2021-2022
District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2021-2022

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
- Workshop Model

AUTHENTIC LITERACY

- Cross-Disciplinary Literacy (listening, speaking, reading, writing, thinking)
- 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

Implementation Measures of District Instructional Focus

PLC Goals
Reported Quarterly

Focus on Learning
Goal 88% of CTs by June

Collaborative Culture
Goal 93% of CTs by June

Focus on Results
Goal 85% of CTs by June

District Instructional Priorities
Reported Monthly

Lesson Frame
Goal 100% of classrooms by June

Daily Critical Writing
Goal 100% of classrooms by June

High-Yield Formative Assessment
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 & DRA
K-2 Reading Screener

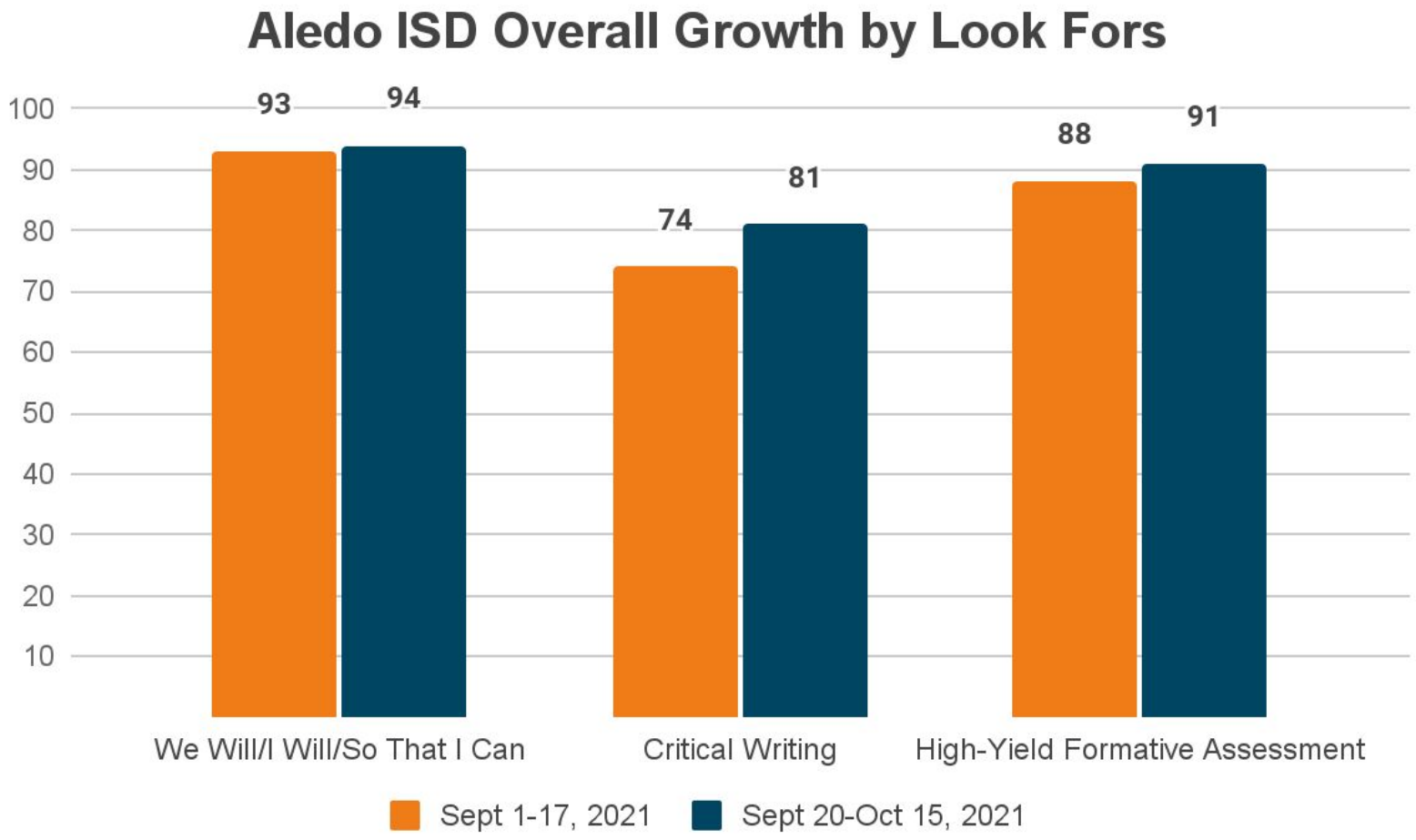
IXL Math
K-2 Math Screener

MAP Growth
3-10 Reading Screener
3-10 Math Screener

Aledo ISD

Instructional Focus Implementation

Reporting Period 2
September 20 - October 15, 2021


Aledo ISD Overall Growth by Look Fors
100
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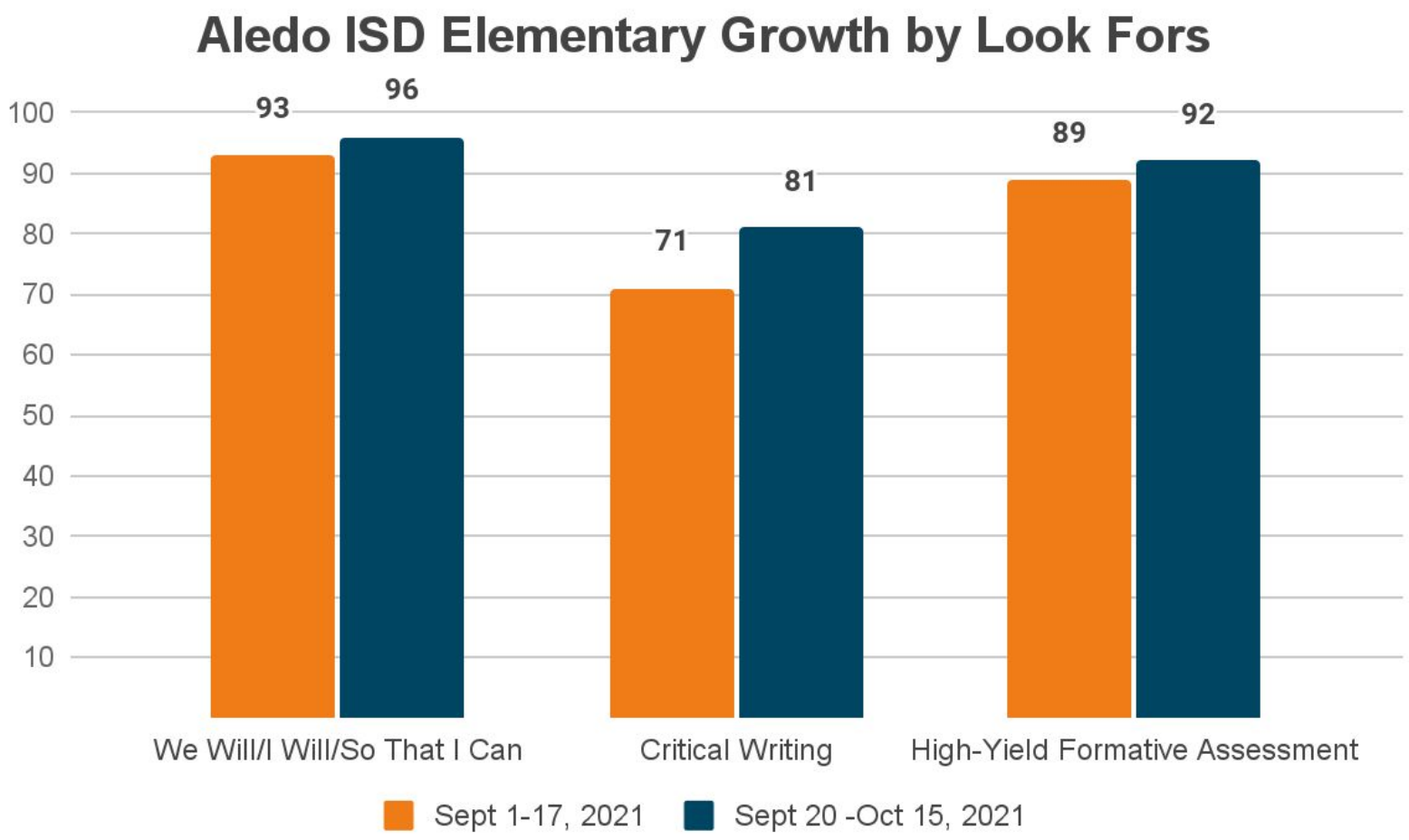
We Will/I Will/So That I Can
Critical Writing
High-Yield Formative Assessment
Sept 1-17, 2021
Sept 20-Oct 15, 2021


