AISD
Instructional Focus

October 21, 2025

#AllinAledo

AISD Featured Collaborative Team
Aledo High School
Spanish II

Gillian Walker

Diana Cifuentes

Efren Martinez

Mary Pope

ALEDO ISD FOCUS DOCUMENT
2025-2026

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 2025-26

PLC Goals
Reported Quarterly

Focus on Learning
Goal 92% of CTs by June

Collaborative Culture
Goal 96% of CTs by June

Focus on Results
Goal 91% of CTs by June

District Instructional Priorities
Reported Monthly

Lesson Frame
Goal 100% of classrooms by June

Critical Writing
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FSGPT / Academic Discussion
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Evidence of Clear Classroom Expectations / LEAD Matrix
Goal 95% 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

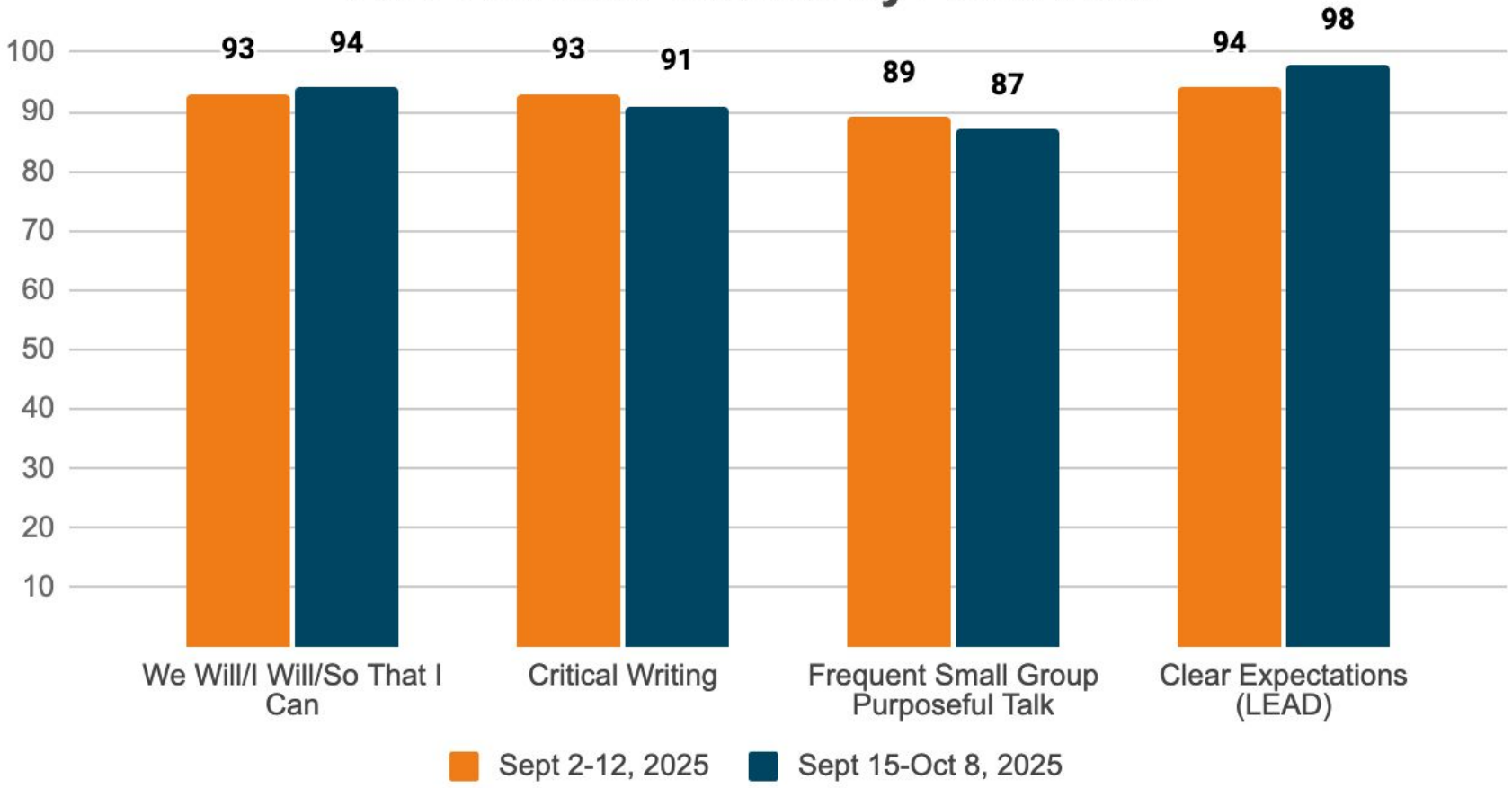
MAP Growth
3-8 Reading Screener
3-8 Math Screener

