

AISD Featured Collaborative Team

Aledo Middle School - 6th Grade RLA



Alexis Jones



Elizabeth Kuhns

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

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



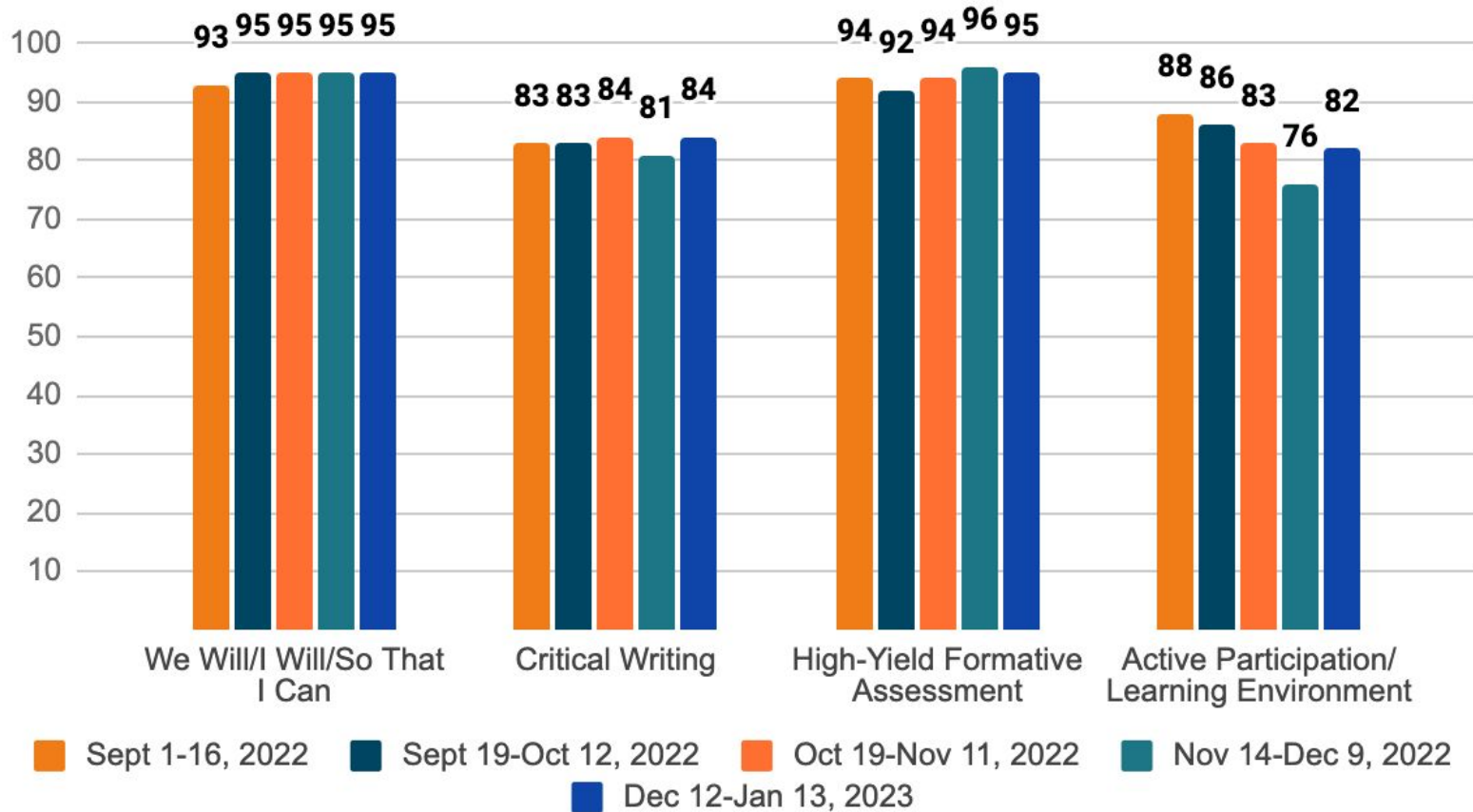
Aledo ISD

Instructional Focus Implementation

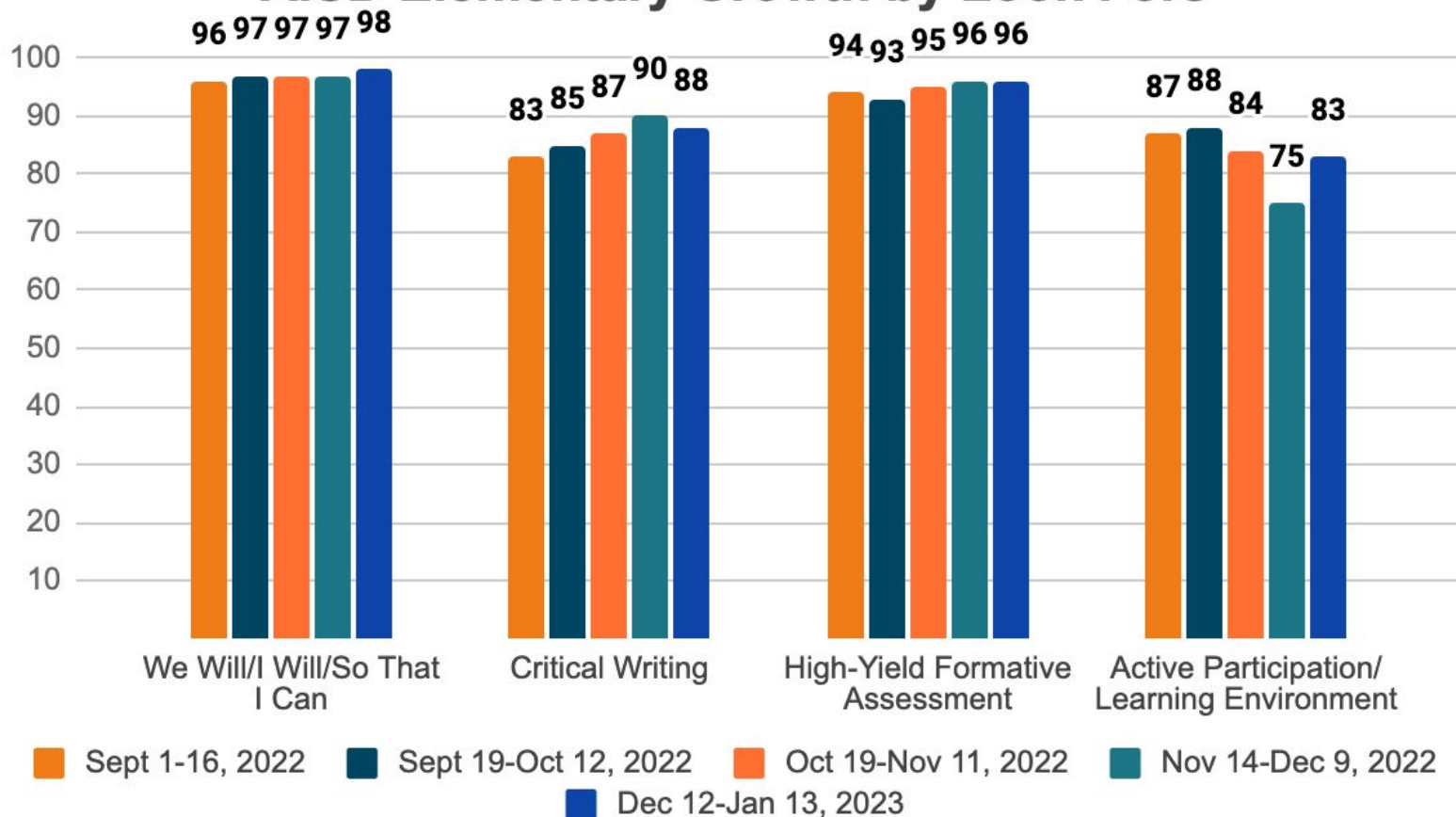
Reporting Period 5
December 12-January 13, 2023



