

Aledo ISD

Instructional Focus Presentation

May 18, 2020



ALEDO ISD FOCUS DOCUMENT

2019-2020

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

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*

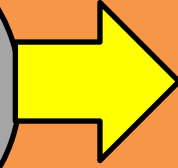
Culture of Excellence

Professional Learning Community



Three Big Ideas of a PLC at Work

1



A Focus on Learning

2

**A Collaborative Culture and
Collective Responsibility**

3

A Results Orientation

The Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose


Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	Teachers have been provided with a copy of state, provincial, and/or national standards and a district curriculum guide. There is no process for them to discuss curriculum with colleagues and no expectation they will do so.	Teacher representatives have helped to create a district curriculum guide. Those involved in the development feel it is a useful resource for teachers. Those not involved in the development may or may not use the guide.	Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Some staff members question the benefit of the work. They argue that developing curriculum is the responsibility of the central office or textbook publishers rather than teachers. Some are reluctant to give up favorite units that seem to have no bearing on essential standards.	Teachers have clarified the essential learning for each unit by building shared knowledge regarding state, provincial, and/or national standards; by studying high-stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level. They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning.	Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.



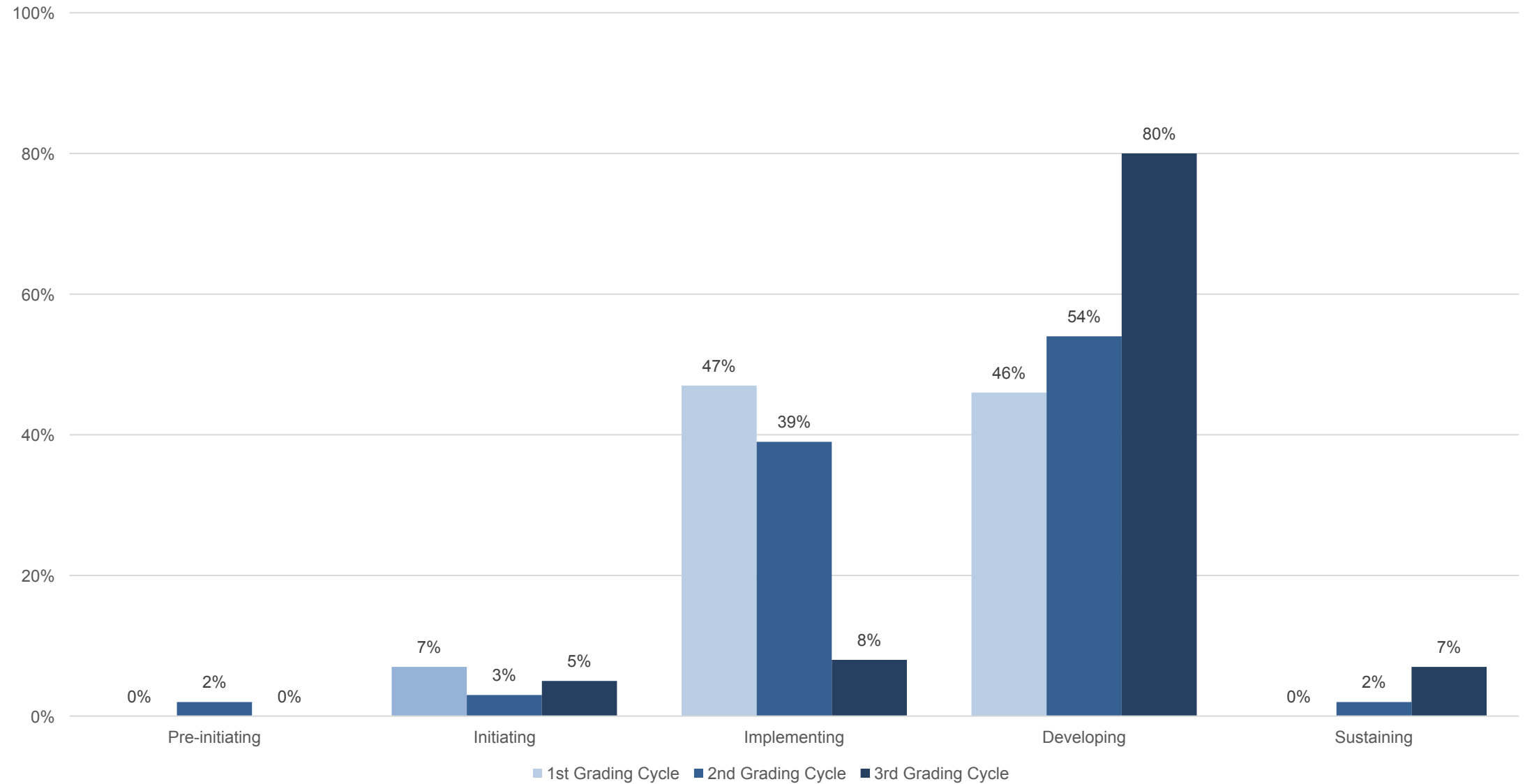
Performance Objective 1: By June 2020, Aledo ISD will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will: Indicator #1: * identify essential learning standards for each unit and clarify criteria for student mastery	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2020.				

