



Melanie Atkins

AISD Featured Collaborative Team

Walsh Elementary School

1st Grade Team



Kyndall Hoover



Michelle Barrett



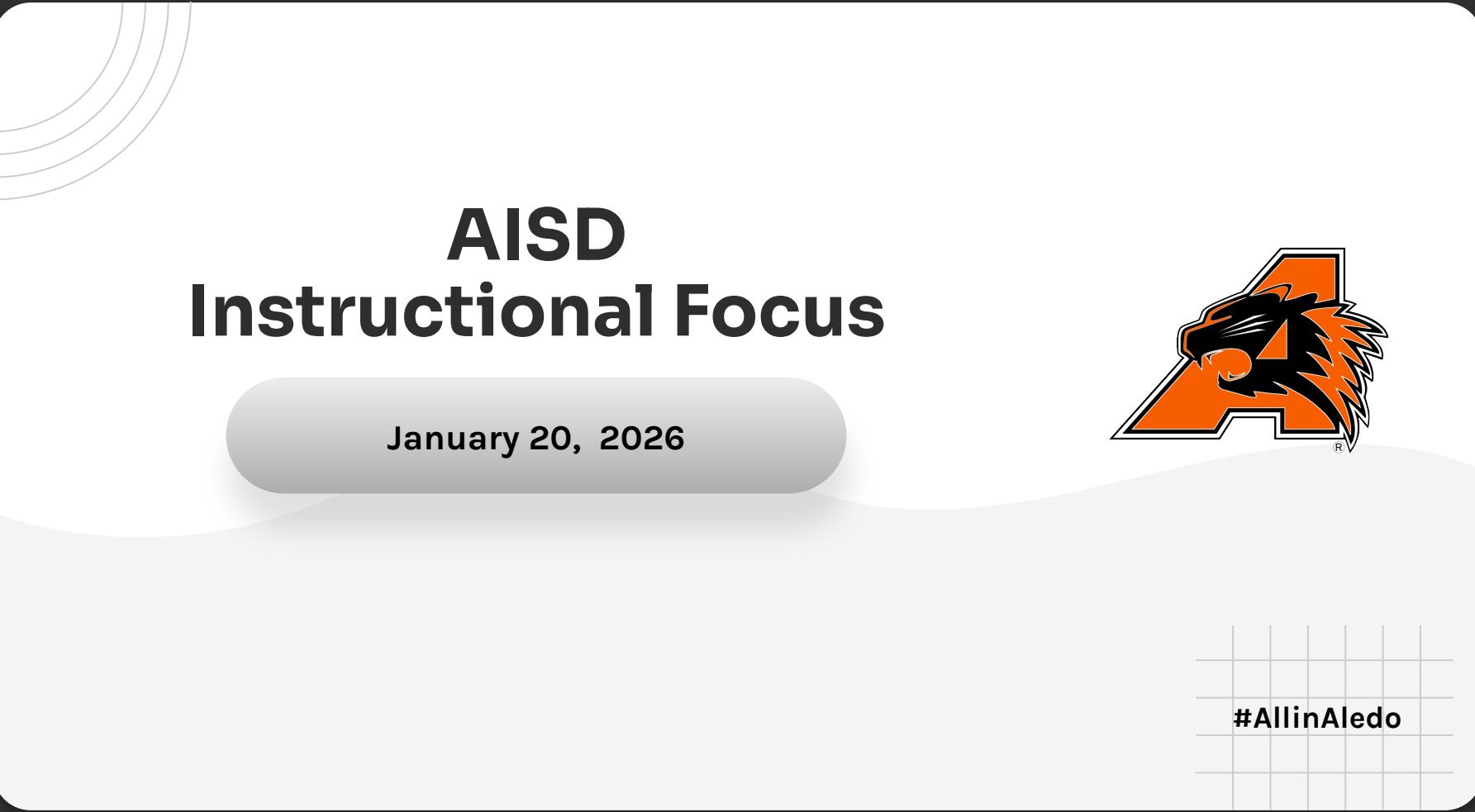
Rachael Burnett



Stephanie De Smit



Elise Hooper



AISD Instructional Focus

January 20, 2026



#AllinAledo

ALEDO ISD FOCUS DOCUMENT

2025-2026



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

**Being a professional learning community
is a “never-ending process in which
educators commit to working together to
ensure higher levels of learning for every
student.”**

-Mattos, DuFour, Eaker & Many
Concise Answers to FAQ About PLCs at Work (2026) p.5

