



2021-2022
District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2021-2022

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

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

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



Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 88% of CTs by June

Collaborative Culture

Goal 93% of CTs by June

Focus on Results

Goal 85% 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

Student-Driven Learning

*Monthly report will consist of exemplars, rather than a percentage

Progress Monitoring

Reported BOY, MOY & EOY

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



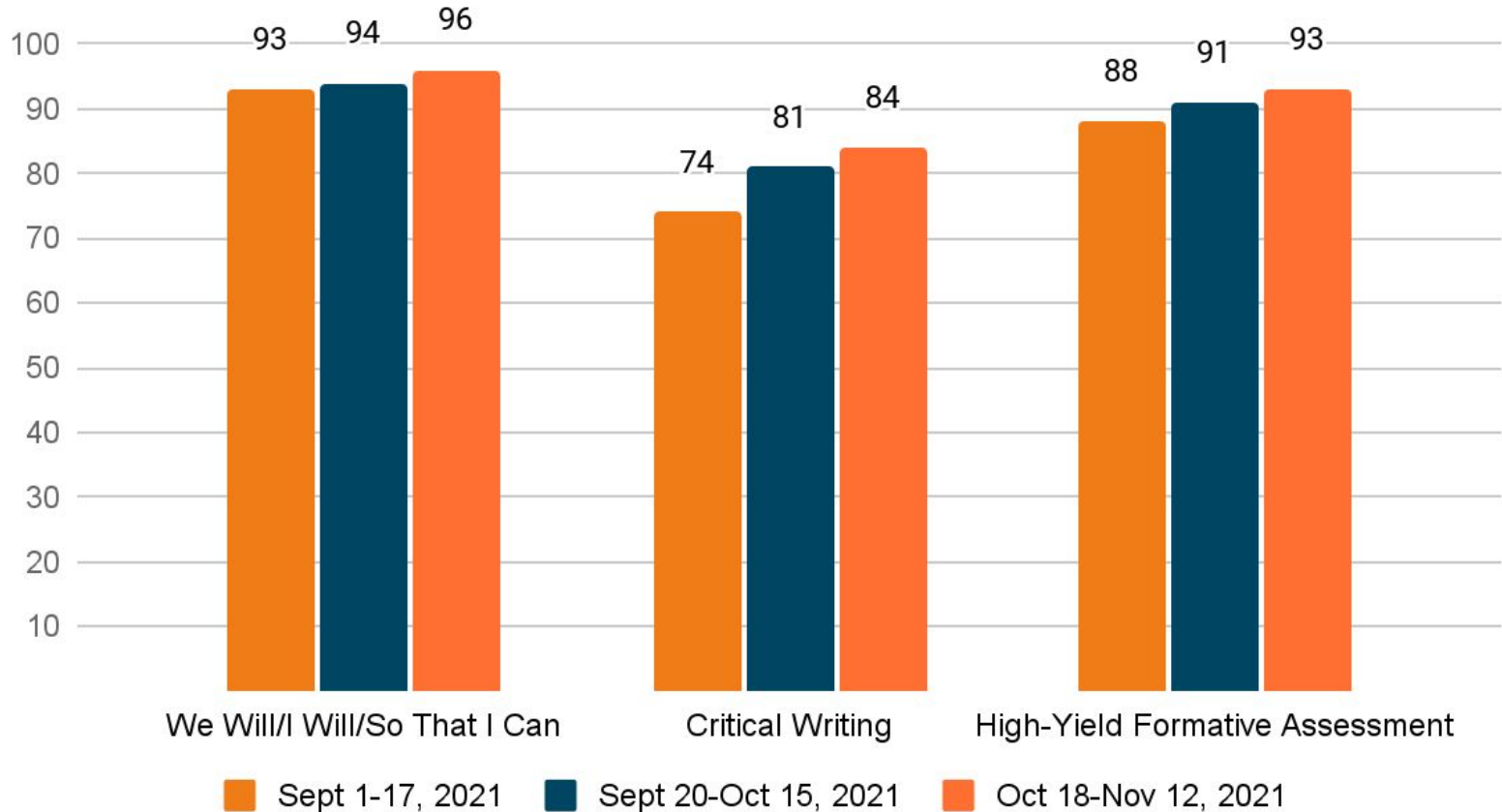
Aledo ISD

Instructional Focus Implementation

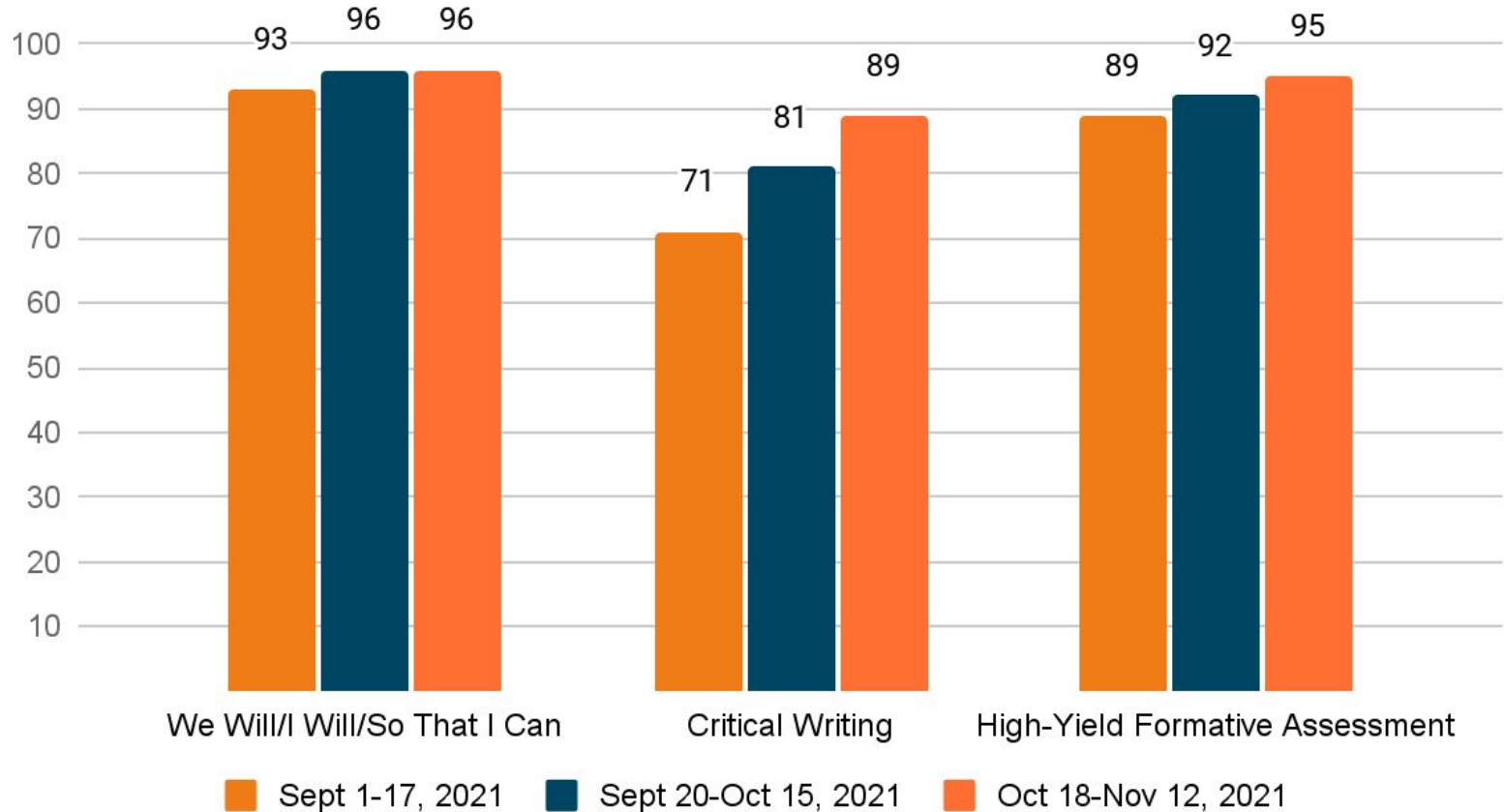
Reporting Period 3
October 18-November 12, 2021



