



Plano Independent School District Campus Improvement Plan

Aldridge Elementary School

720 Pleasant Valley

Richardson, TX 75080

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Provide quality meaningful educational experiences creating a foundation for every child to succeed in developing the ultimate “you”. Enter to learn, Leave to succeed.

Campus Information

Administration Team

Principal, Antreshawn Buhl

Assistant Principal, Michelle Meeks

About Us

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/29/2018 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/06/2019 05:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/20/2019 03:15 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Aaron Stark (SEL Collaborative Team Chair)	Faculty Member	2016	X	X	X
Melinda Forbes (Science Collaborative Team Chair)	Faculty Member	2016	X	X	X
Leslie McDowell (Math Collaborative Team Chair)	Faculty Member	2017	X	X	X
Carl Hale (Wellness Collaborative Team Chair)	Faculty Member	2016	X	X	X
Tina Church (Reading/LA Collaborative Team Chair)	Faculty Member	2018	X	X	X
Dawn Raschke	Faculty Member, Special Ed	2017			
AntreShawn Buhl	Principal	2016		X	X
Tonelli Hatley	District Professional	2016	X		X
Michelle Meeks (Assistant Principal)	Campus Professional, Non-teaching	2017	X	X	X
Kristen Carlson (Office Manager)	Support Staff Member	2017			
Margo Spence	Parent-Selected by PTA	2018	X		
Geri Hieronymus	Parent-Selected by Principal	2018		X	
Ashley Edmondson	Parent	2018			
Crysal Duckert	Parent	2018	X	X	
Mandy Pathak	Parent	2018	X	X	X
Denise Boots	Parent	2015	X		
Marie Andrews	Community Member	2013		X	X
Marilyn Carruthers (Past Principal)	Community Member	2017			X

