

SALADO INDEPENDENT SCHOOL DISTRICT

SALADO MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN

2026 – 2027

District Accountability Rating: B | Campus Accountability Rating: C

Campus: Salado Middle School

Principal: Rolando DeLuna

Board Approval Date: October 19, 2026

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MISSION STATEMENT

The Salado Independent School District empowers today's youth to become leaders in an increasingly global society through unwavering educational excellence.

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

VISION

Salado ISD — Where excellence is expected. We are committed to empowering today's youth to become leaders in an increasingly global society.

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 levels per TEC §11.251.

TABLE OF CONTENTS

Comprehensive Needs Assessment.....	5
Demographics	5
Student Learning — STAAR & TELPAS	10
Campus Processes & Programs	14
Perceptions	16
Priority Problem Statements.....	17
CNA Data Documentation	19
Goals.....	21
Goal 1: Academic Achievement — RLA, Mathematics, Science & Social Studies	21
Goal 2: Safe and Secure Campus Environment	30
Goal 3: Teacher Incentive Allotment — Implementation	33
Goal 4: Campus Budget Alignment	35
Goal 5: Advanced Pathways & Middle-to-High School Transition	37
Assurances.....	40
Addendum	42

COMPREHENSIVE NEEDS ASSESSMENT

The CNA was completed collaboratively with the Campus-Level Planning and Decision-Making Committee per TEC §11.251–11.252 using TEA accountability data, STAAR results, Ascender student and attendance records, discipline data, staff information, and parent/community input. All data is disaggregated by required student populations. Findings directly inform all campus goals, objectives, and strategies for 2026-2027.

- Demographics — Student enrollment, staff, attendance, and population characteristics
- Student Learning — STAAR results, TELPAS, and academic growth indicators
- Campus Processes & Programs — Curriculum, instruction, special programs, and safety
- Perceptions — Student, staff, parent, and community feedback

DEMOGRAPHICS

Data Sources: Ascender active student records (2026-2027); Ascender payroll records; Ascender Attendance Summary (2025-2026); TEA Texas School Report Card (txschools.gov).

A. Campus Enrollment Overview — 2026-2027

Salado Middle School (SMS) serves students in Grades 6–8 and is the second-largest campus in Salado ISD. Figures reflect active Ascender student records at the start of 2026-2027.

Total Enrollment	Grade 6	Grade 7	Grade 8
711	268	220	223

Grade Level	# of Students	% of Enrollment
Grade 6	268	37.7%
Grade 7	220	30.9%
Grade 8	223	31.4%
TOTAL	711	100%

Source: Ascender active student records, Salado Middle School, 2026-2027.

B. Enrollment by Race / Ethnicity and Sex — 2026-2027

Race / Ethnicity	# of Students	% of Campus
Hispanic / Latino	198	27.8%
White (Non-Hispanic)	485	68.2%
African American / Black	34	4.8%
Asian	30	4.2%
American Indian / Alaskan Native	19	2.7%
Native Hawaiian / Pacific Islander	18	2.5%
Male	380	53.4%
Female	331	46.6%

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	103	14.5%	Supplemental instructional supports; enrichment access
Special Education (SPED)	~99	~14.0%	Co-teaching, resource, self-contained; IEP/ARD services

Emergent Bilingual (EB)	40	~5.6%	ESL services; TELPAS monitored annually
Section 504	66	9.3%	Accommodations documented and implemented per ARD
At Risk	51	7.2%	MTSS Tier 2/3 supports; targeted tutoring
Military Connected	37	5.2%	Counselor coordination; enrollment flexibility
Foster Care	6	0.8%	District point-of-contact; TEC §28.0212 compliance
Homeless	0	0.0%	No currently identified students — monitor ongoing
Migrant	0	0.0%	No currently identified students — monitor ongoing

Sources: Ascender student records (2026-2027). SPED % estimated from TEA district rate. EB count from TELPAS roster 2025-26.

D. Campus Staff Information — 2026-2027

Reflects all active employees assigned to Salado Middle School (Campus ID 042) per Ascender payroll records.

