

# Aledo Independent School District



## 2026-2027 Goals/ Performance Objectives/ Strategies

# Table of Contents

|                                                                                         |   |
|-----------------------------------------------------------------------------------------|---|
| Goal 1 : How We Teach: Delivery of Instruction                                          | 3 |
| Goal 2 : Professional Learning Community Actions                                        | 5 |
| Goal 3 : Aledo ISD will strengthen our culture of excellence by creating exceptional... | 7 |

# Goal 1

## How We Teach: Delivery of Instruction

### Performance Objective 1 High Priority

Aledo ISD 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 2027.

**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 2026.

**Staff Responsible for Monitoring:** Campus & District Administration

#### 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 2026.

**Staff Responsible for Monitoring:** Campus & District Administration

#### Formative Reviews

December

February

April

June

#### Strategy 3

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

**Strategy's Expected Result/Impact:** 100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2026.

**Staff Responsible for Monitoring:** Campus & District Administration

**Formative Reviews**

December

February

April

June

**Performance Objective 2**  **High Priority**

Aledo ISD will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2027.

# Goal 2 Professional Learning Community Actions

## Performance Objective 1 High Priority

By June 2027, 94% of the Aledo ISD collaborative teams district wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

### 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.

**Strategy's Expected Result/Impact:** 92% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2026.

**Staff Responsible for Monitoring:** Collaborative Teams

Instructional Specialist

Campus Administration

District Administration

### Formative Reviews

December

February

April

June

## Performance Objective 2 High Priority

By June 2027, 97% of the Aledo ISD collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

### 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.

**Strategy's Expected Result/Impact:** 96% of collaborative teams district wide will rate at the Developing level on Indicator #1 by June 2026.

**Staff Responsible for Monitoring:** Collaborative Teams  
Instructional Specialists  
Campus Administration  
District Administration

**Formative Reviews**

December February April June

**Performance Objective 3**  **High Priority**

By June 2027, 90% of the Aledo ISD collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

**Strategy 1**

Strategy 1: Collaborative Teams:  
Indicator #1:  
\*Have established an annual SMART goal and assess progress toward reaching the goal.  
\*Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.

**Strategy's Expected Result/Impact:** 91% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2026.

**Staff Responsible for Monitoring:** Collaborative Teams  
Instructional Specialists  
Campus Administration  
District Administration

**Formative Reviews**

December February April June

# Goal 3

Aledo ISD will strengthen our culture of excellence by creating exceptional experiences for students, staff, families, and community members. Through clear and responsive communication, exceptional service, and meaningful connections every department will work to build trust and ensure all stakeholders feel valued, informed, and supported.

## Performance Objective 1

By May 2027, the Aledo ISD Business Office will strengthen its service-oriented culture by communicating financial processes, procedures, and requirements in a clear, timely, and supportive manner. The department will intentionally seek to understand the needs and perspectives of campus and department staff, with the goal of being viewed as a partner and resource in accomplishing their work.

**TEA Priorities:** Recruit, support, retain teachers and principals

### Strategy 1

Communicate a "How Can We Help?" Mindset  
When communicating a requirement, deadline, or correction, provide not only what needs to happen, but also why it matters and how to accomplish it. Frame communication around helping staff checklists, flowcharts, FAQs, and short how-to resources so staff can easily find answers successfully navigate district requirements rather than simply communicating compliance.

**Strategy's Expected Result/Impact:** 80% or more of campus and department respondents indicate that Business Office communication is clear, helpful, and supportive.  
Demonstrated improvement from a beginning-of-year to end-of-year team member survey.  
Identification and revision of at least 2-3 processes or communication resources based on recurring questions and/or team member feedback.  
Evidence of at least 2 intentional opportunities during the year for Business Office staff to engage with or learn from campus and department staff.

### Formative Reviews

December

February

April

June

### Strategy 2

Simplify processes and resource by reviewing frequently asked questions, common errors, and areas of recurring confusion to identify processes that could be communicated more clearly. Develop or revise quick-reference guides, without having to interpret lengthy procedures.

**Strategy's Expected Result/Impact:** 80% or more of campus and department respondents indicate that Business Office communication is clear, helpful, and supportive.  
Demonstrated improvement from a beginning-of-year to end-of-year team member survey.  
Identification and revision of at least 2-3 processes or communication resources based on recurring questions and/or team member feedback.  
Evidence of at least 2 intentional opportunities during the year for Business Office staff to engage with or learn from campus and department staff.

