# Willis Independent School District Meador Elementary 2023-2024 Improvement Plan



## **Mission Statement**

Our mission is to perpetuate life-long learning in a safe and engaging environment, while instilling the values of productive citizenship.

## Vision

William Lloyd Meador Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

## Value Statement

Every student, every Essential Standard.

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# **Comprehensive Needs Assessment**

## **Demographics**

**Demographics Summary** 

## 2022-2023 Campus Demographic Data:

Total Student Population (Fall PEIMS as of 5/10/2023): 617

-White: 68.07% -African American: 4.86% -Hispanic: 21.39%

-Economically Disadvantaged: 43.1% Sped: 8.91%

#### **Attendance Rate:**

Our attendance rate fluctuates between 94.5% to 95%. We celebrated the 2022-2023 school year with the highest attendance rate in the district at 95.7%. We stress the importance of daily school attendance throughout each nine weeks' grading period. The activities below have contributed to continued improvements with our attendance rate:

\*Kona Ice Celebration Days for perfect attendance each nine weeks are scheduled for the 2023-2024 school year.

- \*"Attendance Matters" classroom rewards for classes with perfect attendance.
- \*Daily Parent phone calls for students who are absent.
- \*Blanket all of our communication avenues to the parents with information about the importance of daily attendance each nine weeks.

#### **Demographics Strengths**

Our demographic strengths include:

- 1. Our growing diversity among our students due to new move ins into the Woodlands Hills Community.
  - 2. Our attendance zone is made up of communities within a 5 mile zone of Meador.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** STAAR Math 2023 showed lower growth data in 5th grade Math. **Root Cause:** The rigor of Tier One instruction on Math must be increased to move students to "Meets" and "Mastered on STAAR Math.

## **Student Learning**

#### **Student Learning Summary**

The 22-23 STAAR for grades 3-5 is online and has been redesigned. The STAAR redesign challenged students to respond to new question types, including using multiple online tools for math, multiple step problem solving, and extended constructed response in Writing. As a campus, we are looking into various tools and resources to help students prepare for the new response types within the classroom. As of June 2023, preliminary results from STAAR 2023 are available; however, final passing scores and final student results are tentative. Significant growth was seen from BOY to EOY 2023 on MAP Math/Reading/Science. **Below is the campus MAP Achievement Comparison Data from Fall 2022 to Spring 2023**:

MATH

READING

SCIENCE

**Student Learning Strengths** 

## **Student Learning Strengths:**

**Strength #1** Over the past two years, we have focused on students in Kinder-2nd grade reading on or above grade level before moving on to 3rd grade. We have incorporated decodable texts for our K-2nd students along with comprehension activities. As a campus, we believe students in the primary grades need to have a firm foundation in reading before moving to grades 3rd-5th. We also focused on targeted interventions for students who may struggle with the basics by implementing research based Tier 3 materials such as Heggerty Phonics, "Bridging the Gap," and LLI.

**Strength** #2- Our teachers in Grades K-5 embrace the idea that "they are ALL our students." Grade level teachers share students in and out of small group instruction and intervention groups during our W.IN. TIME- "What I Need Time."

**Strength#3-** All grade level teams meet and collaborate at designated times throughout the day and week. We decided as collaborative teams TO begin unit planning with looking at "Question 4" and developing learning targets and activities for extension/enrichment. Our goal is to grow students, in particular, those who have mastered the unit essential standards before beginning the unit, based on pre-assessment data (Please refer to the campus MASTER SCHEDULE in the addendum section).

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions Root Cause: Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

## **School Processes & Programs**

**School Processes & Programs Summary** 

Our grade level teams continue to work as collaborative teams with a focus on the 4 essential questions of a professional learning community. 2022-2023 MAP data showed areas of growth across subjects and grade levels. Language Usage is an area from EOY MAP that we will focus on for the upcoming school year to assist in students Meeting and Mastering STAAR Reading

Our 2023 campus goals are targeted to address areas in Language Usage.

## **Staff Recruitment and Retention:**

We are beginning the year with 7 teachers who are new to Meador. Our goal is to hire and support talented teachers throughout the school year with targeted professional development based on teacher/staff needs. We are planning to continue "Mindfulness" as a staff goal this year, which include celebrations of staff and monthly "check in" breakfasts with the principal to foster staff retention.

## **Curriculum & Instruction:**

This year, our grade level teams will continue to focus on the four essential questions of a professional learning community, with a focus on Questions 3 and 4.

- Strength #1: Great attention has been given to phonics and phonemic awareness, which has strengthened our students reading skills in preparation for comprehension activities/testing. Literacy in Kinder-2nd is a strength for our students.
- Strength #2: Our teachers have embraced the idea that "these are all our kids." Intervention time is used effectively throughout the grade level to reteach concepts and provide Tier 3 interventions to all students across each grade level.

**Problem Statements Identifying School Processes & Programs Needs** 

**Problem Statement 1 (Prioritized):** MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions Root Cause: Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

## **Perceptions**

#### **Perceptions Summary**

We have parents ready to sign up as volunteers and are looking forward to starting WATCH Dogs and Meador MOMS again this year.

On the staff side, a staff survey was sent twice in the 2022-2023 school. One survey was designed to get staff perceptions of our process and programs at Meador (Refer to staff survey results in the addendum section). Our second survey was to assist in a needs assessment of available resources as we make decisions for curriculum and instruction purchases in the upcoming school year.

#### **Perceptions Strengths**

Results from the staff survey show that most staff agree/strongly agree that we are making progress as a campus academically. The survey also shows that most staff agree/strongly agree that they feel supported by campus admin.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Staff retention was lower at the end of the 2022-2023 school year than the previous year. **Root Cause:** Insufficient support of teachers new to the campus from administration on a consistent basis.

# **Priority Problem Statements**

Problem Statement 1: MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions

Root Cause 1: Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

**Problem Statement 2**: Staff retention was lower at the end of the 2022-2023 school year than the previous year.

Root Cause 2: Insufficient support of teachers new to the campus from administration on a consistent basis.

**Problem Statement 2 Areas**: Perceptions

# **Comprehensive Needs Assessment Data Documentation**

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

#### **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

#### **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

#### **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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

#### **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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- · Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- · Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### Parent/Community Data

• Parent surveys and/or other feedback

• Parent engagement rate

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources dataStudy of best practices

# Goals

Revised/Approved: June 27, 2023

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

**Performance Objective 1:** At the end of the 2023-2024 school year, the percentage of 3rd, 4th, and 5th grade students who "Meet" on 2024 STAAR Math will increase by 5 pts or higher.

#### **HB3 Goal**

Evaluation Data Sources: Impact will be determined by the increase in student scores on the STAAR test.

2023 3rd Grade "Meets"- 56% Goal for 2024 3rd Grade "Meets"- 61% Goal for 2024 4th Grade "Meets"- 53% Goal for 2024 5th Grade "Meets"- 42% Goal for 2024 5th Grade "Meets"- 47%

Strategy 1 Details		Reviews						
Strategy 1: We will continue the Balanced Math framework in K-5th Classrooms.		Formative						
<b>Strategy's Expected Result/Impact:</b> Increase in percentage of students mastering essential standards in Math <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coaches	Nov	Jan	Mar	June				
TEA Priorities: Build a foundation of reading and math								
Strategy 2 Details	Reviews							
Strategy 2: Effective use of weekly collaborative time to identify and unwrap essential standards, create common	ntify and unwrap essential standards, create common Formativ	Formative						
assessments, review student data, identify effective interventions and collaborate on best practice strategies  Strategy's Expected Result/Impact: Increase in collective accountability for all students  Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches	Nov	Jan	Mar	June				
Strategy 3 Details	Reviews							
Strategy 3: We will use grade level built common assessments data to guide targeted interventions	Formative Sum				Formative			Summative
Strategy's Expected Result/Impact: Progress made on the following assessments Staff Responsible for Monitoring: Teachers	Nov	Jan	Mar	June				