The 3 Big Ideas



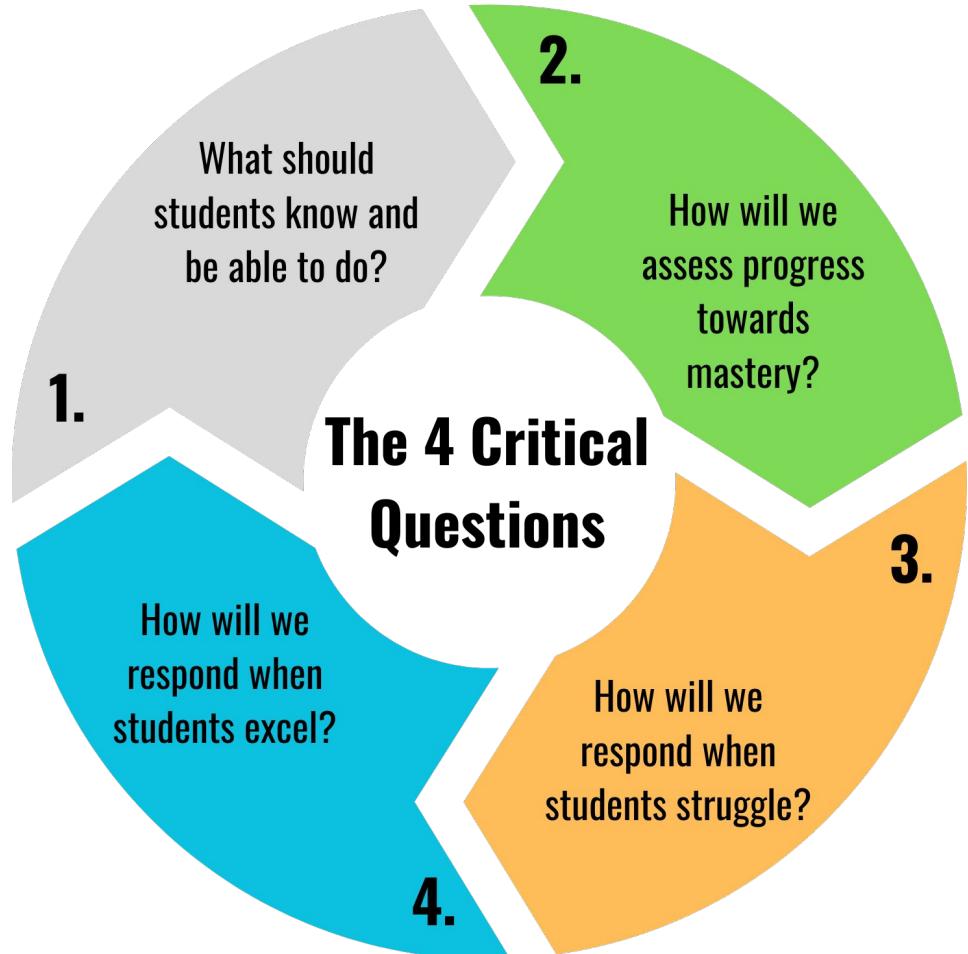
A Focus on Learning



A Collaborative Culture



A Results Orientation



Implementation Measures of District Instructional Focus 2025-26

PLC Goals

Reported Quarterly

Focus on Learning

Goal 92% of CTs by June

Collaborative Culture

Goal 96% of CTs by June

Focus on Results

Goal 91% 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

Evidence of Clear Classroom Expectations /

LEAD Matrix

Goal 95% 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



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

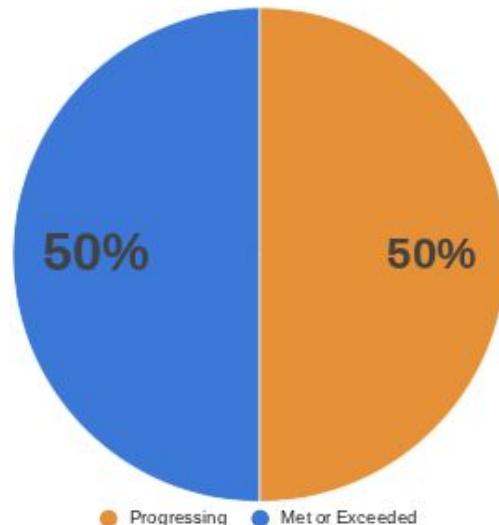
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle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

