STATE of the DISTRICT 2021
OUR VISION

All Aldine ISD students will receive a dynamic and unparalleled education that guarantees choices and opportunities today and in the future.
RECOVER
REFLECT
REINVENT
FINISH STRONG
DEAR ALDINE COMMUNITY AND PARTNERS:

For many of us, the past school year has brought more uncertainty than we could have imagined. Health and safety hung in the balance for our community. The routines that we took for granted — like going to school in person — were suddenly on hold for the foreseeable future.

Despite all of this uncertainty, one constant remained: Aldine ISD is committed, today and every day, to providing all students access to rigorous and enriching educational experiences that prepare them for success in college, career, and life.

While the 2020–2021 year presented challenges like no other, our district continued to fulfill the priorities and goals of the strategic plan, A New Way Forward, and its promise that every student can graduate from high school with choices and opportunities.

The entire school year looked different. Aldine had a new slogan to capture the spirit of learning: #AldineAnywhere. Through the partnership of our community – parents, caregivers, teachers, and staff – students would have the learning experiences they deserve – at home, at school … anywhere.

This past school year was one of recovery, reflection, and reinvention. Without a doubt, the lessons learned and achievements met will leave a lasting impact for years to come.

While there are so many things to celebrate, we’ve pulled together a few things as we remember where we were, the challenges we met, the achievements made, and our new way forward.

With Aldine Pride,

DR. LATONYA M. GOFFNEY
Superintendent of Schools
On March 6, 2020, the district embarked on a new reality with the onset of the COVID-19 pandemic. With case numbers rising in the Houston area and across the country, students and staff left for spring break unsure of what lay ahead. As the gravity of the pandemic and its profound health implications set in, district, campus, and community leaders quickly mobilized to determine how Aldine would recover and help students, families, and staff. Aldine ISD received news that students would not be returning from spring break. Early into the break, the state had decided all schools would be closed after the holiday. Instead, leaders needed to plan for online learning all within the week of spring break. Even with district operations disrupted, AISD remained committed to ensuring that learning never stopped.

Aldine leaders and staff met regularly to address the challenges that came from the pandemic with a common purpose — giving all students the support they needed while campuses were closed. Crucial to meeting the goals included:

- transparent, continuous, and rapid communication,
- nurturing student well-being,
- bringing a sense of normalcy to students and celebrating the class of 2020, and
- supporting the Aldine community.

“We are committed to creating a safe learning environment — whatever that may look like — so we can continue providing the best education possible for our students. Right now, this means balancing tough short-term decisions with long-term positive outcomes.”

— DR. LATONYA M. GOFFNEY
TRANSPARENT, CONTINUOUS, AND RAPID COMMUNICATION

Initially, many in the country thought the virus would “blow over” during spring. However, it quickly shifted to a growing pandemic as COVID-19 gripped the world. The new reality meant pivoting to working and learning from home. The district mobilized to move to remote learning, which included device distribution and paper-based learning. It meant coordinating food distribution for families and providing families with the social-emotional support they needed.

The district created a COVID Task Force, which reviewed information daily and determined the best path to create service continuity — teaching, learning, and leading. The district worked to make the best decisions for all and ensured that students’ well-being remained top of mind.

The district used the Superintendent’s weekly message, our mass communication system, the district’s website, various social media accounts, and a new two-way communication platform to respond to questions and concerns to keep families informed.

One of the disparities that the pandemic highlighted was the digital divide. Before the pandemic, AISD had a plan to reach 1:1 device implementation. However, the district did not have enough devices for every student that needed one. In March and April, AISD strategically distributed 37,000 computers and 8,000 hotspots to students — prioritizing those with more significant learning needs. To help families access reliable internet, Aldine also expanded WiFi from district buildings and opened parking lots for families to access online learning.

