

AISD Instructional Focus

March 17, 2025



#AllinAledo

AISD Featured Collaborative Team
Annetta Elementary School
4th Grade Team



Lindsey Rutherford



Lauren Drew



Adeana Chasteen



Mandy Bach

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

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

Instructional Rounds Data

*District Aggregate Data Shared Each Semester



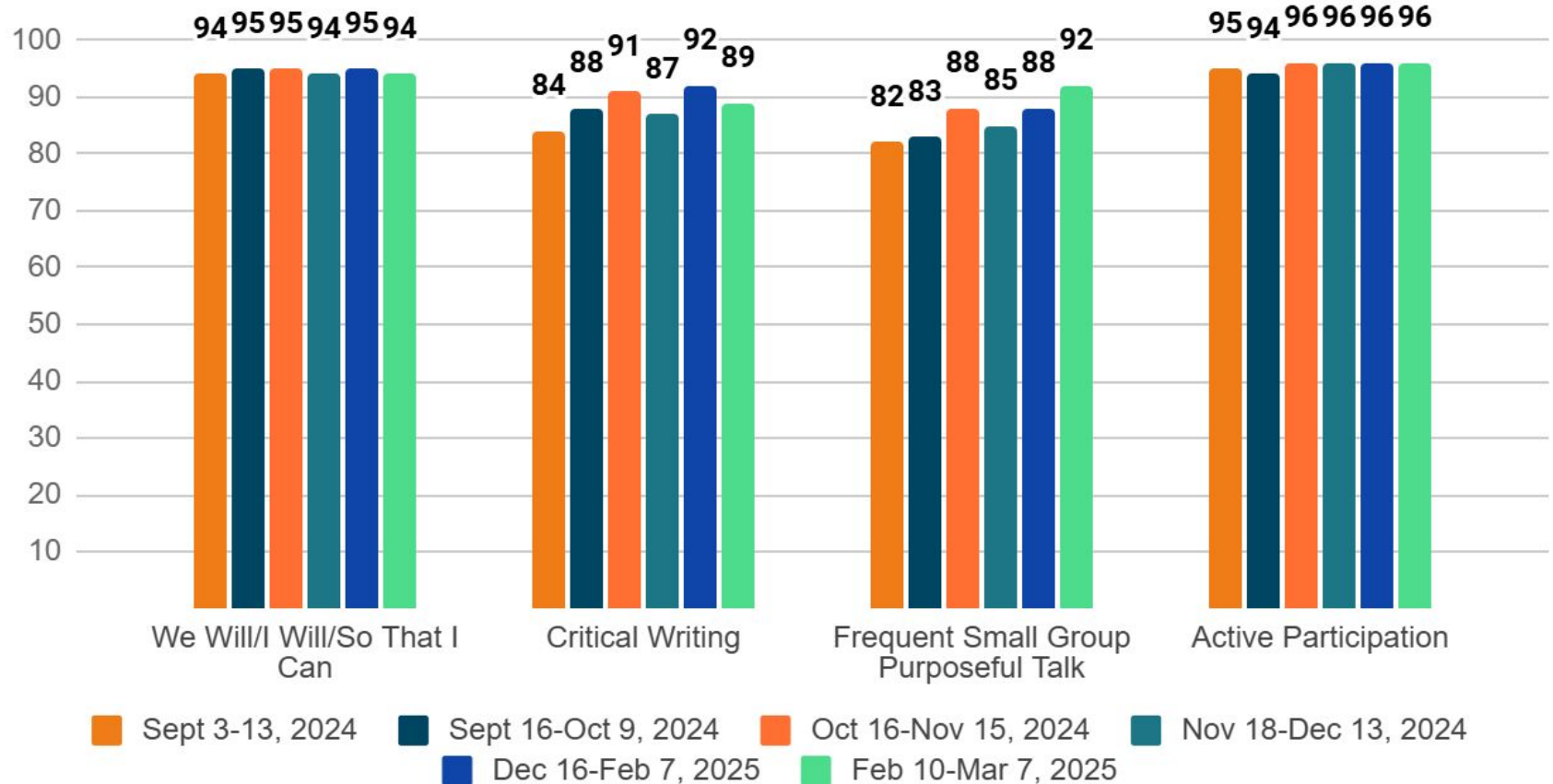
Aledo ISD

Instructional Focus Implementation

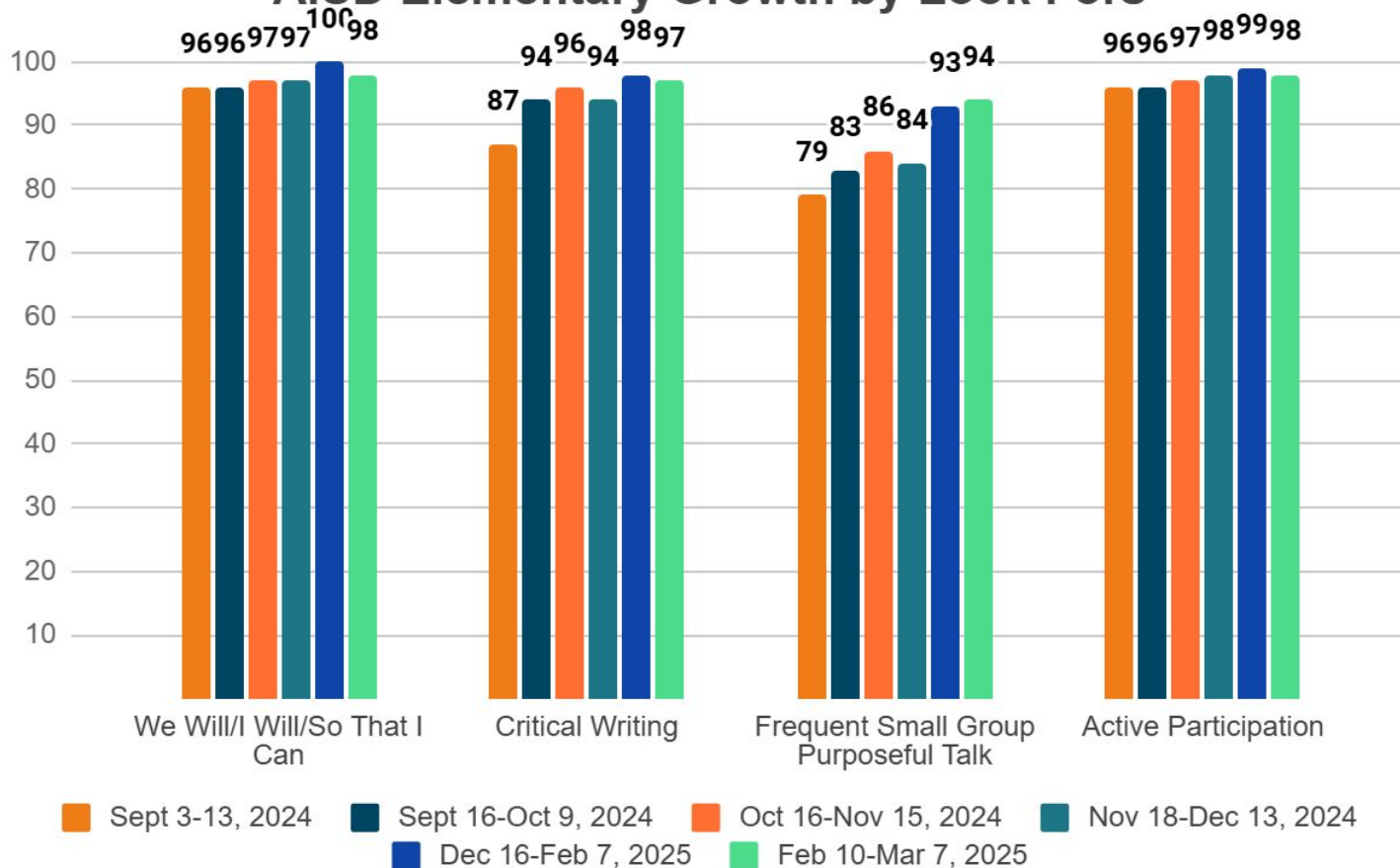
Reporting Period 6
February 10-March 7, 2025



