

Willis Independent School District



Meador Elementary

Accountability Rating: B

2025-2026 Campus 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

Summary

2024-2025 Campus Demographic Data:

Total Student Population: 706 students

-Economically Disadvantaged: 37.96% %

At-Risk: 12.04%

-Emergent Bilingual: 2.83%
95.55%

Attendance Rate:

Attendance Rate:

Our attendance rate increased this year from 94% to an average of 95.55%. We stress the importance of daily school attendance throughout each nine weeks' grading period. This year, we took a very active role in contacting parents via phone and letter once the threshold for absenteeism was met. Parents received a phone call and letter once a student was absent from school 5 or more days within the nine weeks' period. Meetings with our community attendance liaison, Ben Blair, and parents were instrumental in helping to reinforce the state mandatory attendance requirements. In addition, we continued to support our attendance efforts with incentives that were provided each nine weeks:

- *Kona Ice Celebration Days for perfect attendance each nine weeks.
- *"Attendance Matters" classroom rewards for classes with perfect attendance.
- *Parent phone calls for students who are absent.
- *Student engagement in the classroom.

Strengths

Our demographic strength as a campus include the following:

- *Diversity of our students and staff.
- *Academic support for students with various interventions through Response to Interventions (RTI).
- *Targeted focus on ur gifted and talented students (GT). Our GT students are clustered together in grade level pods and are supported through GT extension projects and choice activities that extend beyond the curriculum.:

STUDENT DEMOGRAPHICS- Gender:	STUDENT DEMOGRAPHICS- Student Programs	STUDENT DEMOGRAPHICS- Race/Ethnicity
Female Students: 51.42%	Gifted and Talented: 10.20% Special Ed	Hispanic/Latino: 21.67%

Male Students: 48.58%	(includes Dyslexia): 16.86%	White: 64.02%
	Emergent Bilingual: 2.83%	African American: 7.08%
	At-Risk: 12.04%	Two or More Races: 5.10%

Needs

These areas of need are listed in priority order:

- Increase Average Daily Attendance rate
- Support new students to our campus as they adjust to our expectations

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

 = Priority

Student Achievement

Summary

The 2024-2025 STAAR test challenges students to respond to question types, such as using multiple online tools for math, multiple step problem solving, and extended constructed response in Writing. As a campus, we have used various tools and resources, such as Curipod, to help students prepare for the new response types within the classroom, and to extend their writing for the extended constructed response.

Strengths

We made tremendous growth as a campus in Reading STAAR for 3rd-5th Grades. Our focus area for the 2025-2026 school year is Science.:

May 2025 STAAR Reading Language Arts, Grade 3

	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
MES	125	85.60%	59.20%	26.40%
Economic Disadvantage	58	84.48%	51.72%	24.14%
American Indian/Alaskan Native	1	100%	100%	0%
Asian	1	100%	100%	0%
Black/African American	9	88.89%	66.67%	22.22%
Hispanic	25	80%	44%	16%
Native Hawaiian/Pacific Islander	1	100%	100%	100%
Two or More Races	4	100%	75%	50%
White	84	85.71%	60.71%	28.57%
Currently Emergent Bilingual	1	0%	0%	0%
Special Ed Indicator	23	60.87%	21.74%	4.35%

May 2025 STAAR Mathematics, Grade 3

	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
MES	127	80.32%	53.54%	22.05%
Economic Disadvantage	59	72.88%	42.37%	15.25%
American Indian/Alaskan Native	1	100%	0%	0%
Asian	1	100%	100%	0%
Black/African American	9	88.89%	33.33%	22.22%
Hispanic	26	69.23%	42.31%	23.08%

Native Hawaiian/Pacific Islander	1	100%	100%	0%
Two or More Races	4	100%	100%	25%
White	85	81.18%	56.47%	22.35%
Currently Emergent Bilingual	1	0%	0%	0%
Special Ed Indicator	23	47.83%	21.74%	4.35%

May 2025 STAAR Reading Language Arts, Grade 4

	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
MES	121	90.08%	64.46%	23.14%
Economic Disadvantage	42	78.57%	54.76%	9.52%
American Indian/Alaskan Native	1	100%	100%	0%
Asian	2	100%	100%	50%
Black/African American	9	88.89%	77.78%	22.22%
Hispanic	28	78.57%	57.14%	17.86%
Two or More Races	8	75%	50%	25%
White	73	95.89%	65.75%	24.66%
Currently Emergent Bilingual	6	66.67%	33.33%	0%
Special Ed Indicator	24	62.50%	20.83%	4.17%

May 2025 STAAR Mathematics, Grade 4

	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
MES	126	87.30%	61.11%	26.98%
Economic Disadvantage	45	82.22%	46.67%	17.78%
American Indian/Alaskan Native	1	100%	100%	0%
Asian	2	100%	100%	0%
Black/African American	9	88.89%	55.56%	22.22%
Hispanic	30	80%	50%	23.33%
Two or More Races	8	75%	50%	25%
White	76	90.79%	65.79%	30.26%
Currently Emergent Bilingual	6	66.67%	16.67%	0%
Special Ed Indicator	25	64%	40%	12%

May 2025 STAAR Reading Language Arts, Grade 5

	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
MES	136	81.62%	61.76%	27.94%
Economic Disadvantage	58	74.14%	56.90%	20.69%
American Indian/Alaskan Native	2	100%	100%	0%
Asian	1	0%	0%	0%
Black/African American	7	85.71%	71.43%	28.57%
Hispanic	29	72.41%	58.62%	31.03%
Two or More Races	9	77.78%	77.78%	33.33%

White	88	85.23%	60.23%	27.27%
Currently Emergent Bilingual	3	66.67%	66.67%	33.33%
Special Ed Indicator	17	23.53%	11.76%	0%

May 2025 STAAR Mathematics, Grade 5

	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
MES	136	80.88%	51.47%	20.59%
Economic Disadvantage	57	71.93%	45.61%	14.04%
American Indian/Alaskan Native	2	100%	100%	50%
Asian	1	100%	0%	0%
Black/African American	7	85.71%	57.14%	28.57%
Hispanic	29	68.97%	44.83%	20.69%
Two or More Races	9	88.89%	44.44%	22.22%
White	88	82.95%	53.41%	19.32%
Currently Emergent Bilingual	3	66.67%	33.33%	0%
Special Ed Indicator	17	23.53%	11.76%	0%

May 2025 STAAR Science, Grade 5

	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
MES	134	65.67%	20.90%	6.72%
Economic Disadvantage	56	58.93%	17.86%	3.57%
American Indian/Alaskan Native	2	100%	100%	50%
Asian	1	0%	0%	0%
Black/African American	7	85.71%	28.57%	14.29%
Hispanic	29	55.17%	20.69%	0%
Two or More Races	9	55.56%	11.11%	0%
White	86	68.60%	19.77%	8.14%
Currently Emergent Bilingual	3	100%	0%	0%
Special Ed Indicator	17	17.65%	0%	0%

Needs

These areas of need are listed in priority order:

- Current levels of below grade level readers
- High percentage of LEP students not making progress on TELPAS
- SPED students taking the STAAR A
- Continued identification of Fragile Students and progressive interventions for them through the RtI process

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis
2 ★	Our Science data shows areas of weakness in students understanding and mastering Science concepts on STAAR.	While 5th grade students have a general knowledge of science concepts in 2nd-5th grades, the science process standards have not been a focus in 2nd-5th to extend student learning in science beyond basic knowledge of the concepts.
3 ★	While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

★ = Priority

School Culture and Climate

Summary

We strive daily to maintain a positive, support atmosphere for students, teachers, and the community. This is the third year for the campus implementing "morning meetings" and social emotional learning at the beginning of everyday in every classroom. Our daily morning meetings have provided an opportunity for teachers to cultivate a positive classroom culture and foster good citizenship among our students. A staff survey was conducted during the 2024-2025 school year to provide information on improving staff climate. We implemented new activities to address the feedback that was provided in the surveys:

1. Greater student recognitions- Student of the Month: two students from every grade level are selected to recognize and celebrate students based on character. Yard signs and social media posts are used to help celebrate students.

2. Greater staff recognitions- Student of the Month: two students from every grade level are selected to recognize and celebrate students based on character. Yard signs and social media posts are used to help celebrate students.

[July 2024 Parent Survey Results](#)

Strengths

Parent and staff surveys continue to report parent and staff satisfaction with direction of the campus. One area of strength according to a district parent survey from May 2024, is our campus communication of school events and activities (see addendum). Below are a few ways we cultivate celebration and a positive school culture daily:

- Daily morning meetings
- Daily motivational morning announcements
- Weekly recognitions of "Students of the Week" on the announcements
- Weekly classroom "Spirit Stick" winners for classes with good behavior in the hallways
- Weekly Staff SHOUTOUTS
- Staff Sunshine Committee to provide support for staff family concerns
- "Lunch Loot's to recognize good behavior in the cafeteria
- "Attendance Matters" celebrations for classes with perfect attendance
- "Meador Money Store" to support our PBIS expectations
- Clubs/activities such as, Garden Club, Art Club, Honor Choir, National Elementary Honor Society

Needs

These areas of need are listed in priority order:

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- Create a survey for staff and parents

Staff Quality, Recruitment, and Retention

Summary

We began the 24-25 school year with 11 teachers who were new to Meador. Our goal was 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. As we prepare for the 2025-2026 school year, we have had to only hire 3 new teachers to Meador. With the expansion the Bilingual Kindergarten program to Meador for the upcoming school year, 3 teachers have also been hired as additional staff to the campus.

Strengths

We have had the privilege to attract highly qualified staff members who have 3 or more years of teaching experience. This has helped us a campus to maintain a culture of high student expectations and higher levels of instruction for our students.

Needs

These areas of need are listed in priority order:

- Effective support for teachers as we implement T-TESS

Curriculum, Instruction, and Assessment

Summary

Our grade level teams continue to work as collaborative teams with a focus on the 4 essential questions of a professional learning community. 2024-2025 MAP data showed areas of growth across subjects and grade levels. This year, we have focused on Science as a targeted area to assist in students Meeting and Mastering STAAR Science. An audit of our campus instructional materials was conducted by Region 6. Much of the materials being used throughout the grade levels did not meet the state standard of being High Quality Instructional Materials (HQIM). To address this issue, our district curriculum and instructional teams conducted community surveys and meetings to review the state Instructional Materials and Resources with the intent to adopt new curricula. Based on feedback from teachers, district leaders, parents, and community, we are moving to new curriculum in Math and in Reading. Bluebonnet Math and Savvas Reading will be our new curricula for all students in Kinder-5th grade. Heggerty Phonics will still be used for Foundational Skills in the lower grades- K-3rd. We are hopeful that the adoption of higher quality instructional materials will assist us as a campus to support students to "Meet" and "Master" on grade level on MAP and STAAR tests.

Strengths

Strengths in our campus curriculum and instruction include the following:

- lesson planning as a collaborative team
- a focus on writing across the content areas
- Response to Intervention (RTI) tiered intervention groups based on student academic needs

In addition, as a campus, we great attention has been given to phonics and phonemic awareness in grades Kinder-2nd. This focus has strengthened our students' reading skills in preparation for comprehension activities/testing. Literacy in Kinder-2nd is a strength for our students. We have purchased Heggerty Phonics for 3rd grade students for the 2025-2026 school year to continue to support students with foundational skill acquisition.

Needs

These areas of need are listed in priority order:

- Implementation of ELPS
- Implementation of Lucy Calkins with fidelity
- Continue to press for urgency and high expectations for teachers as they dissect each TEK into manageable pieces of learning for their students
- Continue to build teachers skill sets in best practice instructional strategies

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement

Root Cause

1
★

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

★ = Priority

Family and Community Engagement

Summary

We have an active PTO Board at Meador Elementary. The PTO Board meets monthly to discuss activities and events for the campus. We have PTO Teacher Liaisons for every grade level who are responsible for attending PTO meetings, providing input, and sharing info with their team. We also have Meador MOMS and WATCH DOG DADS program, which give parents the opportunity to volunteer on the campus all day in and outside of the classroom. Room Parents was a new program we started during the 2024-2025 school year provide parents with an opportunity to volunteer in more grade level/ classroom specific activities for their student.

We communicate with parents and our community on a regular basis in the following ways:

- campus Facebook page
- PTO Facebook page
- Blackboard communications for emails/call outs
- Classdojo communication weekly
- Tuesday folders
- monthly calendars sent home
- marquee communication

While the structures for parent engagement are in place and viable, we continue to look for ways to increase parent involvement in PTO and in volunteering for schoolwide events and activities.

Strengths

- Consistent communication between home and school
- Numerous opportunities for parents to get involved in school wide activities and events
- Active PTO Board

Needs

These areas of need are listed in priority order:

- Increase the number of ways we deliver the same information to parents and advertise those ways
- Implement the use of content specific "family nights" to bolster the understanding of how parents can support the academic progress of their students

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement

Root Cause

1
★

While there are various avenues for parent involvement, there may be additional opportunities to support parent engagement in the decision making process, academics, and school initiatives.

There is a need to provide additional opportunities for parents to engage in campus decision making and initiatives

★ = Priority

School Organization

Summary

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. We have campus supports for every area to ensure we are addressing the needs of students and staff on a continuous basis. All teaching staff are required to serve as an active member on one or more of the committees listed below:

-Behavior Coalition- Review student discipline trends and provide feedback to teachers and to the campus to improve student behavior and support positive behavior interventions.

-PTO Teacher Liaison- Participate in monthly PTO meetings to provide staff input and to share with the team PTO activities

-Guiding Coalition- Provide feedback to the campus in all areas. Help guide campus decisions and provide feedback to administration.

-Sunshine Committee- Provide support to staff and their families in times of illness or hardship

Strengths

A major strength as a campus are the systems we have in place to address most areas of campus concern. We also have a primary system for communication through our weekly staff newsletter. "Under the Big Top" campus newsletter provides all the information staff members need to prepare for activities and events each week and throughout the month. The newsletter is the primary means for accountability for staff to prepare for weekly campus expectations. We also began a monthly parent newsletter to keep parents abreast of school activities and to provide support to parents through our counseling focus.

