

AISD Instructional Focus

March 18, 2024



#AllinAledo

ALEDO ISD FOCUS DOCUMENT 2023-2024



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 91% of CTs by June

Collaborative Culture

Goal 92% of CTs by June

Focus on Results

Goal 87% of CTs by June

District Instructional Priorities

Reported Monthly

Lesson Frame

Goal 100% of classrooms by June

Critical Writing

Goal 100% of classrooms by June

FSGPT / Academic Discussion

Goal 100% of classrooms by June

Active Participation

Goal 100% of classrooms by June

Student-Driven Learning

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

Instructional Rounds Data

*District Aggregate Data Shared Each Semester

Progress Monitoring

Reported BOY, MOY, EOY

CIRCLE Progress Monitoring

PK Reading / Math Screener

mCLASS Texas

K-2 Reading Screener

IXL Math

K-2 Math Screener

MAP Growth

3-English II Reading Screener

3-Algebra I Math Screener



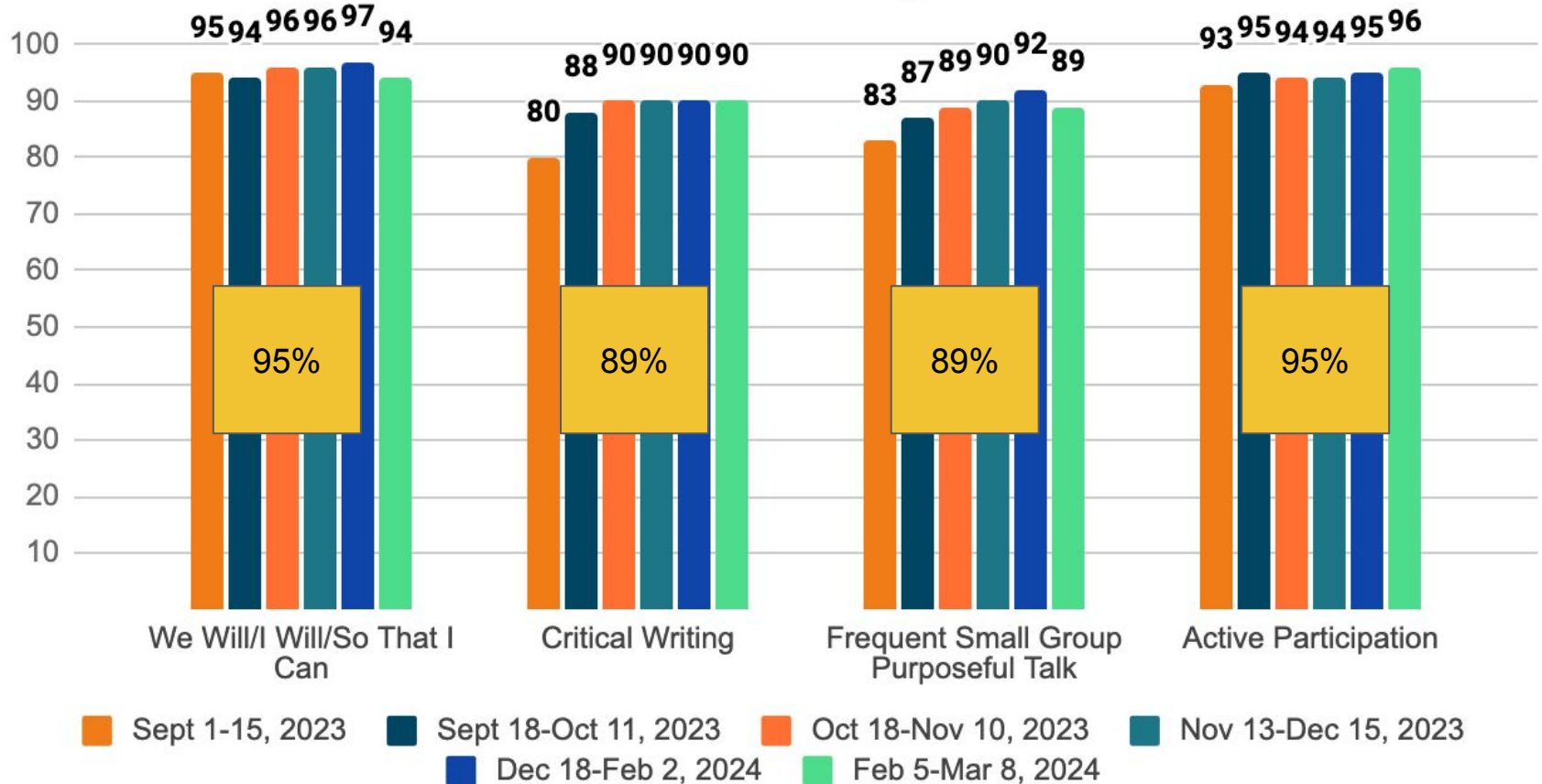
Aledo ISD

Instructional Focus Implementation

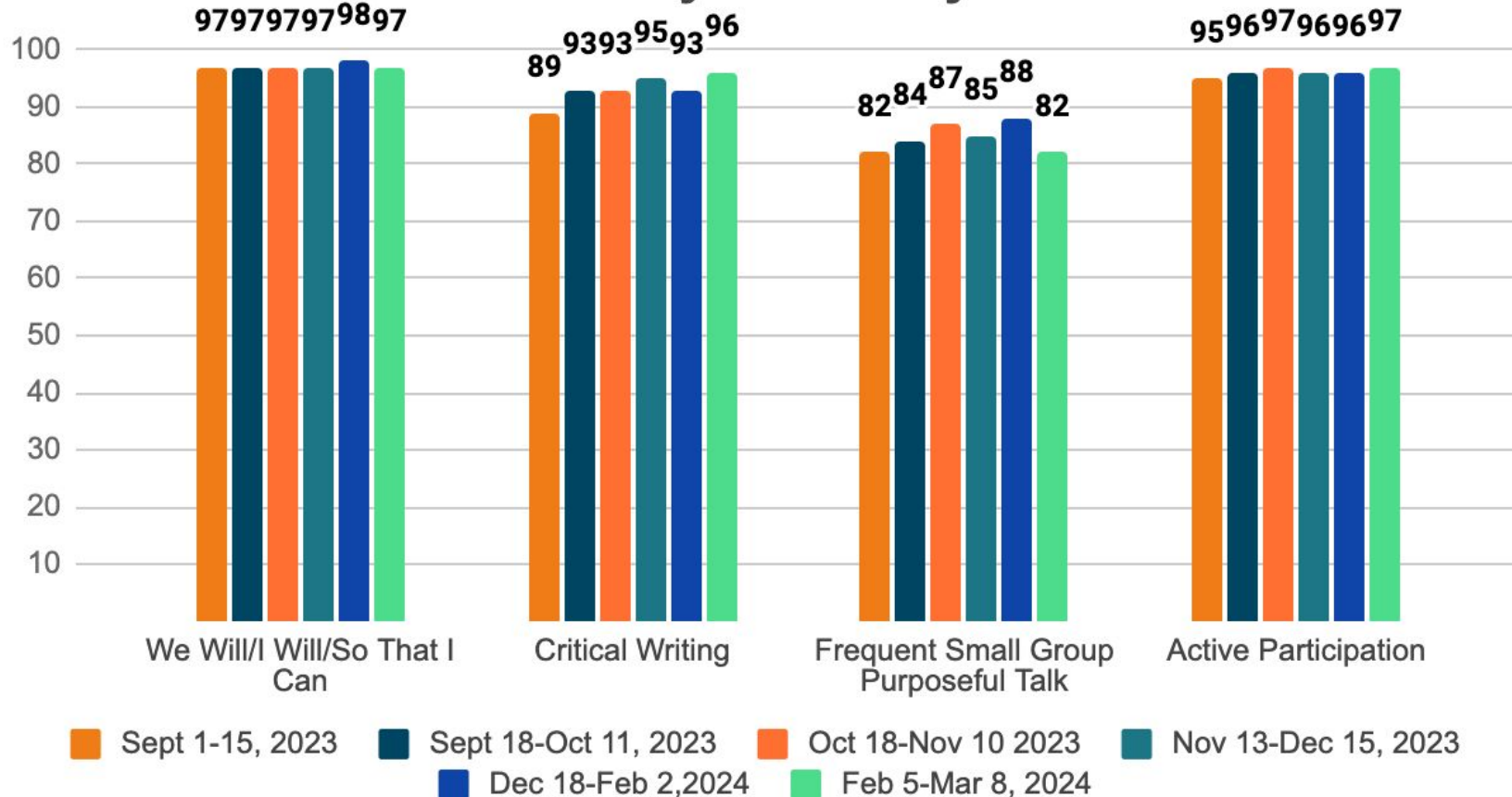
Reporting Period 6
February 5-March 8, 2024



