ALEDO ISD FOCUS DOCUMENT

2018-2019

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

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning & Beyond

Problem of Practice:
Students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Culture of Excellence

Professional Learning Communities

Aledo ISD

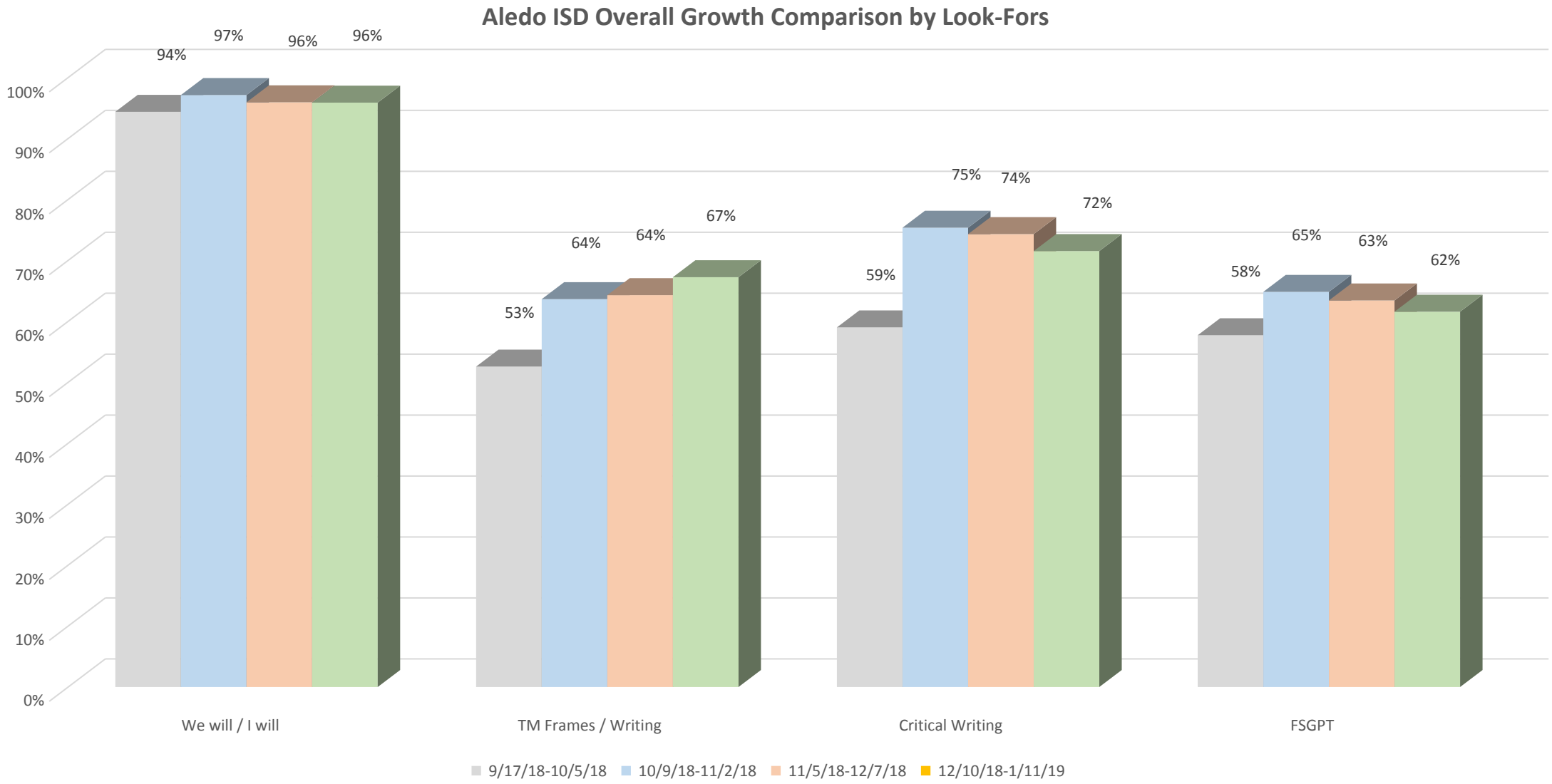
Instructional Focus Implementation Data

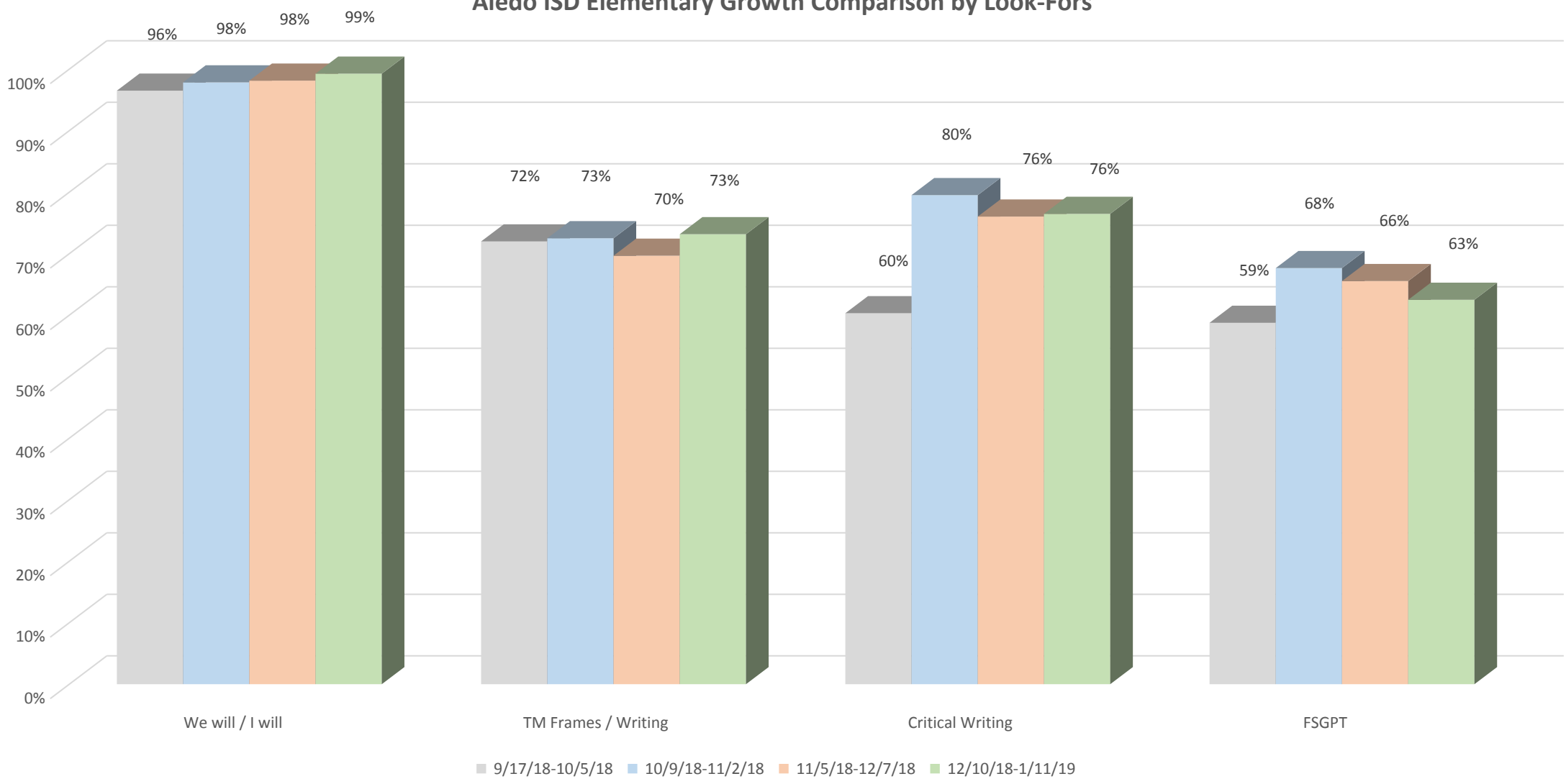
December 10, 2018, to January 11, 2019

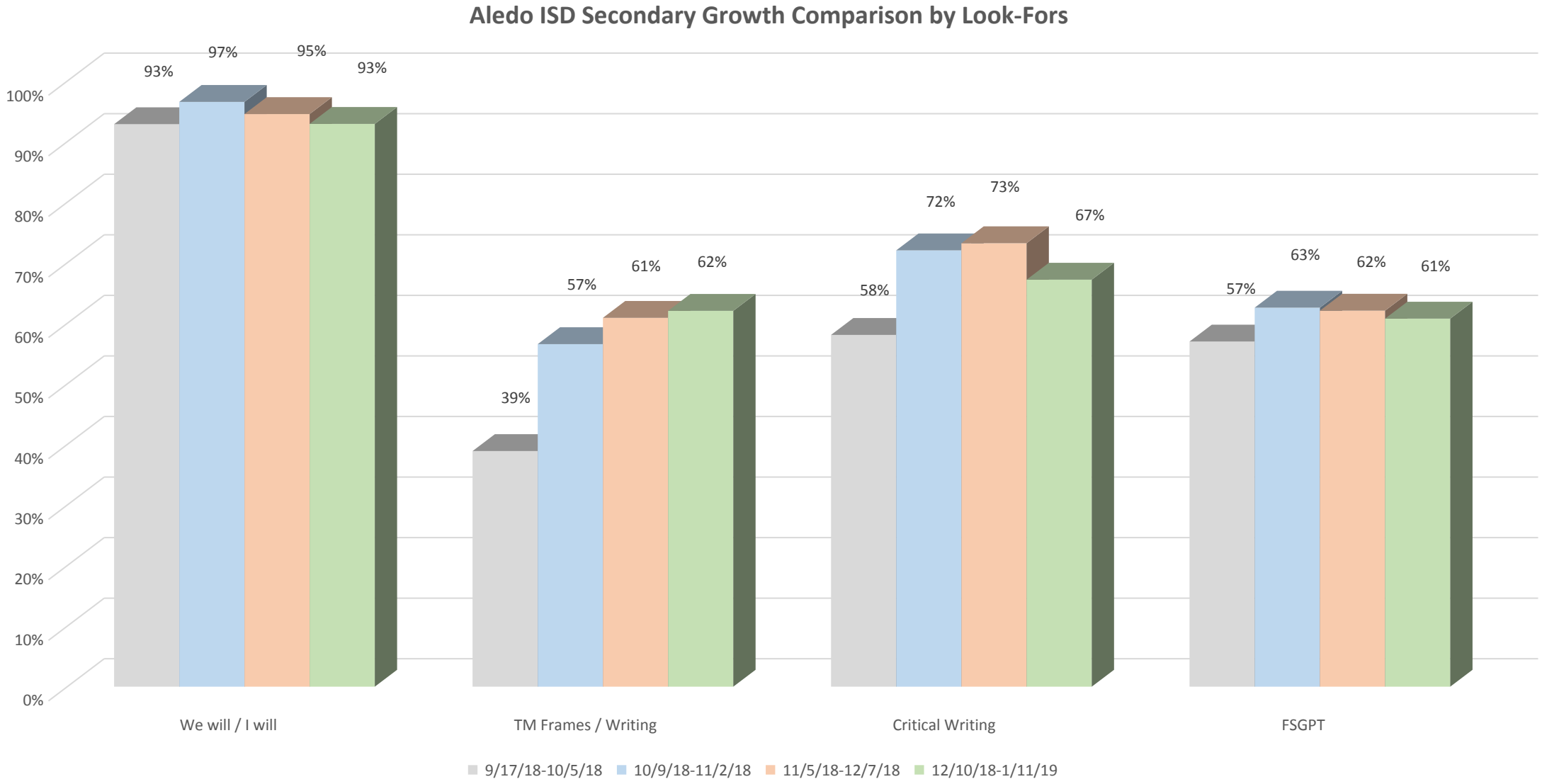
Board Report

Look-For Descriptions

- **We will, I will**
  - → **100% by June**
- **Thinking Maps Frame of Reference / Thinking Maps to Writing**
  - → **80% by June**
- **Critical Writing in Journals and Binders**
  - → **100% by June**
- **Frequent Small Group Purposeful Talk (FSGPT)**
  - → **100% by June**


Aledo ISD Overall Growth Comparison by Look-Fors
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
94%
97%
96%
96%
53%
64%
64%
67%
59%
75%
74%
72%
58%
65%
63%
62%
We will / I will
TM Frames / Writing
Critical Writing
FSGPT
9/17/18-10/5/18
10/9/18-11/2/18
11/5/18-12/7/18
12/10/18-1/11/19


Aledo ISD Elementary Growth Comparison by Look-Fors
96%
98%
98%
99%
72%
73%
70%
73%
60%
80%
76%
76%
59%
68%
66%
63%
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
We will / I will
TM Frames / Writing
Critical Writing
FSGPT
9/17/18-10/5/18
10/9/18-11/2/18
11/5/18-12/7/18
12/10/18-1/11/19


Aledo ISD Secondary Growth Comparison by Look-Fors
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
93%
97%
95%
93%
39%
57%
61%
62%
58%
72%
73%
67%
57%
63%
62%
61%
We will / I will
TM Frames / Writing
Critical Writing
FSGPT
9/17/18-10/5/18
10/9/18-11/2/18
11/5/18-12/7/18
12/10/18-1/11/19

