AISD
Instructional Focus

May 18, 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

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

McCall Elementary

Carrie Young

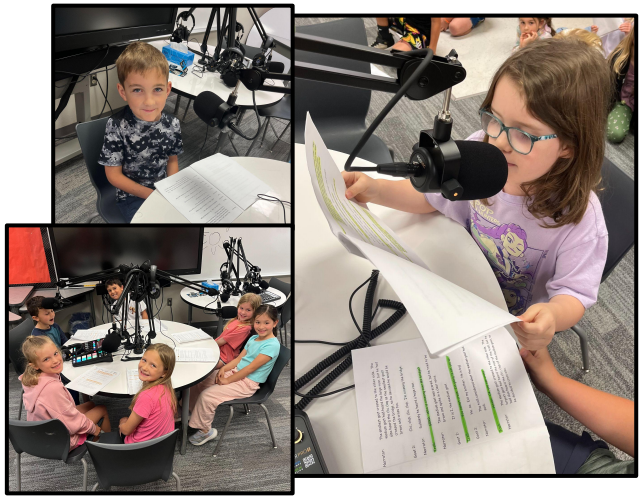
2nd Grade/Math

Second grade students put their math skills into action during a Free Throw Frenzy and Bowling Bonanza. After competing in their team challenges, students organized their results into bar graphs and pictographs to compare scores. A designated “press team” interviewed classmates, asking questions about the data and encouraging others to analyze and explain their findings. This engaging activity combined movement, teamwork, and real-world data analysis in a fun and meaningful way.

Stuard Elementary

Michelle McGuire, Katie Harbour, Rebekah Getz, and Denise Hudson

1st Grade RLA

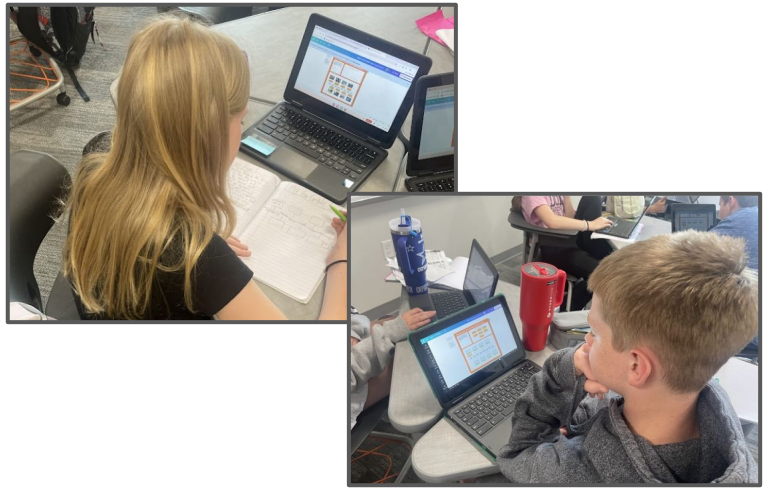


First grade students used WIN time to refine their reading fluency skills. Each student was assigned a differentiated role in a fairy tale read-aloud and practiced with their teacher and peers before recording their performance. After recording the read-aloud, students were able to access the recordings through SeeSaw and listen to one another’s fluent reading.

Stuard Elementary
Zan Banks & Shannon Matuni
4th Grade RLA/SS

Battleship Style Review! Students were divided into 2 groups to benchmark passages and their corresponding answer choices. Each team took turns asking a question and the other side tried to determine the best answer. If the correct answer was selected, the team got to make an attempt to "hit" the other team's ship.

McAnally Middle
Amanda Runnels
6th Grade/RLA



To mirror the memoir they are reading, students created timelines of their 6th grade journeys in Canva. First they brainstormed and evaluated which events were most influential. Then they determined visual markers that best represent each event to include on the timeline.

Annetta Elementary

Taylor Hendrix, Madison Heppel, Brittany Evans, Taylor Macias, and Abby Clark
2nd Grade Math

Second grade hosted a Market Day for 1st graders as part of their financial literacy unit. 2nd graders learned about goods and services and what it means to be both a producer and a consumer. They created business plans, made a product or service, and designed commercials to advertise to their audience. First graders earned coins through positive LEAD behavior and used their counting skills to purchase items at the market. Second graders used their earnings to shop from one another, completing the full producer-to-consumer experience.

Aledo High School

Allison Coffman
On Ramps College Algebra

Students applied their understanding of functions to design a digital image using Desmos Graphing Calculator. Students selected and manipulated equations to create specific shapes, adjusting parameters and domain restrictions to achieve their intended design. Throughout the process, students engaged in problem-solving, testing, and refining their work, demonstrating both conceptual understanding and creativity.