Aledo ISD Elementary Growth by Look Fors
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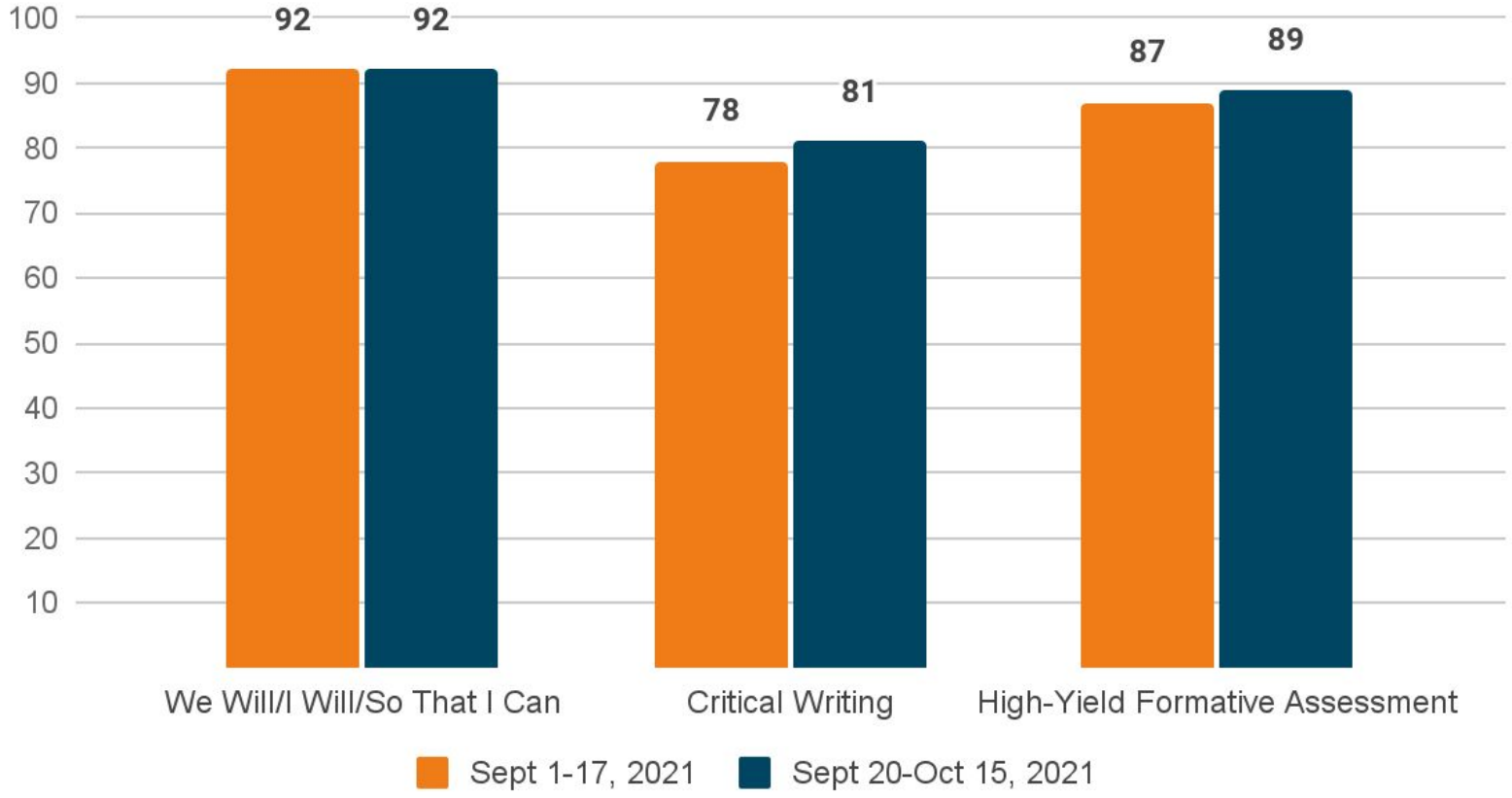
We Will/I Will/So That I Can
Critical Writing
High-Yield Formative Assessment
Sept 1-17, 2021
Sept 20 -Oct 15, 2021

Aledo ISD Secondary Growth by Look Fors



Student-Driven Learning

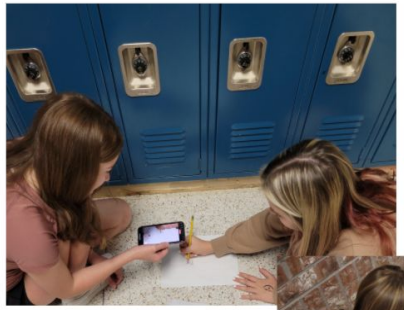
Vandagriff Elementary:
2nd ELAR, Ms. McCluer

Students "operating" on contractions.

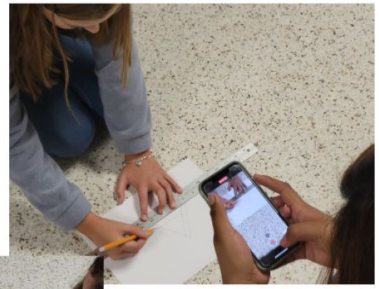
Stuard Elementary:
3rd Science, Ms. Welch

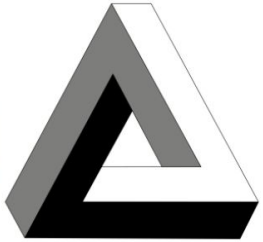
Students engaged in the Hexagonal Thinking strategy & academic discussion to review key concepts about matter. Students then to their ideas to a piece of critical writing.

McAnally: 6th Art, Mr. Roberts



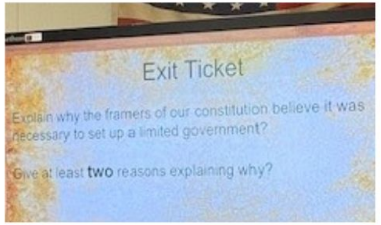
Students in art took on the impossible triangle challenge. They were tasked with creating an instructional video to explain how to draw it. They then posted on their own individual google site.



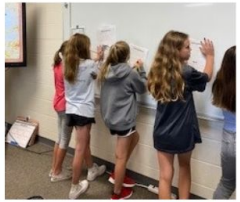


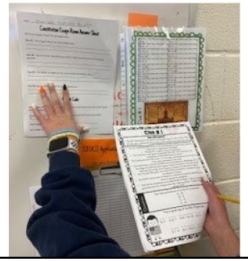
Teacher: Clay Roberts

McAnally: 6th Social Studies, Mr. Summerhill



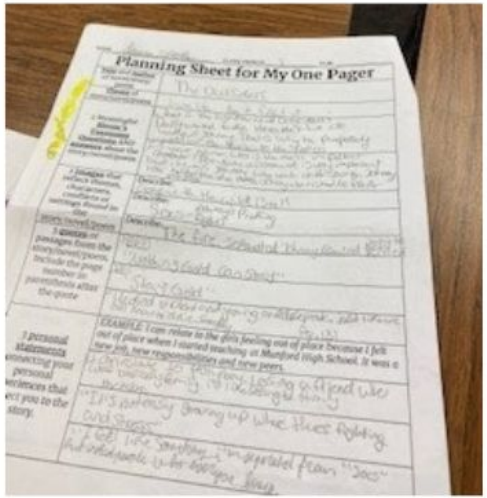
Teacher: SS Team



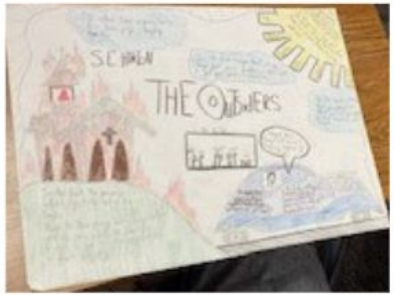


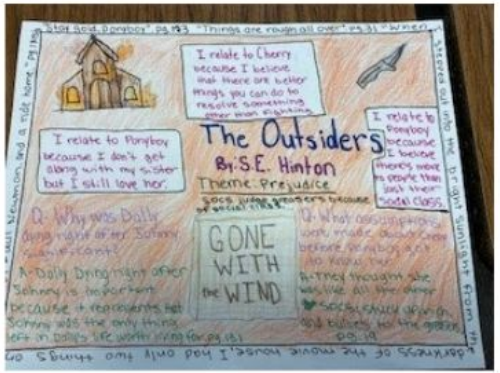
Students experienced an escape room where they had to “crack a code” to gain information about the constitution in order to explain why the framers of the constitution thought it was necessary to set up a limited government. They ended their exploration with a critical writing exit

Aledo Middle School:
8th Grade ELAR, Ms. Pokrifsak



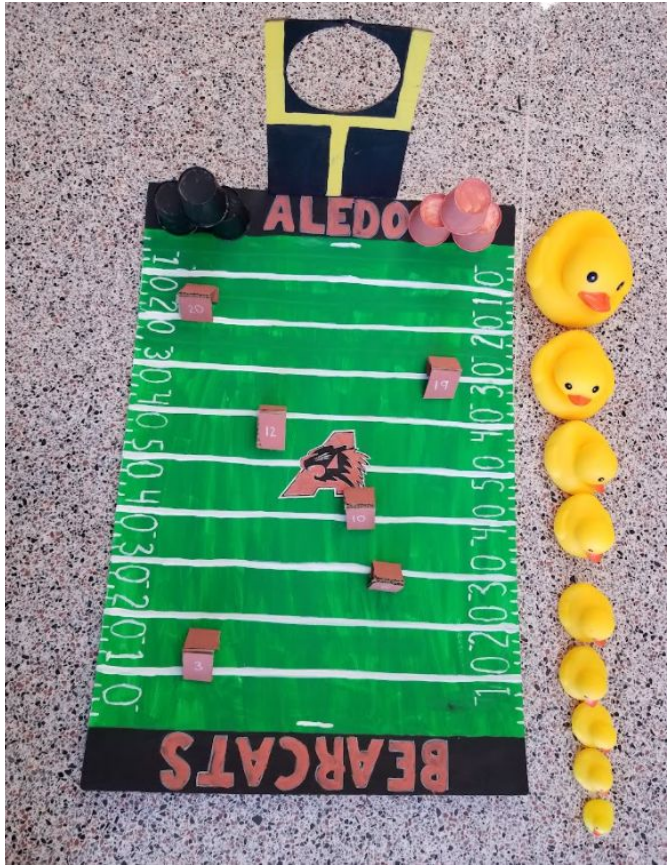
After reading S.E. Hinton's *The Outsiders,* students created a one-pager incorporating 2 of their own higher order questions about the novel, 3 personal connections to the novel, 3 images that reflect theme, symbols, characters, setting or conflicts, and important quotes from the novel.





