

**DRIVING *EXCELLENCE*
THROUGH
TEACHING & LEARNING**



**2018-2019
Instructional Focus**

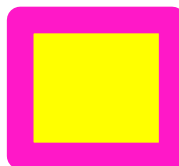
SO WHAT?

Impact of District & Campus Initiatives

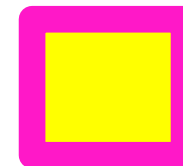
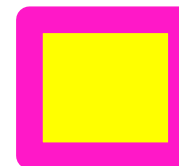
Little to No Impact



Moderate Impact

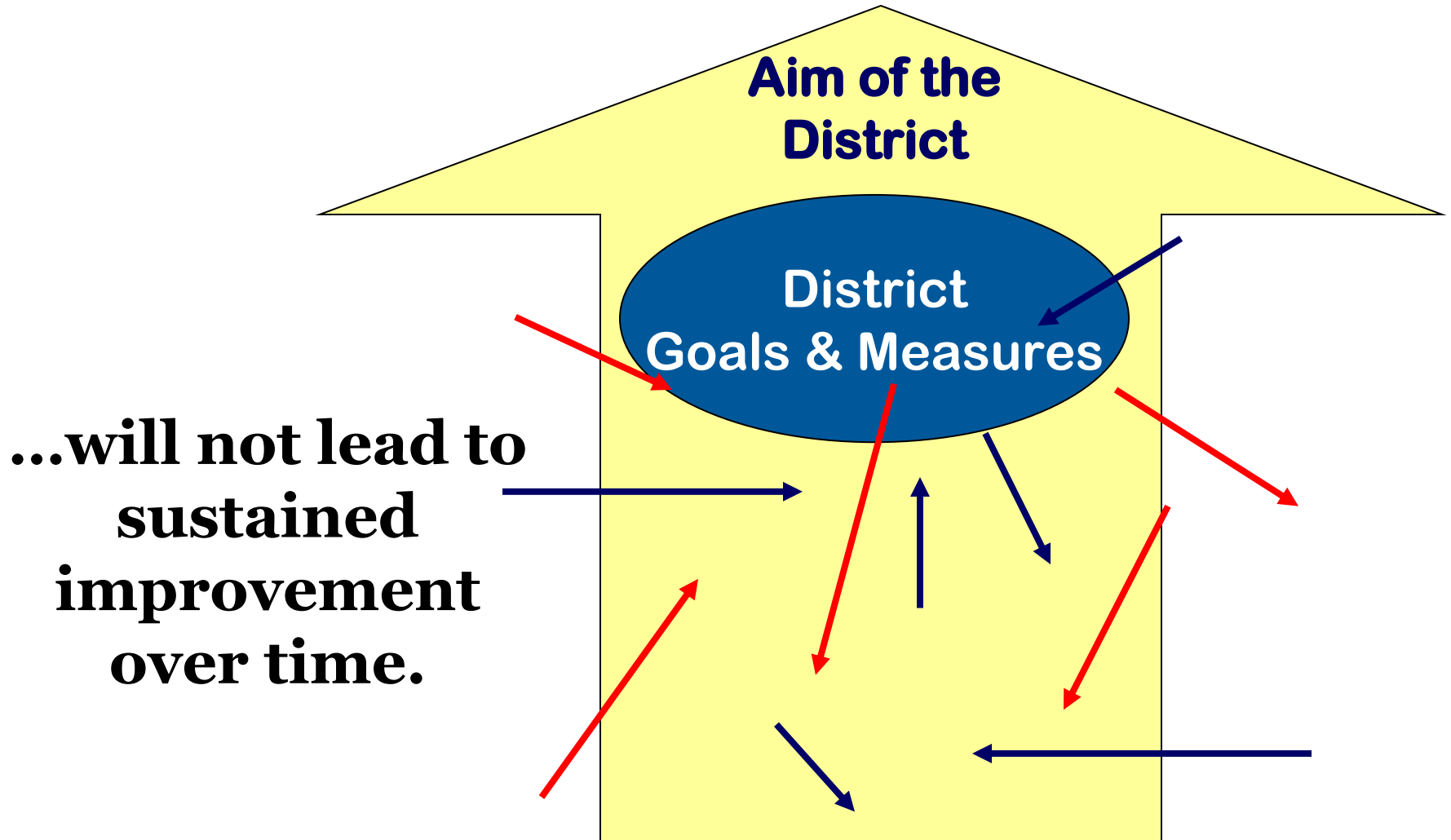


Strong Impact



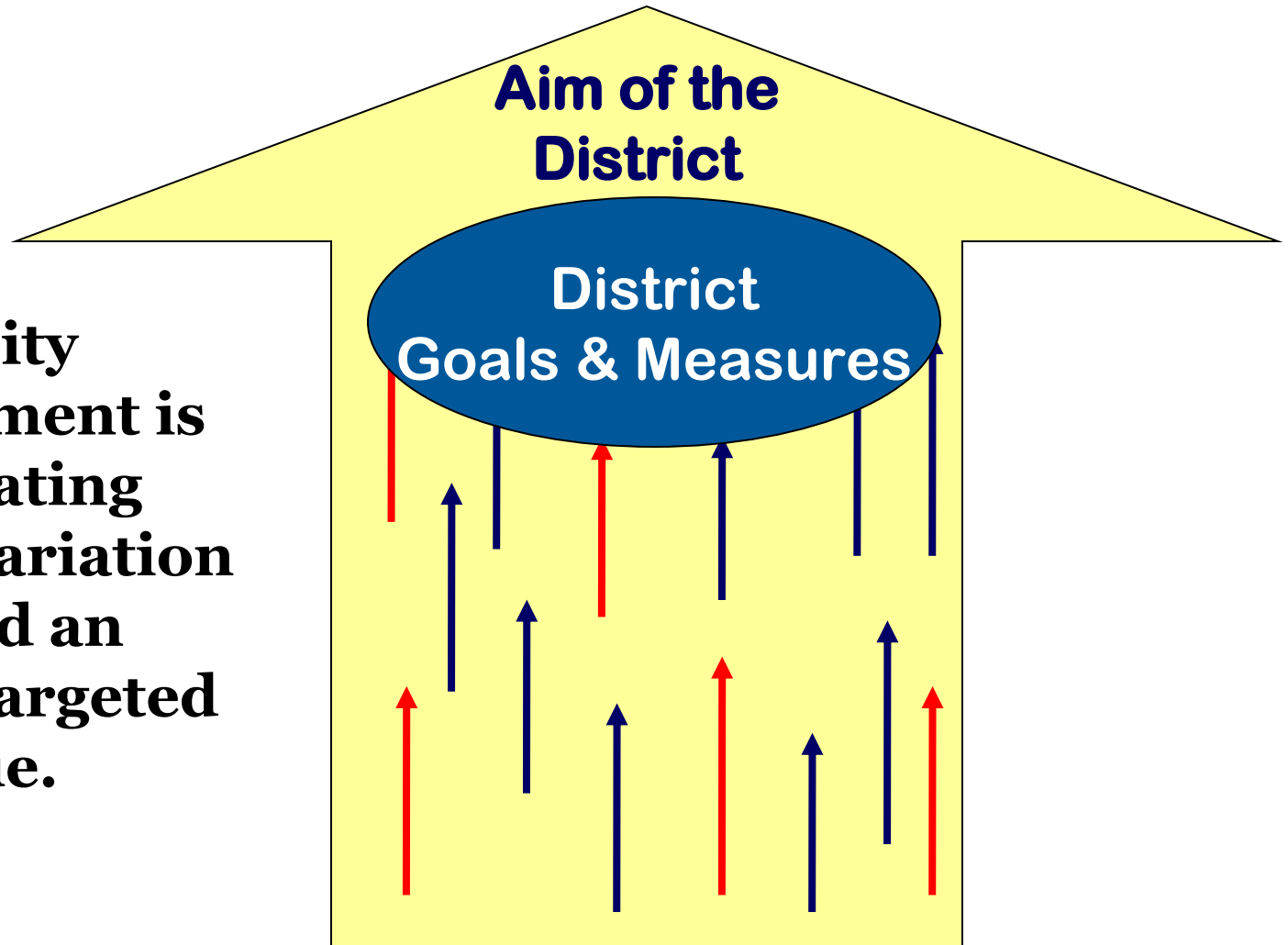
SO WHY?