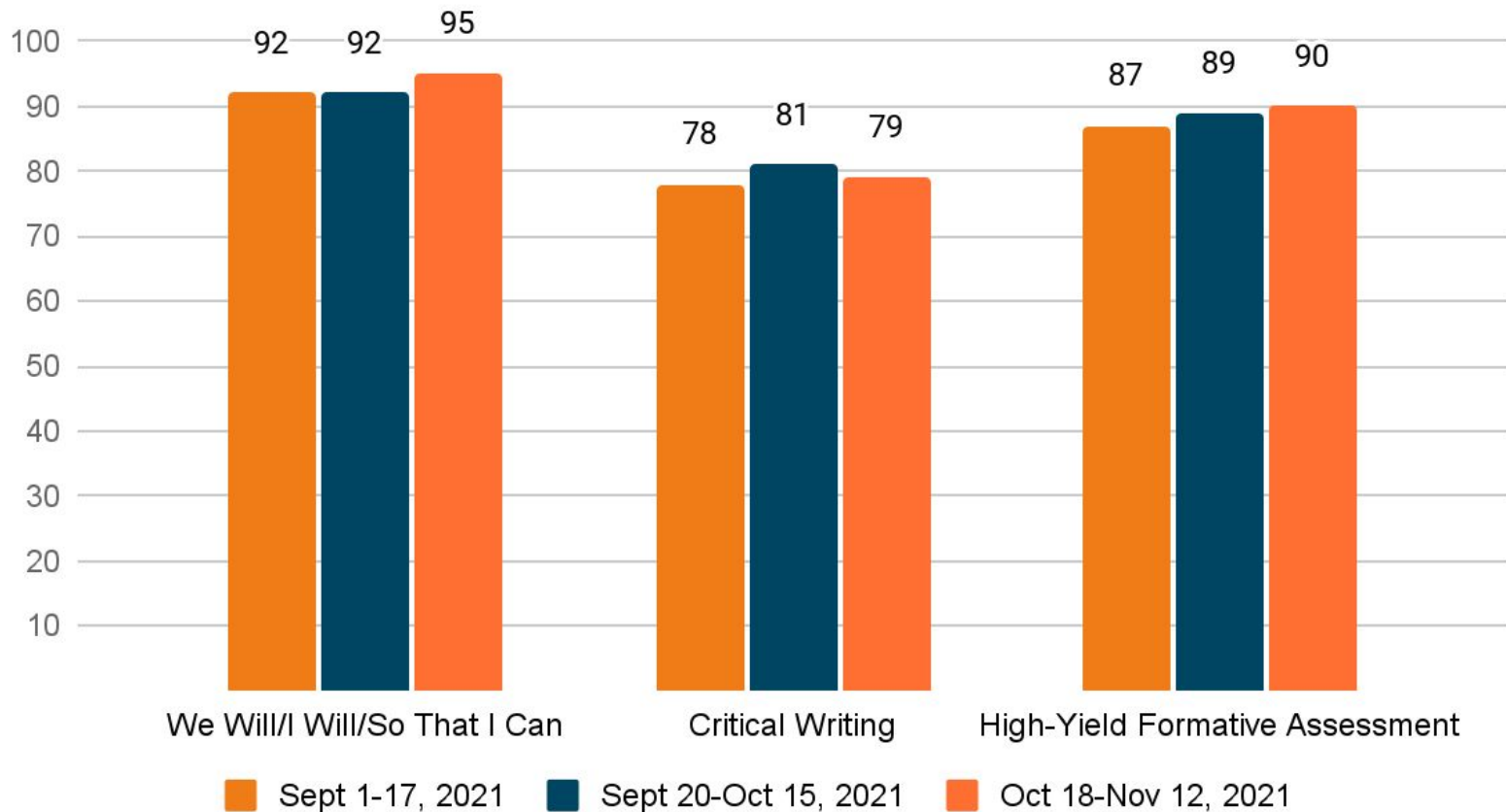
Aledo ISD Overall Growth by Look Fors



Aledo ISD Elementary Growth by Look Fors



Aledo ISD Secondary Growth by Look Fors



Student-Driven Learning

Vandagriff Elementary:
5th ELAR, Ms. Flores



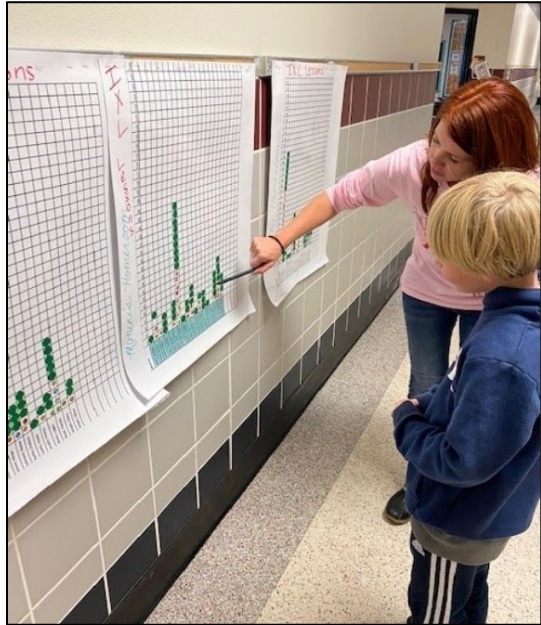
Students engaged in a chalk talk over a literary text read in class. Students answered questions, wrote their own, challenged each other, and built on ideas.

Coder Elementary:
4th Science, Ms. Estes



Students created and tested their hypothesis using rubber bands and rulers to shoot and measure their distance. They then wrote about their experiment and results.

