



2021-2022 District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2021-2022

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

Workshop Model

AUTHENTIC LITERACY

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

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 Community



Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 88% of CTs by June

Collaborative Culture

Goal 93% of CTs by June

Focus on Results

Goal 85% 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

Student-Driven Learning

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

Progress Monitoring

Reported BOY, MOY & EOY

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

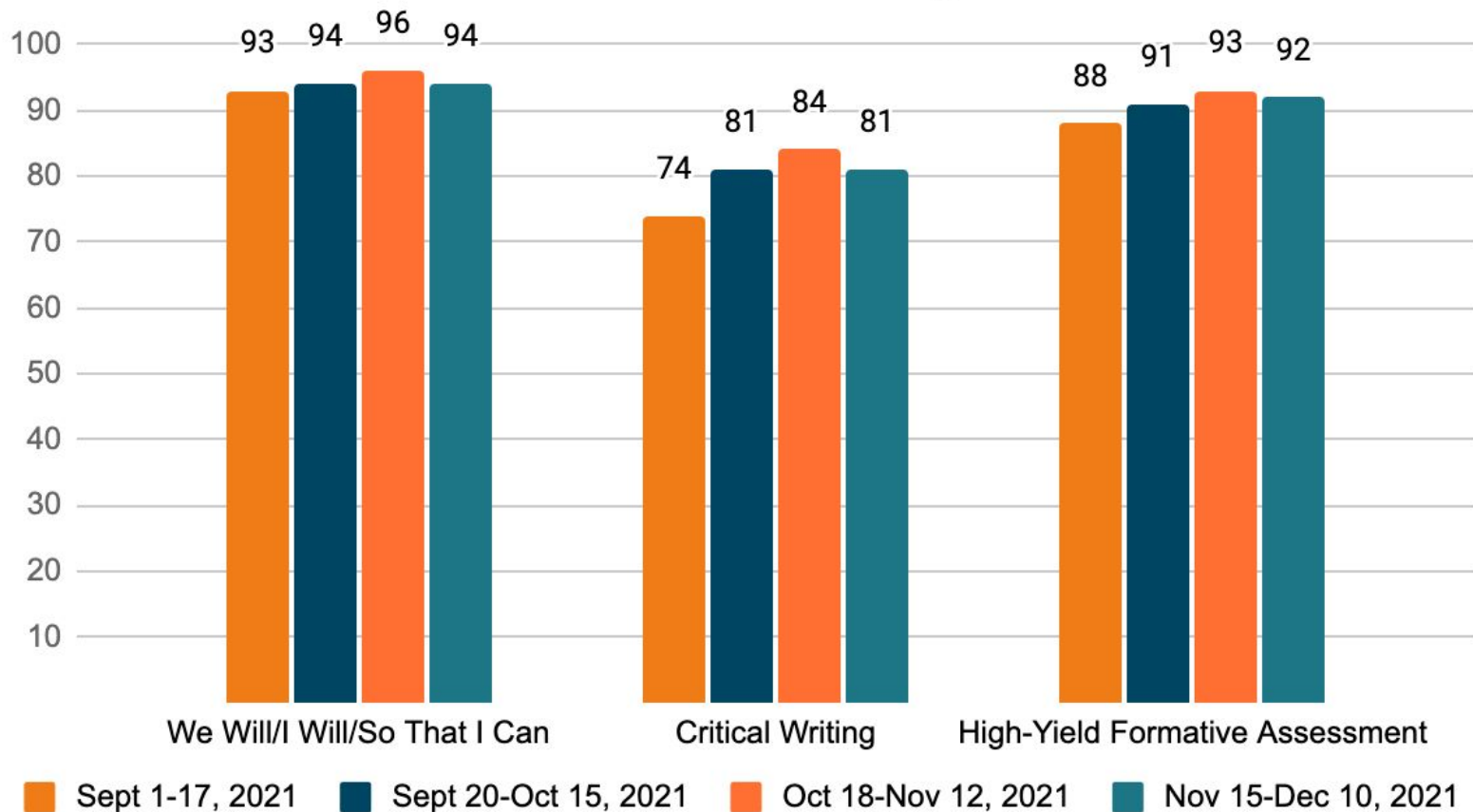