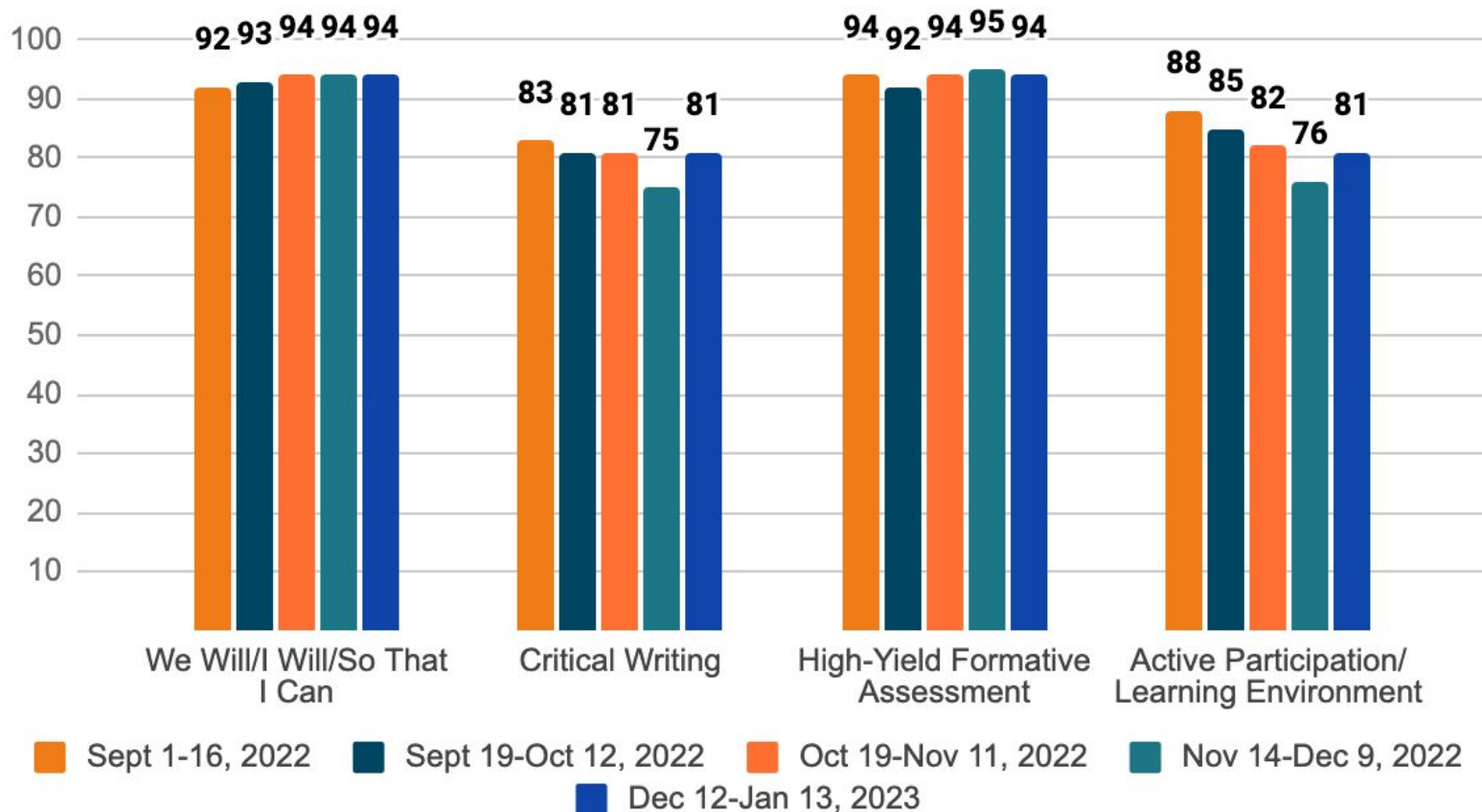
AISD Overall Growth by Look Fors



AISD Elementary Growth by Look Fors



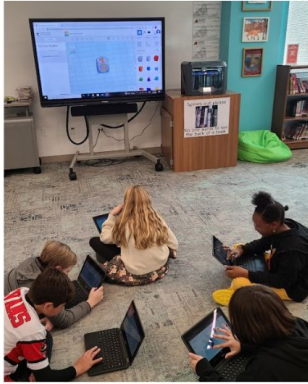
AISD Secondary Growth by Look Fors



Student-Driven Learning

Walsh Elementary:

5th Grade Cross Curricular, Ms. Fowler



Students at Walsh Elementary are combining their knowledge of book genres and digital design to create 3D printing creations for library shelves. Students use the design program TinkerCad on their Chromebooks to create 3D printing projects that represent the various genres featured in the library. Once their creations are printed, they place them on the shelves to help fellow students find books that align with their interests.

