

Plano Independent School District

Aldridge Elementary

2019-2020



Board Approval Date: October 1, 2019

Mission Statement

Create and provide a foundation of meaningful educational experiences for every child to succeed in developing the ultimate “you.” Enter to learn, Leave to succeed.

Vision

Aldridge Elementary promotes lifelong learners in a nurturing environment where learning flourishes, growth is empowered and all experience a sense of value and accomplishment through leadership opportunities, collaboration, and contributions to the global community with discipline and creative thinking.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

SUMMARY OF STRENGTHS

- Aldridge over time is becoming a well diverse campus where ethnicity is being evenly distributed.
- Campus initiatives are reflecting the campus needs with demographic changes that have been demonstrated over time.
- Aldridge staff is well diverse in ethnicity allowing opportunities for student/family connections and relatability.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Hispanic population performing at the meets and masters level on Math STAAR is 38%. **Root Cause:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Student Academic Achievement

Student Academic Achievement Strengths

- Core subject of Math continues to be an area of strength campus wide.
- Small group instruction and differentiation is a targeted intervention for Math content.
- Increase in average scale score increased in comparison to last years scores in grades 3-5 in all STAAR testing subjects.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Problem Statement 2: The percentage of Hispanic population performing at the meets and masters level on Math STAAR is 38%. **Root Cause:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Problem Statement 3: On the 2018-2019 STAAR Writing assessment, the percentage of students performing at the approaches level was 69%, meets 50%, masters 13% compared to 80% approaches, 60% meets, and 26% masters in 2017-2018 STAAR. **Root Cause:** Change in way writing was taught from throughout all content areas, to only in Reading/LA.

School Processes & Programs

School Processes & Programs Strengths

- Our school is a safe place for students and staff.
- The emergency management plan is consistently practiced and opportunities for feedback and reflection take place.
- Surveys include at least 75% of participation from students/staff.
- Student and parent involvement in school hosted events.
- The streamlined expectations of visitors and the impact it makes on meeting instructional needs of students.
- Recognizing students weekly and per nine weeks that show progress in all areas that create a well rounded citizen.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Priority Problem Statements

Problem Statement 1: On the 2018-2019 STAAR Writing assessment, the percentage of students performing at the approaches level was 69%, meets 50%, masters 13% compared to 80% approaches, 60% meets, and 26% masters in 2017-2018 STAAR.

Root Cause 1: Change in way writing was taught from throughout all content areas, to only in Reading/LA.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school.

Root Cause 2: We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

Goals

Revised/Approved: June 09, 2020










Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: We will increase student understanding in Writing as evidence by an increase in students performing at approaches by 6%, meets by 5%, and masters by 5%.

Evaluation Data Source(s) 1: 2020 STAAR
MAP Language Usage

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be embedded in Performance Objectives in next year (20-21) CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Clearly define the campus instructional model through the use of professional development and collaborative team input.	Grade level Team Leaders, Academic Support, Collaborative Team Chair	MAP PGR, STAAR, Data digs, extended planning surveys			
2) We will use our framework as a guide to help plan alongside the continuation of unpacking the TEKS. This allows for a clear and clarified competence (In individuals abilities as they relate to knowledge, understanding and skills) that builds from the 3 big ideas: Focus on learning, build a collaborative culture, and focus on results.	Grade Level Team Leaders; Instructional	Increased student understanding by targeting instruction			
3) Empower educators to design learning experiences that meet individual needs of each student	Grade Level Teachers, Administration, Team Leaders, Instructional Support	- Imbedded notes within planning - Increase frequency of differentiation - Increase number of students in STAAR Results for Meets Expectations (ME), Approaches (AP) and Mastery (MS)			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Provide classroom teachers opportunities to develop common assessments using a variety of methods to determine next steps in students demonstrating mastery of skills.	Administration, Team Leaders, Instructional Support	<ul style="list-style-type: none"> - Increase common assessments for each grading period - Increase in use of common language - Increase in number of students with STAAR Results for Meets Expectations (ME), Approaches (AP), and Mastery (MS) - Increase in implementations of Framework Model in grade level planning, Extended Planning, and Collaborative Teams 			
5) Clearly define the campus instructional model through the use of professional development and collaborative team input.	Grade Level Team Leaders; Instructional	Applying writing practices cross curricular. As evidence by common formal assessments.			
Problem Statements: Student Academic Achievement 3					
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: On the 2018-2019 STAAR Writing assessment, the percentage of students performing at the approaches level was 69%, meets 50%, masters 13% compared to 80% approaches, 60% meets, and 26% masters in 2017-2018 STAAR. Root Cause 3: Change in way writing was taught from throughout all content areas, to only in Reading/LA.</p>

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Aldridge ES will utilize the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school.