### Formative Reviews

December

February

April

June

## Strategy 3

During the migration to Skyward, seek input from district staff on possible revisions to current processes as well as best practices from Skyward staff. Gather feedback from campus and department staff at least twice during the year regarding the clarity, responsiveness, and helpfulness of Business Office communication and support. Review the results as a team and identify specific adjustments based on the feedback.

**Strategy's Expected Result/Impact:** 80% or more of campus and department respondents indicate that Business Office communication is clear, helpful, and supportive.  
Demonstrated improvement from a beginning-of-year to end-of-year team member survey.  
Identification and revision of at least 2-3 processes or communication resources based on recurring questions and/or team member feedback.  
Evidence of at least 2 intentional opportunities during the year for Business Office staff to engage with or learn from campus and department staff.

### Formative Reviews

December

February

April

June

## Strategy 4

Provide clear communication and training to campus and department staff on any revisions to Business Office guidelines/processes, as well as for implementation of the Skyward Business System.

**Strategy's Expected Result/Impact:** 80% or more of campus and department respondents indicate that Business Office communication is clear, helpful, and supportive.  
Demonstrated improvement from a beginning-of-year to end-of-year team member survey.  
Identification and revision of at least 2-3 processes or communication resources based on recurring questions and/or team member feedback.  
Evidence of at least 2 intentional opportunities during the year for Business Office staff to engage with or learn from campus and department staff.

## Formative Reviews

December

February

April

June

## Performance Objective 2

By May 2027, Aledo ISD Child Nutrition will enhance the high school student experience through the implementation and continuous improvement of a coffee bar in the Aledo High School Student Union, creating a welcoming, college-inspired environment that provides students with convenient access to food and beverage options beyond traditional cafeteria hours. Through extended hours, students will have opportunities to purchase items throughout the school day and before after-school activities and events. Student feedback and sales data will be collected and reviewed regularly to evaluate participation, identify preferences, and guide adjustments and additions to menu offerings.

**Evaluation Data Source:** Measure monthly sales and transactions, utilization during extended/non-cafeteria hours, student satisfaction, and the number of menu or service adjustments made in response to student feedback and purchasing data.

### Strategy 1

Establish operating hours that extend beyond traditional cafeteria service, including afternoon availability, allowing students to purchase grab-and-go items such as sandwiches, snacks, and beverages before practices, rehearsals, competitions, meetings, and other after-school activities.

#### Formative Reviews

December

February

April

June

### Strategy 2

Develop the Student Union coffee bar as a welcoming, college-inspired space where students can gather and have access to convenient, appealing food and beverage choices.

#### Formative Reviews

December

February

April

June

### Strategy 3

Gather student feedback at least twice annually and use feedback to add, remove, or modify products and services based on student preferences.

## Formative Reviews

December

February

April

June

### Strategy 4

Monitor sales, participation, peak purchasing times, and product preferences monthly to determine how students are using the coffee bar and identify opportunities to improve offerings and hours of operation.

## Formative Reviews

December

February

April

June

### Performance Objective 3

The Aledo ISD Transportation Department will focus on two strategic priorities during the 2026-2027 school year: retaining and engaging a high-quality Transportation workforce and reducing preventable school bus accidents through proactive safety intervention. These priorities directly support reliable transportation operations and the district's commitment to student and employee safety.

**Evaluation Data Source:** Conduct an annual Transportation employee engagement survey.  
Establish consistent employee recognition for safety, service, teamwork, attendance, and longevity.  
Conduct employee stay interviews to identify retention opportunities.  
Strengthen new employee onboarding and 90-day mentoring/support.  
Improve communication through regular staff meetings, newsletters, and safety updates.  
Review Transportation compensation and incentives annually against comparable districts with CFO and TASB.

### Strategy 1

Strengthen employee retention by improving engagement, recognition, communication, onboarding, and opportunities for employee feedback.

**Strategy's Expected Result/Impact:** Increase employee retention by 10% from the 2025-2026 baseline.

Reduce driver and monitor vacancies by 20%.

Achieve 50% participation in the annual employee engagement survey.

Complete stay interviews with 100% of eligible employees. (1:1's)

Maintain 95% or higher 90-day retention for new employees.

## Formative Reviews

## Strategy 2

Build a proactive safety culture that identifies unsafe driving behaviors early and provides timely coaching, retraining, and follow-up.

**Strategy's Expected Result/Impact:** Reduce preventable accidents by 15% from the 2025-2026 baseline.

Reduce backing-related accidents by 25%.

Reduce repeat preventable accidents by 25%.

