

AISD Instructional Focus

2022-2023



**Board Meeting
November 14, 2022**

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



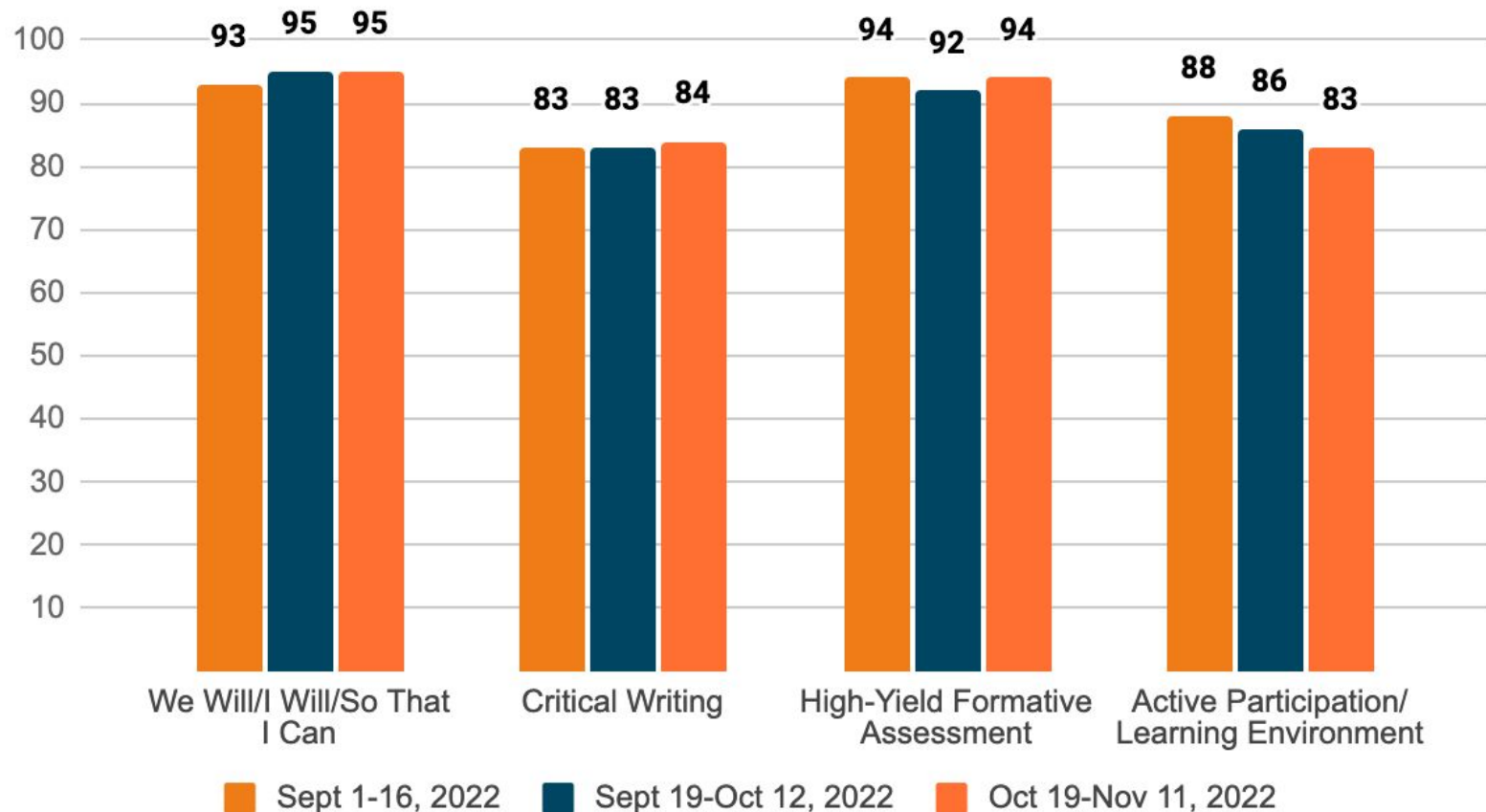
