



ALEDO GROWTH COMMITTEE

October 24, 2022

GROUP NORMS

01

Only one speaker at a time...no side conversations

02

Respect the person speaking...value the input of others

03

Listen with an open mind and a desire to learn...do not assume you know

04

Share ideas freely in a safe environment...do not be afraid to voice your honest opinion

05

It's not personal, it's collective...focus on the district as a whole

06

Honor the groups' time commitment...attend all meetings, be on time, stay on topic





Aledo ISD Vision Statement



Growing greatness through exceptional experiences that empower learners for life.



So, why is **creativity** so important?

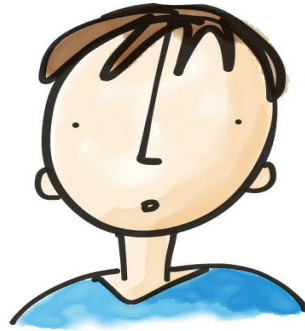
@bryanMMathers

Purpose
of
School



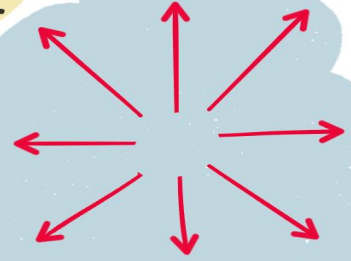
Prepare
Students
for a
world
we can't
envisage

So when they're
STUCK
with something

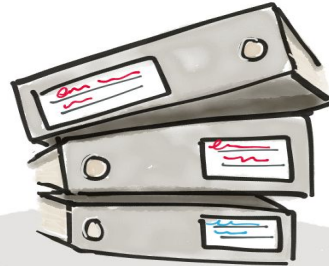


they've never
SEEN before

thought:
Dylan William



they choose to
THINK



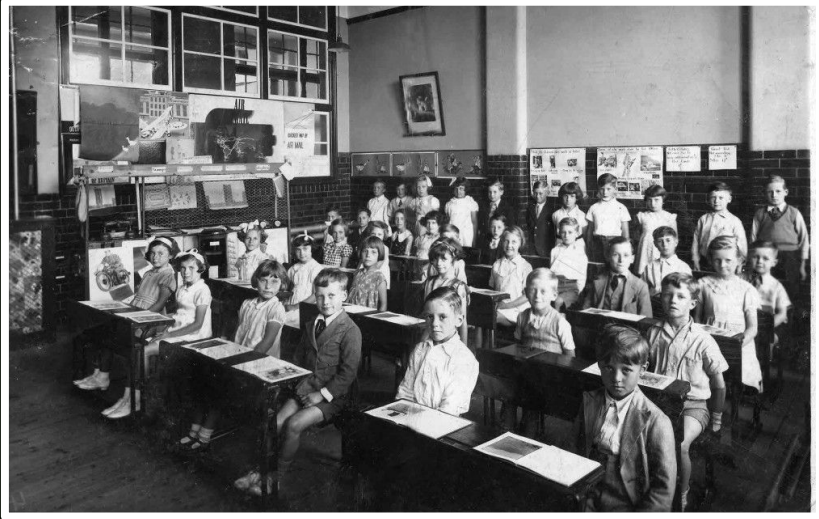
Instead of
REMEMBER...

**“If we teach today’s students
as we taught yesterday’s,
we rob them of tomorrow.”**

John Dewey



Yesterday



Does this learning environment
cultivate creativity, innovation,
and critical thinking?



Today

ALEDO ISD FOCUS DOCUMENT 2022-2023



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

What We Teach

RLA TEKS:

Strand 1 builds a continuum of age-appropriate, learner-centered student expectations from kindergarten to senior year, working toward the following concepts and skills for collaboration:

- **Working with others** by **agreeing** upon criteria for discussion, **listening**, **turn-taking**, **consensus-achievement**, and **building upon the ideas of others**
- Determining norms, agendas, roles, note-taking, goal-making, action-step planning, and processes for **questioning and constructive feedback**



Social Studies TEKS:

The student uses problem-solving and decision-making skills, working independently and with others.

