SALADO INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2026–2027

2026 Accountability Rating: B

Superintendent:	Dr. Michael Novotny
Scheduled for Board Approval:	October 19, 2026

Where Excellence is Expected

MISSION STATEMENT

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

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

VISION

Salado ISD — Where excellence is expected.

VALUE STATEMENT

- Relationships are the bedrock of success.
- When students are visible and their strengths are cultivated, they will be hopeful about the future.
- Effort, persistence, and determination are equally important to the content students learn.
- Inspiration and motivation for success come from staff, parents, and community.
- Innovation and creativity in schools increase student engagement.
- The District's priorities are reflected in its use of resources.

DISTRICT IMPROVEMENT PLANNING COMMITTEE — 2026-2027

Committee membership for 2026–2027 is being finalized. The District-Level Planning and Decision-Making Committee will participate in reviewing and revising the district improvement plan.

TABLE OF CONTENTS

Comprehensive Needs Assessment 5

Demographics 5

Student Learning—STAAR/EOC Results 6

District Processes and Programs 8

Perceptions 9

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Goals 12

Goal 1: Academic Achievement and CCMR 12

Goal 2: Safe and Secure Learning Environment 15

Goal 3: Teacher Incentive Allotment — Full Implementation 17

Goal 4: Balanced Budget 18

Goal 5: CTE Programs of Study Expansion 19

Statutorily Required Assurances 21

Federal Program Considerations 22

District Funding Summary 23

Addendum 24

Appendix A: FFG(LOCAL)—Child Abuse and Neglect 25

Appendix B: FFBA(LOCAL)—Trauma-Informed Care 28

COMPREHENSIVE NEEDS ASSESSMENT

The comprehensive needs assessment (CNA) was completed using TEA accountability data, STAAR/EOC results, student records, attendance data, staff information, parent and community input, and campus improvement plan data. Data is disaggregated by all required student populations. Identified needs directly inform goals, objectives, and strategies.

DEMOGRAPHICS

Based on Texas Education Agency data (txschools.gov) for 2025-2026 and student records for 2026-2027:

Enrollment by Ethnicity / Race (2025-26 TEA)	Enrollment by Student Type (2025-26 TEA)
Total Enrollment (2025-26): 2,582 Hispanic/Latino: 27.0% White: 66.3% African American: 1.2% Asian: 0.5% American Indian/Alaskan Native: 0.1% Pacific Islander: 0.3% Two or More Races: 4.6%	Economically Disadvantaged: 24.1% Special Education: 14.0% Emergent Bilingual: 7.0% At Risk: 9.2% Section 504: 6.1% Military Connected: 7.2% Foster Care: 0.2% Homeless: 0.1%

** With the opening of Salado Creek Elementary for 2026-2027, the district now operates four campuses.*

Campus Enrollment — 2026–2027 (as of September 2026)

Thomas Arnold Elementary	Salado Creek Elementary *	Salado Middle School	Salado High School
591	609	695	878

** Salado Creek Elementary opened for the 2026–2027 school year. Campus-level baseline results will be established this year; available prior-year student assessment data will inform instructional planning.*

Staff Information — 2025-2026 (TEA)

Full-Time Teachers	Avg. Teacher Salary	Students per Teacher	Full-Time Staff
148.4 FTE	$67,387	17.4	291.1 FTE

Teacher Experience — 2025-2026

Beginning	1–5 Yrs	6–10 Yrs	11–20 Yrs	21–30 Yrs	30+ Yrs
5.8%	23.3%	19.3%	25.4%	21.3%	5.1%

Attendance — 2025-2026

Overall Attendance Rate	Chronic Absenteeism
94.9%	13%

Demographics Strengths

- Salado ISD has maintained full staffing at the start of each school year despite regional teacher shortages.
- 51.8% of teachers have 11 or more years of experience, reflecting a stable and seasoned instructional workforce.
- Many families relocate to Salado specifically for the schools, creating a highly engaged parent community.
- The opening of Salado Creek Elementary expands capacity while maintaining manageable class sizes.
- The district utilizes comprehensive data sources including T-TESS and teacher input to plan job-embedded professional learning.

STUDENT LEARNING

Student Learning Strengths

- Salado ISD students consistently outperform state and regional averages on multiple STAAR/EOC assessments.
- Grade 8 RLA: 91% at or above Approaches and 42% at Masters.
- Biology EOC: 99% at or above Approaches, 37% at Masters — exceptional performance.
- U.S. History EOC: 96% at or above Approaches, 37% at Masters.
- SHS CCMR achievement: 76% overall and 57% for students receiving special education services.
- Overall 2026 Accountability Rating: B (82/100) for 2025-2026.
- Students are actively engaged in academic UIL, athletics, fine arts, and community programs.

2025-2026 STAAR / EOC Assessment Results

Results reflect spring 2026 assessments. Did Not Meet, Approaches, Meets, and Masters represent separate performance bands. At or Above Approaches includes students in the Approaches, Meets, and Masters bands. Percentages may not total 100% because of rounding.