While Aldine had been moving toward being a 1:1 technology district, the high need, and backorders experienced due to the national demand created by the virus catapulted the urgency to reach 1:1 status. Before March 6, 2021, the anniversary of when the pandemic disrupted learning, Aldine ISD reached its goal.
**NURTURING STUDENTS’ WELL-BEING**

In addition to providing families with meals to pick up each week, AISD had a pulse on students’ social and emotional well-being. The Social-Emotional Learning and Culture Department shared tips and resources for families to help their children cope with the stress of the pandemic and how to talk about it.

**BRINGING A SENSE OF NORMALCY**

As events and travel, including all student activities outside of school hours and buildings, were canceled or continued virtually, the district focused on creating a safe and effective learning and work environment. It strived to create a sense of “normalcy” for students, such as picking up their musical instruments to practice at home, online art competitions, virtual spirit weeks, virtual UIL events, and more.

Students were missing their classroom routines, and teachers were missing their students. Aldine prioritized the continuation of establishing relationships with students and families with campus teams of teachers, counselors, and principals reaching out to every student to let them know #AldineCares.

During this disruption of district operations, each teacher was charged with touching base with families to determine their needs. Teachers and campus staff encouraged parents and students to utilize the Aldine At-Home Learning site as a resource for continued learning, support, and up-to-date information. The district also regularly informed families of additional community resources — even launching a #BetterTogether campaign to remind families that although we were apart, we were still a community.
CELEBRATING THE CLASS OF 2020

It became painfully apparent that high school seniors’ final months with AISD would be drastically different and that the district would need to cancel certain milestone celebrations. Still, the mindset was to celebrate seniors’ accomplishments and years of hard work with students having a say via a survey. The district launched a personalized website for the Class of 2020 and a virtual Senior Spirit Week to make their last few weeks of high school memorable. Aldine also created Facebook profile frames for families to show their pride for their graduating seniors.

On June 1, Superintendent Dr. LaTonya M. Goffney and Aldine ISD Board Trustees officially conferred the seniors’ degrees, allowing them to move forward with plans after high school. In addition, the district hosted an event in collaboration with Houston Mayor Sylvester Turner for high school grads, along with five other districts across the area.

Still unable to meet face-to-face, the district held virtual graduation events for each school in July via Facebook. Students also picked up diplomas at drive-thru events at their respective high schools.

SUPPORTING THE ALDINE COMMUNITY

As the Aldine community grappled with the impact of the pandemic — from illness of loved ones, working from home, loss of jobs, food scarcity, and loss of childcare — parents and legal guardians also had to add the role of teacher to their list of growing obligations.

In March 2020, Aldine launched the Family and Community Engagement Department, commonly referred to as FACE. The department’s focus would be to connect, engage, and partner with families. FACE would lead the way to change how parents and guardians actively take part in students’ academic journeys. The district could not have envisioned just how timely that decision would be.

The FACE Department hosted virtual training sessions to help families stay engaged in their students’ education, learn how to use the district’s online platform and stayed up to date on additional online resources.

Via the Aldine Cares initiative, teachers made concerted efforts to reach out to their students and their families, providing resources for learning, teaching, and keeping kids engaged at home. They checked in to see how students were doing and learned about their specific needs — anything from food, necessities, and transportation to easy access to the internet or devices. The feedback helped Aldine curate a list of additional resources available in our community.

District partners like the Houston Food Bank, Memorial Hermann Hospital Community Benefits Corporation, Greater Houston YMCA, the City of Houston, Texas Children’s Hospital, the University of Houston, and Target Hunger were instrumental in providing food, water, and other resources for families.
REFLECT

“Whether we come back to learn in schools or virtually, I have no doubt we will be prepared to lead the way because we are limitless. We are ambitious. We are Aldine.”

— DR. LATONYA M. GOFFNEY

CLOSING LEARNING GAPS

The district stayed committed to its vision of students continuing to receive a dynamic and unparalleled education that guarantees choices and opportunities today and in the future — regardless of where students were learning.