DNG
Meghan Roberson
9th / Biology

Mrs. Roberson's 9th grade Biology students at Aledo DNG are bringing anatomy and physiology to life this week through fetal pig dissections! Students are investigating how animal body systems work together and seeing science beyond the textbook.

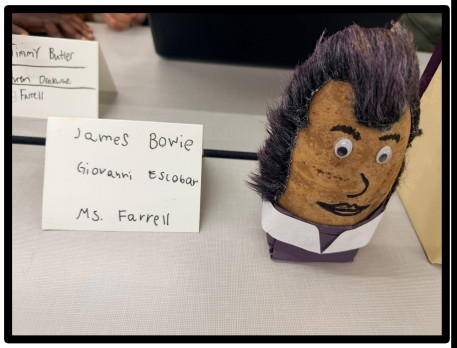
Annetta
Kim Riser
Kindergarten / Science

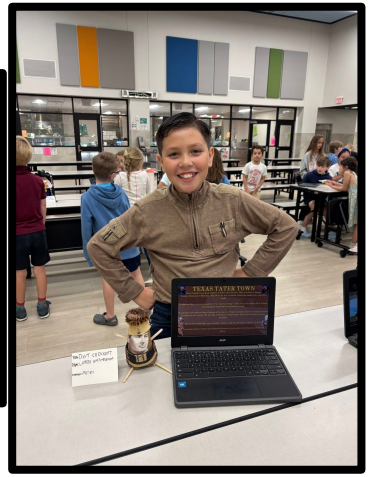
As students work through their study of plants, they have been carefully tending to their "front lawns" and monitoring growth. They document their findings.

McKinney Elementary

Linda Capps and Olivia Ulmer

4th Grade / RLA/SS





McKinney 4th graders researched influential Texans and created Texas Tater Town! They designed slides to inform town visitors about the impact their Texans had on our state, nation, and society. Then they created a "tater" representation of their Texan to display in Texas Tater Town.

Aledo High School

Jordan Huemoeller and William Smith

11th Grade / AP US History

AP US History students attended Saturday AP exam review sessions. Students engaged in activities to review major learning objectives by using significant US Supreme Court cases as a timeline. Students were challenged to remember the surrounding circumstances and the connection between the cases and legislation of the time period.

Math Department Update

May 18th, 2026

Summer Curriculum Writing

5th Math

2025-2026 AISD-Calendar

ALEDO ISD MATHEMATICS

YAG	Pacing Guide
Essential Standards	
Essential Standards Breakdown	
AISD Math Website	
Cycle 1 Documents	
Topic 1	Topic 2 / Topic 3
Cycle 2 Documents	
Topics 4-6	Topic 7 / Topic 8
Cycle 3 Documents	
Topic 8 Cont.	Topic 9 / Topic 10
Topic 11	Topic 12
Cycle 4 Documents	
Topics 13/14	Topic 15 / Topic 16

Topic 1 Overview: Place Value

Aledo ISD Curriculum
Math Department

Standards (Essential Standards)

- Printable Standards
- 5.2 (A) Represent value of digit, through thousandths, using notation and numerals
- **5.2 (B) Compare and order decimals to thousandths**
- 5.2 (C) Round decimals through hundredths

Assessments

- Topic 1 Test - Place Value.pdf
- Topic #1 Test - Recording Sheet
- BLANK Topic 1 Test - Place Value.pdf
- Topic 1 Retake.docx
- DCA 1 Student Reflection Sheet
- IXL Formative(Link to IXL)
- IXL Formative
- Recording Sheet

Topic Resources

- High Level Question Poster
- ALL Topics Journal Tab or Topic 1 Data Tracker
- Homework
- IXL - 5th Grade Pathway (25-26)
- Topic 1 Digital Data Tracker
- Savvas Intervention and Extension Resources

Vocabulary Terms

Topic 1 Vocabulary
- Standard Form
- Word Form
- Expanded Form
- Expanded Notation
- Tenths
- Hundredths
- Thousandths
- Round
- Value
- Inequality
- Greater Than
- Less Than
- Equivalent Decimals

Manipulatives

Teaching Tools - 5th Grade
- 1.1: Place-Value Charts (Tool 6)
- 1.2 and 1.3: Decimal Place-Value Charts (Tool 7)
- 1.4: Number Lines (Tool 8)