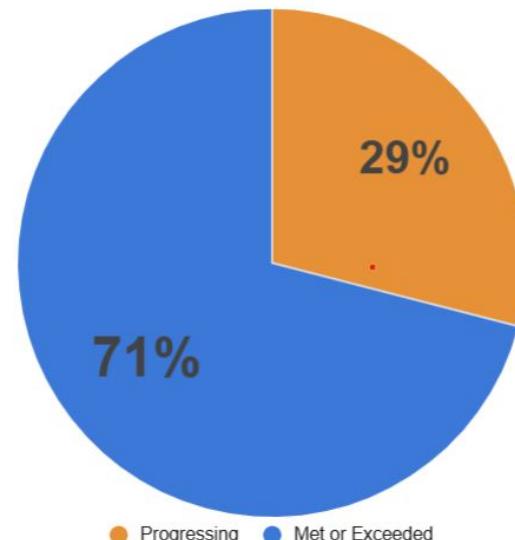
Focus on Learning

Goal: **92% Meet or Exceed**

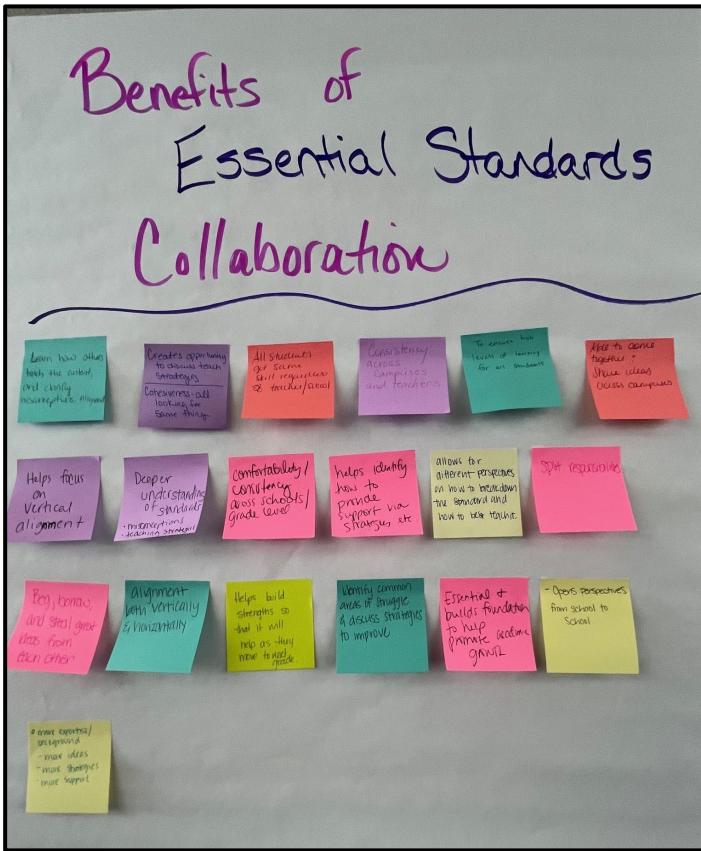
1st Grading Cycle
2025-2026



2nd Grading Cycle
2025-2026



Focus on Learning



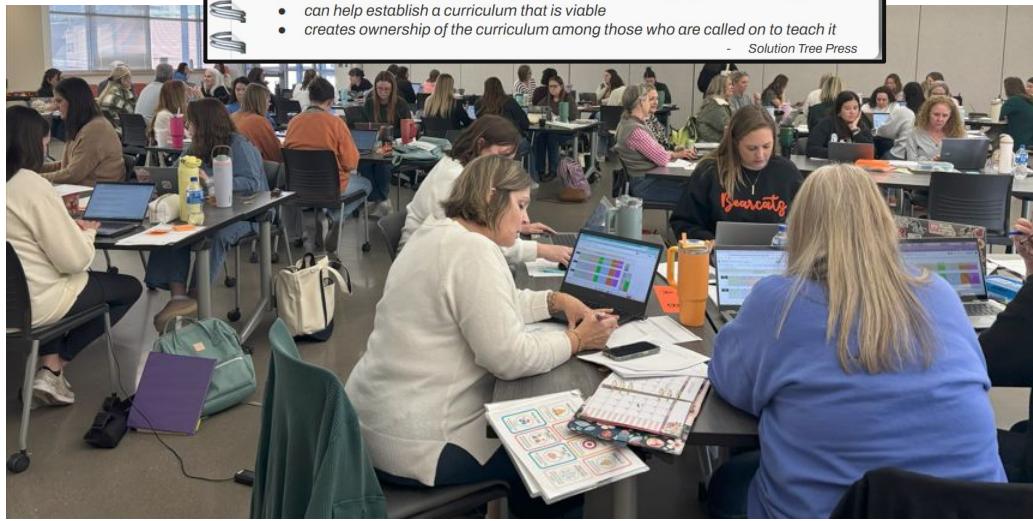
"Building a shared understanding of the skills and concepts that students are expected to master is an essential first step in crafting a targeted instructional plan..."