Instructional Focus Implementation

Reporting Period 4

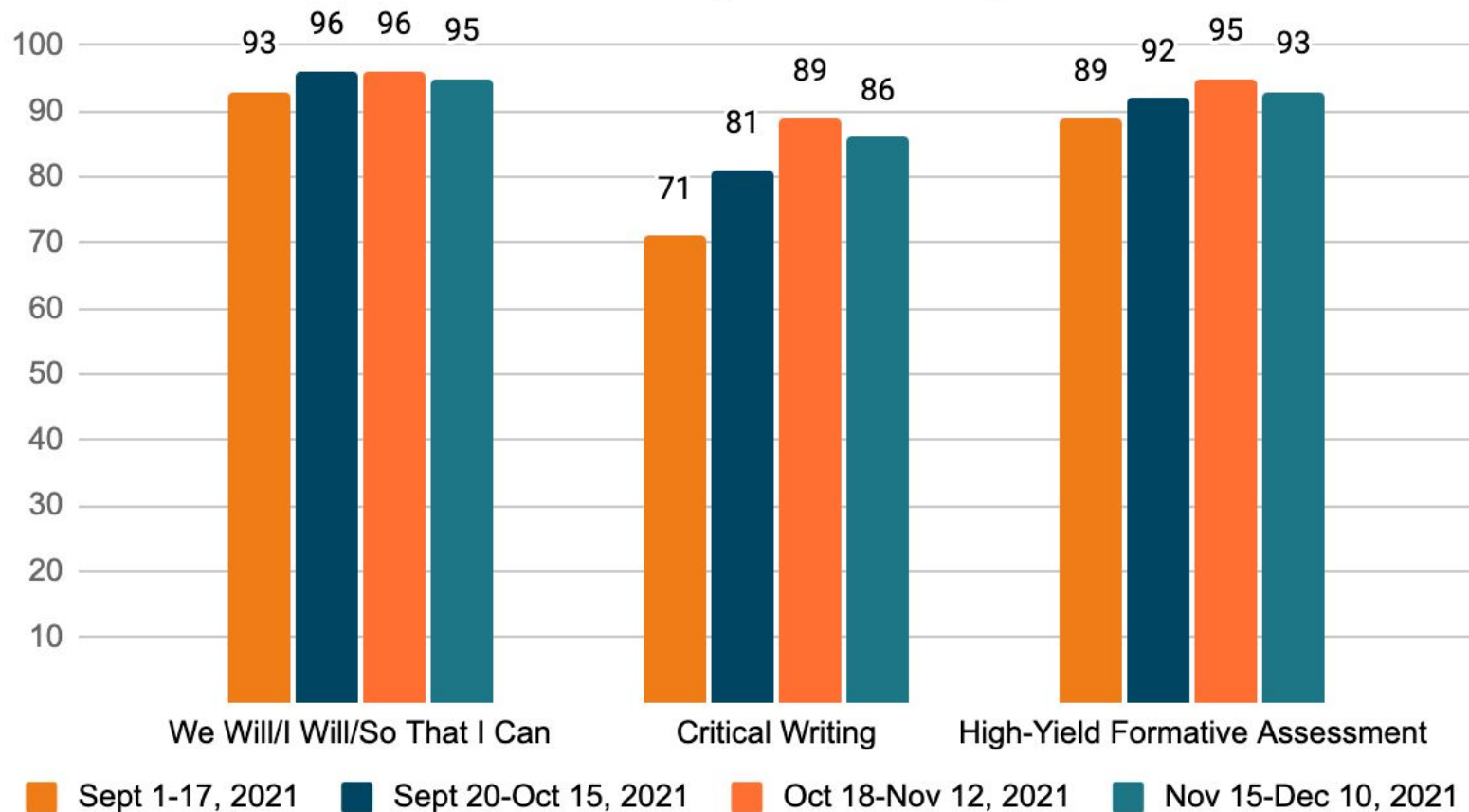
November 15-December 10, 2021



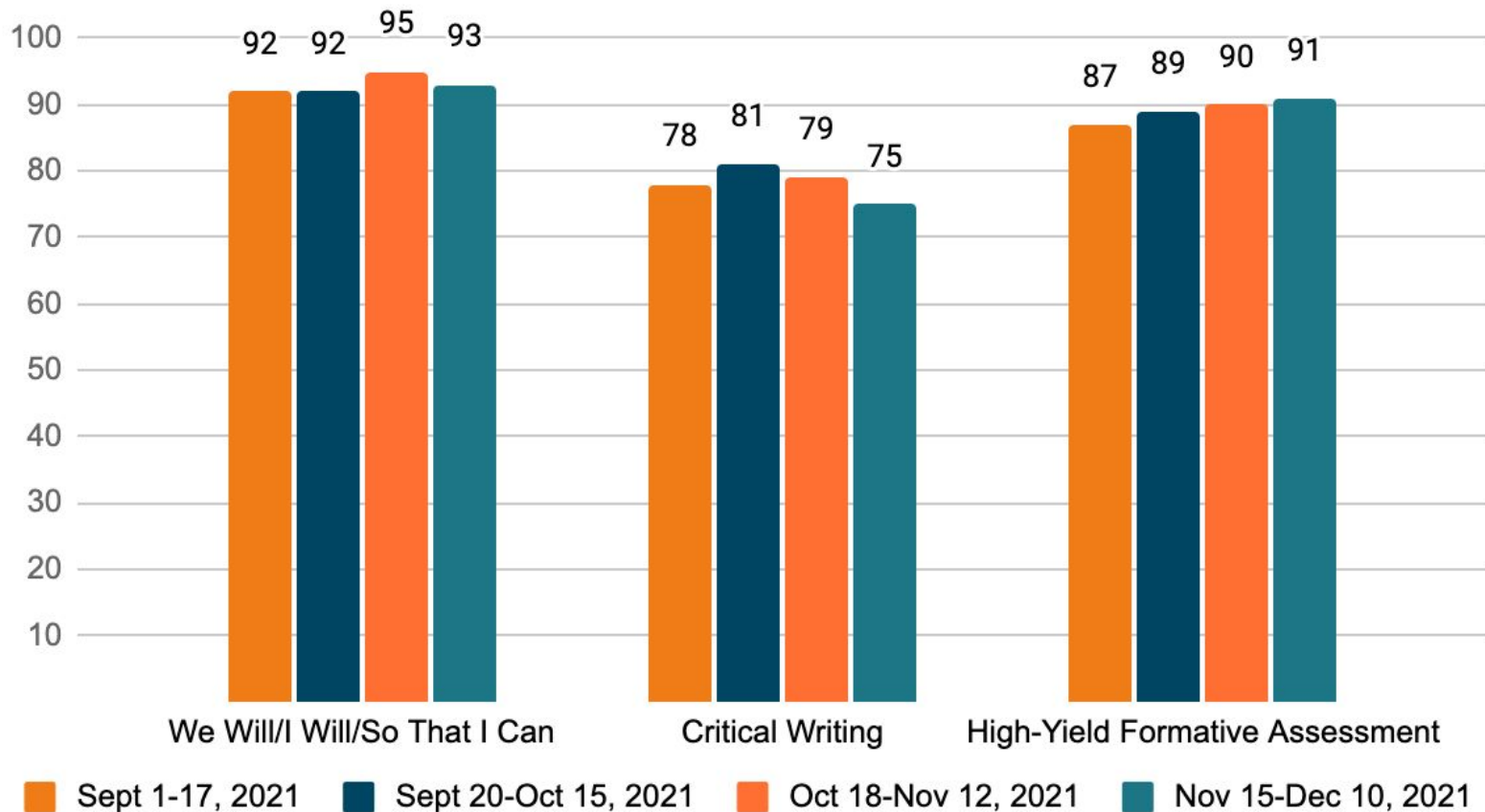
Aledo ISD Overall Growth by Look Fors



Aledo ISD Elementary Growth by Look Fors

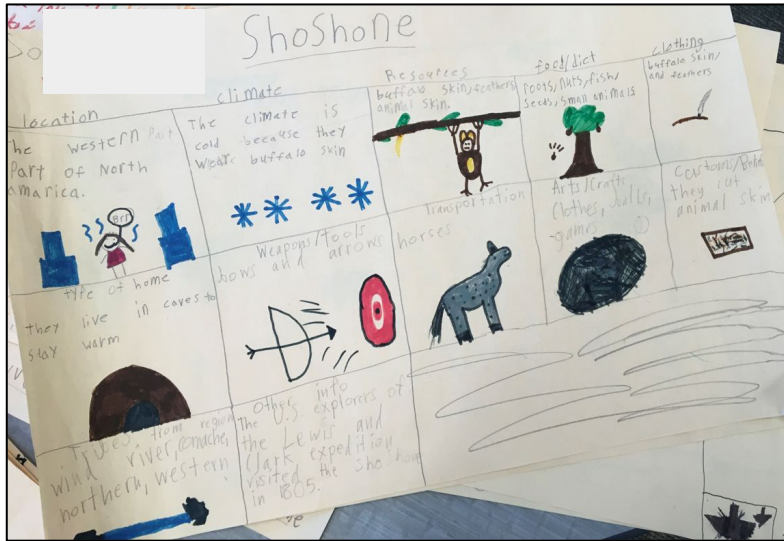


Aledo ISD Secondary Growth by Look Fors



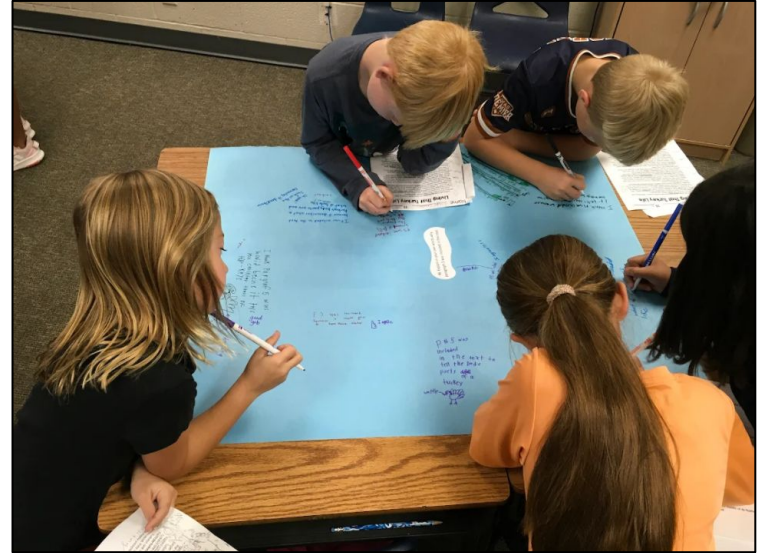
Student-Driven Learning

Stuard Elementary:
3rd Social Studies, Ms. Welch



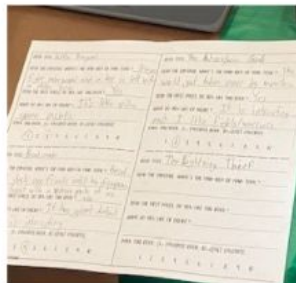
Student groups researched Native American tribes, determined important characteristics and then presented their findings to the class.

Vandagriff Elementary:
3rd ELAR, Ms. Clay



Students engaged in a marker talk on the top 4 missed questions on a reading passage. They responded to questions using their passages and reading each other's responses. After the marker talk, students explained if they thought they had gotten the question correct or incorrect based on the answers they read from their peers.

Aledo Reads



Kira Buck, librarian at McAnally, designed a website for Aledo Reads. The ELAR site included book trailers for all the books in the ELAR classroom libraries. Students did a “book tasting” by genre. They were able to either watch the trailers or peruse books at tables to take notes on books they might like to read. The teachers are going to use this book tasting to jumpstart student choice reading in the spring.



AMS: 7th Grade Science Team - Brooks Smith, Kami Eades, Robin Newkirk, Megan Atkins

Team provided a tic tac toe board to assess student mastery on 7.14B. The board includes choices for critical writing, art, formulation of high yield questions by students, and more! The option of working with a peer is provided as well. Brooks Smith created the choice board.

Students choose 3 tasks from the tic tac toe board to demonstrate mastery on the TEK 7.14B. Students are provided the opportunity to work in pairs, and a rubric is provided to guide the quality of the products students create.

The 2nd 9 Weeks PROJECT TIC-TAC-TOE
 Complete the activities to show what you have learned about: Reproduction, Adaptations, Heredity, and Natural Selection.