Needs

These areas of need are listed in priority order:

- Systematic process for monitoring student progress

Technology

Summary

As a campus, we are technology rich. Our classrooms in K-2 have iPads for every student, and our 3-5 classrooms have chromebook carts with a chromebook for every student. Teachers are assigned laptops for their use in the classroom. All classrooms have document cameras, an ebeam and projector for instruction.

On the instructional technology side, our campus has lead the way in the use of various technology integration tools, such as Curipod, which is a technology platform that supports students in their writing of short and extended constructed responses. Technology is also used in the classrooms to check for student understanding, using programs such as Kahoot and Blookits. We also use technology for students to take ownership of their own learning and create content using various forms of technology. For the 2025-2026 school year, we have earmarked Title One funds to purchase two Promethean boards to assist in 5th grade Science classrooms.


Strengths

Just a few of our strengths in the area of technology are our one-to-one platform for all of our students and teachers, engagement in technology during Specials. We have a STEM Lab and technology activities throughout our library. Students engage in technology on a daily basis. Technology is not separate from the learning; it is an integral part of our students' learning at Meador.

Needs

These areas of need are listed in priority order:

- Supporting teachers with the identification of resources available for our digital textbooks
- Increasing technology integration skills of grade level teachers
- Pushing technology use of our students into advanced computer skills like coding, and Augmented Reality



Priority Problem Statements

Problem Statement

Root Cause

1
★

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

2
★

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis

3
★

While there are various avenues for parent involvement, there may be additional opportunities to support parent engagement in the decision making process, academics, and school initiatives.

There is a need to provide additional opportunities for parents to engage in campus decision making and initiatives

4
★

Our Science data shows areas of weakness in students understanding and mastering Science concepts on STAAR.

While 5th grade students have a general knowledge of science concepts in 2nd-5th grades, the science process standards have not been a focus in 2nd-5th to extend student learning in science beyond basic knowledge of the concepts.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



Goals

Goal 1

Student Success- We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1 High Priority HB3 Goal

STUDENT ACHIEVEMENT: Meador Elementary students will reach high academic standards, in the area of Reading Language Arts with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025-2026 accountability year.

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

Strategy 1

Daily implement Heggerty Phonics curriculum in K-2nd Classrooms as part of literacy word study/phonemic awareness component.

Strategy's Expected Result/Impact: Increased reading fluency and comprehension of texts

Staff Responsible for Monitoring: Principal, Instructional Coaches

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

Daily implement the SAVVAS Reading Curriculum in grades K-5th as a High Quality Instructional Material resource.

Strategy's Expected Result/Impact: Higher rigor of instruction with HQIM resources
Increase in students at "Meets" and "Masters" on STAAR Reading Performance

Staff Responsible for Monitoring: Principal, Asst. Principal, Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

Teachers will receive support on Research Based Instructional Strategies (RBIS) for classroom Reading and Writing instruction through the assistance of the campus Literacy Coach.

Strategy's Expected Result/Impact: Student growth in Reading and Language Usage

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

Funding Sources: Literacy Coach Salary State Comp Ed, \$65,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 4

We will effectively use weekly collaborative time to internalize HQIM lessons, review student data, identify effective interventions and collaborate on research based best practices (RBIS).

Strategy's Expected Result/Impact: Increase in percentage of students mastering essential standards in Math

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis
3 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 2 High Priority HB3 Goal

Meador Elementary students will reach high academic standards in the area of Mathematics, with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025-2026 accountability school year.

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

Strategy 1
Daily implement the Bluebonnet Math Curriculum in grades K-5th as a High Quality Instructional

Material resource.

Strategy's Expected Result/Impact: Higher rigor of instruction with HQIM resources
Increase in students at "Meets" and "Masters" on STAAR Math Performance

Staff Responsible for Monitoring: Principal, Asst. Principal, Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

We will effectively use weekly collaborative time to internalize HQIM lessons, review student data, identify effective interventions and collaborate on research based best practices (RBIS).

Strategy's Expected Result/Impact: Increase in percentage of students mastering essential standards in Math

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

We will provide teachers support on best Tier 1 practices for classroom math instruction through the assistance of the campus Math Coach.

Strategy's Expected Result/Impact: Improved Tier 1 instruction and less time in intervention/strategy groups for students.

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Math Coach Salary State Comp Ed, \$65,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis

3

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 3 High Priority

Meador Elementary students will reach high academic standards, in the area of Science with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for

the 2025 - 2026 accountability year.

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

Strategy 1

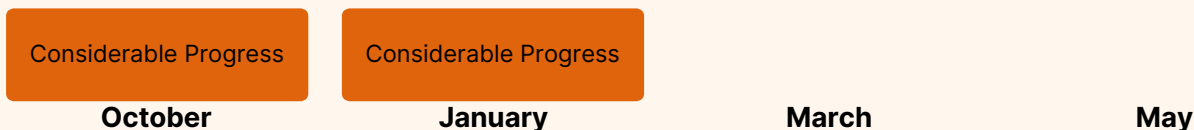
We will implement daily Stemscores as the adopted district curriculum for Science.

Strategy's Expected Result/Impact: Increase student performance on Science Middle of Unit and End of Unit tests, STAAR Interim, and STAAR test

Staff Responsible for Monitoring: Principal, Instructional Coaches

Problem Statements: Student Achievement 2

Formative Reviews



Strategy 2

We will effectively use weekly collaborative time to internalize HQIM lessons, review student data, identify effective interventions and collaborate on research based best practices (RBIS).

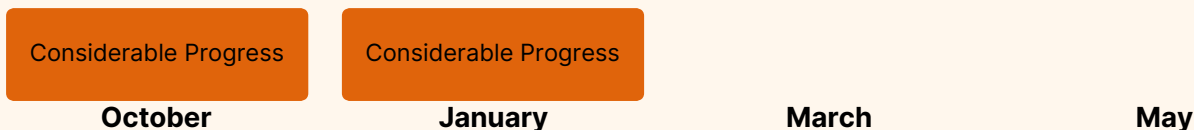
Strategy's Expected Result/Impact: Increase in percentage of students mastering essential standards in Math

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 3

We will provide teachers support on best Tier 1 practices for classroom Science instruction through the assistance of the campus Science Coach.

Strategy's Expected Result/Impact: Improved Tier 1 instruction and less time in intervention/strategy groups for students.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Achievement 2

Funding Sources: Math Coach Salary State Comp Ed, \$65,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis
2 Our Science data shows areas of weakness in students understanding and mastering Science concepts on STAAR.	While 5th grade students have a general knowledge of science concepts in 2nd-5th grades, the science process standards have not been a focus in 2nd-5th to extend student learning in science beyond basic knowledge of the concepts.
3 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 4

Meador will increase the percentage of Special Education students meeting grade level on the STAAR

assessments by 5 percentage points in both Mathematics and Reading/ELA, as measured by state STAAR performance standards. Math Goal: 29% (2025) to at least 34% meeting grade level. Reading/ELA Goal: From 23% (2025) to at least 30% meeting grade level.

