

# **AISD Instructional Focus**

**September 15, 2025**



**#AllinAledo**

# ALEDO ISD FOCUS DOCUMENT 2025-2026



## WHAT WE TEACH

Standards Driven  
Curriculum

Teaching to the Depth  
of the Standards

## HOW WE TEACH

Focus on 8 Cognitive Skills  
*Thinking Maps*

Fundamental Five

Rigor, Relevance,  
Learner Engagement

Workshop Model

## AUTHENTIC LITERACY

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

Write From the  
Beginning & Beyond

Culture of Excellence  
Professional Learning Community

# Implementation Measures of District Instructional Focus 2025-26

## PLC Goals

Reported Quarterly

### **Focus on Learning**

Goal 92% of CTs by June

### **Collaborative Culture**

Goal 96% of CTs by June

### **Focus on Results**

Goal 91% of CTs by June

## District Instructional Priorities

Reported Monthly

### **Lesson Frame**

Goal 100% of classrooms by June

### **Critical Writing**

Goal 100% of classrooms by June

### **FSGPT / Academic Discussion**

Goal 100% of classrooms by June

### **Evidence of Clear Classroom Expectations / LEAD Matrix**

Goal 95% of classrooms by June

### **Student-Driven Learning**

\*Monthly report will consist of exemplars,  
rather than a percentage