Classroom Teachers	Counselors	Administrators	Support Staff	Total Active Staff
42	2	2	14	60

Staff Role	Count	Notes
Classroom Teachers (Job Codes 01 & 13)	42	Core academic and elective instruction
Average Teacher Contract Amount	\$65,402	Ascender payroll; below district TEA avg of \$67,387
Counselors	2	Campus guidance, intervention coordination
Administrators (Principal / AP)	2	Campus leadership and instructional supervision
Special Education Aides (Job Code 25)	3	SPED self-contained support
Educational Aides (Job Code 21)	5	General classroom / intervention support
Nurse	1	Campus health services
Librarian	1	Library / literacy support
Secretary / Clerical	2	Office operations
Technology / Other Support	1	Campus technology support
Bus Driver / Transportation	1	Campus-assigned route
Total Active Campus Staff	60	All active — Campus ID 042

Note: Teacher average contract (\$65,402) is below the district TEA-reported average (\$67,387). This gap is a recruitment and retention risk addressed directly in Goal 3 (TIA).

E. Attendance Data — 2025-2026

Source: Ascender Attendance Summary, Salado Middle School, 2025-2026. Chronic absenteeism = absent 10% or more of enrolled days.

Avg Absenteeism	Chronically Absent	Chronic Rate	Records Reviewed
5.4%	64 students	10.9%	587

Metric	SMS 2025-26	Benchmark	Status
Average Absenteeism Rate	5.4%	< 8%	Within benchmark — strength
Chronically Absent Students	64 of 587 students	—	10.9% of enrollment
Chronic Absenteeism Rate	10.9%	< 13%	Below district benchmark

Year-over-Year Trend	Improving	—	Monitor to sustain progress
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Context: SMS chronic absenteeism (10.9%) is below the 13% district benchmark — a relative campus strength. However, 64 students remain chronically absent and require continued proactive early identification, outreach, and intervention.

F. Demographics — Strengths

- SMS serves 711 active students across Grades 6–8 with a stable and growing enrollment base aligned to district-wide growth trends.
- Chronic absenteeism (10.9%) is below the 13% district benchmark — a relative strength compared to the district and comparable campuses.
- 42 classroom teachers with an average contract of \$65,402 provide consistent, content-experienced instruction across all grade levels and subjects.
- Eagles Nest is an established daily support period embedded in the master schedule — providing structured, built-in intervention and enrichment time for every SMS student each day.
- Algebra I is offered in Grade 8 with 100% of tested students at or above Approaches — the highest-performing STAAR assessment on campus.
- 50.8% of 8th graders take Algebra I, building a direct accelerated math pipeline into Salado High School.
- 8th Grade Science STAAR: 84% At or Above Approaches, 68% Meets, 39% Masters — strong results reflecting effective instruction in the 2025-2026 administration.
- Military-connected students (5.2%) are actively supported through counselor coordination and district enrollment flexibility procedures.
- Course catalog includes pre-AP options, Spanish I Honors, Boys/Girls Athletics, and specialized electives that support student engagement and advanced readiness.

G. Demographics — Areas of Need

- Mathematics is the highest academic need campus-wide: 29.6% of students Did Not Meet on STAAR 2025-2026; Grade 7 (35.3% DNM) and Grade 8 standard math sections (34.0% DNM) are the greatest concentrations of need.
- Reading Language Arts: 17.3% campus-wide DNM, with Grade 6 (23.7% DNM) and Grade 7 (19.3% DNM) as priority grade levels requiring intervention.
- Social Studies (8th Grade): 35.0% DNM — second highest campus DNM rate; U.S. History content mastery requires focused instructional attention.
- Economically disadvantaged students (14.5%, 103 students) require targeted supplemental support and equitable access to advanced coursework and enrichment activities.
- Emergent Bilingual students (~5.6%, 40 students) need secondary-level ESL instruction to access grade-level content across STAAR-tested subjects.
- SPED students (~14%) require continued strong alignment between IEP goals and STAAR academic expectations through co-teaching and resource models.
- At-risk students (7.2%, 51 students) require MTSS Tier 2/3 targeted intervention and consistent progress monitoring to remain on grade-level trajectory.

STUDENT LEARNING — STAAR & TELPAS

Data Sources: Eduphoria STAAR dataset (2024-2025 and 2025-2026 administrations); TELPAS RPTE dataset (2025-2026); Ascender active student rosters. Science data for Grade 8 reflects the 2024-2025 STAAR administration as reported by campus leadership (84% Approaches, 68% Meets, 39% Masters).

