AISD Instructional Focus

March 17, 2025





AISD Featured Collaborative Team Annetta Elementary School 4th Grade Team



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ALEDO ISD FOCUS DOCUMENT 2024-2025



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 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

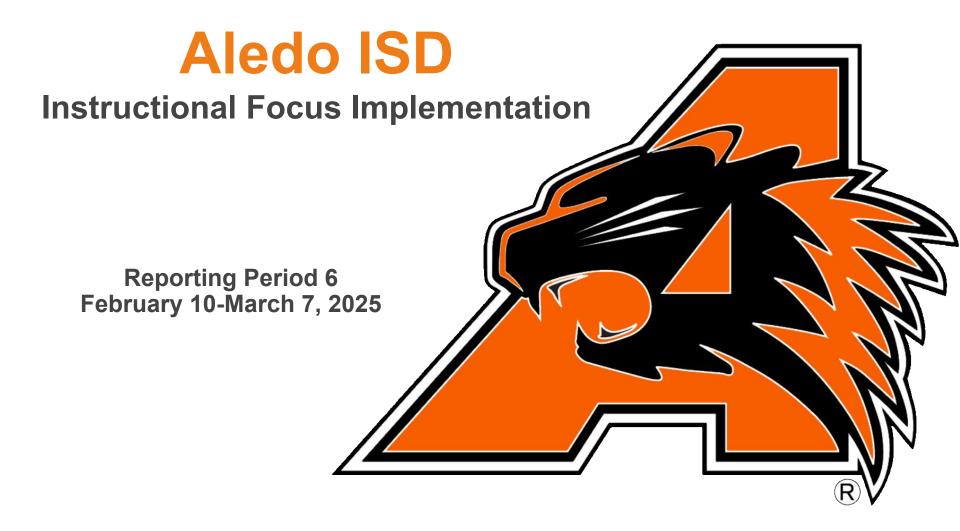
CIRCLE Progress Monitoring PK Reading / Math Screener

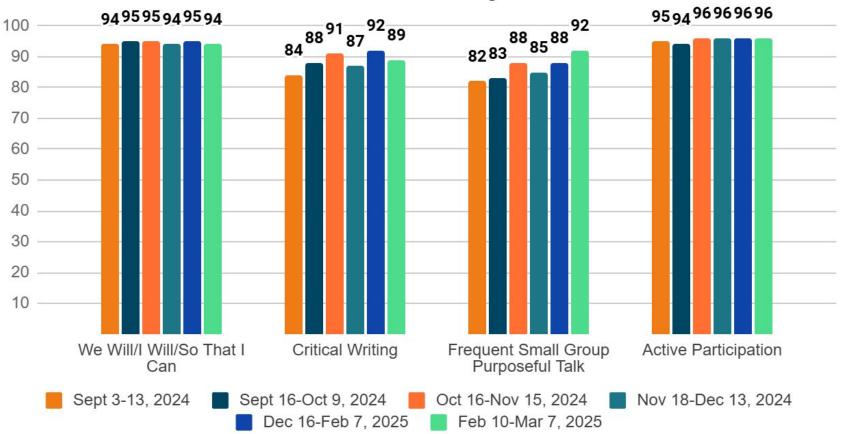
> mCLASS Texas K-2 Reading Screener

IXL Math K-2 Math Screener

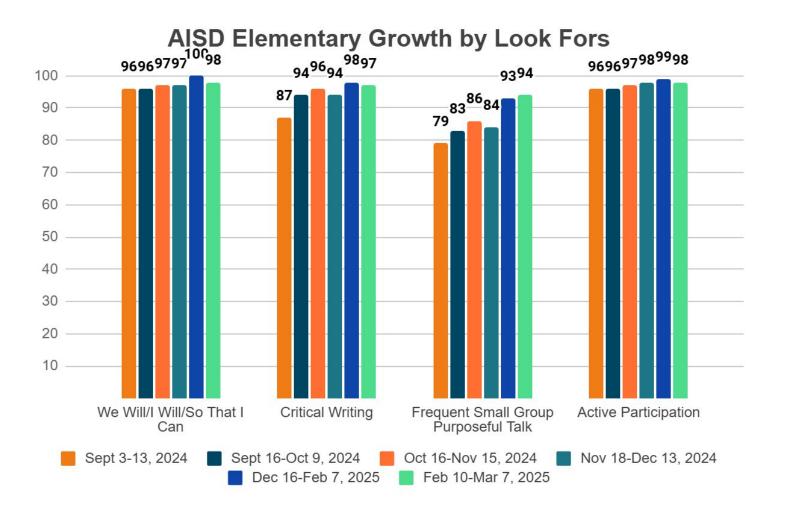
MAP Growth 3-8 Reading Screener 3-8 Math Screener



