

AISD Instructional Focus

2024-2025



#AllinAledo

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

New Teacher Academy 2024



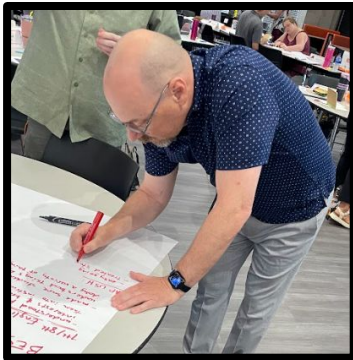
"I loved the campus model classroom tour! It was so helpful and there was lots of great information."

"It was a very enjoyable day with lots of fun filled information for the upcoming school year!"

"We love AISD Leadership Team! Always fun engaging in new learning with this team!"

"I've really enjoyed NTA!!!! It's so refreshing to be back at a district that is forward thinking!"

"Everyone has been incredibly welcoming this whole week. It has been a GREAT experience. Every single staff member is so knowledgeable and ready to help."



SAVE THE DATES! 

**2024 Aledo ISD
New Teacher Academy**

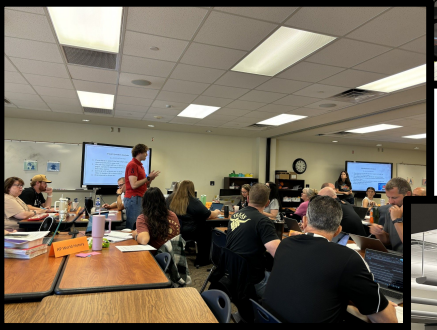
JULY 30TH-AUGUST 1ST

**MCANALLY MIDDLE SCHOOL
PROFESSIONAL ATTIRE
LUNCH PROVIDED**



All Staff Professional Learning

August 6th, 7th, and 12th



“Great work guys! Very relevant and useful and pushed my learning (hard)!! Thank you.”

“Thank you for such a positive and encouraging session!”

“I love the resources that were shared and can’t wait to use them!”

“It was amazing!!! Just what we needing to jump start the year!”

“Today was so helpful and will really let us start the important work when school starts.”

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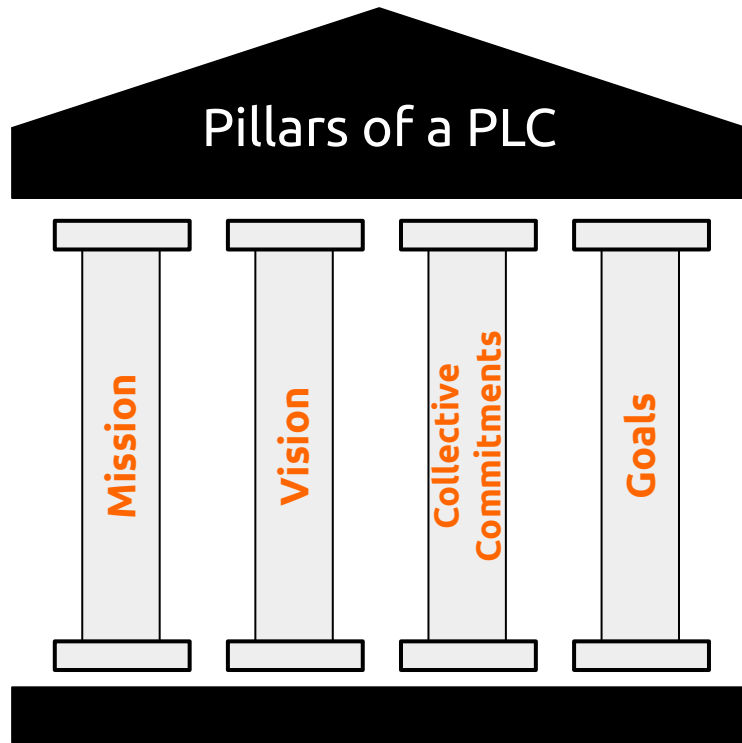
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- **Mission:** Clarifies **why** we exist
- **Vision:** Clarifies **what** we want to become
- **Collective Commitments:** Clarifies **how** we will act to move closer to the mission & vision
- **Goals:** Unites staff around central check points of improvement & marks our **progress** along the way