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Culture of Excellence

Professional Learning Communities

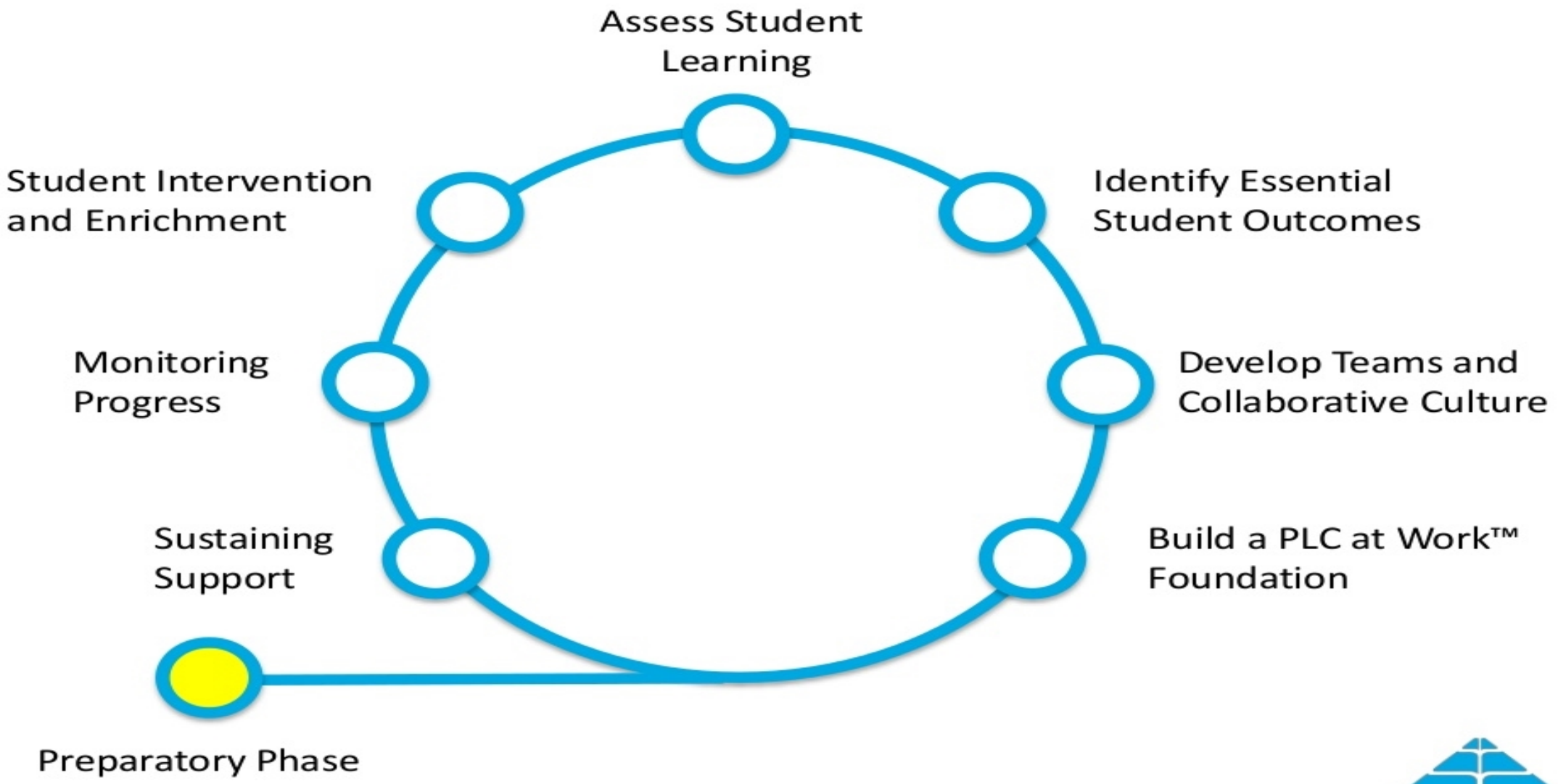
Aledo ISD

Ensuring High Levels of Learning for ALL Students

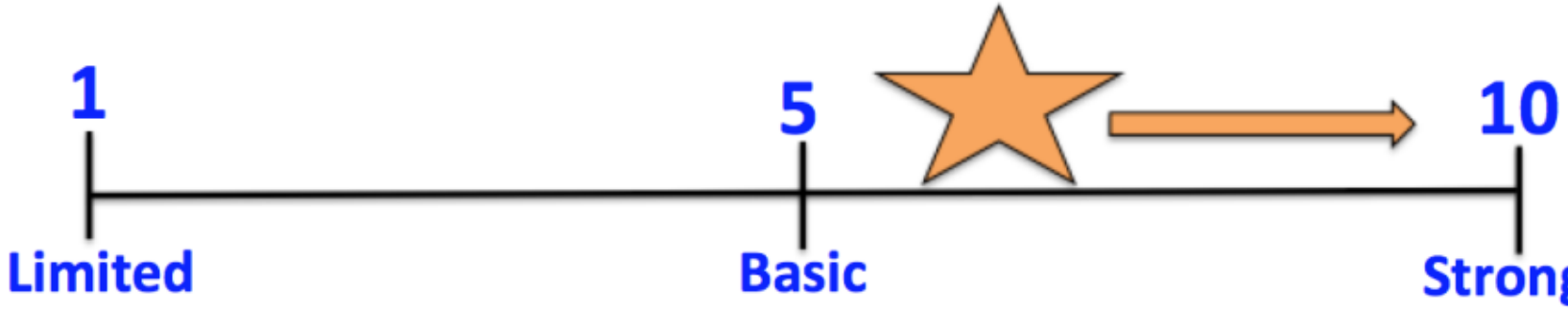
4 Critical Questions of LEARNING

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do if they don't learn?
4. What will we do if they already know it?

Beginning a PLC Journey



