

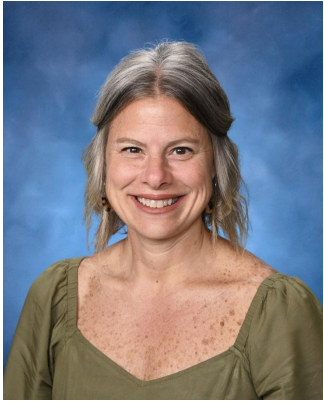
# AISD Instructional Focus

March 23, 2026



#AllinAledo

**AISD Featured Collaborative Team  
Stuard Elementary School  
3rd Grade Team**



**Jenni Collins**



**Becky Stewart**



**Stefanie Story**



**Ashley Swords**



**Jill Taloa**



# Aledo ISD

Recognized As:



*Aledo ISD is one of only seven school districts in Texas to receive this honor.*

# ALEDO ISD FOCUS DOCUMENT 2025-2026



## 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 2025-26

## PLC Goals

Reported Quarterly

### Focus on Learning

Goal 92% of CTs by June

### Collaborative Culture

Goal 96% of CTs by June

### Focus on Results

Goal 91% 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

Goal 100% of classrooms by June

### Evidence of Clear Classroom Expectations / LEAD Matrix

Goal 95% 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



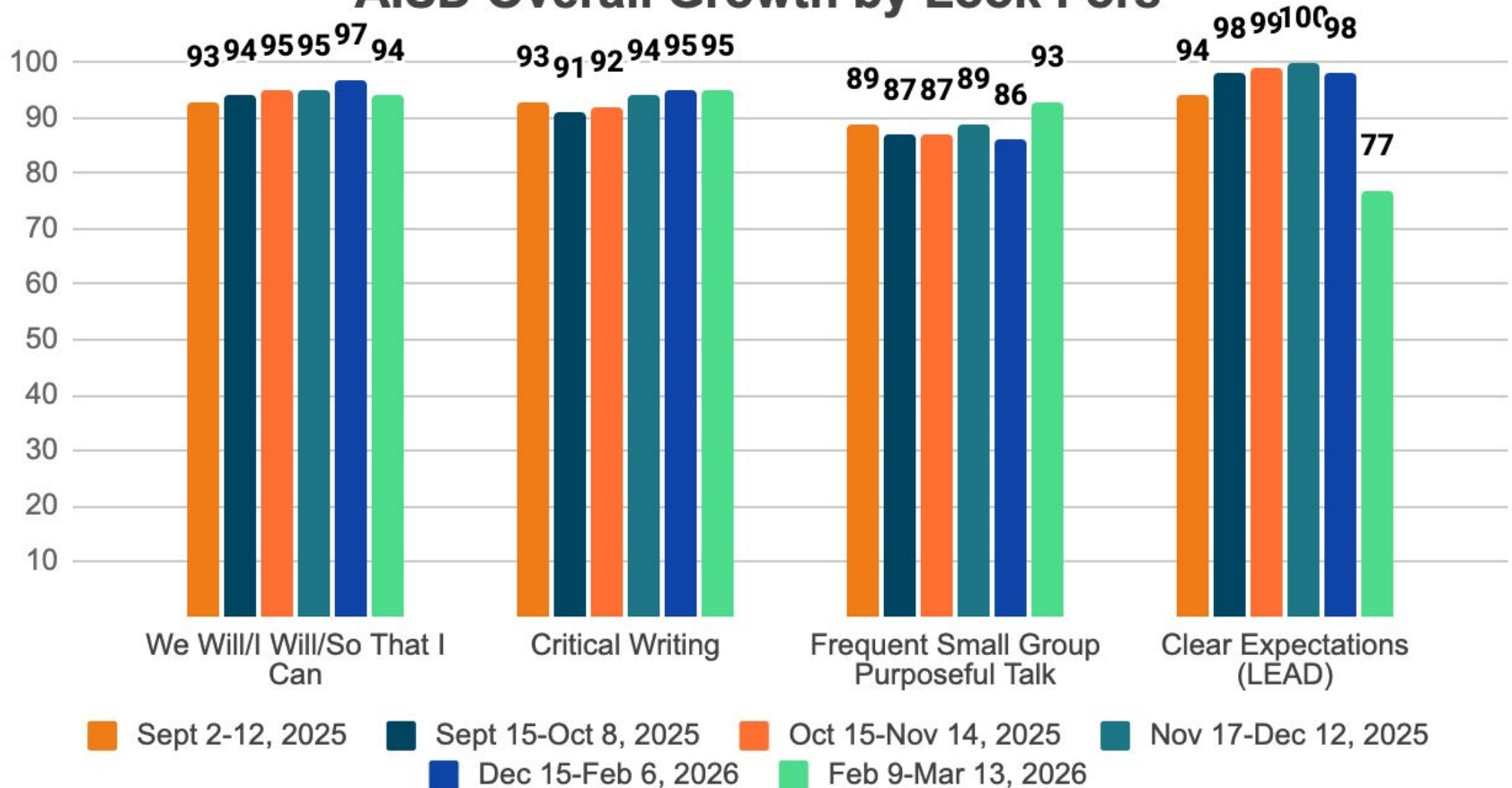
# Aledo ISD

## Instructional Focus Implementation

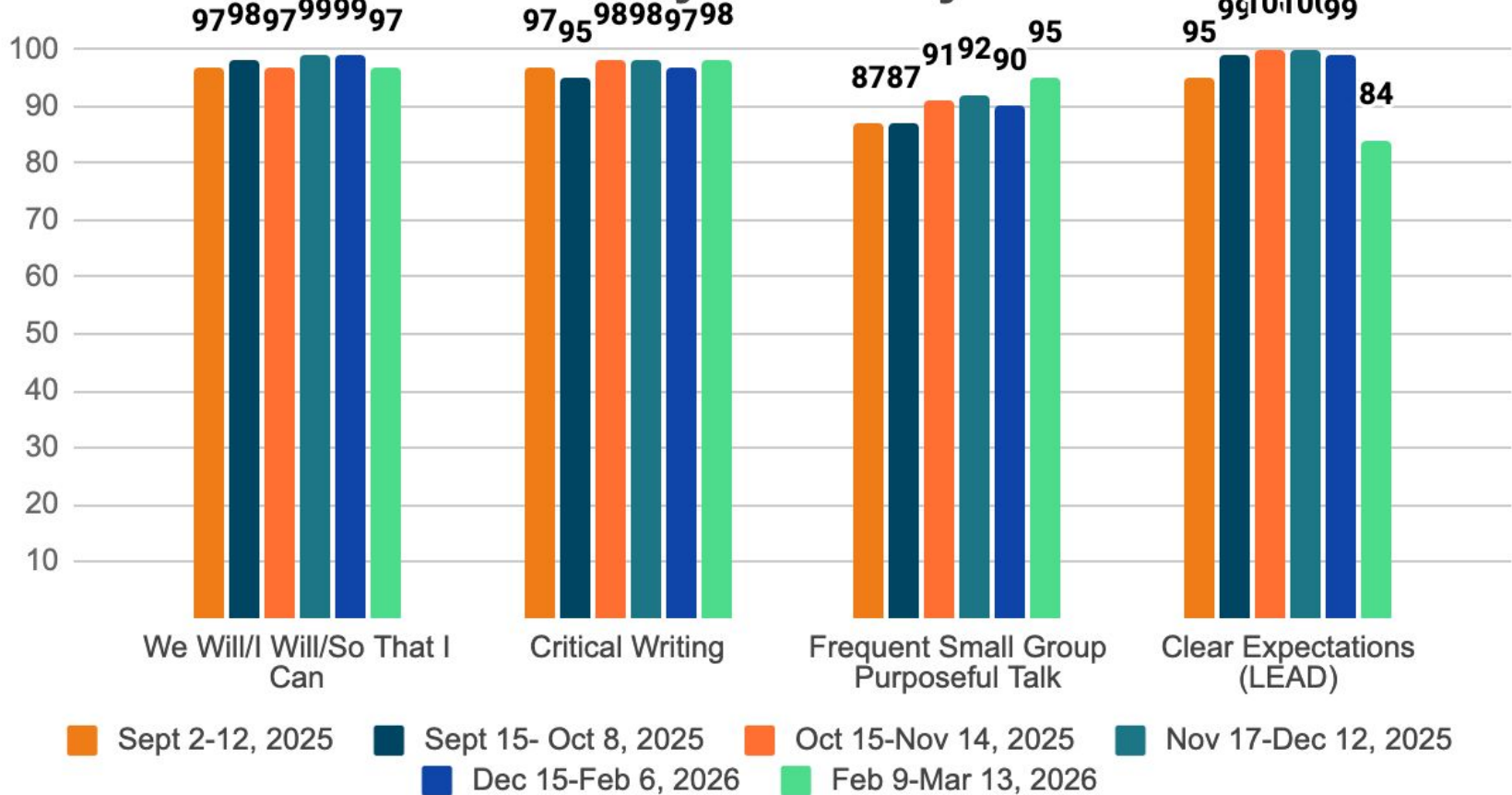
Reporting Period 6  
February 9-March 13, 2026