Aledo ISD

Instructional Focus Implementation

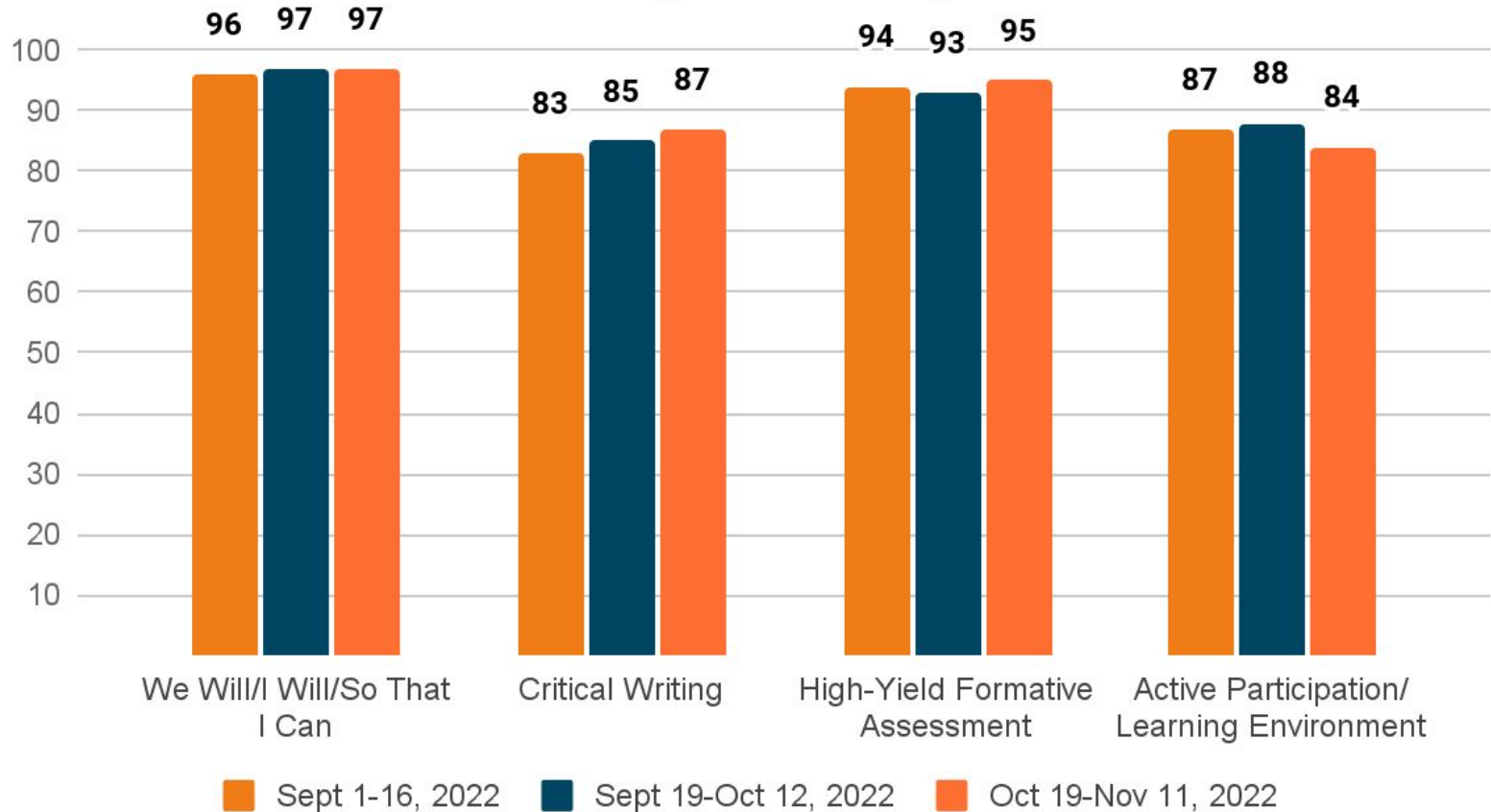
Reporting Period 3
October 19-November 11, 2022