Strategy 4 Details		Rev	views	
Strategy 4: We will provide targeted instruction through the use of small groups.		Formative		Summative
<b>Strategy's Expected Result/Impact:</b> Advancing in mastery of math concepts and progress being made on district and state assessments.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches				
TEA Priorities:				
Build a foundation of reading and math - Targeted Support Strategy				
Targetea Support Strategy				
Strategy 5 Details		_		
Strategy 5: We will continue to support and enrich student learning through the use of Exact Path, Study Island, Math	t learning through the use of Exact Path, Study Island, Math  Formative	Formative		
Seeds, and various other learning tools/platforms.  Strategy's Expected Result/Impact: Increase in use of technology to support instruction in the classroom	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, ICoach, Administrators				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
<b>Funding Sources:</b> Edmentum Online Resource- Exact Path and Study Island - ESSER, Math Seeds - Campus Activity Fund - \$3,000				
Strategy 6 Details				
<b>Strategy 6:</b> We will provide teachers support on best Tier 1 practices for classroom math instruction through the assistance		Formative		Summative
of the campus Math Coach.  Strategy's Expected Result/Impact: Improved Tier 1 instruction and less time in intervention/strategy groups for	Nov	Jan	Mar	June
students.				
Staff Responsible for Monitoring: Principal, Assistant Principal				
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math				
Funding Sources: Math Coach Salary - State Comp Ed - \$65,000				

Strategy 7 Details	Reviews			
Strategy 7: We will implement Braining Camp in grades 2nd-5th as an online source for math manipulatives and activities	Formative			Summative
aligned to the depth of knowledge and rigor of STAAR.	Nov	Jan	Mar	June
<b>Strategy's Expected Result/Impact:</b> Students will have multiple opportunities to work with the online tools and online platform in preparation for the redesigned STAAR online in the Spring.				
Staff Responsible for Monitoring: Math Coach, Principal				
Funding Sources: Braining Camp campus license and app - 199 - General Fund - \$650				
Strategy 8 Details	Reviews			
Strategy 8: We will implement Math Gel Pads, Giant Floor ten frames, and various other hands on manipulatives in grades	Formative			Summative
K-1 as a source for math manipulatives and activities aligned to the depth of knowledge and rigor of the grade level essential standards.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased math proficiency in grades Kind and 1st				
Staff Responsible for Monitoring: Math Coach, Admin				
TOTAL T.				
<b>Title I:</b> 2.4, 2.6, 4.1				
- TEA Priorities:				
Build a foundation of reading and math				
Funding Sources: Math Gel Pads - 211 - Title 1-A - \$500, Giant 10 Frames - 211 - Title 1-A				
Strategy 9 Details	Reviews			
Strategy 9: We will purchase and implement "Fast Focus for Math" for grades 3-5 to support mastery of essential standards		Formative		Summative
in Math.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of students at "Meets" and "Mastered" on STAAR Math		1		
Staff Responsible for Monitoring: Math Coach, Admin				
Title I:				
2.4, 2.5, 2.6				
Funding Sources: Fast Focus for Math - 211 - Title 1-A - \$2,070				

Strategy 10 Details		Rev	iews	
Strategy 10: We will purchase and implement "Countdown to Math for grades 3-5" to support mastery of math essential		Formative		Summative
standards	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of students at "Meets" and "Mastered" on STAAR Math Staff Responsible for Monitoring: Math Coach, Admin				
Title I:				
2.4, 2.5, 2.6				
<b>Funding Sources:</b> Countdown to Math - 211 - Title 1-A - \$2,370				
No Progress Accomplished — Continue/Modify	X Discon	tinue		_

**Performance Objective 2:** At the end of the 2023-2024 school year, the percentage of 3rd, 4th, and 5th grade students who "Meet" on 2023 STAAR Reading will increase by 5 pts or higher.

#### **HB3** Goal

**Evaluation Data Sources:** Impact will be determined by the increase in student scores on the STAAR test:

3rd Grade "Meets"- 62% Goal for 2024 "Meets"- 67% 4th Grade "Meets"- 55% Goal for 2024 "Meets"- 60% 5th Grade "Meets"- 63% Goal for 2024 "Meets"- 68%

Mar	<b>June</b>
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1	<b>Summative</b>
Mar	June
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Strategy 3 Details	Reviews			
Strategy 3: We will target instruction through the use of guided reading groups		Formative		Summative
<b>Strategy's Expected Result/Impact:</b> Advancing in reading levels and progress being made on district and state assessments	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches				
TEA Priorities: Build a foundation of reading and math				
- ESF Levers:				
Lever 5: Effective Instruction				
Strategy 4 Details		Rev	views	
Strategy 4: We will use software programs to support and enrich student learning		Formative		Summative
-Waterford -Exact Path -Study Island	Nov	Jan	Mar	June
-Reading Eggs				
Strategy's Expected Result/Impact: Increase in use of technology to support instruction in the classroom				
Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches				
TEA Priorities:				
Build a foundation of reading and math				
Funding Sources: Math Seeds - Campus Activity Fund - \$3,000, Reading Eggs - Campus Activity Fund - \$3,000				
Strategy 5 Details		Rev	views	
Strategy 5: Continue to meet weekly as collaborative teams to identify and unwrap essential standards, create common		Formative		Summative
assessments, review student data, identify extensions and effective interventions and collaborate on best practice strategies	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in collaborative problem solving Staff Responsible for Monitoring: Teachers, Administrators, Instructional coaches				
Stan Responsible for Monitoring. Teachers, Administrators, histractional coaches				
TEA Priorities:				
Build a foundation of reading and math				
Problem Statements: Student Learning 1 - School Processes & Programs 1				
Strategy 6 Details		Rev	views	
Strategy 6: Use of ELPS to target instruction for the EL students		Formative		Summative
Strategy's Expected Result/Impact: Increase in student outcomes	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Administrators	<b> </b>	+	1	+

		views	
Formative			Summative
Nov	Jan	Mar	June
	Rev	views	•
Nov	Formative Jan	Summative June	
	7 31-1		3,123
	Rev	iews	
	Formative	Summative	
Nov	Jan	Mar	June
	Nov	Rev Formative Nov Jan  Rev Formative	Reviews  Formative  Nov Jan Mar  Reviews  Formative

Strategy 10 Details		Rev	views		
Strategy 10: We will implement "Countdown to STAAR Reading," to support meeting and mastering STAAR Reading		Formative		Summative	
learning targets	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Increased numbers of students at "Meets" and "Mastered" on STAAR Reading					
Staff Responsible for Monitoring: Reading Coach, Admin					
Title I:					
2.4, 2.5, 2.6					
- TEA Priorities:					
Build a foundation of reading and math					
Funding Sources: Countdown to STAAR Reading - 211 - Title 1-A - \$2,385					
Strategy 11 Details		Rev	views		
<b>Strategy 11:</b> We will purchase and implement "STAAR Reading & Writing Gauntlet" for students in grades 3-5 to support	Formative			Formative Summative	Summative
students moving to "Meets" and "Mastered" on STAAR Reading	Nov	Jan	Mar	June	
<b>Strategy's Expected Result/Impact:</b> Increased number of students at "Meets" and "Mastered" on STAAR Reading and Writing.					
Staff Responsible for Monitoring: Literacy Coach, Admin					
Title I:					
2.4, 2.5, 2.6					
Problem Statements: Student Learning 1 - School Processes & Programs 1					
Strategy 12 Details		Rev	views		
Strategy 12: We will purchase and implement "Patterns of Wonder" for grades Kinder-1st and Writing "Fast Focus" to		Formative		Summative	
support students' weaknesses in writing	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Students being prepared in K-1 for writing expectations in 2nd-5th grades					
Staff Responsible for Monitoring: Literacy Coach, Admin					
Title I:					
2.4, 2.5, 2.6					
Problem Statements: Student Learning 1 - School Processes & Programs 1					
Funding Sources: Patterns of Wonder - 211 - Title 1-A - \$580, Writing Fast Focus - 211 - Title 1-A - \$1,845					
No Progress Accomplished Continue/Modify	X Discor	 ntinue			

## **Performance Objective 2 Problem Statements:**

#### **Student Learning**

**Problem Statement 1**: MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions **Root Cause**: Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

## **School Processes & Programs**

**Problem Statement 1**: MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions Root Cause: Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

**Performance Objective 3:** At the end of the 2023-2024 school year, the percentage 5th grade students who "Meet" on 2023 STAAR Science will increase by 8 pts or higher- FINAL RESULTS WILL BE AVAILABLE AUG 2023.

