

# AISD Instructional Focus

December 16, 2024



#AllinAledo

# **AISD Featured Collaborative Team**

## **Stuard Elementary School Kindergarten Team**



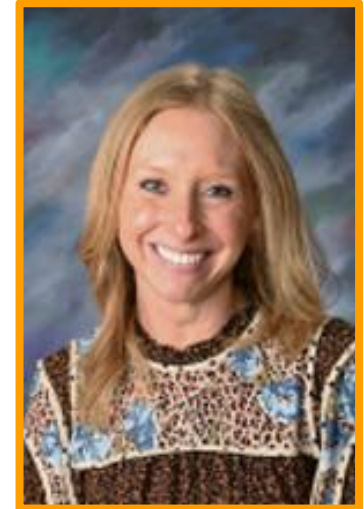
**Erica Gnatowsky**  
**Team Lead**



**Juliana Collie**



**Chandler Hill**



**Jamie Littleton**

# ALEDO ISD FOCUS DOCUMENT 2024-2025



## WHAT WE TEACH

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Standards Driven  
Curriculum

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Teaching to the Depth  
of the Standards

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## HOW WE TEACH

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Focus on 8 Cognitive Skills  
*Thinking Maps*

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Fundamental Five

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Rigor, Relevance,  
Learner Engagement

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Workshop Model

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## AUTHENTIC LITERACY

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Cross-Disciplinary Literacy  
(listening, speaking, reading, writing, thinking)

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Write From the  
Beginning & Beyond

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Culture of Excellence  
Professional Learning Community

