Aledo Independent School District

Aledo Middle School

Accountability Rating: A

2026-2027 Campus Improvement Plan

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Mission Statement

Aledo ISD Mission Statement: Ensuring high levels of learning for all students.

Aledo Middle School Collective Commitment: As a campus, we strive to fulfill the Aledo ISD vision and mission. In our pursuit of excellence, we share a collective responsibility for the success of Aledo Middle School. We embrace the support and challenges that come with being a part of a PLC. We stay focused on the critical work we do here - we walk our talk! We stand together to create a safe environment built on strong relationships, high expectations, and care.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Summary

Aledo Middle School is a fast-growing campus, dedicated to meeting both the academic and social-emotional needs of our students. As of August 25, 2026, our current student enrollment is 1093 in grades 6, 7, and 8. The campus staff is comprised of the following members: 3 campus administrators, 56 general education teachers, 9 special education teachers, 2 counselors, 2 instructional specialists, 1 part-time special education counselor, 1 part-time intervention counselor, 1 campus librarian, 2 diagnosticians, 1 part-time speech therapist, 1 nurse, 4 office staff paraprofessionals, 1 school resource officer, 1 athletic trainer, 8 special education paraprofessionals, and 1 ISS paraprofessional. For the 2026-2027 school year, the student population at Aledo Middle School is 51.8% male and 48.2% female. The ethnic breakdown for the current school year is as follows: African American-1.7%; Asian-0.9%; American Indian-0.09%; Multi-Racial-3.0%; White-74%; and Hispanic-19.00%. Currently, our economically disadvantaged population is 15.80%. The percent of students receiving special education services is 17.14% and the percentage of students receiving EB services is 1.91%. Additionally, 12.26% of our students have been identified as Gifted & Talented.

AMS strives to foster an environment in which students feel safe and enjoy attending school. This is evidenced by our high attendance rate and strong participation in extracurricular activities. Our attendance rate for the 2025-2026 school year was 95.97%. This is an increase (0.7) from the 2024-2025 school year.

During the first few weeks of the 2026–2027 school year, AMS gathered data from a variety of sources and used the information collected to develop a comprehensive needs assessment. The process for reviewing data and identifying campus strengths and areas of need began during Professional Learning Days in August 2026. During this time, instructional staff reviewed academic, disciplinary, and campus survey data to identify trends, establish priorities, and begin setting campus goals for the upcoming year.

As part of the campus-wide focus on student behavior and discipline, AMS also provided comprehensive training on discipline procedures and the L.E.A.D. matrix. Staff reviewed campus expectations, behavior definitions, referral processes, and consistent responses to student behavior. This training provided a common framework for staff to use when addressing behavior and helped ensure that discipline decisions are aligned with the campus-wide L.E.A.D. expectations.

Throughout August, staff members continued to analyze data trends through weekly Collaborative Team meetings to refine academic and behavioral goals. Staff also completed a beginning-of-year survey to identify campus strengths, areas of need, and opportunities for improvement. The comprehensive needs assessment and resulting goals were shared with the AMS Site-Based Decision Making Committee (SBDM), Guiding Coalition, and faculty at large for review, discussion, and feedback. The plan will be continuously monitored and reviewed throughout the school year, with formal checkpoints in December, February, and April. Adjustments and revisions will be made as needed based on current academic, discipline, survey, and other campus data. A summative evaluation of the plan will be conducted in June to determine progress toward campus goals, evaluate the impact of implemented strategies, and identify priorities for the following school year.

Strengths

Strengths:

- AMS has a highly qualified faculty that is focused on achieving academic excellence and meeting the needs of all students.
- The faculty continuously evaluates instructional practices and seeks innovative methods to meet the needs of all students.
- Campus culture is supportive and committed to shared vision and goals.

Needs:

- Class sizes are continuing to increase.
- Significant increase in need among Emergent Bilingual (EB) students, including newcomers speaking French, Russian, and Spanish.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	As our student enrollment continues to increase, course availability and class size continue to be challenges.	Excellent reputation and residential and commercial growth within the district.