- It's About Time: Planning Interventions and Extensions that Work

5 reasons teachers should clarify essential learning with colleagues: Collaborative study of essential learning:

- promotes clarity
- promotes consistent priorities
- is crucial to the common pacing required for common formative assessments
- can help establish a curriculum that is viable
- creates ownership of the curriculum among those who are called on to teach it

- Solution Tree Press



Three Big Ideas of a PLC at Work

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FOCUS ON COLLABORATIVE CULTURE

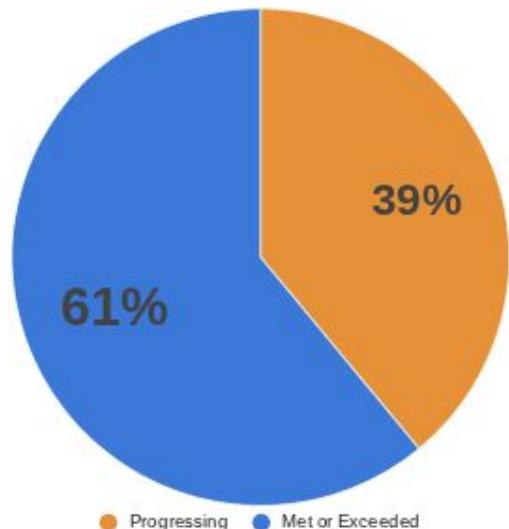
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

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: <ol style="list-style-type: none">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.

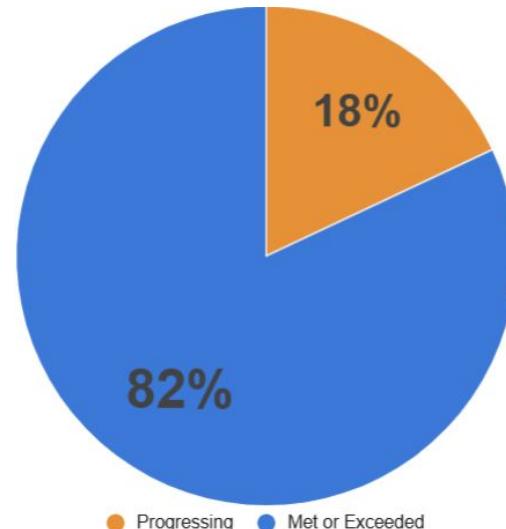
A Collaborative Culture and Collective Responsibility

Goal: **96% Meet or Exceed**

1st Grading Cycle
2025-2026



2nd Grading Cycle
2025-2026



Focus on Collaborative Culture



Meeting Agenda	
Team Roles: <ul style="list-style-type: none">▪ Recorder - Grier<ul style="list-style-type: none">= Agenda Note= Master Schedule▪ Data Analyst - Norman<ul style="list-style-type: none">= Flex Schedule▪ Focus & Accuracy - Garcia<ul style="list-style-type: none">= Time Keeper= HWK Verification	Main Objectives: <ul style="list-style-type: none">▪ Business items▪ Celebrations/Positive Impacts▪ Identify essential standards on an upcoming assessment▪ Look at results of prior assessment - SMART Goal▪ Make a plan for direct target intervention - SMART Goal▪ Discuss instruction strategies
To prepare for this meeting, please: <ul style="list-style-type: none">▪ Please bring your prior assessment data▪ Celebrations/Positive Impacts	
PLC Four Questions: <ol style="list-style-type: none">1. What do we want the students to learn? (tier 1)2. How will we know if they learned it? (CFA's, CA's, any assessments, scoring, etc)3. What will we do when they don't learn? (interventions)4. What will do for those who have already learned it? (extensions)	

Question/Action
The new homework submission and quick check process has been going so well! Students appreciate the time to analyze submission but also see the need to study and fully understand the content.
<p>Business items ORP Calendar</p> <p>Unit 4 Learning Objective Form Unit 4 Learning Target</p> <p>Learning Mastery Report from 24'-25 Learning Mastery Report 25-26</p> <p>Unit 4 Test Questions By Lesson # Team Tutorial and Flex Schedule</p>
<ul style="list-style-type: none">▪ Ideas for upcoming lessons?<ul style="list-style-type: none">= Unit 4 Learning<ul style="list-style-type: none">▪ Use to direct tag for flex the following week as well as homework results= Unit 4 Homework and Quick Checks<ul style="list-style-type: none">▪ Norman 4.3.5▪ Grier 4.3.6▪ Garcia 4.4.1

Three Big Ideas of a PLC at Work

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FOCUS ON RESULTS

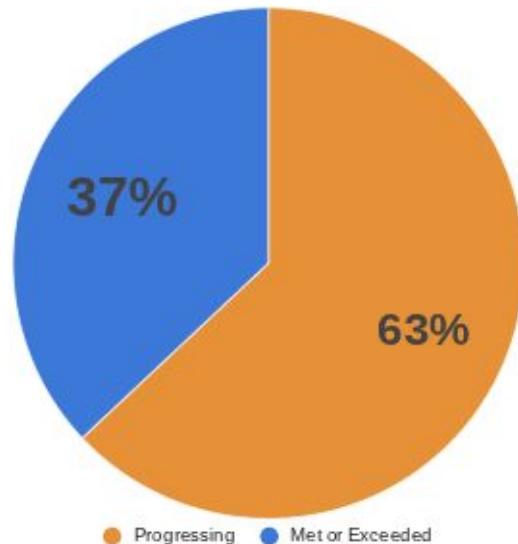
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