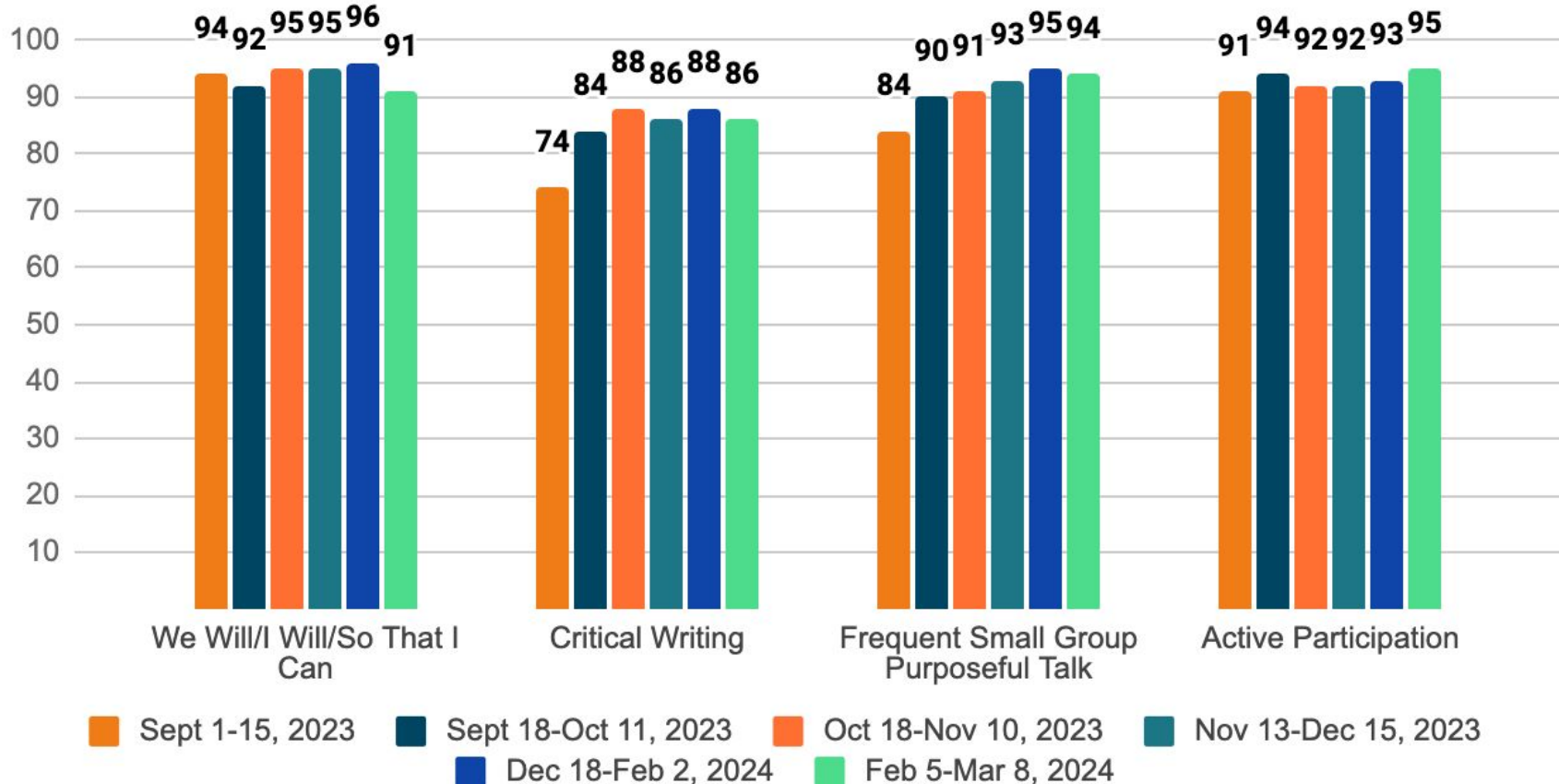
AISD Overall Growth by Look Fors



AISD Elementary Growth by Look Fors



AISD Secondary Growth by Look Fors



Implementation Measures of District Instructional Focus

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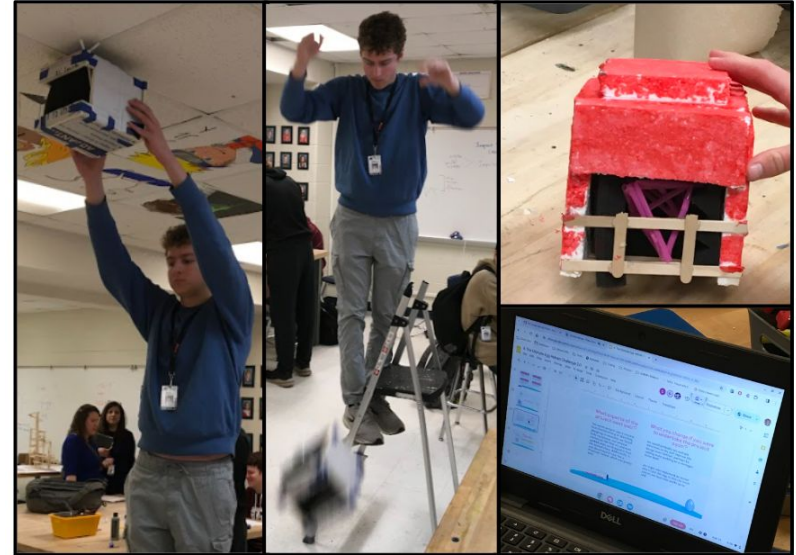
Student-Driven Learning

Annetta Elementary School 1st Grade RLA Team



The entire first-grade team collaboratively planned to implement the QSSSA (Question, Signal, Stem, Share, Assess) strategy. In this approach, each student was tasked with reflecting on a central message of a story and connecting it to their own life and experiences. The process involved students providing a visual signal to their class once they had an answer. They then used a sentence stem to structure their thoughts, shared with a partner, and subsequently shared with the entire class. This strategy aimed to explicitly establish connections between the text read and the students' own lives.

Aledo High School Engineering, Ariana Kay



Students in Ms. Kay's class were tasked to design a football helmet that would reduce impact force and possible chronic traumatic encephalopathy. To do this they collaborated in small groups to build a helmet that could protect a raw egg when dropped from the ceiling. Students measured the impact force using a sensor in the helmet and an app that displayed the results. Once they were successful in protecting their egg, they compiled their findings into a Google slide presentation that they presented to their peers.

Student-Driven Learning

McCall Elementary
3rd Grade Math, Crystal Mehrhoff



Students in Mrs. Mehrhoff's class are creating a Blooket for their peers to play. They are creating questions and answer choices on comparing fractions.

Aledo Middle School
7th Math, Jae Moore



Students in Ms. Moore's class are exploring the purpose and importance of surface area in a 3-Act-Math Task. Students compared LaCroix and Coca Cola, which have the same volume for 12 cans, but different shapes in their boxes. As a class students generated the question, which product uses more cardboard and worked collaboratively to answer the question.

