

AISD Instructional Focus

June 15, 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

The 3 Big Ideas



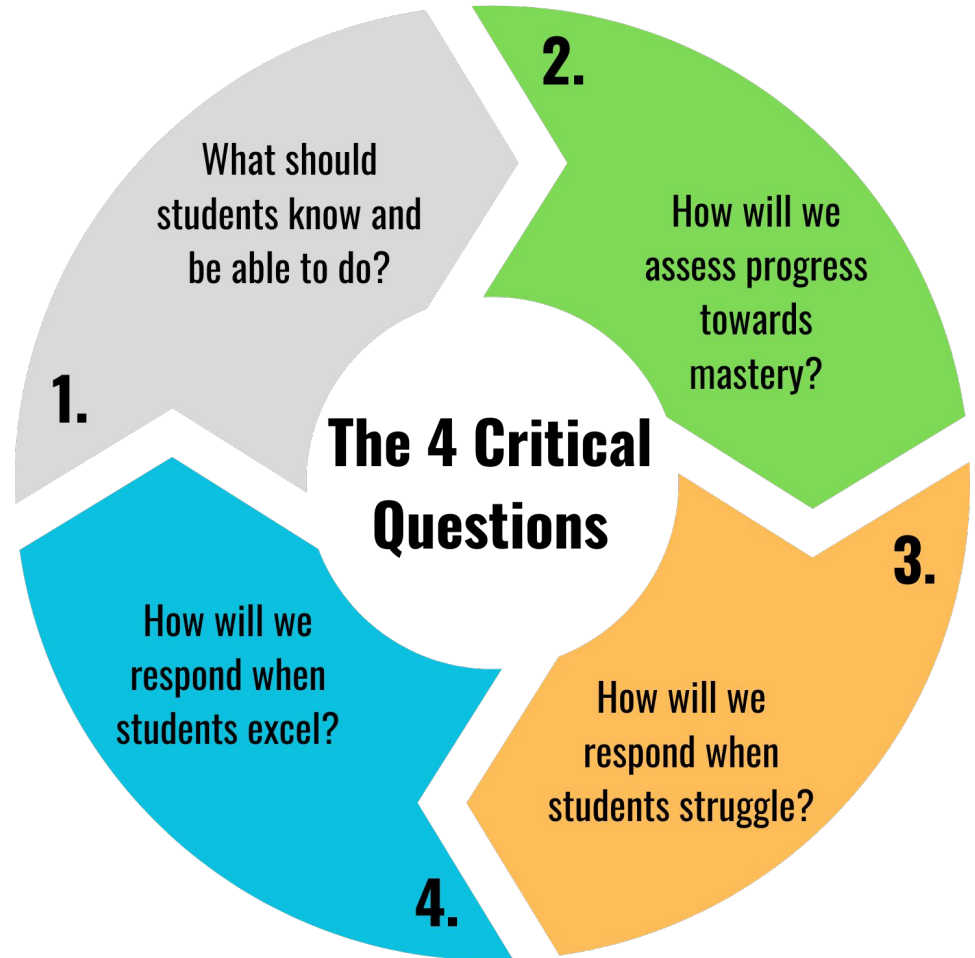
**A Focus on
Learning**



**A Collaborative
Culture**



**A Results
Orientation**



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 / Academic Discussion

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



Three Big Ideas of a PLC at Work

1

A Focus on Learning

2

**A Collaborative Culture
and
Collective Responsibility**

3

A Results Orientation

FOCUS ON LEARNING

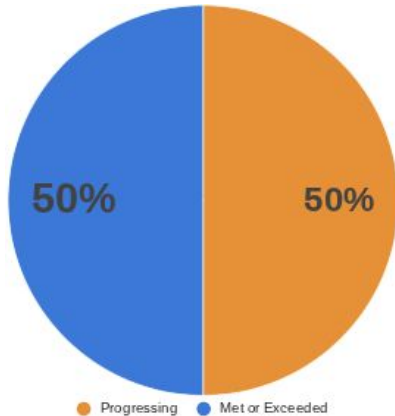
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle 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 the district curriculum documents consistently.	Teams clarify the essential learning standards for each unit and most teacher lessons reflect the decisions made by the collaborative team.	Teams clarify the essential learning outcomes by building shared knowledge through deconstruction of the learning standards. All teachers work collaboratively as a team to study and backward design from summative assessments and agree on the specific success criteria students must achieve to be deemed proficient.	Teams possess a deep understanding of the TEKS and the success criteria that students must achieve to demonstrate mastery and use this information to drive instruction. Teams have a systematic process for backward design and are committed to providing students with instruction and support to achieve the intended outcomes, giving every student access to essential learning.
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 drive instructional decisions.	Teams have begun to create common formative assessments to monitor student learning; however, data is used primarily to make individual decisions about instructional practices.	Teams build capacity by creating common formative assessments and using results from common formatives to develop more effective instructional strategies.	Teams determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Common formative assessments are used on a regular basis to identify students who need additional time and support for learning as well as provide another opportunity to demonstrate mastery of learning.
