

# SALADO INDEPENDENT SCHOOL DISTRICT

## District Improvement Plan 2017-2018

### Overview of Strengths and Areas for Improvement

#### District Mission Statement

The Salado Independent School District empowers today's youth to be leaders in a global society through educational excellence. We are committed to:

- S Success
- I Innovation
- S Self-Reliance
- D Determination

#### District Vision Statement

Salado ISD – Excellence in Education

#### District Strengths

Salado ISD received a MET STANDARD rating for all rated indexes in the 2017-2018 state accountability system and received the Postsecondary Readiness Distinction designation.

Salado ISD earned a 4.5 / 5 star rating on the Texas Smart Schools rating system from the Texas State Comptroller's office. This rating is based on district finances and student achievement in reading and mathematics.

Salado ISD received a perfect score of 100 in the Financial Integrity Rating System of Texas (FIRST). 16 different financial indicators are analyzed for this rating.

#### Campus Strengths

Salado High School received a MET STANDARD rating for all rated indexes in the new state accountability system in 2017-2018 and received distinction designations in ELA/Reading, Math, Science, Social Studies, and Postsecondary Readiness.

- UIL Academic Team finished 3<sup>rd</sup> in State
- One Act Play advanced to the state competition
- Band won Sweepstakes and qualified for Area marching band competition
- UIL Film Squad had four teams advance to State with one film placing 1st
- Robotics team qualified for the FIRST Robotics World Competition in Houston
- Salado students in the following UIL athletic activities advanced to the post-season: Boys Cross Country, Football, Volleyball, Girls Basketball, Boys Powerlifting, Girls Powerlifting, Boys Soccer, Girls Soccer, Softball, Baseball, Boys Golf, Girls Golf, Boys Track, Girls Track

Salado Junior High School received a MET STANDARD rating for all four indexes of the new state accountability system in 2017-2018 and received distinction designations in Math, Science, Social Studies, and Postsecondary Readiness.

Salado Intermediate School received a MET STANDARD rating for all four indexes of the new state accountability system in 2017-2018.

Thomas Arnold Elementary School does not receive a rating from the State of Texas because grades Pre K – 2 are not assessed with STAAR.

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### Areas of Improvement

Student achievement in reading (SPED and ELL), math (SPED and ELL), and writing (ED).

Technology access for all students

More competitive salaries, particularly teacher salaries

Facility maintenance

### Members

April Thrasher, SHS Parent	Eldon Miller, Community	Katie Mullins, TAE	Audrei Glick, SHS Teacher
Chris Miller, HS Parent	Jennifer Scott, Parent	Lacey Cruddas, SIS	Laura Stanczak, HS Teacher
Ann Santana, JH Parent	Marcus Breaux, Business	Ashley Munoz, SIS Teacher	Ross Sproul, SHS
Robin Savage, JH Parent	Natalie Breaux, Business	Beth Aycock, SIS	Paul Baird, Administration
John Jimenez, JH Parent	Renee Ward, Business	Melissa Hyer, SJHS Teacher	Michael Novotny, Administration
JoAnn Ingrum, SIS Parent	David Persyn, Community	Teri Taylor, SJHS Teacher	Burt Smith, Administration
Jennifer Watkins, SIS Parent	Jami Smith, TAE Teacher	Brittany Goodson, SJHS	Will Manning, SHS Parent
Amy McLane, TAE Parent	Nicole Hehli, TAE Teacher	Marvin Rainwater, SJHS	Cade Morris, TAE Parent
Amy Uranga, TAE Parent	Lynn Persyn, Community	Theresa Kunz, SJHS Teacher	