School-Wide Professional Learning Communities Implementation Continuum



Implementation of Professional Learning Communities- Teachers work in isolation and do not collaborate in PLC teams

Limited motivation to collaborate and share with peers. Little to no investment in school-wide continuous improvement cycle

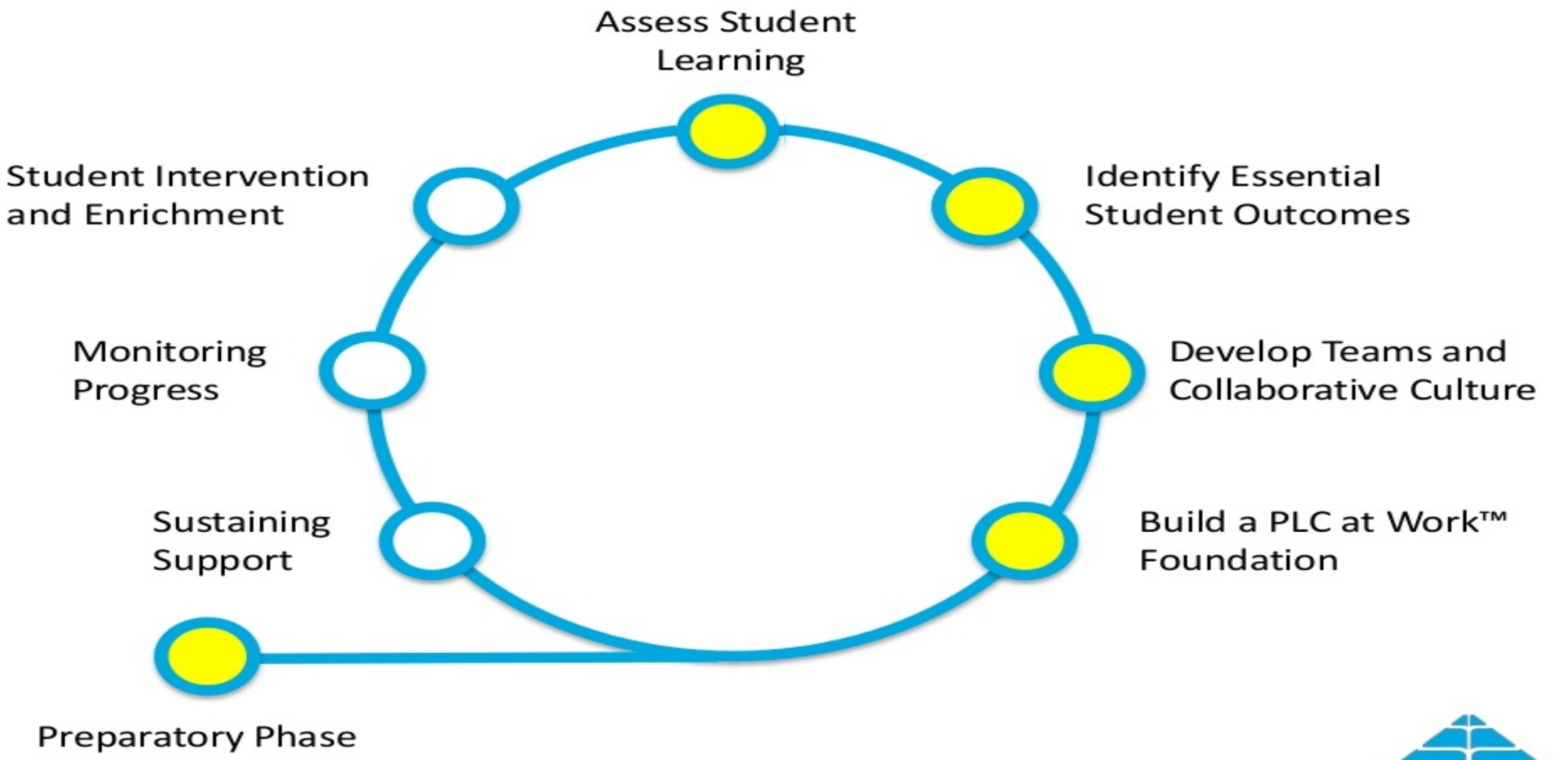
School-Wide Implementation of Professional Learning Communities - Implementation is still at surface level

