

AISD Instructional Focus

June 17, 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



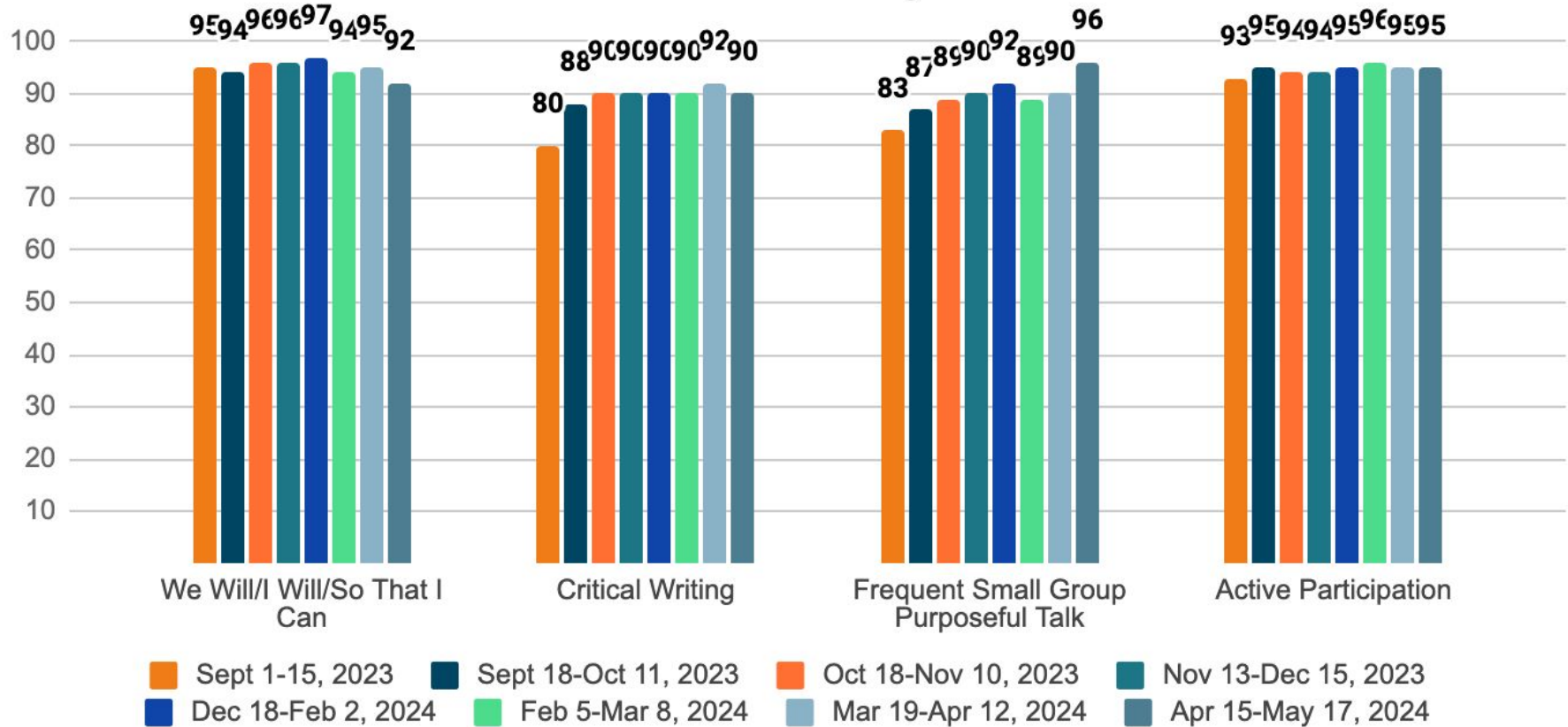
Aledo ISD

Instructional Focus Implementation

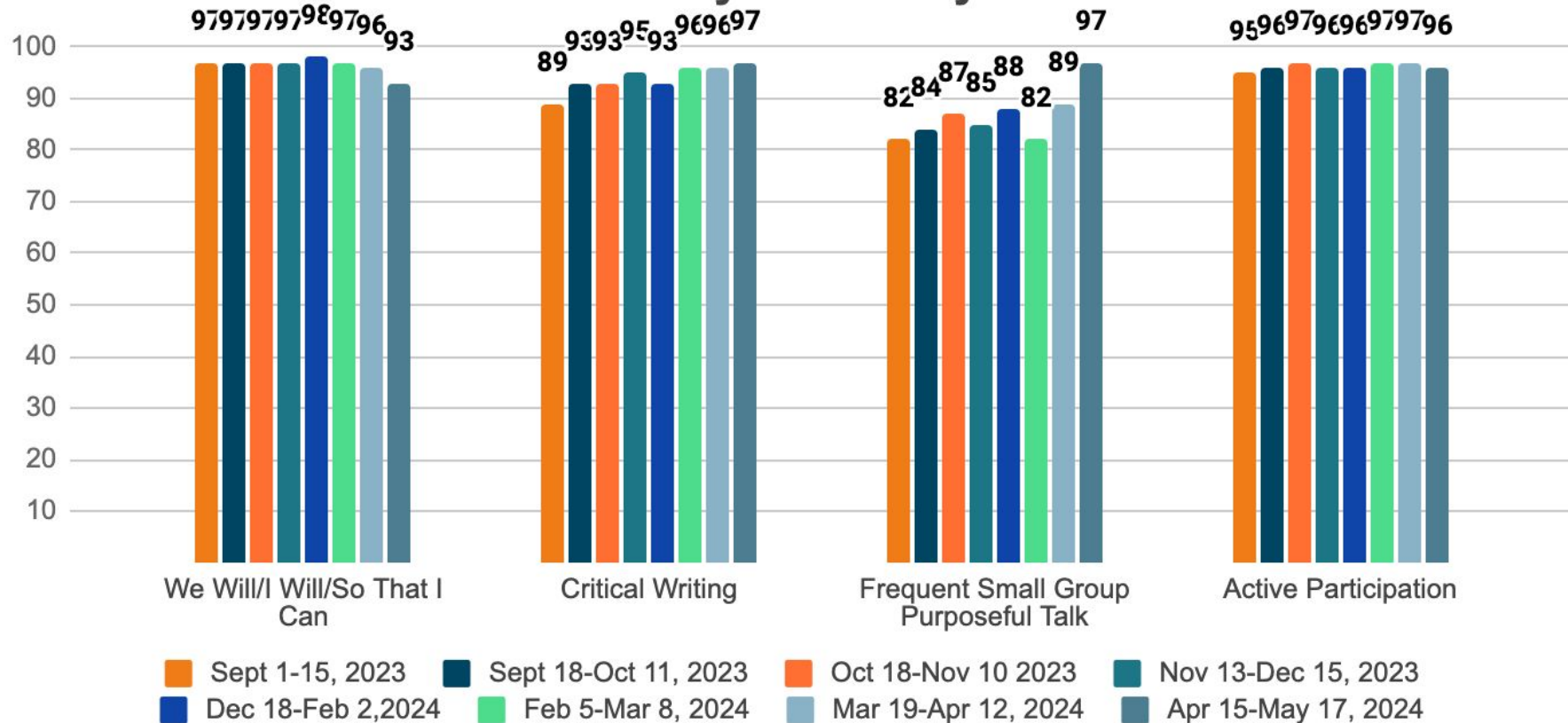
Reporting Period 8
April 15-May 17, 2024