# Implementation Measures of District Instructional Focus 2024-25

## PLC Goals

Reported Quarterly

### **Focus on Learning**

Goal 87% of CTs by June

### **Collaborative Culture**

Goal 93% of CTs by June

### **Focus on Results**

Goal 83% 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**

3-8 Reading Screener

3-8 Math Screener



# Aledo ISD

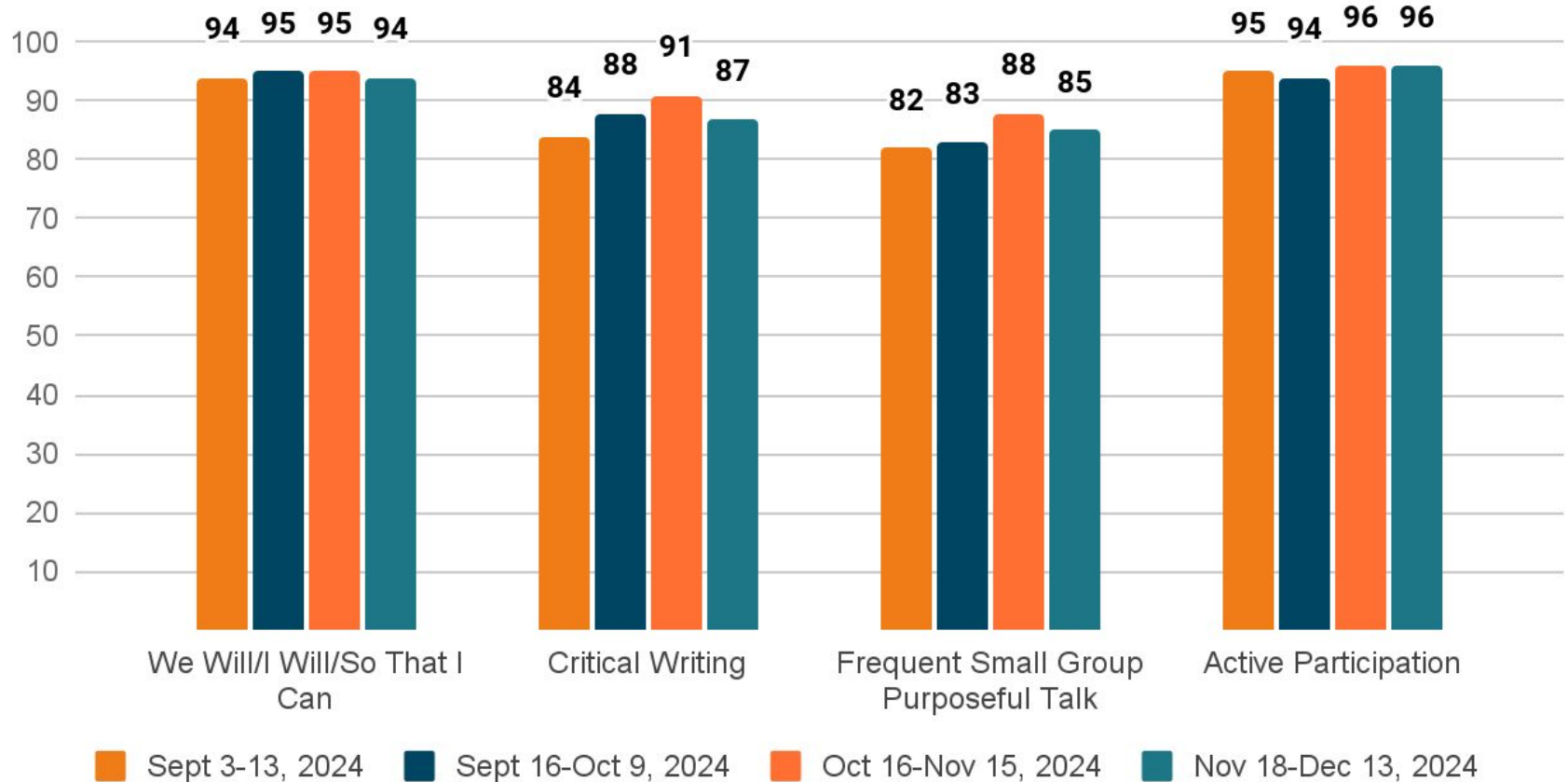
## Instructional Focus Implementation

Reporting Period 4

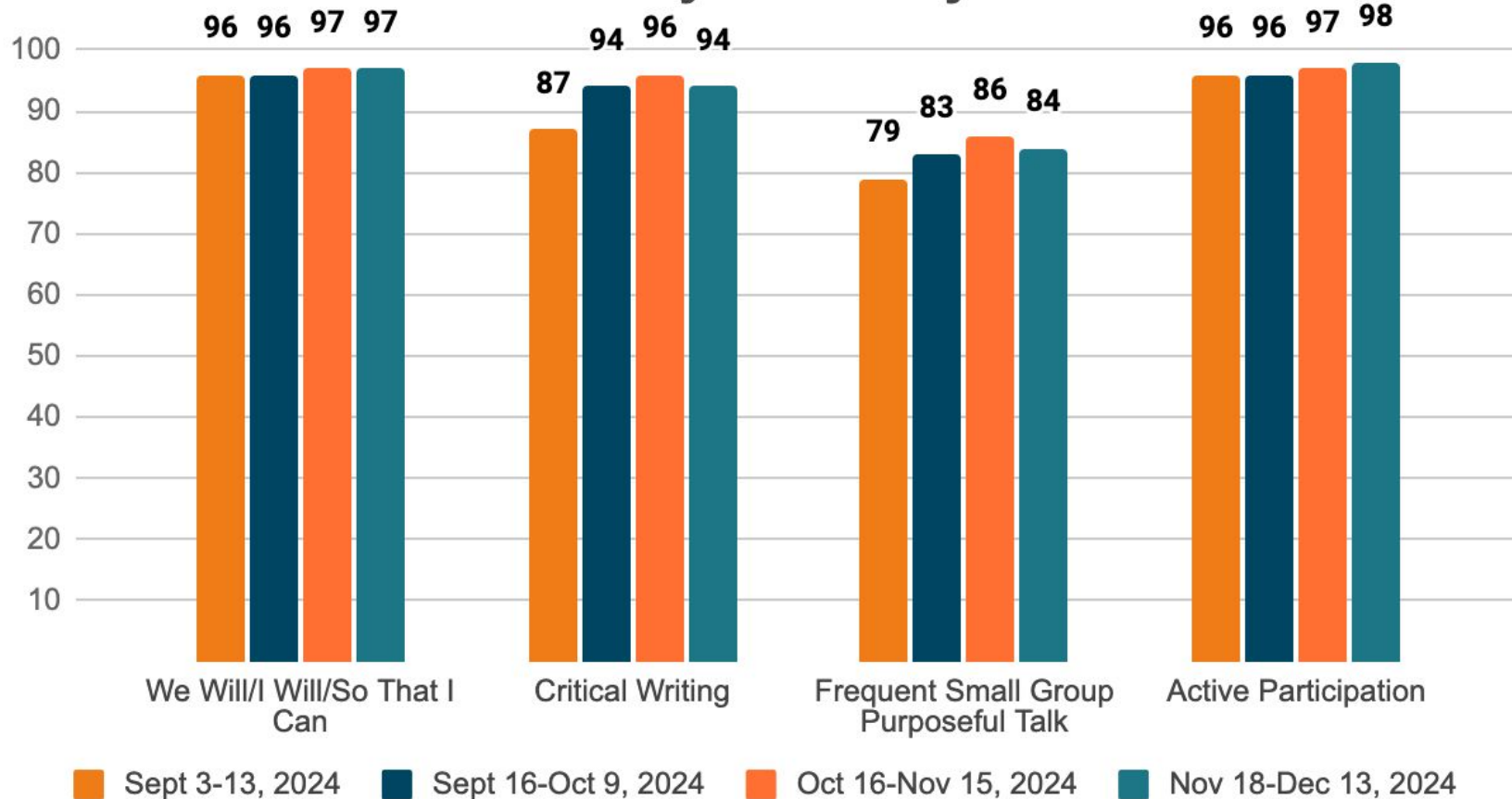
November 18-December 13, 2024



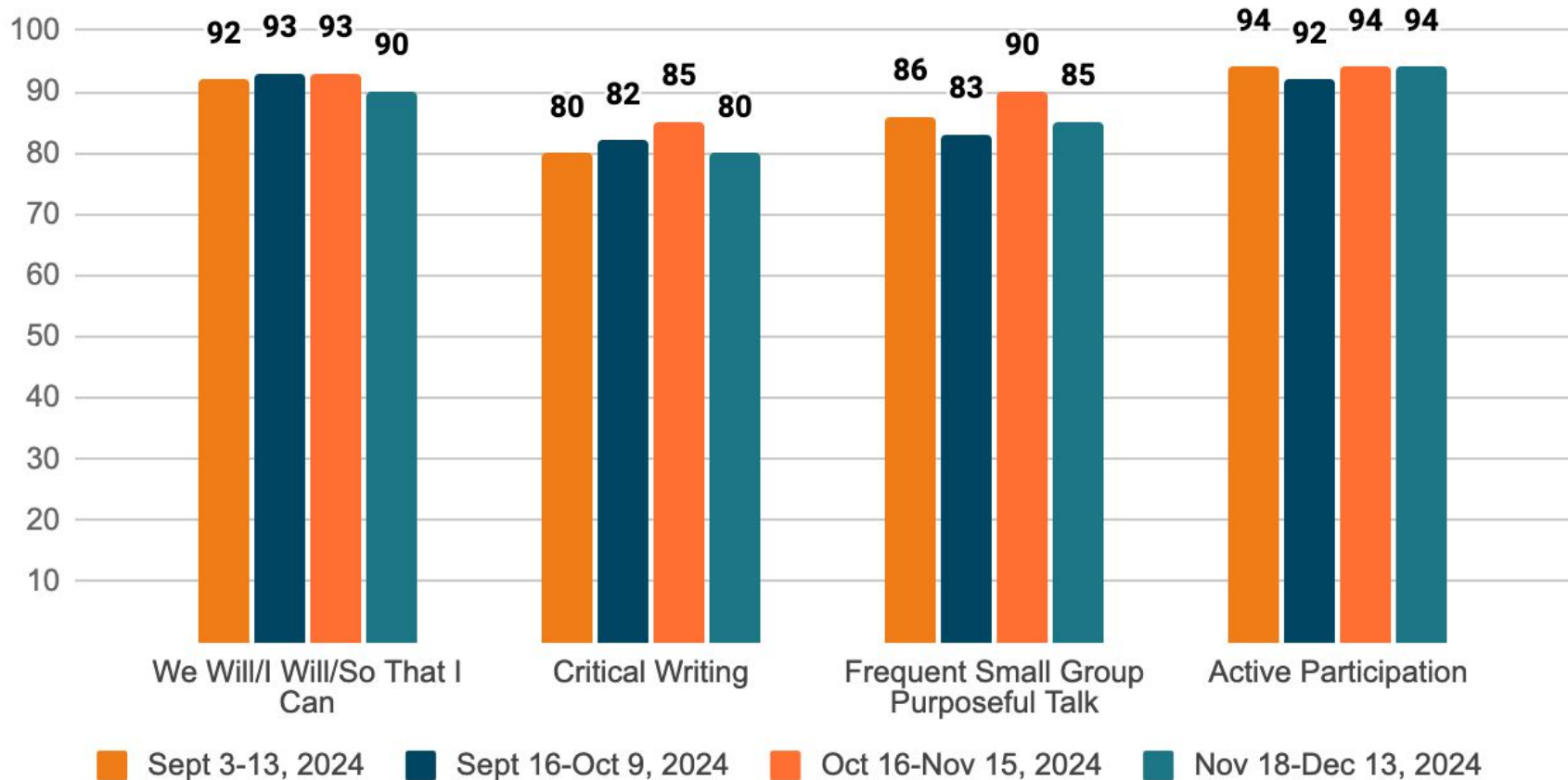
# AISD Overall Growth by Look Fors



# AISD Elementary Growth by Look Fors



## AISD Secondary Growth by Look Fors





## Walsh Elementary

### Emily Emerson- 5th Grade Science



Students worked collaboratively to