## SALADO INDEPENDENT SCHOOL DISTRICT District Improvement Plan 2017-2018

Comprehensive Needs Assessment

Type of Data Reviewed

Source of Data

Student performance data disaggregated by student groups, gender and program

STAAR reports, AP reports, SAT reports, ACT reports, TAPR reports

Career education, special education, Bilingual/ESL, and NCLB indicators

PBMAS report

Compliance with ESSA

AYP reports

Multi-year trends/longitudinal academic performance data

TAPR reports

District/Campus demographic data

TAPR reports

Teacher turnover rates

TAPR reports

Attendance rates

TAPR reports, PEIMS reports

Student/Teacher ratios

Master schedules, TAPR reports

Parent Feedback

Parent Surveys

Employees Feedback

Employee Surveys

Student Feedback

Student Surveys

District Policies

TASB Policy Book, Employee Handbook, Student Handbook

Progress of English Language Learners

Annual ELL report, Annual Measureable Achievement Objectives report

Campus Safety and Emergency Plan

Safety Audit

Special Education Indicators

LEA Compliance Report

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2017-2018 Salado ISD Goals

1. Provide a learning environment that increases student achievement and college and career readiness for all students.
2. Develop and implement a plan to increase student safety and wellness.
3. Hire, develop, and retain quality staff through a competitive compensation plan, professional development, and employee appreciation.
4. Increase use of instructional and administrative technology.
5. Develop a long-term plan regarding facilities, transportation, and staffing to address the current and projected enrollment growth.

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**District Goal:** Provide a learning environment that increases student achievement and college and career readiness for all students.

Performance Objective/Strategy	Person(s) Responsible	Resources Needed/Fund Source	Documentation(Formative Evaluation)	Start/End	Benchmark Dates
1. Increase the percentage of students that earn “approaches”, “meets” or “masters” on the State of Texas Assessment of Academic Readiness (STAAR) in the following areas: <ul style="list-style-type: none"> <li>• reading (SPED and ELL)</li> <li>• math (SPED and ELL)</li> <li>• writing (Hispanic and ED)</li> <li>• science (ELL)</li> </ul>	Administrators Teachers	Tutoring Structured Core Course Intervention course in Reading PD in areas of writing and reading	Increase in STAAR scores	Fall 2017 / Spring 2018	End of Year
2. Implement System Safeguard Measures for: <ul style="list-style-type: none"> <li>• reading (SPED and ELL)</li> <li>• math (SPED and ELL)</li> <li>• writing (ED)</li> <li>• social studies (ED)</li> </ul>	Campus Leadership Team ELA Teachers Faculty and Staff	Student Data Writing Program Staff Training	Increase in STAAR scores	Fall 2017 / Spring 2018	Ongoing
3. Decrease the percentage of Hispanic and ELL students in Special Education	Campus Leadership Team ARD Committee	Targeted intervention programs	Percentage of Hispanic and ELL students in Special Education is similar to other student populations.	Fall 2017 / Spring 2018	Ongoing
4. Research career/technical education certification programs for our students	Campus Leadership Team Administration	TSTEM Partnerships with higher education organizations (TSTC, TC)	Student certifications	Fall 2017 / Spring 2018	Ongoing
5. Implement AVID in 4 <sup>th</sup> and 8 <sup>th</sup> grade for 2017-2018 and provide training to expand AVID to 3 <sup>rd</sup> and 9 <sup>th</sup> grade for the 2018-2019 school year	4 <sup>th</sup> and 8 <sup>th</sup> Grade teachers AVID Site Team	Summer Institute Training for site team AVID Library Binders, planners for students Annual contract	AVID Coaching and Certification Instrument (CCI)	Fall 2017 / Spring 2018	End of Year
6. Increase student access to technology	Administrators Teachers Technology Coordinator	Laptops Chromebooks Schoolology Computer Labs Software Programs iPads in the Library	Teacher and student input Lesson Plans Quality of Software Programs	Fall 2017 / Spring 2018	Ongoing
7. Encourage participation in alternative educational and extra-curricular activities. <ul style="list-style-type: none"> <li>• DCP</li> <li>• CATE</li> <li>• Clubs</li> <li>• Misc. extra-curricular</li> </ul>	Administration SAP committee	Faculty/community	PEIMS Report	Fall 2017 / Spring 2018	End of Year

