

# Plano Independent School District

## Aldridge Elementary

2022-2023



**Board Approval Date:** September 20, 2022

# 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 Summary

**Enrollment: 456**

## Ethnicity Distribution

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

## Economically Disadvantage: 20%

F: 18%

N: 80%

R: 2%

## ELL:

Bilingual: 0%

Denial: 1%

Second Language: 15%

N: 84%

## Gifted & Talented:

N: 94%

Y: 6%

### Demographics Strengths

- Aldridge staff is well diverse in ethnicity allowing opportunities for student/family connections and relatability.
- Campus initiatives are reflective of campus needs with demographic changes.
- Flexible grouping based on student needs and areas of growth.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 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 provide differentiated instruction and build upon academic language during intervention and enrichment.

# 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
- 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)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## 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
- 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
- Section 504 data
- Homeless 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
- 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
- T-TESS data
- T-PESS 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices







# Goals






**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 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Aldridge 3rd grade students that score meets grade level or above on STAAR Reading will increase from 63% in 2022 to 64% by June 2023. The Economically Disadvantaged student group performance will increase from 38% in 2022 to 40% in 2023. The English Learner student group performance will increase from 47% in 2022 to 49% in 2023.

## HB3 Goal

**Evaluation Data Sources:** 2023 Reading STAAR



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implementation of strategies from the Instructional Model that target in depth lesson planning and instruction that supports high expectations .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in building cognition and explaining their thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by targeting instruction.</p> <p>Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide classroom teachers opportunities to develop evidence of learning using a variety of methods to determine next steps in students demonstrating mastery of skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase common assessments for each grading period</p> <p>Increase in use of common language</p> <p>Increase in number of students with STAAR Results for Meets Expectations (ME), Approaches (AP), and Mastery (MS)</p> <p>Increase in implementations of Framework Model in grade level planning and Collaborative Teams</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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 2022 to 2023.

**Performance Objective 2:** The percent of Aldridge students that score Meets grade level or above on STAAR Reading 3-5 will increase from 67% in 2022 to 68% by June 2023. The Economically Disadvantaged student group performance will increase from 48% in 2022 to 50% in 2023. The African American student group performance will increase from 37% in 2022 to 39% in 2023.

**Evaluation Data Sources:** 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide classroom teachers opportunities to develop evidence of learning using a variety of methods to determine next steps in students demonstrating mastery of skills.</p> <p><b>Strategy's Expected Result/Impact:</b> - Increase common assessments for each grading period</p> <ul style="list-style-type: none"> <li>- Increase in use of common language</li> <li>- Increase in number of students with STAAR Results for Meets Expectations (ME), Approaches (AP), and Mastery (MS)</li> <li>- Increase in implementations of Framework Model in grade level planning and Collaborative Teams</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Academic Support &amp; Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration &amp; Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			








Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by targeting instruction.</p> <p>Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
 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 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Aldridge 3rd grade students that score meets grade level or above on STAAR Math will increase from 72% in 2022 to 73% by June 2023. The Special Education student group performance will increase from 50% in 2022 to 53% in 2023. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 48% in 2023.

**HB3 Goal**








**Evaluation Data Sources:** 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Number Talks routinely across all grade levels and discuss with teams to ensure implementation.  <b>Strategy's Expected Result/Impact:</b> Improvement in developing number sense and foundational skills.  <b>Staff Responsible for Monitoring:</b> Collaborative Team Chair Leads &amp; Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide campus based professional development with support of District Curriculum Team in targeted skills demonstrated low performing as a campus.  <b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of intentional planning with campus specific targeted skills.  <b>Staff Responsible for Monitoring:</b> Collaborative Team Chair Lead &amp; Administration</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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  <b>Strategy's Expected Result/Impact:</b> Increased student understanding by targeting instruction.</p> <p>Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of.  <b>Staff Responsible for Monitoring:</b> Leadership team, Academic support, and Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 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 2022 to 2023.

**Performance Objective 2:** The percent of Aldridge students that score Meets grade level or above on STAAR Math 3-5 will increase from 62% in 2022 to 63% by June 2023. The African American student group performance will increase from 32% in 2022 to 35% in 2023. The Special Education student group performance will increase from 35% in 2022 to 38% in 2023.



