AISD Instructional Focus

2022-2023

Board Meeting
October 18, 2022

ALEDO ISD FOCUS DOCUMENT
2022-2023

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 86% of CTs by June

Collaborative Culture
Goal 85% of CTs by June

Focus on Results
Goal 77% 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

Learner Engagement
Goal 80% of classrooms by June

Student-Driven Learning
*Monthly report will consist of exemplars, rather than a percentage

Progress Monitoring
Reported BOY & MOY

CIRCLE Progress Monitoring
PK Reading / Math Screener

mCLASS Texas & DRA
K-2 Reading Screener

IXL Math
K-2 Math Screener

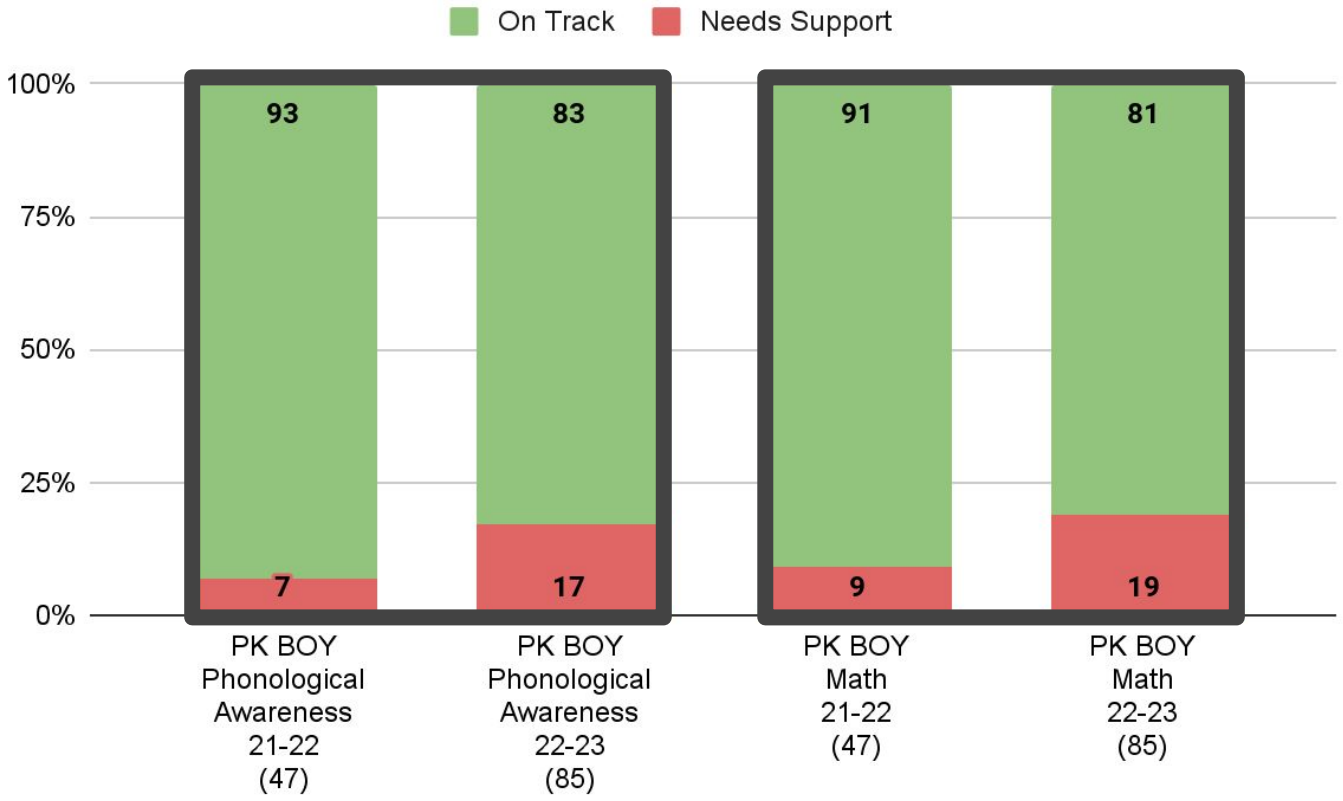
MAP Growth
3-10 Reading Screener
3-10 Math Screener

