AISD Featured Collaborative Team
Coder 3rd Grade Team


Ashley Davis


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Cassidy Lindell


Hannah Lynn


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AISD
Instructional Focus

January 16, 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

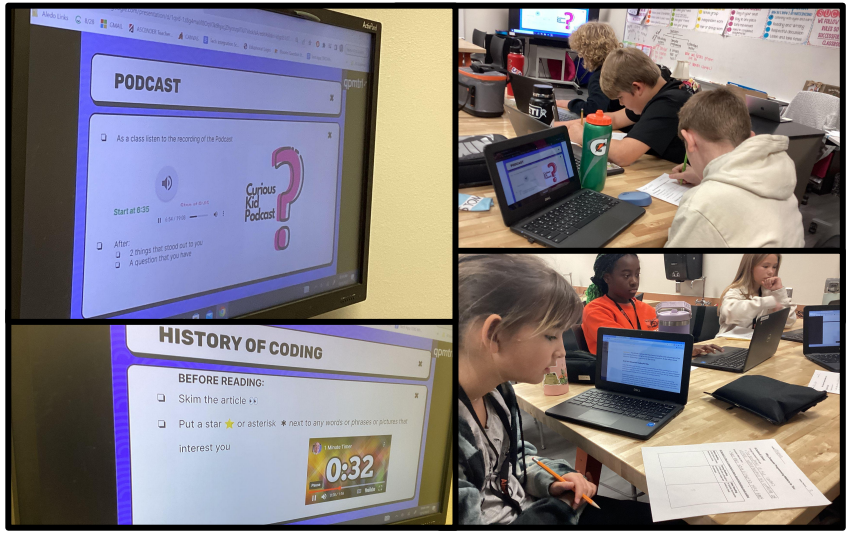
mCLASS Texas
K-2 Reading Screener

IXL Math
K-2 Math Screener

MAP Growth
3-English II Reading Screener
3-Algebra I Math Screener

Student-Driven Learning

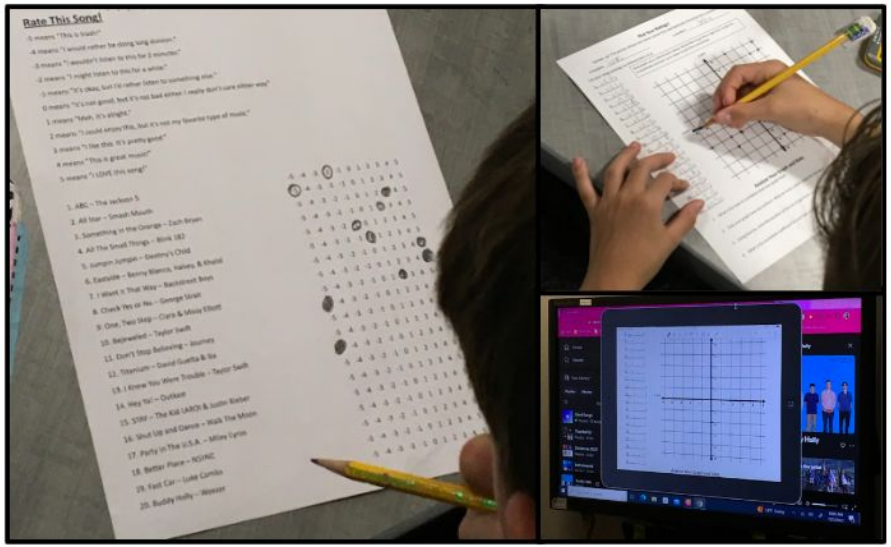
Aledo Middle School
6th Grade, Technology Applications, Melissa Gillispie



Students explored the history of coding through a multi-faceted approach. Initially, they engaged with a podcast, noting two key points that caught their attention and formulating a question related to the history of coding. Subsequently, students had the option to delve into a selection of articles curated by the teacher.

Before delving into the articles, students identified noteworthy words or phrases. During the reading process, they made connections based on their understanding, and finally, after completing the passage, they summarized the article.

