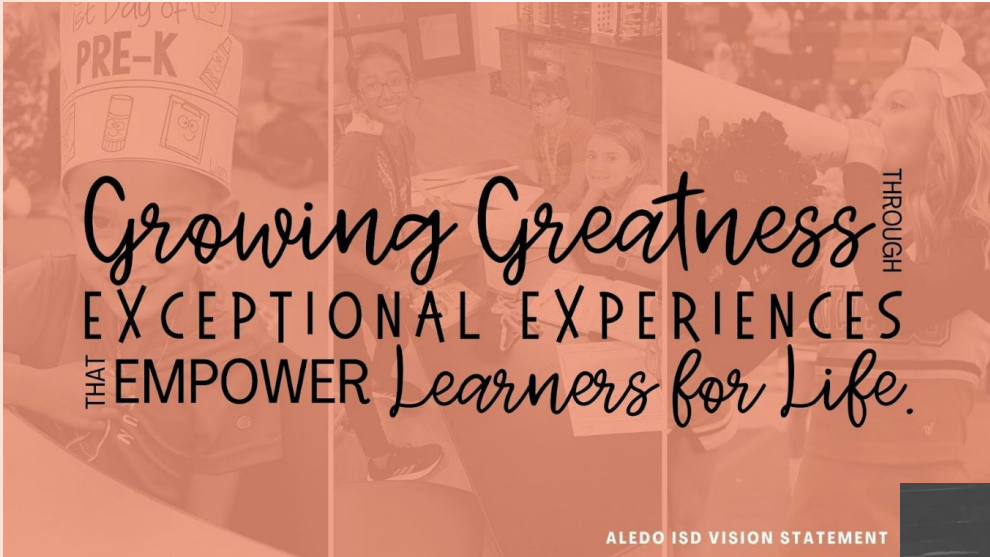




ALEDO ISD INSTRUCTIONAL FOCUS

August 17, 2026



Growing Greatness THROUGH
EXCEPTIONAL EXPERIENCES
THAT EMPOWER *Learners for Life.*

ALEDO ISD VISION STATEMENT



ENSURING
high levels of learning
FOR ALL STUDENTS.

ALEDO ISD MISSION STATEMENT



ALEDO ISD FOCUS DOCUMENT 2026-2027



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 2026-27

PLC Goals

Reported Quarterly

Focus on Learning

Goal 94% of CTs by June

Collaborative Culture

Goal 97% of CTs by June

Focus on Results

Goal 90% 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

K-2 Math Screener

MAP Growth

3-8 Reading Screener

3-8 Math Screener



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 essential to our success and some district curriculum documents

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 formative monitoring systems. Some team members are responsible for instruction

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 and extend individual time out within the classroom attempt to intervene and standards experiences

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
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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 collaborate on workload and classroom

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 team members regarding the collaborative culture is focused on teaching teachers meeting their time

Collaborative Teams Rate Every 9 Week Cycle

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.
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:	Some teachers analyze and use assessment results of team created common formative assessments.	Teams create and administer common formative assessments and analyze the results together.	Teams collaborate to create common formatives, 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.	Data from team created common formative assessments is critical to the work of the team and consistently drives instructional decisions made by the team.
"Respond to students who are experiencing difficulty	Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	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.	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.
"Extend the learning of students who are proficient	Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	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.	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.
"Inform and improve the individual and collective practice of members	Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	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.	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.
"Identify team professional development needs	Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	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.	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.
"Measure progress toward team goals	Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	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.	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.

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2026-2027 District Look-Fors

Lesson Frame

Implementation
Check

Teacher Clarity
.75 Impact Size

Learning Goals vs.
No Learning Goals
.51 Impact Size

Critical Writing

Implementation
Check

Summarization
.74 Impact Size

Metacognitive
Strategies
.55 Impact Size

Frequent, Small Group, Purposeful Talk / Academic Discussion

Implementation
Check

Classroom Discussion
.82 Impact Size

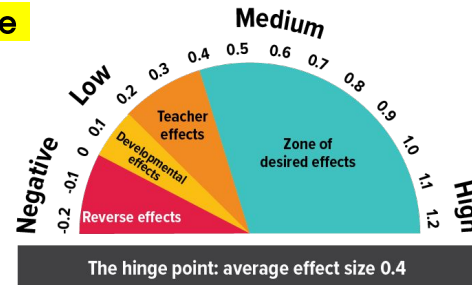
Clear Classroom Expectations/ LEAD Matrix

Implementation
Check

Response to Intervention
1.09 Impact Size

Classroom Management
.35 Impact Size

Decreasing Disruptive
Behavior
.34 Impact Size



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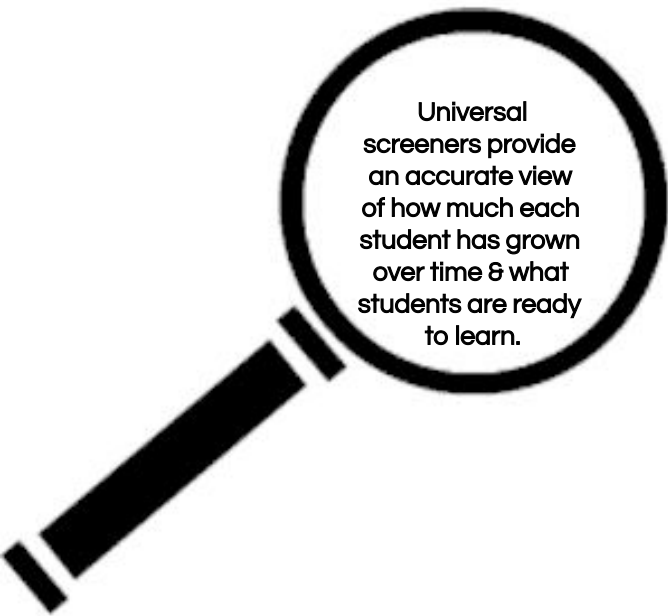
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3-8 Math Screener





AISD Screeners

Pre-K

CIRCLE Progress Monitoring
(Math & Reading)

BOY, MOY, EOY

K-2

mCLASS
(Reading, Math)

BOY, MOY, EOY

3-8

MAP Growth
(Math & Reading)

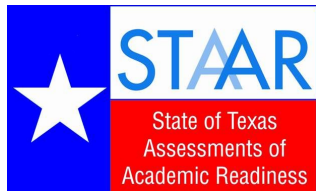
BOY, MOY
*EOY in grades 3-5



mCLASS



State Assessment



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New Teacher Academy 2026

"This was a wonderful day, I'm so happy to be here"



"Thank you so much for a fantastic week. We appreciate you making us feel welcome."

Topics Covered

- Vision/Mission
- Instructional Focus
- Workshop Model
- Fundamental Five
- Model Classrooms
- Thinking Maps
- Rigor, Relevance, Learner Engagement
- Classroom Management
- Content Breakout



"I loved this experience! I feel like there was a great balance of work and team collaboration."

"Thank you for being so kind and welcoming! This was a great experience."

District Professional Learning

August 4th, 5th, and 6th



"Fabulous session that was efficient and engaging!"



*"I feel so inspired and excited after this training.
Thank you!"*

*"Thank you! Always great, helpful
and inspiring!"*

*"I felt both affirmed and challenged by
this session. Thank you ."*



***"Very well organized. Clear and direct
expectations to support our learners."***

Creating Moments that Matter - Data Celebrations - Strategies to Create Defining Moments
Curriculum Mapping - Professional Learning Communities - Special Programs Update