



2020-2021
District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2020-2021

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

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*

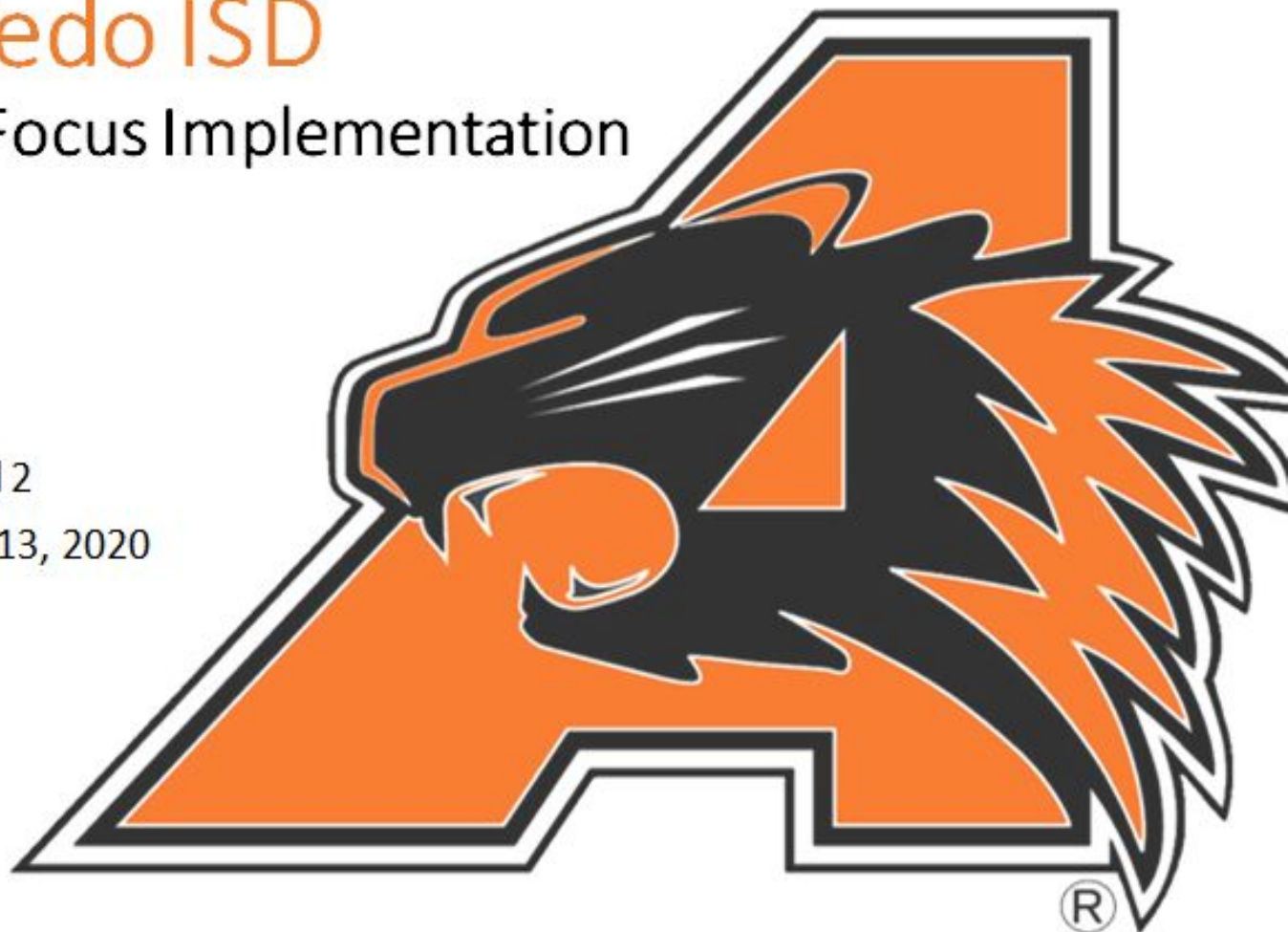


Aledo ISD

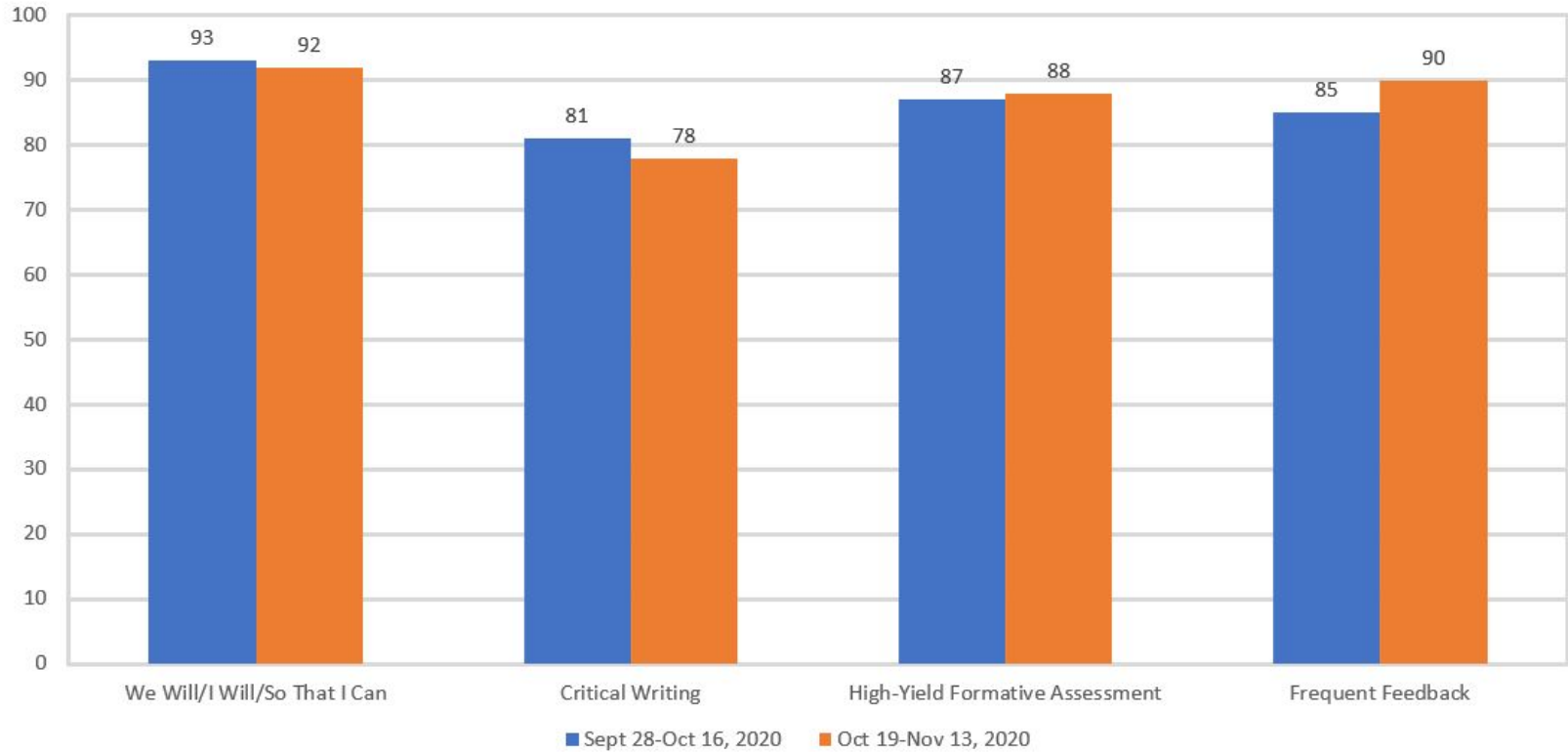
Instructional Focus Implementation

Reporting Period 2

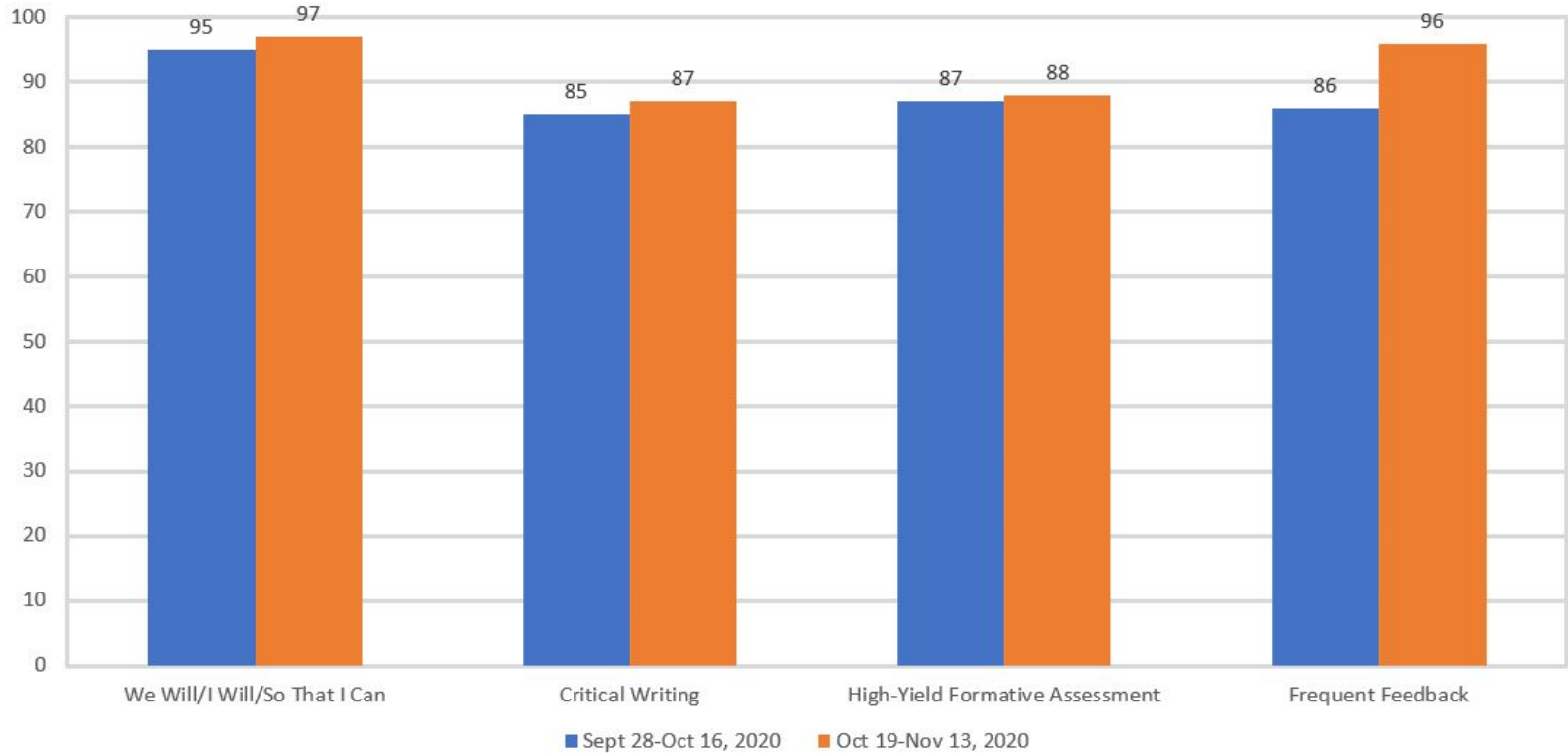
October 19-November 13, 2020



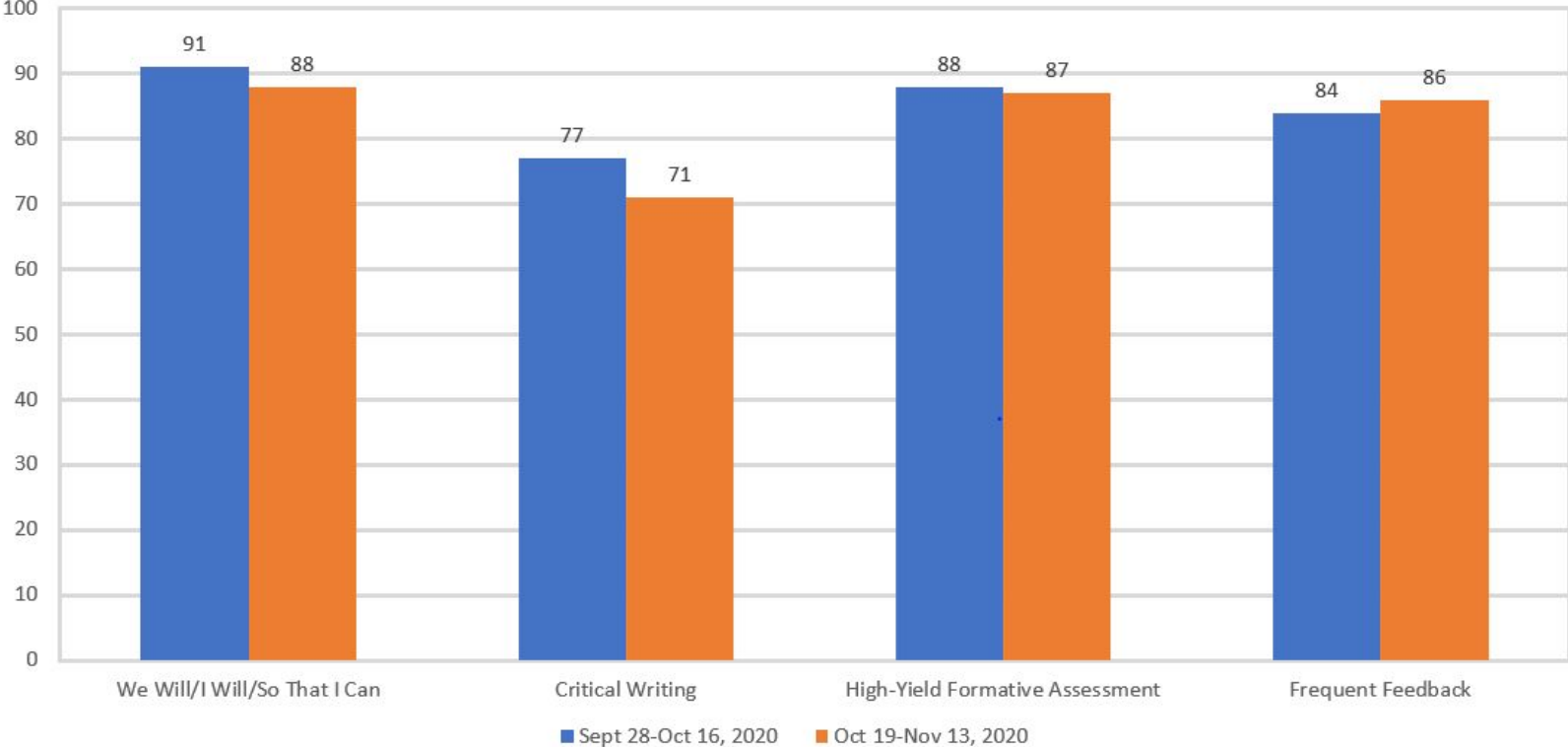
Aledo ISD Overall Growth by Look Fors



Aledo ISD Elementary Growth by Look Fors



Aledo ISD Secondary Growth by Look Fors



Framing the Lesson

WE WILL: round to the nearest 10, 100, or 1,000
or use compatible numbers to estimate