Aledo Middle School
8th Grade Algebra, Emily Lyle

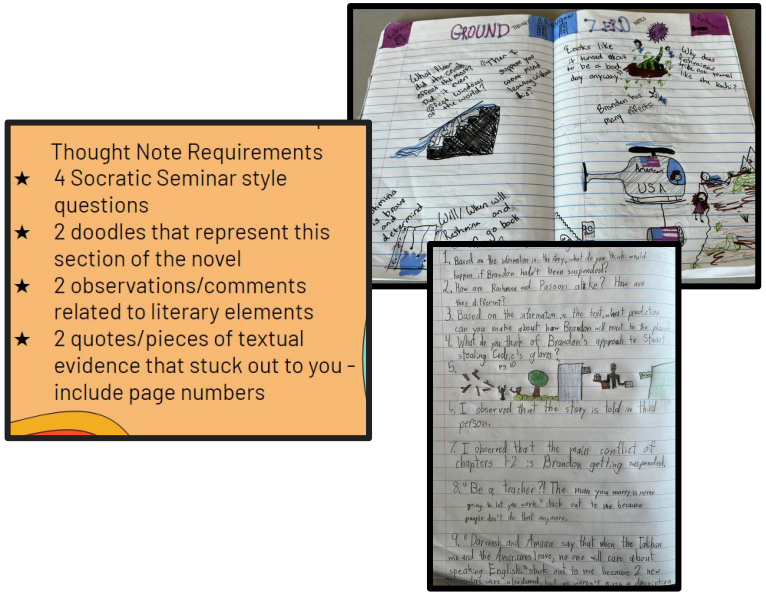


Students listened to clips of 20 popular songs and rated their opinion of each song on a -5 to 5 scale. They then partnered with another student and used their combined ratings to create a scatter plot. After graphing, they analyzed their data to determine if there were any outliers and the correlation coefficient. Finally, they used their Chromebooks to access Desmos to create an equation of the line that to best fit their data.

Student-Driven Learning

Walsh Elementary

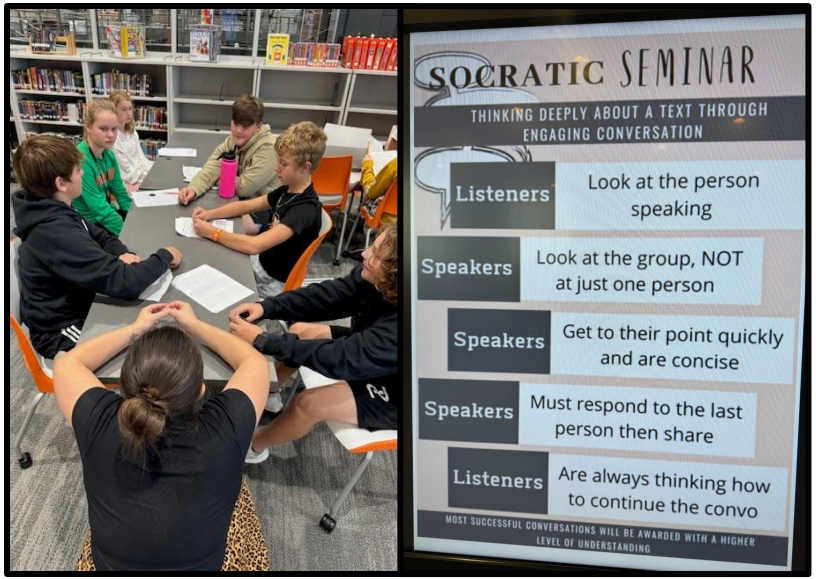
3rd & 5th Grade RLA, B Burns, A Beville, & M Campbell



When students read or hear texts in upper grade levels at Walsh Elementary, they are encouraged to illustrate their thinking. This allows students to show what they understand in imaginative and personalized ways.