High School — End-of-Course (Spring 2026)

Assessment	Did Not Meet	Approaches	Meets	Masters	At or Above Approaches
English I	19%	15%	53%	13%	81%
English II	16%	14%	60%	10%	84%
Algebra I (All)	17%	26%	34%	23%	83%
Biology	1%	18%	44%	37%	99%
U.S. History	4%	24%	35%	37%	96%

Reading Language Arts — Grades 3–8 (May 2026) — Board Priority: Grade 3

Grade	Did Not Meet	Approaches	Meets	Masters	At or Above Approaches
Gr 3 RLA	15%	23%	32%	30%	85%
Gr 4 RLA	19%	19%	38%	25%	81%
Gr 5 RLA	15%	24%	26%	35%	85%
Gr 6 RLA	24%	19%	25%	32%	76%
Gr 7 RLA	19%	24%	34%	23%	81%
Gr 8 RLA	9%	21%	28%	42%	91%

Mathematics — Grades 3–8 (May 2026) — Board Priority: Grade 3

Grade	Did Not Meet	Approaches	Meets	Masters	At or Above Approaches
Gr 3 Math	17%	22%	27%	34%	83%
Gr 4 Math	24%	22%	25%	29%	76%
Gr 5 Math	18%	30%	27%	24%	82%
Gr 6 Math	22%	31%	29%	18%	78%
Gr 7 Math	35%	22%	30%	12%	65%
Gr 8 Math	34%	42%	21%	3%	66%

Science — Grades 5 and 8 (Spring 2026)

Grade	Did Not Meet	Approaches	Meets	Masters	At or Above Approaches
Gr 5 Science	18%	26%	21%	35%	82%
Gr 8 Science	16%	16%	29%	39%	84%

Social Studies — Grade 8 (May 2026)

Grade	Did Not Meet	Approaches	Meets	Masters	At or Above Approaches
Gr 8 Social Studies	35%	28%	18%	19%	65%

Accountability & CCMR Summary — 2025-2026

Overall Rating	Overall Score	SHS CCMR Achievement	Gr 8 Algebra I Participation
B	**82 / 100**	**76%**	**52%**

Areas of Need — Student Learning

- Grade 7 Math: 65% at or above Approaches and 12% at Masters — lowest Approaches-or-above rate among Grades 3–8 mathematics assessments.
- Grade 8 Math: 66% at or above Approaches and 3% at Masters — an area of concern. Interpret these results alongside Grade 8 Algebra I participation and performance.
- Grade 8 Social Studies: 65% at or above Approaches and 19% at Masters.
- Grade 6 RLA: 76% at or above Approaches — below the district's typical RLA performance.
- Algebra I: 23% Masters — opportunity to increase advanced performance
- English I: 19% Did Not Meet — highest DNM rate among EOC assessments
- Grade 4 Math: 76% at or above Approaches — an area for improvement.
- Grade 3 RLA and mathematics show strong Approaches-or-above performance; increasing performance at or above Meets Grade Level remains a board priority.

DISTRICT PROCESSES AND PROGRAMS

Curriculum, Instruction and Assessment

- TEKS-aligned curriculum with vertical alignment across all grade levels and content areas.
- Quarterly interim and benchmark assessments reviewed in campus-level data meetings.
- Advanced coursework (AP, Pre-AP, dual credit) available at the secondary level.
- Reading and mathematics intervention services are provided at the elementary level for students performing below grade level.
- T-TESS observations and student growth measures inform the district's local TIA designation system.

Career and Technical Education

Total CTE enrollment is 498 students. The new high school facility provides dedicated CTE lab space. Expanding CTE programs of study is a district and board priority.

Special Programs

- Special education: 14.0% of enrollment (TEA 2025–2026).
- Emergent bilingual: 7.0%; ESL services provided.
- Section 504: 6.1%.
- Foster care: 0.2%.
- Homeless: 0.1%; McKinney-Vento services provided.
- Military connected: 7.2%.
- Gifted and talented (GT): Identification and services per state requirements.
- Multi-tiered system of supports (MTSS): Tiered framework at all campuses.

Teacher Incentive Allotment

Salado ISD is pursuing full TEA approval and implementation of its local TIA designation system in 2026–2027. The program supports teacher recognition, recruitment, retention, and supplemental compensation based on teacher effectiveness.

Safety and Security

- Salado ISD Police Department provides on-campus law enforcement at all campuses
- Appointed school marshals complete TCOLE-approved training and maintain required licensure and qualifications under board policy
- Required safety drills, weekly exterior door checks, and applicable intruder detection audits at all campuses
- Mental health professional services (Impact Counseling) contracted for student wellness
- SB 11 school safety requirements fully implemented and monitored
- Training for applicable staff according to statutory timelines and district procedures: Stop the Bleed, Mental Health First Aid, trauma-informed care, suicide and bullying prevention, and seizure recognition

PERCEPTIONS

Perceptions summarized below reflect input gathered through stay interviews, informal feedback, and participation in district and campus meetings.

Strengths

- Parents and community members express strong satisfaction with educational quality and campus safety.
- Staff report a positive and collaborative professional culture with strong leadership.
- Students report feeling known, connected, and supported by teachers and staff.
- The opening of Salado Creek Elementary was positively received as a timely response to growth.
- Staff view competitive compensation and the district's commitment to TIA positively.