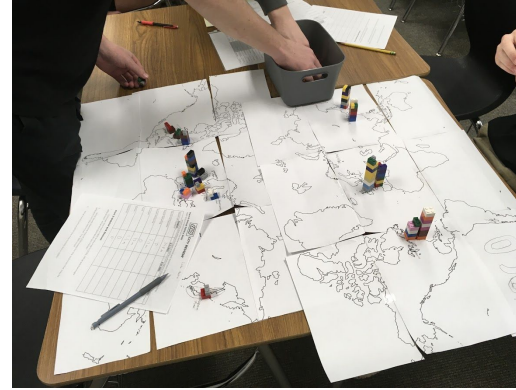
Student-Driven Learning

Stuard Elementary
4th Grade



Students from Stuard Elementary went to Austin, Texas. One of the places they visited was the Bob Bullock Museum. They got to see things like the actual remains of the French ship *La Belle*, part of the La Salle's attempt to establish a colony along the Texas coast and the 16 ft Goddess of Liberty atop the Texas Capitol and AT-6 airplane built as a WWII training aircraft. Here the students are in the jaws of a tyrannosaurus rex which is part of the new Shark Exhibition at the museum.

Daniel Ninth Grade
AP Human Geography, 9th, Jennifer Faulkner



Students were given a world map, a set of Lego bricks and population data about the world in the years 1900, 1960, and 2020. Groups of students had to use the data and Legos they were given to visually represent data. They had to explain the human geographic phenomena that were the causes for the change over time. They also had to make a prediction of what the population map would look like in the year 2050 and why.



Empowering Future Citizens:

Enhancing Literacy,
Geographic Insight, Fiscal
Responsibility, and Civic
Responsibility through Social
Studies K-12

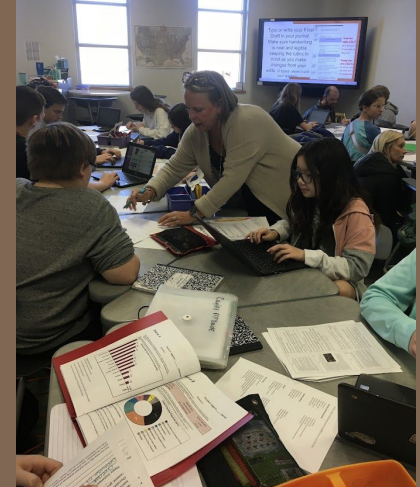
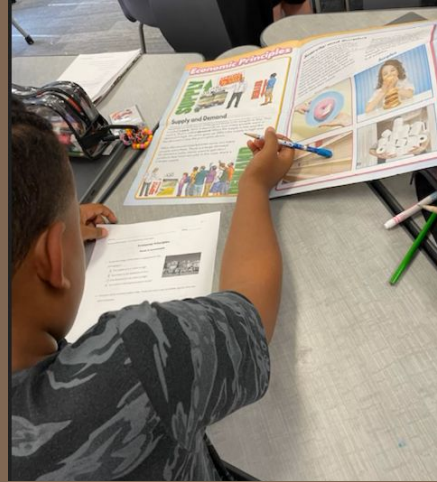
Supporting Literacy

Building Vocabulary

Alignment with RLA program in Grades 4 & 5

Reading Primary and Secondary Sources

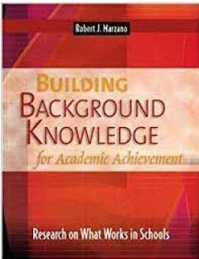
Evidence-Based Writing



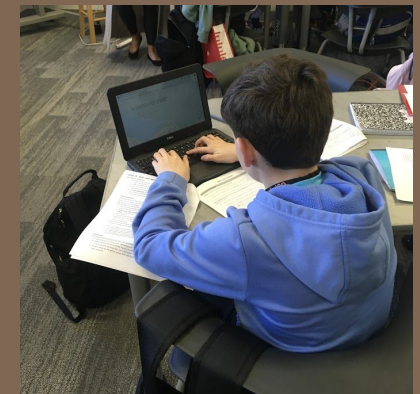
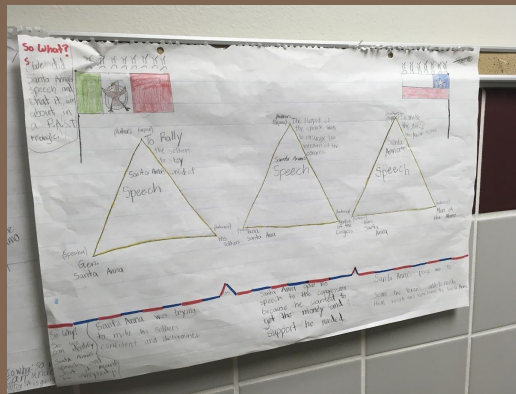
SOCIAL STUDIES TEXTS TEACH MORE ACADEMIC VOCABULARY THAN ANY OTHER SUBJECT



