AISD
Instructional Focus

October 21, 2024

#AllinAledo

AISD Featured Collaborative Team
Coder Elementary School Fourth Grade Team

Jeff Crissey
Team Lead

Laurie Harrison

Laura Patton

Autumn Saltarelli

ALEDO ISD FOCUS DOCUMENT
2024-2025

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 2024-25

PLC Goals
Reported Quarterly

Focus on Learning
Goal 87% of CTs by June

Collaborative Culture
Goal 93% of CTs by June

Focus on Results
Goal 83% 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

Active Participation
Goal 100% 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

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

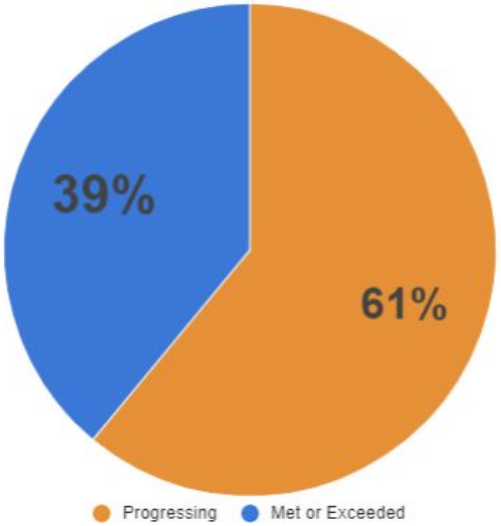
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle 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.

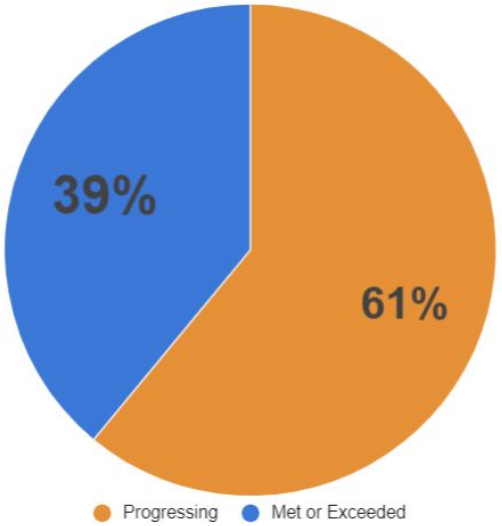
Focus on Learning

Goal: 87% Meet or Exceed

1st Grading Cycle 2023-2024



1st Grading Cycle 2024-2025



Focus on Learning

Focus On Learning

CT Calendar

1st 9 Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
9th 1 Aug 12	Staff Work Day	Staff Work Day			
9th 2 Aug 19					
9th 3 Aug 26					Student Holiday Staff Work Day
9th 4 Sept 2	Student/Staff Holiday				
9th 5 Sept 9					
9th 6 Sept 16					Student Holiday Staff Work Day
9th 7 Sept 23					
9th 8 Sept 30					
9th 9 Oct 7				Student Holiday District PL - Staff	Student Staff Holiday

Suggestions to include on your CT Calendar:

- Essential Standard Discussion
- Formatives
- Formative Data Discussion
- Summatives
- Summative Data Discussion
- Planning Intervention Groups - Sharing Students
- Strategy Share Out
- Team Ratings
- CT Meetings

First Quarter
Aug 14 - Oct 9
9 Weeks

S	M	T	W	T	F	S
11	Aug -12 IN SERVICE	Aug -13 IN SERVICE	Aug -14	Aug -15	Aug -16	17
18	Aug -19	Aug -20 Talk about CWP results and scoring Make intervention plans for students with low scores	Aug -21	Aug -22	Aug -23	24
25	Aug -26	Aug -27 Review Skills needed for CFA 1.1 What do we want students to learn? (curriculum & planning)	Aug -28 CFA 1.1	Aug -29	Aug -30 WORK DAY	31
1	Sep -2 HOLIDAY	Sep -3 Cover 1.1 CFA Data How will we know if they learned it? (data) What will we do if they don't learn it? (intervention) What will we do if they already know it? (extension)	Sep -4	Sep -5	Sep -6	7
8	Sep -9	Sep -10 Review Skills needed for CFA 1.2 What do we want students to learn? (curriculum & planning) CFA 1.2	Sep -11 Math MAP Test	Sep -12 Reading MAP Test	Sep -13	14 1
15	Sep -16	Sep -17 Cover 1.2 CFA Data How will we know if they learned it? (data) What will we do if they don't learn it? (intervention) What will we do if they already know it? (extension)	Sep -18 Curriculum Writing	Sep -19	Sep -20 WORK DAY	21

