Aledo ISD

Instructional Focus Implementation Data

March 4, 2019, to April 5, 2019

Board Report

ALEDO ISD FOCUS DOCUMENT
2018-2019

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

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning & Beyond

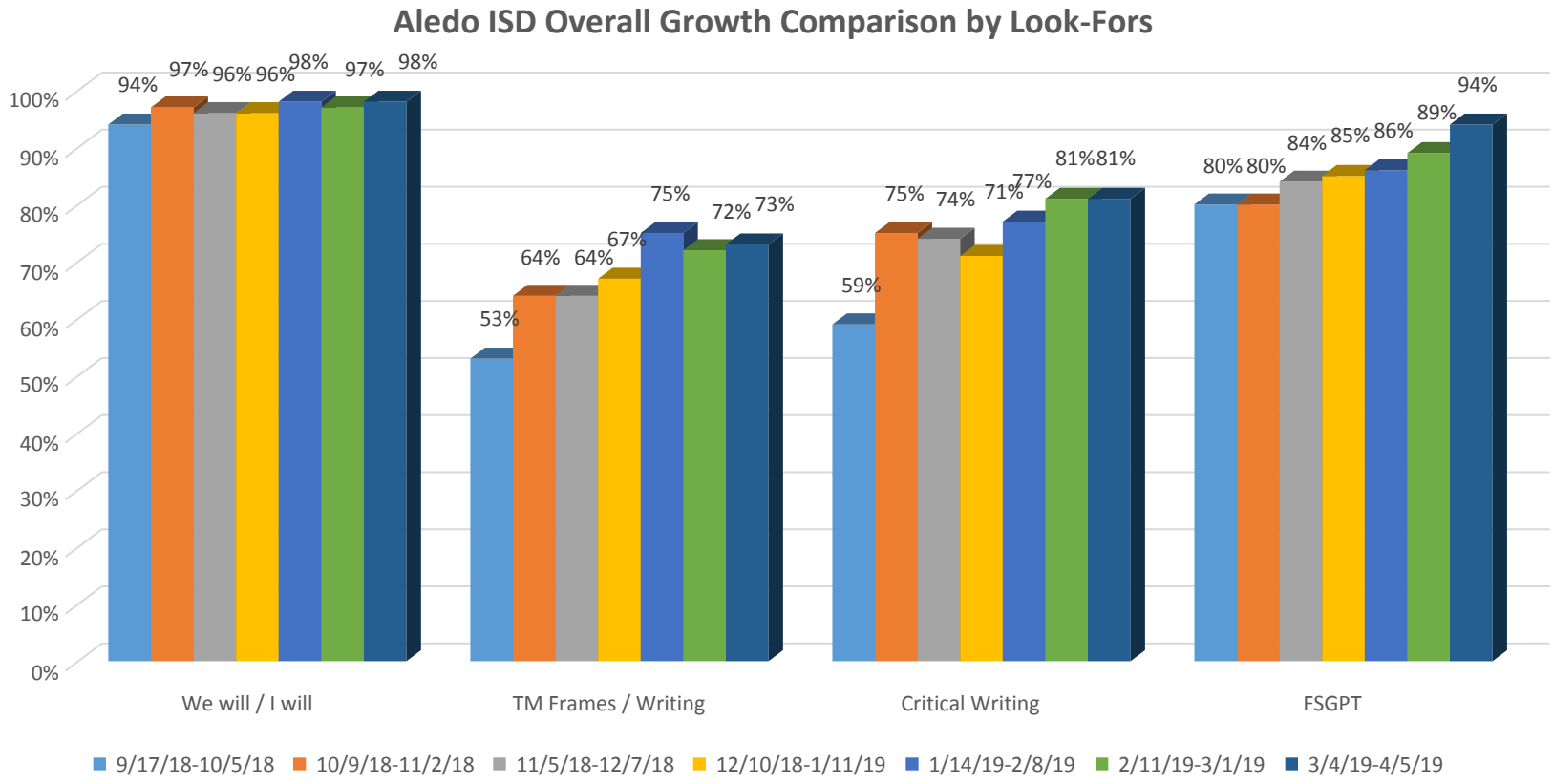
Problem of Practice:
Students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Culture of Excellence

Professional Learning Communities

Look-For Descriptions

- **We will, I will**
  - → **100% by June**
- **Thinking Maps Frame of Reference / Thinking Maps to Writing**
  - → **80% by June**
- **Critical Writing in Journals and Binders**
  - → **100% by June**
- **Frequent Small Group Purposeful Talk (FSGPT)**
  - → **100% by June**


Aledo ISD Overall Growth Comparison by Look-Fors
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
94%
97%
96%
96%
98%
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98%
53%
64%
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67%
75%
72%
73%
59%
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74%
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77%
81%
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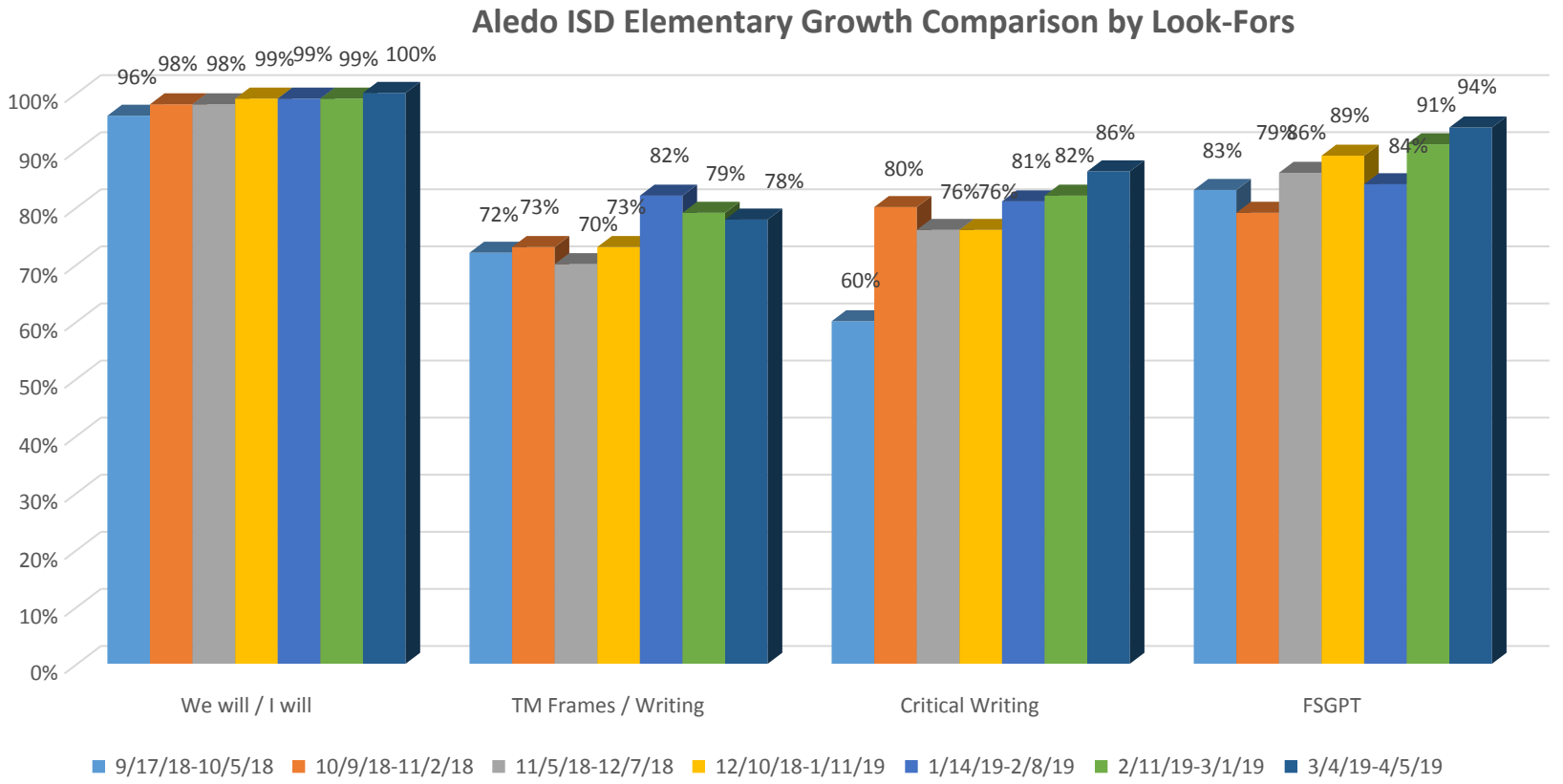
80%
80%
84%
85%
86%
89%
94%
We will / I will
TM Frames / Writing
Critical Writing
FSGPT
9/17/18-10/5/18
10/9/18-11/2/18
11/5/18-12/7/18
12/10/18-1/11/19
1/14/19-2/8/19
2/11/19-3/1/19
3/4/19-4/5/19