Indicator	Initiating	Implementing	Developing	Sustaining
<p>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.</p>	<p>Teams have established annual SMART goals; however, goals do not drive the work of the collaborative team.</p>	<p>Teams have established annual SMART goals tied to student learning and work together to identify strategies for becoming more effective at achieving the goal.</p>	<p>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.</p>	<p>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.</p> <p>The recognition and celebration of efforts to achieve goals helps sustain the improvement process and keeps the focus on higher levels of student achievement.</p>
<p>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:</p> <ul style="list-style-type: none">*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	<p>Some teachers analyze and use assessment results of team created common formative assessments.</p> <p>Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.</p>	<p>Teams create and administer common formative assessments and analyze the results together.</p> <p>Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.</p> <p>Teams may not yet be using the analysis of results to inform or improve professional practice.</p>	<p>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.</p> <p>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.</p> <p>Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results.</p>	<p>Data from team created common formative assessments is critical to the work of the team and consistently drives instructional decisions made by the team.</p> <p>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.</p>

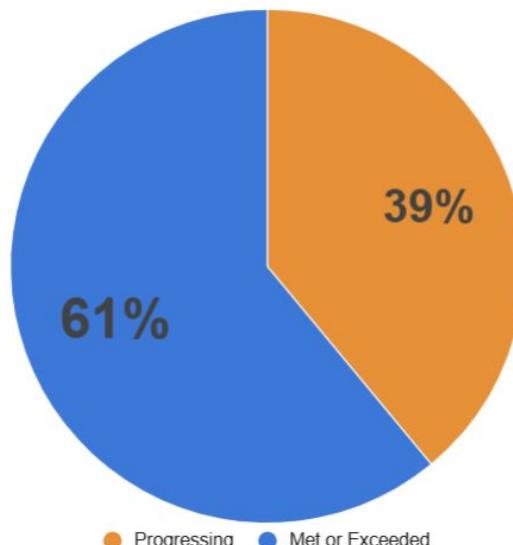
A Focus on Results

Goal: 91% Meet or Exceed

**1st Grading Cycle
2025-2026**



**2nd Grading Cycle
2025-2026**



Focus on Results

How Can We Best Respond to What Students Know?



RESPONSIVE INTERVENTION & EXTENSION (PLC QUESTIONS 3 & 4)

Sorting kids into high - medium - low groups based on overall scores

Sorting kids into TEKS intervention groups based on multiple-choice data

Sorting kids into TEKS intervention groups based on protocol-guided student work analysis

As our responsive instruction moves to the right, groups become more flexible, precise, and individualized.



LOOKING AT STUDENT THINKING Student Work Analysis Protocol

Step 1: Share Student Work Samples (When used in CT, this would happen prior to your meeting.)

To start the analysis process:

Read 8-10 student samples, prioritizing those with different scores. Think high, medium, and low. This is so that we can look for patterns. Choose 5-6 to continue the protocol.

Pro Tips:

- Focus on the Process: Choose samples that show how a student arrived at an answer, not just the final score.
- Visual Cues: Highlight or circle the student's own words that reveal their inner logic.

Step 2: Describe Student Thinking

Analyze the 5-6 you chose more deeply:

Describe, Don't Diagnose: For each sample, the group describes the thinking process:

- What connections did the student make?
- What evidence did they prioritize?
- What steps did they take before getting stuck or reaching a conclusion?
- Use "I see" statements.

Pro Tips:

- Be Descriptive: Use objective language ("I see the student did not use transitions to link their thoughts") rather than subjective terms ("The writing is choppy").
- Locate the Leaks: Pinpoint the exact place where the thinking process broke down or where the student made an unsupported leap.

Step 3: Discuss Misconceptions

After analysis...

Name the Cause: Based on the descriptions, collaboratively identify the underlying misconception, faulty assumption, or missing foundational concept that led to the observed pattern of thinking.

Pro Tips:

- Distinguish Errors: Be sure to separate a Careless Error (e.g. misspelled word) from a Structural Misconception (e.g. inability to find appropriate text evidence). Focus on fixing the structural issue.
- Link to Core: Ensure the named misconception is tied directly back to the original learning objective for maximum instructional leverage.

Step 4: Plan Interventions + Extensions (this step is specific to a CT)

After identifying misconceptions students made...

Plan Interventions: Brainstorm specific instructional moves:

- What reteach or practice, specifically, does the student need? Plan for interventions (WIN or in class).
- What patterns indicate need for spiraled reteach and more elaborate practice. Where in the upcoming unit can that occur?

Pro Tips:

- Design for Confrontation: The best interventions make the students see why their current thinking is flawed (e.g. a "sort the arguments" activity where their misconception arguments are clearly out of place).
- Model the Mind: Assign a teacher to create a Model Response that explicitly shows the correct thinking steps needed for success.