AMS

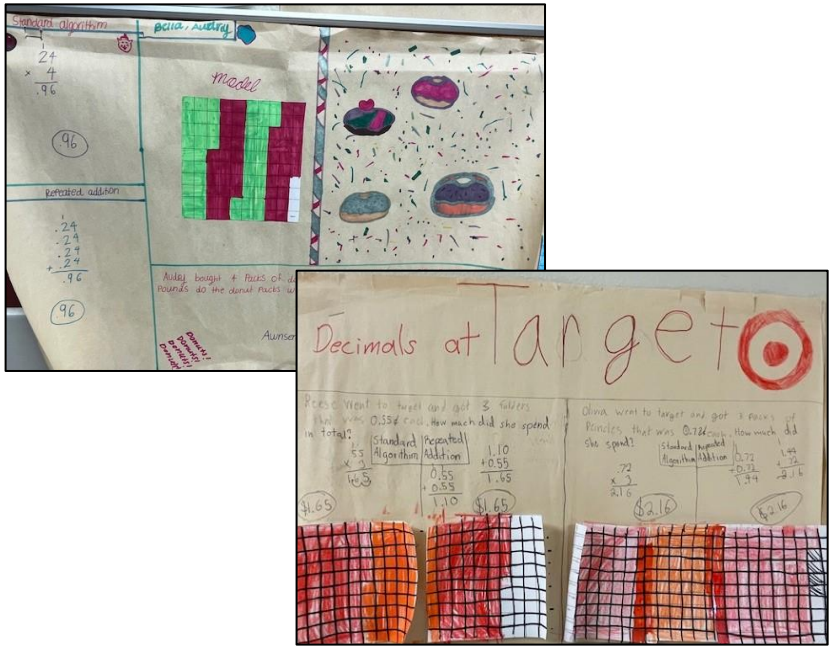
7th grade RLA, Melinda Jones & Cheryl Tom



During a highly relevant unit on advertising and how technology affects young people, 7th graders participated in formal and evidence-based academic discussion, responding to teacher- and student-generated questions.

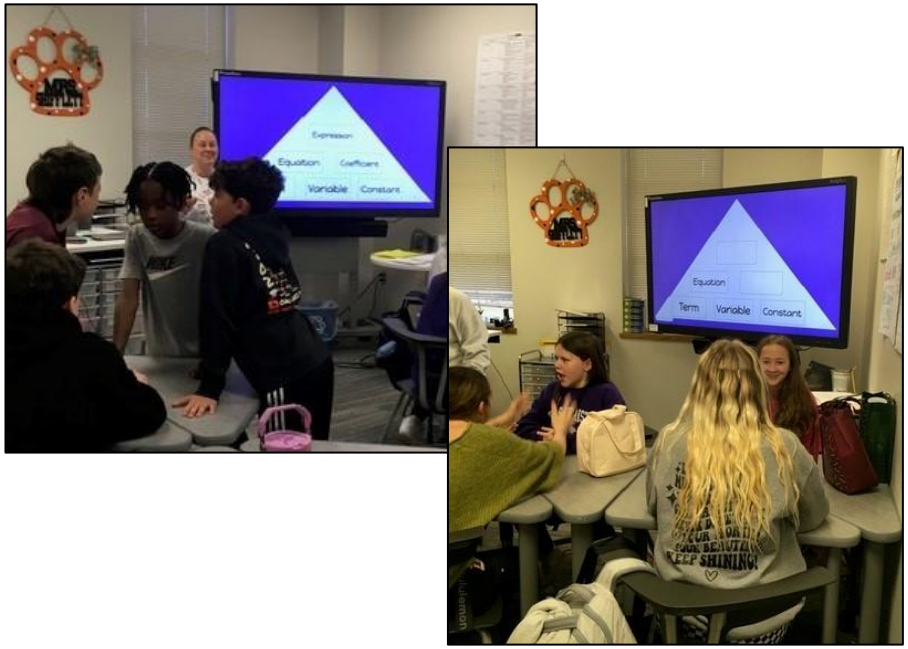
Student-Driven Learning

Stuard Elementary
5th Grade Math, Mrs. Upp



Mrs. Upp's 5th grade students use real world scenarios to represent the multiplication of decimals.