Stuard Elementary:
1st Math, Ms. Stewart & Ms. Matuni



Students are growing in their skills as assessment capable learners by setting goals for their IXL lessons. Each time they master a lesson with a SmartScore of 80 or higher, they add to their homeroom data tracker. Student success is celebrated weekly.

Aledo High School:
Physics, Ms. Dos Santos

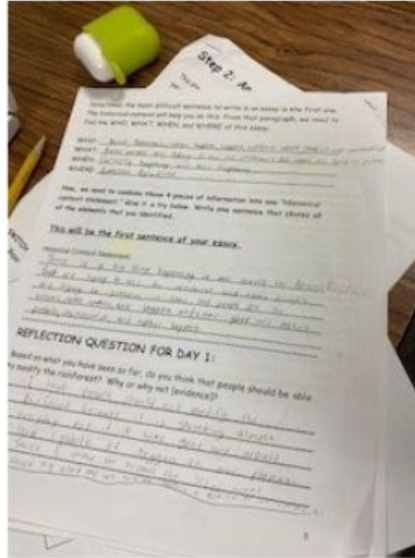


Students designed and built catapults so they could make predictions and analyze accelerated motion. Students collected data/measurements of how far the projectile was launched, calculated accelerated motion, and created a graphic to present.

McAnally: 6th Social Studies Team, Ms. Gallegos, Mr. Porter, Ms. Trejo, Mr. Summerhil, Ms. Leech



Last week students analyzed primary sources as evidence for their argument of whether or not humans should be able to modify the environment of the Amazon Rainforest. They used color coded sticky notes to show if the documents supported one side of the argument.



This week students began organizing their thinking and drafting their argument based on the evidence from the primary sources that they thought was most compelling.



Daniel Ninth Grade Campus:
**9th Grade Biology, Ms. Martin, Ms. Kiser,
Ms. Woodson**

In the Mission to Mars activity, students were challenged to connect photosynthesis and cellular respiration to an ecology by building a new ecosystem on Mars. The project connected a news release article from NASA looking for volunteers to live in a biodome research project preparing for a Mars trip to units of study already introduced in class. Students built their ecosystem with organisms and provided explanations for each to connect the cycles and why that organism is needed.



AISD Featured Collaborative Team McAnally's 6th Grade Social Studies Team



Chrissy Gallegos
Team Lead



Glen Porter



Shania Trejo



Rob Summerhill



Leslie Leech

Intervention Specialist Update



AISD Intervention Specialists



Michelle Johnson
Intervention Specialist
Coder/McCall/Walsh



Kari Ward
Intervention Specialist
Annetta/Stuard/Vandagriff



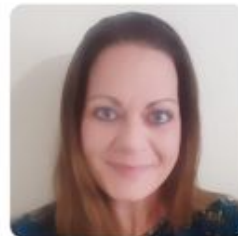
Deanne Torres
Intervention Specialist
6-8 Math



Paula Vidaurri
Intervention Specialist
6-8 ELAR

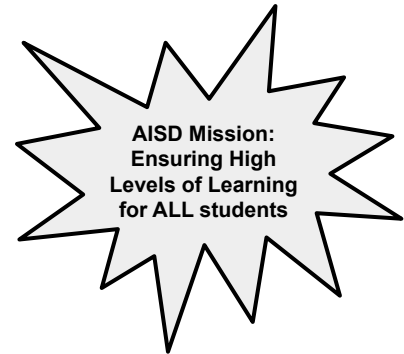
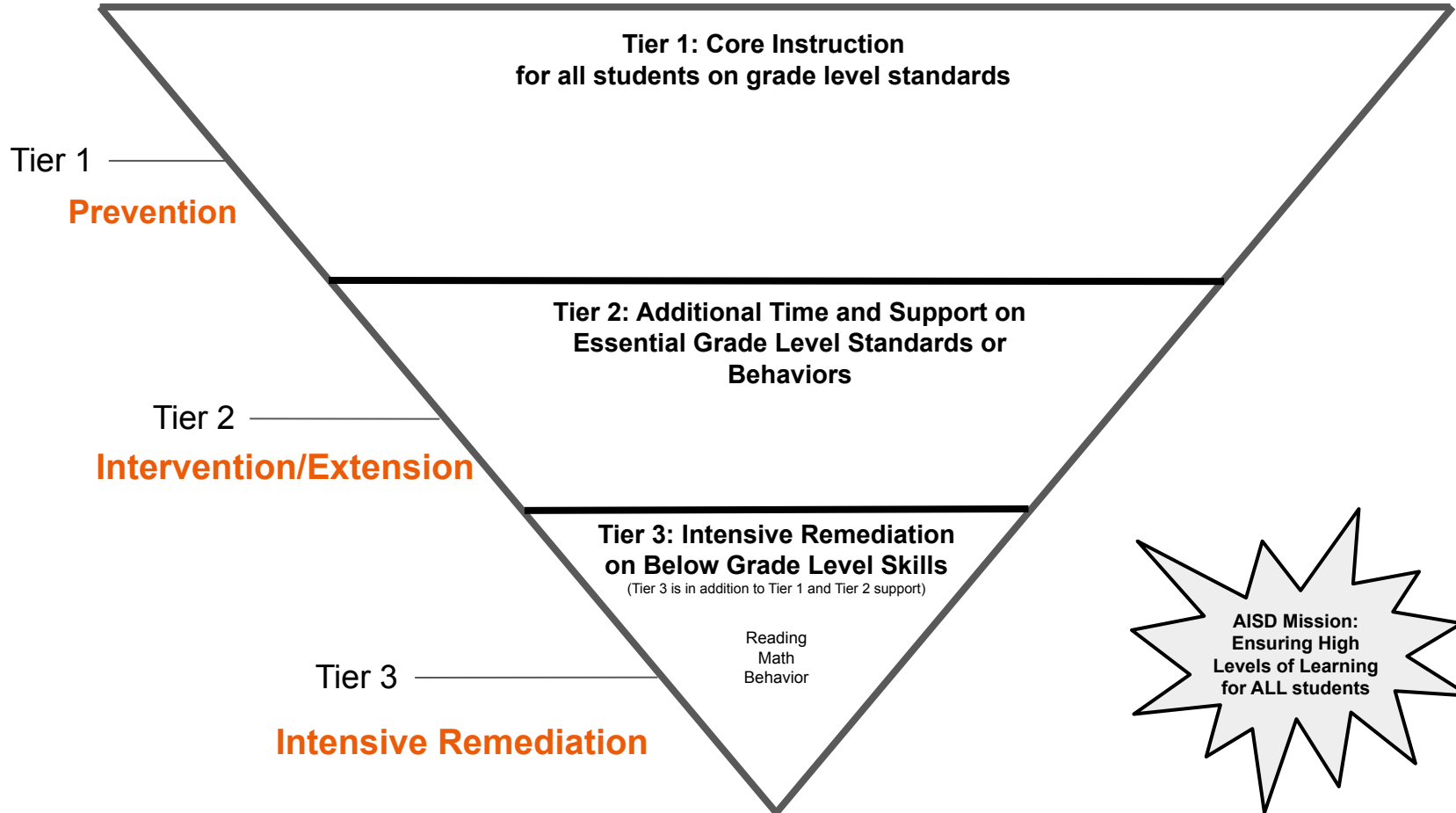