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Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jeff Wolfe	Business Representative	2018			X
Sydney Young (AVID Coordinator)	Faculty Member	2018	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$69,664	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$	Total Funding for Title I Support Teachers (including tutoring, adult temp staff) and for Paraprofessionals.
Professional and Consulting Services	\$	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Aldridge over time is becoming a well diverse campus where ethnicity is being evenly distributed.</p> <p>Campus initiatives are reflecting the campus needs with demographic changes that have been demonstrated over time.</p> <p>Aldridge staff is well diverse in ethnicity, allowing opportunities for student/family connections and relatability.</p>	<p>Fluctuated mobility rate average of 16% limits development of grade level skills over an extended period of time.</p> <p>English Language Learners and Economically Disadvantaged percentages are areas of growth in STAAR Reading</p>	<p>Increase the instructional practices for effectiveness of diverse learners and students who fall in the category of ELL and Economically Disadvantaged.</p> <p>Increase the promotion of rich academic language skills.</p>
Student Achievement	<p>Core subject of Math continues to be an area of strength campus wide.</p>	<p>Analyze the percent of students that are ELL and ED who have demonstrated a plateau in academic performance based on a variety of assessments looking for consistency.</p>	<p>Identify 3 TEKS that a grade level can focus on to improve instruction in Reading/Math.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Small group instruction and differentiation is targeted intervention for Math content.</p> <p>Increase in average scale score increased in comparison to last years scores in grades 3-5 in all STAAR testing subjects.</p>	<p>Identify areas for improvement with student groups and reporting categories.</p> <p>Working to increase the number of students in quintiles 1 % 2 in making progress in all content areas with a variety of assessments.</p>	<p>Reduce performance gaps across student groups (ELL and ED students) with respect to the overall campus rates.</p> <p>Identify students that are not meeting typical growth.</p>
School Culture and Climate	<p>Our school is a safe place for students and staff.</p> <p>The emergency management plan is consistently practiced and opportunities for feedback and reflection take place.</p> <p>Surveys include at least 75% of participation from students/staff.</p> <p>Student and parent involvement in school hosted events.</p> <p>The streamlined expectations of visitors and the impact it makes on meeting instructional needs of students.</p> <p>Recognizing students weekly and per nine weeks that show progress in all areas that create a well rounded citizen.</p>	<p>An increase in the use of campus wide SEL and Restorative approaches/practices to support desired and undesired behaviors.</p> <p>Allow for opportunities for students to make connections to safety drills and the importance of transitional management and self-accountability.</p> <p>Share campus based data with students, staff, parents, and community to acknowledge and celebrate the school's successes.</p>	<p>Create problems/solutions of desired behaviors.</p> <p>Increase opportunities to build relationships with students in knowing their needs and areas of concerns.</p> <p>Increase opportunities of acknowledging and celebrating school's successes within the community.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Professional Development	<p>Diversity in number of ethnicity and gender for staff.</p> <p>Average number of years of teaching experience is seven years or more.</p> <p>Teachers have formal roles in the decision making process for school initiatives.</p> <p>School's accomplishments are acknowledge and celebrated.</p> <p>New staff members are extended opportunities for mentors for a minimum of two years.</p> <p>Feedback is implemented with the use of surveys after professional developments to determine campus/teacher needs.</p> <p>Opportunities for staff leadership in areas of collaborative teams, leadership, and promotion of school unity.</p>	<p>Provide multiple ways of acknowledging individuals in progress, celebrations, and accomplishments.</p> <p>Work on building in opportunities for vertical team collaboration to increase implementation of best practices targeting instruction and building of student character.</p> <p>Planning with intention in campus areas of growth for consistency and accountability.</p>	<p>Extend collaboration among other grade levels more frequently.</p> <p>Increase the number of intentional professional development opportunities to meet the needs of the campus improvement plan.</p>