Thinking Maps

Thinking Maps
- Part to whole - Standard to Expanded
- Classifying- Rounding
- Sequencing- Decimal Rounding
- Classifying - Representing Numbers
- Seeing Analogies- Representing Numbers

Intervention

- 5.2A,B,C WIN (answer document)
- 5.2B WIN (answer document)
- Review What You Know Pg 4

Extensions

- Topic 1 Performance Task (answer document)
- Topic 1 Science and Math Project Pg 3
  - Teacher Guide
- Topic 1 Mixed Problem Solving pg 37-38
- 5th Grade Place Value Choice Board

Topic 1: Place Value (8 days)

Aledo ISD Curriculum
Math Department

Day	Day 1 Topic 1-1 pg 7 -12	Day 2 Topic 1-2 pg 13 - 18	Day 3 Topic 1-3 pg 19 - 24
Lesson Frame	We will: 5.2A I will determine the number of millions in one billion and explore how to use a place value chart to analyze place-value relationships So that I can understand large numbers used in countries populations.	We will: 5.2A I will describe a decimal using place value and write decimals in different ways so that I can determine the winner of a race.	We will: 5.2B I will compare and order decimals through the thousandths place so that I can compare measurements of things in the lab like ants.
Warm-UP	DTR 1-1 Savvas DTR 1.1.pdf DTR 1.1 KEY.pdf Today's Challenge Day 1 (Today's Challenge Topic 1.pdf)	DTR 1-2 Savvas DTR 1.2.pdf DTR 1.2 KEY.pdf Today's Challenge Day 2 (Today's Challenge Topic 1.pdf)	DTR 1-3 Savvas DTR 1.3.pdf DTR 1.3 KEY.pdf Today's Challenge Day 3 (Today's Challenge Topic 1.pdf)
Notes	Interactive Student Edition Another Look Video 1.1 Notes/Solve and Share & Guided Practice	Interactive Student Edition Another Look Video 1.2 Notes/Solve and Share & Guided Practice	Interactive Student Edition Another Look Video 1.3 Notes/Solve and Share & Guided Practice.pdf
Work Time Differentiation	Independent Practice 1.1 Savvas Independent Pg 9-10 Savvas Homework pg 11-12 Reteach to Build Understanding Center Game Place Value Engage Mathematics	Independent Practice 1.2 Savvas Independent Pg 15-16 Savvas Homework Pg 17-18 Reteach to Build Understanding Plesiosaur Numbers • Problem Solving and Reading Guide • Reading Mat Place Value Engage Mathematics	Independent Practice 1.3 Savvas Independent Pg 21-22 Savvas Homework Pg 23-24 Reteach to Build Understanding Insect Masses Comparing and Ordering- Engage Mathematics 1.3 Interactive Slides
Closing	Closing- Do you understand? SLIDE 1	Closing- Do you understand? SLIDE 2	Closing- Do you understand? SLIDE 3

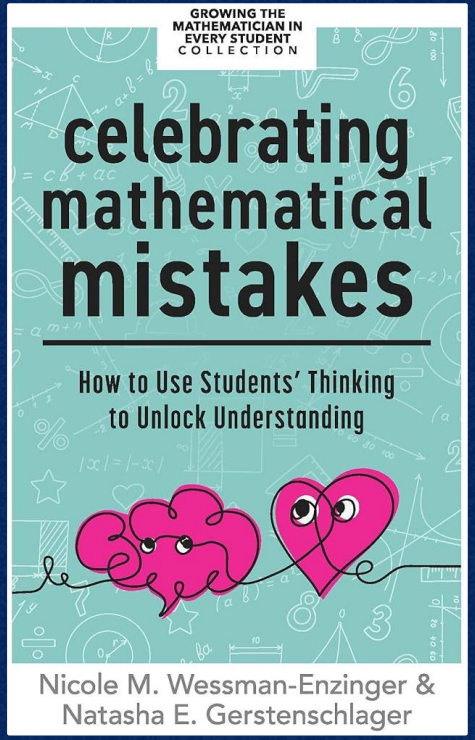
Culture Building in Math Class

Math Agreement

- Mistakes help us learn
- Ask questions when we do not understand
- Use math words to talk and think
- Solve problems in more than one way

Sociomathematical Norms

- Errors are gifts, they promote discussion and learning
- Making sense is important, not just the answer
- Ask questions until it makes sense
- Think with language and use language to think
- Use multiple strategies and multiple representations



A problem of practice for most mathematics teachers at all levels is that their students often view mathematical mistakes negatively, which can cause anxiety or fear about mathematics. This fear of making mistakes in mathematics inhibits the learning experience.