Aledo Middle School:

6th ELAR & Library, Ms. Smith

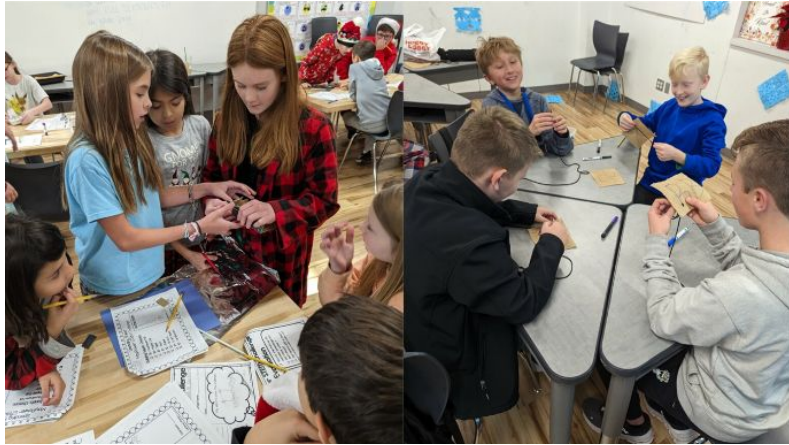


Students had the opportunity to experience an "Aledo Food Tour" in the AMS library. Students were tasked to travel to different stations (based on genre) to preview books they were interested in. After reading a short summary, the group watched a trailer, then wrote down the names of books they were interested in.

Student-Driven Learning

Annetta Elementary:

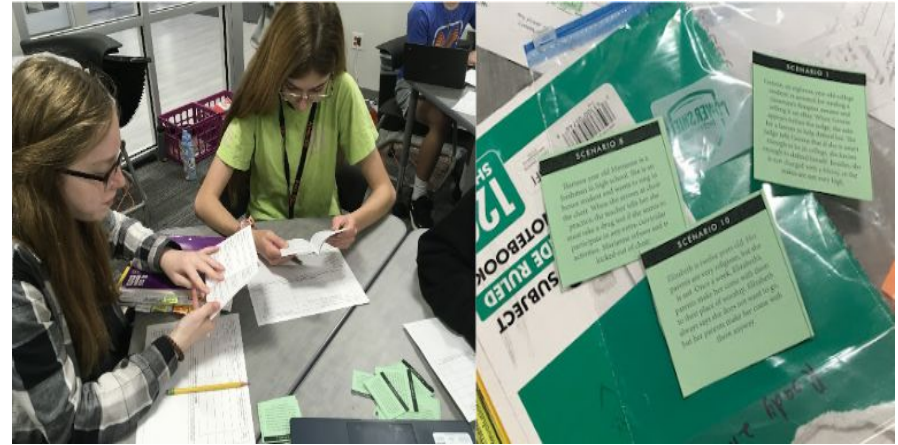
5th Grade Social Studies , Ms. Emerson, Ms. Rivera, Ms. Henderson, Ms. Neuse, Ms. Williams & Ms. Siklosi