Curriculum, Instruction, Assessment	<p>Utilizing district provided extended planning days.</p> <p>Campus use of collaborative teams to build instructional practices based on teachers needs/desires.</p>	<p>Creating common assessments in a variety of ways to demonstrate student progress.</p> <p>Maximizing instructional time with use of recommended minutes in campus schedule.</p>	<p>Maximize instructional needs of Reading intervention/enrichment with the use of extended planning time.</p> <p>Collaborative teams address common TEKS to figure out how to improve student learning.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Monthly data digs with grade level teams to identify strengths/areas of growth for grade levels and campus.	Working to increase the progress made with the delivery of small group instruction for quintile 1 and 2 students.	Increase the uniformity of variety of assessments to acknowledge student progress in campus targeted skills.
Family and Community Involvement	<p>PTA President and Administration team meet monthly to discuss campus goals and events that are in alignment with campus improvement plan.</p> <p>Administration team provides monthly meetings to provide opportunities of collaboration, problem solving, and addressing of parent/community concerns.</p> <p>PTA and Campus work together in providing diverse after school programs for our students to meet a variety of interest.</p> <p>Campus provides outreach for newcomers.</p> <p>Campus collaboration with Vines High School to provide mentoring program for students in Kinder-Fifth.</p> <p>Campus collaborative teams make intentional efforts to reach out to community members for assemblies/programs targeting campus improvement plan.</p> <p>Multiple school evening events to allow support and volunteering of families to meet the needs of our campus.</p>	<p>Provide multiple ways of communicating what's taking place to families within the community outside of the use of technology.</p> <p>Work to increase the participation of parent/community involvement of our diverse population to mirror campus demographics.</p>	<p>Create formal ways to provide input from parents and community.</p> <p>Increase family involvement of diverse learners and families in school wide events.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Campus provides multiple avenues of communicating what is taking place on campus. (smore, remind101, grade level newsletters, facebook, twitter, district website)		
School Context and Organization	<p>Team Leadership team provides opportunities for grade level voice in addressing problems/solutions of the campus.</p> <p>Continued reflection throughout the year of what is/isn't working among teams and campus as a whole.</p> <p>92.3% of staff feel the administration team encourages collaboration among colleagues and offer opportunities to do so based on Control Environment Staff Survey.</p> <p>Teacher selected collaborative teams based on teacher area of growth and interest.</p> <p>Utilization and implementation of extended planning provided by the district allowed for management of planning within the school day.</p>	<p>Campus identification of opportunities for teacher input on campus decisions.</p> <p>Collaborative teams find common instructional strategies to implement based on student strengths.</p> <p>Planning with fidelity of UbD approach in all content areas.</p> <p>Identifying TEKS and common areas of growth of campus.</p>	<p>Increase opportunities for academic support to provide support and instructional practices to meet the needs of enrichment/intervention.</p> <p>Provide more opportunities for teacher input on decisions made within the campus in ways of meeting the needs of students and the delivery of instruction.</p> <p>Revision of the continuation of district provided extended planning opportunities that target areas of growth based across the campus.</p>
Technology	Continuous collaboration among colleagues on district provided apps that allow for formal/informal assessments and student engagement.	Work on providing additional professional development on current apps and technology to enhance engagement and learning of students.	Increase the number of professional development targeting instructional technology.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Teacher's desires to utilize technology more within the classroom as a tool for learning and engagement.	Offer students opportunities to develop their digital citizenship skills in appropriate use and responsibility. Ways of knowing how and why to utilize technology as a tool of engagement and student empowerment.	Increase teacher familiarity and involvement in the use of technology to empower students to be more creative and connected.