Ongoing Systematic Process

Professional Learning Community

3 Big Ideas

Focus on Learning, Collaborative Culture, Focus on Results

4 Critical Questions

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

Measurement:
CT Ratings on PLC Continuum
Each Grading Cycle

Daily Instructional Practices

Delivery of Instruction: How We Teach

Thinking Maps

6 cognitive Skills

Fundamental Five

(Lesson Frame, Critical Writing, FSGPT)

Rigor, Relevance, & Engagement

Workshop Model

*District Priorities

(Lesson Frame, Critical Writing, FSGPT/Academic Discussion, Active Participation)

Measurement:
Daily Impact Walks
District Instructional Rounds
Campus Instructional Rounds

Being a professional learning community is a “**never-ending process** in which educators **commit to working together to ensure** higher levels of learning for every student.”

-Mattos, DuFour, Eaker & Many
Concise Answers to FAQ About PLCs at Work (2026) p.5

The 3 *Big* Ideas



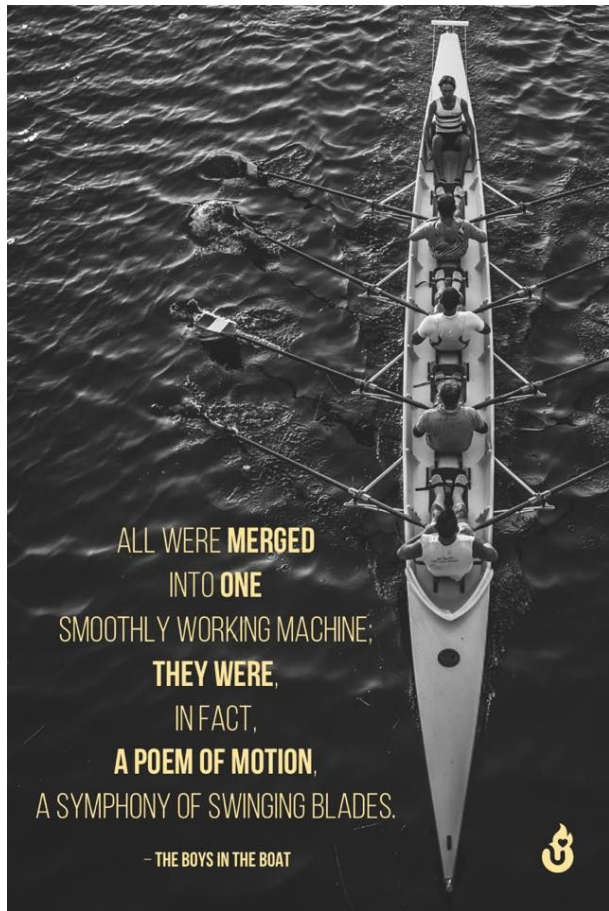
A Focus on Learning



A Collaborative Culture



A Results Orientation



ALL WERE **MERGED**
INTO **ONE**
SMOOTHLY WORKING MACHINE,
THEY WERE,
IN FACT,
A POEM OF MOTION,
A SYMPHONY OF SWINGING BLADES.

— THE BOYS IN THE BOAT



ALL IN

AS

ONE





IT ISN'T EASY TO **TRUST**
EVERY OTHER **PERSON** ON
THAT BOAT AS MUCH AS YOU
TRUST **YOURSELF**. BUT IT'S
NOT ABOUT YOU. AS **GOOD**
AS YOU ARE, IT'S NOT ABOUT
YOU, OR ME, OR ANYBODY
ELSE. IT'S ABOUT THE **BOAT**.

WWW.MAGICALQUOTE.COM

AL ULBRICKSON



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 district curriculum documents consistently.

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 make instructional decisions.

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.

Collaborative Teams Rate Every 9 Week Cycle

FOCUS ON COLLABORATIVE CULTURE

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

Indicator	Initiating	Implementing
-----------	------------	--------------

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 workload to achieve individual classroom goals.

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 team members are clear regarding how they should use the collaborative time. Most 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.