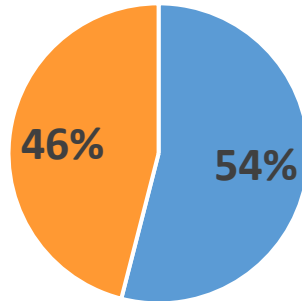
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  = Continue/Modify
  = No Progress
  = Discontinue

Focus on Learning



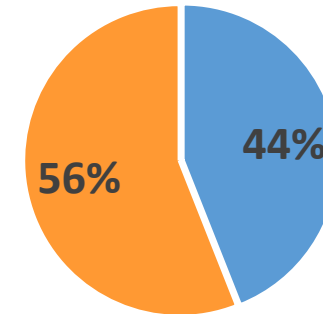
Focus on Learning

1st Grading Cycle



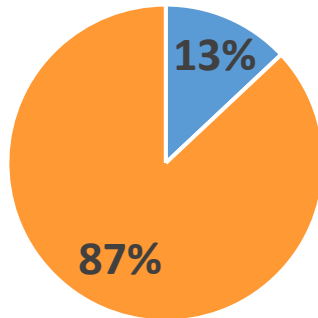
■ Progressing ■ Met or exceeded

2nd Grading Cycle



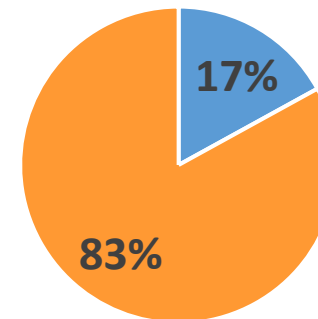
■ Progressing ■ Met or exceeded

3rd Grading Cycle



■ Progressing ■ Met or exceeded

Goal June 2020



■ Progressing ■ Met or exceeded

**Narrowed instructional focus
on essential standards**

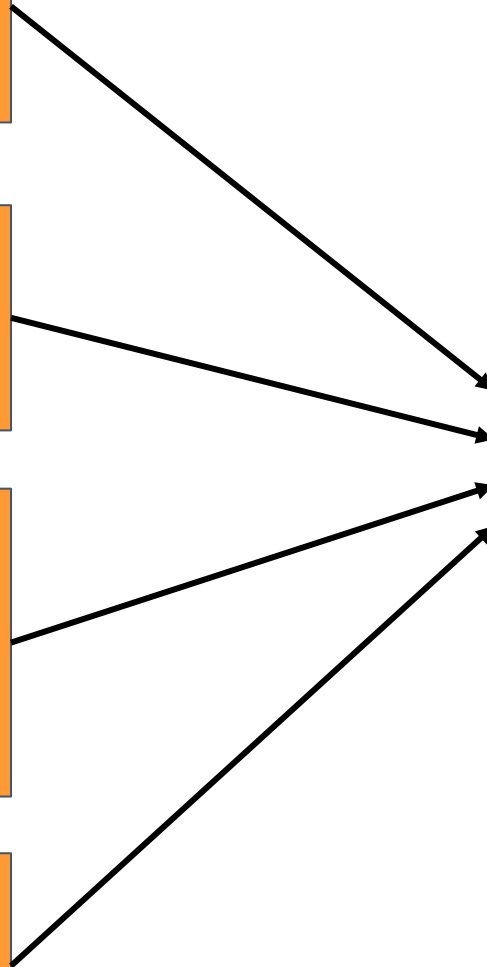
**Planning instruction focused on
essential standards after January 6th
Professional Learning**