★ = Priority

Student Achievement

Summary

At Aledo Middle School, we are committed to student achievement and success. Our faculty, staff, parents, and students hold high expectations and work together to maintain a strong academic culture. AMS prioritizes high-quality daily instruction and encourages students to take ownership of their learning as they prepare for high school and beyond. A key focus is helping students make real-world connections to the content they learn, aligning with Aledo ISD's Instructional Focus and Problem of Practice. To support this, teachers are using the Relevance Rubric to strengthen instructional design, while campus and district administrators, along with instructional specialists, provide support through observations, coaching, and professional development. We also hold regular student conferences to discuss grades, study habits, and academic progress. Failure rates are closely monitored each grading cycle by administrators, counselors, and the campus Guiding Coalition to ensure every student receives the support they need.

Failure Rates- 2025-2026

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
6th Grade	0.8%	1.7%	2.0%	2.5%
7th Grade	1.0%	2.3%	3.1%	2.8%
8th Grade	2.5%	6.2%	3.6%	3.9%

Teachers have attributed improvement to collective efficacy among staff. Targeted work was done with students in terms of goal setting, progress monitoring, and self-efficacy. Additionally, students are provided academic support through extensions and interventions embedded in the school day. Most typically, this support is provided during FLEX. To determine student need, campus administration, instructional specialists, and teachers organized in collaborative teams by grade level and content area review and monitor student performance, primarily around essential academic and behavioral standards. Flexible grouping is utilized to meet varied student needs. Morning tutoring (8:00-8:30) or Afternoon tutoring (4:10-4:40) is also available in all core content areas each week.

As part of our campus academic monitoring, campus administrators, counselors, and teacher leaders also monitor attendance rates each grading cycle.

Attendance Rates- 2025-2026

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	25-26 Average
6th Grade	97.68%	96.41%	95.40%	95.99%	96.35%
7th Grade	97.72%	95.74%	94.30%	95.91%	96.03%
8th Grade	96.86%	95.28%	94.54%	95.60%	95.55%
AMS	97.42%	95.81%	94.74%	95.83%	95.97%

At AMS, we believe that attendance is imperative to student success. Each grading cycle, we offer campus based incentives aimed at improving on grade level and campus attendance rates. Campus administration has reviewed attendance data to determine historically high absence days. Campus events are being planned to encourage attendance on such days (i.e.: day before holiday, etc.). AMS implemented several strategies to encourage students to be at school each day. These efforts included bringing back recess opportunities and incorporating fun attendance incentives, such as a "Price Is Right" game, to recognize and reward students for consistent attendance. Celebrate Attendance Week is designed to encourage and reward strong student attendance and achievement. Individualized plans will be developed for students not meeting attendance expectations.

For the 2024-2025 school year, AMS achieved the following proficiency levels on STAAR/EOC.

Math/Algebra I

	Approaches	Meets	Masters
6th Grade	91%	72%	35%
7th Grade	76%	56.5%	23%
8th Grade	76%	41%	7%
Algebra I	100%	92.94%	62.35%

Reading Language Arts (RLA)

	Approaches	Meets	Masters
6th Grade	88%	75%	47%
7th Grade	90%	76%	49%
8th Grade	94%	76%	51%
AMS Combined	91%	76%	49%

Science (8th)

	Approaches	Meets	Masters
8th Grade	92%	76%	47%

Social Studies (8th)

	Approaches	Meets	Masters
8th Grade	74%	49%	25%

AMS students also excelled in Fine Arts, Academics, Athletics, and other extracurricular activities. Listed below is a partial listing of additional achievements from the 2025-2026 school year.