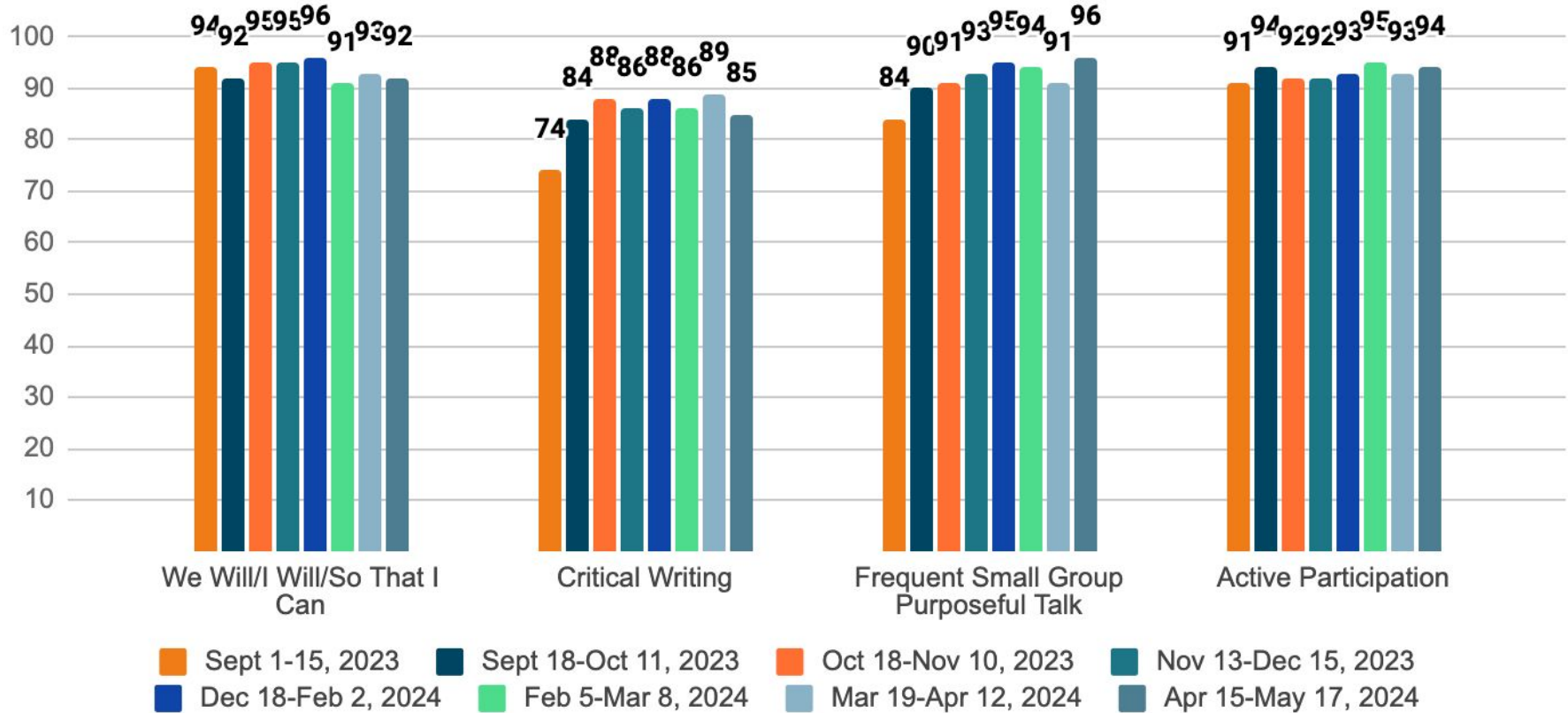
AISD Overall Growth by Look Fors



AISD Elementary Growth by Look Fors



AISD Secondary Growth by Look Fors



Implementation Measures of District Instructional Focus

PLC Goals

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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

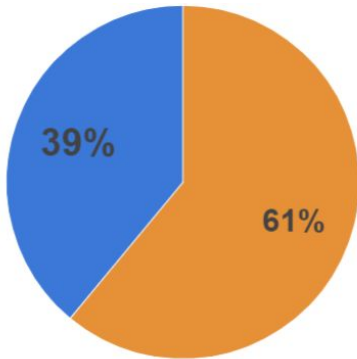
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle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

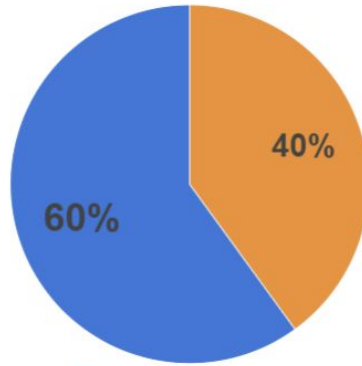
Focus on Learning

Goal: **91% Meet or Exceed**

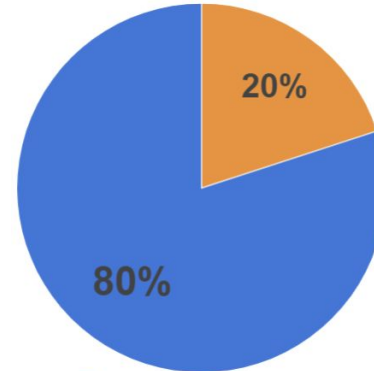
1st Grading
Cycle



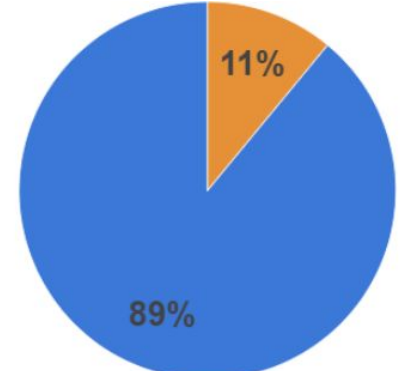
2nd Grading
Cycle

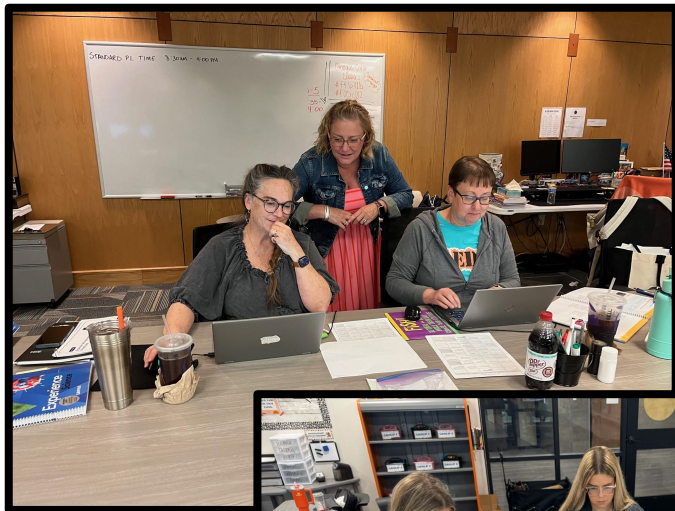


3rd Grading
Cycle



4th Grading
Cycle





Science
Curriculum
Writing

RLA
Curriculum
Writing



Unit 1: Journeys - U.S. Regions and States

Aledo ISD Curriculum
Reading Language Arts & Social Studies



Suggested Pacing: 5 days

Key Texts

S.S. Weekly-Week 4: "Regions of the United States"

We will describe the political & economic regions in the US that result from patterns of human activity (SS.5.6A).
I will locate the 50 states on a map and identify key characteristics.
I will research a US region and its states & present findings

Knowledge Building Tasks

Read, Write, Discuss, and Inquire:

Day 1: Direct teach: review characteristics of informational text: headings, subheadings, graphics, maps, photos, captions, identify in article.
Introduce vocabulary for this unit (see vocabulary list below) & review cardinal & intermediate directions/compass rose.
Task: In pairs, students will read article and compare/contrast the southwest region of the US with another US region of their choice, or as assigned by teacher.
Discuss findings as a class.

After task and discussion, partners choose one of the following topic sentences (TS) to support with an SPO:

- T.S.-Differences between regions encourage connection between communities in several ways.
- T.S.-Differences between regions is a positive thing for several reasons.
- T.S.-The country would be so different if all regions were exactly the same.

Days 2-3: Teams of 3-5 are assigned a different US region and charged with researching it, labeling their region's map and presenting their findings in an infographic (can be hand copy of digital, but large enough to present).

Team Map Instructions-Indicate/label each state, the state's capital, at least 3 of the region's major cities, at least 5 major landforms (rivers, mountains, valleys, forests, etc.)

Visuals-add illustrations, photos, clipings, graphics, tables to demonstrate the culture, climate, tourist attractions, or other notable features of your region

Choose 3 findings to share when presenting the finished map and practice presenting; assign roles and study rubric

Day 4: Each team shares the names of their region, states, and 2 largest cities and presents 3 most exciting findings (5-7 minutes), audience members copy down information AND label their [whole country map](#) with regions & states.. Oral presentation rubric includes the following TEKS: 5.1(C).

Day 5: Students complete Studies Weekly, Week 4 assessment.