To help students, AISD continued providing virtual summer school opportunities in 2020 for all grade levels. Students continued to have access to the online learning site to focus on reading and learning enrichment. AISD also set out to create fun, engaging, new ways to continue learning. Not wanting to add further stress on students with the ongoing pandemic, all of the activities were optional, and educators didn’t take grades. The tactic proved popular with more families signing up their students than the previous year’s summer learning experience.

By the middle of May and early June 2020, the district was in the middle of intense planning meetings surrounding re-entry plans for the school district’s return to school for the 2020-2021 school year. Education Elements, an education consulting group, led AISD through a series of thoughtful workshops dedicated to designing a roadmap to returning to school that met the community’s needs. The sessions included leaders from every district area — transportation, human resources, teaching and learning, operations, and communications. Each group was tasked with reviewing best practices, considering CDC and health organization guidelines, and reviewing stakeholder feedback from surveys and town halls to build prototype solutions and options.

The district also reflected on data and developed plans to address student growth gaps and their needs. The committee also recommended how the district would pivot if conditions changed and an outbreak of the virus returned in the fall.
REINVENT

“This fall presents us with a new set of challenges, and also a new outlook and opportunities to create meaningful learning experiences for students — our number one priority, always.”

— DR. LATONYA M. GOFFNEY

In late June, the governor and the Texas Education Agency (TEA) had not decided whether schools would be virtual or in person. The district virtually planned for either possibility and worked on what re-entry into buildings and schools would look like for the 2020-2021 school year. The safety of staff and students remained the top priority in determining the best path for continuous learning.

Aldine formed a committee tasked with building its Re-Entry Plan for the 2020-2021 school year. The work focused on organizational and school best practices in design thinking and responsive leadership. The committee met with various departments, receiving input from staff, families, business partners, and researched approaches used by countries worldwide.

AISD also surveyed families and staff addressing their overall satisfaction with the district’s response to the pandemic, district and school communication and support, technology access and resources, distance learning, and student support. The results helped the district identify its strengths and develop a targeted action plan for the future.

The survey revealed that about one-third of families were ready to return to the classroom with strict health and safety guidelines. Another one-third said they preferred that their students have access to virtual learning. One-third were waiting on more information before deciding to return to learn in classrooms. It was clear, staff and families alike had strong concerns for campus safety.

To ease families concerned with COVID-19, AISD developed extensive safety protocols for the district, schools, students, and staff, including creating the COVID-19 Meter to determine operational decisions.
RETURN TO LEARN

District leaders based all Return to Learn planning, from workflow to its newly created Core Beliefs, around the needs of students. Everyone worked together for what was best for students, staff, and the community. With safety in buildings being a top priority, the district took every precaution.

Aldine ISD would open schools as fast as it could but as slow as required, all while continuing to provide choices and opportunities for students. Leaders reviewed and considered each possibility, each question, and every concern. The Core Beliefs grounded every decision as the district moved forward. They also weighed all of the collected data to offer a plan that worked for the AISD community. The process also provided the opportunity to re-imagine what the school experience could be like for all students.

Aldine ISD created a plan with the community’s health top of mind, based on state guidelines and families’ input. In addition to preparing grading guidelines and tips, the district prepared two learning models — On-Campus and At-Home Learning. As circumstances and needs changed, the plan gave families the opportunity to change their mode of learning at the end of a nine-week grading period. The choices for families also entailed hammering details related to student transportation and meal service, strengthened cleaning and sanitization standards, and outlined more health and safety measures. Athletic coaches and leaders collaborated to develop a comprehensive plan that included safety and health plans to ensure athletes could practice and perform safely.

Aldine also had a new slogan to capture the spirit of learning for the 2020-2021 school year: #AldineAnywhere. Through the partnership of parents, caregivers, teachers, and staff, students would have the learning experiences they deserve — at home, at school ... anywhere.