Agriculture

- FFA Teams competed in Speaking, Wool, and Livestock Judging

Art

- Multiple students achieved Art awards

Athletics

- 7th Grade Ladycats Cross Country - 1st in District
- 7th Grade Bearcats Cross Country- 1st in District
- 8th Grade Bearcats Cross Country- 1st in District
- 8th Grade Ladycats Cross Country- 2nd in District
- 8th Grade Ladycat Basketball - A team finished 3rd in district play, B team finished 1st in district play, C team finished 1st in district play
- 8th Grade Ladycat Volleyball- A team finished 2nd in district play, B team finished 1st in district play, C team finished 1st in district play
- 8th Grade Track - Both Bearcat and Ladycat Track Teams won the District Meet
- 7th Grade Ladycat Volleyball - A team finished 3rd in district play, B team finished 1st in district play, C team finished 1st in district play
- 7th Grade Ladycat Basketball - A team finished 2nd in district play, B team finished 1st in district play, C team finished 2nd in district play
- 7th Grade Track - Both Bearcat and Ladycat track teams finished 1st at the district meet
- 8th Grade Bearcat Football - A Team finished 1st in district play- District Champs
- 8th Grade Bearcat Football- B Team finished 2nd in district play
- 8th Grade Bearcat Basketball - A Team finished 3rd in district play
- 7th Grade Bearcat Football- A Team finished 2nd in district play
- 7th Grade Bearcat Football- B Team finished 2nd in district play
- 7th Grade Bearcat Football- C Team finished 1st in district play- District Champs

- 7th Grade Bearcat Basketball- A Team finished 2nd in district play

Band

- 46 AMS Band students auditioned for the Region 30 All Region Band, with 26 students earning a chair in the prestigious ensemble.
- The AMS Honor Winds and Symphonic Winds competed at UIL in April, and both bands received first division rating on stage and in sight reading from all 6 of their judges!
- At the North Texas Festival of Distinction in April, the Beginner Select Band was named 4th runner-up, Symphonic Winds placed 3rd runner-up in their class, and Honor Winds was 2nd runner-up, with all three bands receiving superior ratings!
- The Beginner Band performed at the Epic Waters Music Festival on May 6 and received a Superior rating and were named Best in Class! 193 students performed at the AISD Middle School solo contest this spring with 128 receiving 1st division ratings, and 26 of those being recognized as outstanding performers!

Choir

- Varsity Choir earned sweepstakes at UIL Concert & Sight Reading Contest

National Junior Honor Society

- NJHS had 122 members who completed a total of 1,906 service hours! Our members served with various organizations all across Parker County, finding ways to give back and get involved in our community.

Theatre

- UIL One Act Play finished in 1st place
- Technical Crew finished in 1st place

Strengths

Strengths:

- Multiple venues are used to keep parents informed about student progress: Parent Square, Skyward, Phone Conferences, Parent
- Meetings, Utilization of Individual Progress Reports, Parent Square, Report Cards, and Email.
- Continued staff support is offered for all students throughout the school day.
- Morning tutorials available from 8:00-8:30 for all core content areas.
- Afternoon tutorials available from 4:10-4:40
- FLEX offered daily to provide intervention and extension.
- Eduphoria is beneficial in tracking student progress from year to year
- Common language used across campus with new L.E.A.D. matrix

Needs:

- Continue to establish clear, concise RTI processes for both academics and behavior.
- Continued professional learning around Rigor, Relevance, and Learner Engagement rubrics.
- Continue to reinforce clear expectations for student behavior across the campus. Continued implementing the L.E.A.D. matrix
- Continue to reinforce consistent classroom procedures and routines that encourage active participation and engagement.
- Monitor attendance rates and develop plans for students not meeting attendance expectations.
- Continue to engage in the PLC process so that teachers can collaboratively plan and provide instructional tasks that encourage students to take risks and experience productive struggle.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	After analyzing campus data, AMS identified a need for greater consistency in students' demonstration of essential academic and social behaviors. Additionally, data indicates a need to strengthen the consistent implementation of engaging learning environments that are responsive to and aligned with the diverse needs of our learners.	Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.
2 ★	Although 8th grade Social Studies students demonstrated a slight increase in performance across the Approaches, Meets, and Masters levels, overall achievement remains below the district average.	This indicates a continued need to strengthen instructional practices, increase student engagement with grade-level content, and provide targeted support to move more students toward higher levels of mastery. Continued analysis of student performance data will be essential to identify specific areas of need and ensure instruction is aligned to the skills and standards students need.
3 ★	Analysis of 7th grade Math data indicates that student performance remains an area of concern, with a need to increase the percentage of students demonstrating proficiency at the Approaches, Meets, and Masters levels.	Students continue to demonstrate gaps in foundational mathematical skills and the application of grade-level concepts, which can impact their ability to successfully engage with more rigorous content. There is a need for consistent, targeted instruction, purposeful intervention, and increased opportunities for students to apply mathematical problem-solving skills to improve overall achievement.
4 ★	As our student enrollment continues to increase, course availability and class size continue to be challenges.	Excellent reputation and residential and commercial growth within the district.