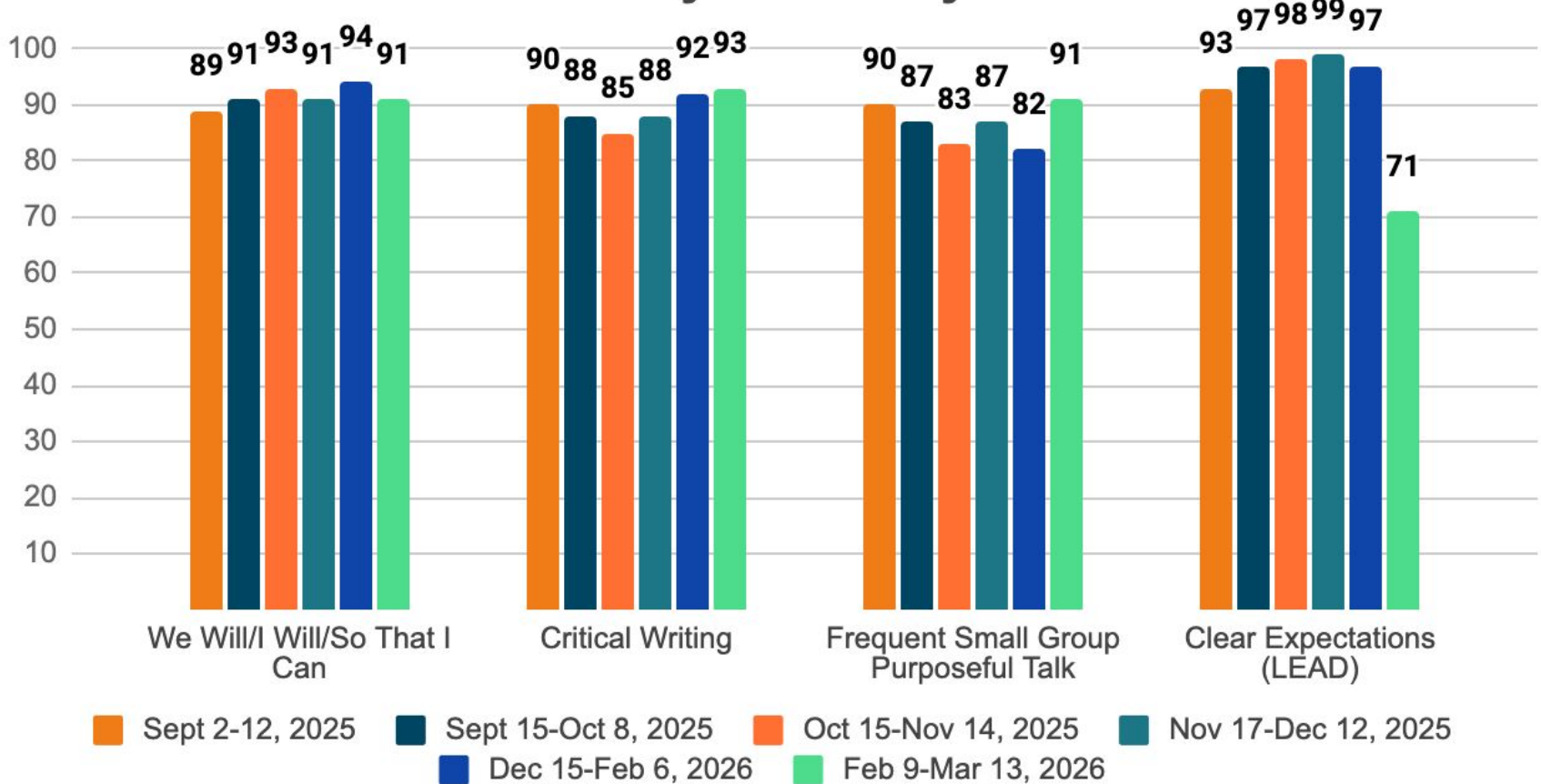
# AISD Overall Growth by Look Fors



# AISD Elementary Growth by Look Fors



# AISD Secondary Growth by Look Fors

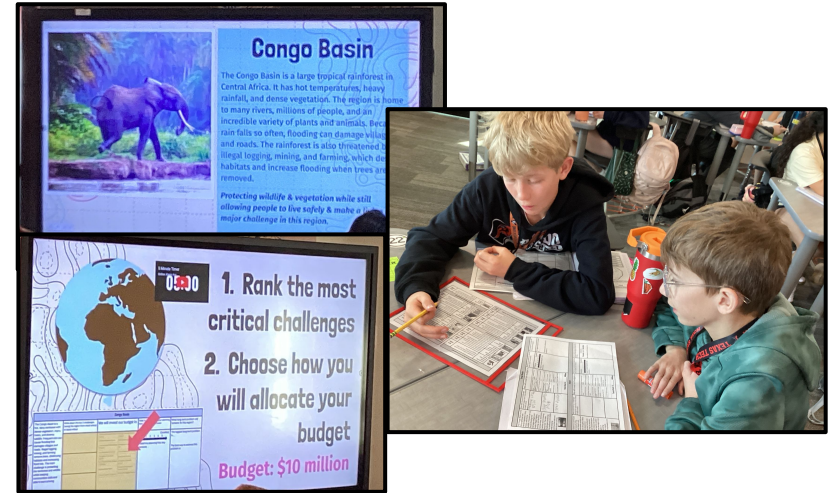


Coder Elementary  
Rachel King  
5th Science



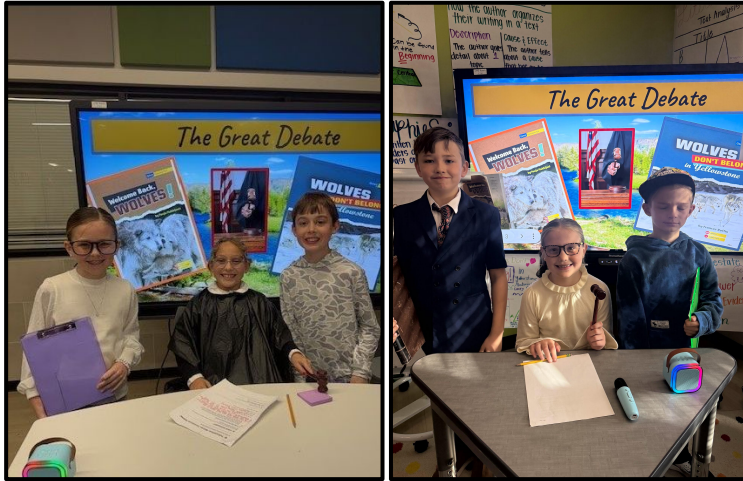
In a Valentine's-themed lab, students modeled how sedimentary rocks form using crushed crackers and pink and red cornbread as their "sediments." They discussed weathering and erosion, then layered their crumbs to show deposition. Pressing down demonstrated compaction, and adding water showed cementation as the layers stuck together. This hands-on activity helped students clearly visualize how sedimentary rocks form.

McAnally Middle  
Amy Mitchell  
6th Social Studies



Students took on the role of regional planners and investigated challenges facing regions in Africa. They identified and ranked key issues with their peers, proposed potential solutions, and evaluated the effectiveness of those solutions through peer discussion. Groups were given a \$10 million budget and selected from a menu of options to determine how funds would be allocated to address the identified challenges.

Lynn McKinney Elementary  
Georgi Hernandez  
3rd Grade - RLA/SS