Evaluation Data Source(s) 2: STAAR
 MAP
 Collaborative Team Agendas/Minutes
 Data Dig Minutes

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be embedded in Performance Objectives in next years (20-21) CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement consistent use of ELL strategies (7 Steps to a Language-Rich Interactive Classroom) throughout daily planning and delivery of instruction.	Grade Level Team Leaders, Administration, Instructional Specialist	Intentional incorporation of effective strategies. Increased progress on TELPAS			
			Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1		
2) Teachers will use the Plano ISD instructional model during planning to strengthen instructional delivery.	Grade Level Team Leaders, Administration, Instructional Specialist	Increase in utilization of instructional strategies as measured by walkthrough data.			
			Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1		
3) Teams will meet monthly in content specific collaborative teams to vertically align content and review data to determine targeted skills as a campus.	Grade Level Team Leader, Collaborative Team Chair, Administration	Identifying areas of growth of targeted skills as a campus. Increase student understanding by identifying possible gaps. Increase teacher instruction on specific skills based on campus data.			
			Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1		
= Accomplished = No Progress = Discontinue					

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause 1:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

School Processes & Programs

Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause 1:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.













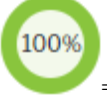


Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Performance Objective 1: The staff members are operating at varying levels of autonomy when identifying problems and solutions for undesired behaviors that can impact the overall academic or emotional success of the student.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We will provide opportunities to develop and implement campus wide expectations based on previous data of behavior incident reports to build collaboration, ownership, and accountability of staff and students.	Administration, Grade Level Teachers, Team Leaders	- Decrease in Behavior Incident Reports - Increase in grade level management of behaviors - Increase students accountability			
2) Implementation of Project Wisdom highlighting citizen character traits.	Team Leaders, Administration, CTA	Student competence in understanding the character traits. Increase student accountability through organizational skills, note taking and use of proper vocabulary.			
3) AVID strategies will be implemented in all classes including scholarly language,, note-taking, SMART goals, and organization.	Grade Level Team Leaders/AVID campus coordinator	Increased student preparedness as evidenced by binder checks and note-taking			
4) Identifying students making progress in the following areas: Science, Reading, Math, Specials, Citizenship, Work Habits, Writing, and AVID	Administration AVID Coordinator Grade Level Team Leaders	Increase students accountability Competency in understanding character traits Increase number of students in Approaches (AP), Meets Expectations (ME), and Mastery (MS)			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Pillar 5 - Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Michelle Moses-Meeks	Assistant Principal
Administrator	Antreshawn Buhl	Principal
Non-classroom Professional	Cynthia McElroy	Counselor
Non-classroom Professional	Laura Cordova	ESL Specialist/Reading Collaborative Team Chair
Classroom Teacher	Leslie McDowell	Classroom Teacher/Math Collaborative Team Chair
Classroom Teacher	Melinda Forbes	Classroom Teacher/Science Collaborative Chair
Classroom Teacher	Aaron Stark	Classroom Teacher/SEL Collaborative Team Chair
Classroom Teacher	Carl Hale	Classroom Teacher/Wellness/Fitness Collaborative Team Chair
Parent	Cynthia Morgan	Parent
Classroom Teacher	Sydney Young	Classroom Teacher/AVID Coordinator
Parent	Mandy Pathak	Parent
Parent	Jeanette Rogers	PTA President
Community Representative	Jeff Wolfe	Parent
Paraprofessional	Kristen Carlson	Office Manager
District-level Professional	Tonelli Hatley	District Representative

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 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. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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. • Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	