AISD held parent and staff town halls to share its plan, answer any questions, and address any concerns. Leaders emphasized that the safety of every stakeholder – students, staff, and families – remained important and that students would continue to receive high-quality learning experiences.

Leaders shared device distribution plans and their 1:1 technology plan to increase equity and access. This encompassed orders for devices, including working with partners and philanthropic agencies to assist, and additional ways to address connectivity (internet access) issues many in the area faced.

AISD continuously talked with local leaders and health officials as well as followed the governor’s guidance. The district limited access to all buildings to reduce the spread of the virus. It required staff to self-screen before reporting to work, and families had to screen their students before sending them to school. The extensive protocols and safety measures included signage such as social distancing markers and hygiene reminders, hand sanitizer stations, personal protective equipment (masks), social distancing measures in schools and buses, and sanitation measures of high-traffic common areas. Mitigation strategies to reduce the spread of infection included response and planning following a report of a case in a building.

As part of Aldine ISD’s comprehensive approach to Return to Learn, district leaders provided additional training to teachers on using technology and electronic resources and professional development on best practices for teaching and social-emotional support. Teachers also received guidance on health and safety.

Leaders reiterated that they would continue to monitor the situation daily and inform families if there were any changes. The district’s Core Beliefs would continue to be its guiding principles in every decision, even as the situation with COVID-19 changed daily. They would carry on listening to parents’ questions that became
a part of the FAQs, which stakeholders could find on the district’s website, including other information, resources, and updates.

Despite the virus, leaders assured families that the Return to Learn would be a celebration welcoming students back.

With all eyes on Texas as COVID-19 cases rose, the public wondered how this would impact school reopenings. Superintendent Dr. LaTonya Goffney was featured and shared AISD’s plans on CNN, MSNBC, and Houston area media outlets, including KTRK-ABC 13’s Town Hall on COVID-19 along with other district and community leaders.

As the start date for school drew closer, the Houston area and the nation experienced a spike in rising COVID-19 cases. The first three weeks of school would need to be virtual. Ready to pivot and stakeholders’ feedback to keep the approved calendar, AISD’s students’ first day of school was August 17, the initially planned start date for the 2020-2021 school year.

More than 70 percent of families opted for the Learning At Home model at the start of the school year, while a little under 30 percent chose Learning On Campus. After six long months, Aldine ISD central support and campus-based personnel returned to their normal worksites on September 14. Athletic teams and performing arts students began practicing, following guidelines. Strategically identified students would return for on-campus learning in waves starting September 21. Students who opted for on-campus learning were all in their assigned schools by October 5.

Early into the school year, teachers and campus administrators visited homes and contacted students who had not logged in to the online learning site. They knocked on doors, delivered learning packets to students, and connected with families to determine what their needs were during this time. Each student needed to know that their teachers had not forgotten about them and that Aldine cared about their education and well-being.

With numbers on the rise in the area, AISD developed the COVID Dashboard allowing families to see cases per school. As the situation changed, the district modified its COVID-19 meter, protocols, and communication of confirmed cases to keep district families and staff informed.

- In November 2020, the district began piloting TEA’s Rapid COVID-19 testing for student-athletes at Nimitz Ninth and Nimitz HS.
- By December, AISD began offering rapid testing to staff and students in buildings.
- As COVID-19 vaccines became available to the public in January 2020, the district worked with local officials to communicate the availability of the COVID-19 vaccine for staff and the community and where they could go online to register.
- By early March 2021, the vaccine became open to Group 1C, which included school staff. In April, in conjunction with health organizations and community groups, the district surveyed staff to gather information regarding the vaccine and shared vaccine opportunities (e.g., Custom Care Pharmacy vaccines at the M.O. Campbell Educational Center). Later that same month, Aldine ISD partnered with Texas Children’s Hospital to collaborate in COVID-19 Town Halls for the Aldine community.
- The U.S. Food and Drug Administration expanded the emergency use of the Pfizer-BioTech COVID-19 vaccine for everyone ages 12 and older in late May. The district continues to be a source of information for the community and partners with local agencies to increase the number of individuals vaccinated.
ADDRESSING ACADEMIC ACHIEVEMENT

The tragic death of George Floyd sparked a social justice awakening. His death and the many acts of violence against Black Americans over the years ignited a movement, which encouraged leaders to work for equity in AISD schools.