After analyzing paired argumentative texts, students assumed roles of farmers, ranchers, lawyers, judges, scientists, and environmentalists to take a stance and persuade an audience to agree or disagree that wolves should be roaming in Yellowstone National Park! Students were so excited to present their arguments and make their case!

McAnally Middle School  
Alli Hill & Ashley Williams  
8th Grade - RLA

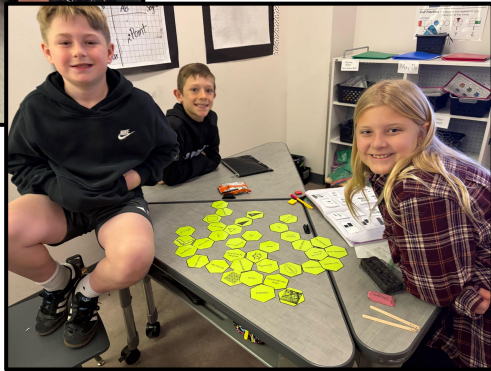
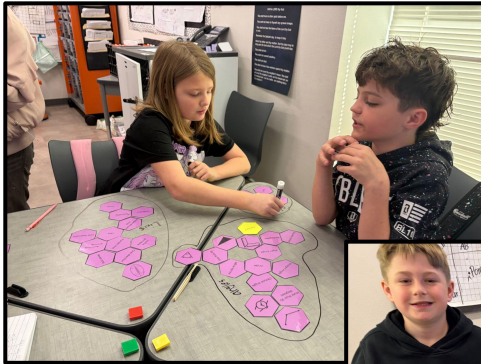


Students learned how the district's LEAD characteristics—learning, empathy, accountability, and dedication—shaped actions during the Holocaust and saw how these values appear in literature and history. As they created posters, they reflected on how these values apply to their own lives and choices today.

## Vandagriff Elementary

Jessica Hull

4th Grade Math

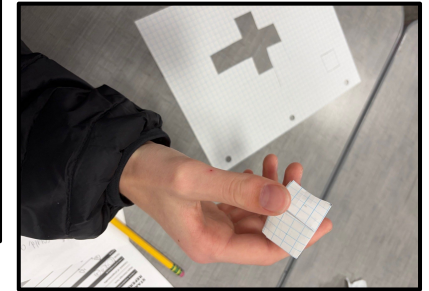
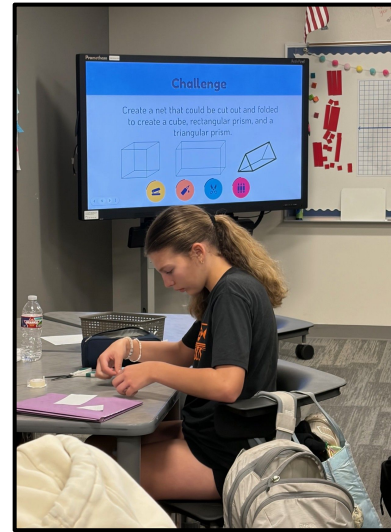


In Mrs. Hull's 4th grade math class, student thinking is front and center. During a Hexagonal Thinking task, students collaborated to make meaningful connections between geometric shapes, their attributes, and how geometry appears in the real world. After constructing their initial connections, students engaged in deeper analysis by studying other groups' work and identifying similarities and differences.