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the collaborative teams defined by the district's definition of the Professional Learning Community process (policies and practices.)
Root Cause and Strategy	We will address the need for implementing a campus-wide PLC process by training staff, modeling and implementing the process.
Goal	To build a shared understanding around how planning conversations and behaviors strengthen collaborative teams in order to create an effective campus PLC.
Project Lead	Antreshawn Buhl, Michelle Moses-Meeks
Staff, Title I Staff	Classroom teachers, Campus Instructional Specialists
Materials and Resources	Leading a High Reliability School, Learning by Doing, Collaborative Teams that Transform Schools (All by Robert Marzano)

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Clearly define school vision, mission, goals and values through teacher professional learning.	High Reliability Schools..The Next Step in School Reform			Monthly at staff meetings	Specific and intentional redesign and PDH	Staff will have a clear understanding of Aldridge's vision, mission, and campus goals.	On Track to Make Progress Provide initial training and expect that collaborative teams will utilize two of the three "big ideas: (focus statements) that drive the work of the campus PLC.	Some Progress Significant progress with staff utilizing the three big ideas during monthly data digs, extended planning opportunities; campus based collaborative team planning, and professional development.	Significant Progress Collaborative Chair feedback demonstrates success in creating consistent and regular communication to target campus three big ideas. Continued success in campus dialogue targeting three big ideas in all areas of opportunities for professional learning that include: grade level planning, data digs, extended planning with like campus,	
	Collaborative Teams Transforms Schools									

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									and professional development.	
Train and model the three foundational ideas of PLC: focusing on learning, building a collaborative culture, and focusing on results.	Collaborative Teams Transforms Schools			monthly at staff meeting and during professional learning sessions	Teacher professional learning, collaborative team planning, Campus data analysis meetings	The teachers will use the PLC process to plan effective lessons and create assessments that reflect student progress.	On Track to Make Progress Provide initial training and expect that collaborative teams will utilize two of the three "big ideas: (focus statements) that drive the work of the campus PLC.	Some Progress Grade level teams met with administration team 8 times throughout the year targeting specific criteria based on campus need. HRS survey shows there was a mean score of 4.4 suggesting that staff strongly agrees that the interaction during collaborative groups addressed common issues regarding curriculum, instruction and achievement of all students.	Significant Progress Continued increase in frequency of collaborative building to create regular opportunities to monitor student progress and growth to support the overall achievement towards the three big ideas.	
Collaborative teams will embed the PLC process in their district provided extended planning opportunities	allotted district extended planning sub-codes			September through March	Exit Tickets, agendas with summative notes, schedule of extended team planning, lesson plan	Increase staff capacity for collaboration and planning to ultimately drive improvement in academic performance	On Track to Make Progress Administration created surveys getting teacher feedback on what to revise for the following meeting.	Some Progress Continued use of surveys and additional opportunities to provide collaborative teams feedback that include the following questions: What do we want students to learn?; What do students need to know and do?; What do we know about the standards?; and How will we know they've learned it?	Significant Progress Continued use of surveys and additional opportunities to provide collaborative teams feedback that include the following questions: What do we want students to learn?; What do students need to know and do?; What do we know about the standards?; and	
	detailed planned dates utilized for the year									