Leighton, Guo, & Tang, 2021; Yildiz, 2013

Sociomathematical Norm

Errors are gifts, they promote discussion and learning

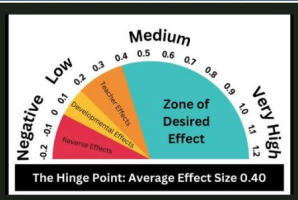
Professional Learning

High Impact Math Strategies

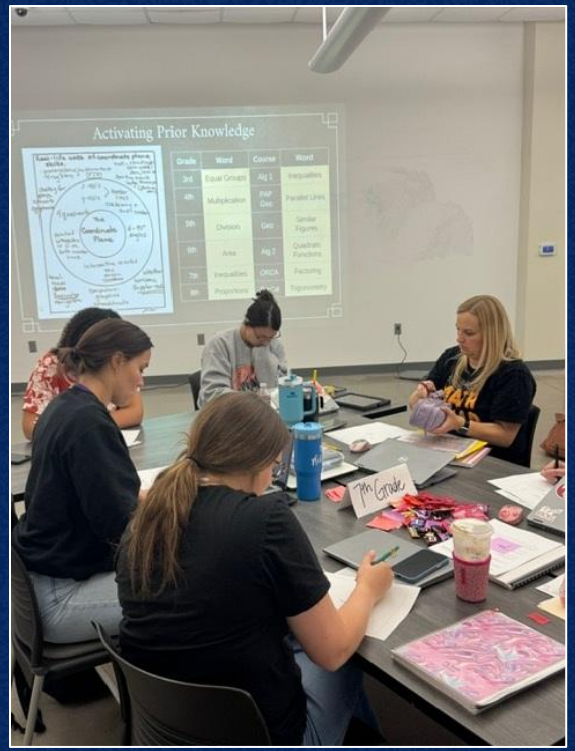
Activating Prior Knowledge

0.93

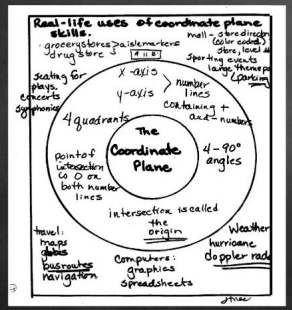
Average Effect Size



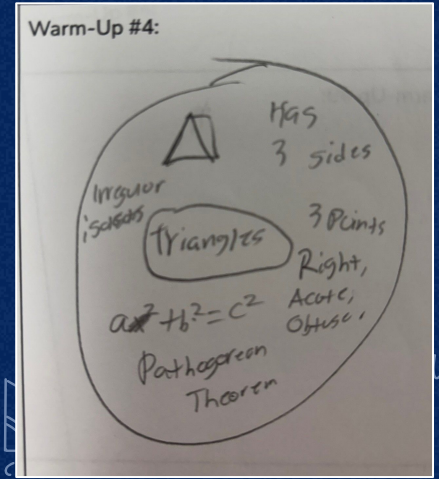
Regardless of what grade level you're teaching, or what unit you're about to start, students have skills, experiences, and content knowledge that they can apply. When you ask students to think about these skills, experiences, and content knowledge, and look for ways to apply it to their new learning, you are activating their prior knowledge.