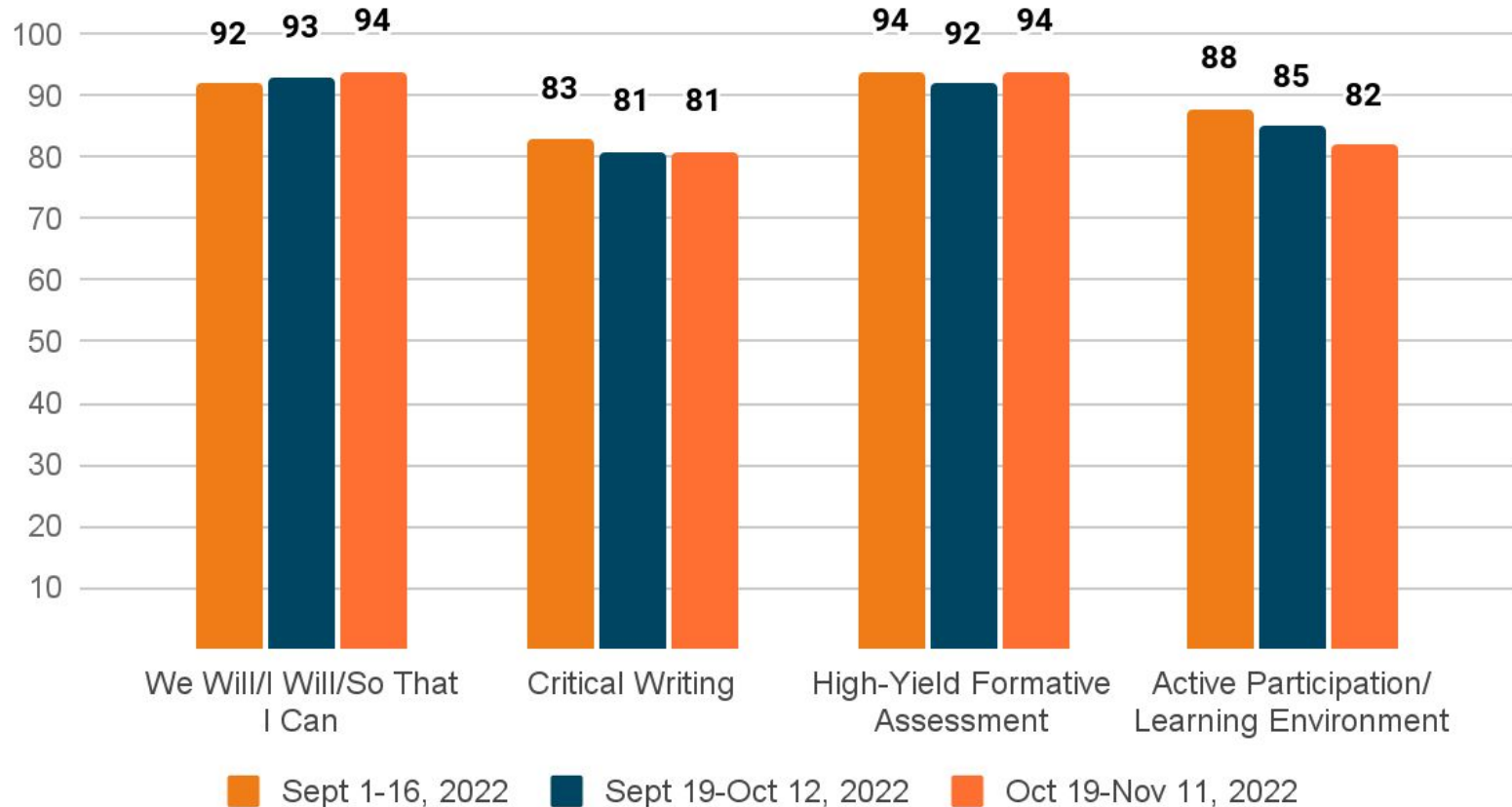
AISD Overall Growth by Look Fors



AISD Elementary Growth by Look Fors

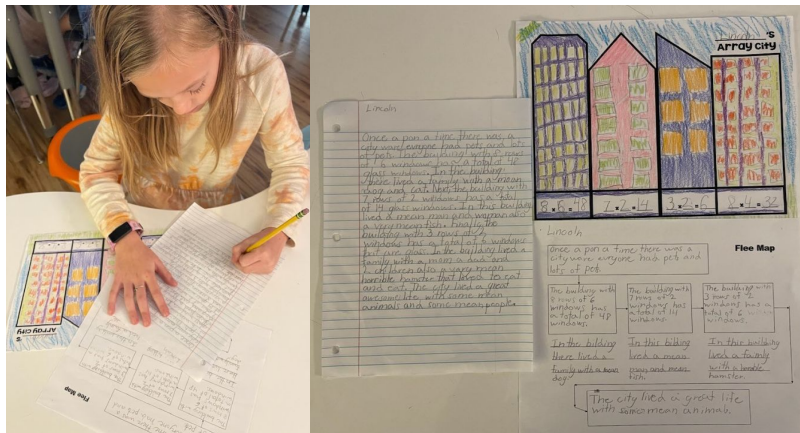


AISD Secondary Growth by Look Fors



Student-Driven Learning

Annetta Elementary: 3rd Math, Ms. Cook



Students designed their Array Cities by generating factors for each building's window allowing them to find the product. They decorated their city and designed a story that described the building and the events that took place there.

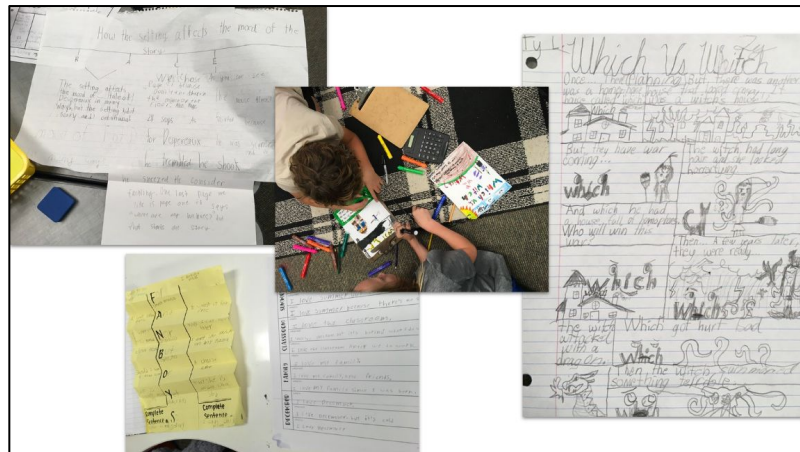
Daniel Ninth Grade Campus: PAP Geometry, Ms. Norman



Students evaluated the steps involved in playing a game of Uno to deduct an understanding of postulates and theorems. They were then given a specific hand in