

# **AISD Instructional Focus**

**2022-2023**




**Board Meeting  
March 20, 2023**



# AISD Featured Collaborative Team

6th GRADE SOCIAL STUDIES

ALEDO MIDDLE & MCANALLY MIDDLE SCHOOLS



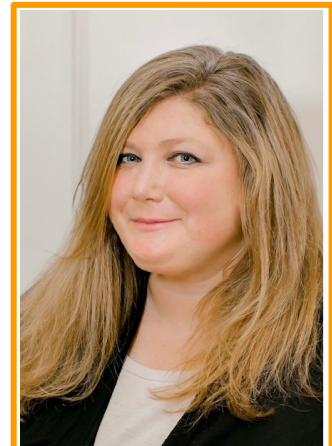
Chrissy Gallegos  
MMS



Glen Porter  
MMS



Carolee Griffith  
AMS



Haleigh Blanton  
AMS



# 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

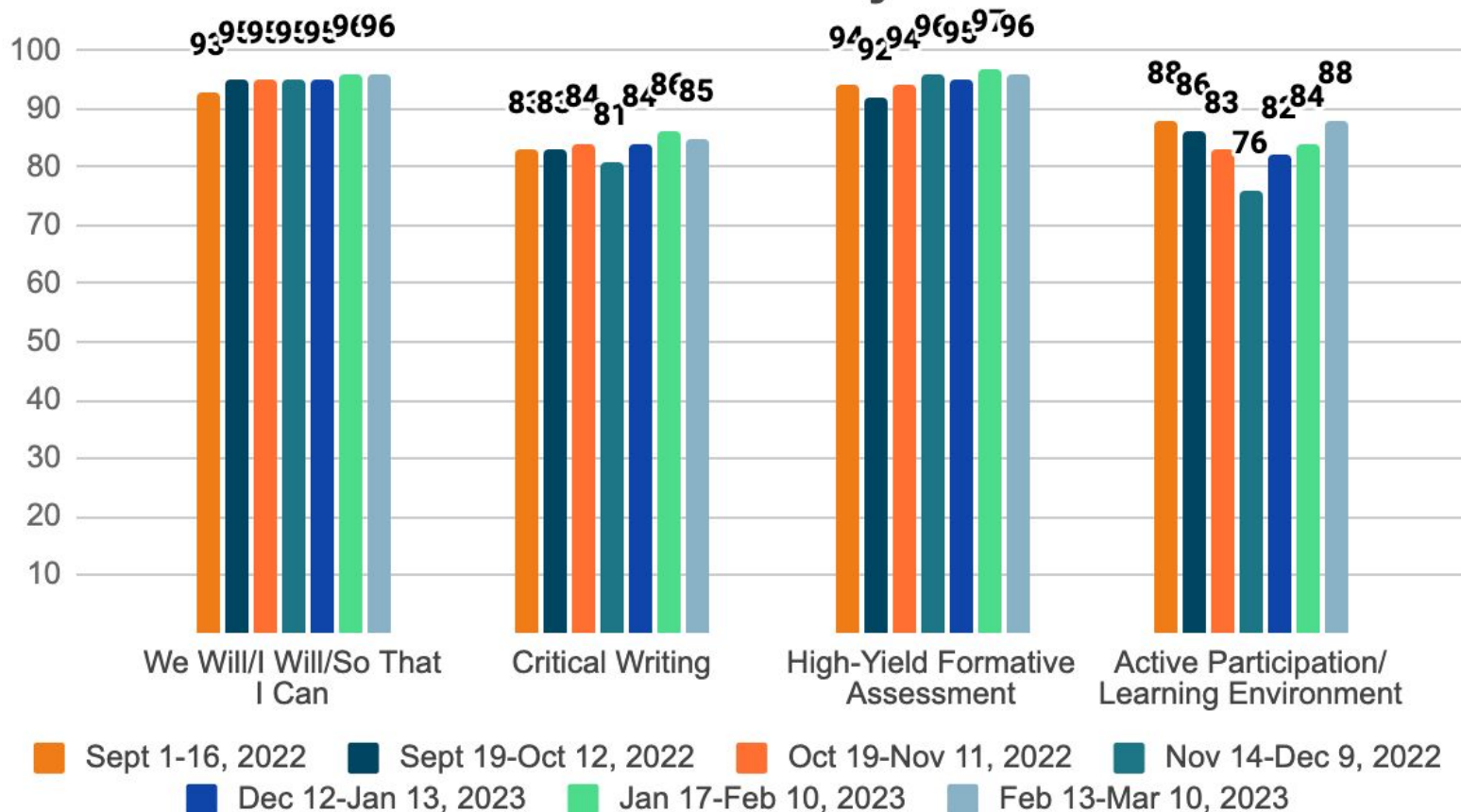
## Instructional Focus Implementation

Reporting Period 7  