Vocabulary & Word Study

geo-	earth
-graph	to write or draw
-ful	ful of or having the quality of, forms an adjective
mid-	in the middle or center of

Terms:

- Region
- Geography
- Physical characteristics: landform, biome, climate
- Human characteristics: population, culture, language
- Capital

Grammar Focus:

- Capitalization (official titles of geographical names and places)
- Nouns (collective)

Differentiation

- Assign NE region to fastest group & SW to students needing more support

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

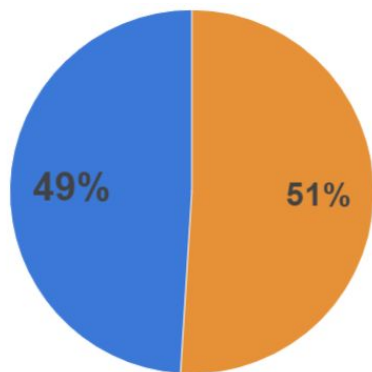
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

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.

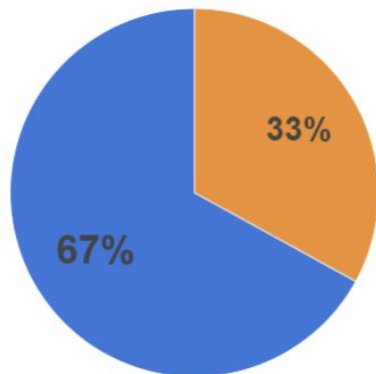
Collaborative Culture and Collective Responsibility

Goal: **92% Meet or Exceed**

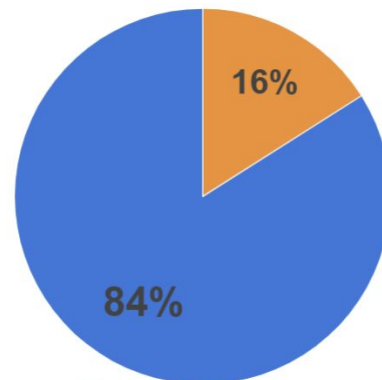
1st Grading
Cycle



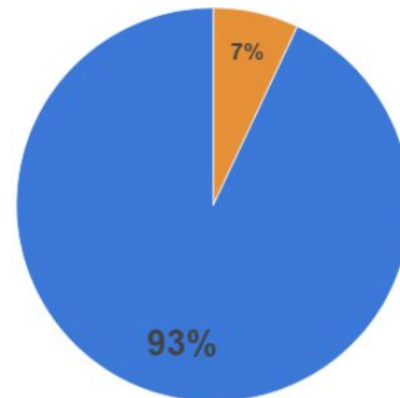
2nd Grading
Cycle



3rd Grading
Cycle



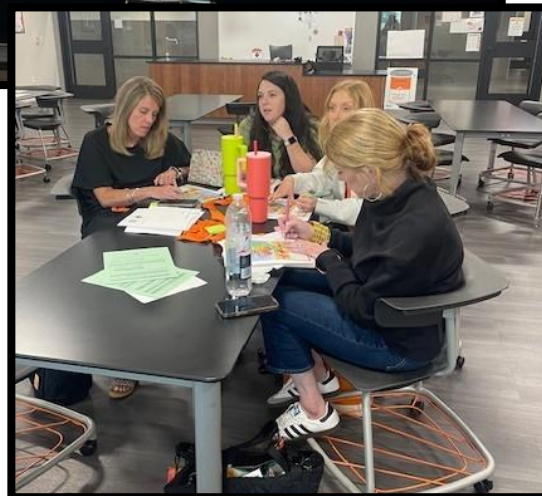
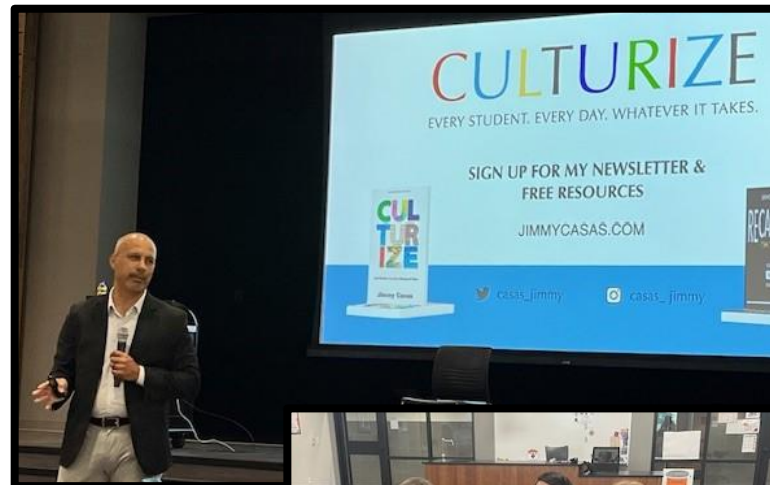
4th Grading
Cycle



Progressing



Met or Exceeded



Three Big Ideas of a PLC at Work

1

A Focus on Learning

2

**A Collaborative Culture
and
Collective Responsibility**

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A Results Orientation

FOCUS ON RESULTS

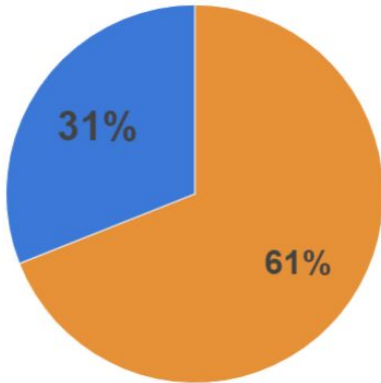
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

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.

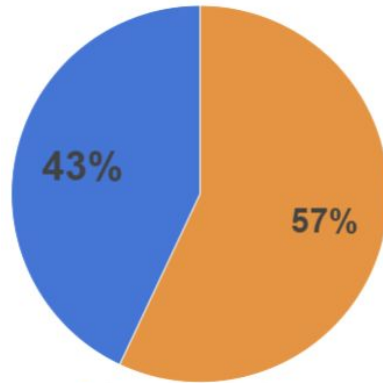
Focus on Results

Goal: **87% Meet or Exceed**

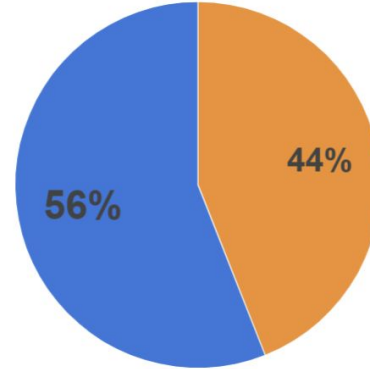
1st Grading
Cycle



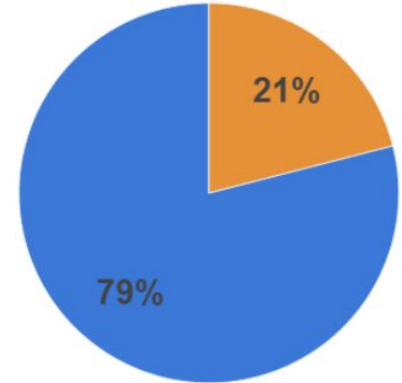
2nd Grading
Cycle



3rd Grading
Cycle



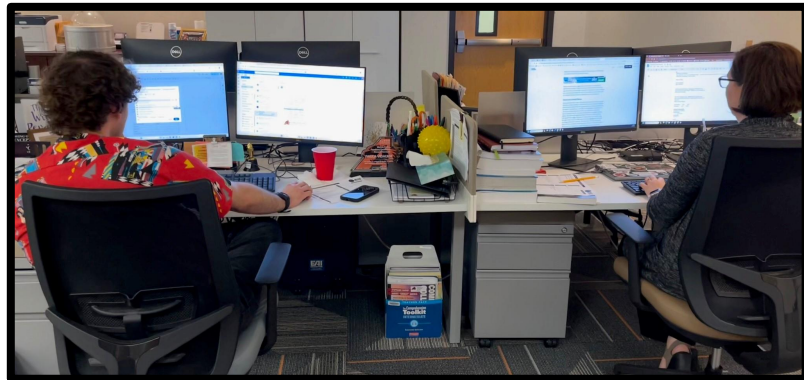
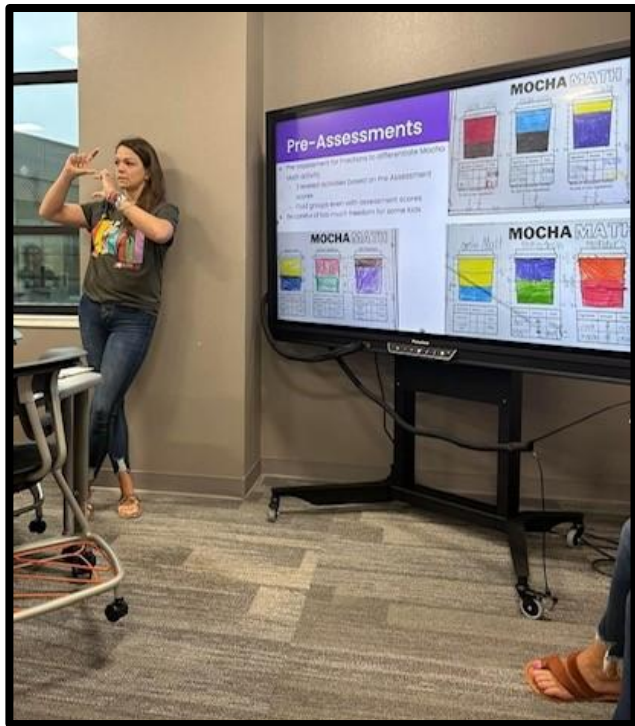
4th Grading
Cycle



