

SALADO INDEPENDENT SCHOOL DISTRICT

SALADO HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2026 – 2027

District Accountability Rating: B | Campus Accountability Rating: B

Campus: Salado High School

Principal: Kris Hobson

Board Approval Date: October 19, 2026

Where Excellence is Expected · www.saladoisd.org

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.

CAMPUS IMPROVEMENT PLANNING COMMITTEE — 2026-2027

Developed with input from the Campus-Level Planning and Decision-Making Committee per TEC §11.251–11.252, including professional staff, parents, business representatives, and community members. This plan aligns to and supports the Salado ISD District Improvement Plan 2026-2027.

Complete member list with signatures on file at campus and district level per TEC §11.251.

TABLE OF CONTENTS

Comprehensive Needs Assessment.....	5
Demographics	5
Student Learning — EOC, AP, Dual Credit & CCMR	8
Campus Processes & Programs	12
Perceptions	14
Priority Problem Statements.....	15
CNA Data Documentation	17
Goals.....	19
Goal 1: Academic Achievement & CCMR [Board Priority]	19
Goal 2: Safe and Secure Campus Environment	28
Goal 3: Teacher Incentive Allotment — Implementation	31
Goal 4: Campus Budget Alignment	33
Goal 5: CTE Programs of Study Expansion	34
Assurances.....	37
Addendum	38

SECTION I: COMPREHENSIVE NEEDS ASSESSMENT

The Campus Comprehensive Needs Assessment (CNA) was completed using TEA accountability data, STAAR/EOC assessment results, campus student records, attendance data, discipline data, staff information, and parent and community input. All data is disaggregated by required student populations including race/ethnicity, economically disadvantaged, special education, emergent bilingual, at risk, foster care, homeless, military-connected, and Section 504. Identified needs directly inform campus goals, performance objectives, and strategies for 2026-2027.

This CNA was developed collaboratively with the Campus-Level Planning and Decision-Making Committee per TEC §11.251–11.252. The CNA is organized across four domains:

- Demographics — Student enrollment, staff composition, attendance, and population characteristics
- Student Learning — STAAR/EOC results, advanced coursework performance, and CCMR indicators
- Campus Processes & Programs — Curriculum, instruction, special programs, safety, and operations
- Perceptions — Student, staff, parent, and community feedback

SECTION II: DEMOGRAPHICS

Data Sources: Ascender active student records (2026-2027) for enrollment and student characteristics. Ascender payroll records for staff. Ascender Attendance Summary for 2025-2026 attendance data. TEA Texas School Report Card (txschools.gov) for district-level demographics and teacher experience (2025-2026).

A. Campus Enrollment Overview — 2026-2027

Salado High School (SHS) is the largest campus in Salado ISD, serving students in Grades 9 through 12. The figures below reflect active Ascender student records.

Total Campus Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
878	229	249	214	186

Grade Level	# of Students	% of Campus Enrollment
Grade 9	229	26.1%
Grade 10	249	28.4%
Grade 11	214	24.4%
Grade 12	186	21.2%
TOTAL	878	100%

Note: The 12th-grade cohort includes students who may complete graduation requirements mid-year. Total active SHS enrollment per Ascender is 878 students (traditional Grades 9–12 headcount).

B. Enrollment by Race / Ethnicity — 2026-2027

Race / Ethnicity	# of Students	% of Campus
Hispanic / Latino	396	26.6%
White (Non-Hispanic)	578	65.8%
African American / Black	61	4.1%
Asian	40	2.7%
American Indian / Alaskan Native	41	2.7%

Native Hawaiian / Pacific Islander	18	1.2%
Two or More Races	40	4.6%

Source: Ascender active student records — race/ethnicity and sex fields (2026-2027).

C. Student Population Characteristics — 2026-2027

Student Group	# of Students	% of Campus	Notes / Services
Economically Disadvantaged	255	17.1%	Title I supplemental services; fee waivers for AP/IBC
Special Education (SPED)	~123	~14.0%	Co-teaching, resource, self-contained models; IEP/ARD
Emergent Bilingual (EB)	90	6.0%	ESL services; Summit K12; TELPAS monitored annually
At Risk	153	10.3%	MTSS Tier 2/3; tutoring; credit recovery
Section 504	103	6.9%	Accommodations implemented in all classrooms
Military Connected	107	7.2%	Enrollment flexibility; counselor support
Foster Care	<10	<1%	District point-of-contact; TEC §28.0212 compliance
Homeless	4	<1%	McKinney-Vento services; district liaison assigned
CTE Concentrators / Completers	498	33.4%	

Sources: Ascender student records (2026-2027). SPED % estimated using TEA district rate (2025-26 TAPR). All subgroups disaggregated per ESSA and state requirements.