Solutions involving whole numbers.
(4.4G)

I WILL: practice multiplying 2 digit by
2 digit numbers. (6-3)
complete a journal entry

SO THAT I CAN: figure out how many items are
in a container. - Damariz

4th Grade Math

We will plan drafts for specific topic, audience, and purpose
using brainstorming methods

I will begin drafting my Haunted House creative writing piece

So I can organize a coherent writing piece with a beginning, middle,
and end that entertains my reader.

4th Grade ELAR

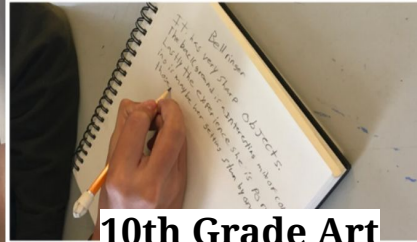
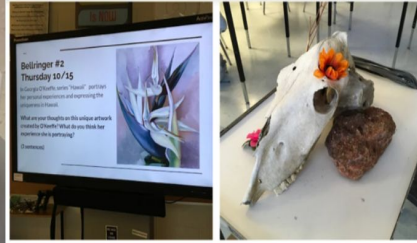
Critical Writing

Internal traits

- lovely
- caring
- brave
- funny
- kind
- patient
- courageous

Today we're going to learn about Beekle's character traits. Beekle's cute and small. He's puffy like a cloud. Beekle is smooth like a marshmallow. He is lonely because all his friends got imagined, and he had 4. Beekle is brave because he is off to seashore all

2nd Grade ELAR



10th Grade Art

50 11-10-20 Watermelon Task

Notice	Wonder
I notice that... they have lots of watermelons here on a plateau.	I wonder why... they make pyramids?
I notice... that there are a plateau.	I wonder... how many watermelons are left?
I noticed... that here making perfect. Some write here. Setting up a notelist.	I wonder... if each pyramid if they have the same amount of watermelons.