**Evaluation Data Sources:** 2023 Math STAAR






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Number Talks routinely across all grade levels and discuss with teams to ensure implementation.  <b>Strategy's Expected Result/Impact:</b> Improvement in developing number sense and foundational skills.  <b>Staff Responsible for Monitoring:</b> Classroom teachers &amp; Collaborative Team Chair Lead</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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  <b>Strategy's Expected Result/Impact:</b> Increase student understanding by identifying possible gaps in understanding from previous grade level/foundational skills.  <b>Staff Responsible for Monitoring:</b> Classroom teachers &amp; AVID Coordinators</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide campus based professional development with support of District Curriculum Team in targeted skills demonstrated low performing as a campus.  <b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of intentional planning with campus specific targeted skills.  <b>Staff Responsible for Monitoring:</b> Collaborative Team Chair Leads &amp; Administration</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  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 2022 to 2023.

**Performance Objective 1:** The percent of Aldridge students that score Meets grade level or above on STAAR Science 5 will increase from 54% in 2022 to 55% by June 2023. The Economically Disadvantaged student group performance will increase from 35% in 2022 to 37% in 2023. The Hispanic student group performance will increase from 42% in 2022 to 44% in 2023.

**Evaluation Data Sources:** 2023 Science STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding by targeting instruction.</p> <p>Increase student understanding by providing clarity and Increased knowledge in targeted TEKS not yet shown mastery of.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team Chair Leads &amp; Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implementation of strategies from the Instructional Model that target in depth lesson planning and instruction that supports high expectations .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in building cognition and explaining their thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders &amp; Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Administration &amp; Academic Support</p> <p><b>Staff Responsible for Monitoring:</b> Increase common assessments for each grading period</p> <p>Increase in use of common language</p> <p>Increase in number of students with STAAR Results for Meets Expectations (ME), Approaches (AP), and Mastery (MS)</p> <p>Increase in implementations of Framework Model in grade level planning and Collaborative Teams</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Antreshawn Buhl	Principal
Administrator	Rebekah Sutton	Assistant Principal
Non-classroom Professional	Kimberly Parker	ESL Specialist/Reading Collaborative Co-Chair
Classroom Teacher	Aaron Stark	4th Grade Teacher/Science Collaborative Chair
Non-classroom Professional	Sarah Tanco	504 Coordinator/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
Community Representative	Marilyn Carruthers	Community Representative
District-level Professional	Kristin Bishop	Shepherd ES Principal
Business Representative	Jeff Wolfe	Business Representative
Paraprofessional	Kristen Carlson	Office Manager
Parent	Jaimi Boutemy De Guislain	Aldridge Parent
Parent	Gayathri Thyagarajan	Aldridge Parent
Parent	Thyagrajan Subramanian	Aldridge Parent
District-level Professional	Edna Phythian	Coordinator for Professional Learning

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,950.00
<b>+/- Difference</b>					\$1,950.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$450.00
<b>+/- Difference</b>					\$450.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,145.00
<b>+/- Difference</b>					\$2,145.00
<b>Grand Total Budgeted</b>					\$4,545.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$4,545.00

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	5	12	27	0	13	0	10	13	1	15	49	11	60
<b>2022</b>	40	58	70		54		50	38	0	47	61	73	63
<b>2023</b>	42	60	71		55		53	40	1	49	62	74	64
<b>2024</b>	44	62	71		55		56	42	1	51	62	76	64
<b>2025</b>	46	64	72		56		60	44	2	54	63	78	65
<b>2026</b>	50	68	74		58		66	48	4	58	65	81	67
<b>2027</b>	54	72	75		59		73	52	5	63	66	84	68

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	5	14	38	0	19	0	13	23	1	17	63	18	81
<b>2022</b>	40	21	82		74		54	39	0	71	68	56	65
<b>2023</b>	42	23	83		75		57	41	1	73	69	57	66
<b>2024</b>	44	25	83		75		60	43	1	75	69	59	66
<b>2025</b>	46	27	84		76		64	45	2	78	70	61	67
<b>2026</b>	50	31	86		78		70	49	4	82	72	64	69
<b>2027</b>	54	35	87		79		77	53	5	87	73	67	70