Progressing



Met or Exceeded



6/11/24, 8:49 AM

Draft - 2024-2025 World History - Beginning of Civilization CA

1.

A system of government in which political power is inherited is referred to as a . This system of government was found in Egypt and Mesopotamia.

2.

Historians, when differentiating between the political systems of Ancient Egypt and Mesopotamia, noted that Egyptian kings were viewed as of their people, while in Mesopotamia kings were viewed as of their gods.

3.

The Neolithic Revolution

Small agricultural settlement



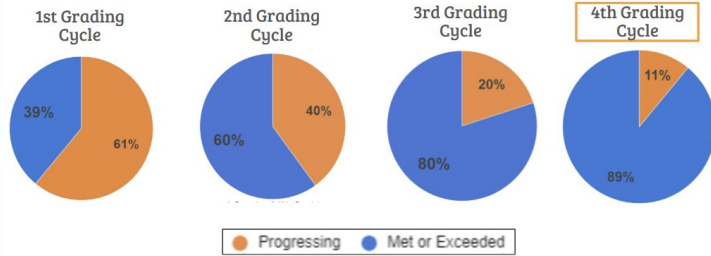
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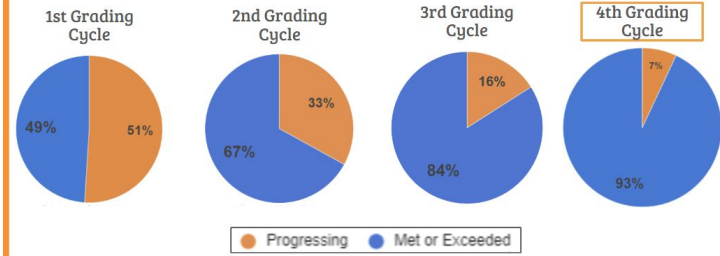
The development of formal governmental institutions

GROWTH in ALL 3 Big Ideas of the PLC

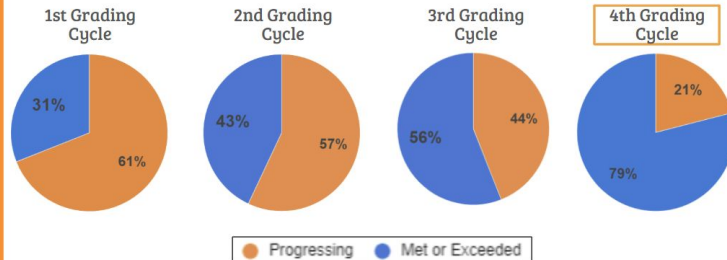
Focus on Learning Goal: 91% Meet or Exceed



Collaborative Culture and Collective Responsibility Goal: 92% Meet or Exceed



Focus on Results Goal: 87% Meet or Exceed



Next Steps

Continue to Celebrate Success of AISD's PLC Process

- District & Campus Celebrations
- Featured CT Recognitions

Vandagriff

Exemplars (Pictures, Descriptions, or Document Example Links)

Kinder & 1st Grade Teams

- Tracking skill progression over time with mCLASS
- Targeting skills until the groups shrink enough to pick up the next

DNG/AH

Exemplars (Pictures, Descriptions, or D

- Meet daily and are encouraged by one another
- Collective efficacy
- Systems for tracking students (English 1 color-codes printouts)
- FLEX systems - sharing students, responding to format
- Open to change and reflecting upon practices
- Collective commitment
- [Pre-planned agendas](#)

SMART Goals	
<p>Short Term Goals:</p> <p>Goal 1: Develop a lesson plan for the first unit by the end of the month.</p> <p>Goal 2: Complete the first unit of the course by the end of the semester.</p> <p>Goal 3: Obtain feedback from students on the first unit by the end of the semester.</p>	<p>Action Steps:</p> <p>Step 1: Research the standards and objectives for the first unit.</p> <p>Step 2: Create a lesson plan for the first unit.</p> <p>Step 3: Deliver the first unit of the course.</p> <p>Step 4: Collect student feedback on the first unit.</p>

TAGGING COLOR GUIDE:	
	None Tagging
	Tagged
	Prepared for Intervention
	Intervention Successful

Review Goals/Tracking: Let's briefly discuss the data tracking for interventions this week. We need to look at the effectiveness and how we can increase student engagement and attendance.

- **Tune and Model Tracking:** Last week, it was E. Shugart
- **Inference Tracking:** Last week, it was T. Miller

Here's the Formative Folder, so that we can monitor the progress for kids. [Bookmark this for instant access.](#)

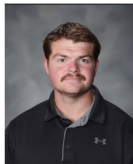
AISD Featured Collaborative Team
McAnally Middle School 7th Grade Science



Joni Mures - Team Lead



Bri Perry



Cooper Thompson



Continue to Build Capacity Through Ongoing Professional Learning

- PLC Institute Fort Worth - June 25th-27th (54 attendees)
- District Professional Learning

1. C&I Presents, partnering with a campus or C&I teams up.
2. This day would be filled with team builders throughout the presentation to build the collaborative culture amongst existing and/or new teams.
3. Each section would be taught in Workshop Model

Agenda

Welcome/Team Builder

Section 1: Key Components of a PLC

- What is a PLC....the why?
- Difference between PLC and CT
- 4 Questions and what does the CT look Like

Section 2: Focus on Learning

- Activity/Hook - Team Builder
- Learning
- Task - Deconstruct the 1st Essential Standard taught
- Closing/Reflection

Section 3: Collaborative Culture

- Activity/Hook - Team Builder
- Learning
 - What does collaboration look like/sound like
 - How to set Norms
 - Exemplar Agendas
- Task - Create Norms & Agenda
- Closing/Reflection

Section 4: Focus on Results

- Activity/Hook - Team Builder
- Learning (SMART Goals)
- Task - Create Potential SMART Goal
- Closing/Reflection