81
100
64
245

100
64
245

4th Grade Math

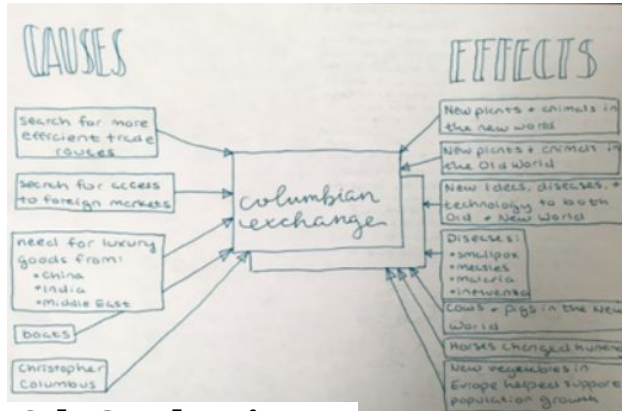
Name: Olivia R. Date: 10-7-20

Scarecrows are non-living. First, they are non-living because they don't have a life cycle. Second, scarecrows don't have basic needs. Finally, they can't move or grow. I understand what makes something non-living.

Scarecrows are non-living.

he can't move or grow. he needs to be able to move or grow. he can't feel pain. he can't feel anything. he can't feel anything.

1st Grade ELAR



There are several causes and several effects of the Columbian Exchange. The causes that influenced the Columbian Exchange, mostly resulted around Columbus searching for more efficient trade routes. He was searching for efficient trade routes to take his goods to other countries to get their access to foreign markets and the luxury goods that came along with them. These foreign markets include China, India, and the Middle East. There are numerous effects of the Columbian Exchange. These include the spread of new plants, animals, diseases, ideas, inventions and technology to both the old world and the new world. Around 1492's time, Native American hunting changed because of horses brought by the Europeans, and new vegetables brought from the Americas to Europe helped to support a population growth.



12th Grade History

EXIT TICKET:

* Create a new document in your Reader-Writer Folder "10.21.2020"

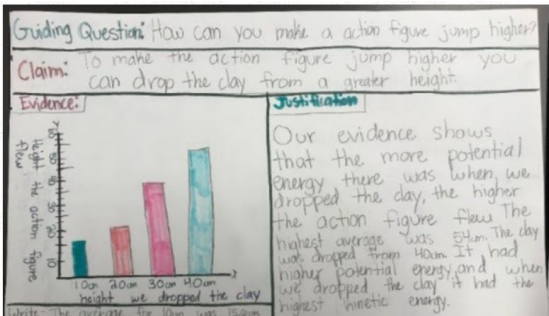
Writing to Sources: Informational Text

Write a short paragraph explaining how "Harrison Bergeron" conveys the conflict between the needs or ideals of society and the realities of individuals. Be sure to:

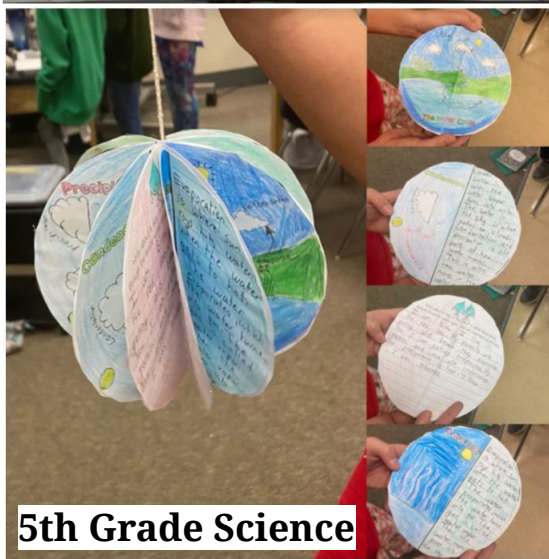
- Begin with a topic sentence that describes the setting and explains how it influences the values and beliefs of characters.
- Provide examples from the text and use at least one direct quotation to support your ideas.
- Write sentences using the words *utopia* and *dystopia* in ways that demonstrate their meanings.

8th Grade ELAR

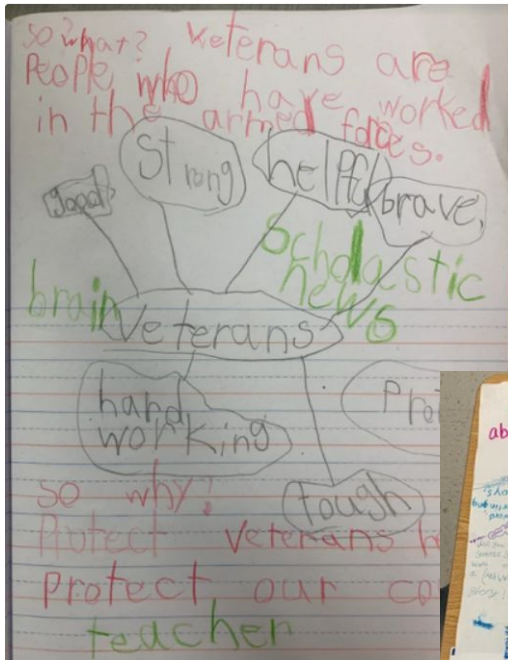
High-Yield Formative Assessment



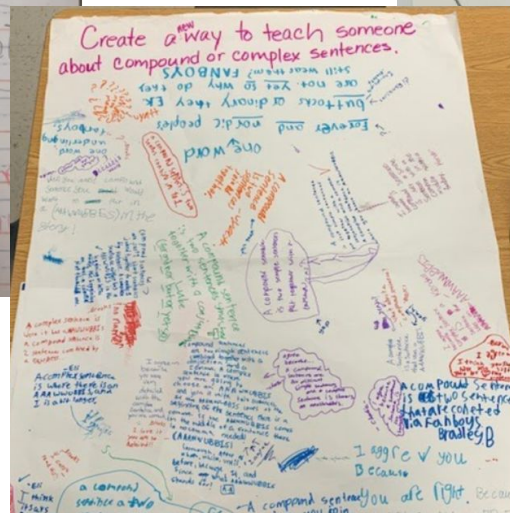
6th Grade Science



5th Grade Science



1st Grade ELAR

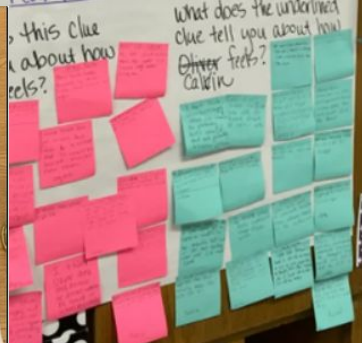


4th Grade ELAR

It (the cactus arm) begins to tilt, finally twisting and tearing off at the joint, plummeting to the ground in another puff of dust.