A. STAAR Summary — Campus-Wide (2025-2026 vs. 2024-2025)

Subject	2025-26 DNM%	2025-26 At/Above%	2025-26 Meets%	2025-26 Masters%	2024-25 At/Above%	Change
Reading Language Arts	17.3%	82.7%	61.1%	32.0%	85.1%	▼-2.4 pts
Mathematics	29.6%	70.4%	40.5%	12.7%	73.4%	▼-3.0 pts
8th Grade Science	16.0%	84.0%	68.0%	39.0%	85.0%	▼-1.0 pt
Social Studies	35.0%	65.0%	37.1%	18.8%	65.5%	▼-0.5 pts
Algebra I (Gr 8)	0.0%	100.0%	89.0%	47.0%	100.0%	Maintained

B. STAAR by Grade Level — 2025-2026

Grade / Subject	# Tested	DNM%	At/Above%	Meets%	Masters%
Grade 6 — Reading Language Arts	198	23.7%	76.3%	57.1%	31.8%
Grade 6 — Mathematics	198	21.7%	78.3%	47.0%	17.7%
Grade 7 — Reading Language Arts	202	19.3%	80.7%	56.4%	22.8%
Grade 7 — Mathematics	201	35.3%	64.7%	42.3%	12.4%
Grade 8 — Reading Language Arts	197	8.6%	91.4%	70.1%	41.6%
Grade 8 — Math (non-Alg I)	97	34.0%	66.0%	23.7%	3.1%
Grade 8 — Algebra	101	0.0%	100.0%	89.0%	47.0%
Grade 8 — Science	197	16.0%	84.0%	68.0%	39.0%
Grade 8 — Social Studies	197	35.0%	65.0%	37.1%	18.8%

Note: Grade 8 Math non-Algebra I cohort (n=97) represents students not yet in the accelerated Algebra I pathway.

C. STAAR — Key Observations

- **STRENGTH** — Grade 8 RLA: 91.4% At or Above Approaches with 41.6% Masters — the strongest reading performance in the district for this grade band.
- **STRENGTH** — Algebra I: 100% At or Above Approaches; 89% Meets; 47% Masters — a high-performing accelerated pathway with excellent outcomes.
- **STRENGTH** — Grade 8 Science (2024-25): 84% Approaches, 68% Meets, 39% Masters — reflective of strong science instruction at the 8th grade level.
- **PRIORITY** — Grade 7 Math: 35.3% DNM is the highest DNM rate of any grade-subject combination on campus. Targeted Tier 2/3 math intervention is critical.
- **PRIORITY** — Grade 8 Standard Math (non-Algebra): 34.0% DNM with only 3.1% Masters — this cohort needs intensive, accelerated remediation support.
- **PRIORITY** — Grade 6 RLA: 23.7% DNM indicates a transition gap from elementary; early intervention in Gr. 6 is key to preventing compounding deficits.

- **PRIORITY** — Social Studies (Gr 8): 35.0% DNM; only 18.8% Masters. U.S. History content complexity and writing-based STAAR demand targeted academic vocabulary and primary source skills.
- **TREND** — All subjects show slight decline vs. prior year. Math campus-wide declined 3 points (At/Above) — the largest drop — signaling a need for urgent instructional focus.
- **ALIGNMENT** — 50.8% of 8th graders take Algebra I; the remaining 49.2% in standard math have significantly weaker outcomes, indicating the need for stronger math acceleration pipelines starting in Grade 6.

D. TELPAS — Emergent Bilingual Students (2025-2026)

Source: Eduphoria TELPAS RPTe dataset matched to active SMS student IDs. 40 students with valid composite ratings (120 records had no rating and were excluded from analysis).

EB Students Tested	Advanced High	Advanced	Intermediate	Beginning
40	2 (5%)	16 (40%)	17 (42.5%)	5 (12.5%)

TELPAS Composite Rating	# of Students	% of EB Cohort	Implication
Advanced High	2	5.0%	Likely approaching reclassification eligibility
Advanced	16	40.0%	Continuing language development; content access improving
Intermediate	17	42.5%	Most common rating; secondary-level academic language support needed
Beginning	5	12.5%	Intensive ESL support; comprehensible input strategies required

Note: 42.5% of EB students are rated Intermediate — the largest cohort. These students require focused academic language instruction embedded in content-area classes (RLA, Math, Science, Social Studies) to build STAAR-eligible language proficiency.