February 13-March 10, 2023



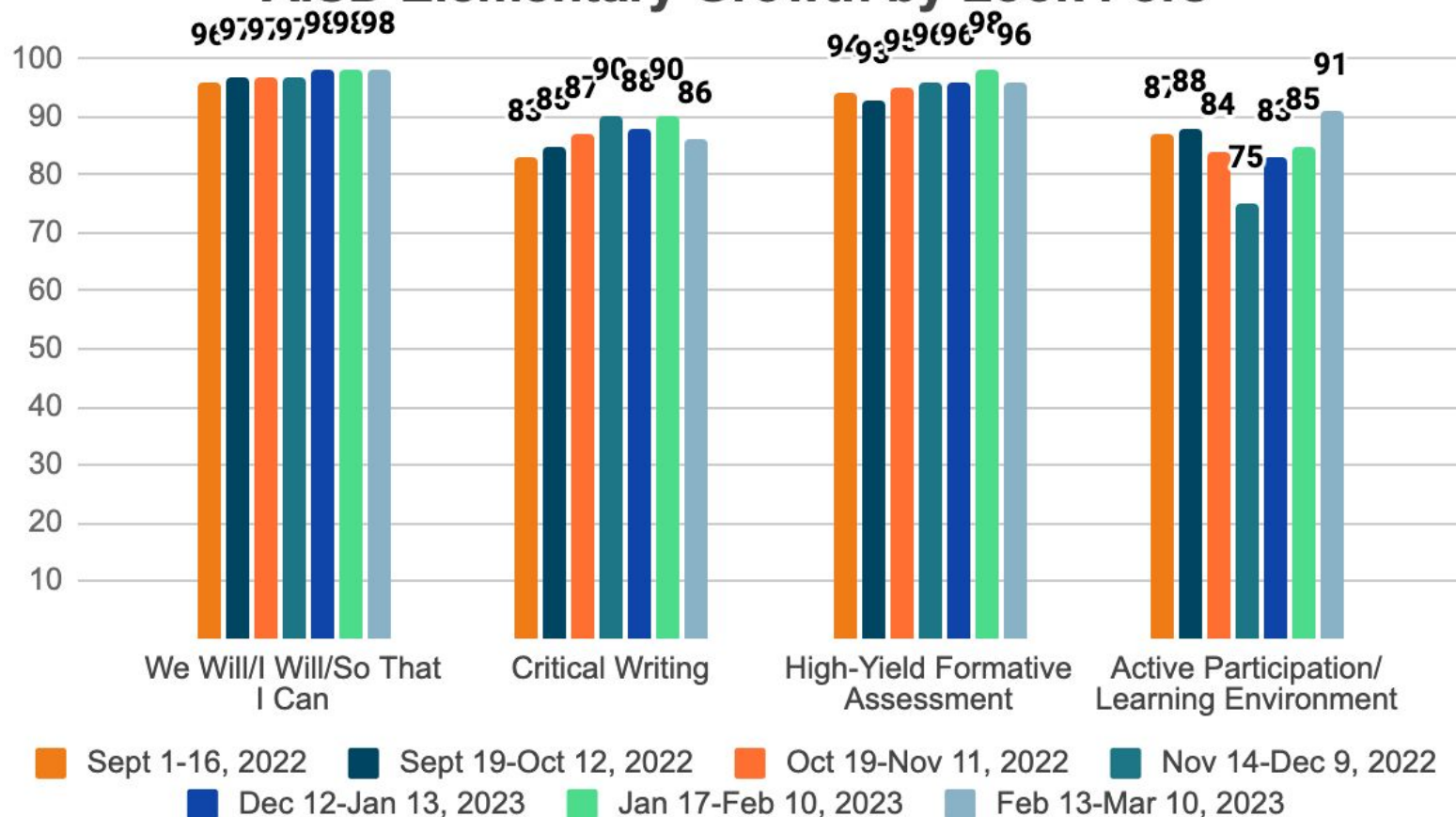


## AISD Overall Growth by Look Fors



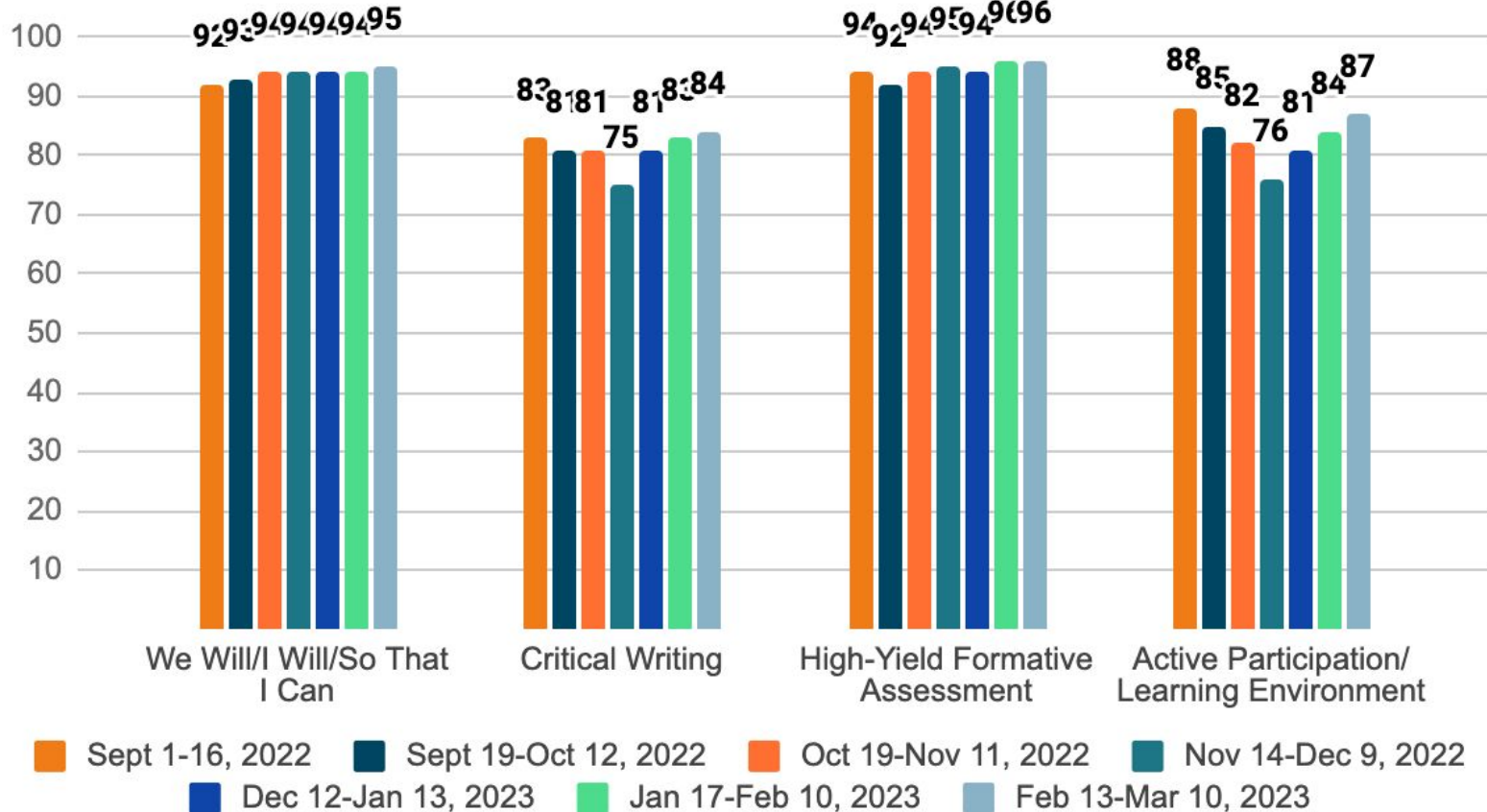


# AISD Elementary Growth by Look Fors





# AISD Secondary Growth by Look Fors





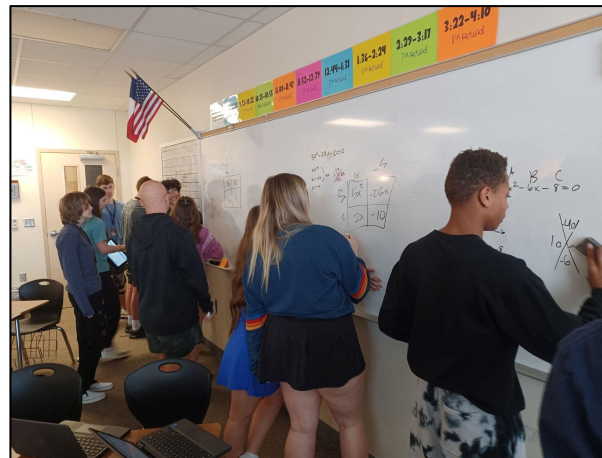
# Student-Driven Learning

## Annetta Elementary School: 1st Grade Team



First Grade Fraction Pizza Party! Students practiced partitioning 2D Shapes, AKA Pizzas, into different equal parts, topped the pizzas, and then used mathematical language to describe their pizzas.