During the summer of 2020, Aldine ISD embarked on a three-phase project, in partnership with Good Reason Houston, to dramatically develop an action plan to improve Black student outcomes (BSO) and opportunities. Throughout the project, a working group of 20 stakeholders, including chiefs, school leaders, teachers, counselors, students, police, and other administrative staff, regularly engaged in clarifying the current state, challenging assumptions, considering new possibilities, and shaping a bold plan for meeting Black students’ needs.

Looking Inward:
Deepen understanding of the current state of Black students’ outcomes.

Looking Around:
Conduct external research to learn from national and local organizations taking action to address inequity.

Looking Forward:
Articulate a bold vision and action plan for closing equity gaps and increasing Black student outcomes and opportunities in Aldine ISD.

“Aldine ISD is actively working to be a place where all students are heard, where all students are safe, and where all students can thrive.”

— DR. LATONYA M. GOFFNEY
MOVING EQUITY WORK FORWARD

The next step involved adopting a Board-approved equity statement aligned to BSO beliefs and priority actions. The district is focusing on a comprehensive audit this fall, and AISD will use it to design an equity framework. Aldine ISD will continue to integrate the BSO Action Plan Priorities into existing district progress monitoring efforts.

The district is currently assessing the current processes in preparing students for post-secondary education, defining the resources and goals, and creating a strategic plan to align these processes and increase student college and career readiness. Leaders have set ambitious goals to dramatically increase the number of students who not only graduate from high school but also enroll and graduate from college, obtain an industry-based certificate, secure gainful employment, and/or join the armed forces.

All students in Aldine classrooms are future leaders, and educators are responsible for shaping their hearts and minds. The district continues to increase the number of academic programs and options for students. All AISD high school students will have access to programs that allow them to earn workforce certificates, associate degrees, and exposure to various colleges, universities, and career opportunities.

In the 2021-2022 school year, AISD partner EMERGE will expand to every high school. The Houston-based college-readiness program prepares high-performing students in grades 10-12 to attend and graduate from selective colleges and universities across the nation. Students participating in the EMERGE Fellowship receive SAT preparation and attend college admission and financial aid workshops. They also receive assistance with college applications and participate in summer tours visiting colleges and universities. The initiative forms part of the College, Career & Military Readiness (CCMR) work. The district also received a new grant from the Houston Endowment, covering the cost of an executive director in this area.
Of the demographics that AISD serves, the number of African American students participating in Gifted and Talented (GT) programs or taking advanced level classes is abysmally low. About 1 percent of elementary GT students are Black, and only 11 percent of African American middle and high school students took an Advanced Placement (AP) or International Baccalaureate (IB) exam. Additionally, African American students’ SAT and ACT scores lag behind the overall district and state averages.

Leaders are committed to ensuring all students have opportunities that prepare them to thrive and reach their highest potential. The district is currently reinforcing AISD scholars’ giftedness and ensuring underrepresented students access the GT and AP programs while also connecting them to resources to explore college and careers before high school.

In addition, Aldine ISD continues to ensure that prepared, educated professionals equipped with academic and social-emotional skills trained in culturally responsive practices lead schools and departments. Aldine ISD’s Leadership Definition outlines three competencies for leaders — Connect, Inspire, and Impact. The definition crystallizes what it means to lead with a lens of equity while seeking out and highlighting employees and others who do the same.