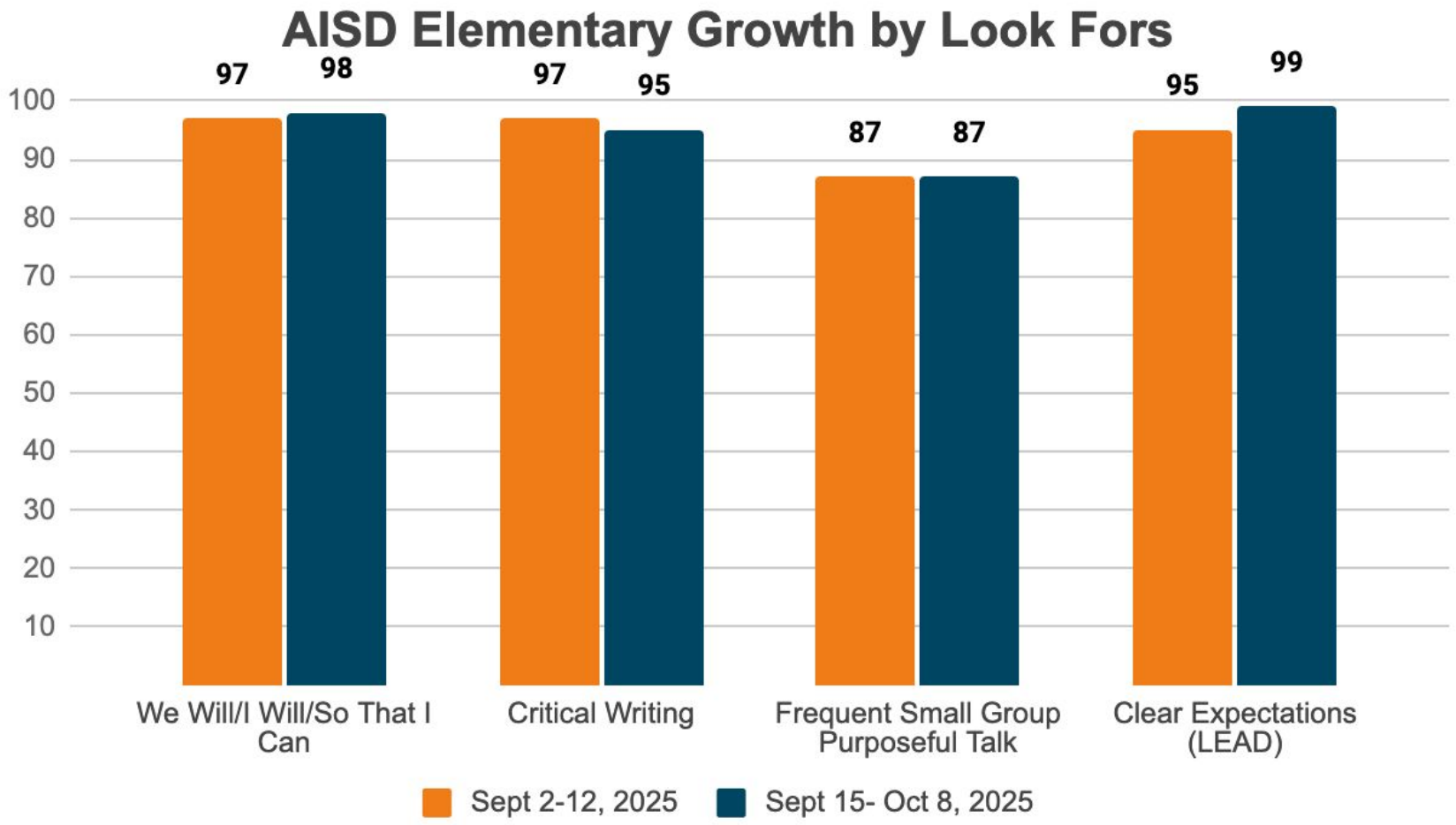
Aledo ISD

Instructional Focus Implementation

Reporting Period 2
September 15-October 8, 2025

AISD Overall Growth by Look Fors




AISD Elementary Growth by Look Fors
100
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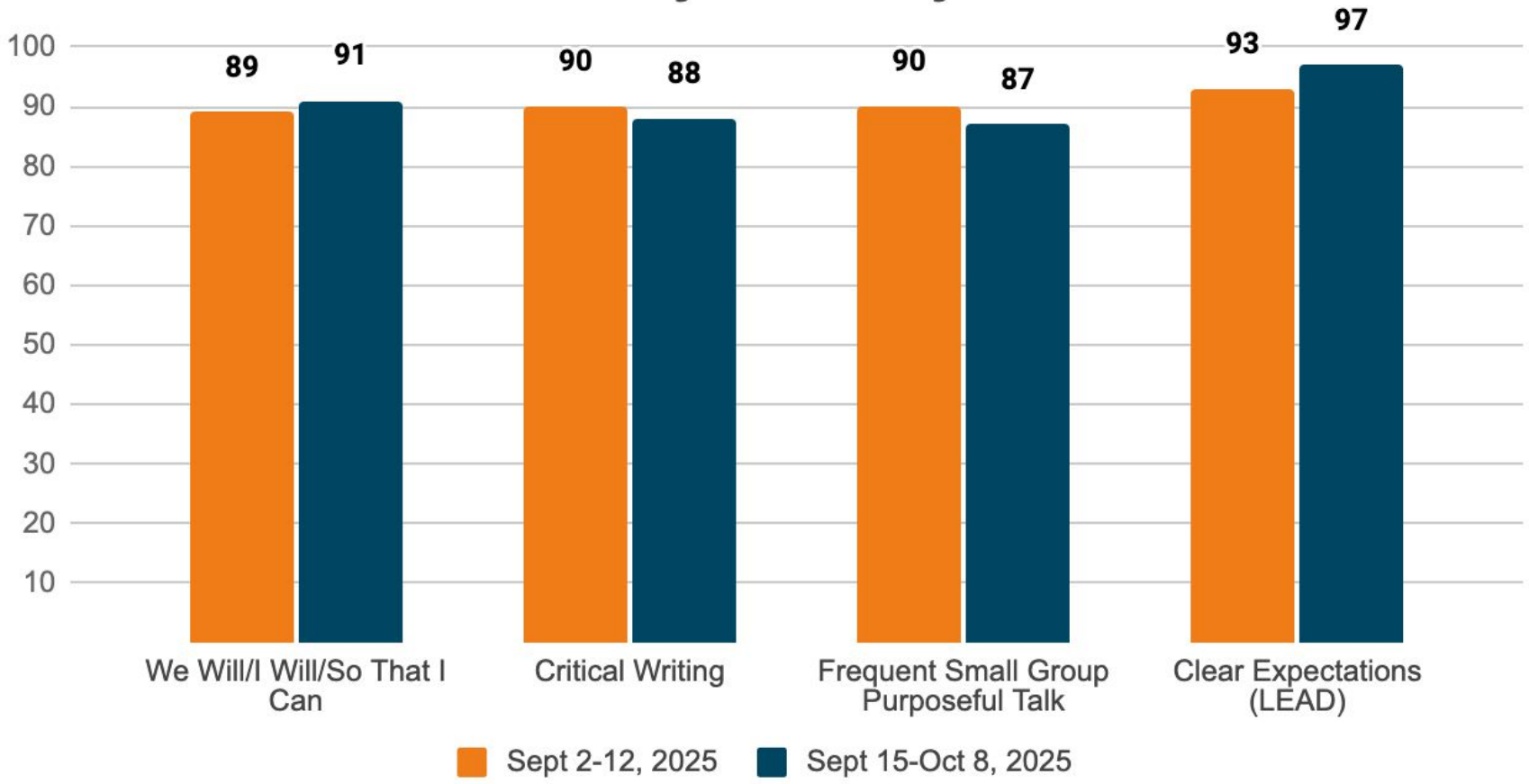
We Will/I Will/So That I Can
Critical Writing
Frequent Small Group Purposeful Talk
Clear Expectations (LEAD)
Sept 2-12, 2025
Sept 15- Oct 8, 2025

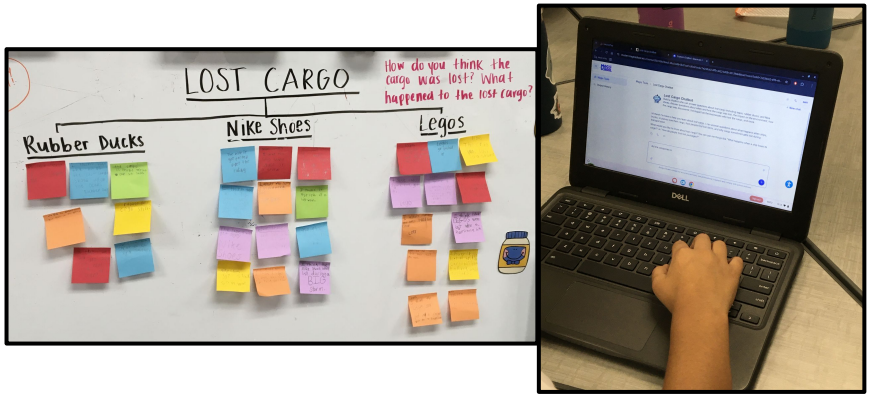
AISD Secondary Growth by Look Fors



Aledo High School
Nowlin, Walden, Willmer, Flores, Bunting
Forensics

AHS Forensics students stepped into the role of crime scene investigators as they searched an outdoor grid mapped out by their teachers. Armed with evidence markers and yardsticks, they worked in teams to practice real-world search patterns including spiral, grid, linear and zone. They scoured each section for hidden "evidence" (marbles). Every marble they recovered represented a vital clue and gave them hands-on experience with systematic searching just like professionals in the field.

