

Salado Independent School District
Thomas Arnold Elementary
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Thomas Arnold Elementary: 1146

PK 3: 27

PK 4: 66

Kindergarten: 148

1st grade: 160

2nd grade: 181

3rd grade: 170

4th grade: 177

5th grade: 221

We are an elementary school campus in a growing community that attracts families from surrounding school districts. Thomas Arnold Elementary is classified as "Other-Central-City-Suburban" by TEA, and the National Center for Education Statistics classifies us as a "Rural-Distant."

Student Achievement

Student Achievement Summary

Texas Education Agency
2023-24 STAAR Performance
THOMAS ARNOLD EL (014908102) - SALADO ISD - BELL COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
Grade 3 Reading												
At Approaches Grade Level or Above	2024	74%	82%	82%	*	75%	86%	-	-	-	71%	35%
	2023	76%	82%	82%	*	84%	80%	*	*	*	91%	44%
At Meets Grade Level or Above	2023	48%	58%	58%	*	33%	69%	-	-	-	43%	13%
	2022	50%	50%	50%	*	52%	53%	*	*	*	18%	11%
At Masters Grade Level	2023	21%	24%	24%	*	14%	27%	-	-	-	29%	3%
	2022	20%	16%	16%	*	16%	16%	*	*	*	18%	0%
Grade 3 Mathematics												
At Approaches Grade Level or Above	2023	73%	75%	75%	*	65%	78%	-	-	-	82%	37%
	2022	71%	73%	73%	*	55%	81%	*	*	*	63%	40%
At Meets Grade Level or Above	2023	45%	50%	50%	*	35%	55%	-	-	-	45%	16%
	2022	43%	40%	40%	*	27%	45%	*	*	*	50%	20%
At Masters Grade Level	2023	19%	17%	17%	*	10%	20%	-	-	-	18%	5%
	2022	21%	20%	20%	*	9%	26%	*	*	*	13%	10%
Grade 4 Reading												
At Approaches Grade Level or Above	2024	81%	89%	89%	*	74%	93%	-	-	*	92%	50%
	2023	77%	82%	82%	*	73%	87%	*	*	-	67%	42%
At Meets Grade Level or Above	2024	51%	57%	57%	*	48%	62%	*	-	*	50%	10%
	2023	48%	60%	60%	*	46%	65%	*	*	-	44%	12%

Texas Education Agency

At Masters Grade Level	2024	23%	33%	33%	*	29%	36%	*	-	*	25%	5%
	2023	22%	24%	24%	*	22%	25%	*	*	-	22%	5%
Grade 4 Mathematics												
At Approaches Grade Level or Above	2024	69%	75%	75%	*	69%	78%	-	-	*	69%	35%
	2023	71%	72%	72%	*	68%	75%	*	-	*	50%	24%
At Meets Grade Level or Above	2024	46%	49%	49%	*	41%	53%	-	-	*	31%	15%
	2023	48%	53%	53%	*	43%	57%	*	-	*	38%	20%
At Masters Grade Level	2024	21%	23%	23%	*	13%	27%	-	-	*	23%	10%
	2023	22%	19%	19%	*	13%	20%	*	-	*	25%	8%
Grade 5 Reading												
At Approaches Grade Level or Above	2024	79%	87%	87%	*	84%	91%	*	-	*	71%	43%
	2023	81%	86%	86%	*	76%	91%	-	*	-	80%	39%
At Meets Grade Level or Above	2024	55%	63%	63%	*	51%	67%	*	-	*	71%	11%
	2023	57%	60%	60%	*	46%	66%	-	*	-	40%	11%
At Masters Grade Level	2024	29%	30%	30%	*	24%	31%	*	-	*	29%	0%
	2023	28%	23%	23%	*	17%	25%	-	*	-	0%	0%
Grade 5 Mathematics												
At Approaches Grade Level or Above	2024	77%	79%	79%	*	71%	82%	*	-	*	71%	32%
	2023	80%	88%	88%	*	80%	91%	-	*	-	100%	44%
At Meets Grade Level or Above	2024	50%	50%	50%	*	39%	53%	*	-	*	57%	14%
	2023	51%	56%	56%	*	44%	61%	-	*	-	60%	17%
At Masters Grade Level	2024	19%	14%	14%	*	11%	16%	*	-	*	14%	4%
	2023	21%	23%	23%	*	17%	26%	-	*	-	0%	0%
Grade 5 Science												
At Approaches Grade Level or Above	2024	58%	74%	74%	*	65%	69%	*	-	*	57%	28%
	2023	65%	80%	80%	*	63%	86%	-	*	-	80%	50%
At Meets Grade Level or Above	2024	28%	45%	45%	*	42%	47%	*	-	*	29%	10%
	2023	36%	54%	54%	*	33%	65%	-	*	-	20%	11%
At Masters Grade Level	2024	11%	21%	21%	*	19%	23%	*	-	*	0%	0%
	2023	16%	26%	26%	*	13%	32%	-	*	-	0%	0%
Grade 6 Mathematics												