Provide documented intervention for 100% of preventable accidents.

Complete follow-up evaluations for 100% of drivers receiving targeted intervention.

Conduct at least two documented safety observations per driver annually, subject to operational capacity.

### Formative Reviews

December

February

April

June

## Performance Objective 4

The Technology Department will deliver exceptional service to every stakeholder who submits a support request, with responsiveness, communication, and follow through that reflect our commitment to excellence. As measured through our technology ticketing system's post resolution survey, the department will achieve a 95% five star satisfaction rating on submitted tickets, reflecting our commitment to treating every interaction as an opportunity to build trust and demonstrate that students, staff, and families are valued, informed, and supported.

**Evaluation Data Source:** Survey data collected through our technology ticketing system's post resolution satisfaction survey, which is automatically sent to the requester upon ticket closure. This data will be reviewed to track the percentage of tickets receiving a five star rating, identify trends by campus or technician, and inform coaching or process improvements needed to sustain the 95% target.

## Strategy 1

Monitor satisfaction survey results monthly using Analytics Explorer, tracking trends by campus and technician to catch coaching needs early.

### Formative Reviews

December

February

April

June

## Strategy 2

Follow up on any ticket rated below five stars so the technician or supervisor can understand

what fell short and close the loop with the requester.

### Formative Reviews

December

February

April

June

### Strategy 3

Reinforce the "unreasonable hospitality" service standard through regular training and recognition, sharing survey feedback with staff to model what excellent service looks like.

### Formative Reviews

December

February

April

June

### Strategy 4

Standardize communication expectations for ticket updates, including timely acknowledgment and clear status updates, so requesters know their issue is being worked.

**Strategy's Expected Result/Impact:** Sustained achievement of a 95% five star satisfaction rating on post resolution surveys by June 2027, reflecting consistent trust in the Technology Department districtwide.

### Formative Reviews

December

February

April

June

### Performance Objective 5

By May 2027, Aledo ISD will increase student and family awareness of CTE opportunities and expand access to high-demand, high-wage career pathways by creating and opportunities for industry-based certifications and work-based learning, and identifying at least three new or expanded skilled-trade pathways--including opportunities in construction science and HVAC--for future implementation.

### Performance Objective 6

By May of 2027 the Advanced Academics and CTE program will create and distribute at least 3 video communications (charts, brochures, infographics) that explain the differences among the various Advanced Academic programs (i.e. dual credit, AP, OnRamps, etc.) as well as highlight CTE programming.

## Strategy 1

We will work with PR team and CTE A/V team produce a series of videos using students and staff to better describe and promote CTE and Advanced Academic program offerings.

### Formative Reviews

December

February

April

June

## Strategy 2

We will track views and analytics on communications via the website traffic, Blackboard, Smore and Canva as well as the various social media outlets

### Formative Reviews

December

February

April

June

## Performance Objective 7

By the end of the 2026-2027 school year, Aledo ISD Athletics will strengthen a culture of excellence by implementing The Texas Way to promote leadership, integrity, accountability, sportsmanship, and dedication, creating exceptional athletic experiences that build trust and meaningful connections among student-athletes, coaches, families, and the community while achieving recognition as a The Texas Way District of Distinction.

**Evaluation Data Source:** 100% completion of required Texas Way foundational training by identified athletic staff.

Implementation of monthly character-development opportunities utilizing Texas Way resources.

Documented community service by Aledo ISD athletic programs.

Districtwide implementation and communication of sportsmanship expectations for athletes, coaches, parents, and spectators.

Equal to or fewer UIL athletic ejections than the previous school year and documented follow-up when an ejection occurs.

Collection of evidence demonstrating implementation of The Texas Way across Aledo ISD Athletics.

Achievement of The Texas Way District of Distinction recognition.

## Strategy 1

Complete Texas Way Training to ensure athletic administrators, coordinators, and high school head coaches are registered with The Texas Way and coaches complete the four foundational videos necessary for compliance.

Formative Reviews

DecemberFebruaryAprilJune

Strategy 2

Implement Student-Athlete Character Development in order to utilize The Texas Way foundational and monthly Drop videos, discussion guides, and other resources to provide intentional character and sportsmanship education within athletic programs.

Formative Reviews

DecemberFebruaryAprilJune

Strategy 3

Integrate The Texas Way Into Program Culture to incorporate the Texas Way principles and resources into team expectations, parent meeting agenda, preseason

Formative Reviews

DecemberFebruaryAprilJune

Performance Objective 8

By the end of the 2026-2027 school year, the Maintenance Department will strengthen communication and trust with campuses by implementing a consistent work-order communication process that keeps requestors and campus leadership informed of the status, expected timeline, and completion of maintenance requests submitted through Incident IQ.

