

Plano Independent School District

Aldridge Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

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

Needs Assessment Overview

<http://tiny.cc/a7lysz> (Detailed document)

Demographics

Demographics Summary

Ethnicity Distribution

A: 27%AA: 11%H: 15%I: 0%T: 6%W: 41%

Economically Disadvantaged: 23%

F: 19%N: 77%R: 4%

Demographics Strengths

SUMMARY OF STRENGTHS

- Aldridge staff is well diverse in ethnicity allowing opportunities for student/family connections and relatability.
- 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.
- Implementation of 7 Steps within the classroom setting.
- Flexible grouping based on student needs and areas of growth.
- 37% of ELL students grew in proficiency levels for ELL on TELPAS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Economically disadvantaged population across all grade levels are projected to be Not Met on STAAR are mostly not ELL or Special Ed. **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.

Student Learning

Student Learning Summary

Aldridge Elementary Campus Goals Including HB3 Goals: (see tables in addendum):

Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Within the past school year there are strengths that can be highlighted when comparing overall accountability ratings in the areas of academic growth and closing the gaps. Aldridge increased in both areas with the utilization of flexible groupings and implementation of data digs and extended planning.

Identification of schools improvement shows that progress has been made in all areas except for the student group within our Hispanic population in the area of Math. Our Hispanic population math target has continued to decline in percentage in comparison to other populations. Through this, we focus on monitoring best practices and delivery of instruction to build capacity, shared knowledge and student friendly academic and spoken language while utilizing the district's instructional model and framework.

Student Learning Strengths

SUMMARY OF STRENGTHS

- Students demonstrating levels of growth at expected or exceeded has continued to improve.
- Overall academic growth for STAAR results in grades 3-5 increased by 5 points.
- Small group instruction and differentiation is a targeted intervention for Reading/Math.
- Improvement in reading basic foundational skills with the use of Touch Phonics class.

Problem Statements Identifying Student Learning 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

School Processes & Programs

School Processes & Programs Summary

Reflection is continued from previous school year:

- Diversity in number of ethnicities and gender for staff.
- Average number of years of teaching experience is 7 years or more.
- Teachers have formal roles in the decision making process for school initiatives.
- School's accomplishments are acknowledged and celebrated.
- New staff members are extended opportunities of mentors for a minimum of 2 years.
- Feedback is implemented with the use of surveys after professional developments to determine campus/teacher needs.
- Opportunities for staff leadership in areas of collaborative teams, leadership, and promotion of school unity.

School Processes & Programs Strengths

Reflection is continued from previous school year:

- 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.

Perceptions

Perceptions Summary

SUMMARY OF STRENGTHS

- Electronic tools (online survey tools) are used to collect opinions for specific decisions.
- Techniques and systems are in place to collect data and information from teachers on a regular basis.
- Implementation of collaborative groups--creating professional learning communities with goals.
- Administration/Leadership team regularly examines PLC/Collaborative teams progress towards their goals.

Perceptions Strengths

SUMMARY OF 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 Perceptions Needs

Problem Statement 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- 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
- 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Action research results

Goals

Revised/Approved: September 24, 2020

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.


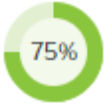
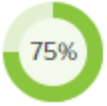







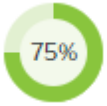
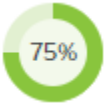