Amber Wheeler
Intervention Specialist
9-12 ELAR



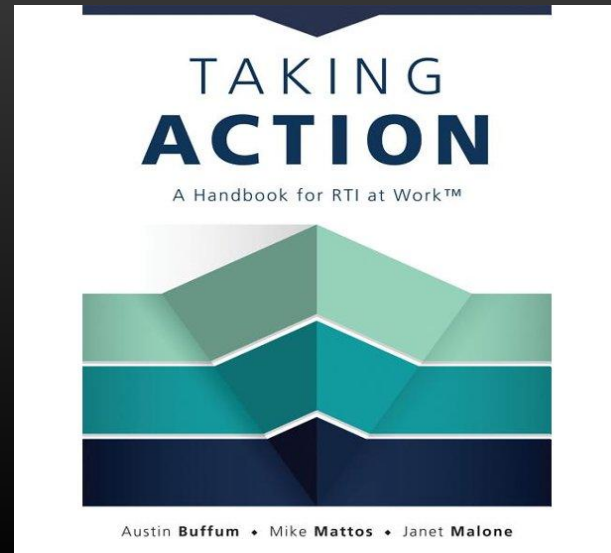
Michelle Whitehead
Intervention Specialist
9-12 Math

RTI at Work Pyramid



Don't tell me you believe "all students can learn". Tell me what you do when they don't.

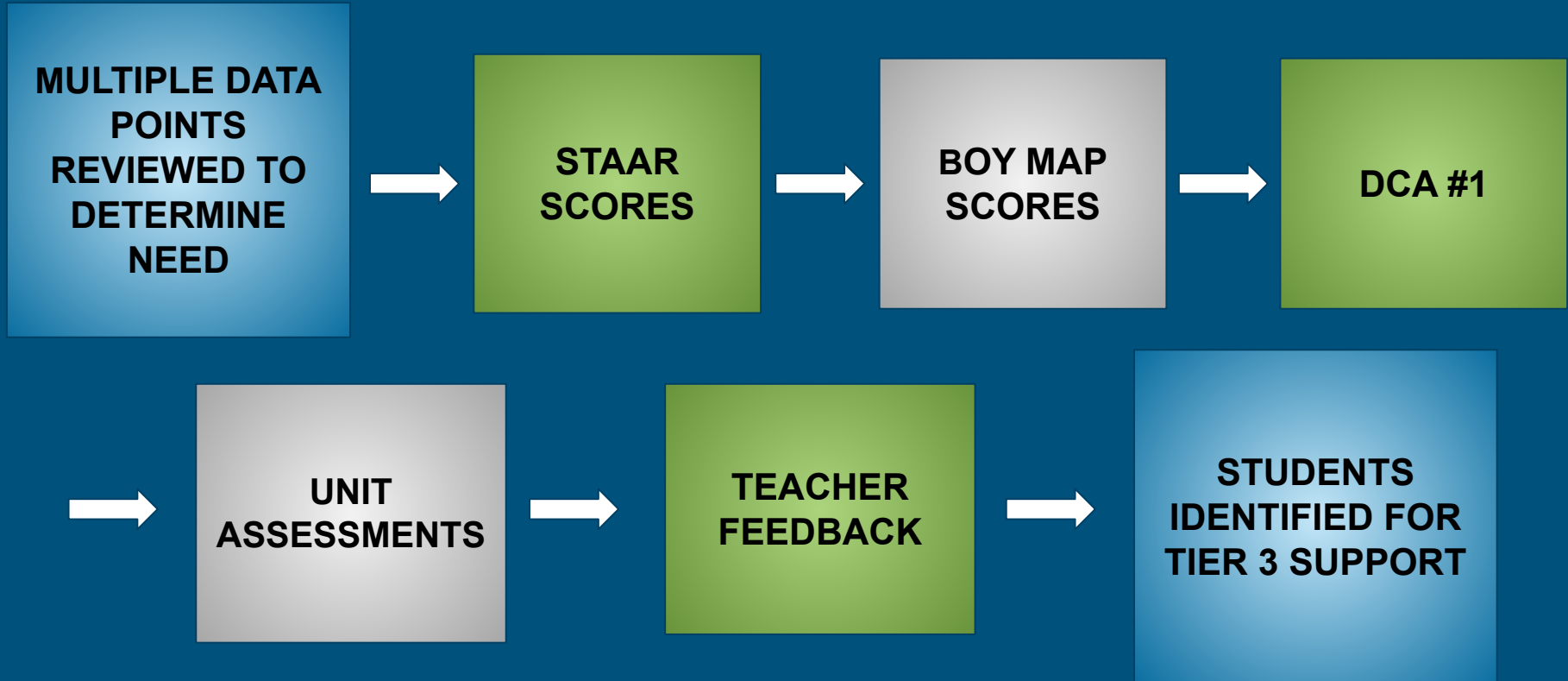
-Rick DuFour



Question 3 of a Professional Learning Community:

How will AISD respond when some students do not demonstrate proficiency?