Daniel Ninth Grade Campus:
9th Grade Engineering, Mr. Bruton

Carnival Games is the culmination of our catapult builds and testing. Student had to meet criteria and constraints defined for their "Carnival Booth" in the rubric as well as produce prizes and costs, rules, etc. They also had to produce a sales pitch for why their game should be included in the Carnival.



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Aledo ISD is a PLC at work.

Focus on Learning

Collaborative Culture

Focus on Results

Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

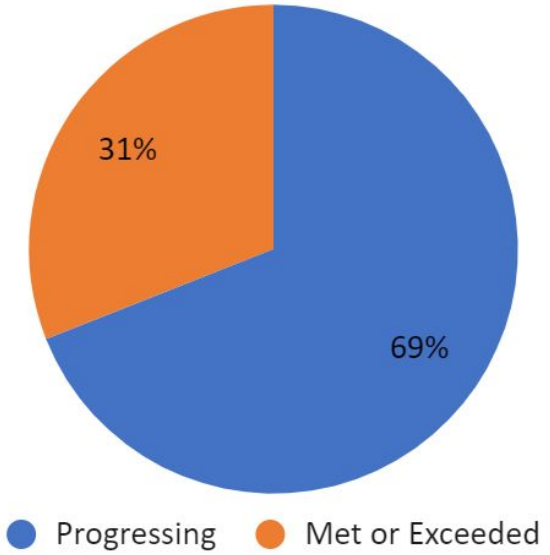
FOCUS ON LEARNING

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

1st Grading Cycle



Goal: 88% Meet or Exceed

Focus on Learning

Studying Essential Standards as a Team

Deconstruct the Language (Kilgo Model)

1. Circle the verb(s)
2. Box the content
3. Underline the context in which the content will be learned

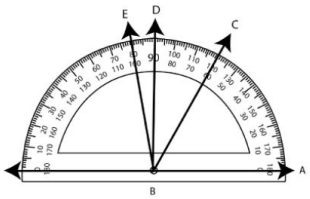
SE# 3.4A Solving Problems Involving Addition and Subtraction
Domain: Numbers and Operations
TEK:solve with fluency one step and two step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction
Reporting Category 2: Computations and Algebraic Relationships

Prepare to Scaffold for Students at Various Skill Levels
What do the students have to know and be able to do to perform at mastery level of your grade level's SE?

SE 3.4A

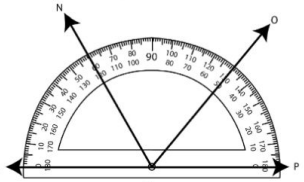
Know	Be Able To	Prerequisite Skills	Tasks that align to these skills
• Vocabulary- add, addends, compose, decompose, difference, equation, inverse operations, properties of operations, regroup, subtract and sum, total, how many more/less	• Solve one and two step addition and subtraction problems • Use addition and subtraction strategies to solve problems • Use addition and subtraction algorithms to solve problems • **Draw a strip diagram to solve**	• Students need to know basic addition and subtraction facts **(Example: friends of ten)** • Students must understand regrouping within base 10 place values • Identify one and two step problems • Identify when to add or subtract	• Students act out the actions in one and two step addition and subtraction word problems and record visual representations **(example: student created Three Act Math videos)** • Students solve addition and subtraction word problems in small

2. What is the measure of m∠*DBC*?



The measure of m∠*DBC* is _____ .

3. What is the measure of m∠*PQO*?



The measure of m∠*PQO* is _____ .

TEKS 4.7C - Determine the approximate measure of angles in degrees to the nearest whole number using a protractor

4.2B - represent the value of the digit in whole numbers through 1,000,000,000 and decimals expanded notation and numerals

Homeroom	Student	CFA 09-02-21	CFA 09-17-21	DCA 1 Week of Oct. 4
Caldwell	[redacted]	71%	80%	50%
Caldwell		43%	60%	75%
Caldwell		71%	100%	75%
Caldwell		43%	80%	100%
Caldwell		43	40%	75%
Caldwell		71%	40%	75%
Caldwell		29%	80%	50%
Caldwell		71%	100%	50%
Caldwell		43%	60%	75%
Caldwell		100%	80%	100%
Caldwell			100%	100%
Caldwell		71%	100%	75%
Caldwell		86%	100%	75%
Caldwell		86%	80%	100%
Caldwell		86%	100%	100%
Caldwell		86%	40%	75%
Caldwell		86%	80%	100%
Caldwell		100%	100	100%
Caldwell		100	80%	100%
Caldwell		71%	80%	75%
Caldwell		100%	100%	100%
Caldwell		71%	80%	75%
Thorp			60%	75%
Thorp		86%	80%	75%
Thorp	[redacted]	86%	80%	100%

Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

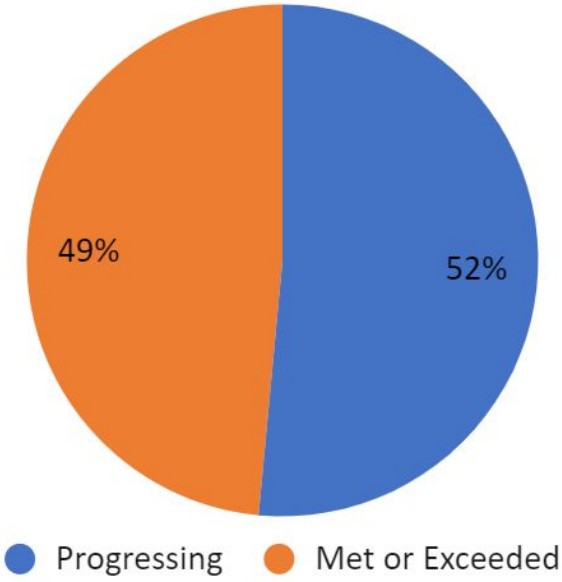
FOCUS ON COLLABORATIVE CULTURE

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

1st Grading Cycle



Goal: 93% Meet or Exceed

Focus on Collaborative Culture

Questions 1: What do we want them to know?	• 1.2F, 1.11 Dix, 1.11Dviii- handwriting, sentences with spaces, capitals, punctuation, • Letter id/letter sound
Question 2: How do we know they have learned it?	Need letter formation assessment-Look at kinders LetterID/Sounds-after lesson 14 and lesson 30
Question 3? What do we do if they haven't learned it?	Assessments-Friday the 17th for the first assessment on handwriting over the letters taught for that week.
Question 4: What do we do if they have learned it?	End of Quarter-assessment...graduate and regroup Rest of students...IXL/Lexia

Attendees:
- Sarah Flores Liz Luster
- Cathy Remigio Julie Zuniga Ashley Watson

Items to Bring:
- Either print or have link open to win schedule. Refer to win time resources at bottom of agenda
- 1st quarter report card assessments for the subject you plan

Norms
- We will be purposeful, positive and focused on what we can control.
- We will be open minded, willing to contribute and honest.
- We will start and end each meeting with clear expectations.

Norm Checker-Liz/Vanda V

Topics/Agenda Items
- ☑ ~~Norm checker-Liz/Vanda V~~
- ☑ ~~Win time focus~~
- ☑ ~~Win time groups~~
- ☑ ~~Win time activities~~
- ☑ ~~Review Win Schedule/Interventions~~
- ☑ ~~When will we assess~~
- ☑ ~~How will we assess~~
- ☑ ~~Review 1st quarter report card~~
- ☑ ~~Cathy... math tracker~~
- ☐ Look ahead at quarter 2 report card

Essential Standards

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ELAR	1.2 Bvi	1.2 Bvi, 1.2 Bi, 1.7D, 1.2F, 1.11 Dix, 1.11Dviii	1.2 Bvi, 1.2 Bi, 1.7D, 1.2F, 1.11 Dix, 1.11Dviii	1.2 Bvi, 1.2 Bi, 1.7D, 1.2F, 1.11 Dix, 1.11Dviii
Math	1.5D	1.5D, 1.2B, 1.2C, 1.2G, 1.5F, 1.5B	1.5D,1.2B, 1.2C, 1.2G, 1.5F, 1.5B	1.5D,1.2B, 1.2C, 1.2G, 1.5F, 1.5B
Science	1.2 C, 1.2 E	1.2 C, 1.2 E, 1.9 C, 1.10 D	1.2 C, 1.2 E, 1.9 C, 1.10 D, 1.5 B	1.2 C, 1.2 E, 1.9 C, 1.10 D, 1.5 B 1.8 B
Social Studies	1.17, 1.10 A	1.17, 1.10 A, 1.13 D	1.17, 1.10 A, 1.13 D, 1.2 B	1.17, 1.10 A, 1.13 D, 1.2 B, 1.5A