Areas Needing Continued Attention

- Continued efforts are needed to increase parent and community engagement, especially at the secondary level.
- Work schedules and event timing create barriers for some families; flexible participation options are needed.
- Staff request additional support for students with intensive academic and behavioral needs.
- Community members express strong interest in expanded CTE and dual credit offerings at the new high school.

PRIORITY PROBLEM STATEMENTS

Problem Statement 1 [Student Learning — BOARD PRIORITY]: Grade 7 and Grade 8 mathematics assessments show lower Approaches-or-above rates than other mathematics assessments. Grade 7: 65% at or above Approaches and 12% at Masters. Grade 8: 66% at or above Approaches and 3% at Masters. Grade 8 results should be interpreted alongside Grade 8 Algebra I participation and performance.

Root Cause: *Gaps in foundational math concepts from earlier grades; insufficient targeted intervention at middle school.*

Area(s): Student Learning

Problem Statement 2 [Student Learning — BOARD PRIORITY]: Grade 3 reading language arts and mathematics performance at or above Meets Grade Level requires continued focus in alignment with the board's early literacy and mathematics goals. Grade 3 reading language arts: 62% at or above Meets. Grade 3 mathematics: 61% at or above Meets.

Root Cause: *Early foundational skill gaps; need for systematic Tier 2/3 intervention and evidence-based instruction.*

Area(s): Student Learning

Problem Statement 3 [Student Learning — BOARD PRIORITY]: SHS CCMR achievement of 76% overall reflects progress, while the 57% rate for students receiving special education services indicates a need to close the gap and increase readiness for all graduates.

Root Cause: *Not all students have equitable access to CCMR qualifying pathways; individualized CCMR planning needed.*

Area(s): Student Learning

Problem Statement 4 [Student Learning]: Economically disadvantaged students, who represent 24.1% of district enrollment, perform below the district average on state assessments.

Root Cause: *Limited access to outside enrichment; financial barriers to advanced coursework and exam fees.*

Area(s): Student Learning

Problem Statement 5 [Student Learning]: Students receiving special education services demonstrate achievement gaps in reading language arts. In the 2026 Closing the Gaps planning data, 27% met or exceeded Meets Grade Level at Thomas Arnold Elementary, compared with 65% of all students; at Salado Middle School, the corresponding rates were 14% and 63%.

Root Cause: *Need for stronger alignment between SPED instruction and grade-level TEKS; limited intensive resources.*

Area(s): Student Learning

Problem Statement 6 [Student Learning]: Emergent bilingual students need language-development support to access grade-level content.

Root Cause: *Students are developing English proficiency while learning grade-level academic content.*

Area(s): Student Learning

Problem Statement 7 [District Processes]: CTE programs of study are limited relative to student interest and the capacity of the new high school facility.

Root Cause: *Prior facility constraints limited expansion. Expanding programs in the new facility requires certified instructors, equipment, and partnerships.*

Area(s): District Processes

Problem Statement 8 [Perceptions]: Parent and community engagement requires ongoing strategic effort to reach all families, particularly at the secondary level.

Root Cause: *Work schedules, communication barriers, and awareness gaps limit participation for some families.*

Area(s): Perceptions

COMPREHENSIVE NEEDS ASSESSMENT DATA DOCUMENTATION

The following data sources were reviewed to complete the comprehensive needs assessment:

Improvement Planning Data

- District and campus goals
- HB 3 early literacy, mathematics, and CCMR goals
- Performance objectives with summative reviews (prior year)
- Campus and district improvement plans
- Available planning committee records
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR)
- Student Achievement, Progress, and Closing the Gaps domains
- Texas School Report Card (txschools.gov)
- Federal Report Card and accountability data

Student Assessment Data

- STAAR Grades 3–8 (current and longitudinal)
- STAAR EOC: English I, English II, Algebra I, Biology, U.S. History
- TELPAS results
- STAAR EB progress measure
- CLI Engage/CIRCLE prekindergarten assessment data and mCLASS early literacy data
- Edify beginning-of-year and interim assessment data
- SAT, ACT, PSAT
- AP/dual credit exam data
- IBC and CTE data
- CCMR graduate data
- Local benchmark assessments

Student Group Data

- Race/ethnicity — achievement, discipline, attendance, progress
- Student performance by sex
- Economically Disadvantaged / non-ED performance
- Special Education data
- Emergent Bilingual/ESL data
- Foster care and Homeless student data
- Military-connected student data
- Section 504 data
- GT and dyslexia data
- CTE data by subgroup

Behavioral and Other Indicators

- Attendance and chronic absenteeism
- Discipline records
- Graduation and completion rates
- Dropout data
- School safety records

Employee Data

- T-TESS appraisal data
- TIA teacher performance, student growth, and proposed designation data
- TASB salary survey

- Staff stay interviews and informal feedback
- Professional development needs assessment

Parent and Community Data

- Parent feedback and meeting participation
- Available parent participation records
- Community feedback and meeting participation

GOAL 1: Increase the percentage of students performing at or above Meets Grade Level on STAAR/EOC and increase the percentage of graduates meeting College, Career, and Military Readiness (CCMR) criteria.

Board Priorities: Improve Grade 3 Reading and Math | Increase CCMR achievement above 76% | Maintain strong performance for all student groups.