Teachers work in collaborative PLC teams and utilize some, but not all, of the 4 essential questions. Teachers are beginning to invest in collective results rather than individual results

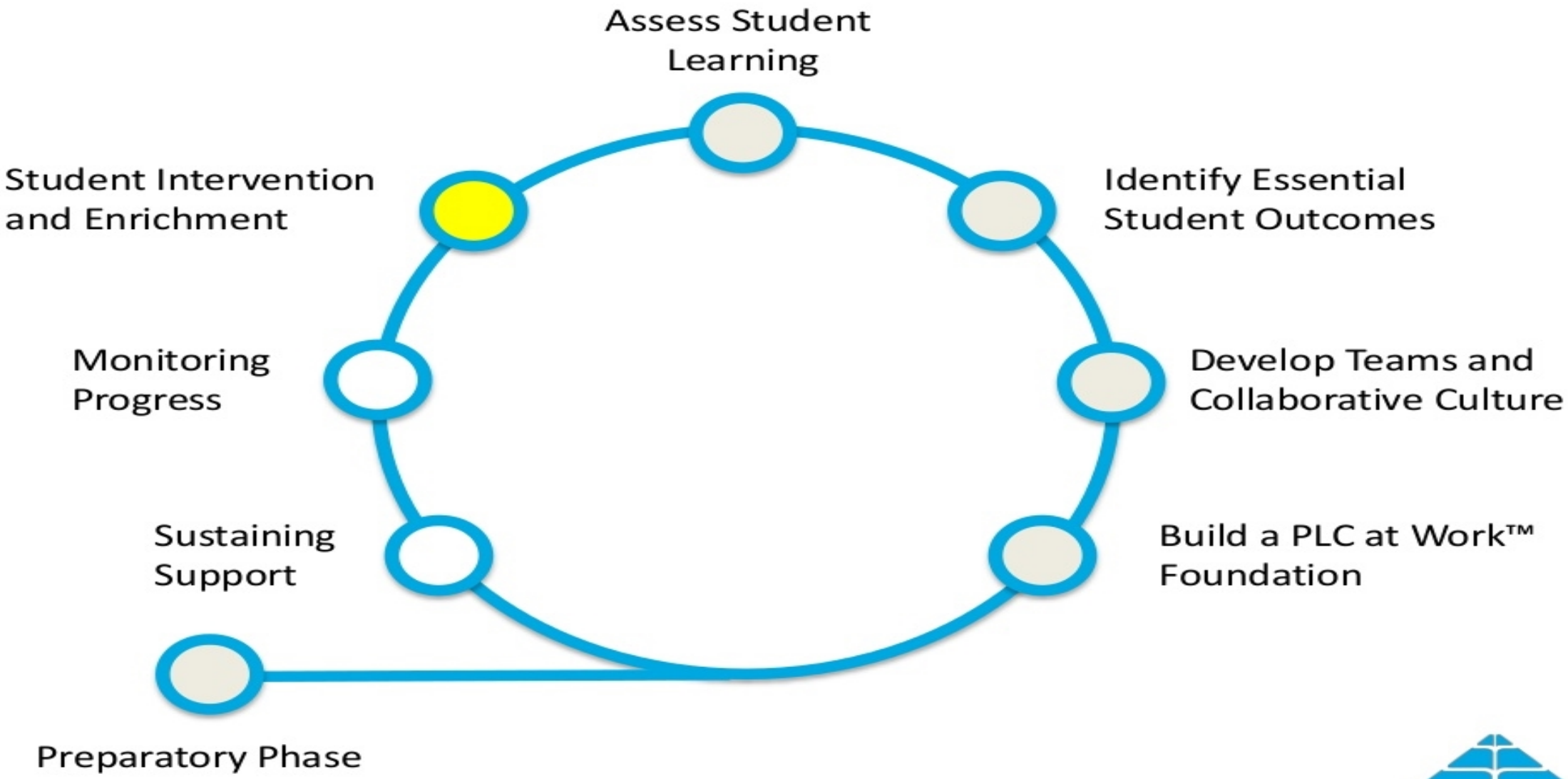
School-Wide Implementation of Professional Learning Communities- All teachers work in collaborative PLCs teams

PLCs consistently focus on the 4 essential questions and all teachers commit to providing interventions and extensions based on student data

Beginning a PLC Journey



Advancing the PLC Journey



Learning for All

"Response to intervention offers the best opportunity in the past 3 decades to ensure that every child, no matter how gifted or challenged, will be equally valued in an educational system where the progress of every child is monitored and individualized interventions with appropriate levels of intensity are provided to students as needed.