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									How will we know they've learned it?	

Critical Action #2

Problem Statement	<p>The percentage of economically disadvantaged/ELL students meeting the approaches, meets and masters grade level standard is below the district average in the following reading groups:</p> <p>ED * Grade 3 Reading ME 21%, MS 21%, APP 58% ME 44%, MS 28%, APP 61% * Grade 4 Reading ME 58%, MS 26%, APP 84% ME 50%, MS 13%, APP 100% * Grade 5 Reading ME 24%, MS 12%, APP 59% ME 29%, MS 14%, APP 57%</p>
Root Cause and Strategy	<p>We will address the need for effective planning in Reading by ensuring that there are adequate structures and systems in place utilized with fidelity to district's planning protocols. We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p>
Goal	<p>Increase the percentages of economically disadvantaged students performing at approaches, meets and masters grade level standards to decrease the gap between the campus and district to meet the district average performance.</p>
Project Lead	<p>Administration, Leadership Team</p>
Staff, Title I Staff	<p>Staff, Academic Support, Curriculum Department</p>
Materials and Resources	<p>District curriculum, State standards (TEKS), STAAR, PES, Gap Analysis</p>

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
District curriculum and instruction team members will provide staff training on district planning protocols)				weekly grade level planning team meetings collaborative team meetings	MLP training, agendas, notes, feedback	Increase academic performance by implementing planning and instruction protocols with fidelity.	Some Progress Provide initial training and common campus wide planning practices that include the 3 big ideas (focus on learning, build collaborative culture, and focus on results	Some Progress Continued practice and modeling through the use of extended planning used to include the 3 big ideas (focus on learning, build collaborative culture, and focus on results . Classroom teachers and	Some Progress Continue with meaningful collaboration in all meetings that focus on the 3 big ideas. Ongoing monitoring and tracking the progress/feedback staff feel is needed	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								collaborative teams see the value in implementing common language, and processes to see overall campus success. Planning protocol tracked and feedback provided at the end of every extended planning opportunity provided by the district.	to support the planning protocol.	
Grade level teams will use weekly and extended planning time to implement the planning protocols for unit instructional planning				monthly and weekly team meetings	notes, quick data	Increase academic performance by implementing, planning and instruction protocols with fidelity.	On Track to Make Progress Provide initial training and common campus wide planning practices that include the 3 big ideas (focus on learning, build collaborative culture, and focus on results	Some Progress Grade level teams continue to focus on adequately addressing the needs of the students based on the planning protocol and big ideas. Grade levels spend designated time to collaborate within grade level but above and below to provide commonality on terminology and strategies.	Significant Progress Incorporation of planning process utilized throughout campus collaborate teams. Collaborative teams utilizing campus data to help facilitate topics of discussion and best teaching practices that help support the 3 big ideas.	
District curriculum and instruction team members will provide staff training on the purpose and use of formative/summative assessments.				monthly and weekly staff meetings, data team meetings, collaborative team meetings	notes, quick data, grade level reflections	Increase student achievement and academic growth by monitoring and adjusting instruction.	On Track to Make Progress Provide initial training and common campus wide planning practices that	Some Progress Campus has used basic district assessments to help drive instruction and flexible grouping.	No Progress district assessments to help drive instruction and flexible grouping.	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							include the 3 big ideas (focus on learning, build collaborative culture, and focus on results	Discussions held in collaborative teams of what it looks like, sounds like, and ways of measuring student success.	Discussions held in collaborative teams of what it looks like, sounds like, and ways of measuring student success. Upcoming school year 2019-2020, campus focus on common formative/summative assessments. Leadership team and Collaborative Chairs will attend summer training to familiarize ourselves with the process and set up tangible goals for the campus.	
Teachers will monitor and collect data using the following questions to create common formative assessments: What do you want students to know? How do we know? What if they don't learn it? What if they already know?				daily, weekly as ongoing part of instructional and planning	quick data results, anecdotal notes, formal and informal assessments results	Increase student achievement and academic growth by monitoring and adjusting instruction.	On Track to Make Progress Provide initial training and common campus wide planning practices that include the 3 big ideas (focus on learning, build collaborative culture, and focus on results	Some Progress Monthly data digs provide opportunity for campus leaders, teachers, and academic support to address instruction, areas of weakness, and progress made with students. Use of 7 Steps to a Language Rich Interactive Classroom (4 per grade level) to help build on the overall student success.	Significant Progress Monthly data digs provide opportunity for campus leaders, teachers, and academic support to address instruction, areas of weakness, and progress made with students. Use of 7 Steps to a Language Rich Interactive Classroom (4 per grade level) to help build on the	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									<p>overall student success.</p> <p>Providing flexible grouping based on was of assessing student progress amd ,mastery of skills.</p>	
Teachers will analyze assessment data and use it to plan for instruction.				daily, weekly as ongoing part of instruction and planning	quick data results, anecdotal notes, formal and informal assessments results, samples	Increase student achievement and academic growth by monitoring and adjusting instruction.	On Track to Make Progress Provide initial training and common campus wide planning practices that include the 3 big ideas (focus on learning, build collaborative culture, and focus on results	<p>Some Progress Monthly data digs provide opportunity for campus leaders, teachers, and academic support to address instruction, areas of weakness, and progress made with students.</p> <p>Use of variety of campus/district assessments to determine flexible groupings.</p>	<p>Some Progress Monthly data digs provide opportunity for campus leaders, teachers, and academic support to address instruction, areas of weakness, and progress made with students.</p> <p>Use of 7 Steps to a Language Rich Interactive Classroom (4 per grade level) to help build on the overall student success.</p> <p>Providing flexible grouping based on was of assessing student progress amd ,mastery of skills.</p>	

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	September, October, December, January, February, March, April, May	Established August 2018	Team met during the Fall and Spring semesters to evaluate and update progress of goals. All goals were attained. *See Campus Wellness Team Plan.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September, October, December, January, February, March, April, May	Established August 2018	Parent served as liaison between community and campus. *See Campus Wellness Team Plan.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	bi-yearly or quarterly meetings	Ongoing	Ongoing
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	bi-yearly or quarterly meetings	Ongoing	Ongoing
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	weekly/monthly as needed	Ongoing	Ongoing

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fall 2018/Spring 2019	Ongoing	Completed Spring, 2019
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	quarterly or as determined by PE staff	Ongoing	Completed Spring, 2019

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for	Principal	Sample daily lesson plans may be provide	weekly	In Progress	Ongoing

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.		by P.E./Fitness Teacher			
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	quarterly or as determined by PE staff	In progress	Ongoing
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	monthly	In progress	Ongoing
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	daily/weekly	In progress	Ongoing
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	daily/weekly	In progress	Ongoing

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	daily/weekly (case by case)	Ongoing	Truancy procedures and guidelines were followed and evaluated weekly with registrar and nurse.