Performance Objective 1.1: Increase the percentages of students performing at or above Approaches, at or above Meets, and at Masters on STAAR Grades 3–8 and EOC by at least 3 percentage points from spring 2026 to spring 2027, where feasible up to 100%.

CNA Evidence: Grade 7 Math (65%), Grade 8 Math (66%), Grade 8 Social Studies (65%), Grade 6 RLA (76%), and English I DNM (19%) are priority areas. Baseline: 2025-26 STAAR. Target Date: June 2027.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement weekly TEKS-based data cycles: analyze results, identify gaps, use results to adjust instruction and assign targeted support across all campuses	Principals, teachers	Staff time; Eduphoria; General Fund 199	Aug 2026 – May 2027	Meeting agendas; intervention logs; adjusted lesson plans	Quarterly STAAR/benchmark trend data
Provide Tier 2/Tier 3 intervention blocks for students not at grade level in Math and RLA, with priority on Grades 3, 7, and 8	Principals; reading/math interventionists; teachers	Title I Part A; General Fund 199	Aug 2026 – May 2027	Intervention rosters; progress monitoring; RtI documentation	6-week monitoring cycles; STAAR interim results
Increase instructional rigor: bell-to-bell active learning, differentiated instruction, and embedded formative assessment	Teachers; principals	Title II Part A (PD); instructional materials	Aug 2026 – May 2027	T-TESS data; lesson plan reviews	Principal walk-through data; T-TESS mid-year summaries
Administer campus benchmark assessments per campus schedule; use results to monitor individual student growth	Principals; teachers	Eduphoria, Edify contract; General Fund 199	BOY, MOY, and EOY during 2026–2027, according to campus assessment schedules	Assessment rosters; results reports	Performance and growth reports by student group, including special education, emergent bilingual, and economically disadvantaged students; benchmark trends
Provide targeted tutoring for students at risk of not passing STAAR: before/after school; WIN time, Eagles Nest	Principals; intervention teachers	General Fund 199; Title I supplemental tutoring; ESC Region 12	Oct 2026 – May 2027	Sign-in logs; attendance records	STAAR interim and released test performance
Ensure equitable access to grade-level curriculum and resources across all four campuses including new Salado Creek Elementary	Superintendent; principals	General Fund 199; campus allocations	Aug 2026 – May 2027	Resource inventory; staffing distribution reports	Campus equity review at mid-year

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

Performance Objective 1.2 [BOARD PRIORITY]: Increase Grade 3 performance at or above Meets Grade Level from 62% to 65% in reading language arts and from 61% to 64% in mathematics by June 2027.

CNA Evidence: Problem Statement 2. HB 3 early literacy and numeracy requirements apply. Baseline: Spring 2026 STAAR Grade 3.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement structured literacy and systematic phonics (Science of Reading) in Grades K–3	Elementary principals; K-3 teachers; reading interventionists	General Fund 199; Title I Part A	Aug 2026 – May 2027	Lesson plans; data; fluency assessments	6-week reading progress monitoring; Gr 3 RLA STAAR

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement the district's adopted TEKS-aligned mathematics curriculum with manipulatives, small-group instruction, and systematic development of foundational skills	Elementary principals; K-3 math teachers	General Fund 199; Title I Part A	Aug 2026 – May 2027	Lesson plans; formative math assessments	Gr 3 Math benchmark and STAAR results
Identify Grade 3 at-risk readers/math learners by August; begin targeted intervention by September; re-screen at mid-year	Elementary principals; reading/math interventionists	Title I Part A; General Fund RtI resources	Aug–Sep 2026; Jan 2027	Identification roster; intervention plans; progress monitoring	Six-week progress monitoring and Grade 3 STAAR performance at or above Meets
Conduct PLCs every two weeks at elementary level to review student data, plan instruction, and ensure curriculum fidelity	Principals; K-3 teachers; instructional coaches	Staff time; instructional materials	Aug 2026 – May 2027	PLC agendas and minutes; collaboration logs	Quarterly benchmark data; campus data-meeting notes

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

Performance Objective 1.3 [BOARD PRIORITY]: Increase SHS CCMR achievement from 76% to 80%, as reported in 2027 accountability, while improving access to qualifying pathways for all student groups.

CNA Evidence: Problem Statement 3. CCMR achievement is 76% overall and 57% for students receiving special education services.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Provide all Grades 8–12 students with structured CCMR planning through counselors, identifying dual credit, AP, IBC, TSI, and military pathways	Counselors; principals	Staff time; CCMR planning tools; General Fund	Sep 2026 – May 2027	CCMR plan documentation; senior audit report	Verified completion of CCMR qualifying criteria; senior dashboard reviewed by student group
Expand dual credit course offerings through local college partnerships	principal; college partners	Dual credit agreements; General Fund; Title IV	Aug 2026 – May 2027	Dual credit enrollment roster; completed hours	Semester dual credit completion rates
Support TSI, SAT/ACT, and AP exam preparation through test prep courses, fee waivers for eligible students	Counselors; AP teachers; Study Smart Teachers	AP exam fee waivers (federal); General Fund	Sep 2026 – May 2027	AP enrollment; exam registration; TSI scores	AP/dual credit pass rates; TSI college-ready scores
Monitor current Grade 8 Algebra I enrollment and performance; identify students in Grades 6–7 for future accelerated mathematics placement	Middle school principal; math teachers; counselors	General Fund; staff time	Sep 2026 – May 2027	Gr 7 accelerated math roster; Gr 8 Algebra I enrollment	Gr 8 Algebra I STAAR participation and results
Communicate higher education requirements, financial aid, FAFSA/TASFA, and scholarship opportunities to all Grades 9–12 students and families	Counselors; administrators	Staff time; Title I parent engagement funds	Sep 2026 – May 2027	Financial aid night records; FAFSA/TASFA completion	Senior FAFSA/TASFA completion rate
Provide teachers and counselors with college/career resources and training to support postsecondary planning	Counselors; curriculum director	Title II Part A professional development	Aug 2026 – May 2027	Training sign-in sheets; resource logs	Post-training feedback surveys