Performance Objective 1: HB3 - The percent of Aldridge 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% in 2019 to 57% by June 2021. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 49% in 2021. The Special Education student group performance will increase from 50% in 2019 to 53% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of strategies from Reading Academy that target reading intervention, building of vocabulary, and overall basic reading comprehension questions (5W's).</p> <p>Strategy's Expected Result/Impact: Increase in word fluency and basic comprehension questions that can be built upon making personal connections and clues within the text.</p> <p>Staff Responsible for Monitoring: Team Leaders and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the use of teacher modeling and sentence stems to help support oral language and written expression.</p> <p>Strategy's Expected Result/Impact: Students increase in their oral language by becoming more independent in the use of sentence stems and conversation among peers and teacher.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Collaborative Team meetings for all grades to unpack TEKS, evaluate student data, common formative assessments, and plan instruction based on campus area of growth.</p> <p>Strategy's Expected Result/Impact: Increased student understanding by targeting instruction.</p> <p>Staff Responsible for Monitoring: Team Leaders and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increased student understanding by targeting instruction</p> <p>Staff Responsible for Monitoring: Team Leaders & Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide classroom teachers opportunities to develop common assessments using a variety of methods to determine next steps in students demonstrating mastery of skills.</p> <p>Strategy's Expected Result/Impact: - Increase common assessments for each grading period</p> <ul style="list-style-type: none"> - 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 and Collaborative Teams <p>Staff Responsible for Monitoring: Administration Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize Edugence Assessment Module (district data base) to input grade level unit assessments student responses to target areas of strength and areas to grow to allow for more focused practice or some additional coaching.</p> <p>Strategy's Expected Result/Impact: Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of.</p> <p>Staff Responsible for Monitoring: Academic Support & Administration</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Increase the use of teacher modeling and sentence stems to help support oral language and written expression.</p> <p>Strategy's Expected Result/Impact: Students increase in their oral language by becoming more independent in the use of sentence stems and conversation among peers and teacher.</p> <p>Staff Responsible for Monitoring: ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Aldridge students that score Meets grade level or above on STAAR Reading 3-5 will increase from 60% in 2019 to 62% by June 2021. The Special Education student group performance will increase from 44% in 2019 to 47% in 2021. The Hispanic student group performance will increase from 34% in 2019 to 39% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

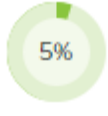



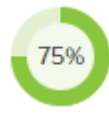
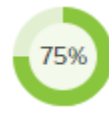







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the use of teacher modeling and sentence stems to help support oral language and written expression.</p> <p>Strategy's Expected Result/Impact: Students increase in their oral language by becoming more independent in the use of sentence stems and conversation among peers and teacher.</p> <p>Staff Responsible for Monitoring: ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Edugence Assessment Module (district data base) to input grade level unit assessments student responses to target areas of strength and areas to grow to allow for more focused practice or some additional coaching.</p> <p>Strategy's Expected Result/Impact: Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of.</p> <p>Staff Responsible for Monitoring: Academic Support & Administration</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Aldridge students that score Meets grade level or above on STAAR Writing 4 will increase from 50% in 2019 to 52% by June 2021. The Hispanic student group performance will increase from 15% in 2019 to 19% in 2021. The African American student group performance will increase from 0% in 2019 to 4% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide monthly opportunities for "Writer of the Month" to be acknowledged on morning announcements for students that demonstrate targeted campus skills.</p> <p>Strategy's Expected Result/Impact: Students will improve in writing rubric scoring to be more aligned with district requirements.</p> <p>Staff Responsible for Monitoring: Collaborative Team Chairs & Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
	 5%	 10%	 10%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the use of teacher modeling and sentence stems to help support oral language and written expression.</p> <p>Strategy's Expected Result/Impact: Students increase in their oral language by becoming more independent in the use of sentence stems and conversation among peers and teacher.</p> <p>Staff Responsible for Monitoring: ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
	 50%	 75%	 75%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will provide opportunities to develop and implement campus wide expectations based on previous data through teacher modeling, student evidence of learning, and classroom/district assessments.</p> <p>Strategy's Expected Result/Impact: Student competence in understanding the proper mechanics of writing and structural development of good writers.</p> <p>Increase student number of students scoring above scoring of a two using the teacher writing rubric.</p> <p>Staff Responsible for Monitoring: Administration & Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
	 45%	 60%	 60%
 No Progress  Accomplished  Continue/Modify  Discontinue			







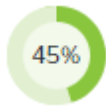


Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.











Performance Objective 1: HB3 - The percent of Aldridge 3rd grade students that score meets grade level or above on STAAR Math will increase from 55% in 2019 to 56% by June 2021. The Hispanic student group performance will increase from 21% in 2019 to 25% in 2021. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 44% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Number Talks routinely across all grade levels and discuss with teams to ensure implementation. Strategy's Expected Result/Impact: Improvement in developing number sense and foundational skills. Staff Responsible for Monitoring: Collaborative Team Chair Leads & Teachers TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will meet bi-monthly to vertically align content and determine common vocabulary to support all students with visuals and use of AVID strategies. Strategy's Expected Result/Impact: Increase student understanding by identifying possible gaps in understanding from previous grade level/foundational skills. Staff Responsible for Monitoring: Collaborative Team Chair Leads & AVID Coordinator TEA Priorities: Build a foundation of reading and math</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide campus based professional development with support of District Curriculum Team in targeted skills demonstrated low performing as a campus. Strategy's Expected Result/Impact: Increase in teacher understanding of intentional planning with campus specific targeted skills. Staff Responsible for Monitoring: Collaborative Team Chair Lead & Administration TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			