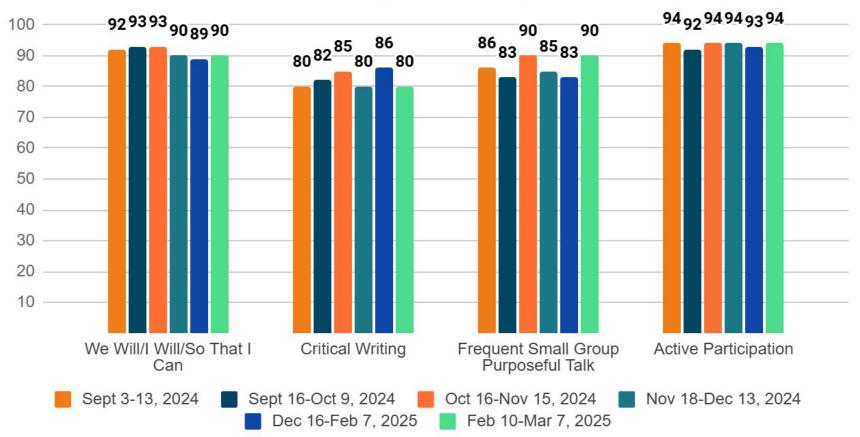


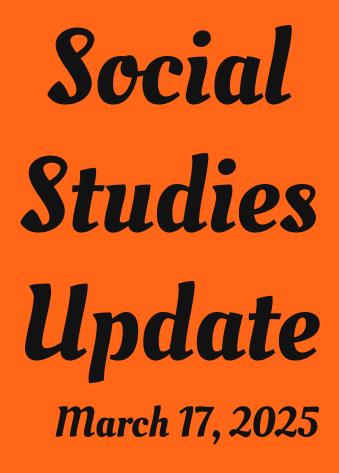


AISD Overall Growth by Look Fors



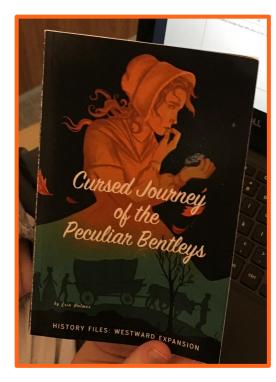
AISD Secondary Growth by Look Fors





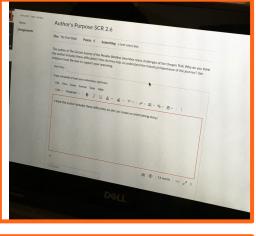


New K-5 RLA Integration





Integrating RLA and Social Studies in elementary schools which provides for in-depth teaching of RLA skills while at the same time building social studies content understanding.

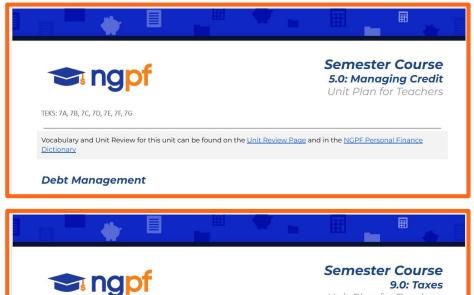




New Personal Financial Literacy & Economics Course



Offering a new Personal Financial Literacy and Economics course to seniors giving them the opportunity to learn about real-world application of concepts.