Identification Process for Tier 3 Intervention



Avenues for Tier 3 Support

**Small
Group
Push-in**

**Bridge
Classes**

**FLEX/
WIN**

**Small
Group
Pull-out**

**Before
School
Tutorials**

**After
School
Tutorials**



Focus of Tier 3 Interventions

Fill Gaps and Scaffold Grade Level Instruction

Focus on Specific Essential Skills and TEKS

Progress Monitor to Track Student Growth

**Encourage
Behaviors that
Lead to
Increased
Academic
Success**

Elementary



Ensuring high levels of learning for ALL students

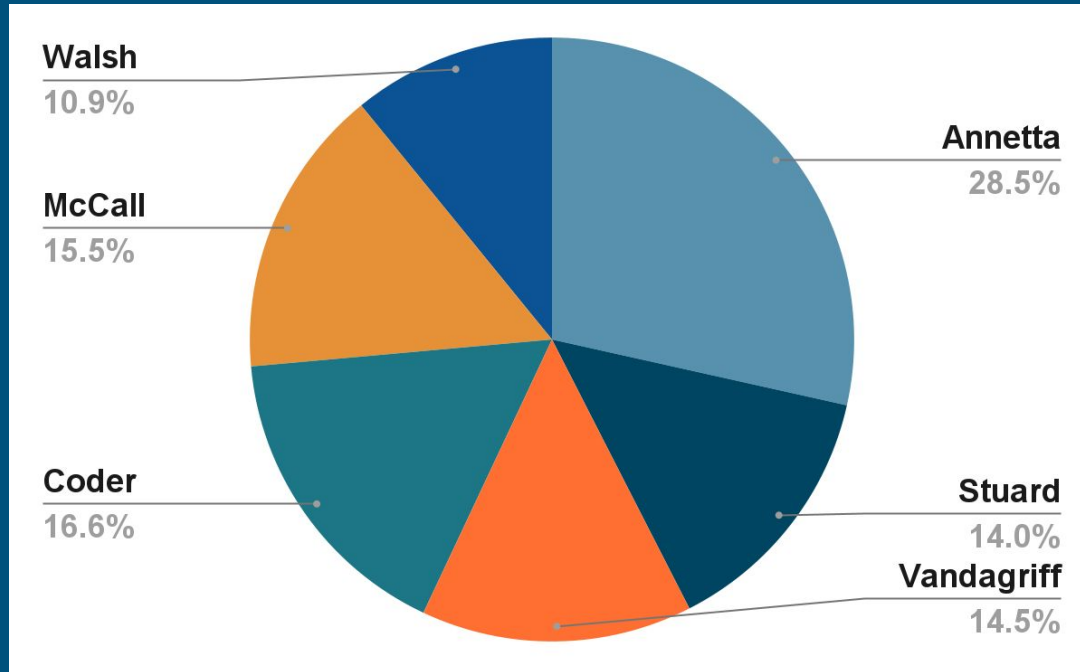
Interventions are based on current curriculum and individual academic needs.

Determining Factors may include:

- STAAR Scores, Spring 2021
- MAP data, Fall 2021
- DRA data, Spring 2021 and Fall 2021
- Teacher input
- Student skill set, significantly below grade level

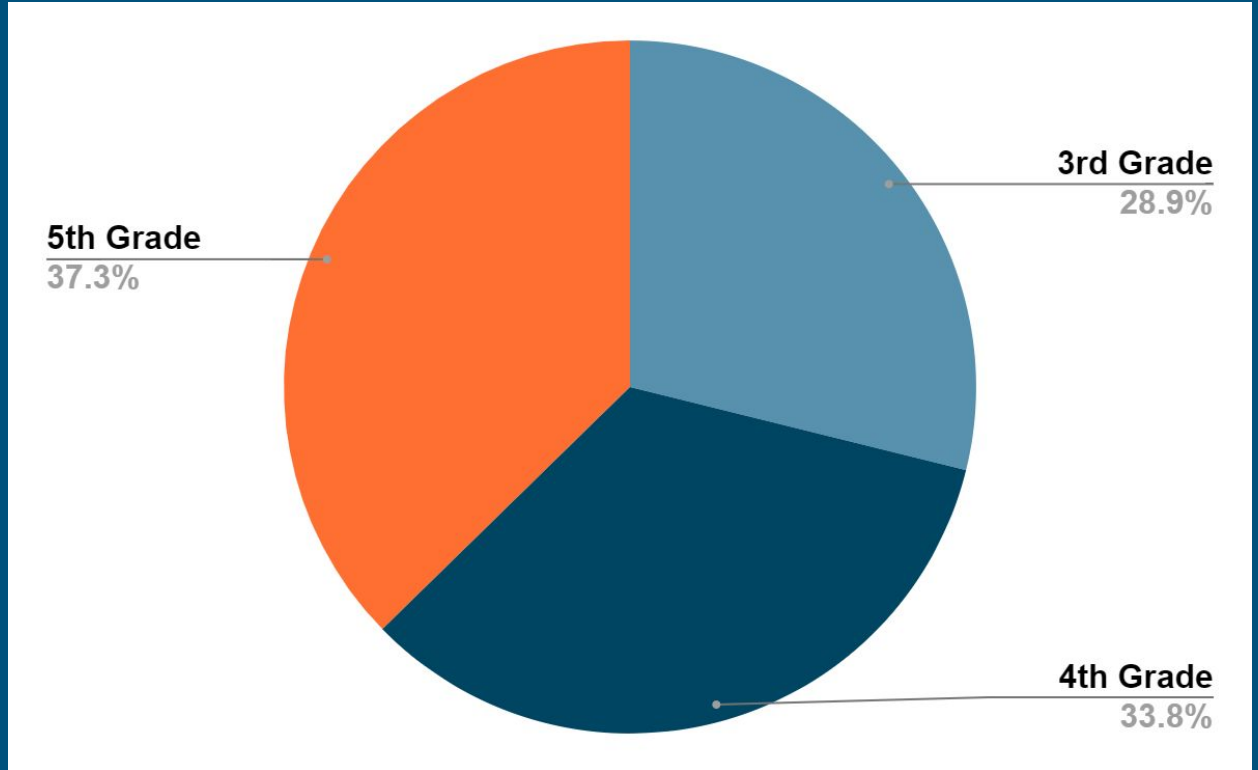
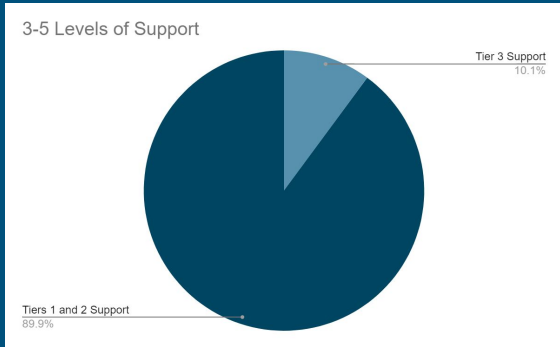