ELAR-Essential Standard 1.2 F-develop handwriting by accurately forming sentences, printing words, sentences, and answers legibly leaving appropriate spaces between words

Three Big Ideas of a PLC at Work

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

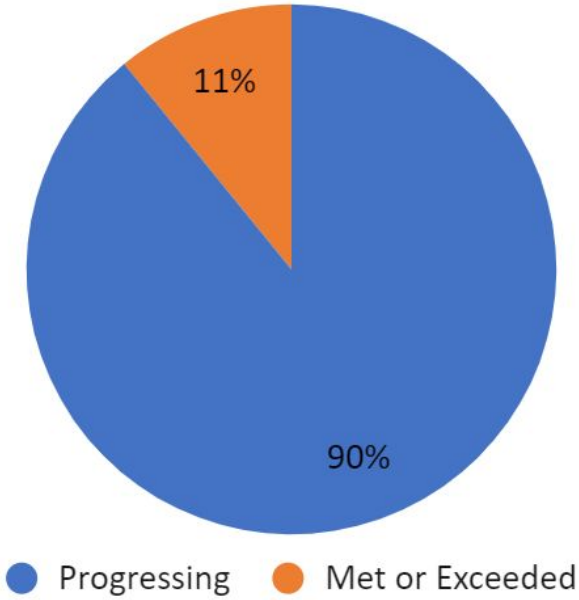
FOCUS ON RESULTS

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

1st Grading Cycle



Goal: 85% Meet or Exceed

Focus on Results

Date: 10/18 - 10/29

K.2b: Identifying and matching the common sounds that letters represent, K.2D: Identify all uppercase and lowercase letters

Students Served	Concern	Progressing	Mastered

		Unit 1														
		6.7 B			6.7 C			6.7 D			6.9 D			6.9 E		
Teacher	Period	Mid-Unit	DCA	Still needs support	Mid-Unit	DCA	Still needs support	Mid-Unit	DCA	Still needs support	Mid-Unit	DCA	Still needs support	Mid-Unit	DCA	Still needs support
Childers	2	0%		☐	50%		☐			☐	100%	100%	☐		0%	☐
Childers	2	0%		☑	50%		☐			☐	100%	100%	☐		100%	☐
Childers	2	100%		☐	100%		☐			☐	100%	100%	☐		100%	☐
Childers	2	100%		☐	50%		☐			☐	100%	100%	☐		100%	☐
Childers	2	100%		☐	50%		☐			☐	0%	100%	☐		100%	☐
Childers	2	50%		☐	50%		☐			☐	100%	100%	☐		0%	☐
Childers	2	100%		☐	100%		☐			☐	100%	100%	☐		100%	☐
Childers	2	50%		☐	100%		☐			☐	100%	100%	☐		0%	☐
Childers	2	50%		☑	0%		☐			☐	0%	100%	☐		100%	☐
Childers	2			☐			☐			☐		100%	☐		0%	☐
Childers	2	50%		☐	100%		☐			☐	0%	100%	☐		100%	☐
Childers	2	100%		☐	0%		☐			☐	100%	100%	☐		100%	☐
Childers	2	100%		☐	100%		☐			☐	100%	100%	☐		100%	☐
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Childers	2	100%		☐	100%		☐			☐	100%	100%	☐		0%	☐
Childers	2	100%		☐	100%		☐			☐	0%	100%	☐		100%	☐

AISD
Featured Collaborative Team

AISD Featured Collaborative Team
Vandagriff's 1st Grade Team

Sarah Flores

Liz Luster

Cathay Remigio

Ashley Watson

Julie Zuniga

Implementation Measures of District Instructional Focus

PLC Goals
Reported Quarterly

Focus on Learning
Goal 88% of CTs by June

Collaborative Culture
Goal 93% of CTs by June

Focus on Results
Goal 85% of CTs by June

District Instructional Priorities
Reported Monthly

Lesson Frame
Goal 100% of classrooms by June

Daily Critical Writing
Goal 100% of classrooms by June

High-Yield Formative Assessment
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 & DRA
K-2 Reading Screener

IXL Math
K-2 Math Screener

MAP Growth
3-10 Reading Screener
3-10 Math Screener

Aledo ISD
BOY Screener Data

2021-2022

CIRCLE Progress Monitoring
Pre-Kindergarten

Reading (Phonological Awareness)

Evaluates a student's ability to detect and manipulate sounds in spoken language across 4 sub-measures:

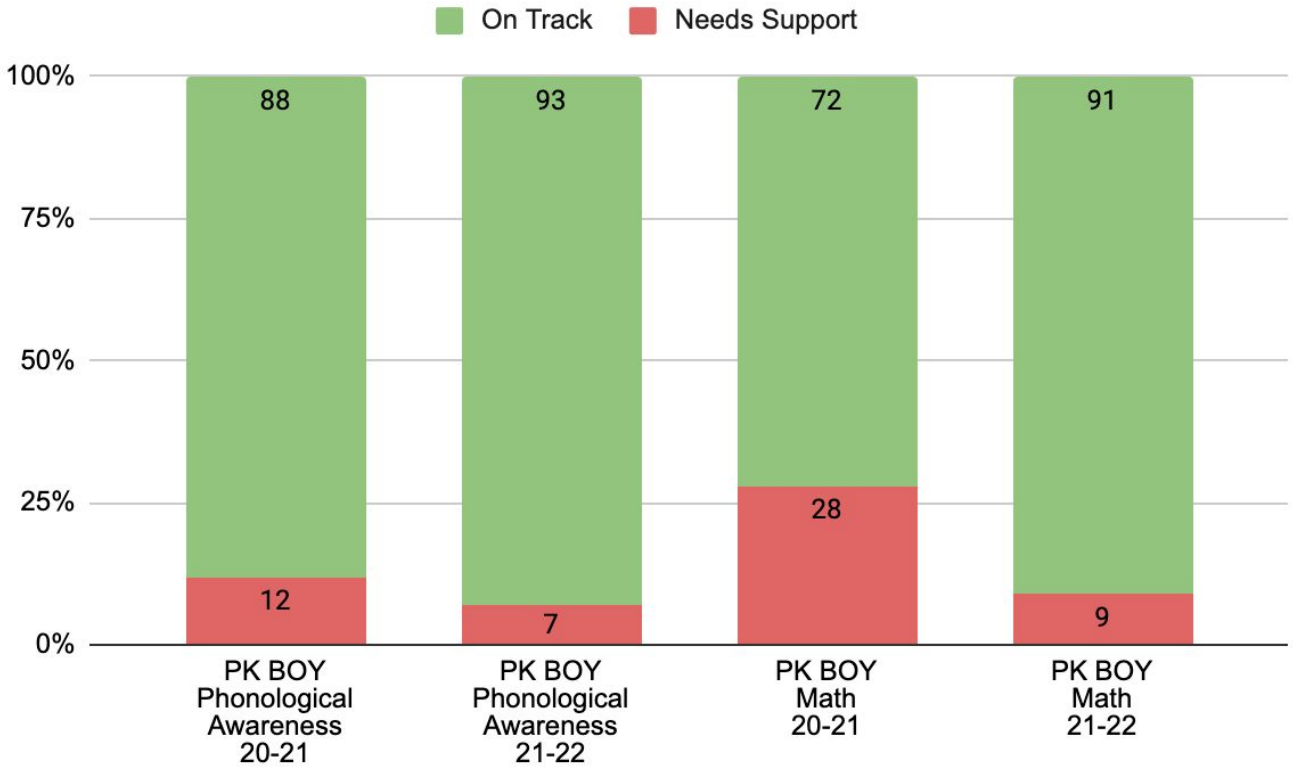
- Syllabication
- Onset-Rime
- Alliteration
- Rhyming

Math

Evaluates counting skills, shape naming and discrimination, operations, and number identification.

Students are assessed one-on-one with the teacher, three times a year.