Random Acts of Improvement



Aligned Acts of Improvement

**Quality
improvement is
eliminating
random variation
around an
optimal targeted
value.**



Aledo Instructional Focus

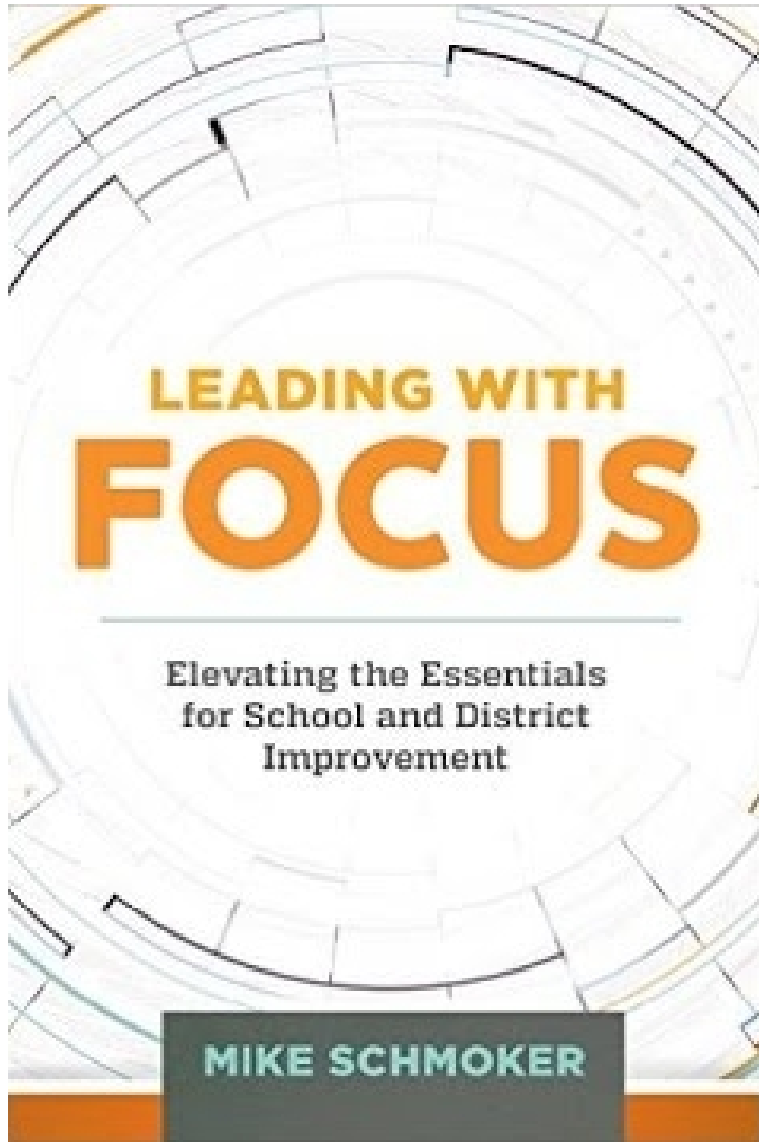


Problem of Practice: *After an analysis of district data, students are not demonstrating yearly progress at expected levels or proficiency in writing at expected levels.*

Theory of Action:

- Teachers will receive professional learning on the components of critical thinking / academic rigor including : thoughtful work, high level questioning, academic discussion
- Teachers will receive professional learning and resources to support their understanding of how to apply critical writing in multiple contexts and students will utilize Thinking Maps to demonstrate critical thinking and to transfer information to a clear, concise piece of writing
- Students will demonstrate critical thinking daily through academic discussions and critical writing across the curriculum

Guiding Questions: *What does critical thinking look like, sound like? What does critical writing look like? How are students demonstrating critical thinking through writing and academic discussion? What professional learning will be provided to ensure that all staff members understand the components of academic rigor and are equipped with the tools to implement critical writing across the curriculum?*



“Exceptional leadership requires us to choose the right things to focus on and then devote our ongoing efforts to them with ‘simplicity and diligence’ (p. 25).”