Colonial Day at Annetta Elementary was a hit! Ms. Emerson ran a colonial kitchen and churned homemade butter. Ms. Rivera and Ms Henderson teamed up in a colonial schoolhouse to practice calligraphy and candle-making. Ms. Neuse taught everyone how to sew in her colonial home. Ms. Williams and Ms. Siklosi had students complete a Mayflower STEM challenge where they created a boat that holds 100 colonists (pennies). (Sewing and stem challenge pictured)

Aledo Middle School:

8th Grade Social Studies, Ms. Roady



Students have been studying the Bill of Rights to the U.S. Constitution. Students were given “real world” scenarios and had to use a copy of the Constitution to determine if citizens have the right to participate in the activity on the card. Students have to use this primary source to provide hard evidence for their answers.

Student-Driven Learning

Vandagriff Elementary:
1st Grade Math, Ms. Flores



Students worked in pairs to choose a number between 20 and 50 for their partner to represent for them. Students had choice in how they wanted to represent the number; standard form, expanded form, base 10 blocks, and tally marks. They were challenged to represent their numbers in more than one way.

Aledo Middle School:
7th Grade Math, Mr. Moore



Students used starbursts to explore the probability of choosing a certain color in a given set of candy.

Student-Driven Learning

McAnally Middle School:
7th Grade ELAR / Library, Ms. Buck, Ms. Chitty



At MMS's Food Truck Alley, students were challenged to “taste test” genres outside of their normal comfort zone before they chose their student-choice independent read for this grading cycle. In small groups, students read the blurbs on the back of books from several genres, discussed with peers, and reflected on how the author and publisher attempted to “hook” them. Historical and realistic fiction, Fantasy, Mystery, and Adventure were on the menu.

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

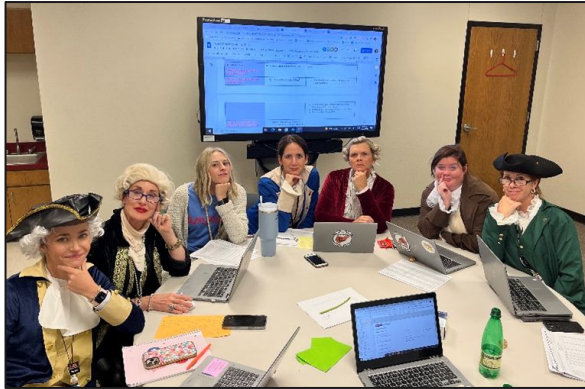
MAP Growth

3-10 Reading Screener

3-10 Math Screener



Aledo ISD is a PLC at work.