**Evaluation Data Sources:** Impact will be determined by the increase in student scores on the STAAR test:

2022 5th Grade STAAR Science "Meets"- 31.67%

2023 Goal for 5th Grade STAAR Science "Meets"- 40%- STAAR FINAL RESULTS WILL BE AVAILABLE AUG 2023.

Strategy 1 Details	Reviews			
Strategy 1: We will use hands on experiments in the classrooms. in grades Kinder-5th.	Formative			Summative
<ul> <li>Strategy's Expected Result/Impact: Increase of experiments in the classroom and improved performance by students on assessments. A Science lab rotation will also be implemented to engage students with hands on science experiments biweekly.</li> <li>Staff Responsible for Monitoring: Teachers, Administrators, instructional coaches, District coordinator for Science</li> <li>Funding Sources: Resources for weekly Science lab activities - 199 - General Fund - \$5,000</li> </ul>	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will use grade level common end of unit performance assessments	Formative			Summative
Strategy's Expected Result/Impact: Guaranteed and viable curriculum across the grade level Staff Responsible for Monitoring: Teachers	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: We will target academic science vocabulary for students in K-5th Grades.		Formative		Summative
Strategy's Expected Result/Impact: Increased comprehension of scientific concepts Staff Responsible for Monitoring: Math/Science Instructional Coach	Nov	Jan	Mar	June
No Progress Accomplished — Continue/Modify	X Discor	ntinue	•	•

Performance Objective 4: By the end of the 2023-24 school year, William Lloyd Meador Elementary will increase student attendance to 96.7%

Evaluation Data Sources: Impact will be determined by an increase in our daily attendance rate over the same period from the previous year

Strategy 1 Details	Reviews			
Strategy 1: An incentive will be given to all students with perfect attendance for the 9 week period	Formative			Summative
Strategy's Expected Result/Impact: Positive reinforcement of a desired action	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative team				
Funding Sources: Incentives - Local - \$2,000				
Strategy 2 Details	Reviews			<u> </u>
Strategy 2: Short term incentive programs called "Attendance Matters" will continue for individual classrooms	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative team				
Funding Sources: Rewards for attendance - Campus Activity Fund - \$2,000				
Strategy 3 Details	Reviews			
Strategy 3: After 3 consecutive absences, each parent/guardian will receive a phone call from the teacher regarding		Formative		Summative
attendance concerns	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance				
Staff Responsible for Monitoring: Principal and certified staff				
Strategy 4 Details		Reviews		
<b>Strategy 4:</b> After 5 total days of student absences, an administrator will personally phone the parent and an attendance letter		Formative Sun		
will be mailed home.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance				
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor				

Strategy 5 Details	Reviews				
Strategy 5: After 3 unexcused absences in a 4 week period, a letter quoting the state compulsory attendance law will be sent	Formative			Summative	
home to the student's parent or guardian	Nov Jan Mar				June
Strategy's Expected Result/Impact: Parent contacts the school, increased attendance					
Staff Responsible for Monitoring: Registrar					
Strategy 6 Details		·			
Strategy 6: After 8 unexcused absences, a second letter quoting the state compulsory attendance law will be sent home to	Formative			Summative	
the student's parent/guardian and truancy prevention measures will be created between the administrator and the parent/guardian	Nov Jan Mar			June	
Strategy's Expected Result/Impact: Parent contacts the school					
Staff Responsible for Monitoring: Registrar, Assistant Principals, Principal					
Strategy 7 Details					
Strategy 7: With a truancy plan in place, but with no improvement, the child's case will be referred to the court system		Formative		Summative	
Strategy's Expected Result/Impact: Parent contacts the school, increased attendance	Nov Jan Mar			June	
Staff Responsible for Monitoring: Assistant Principals, Principal, Registrar					
No Progress Continue/Modify	X Discor	ntinue	<u> </u>		

**Performance Objective 5:** By the end of the 2023-2024 school year, students in grades 1st-5th will make a year's growth progress on EOY MAP assessments in the areas of Math, Reading, and Language Usage.

Evaluation Data Sources: BOY, MOY, and EOY MAP data- Student Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: We will implement strategies, activities, and recommendations from the district collaborative teams, Math,		Summative		
Technology, and Literacy Coaches to campus grade level collaborative teams.	Nov	Jan	Mar	June
<b>Strategy's Expected Result/Impact:</b> A greater focus, resources, and opportunities for teachers to teach reading, math, grammar and the writing process.				
Staff Responsible for Monitoring: Literacy Coach, Math Coach, ICoach, Principal				
Title I:				
2.4, 2.6				
Funding Sources: Exact Path and Study Island - ESSER - \$9,000				
No Progress Continue/Modify	X Discon	tinue		1

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

**Performance Objective 1:** By the end of the 2023-24 school year, William Lloyd Meador Elementary will increase parent involvement opportunities by hosting informational nights and student programs to encourage parent engagement and involvement.

Evaluation Data Sources: Impact will be determined by the increased attendance this year over last year's events and an increase in the number of events hosted

Strategy 1 Details		Reviews			
Strategy 1: Communication extending invitations to participate in upcoming events will be displayed on the school website, district app, notes home, social media and the message board on the campus grounds	Formative			Summative	
	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Positive public relations and increased parent participation Staff Responsible for Monitoring: Principal					
Strategy 2 Details		Rev	views		
Strategy 2: The phone system will be used to communicate important information and invitations to participate in important	Formative			Summative	
school events in both English and Spanish	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Positive public relations and increased parent participation Staff Responsible for Monitoring: Principal					
Strategy 3 Details		Reviews			
Strategy 3: Each teacher will use Class Dojo as a major form of communication.		Formative			
Strategy's Expected Result/Impact: Positive public relations and increased parent participation	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Assistant Principal and campus staff					
Strategy 4 Details		Reviews			
Strategy 4: Parents will be represented on the CEIC		Formative		Summative	
Strategy's Expected Result/Impact: Collaborative problem solving	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Principal					
Strategy 5 Details		Reviews			
Strategy 5: A calendar of activities will be sent home monthly as well as a school newsletter every nine weeks with	Formative			Summative	
happenings for the past, present and future	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Positive public relations and increased parent participation Staff Responsible for Monitoring: Principal					

Strategy 6 Details		Reviews			
Strategy 6: Information for off-site resources (counseling, district parent center, community donors) will be available to all		Formative			
parents	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Positive parent relations					
Staff Responsible for Monitoring: Counselor					
Strategy 7 Details		Rev	riews		
Strategy 7: Family nights will be held for reading, math and science and will provide strategies to improve literacy and		Formative			
enrichment and extension of the skills learned in those classes	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Positive public relations and increased parent participation					
Staff Responsible for Monitoring: Principal					
ESF Levers:					
Lever 3: Positive School Culture					
Funding Sources: Food, Materials for Games and Activities for Family Nights - Campus Activity Fund - \$2,000					
Strategy 8 Details		Rev	riews		
Strategy 8: Continue the Watch D.O.G.S. and Meador M.O.M.S. programs to increase the opportunity for parental		Formative		Summative	
involvement on the campus	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Increased visibility of MOMS and WATCH DOGS on campus					
Staff Responsible for Monitoring: Principal, Assistant Principal					
ESF Levers:					
Lever 3: Positive School Culture					
<b>Funding Sources:</b> Parent Engagement: Food, shirts, enrollment fee into the WATCHDOGS program - Campus Activity Fund - \$1,000					
No Progress Accomplished — Continue/Modify	X Discor	ntinue			

Goal 3: All staff will be prepared to support student achievement.