Aledo ISD
BOY Screener Data

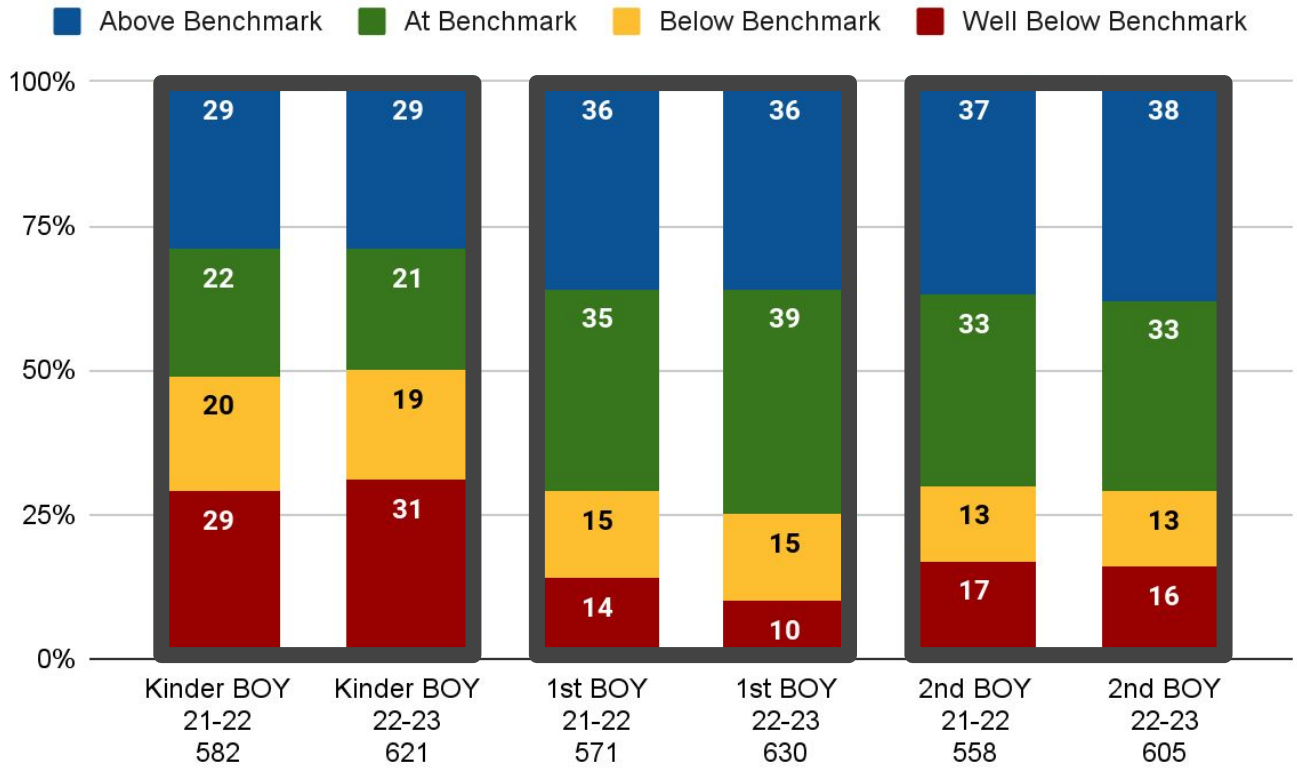
2022-2023

Ensuring high levels of learning for all students

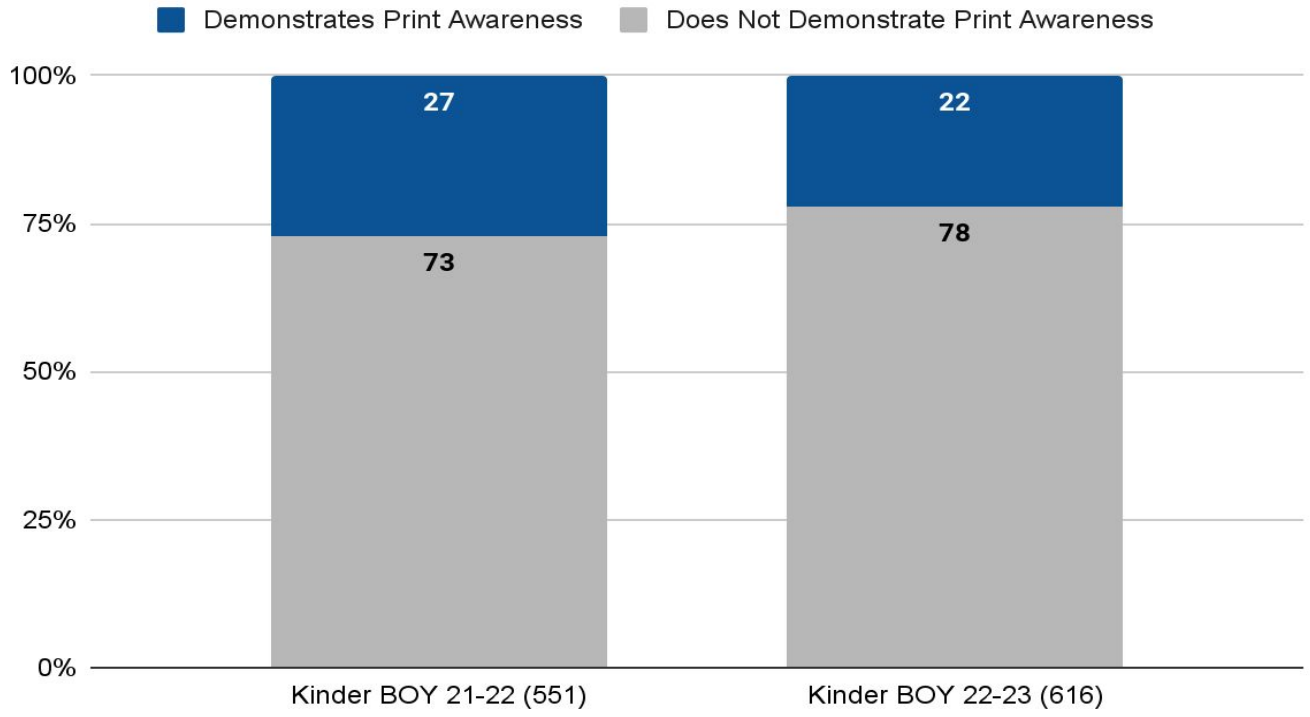
CIRCLE Progress Monitoring: PreK



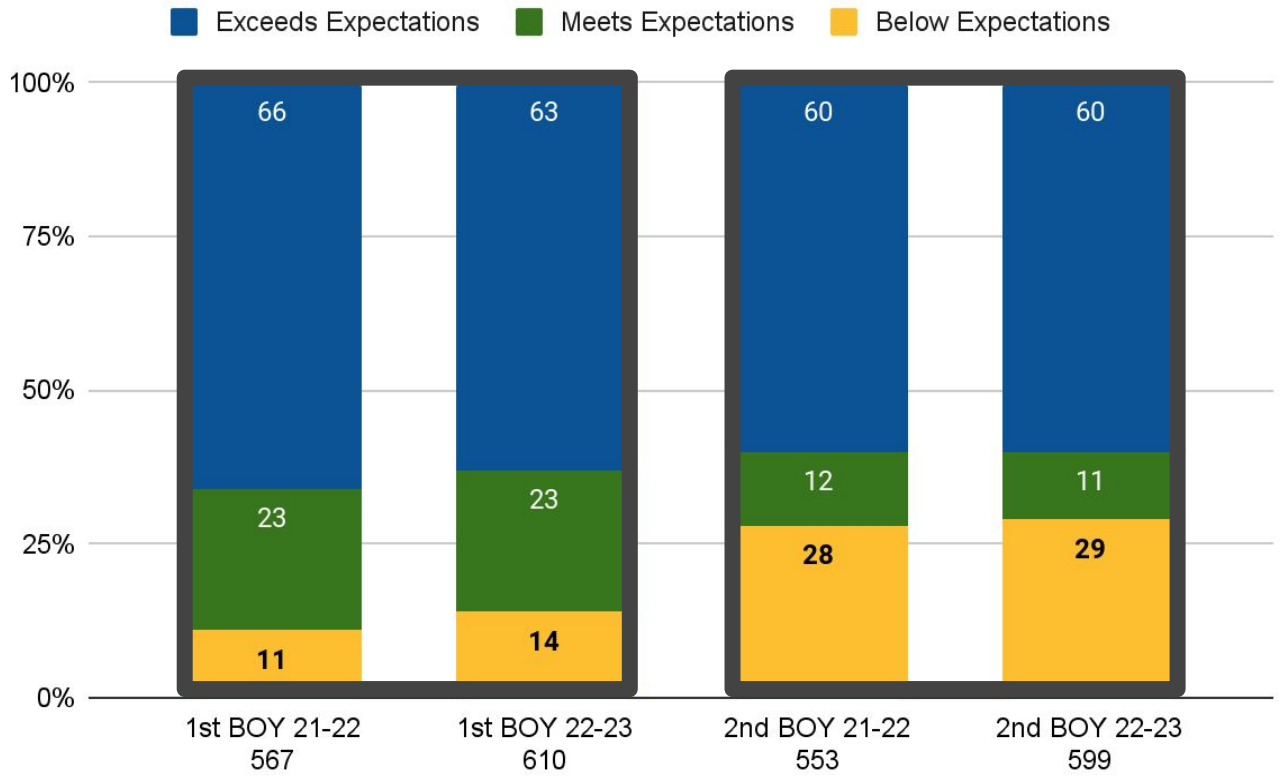
mCLASS Texas Reading



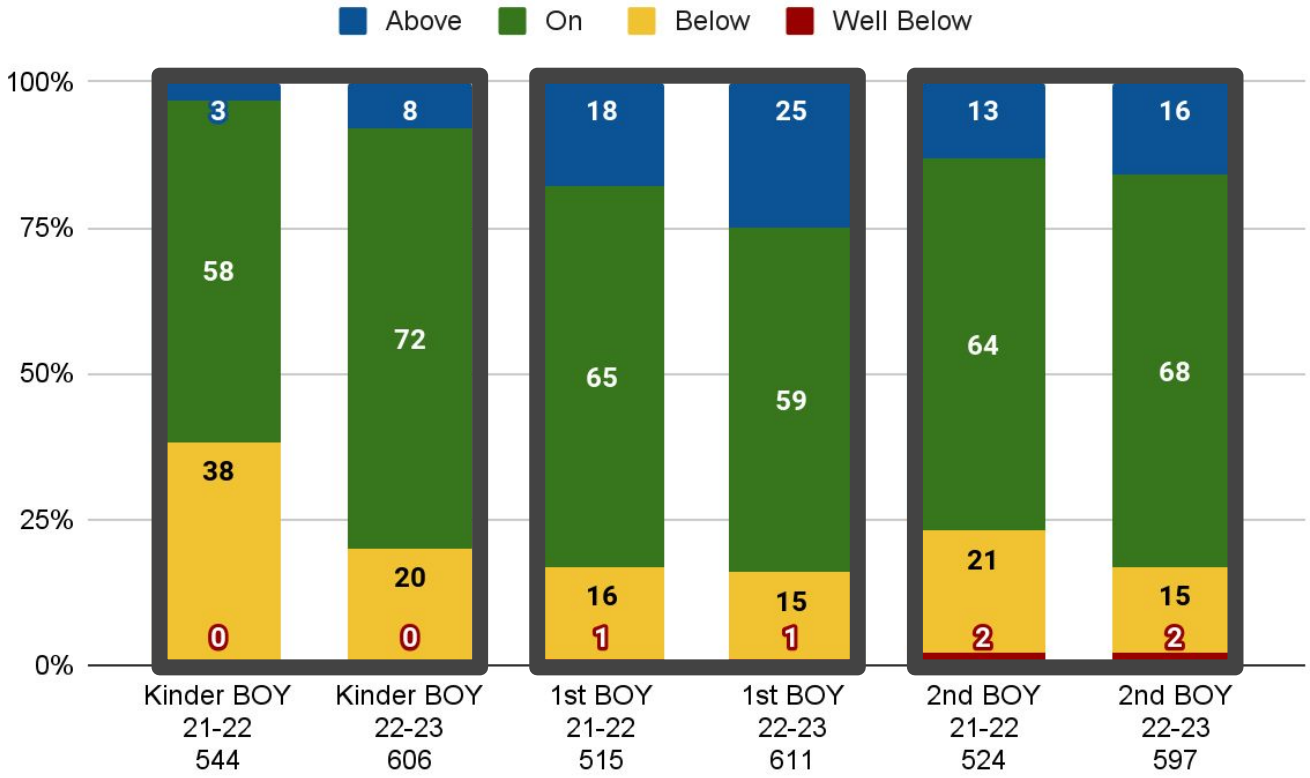
Developmental Reading Assessment: Kindergarten



Developmental Reading Assessment: 1st & 2nd



IXL Math Diagnostic: K-2



MAP BOY Baseline Data

MAP Reading

- 66% of students in the top two quintiles (3,129)
- 14% in the bottom two quintiles (664 students)
  - Low Quintile (red) 253 students
  - Low Average Quintile (orange) 411 students
- Instructional Area Data-% of students average or higher
  - Foundational Language Skills: Vocabulary 85%
  - Multiple Genres 83%
  - Author's Purpose and Craft 84%

MAP Math

- 65% of students in the top two quintiles (2,506)
- 17% in the bottom two quintiles (686 students)
  - Low Quintile (red) 243 students
  - Low Average Quintile (orange) 443 students
- Instructional Area Data-% of students average or higher
  - Numerical Representations and Probability 83%
  - Computations and Algebraic Relationships 81%
  - Geometry and Measurement 79%
  - Data Analysis 79%

Summer School MAP Growth Data

Summer School Reading

- 67 students attending 3-8 summer school were in the bottom two quintiles EOY
- 44 of these students made growth in reading from EOY to BOY
- 19 students scored high enough to move out of the bottom two quintiles

Summer School Math

- 68 students attending 3-8 summer school were in the bottom two quintiles EOY
- 37 of these students made growth in math from EOY to BOY
- 10 students scored high enough to move out of the bottom two quintiles