Coder Elementary
Hannah Lynn
3rd Grade RLA/SS

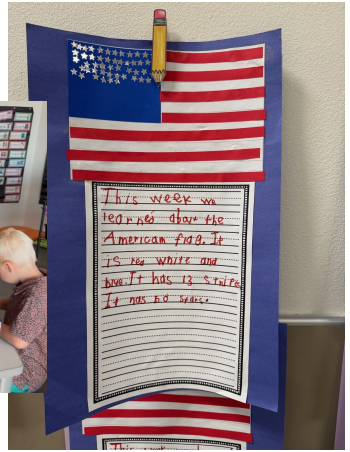


3rd graders got curious about lost cargo like rubber ducks, LEGOs, and Nike shoes by asking questions to an AI chatbot their teacher created in MagicSchool. This activity helped them develop high-level questions and build background knowledge before diving into reading *The Wild Robot* .

Walsh

Atkins, Barrett, Burnett, Hooper, DeSmit, Hoover

1st/RLA/SS



During Celebrate Freedom Week, these 1st grade students learned about our American Flag and what it stands for. They were also practicing writing a paragraph as part the social studies integration with RLA.

AMS

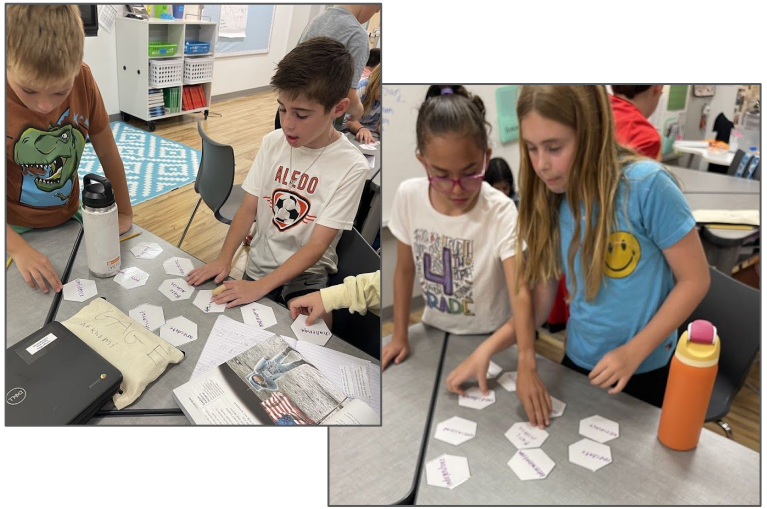
Gonzalez, Bailey, Moore, Dibble

8th Grade / US History

Students are learning about the Boston Massacre through an analysis of the "Crime Scene." Students had to interpret primary and secondary sources for clues and work together to come to their conclusions.

Annetta Elementary

Bach, Drew, & Holmes
4th Grade - RLA/SS



To begin their novel study of *Out of My Mind* , students participated in many pre-reading activities, including hexagonal thinking with vocabulary words from the book. Students worked together to discuss and make connections between the new terms.

Aledo Middle School

L. Jones & Simons
6th Grade RLA

Sixth graders worked in mixed ability writing groups to in response to their work on the BOY writing prompt, focused on paragraph construction. Students selected a topic and collaborated to draft an SPO, giving them hands-on practice in planning/organizing their writing.

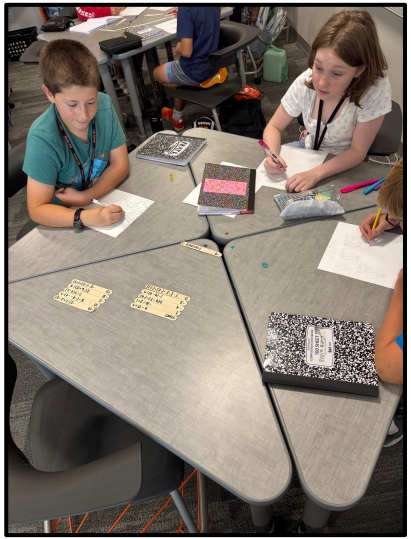
Stuard Elementary

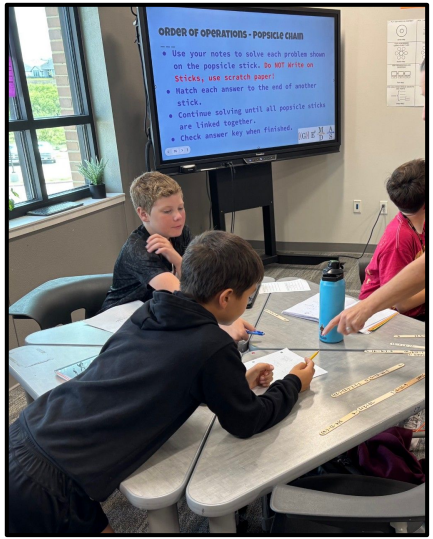
Jamie Littleton
Kindergarten Math

Students in Mrs. Littleton's Kindergarten class put on their detective hats to solve a number mystery! Working together, they used critical thinking and collaboration to figure out which three numbers and towers were missing from their 1–10 representation.

McAnally Middle School

Deborah Morrison & Tammy Schank
6th Grade Math



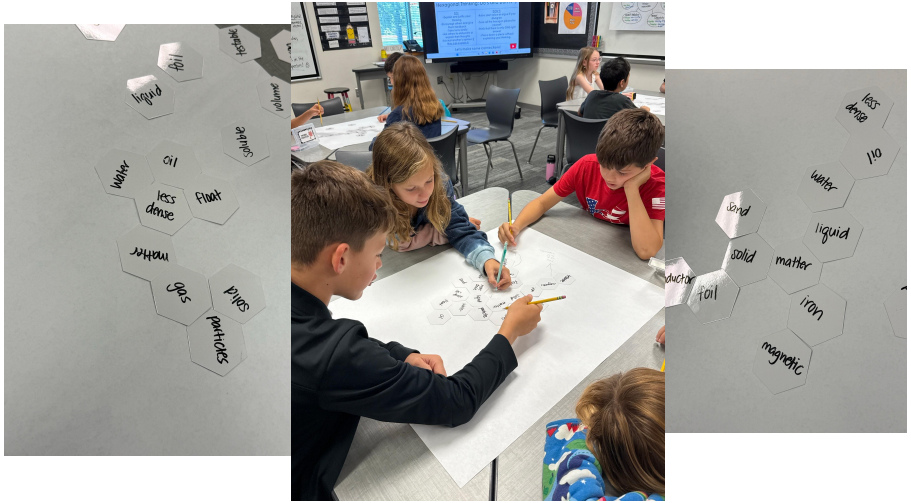


Students in Mrs. Morrison and Mrs. Schank's 6th grade class worked together to solve a popsicle chain challenge using their knowledge of integer operations and the order of operations. This new concept required strong communication, teamwork, and perseverance as they discussed strategies, checked each other's reasoning, and collaborated to find the correct solution.

McCall Elementary

Elizabeth Garcia

5th Grade / Science



Students are learning about forces, making connections with content to the real world through hexagonal thinking.

Aledo HS

Morgan Wilmer

10th-11th/Forensics

Students learning about Locard's Principle - comparing results back to real world scenarios of trace evidence collected in a variety of settings, having to justify their conclusions.