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

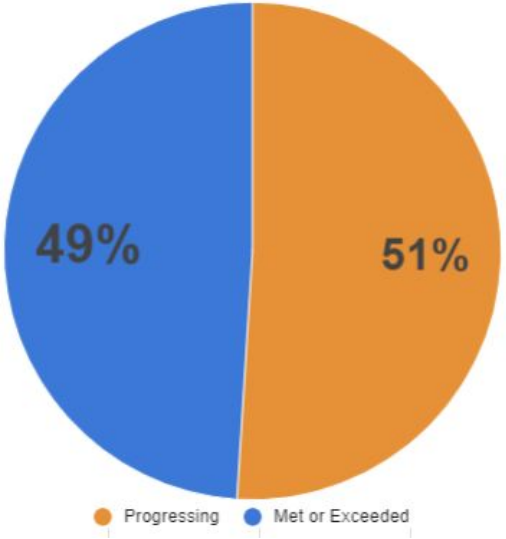
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Initiating	Implementing	Developing	Sustaining
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 work together during collaborative time and share the workload to achieve individual classroom goals.	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.	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.
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 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.	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.	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.

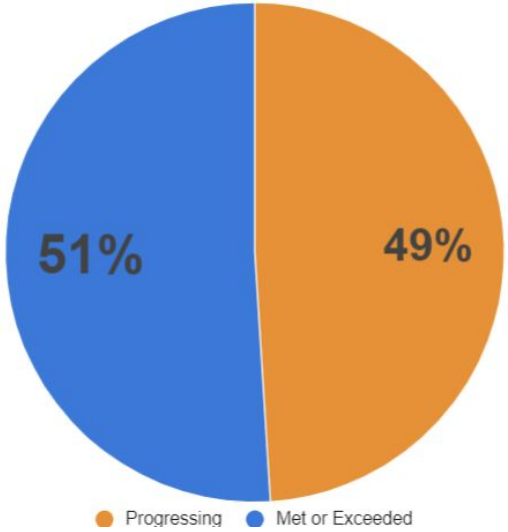
A Collaborative Culture and Collective Responsibility

Goal: 93% Meet or Exceed

1st Grading Cycle LY - 2023



1st Grading Cycle TY - 2024



Focus on Collaborative Culture

Collaborative Culture — Solo Time

Survey: The Trust on a Collaborative Team

Instructions: This survey is designed to collect information and help you reflect about the significance of trust on a collaborative team. For the following descriptors, please indicate the level of importance that you place on each statement by circling one of the three numbers on the right-hand side:

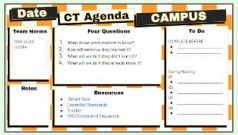
1= Very important to me, 2= Somewhat important to me, 3= Not important to me

1. My colleagues willingly share their materials, resources, and ideas with me.	1	2	3
2. I feel welcome in my colleagues' classrooms before and after school.	1	2	3
3. I feel welcome in my colleagues' classrooms during their instructional periods.	1	2	3
4. I feel comfortable with my colleagues in my room during my instructional periods.	1	2	3
5. I believe that my colleagues have good intentions in their interactions with me.	1	2	3
6. I believe that my colleagues have good intentions in their interactions with students.	1	2	3
7. I know that I can count on my colleagues.	1	2	3
8. I believe that my colleagues are honest.	1	2	3
9. I am not afraid to share student learning results with my colleagues.	1	2	3
10. I believe that my colleagues are competent and capable teachers.	1	2	3
11. I believe that I can learn from my colleagues.	1	2	3
12. I believe that everyone on my team makes meaningful contributions to our work.	1	2	3
13. I believe that everyone on my team is pulling in the same direction.	1	2	3
14. Our team celebrates the personal and professional success of individual team members.	1	2	3
15. Our team celebrates our collective accomplishments.	1	2	3
16. I look forward to the time that I spend with my colleagues.	1	2	3

Final Thoughts: On the back of this page, please describe the kind of support you think a team might need in order to improve the overall levels of trust between teachers.