MAP Action Plan

- C&I Team/teachers utilize BOY MAP data to design instruction aligned to learner needs
- Students analyze BOY data and set academic goals that are tracked over time (student data trackers)
- Teachers receive job embedded professional learning to support MAP implementation and use MAP data reports to design targeted instruction in response to MAP data
    - MAP Implementation Training / Purpose of MAP
    - BOY MAP Data: What Now?
    - Digging into MAP Just in Time Training
    - IXL prescriptive, supplemental math practice based on MAP performance
- C & I Team/teachers analyze BOY data to ensure that students in the bottom quintiles are receiving targeted support in their areas of need
    - Some students receive specialized support: SPED, ESL, dyslexia
    - Some students receive Tier 3 levels of support from intervention specialists
    - Some students receive targeted Tier 2 levels of support during flex/WIN time

Implementation Measures of District Instructional Focus

PLC Goals
Reported Quarterly

Focus on Learning
Goal 86% of CTs by June

Collaborative Culture
Goal 85% of CTs by June

Focus on Results
Goal 77% 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

Learner Engagement
Goal 80% of classrooms by June

Student-Driven Learning
*Monthly report will consist of exemplars, rather than a percentage

Progress Monitoring
Reported BOY & MOY

CIRCLE Progress Monitoring
PK Reading / Math Screener

mCLASS Texas & DRA
K-2 Reading Screener

IXL Math
K-2 Math Screener

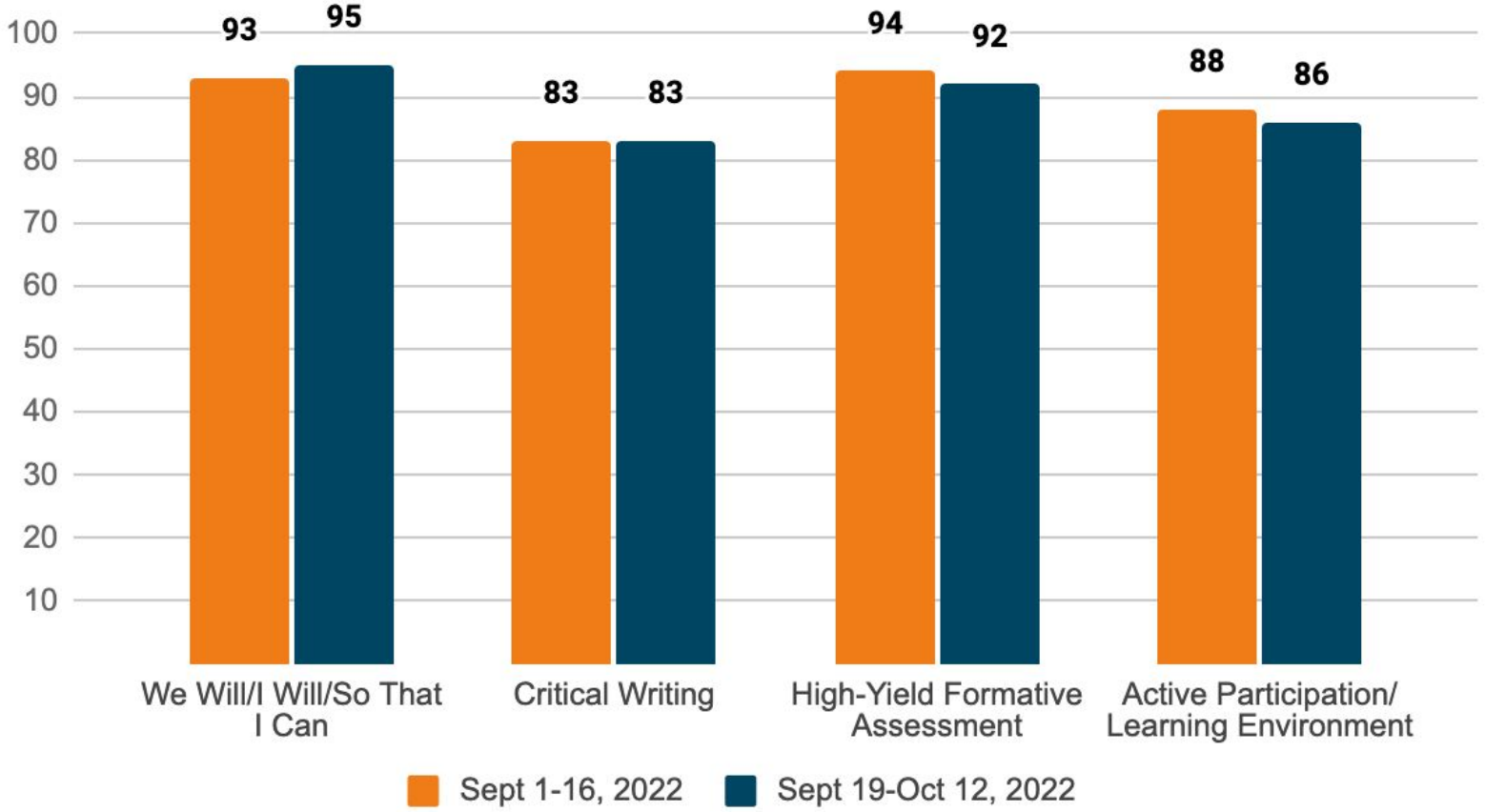
MAP Growth
3-10 Reading Screener
3-10 Math Screener