## Aledo Middle School

Grace McCurdy

7th Accelerated Math



In Miss McCurdy's 7th grade math class, students are actively exploring how three-dimensional figures are constructed from nets. After selecting a figure, students determined how graph paper could be strategically cut and folded to build the shape. Through this hands-on investigation, they deepened their understanding of the relationship between a net and its corresponding solid, using those connections to determine surface area.

McCall  
Elisabeth Garcia  
5th Science



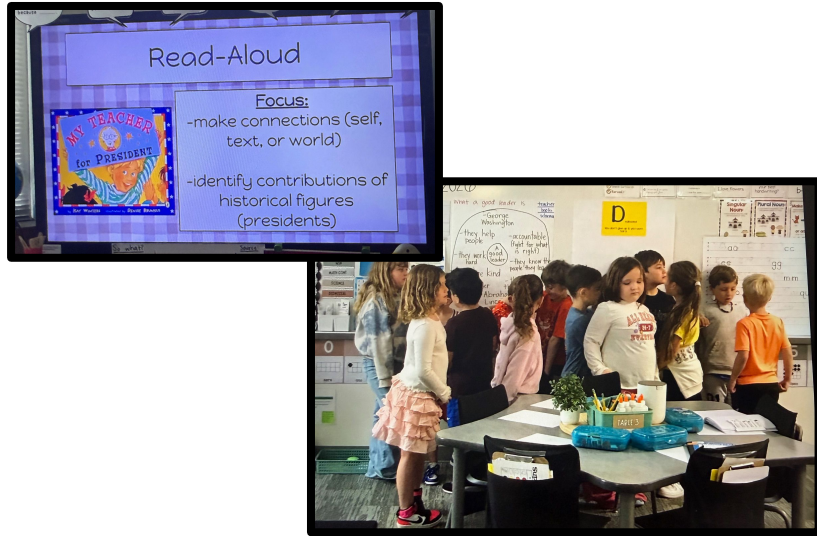
Students explored the transfer of energy by designing and building Rube Goldberg machines that incorporated multiple energy sources and simple machines. Throughout the activity, students were highly engaged in the scientific process of experimenting, observing outcomes, and refining their designs. They generated meaningful questions, investigated solutions, and explained their thinking, demonstrating true student-driven learning and discovery.

DNG  
Courtney Cox  
12th Anatomy & Physiology



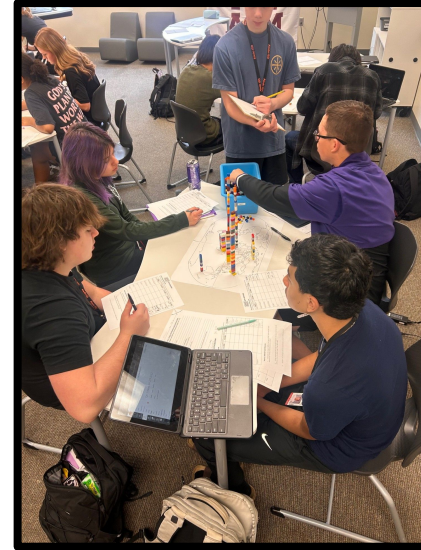
Mrs. Cox's A&P class were dissecting cow eyes as an extension for higher level students to examine the different structures under the microscope to connect the histology (previous unit) to the function of that part of the eye.

McCall Elementary  
Ashton Adams  
1st Grade RLA /SS



This first grade class read the book *My Teacher for President* and discussed the contributions of historical figures such as George Washington. They then connected it to our LEAD Matrix by doing a Four Corner Activity sharing which of the LEAD characteristics they thought the figure showed.

Aledo High School / Daniel Ninth Grade  
Jennifer Faulkner  
9th Grade AP Human Geography



While learning about urbanization, infrastructure and sustainable communities, these AP Human Geography students used legos to represent the populations of different international cities on a world map. The visual helped students see population growth over an extended time period and the impact it is having on communities.

2025-2026 ALEDO ISD

# Science Department Update



# Professional Learning

We will keep current with developments, new content, new approaches, and changing methods of instructional delivery within our discipline. **Texas Teacher Standard 3A(iii)**

## Academic Discussion

So that I can connect student's prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

**Question Creator**

Standards: <https://loadboard.com/resources/>

Custom Checklists:

- https://loadboard.com/...
- https://loadboard.com/...