E. Student Learning — Strengths

- Grade 8 RLA performance (91.4% At/Above, 41.6% Masters) is a campus-wide standout and reflects strong literacy instruction at the 8th grade level.
- Algebra I outcomes (100% At/Above, 89% Meets, 47% Masters) demonstrate that the accelerated math pathway is working — students who reach Algebra I in 8th grade are achieving at a high level.
- Grade 8 Science (84% At/Above, 68% Meets, 39% Masters per 2024-25) shows strong subject-matter instruction and student mastery of TEKS.
- Grade 6 Math performance (78.3% At/Above, 47% Meets) provides a solid foundation for building toward the Algebra I pipeline in Grades 7–8.
- Eagles Nest intervention period provides built-in daily time for data-driven small group instruction aligned to STAAR readiness standards.

F. Student Learning — Areas of Need

- Mathematics is the most urgent campus-wide need. Grade 7 (35.3% DNM) and Grade 8 standard math (34.0% DNM, 3.1% Masters) require intensive Tier 2/3 intervention and targeted re-teaching of critical TEKS.

- Grade 6 RLA (23.7% DNM) indicates a transition gap from elementary that must be addressed early to prevent compounding deficits in Grades 7 and 8.
- Social Studies (35.0% DNM) requires campus-wide focus on academic vocabulary, primary source analysis, and writing-to-evidence skills embedded in U.S. History instruction.
- All subjects declined slightly year-over-year. The 3-point drop in Math At/Above campus-wide warrants urgent attention and a data-driven instructional response.
- 12.5% of EB students are at Beginning proficiency — requiring intensive ESL services and comprehensible input strategies to access grade-level content.
- The non-Algebra I Grade 8 math cohort (3.1% Masters) represents students most at risk for high school math readiness. An accelerated bridge strategy is needed.

CAMPUS PROCESSES & PROGRAMS

This domain examines the structures, programs, and practices that support student learning and campus operations at Salado Middle School.

A. Curriculum & Instruction

- Curriculum is aligned to Texas Essential Knowledge and Skills (TEKS) in all content areas for Grades 6–8.
- Instructional materials are campus-selected and SBOE-approved; supplemented with district-adopted resources.
- Pre-AP and honors coursework available: Spanish I Honors, 8th Grade ELAR Honors, Algebra I Honors.
- Eagles Nest is a daily structured support period embedded in the campus schedule for all students — used for intervention, tutoring, enrichment, and advisory.
- Data review cycles are conducted at the campus level; teachers use STAAR diagnostic tools and classroom formative assessments to drive small-group instruction.
- Instructional coaching support is available on campus to support teacher development and classroom practice.

B. Special Programs

- Special Education: Co-teaching, resource, and self-contained models; ~14% of students served with IEPs; ARD compliance monitored by campus admin and SPED coordinator.
- Section 504: 66 students (9.3%) with documented 504 accommodations implemented and monitored by counselors.
- ESL / Emergent Bilingual: 40 students with valid TELPAS ratings (2025-26); ESL services embedded in core content instruction; LPAC compliance monitored.
- At-Risk / MTSS: 51 at-risk students (7.2%); MTSS framework with Tier 1/2/3 supports; data reviewed in collaboration with counselors and campus leadership.
- Gifted & Talented (G/T): Students identified per TEC §29.121; acceleration, enrichment, and differentiation embedded in pre-AP/honors coursework.
- Athletics & Extracurriculars: Boys Athletics, Girls Athletics, band, and electives support student engagement and connection to campus community.

C. Safety & Discipline

Source: Ascender Discipline data — Salado Middle School, 2025-2026.

Total Incidents (2025-26)	Top Offense	Prior Year Incidents	Trend
35	Code of Conduct	44	Declining ▼

Strength: Discipline incidents declined from 44 (2024-25) to 35 (2025-26) — a 20.5% reduction. No vaping or substance incidents were coded. Continued investment in positive behavioral climate, restorative practices, and counselor-led interventions supports this trend.