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8.	Review and strengthen instructional practices for struggling students: <ul style="list-style-type: none"> <li>• Core Classes for ELL, inclusion and at-risk students</li> <li>• Science Starters</li> <li>• Study Island</li> <li>• PLATO</li> <li>• Grand Central Station</li> <li>• Academic Detention</li> <li>• Student Assistance Program</li> <li>• Escalera</li> <li>• Tutoring</li> <li>• Math and Reading Intervention</li> </ul>	Administrators Teachers	Comparative Data Administration Faculty Technology National Honor Society Tutoring	STAAR data Failure Reports Academic Detention Referrals Teacher Input	Fall 2017 / Spring 2018	Ongoing
9.	Review and strengthen available programs that challenge student performance and increase college and career readiness. <ul style="list-style-type: none"> <li>• Advanced Placement</li> <li>• Dual Credit Courses</li> <li>• College exam prep</li> <li>• Gifted and Talented</li> <li>• UIL Academic Class</li> <li>• AVID</li> <li>• Naviance</li> </ul>	Administrators Teachers Department Chairs	Comparative Data Staff Training	Test Results Parental Feedback Student Enrollment Number of Teachers Trained	Fall 2017 / Spring 2018	End of Year
10.	Increase services to gifted and talented (GT) students. <ul style="list-style-type: none"> <li>• Explore the use of Texas Performance Standards Projects in curriculum.</li> <li>• Hire staff member to oversee all GT assessments in SISD</li> </ul>	Administrators Teachers Department Chairs GT staff	Comparative Data Staff Training	Test Results Parental Feedback Student Enrollment Number of Teachers Trained Student Survey	Fall 2017 / Spring 2018	End of Year
11.	Implement programs that target areas of growth <ul style="list-style-type: none"> <li>• Science Starters</li> <li>• Tutorials</li> <li>• Advisory Period Remediation</li> <li>• Structured Core Course at SIS</li> </ul>	Administration Department chairs	TAPR data	Increase in scores	Fall 2017 / Spring 2018	End of Year
12.	Use of advisory periods and Eagle Time for tutorials and remediation	Faculty and Staff	Advisory Period Eagle Time Study Island Curriculum materials	Student attendance Increase in scores	Fall 2017 / Spring 2018	Ongoing
13.	Provide PSAT for all 10 <sup>th</sup> and 11 <sup>th</sup> grade students and practice PSAT for 9 <sup>th</sup> grade students at Salado High School	Administration HS Counselor Teachers	Sponsor to pay for 250 PSAT exams Teachers and staff to administer the PSAT	PSAT results for all 10 <sup>th</sup> and 11 <sup>th</sup> grade students.	Fall 2017	Fall 2017

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<b>District Goal:</b>	Develop and implement a plan to increase student safety and wellness.
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Performance Objective/Strategy	Person(s) Responsible	Resources Needed/Fund Source	Documentation(Formative Evaluation)	Start/End	Benchmark Dates
1. Provide after school child care program at SIS	Administration Teachers	Money to pay teachers Snacks and games	Daily attendance	Fall 2017 / Spring 2018	End of Year
2. Utilize school and community/public agencies to decrease the dropout rate.	Administration Faculty Parents Mentors	SAP Credit recovery CIS GCS Workforce DARS Military recruiters	PEIMS Report	Fall 2017 / Spring 2018	Ongoing
3. Mentor program for at-risk students.	Administration Counselors Mentor Board	School Mentors Training Books for students	End of year mentor survey	Fall 2017 / Spring 2018	Ongoing
4. Monthly counselor vertical team Meetings	Counselors	Meeting time	Meeting agendas	Fall 2017 / Spring 2018	Ongoing
5. Conduct four student safety parent presentations to promote student safety and wellness.	Administration	Guest speakers	Attendance at four meetings	Fall 2017 / Spring 2018	May 2018

<b>District Goal:</b>	Increase use of instructional and administrative technology.
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Performance Objective/Strategy	Person(s) Responsible	Resources Needed/Fund Source	Documentation(Formative Evaluation)	Start/End	Benchmark Dates
1. Research options to increase technology access for all students and families	Administrators Technology Director	Computers Internet access	Survey to determine number of families with access to technology at home	Fall 2017 / Spring 2018	End of Year
2. Revise the district technology plan	Administration Technology Director Teachers	Teacher Feedback Curriculum and Instructional Technology Needs Assessment	STAR Report BrightBytes Survey	Fall 2017 / Spring 2018	End of year
3. Conduct a technology survey to determine areas of strength and growth in the district.	Technology Director Crux Technologies	Technology assessment by Crux Technologies	Final technology assessment submitted by Crux	Summer 2017	September 2017

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**District Goal:** Develop a long-term plan regarding facilities, transportation, and staffing to address the current and projected enrollment growth.