CIRCLE Progress Monitoring: PreK



K-2 Screeners

Developmental Reading Assessment:

- Measures fluency, accuracy and comprehension.
- Informs the teacher of the independent reading level for each student and is used to plan for guided reading instruction

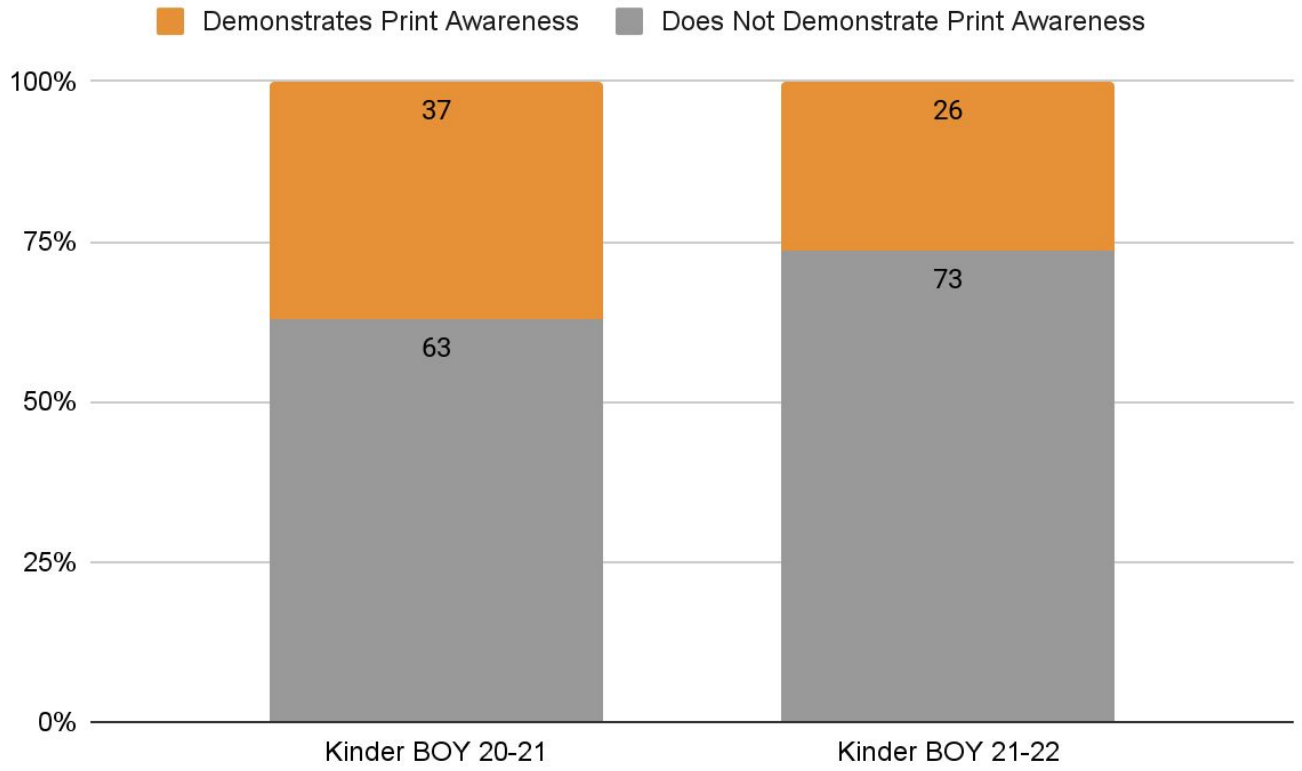
mCLASS Texas:

- Measures 5-7 reading subtests across K-2 grade ranging from letter naming to basic comprehension
- Informs the teacher of instructional needs within the foundational skills of reading

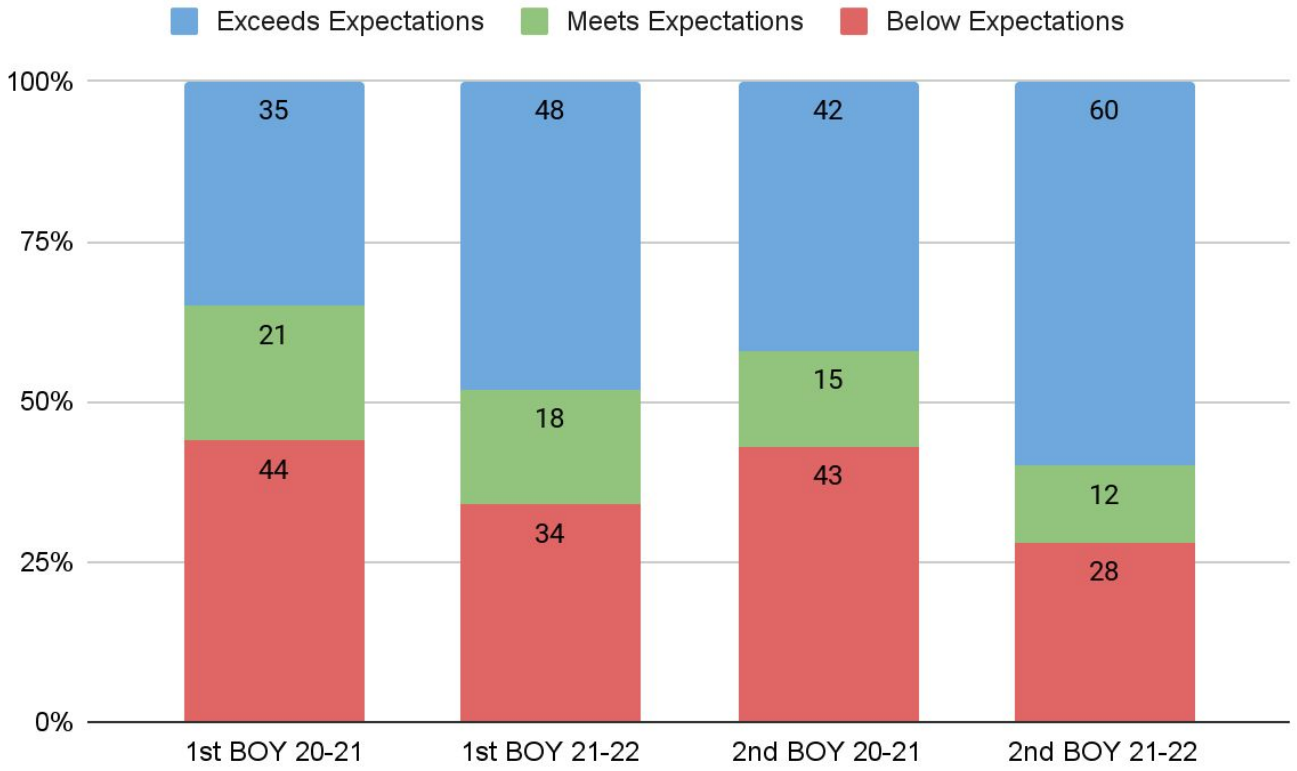
IXL Diagnostic:

- Measures student performance within six strands:
  - **Numbers & Operations**
  - **Algebra & Algebraic Thinking**
  - **Fractions**
  - **Geometry**
  - **Measurement**
  - **Data, Statistics & Probability**

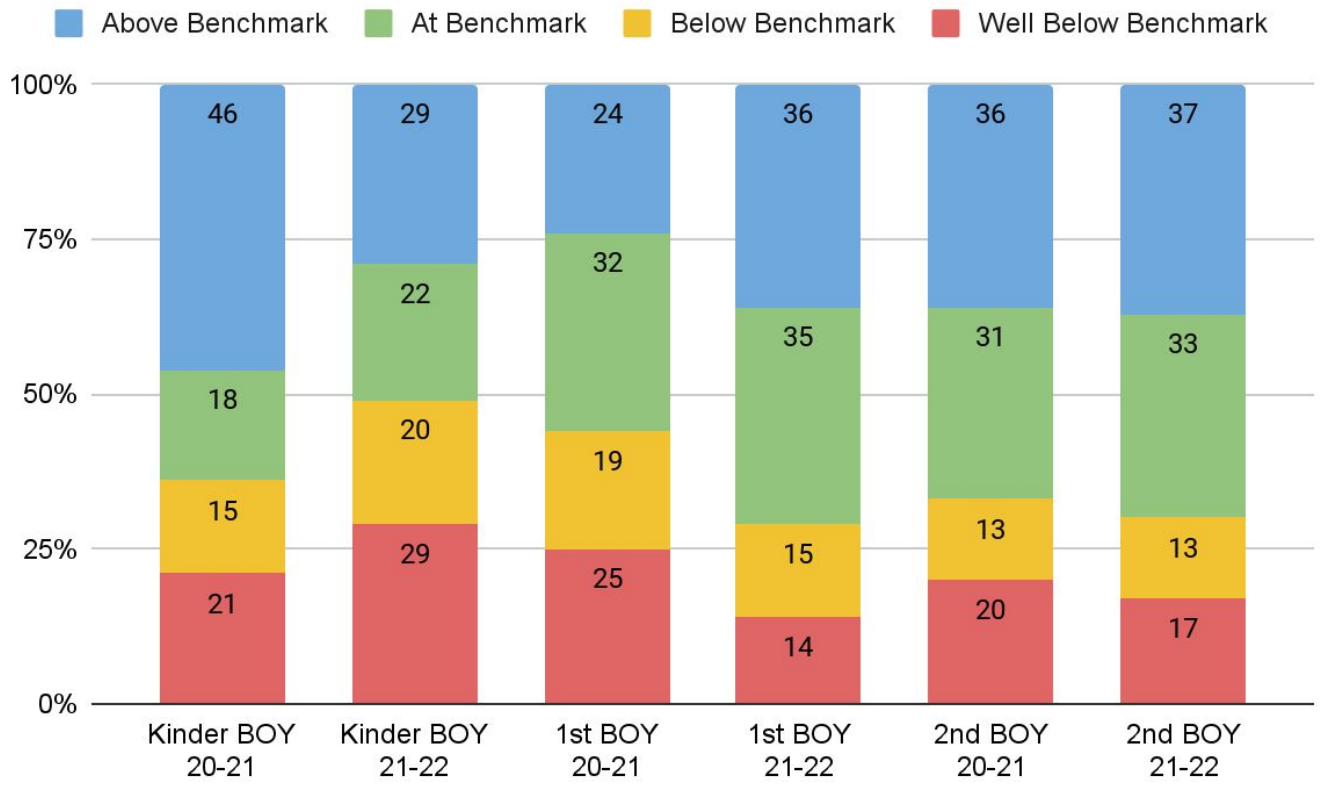
Developmental Reading Assessment: Kindergarten