## Aledo High School: AP Psychology, Jessica Lindsey

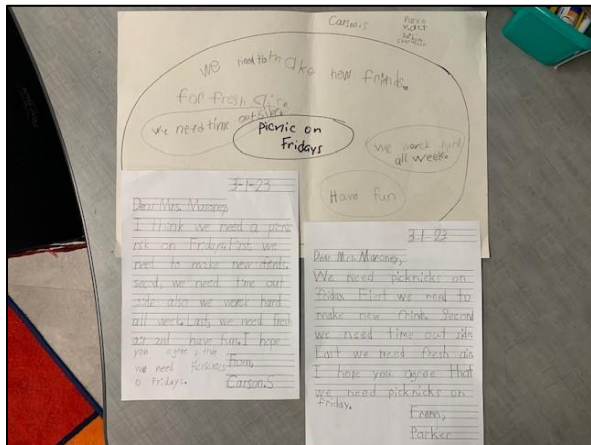


Students worked in groups of three to factor quadratic equations and apply the zero property.



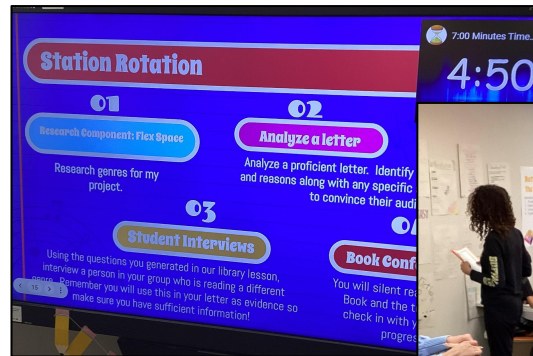
# Student-Driven Learning

## Vandagriff Elementary School: 1st Grade Team



Students wrote letters to their principal, asking for changes to their cafeteria experience. They practiced their writing