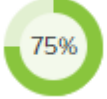
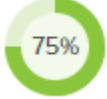






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.</p> <p>Strategy's Expected Result/Impact: Increased student preparedness as evidenced by binder checks and note-taking.</p> <p>Staff Responsible for Monitoring: Classroom teachers, & AVID Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Incorporate into planning and delivery of instruction 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students.</p> <p>Strategy's Expected Result/Impact: Increased student understanding by intentional differentiation, such as Think, Pair, Share; Randomizers; Graphic Organizers</p> <p>Staff Responsible for Monitoring: Academic Support & ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
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



Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Aldridge students that score Meets grade level or above on STAAR Math 3-5 will increase from 60% in 2019 to 61% by June 2021. The Hispanic student group performance will increase from 36% in 2019 to 40% in 2021. The Special Education student group performance will increase from 44% in 2019 to 47% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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Strategy 3 Details	Formative Reviews		
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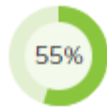


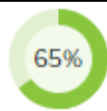
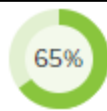
Strategy 5 Details	Formative Reviews		
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	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			








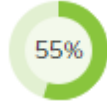
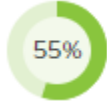

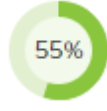
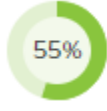




Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Aldridge students that score Meets grade level or above on STAAR Science 5 will increase from 58% in 2019 to 60% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 40% in 2021. The English Learner student group performance will increase from 46% in 2019 to 48% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide campus based professional development with support of District Curriculum Team in targeted skills demonstrated low performing as a campus.</p> <p>Strategy's Expected Result/Impact: Increase in teacher understanding of intentional planning with campus specific targeted skills.</p> <p>Staff Responsible for Monitoring: Collaborative Team Chair Leads & Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: AVID strategies will be implemented in all classes including scholarly language, note-taking, SMART goals, and organization.</p> <p>Strategy's Expected Result/Impact: Increased student preparedness as evidenced by binder checks and note-taking.</p> <p>Staff Responsible for Monitoring: Classroom teachers & AVID Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Collaborative Team meetings for all grades to unpack TEKS, evaluate student data, common formative assessments, and plan instruction based on campus area of growth.</p> <p>Strategy's Expected Result/Impact: Increased student understanding by targeting instruction.</p> <p>Staff Responsible for Monitoring: Collaborative Team Chair Leads & Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implementation of strategies from Reading Academy that target reading intervention, building of vocabulary, and overall basic reading comprehension questions (5W's).</p> <p>Strategy's Expected Result/Impact: Increase in word fluency and basic comprehension questions that can be built upon making personal connections and clues within the text.</p> <p>Staff Responsible for Monitoring: Team Leaders & Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase the use of teacher modeling and sentence stems to help support oral language and written expression.</p> <p>Strategy's Expected Result/Impact: Students increase in their oral language by becoming more independent in the use of sentence stems and conversation among peers and teacher.</p> <p>Staff Responsible for Monitoring: ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Incorporate into planning and delivery of instruction 7 Steps to a Language-Rich Interactive Classroom by Seidlitz to help make content comprehensible for students.</p> <p>Strategy's Expected Result/Impact: Increased student understanding by intentional differentiation, such as Think, Pair,Share; Randomizers; Graphic Organizers</p> <p>Staff Responsible for Monitoring: Collaborative Team Chair Leads & ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide classroom teachers opportunities to develop common assessments using a variety of methods to determine next steps in students demonstrating mastery of skills.</p> <p>Strategy's Expected Result/Impact: Administration & Academic Support</p> <p>Staff Responsible for Monitoring: - Increase common assessments for each grading period</p> <ul style="list-style-type: none"> - 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 and Collaborative Teams <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Utilize Edugence Assessment Module (district data base) to input grade level unit assessments student responses to target areas of strength and areas to grow to allow for more focused practice or some additional coaching.</p> <p>Strategy's Expected Result/Impact: Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of.</p> <p>Staff Responsible for Monitoring: Academic Support &, Administration</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2020-21 SBIC