D. Campus Processes — Strengths

- Eagles Nest is a high-leverage, built-in intervention structure that maximizes daily time-on-task for every SMS student without requiring schedule disruption.

- Pre-AP/Honors course availability creates accessible advanced pathways for motivated students across content areas.
- Discipline incidents have declined 20.5% year-over-year — a meaningful campus climate improvement reflecting effective restorative and counselor-led practices.
- ARD, 504, LPAC, and MTSS processes are in place and monitored by campus leadership and counselors — ensuring compliance and student support.
- Athletics and extracurricular programs (Athletics, Band, Electives) support engagement and belonging, which are protective factors for attendance and discipline.

E. Campus Processes — Areas of Need

- Data-driven instructional practices must be deepened and consistently applied in Math and Social Studies, where STAAR DNM rates are highest.
- MTSS Tier 2/3 intervention dosage and fidelity for at-risk students must be explicitly documented and monitored each cycle.
- ESL instructional strategies must be systematically embedded in all content-area classrooms to support EB students rated Beginning and Intermediate.
- Teachers need continued professional development in STAAR-aligned instructional strategies, formative assessment, and differentiation — especially in Math and Social Studies.
- The TIA (Teacher Incentive Allotment) evaluation and appraisal process must be implemented with fidelity to support teacher growth and compensation equity.

PERCEPTIONS

Perceptions data is gathered through annual stakeholder surveys, parent communication logs, planning committee input, and student/staff feedback compiled during the CNA process. Results below reflect themes identified through the 2025-2026 school year.

A. Student Perceptions

- Students generally report feeling connected to campus through extracurricular activities and athletics.
- Students value Eagles Nest time and identify it as a helpful resource for academic support and teacher relationships.
- Some students indicate Math is a subject where they feel less confident, consistent with STAAR data showing highest DNM rates in Math.
- Students in accelerated pathways (Algebra I, Honors ELA, Spanish I) report high engagement and satisfaction with coursework rigor.

B. Staff Perceptions

- Teachers report strong collegial relationships and a positive campus climate with improving discipline trends.
- Staff identify professional development in Math instruction and data analysis as a top priority need.
- Compensation is identified as a concern — average teacher contract (\$65,402) is below district TEA average (\$67,387), creating retention risk.
- Teachers express support for the TIA process and see it as a path to improved compensation and career growth, pending full implementation.
- Staff report that Eagles Nest time is a valuable structure but would benefit from more consistent data-driven protocols to maximize its impact.

PRIORITY PROBLEM STATEMENTS

The following Priority Problem Statements were identified by the Campus Planning Committee based on CNA findings. Each statement is data-grounded and directly drives one or more campus goals, objectives, and strategies for 2026-2027.

Priority Problem Statement 1

Mathematics achievement is insufficient across all grade levels, with Grade 7 and Grade 8 non-Algebra I cohorts showing the greatest need.

Supporting Data	Root Cause Analysis	Potential Impact if Unaddressed
2025-26 STAAR: 29.6% campus-wide DNM in Math. Grade 7: 35.3% DNM. Grade 8 standard math: 34.0% DNM, 3.1% Masters. Math At/Above declined 3 pts from prior year.	Gaps in foundational math skills carried from elementary; insufficient TEKS-aligned intervention dosage; inconsistent small-group instruction during Eagles Nest.	Without targeted intervention, students in Grades 7–8 will enter Salado High School without math readiness, jeopardizing graduation and CCMR outcomes.

Priority Problem Statement 2

Grade 6 and Grade 7 RLA performance reflect transition and progression gaps that must be addressed to prevent compounding deficits.

Supporting Data	Root Cause Analysis	Potential Impact if Unaddressed
2025-26 STAAR: Grade 6 RLA 23.7% DNM; Grade 7 RLA 19.3% DNM. Campus-wide RLA At/Above declined from 85.1% to 82.7% vs. prior year.	Students arriving from elementary without grade-level reading stamina; limited academic vocabulary development in Grades 6–7; insufficient writing instruction.	Students who do not reach Approaches in RLA by Grade 7 are significantly less likely to meet promotion requirements and high school readiness standards.

