

# **AISD Instructional Focus**

**2022-2023**




**Board Meeting  
August 22, 2022**

# Aledo ISD Vision Statement



Growing greatness through exceptional experiences that empower learners for life.



# Aledo ISD Mission Statement



*Ensuring high levels of  
learning for all students*

# 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

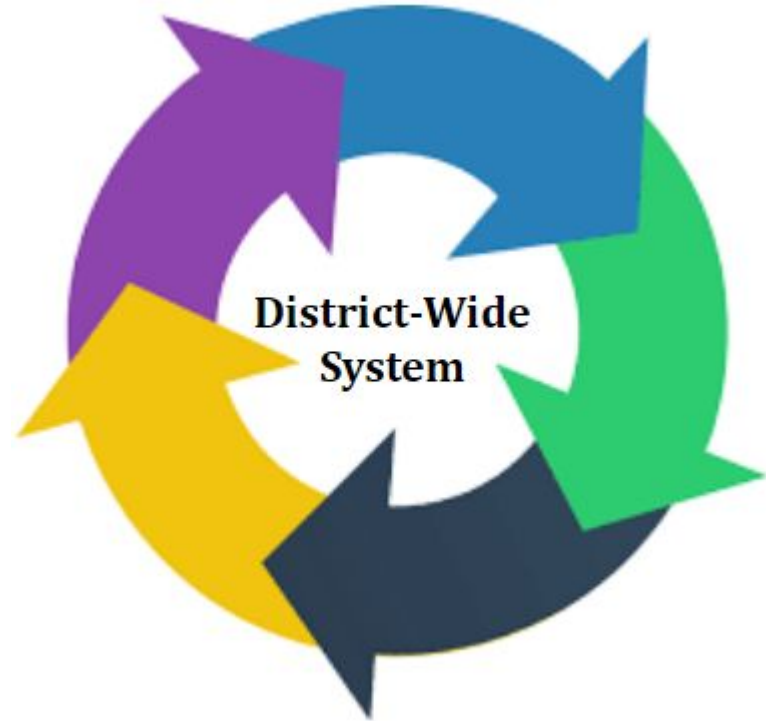
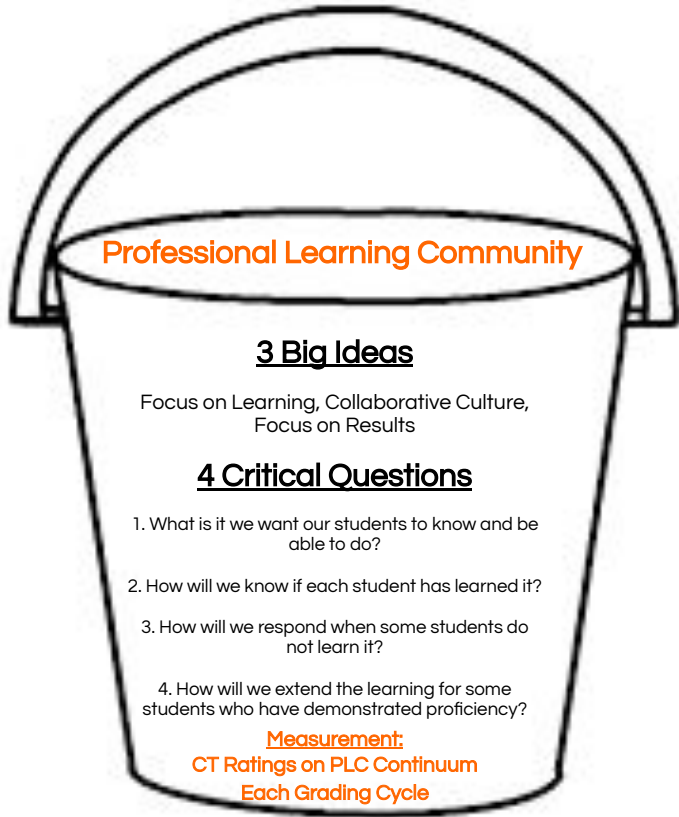
Cross-Disciplinary Literacy  
(listening, speaking, reading, writing, thinking)

Write From the  
Beginning & Beyond

Culture of Excellence

Professional Learning Community

# Ongoing Systematic Process



## 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
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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 essential and some district curriculum documents

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 formative monitor st Some team from asse instruction

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.