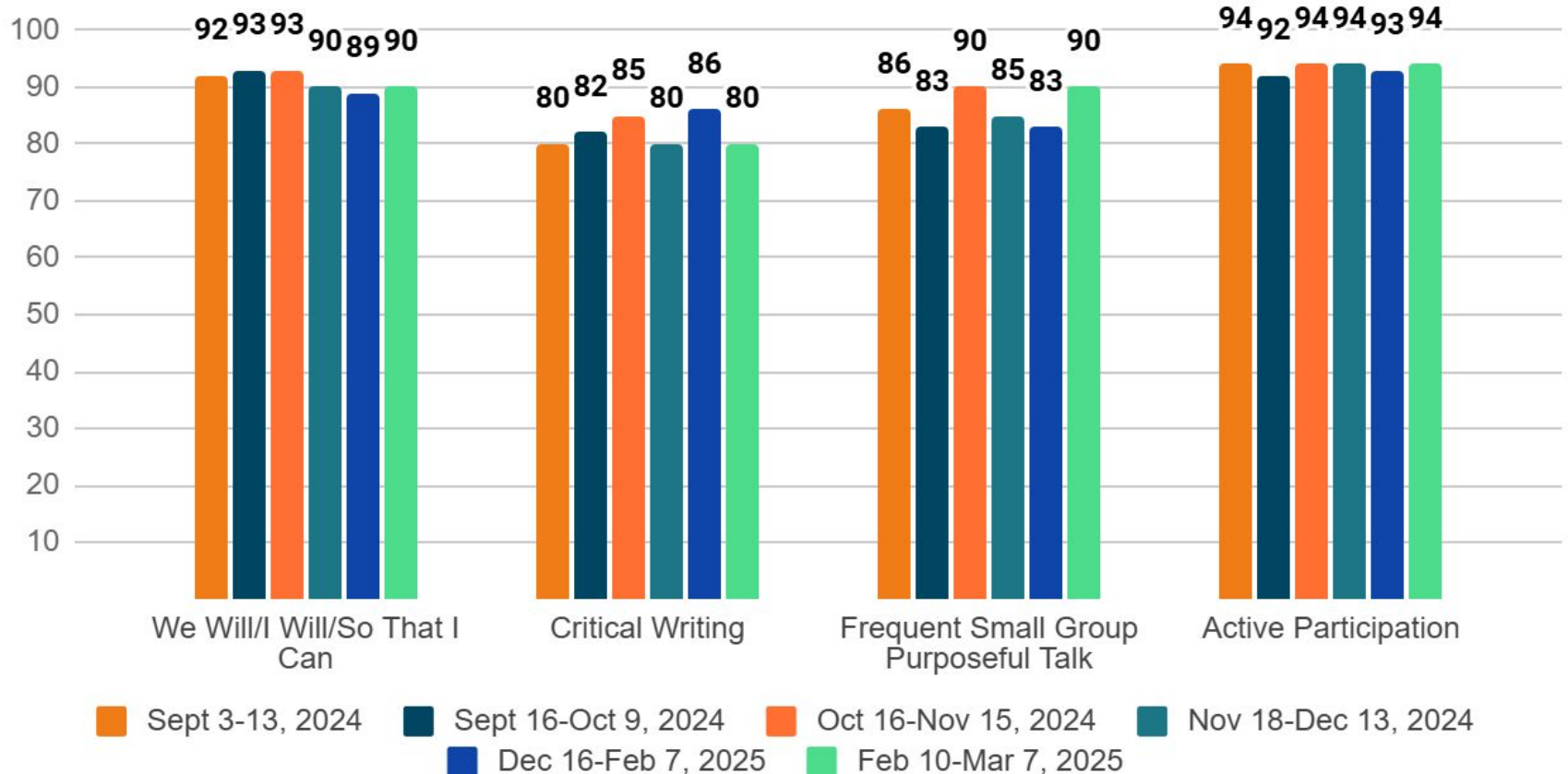
AISD Overall Growth by Look Fors



AISD Elementary Growth by Look Fors



AISD Secondary Growth by Look Fors

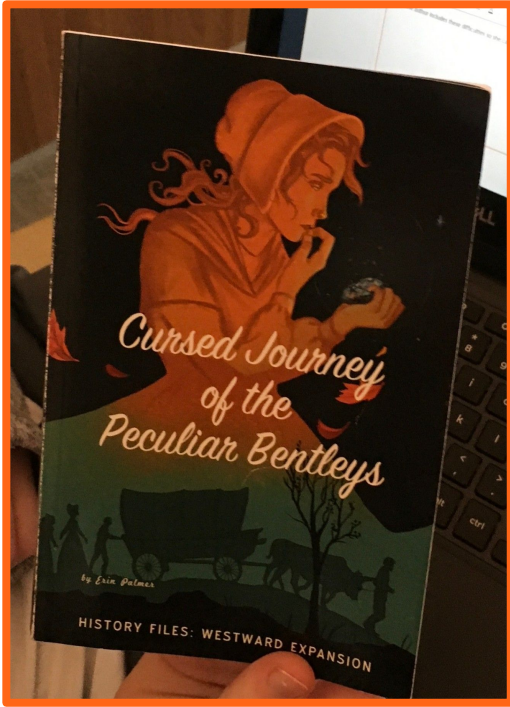


Social Studies Update

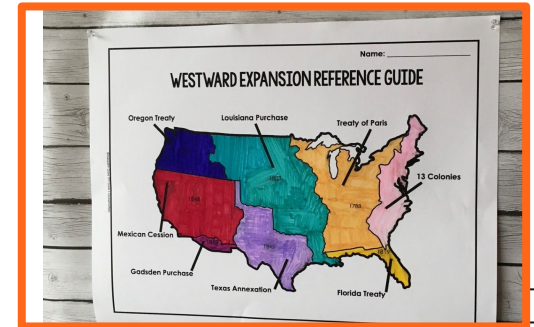
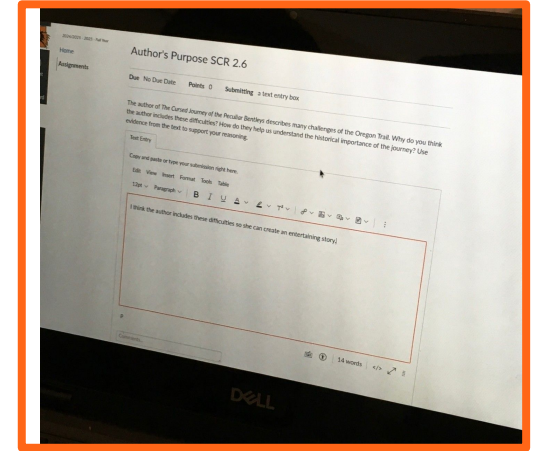
March 17, 2025



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.




Semester Course
5.0: Managing Credit
Unit Plan for Teachers

TEKS: 7A, 7B, 7C, 7D, 7E, 7F, 7G

Vocabulary and Unit Review for this unit can be found on the [Unit Review Page](#) and in the [NGPF Personal Finance Dictionary](#)

Debt Management



Semester Course
9.0: Taxes
Unit Plan for Teachers

TEKS: 2B, 2C, 2G

Vocabulary and Unit Review for this unit can be found on the [Unit Review Page](#) and in the [NGPF Personal Finance Dictionary](#)

Taxes and Your Pay Stub

Professional Development



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

Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. These three indicators for relevance are meaningful work, authentic resources, and learning connections.

Meaningful Work	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students have a limited understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a basic understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a developing understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a deep understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test.
Instructional Design	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives.
Authentic Resources	<ul style="list-style-type: none"> 1 - Beginning 	<ul style="list-style-type: none"> 2 - Emerging 	<ul style="list-style-type: none"> 3 - Developed 	<ul style="list-style-type: none"> 4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students have a limited understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a basic understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a developing understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a deep understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test.
Instructional Design	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives.
Learning Connections	<ul style="list-style-type: none"> 1 - Beginning 	<ul style="list-style-type: none"> 2 - Emerging 	<ul style="list-style-type: none"> 3 - Developed 	<ul style="list-style-type: none"> 4 - Well Developed
Student Learning	<ul style="list-style-type: none"> Students have a limited understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a basic understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a developing understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test. 	<ul style="list-style-type: none"> Students have a deep understanding of the relevance of the work to their lives. Students use the work to complete assignments or to prepare for a test.
Instructional Design	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives. 	<ul style="list-style-type: none"> Lessons provide students an opportunity to connect the work to their lives.