design, test and present their Rube Goldberg machines. Machines needed to perform a simple task, use at least one simple machine, and use at least one form of energy. They had a great time using their creativity and knowledge of science to build some truly remarkable machines!

## AHS

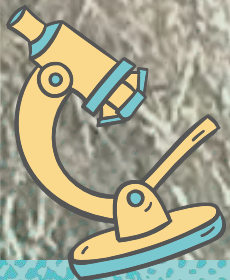
### Hunter Meroney- AP Environmental Science



Students have been studying the impact of Urbanization and how it is affecting our Aledo community through master development plans. They are wrapping up this PBL by designing and creating net zero tiny homes that will be judged by an architectural and engineering firm in Fort Worth.

# AI&D Science Department Update

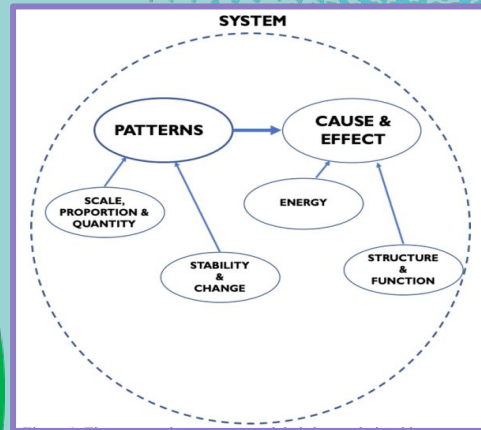
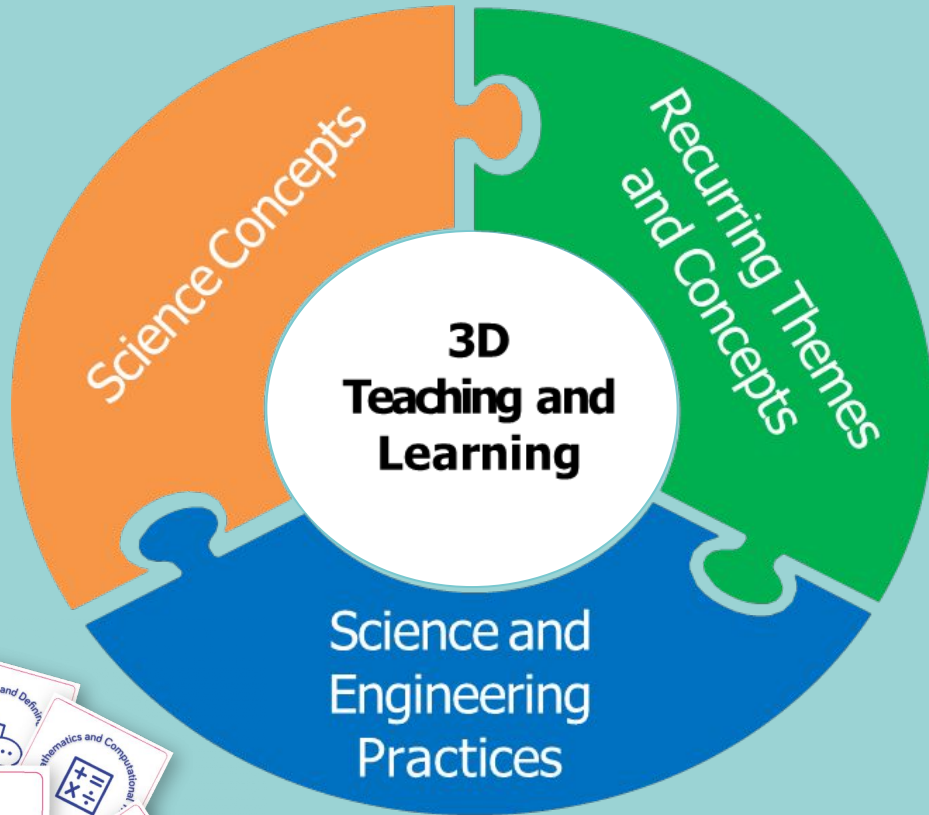
2024-2025