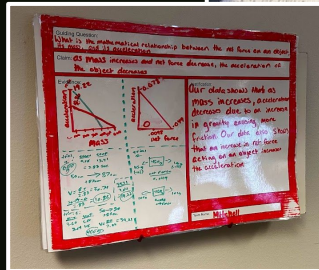
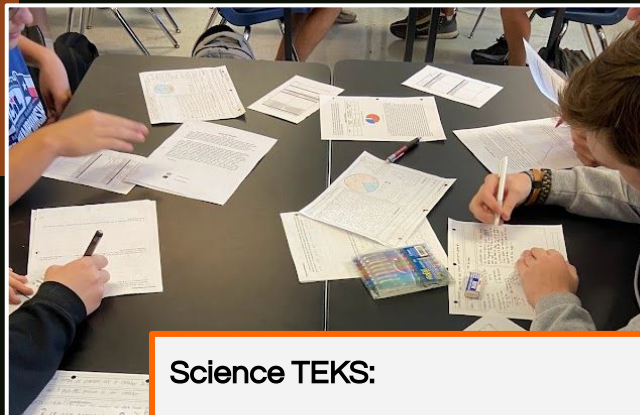
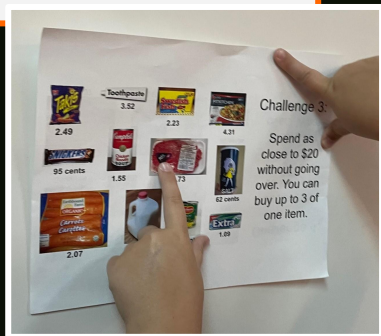
- Use **problem-solving** and **decision making** processes to **identify** a problem, gather information, list and consider options, consider advantages and disadvantages, **choose and implement** a solution, and **evaluate** the effectiveness of the solution

What We Teach

Math TEKS:

Students must be able to:

- **Apply** mathematics to **problems arising in everyday life**, society, and the workplace.
- **Display, explain, and justify** mathematical ideas and arguments using precise mathematical language in written or oral communication.



Science TEKS:

Students must be able to:

- **Analyze, evaluate, and critique** scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, including examining all sides of the scientific evidence of those scientific explanations so as to encourage **critical thinking** by students.
- **Communicate** and **apply** scientific information extracted from various sources.

Today

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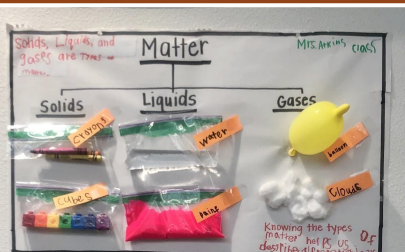
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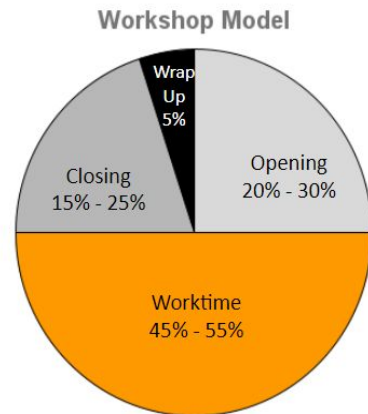
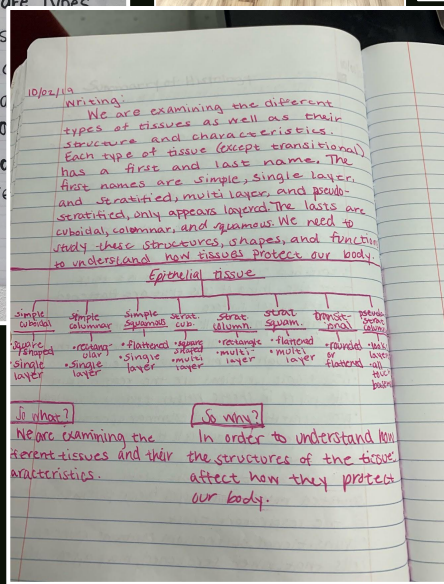
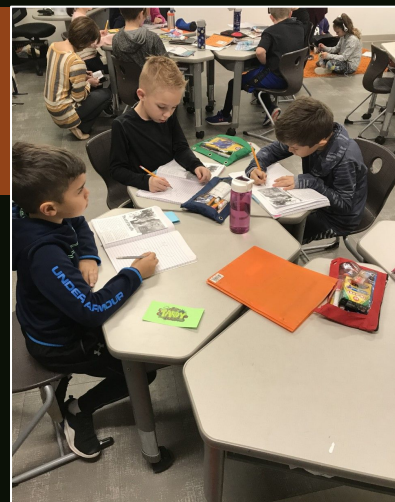
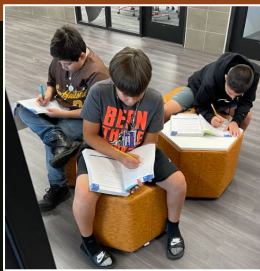
Write From the
Beginning & Beyond