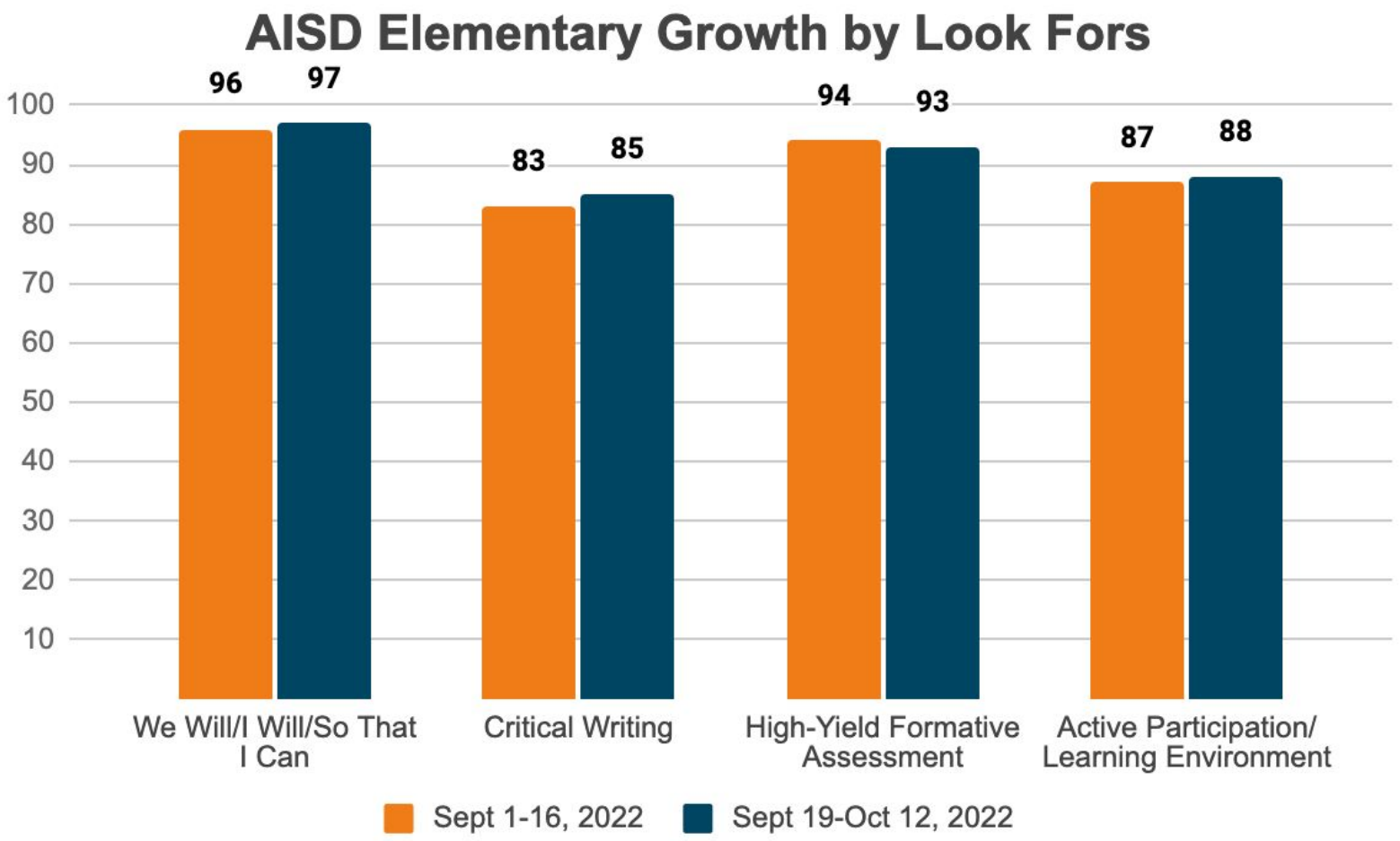
Aledo ISD

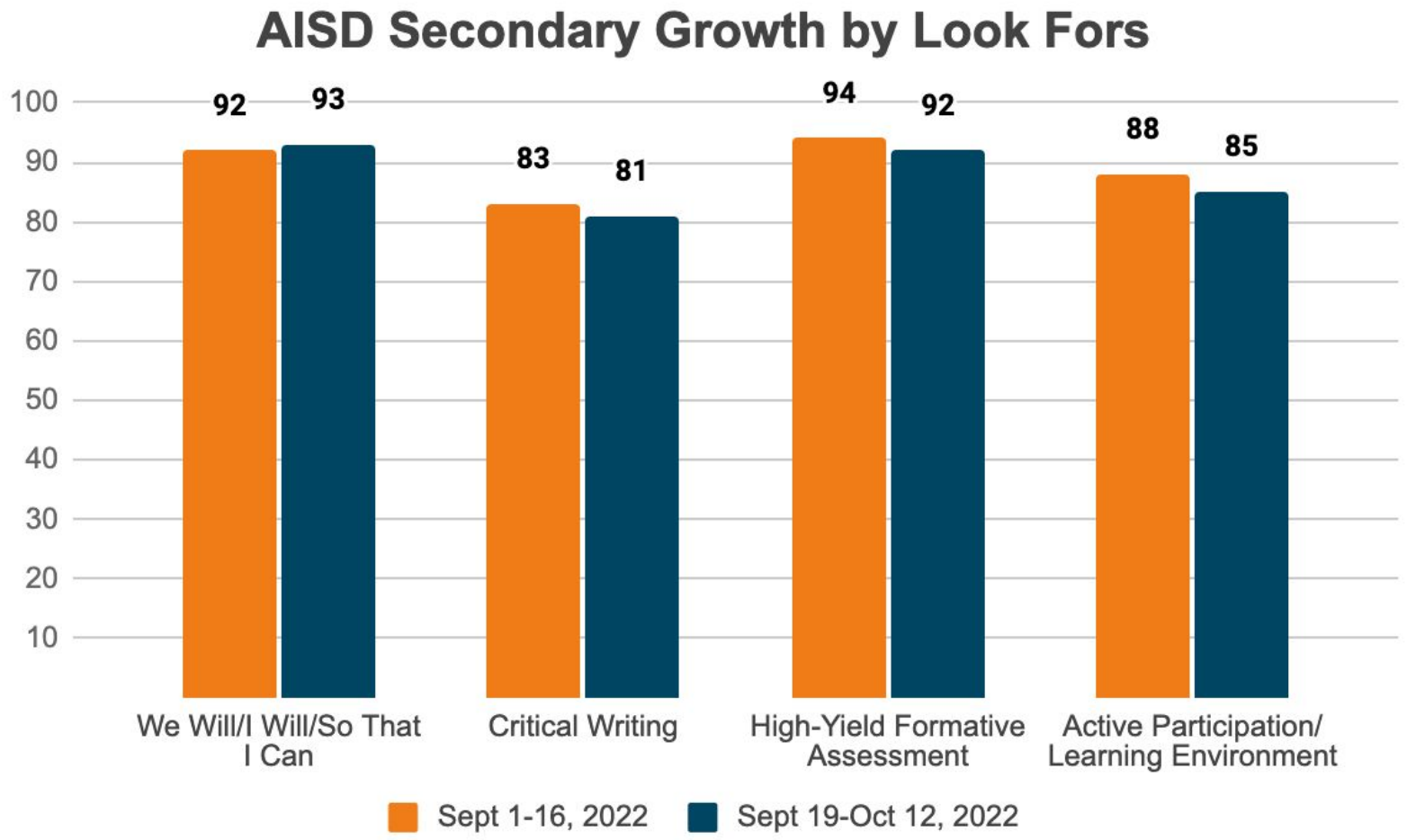
Instructional Focus Implementation

Reporting Period 2
September 19-October 12, 2022

AISD Overall Growth by Look Fors




AISD Elementary Growth by Look Fors
100
90
80
70
60
50
40
30
20
10
96
97
83
85
94
93
87
88
We Will/I Will/So That I Can
Critical Writing
High-Yield Formative Assessment
Active Participation/ Learning Environment
Sept 1-16, 2022
Sept 19-Oct 12, 2022