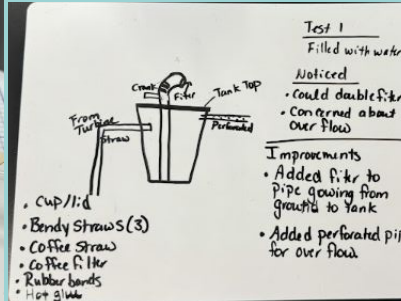
# Science Concepts without **RTCs** and **SEPs**

Collection of scientific  
content without an  
understanding of how  
science is done or  
connected to or framed  
within unifying themes



# Professional Learning

**We will** keep current with developments, new content, new approaches, and changing methods of instructional delivery within our discipline.  
Texas Teacher Standard 3A(iii)

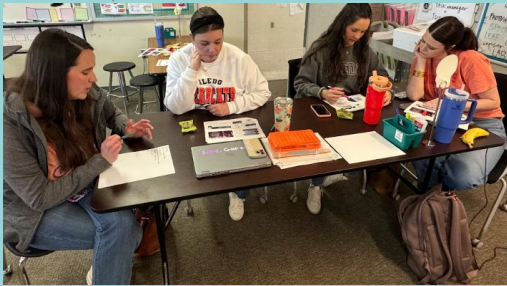


**So that I can** connect student's prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.





# Ongoing Professional Learning



RTCs

Recurring Themes  
and  
Concepts



Argumentation

Scientific  
Argumentation and  
Peer Feedback

3 - 5

### Analyzing and Interpreting Data

*Sensemaking Practice*

Science	Engineering
<p style="text-align: center; color: blue;"><i>Determine Relationships &amp; Meaning</i></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• (1F) Construct appropriate graphic organizers to collect data data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect</li> <li>• (2F) Analyze data by identifying any significant features, patterns, or sources of error (to make sense of phenomena)</li> </ul> <p><b>GRAPHS</b> When to use each: • Photograph • Bar Graph • Line Plot • Occurrence</p>	<p style="text-align: center; color: blue;"><i>Test Solutions</i></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• (2E) Analyze data by identifying any significant features, patterns, or sources of error (to refine a problem statement or the design of a proposed solution)                             <ul style="list-style-type: none"> <li>◦ Analyze determine the relationship of the parts</li> <li>◦ Data, facts or unit measurements</li> <li>◦ Problem Statement</li> </ul> </li> </ul>

Key Instructional Strategies  
Notetaking- record information  
WIS/VM  
Teacher Resources  
bit.ly/3-5SEPData

9 - 12

### Plan and Conduct Investigations


*Investigating Practice*

Science	Engineering
<p style="text-align: center; color: blue;"><i>Answer Questions to Get Data</i></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• (1B) Apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations                             <ul style="list-style-type: none"> <li>◦ (1C) Use appropriate safety equipment and practices during investigations</li> <li>◦ (1D) Use appropriate tools during investigations</li> <li>◦ Plan and Conduct an investigation that produces data that meet the goals of the investigation</li> </ul> </li> <li>• (1E) Collect quantitative data using the International System of Units and qualitative data as evidence</li> </ul>	<p style="text-align: center; color: blue;"><i>Test Design</i></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• (1B) Use engineering practices to design solutions to problems                             <ul style="list-style-type: none"> <li>◦ (1C) Use appropriate safety equipment and practices during laboratory, classroom, and field investigations when testing design solutions</li> <li>◦ (1D) Use appropriate tools when testing design solutions</li> </ul> </li> <li>• (1E) Collect quantitative data using the International System of Units and qualitative data as evidence</li> </ul>

Teacher Resources  
bit.ly/6-12SEPPlan

SEP/RTC

Cards that drive  
learning around our  
new standards.

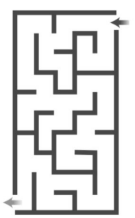


**Defining Problems**

Defining Problems  
Answer the questions within the background image and write a question based on the image.

Student Performance  
- Identify the problem to be solved  
- Define the problem

What is the problem?  
Problem    Criteria    Constraints



## MARBLE MAZE

Design Portfolio

Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


## Force & Motion

Click on the day to go to the lesson slides.

	Anchor Phenomenon				Unit Overview
Experience 1 Push & Pull	2 Question	3 Investigate	4 Explain	5 Evaluate	Recurring Theme & Concepts Mini-lesson Cause & Effect
Experience 2 Speed & Direction	6 Question	7 Investigate	8 Explain	9 Evaluate	
Experience 3 Marble Maze	11 STEAM Challenge	12 STEAM Challenge	13 STEAM Challenge	14 STEAM Challenge	
					Topic Wrap-up

# Refining Curriculum

What do you wonder?





**Asking Questions**

Who? What? When? Where? Why? How?


Observations	Questions
Teacher scribbles student observations.	Students generate questions based on observations.