Evaluation Data Source: 25-26 STAAR RESULTS

Strategy 1

Provide small group pull out support for special education students in Reading, Dyslexia intervention, and Math intervention to close instructional gaps for academic performance.

Strategy's Expected Result/Impact: Special education students performing at grade level on assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Sped Teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress	Considerable Progress		
October	January	March	May

Performance Objective 5 High Priority

By May 2026, 80% of English Language Learners will advance at least one proficiency level on the TELPAS composite score as measured by the state TELPAS assessment.

Evaluation Data Source: EOY TELPAS Ratings

Strategy 1

Integrate structured opportunities for students to speak in complete sentences and use content vocabulary in all classrooms, using sentence stems, visuals, and collaborative strategies like turn-and-talk and structured templates.

Strategy's Expected Result/Impact: Students will demonstrate stronger academic language skills and greater confidence in participating in classroom discussions as well as improved performance on assessments.

Staff Responsible for Monitoring: Classroom teachers, Administrators

Formative Reviews

Moderate Progress	Considerable Progress		
October	January	March	May

Performance Objective 6 HB3 Goal

HB3 GOAL: The percentage of 3rd grade student that score meets grade level expectations or above on the Reading STAAR will increase from 62% to 70% by August of 2027. The percentage of Kindergarten students that score on track in MAP Fluency will increase yearly for each cohort by 10%. The percentage of 1st grade students who meet NWEA Map Growth measure in Reading will increase by 15% by August 2027. The percentage of 2nd grade students who meet NWEA Map Growth measure in Reading will increase by 15% by August 2027. Yearly Target Goals: 2023 2024 2025 2026 2027 62% 58% 62% 65% 70%

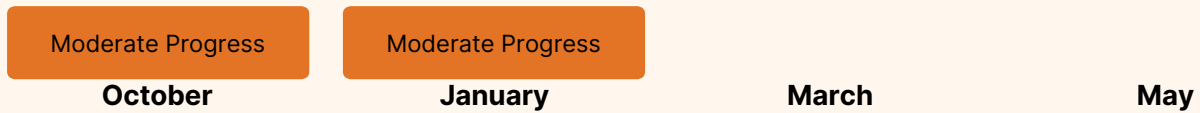
Strategy 1

Daily implement Heggerty Phonics for 3rd Grade to support foundational reading skills.

Strategy's Expected Result/Impact: Students will continue to grow into strong readers which will enable them to read and comprehension more complex texts.

Staff Responsible for Monitoring: Principal, Instructional Coach

Formative Reviews



Strategy 2

Daily implement the SAVVAS Reading Curriculum in grades K-5th as a High Quality Instructional Material resource.

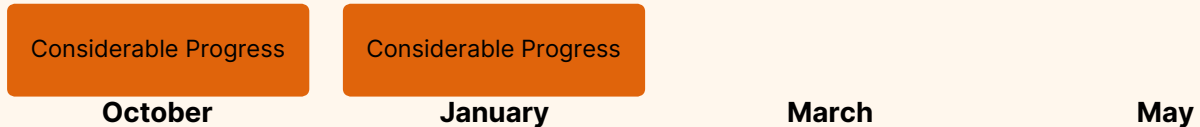
Strategy's Expected Result/Impact: Higher rigor of instruction with HQIM resources Increase in students at "Meets" and "Masters" on STAAR Reading Performance

Staff Responsible for Monitoring: Principal, Asst. Principal, Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Teachers will receive support on Research Based Instructional Strategies (RBIS) for classroom Reading and Writing instruction through the assistance of the campus Literacy Coach.

Strategy's Expected Result/Impact: Student growth in Reading and Language Usage

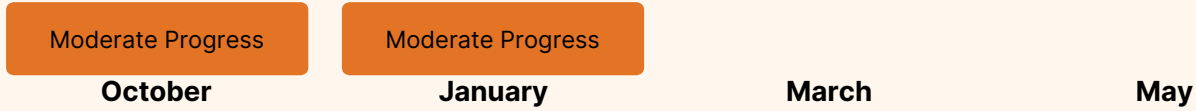
Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

Funding Sources: Literacy Coach Salary State Comp Ed, \$65,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews



Strategy 4

We will effectively use weekly collaborative time to internalize HQIM lessons, review student data, identify effective interventions and collaborate on research based best practices (RBIS).

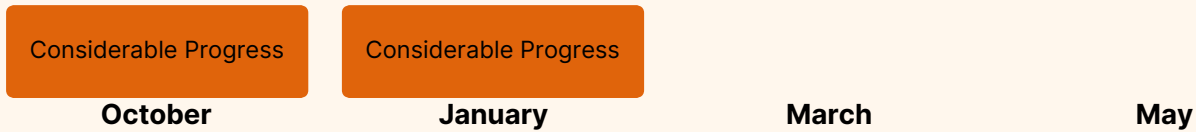
Strategy's Expected Result/Impact: Increase in percentage of students mastering essential standards in Math

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis

3

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 6 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 7

For the 2025-2026 school year, Meador Elementary will implement Targeted Foundational Reading Instruction.

Strategy 1

Daily implement Heggerty Phonics for 3rd Grade to support foundational reading skills.

Strategy's Expected Result/Impact: Students will continue to grow into strong readers which will enable them to read and comprehension more complex texts.

Staff Responsible for Monitoring: Principal, Instructional Coach

Formative Reviews

Moderate Progress

October

Moderate Progress

January

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May

Strategy 2

Daily implement the SAVVAS Reading Curriculum in grades K-5th as a High Quality Instructional Material resource.

Strategy's Expected Result/Impact: Higher rigor of instruction with HQIM resources
Increase in students at "Meets" and "Masters" on STAAR Reading Performance

Staff Responsible for Monitoring: Principal, Asst. Principal, Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

Teachers will receive support on Research Based Instructional Strategies (RBIS) for classroom Reading and Writing instruction through the assistance of the campus Literacy Coach.

Strategy's Expected Result/Impact: Student growth in Reading and Language Usage

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

Funding Sources: Literacy Coach Salary State Comp Ed, \$65,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

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Moderate Progress

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March

May

Strategy 4

We will effectively use weekly collaborative time to internalize HQIM lessons, review student data, identify effective interventions and collaborate on research based best practices (RBIS).

Strategy's Expected Result/Impact: Increase in percentage of students mastering essential standards in Math

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 7 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis
3 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 7 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 8 HB3 Goal

HB3 Goal: The percentage of 3rd grade students that score Meets grade level expectations or above on the Math STAAR will increase from 57% to 70% by August of 2027. The percentage of Kindergarten students that score average or above from the BOY to the EOY on the MAP MATH assessment will increase yearly for each cohort by 5%. The percentage of 1st grade students who meet NWEA Map Growth measure in Math will increase by 15% by August 2027. The percentage of 2nd grade students who meet NWEA Map Growth measure in Math will increase by 5% by August 2027. Yearly Target Goals 2023 2024 2025 2026 2027 57% 56% 55% 65% 70%

Evaluation Data Source: Math "Meets" STAAR Performance

Strategy 1

Daily implement the Bluebonnet Math Curriculum in grades K-5th as a High Quality Instructional Material resource.

