

## **Aldine ISD: Targeted Improvement Plans 2025-2026**

### **TIP Campuses (Including CDCN):**

|                        |           |
|------------------------|-----------|
| Cypresswood Elementary | 101902136 |
| Davis High School      | 101902012 |
| Francis Elementary     | 101902105 |
| Harris Elementary      | 101902129 |
| Kujawa Primary         | 101902164 |
| Kujawa Elementary      | 101902130 |
| Ogden Elementary       | 101902146 |
| Plummer Middle         | 101902051 |
| Stehlik Elementary     | 101902139 |

### **Assurances Met:**

All Assurances Met

### **School Improvement Strategy:**

Intensive Curriculum and Instruction Improvements

### **Grants Received to Support Strategy:**

The district has received a LASSO 3 grant for Stehlik Elementary. This campus is currently in the planning phase for STEM integrations on campus. In addition, Harris Elementary received a LASSO 3 grant and is in year two for implementing the Additional Days School Year (ADSY) model on campus. Other grants include the Schusterman grant which supports the work of literacy instruction using High Quality Instructional Materials (HQIM) in grades K-5. In addition, the district has received a grant from Rainwater to support the implementation of literacy instruction in grades 6-8. Finally, the district has received funding from Good Reason Houston through the Gates foundation to support the recruitment of highly effective middle school math teachers.

### **Grants Applying for to Support Strategy:**

The district plans to apply for the LASSO 4 grant (Strong Foundations Implementation) to support HQIM - Bluebonnet Math for grades K-8, Algebra I.

### **Adopted Curriculum:**

K-5 Reading: Amplify  
K-5 Math: Bluebonnet

6-8 Reading: Wit & Wisdom  
6-8 Math: Bluebonnet  
9-12 ELA: Into Literature-HMH (9,10), Odell (11-12)  
9-12 Math: ALG. I - Bluebonnet, Carnegie (ALG. II and Geometry)

**Required Instructional Minutes Per Week to Implement Curriculum:**

Elementary: 600 minutes  
Middle: 450 minutes  
High: 225 minutes

**Minutes Built Into Master Schedule Weekly for Curriculum Implementation:**

Elementary: 600 minutes  
Middle: 450 minutes  
High: 225 minutes

**Number of Instructional Days in the 25-26 Instructional Calendar (Must be 165+):**

Aldine ISD currently has 171 instructional days in the 2025-2026 academic calendar.

**Describe PLC Organization:**

Aldine ISD implements Curriculum-Based Professional Learning on all campuses across the district. CBPLs take place on a weekly basis to ensure all instructional staff are fully prepared to implement rigorous instructional practices in classrooms across the building. At elementary schools, CBPLs convene for a minimum of 90 minutes per week. At middle and high schools, CBPLs convene for 180 minutes per week. CBPLs are facilitated by campus administration and campus and district instructional specialists. During CBPLs, teachers, instructional paraprofessionals, campus and district instructional coaches, and campus administration adhere to agendas that include opportunities to unpack units/modules, internalize lessons, rehearse portions of lessons prior to tier 1 instruction delivery, and analyze student work to determine trends and provide feedback along with instructional adjustments when necessary.

**Frequency of PLC Meetings:**

Aldine ISD implements Curriculum-Based Professional Learning on all campuses across the district. CBPLs take place on a weekly basis to ensure all instructional staff are fully prepared to implement rigorous instructional practices in classrooms across the building. At elementary schools, CBPLs convene for a minimum of 90 minutes per week. At middle and high schools, CBPLs convene for 180 minutes per week.

### **Describe Who Attends PLCs:**

In Aldine ISD, teachers, instructional paraprofessionals, campus and district instructional coaches, and campus administration (i.e. principals, assistant principals) attend CBPLs.

### **Describe PLC Protocols:**

During CBPLs, participants are asked to unpack units/modules, internalize lessons, rehearse portions of lessons prior to tier 1 instruction delivery, and analyze student work to determine trends and provide feedback along with instructional adjustments (if necessary).