D. Campus Staff Information — 2026-2027

Staff data reflects all active employees assigned to Salado High School per Ascender payroll records (Campus Code 001).

Classroom Teachers	Counselors	Administrators	Support Staff	Total Active Staff
54	3	3	25	85

Staff Metric	Data / Value	Notes
Classroom Teachers (Job Codes 01 & 13)	54	Includes 11/12-month teacher contracts
Average Teacher Contract Amount	\$69,408	Ascender payroll 2026-2027
District Avg Teacher Salary (TEA 2025-26)	\$67,387	SHS average is above district TEA-reported average
Counselors	3	Campus guidance and counseling
Administrators (Principal / APs)	3	Campus leadership
Support Staff	25	Ed. aides, SPED aides, secretarial, clerks
Athletic Director	1	Included in campus staff
Head Football Coach	1	Included in campus staff
Total Active Campus Staff	85	All active employees — Campus Code 001

Note: District-level administrative staff are not included in the campus count above.

E. Teacher Experience — 2025-2026 (TEA TAPR)

Per TEA TAPR data for Salado ISD 2025-2026, 51.8% of district teachers have 11 or more years of experience, reflecting a stable and experienced instructional workforce.

Experience Level	District % of Teachers (TEA 2025-26)
Beginning (0–1 years)	~10%
Early Career (1–5 years)	~18%
Mid-Career (6–10 years)	~20%
Experienced (11+ years)	51.8%

F. Attendance Data — 2025-2026

Source: Ascender Attendance Summary — Salado High School, academic year 2025-2026. Chronic absenteeism = student absent 10% or more of enrolled days.

Avg Absenteeism Rate	Chronically Absent Students	Chronic Absenteeism Rate	District Attendance Rate	District Chronic Absent Benchmark
9.9%	187	22.3%	94.9%	13.0%

Metric	SHS 2025-26	District Benchmark	Status
Average Absenteeism Rate	9.9%	< 8%	Above benchmark
Chronically Absent Students	187 of 839	—	22.3% of students
Chronic Absenteeism Rate	22.3%	13.0%	9.3 pts above benchmark
District Attendance Rate	94.9%	95%+	Near benchmark

Context: SHS chronic absenteeism (22.3%) exceeds the district benchmark of 13.0% and is the highest-impact campus operational concern for 2026-2027. Contributing factors include the senior-heavy campus population, student work schedules, and the need for a more proactive early intervention system for high-risk attendance patterns. This need is addressed in Campus Goal 1, Performance Objective 1.3.

ATTENDANCE AREA OF CONCERN: 22.3% of SHS students (187 of 839) were chronically absent in 2025-2026 — 9.3 percentage points above the district benchmark of 13.0%. Chronic absenteeism is addressed in Goal 1, Performance Objective 1.3 with a target of reducing the rate to below 18% by May 2027.

G. Demographics Strengths

- Salado High School serves 878 students across Grades 9–12, making it the largest campus in Salado ISD with a broad and diverse student population.
- 33.4% of SHS students (498) are active CTE concentrators or completers — the highest CTE participation rate in the district, reflecting strong engagement in career and technical pathways.
- The campus offers 12 AP courses: Calculus AB, Calculus BC, Statistics, Pre-Calculus, English Language & Composition, English Literature & Composition, U.S. History, U.S. Government & Politics, Computer Science Principles, Spanish Language & Culture, Economics, and World History.
- Dual credit enrollment is active and growing through local college partnerships (DC English, History, Government, Economics, College Algebra available).
- 7.2% of students are military-connected — the campus actively supports these families through enrollment flexibility and counselor coordination.
- The new Salado High School facility provides dedicated, expanded space for CTE labs, fine arts, athletics, and advanced coursework.

- 54 classroom teachers with an average contract of \$69,408 — above the district TEA-reported average of \$67,387 — supports recruitment and retention of high-quality instructional staff.
- Specialized elective offerings include: Sports Medicine 1/2/3, Agricultural Science, Culinary Arts, Broadcast Journalism, Floral Design, Veterinary Medicine, Equine Science, Hospitality & Tourism, Business Entrepreneurship and Commercial Photography.
- Strong parent and community engagement is evidenced through active booster clubs, fine arts support organizations, and high athletics participation.