Strategy's Expected Result/Impact: Higher rigor of instruction with HQIM resources
Increase in students at "Meets" and "Masters" on STAAR Math Performance

Staff Responsible for Monitoring: Principal, Asst. Principal, Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

Considerable Progress

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March

May

Strategy 2

We will effectively use weekly collaborative time to internalize HQIM lessons, review student data, identify effective interventions and collaborate on research based best practices (RBIS).

Strategy's Expected Result/Impact: Increase in percentage of students mastering essential standards in Math

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

October

Considerable Progress

January

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May

Strategy 3

We will provide teachers support on best Tier 1 practices for classroom math instruction through the assistance of the campus Math Coach.

Strategy's Expected Result/Impact: Improved Tier 1 instruction and less time in intervention/strategy groups for students.

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Math Coach Salary State Comp Ed, \$65,000

Formative Reviews

Moderate Progress

October

Considerable Progress

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May

Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 8 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis

3

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 8 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 9

During the 2025-2026 school year, 100% of classroom teachers will integrate technology platforms, such

as IXL and MAP data tools—at least three times per week to drive instruction. This integration will support targeted, data-driven instruction and increase student engagement by providing technology-based access to grade-level curriculum in Reading Language Arts, Math, and Science.

Evaluation Data Source: IXL usage data

Performance Objective 10 High Priority

Meador Elementary will achieve a 96% attendance rate for all students during the 2025 - 2026 school year.

Evaluation Data Source: Impact will be determined by an increase in our daily and yearly attendance rate over school year.

EOY 2023 attendance: 96.7%
EOY 2024 attendance: 94.9%
EOY 2025 attendance: 95.05%

Strategy 1

An incentive will be given to all students with perfect attendance for the 9 week period

Strategy's Expected Result/Impact: Meador Elementary will create an attendance committee to meet monthly and review campus student attendance data.

Staff Responsible for Monitoring: Assistant principal, campus registrar and the campus attendance committee

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

Short term incentive programs called "Attendance Matters" will continue for individual classrooms

Strategy's Expected Result/Impact: Increase attendance

Staff Responsible for Monitoring: Administrative team

Funding Sources: Rewards for attendance Campus Activity Fund, \$2,000

Formative Reviews

Considerable Progress

October

Considerable Progress

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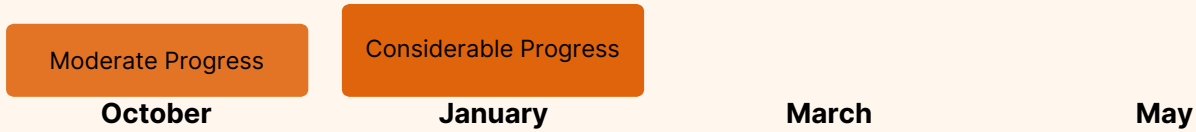
Strategy 3

Meador Elementary will utilize Tuesday folders and blackboard as the main source of delivering parent communication regarding attendance.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Assistant principal, campus registrar and the campus attendance committee

Formative Reviews



Performance Objective 11

Implement a variety of after-school clubs that promote student interests and academic enrichment, with at least 50 students participating in one club throughout the year, as measured by sign-in sheets and student interest surveys.

Evaluation Data Source: Sign in sheets from clubs and activities throughout the year

Performance Objective 12

By October 2025, 100% of classroom teachers will implement proactive behavior management strategies (such as clear routines, behavior-specific praise, emotional intelligence practices, and tiered consequences) to reduce off-task behaviors, specifically talking out of turn, refusal to follow directions, and classroom disruptions using the Schoolwide Procedures-Be Safe, Be Responsible, Be Respectful.

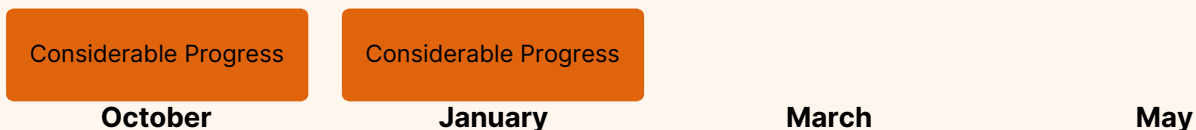
Strategy 1

Students will engage in Character Strong lessons to review behavior expectations and to cultivate a positive, safe classroom environment

Strategy's Expected Result/Impact: Improved student behavior, positive student culture

Staff Responsible for Monitoring: All Staff, Administrators, Counselor

Formative Reviews



Performance Objective 13

Meador Elementary will implement the district's ongoing cybersecurity safety plan in compliance with the Texas Safety Center Guidelines by September 30, 2025.

Strategy 1

Meador Elementary Staff will receive cybersecurity training through Eduhero coursework in compliance with the Texas Safety Center Guidelines

Strategy's Expected Result/Impact: Staff knowledge and training for safety situations

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews



Accomplished



Accomplished

October

January

March

May

Performance Objective 14

By May 2026, the campus will implement and consistently follow a comprehensive safety and maintenance protocol, resulting in 100% participation in monthly safety meetings and 100% of identified maintenance issues addressed within 5 business days.

Goal 2

Financial Stewardship- We will ensure transparent communication on campus financial resources to drive community knowledge, approval, growth, and student success.

Performance Objective 1

Ensure the budgeting process supports integrity and efficient management of resources district-wide with 100% accuracy in spending during the 2025-2026 school year.

Strategy 1

The campus budget will be reviewed quarterly for current purchases and budget line item balances to support 100% accuracy in spending.

Strategy's Expected Result/Impact: Alignment with district expectations for budget expenditures

Staff Responsible for Monitoring: Principal, Campus Secretary

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 2

Meador Elementary will implement a plan to attract and retain highly qualified and effective staff.

Strategy 1

Meador Elementary Admin will participate in District Job Fairs to attract highly qualified and effective staff for the campus

Strategy's Expected Result/Impact: Higher quality of Tier 1 instruction in the classroom

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2

Specific and timely feedback will be given to the teachers through the use of Strive and personal coaching conversations

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

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 3

Continual training will be offered to hone skills for grade level teams who meet weekly to collaboratively plan, 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

Staff Responsible for Monitoring: Principal

Funding Sources: Professional Development 199 - General Fund, \$5,000, Training Materials 199 - General Fund, \$500

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 4

Opportunities will be provided for staff to attend online and off-site professional development.

Strategy's Expected Result/Impact: Registration documentation

Staff Responsible for Monitoring: Principal

Funding Sources: Professional development Registration fees (Lead4ward, Solution Tree, etc) 199 - General Fund, 5000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5

Teachers will work collaboratively with administrators and campus coaches to reflect on their own practice based on feedback from instructional coaching from daily walkthroughs.