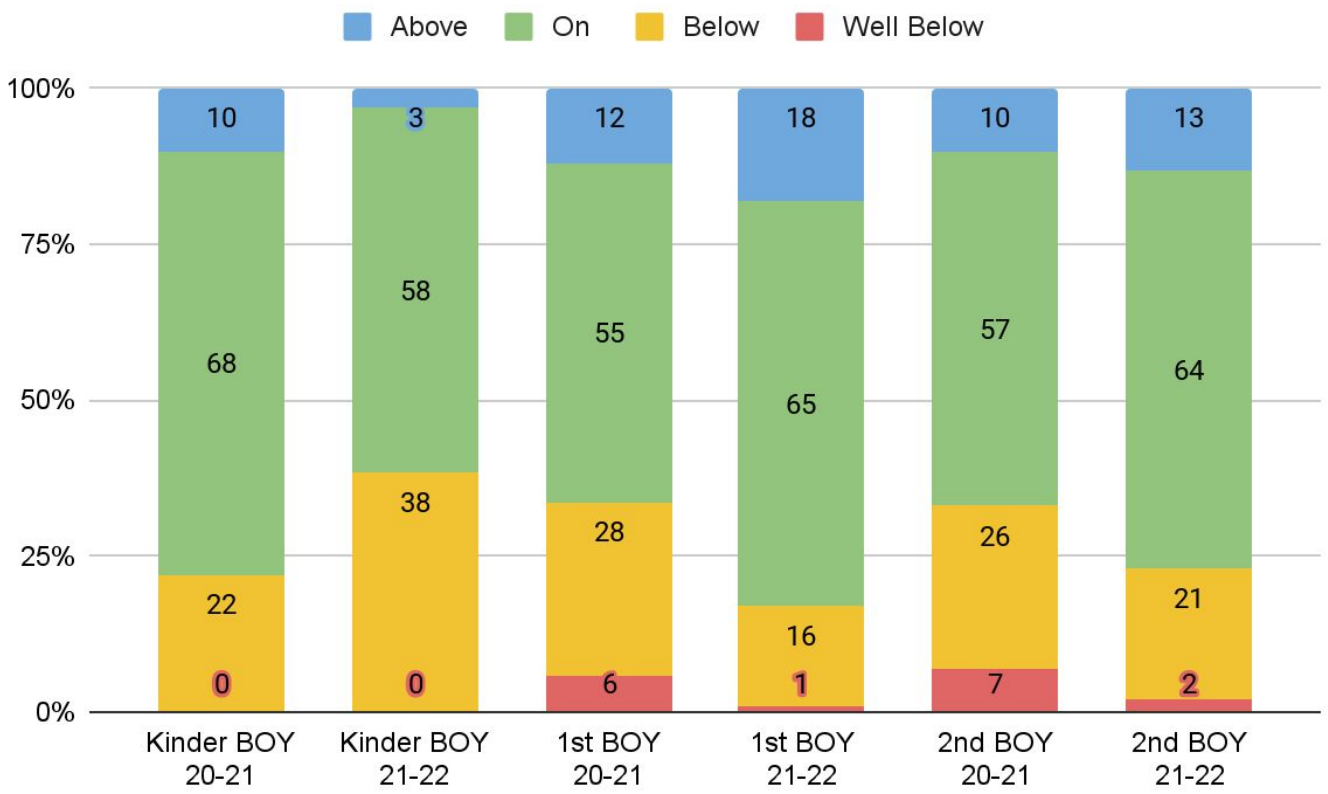
Developmental Reading Assessment: 1st and 2nd



mCLASS Texas Reading: K-2



IXL Math Diagnostic: K-2



MAP Growth

MAP Growth Assessments:

- Given three times a year, grades 3-10 math and reading
- Adaptive to each student, not limited by grade level
- Measure what students know and inform what they're ready to learn next
- Identifies areas of strength and possible areas of focus
- Provide growth projections for goal setting
- Provide projections aligned with state assessments

Reading 3-10:

- Measure student performance within three instructional areas:
  - **Foundational Language Skills: Vocabulary**
  - **Multiple Genres**
  - **Author's Purpose and Craft**

Math 3-10:

- Measure student performance within four instructional areas:
  - **Math skills align to course specific learning standards**

Math 3-8	Geometry
Numerical Representations and Relationships	Coordinate and Transformational Geometry
Computations and Algebraic Relationships	Logic, Circles, and Probability
Geometry and Measurement	Proof, Congruence, Similarity, and Trigonometry
Data Analysis and Monetary Transactions	Two-Dimensional and Three-Dimensional Figures
Algebra I	**Algebra II**
Number and Algebraic Methods	Number and Algebraic Methods
Describe and Graph Linear Functions, Equations, and Inequalities	Function Attributes, Inverses, and Data
Write and Solve Linear Functions, Equations, and Inequalities	Quadratic, Square Root, Exponential, and Logarithmic Functions, Equations, and Inequalities
Quadratic and Exponential Functions and Equations	Other Functions, Equations, Inequalities, and Systems

AISD Grade Level Mean vs. National Grade Level Mean

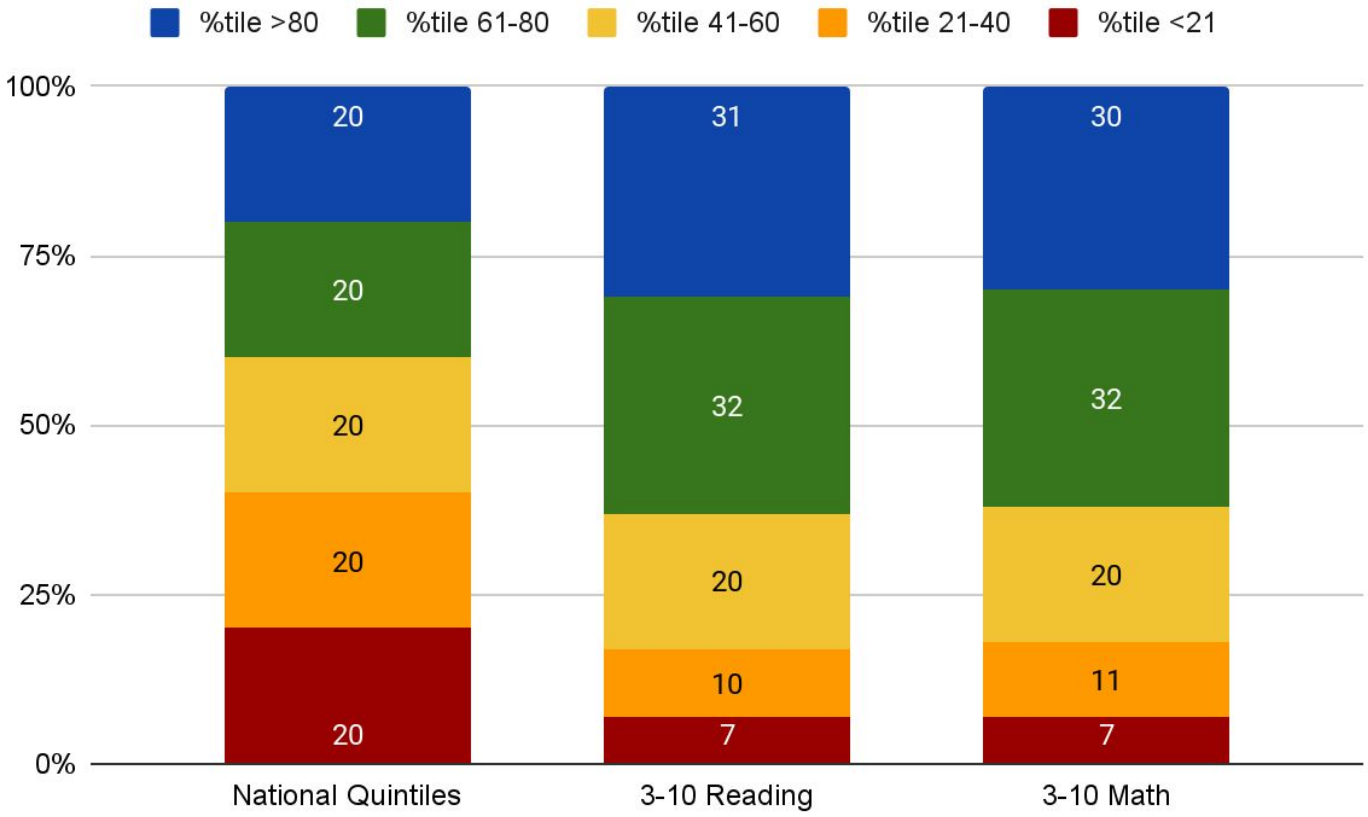
Reading			
Grade	**National Mean RIT**	**AISD Mean RIT**	**+/-**
3rd	187	195	+8
4th	197	206	+9
5th	204	212	+8
6th	210	218	+8
7th	214	219	+5
8th	218	222	+4
9th	219	228	+9
10th	221	227	+6