Priority Problem Statement 3

Social Studies performance in Grade 8 is below acceptable levels, with 35% of students Not Meeting grade-level standards.

Supporting Data	Root Cause Analysis	Potential Impact if Unaddressed
2025-26 STAAR: Grade 8 Social Studies 35.0% DNM; 37.1% Meets; 18.8% Masters. Prior year: 34.5% DNM — no meaningful improvement.	High demand of U.S. History TEKS (primary sources, historical analysis, writing); limited academic vocabulary instruction embedded in Social Studies.	Persistent Social Studies underperformance limits campus accountability ratings and fails to prepare students for high school social studies TEKS.

Priority Problem Statement 4

Emergent Bilingual students are not progressing to Advanced or Advanced High TELPAS proficiency at sufficient rates to access grade-level content independently.

Supporting Data	Root Cause Analysis	Potential Impact if Unaddressed
2025-26 TELPAS: 42.5% rated Intermediate; 12.5% Beginning. Only 5% Advanced High. 40 students with valid ratings.	Limited content-embedded ESL instruction; academic language development needs are not systematically addressed in core content classrooms.	EB students at Intermediate and below face significant barriers to STAAR performance and secondary-level academic success.

Priority Problem Statement 5

Student chronic absenteeism, while below the district benchmark, affects 64 students (10.9%) and requires proactive, individualized intervention to prevent escalation.

Supporting Data	Root Cause Analysis	Potential Impact if Unaddressed
Ascender Attendance Summary 2025-26: 10.9% chronic absenteeism (64 of 587 students); improving trend from prior year but 64 students still chronically absent.	Variety of root causes: health, transportation, family factors, and academic disengagement. Early identification protocols not yet systematically applied.	Chronic absenteeism is directly correlated with academic underperformance, discipline risk, and long-term dropout indicators.

Priority Problem Statement 6

The Grade 8 non-Algebra I cohort (49.2% of 8th graders) demonstrates critically low math mastery and requires a bridge strategy to ensure high school readiness.

Supporting Data	Root Cause Analysis	Potential Impact if Unaddressed
Grade 8 standard math (non-Algebra I, n=97): 34.0% DNM; 23.7% Meets; 3.1% Masters. This cohort will enter Salado High School without Algebra I credit.	Limited math acceleration pipeline from Grades 6–7; insufficient early identification of students ready for acceleration vs. those needing foundational support.	Students entering high school without Algebra I will require additional coursework, delaying advanced math access and reducing CCMR readiness.

Priority Problem Statement 7

Campus-wide instructional practices in Math and Social Studies lack sufficient STAAR-aligned rigor, data-driven differentiation, and evidence-based intervention fidelity.

Supporting Data	Root Cause Analysis	Potential Impact if Unaddressed
STAAR DNM rates in Math (29.6%) and Social Studies (35.0%) are the two highest DNM rates on campus. Both declined or held flat vs. prior year.	Inconsistent implementation of MTSS Tier 2/3 intervention; professional development needs in content-specific instructional strategies not yet met at scale.	Without instructional improvement in Math and Social Studies, campus accountability ratings will be constrained and student college/career readiness will be limited.

CNA DATA DOCUMENTATION

The following table documents all data sources used in the Comprehensive Needs Assessment for Salado Middle School, 2026-2027.

Data Source	Data Type	Academic Year	Used In
Ascender Active Student Records	Enrollment, Demographics, Population	2026-2027	CNA Demographics; Goal 1, 2, 5
Ascender Payroll Records	Staff counts, contracts, job codes	2026-2027	CNA Demographics; Goal 3, 4
Ascender Attendance Summary	Absences, chronic absenteeism	2025-2026	CNA Demographics; Goal 2
Ascender Discipline Records	Incident types, counts, trends	2025-2026	CNA Processes; Goal 2
Eduphoria STAAR Dataset	Performance levels by grade/subject	2024-25 & 2025-26	CNA Student Learning; Goals 1, 5
Eduphoria TELPAS RPTE Dataset	EB composite proficiency ratings	2025-2026	CNA Student Learning; Goal 1
Ascender Gradebook	Course enrollment, grade levels, titles	2025-2026	CNA Processes; Goal 5
Campus-Provided Science Data	8th Grade STAAR Science Approaches/Meets/Masters	2024-2025	CNA Student Learning; Goal 1
TEA Texas School Report Card	Accountability rating, salary averages	2025-2026	Cover; CNA; Goals 3, 4
Campus Planning Committee Input	Perceptions, priorities, root causes	2026-2027	Perceptions; Problem Statements
Parent/Community Feedback	Survey themes, stakeholder input	2025-2026	CNA Perceptions Section C

All data was reviewed, validated, and approved by the campus planning committee prior to inclusion in this CIP.