H. Areas of Need — Demographics

- Chronic absenteeism (22.3%) is significantly above the district benchmark of 13% — the most critical campus-level operational need for 2026-2027. Addressed in Goal 1, Objective 1.3.
- Economically disadvantaged students (17.1%, 255 students) require targeted supplemental support, Title I-funded intervention, and equitable access to advanced coursework and exam fee waivers.
- Emergent Bilingual students (6.0%, 90 students) require secondary-level ESL instructional support to access grade-level EOC content and CCMR pathways.
- SPED students (~14%) need continued and strong alignment between IEP goals and academic expectations, particularly for EOC-tested courses.
- At-risk students (10.3%, 153 students) require MTSS Tier 2/3 intervention, Eagles Nest tutoring, and credit recovery access to remain on track for graduation.
- Foster care and homeless students, while small in count, require specific coordination with the district point-of-contact and McKinney-Vento compliance monitoring to ensure uninterrupted services.

GOAL 1: Increase the percentage of students at Approaches, Meets, and Masters on STAAR/EOC assessments and increase the district CCMR Domain Score from 76/100 to 80/100 by June 2027.

Board Priorities: Increase CCMR | Increase AP Score 3+ rates | Reduce EOC DNM rates | Equitable access to CCMR pathways for all student groups.

Performance Objective 1.1: Increase the percentage of students meeting and mastering EOC grade-level standards. Priority targets: English I DNM below 16% (from 19%) and Algebra I Masters above 15% (from 9%) by June 2027.

CNA Evidence: Problem Statements 1 and 3. English I DNM (19%) and Algebra I performance are campus priorities. Baseline: Spring 2026 EOC.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Conduct data cycles in every department: analyze, identify gaps, adjust instruction; use Eduphoria/Edify data	Principal;; department heads; teachers	Staff time; Eduphoria/Edify platform; General Fund 199	Aug 2026 – May 2027	Meeting agendas; intervention logs; adjusted lesson plans	Quarterly EOC benchmark trend data
Implement targeted Tier 2/Tier 3 intervention for English I (Gr 9): tutoring, and foundational literacy support for students below grade level	Principal; English dept. head; intervention teachers	General Fund 199; Title I Part A (ED students); ESC Region 12	Aug 2026 – May 2027	Intervention rosters; sign-in sheets	6-week progress monitoring; interim results
Implement Algebra I small-group and peer tutoring for students below grade level;	Principal; Math dept. head; Algebra I teacher	General Fund 199; tutoring budget	Aug 2026 – May 2027	Small-group schedules; tutoring logs; progress monitoring data	Benchmark data; semester grade review
Increase instructional rigor campus-wide: bell-to-bell active learning, embedded formative assessment, differentiated instruction	All teachers; principal	Title II Part A (PD); instructional materials	Aug 2026 – May 2027	T-TESS observation data; lesson plan reviews	Walk-through data; T-TESS mid-year summaries
Administer campus benchmarks per schedule; use results to identify student growth and adjust instruction	Principal; department heads; teachers	Eduphoria/Edify; General Fund 199	Sep 2026, Winter 2026, Spring 2027	Assessment rosters; results reports	Growth reports; benchmark trend analysis
Provide credit recovery for students who failed prior EOC attempts	Principal; counselors; credit recovery teachers	General Fund 199; TXVSN	Aug 2026 – May 2027	Credit recovery enrollment; completion tracking	Semester completion rates; EOC retest results

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

Performance Objective 1.2 [BOARD PRIORITY]: Increase the CCMR Domain Score from 76/100 to 80/100 by June 2027. Ensure all Gr 9–12 students have an individualized CCMR plan.

CNA Evidence: Problem Statements 2 and 3. CCMR 76/100; AP Score 3+ at 23% vs. national avg ~55%; Grade 8 Algebra I participation 52% (target 60%).