**Performance Objective 1:** During the 2023-24 school year, the staff at William Lloyd Meador Elementary will meet the minimum requirements for professional development and increase the number of hours in each category by 15% as measured through certificates in Eduphoria.

**Evaluation Data Sources:** Impact will be determined by the level of implementation observed after participation in professional development as well as reflection conversations with their T-TESS appraiser

Strategy 1 Details		Reviews		
Strategy 1: We will provide training to the staff to review the use of TEK Resource documents and TExGUIDE documents  Strategy's Expected Result/Impact: Clearer understanding and increase use	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Coaches				
Strategy 2 Details	Reviews			
Strategy 2: We will provide training as needed to build skills in the use of MAP, DMAC, and Eduphoria.	Formative			Summative
Strategy's Expected Result/Impact: Documented use of Eduphoria, DMAC and MAP	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, district coordinators, instructional coaches				
TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math				
Strategy 3 Details	Reviews			-
Strategy 3: Modeling and coaching will be provided by the campus coaches to ensure effective implementation of Balanced		Formative		Summative
Literacy and Balanced Math	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in DRA scores and Common Assessment, increase in student growth				
Staff Responsible for Monitoring: Campus Administration, District Coordinators, Campus Coaches				
TEA Priorities:				
Build a foundation of reading and math				

Strategy 4 Details		Reviews		
Strategy 4: Continual training will be offered to hone skills for grade level teams who meet weekly to collaboratively plan,		Formative		
create common assessments, review data and identify interventions to support their struggling learners  Strategy's Expected Result/Impact: Improvement in interventions for identified students and decrease in achievement gap.  Guaranteed and viable curriculum	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Professional Development - 199 - General Fund - \$5,000, Training Materials - 199 - General Fund - \$500				
Strategy 5 Details		Rev	iews	
Strategy 5: Opportunities will be provided for staff to attend online and off-site professional development.		Formative		Summative
- Solution Tree -Lead4ward -ESC 6	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Registration documentation Staff Responsible for Monitoring: Principal  TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Training- Lead4ward August 4, 2022 - 211 - Title 1-A - \$2,000, Professional development Registration fees (Lead4ward, Solution Tree, etc) - 199 - General Fund - 5000				
Strategy 6 Details		Rev	iews	
Strategy 6: Additional books will be purchased for the professional library to provide extra resources for the staff		Formative		Summative
Strategy's Expected Result/Impact: Additional resources Staff Responsible for Monitoring: Principal	Nov	Jan	Mar	June
Funding Sources: - 199 - General Fund - \$500				
Strategy 7 Details		Reviews		
<b>Strategy 7:</b> Teachers will work collaboratively with administrators and campus coaches to reflect on their own practice through the T-TESS process		Formative		Summative
Strategy's Expected Result/Impact: Increase in coaching/modeling sessions Staff Responsible for Monitoring: Campus Coaches, Administrators	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: All instructional staff will attend campus and district professional development	Formative			Summative
Strategy's Expected Result/Impact: Reinforcement of instructional goals	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Funding Sources: Monthly PDs resources for campus after school trainings - 199 - General Fund - \$500				
Strategy 9 Details		Rev	iews	•
Strategy 9: PLC at Work staff development training will be provided to teachers to address Question #4 of a PLC, "What	Formative			Summative
Do We Do When They Already Know It?"	Nov	Jan	Mar	June
<b>Strategy's Expected Result/Impact:</b> Provide teachers strategies to extend learning for students who are in need of extension/enrichment.				
Increase in the number of students mastering STAAR Math/Reading/Science				
Staff Responsible for Monitoring: Principal				
Title I: 2.4, 2.5  - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: PLC at Work Training Sep. 18th - 211 - Title 1-A - \$19,500				
No Progress Accomplished Continue/Modify	X Discor	ntinue		

Goal 3: All staff will be prepared to support student achievement.

**Performance Objective 2:** During the 2023-24 school year the Meador Elementary Leadership Team will support teachers through coaching and modeling so by May 2024, all certified teachers will score Proficient or better on T-TESS.

Evaluation Data Sources: Impact will be determined by increased levels of student mastery on formative assessments

Strategy 1 Details	Reviews			
Strategy 1: The principal and assistant principal will meet weekly district walk-through requirements and aim for	Formative			Summative
completing our Meador list weekly  Strategy's Expected Result/Impact: Data Driven Decision making conversations with outcomes documented  Staff Responsible for Monitoring: Principal and Assistant Principal  TEA Priorities:  Recruit, support, retain teachers and principals	Nov	Jan	Mar	June
Strategy 2 Details		Rev	riews	•
Strategy 2: Specific and timely feedback will be given to the teachers through the use of Strive and personal coaching	Formative			Summative
Strategy's Expected Result/Impact: Documentation in Eduphoria Staff Responsible for Monitoring: Principal, Assistant Principal and Coaches  TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Nov	Jan	Mar	June
Strategy 3 Details		Rev	riews	
Strategy 3: Campus Leadership Team will meet weekly to review data collected and identify strategies to address area of		Formative		Summative
Strategy's Expected Result/Impact: Documented interventions with teachers Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor  TEA Priorities: Recruit, support, retain teachers and principals	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: A system for monitoring weekly lesson plans will be implemented with a process established for feedback	Formative			Summative
Strategy's Expected Result/Impact: Effective lesson plans aligned to the pacing guide Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor	Nov	Jan	Mar	June
Problem Statements: Perceptions 1				
Strategy 5 Details	Reviews			
Strategy 5: Campus Leadership Team will provide feedback to the collaborative teams through the use of the SIG		Formative		Summative
Strategy's Expected Result/Impact: Growth on grade level teams in the collaborative team process.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor				
TEA Priorities:  Recruit, support, retain teachers and principals				
Problem Statements: Perceptions 1				
Strategy 6 Details	Reviews			l
Strategy 6: Campus Leadership Team will identify exemplars in the classrooms and celebrate successes through the use of		Formative		Summative
SHOUTOUTS and various other celebrations	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Checking of email and cultivating a positive school atmosphere				
Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor				
Problem Statements: Perceptions 1				
No Progress Accomplished Continue/Modify	X Discor	ntinue	L	_ <b>L</b>

### **Performance Objective 2 Problem Statements:**

## **Perceptions**

**Problem Statement 1**: Staff retention was lower at the end of the 2022-2023 school year than the previous year. **Root Cause**: Insufficient support of teachers new to the campus from administration on a consistent basis.

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

**Performance Objective 1:** During the 2023-24 school year, 100% of funds allocated for instructional supplies and resources will be spent based on the recommendations of the school wide Leadership Team and/or the CEIC as reflected on budget reports.

Evaluation Data Sources: Impact will be determined by level of use and implementation in the classrooms

Strategy 1 Details		Rev	views	
Strategy 1: The Campus Education Improvement Committee (CEIC) will meet at least four times a year to discuss campus		Summative		
Strategy's Expected Result/Impact: Feedback gathered from all stakeholders Staff Responsible for Monitoring: CEIC		Jan	Mar	June
Strategy 2 Details		Rev	views	•
Strategy 2: The purchasing procedure for William Lloyd Meador elementary will follow the district guidelines		Formative		Summative
Strategy's Expected Result/Impact: Correct accounting procedures	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Strategy 3 Details		Rev	views	
Strategy 3: Title funds will be allocated through leadership recommendations and will follow the district guidelines	Formative			Summative
Strategy's Expected Result/Impact: Correct accounting procedures	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Leadership team and district accounting				
Strategy 4 Details		Rev	views	
Strategy 4: Activity funds will be monitored and dispersed through the year for a variety of school wide activities following		Formative		Summative
leadership recommendations and the district guidelines  Strategy's Expected Result/Impact: Correct accounting procedures		Jan	Mar	June
Staff Responsible for Monitoring: Principal, Leadership Team and district accounting				
No Progress Continue/Modify	X Discor	ntinue		1

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

**Performance Objective 1:** To ensure the safety of all students, the staff of William Lloyd Elementary will conduct 9 safety procedures meetings starting in August 2023 and ending May 2024.

