

# SALADO INDEPENDENT SCHOOL DISTRICT

## District Improvement Plan 2018-2019

### 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 2018-2019 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 2018-2019 and received distinction designations in Science and Social Studies.

- UIL Academic Team finished 3<sup>rd</sup> in State
- Band won Sweepstakes
- UIL Film Squad had four teams advance to State with one film placing 1st
- 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 2018-2019 and received a distinction designation in Comparative Academic Growth.

Salado Intermediate School received a MET STANDARD rating for all four indexes of the new state accountability system in 2018-2019.

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

Shirley Stephenson, Community

Katie Mullins, TAE

Kaleigh Black, SHS Teacher

Jennifer Scott, TAE Teacher

Lacey Cruddas, TAE

Laura Stanczak, SHS Teacher

Melanie Kasper, HS Parent

Kenny Kelarek, Business

Lainie Hoelscher, TAE Teacher

Terri Seaton, SHS Teacher

Kelsey Cardenas, TAE Teacher

Ted Smith, SJHS

Lisa Sanchez, JH Parent

Deanna Whitson, Business

Beth Aycock, SHS

Angela Neas, JH Parent

Lynn Persyn, Community

David McGilvray, Community

Burt Smith, Administration

Paul Baird, Administration

Michael Novotny, Administration

Brittany Goodson, SJHS

Jami Smith, TAE Teacher

## SALADO INDEPENDENT SCHOOL DISTRICT District Improvement Plan 2018-2019

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 ESSA 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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2018-2019 Salado ISD Goals

1. Increase our percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.
2. Develop and implement strategies to increase the safety and security for our students and employees, including monthly safety and security committee meetings.
3. Develop and implement a prioritized list of facility maintenance projects, including a tentative timeline for completion.
4. Analyze employee recruitment and retention from the past three years and develop and implement an employee recruitment and retention plan based on that information.

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<b>District Goal:</b>	Increase our percentage of students that meet or exceed their State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) growth measure and increase the percentage of our high school graduates that meet the College, Career, and Military Readiness (CCMR) criteria.
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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 (ED, ELL, SPED)</li> <li>• math (Hispanic, White, ED, ELL, SPED)</li> </ul>	Administrators Teachers	Tutoring Structured Core Course Intervention course in Reading PD in areas of math and reading	Increase in STAAR scores	Fall 2018 / Spring 2019	End of Year
2. Implement System Safeguard Measures for: <ul style="list-style-type: none"> <li>• reading (ED, ELL, SPED)</li> <li>• math (Hispanic, White, ED, ELL, SPED)</li> </ul>	Campus Leadership Team ELA Teachers Faculty and Staff	Student Data Writing Program Staff Training	Increase in STAAR scores	Fall 2018 / Spring 2019	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 2018 / Spring 2019	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 2018 / Spring 2019	Ongoing
5. Implement AVID in 3 <sup>th</sup> and 9 <sup>th</sup> grade for 2018-2019 and provide training to expand AVID to 2 <sup>nd</sup> and 10 <sup>th</sup> grade for the 2019-2020 school year	3 <sup>rd</sup> and 9 <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 2018 / Spring 2019	End of Year
6. Increase student access to technology	Administrators Teachers Technology Coordinator	Laptops Chromebooks Schoology Computer Labs Software Programs iPads in the Library	Teacher and student input Lesson Plans Quality of Software Programs	Fall 2018 / Spring 2019	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> </ul>	Administration SAP committee	Faculty/community	PEIMS Report	Fall 2018 / Spring 2019	End of Year

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	<ul style="list-style-type: none"> <li>Misc. extra-curricular</li> </ul>					
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 2018 / Spring 2019	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 2018 / Spring 2019	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> <li>Hire staff member to provide GT services in Grades K-5</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 2018 / Spring 2019	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 2018 / Spring 2019	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 2018 / Spring 2019	Ongoing