**Evaluation Data Source:** Auto-reply settings, incomplete-ticket tally, monthly campus reports, Incident IQ percentage of assigned tickets with a technician response within 48 hours, and end-of-year survey results.

Strategy 1

Maintain the auto-reply on submission and the auto-reply on assignment. The assignment reply identifies the assigned technician and does not include a completion date. Incomplete tickets receive a follow-up requesting the missing information.

Formative Reviews

DecemberFebruaryAprilJune

Strategy 2

The technician assigned to the ticket responds in Incident IQ within 48 hours of assignment. The response indicates whether the work is scheduled, is underway, or what is preventing progress.

Send each principal the monthly campus report at the end of the following month, using the same format already in use:

- District tickets
- Campus tickets submitted
- Tickets closed
- Campus share of district tickets
- Open tickets
- Average response time
- Average resolution time

**Strategy's Expected Result/Impact:** Open tickets remain on the report until closed. Average response time and average resolution time are included so principals can see performance for the month. The goal is the 48-hour technician response, not a reduction in average resolution time.

Formative Reviews

DecemberFebruaryAprilJune

Strategy 3

Conduct one spring survey of principals and directors. Include two items on a 1-5 scale: communication and promptness. Results will establish the baseline for 2027-2028.

Formative Reviews

DecemberFebruaryAprilJune

Performance Objective 9

District PEIMS will provide +1 service to campus staff by developing and distributing clear, written processes and procedures for PEIMS and Attendance staff throughout the school year. This centralized guidance will ensure campus staff have the information they need without having to search multiple sources for answers or direction.

**Evaluation Data Source:** By the end of the school year PEIMS and Attendance staff will have access to a comprehensive digital manual of processes and procedures. This resource will support PEIMS and Attendance staff in providing +1 service to their campus teams in a timely, consistent and efficient manner.

**Strategy 1**

District PEIMS will also ensure that relevant guidance, updates or resources are included in at least two PEIMS/Attendance Weekly Newsletters each month, as well as in the BLT newsletters. This ongoing communication will help ensure campus staff remain informed, supported and equipped with the resources necessary to be successful.

**Formative Reviews**

**December**

**February**

**April**

**June**

**Strategy 2**

District PEIMS will monitor campus Data Integrity Team (DIT) Meetings and share this information in the District DIT meetings. In addition, the District PEIMS Coordinator will meet with the Deputy Superintendent on a monthly basis for a campus check on DIT.

**Formative Reviews**

**December**

**February**

**April**

**June**

**Performance Objective 10**

By the end of the 2026-2027 school year, Aledo ISD will implement ParentSquare as the district's unified, approved communication platform for all district-related communications, including campuses, departments, clubs, athletics, fine arts, extracurricular activities and parent organizations operating in coordination with the district. Through comprehensive training, standardized setup, consistent usage expectations and ongoing monitoring, the district will establish a reliable, accessible and consistent communication experience for all families while eliminating the use of non-approved communication platforms for district-related messaging.

**Strategy 1**

Establish and configure all required ParentSquare groups, organizations and distribution lists for campuses, departments, athletics, fine arts, clubs and other district-related activities throughout the school year, as needed. Ensure 100% of identified district communication groups are set up and actively using ParentSquare by the end of the 2026-2027 school year. Discontinue the use of non-approved platforms for district-related communications, with all identified groups transitioned to ParentSquare.

**Formative Reviews**

**December**                      **February**                      **April**                      **June**

**Strategy 2**

Provide training tools and ongoing support to 100% of designated campus and department administrators and communication group leaders. Develop and distribute ParentSquare training resources and tips to staff. Monitor implementation progress and provide targeted support to groups that need additional assistance.

**Formative Reviews**

**December**                      **February**                      **April**                      **June**

**Strategy 3**

Establish a baseline in ParentSquare for Bearcat Blast newsletter readership and engagement during the first semester of implementation. Review readership and engagement metrics quarterly and use the data to refine communication practices, improve content relevance and strengthen family engagement.

**Formative Reviews**

**December**                      **February**                      **April**                      **June**

**Strategy 4**

Conduct and review monthly ParentSquare audits; monitor group and organization communications; review readership and engagement analytics.