### **High Priority**

Evaluation Data Sources: Impact will be determined by the lack of safety concerns on the campus

Strategy 1 Details		Rev	views		
Strategy 1: School wide safety rules reviewed, enforced and posted: playground rules, cafeteria rules, student car rider		Formative		Summative	
Strategy's Expected Result/Impact: Decrease in incidents Staff Responsible for Monitoring: Assistant Principal and campus staff		Jan	Mar	June	
Strategy 2 Details		Rev	views	•	
Strategy 2: Review the crisis response team and crisis management procedures, assign roles and update all staff two times a		Summative			
Strategy's Expected Result/Impact: Roles successfully filled in drills	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Assistant Principal					
Strategy 3 Details		Rev	views	<del>_</del>	
Strategy 3: Require that all visitors wear ID badges and staff will monitor and report suspicious situations and/or	Formative Su			Summative	
unauthorized people in the building  Strategy's Expected Result/Impact: 100% of adults in building identified	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Assistant Principal					
Strategy 4 Details		Rev	views		
Strategy 4: Monthly fire and/or tornado drills will be practiced by students and staff to ensure their safety		Formative		Summative	
Strategy's Expected Result/Impact: Successful drills Staff Responsible for Monitoring: Assistant Principal	Nov	Jan	Mar	June	

Strategy 5 Details		Rev	views	
Strategy 5: Review lock down procedures with the full staff		Summative		
Strategy's Expected Result/Impact: Successful procedure if necessary	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principal and Constables				
Strategy 6 Details		Rev	iews	
Strategy 6: Internal doors to all classrooms will be locked at all times when students are present		Formative		Summative
Strategy's Expected Result/Impact: All children safely behind locked doors	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Custodial Lead and Constables				
Strategy 7 Details		Rev	views	
Strategy 7: All staff will continually update the RAVE app and be reminded of its correct use at monthly faculty meetings.	Formative Sum			
Strategy's Expected Result/Impact: Clear understanding of the use of the Rave app	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal				
Strategy 8 Details		Rev	views	
Strategy 8: Communication between administrators, classrooms, and the front office will be strengthened through the use		Formative		Summative
of purchase and use of Mag One walkie talkies to increase the bandwidth for communication.	Nov	Jan	Mar	June
<b>Strategy's Expected Result/Impact:</b> Administrators and front office will be notified of any campus problem areas at a faster rate and more efficiently				
Staff Responsible for Monitoring: Administrators				
Funding Sources: 8 additional MagOne walkie talkies - 199 - General Fund - \$2,500				
No Progress Accomplished — Continue/Modify	X Discor	ntinue	1	_ I

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

**Performance Objective 2:** By the end of the 2022-23 school year, the students will have received mental health and wellness lessons through district approved Counseling resources.

Evaluation Data Sources: Lessons delivered, weekly schedule

Strategy 1 Details		Rev	views		
Strategy 1: Through the Character Strong curriculum, teachers will learn and teach social emotional skills to meet the social		Formative		Summative	
Strategy's Expected Result/Impact: Increase in the number of students addressed through personal conversations with teachers and staff Staff Responsible for Monitoring: Principal, PBIS team, Counselor		Jan	Mar	June	
Strategy 2 Details		Rev	views	•	
Strategy 2: Counselor will pull small groups to address social emotional support needed.		Formative		Summative	
Strategy's Expected Result/Impact: Increase in coping skills being built Staff Responsible for Monitoring: Principal, counselor		Jan	Mar	June	
Strategy 3 Details		Rev	views		
<b>Strategy 3:</b> Tri-County Counseling Services information will be given to parents and/or guardians when a need is identified		Formative		Summative	
or when advice is requested by the parent/guardian  Strategy's Expected Result/Impact: Increase in the number of students being serviced  Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Nov	Jan	Mar	June	
Strategy 4 Details		Rev	views		
Strategy 4: Staff Behavior Coalition will meet once a month to review campus discipline data, make recommendations for		Formative		Summative	
Tier 3 strategies for problem students, and update/recommend changes to our PBIS incentives/Meador Money store  Strategy's Expected Result/Impact: Decrease in discipline referrals and more exemplars of good behavior	Nov	Jan	Mar	June	

throughout the building. <b>Staff Responsible for Monitoring:</b> Administrators, Behavio	Coalition Members			
ESF Levers: Lever 3: Positive School Culture Funding Sources: Incentives for the Meador Money Store -	Campus Activity Fund	- \$3,000		

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 36 % to 46 % by August 2024.

-3rd Grade "Meets" percentage for 2022- 57.14%

**Performance Objective 1:** The percent of K students that score on grade level or above in Reading on the EOY DRA assessment will increase from 50% to 80% by June 2024.

#### **HB3 Goal**

**Evaluation Data Sources:** End of Year DRA reading levels for kindergarten students

Strategy 1 Details	Reviews			
Strategy 1: Daily Classroom use of Heggerty Phonics to build Phonemic Awareness		Formative		Summative
Strategy's Expected Result/Impact: Stronger foundation in reading before moving into 3rd grade.		Jan	Mar	June
Staff Responsible for Monitoring: Literacy Coach, Principal				
Title I:				
2.4, 2.6				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 36 % to 46 % by August 2024.

-3rd Grade "Meets" percentage for 2022- 57.14%

**Performance Objective 2:** The percent of 1st grade students that score on grade level or above in Reading on the EOY DRA assessment will increase from 50% to 85% by June 2024.

### **HB3 Goal**

**Evaluation Data Sources:** End of the Year DRA reading levels of 1st grade students.

Strategy 1 Details	Reviews			
Strategy 1: Daily use of Heggerty Phonics resource to build phonemic awareness.		Summative		
Strategy's Expected Result/Impact: Stronger foundation in reading before moving into 3rd Grade Staff Responsible for Monitoring: Literacy Coach, Principal	Nov Jan Mar Ju		June	
Title I: 2.4, 2.6				
No Progress Accomplished Continue/Modify	X Discon	tinue		

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 36 % to 46 % by August 2024.

-3rd Grade "Meets" percentage for 2022- 57.14%

**Performance Objective 3:** The percent of 2nd grade students that score on level or above in Reading on the EOY MAP assessment will increase from 30% to 50% by June 2024

### **HB3** Goal

**Evaluation Data Sources:** End of the MAP Reading growth data for 2nd grade students

Strategy 1 Details	Reviews			
Strategy 1: Daily Implementation of Heggerty Phonics in the classroom for building of phonemic awareness.		Summative		
Strategy's Expected Result/Impact: Stronger foundation in reading before moving into 3rd grade.  Staff Responsible for Monitoring: Literacy Coach, Principal	Nov	Jan	Mar	June
Title I: 2.4, 2.6				
No Progress Accomplished — Continue/Modify	X Discon	tinue		•

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 46% to 54% by June 2024.

-2022 3rd Grade Math "Meets"- 57.02%

**Performance Objective 1:** The percent of K students that meet or exceed grade level projected growth on EOY TEMI Student Growth will increase from 36% to 46% by June 2024

**HB3 Goal** 

**Evaluation Data Sources:** EOY Math TEMI student growth data for kinder students

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 46% to 54% by June 2024.

-2022 3rd Grade Math "Meets"- 57.02%

**Performance Objective 2:** The percent of 1st grade students that meet or exceed grade level projected growth on EOY Math MAP Student Growth will increase from 49% to 56% by June 2024.

#### **HB3 Goal**

**Evaluation Data Sources:** EOY Math MAP student growth data for 1st grade students.

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 46% to 54% by June 2024.