The district also created an aspiring leadership pipeline designed for employees to have professional development and support on their path to becoming school or district leaders. These changes ensure that AISD can select from a prepared and diversified pool of candidates when filling vacancies.
FOCUSING ON LITERACY

When examining the data, district leaders found that only 30 percent of AISD third-grade students read on grade level. Knowing that third-grade reading levels are directly correlated to high school graduation rates, Aldine ISD moved to improve this immediately.

In fall 2021, AISD launched a new approach to literacy. This framework included a systematic process for teaching phonics and builds students’ comprehension through knowledge and vocabulary development. The research shows that exposing students to various topics reinforces what they learn in the classroom.

DEVELOPING A DISTRICTWIDE MENTOR PROGRAM

Aldine ISD launched a districtwide mentorship program that connects students with district employees, community members, civic leaders, and business owners. Aldine continually seeks individuals that support and advocate for students while positively impacting their lives.

CREATING CULTURALLY RESPONSIVE ENVIRONMENTS

The district implemented a multi-faceted approach to ensuring equity across all schools – for students and staff – requiring more than just a one-time training. One of the district’s top priorities is continually building positive and respectful relationships and highlighting ways for families and communities to work together to support and advocate for students. This ongoing intentional effort guarantees AISD is culturally responsive by ensuring teachers and staff are building more inclusive learning environments and genuinely connecting with students by using productive ways to address students’ social and emotional needs.

As the district moves forward, leaders will continue to eliminate behaviors, policies, practices, and procedures that perpetuate systemic racism. Educators’ and leaders’ job is to honor diversity and work exhaustively to promote positive, effective, and culturally responsive interactions between students, staff, and community members.

LEADERSHIP MATTERS

AISD is ensuring schools and departments are led by prepared and educated professionals equipped with academic and social-emotional skills as well as trained in culturally responsive practices. Aldine ISD’s Leadership Definition crystallizes what it means to lead with a lens of equity while seeking out and highlighting employees and others that do the same. The district created an aspiring leadership pipeline designed for employees to have professional development and support on their path to becoming school or district leaders. Aldine also developed collaborations with organizations and universities to develop a network of leaders. These changes ensure we can select from a prepared and diversified pool of candidates when filling vacancies.
BUILDING MORE HIGHLY-EFFECTIVE SCHOOLS

AISD leaders remain more determined than ever to ensure every student has a dynamic and unparalleled education. Aldine will be a district that guarantees choices and opportunities today and in the future.

A survey revealed AISD stakeholders have an interest in new opportunities. In addition to expanding access to high-quality schools for all students, several new school options will focus on equitable outcomes, and AISD will continue to demonstrate what is possible.

Hall Success Academy launched in July 2020 with a new school model, aligning with the District’s New Way Forward strategic plan. The new components of Hall Success Academy are helping redesign the approach to school while creating new opportunities for students at risk of dropping out. The Academy aims to start earlier to help close academic achievement gaps for Aldine ISD students who fall behind to improve their odds of graduating. Hall offers a personalized learning environment and utilizes blended learning to address every student’s social and emotional needs as they maintain the pace for promotion and graduation.

The district will launch the following three new programs in fall 2021:

- The Aldine Young Women’s Leadership Academy (YWLA) will offer a college-preparatory education, giving young women the academic and leadership skills to succeed in college and life. The Academy will focus on college preparedness, leadership development, and STEM (science, technology, engineering, and mathematics). YWLA will open with grades 6 and 7 and add a grade level each school year to serve girls in grades 6-12.

- La Promesa is a high school for students who have lived in the U.S. for three or fewer years and are from non-English speaking countries or with limited English proficiency. The newcomers will receive intensive English language learning instruction, core academics, and support services. In its second year (2022-2023), La Promesa will add two CTE pathways – making the school another Choice School option for students.

- Carver High School for Engineering, Applied Technology, and the Arts will be expanding starting in fall 2021. The campus will offer Pathways in Technology Early College High (P-TECH) School programs – mechatronics and interior design. The new college and industry partnerships will increase the number of P-TECH Schools to two in AISD (Avalos P-TECH School opened in fall 2019). This is the planning year for it to become a P-TECH School.