**Constructing CFA's for students
to demonstrate mastery**

**Teachers adjust instruction
based on student learning**

**Increased
Proficiency in
Big Idea 1**

**Focus on
Learning**

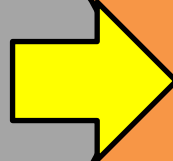


Three Big Ideas of a PLC at Work

1

A Focus on Learning

2



**A Collaborative Culture and
Collective Responsibility**

3

A Results Orientation

The Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure:</p> <p>1. Collaboration is embedded in our routine work practice.</p> <p>2. We are provided with time to collaborate.</p> <p>3. We are clear on the critical questions that should drive our collaboration.</p> <p>4. Our collaborative work is monitored and supported.</p>	<p>Teachers work in isolation with little awareness of the strategies, methods, or materials that colleagues use in teaching the same course or grade level.</p> <p>There is no plan in place to assign staff members into teams or to provide them with time to collaborate.</p>	<p>Teachers are encouraged but not required to work together collaboratively. Some staff may elect to work with colleagues on topics of mutual interest. Staff members are congenial but are not co-laboring in an effort to improve student achievement.</p>	<p>Teachers have been assigned to collaborative teams and have been provided time for collaboration during the regular contractual day. Teams may be unclear regarding how they should use the collaborative times. Topics often focus on matters unrelated to teaching and learning. Some teachers believe the team meeting is not a productive use of their time.</p>	<p>Teachers have been assigned to collaborative teams and have been provided time for collaboration on a weekly basis during the regular contractual day. Guidelines, protocols, and processes have been established in an effort to help teams use collaborative time to focus on topics that will have a positive impact on student achievement. Team leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing their efforts on discovering better ways to achieve those goals.</p>	<p>The collaborative team process is deeply engrained in the school culture. Staff members view it as the engine that drives school improvement. Teams are self-directed and very skillful in advocacy and inquiry. They consistently focus on issues that are most significant in improving student achievement and set specific, measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded professional development because members are willing and eager to learn from one another, identify common problems, engage in action research, make evidence of student learning transparent among members of the team, and make judgments about the effectiveness of different practices on the basis of that evidence. The team process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.</p>





Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2020, Aledo ISD will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum:
Building a Collaborative Culture through high performing teams.