Culture of Excellence
Professional Learning Community

How We Teach



Solids, liquids, and gases are types of matter. Examples of solids are crayons and cubes. Some examples of liquids are water and paint. Examples of gases are balloons. Knowing the types of matter helps us describe different objects.



Increasing Rigor & Relevance in AISD

Thoughtful Work, High-Level Questioning, Academic Discussion, Meaningful Work, Learning Connections



Analyze, Synthesize, Evaluate
Generate Questions

Fully Justify and Explain Thinking

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Thoughtful Work				
Student Learning	Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.	- Students demonstrate their learning by completing tasks that require comprehension. - There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation.	- Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. - Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	Learning tasks include one assigned way for students to demonstrate their thinking.	Learning tasks include one or more assigned ways for students to demonstrate their thinking.	Learning tasks allow students to self-select options to best represent their thinking.	Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning				
Student Learning	- Students respond to questions that mainly focus on basic recall and retell. - Few students ask questions, and most questions asked focus on basic recall or retelling of content.	- Students respond to questions that demonstrate a comprehension of content. - Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	- Students actively engage in developing rigorous questions to challenge the thinking of their peers. - Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	Lesson includes questions at a range of levels, but not all students are required to respond to each question.	Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion				
Student Learning	- Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. - Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.	- Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. - Students provide explanations or evidence of their thinking and respond to their peers' comments.	- Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. - Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.	- Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. - Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.	Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussion as needed to ensure evidence of quality.	Lesson mostly structures discussion as independently engage in dialogue and add valuable academic content around the learning tasks.	Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

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Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Meaningful Work				
Student Learning	Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit.	- Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality. - Student work requires application of knowledge learned during the lesson/unit.	Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality. Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.	- Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original. - Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.
Instructional Design	Lesson provides students an opportunity to demonstrate foundational understanding of content.	Lesson provides students an opportunity to complete a specific task that requires application of knowledge.	Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning complete the task.	Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.
Authentic Resources				
Student Learning	- Students mainly engage with one source of information for the lesson and/or unit. - Students use one source to complete tasks focused on making simple connections to content.	- Students occasionally engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it. - Students use one or more sources to complete real-world tasks focused on making simple connections to content.	Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research.	- Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources. - Students select and use a variety of resources to select predictable or unpredictable real-world scenarios.
Instructional Design	Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.	Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource.	Lesson is structured around an essential understanding/question and relies on multiple authentic texts as resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks.	Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.
Learning Connections				
Student Learning	- Students seldom have the opportunity to engage in content that has explicit connection to real-world application. - Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than indicated as part of the lesson.	- Students occasionally engage in content that has explicit connection to real-world application. - Some students begin to articulate the connections between content learned and real-world application.	- Students engage in content that has explicit connections to real-world applications. - Students clearly articulate the connections between content learned and real-world application.	- Students discover opportunities to apply content to their lives as well as real-world applications. - Students independently make thoughtful connections between content learned and real-world unpredictable situations.
Instructional Design	Lesson provides appropriate content, but without explicit connections to real-world application.	Lesson provides some opportunities to connect content learned to real-world application.	Lesson provides multiple explicit opportunities for students to connect content learned to their lives, as well as real-world applications.	Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.

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Creativity & Originality

Real-World Applications

Increasing Learner Engagement in AISD

Active Participation, Learning Environment, Differentiation



International Center for
Leadership in Education
BUILDING LEARNING FOR ALL STUDENTS

Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	- Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. - Lesson is teacher led and students progress through new learning with some challenge with productivity.	- Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond. - Lesson is led by the teacher and students productively progress through new learning.	All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning.	- All students remain on-task and proactively engaged throughout the lesson. - Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	Lesson relies mostly on direct instruction with few opportunities for student engagement through application.	Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	- Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. - Students demonstrate a lack of respect for peers, teacher, and/or learning environment.	- Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content. - Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.	- Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. - Students demonstrate respect for peers, teacher, and the learning environment.	- Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning. - Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	Classroom learning procedures and routines are inconsistently communicated and/or implemented.	Classroom learning procedures and routines are visible, but are not consistently implemented.	Classroom learning procedures and routines are visible and are consistently implemented.	Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	1 - Beginning	2 - Emerging	3 - Developed	4 - Well Developed
Student Learning	- Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. - Students are partnered or grouped, but all students receive the same lesson content, process, and product.	- Students demonstrate mastery of content by completing a variety of assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. - Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.	- Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. - Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.	- Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. - Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	Results from formative processes and tools are used to monitor progress.	Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.	Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.	Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

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Active Engagement

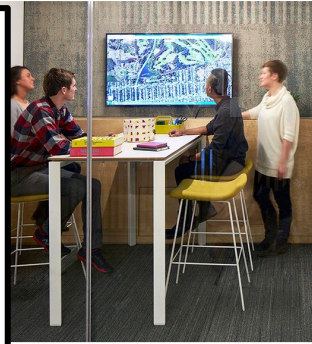
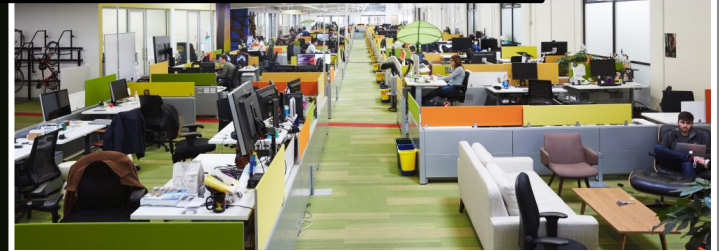
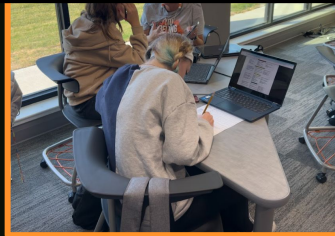
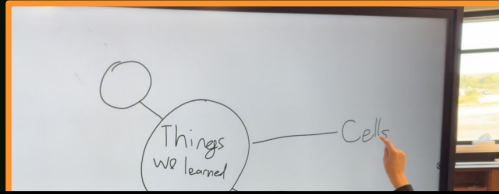
Student Ownership

Differentiate for Specific Student Needs

Productive Struggle

Today

How does today's learning environment cultivate creativity, innovation and critical thinking and prepare students for today's job demands?



FORM follows FUNCTION

It seems obvious but is often
forgotten:

Teaching and Learning
should shape the building,
not vice versa.



Tomorrow

WORLD
ECONOMIC
FORUM

Top 10 skills of 2025

-  Analytical thinking and innovation
-  Active learning and learning strategies
-  Complex problem-solving
-  Critical thinking and analysis
-  Creativity, originality and initiative
-  Leadership and social influence
-  Technology use, monitoring and control
-  Technology design and programming
-  Resilience, stress tolerance and flexibility
-  Reasoning, problem-solving and ideation

Type of skill

-  Problem-solving
-  Self-management
-  Working with people
-  Technology use and development

Source: Future of Jobs Report 2020, World Economic Forum.



The Future of Work

Future Ready

Knowing the skills that employers are looking for and seeing the future of work...



What do we need to prioritize to ensure that our students are prepared for the future?

Pulling it All Together

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Culture of Excellence

Professional Learning Community

Ensuring high levels of learning for ALL students



“It does not matter which teacher your child has at our school - if your child needs extra time and support to learn at high levels, we guarantee he or she will receive it.”

Four Critical Questions of a PLC at Work

- 1 What is it we want our students to know and be able to do?
- 2 How will we know if each student has learned it?
- 3 How will we respond when some students do not learn it?
- 4 How will we extend the learning for some students who have demonstrated proficiency?



Daily WIN / Flex Time

Mrs. Richardson

- Aspen - R
- Lucas - E
- Jaxsen - U
- Sawyer - U
- Matthew - L

WIN Time

We will:
-work towards recognizing our name
and independently writing our first
name.