ALEDO ISD FOCUS DOCUMENT 2018-2019

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

AUTHENTIC LITERACY

Balanced Literacy K-2

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected
levels or proficiency in writing at
expected levels.*



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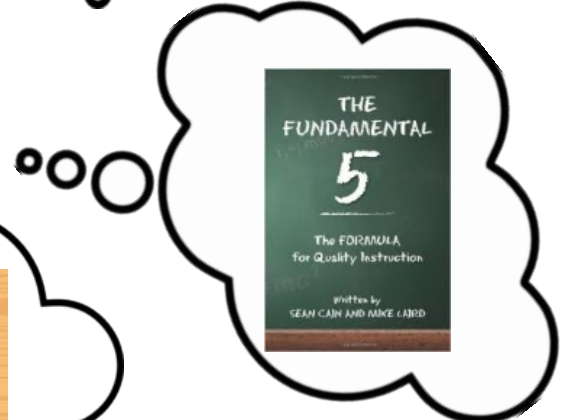
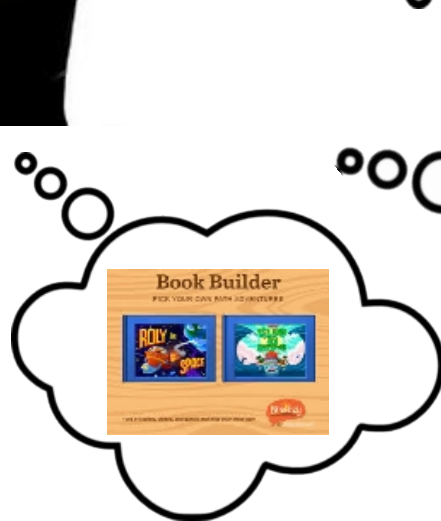
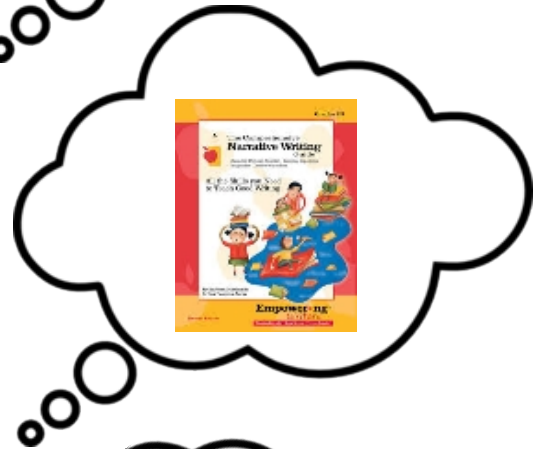
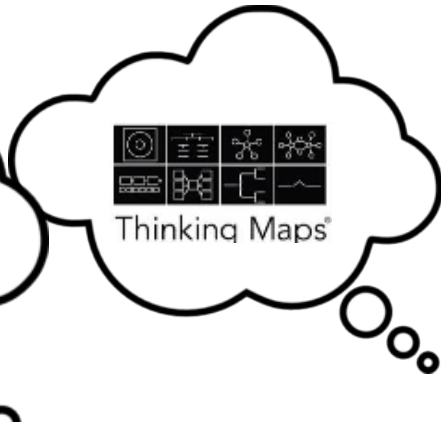
AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
Critical Thinking
Evidenced Through
Academic Discussion
& Critical Writing





ALEDO ISD FOCUS DOCUMENT 2018-2019

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Overview

Readiness Standards

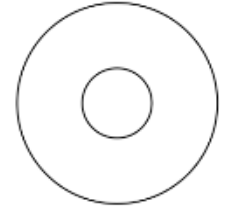
Define Mean, Median, Mode.
Brainstorm prior to writing
from a given prompt.