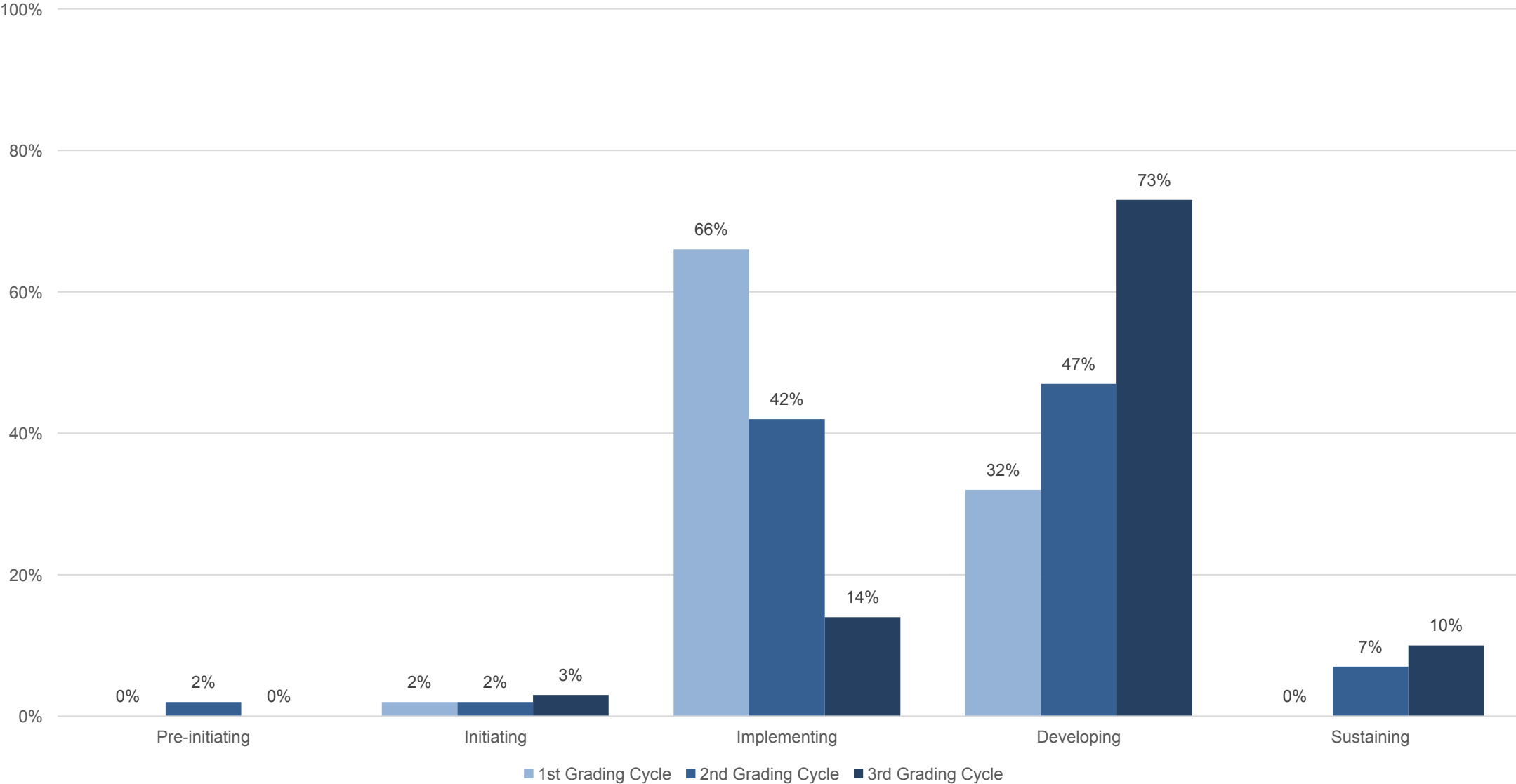
Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator #1: *meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2020.				

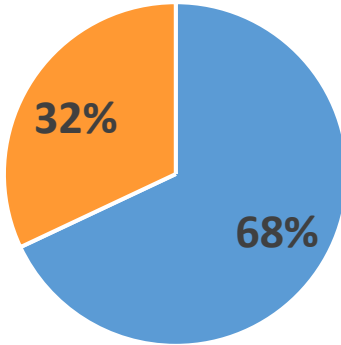
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  = No Progress
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Focus on Collaborative Culture