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Being a professional learning community is a "never-ending process in which educators commit to working together to ensure higher levels of learning for every student."

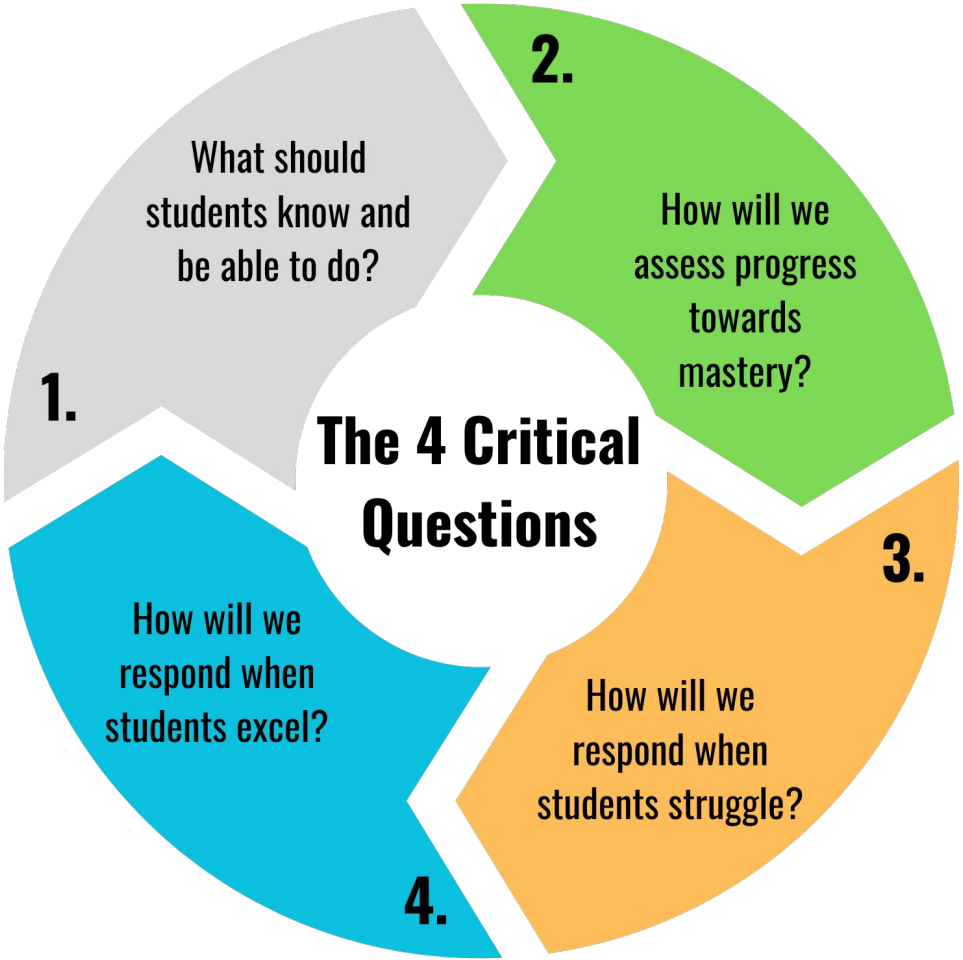
-Mattos, DuFour, Eaker & Many
Concise Answers to FAQ About PLCs at Work (2026) p.5

The 3 Big Ideas

A Focus on Learning

A Collaborative Culture

A Results Orientation



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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

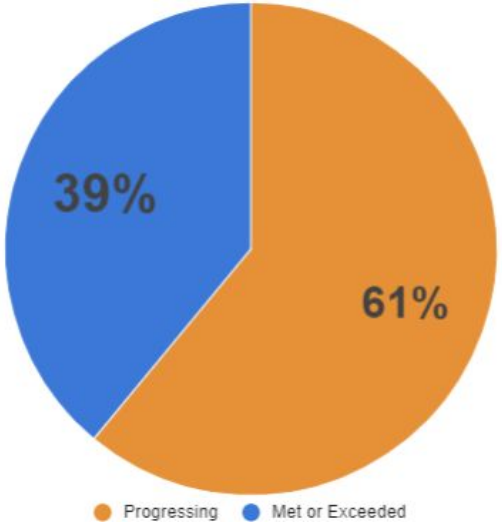
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle 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.

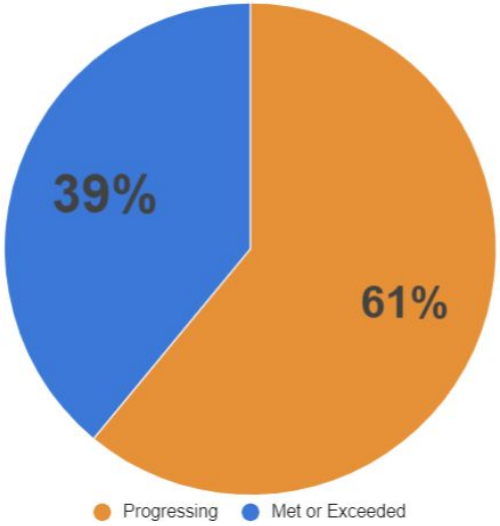
Focus on Learning

Goal: 92% Meet or Exceed

1st Grading Cycle 2023-2024



1st Grading Cycle 2024-2025



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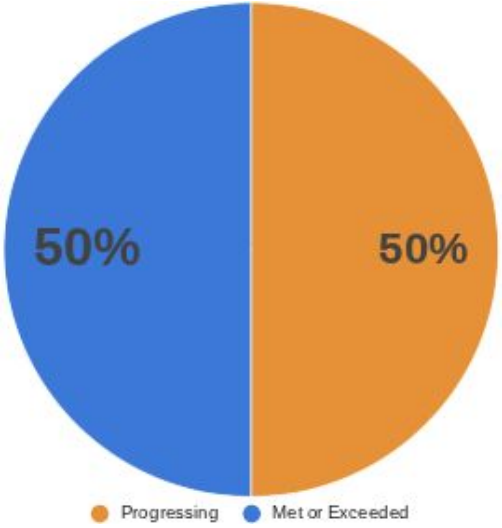


Focus on Learning

2025-2026
OVERVIEW OF ESSENTIAL STANDARDS

GRADE: 5th Grade	**SUBJECT:** Math
TEAM MEMBERS: Tonya Hardin, Brandy Arnold, and Courtney Upp	

Essential Standard:	TEKS Language:	Grading Cycle: (according to YAG)
5.2 (B)	Compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or, =	1st 9 weeks
5.3 (E)	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understanding, properties of operations, and the relationship to the multiplication of whole numbers	1st 9 weeks
5.3 (K)	add and subtract positive rational numbers fluently	1st, 2nd, 3rd 9 weeks
5.3 (G)	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm	2nd 9 weeks
5.4 (F)	Simplify numerical expressions that do not involve exponents, including up to two levels of grouping	3rd 9 weeks
5.3 (L)	divide whole numbers by unit fractions and unit fractions by whole numbers	3rd 9 week
5.8 (C)	Graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table	4th 9 weeks
5.4 (H)	Represent and solve problems related to perimeter and/or area and related to volume	4th 9 weeks

Let's Thoughtfully Plan for the Essentials!

Use this time to carefully examine each item on the Essential Standards Breakdown for the 1st grading cycle. The goal is to go beyond simply "filling it out" — let's dig deep and be intentional.