★ = Priority

School Culture and Climate

Summary

Aledo Middle School students and faculty are very proud of the tradition of academic excellence and the spirit of camaraderie that exists between the school and the community. The Aledo Middle School faculty believes the campus is staffed with caring individuals who work tirelessly to make learning fun and engaging for students. AMS is committed to making a difference in the lives of all students in order to help them develop academically, socially, and emotionally.

Aledo Middle School's climate is one that fosters relationships, rigor, relevance, and collaboration. Campus morale is positive, and intentional work is being done to provide support, grace, and guidance as we work to recruit and retain high quality staff. There is also intentional work taking place to build consistency and collaboration between AMS and MMS across grade levels and departments. AMS continues to work to build capacity as a Professional Learning Community committed to ensuring high levels of learning for all students. Teachers meet weekly in collaborative teams to design instruction, intervention, and extension centered around essential standards.

Each year, AMS reviews formal survey data and informal student feedback to determine focus elements for the year. This year, AMS staff are focusing a new motto "A Place to Belong. A Future to Build. Bearcats LEAD the Way."

AMS is committed to providing exceptional experiences that empower learners for life. Such experiences are provided both inside and outside of the classroom. Students are provided opportunities to participate in Fine Arts, Academics, Athletics, and Student Organizations. The counseling department provides programs, such as, Aim for Success, Pure Truth, Play it Safe, and small group counseling. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. This team has representatives from all grade levels who serve as an additional communication link between students and staff and make recommendations in regards to instructional needs, building concerns, and creating a positive learning environment. Other student organizations include National Junior Honor Society, Principal's Advisory Committee, National Junior Art Honor Society, and Robotics.

All staff are required to complete the annual Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

Each campus participates annually in age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women’s Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For each of the student programs cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

Strengths

- Caring staff committed to academic excellence and student support.
- Caring parents that support the school and community through Aledo Education Foundation, PTO, and AdvoCats.
- Campus has established a Guiding Coalition that meets to address campus programming and needs.
- Continue staff and student recognition programs (Bearcats of Character, Bearcats that L.E.A.D., Positive Office Referrals, and Employee of the Month).
- Continue a Year End Awards Ceremony for student awards and recognition. Sunshine Committee activities.

Staff Quality, Recruitment, and Retention

Summary

Due to a high employee retention rate, Aledo Middle School is predominantly composed of experienced teachers. The experiences and wisdom that come with being a veteran teacher enable the staff to better understand the nature and needs of their students, as well as their own professional development needs.

Teachers meet weekly in grade level, departmental Collaborative Teams to plan instruction, disaggregate common assessment data, and engage in professional learning. Teachers are encouraged to attend district level professional learning including "Just in Time" trainings. Campus level professional learning stems from discussions regarding gaps in instructional practice. Faculty meetings are regularly used as a platform for staff to receive campus, district, and curriculum updates, as well as to engage in professional learning focused on effective instructional strategies and student achievement.

Teachers are evaluated under the T-TESS appraisal system. Through this system, teachers receive feedback from 2 walk-throughs, 1 formal observation, a pre-conference, and a post-conference. (Note: a select group of teachers will have a TTESS waiver and not receive the 45 minute evaluation). Each year teachers set professional learning goals through the T-TESS system. This year, goals were intentionally set around descriptors from the International Center for Leadership in Education (ICLE) Rigor, Relevance, and Learner Engagement rubrics as learning connections and student engagement are campus and district priorities. In addition to goals set through T-TESS, teachers are also working to achieve SMART (Sustainable-Measurable-Attainable-Reasonable-Targeted) Goals set forth by their Collaborative Teams. Professional staff not evaluated through T-TESS meet with campus administration throughout the school year to discuss progress toward professional goals and evaluative tasks.