CAMPUS GOALS — 2026-2027

Salado Middle School has established five campus goals for 2026-2027 grounded in CNA findings, district priorities, and TEA accountability requirements. Each goal includes measurable objectives, evidence-based strategies, designated responsible staff, timelines, and formative evaluation checkpoints.

GOAL 1: ACADEMIC ACHIEVEMENT — RLA, MATHEMATICS, SCIENCE & SOCIAL STUDIES

Baseline: RLA 82.7% Math 70.4% Science 84% SS 65.0% At/Above Approaches (2025-26 STAAR)	Target (June 2027): RLA 87% Math 76% Science 87% SS 70% At/Above Approaches (2026-27 STAAR)
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Goal 1 addresses the campus's highest-priority academic needs. All four STAAR-tested subject areas showed year-over-year declines or flat performance. This goal targets measurable improvement in all grades and subgroups through evidence-based instruction, targeted intervention, and data-driven small-group support during Eagles Nest.

Objective 1.1: Increase RLA At/Above Approaches campus-wide from 82.7% to 87% by June 2027.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement structured literacy routines — close reading, academic vocabulary, text-based writing — in all Gr. 6-8 ELA classes	ELA Teachers, Instructional Coach	General Fund; curriculum materials	Aug 2026 – May 2027	Lesson plans, student work, walkthroughs	Nov: campus diagnostic; Feb: Interim; Apr: Benchmark
Target Gr. 6 and 7 RLA intervention using Eagles Nest data-driven small groups aligned to STAAR readiness TEKS	ELA Teachers, Admin	General Fund; Eagles Nest period	Sept 2026 – Apr 2027	Eagles Nest rosters, intervention logs	Nov: Gr 6/7 DNM list; Feb: Re-assessment; Apr: Benchmark
Provide Tier 2/3 RLA intervention for at-risk and SPED students via MTSS data cycle	SPED, ELA Teachers, Counselors	Special Ed budget; MTSS resources	Sept 2026 – May 2027	MTSS notes, IEP progress, assessment data	Nov/Feb/Apr: Individual progress data
Conduct 6-week data review cycles to monitor RLA by subgroup and adjust instruction	Admin, IC, ELA Dept.	Staff time; data platform	Sept 2026 – May 2027 (every 6 wks)	Meeting agendas, action logs	Nov/Feb/Apr: Cycle summary

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

Objective 1.2: Increase Math At/Above Approaches campus-wide from 70.4% to 76%, with priority on Grades 7 and 8.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement TEKS-aligned math framework: explicit instruction, guided practice, corrective feedback in all Gr. 6-8 Math courses	Math Teachers, Instructional Coach	General Fund; math materials	Aug 2026 – May 2027	Walkthroughs, lesson plans, assessments	Nov: Gr 6/7/8 diagnostic; Feb: Interim; Apr: Benchmark
Deliver targeted Tier 2 math intervention in Eagles Nest for students at DNM or near Approaches — weekly regrouping	Math Teachers, Admin	General Fund; Eagles Nest period	Sept 2026 – Apr 2027	Intervention rosters, re-assessment data	Nov: DNM list; Feb: Progress; Apr: Pre-STAAR
Implement Tier 3 small-group math pull-out/push-in for Gr. 7 (35.3% DNM) and Gr. 8 standard math (34.0% DNM)	Math Teachers, SPED, Instructional Coach	MTSS budget; aides	Sept 2026 – May 2027	Tier 3 rosters, fidelity logs, growth data	Nov/Feb/Apr: Individual growth
Provide campus Math PD: number sense, algebraic reasoning,	Instructional Coach, Admin, External PD	PD budget; TEA resources	Sept 2026, Jan 2027, Mar 2027	PD sign-in, walkthroughs, teacher feedback	Post-PD: classroom observation; Feb/Apr: impact data

data analysis, geometry TEKS (3 sessions)					
Accelerate Gr. 6/7 students toward Algebra I using NWEA MAP and diagnostic placement data	Math Teachers, Counselors, Admin	General Fund; NWEA MAP data	Oct 2026 – Feb 2027	Placement records, NWEA data, course changes	Nov: Pipeline list; Feb: Placement decisions