Discussion Points:

- How will we effectively teach this standard?
  - What does successful instruction and student understanding look like?
  - What will **reteaching** look like if students don't grasp it the first time?
  - What will **extension** activities look like for students who are ready to go deeper?
- What manipulatives will support learning, and how will we incorporate them? *(Whiteboards, base-ten blocks, algebra tiles, etc.)*
  - Do we need support or training on using any of these tools?
- What misunderstandings are students likely to have with this standard, and how can we intentionally bring those to light and talk through them?

Aledo ISD Essential Standards Breakdown

What Is It We Expect Students to Learn?

Grade: 5th	Subject: Math	Grading Cycle: **1st - 3rd**	Team Members: 5th Grade Math Team

Description of Standard: What is the essential standard to be learned? 5.3K - add and subtract positive rational numbers fluently.

When Taught? / Time Frame	Prerequisite Skills	Vocabulary	Common Summative Assessment
When will this standard be taught? How many days are needed to teach this standard?	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	What vocabulary needs to be introduced or reinforced with this standard?	What assessment(s) will be used to measure student mastery? What does proficient work look like?
Topic 2 - Add/Subtract Whole Numners and Decimals; 7 days	4.4 (A) add and subtract whole numbers and decimals to the hundredths place value using the standard algorithm 3.4 (C) determine the value of a collection of coins and bills 2.5 (A) determine the value of a collection of coins up to one dollar	Sum Difference Estimate Equation Expression Strip Diagram Inverse Operations	Topic 2 Test

Extension Activities	Alternative Ways to Teach / Interventions	Accommodations	Manipulatives
What will we do when students have already learned this standard? What can we do to deepen their understanding of the concept?	How can we reengage students who have not yet mastered the standard?	What accommodations and scaffolds can we include to support students' needs?	Which math manipulatives can support hands-on learning of this standard?
Creating Budgets and Shopping Lists	Go back to whole numbers with no-regrouping	Without re-grouping or using only whole numbers; Using money	Lined Grid Paper; Place Value Blocks

Additional Information:

Simplifying Response to Intervention @2012 Solution Tree Press - SolutionTree.com

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

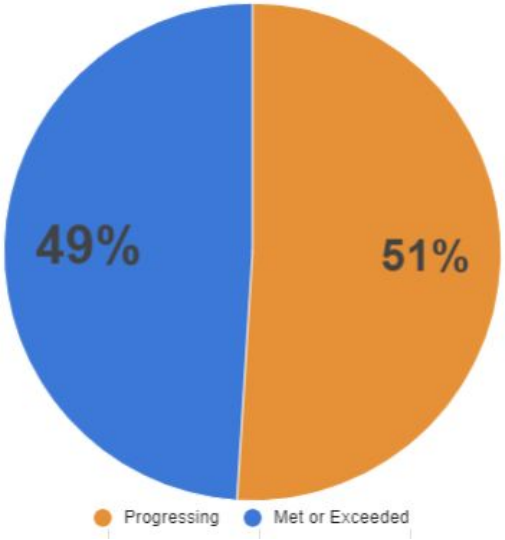
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

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.

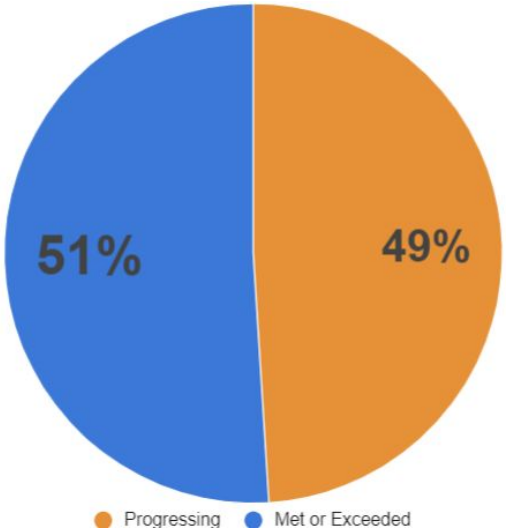
A Collaborative Culture and Collective Responsibility

Goal: 96% Meet or Exceed

1st Grading Cycle 2023-2024



1st Grading Cycle 2024-2025



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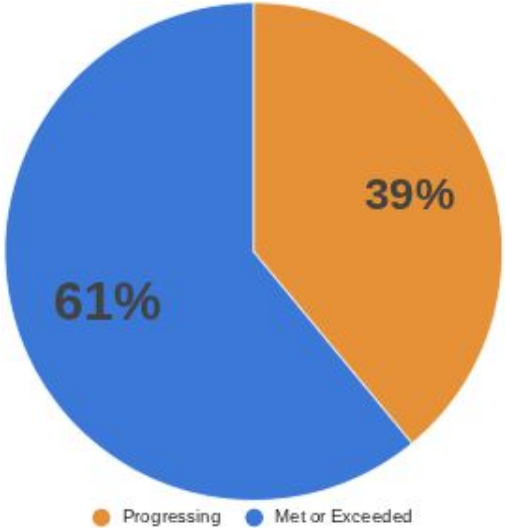

Focus on Collaborative Culture

Collaborative Team Agenda

Date: 09/23/25
Collaborative Team: Forensic Science

Attendees: Elaina Walden, Taylor Willmer, Phil Nowlin, John Flores, Noah Bunting

4 Critical Questions:

- ❑ What do we want students to learn?
- ❑ How will we know if they learned it?
- ❑ How will we respond when some students don't learn it?
- ❑ How will we respond when some students already know it?

Norms

- Be on time
- Manage personal devices
- Be attentive
- Be prepared

Smart Goals

By the end of the school year, the team will achieve at least 95% Approaches, 75% Meets, and 45% Masters on common assessments. To monitor progress, the team will create a Common Assessment (CA) in Eduphoria every 9 weeks, analyze the results, and use the data to identify strengths, address gaps, and adjust instruction for the next cycle.

Complete Before Meeting

- Feedback: Positive/Room for Improvement
  Flores- Students loved the puzzle activity
- Bring any questions about next week's lesson plans
- Import updated 2.3 skill check (Canvas) (removed repeat question)

During Meeting

- Confirm Grades (6 Formative; 2 Summative)
- Teacher Flex Schedules
- Grading guidelines for Unit 2 binder check
- Schedule Update
- Google Assignment - Physical Evidence Collection WebQuest (Delete Biological WebQuest) [links]
- Unit 3 Planning (Calendar-Willmer/Noah) (Canvas-Create your own)

Action Steps/Items

- Prep for Search Pattern Lab Wednesday after school (Willmer, Flores, Nowlin)
- Unit 2 Exam in Eduphoria (Willmer/Walden)
- Unit 2 Review Game
- 10/8 Free Choice Lesson (Source your own)
- 10/31 Halloween Lesson: Willmer (Belle or Snow White), Walden (Mulan), Bunting (Chem Team), Nowlin (Aladdin), Flores (Scar/Lion King)
- Unit 2 Binder Grading: Who killed Clara?; BTK; Seven 7s; Puzzle Activity (25pts each)
- Flex Tagging! Hallway schedule updated.

Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
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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

Goal: 91% Meet or Exceed

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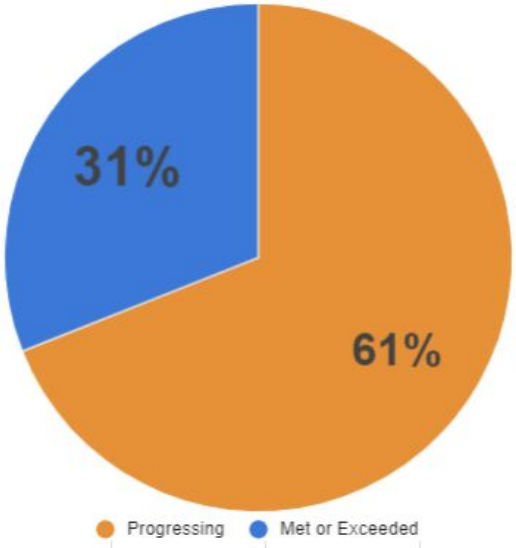

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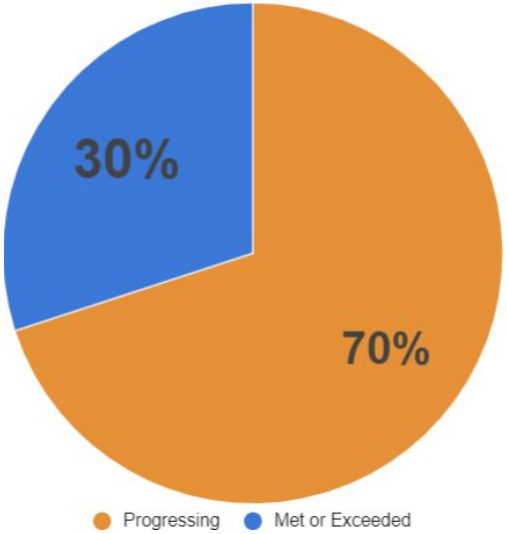
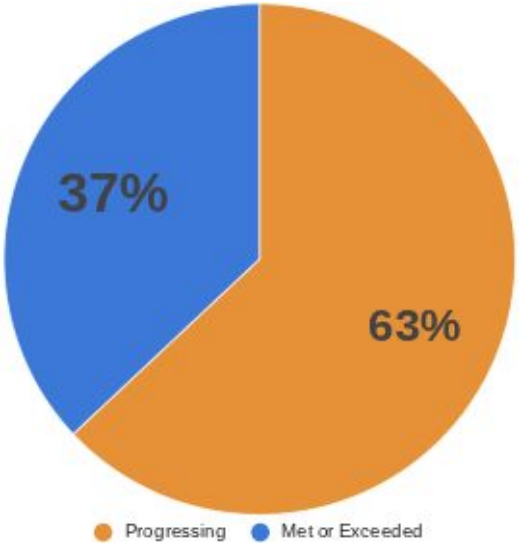


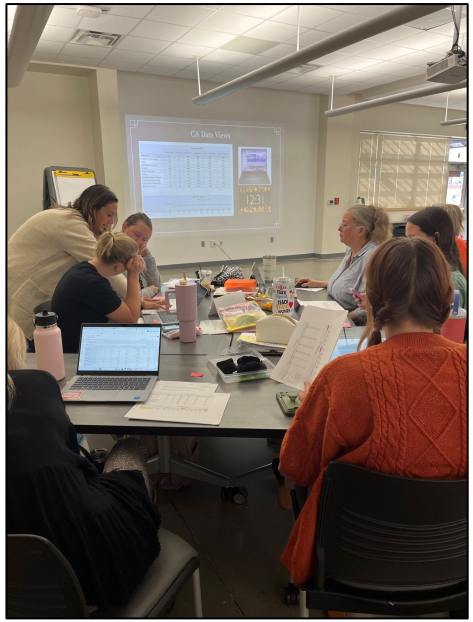
1st Grading Cycle 2025-2026



Focus on Results

Focus on Results
TEAM NAME | SMART Goal

Team Members	
Hannah Evans-Jackson Thomas Mistler Douglas Wheeler	
Campus	**Areas of Growth**
Aledo High School	From Last Year's STAAR test. • 8.9.B (41.26%): analyze how the use of text structure contributes to the author's purpose; • 8.8.D.ii (42.99%): features such as footnotes, endnotes, and citations; and • 8.6.D (47.63%): paraphrase and summarize texts in ways that maintain meaning and logical order; • 8.10.D.vi (48.90%): punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and • 8.9.E (50.71%): identify and analyze the use of literary devices, including multiple points of view and irony; • 8.8.C (54.80%): analyze how playwrights develop dramatic action through the use of acts and scenes; • 8.8.D.i (58.74%): the controlling idea or thesis with supporting evidence; --- From Last Year's 2024 Q1 DCA • 9.8F-analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; ○ 62% accuracy on a standard multiple-choice question. 34% and 45% on multi-part questions.
Current Reality	
Last year's 8th-Grade OL data: Approaches (88%), Meets, (59%), and Masters (25%)	
S.M.A.R.T. Goal	
On this year's 9th-grade RLA STAAR test, the OL population will achieve the following results: Approaches (93%), Meets, (64%), and Masters (30%)	
Short Term Goal(s)	**Action Step(s)**
Cycle 1- • **Reading:** By the first quarter DCA in 2025, the cohort will increase accuracy by 10% on questions aligned to standard 9.8(F). • **Writing:** By the first quarter DCA in 2025, the cohort will increase by 10% the number of "2" scores on the SCRS (68% of Gen Ed will score a 2	Cycle 1- • **Reading:** Develop table-style and other alternate-style CFAs that prepare kids for multi-part questions. • **Reading:** Develop table-style and other alternate-style CFAs that prepare kids for multi-part questions.



ENSURING *high levels of learning* FOR ALL STUDENTS.

ALEDO ISD MISSION STATEMENT

Implementation Measures of District Instructional Focus 2025-26

PLC Goals
Reported Quarterly

Focus on Learning
Goal 92% of CTs by June

Collaborative Culture
Goal 96% of CTs by June

Focus on Results
Goal 91% 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

Evidence of Clear Classroom Expectations / LEAD Matrix
Goal 95% 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