Wrap Up/End of Day Reflection

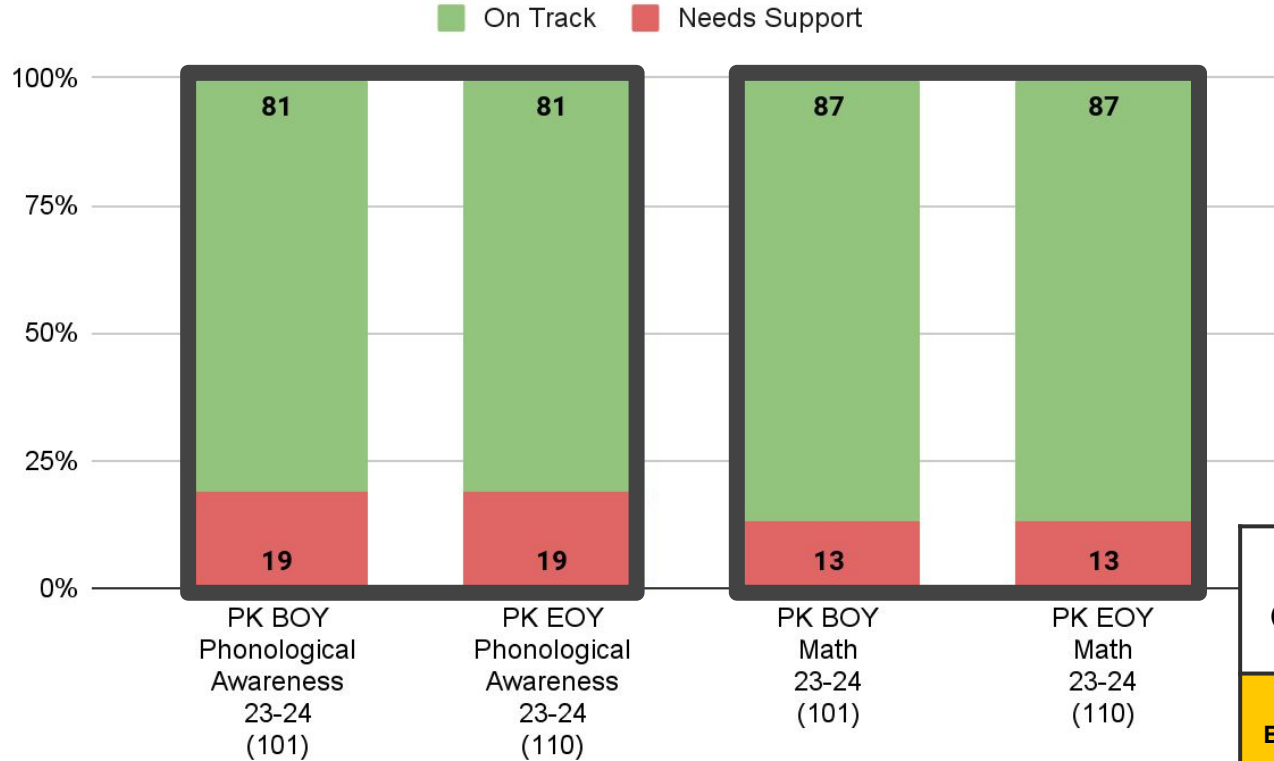


Aledo ISD EOY Screener Data

2023-2024

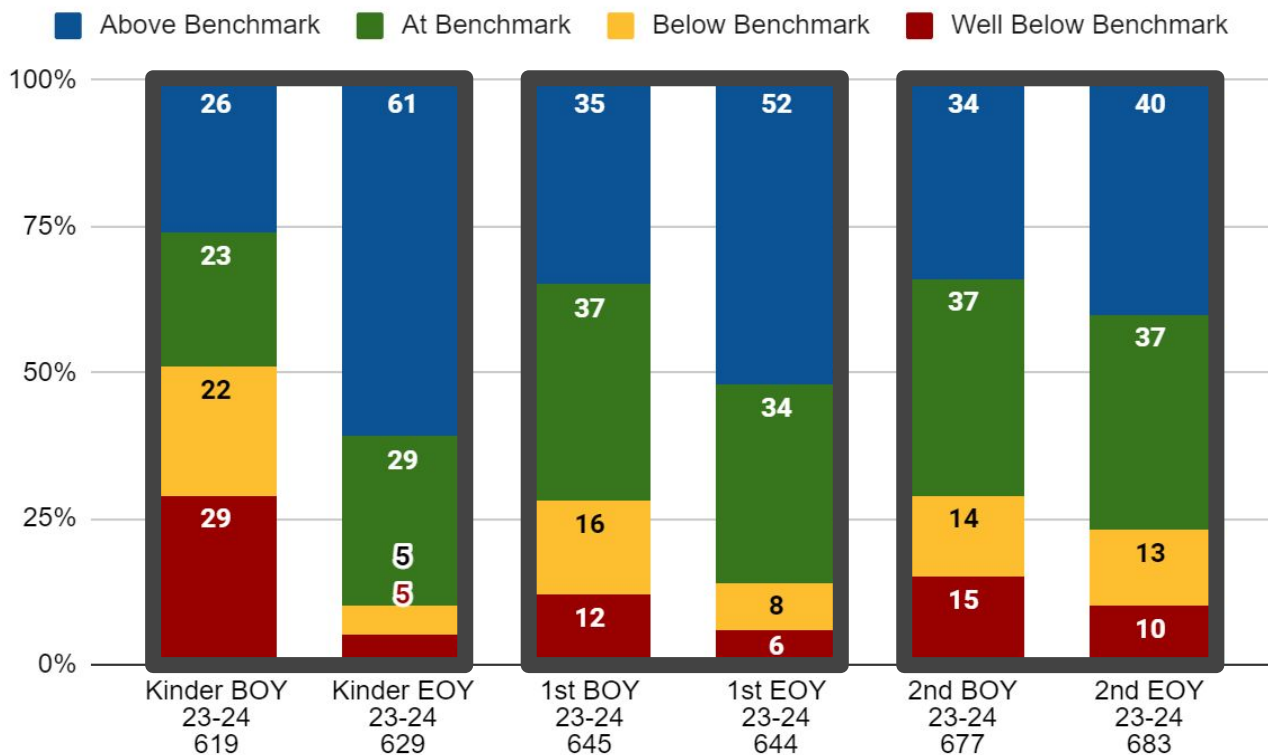
Ensuring high levels of learning for all students

CIRCLE Progress Monitoring: PreK



Students on Track BOY to EOY (includes students tested in both windows)			
PA BOY	PA EOY	Math BOY	Math EOY
78%	84%	88%	91%

mCLASS Texas Reading: K-2



mCLASS Texas Reading: K-2



Measure one
Well Below Benchmark

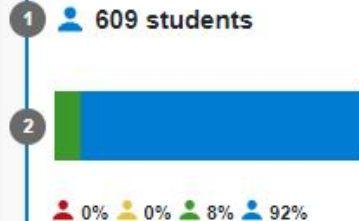
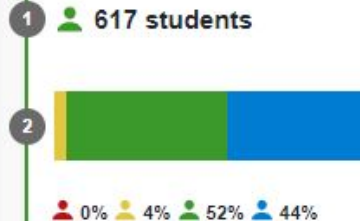
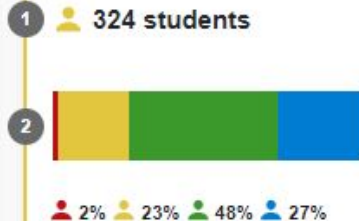
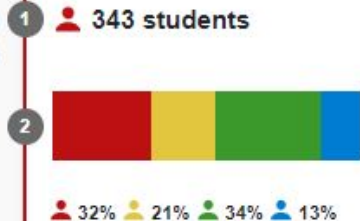
Measure one
Below Benchmark

