# AISD Instructional Focus

August 18, 2025

#AllinAledo
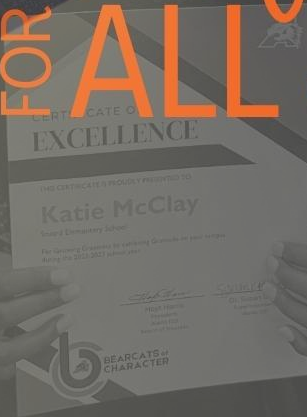
# Growing Greatness

## EXCEPTIONAL EXPERIENCES

THROUGH

THAT EMPOWER *Learners for Life.*

ENSURING
*high levels of learning*
FOR **ALL STUDENTS.**

CERTIFICATE OF
EXCELLENCE

THIS CERTIFICATE IS PROUDLY PRESENTED TO

Katie McClay

BEARCATS of CHARACTER

ALEDO ISD MISSION STATEMENT

# 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

**Collaborative Teams**
**Rate Every 9 Week Cycle**

## 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 essential and some district 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 tea 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. | Opportuniti and extens individual t out within t classrooms attempt to intervene c standards experience | | | |

## 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 | |
|---|---|---|
| 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 collabora workload classroo |
| 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 regardin the colla is focuse Question to teachi 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 identified 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. |

# 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

# 2025-2026 District Look-Fors

## Lesson Frame

Implementation Check

Teacher Clarity
.75 Impact Size

Learning Goals vs. No Learning Goals
.51 Impact Size

## Critical Writing

Implementation Check

Summarization
.74 Impact Si ze

Metacognitive Strategies
.55 Impact Size

## Frequent, Small Group, Purposeful Talk / Academic Discussion

Implementation Check

Classroom Discussion
.82 Impact Size

## Clear Classroom Expectations/ LEAD Matrix

Implementation Check

Response to Intervention
1.09 Impact Size

Classroom Management
.35 Impact Size

Decreasing Disruptive Behavior
.34 Impact Size

# Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

| Thoughtful Work | 1 – Beginning | 2 – Emerging | 3 – Developed | 4 – Well Developed |
|---|---|---|---|---|
| Student Learning | Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions. | | | Students develop their own learning tasks that require creativity, originality, design, or adaptation. |
| Instructional Design | Learning tasks include one assigned way for students to demonstrate their thinking. | Learning tasks include one or more assigned ways for students to demonstrate their thinking. | Learning tasks allow students to self-select options to best represent their thinking. | Learning tasks extend students' learning, inspiring them to pursue self-discovery. |

| High-Level Questioning | 1 – Beginning | 2 – Emerging | 3 – Developed | 4 – Well Developed |
|---|---|---|---|---|
| Student Learning | Students respond to questions on basic recall and retell. Few students ask questions, and most questions asked focus on basic recall or retelling of content. | | | |
| Instructional Design | Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question. | Lesson includes questions at a range of levels, but not all students are required to respond to each question. | Lesson uses questioning to carefully move students to higher levels of thinking, ensuring that all students have an opportunity to respond. | |

| Academic Discussion | 1 – Beginning | 2 – Emerging | 3 – Developed | 4 – Well Developed |
|---|---|---|---|---|
| Student Learning | Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers. | | | |
| Instructional Design | Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student. | Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. | Lesson structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality. | |

Copyright 2015 by International Center for Leadership in Education. All rights reserved.
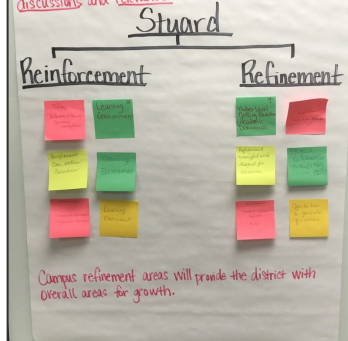
---

# Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

| Meaningful Work | 1 – Beginning | 2 – Emerging | 3 – Developed | 4 – Well Developed |
|---|---|---|---|---|
| Student Learning | Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit. Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills. | Student work requires application of knowledge learned during the lesson/unit. | Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study. | Student work requires the ability to select, organize, and present content through relevant products with multiple solutions. |
| Instructional Design | Lesson provides students an opportunity to demonstrate foundational understanding of content. | Lesson provides students an opportunity to complete a specific task that requires application of knowledge. | Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task. | Lesson inspires students with an opportunity to think critically about |

| Authentic Resources | 1 – Beginning | 2 – Emerging | 3 – Developed | 4 – Well Developed |
|---|---|---|---|---|
| Student Learning | Students mainly engage with one source of information for the lesson and/or unit. Some students use one source to complete tasks focused on making simple connections to content. | Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it. Students use one or more sources to complete real-world tasks focused on making simple connections to content. | Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research. | |
| Instructional Design | Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text. | Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource. | Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks. | |

| Learning Connections | 1 – Beginning | 2 – Emerging | 3 – Developed |
|---|---|---|---|
| Student Learning | Students seldom have the opportunity to engage in content that has explicit connection to real-world application. Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson. | Students engage in content that has explicit connection to real-world application. Some students begin to articulate the connections between content learned and real-world application. | Students articulate the connections between content learned and real-world application. |
| Instructional Design | Lesson provides appropriate content, but without explicit connections to real-world application. | Lesson provides some opportunities to connect content learned to real-world application. | Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications. |

International Center for Leadership in Education. All rights reserved.