Texas Education Agency

At Approaches Grade Level or Above	2024	72%	82%	*	-	-	*	-	-	-	-	-
	2023	75%	82%	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	39%	48%	*	-	-	*	-	-	-	-	-
	2023	40%	51%	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	14%	17%	*	-	-	*	-	-	-	-	-
	2023	16%	22%	-	-	-	-	-	-	-	-	-
All Grades All Subjects												
At Approaches Grade Level or Above	2024	75%	83%	80%	50%	70%	85%	*	*	100%	72%	35%
	2023	76%	83%	81%	56%	72%	84%	*	83%	*	78%	39%
At Meets Grade Level or Above	2024	48%	57%	53%	33%	40%	59%	*	*	80%	42%	12%
	2023	49%	57%	55%	22%	43%	60%	*	50%	*	37%	14%
At Masters Grade Level	2024	20%	21%	23%	8%	17%	26%	*	*	40%	20%	3%
	2023	20%	21%	21%	0%	15%	24%	*	50%	*	15%	3%
All Grades ELA/Reading												
At Approaches Grade Level or Above	2024	76%	86%	86%	60%	77%	90%	*	*	*	81%	42%
	2023	77%	84%	83%	*	77%	86%	*	*	*	80%	42%
At Meets Grade Level or Above	2024	54%	65%	60%	40%	43%	66%	*	*	*	54%	11%
	2023	53%	60%	57%	*	48%	62%	*	*	*	32%	11%
At Masters Grade Level	2024	22%	24%	29%	0%	21%	31%	*	*	*	27%	3%
	2023	20%	21%	21%	*	19%	22%	*	*	*	16%	2%
All Grades Mathematics												
At Approaches Grade Level or Above	2024	72%	78%	77%	60%	65%	81%	*	*	*	67%	32%
	2023	75%	82%	79%	*	71%	81%	*	*	*	75%	34%
At Meets Grade Level or Above	2024	43%	49%	50%	40%	37%	55%	*	*	*	33%	14%
	2023	45%	53%	53%	*	41%	58%	*	*	*	46%	18%
At Masters Grade Level	2024	17%	17%	19%	20%	12%	22%	*	*	*	19%	4%
	2023	19%	20%	20%	*	13%	22%	*	*	*	17%	5%
All Grades Science												
At Approaches Grade Level or Above	2024	75%	84%	74%	*	64%	79%	*	-	*	57%	28%
	2023	77%	85%	80%	*	63%	86%	-	*	-	80%	50%
At Meets Grade Level or Above	2024	43%	56%	45%	*	42%	47%	*	-	*	29%	10%
	2023	47%	57%	54%	*	33%	65%	-	*	-	20%	11%

Texas Education Agency

At Masters Grade Level	2024	16%	23%	21%	*	19%	23%	*	-	*	0%	0%
	2023	18%	23%	26%	*	13%	32%	-	*	-	0%	0%

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

3rd Graders

Reading and Mathematics	2024	35%	46%	46%	*	24%	56%	-	*	*	14%	10%
	2023	37%	40%	40%	*	32%	44%	-	-	-	18%	11%
Reading and Mathematics Including EOC	2024	35%	46%	46%	*	25%	56%	-	*	*	14%	10%
	2023	37%	40%	40%	*	32%	44%	-	-	-	18%	11%
Reading Including EOC	2024	48%	58%	58%	*	33%	69%	-	*	*	43%	13%
	2023	50%	50%	50%	*	52%	53%	-	-	-	18%	11%
Math Including EOC	2024	42%	49%	49%	*	33%	58%	-	*	*	14%	13%
	2023	45%	50%	50%	*	35%	55%	-	-	-	45%	16%

