

## **Comprehensive Needs Assessment – Curriculum, Instruction, and Assessment**

Vertical teams have participated in activities to ensure college readiness standards and the recently adopted TEKS are embedded in the scope and sequences. At the conclusion of each content area study, the vertical teams have modified scope and sequence/curriculum documents to meet the demands of the rigorous, college readiness student expectations.

Student performance (see CNA for Student Achievement) indicates an aligned curriculum. The instructional process is enhanced by the utilization of the latest technology approved and available to our district (i.e.; interactive boards, laptops, e-readers, and tablets), as well as instructional resources available via the district website. Assessment data provides individual student data which is used in determining appropriate interventions (i.e., ELA/Math Lab, Literacy/Math Teacher, Credit Retrieval, Dyslexia Teacher, Content Mastery, Aledo ISD Summer School, Bridge Class, and tutorials).

The Parent Portal will continue to be utilized. This on-line program provides an avenue for consistent communication between teachers, parents and students in the areas of academic achievement and attendance.

The district employs an instructional math specialist and science specialist for the implementation of the TEKS to ensure Math and Science are horizontally and vertically aligned.

In preparation for the 2017-2018 school year, all campus administrators received formal training in conducting conferences and observations through Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System to evaluate instructional practices and student engagement.

Staff development is based on district and campus needs. Below is a partial listing of staff development during the 2016-2017 school year.

- Fundamental Five
- Aledo Writing Process
- Creative Ways to Foster Creativity
- Gifted and Talented Institute (Nature & Needs, Identification & Evaluation, Social & Emotional, Instructional Strategies, Differentiation)
- Crisis Prevention Intervention (CPI)
- AEF Grant Training Writing
- All state assessments
- Flipped Classroom
- Thinking Maps
- Think Through Math and iStation
- PBL Academy
- Classroom Management
- CPR/AED/Concussion Training
- Conceptual Driven Curriculum
- Managing Your Class in the Cell Phone Era
- 504 Training
- Promethean Board
- Google Classroom 101
- Google Drive 101
- Waterford Early Literacy Training
- Counselor Training/ Program Development
- Assessment Training, Diagnosticians
- Get to know Twitter
- BYOD That Works
- Incorporating Instructional Technology
- CTE Training
- Librarians as Instructional Leaders
- Aledo Summer School Training
- ADI (Argument Driven Inquiry)
- DBQ (Document Based Question)

- Teachers attended Texas Regional Collaborative through Region 11

#### Strengths:

- Vertical team meetings to review and develop scope and sequence/curriculum documents to meet student instructional needs
- Varied instructional programs to meet the individual needs of our diverse learners
- Evaluation of assessment data at the classroom level, the content level, campus level and district level to establish new goals based on this data
- Core instructional specialists, and technology specialist interacting with teachers on home campuses to improve the quality of instruction
- Required professional development for new employees
- Expanded our number of Career Technology Education course offerings to support new graduation requirements ( i.e.; Robotics, Engineering, Principles of Architecture, Welding, CNA program, Cosmetology, Fire Science)
- Summer School for Original Credit offered
- Middle School added Principles of Ag Science and enrollment continues to grow
- 4 new classes added to the High School based on student interest
- AP BC Calculus added to the High School curriculum choices
- Added opportunities for AMS student exploration of career clusters to better prepare for HS and beyond
- Graduation rate of 99.5%
- Dual Credit offered for 11<sup>th</sup> grade students in the areas of English and History
- Document Based Questioning (DBQ) to bring literacy skills into Social Studies classrooms grades 4<sup>th</sup> – 12<sup>th</sup>
- Argument Driven Inquiry (ADI) to bring literacy skills into Science classrooms grades 4<sup>th</sup> – 12<sup>th</sup>
- 6<sup>th</sup> grade math camp and Algebra 1 EOC camp

#### Needs:

- Update interactive technology resources in the classroom
- Continue opportunities for staff development to meet the needs of all students
- Assess the process of vertical and horizontal curriculum for curriculum alignment and implementation of college readiness standards between campuses
- Annual review of STAAR data for direction in editing and revising of our Scope and Sequence
- Continuous revision and review of Scope and Sequence (Year at a Glance)
- Continue to add instructional specialists in the core areas (Language Arts and Social Studies)
- Continue to broaden our training for teachers to support ESL students in the classroom
- Update technology that is available to students in the classroom