Aledo ISD Elementary Growth Comparison by Look-Fors
100%
90%
80%
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30%
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10%
0%
96%
98%
98%
99%
99%
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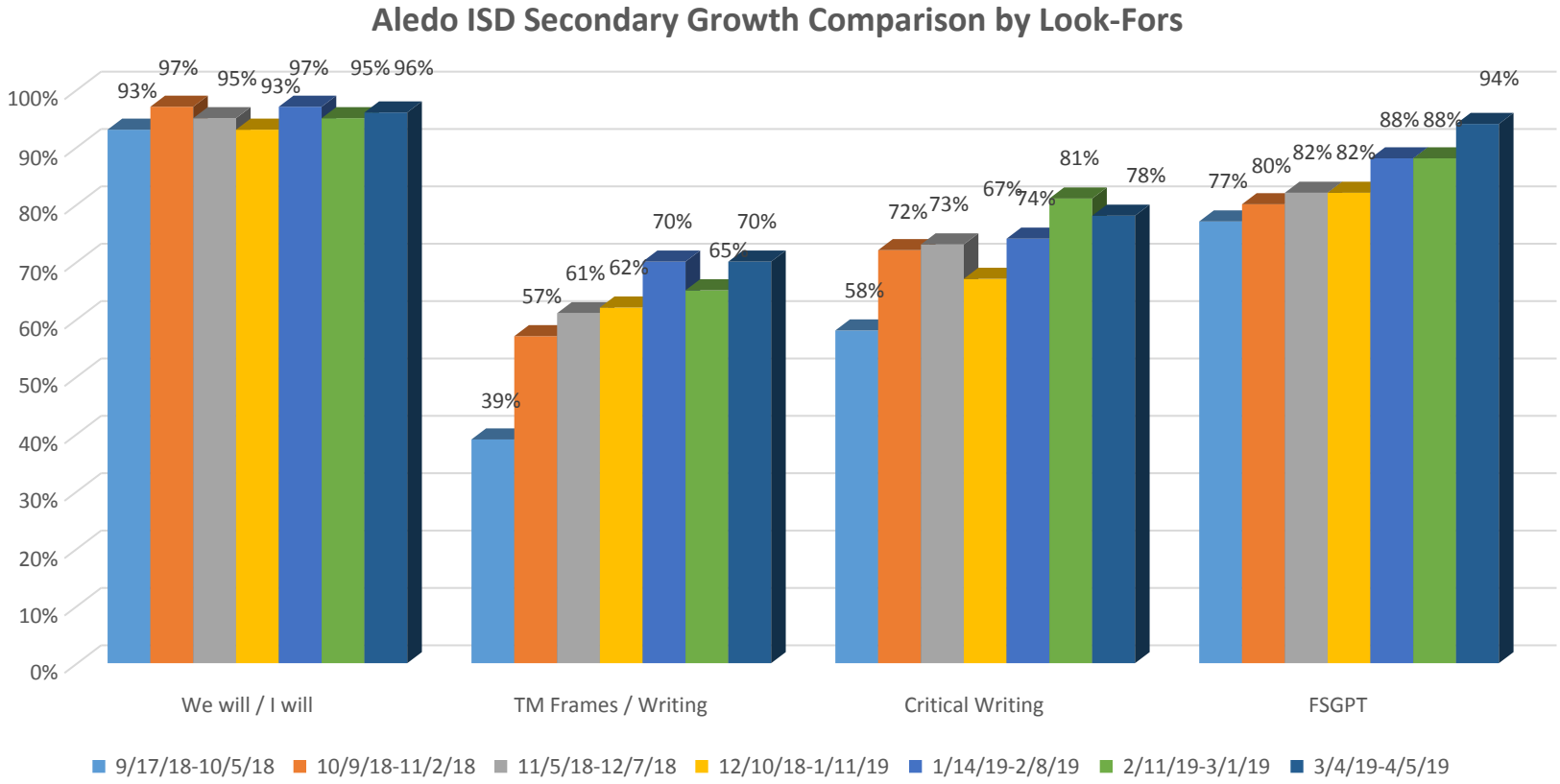
11/5/18-12/7/18
12/10/18-1/11/19
1/14/19-2/8/19
2/11/19-3/1/19
3/4/19-4/5/19


Aledo ISD Secondary Growth Comparison by Look-Fors
100%
90%
80%
70%
60%
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40%
30%
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10%
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93%
97%
95%
93%
97%
95%
96%
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57%
61%
62%
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65%
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72%
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82%
88%
88%
94%
We will / I will
TM Frames / Writing
Critical Writing
FSGPT
9/17/18-10/5/18
10/9/18-11/2/18
11/5/18-12/7/18
12/10/18-1/11/19
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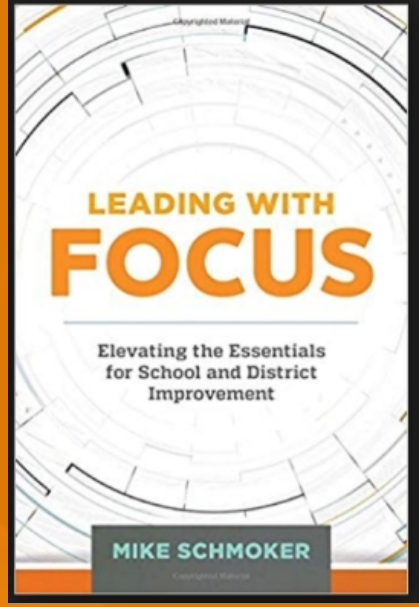
3/4/19-4/5/19

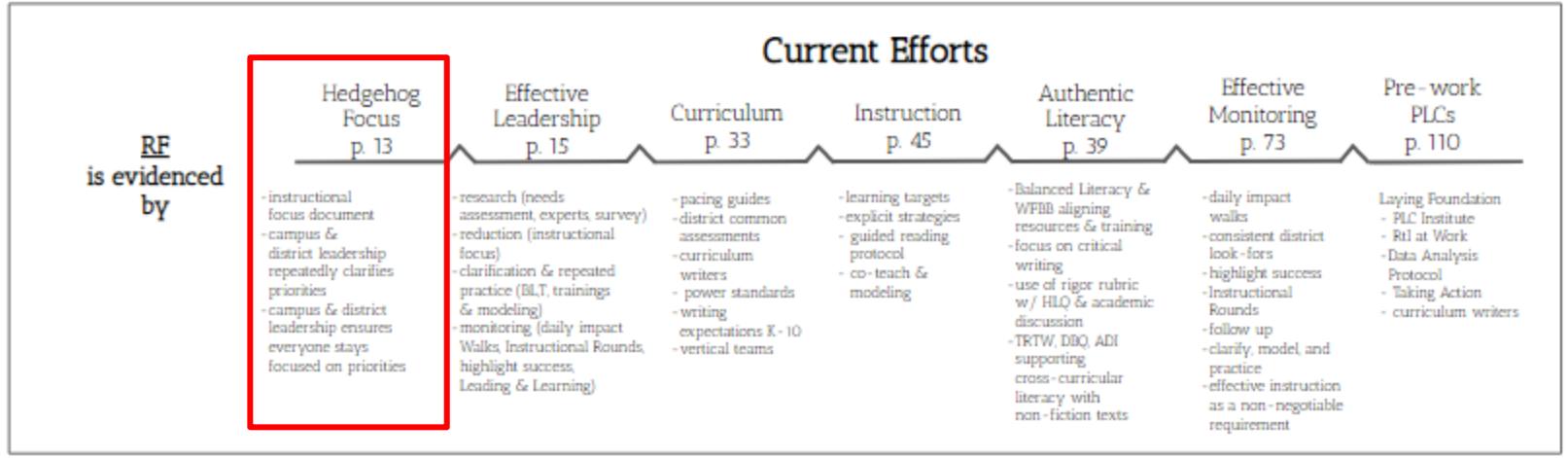
Reflecting on Leading with Focus



1. District Moves

What has been done at the district level as a result of this study?

Leading with Focus-Overview and Aligning Actions



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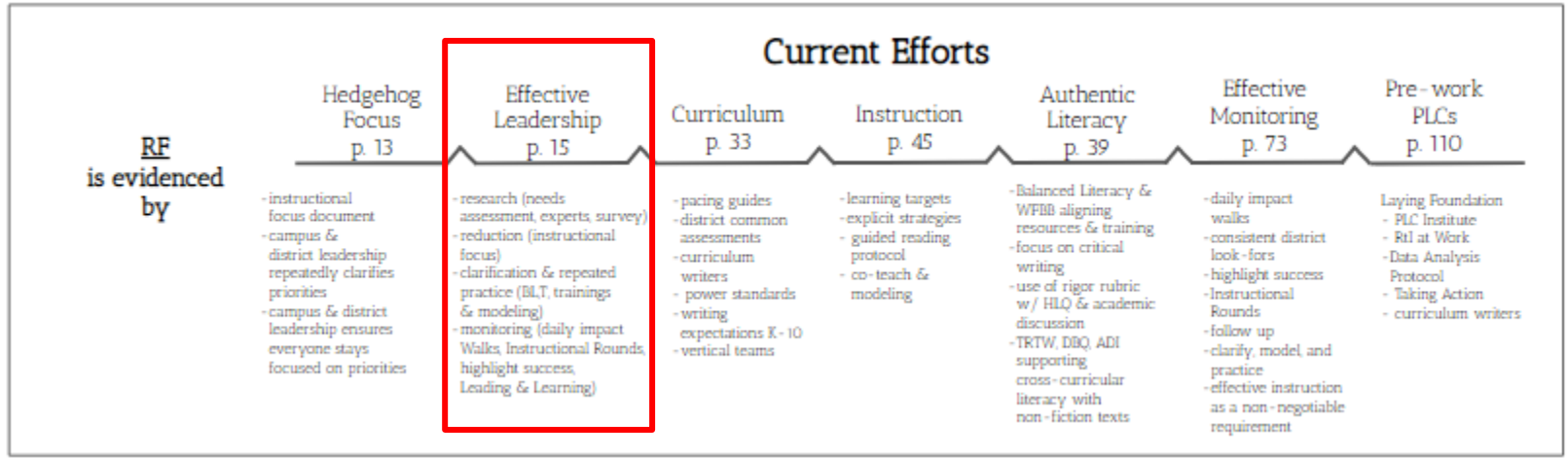


July BLT - Needs Analysis

Little to No Impact

SLO – II
RtI Book Study – II
ESL Book Study – II
Fundamental 5 – III
ADI – II
DBQ – II
iSchool – III
Waterford – II
Nearpod
Remind
PLCS – IIII
iStation
TTM
Reflex
Capturing Kids Hearts
Bloomz
AR
PBL – II
Dana Ctr Walkthrough – III
STEM/STEAM
Off Campus PD
MAP – III
RtI
Data Dialogue
Carnegie STEM – II
Parenting University
Essay Celebration
Cultural Inclusiveness
PBMAS
Thinking Maps
Truancy Prevention