Opportunity and extends individual t out within t classroom to intervene c standards experience

## Collaborative Teams Rate Every 9 Week Cycle

### 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.

Teacher collaborat workload classroom

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 tea regarding the colla is focus Question to teach teachers meeting their tim

### 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.
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:	Some teachers analyze and use assessment results of team created common formative assessments.	Teams create and administer common formative assessments and analyze the results together.	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.	Data from team created common formative assessments is critical to the work of the team and consistently drives instructional decisions made by the team.
<ul style="list-style-type: none"> <li>*Respond to students who are experiencing difficulty</li> <li>*Extend the learning of students who are proficient</li> <li>*Inform and improve the individual and collective practice of members</li> <li>*Identify team professional development needs</li> <li>*Measure progress toward team goals</li> </ul>	Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	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.	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.
	Teams may not yet be using the analysis of results to inform or improve professional practice.		Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results.	

# 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



# Ongoing Systematic Process

## Professional Learning Community

### 3 Big Ideas

Focus on Learning, Collaborative Culture,  
Focus on Results

### 4 Critical Questions

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for some students who have demonstrated proficiency?

**Measurement:**  
CT Ratings on PLC Continuum  
Each Grading Cycle



# Daily Instructional Practices

## Delivery of Instruction: How We Teach

**Thinking Maps**  
(8 Cognitive Skills)

**Fundamental Five**  
(Lesson Frame, Critical Writing, FSGPT)

**Rigor, Relevance & Engagement**

**Workshop Model**

**\*District Instructional Priorities**  
(Lesson Frame, Critical Writing, High-Yield Formative Assessment, Learner Engagement)

**Measurement:**  
District Instructional Rounds  
Campus Instructional Rounds  
Daily Impact Walks





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Fundamental Five

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Rigor, Relevance,  
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Workshop Model

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## AUTHENTIC LITERACY

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

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Write From the  
Beginning & Beyond

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# 2022-23 District Look-Fors

Lesson  
Frame

Daily Critical  
Writing

High-Yield  
Formative Task

Learner  
Engagement

(Visible Evidence of Student Thinking)

Implementation  
Check

Implementation  
Check

Thinking Maps

Active Participation & Learning  
Environment

(All students on-task/ actively engaged AND students demonstrate respect for peers, teacher, and learning environment & clear classroom learning procedures and routines are visible and consistently implemented)

How We Teach  
Fun 5

How We Teach  
Fun 5

Thoughtful Work

(Students demonstrate/apply their learning through an intentionally designed task)

High-Level Questioning

(Students responding to or generating high-level questions)

Academic Discussion

How We Teach  
Thinking Maps  
Rigor: TW, HLQ, AD & Fun 5

Formative Processes and Tools

(Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs)

*\*Campus Level Data Collection*

How We Teach  
Learner Engagement:  
AP, LE, FPT

# Learner Engagement

## District Look-For



Inspect  
what you  
Expect

### Active Participation

All students on task/actively engaged

### Learning Environment

Students demonstrate respect for peers, teacher and learning environment and clear classroom learning procedures and routines are visible and consistently implemented

*(ICLE Learning Engagement Rubric)*

Active Participation/Learning Environment Present? \*

- Yes, both Active Participation AND Learning Environment components are present
- No, Active Participation AND Learning Environment components are BOTH NOT present
- No, Active Participation not present
- No, Learning Environment not present