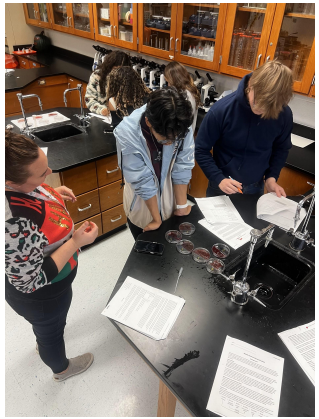
AMS
6th Grade Math, Mrs. Shifflett

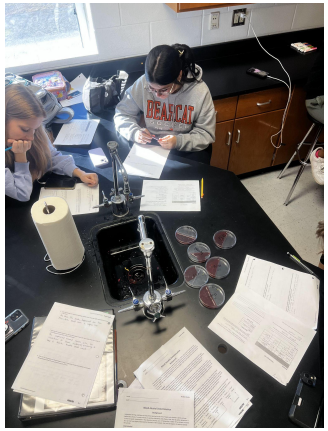


Mrs. Shifflett incorporates cross disciplinary skills by gamifying a a vocabulary review. Students play the pyramid game and describe algebraic terms to their partner to increase their mathematic literacy.

Student-Driven Learning

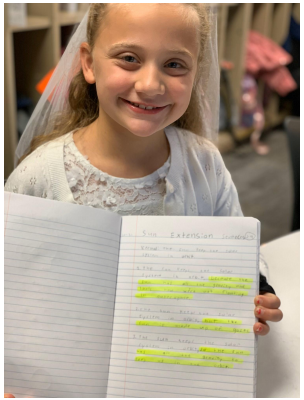
AHS
Elaina Phillips Forensics





Students are investigating blood types by creating cultures of synthetic blood and adding anticoagulants to determine blood type.

Walsh Elementary
1st grade and 3rd grade



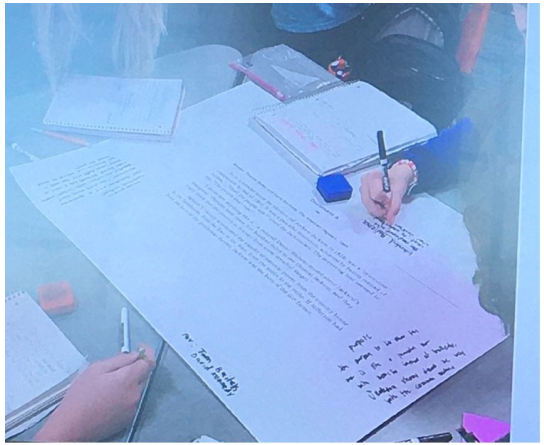
In the first image, 1st graders students have been learning about thermal energy and they have been tasked to engineer a device that can protect their crayons from melting. In the second image third graders have been figuring out our solar system and the role that the Sun plays in keeping our solar system in orbit. Here a student is showing her understanding through critical writing.

Student-Driven Learning

Vandagriff Elementary
3rd Grade, Clay, Catharine, Schull, Jennifer

During December the 3rd grader learned about the symbolism of light in all of the winter holidays around the world. They created their own Diwali candle. Diwali is the "Festival of Lights." They also compared the symbolism of lights during Christmas, Hanukkah, Kwanzaa, the Winter Solstice and Chinese New Year.

Aledo Middle School
U.S. History, 8th, Taelyn Gonzalez



How Democratic Was Andrew Jackson?

Overview: For two centuries, Andrew Jackson's name has been closely linked to the idea of democracy. This Mini-Q asks whether or not that association is deserved by looking at President Jackson's words and actions as they relate to three issues: the national bank, the spoils system, and Indian Removal.

Students were learning about the Jacksonian Democracy using primary sources. They were working to collect enough information to answer the question, "How democratic was Answer Jackson?" At each table group, each student had a different role and had to create a question that the whole group answered on the source poster. Students stepped into the roles of point of view, purpose, historical context and intended audience. Student forced on the topics of the national bank, the spoils system, and Indian Removal Act.