Uno and had to prove how and why they were able to play each card based on those postulates. They applied what they learned to solving algebraic proofs in Geometry.

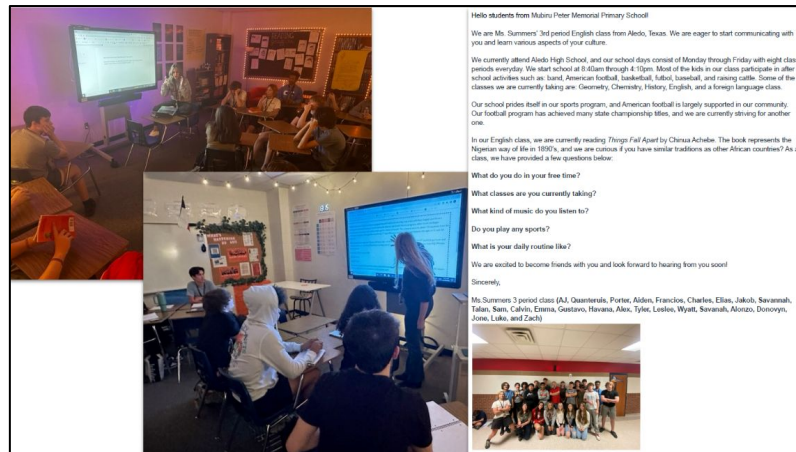
Student-Driven Learning

Stuard Elementary: 4th RLA, Ms. Banks



In simultaneous, self-paced station rotations, Mrs. Banks' lesson design embeds practice with sentence structure, homophones, and constructed responses to the novel, *Tale of Despereaux*: Students choose format to create their one-pager depicting commonly confused homophones: which & witch. Students collaboratively write short constructed responses to show understanding of an excerpt from their novel. Students demonstrate mastery of sentence structure on different topics.