Mrs. Dougherty

- Sophia - L
- Lauren - L
- Brayden - D
- Carter - R
- Dawson - R

Mrs. Ellerbusch

- Adele - U
- Ashton - R
- Asa - D
- Greyson - E
- Ruben - E

Mrs. Urquidez

- Brick - D
- Levi - L
- Baker - R
- Felix - R

Mrs. LaRoque

- Kash - L
- Selah - D
- Charley - R
- Jade - E

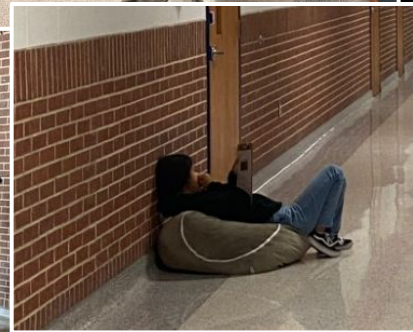
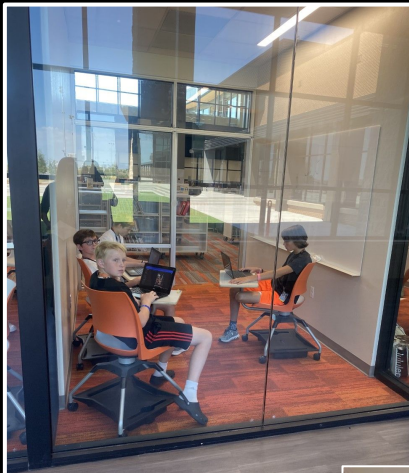
**Intervention
Grouping**



**Extension
Grouping**



Exceptional Experiences that Empower Learners for Life







Advanced Academics & Career Technical Education (CTE)

INTRODUCTIONS

Kim Raymond

Assistant Superintendent of Student
and Community Programs
Aledo ISD

Mary Smith

Director of Career and
Technical Education

Angie Wilkinson

Coordinator of Advanced
Academics



Why Advanced Academics?

**ALEDO ISD
ADVANCED
ACADEMICS**



- ❖ **Students taking more advanced courses score about 2.4 points higher on the ACT composite than students taking standard graduation plan courses. Students also score higher on their SAT.**
- ❖ **Students taking Advanced Placement (AP) courses and OnRamps courses in high school have higher GPA in college than students who do not take AP courses.**
- ❖ **The number and quality of advanced courses a student takes is more significant than GPA or class rank for predicting college success.**
- ❖ **Taking a rigorous curriculum in high school is the best predictor of students' ability to complete a bachelor's degree.**





- Kindergarten-5th grade
 - UIL Academics
 - Gifted & Talented Program
- 6th-8th grade
 - Advanced Course Options
 - ELA, Social Studies, Math, Science
 - UIL Academics
 - Speak Up/Speak Out





- 9th-12th Grade
 - Advanced Placement
 - Dual Credit
 - On-Ramps
 - UIL Academics