Thinking Process

**Brainstorming or
Defining in Context**

Thinking Maps as Tools

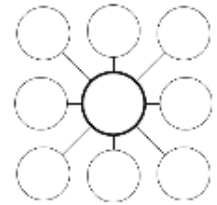
Circle Map



Describe the Main Character of
the Story. Identify the
characteristics of elements.

Describing

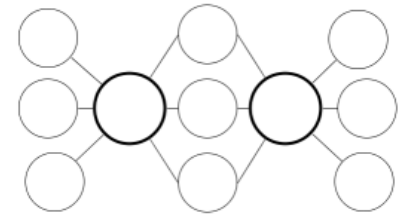
Bubble
Map



What are the similarities and
differences between two genres of
literature. Understands the
differences between Eastern and
Western institutions.

**Comparing and
Contrasting**

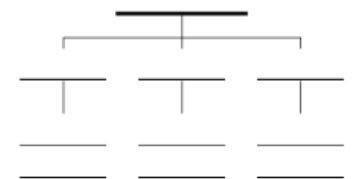
Double
Bubble
Map



What is the Main Idea of the
Text? Differentiate amongst
radiation, conduction, and
convection.

Classifying

Tree
Map



Overview

Readiness Standards

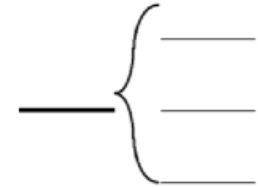
Thinking Process

Thinking Maps as Tools

Write numbers in Expanded Form. What are the major components of a Plant Cell?

Whole-Part

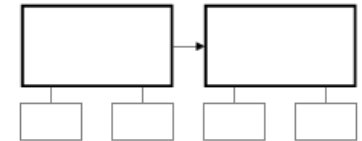
Brace Map



Summarize the story. What are the events that led up to the Revolutionary War?

Sequencing

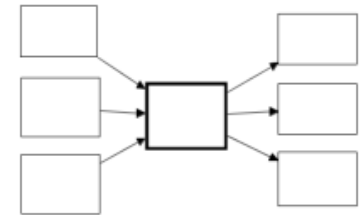
Flow Map



Identify why people immigrate to America? What impact does author's purpose and point of view have on text?

Cause and Effect

Multi-Flow Map



Understands the relationship between symbols and letter sounds. Identifies the relationship between ratio and rates.

Seeing Relationships

Bridge Map



THINKING MAPS ONE-PAGER



ALEDO ISD BEST PRACTICES / THINKING MAPS

WHAT ARE THINKING MAPS?

Thinking Maps are consistent visual patterns linked directly to eight cognitive thinking processes. By visualizing our thinking, we create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking. Thinking Maps is a common visual language in AISD.

8 COGNITIVE THINKING PROCESSES

- *Defining in Context / Brainstorming*
- *Describing*
- *Comparing and Contrasting*
- *Classifying*
- *Part-Whole*
- *Sequencing*
- *Cause and Effect*
- *Seeing Analogies / Relationships*

FRAME OF REFERENCE GUIDING QUESTIONS

- *Where did you get the information? Green Frame*
- *What is influencing the information in your map? Blue Frame*
- *What conclusions can you draw from your map? Red Frame*