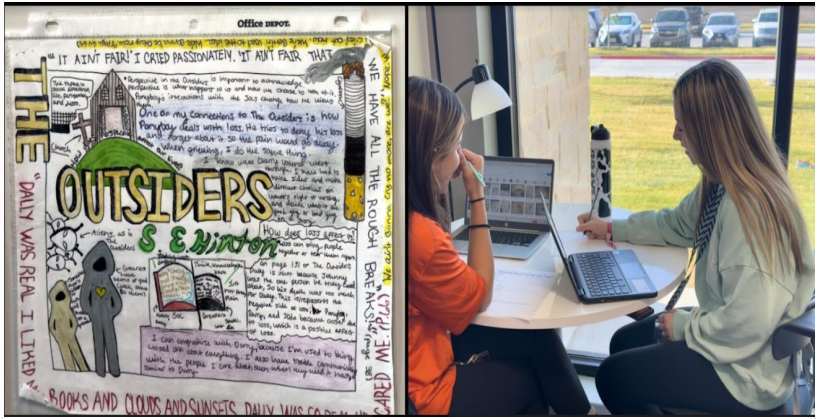

AISD Secondary Growth by Look Fors
100
90
80
70
60
50
40
30
20
10
92
93
83
81
94
92
88
85
We Will/I Will/So That I Can
Critical Writing
High-Yield Formative Assessment
Active Participation/ Learning Environment
Sept 1-16, 2022
Sept 19-Oct 12, 2022

Student-Driven Learning

Walsh Elementary:
2nd Grade Science , Ms. Fowler & Ms. Hughes

Students in Mrs. Hughes 2nd grade class have been learning about heat, light, and sound energy. The class visited the library where librarian Ms. Fowler introduced Sphero robots and how the robots exhibit of all three types of energy they studied. She then challenged students to divide into teams and create a maze out of wooden blocks. Once the mazes were complete, the students worked together to direct their "energy robots" through the mazes.

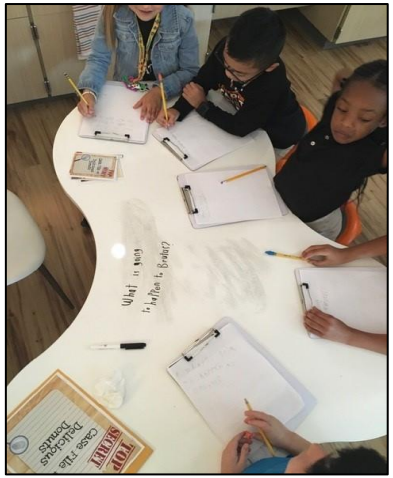
McAnally Middle School:
8th Grade RLA, Ms. Griffin



Students at McAnally Middle School were collaborating with each other to plan and create a one-pager about a novel they were reading in their RLA class. One key task in this project required students to create a mid- to-high-level question and response by choosing from a list of Bloom's question stems to include in their one-pager.

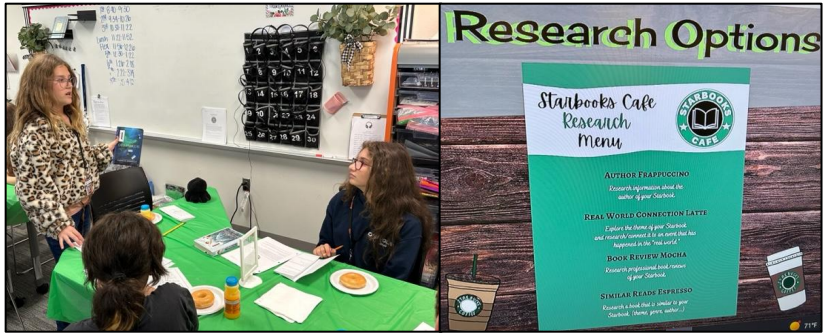
Student-Driven Learning

Annetta Elementary:
3rd Grade RLA, Ms. Schroeder



In teams of four, students investigated informational text excerpts to find clues in order to make a complex inference about what happened for their case. CSI music played as students discussed possible text evidence on their path to solving each mystery.

Daniel Ninth Grade:
6th Grade RLA, Ms. Kuhns



In partnership with the librarian, AMS 6th grade classes chose a novel to read, learned about credible sources and researched a component of their novel, investigated the genre and author's craft, and presented a book talk to their assigned team with the intent to persuade others to read the book. Teammates listened actively and took notes on each presented text, including clarifying or extension questions for the presenter

Student-Driven Learning

Annetta Elementary:
3rd Math, Ms. Cook

Students “went shopping” at Amazon, Target, and Walmart. Students used what they learned about the standard and written form of place value to apply their knowledge and properly write checks to these companies.

McAnally Middle School:
7th Advanced Math, Ms. Hughes

Students utilized algebra tiles and cooperative learning to make concrete connections to the abstract concept of simplifying algebraic expressions.

Student-Driven Learning

Stuard Elementary:
4th Grade Social Studies, Ms. Banks

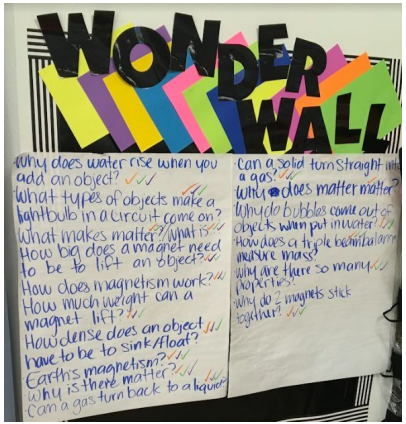
Students analyzed the regions of Texas in groups by examining all of the characteristics so they could set up base in the best region in order to survive the Zombie Apocalypse.

