



Meeker School District

Action Plan: 2023-2024 Community and TLCC Survey Data

Introduction

During the 2016-2017 and 2018-2019 school years, the Meeker School District engaged in surveys of recent graduates to help determine areas of potential improvement in the school district as well as validate areas in which the school district excelled. Although the results of those surveys provided some useful insight, achieving a sufficient response rate proved to be challenging. Additionally, much of the feedback received was relatively predictable.

In the 2023-2024 school year, the Meeker School District decided to expand this effort to include a community wide survey. Much like the graduate surveys, the intent of the community survey was to validate areas in which the school district is performing well, while also identifying areas for potential improvement. Furthermore, a better understanding of the school district community's values and perspectives helps the Meeker School District develop appropriate long term objectives and outcomes for students.

The school district received 100 responses to this survey. Overall satisfaction with the school district is very high among survey respondents with 96.2% of respondents indicating they are satisfied or very satisfied or very satisfied with the quality of education provided in the Meeker School District. Numerous written responses indicated appreciation from community members for the dedication to children that is repeatedly shown by staff members. Areas of concern expressed by community members include the continuing difficulties of hiring and retaining quality staff, student mental health needs, and individualized instruction.

The survey was designed with a mixture of rating scales and open ended responses. The open ended responses were grouped by category for reporting purposes. A summary of the data collected via the community survey can be accessed at the following link: [2023-2024 Community Survey Summary Data](#)

Also during the 2023-2024 school year, the Colorado Department of Education (CDE) conducted its semiannual Teaching and Learning Conditions Colorado survey (TLCC). The TLCC asked school staff members to answer questions regarding the working conditions within their school. A total of 61 staff members responded to the TLCC survey. All of the questions in the TLCC survey were based on a rating scale that asks respondents to rank if they strongly agree, agree, disagree, or strongly agree with a statement about their school. The TLCC survey then provides a breakdown of "favorable responses" to each of these statements. Some statements were provided to specific subgroups (licensed vs. unlicensed staff, veteran vs. new staff, etc...). Because our subgroups are relatively small, the data in this report only focuses on survey questions where a majority of all staff responded.

The most important question in the TLCC survey asks if our school district is a good place for students to learn. 100% of survey respondents agreed or strongly agreed with this statement. Additionally 98% stated that our school is a safe place to work and a safe place for students to learn. 96% indicated our school is a good place to work. Areas of concern included school staff's ability to help students with social emotional needs, support for new staff, and the amount of time provided to complete work related responsibilities.

A summary of the data collected via the TLCC survey can be accessed at the following link: [2024 TLCC Summary - Meeker School District](#)

Areas of Strength

The following areas of strength in the Meeker School District were identified through both the community survey and the TLCC survey. Because the survey structure is different for these two surveys, the data is reported differently. The following lists show the responses with the highest frequency in the community survey or highest percentage of “favorable responses” in the TLCC survey. The most prevalent of these are listed first in each list.

Community Survey:

- Staff expertise / dedication to all students / care for all students / work ethic of staff
- Extracurricular programs, especially athletic programs
- College & career readiness efforts/opportunities, guidance counselor support
- Communication and transparency with parents/community
- Academic success / student achievement / student learning
- Student/staff safety
- School and district leadership/administration, improvements in the past several years
- Diverse, up-to-date curricular offerings
- Significant improvements at Barone Middle School in past two years
- Facilities
- Proactive problem solving

TLCC Survey:

- The broader community is supportive of the school
- I would recommend this school as a good place for students to learn
- Teachers use formative assessment data to improve their students’ learning
- Students understand how class activities relates to learning objectives
- This school is a safe place for students to learn
- Students at this school have at least one adult on staff they can trust to support them with social, emotional or personal concerns
- I feel comfortable discussing life skills with my students
- I feel comfortable discussing resilience strategies with my students
- The school utilizes two-way communication methods in families home language to share what is happening in the school
- Our school is a safe place to work
- I would recommend this school as a good place to work
- Teachers’ and support personnels’ professional expertise is valued
- This school is led by an effective team
- School staff show respect for each other
- Teachers receive adequate professional development to effectively use student data
- Teachers and support personnel are provided with informal feedback to improve their instruction/work performance
- I have at least one colleague at my school that I trust

Areas of Concern and Improvement Strategies

The following action plan has been developed to identify short term, mid-range, and long term goals to address prevalent concerns collected through both the community survey and the TLCC survey. Because the survey structure is different for these two surveys, the data is reported differently.

Concerns from the community survey are those which were identified by three or more survey respondents. Concerns from the TLCC survey are those in which there was a significant drop in “favorable responses” since 2022, or where the percentage of “favorable responses” was less than 50%. Only TLCC questions where a majority of staff members responded were included. The most prevalent concerns are listed first in each chart.