COMMITMENT TO CONTINUOUS IMPROVEMENT

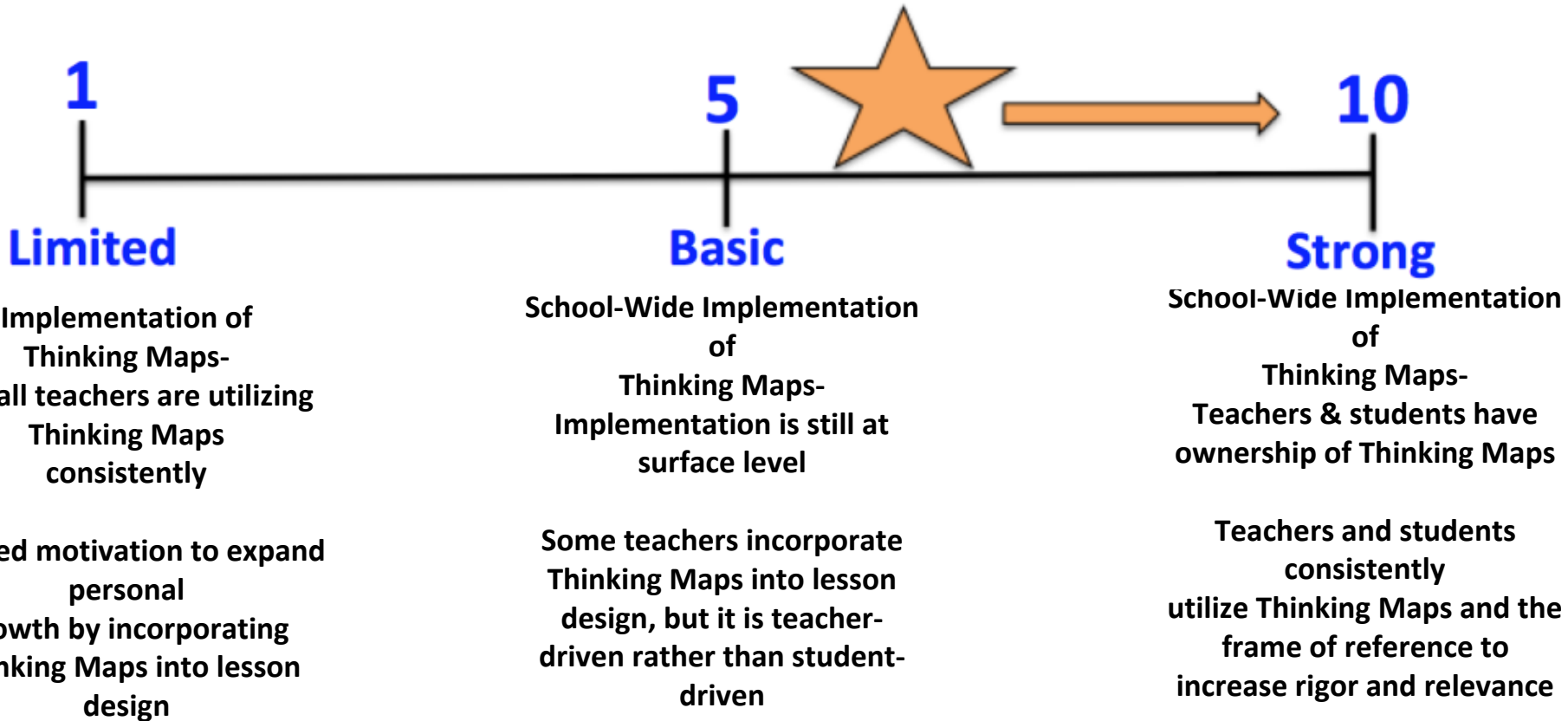
Not content with the status quo, teachers and students will utilize Thinking Maps as a common visual language for learning.

- *Teachers will analyze their standards and incorporate appropriate Thinking Maps into lessons*
- *Teachers and students utilize all 8 maps in combination for depth & complexity*
- *Teachers and students utilize Frame of Reference Questions*

NON-NEGOTIABLES

- *Introduce Thinking Maps during first 8-10 weeks of school utilizing implementation plan*
- *Wall posters visible in all classrooms*
- *Teachers emphasize the “thought process” associated with each map*
- *Students take information off of the map: talk the information off the map, write from the map, develop questions from the map, create various products*
- *Teachers and students have ownership of all 8 Thinking Maps*

School-Wide Thinking Maps Implementation Continuum



THE FUNDAMENTAL FIVE

➔ Framing the lesson

➔ Frequent small group purposeful talk (FSGPT)

- Working in the power zone
- Recognize and reinforce

➔ Critical Writing



FUNDAMENTAL FIVE ONE-PAGER



ALEDO ISD BEST PRACTICES / FUNDAMENTAL FIVE

WHAT IS THE FUNDAMENTAL FIVE?