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

Performance Objective 1.4: Reduce the gap between each identified student group and all students by at least 3 percentage points in STAAR/EOC performance at or above Meets Grade Level from spring 2026 to spring 2027. Identified groups include economically disadvantaged students, students receiving special education services, and emergent bilingual students. Progress will also require improved student-group achievement, rather than a gap reduction caused solely by declining all-student performance.

CNA Evidence: Problem Statements 4, 5, and 6.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Provide supplemental instructional support for economically disadvantaged students through tutoring, intervention, and enrichment funded by Title I	Principals; teachers; Title I coordinator	Title I Part A — per TEA allocation and CNA-documented need	Aug 2026 – May 2027	Title I services log; student progress data	STAAR subgroup results; Title I annual evaluation
Provide TEKS-aligned instruction, accommodations, specially designed instruction, and progress monitoring aligned with IEP goals	Special education director; principals; special education teachers; paraprofessionals	IDEA Part B Formula; General Fund	Aug 2026 – May 2027	IEP progress notes; ARD documentation; co-teaching schedules	STAAR special education subgroup results; ARD annual review
Provide targeted ESL/bilingual support for EB students: Summit K-12, increase TELPAS yearly progress	EB coordinator; ESL/bilingual teachers	Title III Part A; General Fund ESL allotment	Aug 2026 – May 2027	TELPAS registration; EB intervention logs; proficiency assessments	TELPAS yearly progress; EB STAAR performance
Conduct monthly reviews of data for economically disadvantaged students, students receiving special education services, emergent bilingual students, and other student groups at each campus; adjust strategies as needed	Principals; assistant superintendent	Staff time; Eduphoria	Monthly Aug 2026 – May 2027	Data meeting agendas; action plans	Meets-or-above rates, student growth, and changes in percentage-point gaps by student group

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

GOAL 2: Maintain a safe and secure learning environment for all students and employees through the Salado ISD Police Department, School Marshal program, and campus safety protocols.

Performance Objective 2.1: Complete 100% of required safety drills, weekly exterior door checks, applicable audits, and corrective actions within required timelines during 2026–2027.

CNA Evidence: District operates four campuses including new Salado Creek Elementary. All campuses must meet full TEA safety compliance.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Conduct and document weekly exterior door checks; address deficiencies promptly and track corrective actions from intruder detection audits	Principals; SISD Police Chief; marshals	Safety equipment budget; General Fund 199	Weekly Aug 2026 – May 2027	Door check logs; audit reports	Weekly principal safety report
Conduct all required TEA safety drills at all four campuses per schedule, including Salado Creek Elementary	Principals; SISD PD	Staff time	Per TEA schedule 2026-2027	Drill logs with date/time/results	Post-drill review debrief
Complete safety and security audits within the required three-year cycle; report results to the board and Texas School Safety Center, and monitor corrective actions	SISD Police Chief; superintendent	Staff time; audit tool	Within the required three-year audit cycle; monitor corrective actions throughout 2026–2027	Completed audit; board reporting; Texas School Safety Center submission; corrective-action records	Reporting confirmation; corrective-action progress review
Verify functioning safety systems, visitor procedures, and required security coverage at Salado Creek Elementary throughout the school year	Superintendent; Police Chief; Salado Creek Elementary principal	Capital budget; safety/security funds	Aug 2026 – May 2027; ongoing monitoring	Site walkthrough checklist; acceptance report	Principal safety reviews; documented resolution of identified concerns

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

Performance Objective 2.2: Foster a positive campus climate through trauma-informed practices, mental health supports, and bullying prevention at all campuses. At each scheduled review, evaluate counseling referrals and follow-through, bullying reports and responses, and campus climate feedback.