Step 5: Wrap Up (this step is specific to a CT)

After planning for interventions and extensions...

Document & Commit: Review the 1-2 key instructional moves selected, assign ownership for creating materials, and set a date for the next brief check-in to analyze the impact of the intervention.

Pro Tips:

- Immediate Action: Have every teacher write down the name of one specific student they will check in with tomorrow to gauge this particular thinking gap.
- Share the "Aha": End the session by having each teacher share one key new insight they gained about student learning.



ENSURING
high levels of learning
FOR ALL STUDENTS.

ALEDO ISD MISSION STATEMENT



Social Studies Update

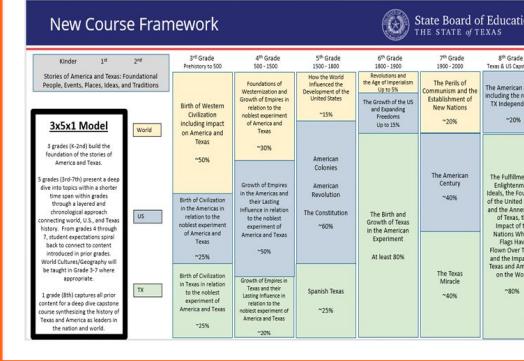
January 20, 2026



Changes at the state level

A new framework for social studies has been approved by the SBOE. The Social Studies TEKS will be rewritten this semester.

September 2025 - SBOE Adopted Course Sequence and Strands



New Strands

History (World, United States, and Texas)

Geography and Culture

Government and Civics

Economics

Social Studies Skills
(based on disciplinary thinking skills)

Texas State Board of Education Report - November 2025 Social Studies K - 12 TEKS Content Advisors Recommendations (Key Topics)

World Geography	World History	United States History	United States Government (1 Semester)	Personal Financial Literacy (1 Semester)
<ul style="list-style-type: none">Major Themes in Geography applied to all Regions: Physical and Human (through historical development)The Geography of Sub-Saharan AfricaThe Geography of Southeast Asia and North AfricaThe Geography of Central and South AmericaThe Geography of Southeast Asia and OceaniaThe Geography of North and East AsiaThe Geography of EuropeThe Geography of North AmericaThe Geography of South and Central America	<ul style="list-style-type: none">Origins and River CivilizationsClassical Worlds and ImperialismEarly European and Medieval TraditionsRenaissance to Global InterconnectionsAmerican CivilizationsRevolutionary Industry, Capitalism, and the Rise of LibertyWorld Wars & Global ConflictsCold War, Decolonization, Globalization, and Territorial DisputesGlobalization and Terrorism	<ul style="list-style-type: none">ExplorationColonial Life and GovernmentAmerican RevolutionWestward ExpansionNational Expansion and ReformConfederacy, Civil War, and ReconstructionThe Rise of Industrial AmericaThe Gilded Age and World War IInterwar PeriodThe Great DepressionThe Cold War United StatesThe Modern Era	<ul style="list-style-type: none">The Philosophical Roots of the American GovernmentHistorical Roots of the Constitutional RepublicConstitutional Powers and Checks and BalancesPeople and IdeasAmerican Political CultureMajor Political PartiesFederalism (Legislative, Executive, Judicial)Civil Liberties and Civil RightsAdministrative StateHistory of Political PartiesPolitical Participation: Elections, Media, and Participation	<ul style="list-style-type: none">Fundamental concepts of economics related to PFLMacroeconomics issues that affect personal financeInvesting in Education and SkillsEarningEntrepreneurshipSpendingCredit and DebtInvestingProtecting and InsuringPersonal Financial Goals

PLC Process



Social studies is committed to the PLC process allowing our Collaborative Teams to work diligently to analyze student data to drive their instruction and provide purposeful intervention.

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%

<u>Collaborative Culture</u>				
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
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Upping the Rigor

This year social studies has incorporated

- Cumulative District Common Assessments (DCAs) at the end of each quarter in all grade levels
- Short Constructed Responses in the DCAs

This question has two parts.
This excerpt explains the system of federalism.

In a single republic, all the power surrendered by the people is submitted to the administration of a single government. ... In the [government separated into states] of America, the power surrendered by the people is first divided between two distinct governments, and then the portion allotted to each, subdivided among ... separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself.

~James Madison, Federalist, no. 51, 1788

Part A
Based on the excerpt, why did James Madison believe that federalism is needed in government?

A. It allows the government to make decisions more efficiently.
B. It limits governmental authority in order to avoid abuses of power.
C. It prevents conflict over controversial governmental policies.
D. It provides the government with a way to support the powers of the military.

Part B
Which idea expressed by Madison in the excerpt provides evidence to support the answer to Part A?