Unit Plan for Teachers

TEKS: 2B, 2C, 2G

Vocabulary and Unit Review for this unit can be found on the <u>Unit Review Page</u> and in the <u>NGPF Personal Finance</u> <u>Dictionary</u>

Taxes and Your Pay Stub

Professional Development



| opport teachers in buil sources, and learning | ding effective instruction based on connections. | relevance of experiences to loarner | s. The three indicators for relevanc | e are: meaningful work, authentic |
|--|---|--|--|---|
| Meaningful Work | 1 - Beginning | 2 - Emerging | 3 - Developed | 4 - Well Developed |
| Student Learning | Budent seek is provident and which and instanting a task understanding of intermation learned during the issues/unit. Budent sock focuses on class- specific constrict, with an emphasis on budding akills, developing comparterisation, or other foundational solits. | Studiets thek officially alread content and apply introduces issues to address a spoote task. Studient work demonstrates organize in Studiet work regulates application of localizing learned during the leason's well. | Buildents their ortically about content and apply information isament to address a range of notax-disciplinary taxis. Student work devicedances creativity and organity. Builden work requires mail-world predictable and or special status application from the two a direct connection to a camer in the related fold of two pro- | Observe third and ext existing to curate contrast and eggls intermation learned to address is single of costs deprivant tasks aution are both control and regions. Observe and organization and present content directly department content involved extension and present content multiple solutions. |
| Instructional Design | Lesson provides students an opportunity to demonstrate hundational understanding of content. | Lesson provides students an opportunite to considere a specific tank that requires application of brownedge. Lesson provides students an ecconstrainty to select them a strage all works released to all stats, using observations, about new learning to constrainty of the select tank of the select tank of the select opportunity about new learning to constraint the select tank of the select tank | | Lesson implies students with an opportunity to think critically about new learning to create their our real- world, satewart tasks. |
| Authentic Resources | 1 - Beginning | 2 - Emerging | 3 - Developed | 4 - Well Developed |
| Student Learning | Students namy engage with one source of internation for the laston and/or unit. Deviants use one source to complete laste bound on making simple connections to content. | Students engage with one privacy source of internation for the lease and/or unit, one can accordary resources to support 8. Students use over on more sources to complete service or more sources to complete service of table located or making simple corrections to context. | Students engage with multiple sources of internation, both pervay and sometics, during a lossenium? Devinentusse multiple sources of internation to complete red-world backs involving comparison, analysis, argument, and research. | Students angage with multiple sources of internation, both primary and secondary, oung a losson/unit, including multi-ternat resources. Students spleit and use a variet of resources to sche predictable or ungredictable real-world scenarios. |
| Instructional Design | Lesson hele on one source of elementary the elementary of the source of elementary of the source of the content-source of the | | Lesson is structured around an essential understanding/loastion and refere on matiple authoritic tests and resources to conclusic comparisons, analysis, arguments, research, and other infervant, real-world tests. | Leecon le structured anound an essential understanding/speedies an relies on objections at a select multiple authentic tests and resources to ongage in tool world proteiner soving |
| Learning Connections | 1 - Beginning | 2 - Errerging | 9 - Developed | 6 - Well Developed |
| Studiet Learning | Budents settemhave the opportunity to angage in cancer that has exploit convention is neal working application. Some students may attempt to make convections between content inamed and neal-world application, but these convections are valuateened rather than included as part of the inacer. | Students econionally angugs in contract that has object connection to naw work application. Since students begin to articulate the connections between connect learned and real-world application. | Backerts angage in content that has exploit connections to real wonth applications. Sackerts obsity attouting the connections between content learned and real-earld application. | Bladerts deerver opportunities to apply content to their tess as well as new work application. Buderts independently make thought is connections between optimiliar learned and real-world ungread-static situations. |
| Instructional Design | Lesson provides appropriate content, but without explicit connections to real-work() application. | Leason provides some opportunities to connect content learned to real- works application. | Lessen provides multiple explicit opportunities for students to connect content learned to-real-world acceluations. | Lesson impres students to create their own opportunities to connect content learned to their lives, as well as spirworks applications. |

Attending ongoing professional development that focus on deeper implementation of the revised TEKS and Rigor/Relevance/Learner Engagement Rubrics into daily instruction Social Studies Recalibrate & Refocus Cycle 3

January 6th

I can't help falling in Love with... this lesson.