### **Instructional Rounds Data**

\*District Aggregate Data Shared Each Semester

## Progress Monitoring

Reported BOY, MOY, EOY

### **CIRCLE Progress Monitoring**

PK Reading / Math Screener

### **mCLASS Texas**

K-2 Reading Screener

### **IXL Math**

K-2 Math Screener

### **MAP Growth**

3-8 Reading Screener

3-8 Math Screener



# Aledo ISD

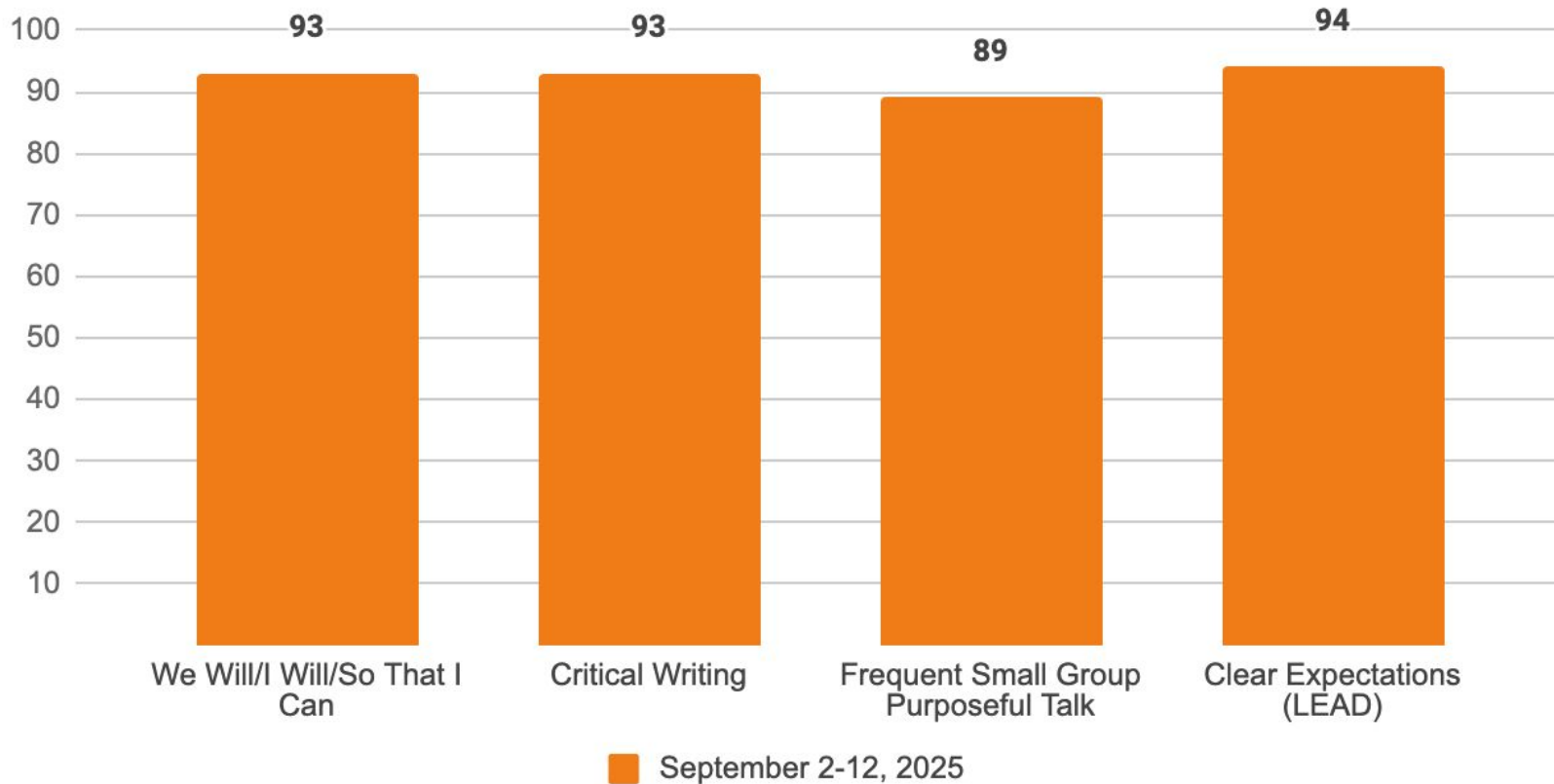
## Instructional Focus Implementation

Reporting Period 1  
September 2-12, 2025

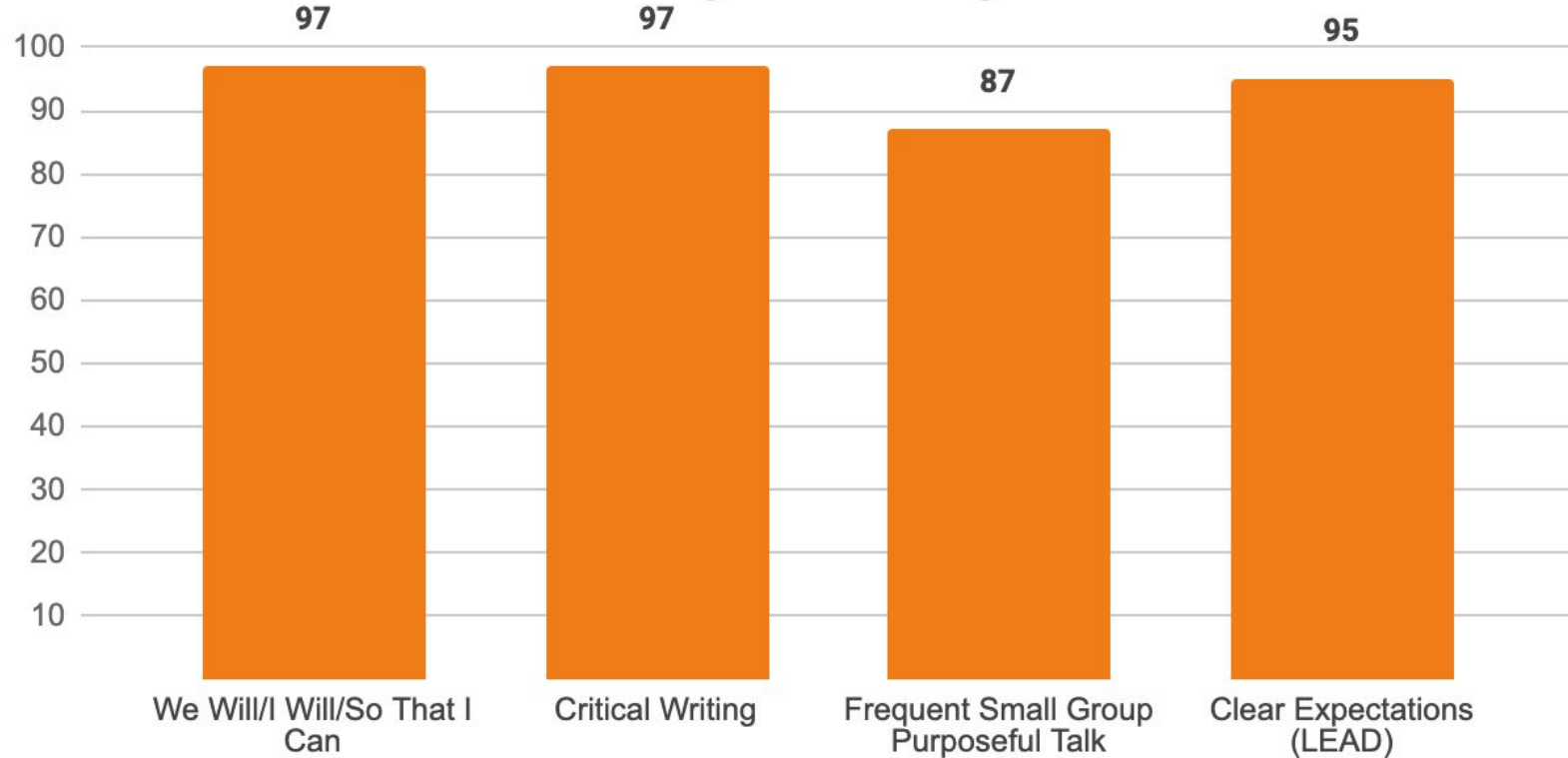




## AISD Overall Growth by Look Fors

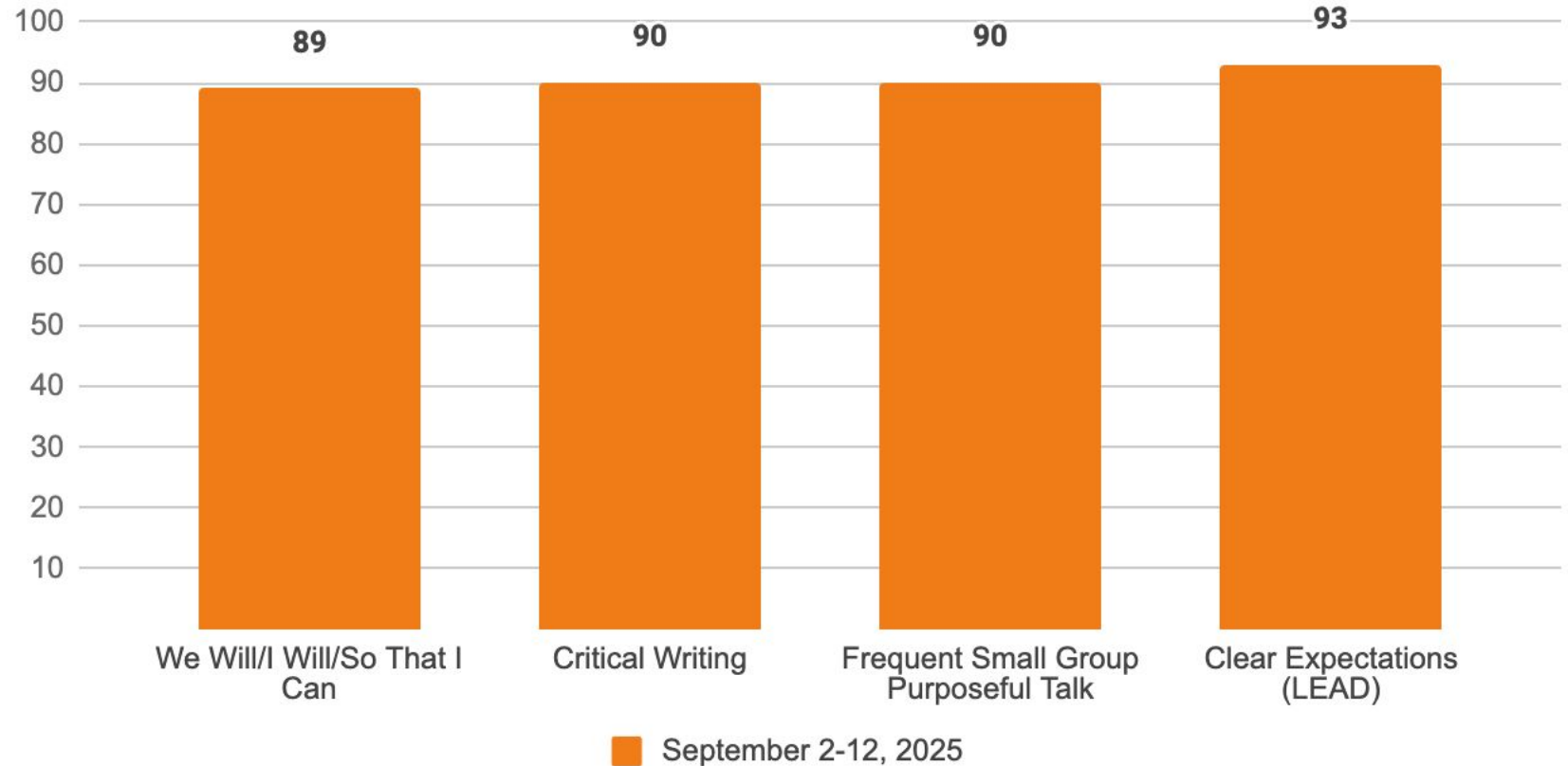


## AISD Elementary Growth by Look Fors



September 2-12, 2025

## AISD Secondary Growth by Look Fors

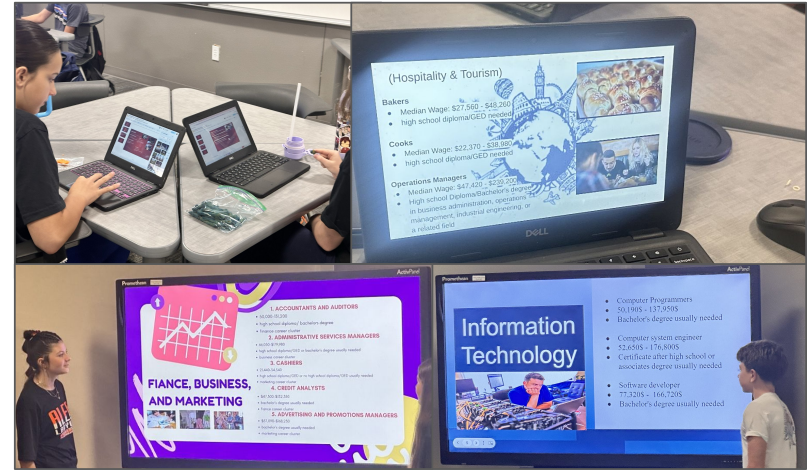


Early Childhood Academy  
Ms. Soto & Mrs. Pettigrew  
Pre-kindergarten/RLA



Ms. Soto's and Mrs. Pettigrew's classes started the school year with exciting activities to help students learn the letters in their names. The children loved using tweezers to search for the letters that make up their names, which not only made learning fun but also helped build the muscles in their hands. They also practiced tracing the letters to make their names come to life, making it a wonderful way to kick off the year!