Yes, I shout. There won't be any teasing at school tomorrow, and with all of Calvin's money gone, maybe not ever.

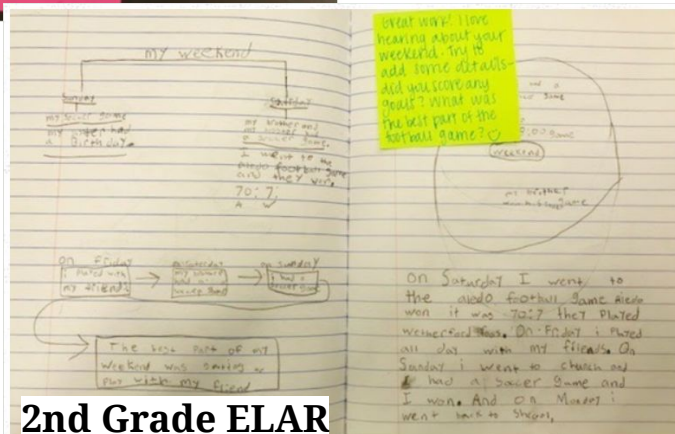
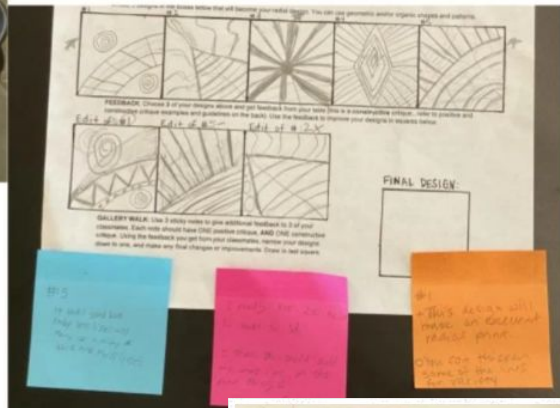
Calvin is pale despite the blazing heat. "I can't believe it," he mutters.



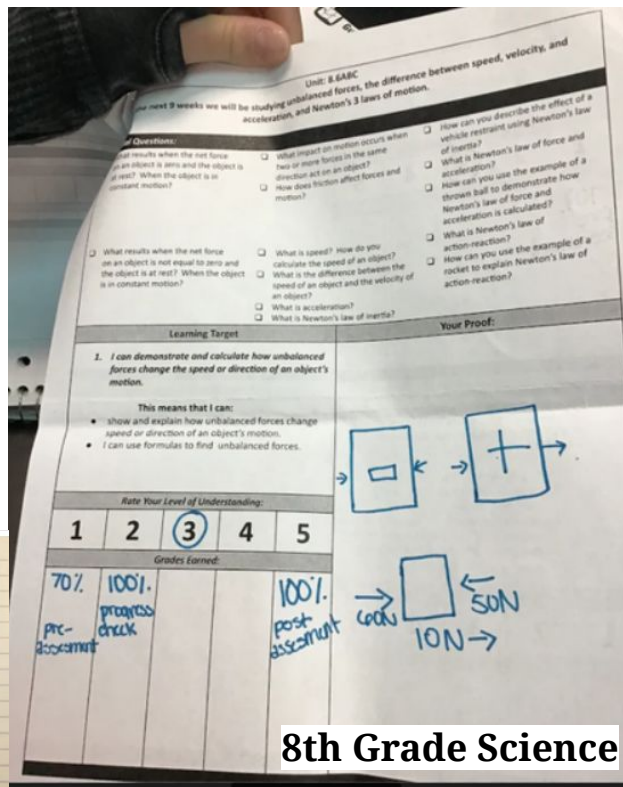
5th Grade ELAR

Frequent Feedback

4th Grade Art FEEDBACK



2nd Grade ELAR



8th Grade Science

ALEDO ISD FOCUS DOCUMENT

2020-2021

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

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*

Culture of Excellence

Professional Learning Community



Aledo ISD is a PLC at work.



Focus on Learning



Collaborative Culture



Focus on Results



2020-2021 DIP PLC GOALS

- **Goal Focus on Learning: 98%** of Collaborative Teams district wide will rate at the “Developing Level” in Big Idea Number One by June 2021.
- **Goal Focus on Collaborative Culture 98%** of Collaborative Teams district wide will rate at the “Developing Level” in Big Idea Number Two by June 2021.
- **Goal Focus on Results 93%** of Collaborative Teams district wide will rate at the “Developing Level” in Big Idea Number Three(part 1) by June 2021.
- **Goal Focus on Results 95%** of Collaborative Teams district wide will rate at the “Developing Level” in Big Idea Number Three (part 2) by June 2021.

