

AISD Instructional Focus

February 16, 2026



#AllinAledo

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

**AISD Featured Collaborative Team
Coder Elementary School
1st Grade Team**



Kendra Adams



Erica Gantt



Megan Hutson



Allie Sooter



Barrett Walker

At the beginning of the year in **Really Great Reading**, students read short passages with simple CVC words to build accuracy and confidence.

By the middle and end of the year, they are expected to read longer passages that include all the phonics skills they've learned — like r-controlled vowels and two-syllable words — showing increased stamina, automaticity, and deeper comprehension.

BOY

WORDS TO PREVIEW:
N/A

BLAST UNIT 2
Short vowels a, i
25 words

Sam and Tim

Sit, Sam!	2
Tim, sit!	4
Tim sat on the mat.	9
Sam and Tim sat on the mat.	16
Sam?	17
Tim?	18
Sit on the mat!	22
Sam and Tim?	25

EOY

WORDS TO PREVIEW:
never

BLAST UNIT 25
Review: Closed, Open, VCE,
and Vowel Team Syllables
316 words

My Siblings

I have five siblings and each one is taller than the next. Let's begin with Tim.	16
He is the tallest. He likes sailing and has no fear of the deep blue sea. When he takes me on the boat with him, it feels like we go faster than a speeding train.	24
Sammy is not as tall as Tim, but he is still taller than the rest of us. Last week, Sammy wanted to make a frozen soda treat. He did not know that soda expands in the freezer until the can cracked open. The soda slush was a mess, but tasty!	51
Next is Blake. He is the same size Tim was when Tim was ten. Mom adds patches to Tim's old pants for Blake. I think Blake wishes he could shop for new pants, but he does not whine about it. He is silent unless he is cheering for his baseball team.	70
My sis Beth is smaller than Tim, Sammy, and Blake, but she is taller than Gail. When Beth plans to spend time with her pals, Mom tells her it would be polite to invite Gail too. If Beth is going out, Gail always goes with her. I think it is funny because Beth and Gail are not alike. Beth likes to try new things and visit her pals. Gail likes to stay inside and read. They have one thing in common. They both like to play hide and seek with me. I always win because I can hide in tiny spots.	85
I am the smallest one of the bunch. Last year, I was upset that I could not do the same things as my siblings. This year, I am older and wiser. My teacher tells me that when you are upset, you can try to find the bright side. Mom never asks me to put away the dishes because I cannot reach the shelf!	101
	118
	130
	152
	168
	184
	200
	220
	234
	253
	271
	278
	284
	296
	302
	310
	314



Our WIN (What I Need) groups are designed to meet each 1st grader exactly where they are. As a team, we share all of our students and use our mCLASS data and progress monitoring to place them in targeted skill groups that focus on what they need most. As students grow and their data changes, our groups change too — ensuring instruction is always responsive and intentional.

1st Grade WIN Groups - MOY



- Munos
- Speech
- Munos
- Dyslexia
- Dyslexia
- Speech
- Speech
- Strayer
- Dyslexia