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.	While most teachers see the benefit of systematically grouping students, intervening and extending based on data is not an on-going cycle where teams continually adjust based on most recent assessments.	Teams track each student's proficiency on essential standards and utilize results from common formatives in a timely manner for interventions and extensions.	The system for intervention and extension is proactive, fluid, and directive rather than invitational. Achievement of each student is monitored on a frequent basis, and all students are guaranteed access to this system of intervention.

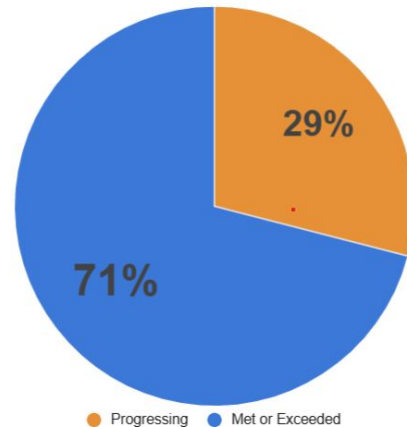
Focus on Learning

Goal: **92% Meet or Exceed**

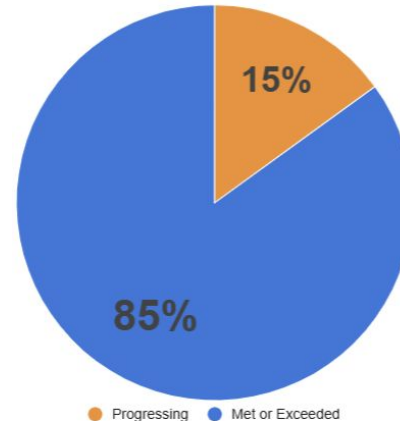
1st Grading
Cycle
2025-2026



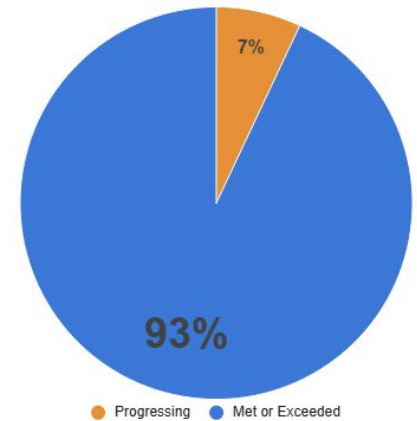
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2025-2026



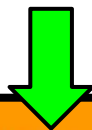
3rd Grading
Cycle
2025-2026



4th Grading
Cycle
2025-2026



Focus on Learning



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.

Start at Developing. If any element is missing, move left to Implementing. If all elements are met, then consider elements in Sustaining.

Ratings

Q1: Implementing

Q2: Implementing

Q3: Developing

Q4: Developing

Indicator	Initiating	Implementing	Developing	Sustaining	Evidence
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 drive instructional decisions.	Teams have begun to create common formative assessments to monitor student learning; however, data is used primarily to make individual decisions about instructional practices.	Teams build capacity by creating common formative assessments and using results from common formatives to develop more effective instructional strategies.	Teams determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Common formative assessments are used on a regular basis to identify students who need additional time and support for learning as well as provide another opportunity to demonstrate mastery of learning.	Q1 & Q2: Based on student performance data we determine who we need to pull for intervention or extension (tutoring/FLEX). Also whole class reteaches as needed. Continuous discussions to determine change of plans if needed. Q3: Continuing to pull students based on data Q4: maximized flex plans this quarter and sharing students. In class small grouping with val/sub, splitting up in tier 1