February 14th District Professional Learning Da



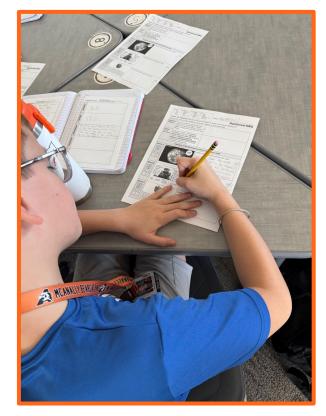
Committing to the PLC process where our Collaborative Teams work diligently to analyze student data to drive instruction.

PLC Process

| Student Name | All Learning Standards | | | | | | | 5 |
|--------------|------------------------|-------|-------|-------|-------|-------|-------|-------|
| | 6.2.B | 6.3.B | 6.4.C | 6.5.D | 6.6.E | 6.7.E | 6.8.F | 6.9.G |
| | 67% | 0% | 33% | 50% | 33% | 33% | 33% | 100% |
| | 67% | 67% | 33% | 50% | 33% | 67% | 67% | 0% |
| | 100% | 67% | 100% | 50% | 67% | 100% | 100% | 100% |
| | 100% | 100% | 100% | 50% | 100% | 100% | 100% | 67% |
| | 67% | 33% | 0% | 100% | 33% | 67% | 67% | 67% |
| | 33% | 33% | 67% | 100% | 67% | 33% | 100% | 33% |
| | 67% | 100% | 100% | 50% | 67% | 100% | 67% | 100% |
| | 100% | 67% | 100% | 100% | 100% | 100% | 100% | 100% |

| | | high-performing tea | Il students. We cultivate a collaborative cu | |
|--|--|---|--|---|
| 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-directe and very skillful in advocacy ar inquiry to monitor student improvement. |

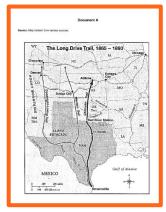
Document Based Question



The Long Drive: Will You Re-Up Next Year?



Engaging in explicit practice of building skills in reading primary and secondary sources, answering questions with a claim, and supporting that claim with evidence.



| Document C were Bayle John Renne, Lip hel Jin 79. Mit Dight Politiker set born (he. 194, 4. 195), and grant of the anti-security anand Lainigen, base 1 were 19 were he apped or to the cate plan base the Copya Cristie was through Dight Oph (1) -Dimension, Myshelling | | | | |
|---|---|--|--|--|
| | | | | |
| cattle and were ready to hit the tmail. Before | Territory. The country shead was then a | | | |
| starting out on our long journey, however, | widerness, without a human habitation in | | | |
| we must road brand our cattle. Our road | view of the Chishelm Tmill to the line of | | | |
| brand was TL connected. To burn these | Kansas, nearly three hundred miles away by | | | |
| letters on the sides of two thousand cattle, | the meanderings of our route. | | | |
| we must first drive them into the catcomary | We were not shore on the trail. The | | | |
| boths or narrow han, just wide concept for | big dives morthward were at its height, and | | | |
| one cow to squeeze through and long | that spring have were probably 500,000 | | | |
| enough to hold about twenty-five sainali. | eattle and horness moving up the trail | | | |
| After we had branded the ingressord cattle | from south Thress. Often [In contem Texns] | | | |
| by poling the red-bot branding ion through | we had been driven by rangy men, with | | | |
| the fence of the chure, we corpored their | freecionss dogs, from tract to tract of grazing | | | |
| tails as an additional mark that they were | land, bat the cattle got enough to live | | | |
| trail cattle | upen. The Indian Tertiory was the conv- | | | |
| The branding took two days of hard | puncher's paradiae. Now we would have | | | |
| work Then we were ready to start north. | no more obstructing fences, but one grand | | | |
| On or about the first day of June [1879] | expanse of free grass. It was a delightful | | | |
| we came in sight of the Red River Valley. | situation to contemplate. | | | |

Empowering Future Citizens