**Grade 1 - Unit 3 Overview: Topic 3 Force and Motion**    Aledo ISD Curriculum Science


Suggested Pacing: 15 of Days

<p><b>Anchoring Phenomenon</b></p> <p>How can a dog complete an obstacle course?</p> 	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>Pushes and pulls can start, stop, or change the speed and direction of an object's motion.</li> <li>Changes in the speed and direction of an object can be predicted and investigated. Stronger pushes may cause an object to move faster and/or from rest to motion.</li> </ul>	<p><b>Support Claim Q2</b></p> <p>1.3.C Demonstrate Science Safety</p> <p>1.1.A Ask Questions</p>	<p><b>Anchor Phenomenon</b></p> 
<b>Texas Essential Knowledge and Skills 3D Learning</b>			
<p>Students will DO THE SE 11M.6.5 (Science and Engineering Practices)</p> <p>Analyzing &amp; Interpreting Data Asking Questions Constructing Explanations Defining Problems Designing Solutions Developing &amp; Using Models Engaging in Argument from Evidence Mathematics &amp; Computational Thinking Obtain, Evaluate, Communicate Information Planning &amp; Carrying Out Investigations</p>	<p>To unravel these DEAS (Content Standards)</p> <p>1.7 Force, motion, and energy. The student knows that forces cause changes in motion and position in everyday life. (A) Explain how pushes and pulls can start, stop, or change the speed and direction of an object's motion. (B) Plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion.</p>	<p>By using or finding these CLUES (Recurring Themes and Concepts)</p> <p>Cause &amp; Effect Energy &amp; Matter Patterns Scale, Proportion &amp; Quantity Stability &amp; Change Structure &amp; Function Systems &amp; System Models</p>	
<p><b>Teacher Background Information</b></p> <p>1.7.6B Pushes and Pulls</p>	<p><b>Teacher Posters &amp; Displays</b></p>	<p><b>Anchor Model</b> Question Poster/Wonder Wall  inquiry Cards/ Posters</p>	

What is happening?



**Phenomenon**  
Observable events in the real world



Turn and TALK

Click on the image to observe the video. What do you notice and wonder? What questions do you have about the dog's movement?

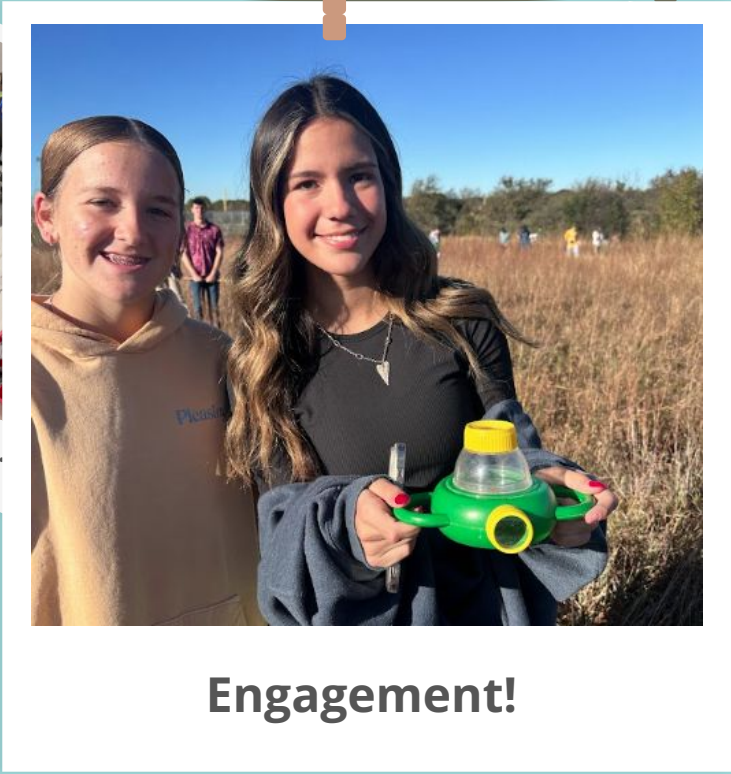
**We will** ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (TEKS 1.1A)