In an effort to continue to refine instructional practices and meet the goals of our instructional focus, campus administrators are conducting 10 Daily Impact Walks per week. Data collected from these walks is shared with staff members weekly. Campus administrators conduct regular FLEX walks to observe classroom instruction and gain insight into how students are being supported through intervention and extension opportunities. These walks help inform instructional decisions and ensure alignment with campus goals for student growth.

Strengths

Strengths:

100% Highly Qualified Teachers

Campus data indicates positive morale and supportive climate

Needs:

Continued professional learning for staff centered around campus instructional goals

Curriculum, Instruction, and Assessment

Summary

Instructional work at AMS is driven by our Aledo ISD 2026-2027 Instructional Focus. Additionally, teachers are implementing Workshop Model with a focus on learning connections and student engagement to support both the District Problem of Practice. This work is supported by our Instructional Specialists and Coordinators.

Teachers continue to plan collaboratively around essential content standards and design instructional tasks according to the depth of the standards. Teachers are consistently implementing High Yield Formative Assessments and elements of the Fundamental Five including the Lesson Frame, Focused Small Group Purposeful Talk (FSGPT), and Critical Writing. Teachers are also working to develop clear routines and procedures that yield active participation and learner engagement. This year, we are prioritizing instructional design that offers students multiple clear opportunities for active participation. We are also implementing the L.E.A.D. matrix campus-wide, where students demonstrate being Learners, Empathetic, Accountable, and Dedicated through their daily actions.

Teacher teams are working collaboratively to develop common formative assessments centered around essential standards in order to create a guaranteed and viable curriculum for all learners. Similarly, teachers are working to provide prescriptive feedback regularly. Lastly, the District has been aggressive in providing additional technology resources for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery. This has been instrumental as we continue to prepare students for online state assessment.

Additionally, AMS will implement a new math curriculum designed to provide greater alignment to grade-level standards, strengthen foundational mathematical skills, and increase student mastery of rigorous content. Teachers will receive ongoing professional learning and collaborative planning opportunities to ensure consistent and effective implementation. Through PLC data analysis, common assessments, and ongoing monitoring of student performance, staff will identify areas of need, adjust instruction, and provide targeted interventions to support student growth and increase achievement across all grade levels.

Strengths

Strengths:

- Teacher teams developed Year-at-a-Glance (YAG) documents for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.
- Ongoing development of common assessments and the utilization of results by teachers and administrators to monitor student mastery of material.
- Daily student centered objectives are clearly posted in all classrooms (“We will”, “I will”, and "So That I Can" statements).
- The Fundamental 5 are being implemented throughout all classrooms-primarily focusing on framing the lesson, academic discussion (FSGPT), and critical writing.
- Use of shared drives to facilitate resource sharing, data disaggregation, and collaboration.
- Use of MAP as a method of assessing and supporting academic growth in Reading and Math.
- Continued use of IXL as a supplemental tool for supporting academic growth in Math.
- L.E.A.D. matrix developed to be campus specific, implemented across classrooms, cafeteria, restrooms, etc...

Needs:

- Continued professional learning needed regarding high quality formative assessments.
- Continued professional learning needed regarding student driven learning.
- Continued professional learning needed regarding Rigor, Relevance, and Learner Engagement rubrics.
- Continued professional learning needed for Workshop Model.
- Continued work on L.E.A.D.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	After analyzing campus data, AMS identified a need for greater consistency in students' demonstration of essential academic and social behaviors. Additionally, data indicates a need to strengthen the consistent implementation of engaging learning environments that are responsive to and aligned with the diverse needs of our learners.	Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.
2	Although 8th grade Social Studies students demonstrated a slight increase in performance across the Approaches, Meets, and Masters levels, overall achievement remains below the district average.	This indicates a continued need to strengthen instructional practices, increase student engagement with grade-level content, and provide targeted support to move more students toward higher levels of mastery. Continued analysis of student performance data will be essential to identify specific areas of need and ensure instruction is aligned to the skills and standards students need.
3	Analysis of 7th grade Math data indicates that student performance remains an area of concern, with a need to increase the percentage of students demonstrating proficiency at the Approaches, Meets, and Masters levels.	Students continue to demonstrate gaps in foundational mathematical skills and the application of grade-level concepts, which can impact their ability to successfully engage with more rigorous content. There is a need for consistent, targeted instruction, purposeful intervention, and increased opportunities for students to apply mathematical problem-solving skills to improve overall achievement.