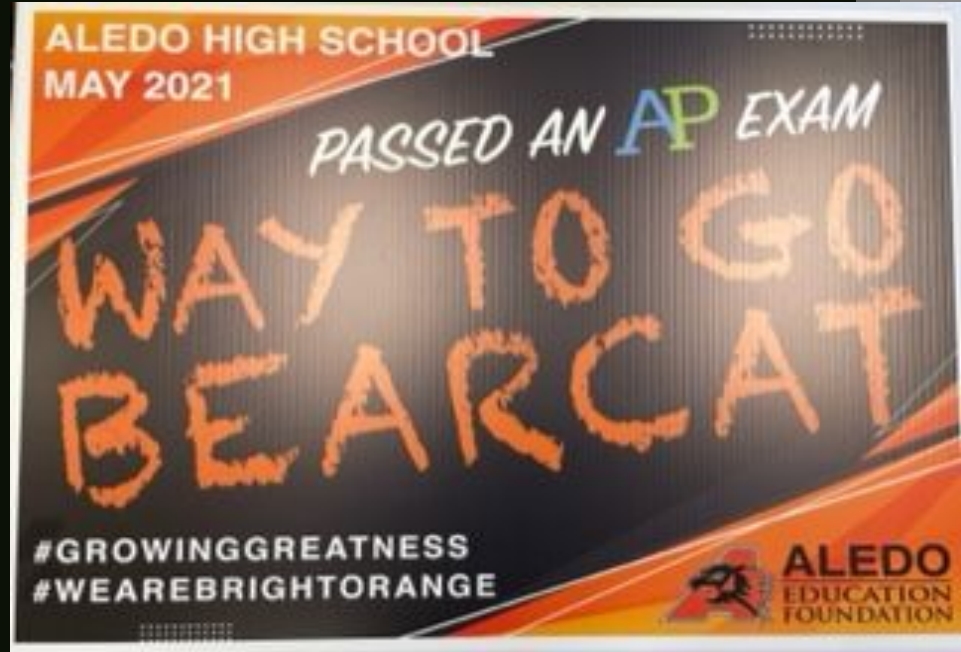


Advanced Academics-Today

ALEDO ISD
ADVANCED
ACADEMICS



- Advanced Placement (College Board)
 - College level courses that allow students to earn college credit by taking an exam in May
 - Currently offer 26 AP courses
 - 1,160 students enrolled in an AP class
 - Possible 36 AP courses



Advanced Academics Today

ALEDO ISD
ADVANCED
ACADEMICS



- Dual Credit (Weatherford College)
 - Actual college course that allows students to earn credit toward high school and college simultaneously
 - 8 courses
 - 168 students in a dual credit course



Advanced Academics Today

ALEDO ISD
ADVANCED
ACADEMICS



OnRamps (UT/Tarleton)

- Dual enrollment course taught by Aledo ISD teacher that allows students to experience college before college to earn high school credit and potentially college credit
- 3 Courses currently offered
 - 396 students enrolled in OnRamps
- 15 possible courses



Advanced Academics-Tomorrow

ALEDO ISD
ADVANCED
ACADEMICS



- Student enrollment has grown 135% in the last 5 years, unlimited potential
- Growth
 - One additional AP course for the 2023-2024 school year
 - 2 additional dual credit courses for the 2023-2024 school year
 - 3 more additional OnRamps courses
- Future Classroom needs: Flexible spaces for collaborative learning (more of a classroom setting)
- How we support kids that are underrepresented in advanced academics (5th/6th grade) intentional



Why Career Technical Education?



- ❖ **CTE provides students with a strong foundation of technical knowledge and employability skills to complement their academic studies and prepare them for both college and career options.**
- ❖ **Six of the ten hardest-to-fill positions are in technical fields or require a CTE background.**
- ❖ **CTE learners have a 10% higher high school graduation rate than non-CTE students.**
- ❖ **CTE provides students with skills that are needed for the modern workplace, such as: critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation.**
- ❖ **Over 75% of CTE learners enroll in postsecondary education after high school.**



Career Technological Education Today



Programs of Study

A sequence of courses that provides students opportunities to explore the academic, technical, and employability skills of high demand/high wage occupations

- 54 approved state programs of study
- 5 additional regional programs of study
- Aledo ISD currently offers
 - 15 programs of studies
 - Which includes 59 courses
 - 19 Industry Based Certifications
 - 6 pathways for possible internships



Career Technological Education Today



Agriculture, Food & Natural Resources

- Agribusiness
- Animal Science
- Applied Agriculture Engineering
- Environmental & Natural Resources
- Food Science & Technology
- Plant Science



Business, Marketing Finance

- Accounting & Financial Services
- Business Management
- Entrepreneurship
- Marketing & Sales



Human Services

- Family & Community Services
- Health & Wellness

Energy

- Oil & Gas Exploration & Production
- Refining & Chemical Processes



Arts, Audio/Video Technology & Communications

- Graphic Design & Multimedia Arts
- Digital Communications

Architecture & Construction

- Architecture Design
- Carpentry
- Construction Management & Inspection
- Electrical
- HVAC & Sheet Metal
- Masonry
- Plumbing & Pipefitting



Education & Training

- Early Learning
- Teaching & Learning



Hospitality & Tourism

- Culinary Arts
- Lodging & Resort Management
- Travel, Tourism & Attractions



Career Technological Education Today



Health Science



- Exercise Science & Wellness
- Health Informatics
- Healthcare Diagnostics
- Healthcare Therapeutic
- Medical Therapy
- Nursing Science



Law & Public Service



- Emergency Services
- Government & Public Administration
- Law Enforcement
- Legal Studies

Transportation, Distribution, & Logistics



- Automotive
- Aviation Maintenance
- Diesel & Heavy Equipment
- Distribution & Logistics

Information & Technology



- Information Technology and Services
- Networking Systems
- Web Development

Regional Programs of Study



- Aviation
- Cosmetology & Personal Care Services
- Drone (Unmanned flight)
- Printing & Imaging Equipment
- Geospatial Engineering & Land Surveying



