

Aledo Independent School District

McAnally Middle School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

To ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Goals

Goal 1: By May of 2026, 90% of teachers will utilize FSGPT and Power Zone strategies during instructional time in their classrooms.

Performance Objective 1: Teachers will learn a variety of FSGPT/Power Zone strategies to embed into daily lessons (TTESS Dimensions 2.3, 2.4, and 2.5, and 3.1) by December 2025. Strategies will be covered in August Professional Learning sessions, campus PL days, as well as weekly campus newsletters.

Evaluation Data Sources: Walkthroughs
Instructional Rounds (internal and district)
Lesson Planning (CT attendance)

Strategy 1 Details	Reviews			
Strategy 1: August PD Kickoff and Ongoing Campus PL Days with the introduction of internal rounds. Strategy's Expected Result/Impact: Increase Power Zone and FSGPT percentage for DIW's Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use weekly campus newsletters to highlight one FSGPT or Power Zone strategy each week with a "plug-and-play" approach --in addition to internal rounds/BINGO. Strategy's Expected Result/Impact: Increase Power Zone and FSGPT percentage for DIW's Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By May of 2026, 90% of teachers will utilize FSGPT and Power Zone strategies during instructional time in their classrooms.

Performance Objective 2: Guiding Coalition and administrators will conduct regular walkthroughs to provide coaching and feedback on teacher positioning and engagement strategies. In addition, teachers will conduct internal rounds.

Evaluation Data Sources: DIW Data
Internal/External Walk Data

Strategy 1 Details	Reviews			
Strategy 1: At least 1 internal round will be conducted each quarter using the MMS Internal Round Form; calibration techniques will be used to ensure the internal rounds mirror district instructional rounds protocols. Strategy's Expected Result/Impact: Increase Power Zone and FSGPT percentage for DIW's Staff Responsible for Monitoring: Administration Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: By May of 2026, 88%+ of collaborative teams will be at a rating of developing or higher in all three PLCs domains: Focus on Learning, Collaborative Culture, Results.

Performance Objective 1: Collaborative teams will sustain a culture of continuous reflection, normed dialogue, and mutual accountability, as evidenced by team self-assessments, meeting protocols, and adjustment documentation.

Evaluation Data Sources: 9 week CT ratings
DCA, CA data
CT Meeting Agendas
Goal Setting

Strategy 1 Details	Reviews			
Strategy 1: Collaborative teams will provide targeted intervention and enrichment by rotating through student groups, ensuring instruction is rigorous, relevant, and responsive to students performing at the Approaches, Meets, and Masters levels (bubbles). Strategy's Expected Result/Impact: Distinction in Academic Growth Campus Target Overall Report Card Score--Increase from 92 to 95. Staff Responsible for Monitoring: Principal APs Department Heads Interventionists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: By May of 2026, 88%+ of collaborative teams will be at a rating of developing or higher in all three PLCs domains: Focus on Learning, Collaborative Culture, Results.

Performance Objective 2: Collaborative teams will consistently develop and monitor shared student learning goals and use common assessments aligned with standards.

Evaluation Data Sources: 9 week CT ratings
DCA, CA data
CT Meeting Agendas
Goal Setting

Strategy 1 Details	Reviews			
Strategy 1: MMS will reduce the academic achievement gap by 5% between Economically Disadvantaged, Emergent Bilingual, and Special Education student populations and the All Students group in all assessed areas by the end of the 2025-2026 school year through careful selection of students during CT time for flex assignments This mirrors the 4 PLC question model. Strategy's Expected Result/Impact: Increase student achievement across all student levels Distinction in Closing the Gaps Distinction in Academic Growth Staff Responsible for Monitoring: Principal APs Department Heads	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: By May of 2026, 95% of faculty are aware and implementing with fidelity the L.E.A.D. behavior matrix and standards.

Performance Objective 1: Faculty will implement the L.E.A.D. behavior matrix and standards with fidelity, as measured by classroom walkthrough data, student behavior referrals, and teacher self-assessment tools aligned to implementation expectations.

Evaluation Data Sources: Walkthrough Data
Reflection Sheets
Discipline Data
Announcements

Strategy 1 Details	Reviews			
Strategy 1: August & Mid-Year PD Sessions with Interactive Practice. Strategy's Expected Result/Impact: Decrease in discipline referrals (major), ISS, etc. Staff Responsible for Monitoring: Teachers Administrators Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Visible Posting and Classroom Integration Requirements. Strategy's Expected Result/Impact: Decrease in discipline referrals (major), ISS, etc. Staff Responsible for Monitoring: Teachers Administrators Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will submit announcements related to the LEAD matrix each week to acknowledge and recognize students for aligning with behavioral standards. Strategy's Expected Result/Impact: Fewer Office Referrals Increase in awareness of district behavioral standards (95%+) Positive School Culture Staff Responsible for Monitoring: Principal APs Behavior GC TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: By May of 2026, 95% of faculty are aware and implementing with fidelity the L.E.A.D. behavior matrix and standards.

Performance Objective 2: Faculty will demonstrate a clear understanding of the L.E.A.D. behavior matrix and standards through completion of training, participation in professional development sessions, and evidence of implementation in classroom routines and expectations.

Evaluation Data Sources: PD Implementation
Teacher Reflection
Walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be engaged in an interactive professional development (L.E.A.D. BINGO) incorporating strategies that relate to the disciplinary behavior matrix for the district. Strategy's Expected Result/Impact: Decrease in office referrals/major referrals Increase in parent contact with minor referrals Increased awareness of district behavior standards Increase awareness/reflection of student behavior Staff Responsible for Monitoring: Administration Behavior GC Counselors Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: By May of 2026, MMS attendance rate will be 97%+.

Performance Objective 1: Campus administrators and attendance clerk will implement 3+ strategies that help improve attendance at MMS. This will include attendance mentors, home visits, letters, and phone calls home.

Evaluation Data Sources: Daily Attendance Rates in Ascender
Phone Call Logs
Home Visit Logs (police officer)

Strategy 1 Details	Reviews			
Strategy 1: Attendance calls will be made to any student who has missed more than 3 days in a 3 week period. Strategy's Expected Result/Impact: Increased attendance Increased awareness from parents on the impact of attendance on student achievement Decreased in truancy referrals Staff Responsible for Monitoring: Administrators Attendance/PEIMS Clerk Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Home Visits to any students who have missed 4+ days in a month period. Strategy's Expected Result/Impact: Increase attendance, decrease truancy Staff Responsible for Monitoring: Campus Police Officer Administrators Attendance/PEIMS Clerk Counselors	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Mentors will be assigned to students who have demonstrated repetitive attendance issues over the past 3 years. Strategy's Expected Result/Impact: Increased attendance, decrease truancy Increased student-faculty connection Staff Responsible for Monitoring: Administrators Guiding Coalition Members Teacher Leadership Cohort Members Attendance/PEIMS Clerk Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: MMS will use an attendance incentive each quarter (ie: donut or popsicle party, fun flex). Strategy's Expected Result/Impact: Increased attendance, decrease truancy Increase culture/climate Staff Responsible for Monitoring: Administrators Teachers Counselors Attendance/PEIMS Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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