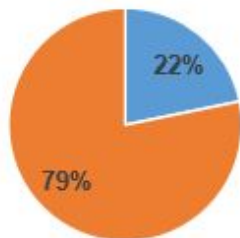
FOCUS ON LEARNING

Focus on Learning

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>We work with colleagues on our team to build shared knowledge regarding state, provincial, and/ or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.</p> <p>District Goal 98% of all teams will be at Developing by June 2021.</p>	<p>Teachers have been provided with a copy of state, provincial, and/or national standards and a district curriculum guide. There is no process for them to discuss curriculum with colleagues Curriculum documents are provided to teachers.</p>	<p>Teacher representatives have helped to create a district curriculum guide. Those involved in the development feel it is a useful resource for teachers. Those not involved in the development may or may not use the guide consistently.</p>	<p>Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Individual teacher lessons may or may not reflect the decisions made by the collaborative team. Some are reluctant to give up favorite units that seem to have no bearing on essential standards.</p>	<p>Teachers have clarified the essential learning for each unit by building shared knowledge regarding state, provincial, and/or national standards; by studying high stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level. They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning. Individual teacher lessons reflect decisions made by the collaborative team.</p>	<p>Teachers on the collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning. Teachers provide evidence that they are adjusting curriculum, pacing and instruction based on student data.</p>

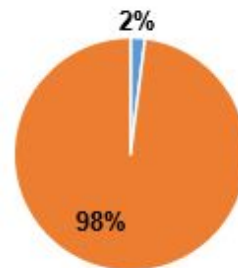
Focus on Learning

1st Grading Cycle



■ Progressing ■ Met or Exceeded

Goal June 2021



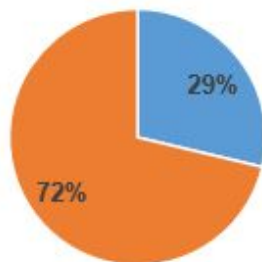
■ Progressing ■ Met or Exceeded

FOCUS ON COLLABORATIVE CULTURE

Focus on Collaborative Culture					
Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure:</p> <ol style="list-style-type: none"> 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. <p> </p> <p>District Goal 98% of all teams will be at Developing by June 2021.</p>	<p>Teachers work in isolation with little awareness of the strategies, methods, or materials that colleagues use in teaching the same course or grade level. There is no plan in place to assign staff members into teams or to provide them with adequate time to collaborate.</p>	<p>Teachers are encouraged but not required to work together collaboratively. Some staff may elect to work with colleagues on topics of mutual interest. Staff members are congenial. Some staff members are co-laboring in an effort to improve student achievement.</p>	<p>Teachers have been assigned to collaborative teams and have been provided time for collaboration during the regular contractual day. Teams may be unclear regarding how they should use the collaborative time. Topics often veer away from the 4 questions and may focus on matters unrelated to teaching and learning. Some teachers believe the team meeting is not a productive use of their time.</p>	<p>Teachers have been assigned to collaborative teams and have been provided time for collaboration on a weekly basis during the regular contractual day. Guidelines, protocols, and processes have been established in an effort to help teams use collaborative time to focus on topics that will have a positive impact on student achievement. Team leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing their efforts on discovering better ways to achieve those goals.</p>	<p>The collaborative process is deeply ingrained in the team culture. Staff members view it as the engine that drives school improvement. Teams are self-directed and very skillful in advocacy and inquiry. They consistently focus on issues that are most significant in improving student achievement and set specific, measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded professional development because members are willing and eager to learn from one another, identify common problems, engage in action research, make evidence of student learning transparent among members of the team, and make judgments about the effectiveness of different practices on the basis of that evidence. The team process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.</p>

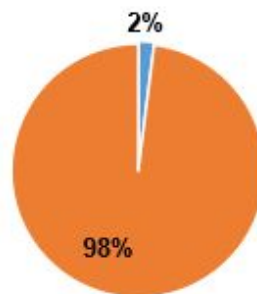
Focus on Collaborative Culture

1st Grading Cycle



■ Progressing ■ Met or Exceeded

Goal June 2021



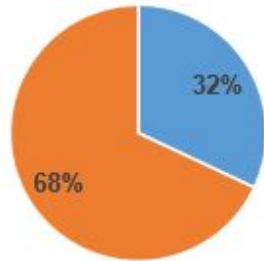
■ Progressing ■ Met or Exceeded

FOCUS ON RESULTS PART 1

Focus on Results					
Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.</p> <p>District Goal 93% of all teams will be at Developing by June 2021.</p>	<p>Goals have yet to be established at the district, school or team level.</p>	<p>Teams establish goals that do not require evidence of student learning</p>	<p>Teams have been asked to create SMART goals, but there is still confusion regarding the nature of and reasons for these goals. One or more teachers are unsure of how to establish goals based on improved student learning. Some attempt to articulate very narrow goals that do not require evidence of student learning Others present goals that are challenging to monitor.</p>	<p>All teams have established annual SMART goals as an essential element of their collaborative team process. Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.</p>	<p>Each collaborative team of teachers has established both an annual SMART goal and a series of short term goals to monitor their progress. They create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goal. This focus on tangible evidence of results guides the work of teams and is critical to the continuous improvement process of the school. The recognition and celebration of efforts to achieve goals helps sustain the improvement process.</p>