Improvement Area	Short Term Action (6-12 months)	Mid-range Action (12-24 months)	Long Term Action (2-5 years)	Metrics
Community Survey Responses				
Staff turnover / staffing shortages / lack of credentialed staff	• Share information about salary & benefit changes • Improved recruiting materials • Broaden advertising reach	• Utilize staff satisfaction surveys (TLCC) survey to implement positive change	• Build grow-your -own programs • Work to restore respect for schools/educators	• Publicized salary information • Recruiting materials/efforts • Document changes via TLCC • Hires via grow-your-own
Improve individualized and differentiated learning for both G/T and special education	• Complete gifted/talented (G/T) and special education (SPED) program evaluations • Conduct student, staff, and parent surveys	• Implement outcomes of program evaluations	• Advocate for additional funding for G/T and SPED programming	• Survey results • Student achievement data
Additional mental health supports and learning for students and staff	• Communicate increases in counseling staff since 16-17 • Evaluate social/emotional learning (SEL) curriculum and instruction • Communicate student mental health processes to staff	• Maintain universal SEL instruction at elementary • Integrate appropriate SEL instruction in health curriculum at MS/HS • Add SEL supports for MS & HS students with greater need	• Investigate partnerships with local organizations • Participate in statewide efforts to expand mental health care in rural communities	• Publicized information on changes to support students • Completed SEL evaluation and subsequent changes • Training materials for staff • Formalized partnerships with local or state agencies
Compare salaries to other districts and improve salaries	• Share salary comparisons • Share salary & benefit changes over past 9 years • Share deficit spending information	• Advocate for additional funding for rural schools, • Consider modified zero based budgeting, • Continue investments in salaries and benefits	• Advocate for improved public school funding in Colorado • Consider mill levy override if reserves are depleted	• Publicized salaries and benefits information • Publicized deficit spending information/strategies

Provide/improve skilled trades courses, tech ed opportunities, and/or STEM offerings	• Add computer science class • Review district technology standards • Promote building trades partnerships with certificates • Promote FACS and Ag Ed offerings	• Develop community partnerships, internships, explore opportunities for industry certificates • Construct tiny home(s) • Expand computer science class(es)	• Complete program evaluations for every curricular offering within a 5 year period	• Construction certificates to students • College credit for students via computer science courses
Increase parent/teacher communication	• Review P/T conference criteria and scheduling • Implement PowerSchool	• Build consistent systems and expectations for parent communication	• Continue community surveys every 2-5 years	• Data from automated communication systems • Community survey results
Improve bullying prevention, reporting, investigation, and response	• Highlight current policies and practices • Provide education to parents and students • Provide training for staff	• Develop reporting and investigation forms • Provide education to students and parents • Provide training for staff	• Continue to work through SEL education processes to build emotional resilience in students	• Updated policies • Updated reporting forms • Training materials
Pick up / drop off processes at MES and BMS	• Share rationale for current processes • Evaluate current processes	• Implement changes from evaluation	• Re-evaluate processes when/if needed	• Evaluation results
Too much focus on standardized testing results	• Communicate state mandated requirements regarding testing and how test data is used to improve instruction • Survey staff to gather feedback on the uses of test data • Communicate opt-out laws	• Advocate for changes to state-mandated assessments • Review and evaluate uses of 3rd party assessments required by school district • Ensure assessment data is used to drive instruction	• Advocate for changes to state-mandated assessments	• Communication materials about state mandated tests • Student achievement data • Documented efforts to use student data to inform instruction
Food service / meals	• Continue to provide free meals to all students • Share information about how free meals are funded	• Provide education on food service requirements and constraints	• Additional funding for public schools in Colorado	• Communication documents regarding Health Meals for All program
Increase elective course offerings	• Share protocol to add courses • Share all course offerings	• Periodically evaluate course offerings through DLT • Identify potential course additions	• Continue course and program evaluations approximately every five years	• Communication documents regarding elective offerings • Course & program evaluation

Social/emotional curriculum and instruction - equal concerns both in favor of increasing and decreasing SEL instruction.	• Complete a program evaluation for social/emotional learning (SEL) curriculum & instruction evaluation	• Maintain universal SEL instruction at elementary • Utilize health curriculum for appropriate SEL instruction in middle and high school • Increase SEL supports for students with greater need	• Evaluate SEL supports, curriculum, and instruction every three to five years	• SEL program evaluation notes • Maintain counselor staffing patterns
Promote student engagement and collaboration through instruction	• Provide student engagement training for staff	• Provide student engagement training for staff	• Provide student engagement training for staff	• Training documents/dates
TLCC Results				
Staff capacity to discuss mental health or suicide with students	• Ensure all staff understand how to connect students with appropriate supports • Make clear that instructional staff are not expected to provide counseling	• Provide staff training on basic responses for students in crisis until mental health professionals can provide help	• Ongoing training	• Guidelines in emergency operations plan • Training documents
Support processes for new staff	• Determine if mentoring is needed for classified staff • Continue mentoring programs for certified staff	• Implement classified staff mentoring program if needed	• Evaluate mentoring programs approximately every 5 years	• Training protocols • Future TLCC survey results
Staff are able to meet job expectations within contracted work hours	• Compensate staff for district-required work beyond standard expectations • Consider adding work hours to classified staff position work schedules • Clarify “contracted time”	• Consider increasing Friday workdays to school calendar • Ensure effective use of Friday workdays • Accept that successful teaching often requires work beyond “contracted time”	• Advocate for more public education money to hire additional staff and provide more time for current staff to complete job related tasks	• Future TLCC survey results • Potential calendar changes • Potential work schedule changes

Summary

The Meeker School District is deeply grateful for the partnership with our community that helps us provide an excellent education for all students. The information collected through the community and TLCC surveys will be utilized to achieve the Meeker School District RE-1 vision statement of “Excellence in All We Do.”