Plano Independent School District

Aldridge Elementary

2021-2022

Board Approval Date: November 3, 2021

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.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 15, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

[CNA Summary Report](#)

Demographics

Ethnicity Distribution

A: 23%; AA: 11%; H:17%; 2 More: 6%, and White: 43%

Economically Disadvantage: 17%

F: 15%

N: 83%

R: 2%

ELL:

Bilingual: 0%

Denial: 1%

Second Language: 17%

N: 83%

Gifted & Talented:

N: 93%

Y: 7%

Demographics Strengths

- Aldridge staff is well diverse in ethniciity allowing opportunities for student/family connections and relatability.
- Campus iniatitives are reflecting the campus needs with demographic changes that have been demonstrated over time.
- Flexibile grouping based on student needs and areas of growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The categories of economically disadvantaged student groups across grade levels/content areas continue to have an academic gap between the district and campus at the meets and masters performance levels. **Root Cause:** We will look at the collaborative team framework to provided differentiated instruction and build upon academic language during intervention and enrichment.

Student Learning

Student Learning Summary

See [CNA](#) summary

Student Learning Strengths

See [CNA](#) summary

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 Tier I instruction in an effort to become a high reliability school. **Root Cause:** We will address being consistent with the use of academic language and common strategies to maximize opportunities to extend or intervene based on where students are.

Priority Problem Statements

Problem Statement 2: The categories of economically disadvantaged student groups across grade levels/content areas continue to have an academic gap between the district and campus at the meets and masters performance levels.

Root Cause 2: We will look at the collaborative team framework to provided differentiated instruction and build upon academic language during intervention and enrichment.

Problem Statement 2 Areas: Demographics

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 Tier I instruction in an effort to become a high reliability school.

Root Cause 1: We will address being consistent with the use of academic language and common strategies to maximize opportunities to extend or intervene based on where students are.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- 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, gender, etc.
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 15, 2021

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 2022.

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 59% by June 2022. The
Economically Disadvantaged student group performance will increase from 44% in 2019 to 53% in 2022. The Special Education student group performance will increase from 50% in 2019 to 55% in 2022.

> **HB3 Goal**
>
> **Evaluation Data Sources:** 2021-22 Reading STAAR
>
> **Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of strategies from Reading Academy that target reading intervention, building of vocabulary, and overall basic reading comprehension questions (5W's).	**Formative**		
	Nov	Feb	June
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. **Staff Responsible for Monitoring:** Team Leaders and Administration **TEA Priorities:** Build a foundation of reading and math	40%	60%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Collaborative Team meetings for all grades to unpack TEKS, evaluate student data, common formative assessments through 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 , plan instruction and based on campus area of growth; or some additional coaching	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student understanding by targeting instruction. Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of. **Staff Responsible for Monitoring:** Team Leaders and Administration **TEA Priorities:** Build a foundation of reading and math	50%	75%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide classroom teachers opportunities to develop evidence of learning using a variety of methods to determine next steps in students demonstrating mastery of skills.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 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 and Collaborative Teams **Staff Responsible for Monitoring:** Administration Team Leaders **TEA Priorities:** Build a foundation of reading and math	40%	55%	75%

	0% No Progress	100% 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 2022.

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 64% by June 2022. The Special Education student group performance will increase from 44% in 2019 to 49% in 2022. The Hispanic student group performance will increase from 34% in 2019 to 42% in 2022.

Evaluation Data Sources: 2021-22 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide classroom teachers opportunities to develop evidence of learning using a variety of methods to determine next steps in students demonstrating mastery of skills.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: - 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 and Collaborative Teams **Staff Responsible for Monitoring:** Academic Support & Administration	40%	55%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student competence in understanding the proper mechanics of writing and structural development of good writers. Increase student number of students scoring above scoring of a two using the teacher writing rubric. **Staff Responsible for Monitoring:** Administration & Team Leaders **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**	50%	75%	75%

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Collaborative Team meetings for all grades to unpack TEKS, evaluate student data, common formative assessments through 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 , plan instruction and based on campus area of growth; or some additional coaching	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student understanding by targeting instruction. Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of. **Staff Responsible for Monitoring:** Team Leaders and Administration **TEA Priorities:** Build a foundation of reading and math	50%	85%	85%

0% No Progress   100% 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 2022.