A. People surrender their power to the government.
B. A single government body is best.
C. Local governments should have the most power.
D. Power divided between governmental bodies protects the people.

Identify the economic challenges faced by the U.S. during the War of 1812, **AND** analyze how the war influenced American manufacturing. Think about the question carefully. Then enter your answer in the box provided.

Short Constructed Response Rubric (2 points)

Score point: 2
The response includes:

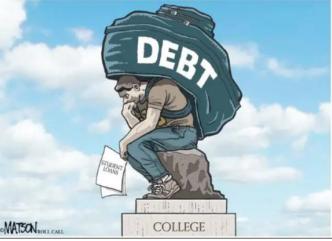
- **Economic Challenges:**
 - **Disruption of trade with Britain:** During the War of 1812, the British imposed **blockades** on American ports, severely limiting access to European markets, which hurt American trade.
 - **Blockades and limited access to foreign markets:** With limited access to international markets, American merchants and businesses faced significant economic hardship. The British blockade of American ports reduced the flow of goods and severely impacted **exports and imports**.
- **Impact on American Manufacturing:**
 - **Stimulated domestic manufacturing:** The trade disruptions caused by the war forced the U.S. to rely more on domestic production of goods, leading to the growth of **factories** and industrial production.
 - **Encouraged industrial growth:** With fewer imports from Britain, American industries began to develop and expand, fostering the growth of industries like **textiles, iron, and clothing**, which helped lay the foundation for the **Industrial Revolution** in the U.S.

Score point: 1
The response provides only **half** of the required elements.

Score point: 0
The response is **incorrect, irrelevant, or too vague** to demonstrate understanding of the topic.

Document Based Question

Is College Worth It?

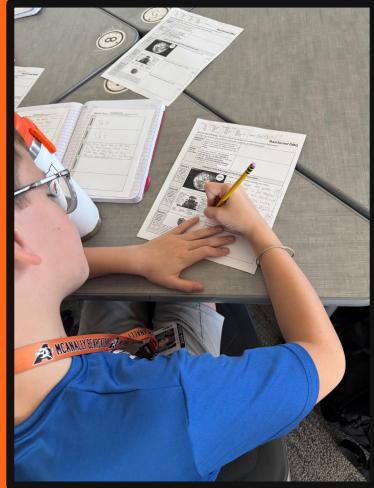


Overview: This Mini-Q investigates the rising cost of college tuition and the burden of student loan debt. While most parents want their children to attend college, many students and families face challenging decisions on how to manage the costs. In this DBQ, you will examine data on future earnings, quality of life, and student loan debt in order to answer the question, "Is college worth it?"

How Did the Constitution Guard Against Tyranny?



The illustration depicts the Constitutional Convention in Philadelphia, where delegates from various states were gathered to discuss and draft the United States Constitution. The room is filled with men in 18th-century attire, engaged in intense debate and negotiation.



Engaging in explicit practice of building skills in reading by analyzing primary and secondary sources and in writing by developing a claim and supporting that claim with evidence.

Valley Forge: Would You Have Quit?



Overview: This Mini-Q explores the challenges faced by George Washington and his troops during the winter encampment at Valley Forge. The soldiers were forced to endure harsh winter conditions, including extreme cold, lack of supplies, and poor morale. In this DBQ, you will analyze primary sources to determine if the soldiers' actions were justified given the circumstances.

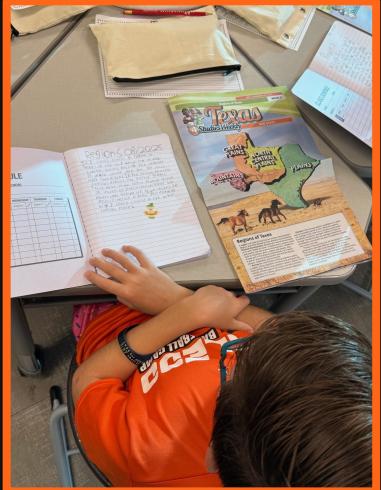
Should Americans Be Required to Vote?