Strategy's Expected Result/Impact: Increase in coaching/modeling sessions

Staff Responsible for Monitoring: Instructional Coaches, Administrators

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Goal 3

Instructional Effectiveness- We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive campus culture, and promoting campus staff and student growth.

Performance Objective 1

Meador Elementary teachers will implement High Quality Instructional Materials using Research based instructional strategies. Ongoing professional development opportunities will be provided so that 100% of staff are able to meet or exceed required professional learning expectations.

Evaluation Data Source: 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

We will provide training to the staff to implement high quality instructional materials (HQIM) in Math, Reading, and Science.

Strategy's Expected Result/Impact: Clearer understanding and deeper implementation of the new curriculum

Staff Responsible for Monitoring: Administrators, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

The principal and assistant principal will implement the "Get Better Faster" Coaching Feedback Cycle to improve classroom instruction and management.

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Modeling and coaching will be provided by the district instructional coaches to ensure effective implementation of HQIM Instructional Materials- Bluebonnet Math, SAVVAS Reading, and Science Stemsscopes.

Strategy's Expected Result/Impact: Increase increase in student academic growth as measured by progress on MAP/TXKEA/TEMI/STAAR assessments.

Staff Responsible for Monitoring: Campus Administration, District Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 4

Specific and timely feedback will be given to the teachers through the use of Strive and personal coaching conversations

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 5

Continual training will be offered to hone skills for grade level teams who meet weekly to collaboratively plan, 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

Staff Responsible for Monitoring: Principal

Funding Sources: Professional Development 199 - General Fund, \$5,000, Training Materials 199 - General Fund, \$500

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 6

Campus Leadership Team will meet weekly to review data collected and identify strategies to address area of concern

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

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 7

Opportunities will be provided for staff to attend online and off-site professional development.

Strategy's Expected Result/Impact: Registration documentation

Staff Responsible for Monitoring: Principal

Funding Sources: Professional development Registration fees (Lead4ward, Solution Tree, etc) 199 - General Fund, 5000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 8

Teachers will work collaboratively with administrators and campus coaches to reflect on their own practice based on feedback from instructional coaching from daily walkthroughs.

Strategy's Expected Result/Impact: Increase in coaching/modeling sessions

Staff Responsible for Monitoring: Instructional Coaches, Administrators

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis
2 Our Science data shows areas of weakness in students understanding and mastering Science concepts on STAAR.	While 5th grade students have a general knowledge of science concepts in 2nd-5th grades, the science process standards have not been a focus in 2nd-5th to extend student learning in science beyond basic knowledge of the concepts.
3 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 2

Strategy 1

All staff will be designated to represent the grade level team in various campus activities, such as Sunshine Committee, Behavior Coalition, Attendance Committee, and other clubs/activities

Strategy's Expected Result/Impact: Strengthened communication across grade levels and departments. Fostering of staff engagement in school activities

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

Campus Leadership Team will identify exemplars in the classrooms and celebrate successes through the use of SHOUTOUTS and various other celebrations

Strategy's Expected Result/Impact: Checking of email and cultivating a positive school atmosphere

Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 3

85% of classrooms will implement district designated high impact instructional strategies.

Strategy 1

Provide feedback to teachers using the district's revised classroom walkthrough feedback form that targets high impact instructional strategies in the classroom

Strategy's Expected Result/Impact: Focus on instructional strategies that foster higher student achievement

Staff Responsible for Monitoring: Campus Admin

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 4

100% implementation of the Effective Schools Framework at Meador Elementary.

Strategy 1

Using Lever #5 of the Effective Schools Framework, campus observations will use "high quality instructional materials observation tools, such as the TTESS framework, and the Get Better Faster Observation/Feedback" cycle to track the level of teacher implementation of high impact instructional strategies.

Strategy's Expected Result/Impact: More effective instruction in the classroom and reflective instructional practice focused on instructional growth

Staff Responsible for Monitoring: Campus Admin

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 5

100% of classrooms at Meador Elementary will implement the locally adopted curricula for Math/Reading/Science.

Evaluation Data Source: Daily Walkthroughs for implementation checks

Strategy 1

All Kinder-2nd classrooms will implement Heggerty Phonics "Bridge to Reading" on a daily basis to build students' foundational reading skills

Strategy's Expected Result/Impact: Strong foundation of decoding and early reading skills in students in Kinder-2nd grade.

Formative Reviews

Considerable Progress

Considerable Progress

Strategy 2

Daily implement the SAVVAS Reading Curriculum in grades K-5th as a High Quality Instructional Material resource.

Strategy's Expected Result/Impact: Higher rigor of instruction with HQIM resources
Increase in students at "Meets" and "Masters" on STAAR Reading Performance

Staff Responsible for Monitoring: Principal, Asst. Principal, Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October



Accomplished

January

March

May

Strategy 3

Daily implement the Bluebonnet Math Curriculum in grades K-5th as a High Quality Instructional Material resource.

Strategy's Expected Result/Impact: Higher rigor of instruction with HQIM resources
Increase in students at "Meets" and "Masters" on STAAR Math Performance

Staff Responsible for Monitoring: Principal, Asst. Principal, Coaches

Problem Statements: Demographics 1 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October



Accomplished

January

March

May

Strategy 4

We will implement daily Stemscores as the adopted district curriculum for Science.

Strategy's Expected Result/Impact: Increase student performance on Science Middle of Unit and End of Unit tests, STAAR Interim, and STAAR test


Staff Responsible for Monitoring: Principal, Instructional Coaches

Problem Statements: Student Achievement 2

Formative Reviews

Considerable Progress

October

 Accomplished

January

March

May

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for additional opportunities for students to engage in activities involving a higher level of rigor on a daily basis
2 Our Science data shows areas of weakness in students understanding and mastering Science concepts on STAAR.	While 5th grade students have a general knowledge of science concepts in 2nd-5th grades, the science process standards have not been a focus in 2nd-5th to extend student learning in science beyond basic knowledge of the concepts.
3 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth	Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 6

Meador Elementary will use the MTSS model to identify students in need of Tier 2 and Tier 3 intervention

and enrichment.

Evaluation Data Source: BOY/MOY/EOY MAP data, WIN Time intervention progress monitoring data.

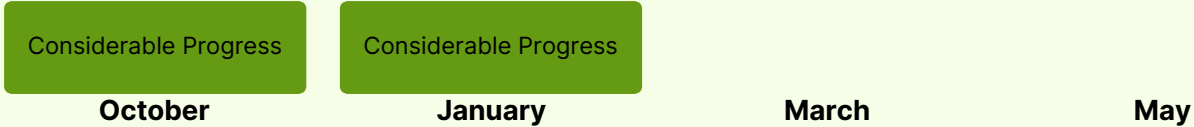
Strategy 1

Students in need of targeted Tier 2 and/or Tier 3 intervention and enrichment will be identified at the beginning the year through the MAP screener.