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 57% by June 2022. The Hispanic student group performance will increase from 21% in 2019 to 28% in 2022. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 47% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Number Talks routinely across all grade levels and discuss with teams to ensure implementation.	**Formative**		
Strategy's Expected Result/Impact: Improvement in developing number sense and foundational skills.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Collaborative Team Chair Leads & Teachers **TEA Priorities:** Build a foundation of reading and math	50%	85%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide campus based professional development with support of District Curriculum Team in targeted skills demonstrated low performing as a campus.	**Formative**		
Strategy's Expected Result/Impact: Increase in teacher understanding of intentional planning with campus specific targeted skills.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Collaborative Team Chair Lead & Administration **TEA Priorities:** Build a foundation of reading and math	50%	75%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Collaborative Team meetings for all grades to unpack TEKS, evaluate student data, common formative assessments through 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 , plan instruction and based on campus area of growth; or some additional coaching	**Formative**		
Strategy's Expected Result/Impact: Increased student understanding by targeting instruction.	**Nov**	**Feb**	**June**
Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of. **Staff Responsible for Monitoring:** Leadership team, Academic support, and Administration	50%	70%	70%

0% No Progress   100% 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 2022.

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 62% by June 2022. The Hispanic student group performance will increase from 36% in 2019 to 43% in 2022. The Special Education student group performance will increase from 44% in 2019 to 49% in 2022.

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Number Talks routinely across all grade levels and discuss with teams to ensure implementation.	**Formative**		
Strategy's Expected Result/Impact: Improvement in developing number sense and foundational skills. **Staff Responsible for Monitoring:** Classroom teachers & Collaborative Team Chair Lead **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	50%	75%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Collaborative Team meetings for all grades to unpack TEKS, evaluate student data, common formative assessments through 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 , plan instruction and based on campus area of growth; or some additional coaching	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student understanding by identifying possible gaps in understanding from previous grade level/foundational skills. **Staff Responsible for Monitoring:** Classroom teachers & AVID Coordinators **TEA Priorities:** Build a foundation of reading and math	50%	70%	70%

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide campus based professional development with support of District Curriculum Team in targeted skills demonstrated low performing as a campus.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in teacher understanding of intentional planning with campus specific targeted skills. **Staff Responsible for Monitoring:** Collaborative Team Chair Leads & Administration **TEA Priorities:** Build a foundation of reading and math	50%	75%	75%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 2022.

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 61% by June 2022. The Special Education student group performance will increase from 38% in 2019 to 42% in 2022. The English Learner student group performance will increase from 46% in 2019 to 49% in 2022.

    Evaluation Data Sources: 2021-22 Science STAAR

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Collaborative Team meetings for all grades to unpack TEKS, evaluate student data, common formative assessments through 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 , plan instruction and based on campus area of growth; or some additional coaching	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student understanding by targeting instruction. Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of. **Staff Responsible for Monitoring:** Collaborative Team Chair Leads & Administration **TEA Priorities:** Build a foundation of reading and math	40%	75%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of strategies from Reading Academy that target reading intervention, building of vocabulary, and overall basic reading comprehension questions (5W's).	Formative		
	Nov	Feb	June
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. **Staff Responsible for Monitoring:** Team Leaders & Administration **TEA Priorities:** Build a foundation of reading and math	40%	35%	50%

Strategy 3 Details	Formative Reviews		

Strategy 3: Provide classroom teachers opportunities to develop common assessments using a variety of methods to determine next steps in students
demonstrating mastery of skills.
 	
    Strategy's Expected Result/Impact: Administration & Academic Support
    Staff Responsible for Monitoring: 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 and Collaborative Teams
 	
    TEA Priorities: Build a foundation of reading and math
	Formative		

	Nov	**Feb**	**June**
	30%	40%	50%
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Antreshawn Buhl	Principal
Administrator	Michelle Moses-Meeks	Assistant Principal
Non-classroom Professional	Kimberly Parker	ESL Specialist/Reading Collaborative Co-Chair
Classroom Teacher	Aaron Stark	4th Grade Teacher/Science Co-Collaborative Chair
Classroom Teacher	Sarah Tanco	3rd Grade Teacher/Math Co-Collaborative Chair
Classroom Teacher	Christina Maurer	2nd Grade/Math Co-Collaborative Chair
Non-classroom Professional	Tiffany Turner	Dyslexia Specialist/Reading Co-Collaborative Chair
Classroom Teacher	Jeannette Hosch	1st Grade Teacher/Science Co-Collaborative Chair
Community Representative	Marilyn Carruthers	Community Representative
District-level Professional	Dr. Rachel Beachy	Elementary Literacy Coordinator
Business Representative	Jeff Wolfe	Business Representative
Paraprofessional	Kristen Carlson	Office Manager
Community Representative	Lauren McCarthy	PTA President
Parent	Laci Kish	Aldridge Parent
Parent	Emilee Gubeno	Aldridge Parent
Parent	Kelle McCarthy	Aldridge Parent

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 State Comp Ed</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$2,280.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$2,280.00</td></tr>
<tr><td colspan="6" align="center">199 Bilingual/ESL/ELL</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
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<tr><td colspan="5" align="right">Grand Total Spent</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$2,904.00</td></tr>
</table>

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

	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
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

	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
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

	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	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

	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	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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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.

	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. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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		