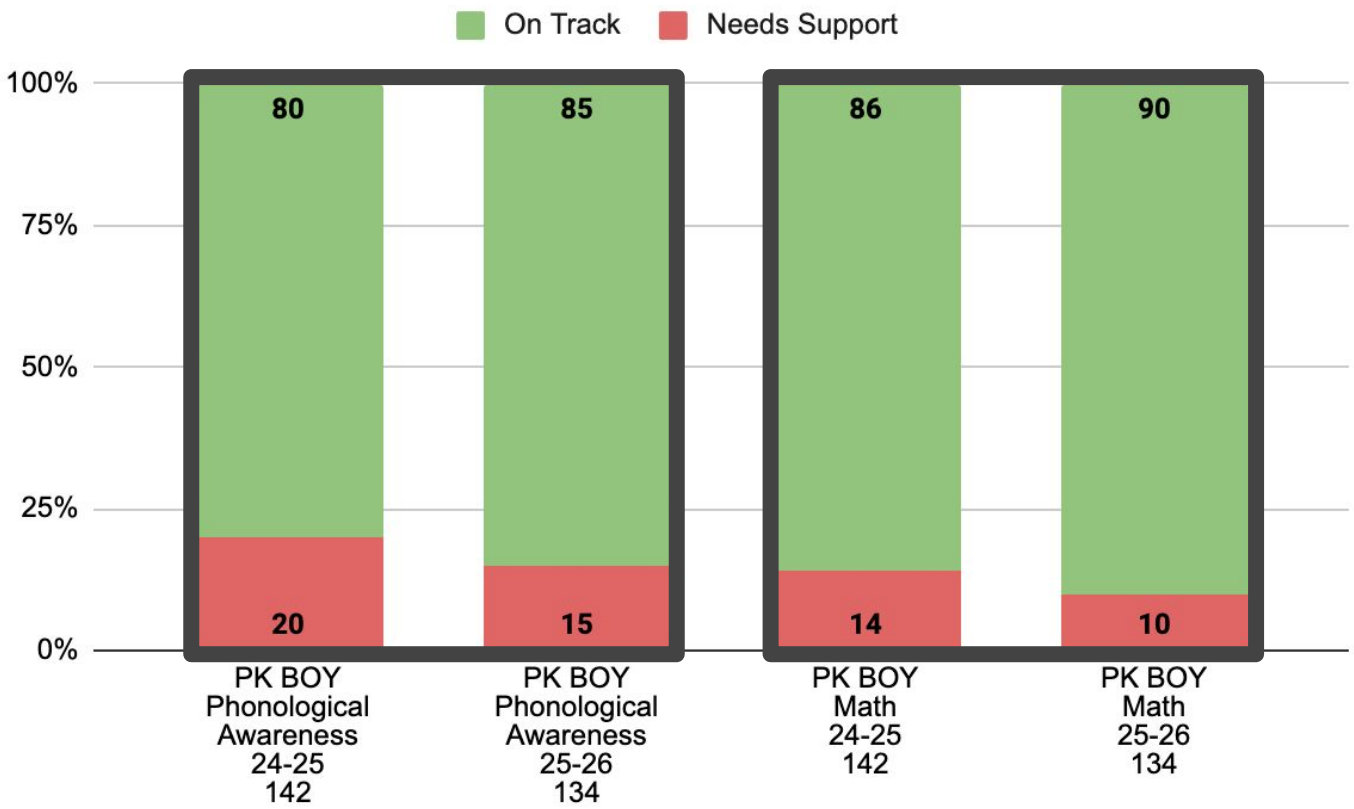
MAP Growth
3-8 Reading Screener
3-8 Math Screener