process, correspondence skills, and persuasive writing techniques for an authentic audience. Many thought Friday picnics are a must.

## Aledo Middle School: 6th Grade Team

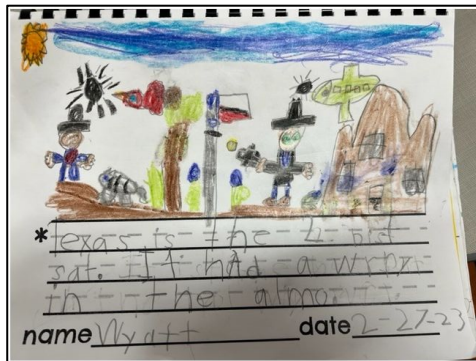
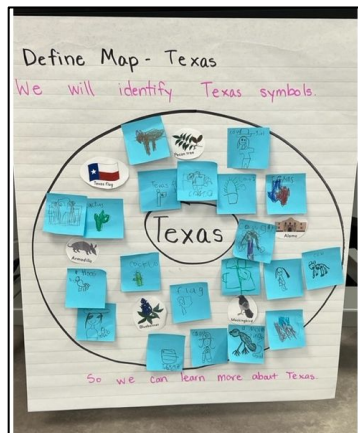


The sixth grade team partnered with their librarian to design station rotations that included genre research, mentor text analysis, interviews, and a resulting letter to their librarian persuading her to purchase titles in their favorite genre.