CNA Evidence: Student wellness data and staff/parent perceptions support continued investment in campus climate and mental health resources.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Continue contracted mental health professional services (Impact Counseling) at all campuses; maintain referral pathways	Counselors; principals; mental health professional	Impact Counseling — General Fund 199 ($68,450.62)	Aug 2026 – May 2027	Session logs; referral tracking	Year-end counselor reports; student survey data
Provide required safety and student-wellness training to applicable staff according to statutory timelines and district procedures	Principals; Assistant Superintendent; SISD PD	Title II Part A; General Fund	According to applicable statutory timelines and district procedures	Training sign-in sheets; certification records	Staff completion rates; annual compliance verification
Review and update TEC §38.0041 (sexual abuse/maltreatment) and TEC §38.036 (trauma-informed care) policies annually; document in DIP	Superintendent; board; principals	Staff time	Sep 2026	Updated policies on file with board and DIP	Board approval; policy documentation

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

Performance Objective 2.3: Ensure 100% of appointed school marshals maintain required training, licensure, and qualifications throughout 2026–2027; support continued SISD Police Department development.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Ensure all appointed school marshals complete TCOLE-approved training and maintain required licensure and qualifications under the board-approved marshal plan	SISD Police Chief; superintendent	Marshal training budget; applicable training and licensing fees	Throughout 2026–2027, according to applicable training and renewal deadlines	Training completion certificates; current license documentation	Police Chief reviews training and licensure status at each formative review
Continue professional development and capacity-building for SISD Police Department officers	SISD Police Chief	General Fund professional development budget	Aug 2026 – May 2027	Training records; department reports	Annual department report to board

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

GOAL 3: Successfully implement the Teacher Incentive Allotment (TIA) program, recruit and retain high-quality teachers, and ensure competitive compensation for all district employees.

Performance Objective 3.1: Obtain full TEA approval of the district's TIA designation system by February 2027 and evaluate all eligible teachers using the district's approved designation rubric during 2026–2027.

CNA Evidence: TIA is a Board and district strategic priority. Successful implementation will enable state-funded supplemental pay for teachers who earn a TIA designation.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Submit required TIA data and proposed designations, respond to validation feedback, and complete any required system documentation according to state deadlines	Superintendent; Assistant Superintendent; instructional technologist; principals	Staff time; ESC Region 12 TIA support	Aug–Nov 2026	TIA submission confirmation; validation feedback; required system documentation	TEA feedback and approval status
Train all campus administrators on TIA designation rubric, observation protocols, and required data capture	Superintendent; Assistant Superintendent; instructional technologist; principals	Title II Part A; staff time	Aug–Sep 2026	Training agendas and sign-in sheets; training completion and appraiser calibration documentation	Administrator competency check; T-TESS calibration review
Conduct all T-TESS evaluations per district calendar in alignment with TIA requirements; ensure appraiser fidelity and calibration	Campus principals; district appraisers	Staff time; T-TESS platform; Eduphoria	Aug 2026 – May 2027	Completed T-TESS appraisals; calibration documentation	TIA data submission; T-TESS completion rates
Communicate TIA program details, criteria, and compensation structure to all teachers; provide training/Q&A forums at each campus	Superintendent; Assistant Superintendent; instructional technologist; principals	Staff time	Sep–Oct 2026	Staff meeting agendas; email communications; FAQ document	Staff surveys on TIA awareness; teacher questions and feedback from campus meetings and Q&A sessions
Monitor student growth data at each assessment window per TIA requirements; adjust data capture as needed	Superintendent; Assistant Superintendent; instructional technologist; principals	Eduphoria; Edify; mCLASS; STAAR data	BOY, MOY, and EOY, as applicable	Student growth reports; TIA data logs	TIA data submission compliance

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

Performance Objective 3.2: Maintain competitive teacher and staff compensation relative to regional peers as informed by annual TASB salary survey. Baseline: Avg. teacher salary $67,387 (TEA 2025-26).

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Participate in and analyze TASB compensation survey annually; present findings and recommendations to board by spring 2027	Superintendent; CFO	TASB survey subscription; staff time	Oct 2026 – Feb 2027	TASB survey results and district analysis	Board review of compensation recommendations and action taken
Develop a multi-year salary and benefits plan incorporating TIA supplemental pay, base salary competitiveness, and retention incentives	Superintendent; CFO	Staff time; budget planning data	Nov 2026 – Feb 2027	Draft compensation plan; board presentation	Board-adopted salary schedule for 2027-2028

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

GOAL 4: Develop and maintain a fiscally responsible, balanced budget for 2026-2027 that aligns resources to district priorities and student needs.

Performance Objective 4.1: All campuses and departments will submit budgets aligned with district priorities and participate in quarterly reviews of expenditures, variances, and needed adjustments during 2026–2027.

CNA Evidence: Enrollment growth, operation of Salado Creek Elementary, and district instructional priorities require coordinated budget planning and ongoing expenditure monitoring.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
All campus principals and department directors submit and review budgets aligned to DIP goals; CFO conducts quarterly budget reviews	Superintendent; CFO; principals; department directors	All district funds: General Fund 199, Title I, Title II, IDEA-B, Title III, Title IV	Aug 2026; quarterly	Budget submissions; quarterly financial reports	Quarterly financial variance reports to board
Ensure all federal program funds are obligated and expended according to program requirements and timelines	CFO; federal programs coordinator; principals	Title I, II, III, IV, IDEA-B federal allocations	According to each grant's approved obligation, expenditure, and reporting deadlines	Grant obligation logs; expenditure reports	Annual federal program evaluation; TEA compliance
Monitor Salado Creek Elementary operational costs, staffing, materials, and technology needs throughout 2026–2027	Superintendent; CFO; SCE principal	Capital Projects Fund; General Fund 199	Throughout 2026–2027	SCE campus budget; purchase order documentation	Mid-year budget review; SCE principal report
Conduct the required public hearing on the district annual report, including the TAPR, and publish the annual report according to state requirements	Superintendent; board	Staff time	Within the required period after receipt of the PDF TAPR, excluding school holidays as applicable	Public hearing notice, agenda, and minutes; published annual report	Verify hearing and publication deadlines under TEC §39.306 and 19 TAC §61.1022
Present the district improvement plan and budget reports to the board for review and action according to applicable schedules	Superintendent; CFO; board	Staff time	DIP: October 2026; budget reports according to the district's fiscal calendar	Board agendas and minutes; adopted DIP; budget reports	Document board action and alignment of budget allocations with DIP priorities