Aldine ISD is currently researching and planning for a young men’s leadership academy that focuses on the social-emotional needs of young men of color, where their voices are valued and leveraged as they develop an authentic sense of identity. This school will offer high-quality academics and college readiness support. This innovative school will directly address the gaps surfaced in academic areas by providing a blended learning model anchored in deeper learning competencies. The school will also support young men of color while advancing our commitment to equity.

“Our ACE schools outpace all of our other schools by all measures, whether it’s improved student outcomes or student engagement — even during the COVID-19 crisis. So we’re certainly very proud of that work, of demonstrating what is possible. No one is wondering if Black kids, Brown kids, or poor kids can learn. We’re proving that when you have the right people doing the right work, it’s amazing.”

— DR. LATONYA M. GOFFNEY
Dr. Goffney declared Monday, May 3, as the “Last First Day of School.” On this day, the district invited all students to come back to on-campus learning to Finish Strong and Finish Safe. That meant ensuring all of our students were given the opportunity to catch up on any missing assignments, take scheduled spring exams, and participate in end-of-the-year activities and celebrations.

From the beginning, AISD relied on science and data to “go as fast as we can but as slow as we must.” And it worked. Aldine saw very little community spread in our schools. Students followed the protocols — watching their distance, washing their hands, and wearing their masks. Additionally, Aldine continues to make vaccines available to every Aldine ISD staff member and works with community partners to help ensure the community is educated as well as has access to testing and vaccines.

The 2020–2021 school year came to an end with exciting activities, momentous events, and essential learning. Without a doubt, this community’s dedication is why Aldine ISD made it and the reason the district ended the year safe and strong.

As AISD wrapped up the school year — a year full of change and uncertainty — the district was also busily planning for the 2021-2022 school year. The top priorities of Aldine ISD are the safety and academic success of all students. The virus continues to impact district plans. Leaders will carry on listening to community input. Protocols will be continually be revisited to address any changes in state, CDC, and local health guidelines. In Aldine ISD, planning continues to be based on its guiding principle, that “we will go as fast as we can but as slow as we must.”
2020 - 2021 HIGHLIGHTS

Launch of FACE Department

Launch of Early Childhood Learning Department

The district made the College Board’s AP® Honor Roll

The community at large got to hear about AISD’s plans to Return to Learn on CNN, MSNBC, Houston Matters, and other Houston area media outlets, including KTRK-ABC 13.

Return to Learn — While the pandemic delayed the start of school, the district focused on letting the community know that Aldine was ready for them. (#AldineFirstDay20)

The district continually provided meals, resources, and vaccine clinic information.

AISD focused on Social and Emotional Learning

Launch of new Literacy Program

Launch of numerous equity projects that include leadership development, teacher recruitment, training, action plans to improve Black Student Outcomes and opportunities.

Aldine Young Women’s Academy to open in 2021-22

La Promesa, the newcomer school, to open in 2021-22

Carver P-TECH School to open in 2021-22, will offer two CTE pathways – interior design and mechatronics

Launch of Hall Success Academy

Nimitz High was named a Dr. Jay Cummings Demonstration School

EMERGE and Harris County Promise each launched their second cohorts giving more students access to college readiness opportunities.

The district focused on strengthening and expanding advanced academic opportunities for students.

Launch of All the Things: The Aldine ISD Podcast launched in January 2021

AISD earned another Superior State FIRST rating in fiscal responsibility

Finish Strong – AISD invited students to come back to on-campus learning so we can all Finish Strong and Finish Safe.

Expansion of PreK for 3-year-olds Program From Half-Day to Full-Day in 21-22

All employees will receive a one-time incentive and retention payment for going above and beyond their duties and responsibilities during an unprecedented school year.