Three Big Ideas of a PLC at Work

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A Focus on Learning

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**A Collaborative Culture
and
Collective Responsibility**

3

A Results Orientation

FOCUS ON COLLABORATIVE CULTURE

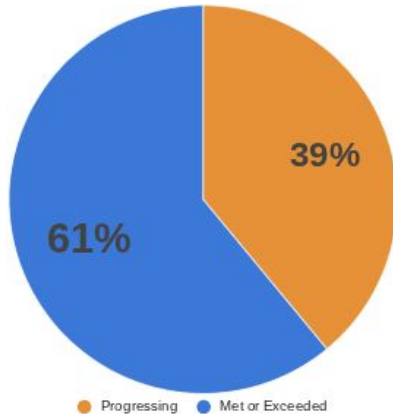
We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Initiating	Implementing	Developing	Sustaining
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 the workload to achieve individual classroom goals.	Teachers work interdependently to achieve goals specifically related to higher levels of student achievement and focus their efforts on discovering better ways to achieve common goals for the course or grade level.	The collaborative process is deeply ingrained in the team culture. Teams are self-directed and very skillful in advocacy and inquiry to monitor student improvement.
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 teams member are clear regarding how they should use the collaborative time. Most work 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.	Team members are assigned roles and honor their collective commitments. Team leaders develop agendas and help lead the collaborative process to ensure topics have a positive impact on student achievement. All work is focused on the Four Critical Questions and/or matters related to teaching and learning. The collaborative process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.	The collaborative team process serves as a powerful form of job-embedded professional development because members learn from one another, identify common problems, and engage in action research. The Four Critical Questions consistently drive the PLC process. Evidence of student learning is transparent among members of the team, and members make judgments about the effectiveness of different practices on the basis of that evidence.

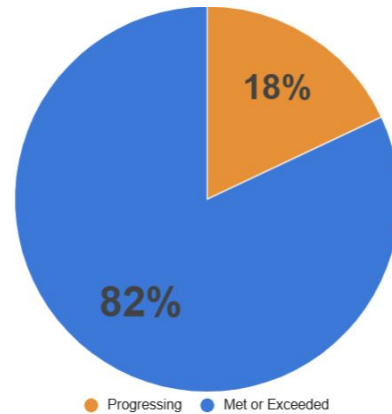
A Collaborative Culture and Collective Responsibility

Goal: **96% Meet or Exceed**

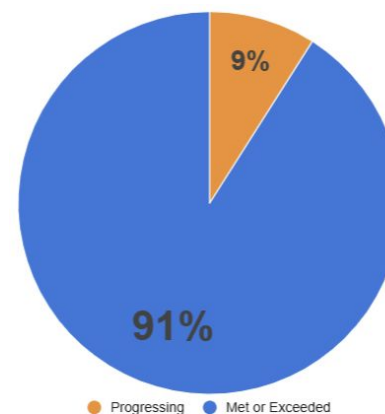
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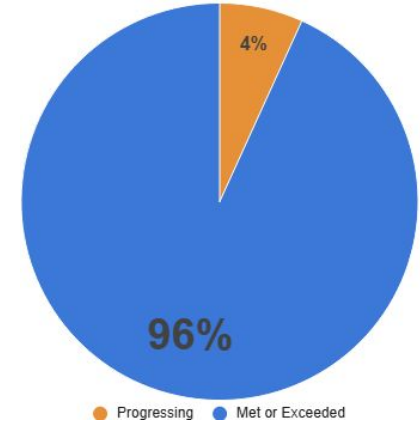
2nd Grading
Cycle
2025-2026



3rd Grading
Cycle
2025-2026



4th Grading
Cycle
2025-2026



Focus on Collaborative Culture

First Grade Team Agenda Date: 4-14-26		
Attendees: Sarah Flores ,Cathy Remigio, Julie Zuniga , Nicki Morgan, Amanda Sudderth, Jake Bean, Lindsey Rutherford Facilitator- Cathy Recorder- Nicki Encourager/Time Keeper- Julie Norms/Closer- Sarah	Norms - We will be purposeful, positive and focused on what we can control. - We will be open minded, willing to contribute and honest. - We will arrive at the meetings prepared and leave with clear next steps.	Important Info, Dates & Reminders 4th Quarter Calendar First Grade 25-26 Names and Needs MOY 1st Grade Vanda mCLASS 25-26 New Science Training Link Vanda Folder For Science certificates