Measure one
At Benchmark

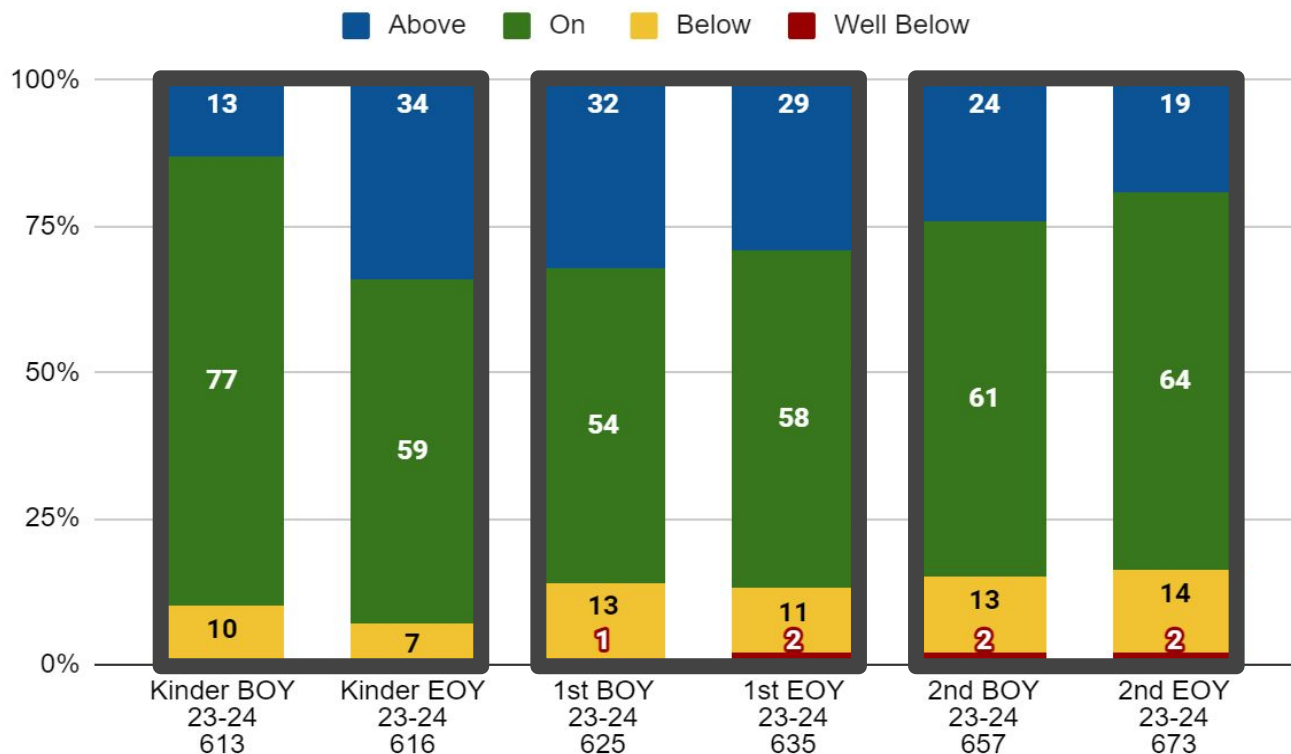
Measure one
Above Benchmark

▼ Aledo ISD (TX)

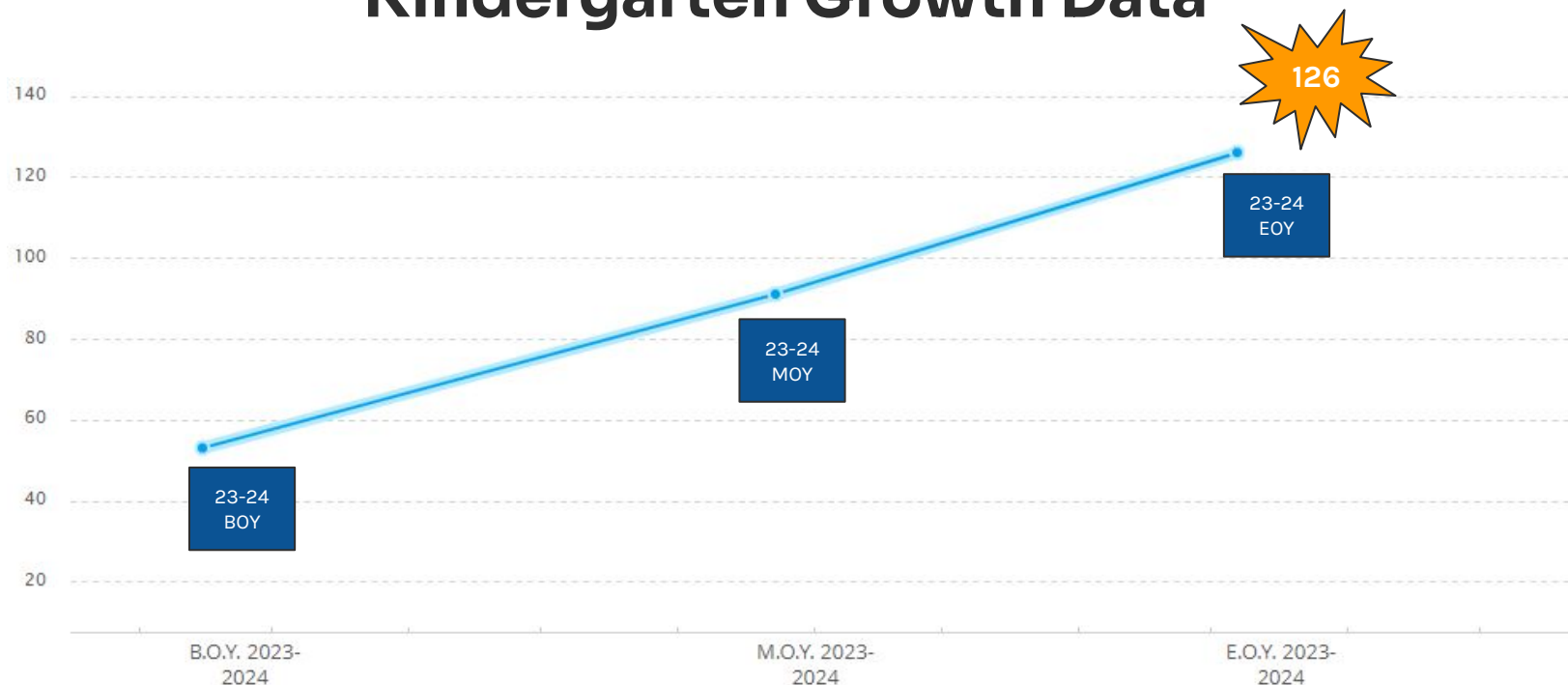
Aledo ISD
(TX)