Graham, P. & Reyder, W.F. (2012). Building a Professional Learning Community at Work: A guide to the first year. Bloomington, IN Solution Tree Press.

Example Agendas



Three Big Ideas of a PLC at Work

1. A Focus on Learning
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FOCUS ON RESULTS

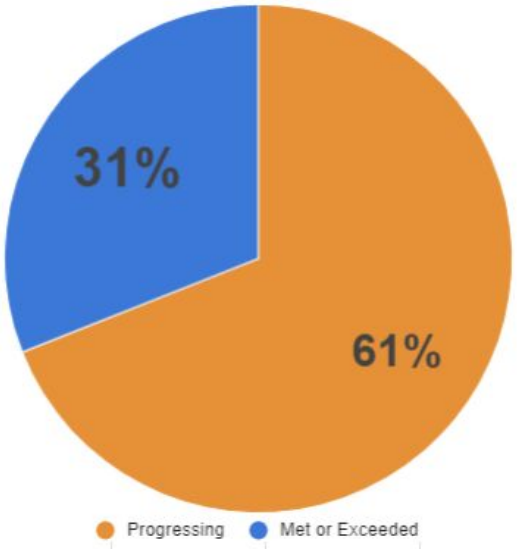
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

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.

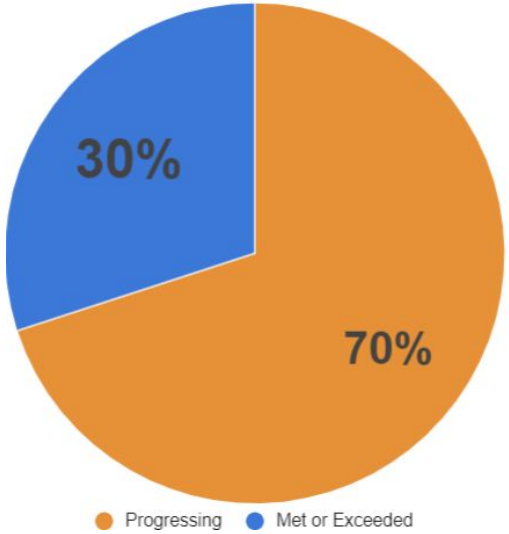
A Focus on Results

Goal: 83% Meet or Exceed

1st Grading Cycle
LY - 2023

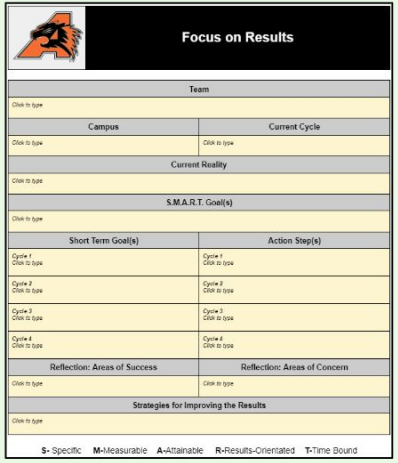


1st Grading Cycle
TY - 2024



Focus on Results

Writing a Quality SMART Goal – Template



Focus on Results

Team
Click to type

Campus	Current Cycle
Click to type	Click to type

Current Reality
Click to type

S.M.A.R.T. Goal(s)
Click to type

Short Term Goal(s)	Action Step(s)
Cycle 1 Click to type	Cycle 1 Click to type
Cycle 2 Click to type	Cycle 2 Click to type
Cycle 3 Click to type	Cycle 3 Click to type
Cycle 4 Click to type	Cycle 4 Click to type
Reflection: Areas of Success	Reflection: Areas of Concern
Click to type	Click to type