AISD Grade Level Mean vs. National Grade Level Mean

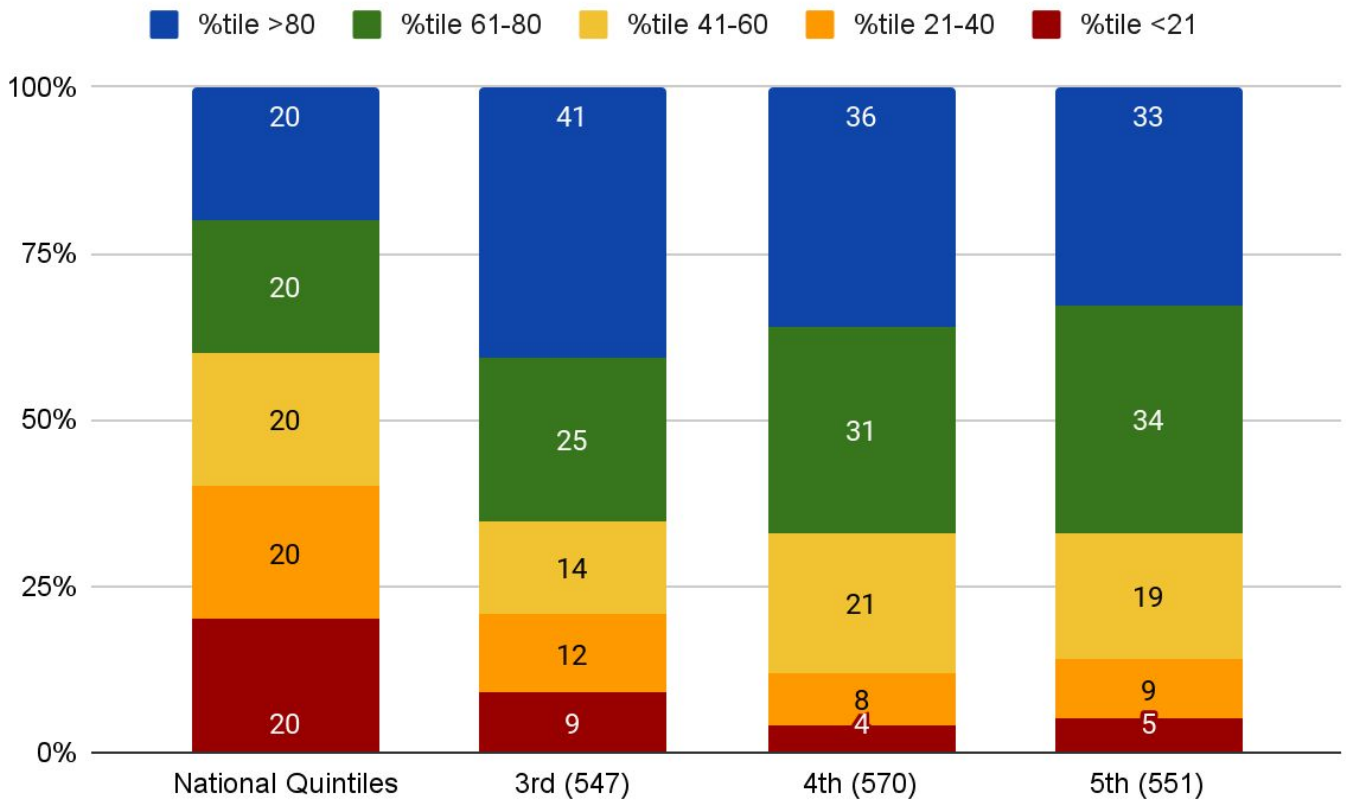
Math 3-8			
Grade	**National Mean RIT**	**AISD Mean RIT**	**+/-**
3rd	188	195	+7
4th	199	207	+8
5th	209	216	+7
6th	215	222	+7
7th	220	229	+9
8th	225	224	-1
8th Alg I	231	243	+12

Math 9-10			
Grade	**National Mean RIT**	**AISD Mean RIT**	**+/-**
9th Alg I	231	233	+2
9th Geo	235	249	+14
10th Geo	235	234	-1
10th Alg II	241	249	+8

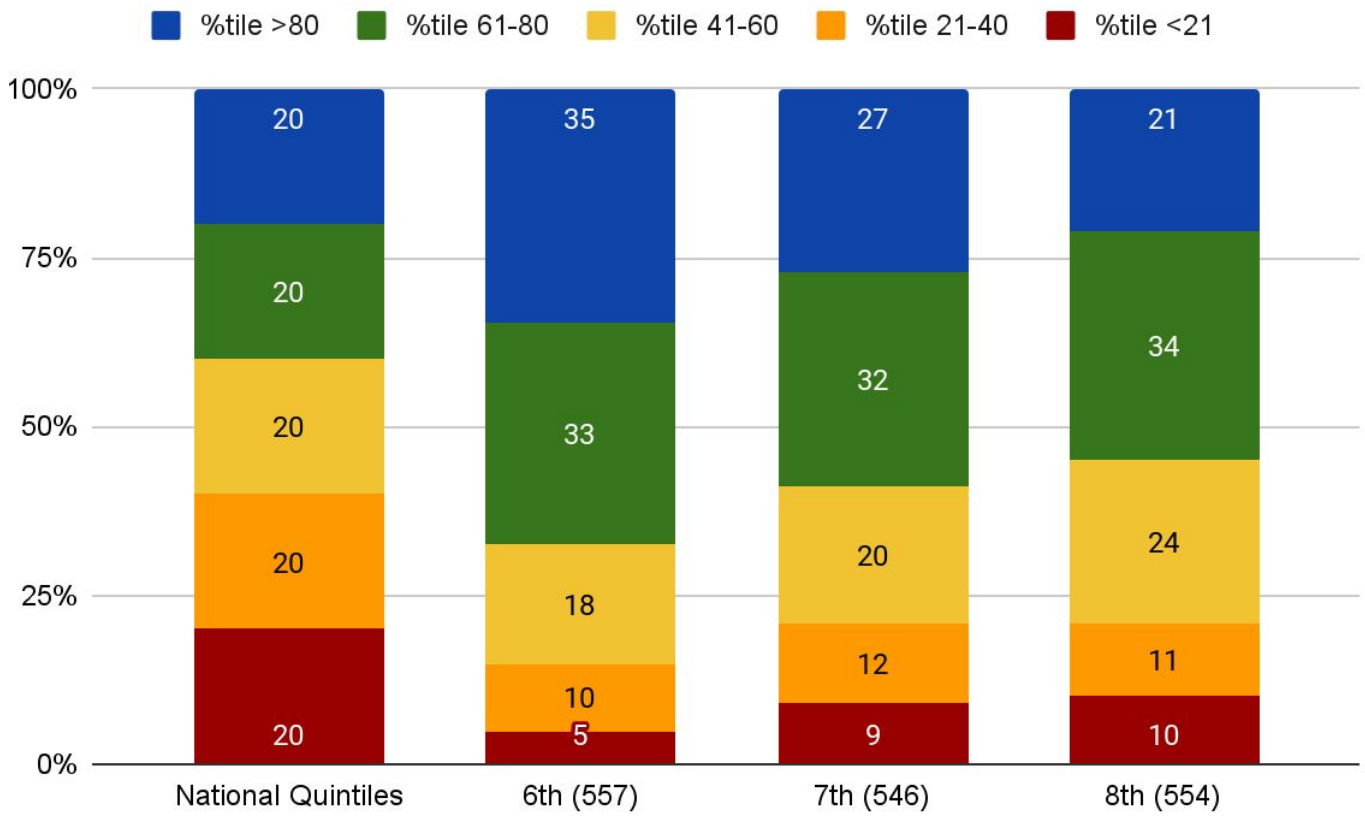
MAP BOY Normative Data Comparison: District



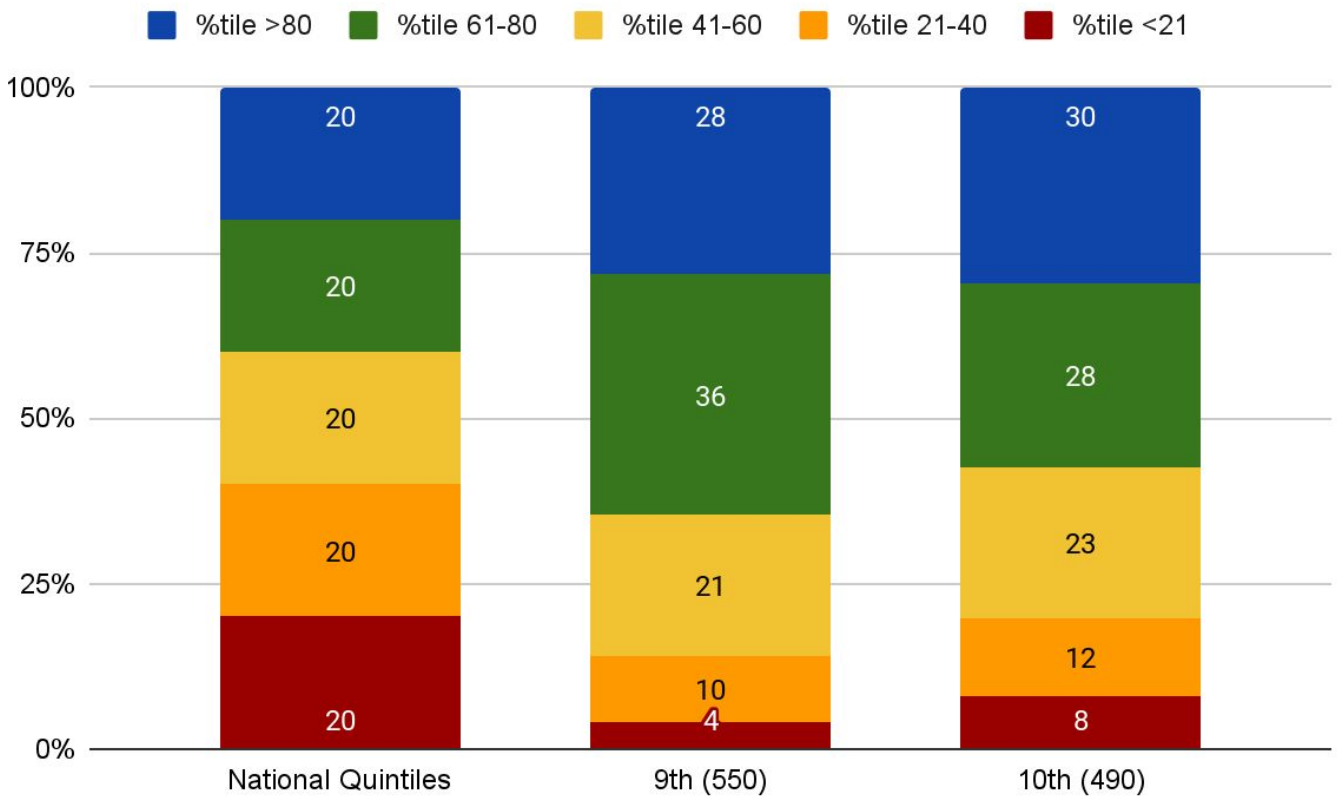
MAP BOY Normative Data Comparison: Reading 3-5