Students Currently Served on Elementary Campuses

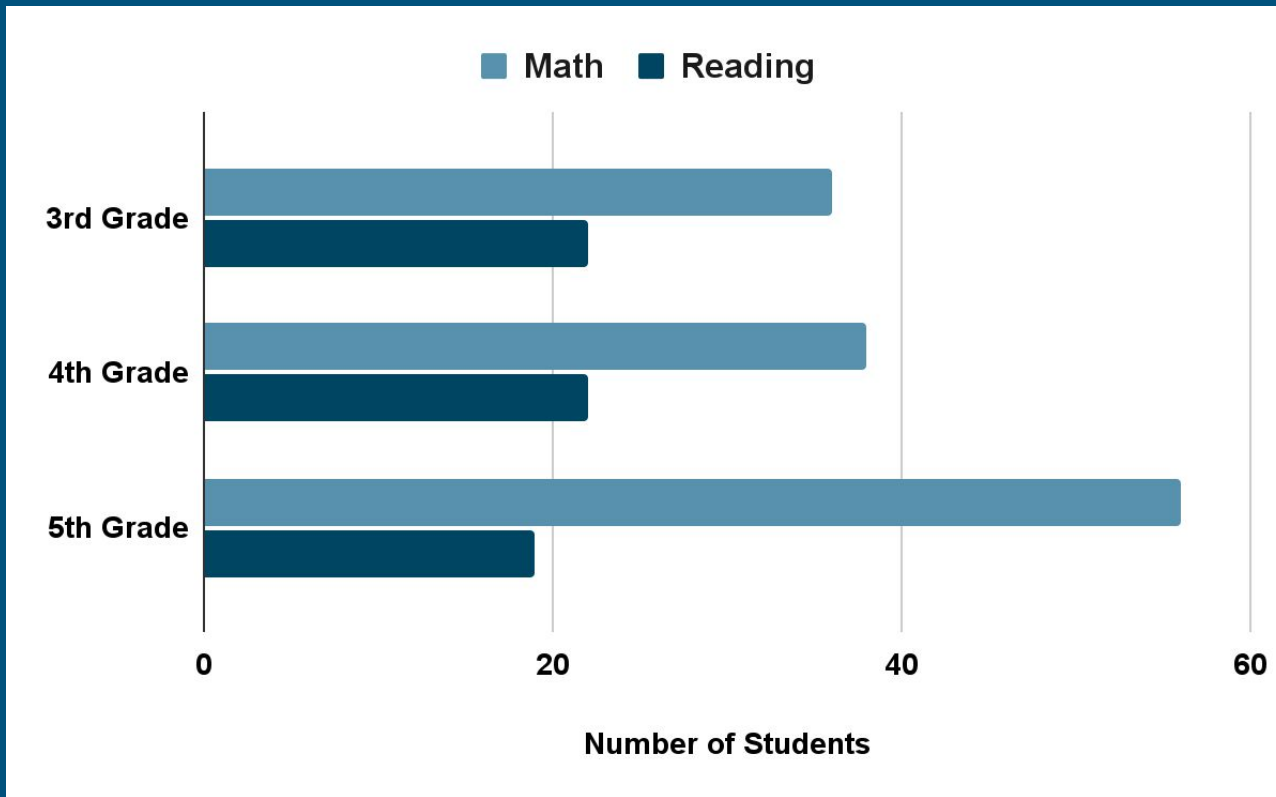


We serve approximately **160** 3rd - 5th grade students for reading and/or math.
(Data does not include students receiving Tier 3 support through specialized services.)

3-5th Grade Tier 3 Support



Students Currently Served on Elementary Campuses



What might an elementary student needing Tier 3 supports look like academically?

- A third grader who does not know all their letter sounds
- A fourth grader who has never read a “chapter” book
- A fifth grader who has not mastered subtraction, making long division impossible



McAnally and AMS



Ensuring high levels of learning for ALL students

Digging Into Data

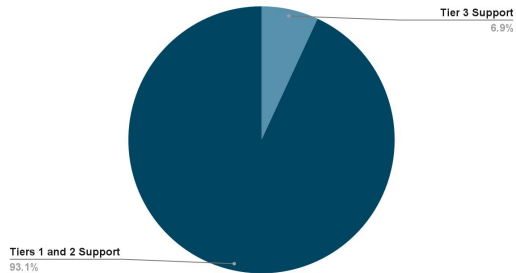
Student Name	Student ID	SPED	504	LEP	Math STAAR	Math Map - BOY	Math CA#1	Math Teacher
			Yes		Not Met	212	Not Met - 19%	Barr - 1 (Torres)
					Not Met	206	Not Met - 44%	Barr - 1 (Torres)
					Private School	198	Not Met - 44%	Barr - 1 (Torres)
		Yes			Not Met	213	Not Met - 44%	Barr - 1
		Yes			Did Not Take	205	Approach - 63%	Barr - 1
		Yes		Yes	Not Met	188	Not Met - 19%	Barr - 1
					Did Not Take	216	Not Met - 25%	Barr - 1
					Not Met	208	Not Met - 38%	Barr - 2 (Torres)
					Approaches	220	Not Met - 25%	Barr - 2
				Yes	Out of Country	191	Not Taken	Barr - 3 (Torres)
				Yes	Not Met	203	Not Met - 19%	Barr - 3 (Torres)
		Yes			Approaches	203	Not Met - 44%	Barr - 3
		Yes			Not Met	204	Not Met - 31%	Barr - 3
		Yes			Not Met	194	Not Taken	Barr - 3
		Yes		Yes	Did Not Take	197	Not Met - 44%	Barr - 3

We track student data and consistently discuss student progress with classroom teachers.

6th - 8th Grade Math Tier 3 Support



6-8 Levels of Support



8th Grade

33.9%

6th Grade

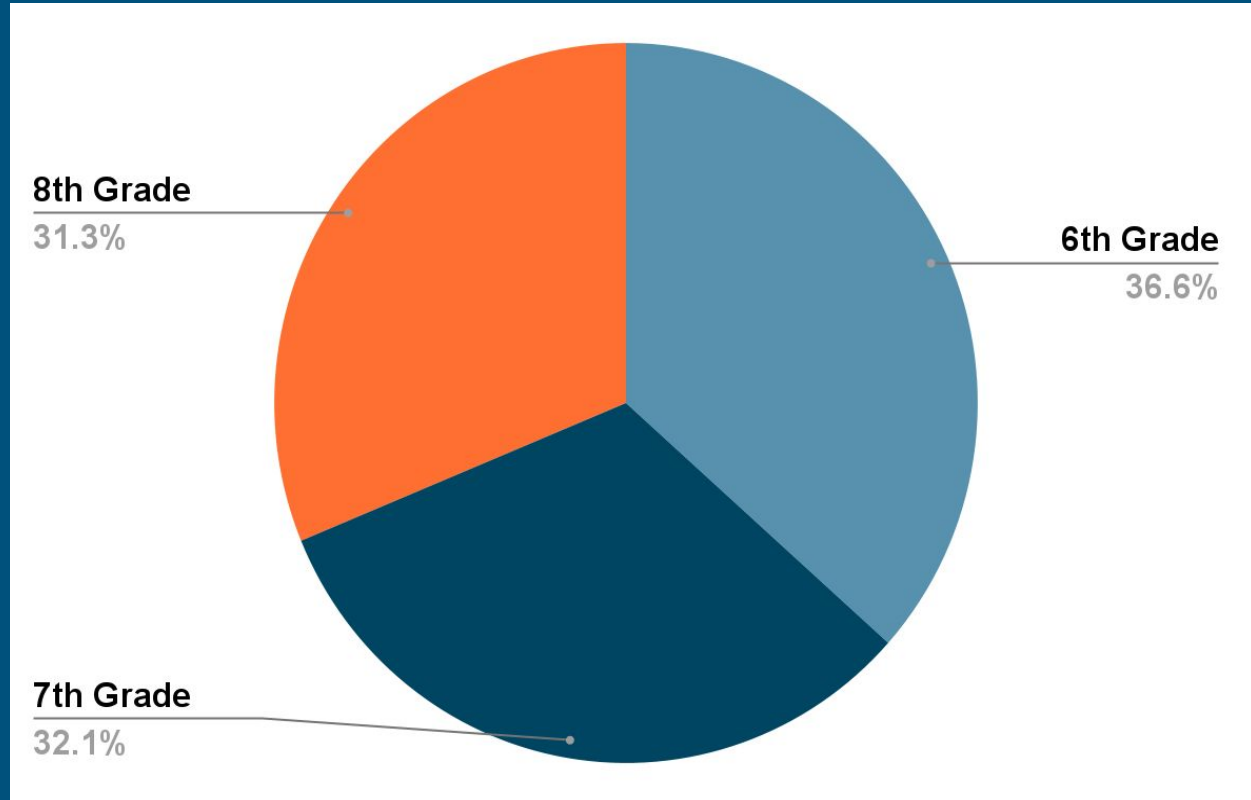
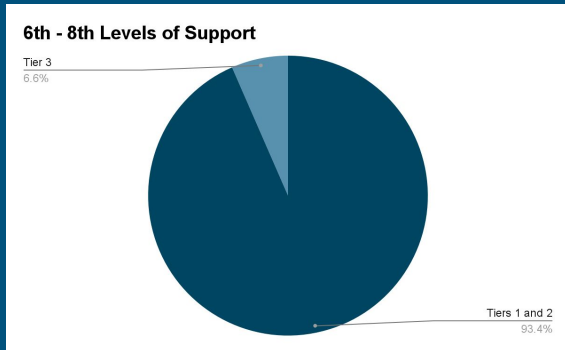
35.4%