-2022 3rd Grade Math "Meets"- 57.02%

**Performance Objective 3:** The percent of 2nd grade students that meet or exceed grade level projected growth on EOY Math MAP assessment will increase from 33% to 46% by June 2024.

### **HB3 Goal**

**Evaluation Data Sources:** EOY Math MAP Student Growth data for 2nd grade students.

## **Title I Personnel**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Candy Hudak	Instructional Coach	Title I	100
Lacy Taylor	Instructional coach	Title I	100
Shae Robinson	Technology Innovation Coach	Title I	100

# 2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Tamara Good	Principal
Non-classroom Professional	Lacy Taylor	Literacy Coach
Non-classroom Professional	Candy Hudak	Math coach
Classroom Teacher	Allie Britt	1st Grade Teacher
Classroom Teacher	Susan Wilkins	Kindergarten Teacher
Classroom Teacher	Carla Cobb	4th Grade Teacher
Classroom Teacher	Brittney Watson	5th Grade Teacher
Classroom Teacher	Latonya Youngblood	Sped Teacher
Parent	Tiah Sees	PTO President
Community Representative	David Walker	Parent and Community Member
Non-classroom Professional	Renee Barnard	ICoach
Administrator	Micah Surface	Assistant Principal
Non-classroom Professional	Anna Payne	Counselor

# **Campus Funding Summary**

			199 - General Fund		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Braining Camp campus license and app		\$650.00
1	2	2	StoryWorks		\$6,500.00
1	3	1	Resources for weekly Science lab activities		\$5,000.00
3	1	4	Professional Development		\$5,000.00
3	1	4	Training Materials		\$500.00
3	1	5	Professional development Registration fees (Lead4ward, Solution Tree, etc)	5000	\$0.00
3	1	6			\$500.00
3	1	8	Monthly PDs resources for campus after school trainings		\$500.00
5	1	8	8 additional MagOne walkie talkies		\$2,500.00
		•		Sub-Total	\$21,150.00
			State Comp Ed		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Math Coach Salary		\$65,000.00
1	2	9	Literacy Coach Salary		\$65,000.00
				Sub-Total	\$130,000.00
			211 - Title 1-A		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Giant 10 Frames		\$0.00
1	1	8	Math Gel Pads		\$500.00
1	1	9	Fast Focus for Math		\$2,070.00
1	1	10	Countdown to Math		\$2,370.00
1	2	10	Countdown to STAAR Reading		\$2,385.00
1	2	12	Patterns of Wonder		\$580.00
1	2	12	Writing Fast Focus		\$1,845.00
3	1	5	Training- Lead4ward August 4, 2022		\$2,000.00
3	1	9	PLC at Work Training Sep. 18th		\$19,500.00

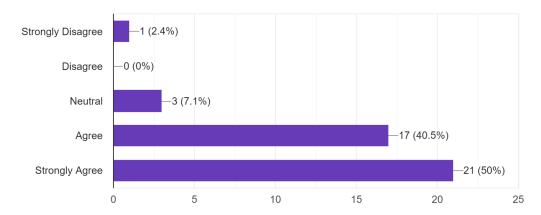
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<u> </u>		!		Sub-Total	\$31,250.00
			Local		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Incentives		\$2,000.00
				Sub-Total	\$2,000.00
			ESSER		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Edmentum Online Resource- Exact Path and Study Island		\$0.00
1	5	1	Exact Path and Study Island		\$9,000.00
				Sub-Total	\$9,000.00
			Campus Activity Fund		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Math Seeds		\$3,000.00
1	2	4	Math Seeds		\$3,000.00
1	2	4	Reading Eggs		\$3,000.00
1	4	2	Rewards for attendance		\$2,000.00
2	1	7	Food, Materials for Games and Activities for Family Nights		\$2,000.00
2	1	8	Parent Engagement: Food, shirts, enrollment fee into the WATCHDOGS program		\$1,000.00
5	2	4	Incentives for the Meador Money Store		\$3,000.00
			•		

## **Addendums**

## 2022-2023 STAFF SURVEY RESULTS:

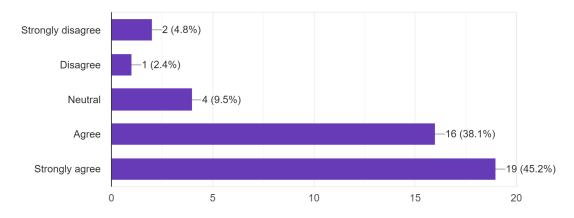
Our campus is focused on improving student achievement.

42 responses



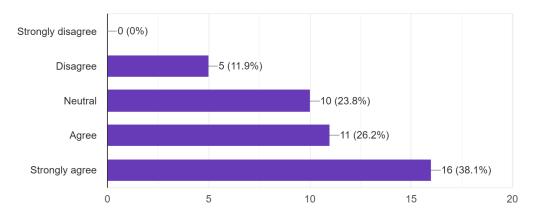
I feel supported with implementing instructional strategies in the classroom.

42 responses



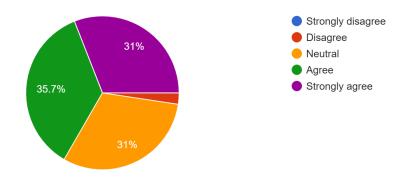
## I feel supported with discipline and behavior management on campus.

42 responses

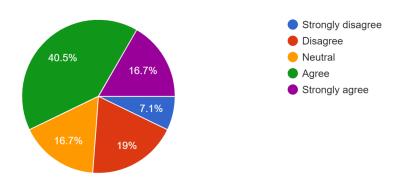


## The campus communicates effectively with parents and the community.

42 responses

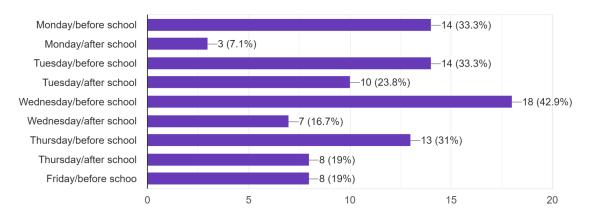


# Campus Administration communicates information to staff clearly and in a timely manner. 42 responses



## What Days/Times work best for Professional Development?

42 responses



## **MES COLLABORATIVE TEAM TIMES 23-24:**

Grade Level:	CT #1:	Time:	ROOM:	CT #2:	Time:	ROOM:
Kindergarten:	Thursday	7:30-8:20 am	806	Monday	12:30-1:15 pm	TL
1st Grade:	Wednesday	7:30-8:20 am <b>TL</b> M		Monday	2:00-2:45 pm	806
2nd Grade:	Thursday	7:30-8:20 am	TL	Monday	1:15-2:00 pm	806
3rd Grade:	Tuesday	7:30-8:20 am	TL	Thursday	10:05-10:50 am	806
4th Grade:	Tuesday	7:30-8:20 am	806	Thursday	9:15-10:00 am	TL
5th Grade:	Wednesday	7:30-8:20 am	806	Monday	3:05-3:40 pm	TL
Sped	Wednesday	7:30-8:20 am	TL	Friday	7:45-8:15 am	TL
Specials	Tuesday	8:30-9:15 am	806			
Faculty Meetings	Monday	7:35-8:05 am	LIBRARY	1st Monday of every month		
Guiding Coalition Mtgs.	Monday	7:35-8:05 am	806	3rd Monday of every month		
Behavior Coalition Mtgs.	Monday	7:35-8:05 am	806	2nd Monday of every month		
Team Leader	Monday	7:35-8:05 am	806	4th Monday of every month		
ARD Mtgs/Staffings /504s:	TUESDAYS WEDNESDAYS					