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	weekly/monthly	Ongoing and frequently monitored	Continued monitoring through use of data digs. CMIT/504 Meetings
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	daily/weekly	Ongoing and frequently monitored	Continued monitoring through use of data digs. CMIT/504 Meetings
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	daily	Ongoing and frequently monitored	Ongoing and frequently monitored with Campus Behavior Incident Reports Data Digs Office Referrals through use of CMIT/504

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	annually--beginning of the year	Training dates established Fall, 2018	Completed
Review referral process.	Principal or designee	Campus referral plan	semesterly	Ongoing and frequently monitored	Ongoing and frequently monitored

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	weekly/monthly	Ongoing and frequently monitored	Ongoing and frequently monitored
Implement campus referral plan.	Principal or designee	Campus Referral Plan	semesterly	Ongoing and frequently monitored	Ongoing and frequently monitored
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	daily/weekly/monthly (as needed)	Ongoing and frequently monitored	Use of Campus Professional Development, Social Emotional Learning Practices, and Zones of Regulation

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	daily (morning announcements)	<p>Implementation of Project Wisdom on morning announcements.</p> <p>Use of morning announcements to set the tone of expectations.</p> <p>incorporate in SEL collaborative team, strategies/discipline interventions to address needs of the campus.</p> <p>Every 9 week assembly, recognize Golden Ticket Winners based on wanted behaviors (recognizing those building good character traits)</p>	<p>Implementation of Project Wisdom on morning announcements.</p> <p>Use of morning announcements to set the tone of expectations.</p> <p>incorporate in SEL collaborative team, strategies/discipline interventions to address needs of the campus.</p> <p>Every 9 week assembly, recognize Golden Ticket Winners based on wanted behaviors (recognizing those building good character traits)</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Monitor high risk areas.	All staff	Schedule (if necessary)	daily	incorporate opportunities for students to be recognized at 9 week assemblies. Celebrating progress. Drawing of Golden Ticket winners-- recognized by Administration Weekly celebration of recognizing Golden Ticket recipients-- highlighting leadership, citizenship, and responsibility	Incorporate opportunities for students to be recognized at 9 week assemblies. Celebrating progress. Drawing of Golden Ticket winners-- recognized by Administration Weekly celebration of recognizing Golden Ticket recipients-- highlighting leadership, citizenship, and responsibility

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	monthly/semesterly	Implementation of Project	Implementation of Project

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				<p>Wisdom on morning announcements.</p> <p>Use of morning announcements to set the tone of expectations.</p> <p>Beginning of year expectations at first nine week assembly and reminded throughout the year at assemblies, grade level meetings, and campus based assemblies provided by PTA.</p>	<p>Wisdom on morning announcements.</p> <p>Use of morning announcements to set the tone of expectations.</p> <p>Every 9 week assembly, recognize Golden Ticket Winners based on wanted behaviors (recognizing those building good character traits)</p> <p>Continued reinforcement of expectations at every nine week assembly and reminded throughout the year at assemblies, grade level meetings, and campus based assemblies provided by PTA.</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Campus based BIRs (Behavior Incident Reports), District Student Code of Conduct Student Think Sheets Circle Time Rage to Reason--SpEd support	daily	Team Leaders-- identify common behaviors based on campus BIR data. Beginning of year, identify as a campus common behavior referrals, ideas, and strategies to decrease unwanted behaviors.	Incorporate in SEL collaborative team, strategies/discipline interventions to address needs of the campus. Reflect at the end of the year on data from campus BIRs. Set up action steps that target common unwanted behaviors.
Employ discipline interventions.	Designated staff	Director of Family and Social Services Campus based BIRs Goal setting with Administration SEL Collaborative Team Student Think Sheets Zones of Regulation	daily	Team Leaders-- identify common behaviors based on campus BIR data. Beginning of year, identify as a	incorporate in SEL collaborative team, strategies/discipline interventions to address needs of the campus.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				campus common behavior referrals, ideas, and strategies to decrease unwanted behaviors.	Reflect at the end of the year on data from campus BIRs. Set up action steps that target common unwanted behaviors.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Momentous Institute-- Settle your Glitter Cards Campus based BIRs Goal setting with Administration SEL Collaborative Team Student Think Sheets Zones of Regulation	monthly (case by case)	Provide every team with 3 sets of Momentous Institute cards as a reference tool	Ongoing and frequently monitored
Conference with parents/students.	Teachers or other staff		as needed/monthly	Spend time with students discussing what took place, what went wrong, moving forward. Contact parents to address concerns.	Student accountability through the use of goal setting with Administration. Parent Conferencing. Student accountability