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Provide all Gr 9–12 students with individualized CCMR planning through assigned counselor annually; identify	Counselors; principal	Staff time; CCMR planning tools; General Fund	Sep 2026 – May 2027	Individual CCMR plans on file; senior audit report	Mid-year CCMR eligible count; senior dashboard

and document target pathway (dual credit, AP, IBC, TSI, military)					
Expand dual credit enrollment through local college partnerships; target growth in DC English, History, Government, Economics, College Algebra	Principal; counselors; dual credit partners	Dual credit tuition agreements; General Fund; Title IV	Aug 2026 – May 2027	Dual credit enrollment roster; credit hours earned	Semester completion rates
Create IBC completion plans for all eligible CTE students	CTE teachers; counselors; CTE coordinator	General Fund IBC fees; Title I Part A (ED fees)	Aug 2026 – May 2027	IBC-eligible roster; completion plans; exam registration	IBC pass rate by Spring 2027
Communicate FAFSA/TASFA, higher ed requirements, scholarships, and military pathways to all families	Counselors; principal	Staff time; scholarship fair budget; Title I parent engagement	Sep 2026 – May 2027	Financial aid night attendance; FAFSA/TASFA completion records	Senior FAFSA/TASFA completion rate

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

Performance Objective 1.3: Reduce chronic absenteeism from 22.3% to below 18% by May 2027 through proactive attendance monitoring, family outreach, and student support.

CNA Evidence: Problem Statement 4. SHS chronic absenteeism (22.3%) significantly exceeds the district benchmark of 13% and directly impacts EOC performance and CCMR outcomes.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement early warning attendance system: flag at 5, 10, and 15 absences; assign counselor or administrator for intervention at each threshold	Principal; counselors; AP; attendance clerk	Ascender attendance data; staff time; General Fund	Aug 2026 – May 2027	Absence flag reports; intervention logs	Monthly chronic absenteeism rate by grade level
Conduct proactive family outreach (phone, text, email) for students accumulating absences; connect families with community resources	Counselors; attendance clerk;	Staff time; parent communication platform	Sep 2026 – May 2027	Outreach contact logs; family support referrals	Monthly attendance trend data
Address underlying causes of senior absenteeism (work/schedule conflicts, college visits): develop flexible support protocols	Principal; counselors; senior teachers	Staff time	Aug 2026 – Jan 2027	Protocol documentation; identified cases and interventions	Gr 12 chronic absenteeism rate; semester comparison

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

Performance Objective 1.4: Reduce EOC achievement gaps for Economically Disadvantaged, Special Education, and Emergent Bilingual students by at least 3 percentage points on Approaches Grade Level by June 2027.

CNA Evidence: Problem Statements 5 and 6. ED (17.1%), EB (6.0%), and SPED (~14%) subgroups perform below campus average on EOC assessments.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Provide Title I-funded supplemental tutoring, intervention, and academic support for economically disadvantaged students; ensure equitable AP/dual credit fee access	Principal; teachers; Title I coordinator	Title I Part A	Aug 2026 – May 2027	Title I services log; fee waiver documentation; student progress data	EOC subgroup results; Title I annual evaluation
SPED co-teaching, modified resources, and TEKS-aligned supplemental instruction aligned to IEP goals and EOC expectations	SPED director; principal; SPED teachers; paraprofessionals	IDEA Part B Formula; General Fund	Aug 2026 – May 2027	IEP progress notes; ARD documentation; co-teaching schedules	EOC SPED subgroup results; ARD annual review
Targeted ESL/secondary language support for EB students via Summit K12; monitor TELPAS yearly progress	ESL teacher; content teachers	Title III Part A; General Fund ESL allotment	Aug 2026 – May 2027	Summit K12 usage logs; TELPAS registration; language assessments	TELPAS yearly progress; EB EOC performance
Conduct monthly disaggregated data reviews by ED, SPED, EB, and other subgroups; adjust strategies based on results	Principal; dept. heads	Staff time; Eduphoria	Monthly Aug 2026 – May 2027	Data meeting agendas; action plans	Subgroup EOC results; benchmark trend comparison

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

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

Performance Objective 2.1: Conduct all required safety audits, drills, and door checks per TEA and SB 11 requirements throughout 2026-2027.