Committee Role	Name	Position
Administrator	Antreshawn Buhl	Principal
Administrator	Michelle Moses-Meeks	Assistant Principal
Non-classroom Professional	Laura Cordova	ESL Specialist/Reading Collaborative Chair
Classroom Teacher	Aaron Stark	4th grade Teacher/SEL/AVID Collaborative Team Chair
Classroom Teacher	Sydney Young	3rd grade teacher/AVID Coordinator
Classroom Teacher	Carl Hale	P.E. Teacher/Wellness
Classroom Teacher	Melinda Forbes	5th grade/Science Collaborative Team Chair
Classroom Teacher	Christina Maurer	2nd grade teacher/Math Collaborative Team Co-Chair
Classroom Teacher	Sarah Tanco	3rd grade teacher/ Math Collaborative Co-Chair
Community Representative	Kelle McCarthy	PTA President
Business Representative	Jeff Wolfe	Business Representative
District-level Professional	Rachel Beachy	Elementary Literacy Coordinator
Non-classroom Professional	Kristen Carlson	Office Manager
Parent	Laci Kish	Aldridge Parent
Parent	Emilee Gubeno	Aldridge Parent
Parent	Lauren McCarthy	Aldridge Parent
Community Representative	Marie Andrews	Community Representative

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	45	34	67		82		43	44	45	63	65	63	53	60
2020	47	36	67		82		44	45	47	64	67	63	54	61
2021	49	39	68		83		46	47	50	66	69	64	56	62
2022	52	42	69		84		47	49	54	68	71	65	58	64
2023	56	47	70		85		50	51	59	71	75	66	61	66
2024	61	52	71		86		53	54	65	74	79	67	65	68

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	45	36	64		86		57	44	45	75	71	65	50	60
2020	47	38	64		86		58	45	47	76	72	65	51	61
2021	49	40	65		87		59	47	49	77	73	66	52	61
2022	52	43	65		87		60	49	52	79	75	66	54	62
2023	56	47	66		88		61	51	56	81	77	67	56	64
2024	61	52	67		89		63	54	61	84	80	68	59	65

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Aldridge

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	10		35		23		7	14	25		19	66	29	95
2019	50	26	69		70		29	50	44		53	55	55	55
2020	52	28	69		70		30	51	46		55	55	56	56
2021	54	31	70		71		32	53	49		57	56	58	57
2022	57	34	71		72		33	55	53		59	57	60	59
2023	61	39	72		73		36	57	58		63	58	63	61
2024	66	44	73		74		39	60	64		67	59	67	63

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Aldridge

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		19	35		23		7	14	25		19	66	29	95
2019	30	21	69		74		57	50	40		53	56	52	55
2020	32	23	69		74		58	51	42		54	56	53	56
2021	34	25	70		75		59	53	44		55	57	54	56
2022	37	28	70		75		60	55	47		57	57	56	57
2023	41	32	71		76		61	57	51		59	58	58	59
2024	46	37	72		77		63	60	56		62	59	61	60

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Aldridge - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 50% in 2019 to 52% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
51% 2019 Baseline: 50%	52%	54%	56%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	0	15	53	*	93	*	*	*	33	*	71	54	38	50
2020	1	17	53	*	93	*	*	*	35	*	72	54	39	51
2021	4	19	54	*	94	*	*	*	38	*	74	55	41	52
2022	7	23	54	*	94	*	*	*	42	*	77	55	43	54
2023	11	27	55	*	95	*	*	*	47	*	80	56	46	56
2024	16	33	57	*	97	*	*	*	53	*	85	58	49	58
2019-2021	4	4	1	*	1	*	*	*	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Aldridge - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 58% in 2019 to 60% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
59% 2019 Baseline: 58%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	50	47	61	*	67	*	*	38	50	40	46	61	54	58
2020	51	48	61	*	67	*	*	39	51	41	47	61	55	59
2021	54	51	61	*	67	*	*	40	54	42	48	61	56	60
2022	57	53	62	*	68	*	*	42	57	44	49	62	58	61
2023	61	57	62	*	68	*	*	45	61	46	51	62	60	62
2024	66	62	63	*	69	*	*	48	66	49	54	63	63	63
2019-2021	4	4	0	*	0	*	*	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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