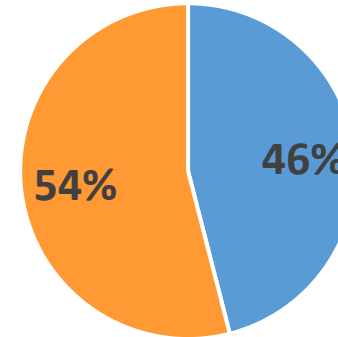
Focus on Collaborative Culture

1st Grading Cycle



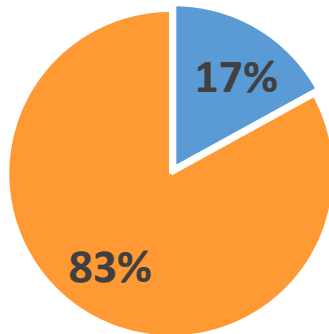
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2nd Grading Cycle



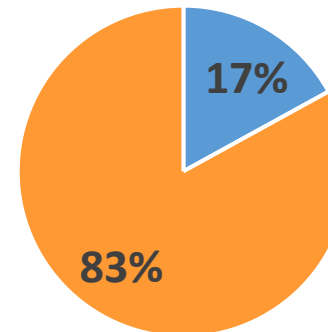
■ Progressing ■ Met or exceeded

3rd Grading Cycle



■ Progressing ■ Met or exceeded

Goal June 2020



■ Progressing ■ Met or exceeded

Increased experience and confidence in the PLC process

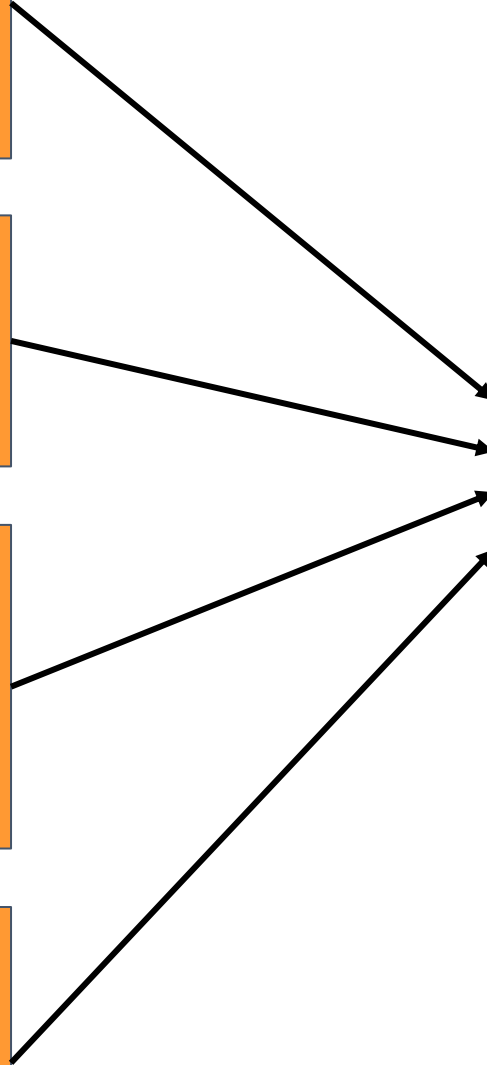
Teams experienced success and celebrated small wins

Trust among team members is strengthened through interdependence

Increase team capacity by systematically grouping and sharing students

Increased Proficiency in Big Idea 2

Focus on Collaborative Culture



Three Big Ideas of a PLC at Work

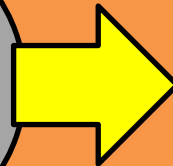
1

A Focus on Learning

2

**A Collaborative Culture and
Collective Responsibility**

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A Results Orientation


The Professional Learning Communities at Work Continuum: Focusing on Results					
Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.	Goals have not been established at the district or school level. Teams are not expected to establish goals.	Teams establish goals that focus on adult activities and projects rather than student learning.	Teams have been asked to create SMART goals, but many teachers are wary of establishing goals based on improved student learning. Some attempt to articulate very narrow goals that can be accomplished despite students learning less. Others present goals that are impossible to monitor. Still others continue to offer goals based on teacher projects. There is still confusion regarding the nature of and reasons for SMART goals.	All teams have established annual SMART goals as an essential element of their collaborative team process. Teams have established processes to monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.	Each collaborative team of teachers has established both an annual SMART goal and a series of short-term goals to monitor their progress. They create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goal. This focus on tangible evidence of results guides the work of teams and is critical to the continuous improvement process of the school. The recognition and celebration of efforts to achieve goals helps sustain the improvement process.