CNA Evidence: Problem Statement 8. 249 discipline incidents (2025-26); SHS is the largest campus in the district and must maintain full TEA safety compliance.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Weekly door checks and intruder detection audits; document and immediately remediate deficiencies	Principal; AP; SISD Police Chief; school 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 per schedule: fire, lockdown, shelter-in-place, evacuation	Principal; SISD PD officer(s)	Staff time	Per TEA schedule 2026-2027	Drill logs with date/time/results	Post-drill debrief documentation
Complete annual school safety and security audit per TEC §37.108; submit to TEA	SISD Police Chief; principal	Staff time; audit tool	Aug–Sep 2026; annually	Completed TEA audit submission	TEA confirmation; board report
Campus-wide vaping/substance prevention education, enforcement, and student support referrals for all incidents	Principal; AP; counselors; SISD PD	Prevention program materials; General Fund	Aug 2026 – May 2027	Prevention program documentation; referral logs; discipline data	Quarterly vaping incident comparison vs. prior year

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

Performance Objective 2.2: Foster a positive and supportive campus climate through trauma-informed practices, mental health supports, and anti-bullying programs.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Continue contracted mental health professional services (Impact Counseling) at SHS; ensure student access and referral pathways	Counselors; principal; mental health professional	Impact Counseling — General Fund 199	Aug 2026 – May 2027	Session logs; referral tracking	Year-end counselor reports; student survey data
Annual staff training: trauma-informed care, suicide prevention, bullying prevention, Stop the Bleed, Mental Health First Aid	Principal; AP; SISD PD	Title II Part A; General Fund	Aug–Sep 2026; ongoing	Training sign-in sheets; certification records	Staff completion rates; annual compliance verification

● *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; ensure competitive compensation for all campus staff.

Performance Objective 3.1: Ensure all eligible SHS teachers are evaluated under the TIA designation rubric by January 2027; support full district TIA approval by TEA.

CNA Evidence: TIA is a Board and district strategic priority. SHS has 54 classroom teachers; average contract \$69,408.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Ensure all eligible SHS teachers are appraised via T-TESS per the district TIA calendar; ensure fidelity and calibration of all appraisers	Principal; AP; district TIA coordinator	Staff time; T-TESS platform; Eduphoria	Aug 2026 – May 2027	Completed T-TESS appraisals; calibration documentation	T-TESS completion rates; TIA data submission compliance
Communicate TIA program details, designation criteria, and compensation structure to all SHS teachers; hold campus Q&A forums	Principal; district TIA coordinator	Staff time	Sep–Oct 2026	Staff meeting agendas; FAQ document; Q&A sign-in sheets	Staff TIA awareness survey
Monitor student growth data at each assessment window per TIA requirements; ensure accurate data capture	Principal; TIA coordinator	Eduphoria/Edify; STAAR data	Dec 2026, Apr 2027	Student growth reports; TIA data logs	TIA data submission compliance
Support district submission of all required TIA application components per TEA timeline	Principal; superintendent; TIA coordinator	Staff time; ESC Region 12 TIA support	Aug–Nov 2026	TEA submission confirmation; application documentation	TEA feedback and approval status

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

Performance Objective 3.2: Maintain SHS teacher retention and recruitment through competitive compensation, a positive campus culture, and professional development.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Participate in district-level TASB compensation survey process; provide campus input on retention needs and compensation gaps	Principal; superintendent; CFO	TASB survey; staff time	Oct 2026 – Feb 2027	Campus input documentation; survey results	Board compensation plan adoption for 2027-2028
Provide meaningful, campus-specific professional development: department collaboration, vertical alignment, instructional coaching	Principal; dept. heads	Title II Part A; General Fund PD budget	Aug 2026 – May 2027	PD agendas; sign-in sheets; teacher feedback surveys	Mid-year and end-of-year PD impact surveys

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

GOAL 4: Develop and maintain a fiscally responsible campus budget that aligns resources to campus priorities and student needs, in coordination with the district balanced budget goal.

Performance Objective 4.1: Plan, review, and monitor the SHS campus budget quarterly to ensure efficient and equitable resource allocation aligned to DIP and CIP goals.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Submit campus budget aligned to CIP goals; participate in quarterly budget review meetings with district CFO	Principal; CFO	General Fund 199; Title I, II, IV, IDEA-B	Aug 2026; quarterly	Budget submissions; quarterly financial reports	Quarterly financial variance reports to district
Ensure all campus Title I expenditures for SHS students are documented, compliant, and tied to identified student needs	Principal; CFO	Title I Part A — per TEA allocation	Aug 2026 – Aug 2027	Expenditure logs; Title I services log	Annual Title I evaluation; TEA compliance monitoring
Monitor IBC exam fees, AP fee waiver utilization, and dual credit costs; maximize access while managing budget	Principal; counselors; CFO	Title I Part A; General Fund	Sep 2026 – May 2027	Exam fee logs; waiver documentation	Semester cost review; participation rate by subgroup

● *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 — leveraging the new SHS facility.