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

GOAL 5: Expand Career and Technical Education (CTE) Programs of Study to increase student access to industry-based certifications (IBCs), career pathways, and postsecondary readiness opportunities.

Performance Objective 5.1: By May 2027, complete plans for at least two new CTE programs of study for implementation in 2027–2028, using the new Salado High School facility. Increase total CTE enrollment from 498 to 600 students by May 2027.

CNA Evidence: Problem Statement 7. The new high school facility provides dedicated CTE lab space. Expanding CTE programs of study is a board priority. Total CTE enrollment is 498 students.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Survey students in Grades 7–12 and parents about CTE interest areas; compile results to inform program selection	Principal; Counselors	Survey tool; staff time	Sep–Oct 2026	Completed survey results and analysis report	Report presented to board/leadership by Nov 2026
Research and identify at least two TEA-approved CTE programs of study for 2027–2028; develop plans covering aligned IBCs, course sequences, instructor qualifications, equipment, and costs	Principal; Counselors; Superintendent; CFO	Staff time; ESC Region 12 CTE support; TEA CTE resources	Oct 2026 – Feb 2027	Program design documents; cost estimates; facility review	Board presentation of recommended programs by spring 2027
Establish partnerships with local businesses, colleges, and industry organizations for internships, job shadowing, and dual credit	Principal; CTE teachers	Staff time; MOU agreements	Nov 2026 – May 2027	Signed MOU/partnership agreements; internship records	Number of active partnerships and students participating in internships, job shadowing, or dual credit
Explore and apply for CTE grant funding through TEA, Perkins V, and other federal/state sources	CFO; Principal; Assistant Superintendent	Grant writing support; Perkins V allocation	Sep 2026 – Feb 2027	Grant applications submitted; award notifications	Grant award status; program funding secured
Provide professional development for CTE teachers to expand industry-based certification opportunities; ensure new program instructors meet applicable TEA certification requirements	Assistant Superintendent; CTE teachers; Principal	Title II Part A; General Fund professional development budget	Aug 2026 – May 2027	Teacher certification records; professional development participation logs	Certification status report; TEA compliance review
Communicate CTE program options, IBC pathways, and CCMR connections to students and families through counselor presentations and course registration	Counselors; Principal	Staff time; district website; course catalog	Sep 2026 – Jan 2027	Updated course catalog; counselor presentation slides	CTE enrollment numbers in course selection by Feb 2027

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

Performance Objective 5.2: Increase the percentage of IBC-eligible CTE students earning at least one aligned industry-based certification (IBC) through existing programs by May 2027.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Establish the 2025–2026 IBC attainment baseline and a numerical improvement target for May 2027, using a consistent definition of IBC-eligible students	CTE coordinator; Counselors; CTE teachers	Staff time; student certification records	By November 2026	Documented baseline, denominator, and numerical target; updated Objective 5.2	Verify baseline and target at the November formative review

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Identify all IBC-eligible CTE students and create individualized completion plans; assign counselor to monitor progress	CTE coordinator; Counselors; CTE teachers	Staff time; IBC exam registration fees — General Fund	Initial review Aug–Sep 2026; update each semester	IBC-eligible roster; completion plans; exam attempts; students earning at least one aligned IBC; certification attainment rates	Quarterly IBC completion progress report
Cover IBC exam fees for economically disadvantaged students; provide targeted exam preparation support	CTE coordinator; Counselors	General Fund; other allowable funds as approved	Oct 2026 – May 2027	Fee waiver documentation; exam registration records	Quarterly review of exam participation and certification attainment, including economically disadvantaged students; final review May 2027

Formative: November 2026 | February 2027 | April 2027 *Summative: June 2027*

STATUTORILY REQUIRED ASSURANCES

Salado ISD assures that the district will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [ESSA §1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with ESSA §1117, and timely and meaningful consultation with private school officials [ESSA §1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 [ESSA §1112(c)(3)].

4. Coordinate and integrate Title I services with other educational services, including services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation [ESSA §1112(c)(4)].

5. Collaborate with the state or local child welfare agency to designate a point of contact as required and develop and implement written procedures addressing how transportation is provided, arranged, and funded to maintain children in foster care in their school of origin when doing so is in their best interest [ESSA §1112(c)(5)].

6. Incorporate the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children required by TEC §38.0041 into this plan, with the policy text included in the appendix.

7. Incorporate the district trauma-informed care policy required by TEC §38.036 into this plan, with the policy text included in the appendix.

8. Ensure all applicable federal planning requirements (Title I, II, III, IDEA) are incorporated into the district planning process.