IXL Math Diagnostic: K-2

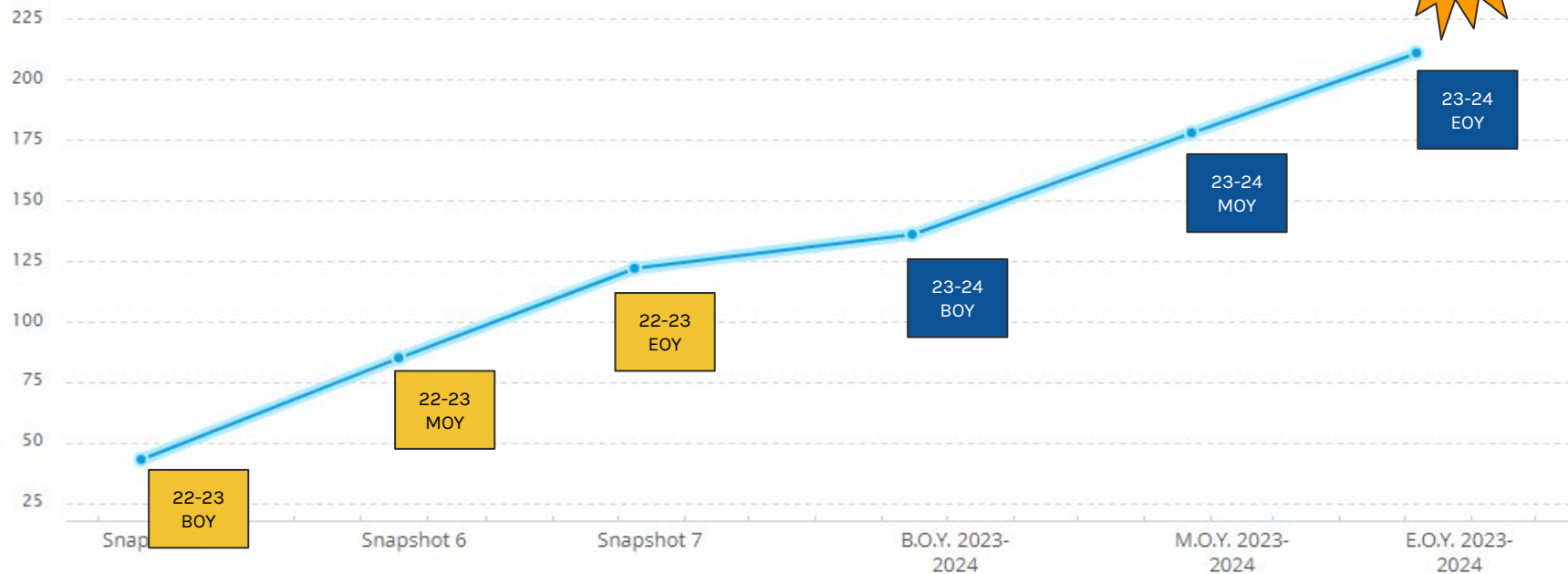


IXL Math Diagnostic Kindergarten Growth Data



Based on grade level averages

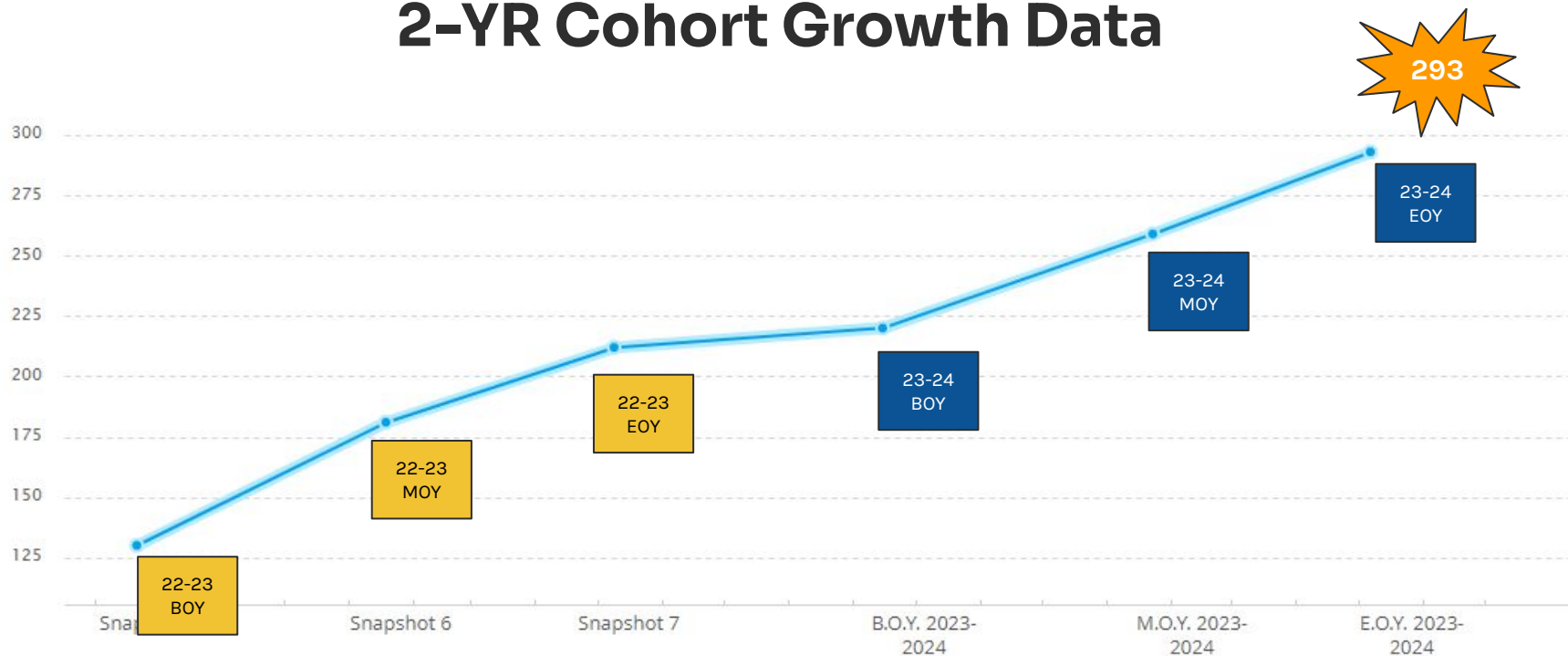
IXL Math Diagnostic: 1st Grade 2-YR Cohort Growth Data



Based on grade level averages

IXL Math Diagnostic: 2nd Grade

2-YR Cohort Growth Data



Based on grade level averages

MAP Growth: Reading 3-5 (EOY)

229 (13%) students in the bottom two quintiles at BOY

Celebrations

- 196 (86%) students in the bottom two quintiles at BOY made growth at EOY
- 117 (51%) students moved up at least one quintile
- 149 (65%) students met EOY MAP goal
- 144 (63%) students exceeded EOY MAP goal

Areas for Growth

- 33 (14%) students in the bottom two quintiles at BOY did not show growth
 - 3rd-4 students
 - 4th-10 students
 - 5th-19 students

MAP Growth: Math 3-5 (EOY)

222 (13%) students in the bottom two quintiles at BOY

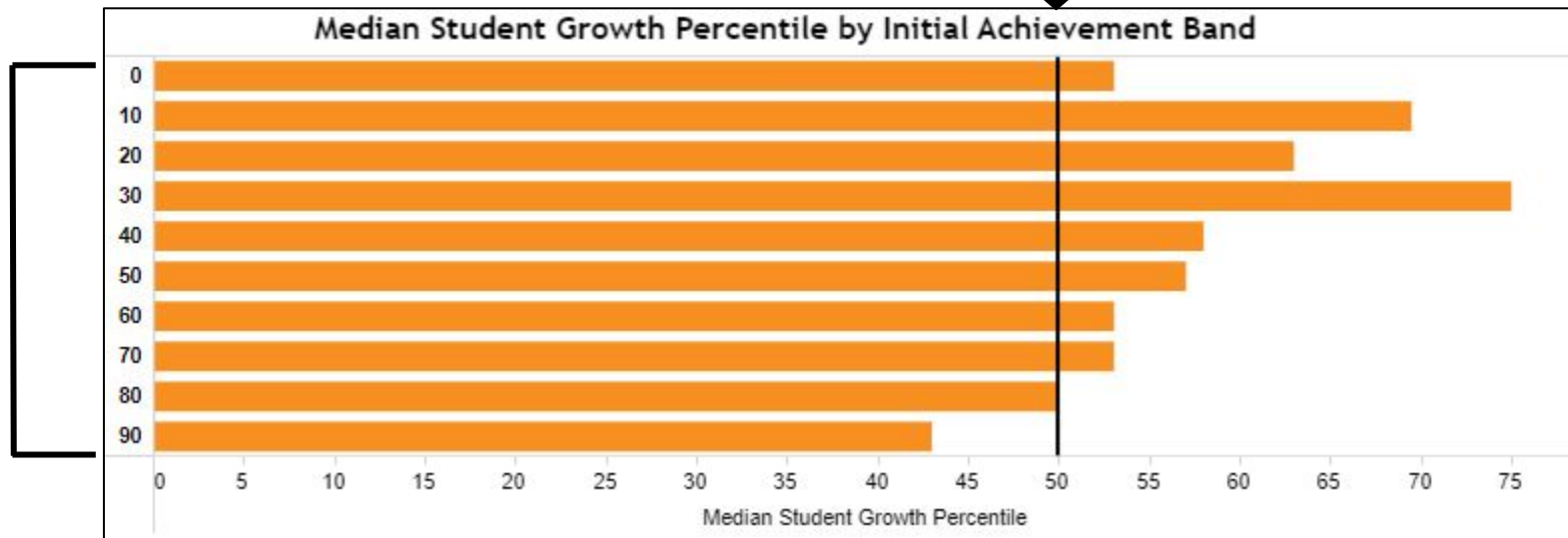
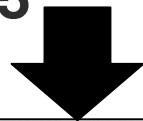
Celebrations

- 207 (93%) students in the bottom two quintiles at BOY made growth at EOY
- 103 (46%) students moved up at least one quintile
- 146 (66%) students met EOY MAP goal
- 141 (64%) students exceeded EOY MAP goal