Moderate Impact

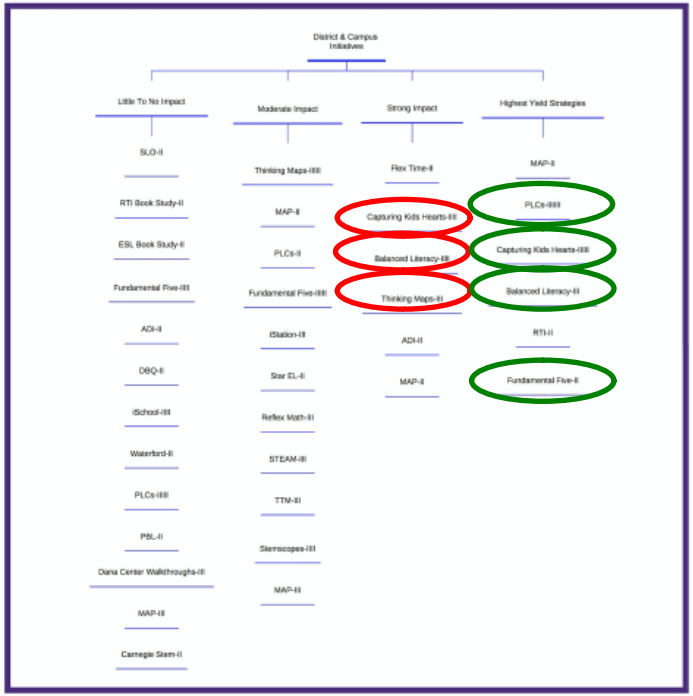
Online Disc Referrals
Thinking Maps – IIII
Leadership Team Mtgs
MAP – II
PLC's – II
Write from Beginning
Fundamental 5 – IIII
iStation – II
STAR-EL – II
AR
Reflex Math – III
Envision
Promethean
STEAM – III
TTM – II
STEMSCOPES – III
MAP – II
Dana Ctr Walkthrough
Off Campus PD
Instructional Technology-II
Capturing Kids Hearts
CAMP
ESL Book Study
Instructional Rounds
Math Vocab
ADI
Core Essentials
Teacher of the Month
Corrective Behavior Lessons
Balanced Literacy
Ventures
DBL/Steam Learn
Growth Mindset
T-TESS
Rachel's Challenge
Above the Line
Flex Time
May Morale
Marva Collins
FISH
Green Screen
Go Noodle
Dojo
Seesaw
Flip Grid
Remind
Nearpod
Invision

Strong Impact

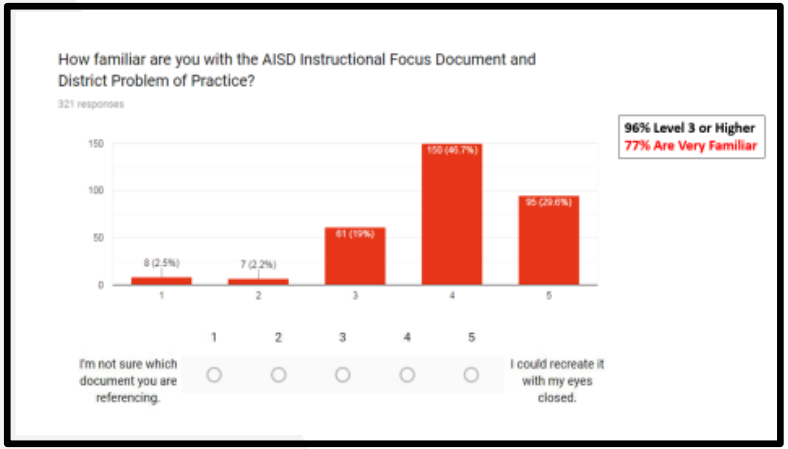
Flex Time – II
Common Planning
ESL Core Team
SOC's
Admin Mentoring
Capturing Kids Hearts- IIII
Balanced Literacy – III
Thinking Maps – II
SeeSaw
Go Noodle
Pebble Go
Google Class
Math Vocab
PLC's
6 Habits of Character
ADI – II
MAP – II
Morning Meeting – II
Data Dialogue
RtI
Inquiry Thinking
Guided Reading
STEAM
ESL Book Study
LEAD
Growth Mindset
Ventures
Curriculum Planning
Common Time
Senior Letter
Weekly Calendar
Fish Camps
Dana Ctr Walkthrough
Carnegie STEM
Techno Thursday
PD
Tech Tuesday
Graduation Celebration
Social Media Presence
Christmas Teach Dress Up
Campus Web
10% Banquet
Referral Process

Highest Yield Strategies

MAP – II
PLC's – IIIII
Flex Time – II
ADI/DBQ
Capturing Kids Hearts – IIII
Balanced Literacy – II
RtI – II
Data Dialogue
MAP
Fundamental 5 – II
Instructional Rounds
PBL/STEM Learning
Common Planning



2018-2019 Teaching & Learning Staff Survey

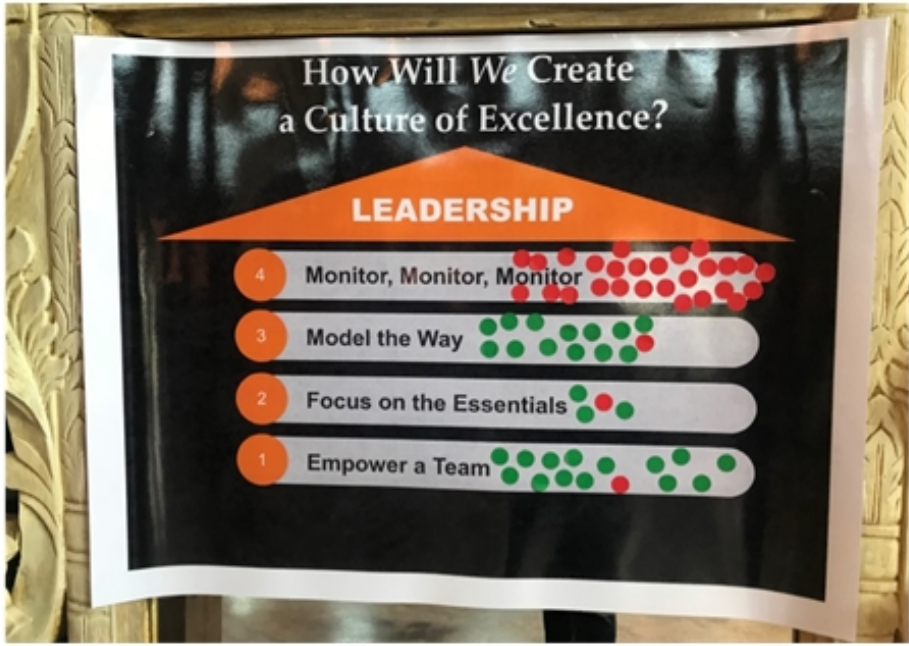


LEADERSHIP: Monthly Leading & Learning and BLT

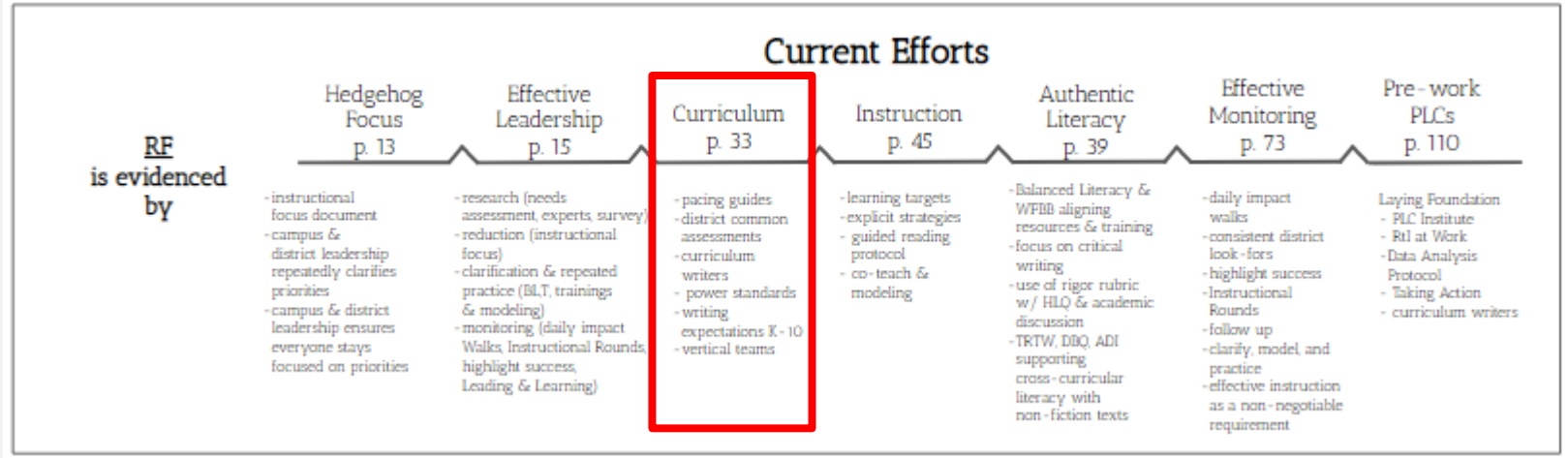
How Will *We* Create a Culture of Excellence in Aledo ISD?

LEADERSHIP

4. Monitor, Monitor, Monitor
3. Model the Way
2. Focus on the Essentials
1. Empower a Team



Leading with Focus-Overview and Aligning Actions



Pacing Guides

2018-2019

Grade/Course: 3rd Grade
Marking Period: 5 (February 19-April 12)
Duration: 7 weeks/ 34 instructional days

Unit 10: Area & Perimeter (topic 13): 14 days
Unit 11: Measurement (topic 14): 12 days
Unit 12: Data Analysis (topic 15): 6 days

Texas Essential Knowledge and Skills (TEKS)

Process Standards

3.1A: Apply Math to Real World
3.1B: Use Problem Solving Model
3.1C: Select Tools
3.1D: Communicate math ideas
3.1E: Create & Use Representations
3.1F: Analyze Relationships
3.1G: Explain & Justify

Unit 11 (Topic 14): Measurement: Capacity, Mass, & Time: 12 Days

3.7(C) determine solutions to problems involving add and sub of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes
3.7(D) determine when appropriate to use measurements of liquid volume (capacity) or weight
3.7(E) determine liquid volume (capacity) or weight using appropriate units and tools.