Comment

Your answer

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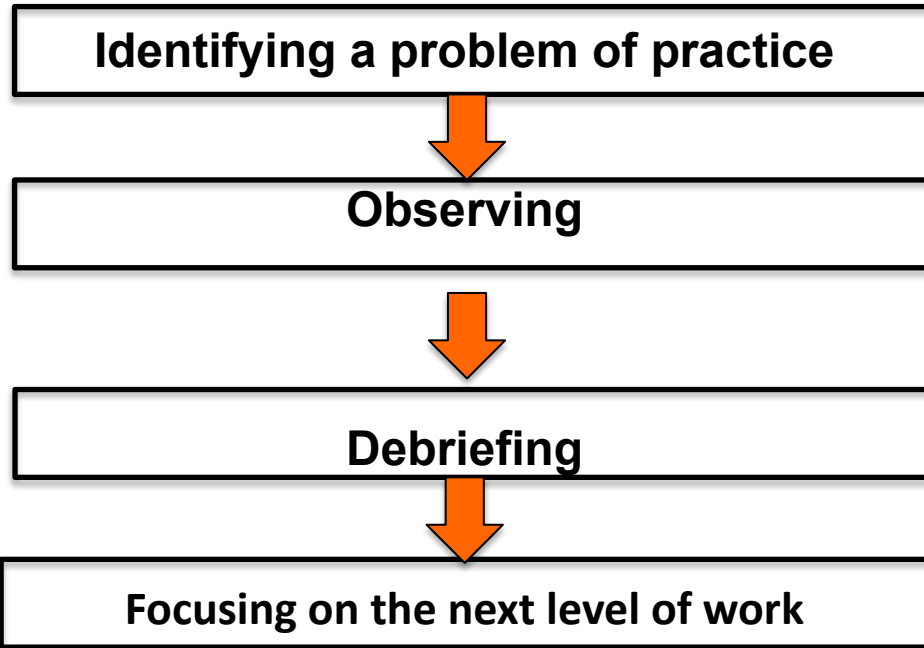
### **MAP Growth**

3-10 Reading Screener

3-10 Math Screener



# Instructional Rounds Process



INSTRUCTIONAL  
ROUNDS *in*  
EDUCATION



Elizabeth A. City, Richard F. Elmore,  
Sarah E. Fiarman, and Lee Teitel  
With a foreword by Andrew Leachman

# ALEDO ISD

## Problem of Practice

### 2022-2023



**Problem of Practice:** After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

#### **Theory of Action:**

- Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs.
- Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.
- Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.
- Deepen understanding around the learner engagement rubric in the indicators of: active participation, learning environment, and formative processes and tools.

**Guiding Questions:** What are the essential academic and social behaviors that are expected of students and how do we model and monitor these expectations? What instructional design elements contribute to an effective learner environment? What does student engagement look like, sound like? How can differentiating lesson content, process, and/or product support all learner needs?

# Empower 2022

## Aledo ISD Summer Professional Learning Academy

**ALEDO ISD IS PROUD TO HOST**

# EMPOWER 2022

**SUMMER PROFESSIONAL LEARNING ACADEMY**

Join Aledo ISD for live and in person professional development sessions focusing on:

- RLA, Math, Science, & Social Studies Content Sessions
- Cross-Curricular and Student Engagement Strategies
- Gifted and Talented & Special Programs Sessions
- Technology
- AND MORE!

**OPEN TO AISD EDUCATORS AND SURROUNDING DISTRICTS.**

**OUT OF DISTRICT REGISTRATION IS OPEN!**

[bit.ly/AISDEmpower2022](https://bit.ly/AISDEmpower2022)

**JULY 20TH & 21ST**

**DANIEL NINTH GRADE CAMPUS  
990 BAILEY RANCH ROAD  
ALEDO, TX 76008**

**SPECIAL GUEST PRESENTERS**



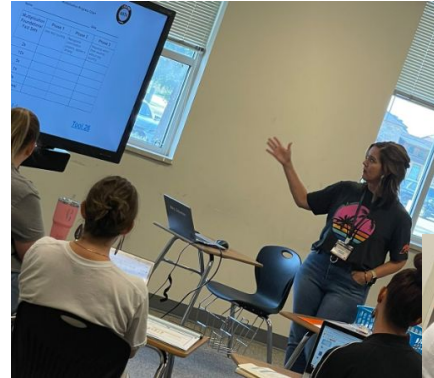
**Thomas Van Sledright**  
Education Consultant and Author of *Crafting the Feedback Teachers Need and Deserve*