4th Graders

Reading and Mathematics	2024	38%	44%	44%	*	35%	49%	*	-	*	33%	10%
	2023	38%	44%	44%	*	30%	49%	*	*	-	38%	12%
Reading and Mathematics Including EOC	2024	38%	44%	44%	*	35%	49%	*	-	*	33%	10%
	2023	38%	44%	44%	*	30%	49%	*	*	-	38%	12%
Reading Including EOC	2024	51%	57%	57%	*	48%	62%	*	-	*	50%	10%
	2023	48%	60%	60%	*	46%	65%	*	*	-	44%	12%
Math Including EOC	2024	46%	49%	49%	*	41%	53%	*	-	*	31%	15%
	2023	48%	53%	53%	*	53%	57%	*	*	-	38%	20%

5th Graders

Reading and Mathematics	2024	42%	42%	42%	*	38%	43%	-	*	-	57%	4%
	2023	43%	47%	47%	*	31%	54%	-	-	-	40%	11%
Reading and Mathematics Including EOC	2024	42%	42%	42%	*	38%	43%	-	*	-	57%	4%
	2023	43%	47%	47%	*	32%	54%	-	-	-	40%	11%
Reading Including EOC	2024	55%	63%	63%	*	51%	67%	-	*	-	71%	11%
	2023	57%	60%	60%	*	46%	66%	-	-	-	40%	11%
Math Including EOC	2024	51%	50%	50%	*	39%	53%	-	*	-	57%	14%
	2023	51%	57%	57%	*	44%	62%	-	-	-	60%	17%

3rd - 8th Graders

Texas Education Agency

Reading and Mathematics	2024	376	41%	44%	20%	32%	50%	*	*	*	35%	8%	
	2023		37%	41%	44%	*	31%	49%	*	*	*	29%	11%
Reading and Mathematics Including EOC	2024		38%	44%	44%	20%	32%	50%	*	*	*	35%	8%
	2023		39%	44%	44%	*	31%	49%	*	*	*	29%	11%
Reading Including EOC	2024		54%	60%	60%	40%	43%	66%	*	*	*	54%	11%
	2023		53%	57%	57%	*	48%	62%	*	*	*	32%	11%
Math Including EOC	2024		45%	50%	50%	40%	37%	55%	*	*	*	33%	14%
	2023		47%	54%	53%	*	41%	58%	*	*	*	46%	18%

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	98.8	100.0%	100.0%	100.0%
Professional Staff:	78.5	79.4%	63.3%	63.9%
Teachers	66.1	66.9%	52.4%	48.3%
Professional Support	6.4	6.4%	5.9%	11.1%
Campus Administration (School Leadership)	6.0	6.1%	3.7%	3.3%
Educational Aides:	20.3	20.6%	14.0%	11.4%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	2.0	n/a	5.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff:	9.4	9.5%	13.1%	54.4%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	12.6%
Hispanic	3.9	5.8%	6.4%	30.1%
White	62.2	94.2%	93.6%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex:				
Males	4.5	6.8%	26.8%	24.5%
Females	61.6	93.2%	73.2%	75.5%
Teachers by Highest Degree Held:				

	----- Campus -----			
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	57.4	86.8%	77.9%	71.7%
Masters	8.7	13.2%	20.8%	24.9%
Doctorate	0.0	0.0%	1.3%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.8	7.3%	4.5%	8.7%
1-5 Years Experience	11.0	16.7%	18.8%	27.4%
6-10 Years Experience	20.7	31.4%	21.7%	20.2%
11-20 Years Experience	20.9	31.6%	29.3%	27.1%
21-30 Years Experience	7.7	11.7%	21.0%	13.7%
Over 30 Years Experience	1.0	1.5%	4.7%	3.0%