Unit 10 (Topic 13): Measurement: Perimeter and Area: 14 Days

3.3(C) explain that the unit fraction 1/*b* represents the quantity formed by one part of a whole that has been partitioned into *b* equal parts where *b* is a non-zero whole #;
3.4(E) represent multiplication facts by using a variety of approaches such as repeated add., equal-sized groups, arrays, area models, equal jumps on a number line, & skip counting;
3.4(K) solve 1step and 2-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, & equal groups; properties of operations; or recall of facts.
3.6(C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row;
3.6(D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area; and
3.6(E) decompose 2 congruent 2-DI figures into parts with equal areas & express the area of each part as a unit fraction of the whole & recognize that equal shares of identical wholes need not have the same shape.
3.7(B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems

Unit 12 (Topic 15): Data Analysis: 6 Days

3.8(A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; and
3.8(B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

	Week 1 Feb 18	Week 2 Feb 25	Week 3 Mar 4	Week 4 Mar 18	Week 5 Mar 25	Week 6 Apr 1	Week 7 Apr 8
M	Staff Development /Student Holiday	Topic 13 13-5 Standard Units	Topic 13 13-9 Equal Area & Fractions	MATH BENCHMARK	Topic 14 14-4 Metric Units of Capacity	Topic 14 14-7 Solving Problems w/Units of Time	Topic 15 15-2 Dot Plots
T	Topic 13 13-1 Understanding Perimeter	Topic 13 13-6 Area of Squares & Rectangles	Topic 13 13-10 Analyze Relationships	READING BENCHMARK	Topic 14 14-5 Units of Mass	Topic 14 14-8 Use Reasoning	Topic 15 15-3 Reading Pictographs 15-4 Making
W	Topic 13 13-2 Perimeter of Common Shapes	Topic 13 13-7 Area & the Distributive Property	Review Topic 13	Topic 14 14-1 Customary Units of Capacity	Review Telling Time to the Minute	Topic 14 Review	Topic 15 15-3 Reading Bar Graphs 15-5 Making Bar
Th	Topic 13 13-3 Covering Regions	Topic 13 13-8 Area of Irregular Shapes	Test Topic 13	Topic 14 14-2 Units of Weight	Topic 14 14-6 Elapsed Time	Topic 14 Test	Graphing Activities
F	Topic 13 13-4 Area & Units	Topic 13 Continue 13-8	Perimeter/Area Enrichment Activities	Topic 14 14-3 Measuring Capacity or Weight	Topic 14 Continue 14-6	Topic 15 15-1 Frequency Tables	Graphing Activities

Aledo ISD Third Grade ELAR Scope and Sequence

Our scope and sequence documents support equitable access to grade-level knowledge and skills in English Language Arts and Reading (ELAR) for all Aledo students. The district expects this document to inform ELAR instruction and assessment for the 2018-19 school year.

New ELAR TEKS have been approved for assessment in the 2019-20 school year. During this "bridge year," the current and the new TEKS appear side-by-side for each unit. Please note any shifts in content or rigor for the purpose of planning, teaching, and assessment.

Units of instruction are bound by a single **Primary Text** for each grading period. Multiple **Secondary Texts** from various genres and the use of writing to show understanding are embedded within our instructional units. The **Focus Genre** for each grading period dictates the genre of text to be closely-read, written, and assessed. District-created, common assessments for each unit will be administered at the end of each grading period and entered into Aware to yield actionable data that drives subsequent instruction.

A Year at a Glance

1st Grading Period	2nd Grading Period	3rd Grading Period
Focus Genre-Literary/Narrative	Focus Genre-Poetry/Informational	Focus Genre-Informational
4th Grading Period	**5th Grading Period**	**6th Grading Period**
Focus Genre-Argument	Focus Genre-Drama/Correspondence	Focus Genre-Multimodal/Digital

2nd Grade Math Curriculum Overview

The primary focal areas in Grade 2 are making comparisons within the base-10 place value system, solving problems with addition and subtraction within 1,000, and building foundations for multiplication.

(A) Students develop an understanding of the base-10 place value system and place value concepts. The students' understanding of base-10 place value includes ideas of counting in units and multiples of thousands, hundreds, tens, and ones and a group of number relationships, which students demonstrate in a variety of ways.

(B) Students identify situations in which addition and subtraction are useful to solve problems. Students develop a variety of strategies to use efficient, accurate, and generalizable methods to add and subtract multi-digit whole numbers.

(C) Students use the relationship between skip counting and equal groups of objects to represent the addition or subtraction of equivalent sets, which builds a strong foundation for multiplication and division.

Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2nd Grade Texas Essential Knowledge and Skills

Year at a Glance

1st Marking Period:
Topic 1: Addition Strategies
- Doubles and Near Doubles
- Adding in Any Order
- Adding Three Numbers
- Making 10 to Add

Topic 2: Subtraction Strategies
- Making 10 to Subtract
- Connecting Addition and Subtraction
- Thinking Addition to 10 or 20 to subtract
- Addition and Subtraction Facts

Topic 3: Numbers to 1,200
- Review numbers to 999
- Counting, reading, and writing numbers to 1,200
- Ways to make numbers

2nd Marking Period:
Topic 4: Comparing and Ordering Numbers to 1,200
- Numbers to 1,200 on the Number Line
- Open Number Lines
- Comparing and Ordering Numbers
- Greater Than and Less Than

Topic 5: Exploring Addition and Subtraction
- Adding tens and ones
- Adding on hundred chart
- Subtracting tens
- Subtracting on a hundred chart

Topic 6: Adding Two Digit Numbers
- Regrouping 10 ones for 1 Ten
- Adding 2- and 1-Digit Numbers
- Adding on a Number Line
- Adding More Than Two Numbers

3rd Marking Period:
Topic 6: Adding Two Digit Numbers
- Regrouping 10 ones for 1 Ten
- Adding 2- and 1-Digit Numbers
- Adding on a Number Line
- Adding More Than Two Numbers

Topic 7: Subtracting 2 Digit Numbers
- Regrouping 1 Ten for 10 Ones
- Subtracting 2- and 1-Digit Numbers
- Subtracting on a Number Line
- Using addition to Check Subtraction

4th Marking Period:
Topic 8: 3 Digit Addition and Subtraction
- Adding 3-Digit Numbers
- Subtracting 3-Digit Numbers
- Ways to Find Missing Parts

Topic 9: Meanings of Multiplication and Division
- Repeated Addition and Multiplication
- Division as Sharing and Repeated Subtraction

Topic 10: Money
- Coins: Counting and Comparing Collections
- Ways To Show The Same Amount

5th Marking Period:
Topic 10: Money
- Coins: Counting and Comparing Collections
- Ways To Show The Same Amount

Topic 11: Number Patterns and Algebra
- Even and Odd Numbers
- 10 More, 10 Less, 100 More, 100 Less
- Missing Numbers in 2 and 3 Digit Addition and Subtraction Problems

Topic 12: Fractions
- Identifying Halves, Fourths, and Eighths
- Unit and Non-Unit Fractions and Regions
- Equal Parts of A Whole
- Comparing and Counting Fractional Parts

Topic 13: Geometry
- Flat Surfaces, Vertices, and Edges
- Sorting Solid Figures, Making Solid Figures
- Relating Plane Shapes to Solid Figures
- Polygons

6th Marking Period:
Topic 14: Measurement
- Telling Time To The Minute
- Telling Time Before And After the Hour
- Measuring Area
- Measuring Length with Inches, Feet, and Yards
- Measuring with Centimeters and Meters

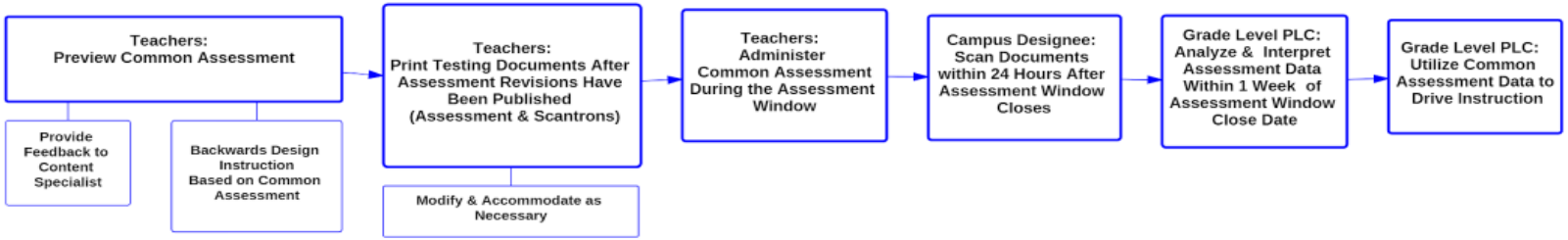
Topic 15: Data
- Bar Graphs, Pictographs
- Organizing Data In Different Ways
- Drawing Conclusions and Making Predictions from Graphs

Topic 16: Personal Financial Literacy
- Saving Money
- Lending and Borrowing Money
- Money In A Bank

Common Assessment Protocol

As a district we will utilize the common assessment protocol.