Performance Objective/Strategy	Person(s) Responsible	Resources Needed/Fund Source	Documentation(Formative Evaluation)	Start/End	Benchmark Dates
1. Utilize the facility evaluation, enrollment projections, and facility capacities to develop a strategic plan regarding facilities	Administration Facilities Director	Facility needs, current and projected enrollments, staffing	Facilities Plan	Fall 2017 / Spring 2018	End of year
2. Develop a long range facility planning committee to address the previous, current and future growth of SISD.	Superintendent	Huckabee Architectural Firm Templeton Demographics Crux Technologies Meeting time for committee Meals for committee meetings	Long range facility plan to be presented to the Salado ISD board of trustees.	Fall 2017 / Winter 2018	February 2018

**District Goal:** Hire, develop, and retain quality staff through a competitive compensation plan, professional development, and employee appreciation.

Performance Objective/Strategy	Person(s) Responsible	Resources Needed/Fund Source	Documentation(Formative Evaluation)	Start/End	Benchmark Dates
1. Review Texas Association of School Boards (TASB) salary survey comparisons for all positions and stipends in the district	Superintendent	TASB Salary Surveys	Comparison	Fall 2017 / Spring 2018	End of year
2. Develop a compensation plan to recommend to the school board based on the findings of the salary comparison	Superintendent Finance Director Principals	Budget information, including revenue and expenditures	Recommended compensation plan	Fall 2017 / Spring 2018	End of year
3. Create a Student and Professional Learning committee to address areas of student learning and professional development.	Assistant Superintendent, Principals	Meeting time Professional development resources	Student learning plan Professional learning plan	Summer 2017 / Spring 2018	Ongoing



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Details of the Activities Surrounding the Migrant Shared Services Agreement with ESC 12		
Interventions (Required Activities for Balanced Recruitment)	Person Accountable Affected individuals	Timeline (due dates) Specific dates for the completion of each task/strategy
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters. Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</b> COEs for new school year cannot be completed until training has occurred.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. Meet with all ID&amp;R Staff.</b> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 31
<b>B. Finalize all forms, documents, logs.</b> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
<b>C. Make recruiter assignments.</b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 31
<b>D. Conduct ID&amp;R.</b> <b>Potentially Eligible Migrant Children:</b> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <b>Currently Eligible Migrant Children:</b> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. <b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.	<b>Staff:</b> MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. Complete COEs.</b> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within 3 days of parent signature
<b>F. Review of COEs.</b> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	<b>Staff:</b> Designated SEA Reviewers	Within 5 days of parent signature.
<b>G. Conduct residency verification.</b> Verify continued residency for all currently eligible migrant children who have not made a new qualifying	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. 1. For 2 yrs old turning 3 –

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move (QAD) during the current reporting period.		on or after 3 <sup>rd</sup> birthday.
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. <u>Make contact with potential growers.</u></b> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
<b>B. <u>Develop calendar and maps.</u></b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	<b>Staff:</b> MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. <u>Network with agencies that serve migrant families.</u></b> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
<b>V. QUALITY CONTROL</b>		
<b>A. <u>Written quality control procedures.</u></b> Develop written procedures that outline ID&R quality control within the LEA/ESC.	<b>Staff:</b> MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
<b>B. <u>Eligibility review.</u></b> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. <u>Monitor and address ongoing training needs for ID&amp;R.</u></b> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. <u>Maintain up-to-date records on file.</u></b> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. <u>Coordinate with ESC for annual eligibility validation.</u></b> Validate eligibility through re-interview process according to instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff <b>Children:</b> Previously-identified children selected by State MEP	January – June
<b>VI. EVALUATION</b>		
<b>A. <u>Evaluate ID&amp;R efforts for subsequent planning.</u></b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), etc.	By June 30