★ = Priority

Family and Community Engagement

Summary

The partnership between family, community, and school is vital for student success. The faculty at Aledo Middle School actively solicits parent and community partnerships through organizations such as Aledo Education Foundation, PTO, and AdvoCats. This year we will continue to grow our Parent Volunteer program. We conduct volunteer trainings sessions and will continue to do so throughout the school year. Volunteers are helping in campus events, front office, library, and small group support.

AMS has also built strong partnerships with community businesses to support teachers and students.

Aledo Middle School faculty acknowledges the vital role of strong connections between the school, parents, and the community. To support this, the school hosts a variety of events designed to encourage parent involvement, such as curriculum nights, open houses, PTO meetings, and community partnership activities.

Strengths

Strengths:

- Information on campus web-page and social media accounts (Facebook) informs parents about opportunities to be involved at AMS.
- Skyward allows parents quick access to student's academic progress.
- Parent Sqaure for administrators allows for disseminating important information to parents.
- Students and parents receive a weekly update from the principal via email and social media.
- Student participation in community service projects through Student Ambassadors, National Junior Honor Society (NJHS), and Athletics

Needs:

- Improve parental involvement for our Emergent Bilingual and Economically Disadvantaged student groups.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1 ★	Parental involvement of our Economically Disadvantaged and Emergent Bilingual families is low in comparison to our overall population.	Families within these groups are not as connected to the school community.

★ = Priority

School Organization

Summary

Aledo Middle School is dedicated to providing a welcoming environment in which students grow both academically and in character. We strive to evaluate our systems regularly and seek input from our stakeholders. School decision-making efforts are coordinated through our Guiding Coalition, Teacher Leadership Committee, and Student Ambassadors. The Site Based Decision Making Team (SBDM) works in conjunction with the staff, parents, businesses, and community members in making decisions for the campus that are in the best interest of the overall student population. Teacher input is valued in the process of curriculum development and implementation of instructional strategies that, in turn, promote the academic success of our students.

It is our belief that extracurricular activities enrich students' lives and lead to a more positive school experience. Extracurricular opportunities include Band, Athletics, Choir, Theatre, National Junior Honor Society, National Junior Art Honor Society, Robotics, UIL Academics, Agriculture/FFA, Cheerleading, and Dance.

In order to facilitate strong communication between school and home, multiple communication methods are utilized. Examples include, Weekly Parent Newsletter from Principal, campus web-pages, Canvas, Parent Square, Skyward, Facebook and the Ask the Principal Google Form.

Strengths

Strengths:

- Staff updates are disseminated weekly which includes a calendar of events and other relevant "need to know" information.
- Campus web-page is kept current and social media sites (Facebook) are also used to communicate with stakeholders.
- Collaborative Team Meetings are conducted weekly.
- Open door policy with administrators.
- Extracurricular activities are increasing each year at AMS.
- Student input is gathered to gain information for campus planning and student support.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1 ★	Teachers are provided limited (once/week) collaborative time during the school day.	The cost of adding a period of collaborative team time each day is prohibitive, and some teaches are part of more than one CT due to their teaching assignments.

★ = Priority

Technology

Summary

Aledo Middle School is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board & Laptop. All Reading Language Arts (RLA), Math, and Science teachers have access to an iPad to support instructional delivery, enhance student engagement, and provide additional tools and resources for learning. District provided devices allow all students to have access to a personal device for instructional purposes. Teachers and students are proficient in Canvas and other blended learning tools and utilize these tools seamlessly. By providing all students with approved instructional devices, we are able to comply with Texas law by eliminating cell phone use during the school day. This practice has already led to positive outcomes in our learning environment.

Digital citizenship lessons have been developed and delivered to students to help ensure they use technology responsibly and appropriately. These lessons are created and provided by the district.

Strengths

Strengths:

- AMS staff is open and willing to obtain training to build capacity in blended learning.
- District Instructional Technologist available to assist with technology implementation and lesson planning.
- Continued use of district provided devices have allowed for all students to have access to a personal device for instruction.