Aledo Middle School  
Donny Ott  
8th Grade - Bearcat Blueprint



Students worked in groups to research careers within an assigned career cluster. They compiled their findings into a Google Slides or Canva presentation and presented them to the class. Each presentation highlighted salary ranges, required skills, educational pathways, videos, and images showcasing the career.

Annetta Elementary  
Adeana Chasteen  
4th Grade Math



In Mrs. Chasteen's 4th grade class, students are working together to compare and order numbers. By analyzing cards with different values, they apply place value knowledge and use precise academic language to explain their reasoning and justify the order they create.

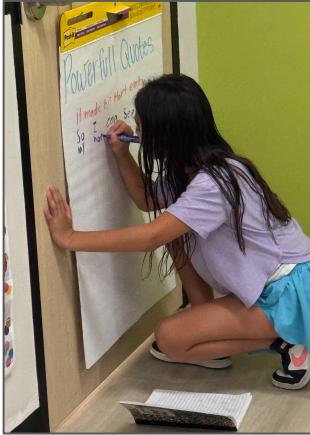
Aledo Middle School  
Kailea Click, Madison Klein, Skye Lindgron  
6th Grade Math



Students in AMS 6th grade math classes brought the coordinate plane to life by designing their own battlefields with sticky notes and then playing a game of Battleship with a partner. This activity sparked high engagement while reinforcing academic vocabulary and strengthening their ability to accurately identify and plot coordinates.