Strategies for Improving the Results
Click to type

S- Specific **M-**Measurable **A-**Attainable **R-**Results-Orientated **T-**Time Bound

Focus on Results
MMS 6th Grade RLA

Team Members	
Douglas, Bauer Preston	
Campus	**Current Cycle**
McAnally Middle School	*Q1: August 14th - October 9th*

Current Reality

Last year, 88% scored at Approaches, 73% Meets, and 40% Masters on STAAR.

S.M.A.R.T. Goal(s)

By the end of this school year, at least 95% of our students will score at Approaches, 80% Meets, and 50% Masters on STAAR.

Short Term Goal(s)	Action Step(s)
1st Cycle Goals on DCA: *65% Approaches, 25% Meets, and 7% Masters* *Focusing on Approaches* ***Results:***	☑ ~~Track performance on IRR Map with data tracker (1.4 My Superpowers)~~ ☑ ~~Focusing on specific sub-pop: EcoD~~ ☑ ~~Intervention given during flex with small group~~ ☑ ~~Whole group model how to construct accurate responses using text evidence after reading 1.2 The Circuit~~ ☑ ~~Small group check in with specific sub-pop: EcoD~~ ☑ ~~Track performance on 1.6 The Jacket with data tracker~~ ☑ ~~Tier 1 instruction: On level classes illustrated sensory language to support comprehension prior to the CFA~~ ☑ ~~Focusing on specific sub pop: EcoD~~ ☑ ~~Reteach sensory language as needed~~ ☐ Track performance on 1.12 Thank You, M'am CFA with data tracker ☑ ~~Focusing on EcoD~~ ☑ ~~Intervention provided during class with myshortanswer.com~~ ☐ ☐ Break down DCA Data

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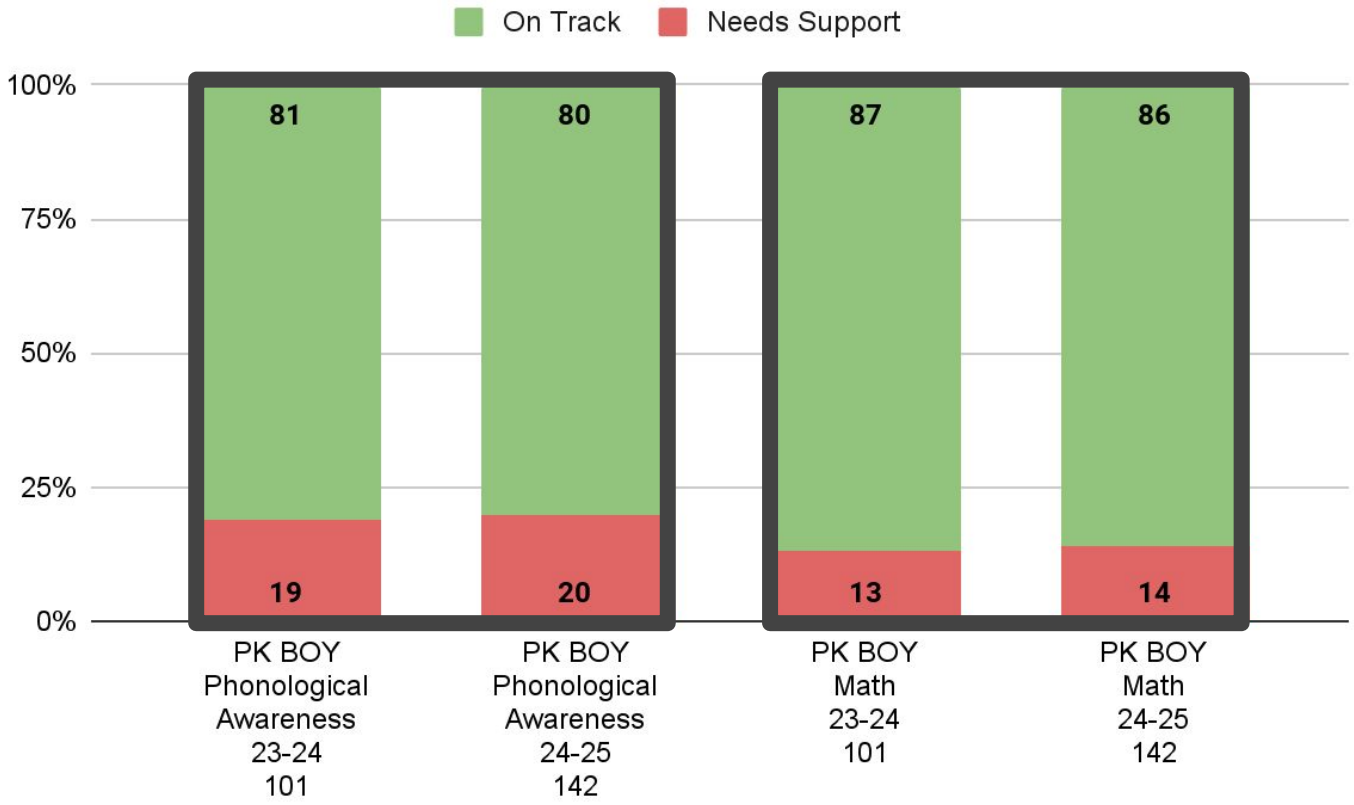
Aledo ISD BOY Screener Data

