2021-2022 Back to School Plan
#AldineForward

AISD Fast Facts

As one of the largest, most diverse districts in Texas, Aldine ISD continues to set the bar high for teaching and learning. AISD’s five-year strategic plan, *A New Way Forward*, includes priorities that ensure that all students have choices and opportunities not only now but upon receiving their high school diploma.

Student Achievement, School Culture, Mission-Driven Leadership, Organizational Efficiency and Community Engagement & Outreach.

- **63,302 Students***
  - 73.6% Hispanic
  - 22% African American
  - 2.1% White
  - 1% Asian
  - More than 47 Languages Spoken

- **9,082 Employees**

- **83 Schools spanning 111 square miles in Harris County**
  - 12 Primary Schools
  - 37 Elementary Schools
  - 14 Middle Schools
  - 5 Ninth-Grade Schools
  - 9 High Schools
  - 3 Special Purpose Schools
  - 3 Alternative Education School

- **Choice School Options**
  - Science, Technology, Engineering and Math (STEM)
  - One-Way and Two-Way Dual Language
  - International Baccalaureate
  - Bilingual Education
  - PTECH
  - Career & Technical Education

*Information from 2020-2021 TAPR

Return to Learn

Aldine ISD offers in-person learning, along with expanded services, activities and extracurricular programs. The priorities of Aldine ISD continue to be the safety and academic success of all students and the district has implemented health and safety protocols as well as a plan to address pandemic-related
learning loss. District administrators will continually monitor local health conditions and review procedures and protocols, making adjustments as needed. All plans are subject to change based on regulations by the Texas Education Agency. Families and employees will be notified if changes are necessary.

Health & Safety

Aldine ISD Health and Safety Protocols will be revisited to address any changes from the Texas Education Agency, CDC, state and local health guidelines. The district has posted all information related to its operations and any updates on the Health Alerts page; visit: https://www.aldineisd.org/healthalerts/

Safety Protocols and Guidelines (PDF)

Learning Loss

The American Rescue Plan Act (ARP) of 2021 established the Elementary and Secondary School Emergency Relief Fund (ESSER) III, a fund dedicated to providing a total of nearly $122 billion to states and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students. Aldine ISD was awarded a grant under this fund and will utilize the funds to address pandemic-related learning loss by focusing on 4 key areas that drive student success.

Aldine ISD ESSER III Allocation Plan - for the 2022-2023 school year

- $18.3M (13%) dedicated to Learning Recovery and SEL
- $25M (17%) dedicated to Technology, Facility Upgrades, and Continuous Facility Improvements
- $97.2M (70%) dedicated to Strategic Staffing Support

1. Targeted Academic Supports that drive improvements in student outcomes
What we know:

- Access and implementation of high-quality curriculum and instructional materials has an impact on student learning (Must be implemented with fidelity).

- Formative and summative assessments aligned to these materials that enable frequent progress monitoring toward grade-level mastery must be in place.

- Instructional materials must support all learners, including students with disabilities, English Learners, and students identified as gifted and talented.

- High-dosage tutoring can meaningfully accelerate student learning when coupled with frequency, consistency and high-quality instructional materials.

- Strategic scheduling to increase time for learning acceleration

- AISD will address pandemic-related learning loss by focusing on 4 key areas that drive student success: Tier 1 Instruction, Time, Talent, Targeted Supports

**ACTION ITEM:**

How will success be measured?
Which Initiatives/Actions are Short Term vs. Long Term Investments?