**Lynn McKinney Elementary**  
**Georgi Hernandez**  
**3rd Grade / RLA/ Social Studies**



Georgi Hernandez reads a novel aloud while students learn how to annotate using Thought Notes to illustrate connections they make while listening. As she reads, students also capture powerful quotes from the chapter on a poster to later discuss as a class.

**Aledo High School**  
**Molly Wood**  
**English III**

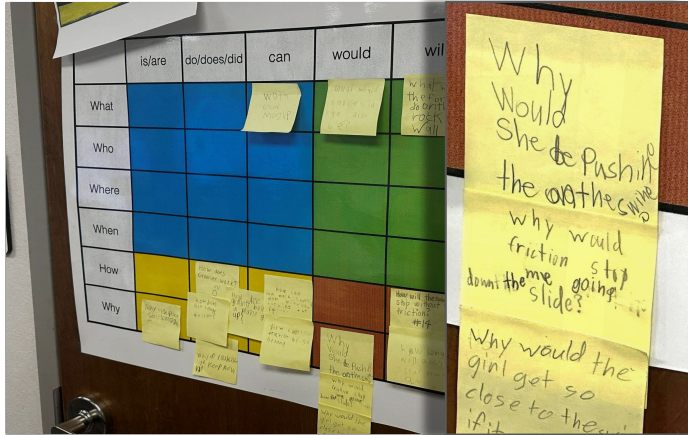


Molly Wood created a detailed timeline around the periphery of her room with events from the texts students will read this year. As they read, the timeline provides context to deepen their learning and discussion. Students can reference the timeline and connections between texts all year long.

## Vandagriff Elementary School

Stephanie Smith

3rd / Science



In Stephanie Smith's 3rd grade class at Vandagriff Elementary, students dove into the world of forces and friction by first watching an engaging anchoring phenomenon. From their "notice and wonder" observations, they sparked curiosity and began crafting their own questions about how objects move and why they slow down. Each question was then carefully placed on a Driving Question Board (DQB), where students categorized and connected their ideas—turning their natural curiosity into a collaborative roadmap for investigation. The classroom buzzed with excitement as students took ownership of their learning, showing that science isn't just about answers, but about asking the right questions.

## McAnally Middle School

Joni Myers, Bri Perry, Cooper Thompson

7th / Science



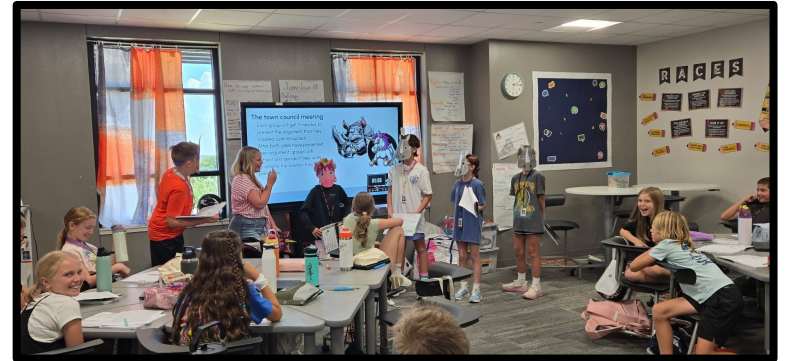
Seventh-grade science at McAnally Middle School is already buzzing with energy as teachers combine classes for a bigger, collaborative learning experience. This time, students weren't just looking at the periodic table—they were exploring it like detectives, spotting patterns, making connections, and sparking curiosity. With clipboards and conversations flying, they generated their own thoughtful questions, turning a chart of elements into a living puzzle waiting to be solved. The hallway felt more like a science think-tank than a classroom, with students leading the charge in uncovering the secrets of the periodic table.

Lynn McKinney Elementary  
Linda Capps  
4th Grade / RLA/Social Studies



Students are learning the characteristics of the four regions of Texas. Based on their research, they have to decide as a team which region they would live in during a zombie apocalypse.

McAnally Middle School  
Chrissy Gallegos  
6th Grade / Social Studies



Students are discussing perspective by taking on the role of rhino or unicorn. Then using evidence from their text, they debate access to water in their fictional town.