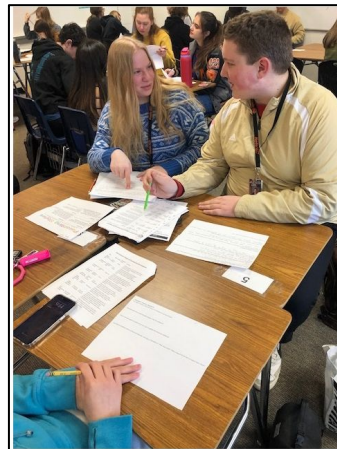
# Student-Driven Learning

Vandagriff Elementary School:  
Kindergarten, Ashley Dougherty



Students were learning about Texas Symbols. They each generated writing/drawings about Texas symbols in a class brainstorming session, and then they took their ideas to writing.

Aledo High School:  
AP Psychology, Jessica Lindsey



Students watched episodes of a show made for toddlers and preschoolers, as a case study. Students had questions to identify and explain levels of development of the characters according to Piaget, Erikson, and Kohlberg. They also looked at parenting styles and physical aging. Students engaged in an academic discussion, building on each others thoughts, arguing and referencing notes.



# Student-Driven Learning

Walsh Elementary School:  
1st Grade, Michelle Barrett



Students were investigating different soil samples by observing, comparing, describing, and sorting.

Aledo Middle School:  
6th Grade Science, Karen Lasater



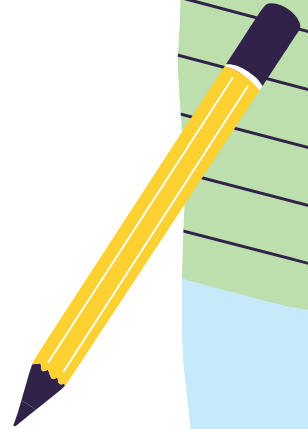
Students planned and implemented an investigation to calculate average speed of and object.



# Aledo ISD

## Intervention Specialists Update

$$\sqrt{\frac{3}{4}} = (a^2)$$







## Elementary

3rd - 5th grades  
Reading/Math

Kari Bowman - Coder/Vandagriff  
Michelle Johnson - McCall/Walsh  
Tammy Schank - Annetta/Stuard



## Middle School AMS/MMS

Skye Lindgron - Math  
Kari Ward - RLA

## High School DNGC/AHS

Joe McCoy - Math  
Amber Wheeler - RLA



**According to John Hattie, RTI has an effect size of 1.29. Interventionists CAN accelerate learning.**

**Our commitment is to ensure high levels of learning for ALL students.**



## **Why Interventionists?**

**Students who previously may have not received services are now getting early and intensive help.**

**Pandemic fallout has led to critical gaps that interventionists work to close as students simultaneously learn at grade level.**

**Teachers value the partnership and support of their interventionists.**



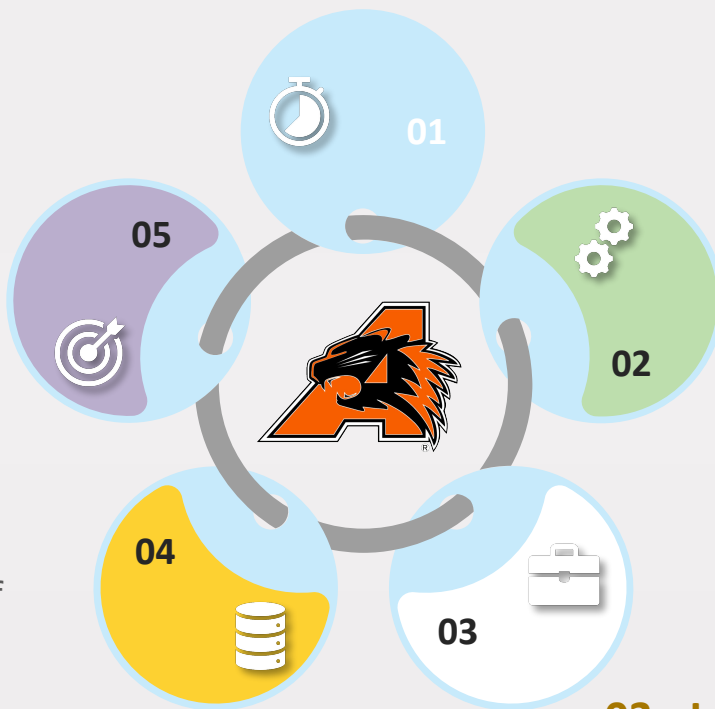
# Continuous Refinement of our Intervention Process