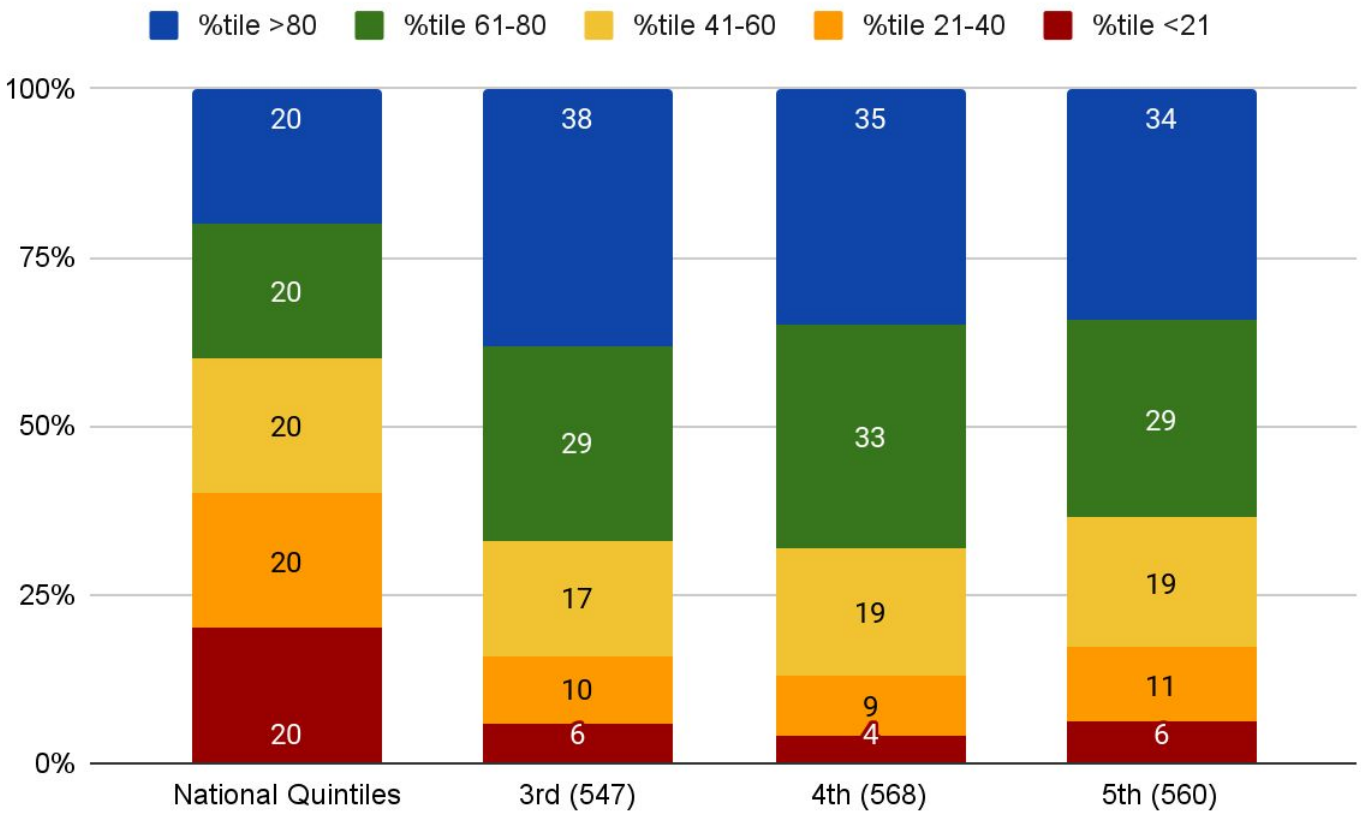
MAP BOY Normative Data Comparison: Reading 6-8



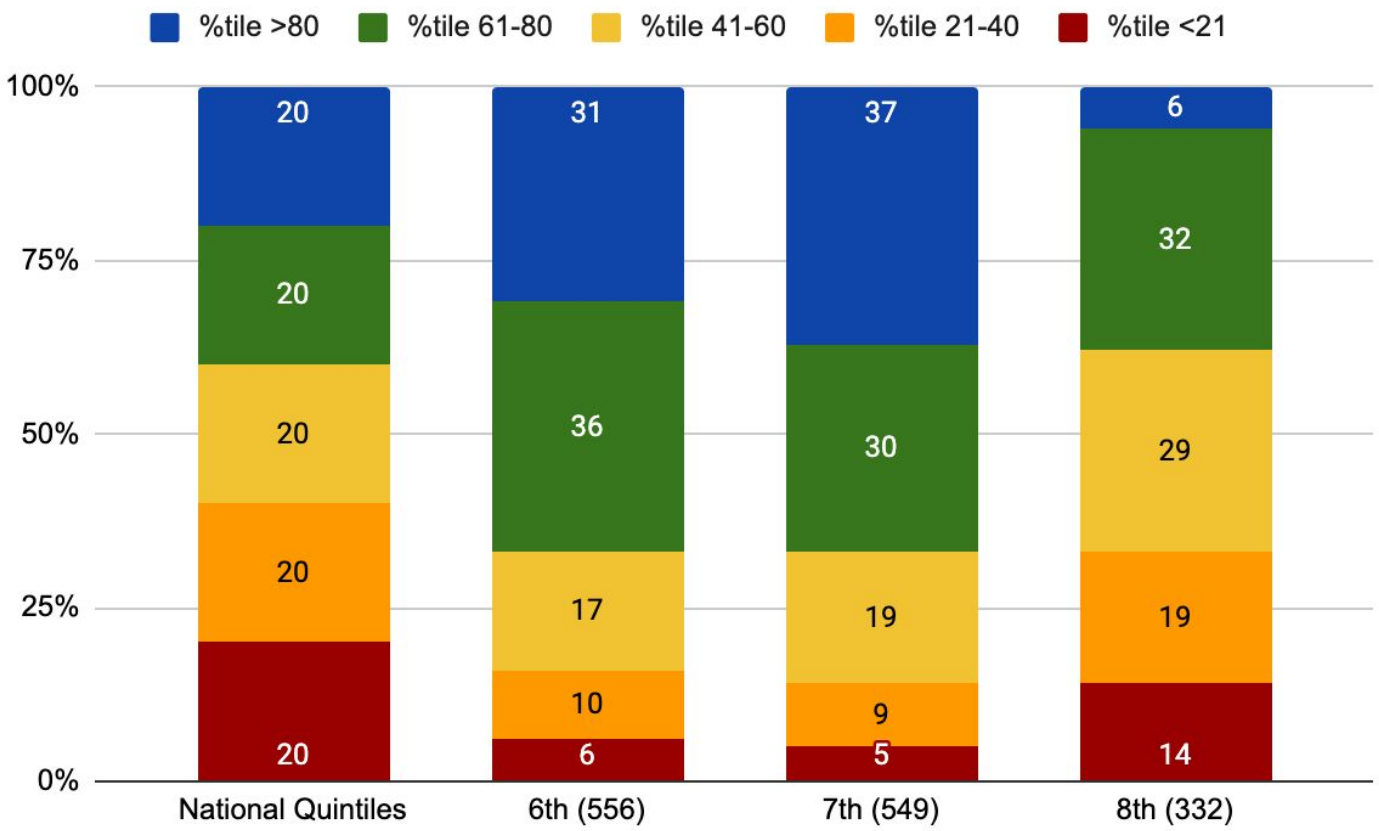
MAP BOY Normative Data Comparison: Reading 9-10



MAP BOY Normative Data Comparison: Math 3-5



MAP BOY Normative Data Comparison: Math 6-8



MAP BOY Normative Data Comparison: Alg I, Geo, Alg II