Strategy's Expected Result/Impact: Student growth in the identified areas of weakness

Staff Responsible for Monitoring: Teachers, Campus Admin

Formative Reviews



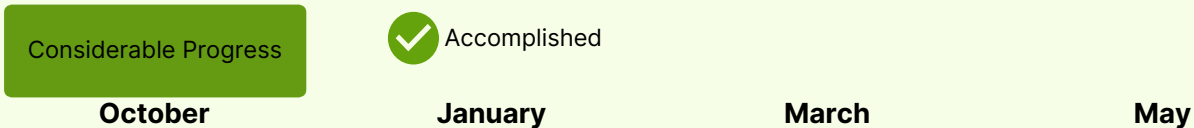
Strategy 2

A 45 minute WIN TIME Intervention for remediation and enrichment will be implemented into the daily master schedule.

Strategy's Expected Result/Impact: Consistency in interventions. Student academic growth in areas of weakness

Staff Responsible for Monitoring: Teachers, Campus admin

Formative Reviews



Strategy 3

Tier 2 and Tier 3 Progress Monitoring meetings will occur every 6-9 weeks to monitor student progress and to adjust interventions as needed.

Strategy's Expected Result/Impact: Student growth in achieving grade level expectations

Staff Responsible for Monitoring: Principal, Asst. Principal, Classroom Teachers

Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1

Formative Reviews



Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

3

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 6 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While most students demonstrate growth, others struggle to make significant academic progress from "Meets" to "Masters," leading to overall concerns about student growth

Need for support high quality instructional materials to support student mastery of grade level concepts.

Performance Objective 7

100% of core subject areas will utilize district funded digital resources.

Strategy 1

All Kinder-5th grade classrooms will use STEMSCOPES as the digital instructional resource for Science instruction


Strategy's Expected Result/Impact: Foundational knowledge of science vocabulary and concepts across all grade levels. Higher performance on Science STAAR.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Admin

Formative Reviews

Considerable Progress

October

 Accomplished

January

March

May

Strategy 2

All Kinder-5th grade classrooms will use SAVVAS Reading digital instructional resources for Reading instruction.

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3

All Kinder-5th grade classrooms will use Bluebonnet Math digital instructional resources for Math instruction.

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 4

We will use the IXL software learning system to support and enrich student learning

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

October

 Accomplished

January

March

May

Performance Objective 8

Meador Elementary will continue to increase TEKS based Fine Arts, CTE and Elective experiences for all students.

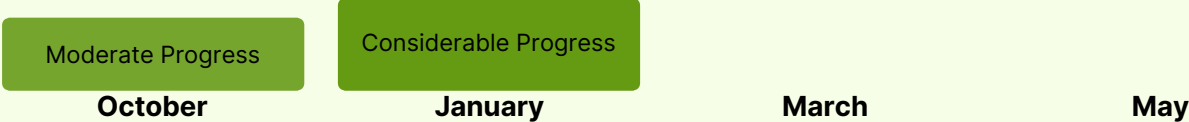
Strategy 1

Provide opportunities for students to participate in district wide TEKS based Fine Arts events, such as the 5th grade Fine Arts Showcase and the annual District Art Show.

Strategy's Expected Result/Impact: Student awareness of opportunities in the fine arts. Opportunities for students to express their artistic talents

Staff Responsible for Monitoring: Music and Art teachers. Campus Admin

Formative Reviews



Performance Objective 9

All Meador Elementary teachers will use data to drive highly effective instructional strategies in the classroom.

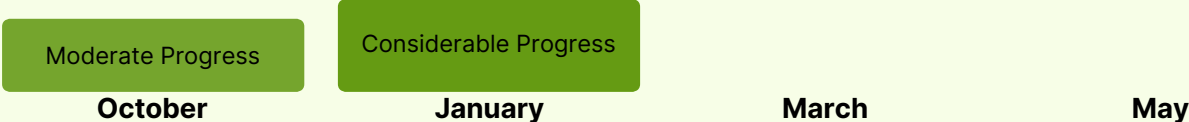
Strategy 1

All subject teachers in grades Kinder-5th will reflect on end of unit student assessment data through the use of a campus data protocol instrument in order to reflect on student data and form groups for reteach, enrichment, and intervention

Strategy's Expected Result/Impact: Responsive Tier One and Tier Two instruction based on student assessment data

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Admin

Formative Reviews



Goal 4

Relationships- We will build genuine relationships to create a safe environment where every stakeholder-parents, students, staff, is an active partner in education.

Performance Objective 1

Meador Elementary will provide comprehensive support to students, families and staff to address substance use awareness, bullying, violence prevention, mental health awareness and suicide awareness and intervention.

Strategy 1

Through the Character Strong curriculum, teachers will learn and teach social emotional skills to meet the social and emotional needs of our students, including bullying and conflict resolution.

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

By the end of the 2025-26 school year, students will have received mental health and wellness lessons through district approved Counseling resources.

Strategy's Expected Result/Impact: Improved mental health for students; improved behavior during school.

Staff Responsible for Monitoring: Counselor, Principal, Asst. Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 3

Counselor will pull small groups to address social emotional support needed.

Strategy's Expected Result/Impact: Increase in coping skills being built

Staff Responsible for Monitoring: Principal, counselor

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 4

Staff Behavior Coalition will meet once a month to review campus discipline data, make recommendations for 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 throughout the building.

Staff Responsible for Monitoring: Administrators, Behavior Coalition Members

Funding Sources: Incentives for the Meador Money Store Campus Activity Fund, \$3,000

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5

Tri-County Counseling Services information will be given to parents and/or guardians when a need is identified 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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 6

Information for off-site resources (counseling, district parent center, community donors) will be

available to all parents

Strategy's Expected Result/Impact: Positive parent relations

Staff Responsible for Monitoring: Counselor

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 7

Provide 24-hour access to the Anonymous Alerts reporting system for both students and parents, allowing individuals to anonymously report bullying, suspicious activity, or other student-related concerns directly to campus administration. The school will promote awareness and accessibility through campus website, newsletters, classroom posters, and student/parent orientation materials.

Strategy's Expected Result/Impact: Student safety; Opportunity to address safety concerns expediently.

Staff Responsible for Monitoring: Administration-Principal, Assistant Principal, Counselor

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 2

Meador Elementary will strengthen mutual relationships with families and the broader community through outreach, consistent engagement, and collaboration.

Evaluation Data Source: Sign in sheet from parent events; Room parent and PTO volunteers sign in sheets

Strategy 1

Parents will be represented on the CEIC and provide input in the campus decision making process.

Strategy's Expected Result/Impact: Collaborative problem solving

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

Moderate Progress

Strategy 2

A calendar of activities will be sent home monthly as well as a weekly Tuesday folder which will include each grade level's "Peek of the Week."

Strategy's Expected Result/Impact: Positive public relations and increased parent participation

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

A minimum of 4 parent engagement activity days/nights will be held for reading, math and science and will provide strategies to improve literacy, enrichment, and extension of the skills learned in those classes

Strategy's Expected Result/Impact: Positive public relations and increased parent participation

Staff Responsible for Monitoring: Principal

Problem Statements: Family and Community Engagement 1

Funding Sources: Food, Materials for Games and Activities for Family Nights Campus Activity Fund, \$2,000

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 4

Continue the Watch D.O.G.S. and Meador M.O.M.S. programs to increase the opportunity for parental involvement on the campus

Strategy's Expected Result/Impact: Increased visibility of MOMS and WATCH DOGS on campus

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Parent Engagement: Food, shirts, enrollment fee into the WATCHDOGS program Campus Activity Fund, \$1,000

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

While there are various avenues for parent involvement, there may be additional opportunities to support parent engagement in the decision making process, academics, and school initiatives.