7th Grade

30.7%

127 students are provided Tier 3 support and an additional **59 students** are closely monitored.

6th - 8th ELAR Tier 3 Support



112 students are provided Tier 3 support and an additional **67 students** are closely monitored.

DNG and AHS



Ensuring high levels of learning for ALL students

“Build a strong foundation, and you can reach even the most unthinkable heights.” *-M.J. Moores (author)*

“I feel that the FLEX time has been very helpful and made me understand better and has refreshed my brain on things I didn’t remember. It has made me stronger in Math.”

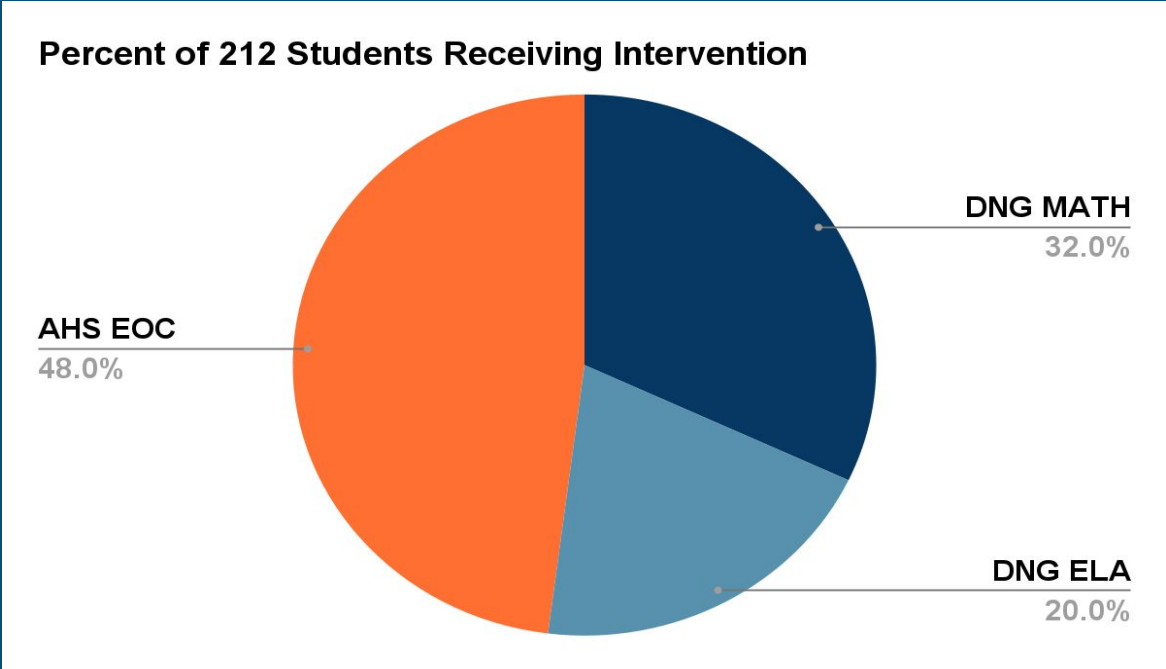
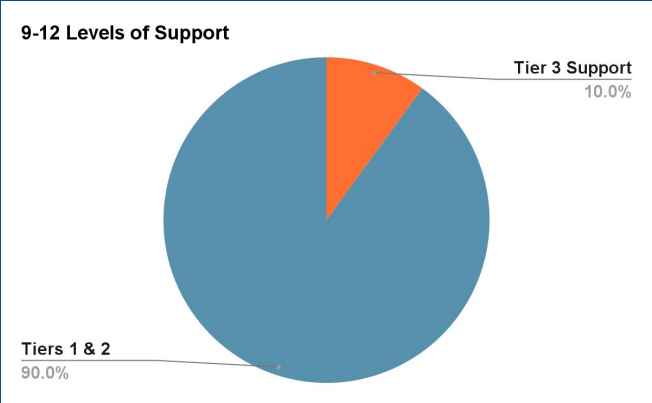
~AHS student



“I have the STAAR EOC in December and this tutoring has helped me unlock the once imprisoned knowledge so I can be ready.”