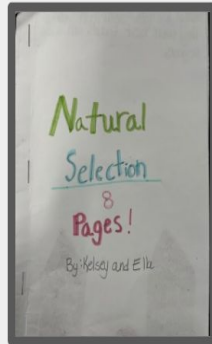
- Work on your own or with a partner.
- Choose three activities from the game for a single, 5 for a pair.
- Check the boxes on your plan to complete.
- They must have a straight line in any direction.
- Do each activity.

Kids Book - NS	Plant Detective - R	Make Believe - NS
Write and illustrate an 8 page children's book story about natural selection. Your story should give examples. Imagine your audience is 10 yr grade kids.	Suppose you find a strange plant. How does it reproduce? What does it need to take to figure out whether the plant produces sexually or asexually. Should be at least 8 steps.	Write a 7 page fictional story about several generations of one type of organism during an environmental change. Discuss any include heredity or natural selection for at least 8 steps.
Design and sketch a garden in the garden, give some plants that reproduce sexually and some that reproduce asexually in what each type of plant will be used.	Make a diagram or sketch that explains DNA's role in determining human traits. Add labels and descriptions to your diagram to make the explanation clear.	Design a 2 page comic strip that explains DNA's role in determining human traits. Add labels and descriptions to your diagram to make the explanation clear.
You Ask the Questions - A	Type Coding - R	Cells Come - R
Create a 30 question test on adaptations. Include an answer key with your test. Cannot be too hard.	Make a flow for younger people that identifies the relationships between different organisms. Include a catchy way to remember what each term means.	Show a comic strip with at least 4 cells that illustrates selective breeding. Be creative.

Reproduction | Adaptation | Heredity | Natural Selection

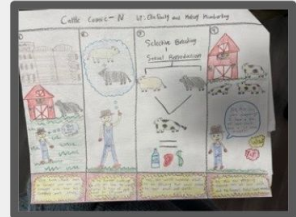
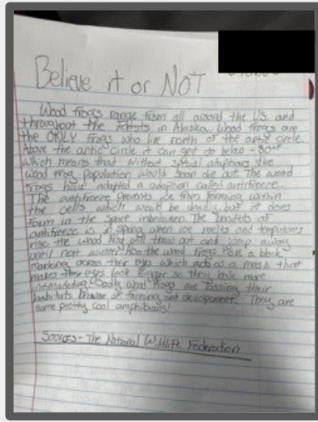
Learning Goals	Expert - 1	Competent - 2	Developing - 3	Novice - 4
Concept	Define (identify) understanding of features that enhance survival skills, natural selection (genetic), heredity, and natural selection. The ability for adaptation.	Explain (show) understanding of features that enhance survival skills, natural selection (genetic), heredity, and natural selection. The ability for adaptation.	Describe (show) understanding of features that enhance survival skills, natural selection (genetic), heredity, and natural selection. The ability for adaptation.	Identify (show) understanding of features that enhance survival skills, natural selection (genetic), heredity, and natural selection. The ability for adaptation.
Preparation	Labels are used for features that enhance survival skills and images. Labels are drawn on separate grid and used for the final presentation. Two to four labels are used.	Final product is prepared directly on grid and labels are clearly visible.	Final product is prepared directly on grid and labels are clearly visible.	Final product is not prepared directly on grid and labels are not clearly visible.
Components	Included detail on all components and key concepts.	Included detail on all components and key concepts.	Included detail on all components and key concepts.	Included detail on all components and key concepts.

This is a TEST grade!!

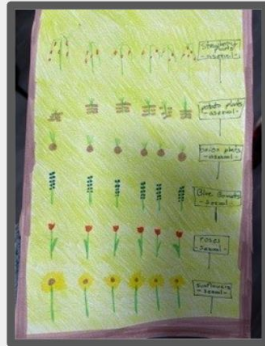


Critical Writing Exemplar

Critical Writing can be seen through the choices of the comic strip, children's book, the writing of a press release, and formulation of student generated high level questions for a class quiz.