Items to Bring: - Computer - Kid talk data		☐ S ☐ G	Questions 1: What do we want them to know?	- LNF - NWF - Word reading - Caps, gaps, stops 
Topics/Agenda Items ☐ Heart at Works ☐ Norms ☐ Good Things ☐ Student shout outs ☒ Kid talk First Grade 25-26 Names and Needs	Good Things: - J - N - N - Chicks are about to hatch!		Question 2: How do we know they have learned it?	- Composite will be green or blue. May also have pockets of green or blue - Progress Monitoring 3 points on the board First Grade mClass data - CFA scores of progressing or mastery
	Student Shout Outs: Kids went to the split classes		Question 3? What do we do if they haven't learned it?	WIN time groups-intervention ☒ First Grade Names and Needs 25-26
			Question 4: What do we do if they have learned it?	Set up for extensions - RGR vocab - IXL/amplify

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FOCUS ON RESULTS

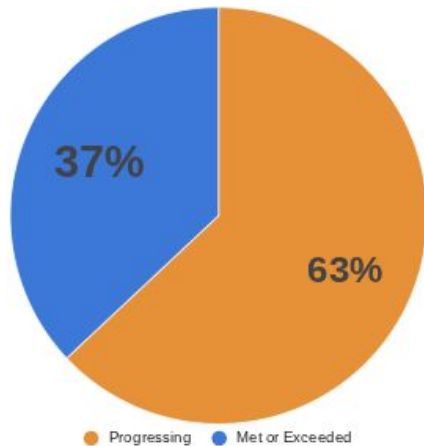
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

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. The recognition and celebration of efforts to achieve goals helps sustain the improvement process and keeps the focus on higher levels of student achievement.
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, 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.	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.

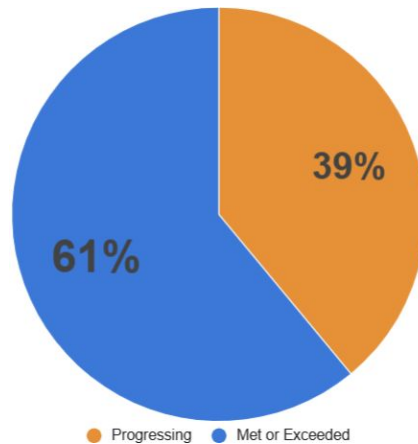
A Focus on Results

Goal: **91% Meet or Exceed**

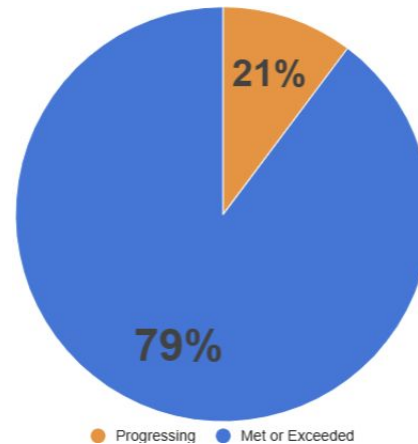
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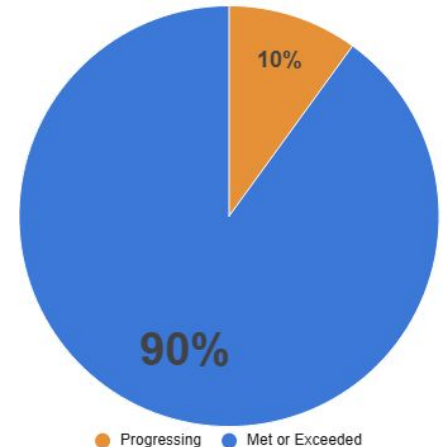
2nd Grading
Cycle
2025-2026



3rd Grading
Cycle
2025-2026



4th Grading
Cycle
2025-2026



Focus on Results

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ENSURING
high levels of learning
FOR ALL STUDENTS.

ALEDO ISD MISSION STATEMENT



AISD MODEL PLC AT WORK DISTRICT