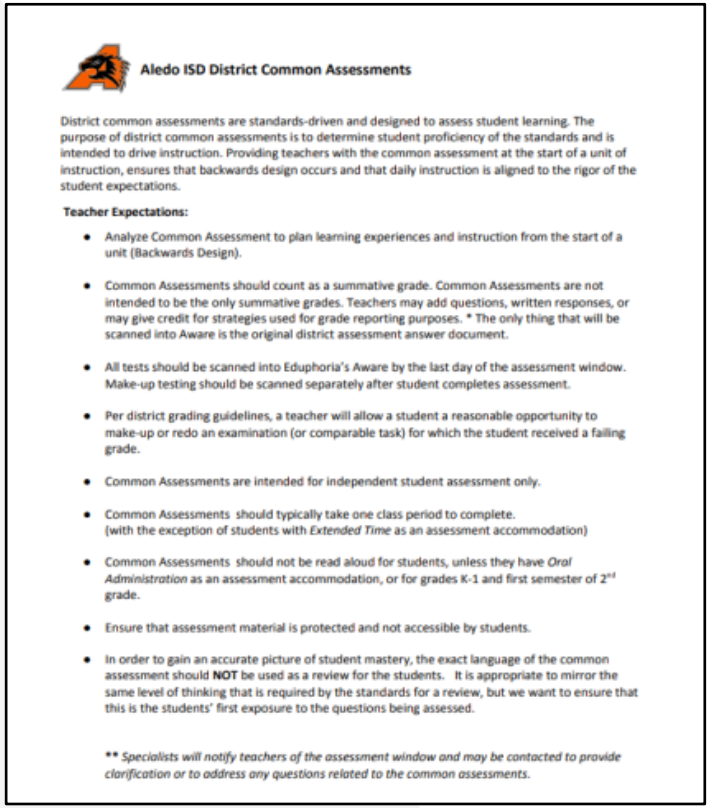
Common Assessment Protocol



Teachers will utilize assessment data to inform instructional design.

Aledo ISD
Curriculum & Instruction

Common Assessment Guidelines & Data Analysis



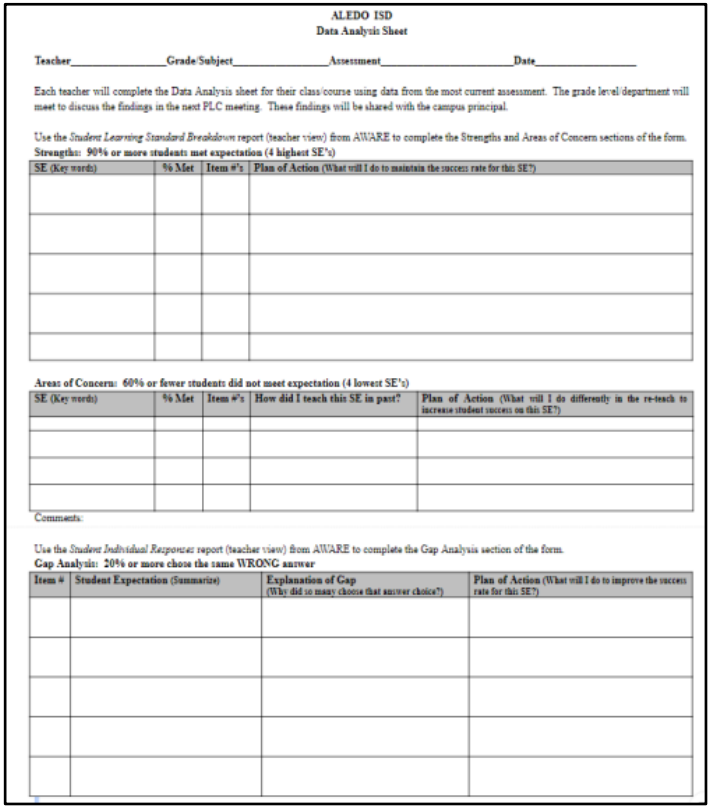
Aledo ISD District Common Assessments

District common assessments are standards-driven and designed to assess student learning. The purpose of district common assessments is to determine student proficiency of the standards and is intended to drive instruction. Providing teachers with the common assessment at the start of a unit of instruction, ensures that backwards design occurs and that daily instruction is aligned to the rigor of the student expectations.

Teacher Expectations:

- Analyze Common Assessment to plan learning experiences and instruction from the start of a unit (Backwards Design).
- Common Assessments should count as a summative grade. Common Assessments are not intended to be the only summative grades. Teachers may add questions, written responses, or may give credit for strategies used for grade reporting purposes. * The only thing that will be scanned into Aware is the original district assessment answer document.
- All tests should be scanned into Eduphoria's Aware by the last day of the assessment window. Make-up testing should be scanned separately after student completes assessment.
- Per district grading guidelines, a teacher will allow a student a reasonable opportunity to make-up or redo an examination (or comparable task) for which the student received a failing grade.
- Common Assessments are intended for independent student assessment only.
- Common Assessments should typically take one class period to complete. (with the exception of students with *Extended Time* as an assessment accommodation)
- Common Assessments should not be read aloud for students, unless they have *Oral Administration* as an assessment accommodation., or for grades K-1 and first semester of 2nd grade.
- Ensure that assessment material is protected and not accessible by students.
- In order to gain an accurate picture of student mastery, the exact language of the common assessment should **NOT** be used as a review for the students. It is appropriate to mirror the same level of thinking that is required by the standards for a review, but we want to ensure that this is the students' first exposure to the questions being assessed.

** *Specialists will notify teachers of the assessment window and may be contacted to provide clarification or to address any questions related to the common assessments.*



ALEDO ISD
Data Analysis Sheet

Teacher_____Grade/Subject_____Assessment_____Date_____

Each teacher will complete the Data Analysis sheet for their class/course using data from the most current assessment. The grade level/department will meet to discuss the findings in the next PLC meeting. These findings will be shared with the campus principal.

Use the *Student Learning Standard Breakdown* report (teacher view) from AWARE to complete the Strengths and Areas of Concern sections of the form.

Strengths: 90% or more students met expectation (4 highest SE's)

SE (Key words)	% Met	Item #'s	Plan of Action (What will I do to maintain the success rate for this SE?)

Areas of Concern: 60% or fewer students did not meet expectation (4 lowest SE's)

SE (Key words)	% Met	Item #'s	How did I teach this SE in past?	Plan of Action (What will I do differently in the re-teach to increase student success on this SE?)

Comments:

Use the *Student Individual Responses* report (teacher view) from AWARE to complete the Gap Analysis section of the form.

Gap Analysis: 20% or more chose the same WRONG answer

Item #	Student Expectation (Summarize)	Explanation of Gap (Why did so many choose that answer choice?)	Plan of Action (What will I do to improve the success rate for this SE?)

Curriculum Writing

- Curriculum writing teams are comprised by teachers representing all campuses
- Curriculum writing teams were selected by an application process and by principal recommendation
- K - 10 ELAR
- 3rd Math - Algebra 1

Power Standards

Endurance

When the standard represents learning that **goes beyond one course or grade level** and is representative of a concept or skill that is **important in life**, it has endurance.

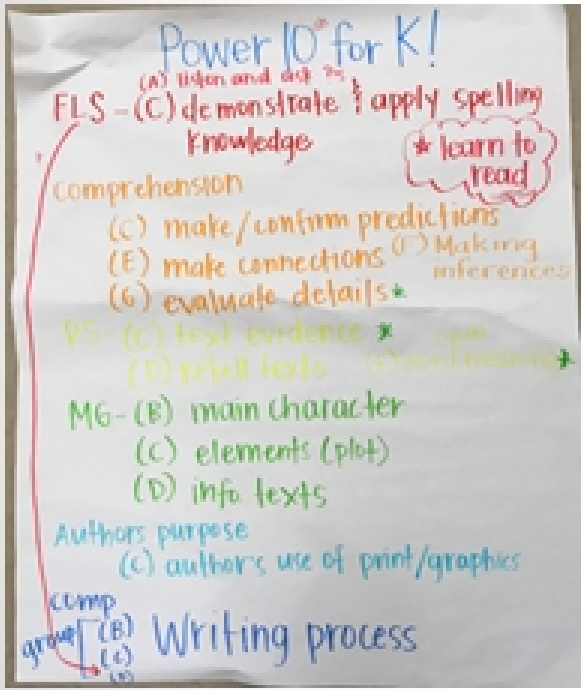
Leverage

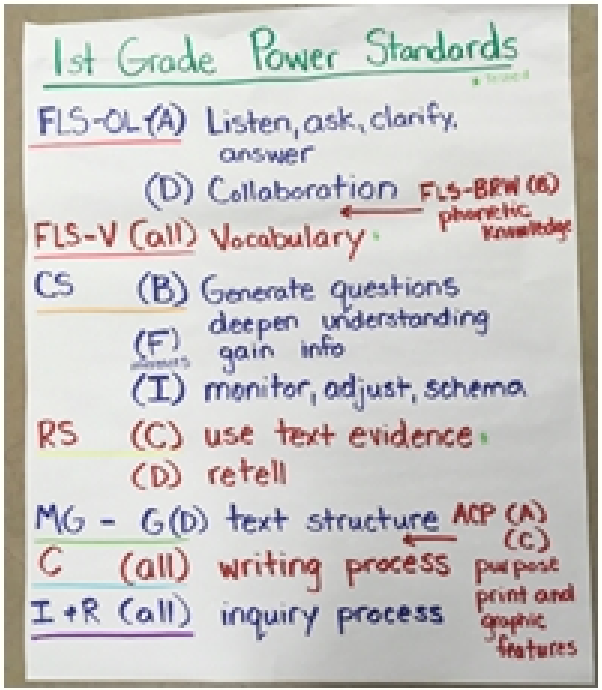
When the standard represents learning that is **applied both within the content area and in other content areas**, it has leverage.

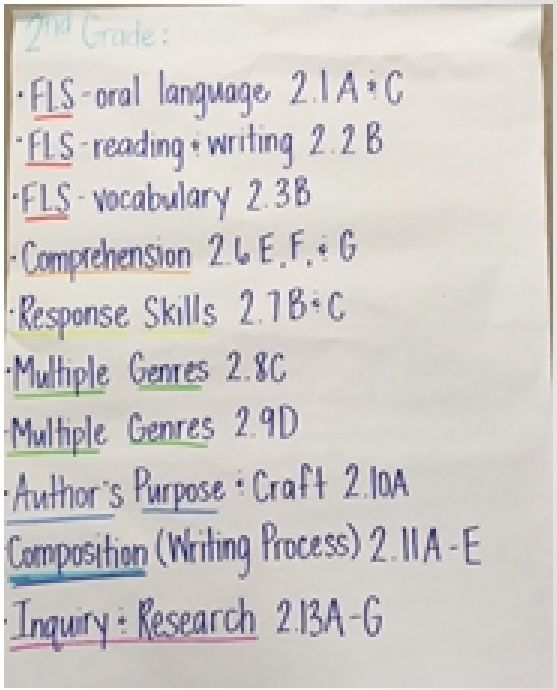
Readiness

When the standard represents learning that is **essential for success** in a new unit, course of study or grade level, it has readiness.