Subject Area	Level 1 (K-2)	Level 2 (3-5)	Level 3 (6-8)	Level 4 (9-12)	Totals	Percentage of Total
Mathematics	80	190	201	214	685	8.70%
Science	100	166	225	282	773	9.70%
English Language Arts	83	245	247	223	798	10.10%
*History	162	959	743	715	2579	32.60%
*Geography	89	212	258	300	859	10.80%
*Civics	45	145	210	213	613	7.70%
*Economics	29	68	89	155	341	4.30%
Health	60	68	75	77	280	3.50%
Physical Education	57	100	50	34	241	3%
The Arts	54	198	198	99	549	6.90%
Technology	23	47	56	79	205	2.60%
TOTALS	782	2398	2352	2391	7923	99.90%



Robert Marzano's research for Building Background Knowledge for Academic Achievement (2004) shows that approximately 55.4% of a student's academic vocabulary comes from the social studies.



Cross-curricular Passages

Effective teachers ...

... coherently **build students' background knowledge** and vocabulary in all subject areas.



The STAAR redesign ...

... **prioritizes cross-curricular RLA passages** that reference topics students have learned about in other classes.



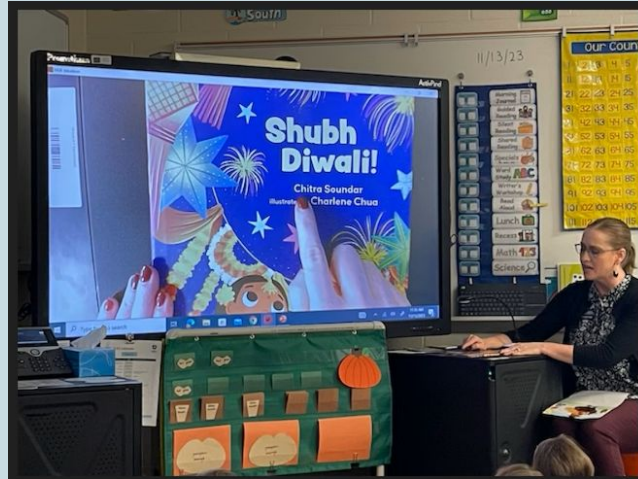
100% of reading passage on the RLA assessment will have content from social studies and science TEKS.

Focus on Geography

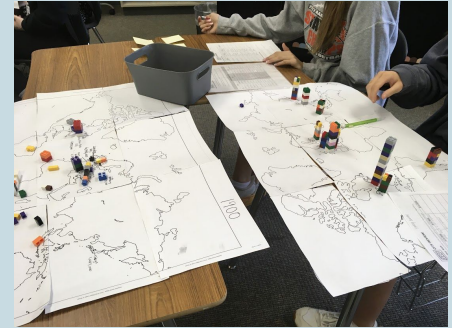
Where is it?



Where does the story take you?



How does it impact me?





A Focus on Personal Financial Literacy

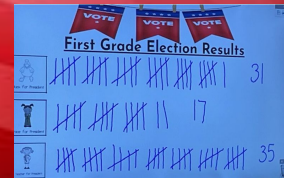
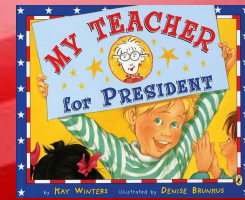
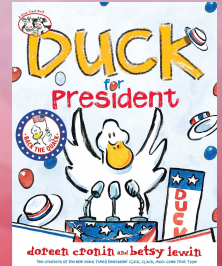
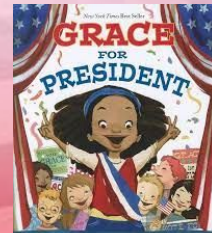
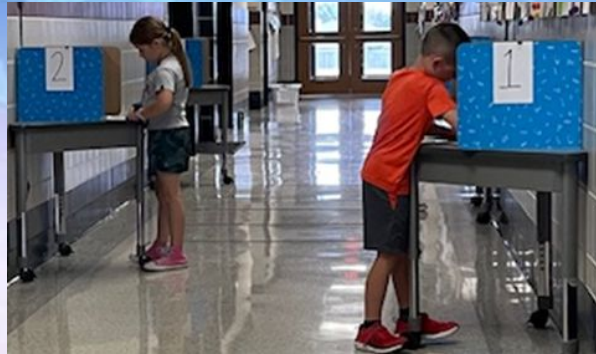