There is a need to provide additional opportunities for parents to engage in campus decision making and initiatives

Performance Objective 3

Ensure 100% of our McKinney-Vento students are informed of and provided the opportunity to access resources from the Wildkat Resource Center.

Strategy 1

Our campus Registrar will notify the campus counselor of McKinney-Vento students to provide information to the district Wildkat Resource Center.

Strategy's Expected Result/Impact: Support for students and families in need of assistance

Staff Responsible for Monitoring: Registrar, Counselor, Principal

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 4

For the 2025-2026, Meador Elementary will implement district wide safety protocols and inclusive practices that lead to all stakeholders feeling physically safe, emotionally supported, and respected.

Strategy 1

Provide access to EduHero training modules focused on PBIS, behavior support, student safety, crisis response, and school policies and procedures

Strategy's Expected Result/Impact: Greater knowledge base and training for all staff to support students in and out of the classroom.

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 5

Meador Elementary will meet or exceed compliance with Chapter 61 of the Commissioner's rules concerning school facilities.

Evaluation Data Source: Door check documentation; Maintenance request work orders for campus

Strategy 1

To ensure the safety of all students, Meador Elementary will conduct 9 safety procedures meetings starting in August 2025 and ending May 2026.

Strategy's Expected Result/Impact: Impact will be determined by the lack of safety concerns on the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Officer

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

School wide safety rules reviewed, enforced and posted: playground rules, cafeteria rules, student car rider policy, bus discipline policy, visitor tags, and medication policy

Strategy's Expected Result/Impact: Decreased incidents of student and staff accidents

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Officer

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

Review the crisis response team and crisis management procedures, assign roles and update all staff two times a year

Strategy's Expected Result/Impact: Roles successfully filled in drills

Staff Responsible for Monitoring: Assistant Principal, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 4

Require that all visitors wear ID badges and staff will monitor and report suspicious situations and/or unauthorized people in the building

Strategy's Expected Result/Impact: Increased safety of students and staff. Greater awareness of the campus and its surroundings

Staff Responsible for Monitoring: All staff

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Accomplished

October



Accomplished

January

March

May

Strategy 5

Monthly fire and/or shelter drills will be practiced by students and staff to ensure their safety and compliance with SRP protocols.

Strategy's Expected Result/Impact: Campus preparedness in emergency situations

Staff Responsible for Monitoring: Assistant Principal/Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 6

Provide RAPTOR training and implementation to all staff to ensure fidelity of safety procedures throughout the year.

Strategy's Expected Result/Impact: Staff preparedness in case of emergency

Staff Responsible for Monitoring: Assistant Principal/Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 7

Internal doors to all classrooms will be locked at all times when students are present

Strategy's Expected Result/Impact: All students locked safely within classroom doors

Staff Responsible for Monitoring: Assistant Principal/Principal/Campus Officer

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 8

Communication between administrators, classrooms, and the front office will be strengthened through the use of walkie talkies to increase the bandwidth for communication.

Strategy's Expected Result/Impact: Administrators and front office will be notified of any campus problem areas at a faster rate and more efficiently

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 9

The School Resource Officer (SRO) will conduct regular building and door security checks, ensuring that all exterior and classroom doors are locked throughout the day. The SRO will also monitor campus security cameras and maintain a visible presence during arrival, lunch periods, and campus events to deter safety concerns and respond quickly when needed. Additionally, the SRO will focus on building positive rapport with students by greeting them in the mornings, engaging during lunch, and being a familiar, trusted adult on campus.

Strategy's Expected Result/Impact: Staff and student physical safety

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Goal 5 Communication- We will align campus communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

Alignment: We will align campus Newsletter, Website, and Social Media to ensure messaging is intentional, consistent, and easily accessible.

Evaluation Data Source: Communication in campus newsletter, website, and social media.

Strategy 1

Each teacher will use Class Dojo as a major form of communication.

Strategy's Expected Result/Impact: Positive public relations and increased parent participation

Staff Responsible for Monitoring: Assistant Principal and campus staff

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

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

Strategy's Expected Result/Impact: Positive public relations and increased parent participation

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3

The phone system will be used to communicate important information and invitations to participate in important school events in both English and Spanish

Strategy's Expected Result/Impact: Positive public relations and increased parent participation

Staff Responsible for Monitoring: Principal

Formative Reviews

No Progress

Some Progress

October

January

March

May

Performance Objective 2

We will conduct surveys to identify frequently used communication platforms to improve communication throughout the school year.

Evaluation Data Source: Surveys sent through parent and staff newsletters

Strategy 1

Conduct and send out surveys to parents in the monthly parent newsletter after every parent engagement event during the year.

Strategy's Expected Result/Impact: Monitor the effectiveness of the activity and make changes as needed

Staff Responsible for Monitoring: Principal and Counselor

Formative Reviews

No Progress

Some Progress

October

January

March

May

Strategy 2

Conduct and send out surveys to staff in the weekly staff newsletters for feedback on campus progress throughout the year.

Strategy's Expected Result/Impact: Improve staff satisfaction; Administrators make changes/ adjustments based on responses

Staff Responsible for Monitoring: Principal and Counselor

Formative Reviews

Some Progress

Moderate Progress

October

January

March

May



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Beth Puckett	Instructional Coach	Title I	100
Charlotte Wood	Instructional coach	Title I	100
Christina Wheeler	Instructional Coach	Title I	100
Courtney Simard	Instructional Coach	Title I	100
Dawn Trahan	Instructional Coach	Title I	100
Tracy Wheat	Instructional Coach	Title I	100



Committees

Committees

2025-2026 Campus Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 3, 2025 @ 3:45 PM	Room 806	--	--
April 21, 2025 @ 1:00 PM	Meador Elementary	April 2025 CNA Mtg Sign In.pdf	--

Members

First Name	Last Name	Position	Committee Role
Michael	Rivera	P. E. Teacher	Classroom Teacher
Cinnamon	Woody	3rd Grade Teacher	Classroom Teacher
Tiffany	Hoyt	1st Grade Teacher	Classroom Teacher
Ivan	Velasco	Elementary Director	District Representative
Hannah	Gesford	PTO President	Parent Representative
Cheryl	Kelley	District Language Arts Coordinator	District Level Professional
Brandy	Marshall	2nd Grade Teacher	Classroom Teacher
Eric	Surface	Business Representative	Business Representative
Micah	Surface	Assistant Principal	Administrator
Latonya	Youngblood	Sped Teacher	Classroom Teacher
Carla	Cobb	4th Grade Teacher	Classroom Teacher
Victoria	Morning	Kindergarten Teacher	Classroom Teacher
Tamara	Good	Principal	Administrator