K-2 ELAR Essential Power Standards

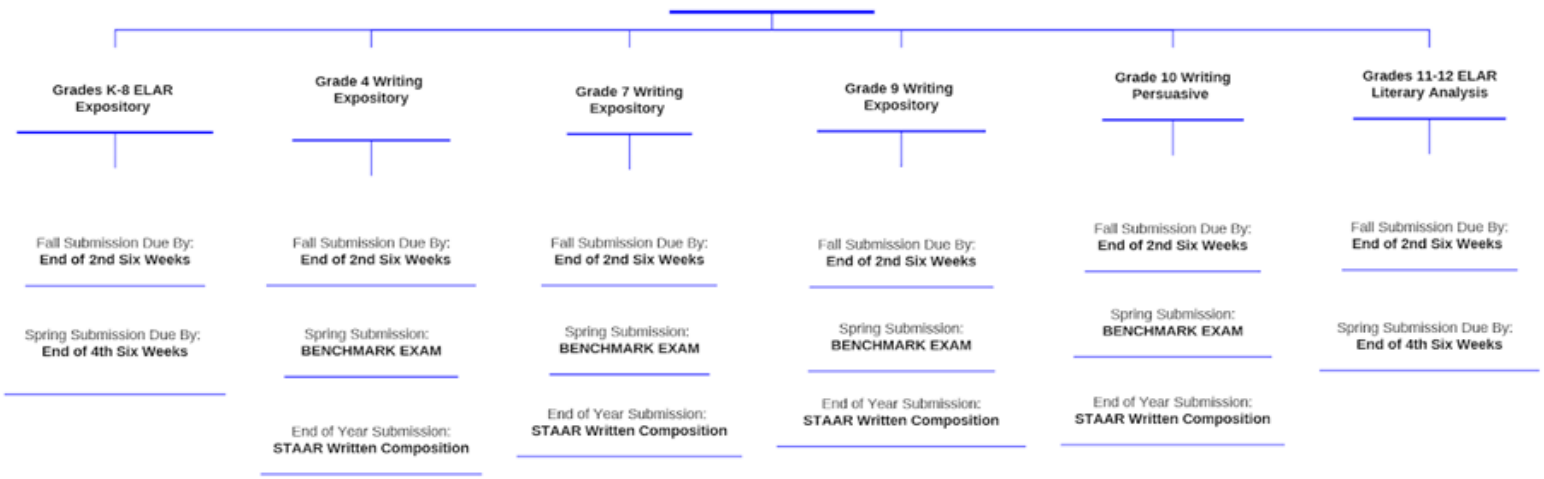






In Aledo ISD, students will submit writing samples in grades K-12 for a specific domain of writing in order to show evidence of student growth.

Aledo ISD District Writing Submissions



To ensure that students are growing in their writing proficiency, each grade level will take 1/13 ownership of a student's writing proficiency and will provide opportunities for students to reflect on how their own writing evolves over time.

Vertical Team Calendar

C&I JIT/VT Calendar

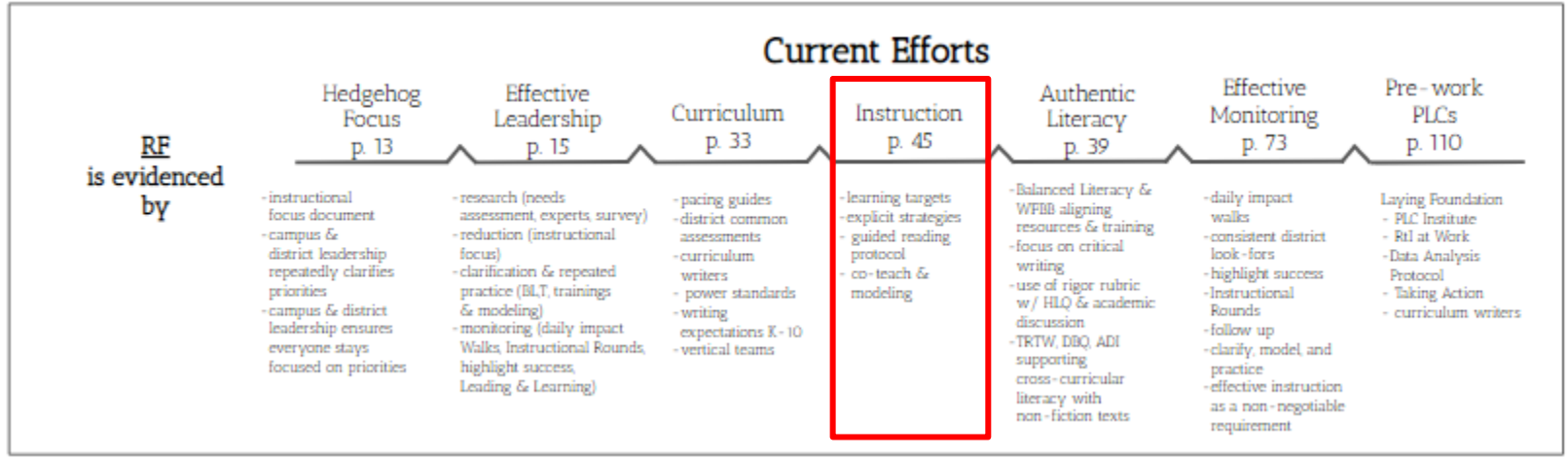
April 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Using Kagan Cooperative Structures to Support #SCPT and Academic Discussion: K-5, at Vandagriff, 3:30-4:30	2 Social Studies Vertical Meeting K-5 3:30-4:30 Social Studies Vertical Meeting 6-12 4:30-5:30	3 Math Vertical K-5 3:30-4:30 Math Vertical 6-Alg 1 4:30-5:30	4 ELAR Vertical Meeting 3rd-5th 3:30-4:30 6th-E4 4:30-5:30	5	6
7	8 STAAR Window (4/7 Writing, 5/8 Math, 5/8 Reading, English I, English II)	9	10	11 Juggling All the Plates with Flipcharts K-5 3:30-4:30	12 Marking Period Ends	13
14	15 Marking Period Begins	16 Creating Rigor In Your Class With Your Kids Part 3: Teaching Students to Demonstrate their Learning K-5 3:30 Creating Rigor In Your Class With Your Kids Part 3: Teaching Students to Demonstrate their Learning 6-12 4:30	17	18	19 Bad Weather Make-up	20
21	22 Bad Weather Make-up	23	24	25 Bearcat Inc. Meeting 4:30-5:30	26	27
28	29	30				

Just in Time Color Code

- Cross-Curricular
- Social Studies
- Science
- ELAR
- Math

Leading with Focus-Overview and Aligning Actions



Learning Target

We will . . .

I will . . .

So that I can . . .

Explicit Strategies

- Talk Read Talk Write
- Chalk Talk Strategy
- Socratic Seminar
- Which One Doesn’t Belong
- Flipgrid
- Kagan Structures
- Argument Driven Inquiry (ADI)

Guided Reading Protocol

Aledo ISD Guided Reading (GR) Expectations

- GR Lesson Structure:
  - Before-Introduce the text (3-4 minutes)
  - During-Reading the text (5-7 minutes)
  - After-Discussing the text (4-5 minutes)
- **Planning For GR Sessions**-GR is an extension of the literacy skill taught in the mini-lesson or modeled in the Interactive Read-Aloud, with the exception of responsive teaching that occurs with an individual reader.
- **Anecdotal Notes**-Include in your GR Binder a specific, transferable compliment, teaching point, and next step (when possible) in response to hearing an individual student read.
- **Place and Space**-Guided Reading should take place next to learning anchors (word wall, anchor charts, teacher resources) for use during GR sessions.
- **Volume of Titles**-Expose students to new texts every day for levels with shorter texts (under 10-12 pages). Two days, at the very most.
- **Schedule**-GR happens during the literacy block. Students with most urgent literacy needs come to the GR table every day.

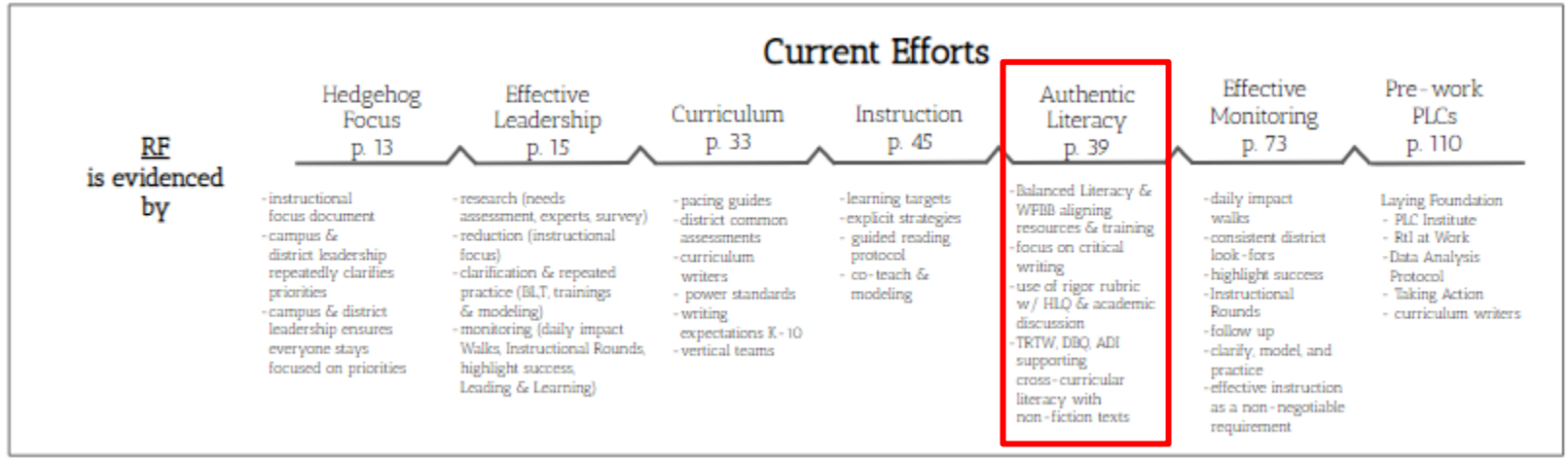
Key Resources

- *Fountas & Pinnell Literacy Continuum*
- *Reading Strategies* by Jennifer Serravallo
- Fountas & Pinnell Leveled Readers
- New ELAR TEKS, adopted 2017