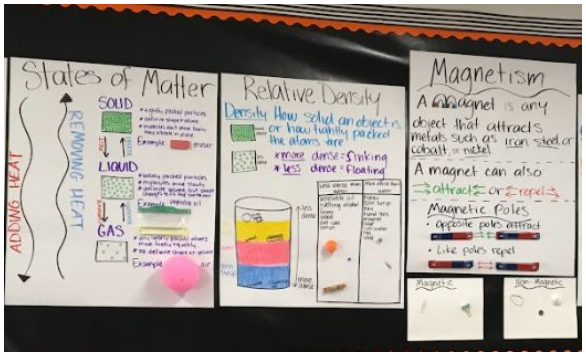
Aledo High School:
10th Grade World History, Mrs. Lindsey, Mr. Collins, Ms. Velasquez

Students examined the "current events of the day" in Classical Greece. The information learned was used by groups to build a campaign video for leadership in the Athens legislature, just like we do in the U.S.A. They had to come up with a stance on the "current events" and present solutions to potential voters of Athens.

Student-Driven Learning

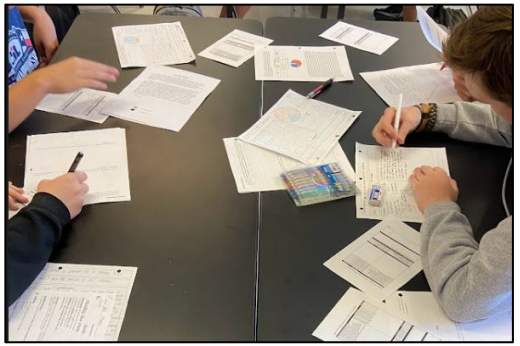
Annetta Elementary:
5th Grade Science, Ms. Williams

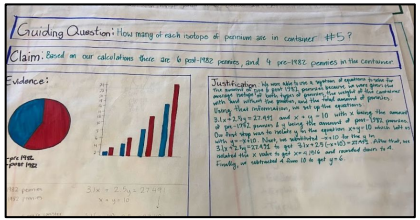




During the matter unit, 5th graders developed questions that would drive their own inquiry and posted them on the "Wonder Wall". As a visual representation of their learning throughout the unit, the class created an interactive word wall to engage with and support their understanding of matter.

Aledo High School:
10th Grade Science, Ms. Henyon





After completing a chemistry inquiry lab, students used a rubric to provide feedback to their peers' argument boards, so that they could make revisions.

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

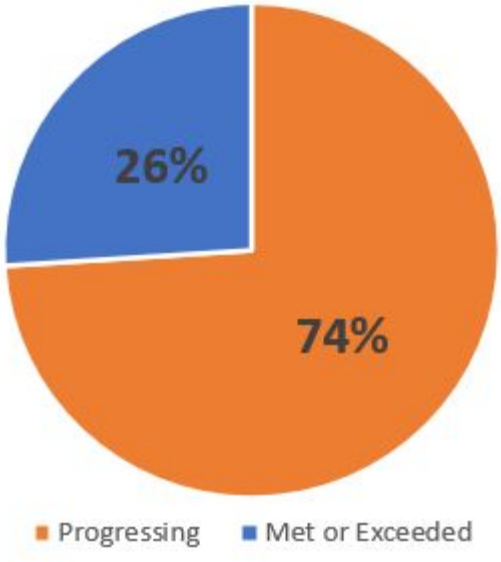
FOCUS ON LEARNING

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.

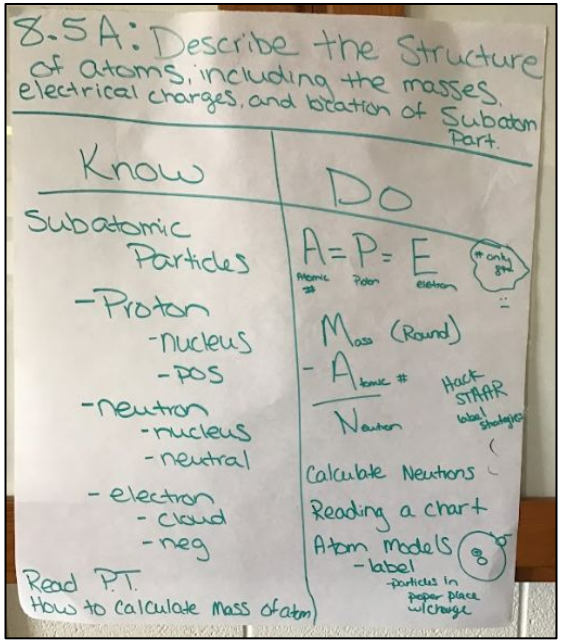
Focus on Learning

1st Grading Cycle



Goal: 88% Meet or Exceed

Focus on Learning



Essential Standard	What will students do Verbs circled Concepts underlined Bracket context area	With what knowledge Need To Know Boulders I can statements ***What to intervene on***	In What Context Be able to do TEKS Resource	Formative Assessment Ideas ****This data will inform your intervention/extension groups.**
TEKS 6.8A	8. Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. (A) compare and contrast potential and kinetic energy **BLOOMS LEVEL: comprehension, level 2** **DOK: level 2, skills and concepts**	**I can:** (1)Describe kinetic energy Describe potential energy (2)Recognize the position or location of highest and lowest KE in a system Recognize the position or location of highest and lowest PE in a system Recognize where KE and PE are increasing and decreasing in a system (3)Describe how height and mass affect potential energy Describe how speed and mass affect kinetic energy Make into 3 "I can" statements for the students.	Through reading paragraphs Through position of objects Diagrams and graphs and data tables	5 questions on DCA 4 / 5 is master (80%) **Preplanned interventions:** • Video song on PE/KE with Frayer model • Frayer model with roller coaster PE/KE • Kessler INB rollercoaster cut and write • Phet energy transfer activity • PE/KE card sort **CFAs:** 1. CFA 1 2. CFA 2 3. Overall CFA on Eduphoria