**Hook**

Image: \_\_\_\_\_

You're a scientist. You've discovered a new planet. What does this tell you about \_\_\_\_\_?

Based on the evidence, how can you explain \_\_\_\_\_?

What patterns do you notice in this data about \_\_\_\_\_?

How does changing \_\_\_\_\_ affect \_\_\_\_\_?

Why did you think \_\_\_\_\_ happens when \_\_\_\_\_ changes?

What evidence might explain the change you observed? \_\_\_\_\_

How are \_\_\_\_\_ and \_\_\_\_\_ connected?

What's your claim about \_\_\_\_\_, and what evidence supports it?

How does your evidence show that your claim is correct?

You're a data analyst studying \_\_\_\_\_ What does your evidence show?

You're an engineer reviewing test results. What explanation would you give?

**Application**

Image: \_\_\_\_\_

How could you design to test \_\_\_\_\_ about \_\_\_\_\_?

What could you build or change to make \_\_\_\_\_ work more effectively?

Which solution would you recommend for \_\_\_\_\_ and why?

How could you decide between these two designs or explanations?

What trade-offs would you consider when choosing the best approach?

What do you predict would occur if new variables in the system changed?

How could you test this concept in another real-world example?

ELPS icons for academic discussion:

- Making Observations
- Making Predictions
- Providing Evidence
- Explaining Reasoning
- Agreement/Disagreement
- Asking Questions
- MAKING COMPARISONS
- DESCRIBING CHANGE OVER TIME
- CAUSE AND EFFECT
- SUMMARIZING /CONCLUDING

**QUESTION LADDER**

Target Question: Rung 4

Agreement: Rung 3

Identifications: Rung 1

Analysis: Rung 2

Checklist items:

- What evidence supports that?
- What would happen next?
- What do you notice about [open the result/idea]?
- Did you notice about what you saw?

Academic discussion cards:

- CLAIM COUNTS CONNECT
- MIRROR TALK
- HOT SEAT
- POSTCARD EXCHANGE
- 1 WORD - 1 VOICE
- PASS THE MIC
- THREAD TALK
- SPARK AND SUPPORT
- THINK TANK CAROUSEL
- CROSS CORNERS
- DISCUSS DICE

# ILL DRAW MY THINKING

At the top of your menu: What's the main discussion question from your lesson?

Name: \_\_\_\_\_  
Grade & Section: \_\_\_\_\_ Date: \_\_\_\_\_

## "I'll Build on What [Name] Said

**WHAT YOU'LL DO**  
You get to DRAW instead of saying

- STEP 1: Listen**  
Your teacher will Listen carefully!
- STEP 2: Think**  
Close your eyes picture do you
- STEP 3: Draw**  
Draw:  
• Your science  
• It doesn't  
• It doesn't  
• Simple draw
- STEP 4: Label**  
Add labels w parts
- STEP 5: Share**

starting  
I d  
"I agree with  
"[Name] sa  
"Yes, and  
Add  
"I think  
"I see  
"Also,

## "I'll CONNECT TO SOMETHING WE LEARNED BEFORE"

What's the main discussion question from your lesson?

Name: \_\_\_\_\_  
Grade & Section: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT YOU'LL DO:**

- You get to be a PATTE
- TODAY's lesson to so
- learned before.
- You don't have to learn
- connections!

**STEP 1: Listen to Today's**

- Your teacher will ask
- information.
- Think "Wait... have I s
- before?"

**STEP 2: Look Around the**

- Look at:
- Anchor charts on the
- Word walls with vocab
- Unit posters we made
- Your science notebook
- Diagrams/models we s

**WHAT YOU'LL DO:**

- You get to be a VI
- Use special quest
- understand graph
- You don't have to
- follow the steps!

**STEP 1: STEP 1: Get Your**

- Your teacher will give
- An image, graph, i
- A card with 4-5 q
- These questions help
- the RIGHT way!

**STEP 2: Answer Questi**

- This question asks: "Wh
- Your job:
- Look at the visual
- Name the parts yo
- Describe what's the
- Don't interpret yet

## "I'll ANALYZE AN IMAGE OR GRAPH"

What's the main discussion question from your lesson?

Name: \_\_\_\_\_  
Grade & Section: \_\_\_\_\_ Date: \_\_\_\_\_

## "I'll ANALYZE AN IMAGE OR GRAPH"

Quick Sketch

**"WHAT DOES THIS TELL US? / WHY DO YOU THINK THIS HAPPENED?"**

**3**

**"WHAT DO I SEE?"**

**1**

**"WHAT WOULD HAPPEN IF...? HOW DOES THIS APPLY TO...?"**

**4**

**"WHAT PATTERNS OR CHANGES DO I NOTICE?"**

**2**

## I'll Analyze an IMAGE

**Option A**

Name: \_\_\_\_\_

**Option B**

Name: \_\_\_\_\_

**Revoicing**

- So what I hear you saying is \_\_\_\_\_
- Let me make sure I understand — you're suggesting that \_\_\_\_\_
- In other words, you're saying \_\_\_\_\_
- I think \_\_\_\_\_
- What I \_\_\_\_\_
- So you \_\_\_\_\_
- if I rep \_\_\_\_\_
- You're \_\_\_\_\_
- It soun \_\_\_\_\_
- So to: \_\_\_\_\_
- you be \_\_\_\_\_
- and th \_\_\_\_\_

**Pressing for Evidence**

- What makes you say that?
- What evidence supports your idea?
- Can you show me where you found that information?