Aledo High School: 10th Grade RLA, Ms. Summers & Ms. Richter

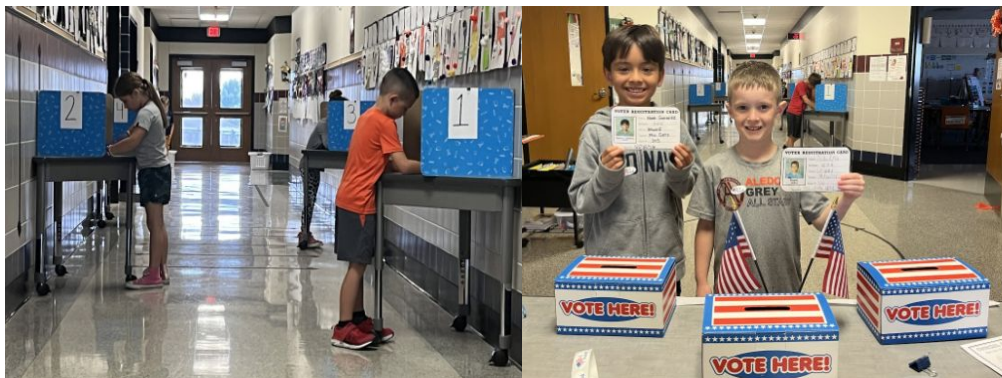


In English II, Ms. Summers and Ms. Richter are deepening their students' engagement with their current novel, set in Africa, by corresponding with middle school students in Uganda. Classes are practicing formal correspondence skills, revision, and editing for a specific audience while collaboratively constructing their introductory messages. First, Students independently wrote what they would like their Ugandan audience to know and questions they had. Second, Summers and Richter elicited information and questions from the class to include in the first email. Third, students were able to see and offer insight on revision and editing as the teacher modeled correspondence composition.

Student-Driven Learning

Stuard Elementary:

1st Social Studies, Ms. Harbour & Ms. Martin



Students spent time learning about the reasons that Americans use voting as a way of making decisions. They then learned about the processes of voting. They registered to vote and received their voter's registration card. They researched the candidates by reading the books, *Grace for President*, *My Teacher for President* and *Duck for President*. On election day, students presented their voter registration card and voted by way of secret ballot. They collectively elected the teacher as President.

Aledo High School:

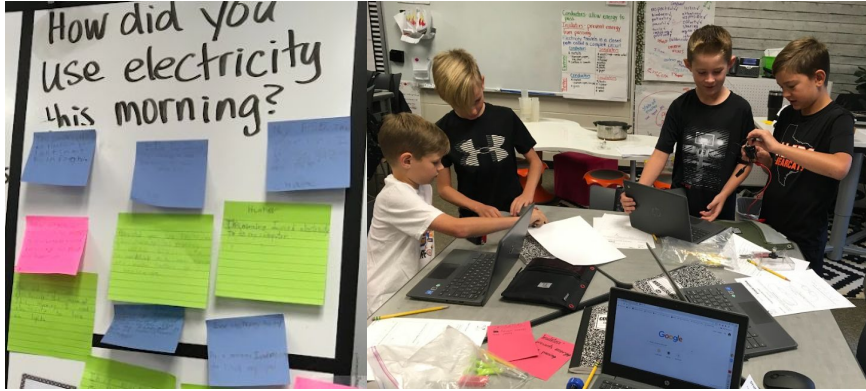
11th Grade U.S. History, Ms. Allen



Students were reviewing the history that prompted the emergence of the United States as a world power between 1898 and 1920, in this case, WWI. Students worked together with either team on one day to review on WWI terminology, examples and stimuli to recreate the Frayer model QR code correctly. The QR code, when scanned, gives the clues that are needed to open the lock boxes. The second day they review other relevant content using an escape room strategy. Getting the lock box open or escaping the breakout room was evidence that the team had thoroughly reviewed.

Student-Driven Learning

Stuard Elementary:
4th Grade Science, Ms. Matuni



Students investigated thermal and electrical conductors and insulators. Students built circuits to test materials for electrical conductivity.