Activating Prior Knowledge

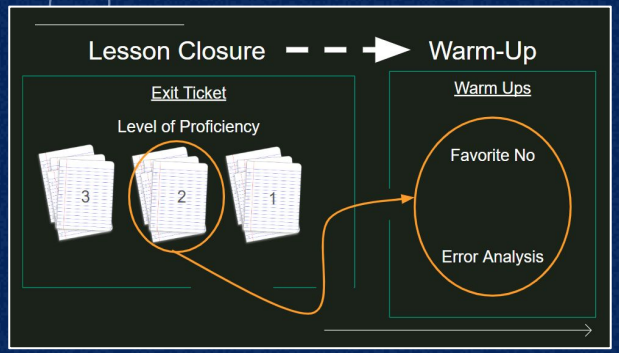


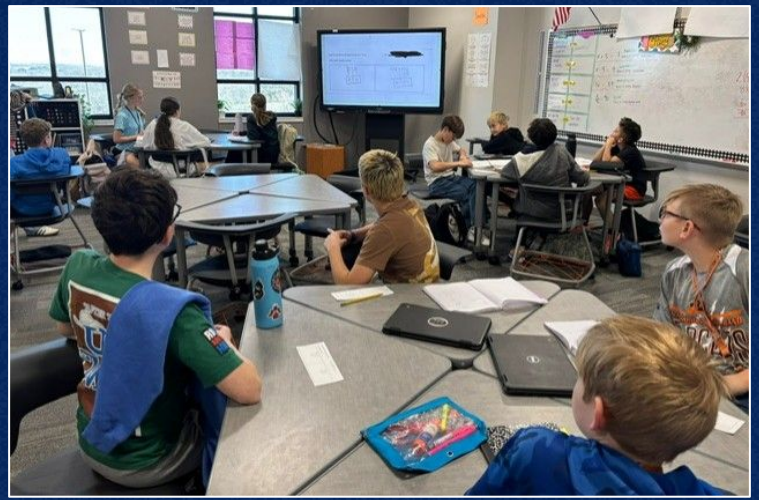
Grade	Word	Course	Word
3rd	Equal Groups	Alg 1	Inequalities
4th	Multiplication	PAP Geo	Parallel Lines
5th	Division	Geo	Similar Figures
6th	Area	Alg 2	Quadratic Functions
7th	Inequalities	ORCA	Factoring
8th	Proportions	PreCal	Trigonometry

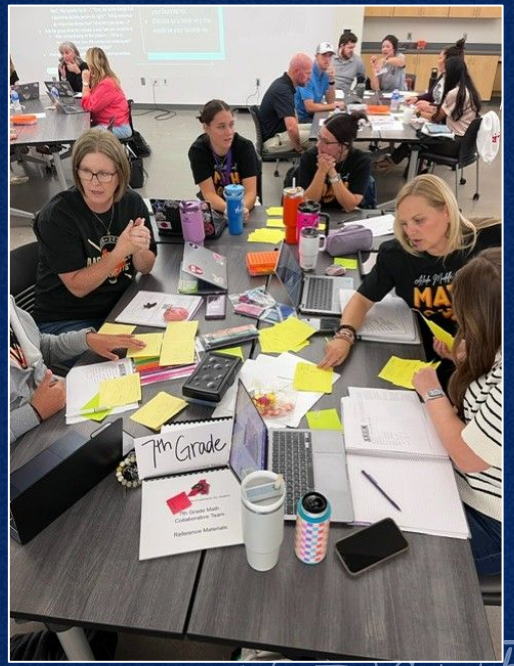


Professional Learning

High Impact Strategies - Exit Tickets



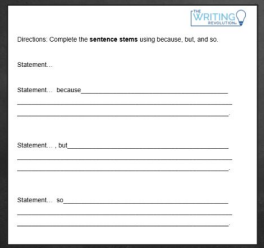




Professional Learning

Supporting District Instructional Priorities
Critical Writing and FSGPT/Academic Discussion

Closing the Lesson-Critical Write Exit Ticket


Directions: Complete the **sentence stems** using because, but, and so.

Statement...

Statement... because

Statement... but

Statement... so

Reflect: How can you use Because, But, So as a critical writing strategy and exit ticket in cycle 2?

How does making content comprehensible help build mathematical language?

Making Content Comprehensible	Building Mathematical Language
Activate prior knowledge	Engage in accountable conversations
Use gestures	Model and use sentence stems
Model examples of problem-solving	Use cognates when applicable
Use graphic organizers, including diagrams	Provide multiple opportunities in all four language domains
Use visuals and visual representations	Incorporate wait time
Give step-by-step directions	Apply mathematical language to visual representations

Creating Academic Safety within Academic Discussion

WHAT TO SAY INSTEAD OF "IDK"

- May I please have some more information?
- May I please have some time to think?
- Would you please repeat the question?
- Where could I find some more information about that?
- May I please ask a friend for help?

Before anyone is called on randomly, we will:

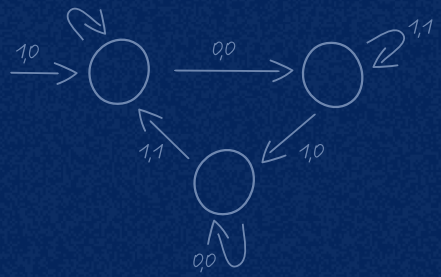
- Have a lot of think time
- Have one or more more sentence stems
- Have the opportunity to talk with a partner or group
- Only answer open-ended questions (there are no wrong answers)

Sociomathematical Norms

- Errors are opportunities, they promote discussion & learning
- Making sense is important, not just the answer
- Ask questions until it makes sense
- Think with language and use language to think
- Use multiple strategies and multiple representations