**Pressing for Reasoning**

- Can you explain why you think that?
- What's the reasoning behind your answer?
- How did you figure that out?

**Building on Ideas**

- Can you add on to what \_\_\_\_\_ just said?
- How does your idea connect to \_\_\_\_\_'s point?
- In what way does your thinking build on what we just heard?
- Do you agree with \_\_\_\_\_? What would you add or change?
- Can you give another example that supports that idea?
- How might you extend or challenge what \_\_\_\_\_ shared?
- What did \_\_\_\_\_ say that made you think about your idea?
- How can you connect your thinking to our main concept or question?
- What could we add to deepen or expand that idea?
- How can you move our group's thinking forward from here?

**Challenge Thinking**

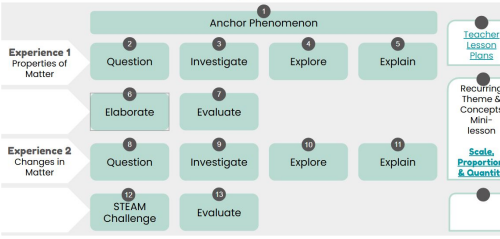
- What might someone who disagrees with you say — and how would you respond?
- Could there be another explanation for what you observed?
- What evidence might challenge your claim?
- Is it possible that your idea would change under different conditions?
- How does your explanation fit (or not fit) with what \_\_\_\_\_ said?
- What assumptions are you making in your reasoning?
- Can you think of a counterexample that would test your idea?
- What part of your thinking feels the least certain — and why?
- How could new data or evidence change your conclusion?
- What would you need to see or find out to be more confident in your answer?

**Talk Moves**

# Ongoing Professional Learning

# Matter

Click on the day to go to the lesson slides.



**Grade 2 - Unit 2 Overview: Topic 1 Matter** Aledo ISD Curriculum Science

**Suggested Pacing: (22 days)**

**Anchor Phenomenon:** How do the properties of chocolate change?

**2.1F** Record and organize data using pictures, numbers, words, symbols, and simple graphs.

**2.5B** Investigate and predict cause-and-effect relationships in science. Q1 CFA 1-day Q2 CFA 2-day

**2.1A** Matter and its properties. The matter makes that matter has chemical properties. The chemical properties can be change to different properties. Students describe the shape the solid matter can malleable to retain the properties of matter can change when greater such as combined or exchange.

**2.5A** classify matter by observable physical properties, including states, masses and matter temperature, and identify whether a material is a solid or liquid.

**2.5B** conduct a descriptive investigation to explain how shape and properties are changing technology forcing.

**2.5C** demonstrate that small units such as building blocks can be combined or separated to form new objects for different purposes and explain the scientific choice based on their physical properties.

**Cause & Effect, Energy & Matter, Patterns, Scale, Proportion & Quantity, Stability & Change, Structure & Function, Systems & System Models**

**Students will DO THESE THINGS... (Science and Engineering Practices)**

**To unravel these IDEAS... (Content Standards)**

**By using or finding these CLUES, (Recurring Themes and Concepts)**

**Analyzing & Interpreting Data, Asking Questions, Constructing Explanations, Defining Problems, Designing Solutions, Developing & Using Models, Engaging in Argument from Evidence, Mathematics & Computational Thinking, Obtain, Evaluate, Communicate Information, Planning & Carrying Out Investigations**

**Teacher Background Read** Teacher Background [Video](#): Matter (must be logged into SAVVAS)

# Refining Curriculum

**What is happening?**

**Phenomenon**  
Observable events in the real world

**Turn and TALK**

Have you ever made chocolate candy?

How did the chocolate change as you made it?

How would you make chocolate candy?

**Lesson Index**  
Click on the lesson to go to the slides.

Unit Overview Teacher Background Lesson Plans

**Unit 4 Earth, Sun, Moon Systems**

0 1 2 3 4  
5 6 7 8 9

Recurring Theme & Concepts Mini-lesson  
Stability and Change

**SECURITY CHECKPOINT**  
IDENTIFY YOURSELF FOR ACCESS

ENTER CODENAME

INITIALIZE SYSTEM

**STAAR Science Command Center**

Practice Dashboard - Blueprint aligned practice built around how the test is based on 2025-2026 STAAR Science Blueprint

Tests to Open: 1

Make: (Search US English Content) **Practice Item design (0 English)**

Items Done: 0 / 20 **Feedback Done: 0%**

Skus: 0 days **Link Time: 0 min**

**STAAR Weighted Radar**  
View the official 2025-2026 STAAR Blueprint. View in the target blue (0% blue of 0%) because it carries the most test weight.