**I will** observe and wonder about the phenomenon,

**so that I can** explain how the everyday world works through science.

⬅
Day 1

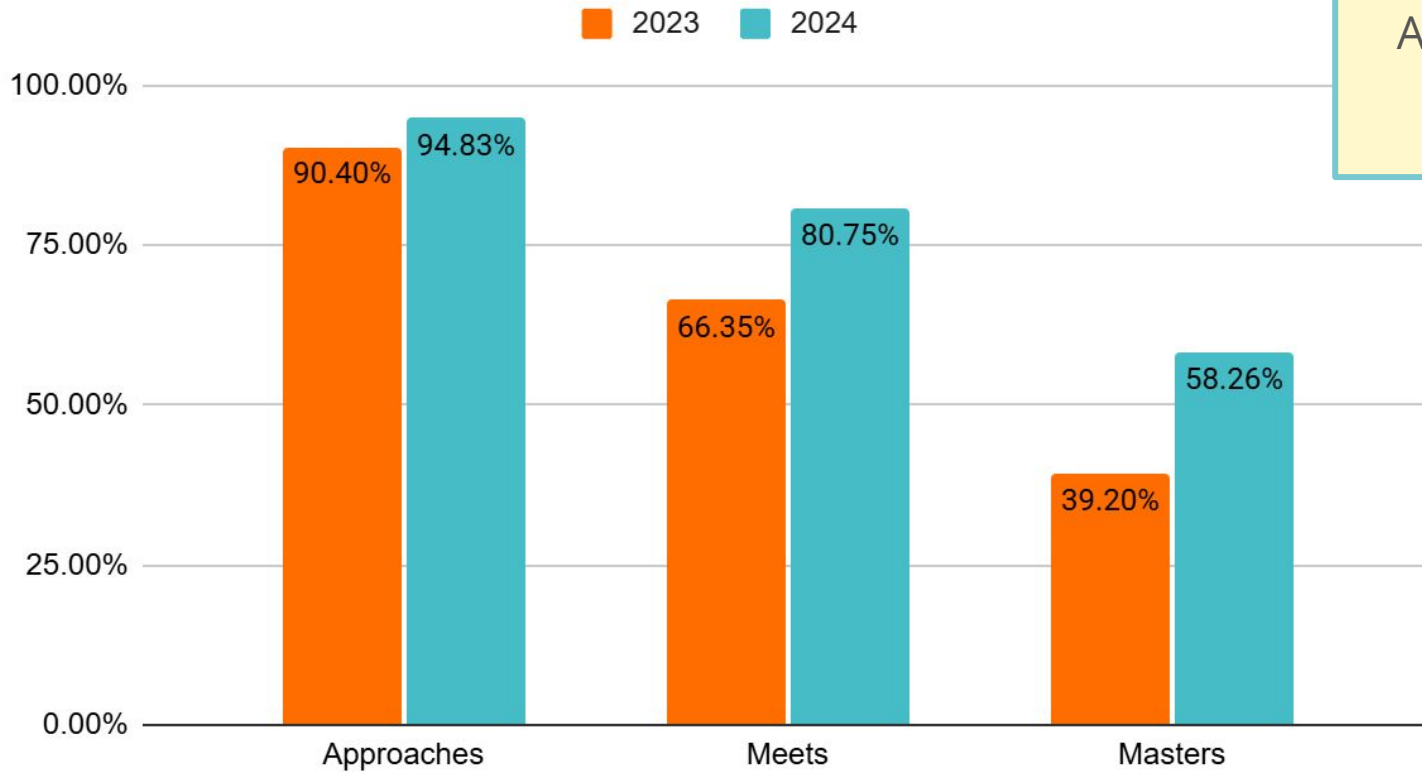
# Impact on Learning





# Comparative DCA Data

## Overall Growth 3rd-Biology



### Growth

Approaches: 4.43