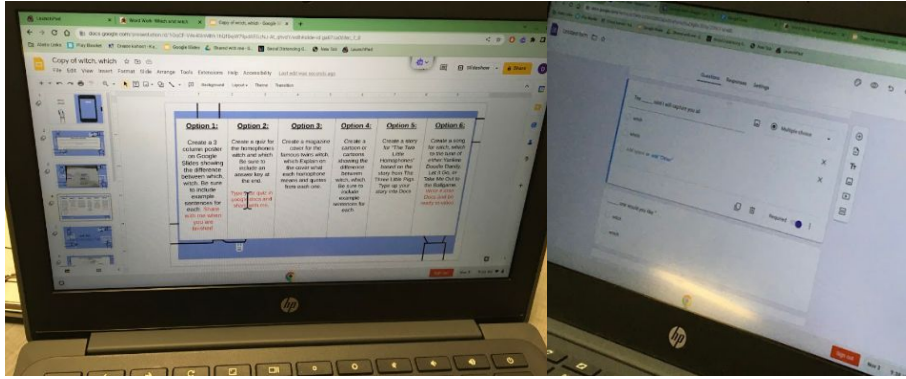
McAnally Middle School:
7th Grade Science, Ms. Myres



Students were investigating the function of the kidneys as part of their study of the human body systems.

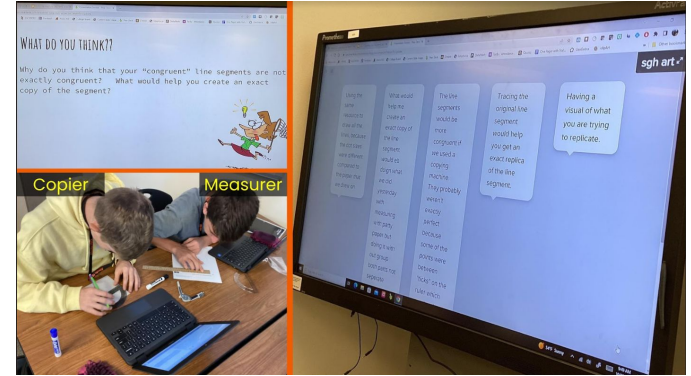
Student-Driven Learning

Stuard Elementary:
4th RLA, Ms. Wurth Hills



4th grade students are studying the homophone pair "witch, which". Students work in Canvas to access a choice board of ways they can share their learning about the homophone pair. Students had the option to create a poster, magazine cover, cartoon, a song, and even a Google Forms Quiz so they could challenge their peers. Including a choice of product led to high levels of engagement and relevance for the students.

Daniel Ninth Grade Campus:
PAP Geometry, Ms. Norman



Students were tasked to collaborate with a peer to accurately recreate geometric slopes with different measurement tools on patty paper. Each pair were assigned roles, a measurer and a copier. Based on a worksheet, the measurer verbally instructed the copier what to draw on a transparent patty paper.

After completing the challenge, the copier placed their patty paper over the worksheet to compare their created slopes to the line segments on the worksheet. After comparison, students reflected in PearDeck about why their geometric slopes were not accurate and what would help them create an exact copy of the line segment.



AISD

Featured Collaborative Team

AISD Featured Collaborative Team

McCall Elementary 3rd Grade



Lara Decker



Lisa Garton



Haley Loftin



Crystal Mehrhoff



Danette Sessions

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Early Literacy Updates

Where we have been & where we are now





Our Why:

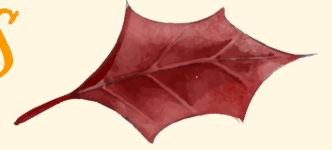


**"Teaching them how to read is
probably one of the most
important duties a civilized
society owes to it's children."**

—Pamela Snow

@unlockingsor

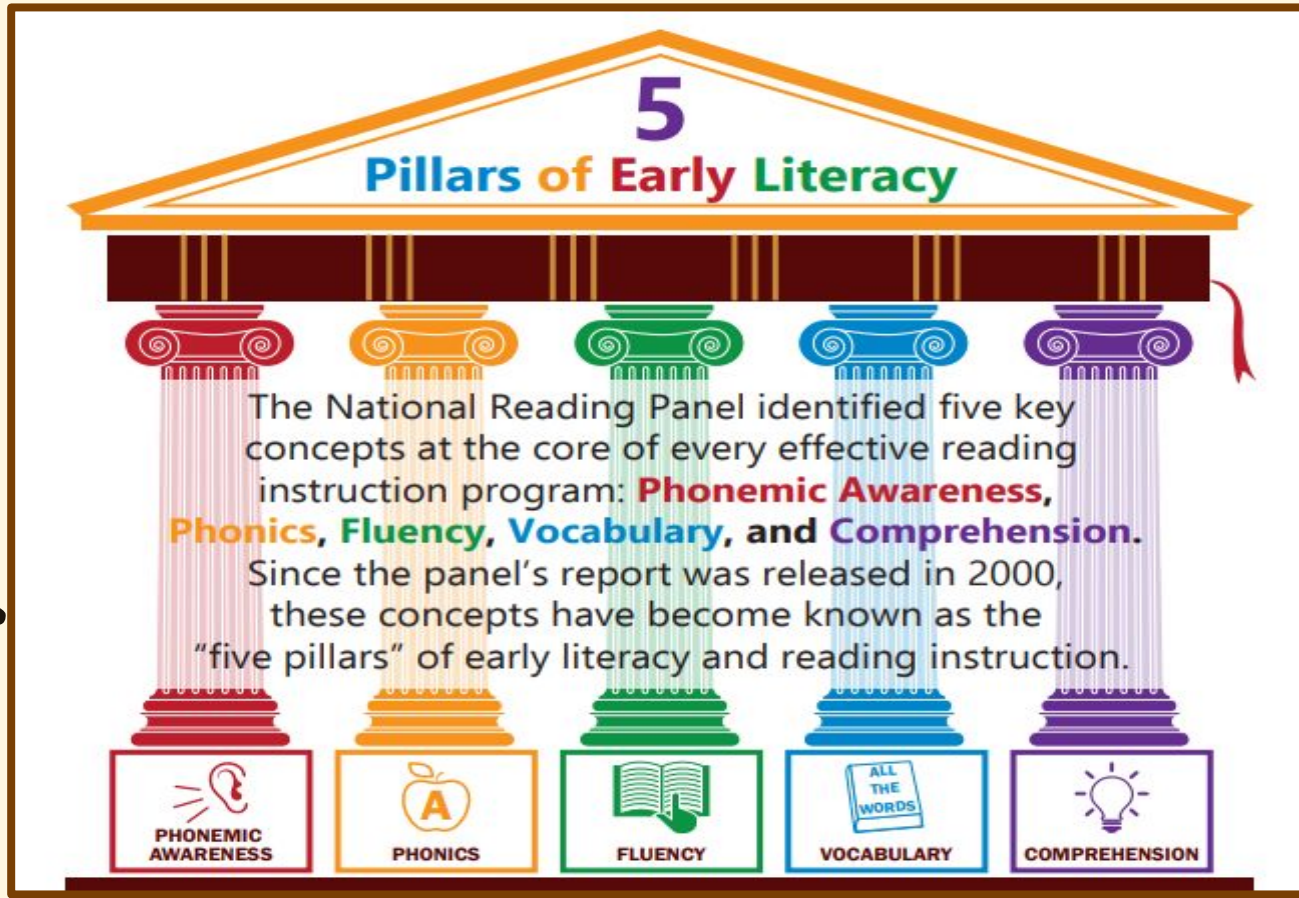
Our Why? Foundational Literacy Skills



FACT: When foundational literacy skills are firmly in place, readers have better word-level reading, improved reading accuracy and increased reading rate. These pieces together produce strong comprehension and an ability to tackle complex content area reading.



The 5 Pillars Guide Our Why

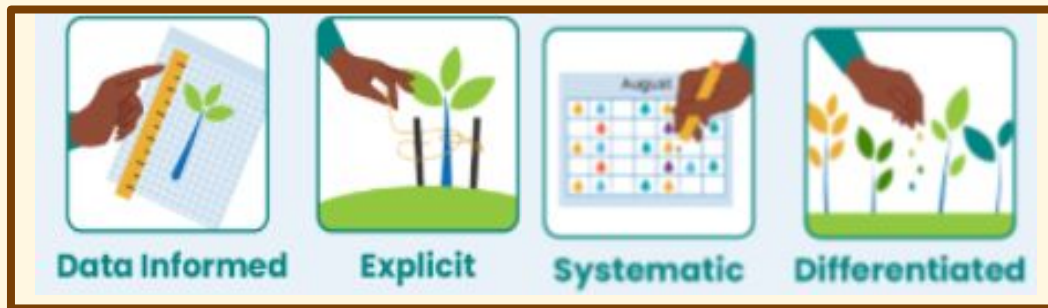




Mission: Ensuring High Levels of Learning for ALL Students

Implementing effective instructional practices that ensures growth for all students in foundational literacy skills.