*Ensuring students of all abilities achieve greatness.*

# Special Programs

*Leadership*



**Interim Executive Director**  
Director of Special  
Programs



**Jessica Cadis**  
Special Programs  
Coordinator



**Karen May**  
Special Programs  
Coordinator



**Chelsea Folts**  
Program Specialist



**Carissa Ott**  
Transition Specialist



**Katie Tonemah**  
Program Specialist

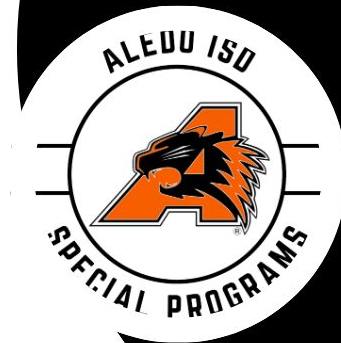


**Kristina Neal**  
Secretary



**Amy Miller**  
PEIMS/SHARS

# Special Programs Offerings



## Centralized Programs

### Functional Academics

McKinney ES  
Stuard ES  
Walsh ES  
Aledo MS  
AHS

### Structured Learning Class

Vandagriff ES

### PRIDE

Coder ES  
McAnally MS  
AHS

### Transition: 18+ Program

AHS

## All Campuses

Co-Teach/Inclusion Support  
Resource  
In-Class Support

# Special Programs *Offerings*



## Early Childhood Special Education (ECSE)

### PAWS

Promoting  
Academics  
With  
Socialization

### CUBS

Creating  
Unique  
Bedrock  
Skills

### PALS

Personal  
Academic &  
Language  
Support



adaptive &  
visually impaired

*Behavior*  
**SPECIALISTS**

**ARD  
MANAGERS**

**DIAGNOSTICIANS**

**Special Programs** *Staff*

**BCBA**

**Make the Dream Come True**

School  
Psychologists

*Dyslexia*  
**TEACHERS**



**Physical**  
THERAPISTS

Speech  
Language  
**PATHOLOGISTS**

**OCCUPATIONAL**  
THERAPISTS



# Special Programs

53 New  
Special Programs  
Staff Members

*Professional Learning*

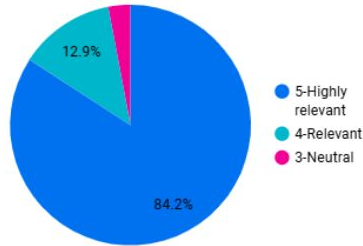
2025-2026

## Professional Learning

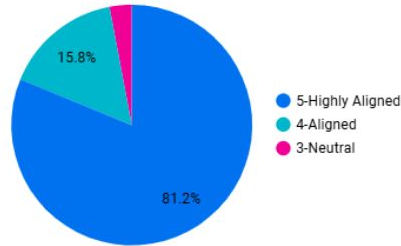
Intentionally Designed to Align  
with Programmatic Goals and  
Priorities

## SPED PL Feedback - August 7th

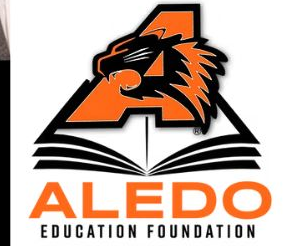
Relevance to your work



Alignment to District  
Vision Statement



## Featured Coaches



# *Update* on 2 TEA Complaints

**Complaint 1 (May 9):** Regarding parent's assertion that student is not eligible to participate in Alternative STAAR test (and should participate in STAAR)

- District action
  - Reviewed policies & procedures
  - Trained the student's IEP team
  - Convened student's IEP team meeting
  - Issued written reminder to all special education staff
- District submitted information to TEA. TEA closed investigation.

# Update on TEA Complaints

**Complaint 2 (June 4):** 8 allegations related to child find and implementation of IEPs

TEA determined that

- 3 of 8 allegations were unsubstantiated
- District must take corrective action on 5 allegations regarding:

1. Implementation of feeding & instructional services in AHS FA classroom

- Established district-wide feeding log
- Trained AHS FA staff and administration

2. Co-teach services being provided when teacher was absent at MMS

- Established new system of checks for documentation of co-teach services



# Update on TEA Complaints

3. Compensatory services to 13 students who were due services
  - Established new system for ensuring compensatory services are delivered
  - Currently providing services to all students after parents were contacted
4. Review of district's determination not to evaluate 3 students in 2 year period (1,389 evaluated)
  - Contacted parent and offered full evaluation to 1 student
5. Extent of evaluation of 9 students who were evaluated in 2 year period
  - Contacted parent and are providing OT evaluation to 1 student
  - Establishing new procedure for evaluation review

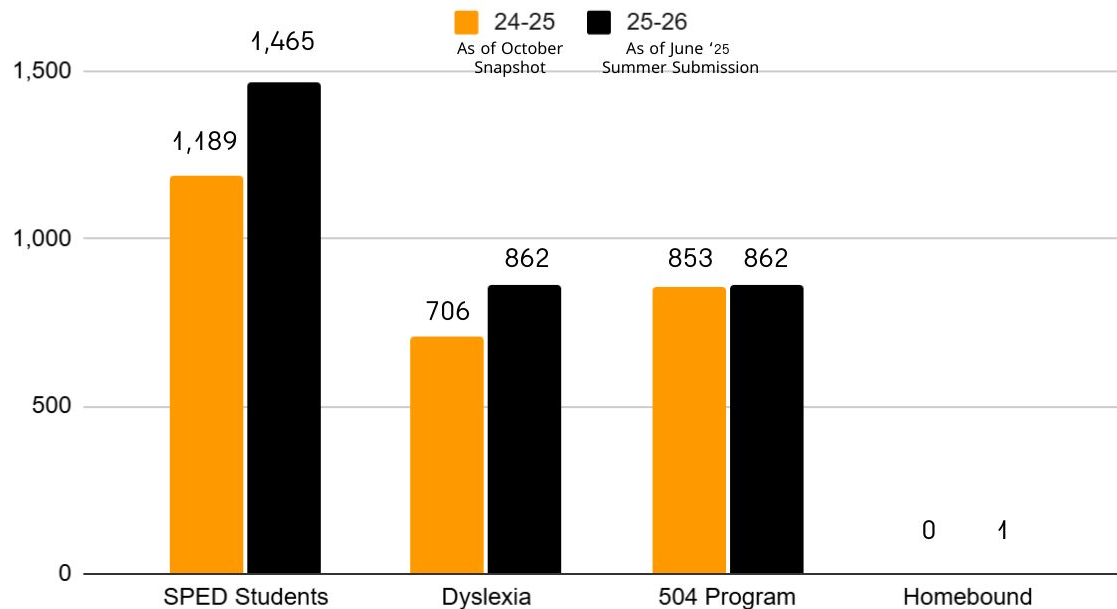
# *Update* on TEA Complaints

- District submittals to TEA
  - District has provided information to TEA regarding all corrective action and will continue to do so based on TEA's deadlines
  - All district action (other than completion of compensatory services) will be completed by October 31, 2025
  - All compensatory services will be provided by end of December of 2025
  - All new systems and procedures will remain in place pending future updates

# Special Programs

*by the Numbers*

## Special Programs Students



# **New for 25-26 Special Education Teacher Support Highlights**

On department PL days, the second half of the day is provided as work time for Progress Reports as they coincide with the end of each 9 week grading period.