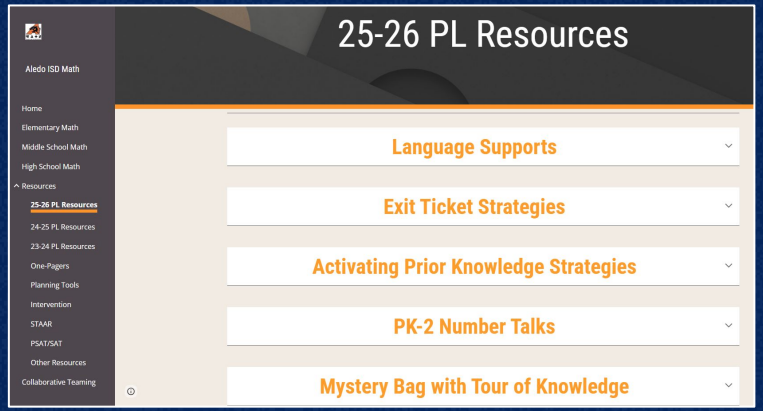
Which Sociomathematical Norm do you feel shows academic safety and/or supports a language-rich classroom?

Partner B will share first.



Aledo ISD Math Website

Professional Learning Resources



Critical Write Exit Ticket: Because But So

Because, But, So Template

3rd Grade	6th Grade	Algebra 1/Math AR	Algebra 2
4th Grade	7th Grade	PAP Geometry	ORCA
5th Grade	8th Grade	Geometry	ORP/Pre-Cal

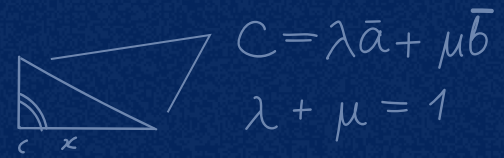
Eliciting Mistakes from Exit Tickets

Favorite No

- Choose your Favorite No (one that shows a common mistake, usually one where they have done part of the problem correct).
- Post student work re-written or typed. Start with what is correct.
  - Phrases such as, "We have some very interesting Nos", "My favorite No is…", "They did some things that I like/What did this person do right?", "What evidence do I have that shows that? What let's you know…?"
- Ask the group what the mistake is and how you would fix it.
  - After concentrating on the positive… "What is incorrect? What does this person not understand?" "Can someone convince me of that?"
- Prompt students to justify their thinking and corrections.

Error Analysis

- After 3 stack of exit tickets, identify 1-2 conceptual mistakes.
  - Give the same problem from the exit ticket as the warm up with the misconception(s) shown.
  - Ask students to find the error and fix it.
  - You can then pass back their exit ticket from the day before and ask them to find any errors on their own exit ticket and to address them.
- Lead a class discussion around the errors and why these were common mistakes or misconceptions.



2025-2026 Math Adoption

Math Adoption Committee

Jamie Littleton
Kayce Brown
Carrie Young
Jennifer Grimm
Haley Loftin
Jessica Hull
Payton Neil
Leslie Adams
Ashley Brown

Jessica Laroque
Cathy Remigio
Laura Hughes
Jennifer Campbell
Becky Stewart
Samantha Hatton
Tonya Hardin
Kristen Loyd
Laura Garcia

Hannah Loftin
Megan Hutson
Taylor Hendrix
Stacey Roberson
Laura Patton
Tiffany Nakamura
Kailea Click
Emily Lyle
Teressa Love

Kendall Ferguson
Stephanie Desmit
Erica Rubino
Amanda Coomer
Becca Presnall
Courtney Upp
Skye Lindgron
Kathy Newell
Liza Faith

Math Curriculum Adoption Support

Dr. Amber Crissey
Tammy Schank

Marissa Torres
Dr. Keely Hulme

Barbara Williams
Deanne Torres

Lindsey Rutherford
Candace Summerhill

Thank you!!

Math Adoption Process: Publisher Presentations

Bluebonnet Elementary (Eureka)
9-25-24: 4 hour training (Deanne)
10-7-25: Bluebonnet Overview Webinar
10-24-25: Presentation with Math Curriculum Dept

Amplify Desmos Math (Elementary)
3-21-25: Meeting with Deanne, Candace, Barbara
6-30-25: Pilot Launch with Small Teacher Team
10-24-25: Presentation with Math Curriculum Dept
11-17-25: Presentation Elementary Adoption Committee

Stemscopes (K-Alg I)
10-17-25 Presentation with Math Curriculum Dept
11-10-25 Presentations K-Alg I Adoption Committee

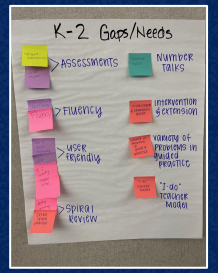
SAVVAS enVision Plus Math (K-12)
6-12-25: Preview with Deanne
10-15-25: Presentation with Math Curriculum Dept
10-20-25: Presentation Elementary/Secondary Adoption Committee

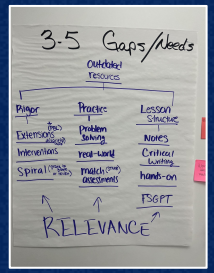
Bluebonnet Secondary (Carnegie)
4-2-25: Meeting with Deanne
10-15-25: Presentation with Math Curriculum Dept.