**Investment Total: $17M**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Allocation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Intensity Tutoring</td>
<td>$4M</td>
<td>Tutoring to support student learning</td>
</tr>
<tr>
<td>Acceleration Academies</td>
<td>$3.3M</td>
<td>Acceleration and Intervention</td>
</tr>
<tr>
<td>ADSY (2 campuses)</td>
<td>$5.3M</td>
<td>Additional Learning Time - Ext. Week/Summer</td>
</tr>
<tr>
<td>Purchase curriculum materials for literacy and math</td>
<td>$92K</td>
<td>Math and Literacy adoption materials - Eureka, CKLA, etc.</td>
</tr>
<tr>
<td>Early Learning Quality Framework</td>
<td>$252K</td>
<td>Strategy development for early learning - All primary schools</td>
</tr>
<tr>
<td>Instructional Supports</td>
<td>$4.1M</td>
<td>Renaissance STAR 360, Freckle, MyOn, Waterford, Calculator Emulators, MClass, GT Mastery Prep</td>
</tr>
</tbody>
</table>

2. **Social and Emotional Learning and Student Engagement**

What we know:
- Systems should be in place to ensure that every family has one primary point-of-contact at the school (especially for secondary campuses).

- There is demand from some families and the community for more contact and resources to support learning at home.

- A plan must be in place to measure students' social, emotional, and mental health needs.

- Sufficient staff is needed to meet students' needs, such as counselors, social workers, and school psychologists. Wraparound supports are needed.

- Access to resources (e.g. curriculum, technology) to support students' social and emotional development should be in place.

Investment Total: $1.25M

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<thead>
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<tbody>
<tr>
<td>LSSP (4)</td>
<td>$340K</td>
<td>Additional Staff to support students and staff</td>
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<tr>
<td>Social and emotional learning</td>
<td>$370K</td>
<td>Additional Resources to support students and staff - CASEL</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>$262K</td>
<td>Expand outreach efforts</td>
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<tr>
<td>Communication Tool</td>
<td>$283K</td>
<td>Let's Talk and Blackboard</td>
</tr>
</tbody>
</table>

3. Strategic Staffing, Teacher Supports and Adaptable Instruction

What we know:
- Teachers must be trained in delivering research-based literacy instruction that translates to effective instructional delivery practices.
- Students must have explicit, systematic practice with Foundational Skills.
- Our current approach to literacy must include opportunities for students to read, write, and speak about both literary and informational grade-level texts.
- Our current approach to math must include a strategic progression of concepts, not just isolated skills.
- Our approach to math must emphasize mastery of conceptual understanding prior to moving to procedural fluency and applications.
- We must have enough time and flexibility in our schedule and staffing model to allow for strategic acceleration/intervention.
- We must have instructional materials aligned to prerequisite skill gaps that teachers can use for acceleration or interventions.
- We must have a clear set of researched-based differentiation/scaffolding strategies that teachers know how to implement.
● We must have a plan in place to monitor student progress and the effectiveness of intervention programs.
● We should have a system in place for training and coaching instructional support staff.
● Teachers should have been trained on how to utilize instructional support staff in their classrooms.

Total: $97.2M

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<tbody>
<tr>
<td>Strategic Staffing</td>
<td>$66M</td>
<td>Smaller classrooms in targeted areas</td>
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<tr>
<td>Retention Incentive</td>
<td>$30M</td>
<td>Incentive to staff for commitment to district</td>
</tr>
<tr>
<td>Professional Dev. and Training for Teachers and Leaders</td>
<td>$1.16M</td>
<td>Instructional Partners, TNTP, Coaching for integrated professional learning - job embedded - content based</td>
</tr>
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4. Technology Supports & Facility Needs

What we know:
● All students must have access to adequate instructional facilities and devices to support learning.
● Continuous health and safety considerations must remain a priority.
● A plan must be in place to monitor and support Multi-Tiered Systems of Support.
● Centralized data and support systems are essential.
● Ongoing technology training and support are necessary.

Total: $25M

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<tr>
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<th>Allocation</th>
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<tbody>
<tr>
<td>Technology Infrastructure</td>
<td>$8.8M</td>
<td>Continuous improvements are needed to support technology - Updated internal operating system - Ongoing cost for device maintenance</td>
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<tr>
<td>Software, hardware upgrades to facilitate student learning</td>
<td>$3.1M</td>
<td>Admin laptops, cyber security training and support, Network maintenance upgrades</td>
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<tr>
<td>Technology &amp; Building Security</td>
<td>$500K</td>
<td>Cyber security and network maintenance</td>
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