FOCUS ON RESULTS

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

Indicator	Initiating	Implementing	Developing	Sustaining
Collaborative teams work interdependently to achieve one or more SMART goals that impact student achievement. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal.	Teams have established annual SMART goals; however, goals do not drive the work of the collaborative team.	Teams have established annual SMART goals tied to student learning and work together to identify strategies for becoming more effective at achieving the goal.	Teams have established a series of short term goals and action steps to monitor their progress towards their SMART goal. The SMART goal drives the collaborative team process.	Teams take ownership of establishing short term and long term goals with action steps that guide the work of the collaborative team. Teams have a consistent process for monitoring their progress towards the attainment of the SMART goal.
Collaborative teams regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. They use that information to: *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 formative assessments, 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.	The recognition and celebration of efforts to achieve goals helps sustain the improvement process and keeps the focus on higher levels of student achievement. 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 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



The background of the slide is a dense, overlapping pattern of numerous analog wall clocks. Each clock has a different color for its face, including shades of green, yellow, pink, blue, and white. The hands and numbers on the clocks are visible, though some are slightly out of focus, creating a sense of depth and a busy, time-related atmosphere.

Today we...

- **Set Norms as a team**
- **Defined Roles and Responsibilities**
- **Started an Agenda**
- **Wrote a SMART Goal with Action steps**
- **Created a CT Calendar**

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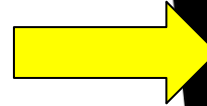
Rigor, Relevance, & Engagement

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2023-24 District Look-Fors

Lesson Frame

Critical Writing

Frequent, Small Group, Purposeful Talk / Academic Discussion

Active Participation

(All students on-task / actively engaged)

Implementation Check

Implementation Check

Implementation Check

Implementation Check

Teacher Clarity
.75 Impact Size

Summarization
.74 Impact Size

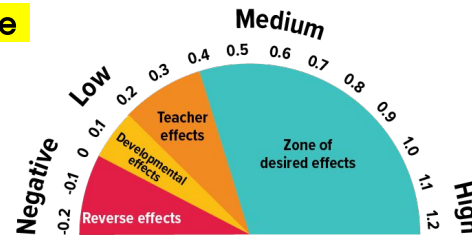
Classroom Discussion
.82 Impact Size

Concentration/Persistence
/Engagement
.54 Impact Size

Learning Goals vs.
No Learning Goals
.51 Impact Size

Metacognitive
Strategies
.55 Impact Size

Self Regulation Strategies -
.52 Impact Size



The hinge point: average effect size 0.4

2024-2025 AISD District Look-Fors

Aledo ISD District Look-fors

Lesson Frame

When implemented correctly - *every lesson, every day* - the lesson frame is a powerful instructional resource that models what students will learn that day (TEKS), how they will demonstrate their knowledge (*product/task*), and provides meaningful connections to content (*relevance*).

Components of the Lesson Frame:

We will...

- Exact language of the **standard**.
- Can stay the same throughout the coverage of the standard
- Can be a process standard if the standard gives knowledge of what kids are discovering that day.

I will...

- Task** or **product** for the day
- Should change daily
- Evidence of **RIGOR**

We will... Math

Find the unit given the part & percent.
Given the part, given the whole & percent.
Find the percent given the part & whole.

I will...

30% of what three proportions to find units, whole, & percents

So that I can...

decisions may make on an assignment if I get 12 out of 15 correct.

Example


We will: develop an engaging idea reflecting depth of thought with specific facts, details, and examples (8.1 OBii)

I will: draft, edit, and finalize my ECR based on the Wiesel's Nobel Prize Acceptance Speech

So that I can: learn about a Holocaust survivor and develop my understanding of how one person can make a difference.

Frequent Small Group Purposeful Talk (FSGPT)

Frequent, small-group, purposeful talk (FSGPT) is the practice of having planned, 1-3 minute content based discussions between 2-3 students following every 10-15 minutes of teacher-driven discussion. *Teacher initiated talk to promote student talk about their learning.*



Active and Positive Learning

Two weeks after you learn something new, you will recall approximately...