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	9	12	30	0	10	0	8	20	1	9	43	23	66
<b>2022</b>	33	67	90		70		50	65	0	67	77	61	71
<b>2023</b>	35	69	91		71		53	67	1	69	78	62	72
<b>2024</b>	37	71	91		71		56	69	1	71	78	64	72
<b>2025</b>	39	73	92		72		60	71	2	74	79	66	73
<b>2026</b>	43	77	94		74		66	75	4	78	81	69	75
<b>2027</b>	47	81	95		75		73	79	5	83	82	72	76

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	19	38	95	0	42	0	31	56	3	41	155	52	207
<b>2022</b>	37	47	81		67		52	48	0	61	68	62	67
<b>2023</b>	39	49	82		68		55	50	1	63	69	63	68
<b>2024</b>	41	51	82		68		58	52	1	65	69	65	68
<b>2025</b>	43	53	83		69		62	54	2	68	70	67	69
<b>2026</b>	47	57	85		71		68	58	4	72	72	70	71
<b>2027</b>	51	61	86		72		75	62	5	77	73	73	72

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	5	12	27	0	13	0	10	13	1	15	49	11	60
<b>2022</b>	40	58	81		69		50	46	0	60	69	82	72
<b>2023</b>	43	60	82		70		53	48	1	62	70	84	73
<b>2024</b>	46	63	84		72		56	51	3	64	72	86	75
<b>2025</b>	49	67	86		74		60	55	5	67	74	89	77
<b>2026</b>	55	71	88		76		65	59	7	71	76	93	79
<b>2027</b>	61	77	91		79		72	65	10	76	79	98	82



## HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	5	14	38	0	19	0	13	23	1	17	63	18	81
<b>2022</b>	0	21	66		74		23	30	0	59	59	39	54
<b>2023</b>	3	23	67		75		26	32	1	61	60	41	55
<b>2024</b>	6	26	69		77		29	35	3	63	62	43	57
<b>2025</b>	9	30	71		79		33	39	5	66	64	46	59
<b>2026</b>	15	34	73		81		38	43	7	70	66	50	61
<b>2027</b>	21	40	76		84		45	49	10	75	69	55	64

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	9	12	30	0	10	0	8	20	1	9	43	23	66
<b>2022</b>	44	33	77		80		38	65	0	78	70	52	64
<b>2023</b>	47	35	78		81		41	67	1	80	71	54	65
<b>2024</b>	50	38	80		83		44	70	3	82	73	56	67
<b>2025</b>	53	42	82		85		48	74	5	85	75	59	69
<b>2026</b>	59	46	84		87		53	78	7	89	77	63	71
<b>2027</b>	65	52	87		90		60	84	10	94	80	68	74

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	19	38	95	0	42	0	31	56	3	41	155	52	207
<b>2022</b>	32	37	74		74		35	46	0	63	65	54	62
<b>2023</b>	35	39	75		75		38	48	1	65	66	56	63
<b>2024</b>	38	42	77		77		41	51	3	67	68	58	65
<b>2025</b>	41	46	79		79		45	55	5	70	70	61	67
<b>2026</b>	47	50	81		81		50	59	7	74	72	65	69
<b>2027</b>	53	56	84		84		57	65	10	79	75	70	72

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Aldridge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Science 5

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	9	12	30	0	10	0	7	20	1	9	43	22	65
<b>2022</b>	22	42	73		50		43	35	0	44	60	41	54
<b>2023</b>	25	44	74		51		46	37	1	46	61	43	55
<b>2024</b>	28	47	76		53		49	40	3	48	63	45	57
<b>2025</b>	31	51	78		55		53	44	5	51	65	48	59
<b>2026</b>	37	56	80		57		58	49	8	55	67	52	61
<b>2027</b>	43	62	83		60		65	55	12	60	70	56	64

## 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
Principal, Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		

	<ul style="list-style-type: none"><li>● Utilize social media to keep parents and community informed. Funding source: State and Local</li><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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