Three Big Ideas of a PLC at Work

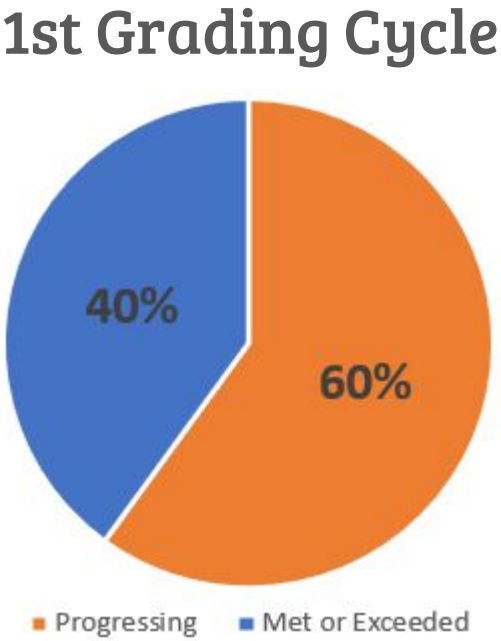
1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

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: 93% Meet or Exceed

Focus on Collaborative Culture

First Grade Team Agenda
Date: 10-11-22

Attendees:

- Sarah Flores Nicole Adkins
- Cathy Remigio Julie Zuniga
  Ashley Watson

Facilitator-Ashley
Norm Checker-Hannah
Time Keeper-Sarah
Note Taker-Julie
Encourager-Nicole
Closer-Cathy

Items to Bring:

- Computer
- mClass data
- Ideas/materials for mclass support for win groups

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.

Topic	Discussion/Notes
Today's Topics/Goals • mClass	• Calendar RLA Report Card Assessments • RLA 2nd Grade 22-23 Report Card Assessment • Backwards design essential standard 2nd Grade Backward Design Planning (essential standards linked below) - move to CT after curriculum mapping at Oct PL • DRA2 Grade Level Expectations for K-2- Final • Could this be your tracking document [redacted]
1. What do we want students to learn?	Letter Sounds and Comprehension Place Value W
2.How will we know if they learned it?	Progress Monitor 9/29 MAZE- everyone progress monitor & Letter Sounds- only WIN group kids Math CFA- first official CFA 9/22/22
3.How will we respond when some students don't learn it?	MAZE (2 groups) - [redacted] Letter Sounds (3 groups) - [redacted] Week6 W.I.N Groups 2nd grade W.I.N. Groups 22-23 New WIN group tracker: 2nd Grade WIN Group Tracker 2nd Grade Name & Need Document
4.How will we respond when some students already know it?	Extensions - stem tubs, prodigy, etc... Use 2nd grade field guides to look at TEKS scaffolding

Three Big Ideas of a PLC at Work

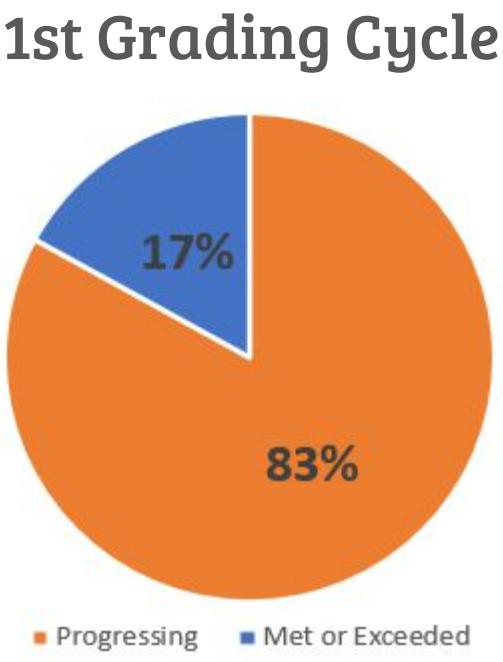
1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. A Results Orientation

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.

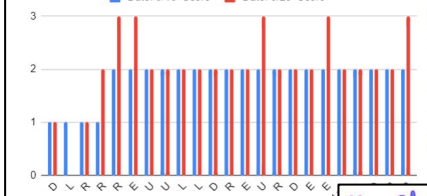
A Focus on Results



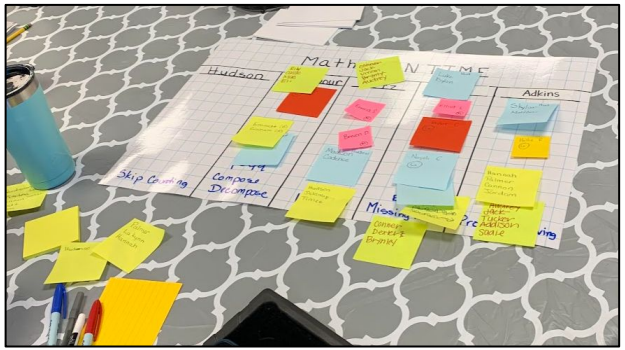
Goal: 85% Meet or Exceed

Focus on Results

1	
0	no mark/scribble
1	letter like forms
2	name is readable but letters formed incorrectly
3	Name and Letters formed correctly

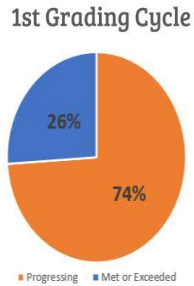


Student	Date: 9/16 Score	Date: 9/29 Score	Date: 10/27
Br	1	1	
Le	1	0	
Bc	1	1	
Fe	1	2	
As	2	3	-
Lu	2	3	-
Jc	2	2	
Sc	2	2	
Mi	2	2	
Kc	2	2	
Se	2	2	
Charley - K	2	2	



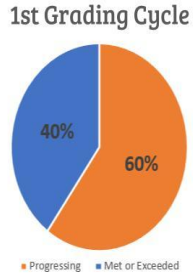
Collaborative Team Ratings: Grading Cycle 1

Focus on Learning



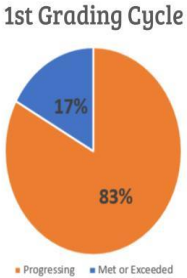
Goal: 88% Meet or Exceed

A Collaborative Culture and Collective Responsibility



Goal: 93% Meet or Exceed

A Focus on Results



Goal: 85% Meet or Exceed

AISD
Featured Collaborative Team

AISD Featured Collaborative Team
Coder Elementary 2nd Grade Team

Chelsea Curry

Ashley Fields

Ashley Filo

Beverly Huddleston

Paige McCarthy