Focus on Learning

Collaborative Culture

Focus on Results



Three Big Ideas of a PLC at Work

1

A Focus on Learning

2

**A Collaborative Culture
and
Collective Responsibility**

3

A Results Orientation

FOCUS ON LEARNING

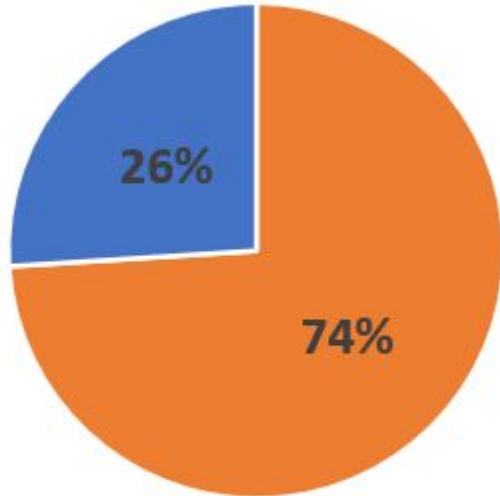
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle 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 aware of the essential learning standards and some teachers use the district curriculum documents consistently.	Teams clarify the essential learning standards for each unit and most teacher lessons reflect the decisions made by the collaborative team.	Teams clarify the essential learning outcomes by building shared knowledge through deconstruction of the learning standards. All teachers work collaboratively as a team to study and backward design from summative assessments and agree on the specific success criteria students must achieve to be deemed proficient.	Teams possess a deep understanding of the TEKS and the success criteria that students must achieve to demonstrate mastery and use this information to drive instruction. Teams have a systematic process for backward design and are committed to providing students with instruction and support to achieve the intended outcomes, giving every student access to essential learning.
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 yet to develop formative assessments to monitor student learning. Some teachers use data from assessments to drive instructional decisions.	Teams have begun to create common formative assessments to monitor student learning; however, data is used primarily to make individual decisions about instructional practices.	Teams build capacity by creating common formative assessments and using results from common formatives to develop more effective instructional strategies.	Teams determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Common formative assessments are used on a regular basis to identify students who need additional time and support for learning as well as provide another opportunity to demonstrate mastery of learning.
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.	Opportunities for intervention and extension are left to individual teachers to carry out within their own classrooms. Some teachers attempt to systematically intervene on essential standards when students experience difficulty.	While most teachers see the benefit of systematically grouping students, intervening and extending based on data is not an on-going cycle where teams continually adjust based on most recent assessments.	Teams track each student's proficiency on essential standards and utilize results from common formatives in a timely manner for interventions and extensions.	The system for intervention and extension is proactive, fluid, and directive rather than invitational. Achievement of each student is monitored on a frequent basis, and all students are guaranteed access to this system of intervention.

Focus on Learning

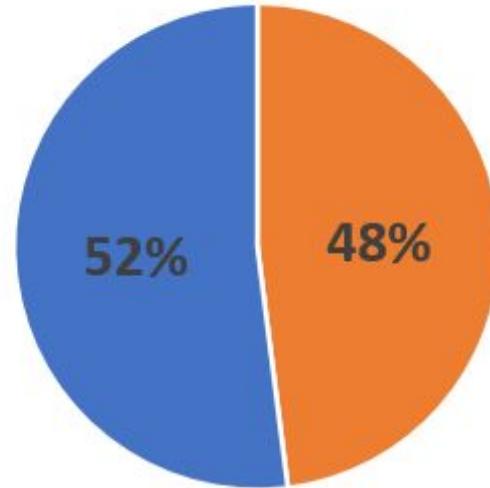
Goal: **88% Meet or Exceed**

1st Grading Cycle



Progressing Met or Exceeded

2nd Grading Cycle



Progressing Met or Exceeded

Focus on Learning



Backward Design Planning Guide	
Essential Standard (will become the "We will" statement): We will compose and decompose numbers up to 10 with objects and pictures	
Essential Question & Questions for Academic Discussion:	Modeled Thinking Maps for Processing:
<ol style="list-style-type: none"> 1. What does it mean to compose numbers? 2. What does it mean to decompose numbers? 3. How many ways can you represent this number? 4. Is this an example? Why or why not? (use a visual) 	Tree Map for each number showing the different ways
Student Tasks / Products (will become the "I will" statements)	Tentative Culminating Student Task:
I will use connecting cubes on ten frames to represent whole numbers.	
	Final Culminating Student Task (could become the "so that I can...")
	<ol style="list-style-type: none"> 1. In the first tens frame show how to make the number in the box by drawing circles of two different 2. In the next tens frame, show a different way to make that number using circles of two different colors.colors.

Mon (M)	Tue (M)	Wed (R)
4.3C	5.3A	NYC New Year's
5.3G		NYC New Year's
4.3C	5.3H	student
4.3C	5.3A	Young
math teacher	5.3A	NYC New Year's
math teacher		NYC New Year's and Snow Mail Quiz
4.3C	5.3G	NYC New Year's
math teacher	5.3H	student