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



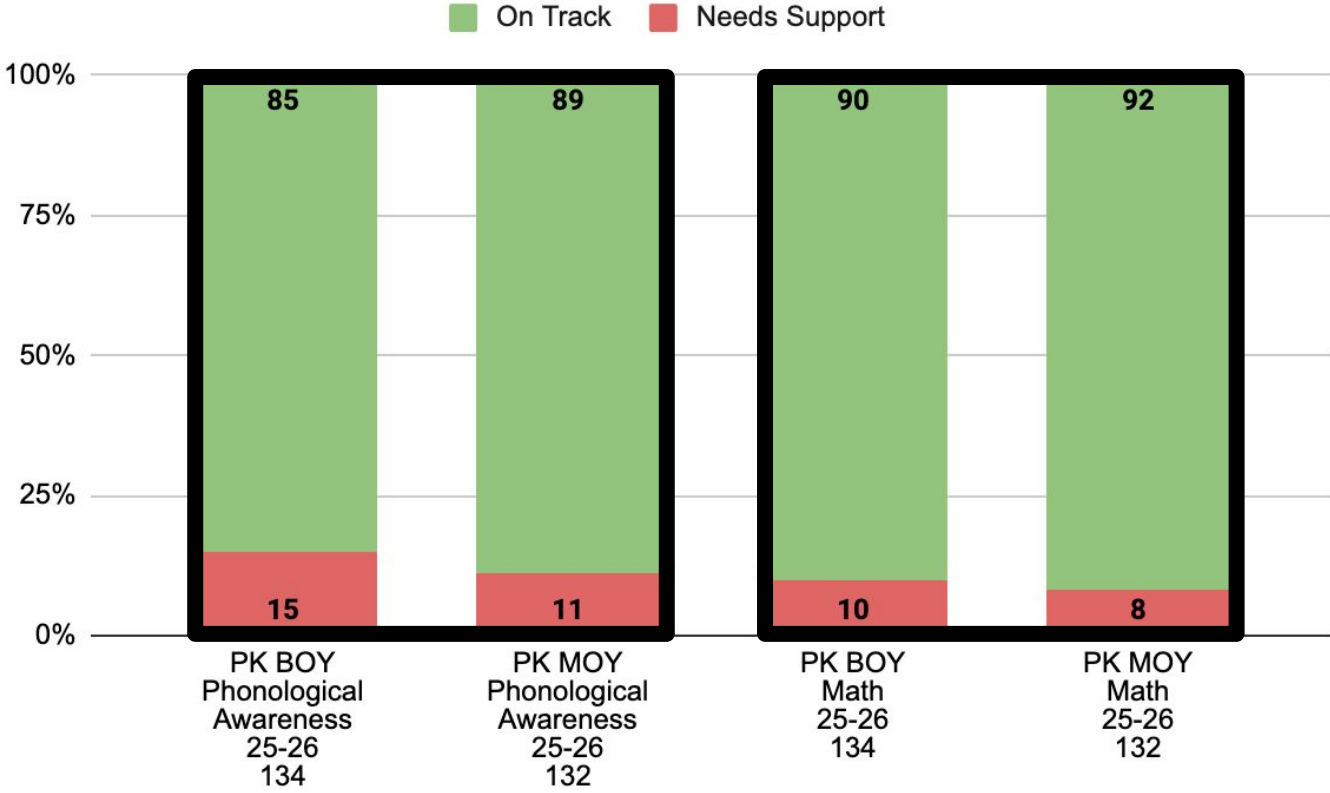
Aledo ISD MOY Screener Data

2025-2026

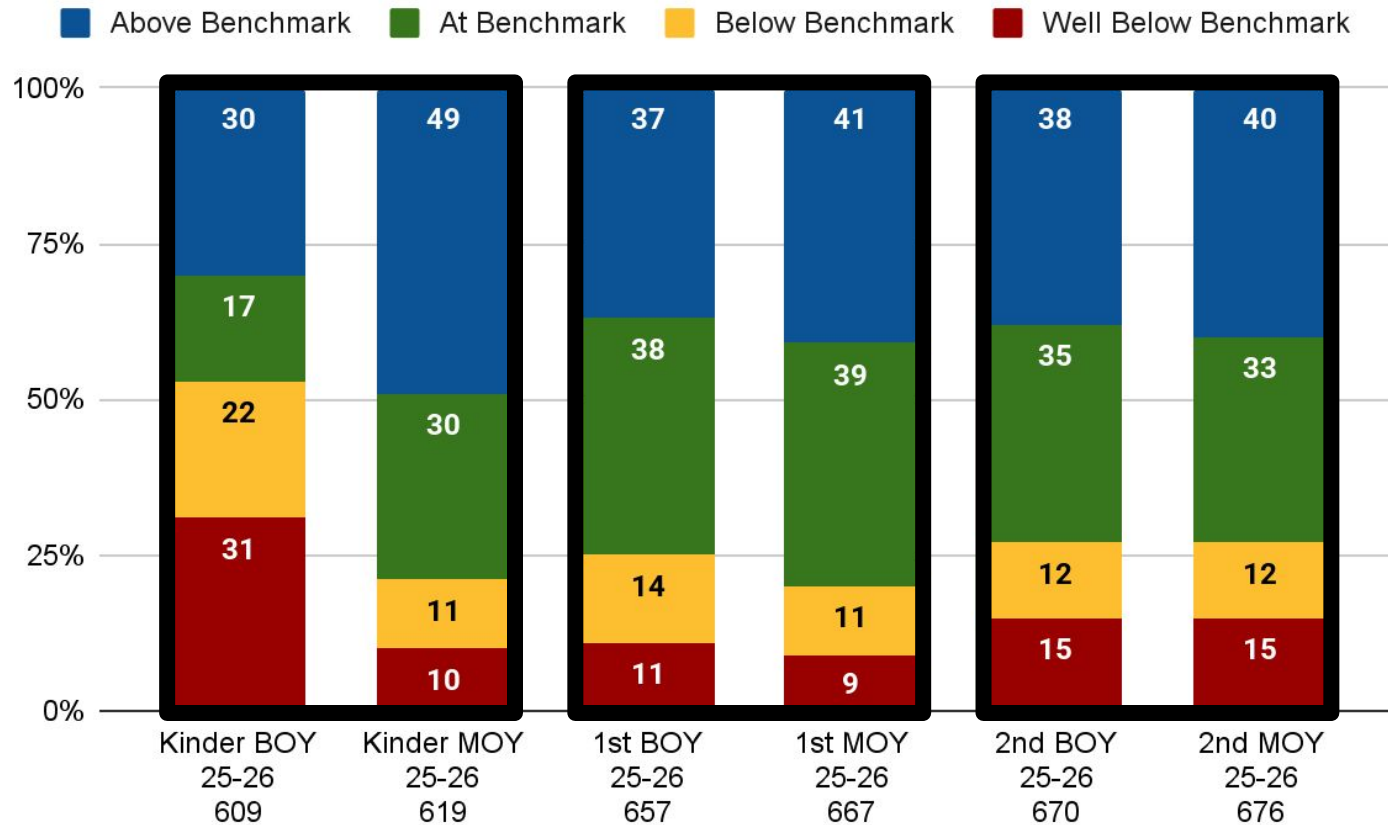


Ensuring high levels of learning for all students

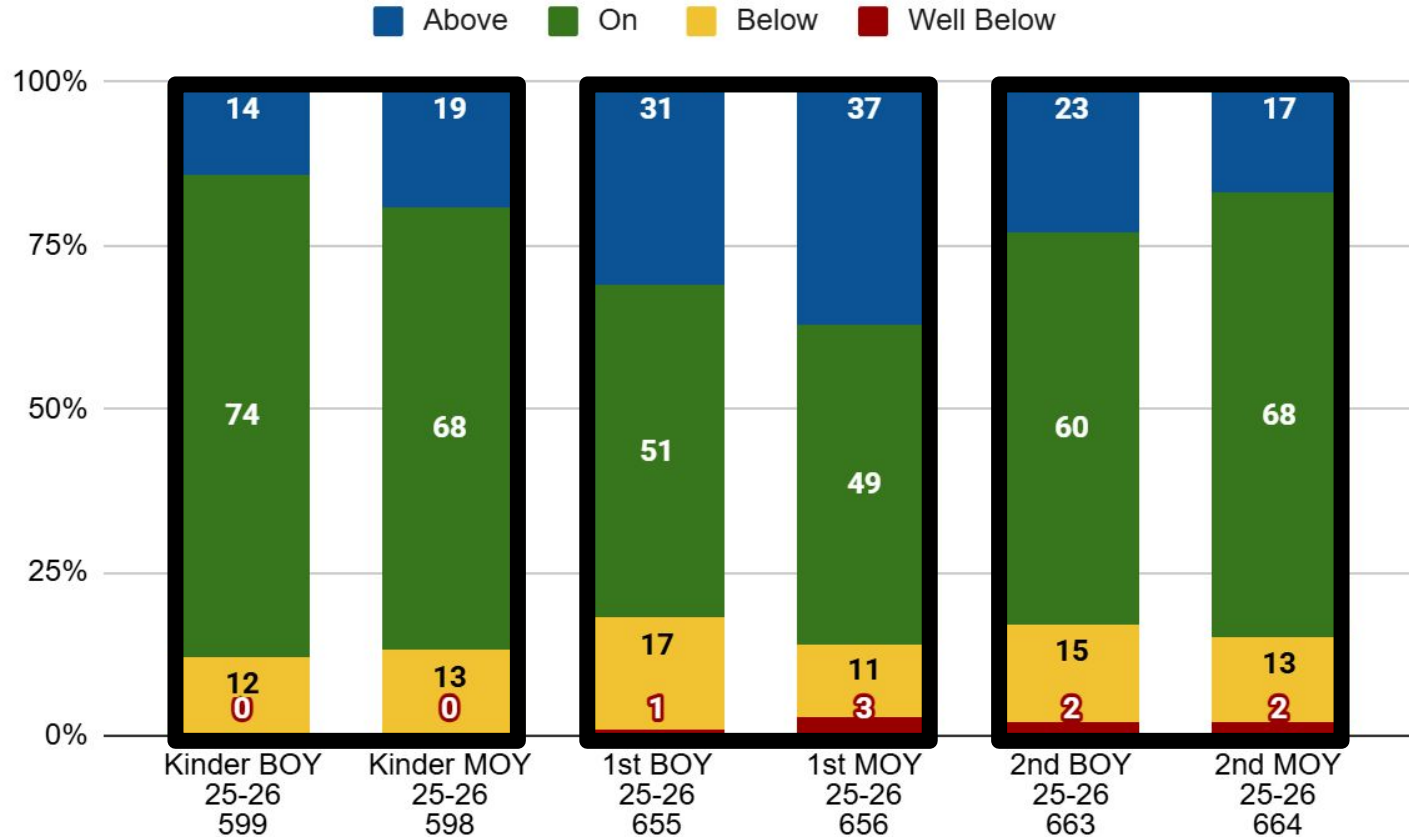
CIRCLE Progress Monitoring: PreK



mCLASS Reading: K-2



IXL Math Diagnostic: K-2



MAP Growth: Reading 3-8 (MOY)

504 (13%) students in the bottom two quintiles at BOY

Celebrations

- 400 (79%) students in the bottom two quintiles at BOY made growth at MOY
- 369 (73%) students met MOY MAP goal
- 346 (69%) students exceeded MOY MAP goal
- 285 (57%) students moved up at least one quintile

Areas for Growth

- 104 (21%) students in the bottom two quintiles at BOY did not show growth
 - 3rd- 6 students
 - 4th- 13 students
 - 5th- 10 students
 - 6th- 14 students
 - 7th- 38 students
 - 8th- 23 students

MAP Growth: Math 3-8 (MOY)

447 (12%) students in the bottom two quintiles at BOY

Celebrations

- 389 (87%) students in the bottom two quintiles at BOY made growth at MOY
- 344 (77%) students met MOY MAP goal
- 329 (74%) students exceeded MOY MAP goal
- 258 (58%) students moved up at least one quintile

Areas for Growth

- 58 (13%) students in the bottom two quintiles at BOY did not show growth
 - 3rd-0 students
 - 4th-5 students
 - 5th-4 students
 - 6th-9 students
 - 7th-17 students
 - 8th-23 students