Federal Reserve
Bank of Dallas



The New Social Studies
Course for Texas:
Personal Financial
Literacy & Economics

American Citizenship



Patriotism



Video by Brian: Texans who have served in the armed forces of the United States.

What prompted you to join the military?

Chief Hospital Corpsman Pablo Hernandez (Fleet Marine Force Warfare/Aviation Warfare), USN



Video - 00:04

72841501323790

Allego title: Auxiliary staff, Lunchroom monitor K-5, Coser Biometry.

Tiffany McBride, SSGT, USAF



Video - 00:30

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I am a Nurse Practitioner teaching Principles of Health Science at the Highschool

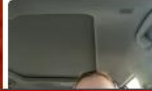
Jessica Cadis, Corporal USMC 2001-2006



Video - 00:45

Jessica Cadis, USMC
Special Education Instructional Facilitator

Michelle, USAF, Staff sergeant



What is your favorite part about being in the military?

Specialist Wes Cummins; US Army, TxANG, USMC.



Video - 00:39

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Police Corporal at Walsh Biometry.

Michelle Kamp, USAF, Staff Sargent

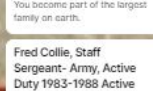


Video - 00:16

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Technology Department, software development

Chief Warrant Officer 3 Jason Seeley, U.S. Army



Video - 00:51

Special Education Instructional Facilitator

How do you stay brave and strong when you're away from your family?

Michelle Kamp, USAF, Staff Sergeant



Video - 00:14

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Technology department software development

Jessica Cadis, Corporal USMC 2001-2006



Video - 00:57

Jessica Cadis, Corporal USMC 2001-2006

Special Education Instructional Facilitator

Chief Warrant Officer 3 Jason Seeley, U.S. Army



Video - 00:37

You are brave and strong as a team and know you will never let your family fight alone. Soldiers don't fight for fame, they fight for the greater good, family and love.

What would you tell someone who is considering joining the military?

Tiffany McBride, SSGT, USAF

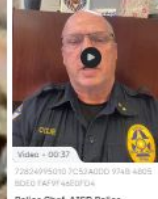


Video - 00:32

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I am a Nurse Practitioner teaching Principles of Health Science at the Highschool

Fred Collie, Staff Sergeant- Army, Active Duty 1983-1988 Active Reserve 1988-1991



Video - 00:37

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Police Chief, AISD Police Department

Jessica Cadis, Corporal USMC 2001-2006

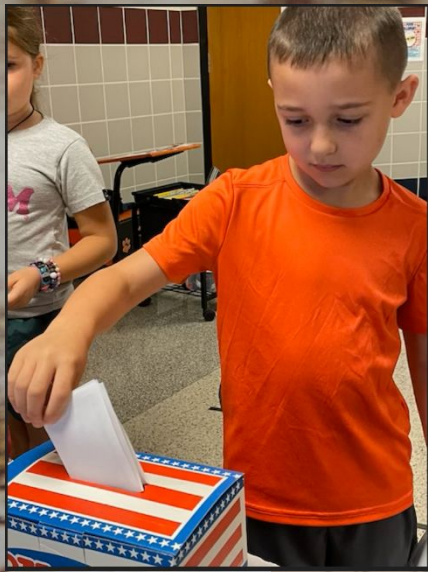


Video - 00:51

Special Education Instructional Facilitator

Specialist Wes Cummins; US Army, TxANG, USMC.

Add section



Thank you
for your
continued
support!

