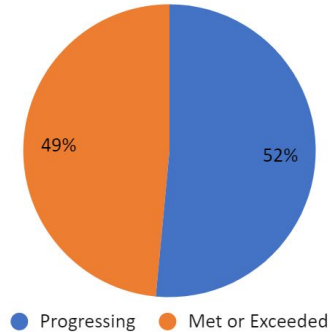
3 A Results Orientation

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.
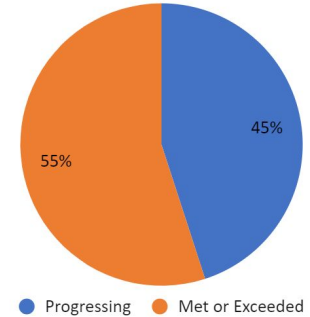
Indicator	Initiating	Implementing	Developing	Sustaining
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement.	Teachers are assigned to collaborative teams and are encouraged to work together collaboratively.	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.

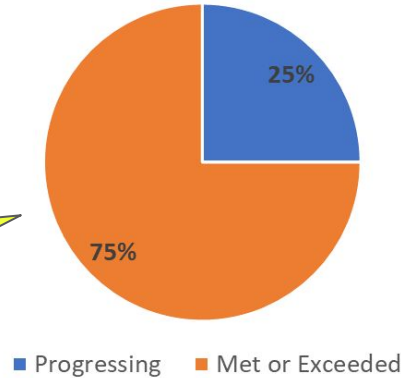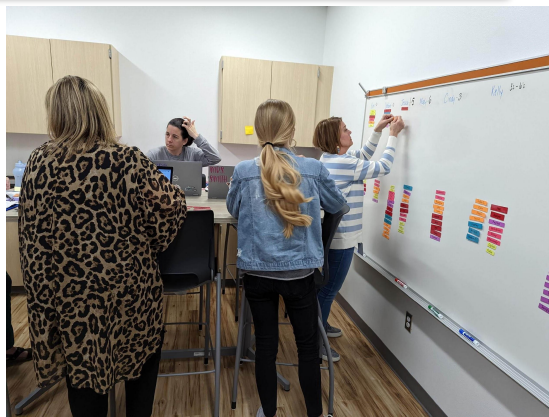# Collaborative Culture & Collective Responsibility

1st Grading Cycle

49%   52%

● Progressing   ● Met or Exceeded

3rd Grading Cycle

25%

75%

■ Progressing   ■ Met or Exceeded

20% INCREASE

2nd Grading Cycle

45%

55%

● Progressing   ● Met or Exceeded

Focus on Collaborative Culture

Three Big Ideas of a PLC at Work

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3 A Results Orientation
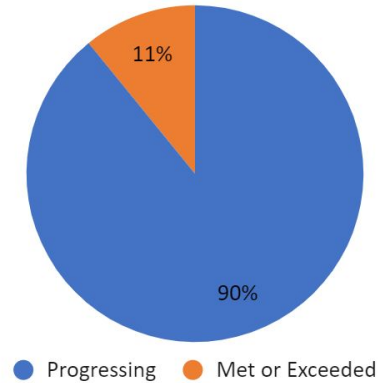
FOCUS ON RESULTS

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.

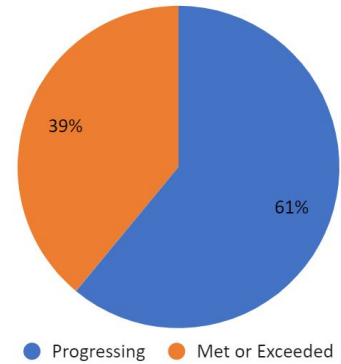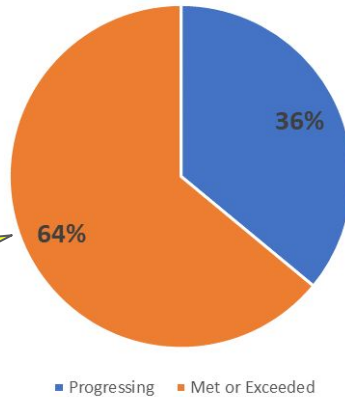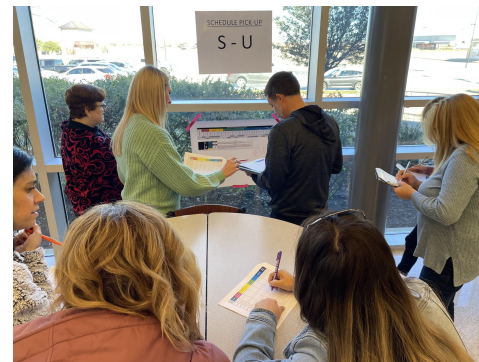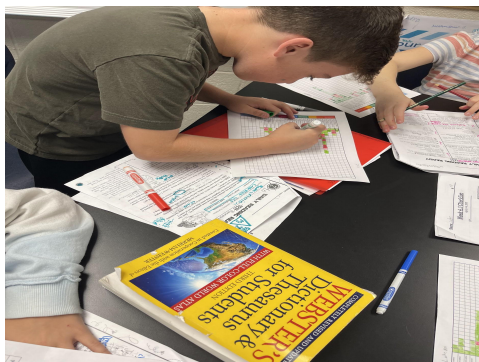| Indicator	Initiating	Implementing	Developing	Sustaining
Collaborative teams work interdependently to achieve one or more SMART goals that impact student achievement. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the 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

1st Grading Cycle

- Progressing
- Met or Exceeded

11%

90%

3rd Grading Cycle

36%

64%

- Progressing
- Met or Exceeded
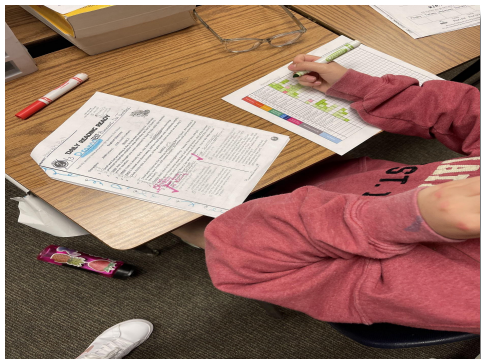
25% INCREASE

2nd Grading Cycle

39%

61%

- Progressing
- Met or Exceeded

Focus on Results

AISD Featured
Collaborative Team

AISD Featured Collaborative Team

FOURTH GRADE TEAM
VANDAGRIFF ELEMENTARY

Diana Cardenas   Jessica Hull   Jennifer Miller   Lindsey Pinkston   Amber Skinner   Tiffany Stokes