## Targeted - 05

Using data to determine gaps and focus on individual needs to help each student grow

## Measurable - 04

Goal setting with students to identify areas of strength & needs resulting in improved self efficacy as well as academic performance



## 01 - Timely

Identifying student needs prior to the start of the year enables the team to begin interventions as soon as possible

## 02 - Consistent & Reliable

Collaborating with teachers to schedule frequent & consistent interventions to meet the needs of a maximum number of students

## 03 - Individualized

Using multiple data points to ensure interventions meet the individual needs of each student



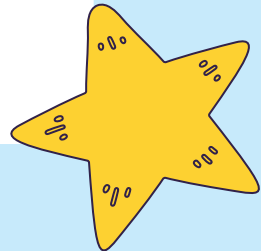
Students served  
in the 2022-2023  
school year

272 Math  
191 Reading

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The number of students who received direct support from an Intervention Specialist in Aledo ISD.

In August, these students were performing below grade level in either math or reading or both.





3rd-5th

## Making an impact!

### Reading

- Students served grew an average of **11 RIT** points from BOY to MOY.
- Multiple students grew **14+ RIT** points from BOY to MOY.

- Three highly qualified and experienced interventionists serving students 1, 2, or 4 times per week.
- **79% of all students receiving Tier 3 support** met or exceeded their MOY MAP goals.
- Aligned intervention plan for all elementary schools.
- Presenting professional development to build capacity in mathematics instruction.
- End of quarter updates for teachers and administrators.

### Math

- Students served grew an average of **10 RIT** points from BOY to MOY.
- Multiple students grew **20+ RIT** points from BOY to MOY.



6th-8th

# Making an impact!

## Reading

- Students seen during FLEX for reading intervention grew an average of **8 RIT** from BOY to MOY.
- Fluency and comprehension benchmarks were given to any student needing Tier 3 services at BOY as another valuable data point.
- Intervention Specialists were able to provide 30 minute session 2 to 3 times per week based on needs to targeted students.
- Students are also served in their classroom to target Tier 1 misconceptions and receive Tier 2 support.
- Providing professional development on interventions and applying data from MAP reports.

## Math

- Students seen during FLEX for math intervention grew an average of **6 RIT** from BOY to MOY.
- One student grew **33 RIT** from BOY to MOY which places the student at grade level.



9th-12th

# Making an impact!

- Building student efficacy for secondary students helps them gain confidence and motivation to persist.
- Through frequent one-on-one goal setting, students are becoming more assessment capable, and their efforts are reflected in MOY MAP results.
  - Reading MAP scores grew an average of 3 points
  - Math MAP scores grew an average of 3.3 points
- Reading elective classes were redesigned with interventionist support for increased learner engagement and a more personalized approach to literacy.
- AHS students who were previously unsuccessful on EOCs are making more timely progress toward graduation by successfully retesting in December.
  - 15 students passed an English STAAR EOC
  - 17 students passed the Algebra STAAR EOC





# What's next?



**Contribute to  
the refinement  
of RTI  
processes for  
the district**



**Deepen  
partnerships  
with campus  
administrators**



**Continue to  
provide  
support for  
teachers and  
model best  
practices**



**Create targeted  
and systematic  
interventions to  
build student  
efficacy**





"WE TALK ABOUT WHAT  
WE ARE GOOD AT AND  
THEN WE SET A GOAL,  
LIKE MAKING A MENTAL  
NOTE OF WHAT WE NEED  
AND HOW TO GET IT."

AHS STUDENT