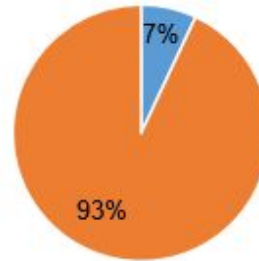
Focus on Results #1

1st Grading Cycle



■ Progressing ■ Met or Exceeded

Goal June 2021



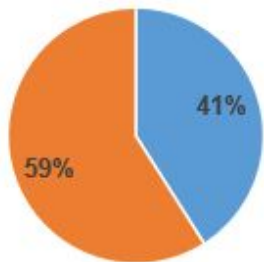
■ Progressing ■ Met or Exceeded

FOCUS ON RESULTS PART 2

Focus on Results					
Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to:</p> <ul style="list-style-type: none"> *Respond to students who are experiencing difficulty *Enrich and 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 <p>District Goal 95% of all teams will be at Developing by June 2021.</p>	<p>The only process for monitoring student learning is the individual classroom teacher and annual state assessments. Assessment results are used primarily to report on student progress rather than to improve professional practice. Teachers fall into a predictable pattern: they teach, they test, they hope for the best, and then they move on to the next unit.</p>	<p>The district has created benchmark assessments that are administered several times throughout the year. There is often considerable lag time before teachers receive the results. Teachers struggle to see the value of the results. They regard the assessment as perhaps beneficial to the district but of little use to them. Principals are encouraged to review the results of state assessments with staff, but the fact that the results aren't available until months after the assessment and the lack of specificity mean they are of little use in helping teachers improve their practice.</p>	<p>Teams have been asked to create and administer common formative assessments and to analyze the results together. One or more teachers are reluctant to share individual teacher results and want the analysis to focus on the aggregate performance of the group. Some use the results to identify questions that caused students difficulty so they can eliminate the questions. Many teams are not yet using the analysis of results to inform or improve professional practice.</p>	<p>The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial and national assessments. Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results.</p>	<p>Teachers are hungry for information on student learning. All throughout the year, each member of a collaborative team receives information that illustrates the success of their students in achieving an agreed-upon essential standard on team-developed common assessments. Teams ensure the validity of locally created assessments by comparing student success on standardized or norm-referenced assessments. Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.</p>

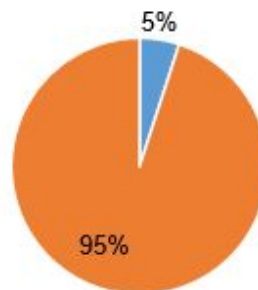
Focus on Results #2

1st Grading Cycle



■ Progressing ■ Met or Exceeded

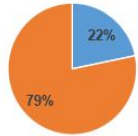
Goal June 2021



■ Progressing ■ Met or Exceeded

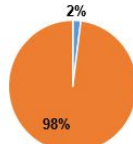
Focus on Learning

1st Grading Cycle



■ Progressing ■ Met or Exceeded

Goal June 2021

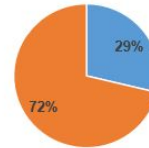


■ Progressing ■ Met or Exceeded

79% of CTs at developed level or higher

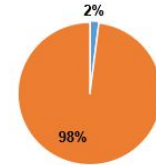
Focus on Collaborative Culture

1st Grading Cycle



■ Progressing ■ Met or Exceeded

Goal June 2021

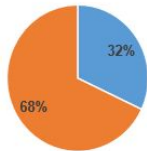


■ Progressing ■ Met or Exceeded

72% of CTs at developed level or higher

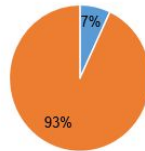
Focus on Results #1

1st Grading Cycle



■ Progressing ■ Met or Exceeded

Goal June 2021

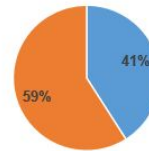


■ Progressing ■ Met or Exceeded

68% of CTs at developed level or higher

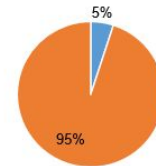
Focus on Results #2

1st Grading Cycle



■ Progressing ■ Met or Exceeded

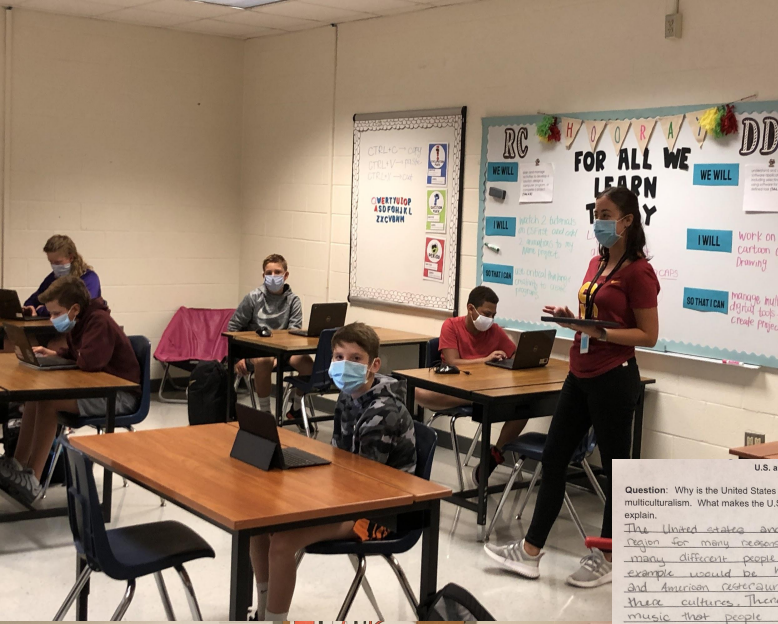
Goal June 2021



■ Progressing ■ Met or Exceeded

59% of CTs at developed level or higher

McAnally Intermediate



U.S. and Canada Open-Ended Question

Question: Why is the United States and Canada region considered a multicultural region? Define multiculturalism. What makes the U.S. and Canada a multicultural region? Give one example and explain.

The United States and Canada are considered a multicultural region for many reasons. Here's why. The US and Canada have many different people that have different cultures. An example would be how there is Mexican, Italian, Chinese, and American people that different people have from these cultures. There is also different kinds of music that people listen to like Spanish, Colombian, and even music from the islands. There is sea music, too. Multiculturalism is where there are different cultures in a place and that could be known as a melting pot. The US and Canada let all who wants to be here and that's the great thing about the US and Canada. (Go to Back)

Element	Exemplary Response to the Question 4	Sufficient Response to the Question 3	Partially Sufficient Response to the Question 2	Insufficient Response to the Question 1
Clear Claim with Reasons	Claim is clearly stated and the reasons are strong.	Claim and reasons are clearly stated.	Claim is clear, but the reasons are unclear, absent, or incomplete.	Claim is unclear. No reasons are given.
Evidence	Supports the central claim and reasons with strong facts and thorough detail.	Supports the central claim and reasons with facts, details.	Attempts to support the central claim and reasons with facts, but information is unclear and inaccurate.	Central claim is not supported. No evidence provided.
Reasoning	Clearly, consistently, and thoroughly explains and analyzes the information presented.	Explains and analyzes most of the information presented.	Attempts to explain and analyze the information, but the explanation is unclear or incomplete.	Contains little to no explanation or analysis of the information presented.
Mechanics (Spelling & Grammar)	X	X	Less than 3 mistakes	3 or more mistakes

Aledo Middle School

Unit: 8.6ABC
 The next 9 weeks we will be studying unbalanced forces, the difference between speed, velocity, and acceleration, and Newton's 3 laws of motion.