Fundamental Five is a framework that outlines the five critical practices that are at the core of highly effective instruction.

- 1) *Frame the Lesson*
- 2) *Work in the Power Zone*
- 3) *Frequent, Small-Group, Purposeful Talk about the Learning*
- 4) *Recognize and Reinforce*
- 5) *Write Critically*

COMMITMENT TO CONTINUOUS IMPROVEMENT

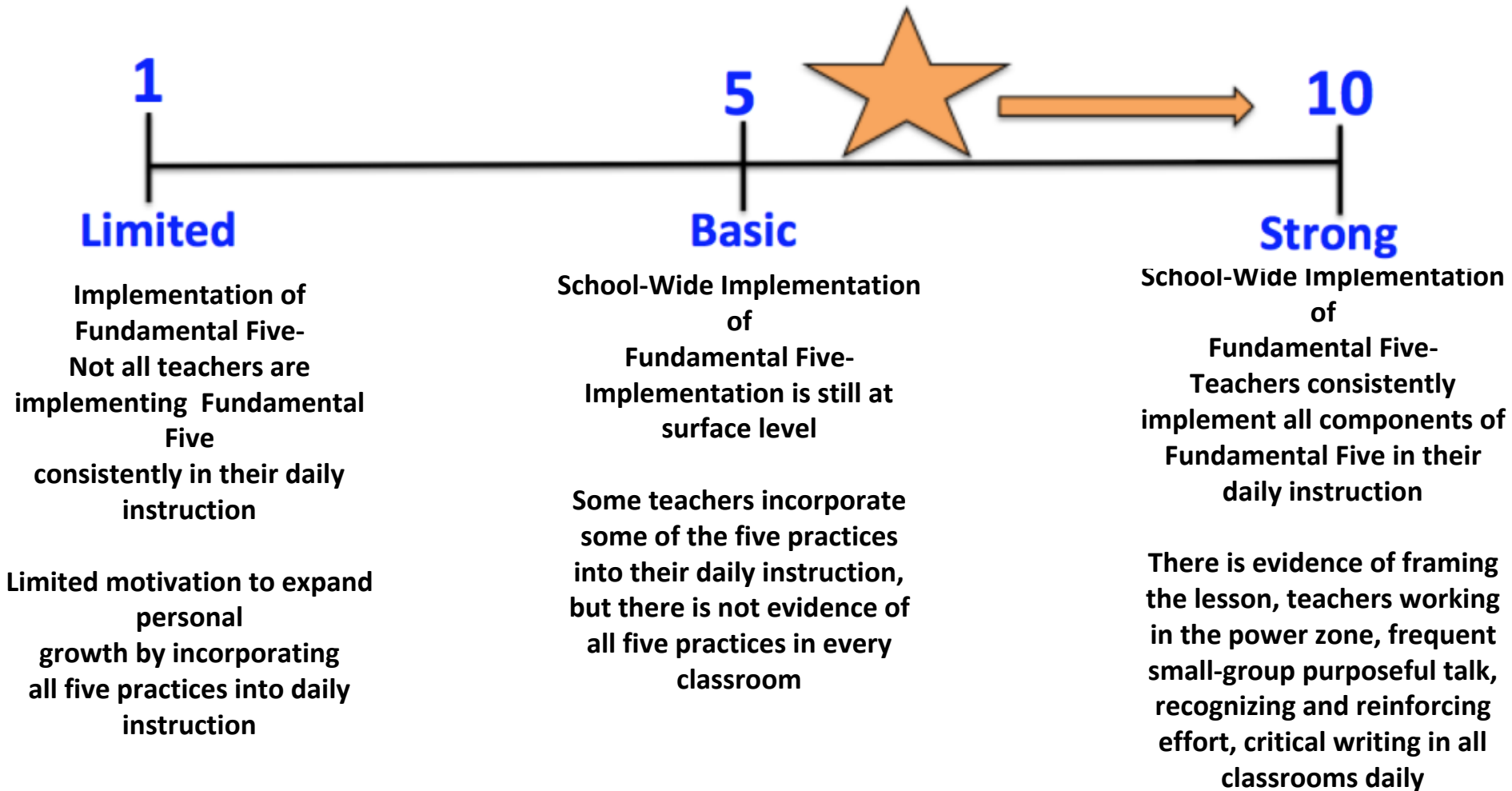
Not content with the status quo, teachers will execute the five fundamentals of effective instruction into their daily lessons.