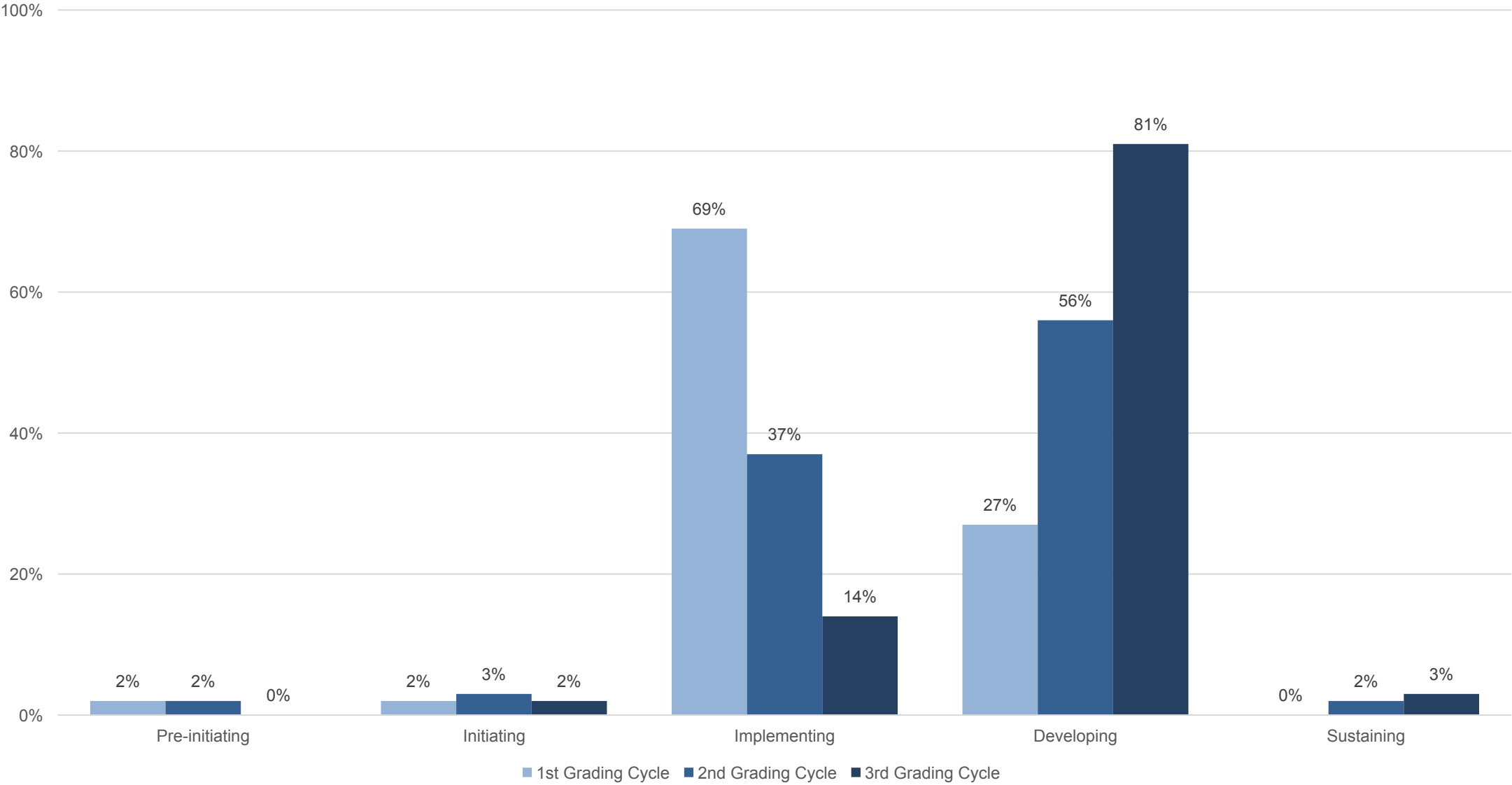
Performance Objective 3: By June 2020, Aledo ISD will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum:
Focusing on Results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator#1: * have established a SMART goal and assess progress toward reaching the goal.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	86% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2020.				