Needs:

- While improving, campus data reflects that students need additional support with digital safety and appropriate use of social media.
- As student use of devices for assessment has increased, the need for instruction for digital testing strategies as well as effective use of embedded tools is needed.
- Continue to develop students' professional communication (i.e.: drafting an email, collaborating online).
- Learning new LMS (Skyward & Parent Square)

Priority Problem Statements

	Problem Statement	Root Cause
1	As our student enrollment continues to increase, course availability and class size continue to be challenges.	Excellent reputation and residential and commercial growth within the district.
2	After analyzing campus data, AMS identified a need for greater consistency in students' demonstration of essential academic and social behaviors. Additionally, data indicates a need to strengthen the consistent implementation of engaging learning environments that are responsive to and aligned with the diverse needs of our learners.	Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.
3	Analysis of 7th grade Math data indicates that student performance remains an area of concern, with a need to increase the percentage of students demonstrating proficiency at the Approaches, Meets, and Masters levels.	Students continue to demonstrate gaps in foundational mathematical skills and the application of grade-level concepts, which can impact their ability to successfully engage with more rigorous content. There is a need for consistent, targeted instruction, purposeful intervention, and increased opportunities for students to apply mathematical problem-solving skills to improve overall achievement.
4	Although 8th grade Social Studies students demonstrated a slight increase in performance across the Approaches, Meets, and Masters levels, overall achievement remains below the district average.	This indicates a continued need to strengthen instructional practices, increase student engagement with grade-level content, and provide targeted support to move more students toward higher levels of mastery. Continued analysis of student performance data will be essential to identify specific areas of need and ensure instruction is aligned to the skills and standards students need.
5	Parental involvement of our Economically Disadvantaged and Emergent Bilingual families is low in comparison to our overall population.	Families within these groups are not as connected to the school community.

6 ★	Teachers are provided limited (once/week) collaborative time during the school day.	The cost of adding a period of collaborative team time each day is prohibitive, and some teaches are part of more than one CT due to their teaching assignments.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Accountability Distinction Designations**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**

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**

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 How We Teach: Delivery of Instruction

Performance Objective 1 ☑ High Priority

Aledo Middle School will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2026.

Evaluation Data Source: Data from Daily Impact Walks

Strategy 1

Teachers will implement Framing the Lesson in daily Instruction.

Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including: We Will, I Will, So that I Can with fidelity by June 2027.

Staff Responsible for Monitoring: Campus Administration (Principal & Assistant Principals)

Formative Reviews

December	February	April	June

Strategy 2

Teachers will implement Critical Writing in daily instruction (Weekly in Math).

Strategy's Expected Result/Impact: 100% of teachers will implement critical writing into daily/weekly instruction by June 2027.

Staff Responsible for Monitoring: Campus Administration (Principal & Assistant Principals)

Formative Reviews

December	February	April	June

Strategy 3

Teachers will implement Frequent Small Group Purposeful Talk (FSGPT) in daily instruction.

Strategy's Expected Result/Impact: Teachers consistently utilize FSGPT which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district wide, by June 2027.

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

Aledo Middle School will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2026.

Strategy 1

Teachers will ensure active student participation by designing lesson that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation. Teachers will implement the newly introduced L.E.A.D. Matrix, a tool designed to empower teachers to effectively address and reduce behaviors that disrupt learning and hinder student engagement.

Strategy's Expected Result/Impact: 100% of classrooms will ensure active student participation by June 2027.

Staff Responsible for Monitoring: Campus Administration (Principal & Assistant Principals)

Formative Reviews

December	February	April	June

Goal 2 Professional Learning Community Actions

Performance Objective 1 ☑ High Priority

By June 2027, AMS will strengthen PLC implementation, with 80% CT ratings at Developing level or higher on the PLC at work continuum, for Focus on Results.

Strategy 1

Collaborative Teams will:
Indicator #1:
*Teachers will clarify essential learning standards for each unit and criteria for student mastery.
*Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.

Staff Responsible for Monitoring: Campus Administration (Principal & Assistant Principals), Instructional Specialists, Collaborative Teams

Formative Reviews

December	February	April	June

Strategy 2

Strategy 1: Collaborative Teams:
Indicator #1:
*Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure
collaborative time is focused on student learning.
*Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be
provided when a team struggles.
*Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are
focusing efforts on better ways to achieve those goals.