- 70% of what we READ
- 50% of what we SEE & HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SEE
- 50% of what we SEE & DO

A

ADMIT

B

BUILD




C

CHALLENGE

Aledo ISD District Look-fors

Active Participation

All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. Some examples include: collaborative group work, Think-Pair-Share, Socratic Seminar, Peer Teaching, Project Based Learning, Jigsaw Activity, and Gallery Walks.

Critical Writing

Critical writing is defined as *writing designed for the specific purpose of thinking and making connections*. The Aledo ISD expectation for critical writing is weekly for math and daily across all other content areas.

Examples...

- Warm ups or Exit tickets
- Framed Thinking Maps
- Creative writing
- Sentence & paragraph level strategies in response to reading (TWR)
- Student-generated questions about the learning
- Research papers/presentations
- Quick Writes
- Document-based Questions (DBQ)
- Note-making to synthesize or summarize
- Lab analyses and assessments
- Justifying process or answers in math
- PreK-2nd Handwriting

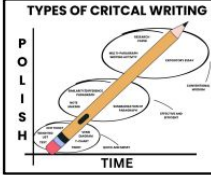
Note: In K-B 1st grade: Students can also **draw** in connection to new learning:

- What they predict will happen
- How a character feels
- What is happening in math problem
- What they know about a topic

Non-examples: copying presented materials, fill in the blank questions, and writing that does not serve the purpose of thinking and making connections.

These may be important tasks for certain objectives, but do not meet the definition of critical writing.

TYPES OF CRITICAL WRITING



CRITICAL WRITING

- Writing to crystallize thinking + connection is often quick + messy
- Quick and messy is OK
- Quick and messy is FUTURE!
- The risk about measuring the amount of critical writing in any classroom is to embed "quick-writes"

- Embed Critical-Quick-Writes into EVERY LESSON
- 10-15 min
- Write, make connections, + Learning Activities
- Lesson Closure

NO CRITICAL WRITING = A LESS EFFECTIVE LESSON

Wondering whether a student task constitutes "critical writing"?

Ask yourself this question: does the writing offer evidence of thinking at the application level or above, according to Bloom's taxonomy?

Any writing can be evidence of critical writing if it meets this criteria and/or fits the definition of writing to think & make connections to the learning (Cain & Laird, 2021).

Moving Beyond Compliance



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ALEDO ISD
Problem of Practice
2024-2025



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

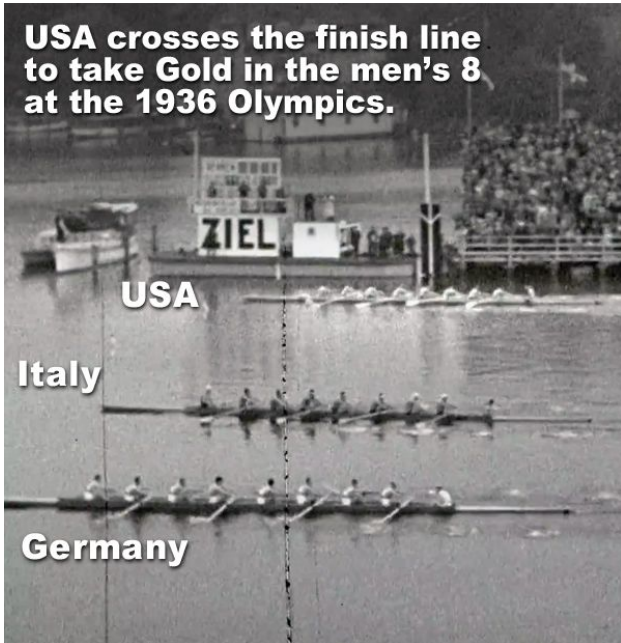
- Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.
- Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.
- Deepen understanding around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

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

Rowing for Gold in AISD

Closing Reflection

USA crosses the finish line to take Gold in the men's 8 at the 1936 Olympics.



- ❑ As we “row for gold” this school year, discuss key actions that you will take as a team to ensure high levels of learning for all students.
- ❑ Discuss your key takeaways from today’s professional learning session and what you plan to apply in your classroom.