Learning Questions:

- What results when the net force on an object is zero and the object is at rest? When the object is in constant motion?
- What results when the net force on an object is not equal to zero and the object is at rest? When the object is in constant motion?
- What is speed? How do you calculate the speed of an object?
- What is the difference between the speed of an object and the velocity of an object?
- What is acceleration?
- What is Newton's law of inertia?
- How can you describe the effect of inertia?
- What is Newton's law of force and acceleration?
- How can you use the example of a thrown ball to demonstrate how Newton's law of force and acceleration is calculated?
- What is Newton's law of action-reaction?
- How can you use the example of a rocket to explain Newton's law of action-reaction?

Learning Target

1. I can demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion.

This means that I can:

- show and explain how unbalanced forces change speed or direction of an object's motion.
- I can use formulas to find unbalanced forces.

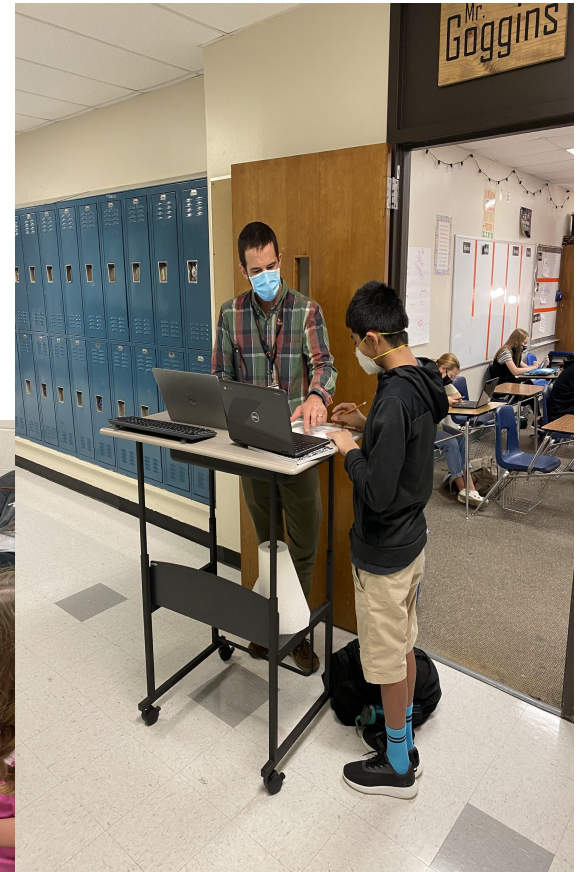
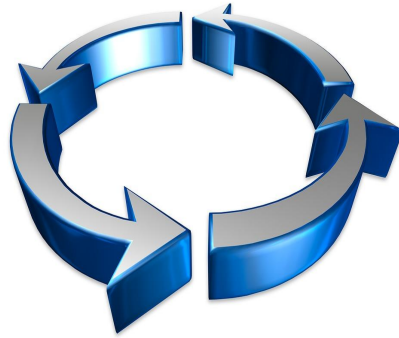
Rate Your Level of Understanding:

1	2	3	4	5
---	---	---	---	---

Grades Earned:

70% pre-assessment	100% progress check		100% post-assessment
-----------------------	------------------------	--	-------------------------

Your Proof:



5th Grade Science
Featured
Collaborative
Team!

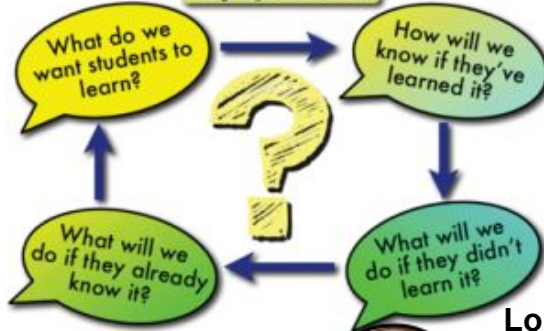
Bobby
Taylor

Kelly
Daves

Karen
Lasater



Key Questions



Lori
Harbuck



Caitlin
Burton



FIRE
BLANKET

Dena
Wittrock





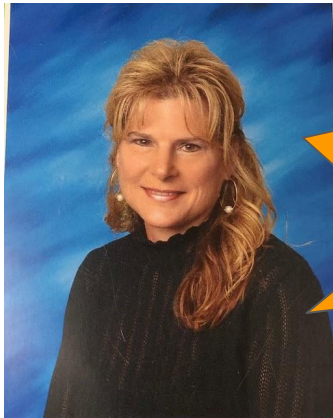
Lori Harbuck




Caitlin Burton



Karen Lasater



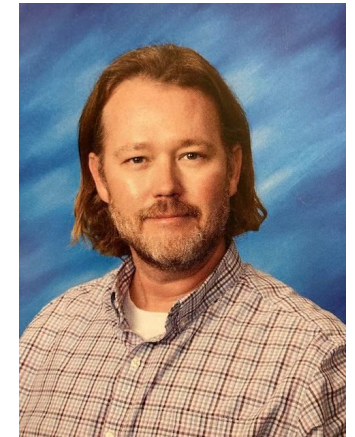
Dena Wittrock



**5th Grade
Science
Collaborative
Team**



Kelly Daves



Bobby Taylor