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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

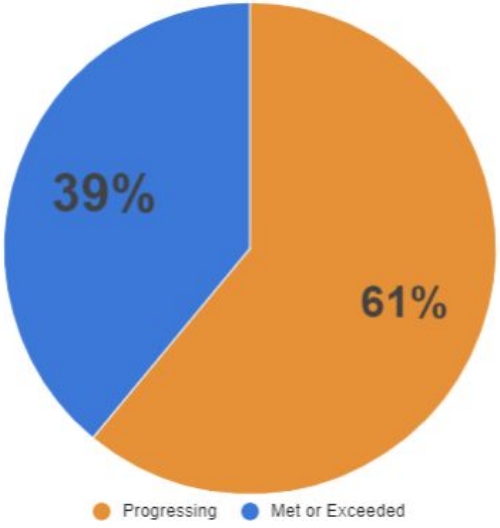
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle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

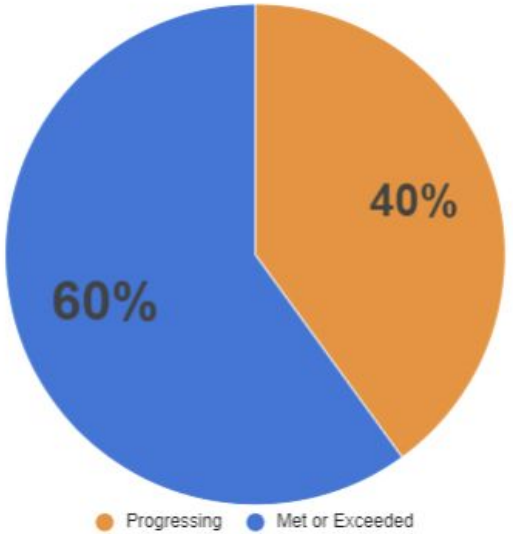
Focus on Learning

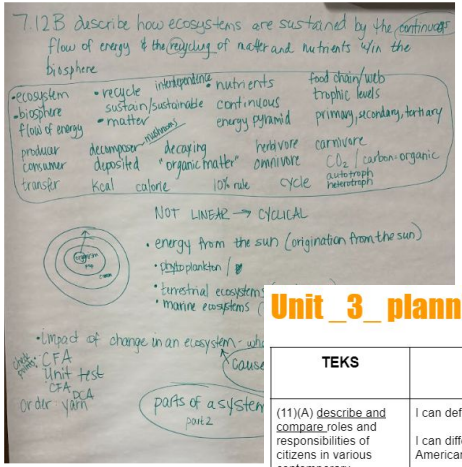
Goal: 91% Meet or Exceed

1st Grading Cycle



2nd Grading Cycle





Unit _3_ planning document

TEKS	Need to know (I CAN…)	Need to be able to do (how to show I've learn it)	Formative assessment/ Intervention
(11)(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and	I can define rights and responsibilities I can differentiate between right and responsibilities of American citizens	Identify rights, responsibilities, duties, and roles that citizens play in their government. Define rights, responsibilities, duties, and roles that citizens play in their government. Proficiency standard:	*Rights and Responsibilities of United States Citizens* 1. Define rights and responsibilities in the boxes at the top of the chart. 2. Write out the items that are not in the correct column. Rights: / Responsibilities: Change directions for formative Proficiency Standard: *Mastery- Provided accurate definitions of rights and responsibilities. Circle at least three rights and three responsibilities in the correct column.*

10/30

Unit 4 Test – 0% on essential standard -- finish corrections and re-test -- tutors

Showed up	Reason	notes	result	need further interv?
☑	getting a head start on unit 5			☐
☑	Unit 4 Intervention		70 on retest	☐
☑	Unit 4 Intervention		working on retest	☑
☑	Unit 4 Intervention		100 on retest	☐
☐	Unit 4 Intervention	absent		☑
☑	Unit 4 Intervention		100 on retest	☐
☑	Unit 4 Intervention			☑
☑	Unit 4 Intervention		70 on retest	☐
☑	Unit 4 Intervention		100 on retest	☐

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

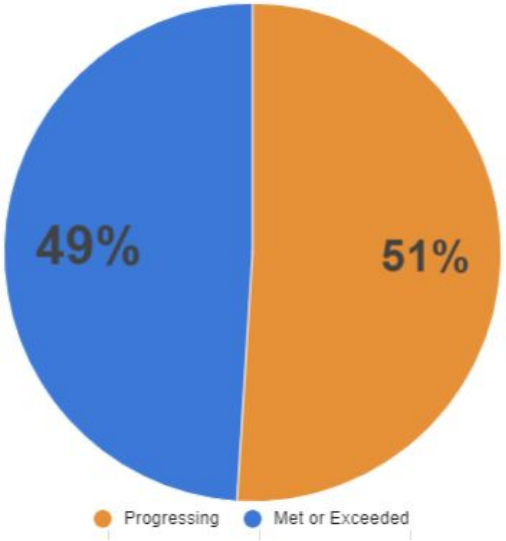
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

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.

