

Aledo Independent School District

Coder Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Ensuring 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: How We Teach: Delivery of Instruction

Performance Objective 1: Coder Elementary 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 Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
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 Administration & Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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 Administration & Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
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 Administration & Teachers	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Coder Elementary will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: Develop a Campus Behavior Guiding Coalition composed of administrators, teachers, support staff, and specialists. This coalition will meet monthly to review behavior data trends, monitor implementation of the L.E.A.D Matrix, and identify areas for reteaching or additional support. Strategy's Expected Result/Impact: By June 2026, behavior data trends show a decrease in repeated incidents and consistent reinforcement of the L.E.A.D Matrix in 95% of classrooms. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase parent and community awareness of the L.E.A.D Matrix to ensure consistency of expectations between home and school. Strategy's Expected Result/Impact: At least one parent communication per month (newsletter, social media post, or event) highlights L.E.A.D expectations Parent survey data shows increased awareness of campus behavior expectations by June 2026. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Reinforce the L.E.A.D Matrix by recognizing and rewarding students and classrooms who consistently demonstrate L.E.A.D behaviors. Strategy's Expected Result/Impact: 100% of classrooms use Coder Cash and/or reinforcement systems aligned to the L.E.A.D Matrix. At least one classroom or grade level is highlighted monthly through the L.E.A.D Spotlight. Walkthrough and observation data show consistent use of positive reinforcement across the campus by June 2026. Staff Responsible for Monitoring: Campus Administration and Behavior Guiding Coalition	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2026, 92% of Coder collaborative teams districtwide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Strategy 1 Details	Reviews			
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 districtwide 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			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2026, 96% of Coder collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Strategy 1 Details		Reviews			
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 districtwide 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			Summative
		Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2026, 91% of Coder collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Strategy 1 Details	Reviews			
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 districtwide 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			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Coder Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

Performance Objective 1: By May 2026, at least 90% of students in grades K-5 will participate in hands-on, inquiry-based learning experiences in the newly renovated science lab.

Evaluation Data Sources: Walkthrough data and observations

Strategy 1 Details	Reviews			
Strategy 1: Teacher integration of L.E.A.D expectations will be visible in lessons, and student engagement will be tracked through walkthrough data and observations. Strategy's Expected Result/Impact: An upward trend in engagement indicators such as student discourse, collaboration, and application of scientific thinking. Staff Responsible for Monitoring: Campus Administration & Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Coder Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

Performance Objective 2: By June 2026, campus leaders and teachers will implement a strategic communication plan to bridge the 2nd-to-3rd-grade readiness gap.

Evaluation Data Sources: Parent survey.

Strategy 1 Details	Reviews			
Strategy 1: Teacher Collaboration: Vertical Alignment CT's for teachers to align expectations, clarify grading practices, and share strategies for supporting students through the increased rigor. Strategy's Expected Result/Impact: Teachers will demonstrate greater consistency in instructional expectations, grading practices, and academic vocabulary across 2nd and 3rd grades. Students will show improved readiness for 3rd-grade standards, as evidenced by fewer academic gaps identified in BOY assessments and increased teacher confidence reported through CT feedback and walkthrough data. Staff Responsible for Monitoring: Campus Administration & Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Aligned Grading Rubrics & Communication: Develop rubrics and examples that translate 2nd-grade standards-based grades to 3rd-grade traditional grading, and share these with families so they understand expectations. Strategy's Expected Result/Impact: Families will have a clear understanding of grading expectations and student progress during the 2nd-to-3rd-grade transition. Teachers will use aligned rubrics and exemplars to ensure grading consistency across grade levels, resulting in fewer parent concerns about grading differences and increased accuracy in assessing student mastery of standards.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: "Moving on Up" Family Night: Host a spring event for 2nd-grade students and families to learn about 3rd-grade expectations, routines, and academic skills. The event will include interactive stations led by 3rd-grade teachers to build excitement and confidence for the transition. Strategy's Expected Result/Impact: At least 80% of 2nd-grade families will participate in the event. Post-event surveys will show increased family understanding of 3rd-grade expectations and reduced student anxiety about the transition, as reflected in positive feedback and improved student confidence noted in teacher observations at the start of the next school year.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Coder Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

Performance Objective 3: By December 2025, 100% of campus staff will participate in a PRIDE program overview training that clarifies the program's purpose, structure, and expectations, as well as each staff member's role in supporting students.

Evaluation Data Sources: Quarterly refreshers or reminders embedded in faculty meetings to reinforce consistency in language, expectations, and campus-wide support.

Strategy 1 Details	Reviews			
Strategy 1: Staff Training: Provide professional learning for all staff on disabilities that are typical in the PRIDE program, trauma responses, how disabilities manifest in the classroom, and we as educators can do to support. Strategy's Expected Result/Impact: Staff will engage in training and ongoing dialogue about the PRIDE program so that a shared culture of consistency and support is established campus-wide.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Coder Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

Performance Objective 4: By June 2026, Coder Elementary will increase the average daily attendance rate from 96 % to 97%, as measured by PEIMS attendance reports.

- Evaluation Data Sources:** PEIMS attendance reports (monthly and end-of-year)
- Onsuite/Ascender daily attendance data
- Campus attendance committee meeting notes
- Attendance intervention logs (parent contacts, conferences, letters)
- Comparison of 2024-2025 vs. 2025-2026 attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Attendance Awareness Week: Promote daily attendance through classroom activities, reminders, and incentives during Attendance Awareness Week to increase student awareness of the importance of regular attendance. Strategy's Expected Result/Impact: Students and families will demonstrate increased understanding of how consistent attendance supports learning.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Family Meeting Attendance Celebrations: Recognize the grade-level with the highest overall attendance rate during monthly family meetings to reinforce the value of showing up every day and engage families in supporting consistent attendance. Strategy's Expected Result/Impact: Students and staff will be motivated to improve daily attendance, resulting in measurable increases in overall attendance rates.	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				