	----- Campus -----			
Staff Inform:	Count/ Average	Percent	District	State
Number of Students per Teacher	15.5		n/a	15.4 14.7
Staff Information				
Experience of Campus Leadership:				
Average Years Experience of Principals		7.0		7.7 6.0
Average Years Experience of Principals with District		7.0		5.3 5.1

----- Campus -----			
Average Years Experience of Assistant Principals	5.0	6.6	5.1
Average Years Experience of Assistant Principals with District	4.7	4.2	4.3
Average Years Experience of Teachers:			
	11.4	13.9	11.1
Average Years Experience of Teachers with District:	4.6	5.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,593	\$50,650	\$54,272
1-5 Years Experience	\$51,987	\$52,690	\$58,185
6-10 Years Experience	\$54,118	\$55,249	\$61,494
11-20 Years Experience	\$60,102	\$60,581	\$65,219
21-30 Years Experience	\$63,839	\$64,444	\$69,723
Over 30 Years Experience	\$65,676	\$67,226	\$74,014
Average Actual Salaries (regular duties only):			
Teachers	\$56,624	\$58,619	\$62,474
Professional Support	\$65,597	\$73,440	\$73,783
Campus Administration (School Leadership)	\$73,970	\$91,596	\$86,738

----- Campus -----			
Instructional Staff Percent:	n/a	66.4%	65.0%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,970.1

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

All teachers have been trained and are implementing the Empowering Writers Curriculum as of the 24-25 school year.

We are K-5 aligned with Math curriculum, Bluebonnet, and receive support from Region 12. This includes implementation walks and flexible Bluebonnet support days with Region 12 staff to ensure implementation fidelity and progress monitor our campus goals with implementation.

We are following TEKS Resource YAGs K-5 for ELAR and encouraging teachers to use more exemplary lessons given in TEKS Resource (TCMPC).

Family and Community Engagement

Family and Community Engagement Summary

Parents and families are very involved in the activities of Thomas Arnold Elementary School. A weekly newsletter is shared with families to communicate upcoming events for the week and the month. This helps parents plan to attend campus events and become more involved with school events.

Family and Community Engagement Strengths

The parents are incredibly supportive and involved in their student's learning and academics. The partnership with our parents and families in education students supports the climate and culture of Thomas Arnold Elementary and impact student achievement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents of at-risk students are not involved as much with their students' academics or campus events.

Root Cause: There could be a potential language barrier for some families, means of transportation may be limited, or outside commitments could affect family involvement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness (STAAR)





Performance Objective 1: Increase the percent of fourth-grade students who score at or above grade level on STAAR Reading from 62% in May 2025 to 65% by May 2026. Increase the percent of third-grade students who score at or above grade level on STAAR Reading from 63% in May 2025 to 65% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: K-2 Mclass (Beginning, Middle and End of Year)
 3-5 Edify Assessments
 3-5 2025 Reading and Math STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend PLCs regularly to plan and use data to inform instructional decisions.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate with colleagues to internalize, plan, prepare materials, analyze data, and reflect on lessons together. Teachers will benefit from sharing best practices, refining their instructional strategies, and aligning their lessons more effectively with curriculum goals. This collaboration leads to stronger teaching strategies, higher student engagement, and improved academic performance. By using data to inform instruction, teachers can more effectively address student needs, adjust lessons, and identify areas for improvement.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June

Strategy 2 Details	Reviews			
<p>Strategy 2: ELAR teachers in grades three through five will meet to discuss vertical alignment and collaborate on streamlined strategies for extended constructed responses (ECRs) and short constructed responses (SCRs.)</p> <p>Strategy's Expected Result/Impact: As teachers come together across three grade levels, they will share strategies to approach writing and collaborate to streamline a common strategy to implement. The teachers can share what has worked in the past and what they would like to move towards. They will be able to use a Region 12 reading academy staff member to share input, give feedback, and collaborate with.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, 3-5 ELAR teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase the percentage of students that meet or exceed standard on the State of Texas Assessments of Academic Readiness (STAAR)