### **Describe milestones for campuses from August 2025-August 2026. Include capacity building, resource development, implementation checkpoints, coaching touchpoints, and assessment cycles.**

To ensure a standard for instructional excellence across the district, Aldine ISD is strategically focusing on three areas for the 2025-2026 school year: preparing for instruction, monitoring and supporting, and responding to data. Prior to the start of the school year, campus administrators (i.e. principals and assistant principals) attended a pre-leadership conference and a leadership conference focused on preparing them to lead all areas of the district's Instructional Excellence Playbook on their campuses. During these conferences, members of the Teaching and Learning team walked campus administrators through the playbook, provided opportunities for internalization, and cleared up any misconceptions campus leaders had regarding expectations. To ensure continued progress, the Teaching and Learning team will provide monthly professional development for campus administrators during regularly scheduled Instructional Leadership Team (ILT) meetings. In addition, the School Assistant Superintendent (SAS) will provide additional coaching and support during their monthly scheduled Levels meetings. Finally, campus leaders will provide professional development and capacity building opportunities for teachers and campus instructional staff during monthly faculty meetings and weekly CBPL meetings. The campus leadership team will conduct weekly classroom observations to ensure professional learning has been internalized and is being utilized in classrooms. These walkthroughs will also inform coaching touchpoints for the following week. Finally, in order to monitor student outcomes, data from monthly district-created learning checkpoints and NWEA MAP will be collected and analyzed so that timely intervention can be provided when needed.

### **Describe how district and campus leaders will monitor successful implementation of the plan.**

Each Targeted Improvement Plan (TIP) was collaboratively developed with input from district and campus staff, parents, students, and community members. These plans outline specific strategies to strengthen curriculum and instruction across identified campuses.

For the 2025–2026 school year, the district introduced an Instructional Excellence Playbook designed to guide leaders through three key phases: preparing for instruction, monitoring and supporting, and responding to data. This playbook will serve as a roadmap for district and campus leaders to ensure effective implementation of each plan.

Under prepare for instruction, Curriculum-Based Professional Learning (CBPL) sessions will be evaluated on a weekly basis using established rubrics and stored in an online system to identify campus-wide and/or district-wide trends. These findings will be shared with district and campus teams on a weekly basis to inform any necessary adjustments.

Under monitor and support, weekly classroom observations will also be conducted using a rubric, with results housed in the same online platform. This enables consistent analysis of data trends and timely adjustments. Findings will be shared weekly with both district and campus teams so that opportunities for improvement can be identified in a timely manner.

Under response to data, the district's Teaching and Learning team will provide targeted support and professional development as needed to address areas of underperformance identified through weekly data analysis. Additionally, district leadership will continue to strengthen campus administrative capacity through monthly principal training and levels meetings and monthly district and campus instructional specialist training.

### **Who will be responsible for reviewing progress towards milestones outlined in the plan?**

Reviewing progress milestones will be a collaborative effort. At the campus level, milestones will be reviewed bi-weekly during the campus ILT meeting. If there are any areas identified as an opportunity, the principal and assistant principal will work with the campus instructional specialists to adjust as needed. Campus teams will also review data on a quarterly basis through Campus Data Deep Dives that are facilitated by the Office of Accountability, Assessment, and Analytics (Office AAA). Members attending the Data Deep Dives include the campus principal, the campus assistant principal, the assessment and data specialist, and the campus instructional coaches. Alongside campus activities, the Teaching & Learning team will review data from the CARE tool and campus data trackers to ensure progress towards identified goals.

### **How frequently will progress toward milestones be reviewed?**

CPBL and classroom observation data in the CARE tool will be reviewed weekly. Assessment data will be reviewed via the district-created campus data trackers once assessments are complete (i.e. monthly). Data from interventions will also be reviewed weekly via the DecisionEd dashboard.

### **How will milestone progress data be collected?**

Milestone data will be collected through CBPLs and classroom walkthroughs and housed in the district's online data platform called the CARE tool. This tool will allow the district to synthesize data by campus and across the district by level or special program. In addition, instructional programs will be tracked in the DecisionEd dashboard and the district-created campus data trackers. Once collected, district and campus teams will review this data weekly to determine the need for additional professional development and to ensure continued progress toward outlined student outcome goals.

### **How will milestone progress data be shared with district leadership and relevant stakeholders?**

The Teaching & Learning team will share weekly updates with district leadership and relevant stakeholders through the Teaching & Learning newsletter and Wednesday emails. In addition, data analysis will be shared in detail at monthly Executive Leadership Impact Team meetings. The ELIT consists of the Superintendent, Chiefs, Assistant Superintendents, School Assistant Superintendents, and Executive Directors. During these meetings, the Chief of AAA will facilitate data conversations (glows, grows) as well build the capacity of the team to access and utilize the district's data platforms to make instructional decisions.