**Oct 9, Jan 5 and March 23**



**\*for teachers in centralized programs**

# New for 25-26

## Special Education Teacher Supports Highlights



### Full Day Sub Each 9 Weeks

With prior campus administration collaboration and approval, each special education teacher is provided a full day sub to cover their services to allow for tasks such as ARD prep and paperwork completion.



### Two Additional Flex Days

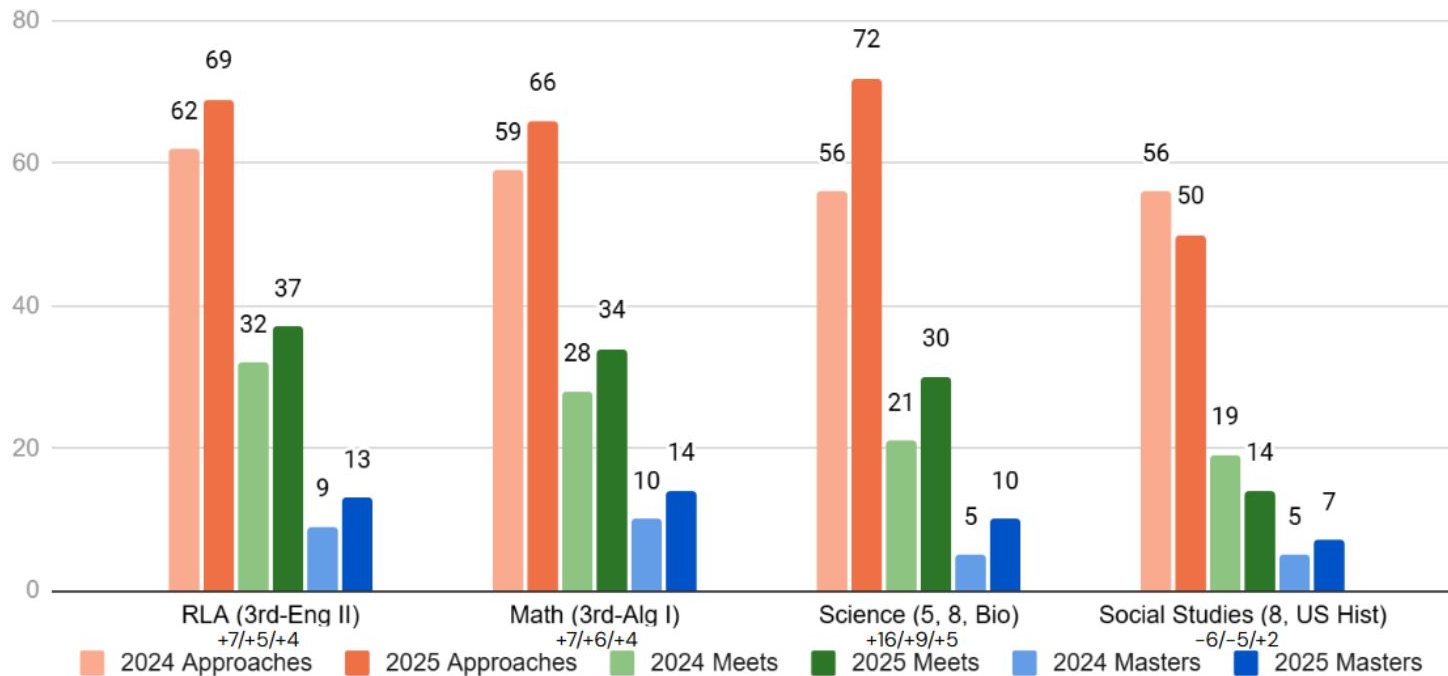
Special Education teachers may use this time flexibly outside of regular school hours throughout the year. A log of time worked will be kept in collaboration with you supervisor to account for the two additional flex days.

**Began 2025-2026**  
**FULLY STAFFED with Special  
Education Teachers!**

# STAAR Assessment



## SPED Combined Data 2025





# STA R Assessment Highlights

- Increases in Approaches, Meets, & Masters for RLA, Math, Science Across the District
- Dips in Approaches & Meets in Social Studies which Aligns with District Results

# Upcoming Events

**18+ Transition Alumni Tailgate: Sept. 26<sup>th</sup>**

**Bearcat GRIT - Special Olympics**

**Aledo Excite - Special Olympics**

**Jumpin' Jamboree**

**Parent Focus Group: Sept. 30<sup>th</sup>**

**Fall & Spring Parent Nights: Oct. 28<sup>th</sup>**

**Special Education Bearcat  
Collaborative**





# Special Programs *Highlights*



- New resources introduced to teachers to ensure we meet the needs of ALL students
- Working toward consistency with parent communication across all classrooms
- Strengthening partnerships with general education teachers to continue inclusive learning
- Teachers, paraprofessionals, and therapists working together to come up with creative solutions to obstacles that arise
- Providing staff training on new processes & procedures
- Special Programs staff are going above and beyond every day!
- Thankful for the incredible support and partnership with parents, PTO, AEF and Advocats