-East "Forward", in Jimerson, Burns, & VanDerHeyden, Handbook of Response to Intervention (2007)

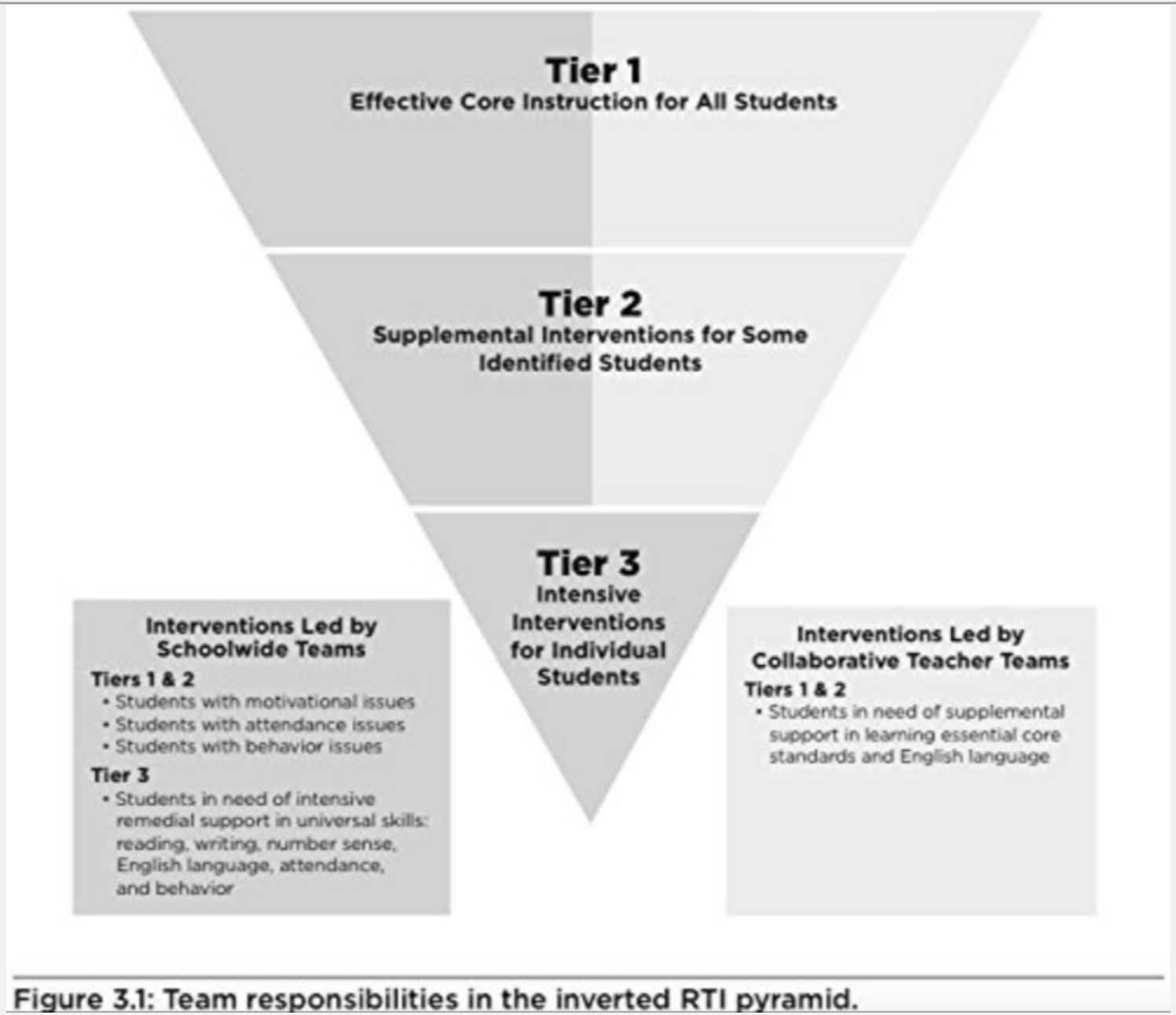


Figure 3.1: Team responsibilities in the inverted RTI pyramid.