Science, Technology, Engineering, and Mathematics



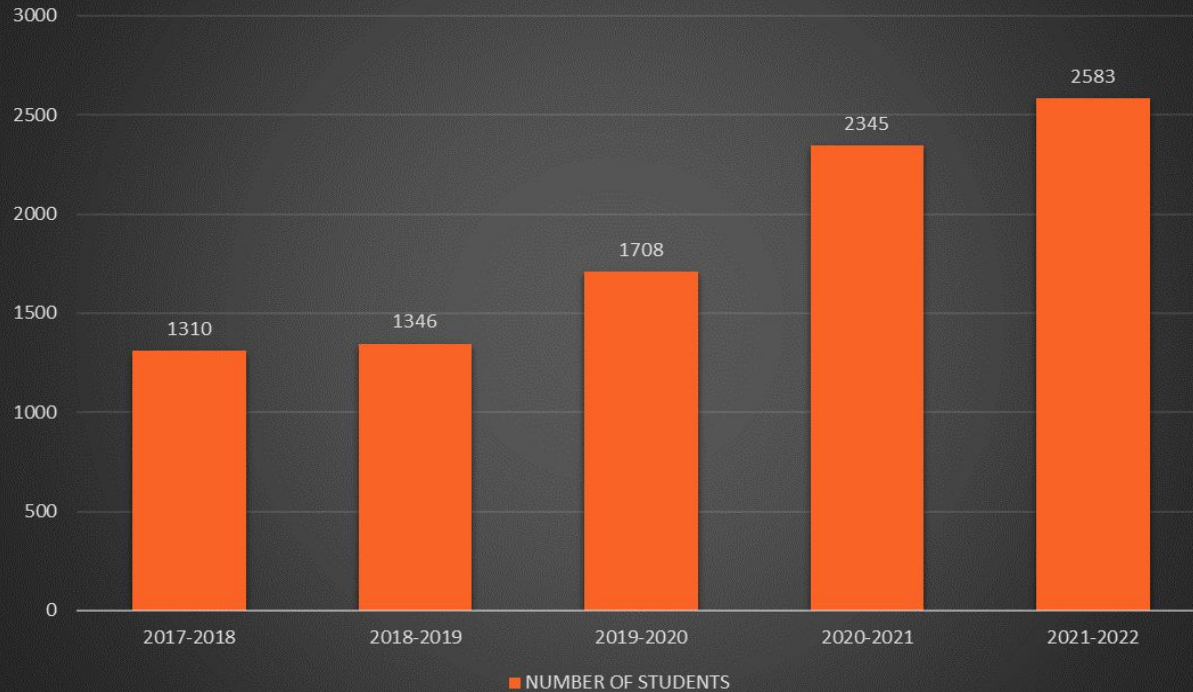
- Biomedical Science
- Cybersecurity
- Engineering
- Programming & Software Development
- Renewable Energy



Career Technological Education Today

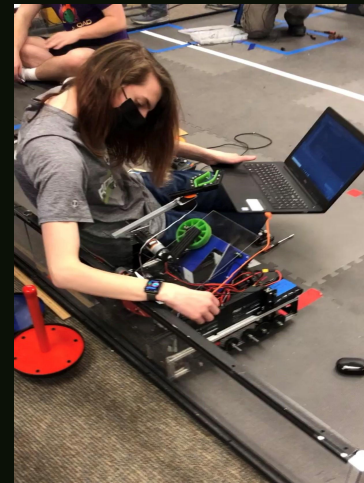


STUDENTS ENROLLED IN A CTE CLASS



Career Technical Education Tomorrow

- 2023-2024
 - 3 additional pathways
 - 10 courses
- High Wage/High Demand
 - Partnerships with Workforce Commission, Workforce Solutions, and InterLink
 - Student interest
- Cyber Security, architecture, aviation, EMT, construction management



Student Panel

Paul Mulenga
Olivia Fowler
Luke Deleon
Marshall Anderson
Kaylee Hopkins
Leah Bechert
Nathalie Touchet
Logan Dalton



Teacher Panel

- Kyle Christenson
- Elaina Phillips
- Aaron Clark
- Jamie Rinehart



Administrator Panel

- Angi Tims
- Carolyn Ansley
- Cheryl Jones





QUESTIONS???

Group Debrief

- What are your top 3 questions regarding High School?