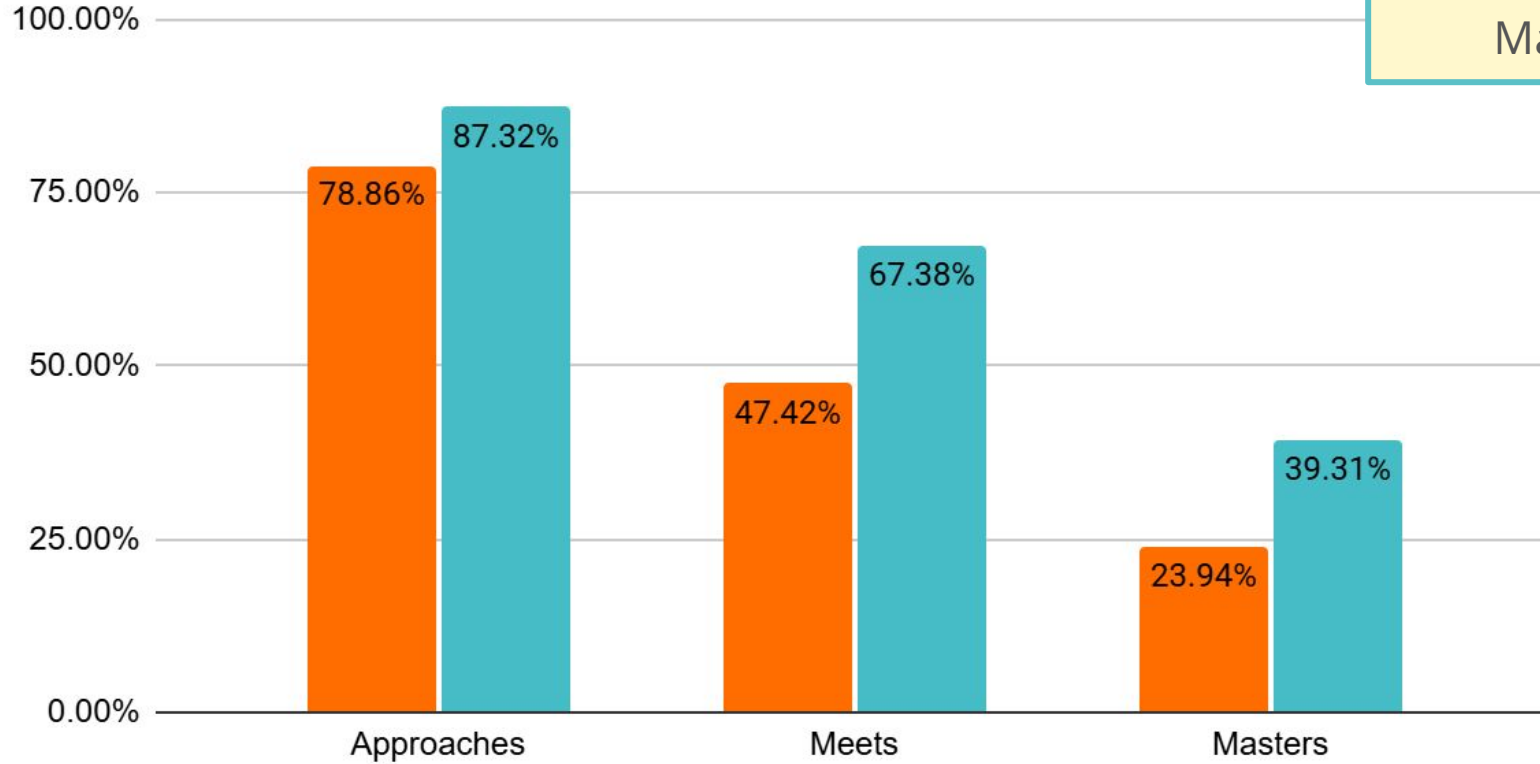
Meets: 14.40

Masters: 19.06



# Economically Disadvantaged

2023 2024

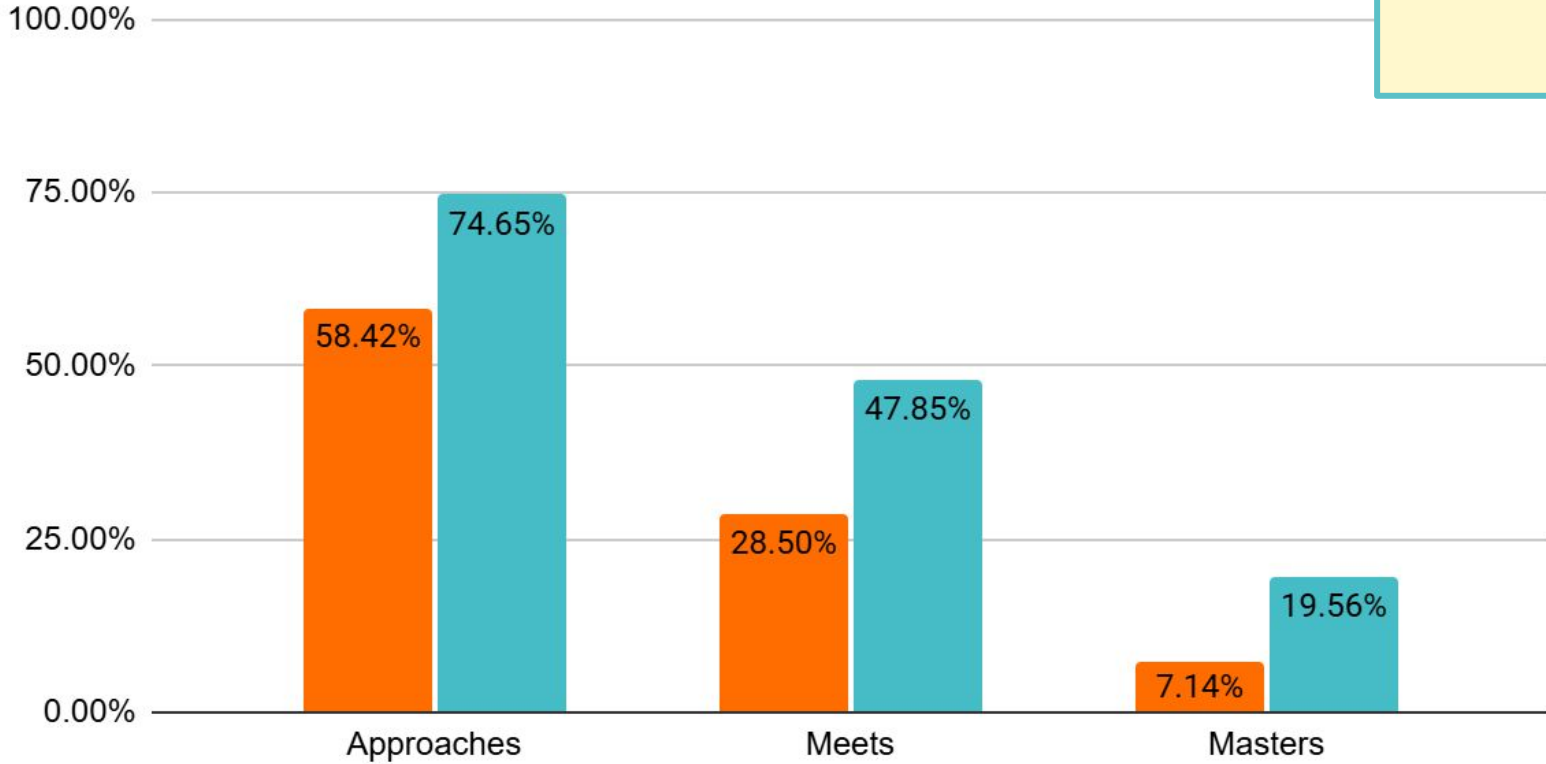


**Growth**  
Approaches: 8.46  
Meets: 19.97  
Masters: 15.40

# Currently Emerging Bilingual

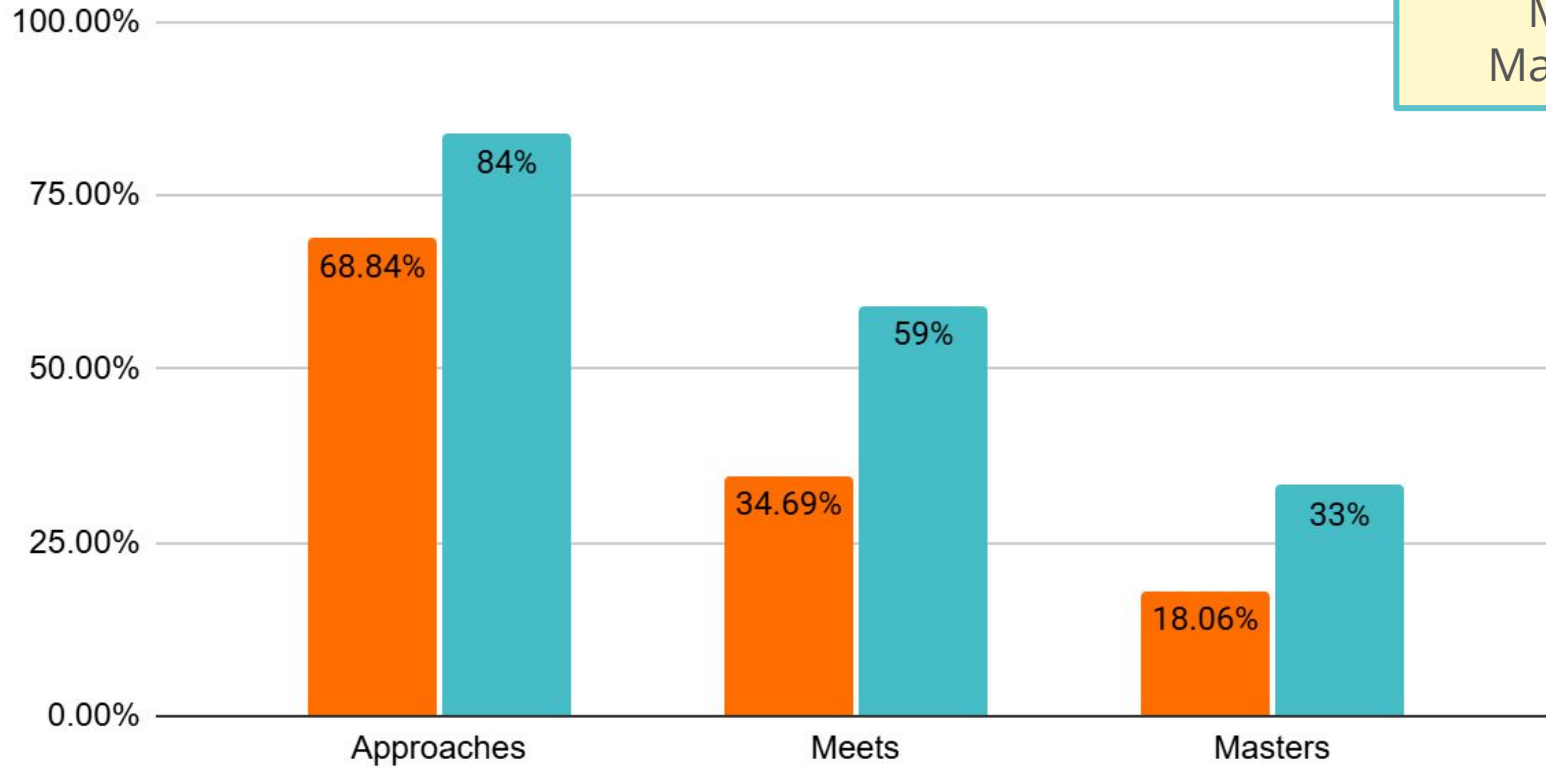