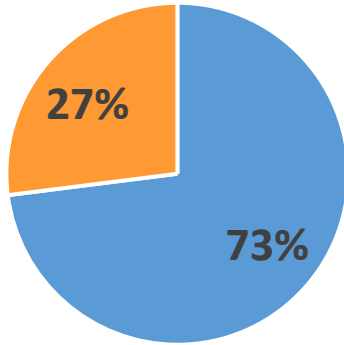
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  = No Progress
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Focus on Results



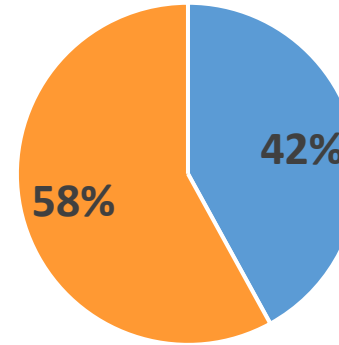
Focus on Results

1st Grading Cycle



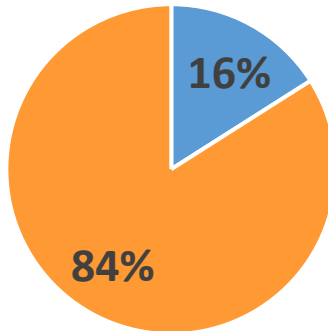
■ Progressing ■ Met or exceeded

2nd Grading Cycle



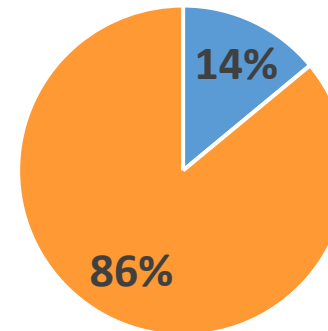
■ Progressing ■ Met or exceeded

3rd Grading Cycle



■ Progressing ■ Met or exceeded

Goal June 2020



■ Progressing ■ Met or exceeded

**As secondary approached benchmarks
teachers began to understand and
value data as it related to the SMART
goals**

**Interventions were implemented with
increased fidelity**

**Emphasis placed on team collaboration
allowed for a larger window of time for
reinforcing essential standards**

**Teams using recent data to inform and
adjust instruction based on results**

**Increased
Proficiency in
Big Idea 3**

**Focus on
Results**

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graph LR; A[As secondary approached benchmarks teachers began to understand and value data as it related to the SMART goals] --> D[Increased Proficiency in Big Idea 3 Focus on Results]; B[Interventions were implemented with increased fidelity] --> D; C[Emphasis placed on team collaboration allowed for a larger window of time for reinforcing essential standards] --> D; E[Teams using recent data to inform and adjust instruction based on results] --> D;
```

Three Big Ideas of a PLC at Work

1

A Focus on Learning

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**A Collaborative Culture and
Collective Responsibility**

3

A Results Orientation

AISD FEATURED COLLABORATIVE TEAM



*Hope Tuel, Amanda Douglas, Elizabeth Kuhns,
Dawn Hinkle, Cheryl Lucas, Kari Ward, Nicole Dover*



2019-20 Cohort Members:

**Hope Tuel, Daniel Shedd, Kim Cox, Elisha Woodson,
Chris Shreckengast, Renee Pokrifcsak, Paula Vidaurri, Katelyn Mallory,
Janie Hampton, Amber Wheeler, Katelyn Smith, Marc Sager, Jessica Claffey**