# Thankyou

Special Programs  
Teachers, Staff,  
Parents & Families





*Gifted &*  
**Talented**

Board Update  
September 15, 2025





## *New Team for 2025*



*Jill Hall*



*Nora  
Hawkins*



*Emily  
Mooney*

Annetta  
Corder & McCall

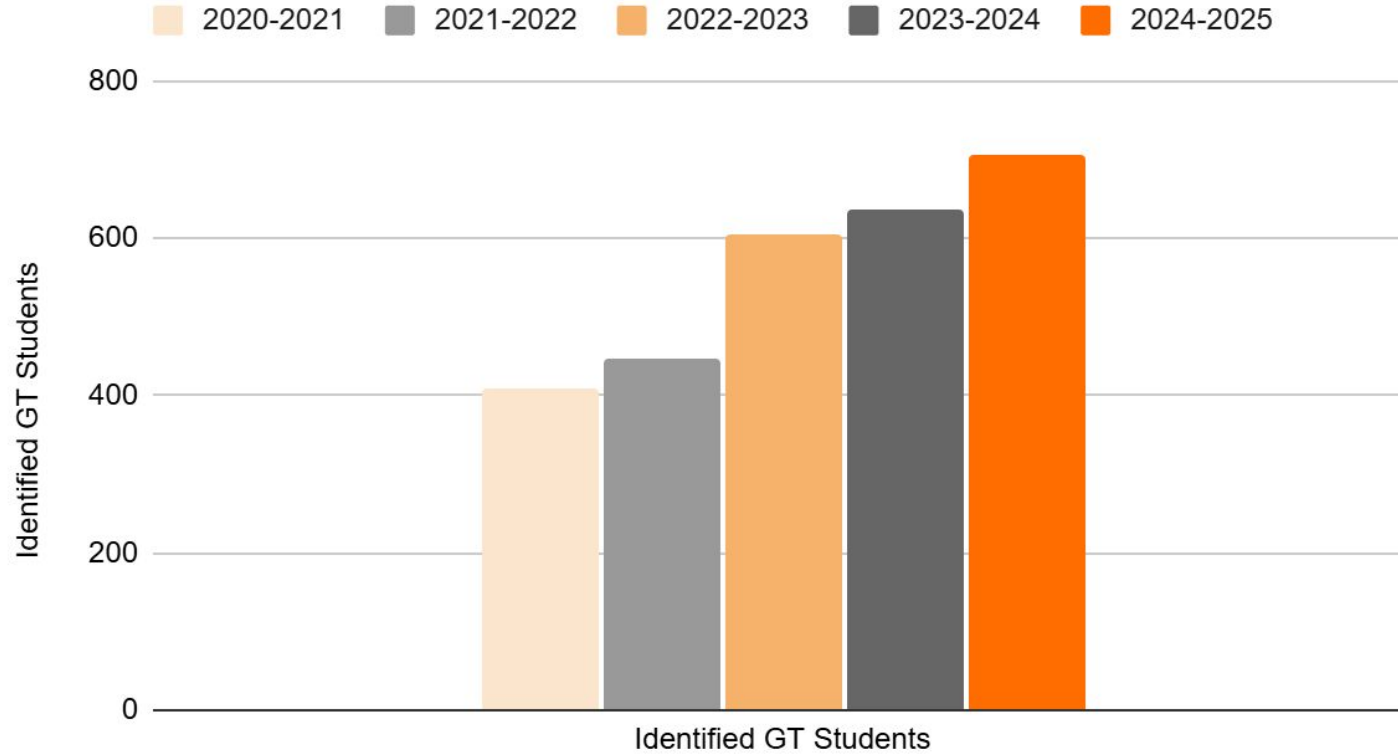
McKinney  
Walsh

Stuard  
Vandagriff





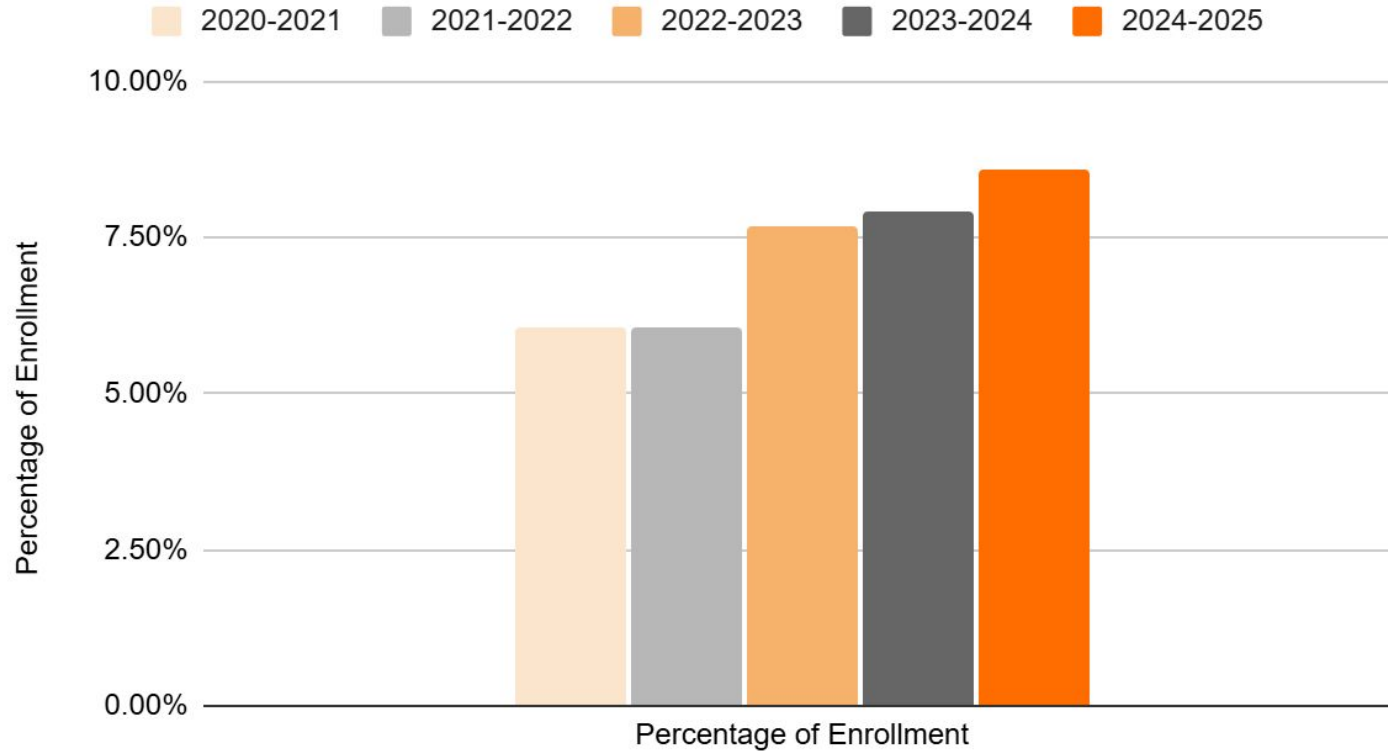
## Identified Gifted and Talented Students in Aledo ISD