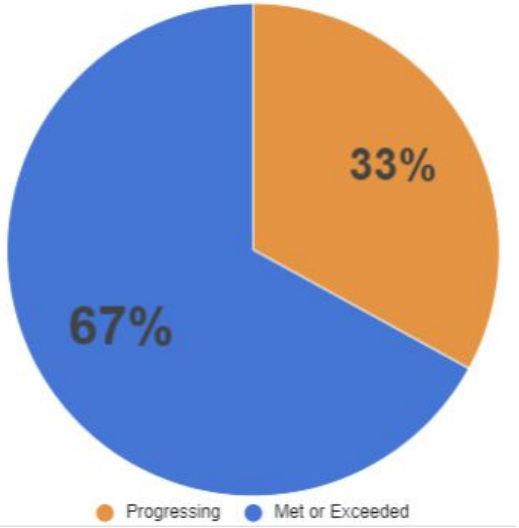
A Collaborative Culture and Collective Responsibility

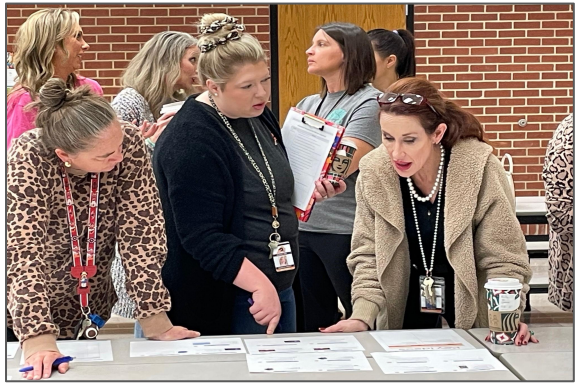
Goal: 92% Meet or Exceed

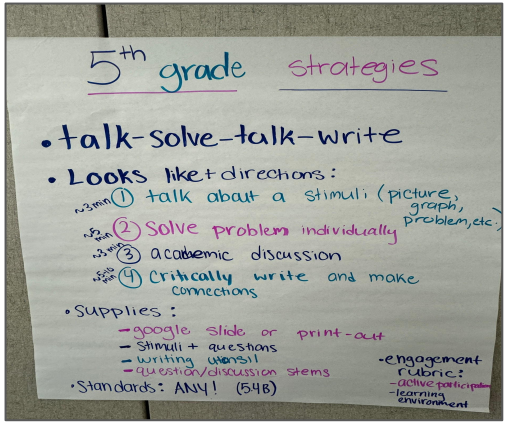
1st Grading Cycle

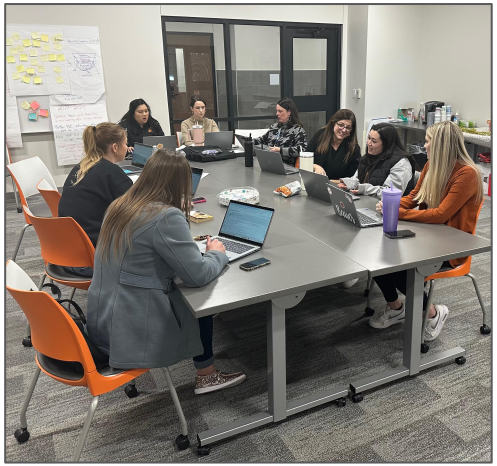


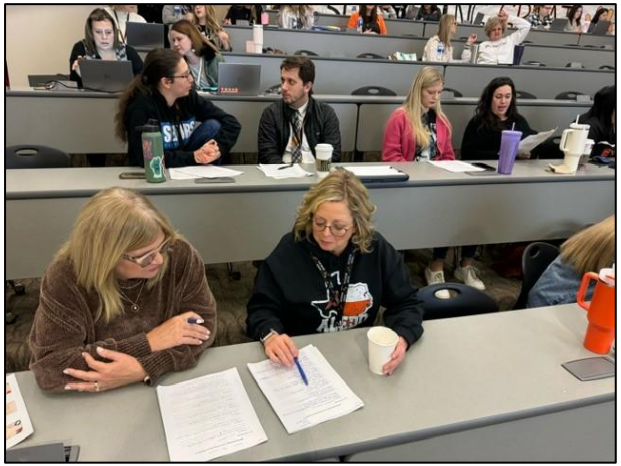
2nd Grading Cycle






5th grade Strategies
• talk-solve-talk-write
• Looks like + directions:
① talk about a stimuli (picture, graph, problem, etc.)
② Solve problem individually
③ academic discussion
④ Critically write and make connections
• Supplies:
- google slide or print-out
- stimuli + questions
- writing utensil
- question/discussion stems
• Standards: ANY! (5th)
• engagement rubric:
- active participation
- learning environment





Three Big Ideas of a PLC at Work

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FOCUS ON RESULTS

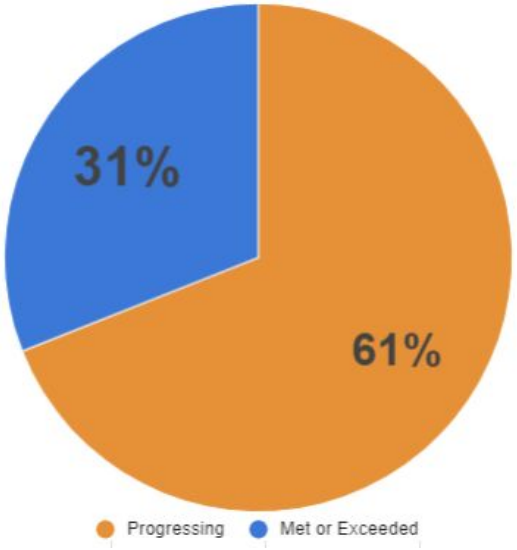
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

Indicator	Initiating	Implementing	Developing	Sustaining
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.

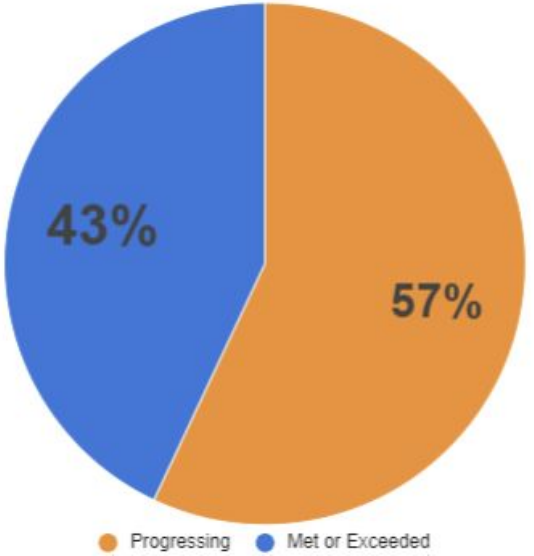
A Focus on Results

Goal: 87% Meet or Exceed

1st Grading Cycle



2nd Grading Cycle



Focus on Results

Team	
RLA Fourth Grade	
Campus	**Current Cycle**
McCall	*1st 9 Weeks*
Current Reality	
37 students that are a grade level behind or more	
S.M.A.R.T. Goal(s)	
By May 2024, 100% of students will make a year's growth in their overall ELAR score measured by IXL Diagnostic by demonstrating 100 points of growth.	
Short Term Goal(s)	**Action Step(s)**
Cycle 1 *Each student will grow 25 points or more in the IXL diagnostic.*	*Cycle 1* *Students will step into the diagnostic at the end of the 9 weeks.*
Cycle 2 *Each student will grow 25 points or more in the IXL diagnostic.*	*Cycle 2* Students will step in the diagnostic at the end of the 9 weeks.
Cycle 3 *Each student will grow 25 points or more in the IXL diagnostic.*	*Cycle 3* *Click to type*
Cycle 4 *Each student will grow 25 points or more in the IXL diagnostic. They should have made 100 points or more for this grading cycle.*	*Cycle 4* *Click to type*
Reflection: Areas of Success	**Reflection: Areas of Concern**
	Click to type
Strategies for Improving the Results	
We will continue to have students practice skills. Students will be stepping into the arena and completing the diagnostic every two weeks.	