**Janet Corning**  
Educational Technology Consultant and co-founder of [j2training.org](https://j2training.org)



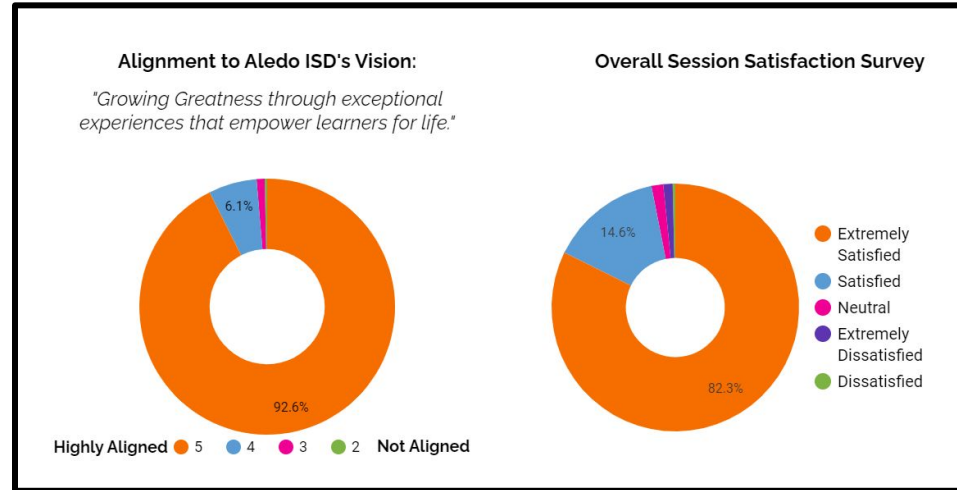
**Jacob Chastain**  
Educator and Author of *Teach Me, Teacher: Life Lessons That Taught Me How to Be a Better Teacher*



# Empower 2022

## Aledo ISD Summer Professional Learning Academy

Stats	
# of Courses Offered	102
# of Presenters	102
# of Attendees Registered	435
# of Out of District Attendees	25
# of GT Hours Earned	912
# of ESL Hours Earned	861
Total # of CPE/FLEX Hours earned	2037





# August 9th, 10th, & 12th

All Staff Professional Learning

**Aledo ISD**

**August Professional Learning**



**RIGHT HERE  
RIGHT NOW**

**Professional Learning Days**

8:30AM-4:00PM / Lunch 11:30AM-1:00PM

<b>August 8th</b>	Campus Day
<b>August 9th</b>	District Professional Learning Day
<b>August 10th</b>	Convocation / District Professional Learning Day
<b>August 11th</b>	Campus Day
<b>August 12th</b>	District Professional Learning Day
<b>August 15th</b>	Campus Day
<b>August 16th</b>	Campus Day

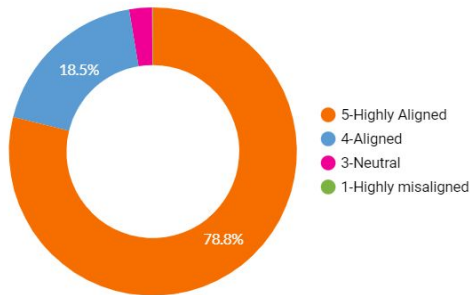
Teacher work days and campus professional learning details will be provided by campus administration.

\*See detailed schedule for training locations

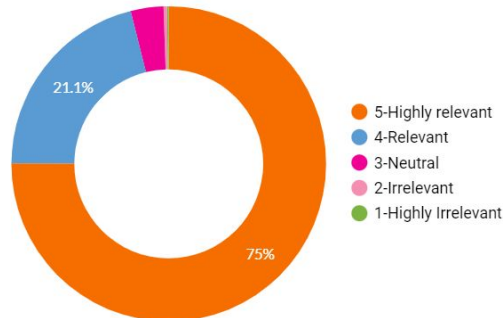
**We can't wait to kick-off the  
2022-2023 school year with you!**

August 9th		August 10th	August 12th
Required Sessions	-2022/2023 District Instructional Focus -Engaging Students with The Workshop Model	Content Focus	Content Focus
Choice Sessions	-Going for the Goal -Igniting Curiosity with Relevance -Re-engaging the Disengaged -Practical Conflict Resolution & De-escalation Strategies for Everyday Use in the Classroom -When the Well(ness) Runs Dry: How to Stress Less and Score More -Tech it Out!		

**Alignment to Aledo ISD's Instructional Focus**



**Relevance of PL to Work**



**Overall Satisfaction**