TIME:	KINDER:	TIME:	1ST GRADE:	TIME:	2ND GRADE:
					SEL Time/Guidance Lessons
8:25-10:30	SEL/RLA/SS-130 min	8:25-11:25	SEL/RLA/SS- 180 min	8:25-8:40	15 min
10:30-10:55	RECESS	11:25-12:00	Lunch 11:25-11:55: Britt/Sparks/Brandt 11:30-12:00: Hoglund/Shoffner	8:40-11:05	RLA/SS-190 min
, 10:55-11:30	LUNCH 10: 5-11:25 Hoyt/Gordon 11:00-11:30: Wilkins/Morning/TBD	12:00-12:30	RECESS	11:05-11:40	LUNCH 11:05-11:35: Gross/Walker/Lawler 11: 10-11:40: Somerville/Marshall/Buck
11:30-12:30	RLA/SS/WIN Reading Int60 min	12:30-1:00	WIN 30 min	11:40-12:10	RECESS
			MATH/SCI BLOCK 60		
12:30-1:15	SPECIALS 45 min	1:00-2:00	min	12:10-12:40	WIN 30 min
1:15-3:50	MATH/SCIENCE BLOCK 125 min	2:00-2:45	SPECIALS 45 min	12:40-1:15	MATH/SCIENCE BLOCK 35 min
			MATH/SCI BLOCK 65		
		2:45-3:50	min	1:15-2:00	SPECIALS
				2:00-3:50	MATH/SCIENCE BLOCK 110 min
TIME:	3RD GRADE:	TIME:	4TH GRADE:	TIME:	5TH GRADE:
8:25-8:45	SEL Time/Guidance Lessons 20 min	8:25-8:45	SEL Time/Guidance Lessons 20 min	8:25-8:45	SEL Time/Guidance Lessons 20 min
8:45-10:05	BLOCK ONE 80 min	8:45-9:15	BLOCK ONE 30 min	8:45-11:10	BLOCK ONE 145 min
10:05-10:50	SPECIALS	9:15-10:00	SPECIALS 45 min	11:10-11:40	Tier 2: WIN 30 min
10:55-11:30	Tier 2: WIN 30 min	10:00-11:30	BLOCK ONE 90 min	11:40-11:45	SWITCH
	LUNCH 11: 35-12:05: mmons/Walker/Truitt 11:40-12:10: ODell/Jenkins/Woody	11:30-12:00	Tier 2: WIN 30 min	11:45-12:10	BLOCK TWO 25 min
			UNCH		
12:10-1:00	BLOCK ONE 50 min	12:00-12:35	12:00-12:30: Cobb/Hamrick 12:05-12:35: Greenleaf/Burks/Tuck	12:10-12:45	LUNCH 12:10-12: on/Young/Robinson 2:15-12:45: Kolev/McAlister
1:00-1:05	SWITCH	12:35-12:55	BLOCK ONE 20 min	12:45-1:15	RECESS 30 min
1:05-3:15	BLOCK TWO 130 min	12:55-1:00	SWITCH	1:15-3:05	BLOCK TWO 115 min
3:15-3:45	RECESS 30 min	1:00-1:30	RECESS 30 min	3:05-3:45	SPECIALS 45 min
3.13-3.43		1:30-3:50	BLOCK TWO 140 min		