S- Specific **M-**Measurable **A-**Attainable **R-**Results-Orientated **T-**Time Bound

Or

P- Powerful **E-**Easy **E-**Emoti

Teacher		SPED, 504, DYS, SP, EB, GT	Notes	RLA MAP BOY	Math MAP BOY	CWP BOY	IXL Math BOY	IXL Math Growth Goal	IXL Reading BOY	IXL Reading Growth Goal
		☐								
Mehrhoff	ALLAN, GEORGIA GRACE	☑	GT/Speech	214	203		330	430	400	500
Mehrhoff	BENTZ, AUSTYN CLAIRE	☐		191	190		260	360	270	370
Mehrhoff	CAMPBELL, KENSINGTON ANN	☑	GT	217	205		360	460	500	600
Mehrhoff	CASPERSEN, KENDALL PAIGE	☑	Sped/at-risk	171	172		210	310	90	190
Mehrhoff	CHAGOYA, LECHEL SANTINO	☐		187	190		230	330	170	270
Mehrhoff	DECKARD, CAMDYN FULTON	☐		195	193		290	390	280	380
Mehrhoff	EVERHART, LEIGHTON KATE	☐		190	195		230	330	290	390
Mehrhoff	FURBY, MIA DAKOTA ANNE	☑	GT	201	202		360	460	330	430
Mehrhoff	GIRDNER, JIANAH ANGELINA	☑	Speech	186	188		320	420	290	390
Mehrhoff	GORDY, SCARLETT PAIGE	☑	Sped/DYS/At Risk	163	172		200	300	100	200
Mehrhoff	HODGES, AMELIA KATHARINE	☐		191	195		270	370	210	310
Mehrhoff	HURLEY, STETSON SLADE	☐		191	202		310	410	120	220
Mehrhoff	LONG, RUBY JO	☐		205	192		270	370	320	420
Mehrhoff	MCGRATH, AVERY RENE	☑	Speech	204	189		260	360	150	250
Mehrhoff	MCLEOD, MASON JAMES	☐		206	197		310	410	340	440
Mehrhoff	MILLER, ANDREW VINCENT	☐		181	179		250	350	90	190
Mehrhoff	NAVARRO, PEDRO ANTONIO	☑	Sped/DYS/At Risk	173	165		240	340	70	170
Mehrhoff	RAMOS, REED ASHER	☐		210	218		390	490	440	540
Mehrhoff	SMOOT, JADE LARETA	☐		204	204		320	420	320	420
Mehrhoff	WEST, ADALYN BELLE	☑	Sped		138		70	170	80	180
		☐								
Sessions	AIFESEHI, AISOSA SERENE	☑	GT	205	196		310	410	400	500
Sessions	BOBSIN, AVERY ANNE	☑	504, DYS	200	183		250	350	220	320
Sessions	CAGLE, CLARK EDWARD	☐		191	199		360	460	260	360
Sessions	CARRICO, TYLER JAMES	☐		202	186		280	380	200	300
Sessions	DENZIK, ARABELLA JOANN	☐		208	197		300	400	310	410
Sessions	GARCIA, AIDAN CRUZ	☐		202	200		310	410	280	380
Sessions	GILE, AINSLEY GRACE	☑	Sped, DYS	202	187		320	420	220	320
Sessions	GODDARD, HOLDEN JASPER	☐		185	183		280	380	210	310
Sessions	JENDEL, LANA BELLE	☑	GT	222	207		350	450	400	500
Sessions	KIPP, JACKSON ELI	☑	GT	227	218		390	490	390	490
Sessions	LARA, MEILA PAIGE	☐		184	185		200	300	90	190
Sessions	MALBROUGH, EMMA CAROLINE	☐		192	190		270	370	250	350
				204	194		300	400	270	370