2023 2024

**Growth**  
Approaches: 16.23  
Meets: 19  
Masters: 13



# Special Education

2023 2024



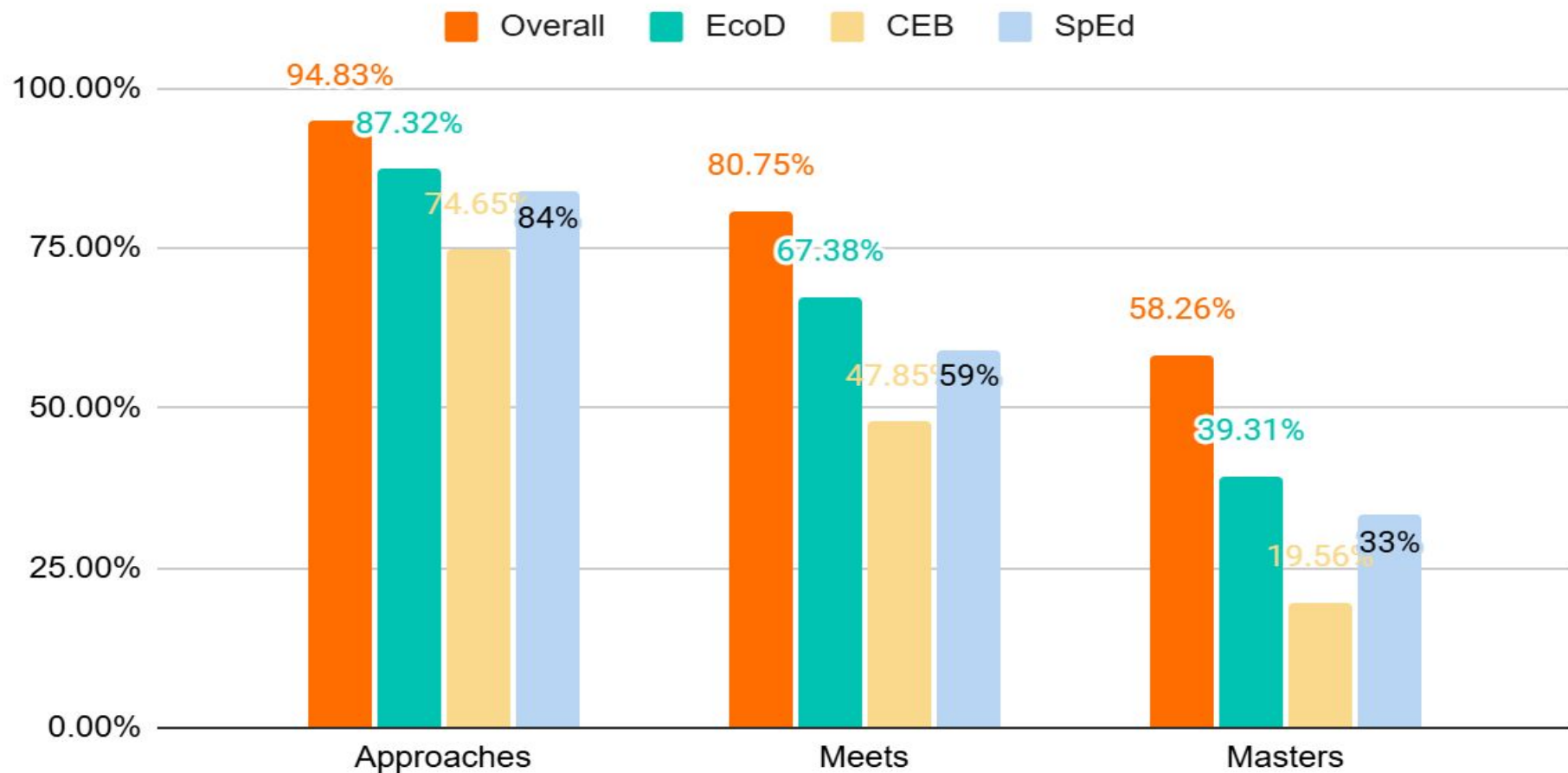
## Growth

Approaches: 15

Meets: 24.44

Masters: 15.13

# Closing the Gap in 2024



Ensuring  
High Levels  
of Learning  
for ALL  
Students!