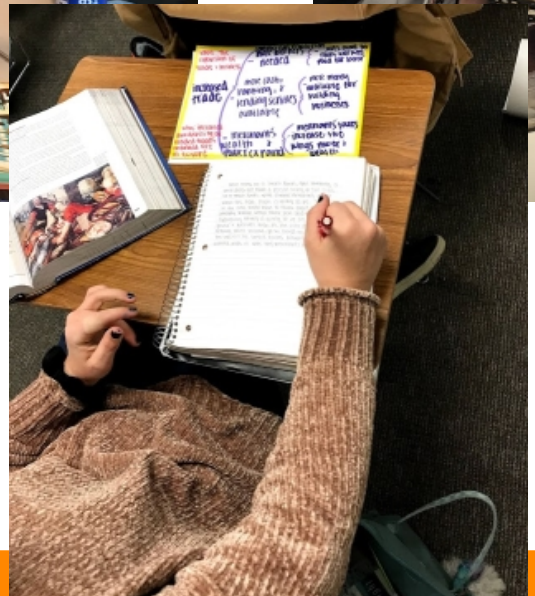
Linked in the ELAR K-2 YAG Scope & Sequence Documents

Co-Teaching & Modeling Lessons

Leading with Focus-Overview and Aligning Actions



"Literacy includes the ability to read, discuss, and write in the analytical, explanatory, and especially argumentative mode in every course, including electives and art." page. 39 *Leading With Focus*



AUTHENTIC LITERACY

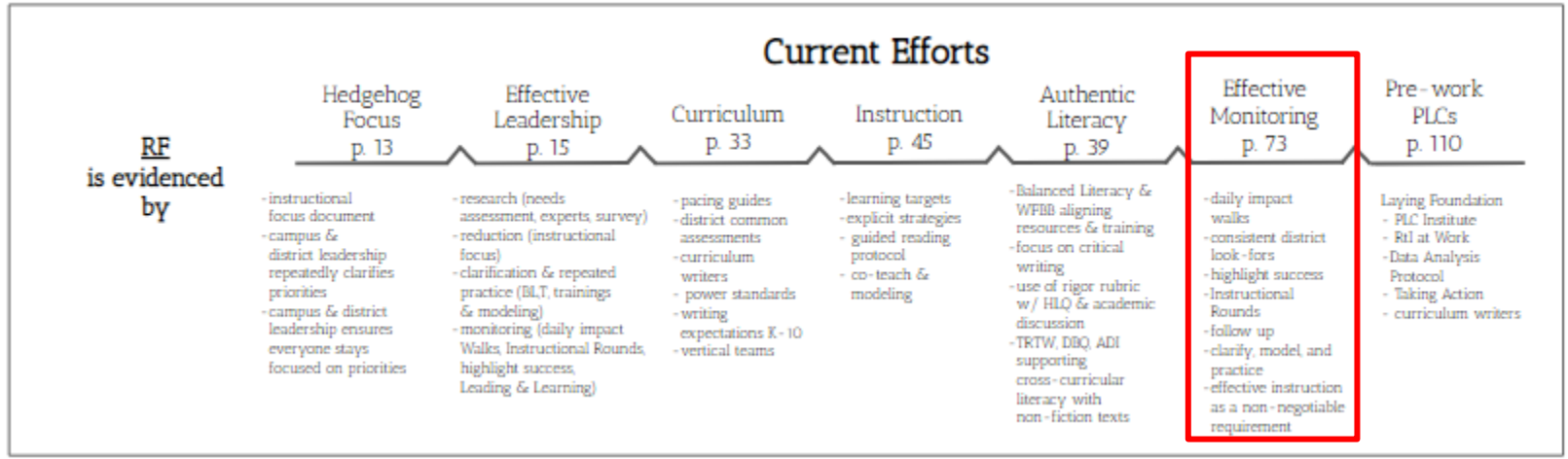
Balanced Literacy

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.

Leading with Focus-Overview and Aligning Actions



Aledo ISD Fall / Spring Instructional Rounds Compiled Data

District Look Fors:

- Learning Objective (We Will / I Will):
  160/162 (99%) → 159/162 (98%)
- Thinking Maps with Frame / TM Taken to Writing:
  114/162 (70%) → 116/162 (72%)
- Critical Writing in Journals:
  125/162 (77%) → 139/162 (86%)
- Frequent, Small-Group, Purposeful Talk:
  114/161 (71%) → 133/158 (84%)

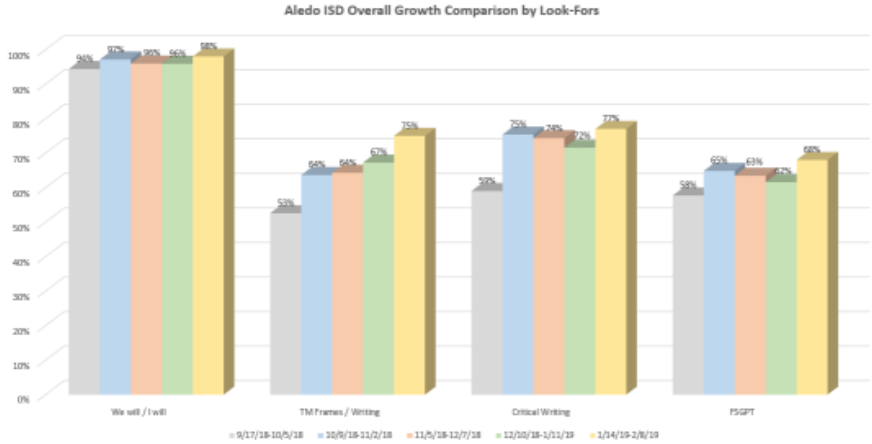
District Reinforcement & Refinement:

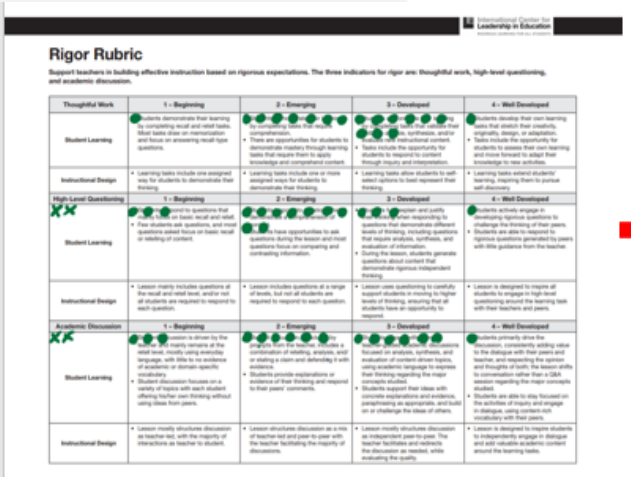
- **Reinforcement:**

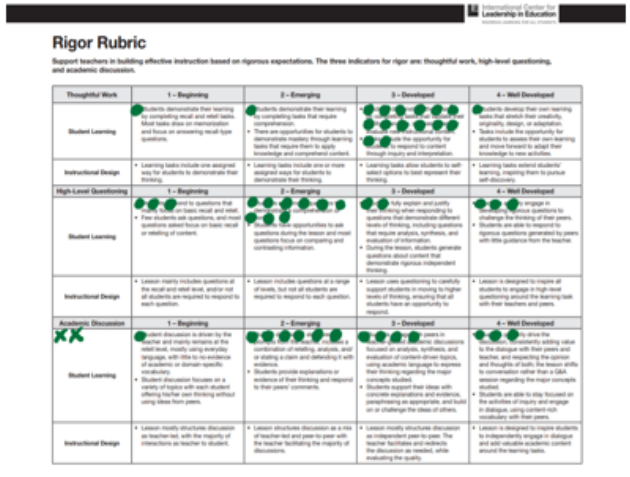
Learning Objective (We Will / I Will) → Instructional Design for Thoughtful Work

- **Refinement:**

Pre-Planned High Level Questions that Elicit Academic Discussions → Student Generated High Level Questions & Student Led Academic Discussion



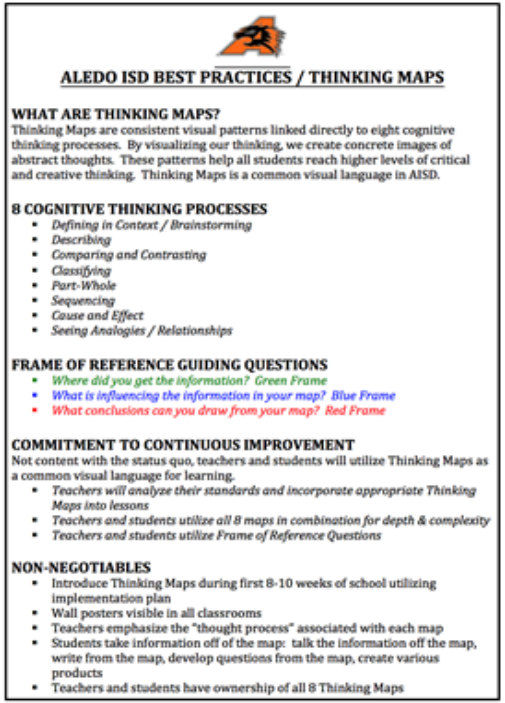




District Look Fors:

- We Will / I Will: 18/18 → 18/18
- TM with Frame / TM Taken to Writing: 10/18 → 16/18
- Critical Writing in Journals: 12/18 → 17/18
- FSGPT: 14/18 → 15/18

District One Pagers



ALEDO ISD BEST PRACTICES / THINKING MAPS

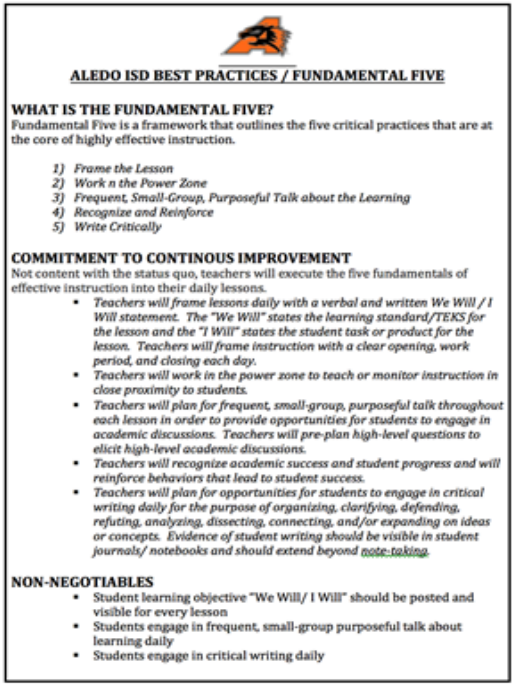
WHAT ARE THINKING MAPS?
Thinking Maps are consistent visual patterns linked directly to eight cognitive thinking processes. By visualizing our thinking, we create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking. Thinking Maps is a common visual language in AISD.