COMIC STRIP



Students apply knowledge by planning a garden centered on 7.14B

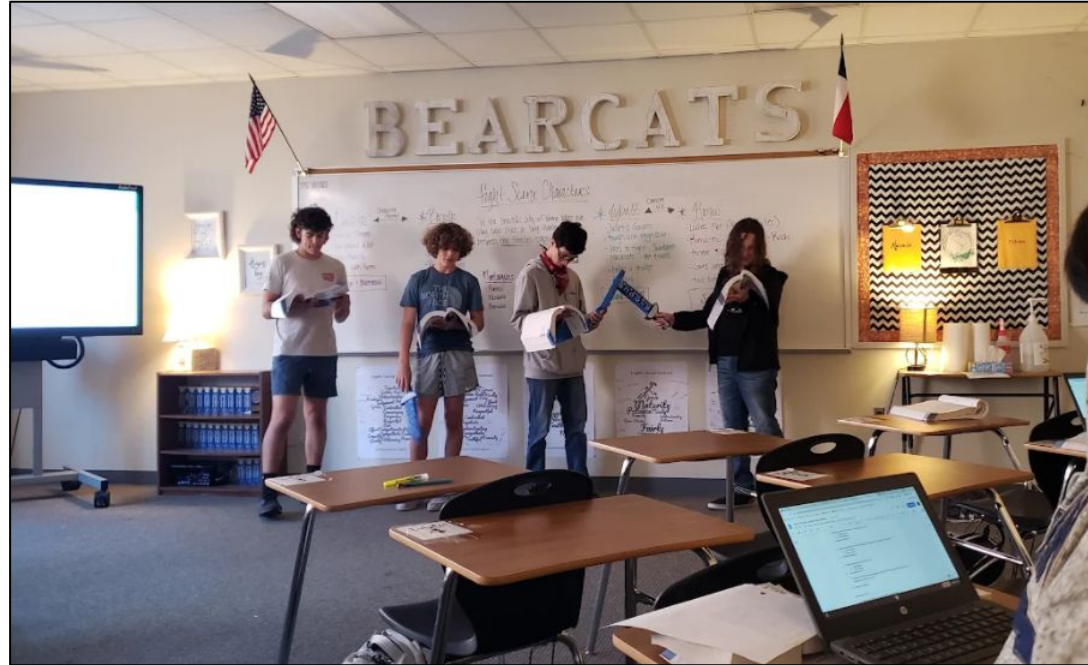
Daniel Ninth Grade Campus:

9th English I: Ms. Sifuentes & Ms. Wheeler

Students worked in groups and were given a specific character from a scene in Romeo and Juliet. Next, students were given a specific emotion (happy, fear, angry and sad) and were asked to analyze the character's lines through the lens of their new emotion.

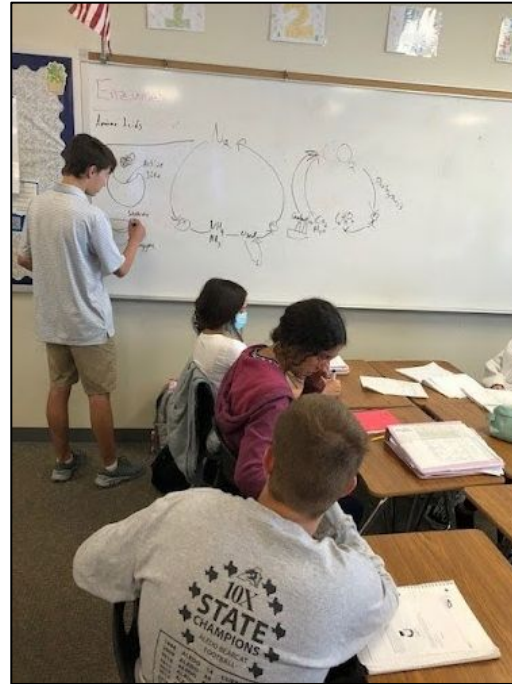
Students discussed what they analyzed in order to recreate the scene with the new emotion. Students took turns reenacting the scene with their assigned emotion.

While the students acted out the scene, the audience made inferences and took notes over the scene, analyzed different components of what they saw and how the tone of the scene was affected with the new emotions.



Daniel Ninth Grade Campus:
9th Grade Biology: Elisha Woodson

Biology students sign up to teach and/or attend peer tutoring sessions each Wednesday during Flex. Students who self-identify as strong in an area are scheduled to lead the Flex tutorial sessions and students that requested more support for a targeted skill are scheduled alongside them.