---

# Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

| Active Participation | 1 – Beginning | 2 – Emerging | 3 – Developed | 4 – Well Developed |
|---|---|---|---|---|
| Student Learning | Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. Lesson is teacher led and students progress through new learning with some challenges with productivity. | | Responding to different opportunities for engagement throughout | Students remain on-task and proactively engaged throughout the lesson. |
| Instructional Design | Lesson relies mainly on direct instruction with few opportunities for student engagement through application. | Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. | | |

| Learning Environment | 1 – Beginning | 2 – Emerging | 3 – Developed | 4 – Well Developed |
|---|---|---|---|---|
| Student Learning | Students look to a peer or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. Students demonstrate a lack of respect for peers, teacher, and/or learning environment. | Students are beginning to take risks and persevere in learning rigorous content. Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers. | | |
| Instructional Design | Classroom learning procedures and routines are inconsistently communicated and/or implemented. | Classroom learning procedures and routines are visible, but are not consistently implemented. | | |

| Formative Processes and Tools | 1 – Beginning | 2 – Emerging | | |
|---|---|---|---|---|
| Student Learning | Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. Students are partnered or grouped, but all students receive the same lesson content, process, and product. | Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product. | | |
| Instructional Design | Results from formative processes and tools are used to monitor progress. | Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress. | | |

Copyright 2015 by International Center for Leadership in Education. All rights reserved.

---

## District Look-fors

*Objectives (We Will/I Will/So That I Can)

15/18

*Critical Writing in Journals/Binders (Beyond Note Taking)

16/18

*Evidence of Differentiation

16/18

---

Stuard had consistent evidence of a strong learner environment. Stuard can continue to refine academic discussions and relevance.

## Stuard

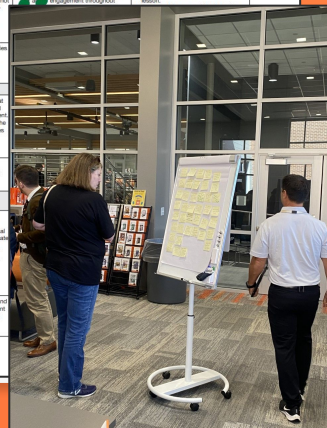**Reinforcement** | **Refinement**

Campus refinement areas will provide the district with overall areas for growth.

# 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**
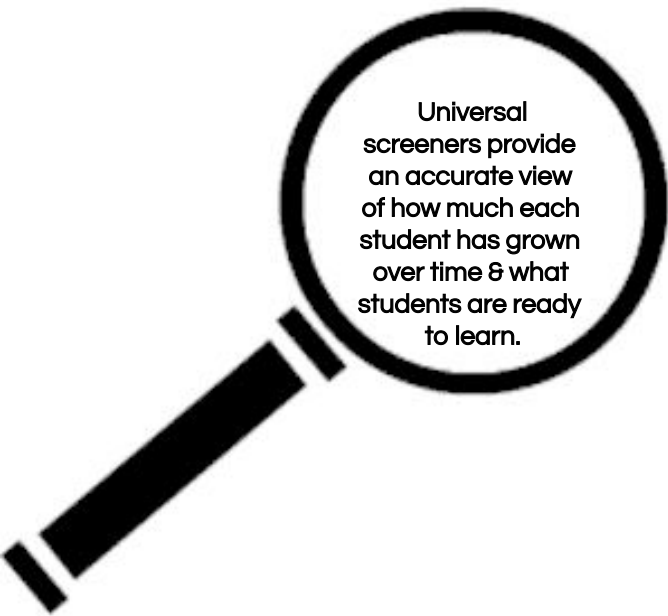K-2 Reading Screener

**IXL Math**
K-2 Math Screener

**MAP Growth**
3-8 Reading Screener
3-8 Math Screener

# AISD Screeners

Universal screeners provide an accurate view of how much each student has grown over time & what students are ready to learn.

### Pre-K

CIRCLE Progress Monitoring
(Math & Reading)

BOY, MOY, EOY

### K-2

mCLASS
(Reading)

IXL Diagnostic
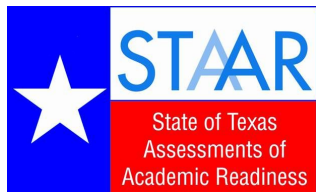(Math)

BOY, MOY, EOY

### 3-8

MAP Growth
(Math & Reading)

BOY, MOY
*EOY in grades 3-5

## State Assessment

STAAR
State of Texas Assessments of Academic Readiness

# 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**

# New Teacher Academy 2025



- Vision/Mission
- Instructional Focus
- Workshop Model
- Fundamental Five
- Model Classrooms
- Thinking Maps
- Rigor, Relevance, Learner Engagement
- Content Connection









"A great first day in a new district! Thank you for a warm welcome and caring for your new teachers."

"Thank you all for a great welcome to Aledo!"

"One of the best new teacher trainings I have been to. Very organized and informative. Thank you for being so welcoming and patient."

# All Staff Professional Learning
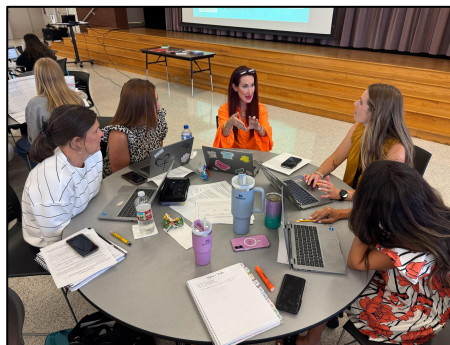## August 5th, 6th, and 7th

"One of the best before school PLs I've been to.Thank you!"

"This presentation felt engaging and relevant to me as a teacher. It clarified misconceptions and concussions that even as a veteran teacher I still had so thank you!"

"Would love another PD about this! Great stuff!"

"Thank you for recognition of all the hard work via data from last year"

- Student Engagement
- Data Celebrations and Data Dig
- Essential Standard Breakdown
- Instructional Strategies
- Curriculum Mapping
- Legislative Updates
- Professional Learning Communities
- Special Programs Update
- Emergent Bilingual Update