8 COGNITIVE THINKING PROCESSES
- *Defining in Context / Brainstorming*
- *Describing*
- *Comparing and Contrasting*
- *Classifying*
- *Part-Whole*
- *Sequencing*
- *Cause and Effect*
- *Seeing Analogies / Relationships*

FRAME OF REFERENCE GUIDING QUESTIONS
- *Where did you get the information? Green Frame*
- *What is influencing the information in your map? Blue Frame*
- *What conclusions can you draw from your map? Red Frame*

COMMITMENT TO CONTINUOUS IMPROVEMENT
Not content with the status quo, teachers and students will utilize Thinking Maps as a common visual language for learning.
- *Teachers will analyze their standards and incorporate appropriate Thinking Maps into lessons*
- *Teachers and students utilize all 8 maps in combination for depth & complexity*
- *Teachers and students utilize Frame of Reference Questions*

NON-NEGOTIABLES
- Introduce Thinking Maps during first 8-10 weeks of school utilizing implementation plan
- Wall posters visible in all classrooms
- Teachers emphasize the "thought process" associated with each map
- Students take information off of the map: talk the information off the map, write from the map, develop questions from the map, create various products
- Teachers and students have ownership of all 8 Thinking Maps



ALEDO ISD BEST PRACTICES / FUNDAMENTAL FIVE

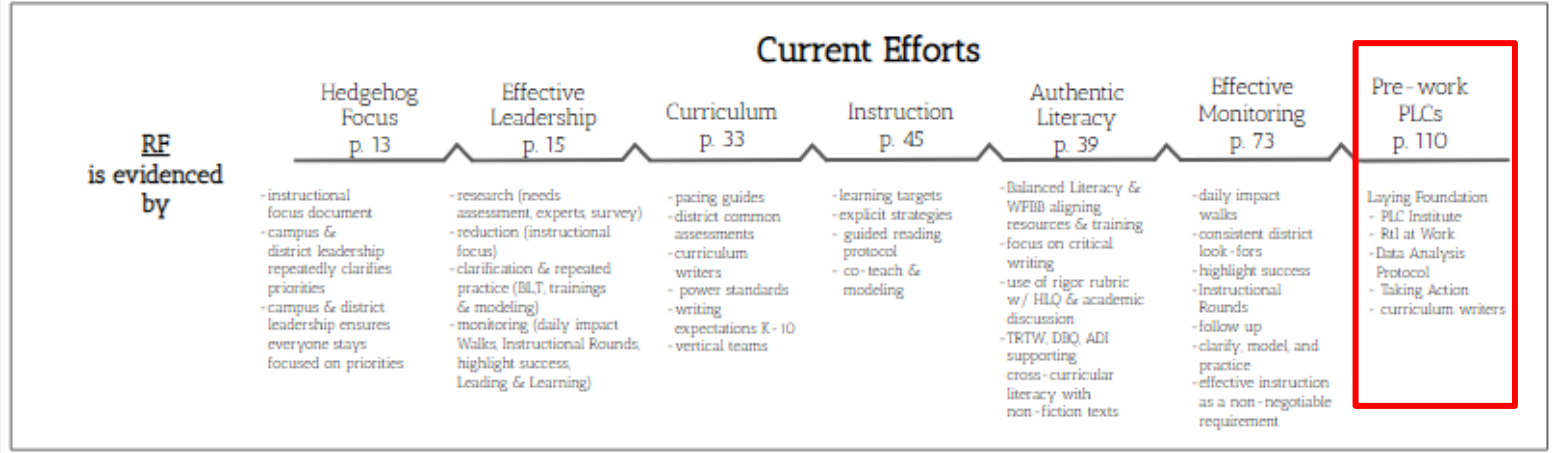
WHAT IS THE FUNDAMENTAL FIVE?
Fundamental Five is a framework that outlines the five critical practices that are at the core of highly effective instruction.

1) *Frame the Lesson*
2) *Work n the Power Zone*
3) *Frequent, Small-Group, Purposeful Talk about the Learning*
4) *Recognize and Reinforce*
5) *Write Critically*

COMMITMENT TO CONTINOUS IMPROVEMENT
Not content with the status quo, teachers will execute the five fundamentals of effective instruction into their daily lessons.
- *Teachers will frame lessons daily with a verbal and written We Will / I Will statement. The "We Will" states the learning standard/TEKS for the lesson and the "I Will" states the student task or product for the lesson. Teachers will frame instruction with a clear opening, work period, and closing each day.*
- *Teachers will work in the power zone to teach or monitor instruction in close proximity to students.*
- *Teachers will plan for frequent, small-group, purposeful talk throughout each lesson in order to provide opportunities for students to engage in academic discussions. Teachers will pre-plan high-level questions to elicit high-level academic discussions.*
- *Teachers will recognize academic success and student progress and will reinforce behaviors that lead to student success.*
- *Teachers will plan for opportunities for students to engage in critical writing daily for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts. Evidence of student writing should be visible in student journals/ notebooks and should extend beyond note-taking.*

NON-NEGOTIABLES
- Student learning objective "We Will/ I Will" should be posted and visible for every lesson
- Students engage in frequent, small-group purposeful talk about learning daily
- Students engage in critical writing daily

Leading with Focus-Overview and Aligning Actions



RTI at Work Institute, November 28-30

LEDO ISD-Data Analysis Sheet Protocol

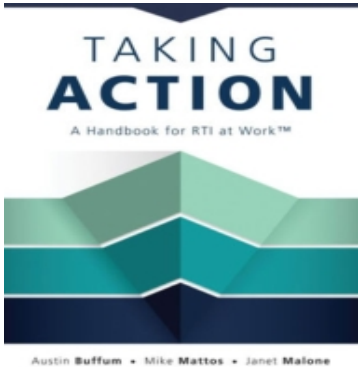
Q2-How do we know if they learned it?

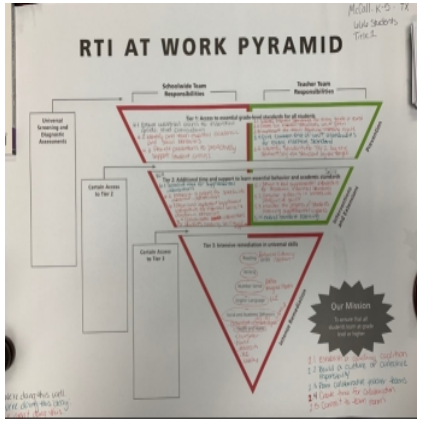
TeacherName_____ Grade/Subject_____ Campus _____

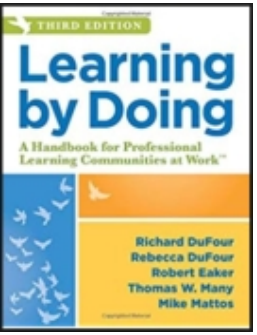
Q1-What are the students expected to know?
(List the essential TEKS/SEs taught/assessed in this unit.)

Q3: What will we do if they didn't learn?
What will be your targeted skill for intervention?

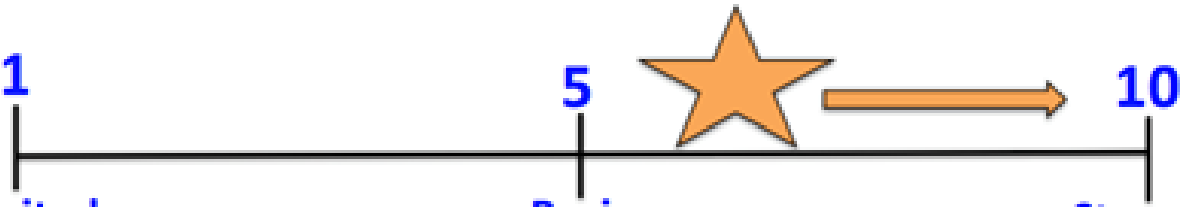
Q4: What will we do if they did learn?
What will be your targeted skills for extension?







School-Wide Professional Learning Communities Implementation Continuum



Limited

Implementation of Professional Learning Communities- Teachers work in isolation and do not collaborate in PLC teams

Limited motivation to collaborate and share with peers. Little to no investment in school-wide continuous improvement cycle

Basic

School-Wide Implementation of Professional Learning Communities - Implementation is still at surface level

Teachers work in collaborative PLC teams and utilize some, but not all, of the 4 essential questions. Teachers are beginning to invest in collective results rather than individual results

Strong

School-Wide Implementation of Professional Learning Communities- All teachers work in collaborative PLCs teams

PLCs consistently focus on the 4 essential questions and all teachers commit to providing interventions and extensions based on student data

Where do we go from here?