Ensure Every Child Receives the Support They Need

Tier 2
Targeted Intervention

Doctor Visit

Tier 3
Intensive Intervention

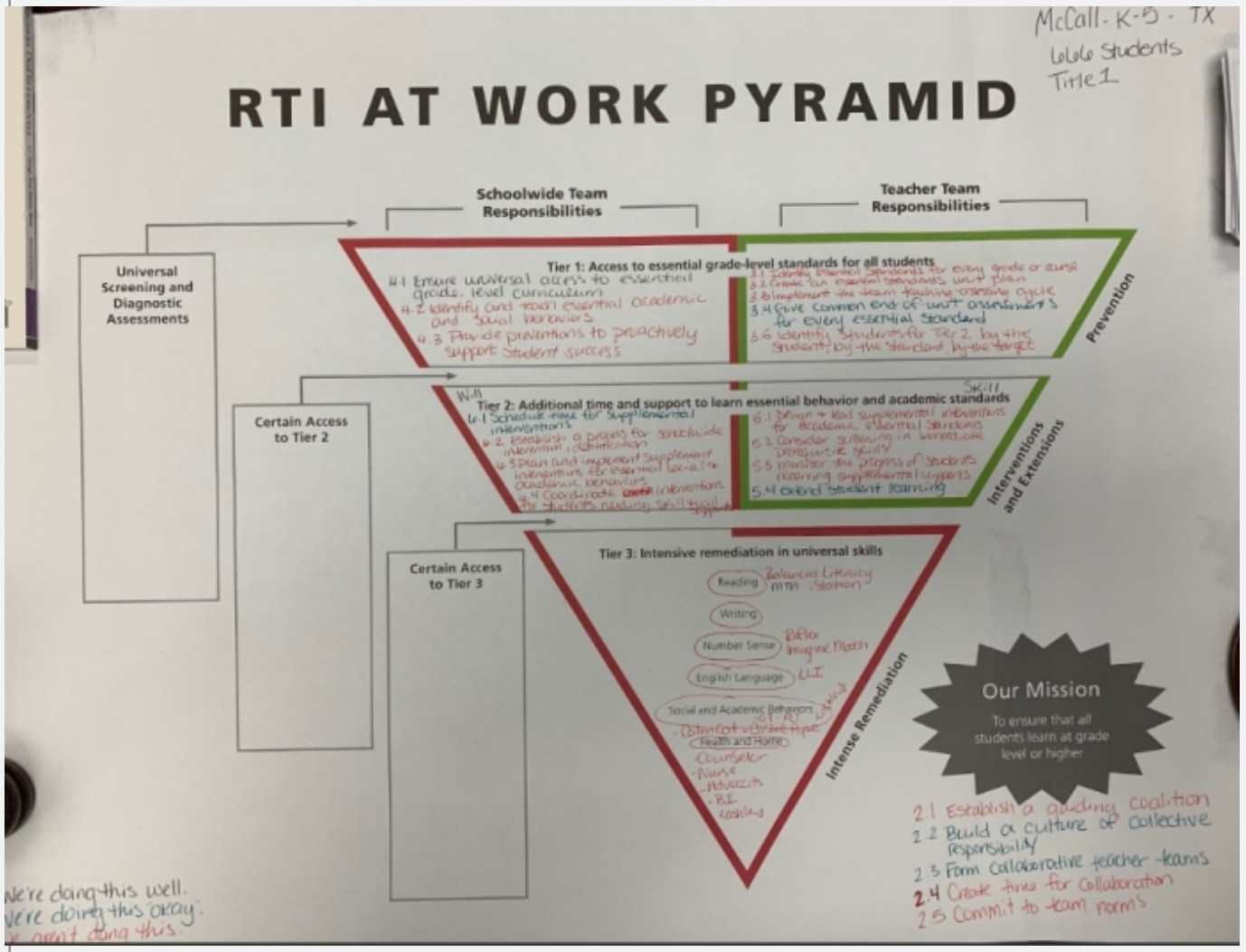
Hospital Visit

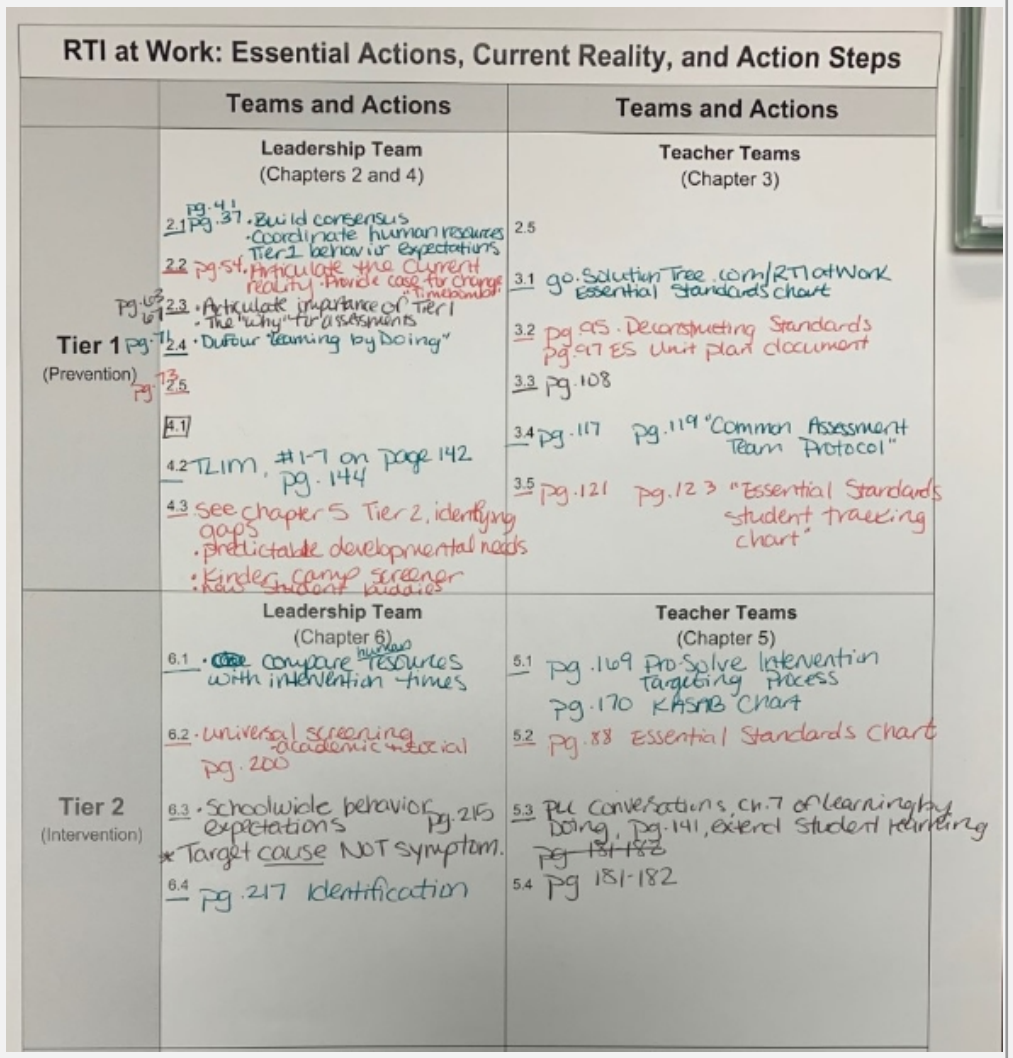
Relating Factor: Is like taking a child to

Our Goal:

To create a systematic process that ensures every child receives the additional time and support needed to learn at high levels