**Formative Reviews**

**December**                      **February**                      **April**                      **June**

**Performance Objective 11**

Improve the Bearcat Backer Program with the ultimate goal of raising more money within the program

each year. Year 1 (2026-2027) will be a learning year.

**Strategy 1**

Meet with AEF on a bi-monthly basis to discuss ways to partner better together and emphasize the importance of the program.  
Clarify program to the Executive Board - the funds are directly supporting our teachers and staff

**Formative Reviews**

**December**                      **February**                      **April**                      **June**

**Strategy 2**

"Beef Up" the Bearcat Backer Program by adding events and benefits throughout the year to encourage mid-year sign ups.  
Homecoming Parade Participation

**Formative Reviews**

**December**                      **February**                      **April**                      **June**

**Strategy 3**

Work with the Communications Department to leverage social media to advertise for our Bearcat Backers to add to the benefits of joining the program.

**Formative Reviews**

**December**                      **February**                      **April**                      **June**

**Strategy 4**

Note the Bearcat Backers and the progress compared to the previous year.

## Formative Reviews

December

February

April

June

## Performance Objective 12

Aledo ISD Fine Arts will strengthen our culture of excellence by creating exceptional experiences for students, staff, families, and community members. Through clear and responsive communication, exceptional service, and meaningful connections, every department will work to build trust and ensure all stakeholders feel valued, informed, and supported.

### Strategy 1

Embed Exceptional Experience expectations into Fine Arts programs and events; intentionally create welcoming and memorable experiences; recognize student growth and achievement; identify opportunities to strengthen the student and family experience.

#### Formative Reviews

December

February

April

June

### Strategy 2

Provide timely, helpful, and responsive communication; own stakeholder interactions through resolution; use warm handoffs and follow-up when appropriate; consistently showcase Fine Arts programs, student learning, and accomplishments; continue Student Perspectives; strengthen event promotion and community awareness of Fine Arts experiences.

#### Formative Reviews

December

February

April

June

### Strategy 3

Strengthen K-12 curriculum alignment and instructional consistency; support elementary-to-secondary transitions; monitor participation and enrollment; identify opportunities to recruit, retain, and connect students to Fine Arts programs.

Formative Reviews

DecemberFebruaryAprilJune

Strategy 4

Strengthen lead teacher roles; support and mentor new teachers; provide targeted professional learning; improve communication and coordination of calendars, events, travel, facilities, handbooks, and resources.

Formative Reviews

DecemberFebruaryAprilJune

Performance Objective 13

Aledo ISD will increase student attendance from 96.1% in 2025-2026 to 97% or higher by the end of the 2026-2027 school year through proactive communication, consistent monitoring and intervention, student and family engagement, and a districtwide culture that reinforces the importance of being at school every day, all day.

Strategy 1

Implement a districtwide attendance awareness campaign utilizing consistent, timely, and engaging communication, including videos, graphics, social media, and family resources, to reinforce the importance of daily attendance, highlight the connection between attendance and student success, and connect families with available district supports to overcome attendance barriers.

**Strategy's Expected Result/Impact:** Distribute at least one attendance-focused communications monthly through district and campus channels.  
Develop and share attendance awareness videos and graphics throughout the school year.  
Monitor students exhibiting chronic absenteeism and identify supports to improve student attendance.

Formative Reviews

DecemberFebruaryAprilJune

Strategy 2

Collaborate with campuses to implement monthly Attendance Matters Surprise Days, friendly competitions, and recognition opportunities that encourage consistent attendance, celebrate

student and campus progress, and build a positive culture around being at school every day.

**Strategy's Expected Result/Impact:** 100% of campuses participate in monthly attendance incentives or recognition activities.  
Track monthly student participation and recognition.  
Monitor campus attendance trends to identify improvements following attendance initiatives.  
Recognize campuses demonstrating improvement in attendance rates throughout the year.

**Formative Reviews**

**December**

**February**

**April**

**June**

**Strategy 3**

Establish consistent districtwide processes for reviewing attendance data, identifying trends and barriers, and collaborating with campus leaders to implement timely, targeted strategies and interventions that improve student attendance.

**Strategy's Expected Result/Impact:** Conduct monthly attendance data reviews with campus leadership teams.  
Facilitate quarterly district attendance committee meetings to evaluate progress, share effective practices, and adjust strategies.  
Monitor monthly and cumulative attendance rates by campus and districtwide against the 97% goal.  
Track the number and percentage of students with chronic absenteeism and evaluate progress throughout the school year.

**Formative Reviews**

**December**

**February**

**April**

**June**