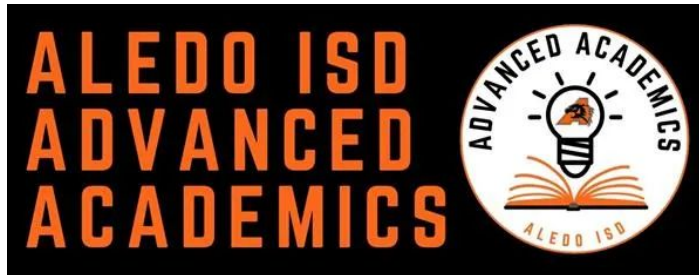
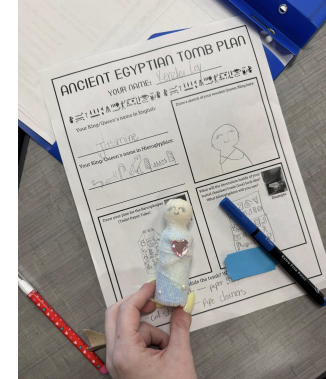
## Percentage of GT Students of Total Enrollment







Elementary students are served through a weekly pull-out program focused on STEAM, critical thinking, and problem based learning.



Secondary students are served through a wide variety of Advanced Academics courses.







## Gifted & Talented

### FOUNDATIONAL 30 HOURS PROFESSIONAL LEARNING


**Teachers Level 1:** A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.211).

All Canvas courses open June 1, 2025

Identification & Assessment	Nature & Needs	Nature & Needs
<b>Finding our Gifted Bearcats</b> Identifying and serving GT students in an exercise in patience and perseverance. In this training, you will learn how Aledo ISD has measures in place to help you comb through the crowd and assist in finding and serving our Gifted Bearcats. In addition, we will discuss Aledo's specific philosophies, procedures, identification, and program services.  6 hours <a href="#">Click here to register</a>	<b>Motivating the Reluctant Gifted Learner</b> Gifted underachievers may share some common motivational characteristics. These students may lack the motivation to achieve and will need intervention strategies to enable their giftedness to be fully realized.  6 hours <a href="#">Click here to register</a>	<b>Characteristics of Gifted Students</b> While no gifted individual is exactly the same, there are many traits that gifted students have in common. Knowing these traits aids in the identification and serving the unique needs of gifted students which ultimately leads to greater academic success.  6 hours <a href="#">Click here to register</a>
Curriculum & Instruction	Curriculum & Instruction	Curriculum & Instruction
<b>Differentiation for Gifted Learners</b> Pulling heavily from the work of Dr. Heacock and Carol Tomlinson, this course provides ways to modify content, process, and product by student need. Simple strategies, resources and examples are provided.  6 hours <a href="#">Click here to register</a>	<b>Depth and Complexity: Icons 1</b> Depth and Complexity Icons provide an easy way to differentiate content for gifted learners while using current instructional strategies. This course provides an overview of each icon with examples of ways to incorporate them within your instruction.  3 hours <a href="#">Click here to register</a>	<b>Depth and Complexity: Icons 2</b> Practice using Depth and Complexity Icons with your students. In this 3 hour follow up, participants will reflect on instructional practices and submit samples of student work using the icons.  3 hours <a href="#">Click here to register</a>

Please note: APL, Advanced Academics, and some CTE PD courses may count towards GT credit in the Curriculum & Instruction domain.

*We also help teachers with student support, extensions, differentiation, and trainings.*

AISD GT Department

[Home](#)[K](#)[1st](#)[2nd](#)[3rd](#)[4th](#)[5th](#)[Cross-Curricular/WIN](#)[🔍](#)

# GIFTED AND TALENTED

## Elementary Extensions and Enrichment

The GT specialists in Aledo ISD are happy to help teachers differentiate for Gifted and Talented students along with all learners in the classroom! We are here to support you!





# June 2025 Region 11 GT and Advanced Academics Educator Spotlight

## EDUCATOR SPOTLIGHT



### **“Growing Greatness through Exceptional Experiences that Empower Learners for Life!”**

The elementary GT specialists in Aledo ISD take their district's vision statement to heart as they strive to provide unique experiences for their gifted learners. In addition to pull-out enrichment services and providing general education teachers with extensions, the specialists incorporate field trips and family events to truly showcase students' learning and build community connections.

### **Interdisciplinary Thematic Units**

#### **Space Unit**

In an effort to immerse students in the topic of space, specialists designed lessons from the perspective of an astronaut. Students made their own space food, planted hydroponic gardens in the classroom, and even travelled to UT Arlington to visit the planetarium and explore daily life in the International Space Station.