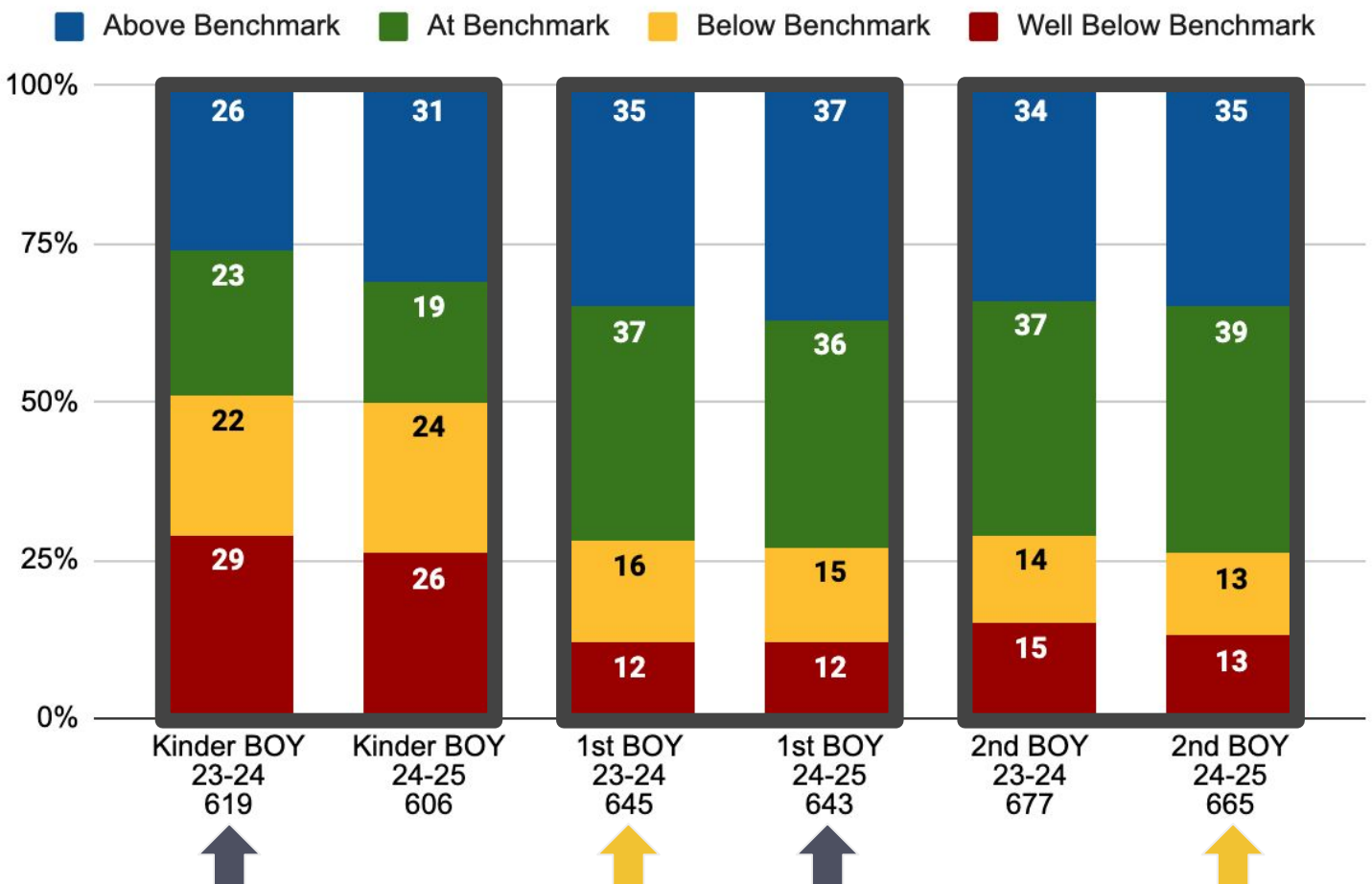
2024-2025

Ensuring high levels of learning for all students

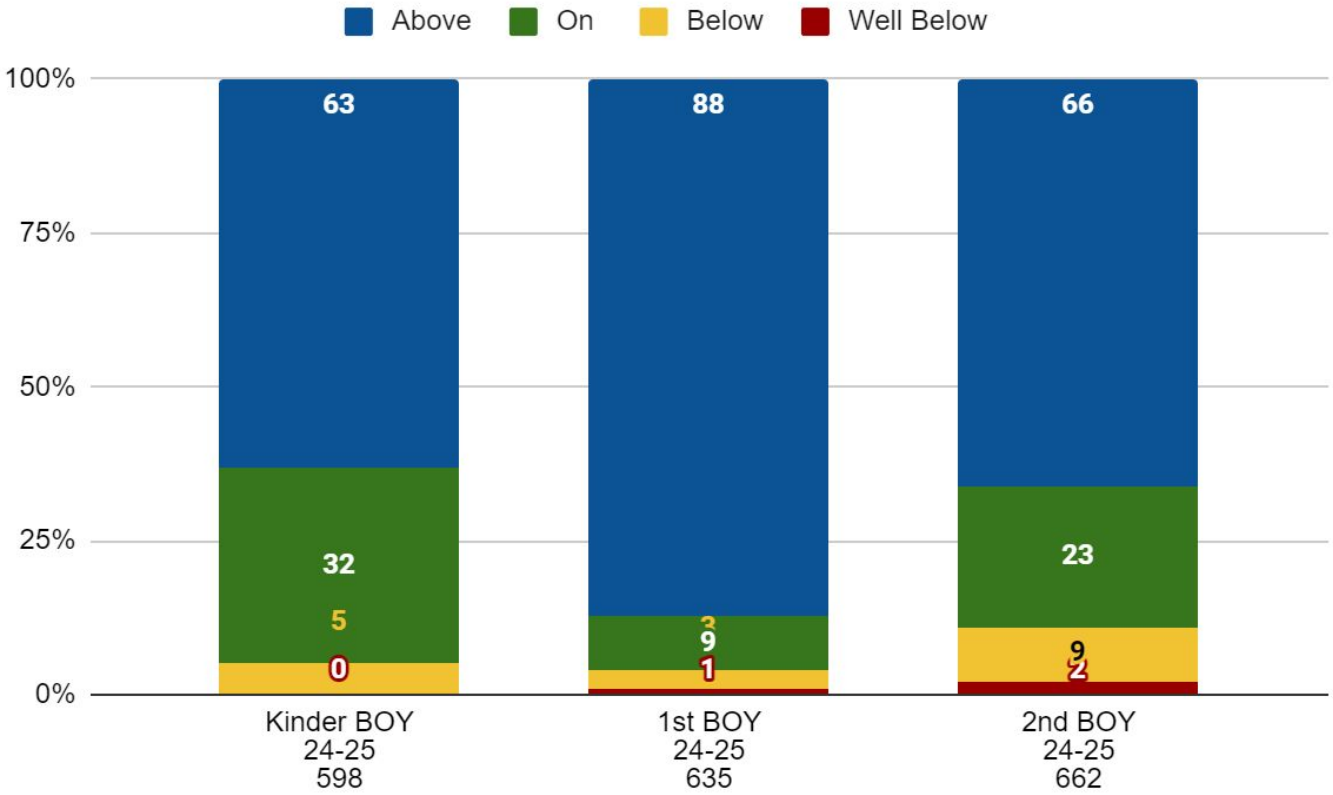
CIRCLE Progress Monitoring: PreK



mCLASS Texas Reading: K-2



IXL Math LevelUp Benchmark: K-2



MAP BOY Baseline Data: Reading

MAP Reading: 3-8 Grade

- Total Students Tested 3,876
- 65% of students above average (2,512)
- 16% of students below average (609)
  - Below Average 384 students
  - Well Below Average 225 students

Grade Level Breakdown

Number of students below or well below average:
Total Number=609

- 3rd-120 students
- 4th-77 students
- 5th-76 students
- 6th-93 students
- 7th-100 students
- 8th-143 students

Instructional Area Breakdown

% below average (out of 609)

- Foundational Language Skills: Vocabulary
  76% (464 students)
- Multiple Genres
  85% (515 students)
- Author's Purpose and Craft
  83% (506 students)

MAP BOY Baseline Data: Math

MAP Math: 3-8 Grade

- Total Students Tested 3,540
- 68% of students above average (2,403)
- 14% of students below average (513)
  - Below Average 332 students
  - Well Below Average 181 students