Three Big Ideas of a PLC at Work

1

A Focus on Learning

2

**A Collaborative Culture
and
Collective Responsibility**

3

A Results Orientation

FOCUS ON COLLABORATIVE CULTURE

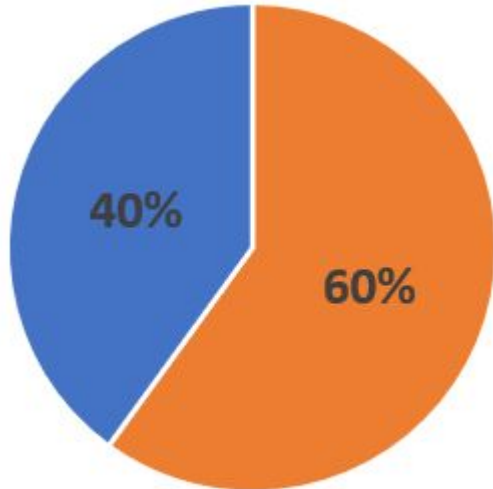
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Initiating	Implementing	Developing	Sustaining
<p>We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement.</p>	<p>Teachers are assigned to collaborative teams and are encouraged to work together collaboratively.</p>	<p>Teachers work together during collaborative time and share the workload to achieve individual classroom goals.</p>	<p>Teachers work interdependently to achieve goals specifically related to higher levels of student achievement and focus their efforts on discovering better ways to achieve common goals for the course or grade level.</p>	<p>The collaborative process is deeply ingrained in the team culture. Teams are self-directed and very skillful in advocacy and inquiry to monitor student improvement.</p>
<p>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>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.</p>	<p>Most teams member are clear regarding how they should use the collaborative time. Most work is focused on the Four Critical Questions and/or matters related to teaching and learning. Most teachers believe the team meeting is a productive use of their time.</p>	<p>Team members are assigned roles and honor their collective commitments. Team leaders develop agendas and help lead the collaborative process to ensure topics have a positive impact on student achievement. All work is focused on the Four Critical Questions and/or matters related to teaching and learning. The collaborative process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.</p>	<p>The collaborative team process serves as a powerful form of job-embedded professional development because members learn from one another, identify common problems, and engage in action research. The Four Critical Questions consistently drive the PLC process. Evidence of student learning is transparent among members of the team, and members make judgments about the effectiveness of different practices on the basis of that evidence.</p>

A Collaborative Culture and Collective Responsibility

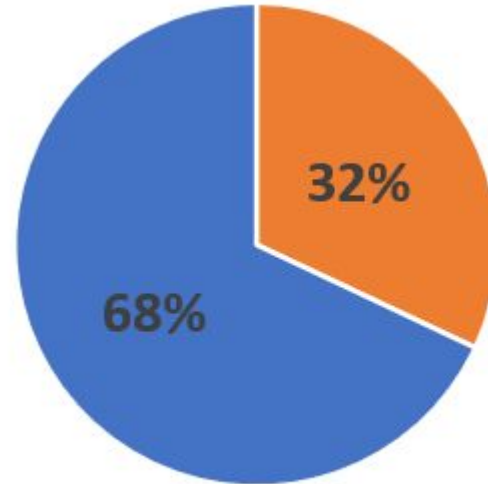
Goal: **93% Meet or Exceed**

1st Grading Cycle



■ Progressing ■ Met or Exceeded

2nd Grading Cycle



■ Progressing ■ Met or Exceeded

Focus on Collaborative Culture



Date: 1/10/2022

Weekly Agenda:

- Celebrations/Good things (1-5 minutes)
- Norms/Collective Commitments (2 minutes)
- CA2 Data Discussion and Flex plan for next week (5-10 minutes)
- [6th Essential Skills Data](#)
- [7th Essential Skills Data](#)
- [8th Essential Skills Data](#)

Upcoming dates:

- February 15th - MMS hosts instructional rounds
- 1/12 - DNGC instructional rounds
- 2/14 - AHS instructional rounds
- 2/22 - AMS instructional rounds

RLA Collaborative Team Agenda

Date: 1/12/2022

Department: RLA

Facilitator: Pokrifcsak **Time Keeper:** Brand **Recorder:** DelaRosa

Attendees: Pokrifcsak, Brand, DelaRosa, Vidaurri, Gray

Items to Bring: Charged laptop

SMART GOAL: By May 2023, all students will score a 4 on the EOY ECR using the STAAR rubric.