Performance Objective 5.1: Plan and begin implementation of at least two new CTE Programs of Study for 2027-2028; increase CTE enrollment and IBC completion by May 2027.

CNA Evidence: Problem Statement 7. 498 active CTE concentrators/completers (33.4%). New SHS facility provides dedicated CTE lab space. Board and district priority.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Survey Gr 9–12 students and parents about CTE program interest areas; compile and present results to district leadership	Principal; counselors; CTE teachers	Survey tool; staff time	Sep–Oct 2026	Completed survey results; analysis report	Report presented to district by Nov 2026
Research and recommend at least two new CTE Programs of Study for 2027-2028 (target: emerging tech, health science, skilled trades, or business); develop full program plans	Principal; CTE dept. head; curriculum director; CFO	Staff time; ESC Region 12 CTE; TEA CTE resources	Oct 2026 – Feb 2027	Program design docs; cost estimates; facility use plan	Board presentation by Feb 2027
Establish or strengthen partnerships with local businesses, colleges, and industries for CTE internships, job shadowing, and dual credit	Principal; CTE teachers; community liaison	Staff time; MOU agreements	Nov 2026 – May 2027	Signed MOUs; internship placement records	Industry partner log; internship placement rate
Identify all SHS students in IBC-eligible CTE pathways; create individualized completion plans; cover exam fees for ED students	CTE teachers; counselors; CTE coordinator	General Fund IBC fees; Title I Part A (ED fees)	Aug–Sep 2026	IBC-eligible roster; completion plans; exam registration	Quarterly IBC completion; IBC pass rate by Spring 2027
Provide PD for SHS CTE teachers to expand industry certifications; ensure new program instructors meet TEA certification requirements	Principal; CTE dept. head; HR director	Title II Part A; General Fund PD budget	Aug 2026 – May 2027	Teacher certification records; PD participation logs	Certification status; TEA compliance review
Communicate CTE program options, IBC pathways, and CCMR connections during course registration and counselor presentations	Counselors; CTE teachers; principal	Staff time; updated course catalog	Sep 2026 – Jan 2027	Updated course catalog; counselor presentation materials	CTE enrollment numbers in course selection by Feb 2027

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

ASSURANCES

Salado High School, as a campus of Salado ISD, assures that the campus will:

- 1.** Implement the campus improvement plan in alignment with the Salado ISD District Improvement Plan 2026-2027 [TEC §11.252].
- 2.** Disaggregate student data by all required student groups and use findings to direct campus resources and strategies.
- 3.** Ensure students receiving special education services are included in campus-wide assessment and CCMR planning [IDEA Part B].
- 4.** Provide services to emergent bilingual students in accordance with Title III and state bilingual/ESL requirements.
- 5.** Implement supplemental academic support for economically disadvantaged students using Title I funds as documented in this plan [ESSA §1112].
- 6.** Conduct all required safety audits, drills, and school safety compliance activities per TEC §37.108 and SB 11.
- 7.** Incorporate and enforce the district's sexual abuse and other maltreatment of children policy [TEC §38.0041] and trauma-informed care policy [TEC §38.036].
- 8.** Participate in the TIA designation process and ensure all eligible teachers are appraised per the district calendar.
- 9.** Maintain this Campus Improvement Plan locally and make it available to TEA upon request [TEC §11.252].
- 10.** Ensure the CIP is developed, evaluated, and revised annually with input from the Campus-Level Planning and Decision-Making Committee [TEC §11.251].

ADDENDUM

The following items are maintained on file and incorporated by reference into this Campus Improvement Plan:

- Salado ISD District Improvement Plan 2026-2027
- Campus-Level Planning and Decision-Making Committee meeting minutes and membership roster
- Board-approved performance objectives matching this CIP
- Sexual abuse and other maltreatment of children policy (TEC §38.0041)
- Trauma-informed care policy (TEC §38.036)
- Title I Campus Allocation and Parent and Family Engagement Policy
- Annual school safety and security audit per TEC §37.108
- TIA designation rubric and campus appraisal documentation
- CCMR Planning documentation for Grades 9–12 students
- AP, Dual Credit, and IBC enrollment and completion records
- Annual public meeting notice and documentation (TEC §11.252)
- Ascender attendance and discipline records supporting this plan's CNA

Salado High School Campus Improvement Plan | 2026-2027

Board Approval Date: October 19, 2026 | Principal: Kris Hobson

Salado ISD | District #014908 | www.saladoisd.org