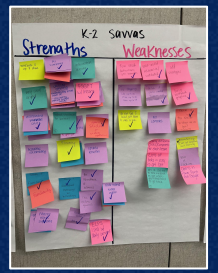
McGraw Hill (6-12)
9-18-25: Meeting with Deanne
12-8-25: Presentation Secondary Adoption Committee

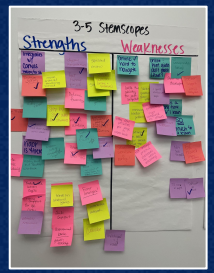
Agile Mind (6-12)
1-16-25: Meeting with Deanne
10-17-25: Presentation with Math Curriculum Dept
11-17-25: Presentation Secondary Adoption Committee

Math Adoption Process: Committee Meetings







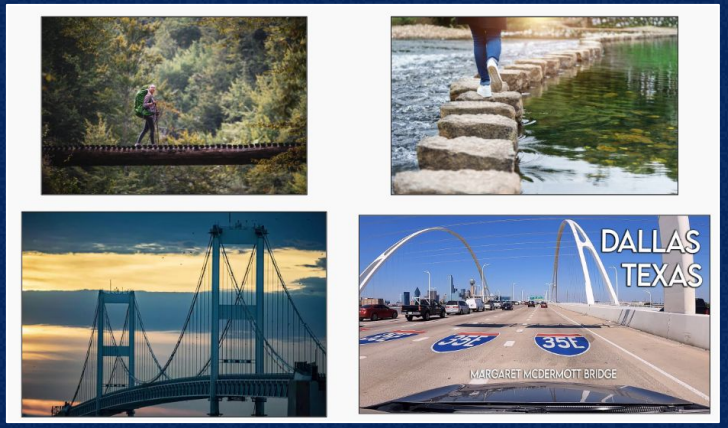


Elementary Committee Dates

October 20
November 17
December 15
November 10
December 8
January 12

Secondary Committee Dates

October 20
November 17
December 17
November 10
December 8
January 14



Math Teacher Feedback

Building the Bridge - What supports can we provide to help you feel more confident or comfortable as we make this shift?

What is working well with current resources or routines?

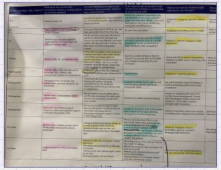
What do we want our student's math experience to be next year?

List what feels uncomfortable about shifting to a new curriculum. What are your concerns/fears?

Teacher Feedback Summary

What about your current math resources or routines is working well for you and your students?

- Curriculum Documents
- Number Talks
- K-2 Weekly CFA's
- Unit Tests
- Pacing Guide