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Create plan of action.	and change in behaviors. Continued monitoring of student success.

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administration, Secretary, Office Manager, CTA	Administration, Secretary, Office Manager, CTA	beginning of the year and as needed for new enrollees	In progress	Parents that enrolled students after registration dates were informed on how to access Parent Portal when registering.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Secretary, Classroom Teacher, Administration	Mobile Technology Lab	beginning of the year and as needed for new enrollees	In progress	Use of ELMS Program Identify Economically Disadvantaged families Opportunities for Mobile Computer Lab to support parents/families
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Administration, Leadership Team, CTA	Administration, CTA	weekly and case by case	Ongoing and frequently monitored	Ongoing and frequently monitored
Communicate information through eNews and through hard copies when internet access is not available.	Administration	Administration, Leadership Team, CTA	weekly and case by case	Weekly e-news to community	Weekly e-news to community Remind 101

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local					Smore Newsletter Grade Level Smore Newsletter
Utilize social media to keep parents and community informed. Funding source: State and Local	Administratio and CTA	Administration, Leadership Team, CTA	weekly and case by case	In progress	Facebook and Twitter are updated to reflect current and future happenings on campus. Opportunities for parents feedback through use of surveys
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administration	Administration, Office Manager, PTA President	monthly and more as needed	Meeting dates established for the school year: June 18, 2018; July 24, 2018; August 13, 2018; August 20, 2018; September 17, 2018; October 15, 2018; November 12, 2018; December 17, 2018; January 14, 2019; January 28, 2019; February 19, 2019; March 25, 2019; April	Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				15, 2019; May 20, 2019	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Administration, PTA President	Administration, Office Manager, PTA President, PTA Board	bi-monthly	In progress Part of Campus Improvement Plan Campus Initiatives	Completed <ul style="list-style-type: none"> • Red Ribbon Week • College Week • Art Night Gallery • 50th Anniversary Celebration • After School Program • Watch D.O.G. S. Program • Veterans Program • Community

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					Mentoring Program

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	SEL resources, District provided	daily with grade level classes (scheduled in advance)	Schedule topics of discussion and review with Administration Team and staff. Extend opportunities for outreaching/counseling sessions based on campus needs (divorce, stress, anxiety)	Continue with small group sessions targeting campus needs in addition to district provided guidance lessons. Utilize schedule to embed time to complete student needs, counselor tasks, Administration needs.
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Special Education Team Leader, SLP	Administration, Special Education Team Leader, SLP	as needed throughout the year/ end of year	Schedule times for SpEd Team Leader to attend Early Childhood ARDs to familiarize self with incoming students.	Continue to find time within the year to schedule times for SpEd Team Leader to attend Early Childhood ARDs to familiarize self with incoming students.
Elementary Title I Campuses –					

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.</p> <p>Title I Components: 7 Funding source: State and Local</p>					
<p>Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment.</p> <p>Title I Components: 7 Funding source: State and Local</p>					

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Administration, Curriculum Department, Professional Learning Department, like campuses	monthly (dependent on campus needs)	Use of campus based surveys to allow Administration Team to see campus needs and plan accordingly. Utilize District staff to help support areas of growth based on campus needs through teacher feedback surveys, data, and improvement plan.	Continue to utilize district personnel to incorporate professional development based on campus needs and individual teacher needs.