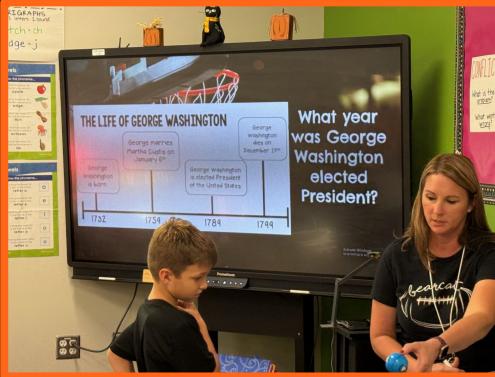
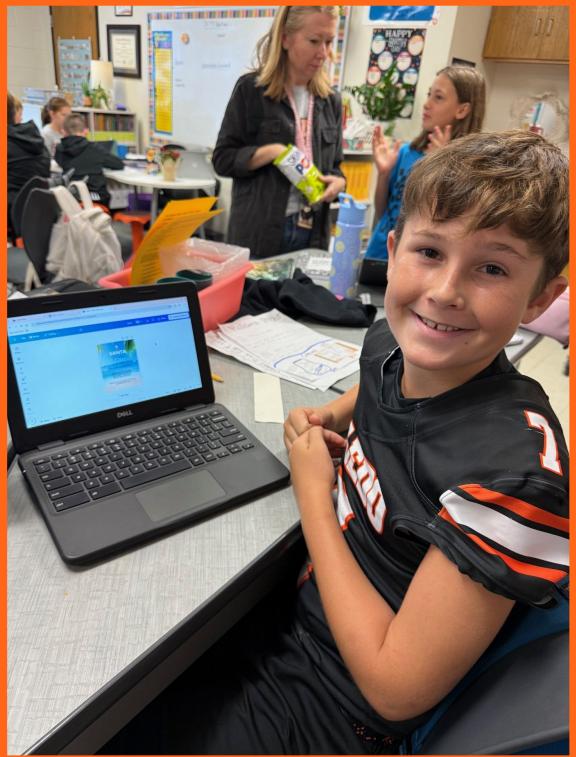
A political cartoon by Adam Zyglis. It features a man in a superhero costume with "RIGHT TO VOTE" written on his chest. He is standing next to a large, distorted mirror that reflects a very overweight and out-of-shape version of himself. The caption at the bottom reads "IN NEED OF EXERCISE..."

Sources: Adam Zyglis, "Exercise Your Right," Buffalo News, November 2, 2010.

K-5 RLA / SS Integration



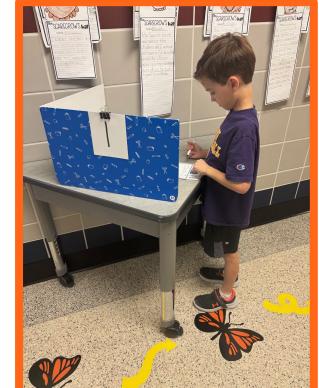
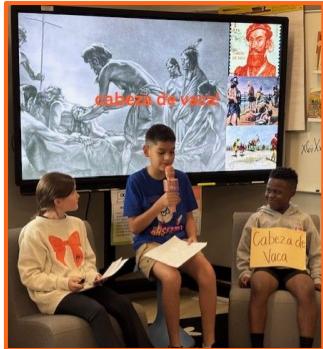
We are continuing our integration of RLA and social studies in grades Kindergarten through 5th. This integration has allowed for more relevant, real-world application of the TEKS while building background knowledge for students.



Exceptional Experiences

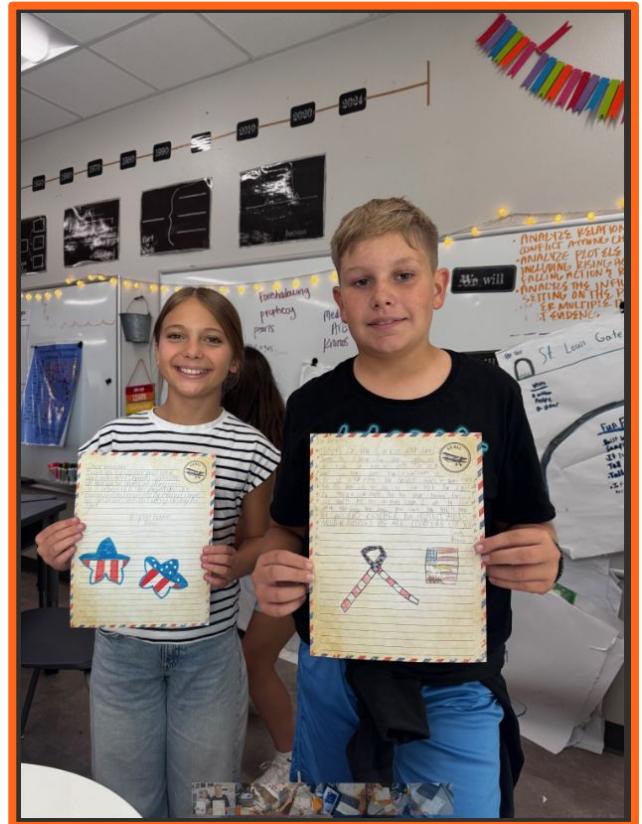


Our social studies teachers work tirelessly to design engaging lessons to bring the TEKS to life.



Veterans' Letter Project

Fifth grade students across the district wrote letters of appreciation to veterans who were at the Audie Murphy Veterans Hospital for Veterans Day. Aledo students sent 663 letters to these brave men and women.



Aledo ISD Social Studies is Empowering Prepared Citizens