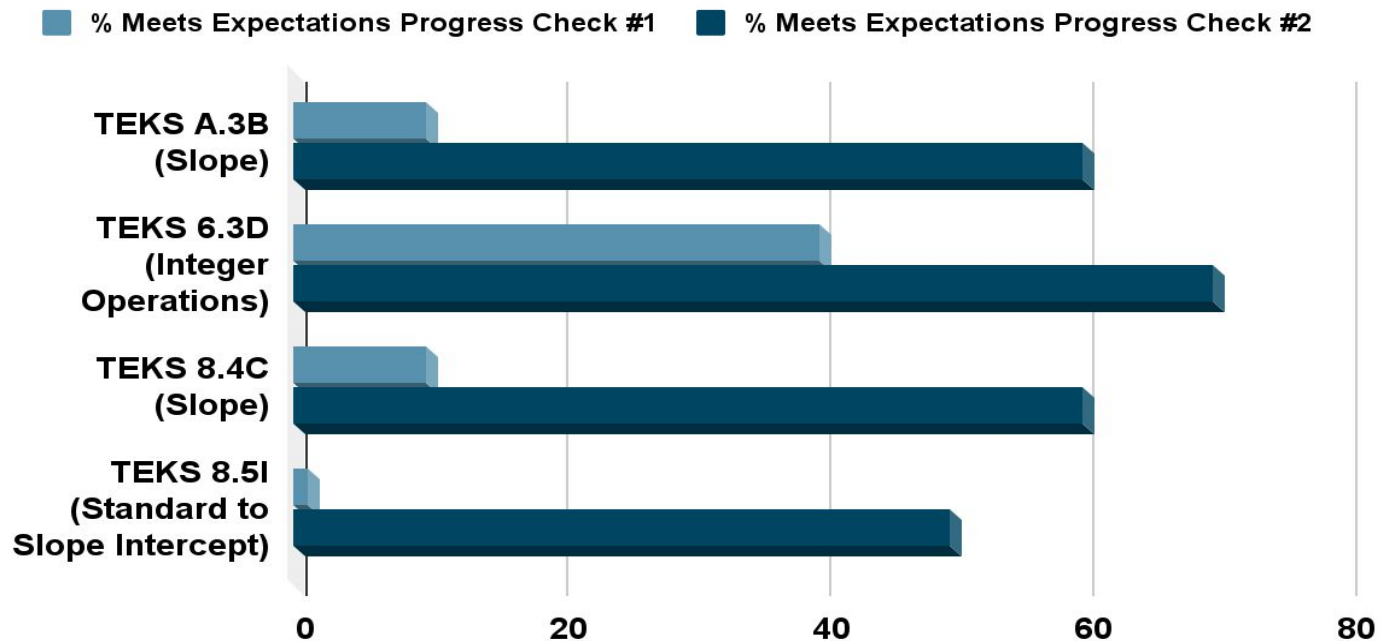
~AHS student

9th - 12th Grade Students Receiving Tier 3 Support



Math Progress Monitoring

Tier 3 Intervention Student Growth

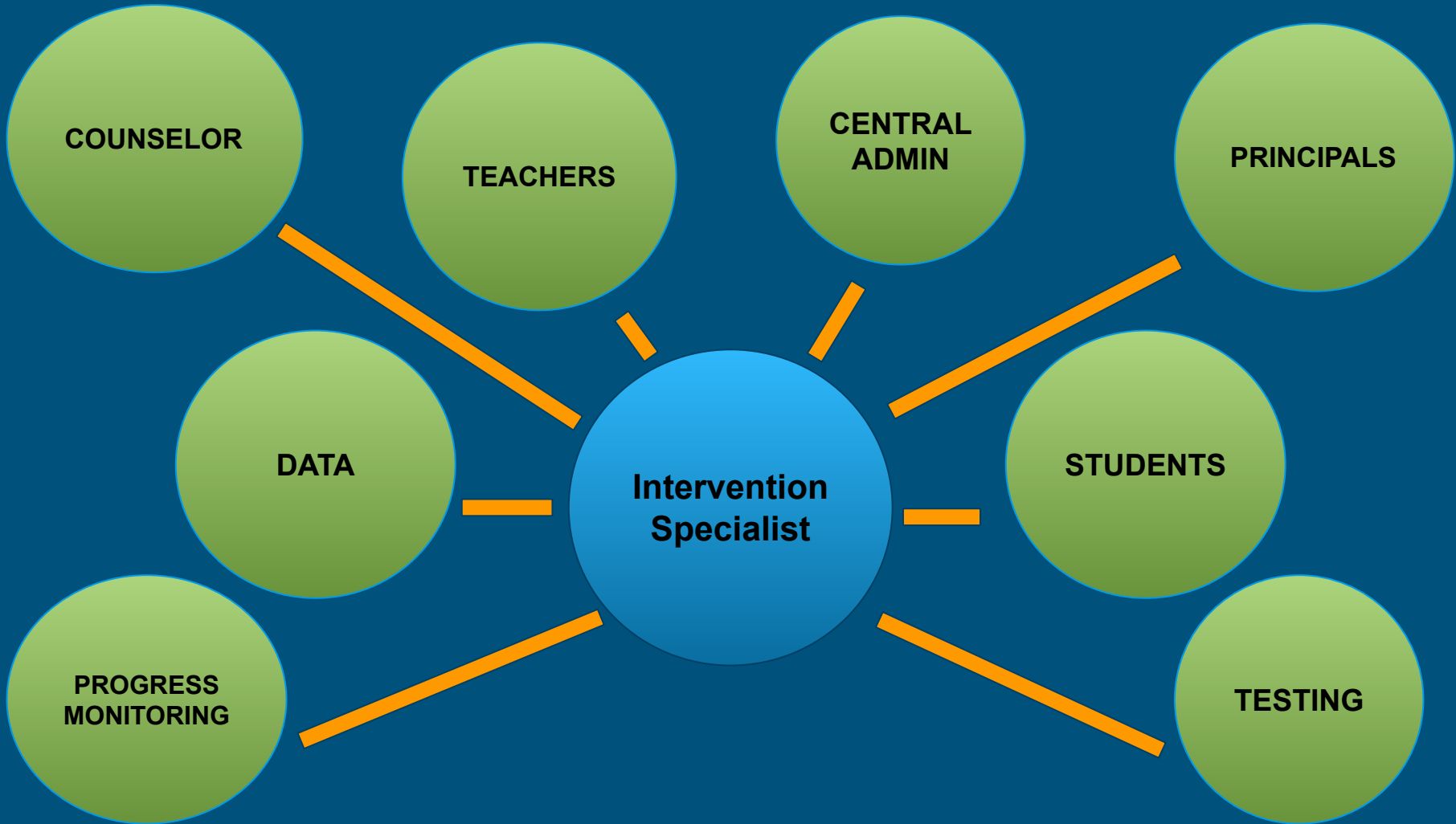


ELAR Progress Monitoring

E1 EOC Score	BOY Writing	BOY MAP Score	DCA 1
53%	2	180	41%
50%	2	187	12%
51%	2	196	53%
54%	3	197	59%
52%	3	203	53%
50%	2	203	35%
52%	4	210	65%
55%	4	212	59%
55%	4	213	29%
56%	4	213	59%

Working toward a clear thesis and logical supporting details

Scaffolded instruction in foundational vocabulary and comprehension for different texts and purposes



COUNSELOR

TEACHERS

**CENTRAL
ADMIN**

PRINCIPALS

DATA

**Intervention
Specialist**

STUDENTS

**PROGRESS
MONITORING**

TESTING



Next Steps

- Monitor student progress to inform next steps
- Analyze multiple assessment data points
- Communicate student progress with teachers and specialists
- Adjust intervention practices, scheduling, and services based on need
- Support and model student goal setting
- Evaluate impact on student learning and teacher efficacy
- Refine practices as needed

Thank you for giving us the opportunity
to lift kids up daily!!

**Elementary
Specialists**

Michelle Johnson
&
Kari Ward



**Secondary
Specialists**

Deanne Torres
&
Paula Vidaurri

Amber Wheeler
&
Michelle Whitehead