AISD Featured Collaborative Team

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Annetta's Kindergarten Team



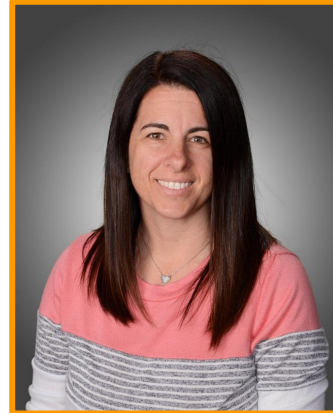
Deborah Carney



Kim Riser



Jessica LaRoque



Kelly Price



Mady Gabbert



Cindy Smith



CTE Update

Career & Technical Education



3 Endorsements for students to choose from.

- 1) Business & Industry
- 2) Public Services
- 3) STEM



15 -
PROGRAMS
OF STUDY

- AG – Vet Medical, Engineering/Welding, Plant Science
- Business Management
- Communications – Journalism / News Production
- Commercial Photo
- Computer Science
- Government
- Graphic Design
- Engineering
- Education & Training
- Health Science – C.M.A (EKG / Phlebotomy)
- Law Enforcement / Forensic Science
- Cosmetology – @Weatherford High School
- Transportation- @Weatherford High School



Industry-Based Certification

Adobe Certs

Photoshop, Illustrator, InDesign

Microsoft Office

Word, PowerPoint, Excel

CCMA - EKG/Phlebotomy

CPR EKG
Phlebotomy

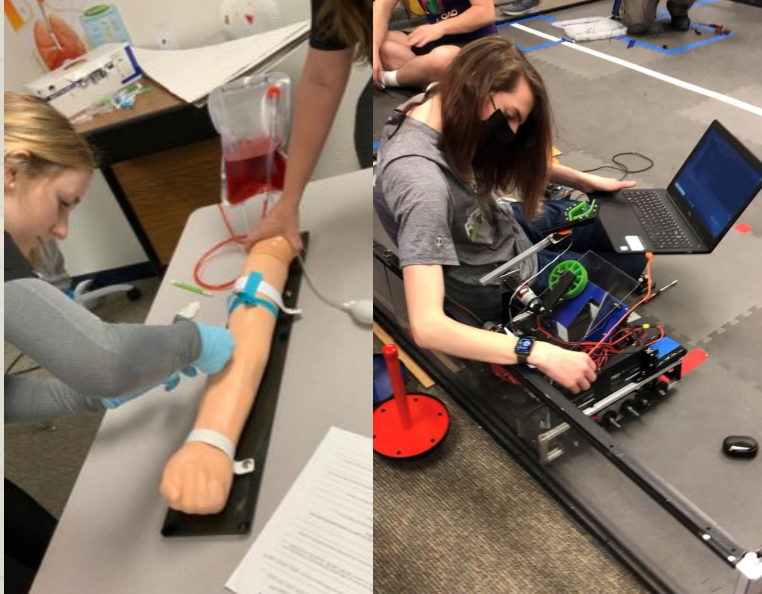
Floral - Level 1 & 2
TX State Floral Design Cert.

Certified Vet Assistant

Welding - D9.1
Basica Welding

CAREER TECH STUDENT ORGANIZATIONS (CTSO)

BPA
FFA
HOSA
LAW
ROBOTICS





**CTE
Courses**

**Clinical
Rotations**

***Project
Lead the
Way -PLTW**

***Practicum of AG
*Practicum
Graphic Design**

AMS Courses :
Fundamentals of Comp.Sci.
Design & Modeling, Fight & Space
Principles of AG
Principles of LAW
Principles of Arch.
College & Career Readiness

m



Student Highlights

AG Programs - All 3 - Corbin Haber
Business- Morgan Carter /Dillinger Stroud
Computer Science-Ian Creed
Education & Training-Hallie Dixon
Engineering- Brandon Ferguson
Graphic Design-Scarlett Grimes
Health Science-Carson White
Journalism/ Aledo Student Media-Faith Emmittee
Law-Alexis Jorgensen

5 -Year Program Growth*

	2015-2016	2019-2020	Change	% Change
Career & Tech FTE	217.749	371.440	153.691	70.58

	2016-2017	2021-2022-Projected	Change	% Change
Career & Tech FTE	228.478	453.351	224.873	98.42

Data from Summary of Finance*

CTE

Questions / Comments

Insert video link here