**Choose a Topic**  
Each topic includes data interpretation, investigation design, and SCR practice aligned to physical properties.

**Properties of Matter**  
Identify magnetism, conductivity, viscosity, solutions, and conservation of matter.

**Force & Motion**  
Equal/unequal forces, investigation, Newton's laws.

**Daily Missions**  
Practice data interpretation, investigation design, and SCR writing.

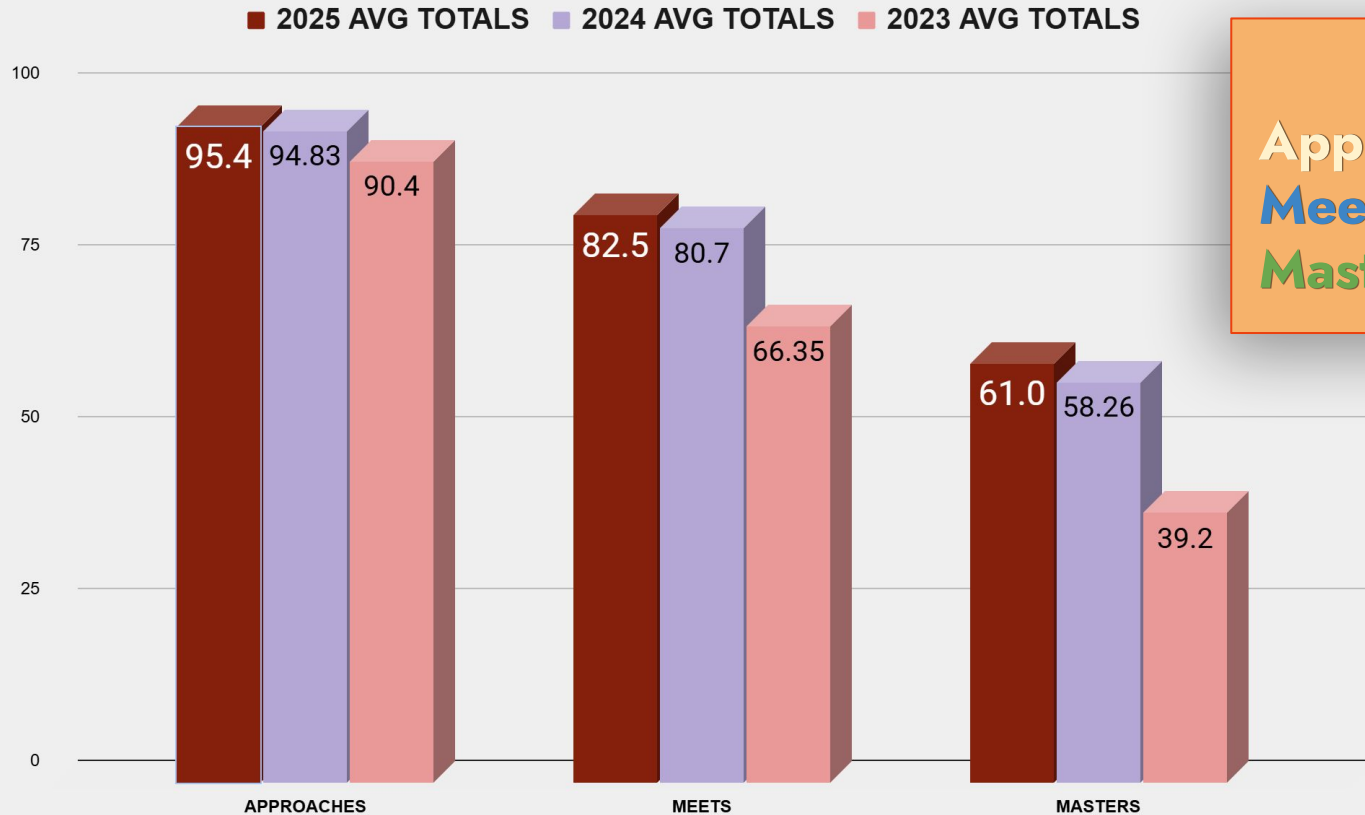
**Data Mission** Tables & Graphs  
Interpret a data table to predict which object floats or sinks in water.

**Investigation Mission** Fair Tests  
Design a fair test to compare electrical conductivity.

# Having an IMPACT on Learning



# 3rd- Bio: Comparative DCA Data 2025-2026



**Growth**

Approaches	0.6%
Meets	1.8%
Masters	2.7%

Ensuring High  
Levels of Learning  
for ALL Students!