Grade Level Breakdown

Number of students below or well below average:
Total Number=513

- 3rd-93 students
- 4th-63 students
- 5th-73 students
- 6th-80 students
- 7th-76 students
- 8th-128 students

Instructional Area Breakdown

% below average (out of 513)

- Numerical Representations and Probability
  78% (400 students)
- Computations and Algebraic Relationships
  80% (408 students)
- Geometry and Measurement
- **82% (420 students)**
- Data Analysis
- **79% (406 students)**

MAP BOY Baseline Data: Algebra

MAP Algebra: Grade 8

- Total Students Tested 331
- 77% of students above average (256)
- 7% of students below average (24)
  - Below Average 21 students
  - Well Below Average 3 students

Grade Level Breakdown

Number of students below or well below average:
Total Number=24

- 8th-24 students

Instructional Area Breakdown

% below average (out of 24)

- Number and Algebraic Methods
  88% (21 students)
- Describe & Graph Linear Functions, Equations & Inequalities
  50% (12 students)
- Write & Solve Linear Functions, Equations & Inequalities
  63% (15 students)
- Quadratic & Exponential Functions & Equations
  83% (20 students)

How mCLASS & MAP Data Supports Student Progress

Goal Setting / Monitoring Progress

- Collaborative Teams set SMART goals based on student mCLASS composite score or MAP growth:
  - *Students will meet or exceed mCLASS Benchmark as evidence of composite score.*
  - *Students will make at least a full year's growth in math or reading as defined by MAP.*
- Teachers and students utilize mCLASS & MAP data points to set individual student academic goals that are tracked over time.

Targeted Intervention

- mCLASS creates a personalized literacy skills plan for each student, offering targeted foundational practice based on the results of their screener and diagnostic assessments.
- MAP scores are uploaded to IXL which generates an individualized study plan for each student that provides specific IXL skills practice based on the students MAP results.
- Instructional Specialists and teachers are monitoring the progress of students that scored in the below and well below levels and provide direct support aligned to learner needs.