- *Teachers will frame lessons daily with a verbal and written We Will / I Will statement. The "We Will" states the learning standard/TEKS for the lesson and the "I Will" states the student task or product for the lesson. Teachers will frame instruction with a clear opening, work period, and closing each day.*
- *Teachers will work in the power zone to teach or monitor instruction in close proximity to students.*
- *Teachers will plan for frequent, small-group, purposeful talk throughout each lesson in order to provide opportunities for students to engage in academic discussions. Teachers will pre-plan high-level questions to elicit high-level academic discussions.*
- *Teachers will recognize academic success and student progress and will reinforce behaviors that lead to student success.*
- *Teachers will plan for opportunities for students to engage in critical writing daily for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts. Evidence of student writing should be visible in student journals/ notebooks and should extend beyond note-taking.*

NON-NEGOTIABLES

- Student learning objective "We Will / I Will" should be posted and visible for every lesson
- Students engage in frequent, small-group purposeful talk about learning daily
- Students engage in critical writing daily

School-Wide Fundamental Five Implementation Continuum



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Pathway to Building Future Ready Students

Building a Solid
Academic
Foundation

PK – 4th

Ensuring Post-
Secondary
Readiness

5th - 12th

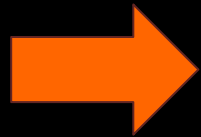
Equipping our
Students to be
Future Ready

College/Career



How Will We Create a Culture of Excellence in Aledo ISD?

LEADERSHIP



4

Monitor, Monitor, Monitor

3

Model the Way

2

Focus on the Essentials

1

Empower a Team

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Culture of Excellence
Professional Learning Communities



To see Aledo ISD grow (continue to grow) as one of the **premiere** school districts in Texas.

Become the academic leader of **excellence** for all students.

To be the **BEST** school district for students in the nation.

My dreams for AISD are to raise up kids who are well-educated, well-rounded, well-prepared, and driven to reach their personal goals.


Make Aledo ISD a **leader in state/nation** in communication and model for building a plan that builds trust & loyalty in the district.

Give children the absolute **best** experiences @ school: positivity, confidence, inquisitiveness.

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k

ALEDO ISD

DRIVING *EXCELLENCE* THROUGH TEACHING & LEARNING



My dreams for Aledo ISD is provide ALL students with a premiere education and to make Aledo ISD the **best and most sought after** district in the nation.

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ce is the
in all areas.
er in education
places to learn
n.

To be the **best** district in Texas. District/trust my kids to.

To have a department that other districts want to model after.

To be **#1** in all areas by looking @ **BEST PRACTICES** & setting goals to take it to the next level.

My
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be the **best** can be; to ximize full ential.

For Aledo to be a **world-class** district in all areas.

Aledo be recognized as an **Academic Powerhouse**.

Excellence beyond complacency/comfort level.

where every learner feels supported, encouraged, challenged, and successful in a manner that is individualized to their unique learning needs.

Prepare students to be their **best** & successful at the next level.

ns: to see continue to ve as a district where all students strive to be the **best** they can be.

To continue the traditions at Aledo HS & create a campus know for academic **excellence**.