Mission Vision

Team Norms	Team Collective Commitments
<ul style="list-style-type: none"> • Be on time • Be prepared • Be open-minded to the ideas of others • Assume positive intent • Communicate information effectively 	<ul style="list-style-type: none"> • We will be flexible in adapting to student needs. • We will prioritize time to evaluate student needs. • We will focus our agenda on the four critical questions • We will celebrate individual student AND team successes

Three Big Ideas of a PLC at Work

1

A Focus on Learning

2

**A Collaborative Culture
and
Collective Responsibility**

3

A Results Orientation

FOCUS ON RESULTS

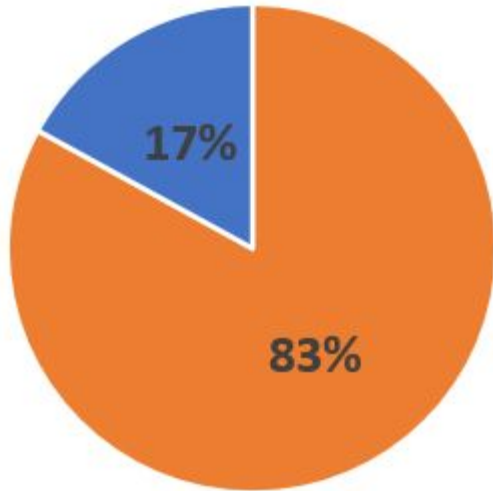
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

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. 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.

A Focus on Results

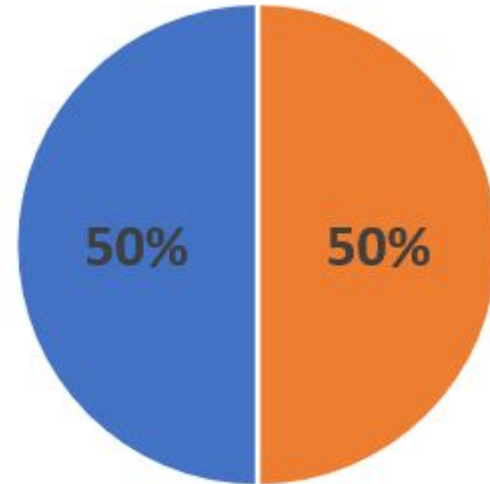
Goal: **85% Meet or Exceed**

1st Grading Cycle



■ Progressing ■ Met or Exceeded

2nd Grading Cycle



■ Progressing ■ Met or Exceeded

Focus on Results

ASSESSMENT RESULTS

CA-4.1 Date: 10/24 Standard: 4.4A

Proficient		Approaching		Minimal Proficiency	
Student	Score	Student	Score	Student	Score
[Redacted]	100	[Redacted]	75	[Redacted]	43
[Redacted]	100	[Redacted]	75	[Redacted]	29
[Redacted]	100	[Redacted]	75	[Redacted]	57
[Redacted]	100	[Redacted]	75	[Redacted]	43
[Redacted]	100	[Redacted]	75	[Redacted]	47
[Redacted]	100	[Redacted]	75	[Redacted]	42
[Redacted]	100	[Redacted]	75	[Redacted]	69
[Redacted]	100	[Redacted]	75	[Redacted]	58
[Redacted]	100	[Redacted]	75	[Redacted]	48
[Redacted]	100	[Redacted]	75	[Redacted]	40
[Redacted]	100	[Redacted]	75	[Redacted]	40
[Redacted]	100	[Redacted]	75	[Redacted]	40
[Redacted]	100	[Redacted]	75	[Redacted]	40
[Redacted]	100	[Redacted]	75	[Redacted]	40
[Redacted]	100	[Redacted]	75	[Redacted]	40