7/11/2023

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	Are you planning to return for the 2023-2024 school	If you are returning, what would be your first choice for grade level preference?						Support Staff/Paraprofessionals						
Email Address	2023-2024 school year?	choice for grade level preference?	2nd Choice for Grade Level:	3rd Choice for Grade Level:	Please share one or two things we do well as a campus:	Please share one or two things we need to improve as a campus:	Any additional feedback:	Only: Which area would you prefer for next year:						
					I liked how everyone was very big on self care and making sure all employees are okay. I also loved the behavior support I got from the behavior coach.	I would have liked some scheduled time for us to try out and mess with resources that were given to us or shared with us. I feel like I had a million great resources thrown at me the understanding the treatment of the transfer of the treatment								
Imaurer@willisisd.org	No	Kinder	Kinder	Kinder	employees are okay. I also loved the behavior support I got from the behavior coach.	me but never enough time to actually look at them and figure out how to incorporate them into my lessons.								
							Other surrounding school districts don't have paras teaching a class by themselves. I think it is unfair to expect an aide to teach and deal with all							
ahaefner@willisisd.org	Unsure	Specials	Specials	Specials	keeping the kids safe	Better pay and treat everyone as an equal	Other surrounding school districts don't have paras teaching a class by themselves. I think it is unfair to expect an aide to teach and deal with all the behavioration or aide pay. This is why I probably won't be coming back. I am sending an email volcing my concerns to the district and if the pay isn't increased, I won't be coming back.							
unucincing/ministrating	Undure	Орисказ	Opeciais	Оресния		After school bus duty time commitment: Each day, a bus or two arrives passed 4:15	and each grade level has taken turns staying after 4:15 weekly.							
						2. Communication: Sometimes it is unclear of the expectations. (i.e. lesson plans, aco	ommodations for school testing, etc.). A lot of times it seems like we are all of	n different pages as far as what we u	nderstand is expected or	needed to know.				
					Parental involvement									
bchaplin@willisisd.org bemswiler@willisisd.org		Third First	Third Second	Fourth Kinder	Positivity overall: positive reinforcement system, positivity of the staff to Support the teachers both personally and academically.	Bus dismissal.								
jshoffner@willisisd.org	Unsure	First	Second	Kinder	We support each other well and always do what is best for our students. \	The day is really long and at the end of it, it's a lot to expect students to sit still on a ha	if it would be great if we could get PD credit for sponsoring a club with all the	extra work and time that goes into it.	Overall, Meador is a war	rm, happy place to be. The	ank you for all you do to m	ake it that way!		
kcolemangobert@willisisd.org	Unsure	Fourth	Fourth	Fifth	The campus does well with positive reinforcements to students and paren	t The campus needs improvement on communicating clearly and directly with campus to	wide expectations with students and teachers. Then, finding a way to make s	ure every person is held accountable	for those expectations.					
					We are positive, and show our positivity to others. We reward those who	Better communication. A weekly agenda - with each day written and allil the meetings listed (as well as the names of the people who need to attend) are necessary, so things don't fall through the cracks. I feel like I am always asked to								
sburks@willisisd.org	Unsure	Fourth	Third	Second										
					Admin does a great job backing their teachers when it comes to parent conflicts/ concerns. Thank you!!	direction of infection of control to Sociolocatily on simple at the test in infection of control the second of the								
					WIN time the resources, sharing of kids, older peer tutors all help make intervention successful.	who stay late many days past contract time, especially when all other staff on duty are finished. There has to be a way at transportation to reroute busses to allow an on								
abritt@willisisd.org	Yes	First	Second	Kinder			The Meador store worked wonderful this year having it during breakfast!							
						Bus duty-								
						Car rider duty-								
						IDMs vs. Eduphoria vs. grade books vs. DMAC vs. learning continuum's We're moving data around from other platforms to IDMs which takes away from the planning that would address the deficits.								
						planning that would address the deficits.  We started building tests in eduphoria to make data readily available by TEKS, that								
						we started building tests in edupnoria to make data readily available by TERS, that can be seen from year to year. This is a valuable tool that could be utilized year over year with proper training.	Elementary teacher should have phones in their classrooms, this would allow parents to go directly to teacher voicemail and free up the office for							
						year man proper maning.	school wide concerns. Or give teachers their grade-level workrooms back which have phone lines and storage for grade levels to store shared							
arobinson@willisisd.org bmarshall@willisisd.org	Yes Yes	Fifth First	Sped Second	Kinder	We're committed to growing students. See to the needs of our students	I can't think of anything	material freeing up room in our classrooms.							
one a langwinsta.org	rea	1 1145	Occuliu	NIUE			The problem with the buses is having ALL the buses go to Roark. This is							
					Data	After school bus duty has been a problem all year. The buses are consistently arriving after 4:15. We are not out of bus duty until 4:30-4:45. This might not seem like a big deal. However, if you times that by five days a week, all year, the time adds up.	what is causing the buses to be so late. We teel the solution is to have one bus pick up all the Roark kids and bring them to Meador. The Roark kids are not off the bus and come in the Meador confeter and into their							
bsparks@willisisd.org	Yes	First	First	First	Reading Groups	deal. However, if you times that by five days a week, all year, the time adds up.	bus line. Then, all the buses would be on time!!!!							
bwatson@willisisd.org	Yes	Fifth	Fifth	Fifth	CT time, MES Website	Splitting classes I feel like we could benefit from much more support staff to work with SPED students in	I would love to be team leader again.  n class. We have gone weeks without support staff for SPED students. With	more support staff we could space th	e students out more inste	ead of putting all in one cla	155.			
ccobb@willisisd.org	Yes	Fourth	Fourth	Fifth	Family feeling, staff working well together, positive feeling									
					Safety of students	Communication consistency across grade levels with planned events, district info, testing guidelines/instructions, accommodations (giving too much assistance/guidance)								
chsimmons@willisisd.org cshugart@willisisd.org	Yes Yes	Third Sped	Fourth Sped	FIIUI	Attendance	Cafeteria lunches.	This is out of our control but bus arrival times after 4:15							
					I think we do well at CT's and Data Digs, which helps in planning our	I think it would be great at the beginning of year staff days, if we could have a couple of days to do 9 week or a semester of planning. I feel as if we do not have enough time to plan as we really need to.								
cyoung@willisisd.org djohnson@willisisd.org	Yes Yes	Fifth Sped	Fourth Sped	Third Sped	small groups.	time to plan as we really need to.  Communication when there is something going on it is very quiet and not shared with	atelli and communication on baba iron on unit							
ehoglund@willisisd.org	Yes	Specials	Specials	Specials		Communication	sall and communication on behaviors as west							
gpadgitt@willisisd.org	Yes	Sped	Sped	Sped	open communication and willing to listen to others	nothing at this time  1. Duty rotations.								
haardan@willisisd.org	Yes	Kinder	First	Kinder	2 Different incentives for the kids	Making sure students are eating healthy food first, then snacks and ice cream. Ice of	ream should be a reward for eating real food. They are just eating junk for for	ood and in result having bad behavior	throughout the day. Pare	ents should be able to con	trol what their kids are spe	ending their money on.		
					Hove how organized admin is! I especially appreciate how "on top" of it Mrs. Good is with upcoming dates! She always does a GREAT job of providing her staff important dates! IM ADVIANCE! It allows her staff to plan accordingly and not feel like there are any surprises.									
					providing her staff important dates IN ADVANCE! It allows her staff to plan accordingly and not feel like there are any surprises.									
					I also love how Meador maintains their RTI data. It allows the	Suggestion - Use the resources (targeted lessons) in MAP to ensure students are receiving meaningful, targeted interventions in their areas of need, rather than								
jedmiston@willisisd.org	Yes	Sped	Sped	Sped	which in turn allows staff to understand the students needs.	receiving meaningful, targeted interventions in their areas of need, rather than general or vague interventions.								
jgross@willisisd.org	Yes	Second	Third	Second	Lots of support from admin and teachers.	N/A  I feel as though the communication across the board can improve. I feel like I do not								
					I feel like our campus is very welcoming and the people here are absolutely wonderful to work with.	I feel as though the communication across the board can improve. I feel like I do not always know what is exactly going on due to others around me being on different pages of expectations. For example, I would like clarity on expectations such as								
jquiroz@willisisd.org	Yes	Third	Third	Second		lesson plan requirements.  The bus situation needs help with the buses arriving so late. The kids at the pre-k								
					parent contact.	campus are being picked up first and its making some of the buses late. We have been having to stay late as teachers and students. Something needs to change with								
kawalker@willisisd.org	Yes	Second	Fourth	Third	The Meador Store  Walk through feedback is very appreciated. Also during CT Like when	the buses showing up on time.	I have enjoyed my 1st year here at Meador:)							
kjenkins@willisisd.org	Yes	Third	Fourth		to do and it is acknowledged. :)	I wish we vertically aligned more. Hearing what the grade level above and/or below needs from us so we are prepared and are preparing our students for the next level or utilizing what is being used from the previous grade to continue to close gaps.								
kkolev@willisisd.org	Yes	Fifth	Fourth	Third	This campus strives for excellence in preparing students for life-long learning by providing a sound academic foundation.	I am not aware of any genuine improvements. Great campus!								
						Busses need to show up on time. It isn't fair for the students or the teachers to stay as late as they do. Contract ends at 4:15 and teachers need to be able to go home at								
kmiddleton@willisisd.org lglass@willisisd.org	Yes Yes	First Sped	Fourth Sped			that time.  Decorum class within the staff								
,g		.,			One Team - I've never approached anyone in the school that wasn't willing to share an idea, provide an example/demonstration, lend a hand.		We have strong supportion leadership from any administration							
mholland@willisisd.org	Yes	Second	Third	First	willing to share an idea, provide an example/demonstration, lend a hand, or show support in any way for the greater good of our students and our school	Sometimes it feels we are not all on the same page regarding curriculum questions and procedures. But there has definitely been improvement in this area. I wide to enable the same of SEPD students in I wide we could have more SEPD students in	excellent, supportive front staff. People treat each other with professionalism and kindness.							
modell@willisisd.org	Yes	Third	Third		CTs, our grade level gets along and works together so well. Positive feedback is given often. Admin and coaches are very supportive.	and procedures, but there has definitely been improvement in this area.  I wish we could have more SPED staff. Sometimes the amount of SPED students in one class can feel overwhelming.								
rhamick@willisisd.org		Fourth	Third	Fifth	Positive reinforcement but I think it should be only once a month for the	one class can reel overwreiming.  Hold more people accountable but not micromanage them.								
mainnoxigwillsisd.org	res	rounn	nard	ritti	sure.	Hold more people accountable but not micromanage them.  Training at the beginning of the year for new teachers on Gradebook, MathSeeds and Reading Eggs, and the other programs we need to use. Refreshers for returning								
						teachers.								
						Buses in the afternoon. Students have to wait for long periods of time for the bus to arrive to take them home. It is hard with the buses having to pick up kids clear across								
slawler@willisisd.org	Yes	Second	First	Third										
swilkins@willisisd.org	Yes	Kinder	Kinder	First	I appreciate the support for family being first and allowing us to take off when we need to.	Being consistent with expectations - entering data, , sponsoring a club. / helping with an after school program- can this also go towards PD hours if needed?	Thank you for being supportive and positive!							
transport Rudlining and	Ver	Sped	Sped	Sped	Communication is great with shalf	Have regular teachers and staff to take sped trainings as well and be more hands on to help any one from the sped department.	our surrous maintenance is very poor our playground and outside there is lots of trash. If we can have every grade level to recycle and help our environment to stay clean.							
tgaspar@willisisd.org thoyt@willisisd.org	Yes	Kinder	Kinder	Kinder	All the different ways PD is offered for hours	Time to look at and go through all the resources we have as a team at the beginning of	if the year							
tsmith@willisisd.org tsnoe@willisisd.org	Yes Yes	Sped Specials	Sped Specials	Sped Specials	Support each other Keeping things upbeat and promoting a positive environment	Communication to new staff Better General Communications- office staff	I love it here!!  Meador is better because of all who enable their inner lights to shine!							
vjohnson@willisisd.org	Yes	Sped	Fourth	Third		Communication and teacher coverage/sped paras	wanting to pursue something with my masters/admin position of some sort just not sure what that'd look like							
cgreenleaf@willisisd.org	Yes	Fourth	Fourth	Fifth	We celebrate together.	Communication  Communication	year on the state of the state							
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	Are you planning to return for the to 2023-2024 schools for grade years were preferred by your first the preferred												
	A	If you are											
	to return for the	would be your first						Support Staff/Paraprofessionals					
Email Address	2023-2024 school	choice for grade level preference?	2nd Choice for Grade Level	3rd Choice for Grade Level:	Please share one or two things we do well as a campus:	Please share one or two things we need to improve as a campus:	Any additional feedback:	Support Staff/Paraprofessionals Only: Which area would you prefer for next year:					i i
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