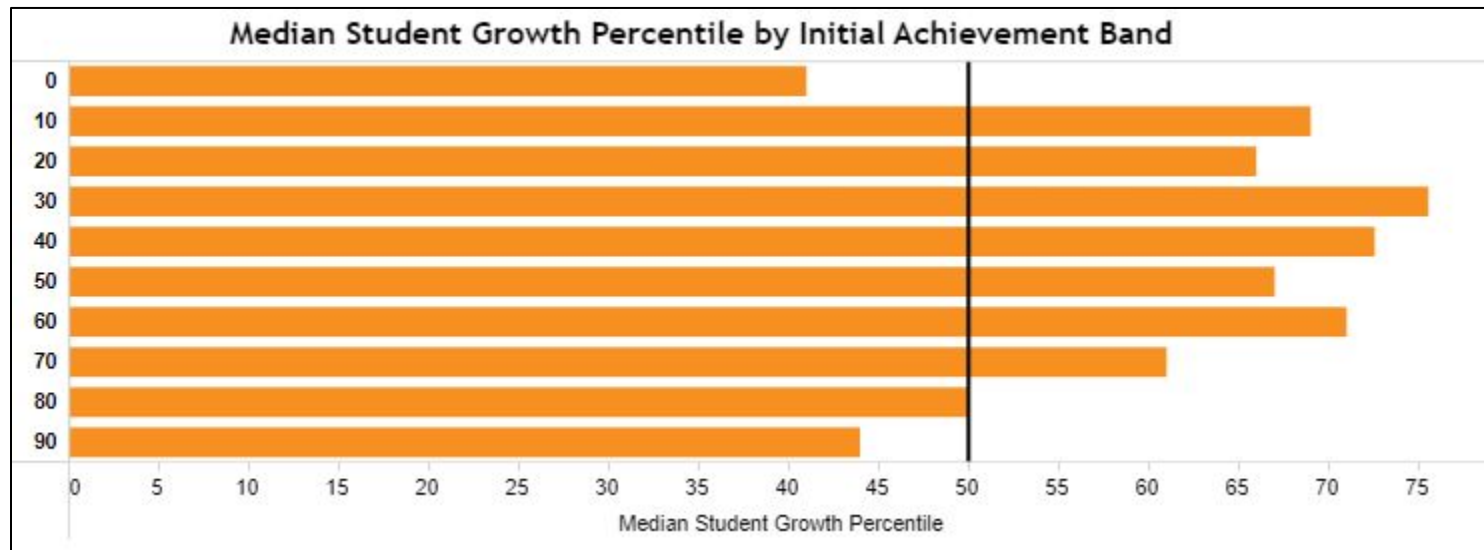
Areas for Growth

- 15 (7%) students in the bottom two quintiles at BOY did not show growth
 - 3rd-0 students
 - 4th-3 students
 - 5th-12 students

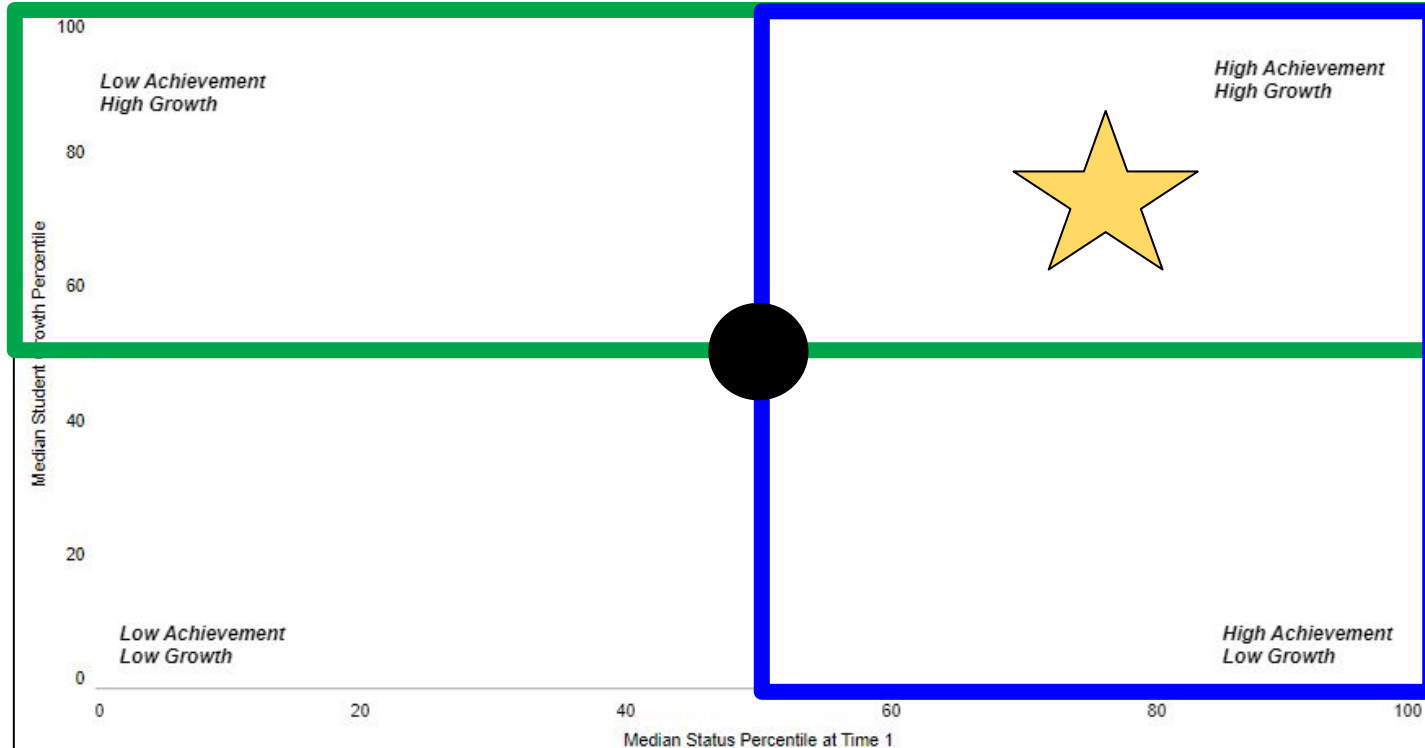
MAP Median Student Growth Percentile Reading 3-5



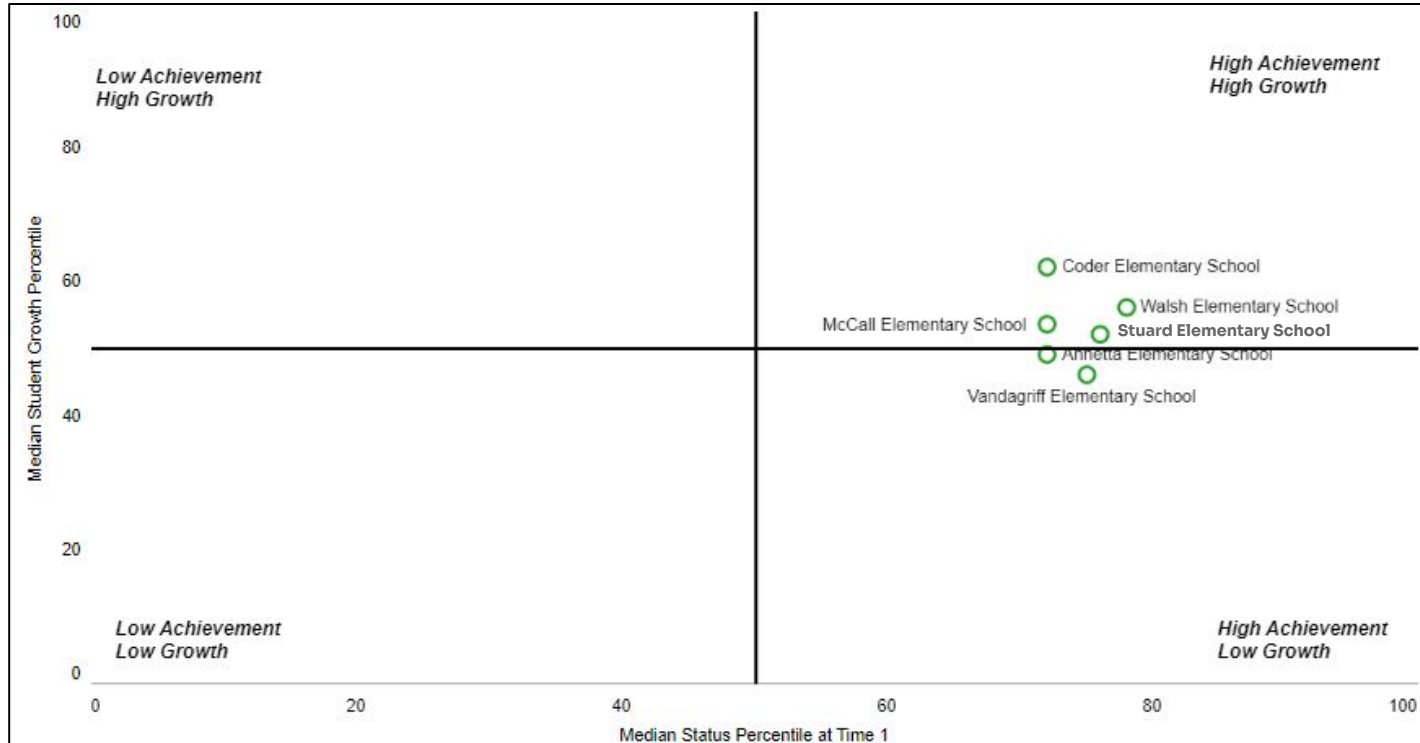
MAP Median Student Growth Percentile Math 3-5



MAP Growth Fall to Spring Quadrant Chart



MAP Growth Fall to Spring Reading 3-5



MAP Growth Fall to Spring Math 3-5