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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 2018	Fall 2018
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<b>District Goal:</b>	Develop and implement strategies to increase the safety and security for our students and employees, including monthly safety and security committee meetings.
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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 2018 / Spring 2019	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 2018 / Spring 2019	Ongoing
3. Mentor program for at-risk students.	Administration Counselors Mentor Board	School Mentors Training Books for students	End of year mentor survey	Fall 2018 / Spring 2019	Ongoing
4. Monthly counselor vertical team Meetings	Counselors	Meeting time	Meeting agendas	Fall 2018 / Spring 2019	Ongoing
5. Conduct student safety parent presentations to promote student safety and wellness.	Administration	Guest speakers	Attendance at meetings	Fall 2018 / Spring 2019	May 2018
6. Monthly safety and security committee meetings to help develop and implement strategies to increase the safety and security of students and staff	Administration Safety/Security Committee	Meeting time	Attendance at meetings	Fall 2018 / Spring 2019	Ongoing

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**District Goal:** Develop and implement a prioritized list of facility maintenance projects, including a tentative timeline for completion.

Performance Objective/Strategy	Person(s) Responsible	Resources Needed/Fund Source	Documentation(Formative Evaluation)	Start/End	Benchmark Dates
1. Salado ISD will implement long range planning processes for all areas of the District's operations to address and impact student enrollment, facilities, demographics, and maintenance of facilities.	Administration Director of Facilities and Maintenance	Demographic report, facilities audit.	Development of a long range facilities plan	Fall 2018 / Spring 2019	End of year
2. Replacement of outdated HVAC equipment and implementation of computerized control system.	Administration, Director of Facilities and Maintenance, Director of Technology	Partnership with McKinstry	Replacement of HVAC and installation of control system	Fall 2018 / Spring 2019	Ongoing

**District Goal:** Analyze employee recruitment and retention from the past three years and develop and implement an employee recruitment and retention plan based on that information.

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 2018 / Spring 2019	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 2018 / Spring 2019	End of year
3. Address areas of student learning and professional development with Student and Professional Learning Committee	Assistant Superintendent, Principals	Meeting time Professional development resources	Student learning plan Professional learning plan	Fall 2018 / Spring 2019	Ongoing

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#### PARENTAL INVOLVEMENT (All Grade Levels)

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policy GKG.
- Participating in campus parent organizations. Parent organizations include: Parent Teacher Organization (PTO), Booster Clubs, and the Salado Education Foundation.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations.

The Parent Involvement Coordinators, who works with parents of students participating in Title I programs is Katie Mullins. She may be contacted at 254-947-6910.

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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 move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 <sup>rd</sup> birthday.
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		

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<p><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.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact all growers within the district boundaries by November 1.</p>
<p><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.</p>	<p><b>Staff:</b> MEP administrators and recruiters</p>	<p>By December 1 and update on on-going basis throughout the year</p>
<p><b>IV. INTERAGENCY COORDINATION</b></p>		
<p><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.</p>	<p><b>Staff:</b> MEP administrators and recruiters</p>	<p>Make initial outreach efforts by September 30 and continue on-going efforts throughout the year</p>
<p><b>V. QUALITY CONTROL</b></p>		
<p><b>A. <u>Written quality control procedures.</u></b> Develop written procedures that outline ID&amp;R quality control within the LEA/ESC.</p>	<p><b>Staff:</b> MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.</p>	<p>By August 31</p>
<p><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&amp;R Manual.</p>	<p><b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate</p>	<p>Ongoing throughout the year</p>
<p><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.</p>	<p><b>Staff:</b> All MEP staff</p>	<p>As needed throughout the year</p>
<p><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.</p>	<p><b>Staff:</b> All MEP staff</p>	<p>Ongoing throughout the year</p>
<p><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.</p>	<p><b>Staff:</b> ESC, MEP staff <b>Children:</b> Previously-identified children selected by State MEP</p>	<p>January – June</p>
<p><b>VI. EVALUATION</b></p>		
<p><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&amp;R plan for continuous improvement.</p>	<p><b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), etc.</p>	<p>By June 30</p>