Performance Objective 2: Increase the percent of fourth-grade students who score at or above grade level on STAAR Math from 49% in May 2025 to 60% by May 2025. Increase the percent of fifth-grade students who score at or above grade level on STAAR Reading from 57% in May 2025 to 65% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR assessments
Bluebonnet math module assessments
Edify assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will have walkthroughs and flexible support sessions with our Region 12 product advisor to support the implementation of Bluebonnet math.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate with colleagues to internalize, plan, prepare materials, analyze data, and reflect on lessons together. This process helps ensure consistency and fidelity in implementation, as teachers refine their practices and share insights. Over time, this focused professional development leads to stronger teaching strategies, better student engagement, and improved academic performance. The collaboration with our Region 12 product advisor fosters a supportive community of practice, where teachers feel empowered and confident in their ability to deliver Bluebonnet lessons effectively.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers attend PLCs regularly to internalize Bluebonnet lessons and lesson plan, using data to inform instructional decisions.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate with colleagues to internalize, plan, prepare materials, analyze data, and reflect on lessons together. This process helps ensure consistency and fidelity in implementation, as teachers refine their practices and share insights on instruction. By using data to inform instruction, teachers can more effectively address student needs, adjust lessons, and identify areas for improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 2: Provide and utilize intervention time for all students to work on closing academic gaps or extending their learning by creating small groups for WIN time and providing targeted instruction to ensure that all students needs are met.


Performance Objective 1: Create and implement MTSS processes for the campus to provide targeted interventions for students who are receiving Tier 2 and Tier 3 interventions.

Evaluation Data Sources: MTSS meeting notes
 MTSS data trackers
 MTSS folders

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on MTSS processes and develop campus procedures to include minutes for tiered interventions, how to create small groups, data trackers, and resources available for interventions.</p> <p>Strategy's Expected Result/Impact: Providing dedicated intervention time through small groups during WIN ("What I Need") time is designed to address each student's learning needs. Through targeted small group instruction, teachers can work on closing the gaps for those who need the additional support and challenging those who need the extension. The data that teachers track will help the MTSS committee make data-driven decisions when moving students along tiers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Interventionists</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MTSS meetings will be held with an MTSS committee to make data-informed decisions and recommendations for students needing additional growth and making progress.</p> <p>Strategy's Expected Result/Impact: The data collected by teachers and interventionists will be shared during MTSS meetings to support recommendations for moving students up or down a tier for interventions. The data gathered by those providing interventions will include the goal for interventions, the skill addressed, resources used, notes from interventions, and progress monitoring data. The MTSS committee will be able to view the student's interventions and data to make the appropriate recommendation for further support.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers Interventionists SPED team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Maintain a safe and secure environment for our students and employees through the utilization of our Salado ISD Police Department and School Marshal program, as measured by status reports and police department data.

Performance Objective 1: Ensure weekly door checks, timely safety drills, notify technology and maintenance in a timely manner about any safety concerns.





Evaluation Data Sources: Door check data collection
Safety drill data collections

Strategy 1 Details	Reviews			
<p>Strategy 1: Salado PD will share safety data with campus administration weekly.</p> <p>Strategy's Expected Result/Impact: Weekly sharing of safety data from Salado PD with campus administration is expected to enhance campus safety by keeping school leaders informed of relevant security trends and incidents in real-time. This consistent communication allows administrators to make timely decisions to address potential risks, adjust protocols, and ensure a secure environment for students and staff.</p> <p>Staff Responsible for Monitoring: Salado PD, Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Prepare for the transition to two campuses with the opening of a second elementary school for the '26-'27 school year.

Performance Objective 1: Determine the admin teams, teaching staff, and professional staff for each of the two elementary schools.

Evaluation Data Sources: Hiring a second campus principal
 Surveys sent to staff to share their preferred campus/assignment

Strategy 1 Details	Reviews			
<p>Strategy 1: Upon hiring the second principal, the staff will be survey to gather their preferred campus/assignment to begin determining what campus they will be at for the following school year.</p> <p>Strategy's Expected Result/Impact: Once the second principal is hired, both principals will collaborate and decide the best fit regarding assignments of campus. This would then be shared with the remaining staff where a survey will be sent out to staff to gather their input regarding their preferred campus. This will allow teachers to feel confident that they are going to the campus that is the best fit for them as well. Once the staff and designated campus have been decided, that information will be shared with the school community in preparation for zoning.</p> <p>Staff Responsible for Monitoring: Principal, campus staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				