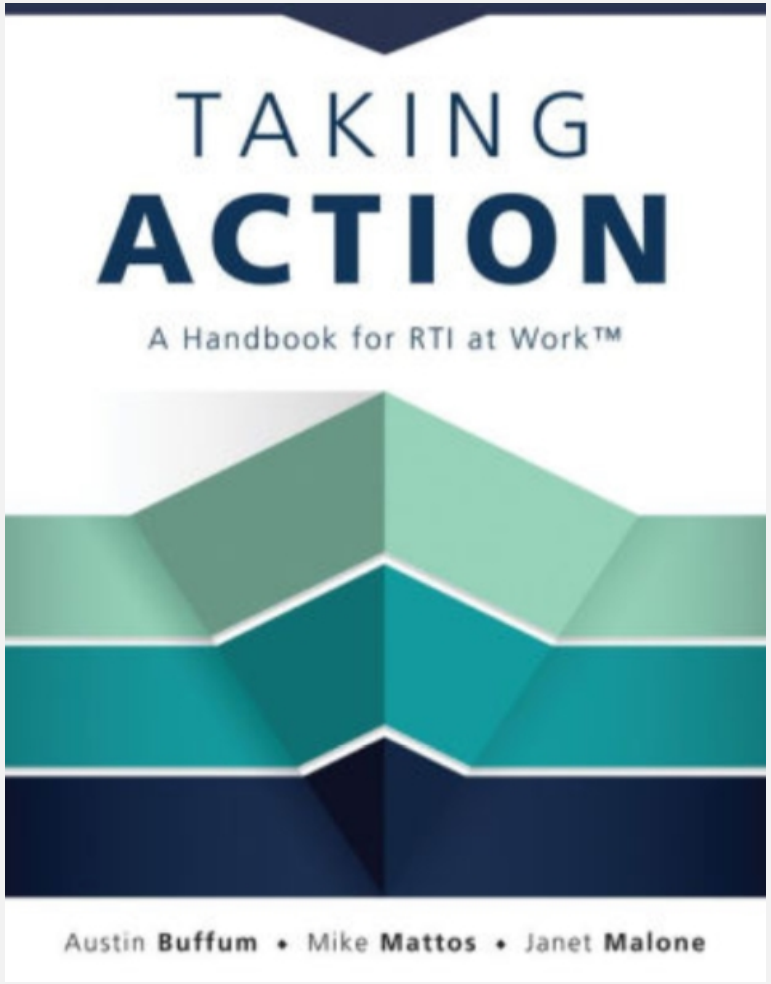
RTI at Work Institute, November 28-30





RTI at Work: Essential Actions, Current Reality, and Action Steps

	Teams and Actions	Teams and Actions
Tier 1 (Prevention)	**Leadership Team** (Chapters 2 and 4) 2.1 pg. 41 pg. 37 · Build consensus · Coordinate human resources Tier 1 behavior expectations 2.2 pg. 54 · Articulate the current reality · Provide case for change "Timebomb" pg. 63 67 2.3 · Articulate importance of Tier 1 · The "why" for assessments pg. 71 2.4 · DuFour "Learning by Doing" pg. 73 2.5 4.1 4.2 TLIM, #1-7 on page 142 pg. 144 4.3 see chapter 5 Tier 2, identifying gaps · predictable developmental needs · Kinder camp screener · new student buddies	**Teacher Teams** (Chapter 3) 2.5 3.1 go. Solution Tree.com/RTI at Work Essential Standards chart 3.2 pg. 95 · Deconstructing Standards pg. 97 ES Unit plan document 3.3 pg. 108 3.4 pg. 117 pg. 119 "Common Assessment Team Protocol" 3.5 pg. 121 pg. 123 "Essential Standards student tracking chart"
Tier 2 (Intervention)	**Leadership Team** (Chapter 6) 6.1 · compare human resources with intervention times 6.2 · universal screening · academic + social pg. 200 6.3 · Schoolwide behavior expectations pg. 215 * Target cause NOT symptom. 6.4 pg. 217 Identification	**Teacher Teams** (Chapter 5) 5.1 pg. 169 Pro-Solve Intervention Targeting Process pg. 170 KASAB Chart 5.2 pg. 88 Essential Standards Chart 5.3 PLC conversations, ch. 7 of Learning by Doing, pg. 141, extend student learning ~~pg 181-182~~ 5.4 pg 181-182


TAKING
ACTION
A Handbook for RTI at Work™
Austin Buffum • Mike Mattos • Janet Malone

Aledo ISD Instructional Focus
2018-2021

2018-2019
ACADEMIC RIGOR

Standards Driven Curriculum

Thinking Maps/ Fundamental Five

District Problem of Practice
(*student progress & critical writing*)

2019-2020
ACADEMIC RIGOR & RELEVANCE

Identification of Power Standards

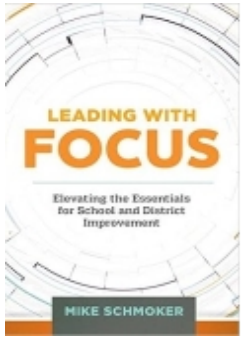
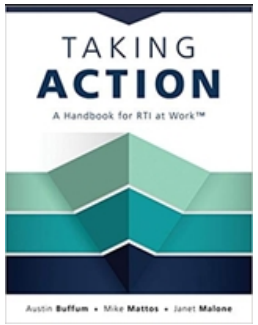
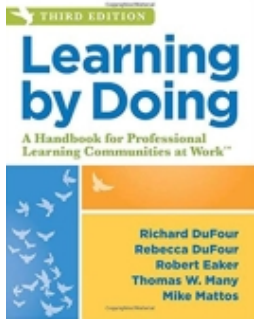
Thinking Maps/ Fundamental Five

District-wide PLCs

District Problem of Practice

2020-2021
INSTRUCTIONAL FOCUS ESTABLISHED

Fidelity with District Best Practices & Curriculum

High Functioning PLCs

District Problem of Practice &
Campus Problem of Practice