Effective Reading Instruction =





Our Charge: Build Capacity

The Role of Early Literacy Specialists (2022-2023)

Teachers & Collaborative Teams

- Model literacy practices
- Monitor alignment between TEKS, instruction, and assessment practices.
- Disaggregate student data
- Reading Academy

Students

- Push-in literacy support
- Provide pull-out literacy intervention (WIN, work periods during workshop model, etc)
- Identify individual student needs and develop a targeted plan of action.



Teachers/Collaborative team Shifts:

Then:

Reading Academy -
Blended Model

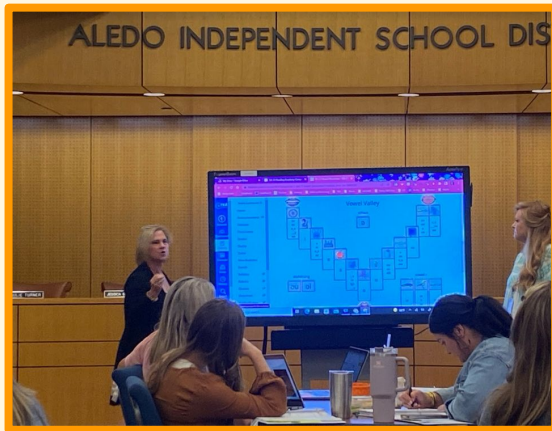
I feel that I can talk
with my fellow
teachers about the
things we are learning,
and the cohort leaders
guide us and give us
great examples to
apply in the
classroom..



Now:

Reading Academy -
Comprehensive Model

I have been able to define
where my students are and
how to better meet their
needs.





Teachers/Collaborative team Shifts:

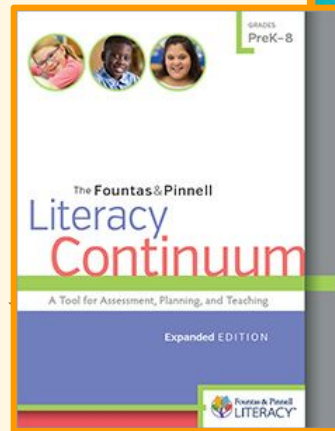
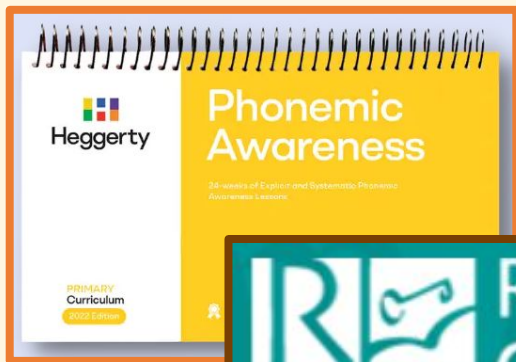
Then:

Varied Resources



Now:

Consistent, Explicit &
Systematic Resources

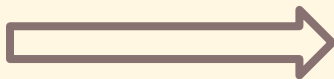




Teachers/Collaborative team Shifts:

Then:

Varied Instruction



Now:

Science of Reading
Research has informed
our instructional practices

Learning to fill
the gaps in kids
reading by
helping with
decoding and
breaking apart
words.



Making me more
aware of deficits in
reading and
phonemic
awareness with
students



Students Shifts:



Then:

Inconsistent application of
phonemic and
phonological skills
resulting in poor decoding



Lack of transfer in Reading
Behaviors



Intervention for K-2
students



Now:

Consistent application of
phonemic and phonological
skills resulting in improved
decoding

Transfer of Reading
Behaviors across all
contents

Intervention for K-3
students

Continually monitoring student improvement through progress monitoring and anecdotal data.



Closing:

BE INTENTIONAL

We cannot afford for our
"why" to be casual.

#LIVEYOUREXCELLENCE