Aledo ISD BOY Screener Data

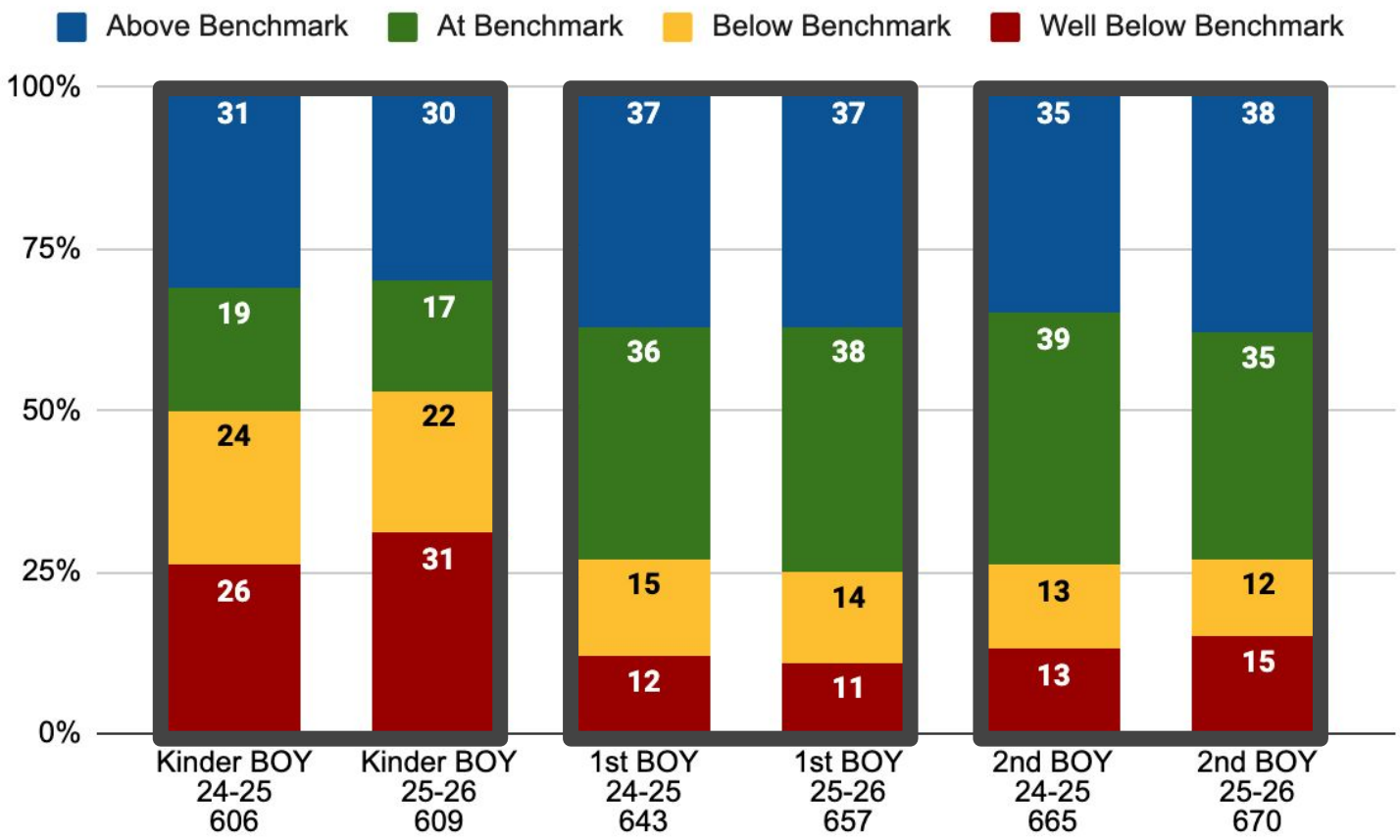
2025-2026

Ensuring high levels of learning for all students

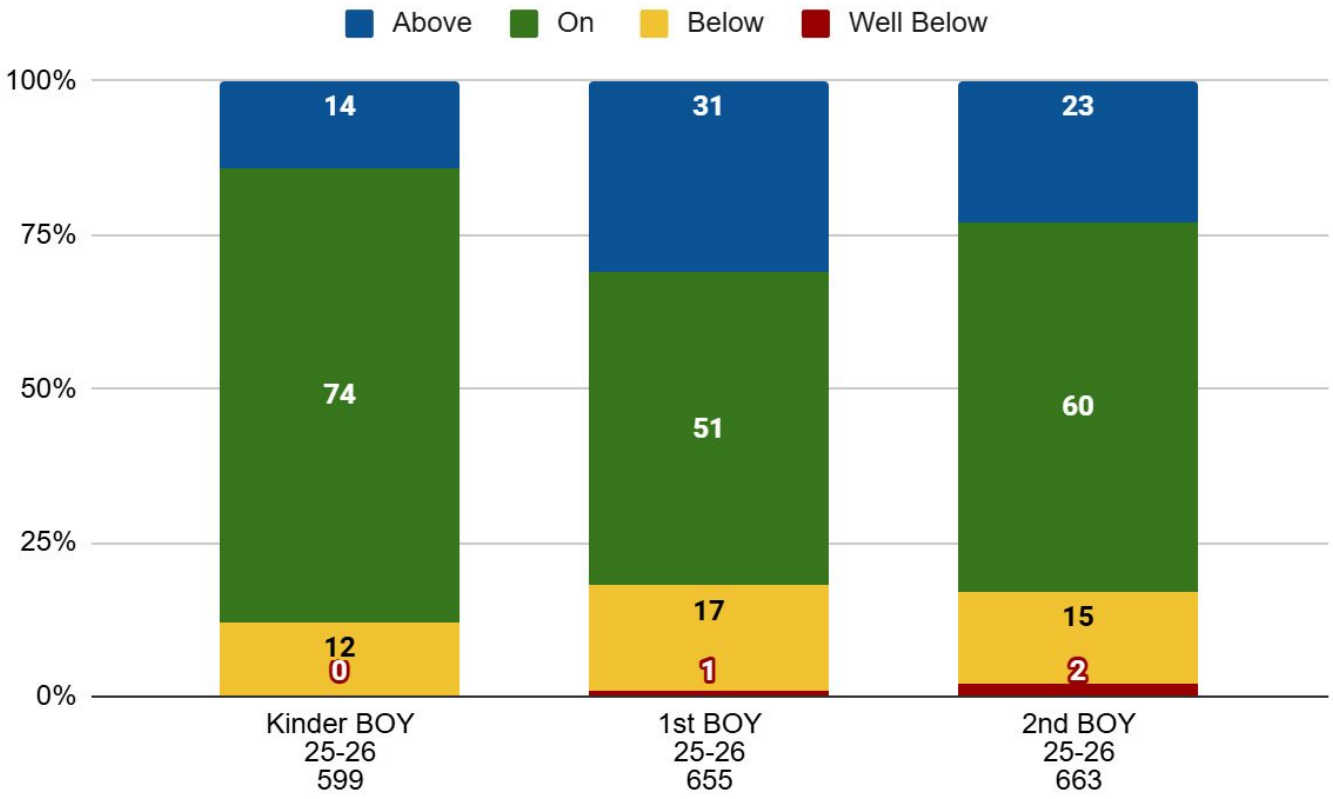
CIRCLE Progress Monitoring: PreK



mCLASS Texas Reading: K-2



IXL Math Diagnostic: K-2



MAP BOY Baseline Data: Reading

MAP Reading: 3-8 Grade

Total Students Tested 3,994

- Above Average
  - 68% (2,709 students)
- Average
  - 19% (765 students)
- Below Average
  - 13% (520 students)
    - Below Average 353 students
    - Well Below Average 167 students

Grade Level Breakdown

Number of students below or well below average:
Total Number=520

- 3rd-103 students
- 4th-81 students
- 5th-70 students
- 6th-67 students
- 7th-100 students
- 8th-99 students

MAP BOY Baseline Data: Math

MAP Math: 3-8 Grade

Total Students Tested 3,681

- Above Average
  - 68% (2,520 students)
- Average
  - 19% (694 students)
- Below Average
  - 13% (467 students)
    - Below Average 336 students
    - Well Below Average 131 students

Grade Level Breakdown

Number of students below or well below average:
Total Number=467

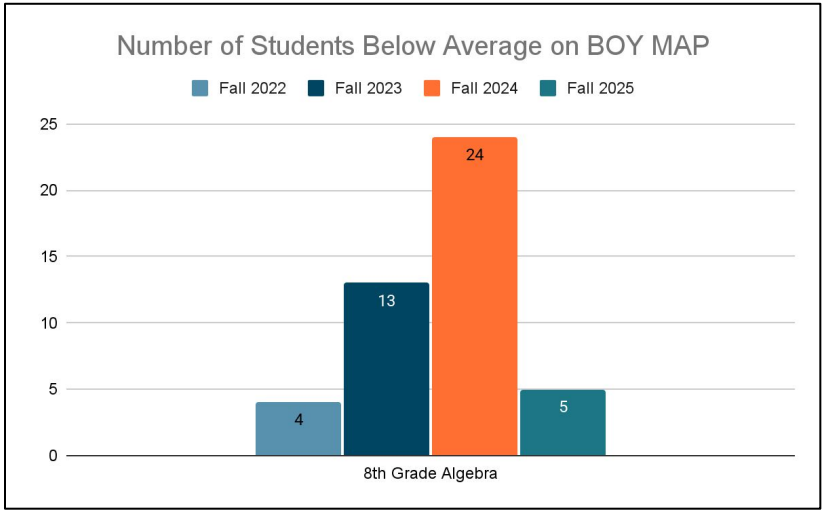
- 3rd-116 students
- 4th-70 students
- 5th-47 students
- 6th-57 students
- 7th-74 students
- 8th-103 students

MAP BOY Baseline Data: 8th Algebra

MAP Algebra: Grade 8

Total Students Tested 325

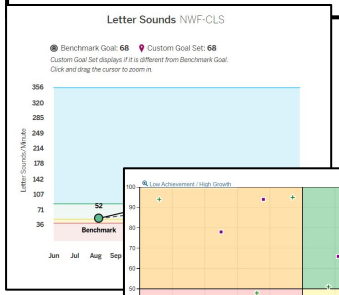
- Above Average
  - 90% (294 students)
- Average
  - 8% (26 students)
- Below Average
  - 2% (5 students)
    - Below Average 4 students
    - Well Below Average 1 student

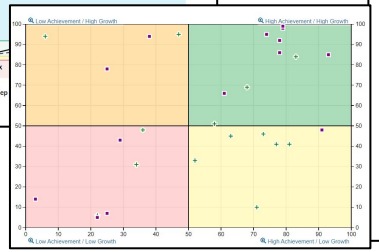


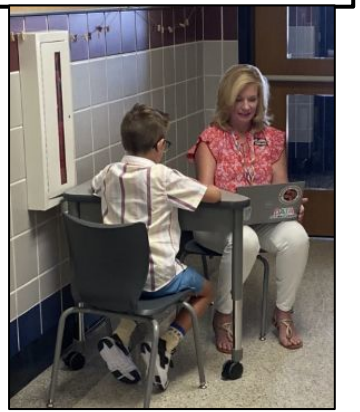
How mCLASS & MAP Data Supports Student Progress

Goal Setting / Monitoring Progress

- Collaborative Teams set SMART goals based on student mCLASS composite score or MAP growth:
  - *Students will meet or exceed mCLASS Benchmark as evidence of composite score.*
  - *Students will make at least a full year's growth in math or reading as defined by MAP.*
- Teachers and students utilize mCLASS & MAP data points to set individual student academic goals that are tracked over time.





Targeted Intervention

- mCLASS creates a personalized literacy skills plan for each student, offering targeted foundational practice based on the results of their screener and diagnostic assessments.
- MAP scores are uploaded to IXL which generates an individualized study plan for each student that provides specific IXL skills practice based on the students MAP results.
- Instructional Specialists and teachers are monitoring the progress of students that scored in the below and well below levels and provide direct support aligned to learner needs.