Copyright © 2013 by International Center for Leadership in Education. All rights reserved.

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



February 14th District Professional Learning Day

PLC Process

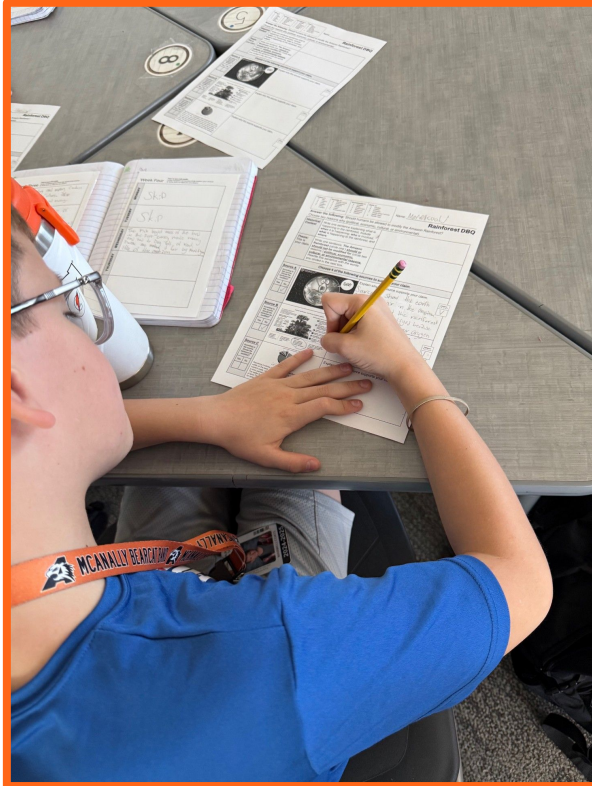


Committing to the PLC process where our Collaborative Teams work diligently to analyze student data to drive instruction.

Student Name	All Learning Standards							
	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%

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.				
Start at Developing. If any element is missing, move left to Implementing. If all elements are met, then consider elements in Sustaining.				
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.

Document Based Question

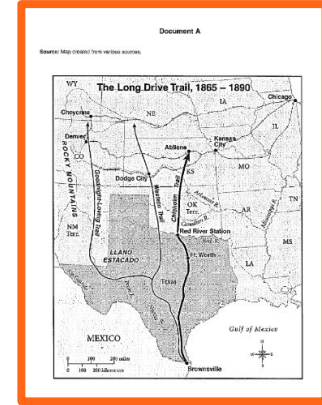


The Long Drive: Will You Re-Up Next Year?



"Cattle Drive" Painting by Joe Ferraro.

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

Source: Bayle John Fletcher, *Up the Trail in '78*.

Note: Bayle Fletcher was born on July 4, 1858, and grew up in the north country around Leadings, Texas. He was 18 when he signed on to this cattle drive from the Corpus Christi area through Dodge City in Cherokee, Wyoming.

We had collected about two thousand cattle and were ready to hit the trail. Before starting out on our long journey, however, we must road-brand our cattle. Our road brand was TL connected. To burn these letters on the sides of two thousand cattle, we must first drive them into the racetrack chute, or narrow lane, just wide enough for one cow to squeeze through and long enough to hold about twenty-five animals. After we had branded the impatient cattle by poking the red-hot branding iron through the fence of the chute, we cropped their tails as an additional mark ... that they were trail cattle.

The branding took two days of hard work. ... Then ... we were ready to start south. ... On or about the first day of June (1878) we came in sight of the Red River Valley, beyond which we could see the Indian Territory. The country ahead was then a wilderness, without a human habitation in view of the Cherokee Trail on the line of Kansas, nearly three hundred miles away by the roundabouts of our route.

... We were not alone on the trail. The big drive northward was at its height, and this spring drive were probably 500,000 cattle and horses moving up the ... trail from south Texas. Often [in northern Texas] we had been driven by angry men, with fawning dogs, from tract to tract of grazing land, but ... the cattle got enough to live upon. The Indian Territory was the cowpuncher's paradise. Now we would have ... no more obstructing fences, but one grand expanse of free grass. It was a delightful situation to contemplate.

Empowering Future Citizens