Staff Responsible for Monitoring: Campus Administration (Principal & Assistant Principals), Instructional Specialists, Collaborative Teams

Formative Reviews

December	February	April	June

Goal 3 Attendance

Performance Objective 1 ☑ High Priority

The Aledo Middle School overall student attendance rate will increase to 97% by June 2027.

Evaluation Data Source: Attendance Reports

Strategy 1

Continue campus attendance intervention and supports with fidelity.

Strategy's Expected Result/Impact: Increased student attendance - increased student achievement

Staff Responsible for Monitoring: Campus Administration (Principal & Assistant Principals), Counselors

Formative Reviews

December	February	April	June

Strategy 2

Attendance data to be monitored through Data Integrity Meetings to ensure proper attendance coding.

Strategy's Expected Result/Impact: Overall state funding will be maximized

Staff Responsible for Monitoring: Campus Administration (Principal & Assistant Principals), Counselors, PEIMS, Attendance Clerk

Formative Reviews

December	February	April	June

Goal 4

Aledo Middle School will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1

☑ **High Priority**

By May of 2027, 90% of Aledo Middle School classrooms will consistently implement L.E.A.D. strategies and expectations, as evidenced through classroom walkthroughs, observations, and other campus monitoring tools. This consistent implementation will strengthen student engagement, accountability, and a positive learning environment across the campus

Evaluation Data Source: Daily Impact Walks, Discipline Referrals

Strategy 1

Professional development will be designed and implemented to equip teachers with the tools and strategies needed to deliver effective Tier 1 behavior interventions.

Strategy's Expected Result/Impact: To understand tier 1 components necessary to ensure success for all students, To understand roles and responsibilities of classroom teachers in supporting student behavioral training

Formative Reviews

December	February	April	June

Strategy 2

Student buy-in will be promoted through clear communication of L.E.A.D. expectations, opportunities for student voice and feedback, and consistent reinforcement of positive behaviors.

Strategy's Expected Result/Impact: Common language around L.E.A.D.

Formative Reviews

December	February	April	June

Performance Objective 2

Aledo Middle School will implement safety and security measures to ensure feelings of safety for students,

staff, and families.

Evaluation Data Source: Safety Audit Reports, Internal Door Audit Reports, Staff, Student, and Community Feedback

Strategy 1

Safety expectations will be communicated and training will be provided for all faculty and students including the SRP, safety drills, and safety exercises to increase safety and emergency preparedness.

Strategy's Expected Result/Impact: Faculty, staff, and students will be equipped to enhance the safety of all and will be prepared in the event of an emergency.

Staff Responsible for Monitoring: Campus Administration (Principal & Assistant Principals), SRO

Formative Reviews

December	February	April	June

Strategy 2

Conduct daily internal and external door audits to ensure all doors are secure.

Strategy's Expected Result/Impact: Increased campus safety and security.

Staff Responsible for Monitoring: SRO

Formative Reviews

December	February	April	June

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kimberly Raymond	12/16/2025	Kim Raymond	2/18/2026
Child Abuse and Neglect	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Coordinated Health Program	Kimberly Raymond	10/26/2023	Rachel Kerley	2/23/2026
Decision-Making and Planning Policy Evaluation	Amber Crissey	5/19/2023	Rachel Kerley	2/23/2026
Disciplinary Alternative Education Program (DAEP)	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Dropout Prevention	Amber Crissey	10/20/2025	Rachel Kerley	2/23/2026
Dyslexia Treatment Program	Lynn Jameson	10/20/2025	Rachel Kerley	2/23/2026
Pregnancy Related Services	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Student Welfare: Crisis Intervention Programs and Training	Kimberly Raymond	10/25/2025	Rachel Kerley	2/23/2026
Student Welfare: Discipline/Conflict/ Violence Management	Kimberly Raymond	9/19/2019	Rachel Kerley	2/23/2026
Technology Integration	Brooks Moore	11/7/2019	Rachel Kerley	2/23/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	David Stevens	10/20/2025	Rachel Kerley	2/23/2026