9. Maintain this District Improvement Plan locally and make it available to TEA upon request [TEC §11.252].

10. Ensure the DIP is developed, evaluated, and revised annually by the Superintendent with assistance from the District-Level Planning and Decision-Making Committee, in accordance with district policy and TEC §§11.251–11.252.

FEDERAL PROGRAM CONSIDERATIONS

Salado ISD coordinates applicable federal programs with district improvement priorities. Funded activities are based on identified needs, approved grant applications, and program requirements.

Title I, Part A — Improving Basic Programs

Salado ISD uses Title I funds to provide supplemental academic support for students served through the district's Title I programs, based on identified academic needs and applicable program requirements. Funds support supplemental tutoring and intervention, reading interventionists, and parent/family engagement activities. Title I funds are coordinated with IDEA, Title III, and state programs to avoid duplication. Private school consultation is conducted annually per ESSA §1117.

Title II, Part A — Supporting Effective Instruction

Title II funds support high-quality professional development for teachers and administrators, including TIA-aligned training, instructional coaching support, and campus leadership development. Funds are allocated based on identified professional development needs from T-TESS data and campus improvement planning.

Title III — English Language Acquisition

Title III funds support supplemental language instruction and services for emergent bilingual students, including supplemental ESL materials, technology-based language learning through Summit K-12, and professional development for ESL teachers. The goal is to increase annual TELPAS progress for emergent bilingual students.

IDEA Part B, Formula — Special Education

IDEA-B funds support specially designed instruction, assistive technology, related services such as speech therapy, services provided by licensed specialists in school psychology and educational diagnosticians, and paraprofessional support for students with disabilities. Funds are used in coordination with the General Fund and state special education allotment to ensure a free appropriate public education (FAPE) for all eligible students.

Title IV, Part A — Student Support and Academic Enrichment

Title IV funds support well-rounded educational opportunities, safe and healthy student environments, and effective use of technology in instruction.

Perkins V — CTE Funding Opportunities

The district will pursue available Perkins V funding, subject to eligibility and award, to support expansion of CTE programs of study, equipment, and industry-based certifications in alignment with Goal 5.

DISTRICT FUNDING SUMMARY

Funding sources support the district priorities and strategies identified in this plan. Expenditures are governed by the board-approved budget, applicable grant awards, and program requirements.

Fund	Description / Use
General Operating (Fund 199)	Core instructional programs, staffing, operations, safety, and campus support across all four campuses
Title I, Part A	Supplemental academic support based on identified needs and applicable Title I program requirements; tutoring; reading interventionists; parent and family engagement
Title II, Part A — Supporting Effective Instruction	Teacher and principal professional development; TIA-aligned training; instructional coaching
Title III	ESL/bilingual support; language learning programs; EB student academic supports
IDEA Part B, Formula	Special education services, related services, paraprofessionals, assistive technology
Title IV, Part A	Well-rounded education, safe/healthy environments, technology in instruction
National School Breakfast & Lunch	Child nutrition programs
Campus Activity Accounts	Campus-level student activity funding
Capital Projects Fund	New campus construction, major facility improvements (Salado Creek Elementary)
Perkins V CTE	Funding to pursue, subject to eligibility and award, for CTE program expansion, equipment, and industry-based certifications

Federal funds are administered according to applicable program statutes, grant conditions, and Uniform Grant Guidance. Supplement-not-supplant requirements are applied as required by each program.

ADDENDUM

The following supporting documents are maintained or updated through the district planning process, as applicable:

- Campus Improvement Plans for Thomas Arnold Elementary, Salado Creek Elementary, Salado Middle School, and Salado High School
- District-Level Planning and Decision-Making Committee meeting documentation, as available
- District planning committee public meeting notice and documentation; separate annual performance report/TAPR hearing notice and records
- Board-approved performance objectives matching this DIP
- Sexual abuse, sex trafficking, and other maltreatment of children policy — FFG(LOCAL), included in Appendix A
- Trauma-informed care policy — FFBA(LOCAL), included in Appendix B
- Title I Parent and Family Engagement Policy
- Private school consultation documentation (ESSA §1117)
- School safety and security audit per TEC §37.108
- TIA designation rubric, student growth measures, and submission/validation documentation
- Salado Creek Elementary baseline and progress data
- CCMR Planning documentation for Grades 9-12
- HB 3 early childhood literacy, mathematics, and CCMR plans and progress monitoring

Salado ISD District Improvement Plan 2026-2027

Scheduled for Board Approval: October 19, 2026

Superintendent: Dr. Michael Novotny | District #014908 | www.saladoisd.org.

APPENDIX A FFG LOCAL CHILD ABUSE AND NEGLECT

Salado ISD
014908

STUDENT WELFARE FFG
CHILD ABUSE AND NEGLECT (LOCAL)

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 24 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A law enforcement agency, as defined in law;
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the Texas Abuse Hotline website[1];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

---

[1] Texas Abuse Hotline website: http://www.txabusehotline.org

APPENDIX B FFBA LOCAL TRAUMA INFORMED CARE

Salado ISD
014908

CRISIS INTERVENTION FFBA
TRAUMA-INFORMED CARE (LOCAL)

Trauma-Informed Care Program The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.