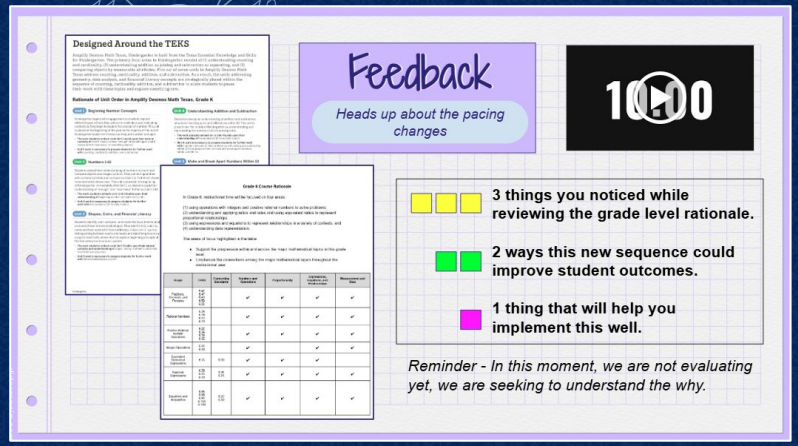


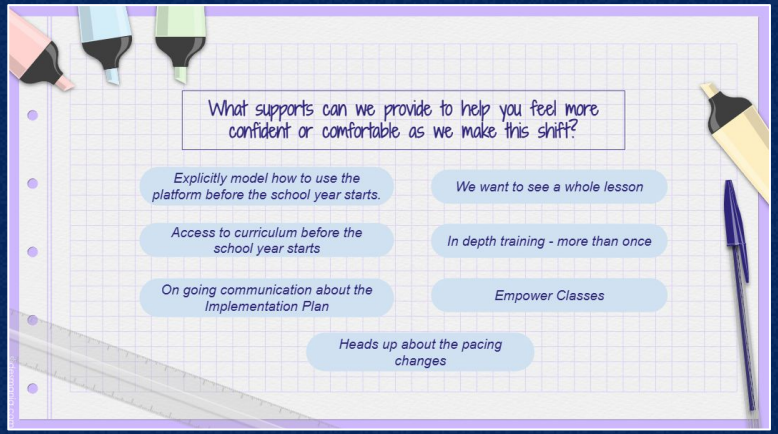
List what feels uncomfortable about shifting to a new curriculum. What are your concerns/fears?

- Unknown
- Change
- Different Pacing
- Enough Time to learn the resource

Math Curriculum Adoption

Response to Teacher Feedback





Curriculum Adoption - Training Opportunities

Empower Sessions:

- Amplify Desmos Math (K–5): Navigating the Platform & Exploring Your New Curriculum
- Amplify Desmos Math (K–5): Differentiation Strategies Built Into the Curriculum
- Amplify Desmos Math (K-2): mClass and Boost Learning
- Amplify Desmos Math (K–2): Inside the Math Block (Model Lesson)
- Amplify Desmos Math (3–5): Inside the Math Block (Model Lesson)
- Stemscopes Math (6–Alg I): Navigating the Platform & Curriculum Overview
- Stemscopes Math (6–Alg I): Vocabulary Development & EB Supports
- Stemscopes Math (6–Alg I): Making Math Relevant Through Real-World Connections
- McGraw-Hill High School Math: Navigating the Platform and Exploring the Curriculum

Summer Training Opportunities:

Thursday - June 25, 2026

- Amplify Desmos Math (K-2) 8:30-11:30
- Amplify Desmos Math (3-5) 1:00-4:00

Tuesday - July 7, 2026

- McGraw Hill (Geo, Algebra 2, PreCal) 8:30-11:30
- STEMscopes (6-Alg I) 1:00-4:00

Tuesday - July 14, 2026

- Amplify Desmos Math (K-2) 8:30-11:30
- Amplify Desmos Math (3-5) 1:00-4:00

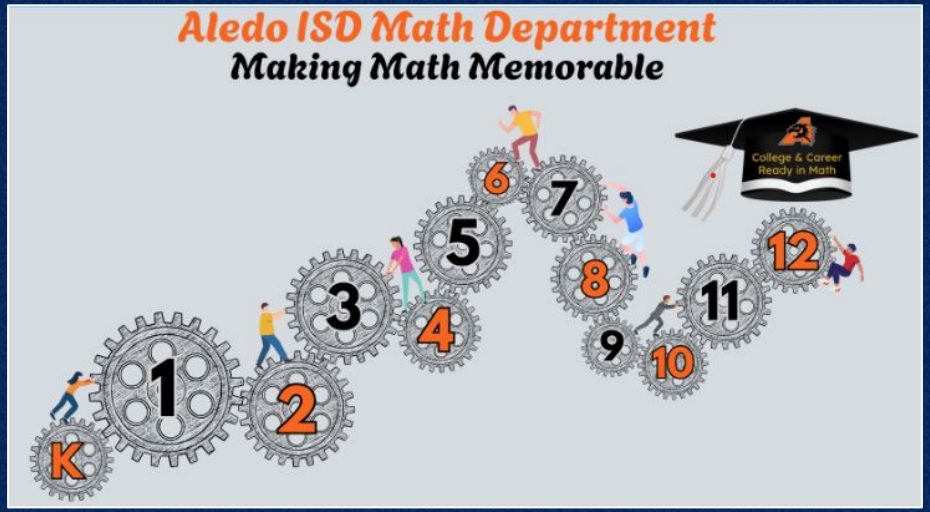
Back to School PD:

Thursday - August 6th

- 2-3 hour implementation training

Continuing the Work in 26-27

SAT®



TSI
Texas Success Initiative

Amplify Desmos Math
TEXAS

TEKS TEXAS MATH

STEMscopes™
MATH