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

Objective 1.3: Maintain/increase Science At/Above Approaches from 84% (2024-25) to 87% in 2026-27 STAAR.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Align Gr. 8 Science instruction to revised TEKS: scientific investigation, reasoning, data analysis	Science Teachers, Admin	General Fund; TEKS materials	Aug 2026 – May 2027	Lesson plans, lab activities, alignment maps	Nov/Feb/Apr: Formative science assessments
Embed CER (Claim-Evidence-Reasoning) writing and academic vocabulary in all Gr. 8 Science units	Science/ELA Teachers	General Fund; cross-content PD	Sept 2026 – Apr 2027	Student CER samples, science journals	Feb: CER formative writing review
Administer fall Science diagnostic and group students for Eagles Nest intervention	Science Teachers, Admin	General Fund; Eagles Nest period	Oct 2026 – Mar 2027	Diagnostic data, Eagles Nest rosters, logs	Nov: Diagnostic results; Feb: Progress; Apr: Benchmark
Provide Tier 2 science support for SPED/at-risk via co-teaching aligned to IEP/MTSS goals	Science/SPED Teachers	Special Ed budget	Sept 2026 – May 2027	Co-teach schedules, IEP progress, assessment data	Nov/Feb/Apr: SPED/at-risk science data

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

Objective 1.4: Increase Social Studies At/Above Approaches from 65.0% to 70% by June 2027.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Restructure Gr. 8 U.S. History instruction around STAAR-aligned historical analysis: primary sources, chronology, cause-effect, significance	SS Teachers, Instructional Coach	General Fund; DBQ Project resources	Aug 2026 – May 2027	Unit plans, primary source activities, student writing	Nov/Feb/Apr: SS formative assessments
Implement academic vocabulary walls and word study routines in Gr. 8 SS; connect to RLA cross-content vocabulary strategy	SS/ELA Teachers	General Fund; supplemental materials	Sept 2026 – Apr 2027	Vocabulary logs, student assessments	Feb: Vocabulary assessment data
Provide Tier 2 SS intervention in Eagles Nest for DNM students; use released STAAR items for skill-building	SS Teachers, Admin	General Fund; Eagles Nest period	Nov 2026 – Apr 2027	Eagles Nest rosters, STAAR practice data	Nov: DNM id; Feb: Progress; Apr: Benchmark
Conduct 6-week data review cycles for Social Studies aligned to campus data calendar	Admin, IC, SS Dept.	Staff time	Sept 2026 – May 2027 (every 6 wks)	Meeting notes, pacing adjustments, action logs	Nov/Feb/Apr: Cycle summary

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

Objective 1.5: Improve TELPAS proficiency for EB students — reduce Beginning % and increase Advanced/Advanced High % by spring 2027.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Provide structured ESL instruction aligned to ELPS in all core content classrooms for EB students	ESL Teacher, Core Content Teachers	ESL program budget; LPAC resources	Aug 2026 – May 2027	LPAC notes, ESL lesson plans, TELPAS logs	Nov/Feb/Apr: TELPAS interim; individual EB progress
Implement content-embedded language supports — sentence frames, visual supports, tiered vocabulary — in Math, Science, and SS	Core Teachers, ESL Teacher, IC	PD budget; bilingual materials	Sept 2026 – Apr 2027	Walkthroughs, lesson plan annotations, student work	Feb: Embedded language strategy observation
Monitor all 40 EB students individually through LPAC; identify reclassification-eligible students and provide bridge support	Counselors, ESL Teacher, Admin	LPAC documentation budget	Sept 2026 – Mar 2027	LPAC minutes, reclassification tracking, student plans	Nov: LPAC review; Feb: Reclassification eligibility

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

GOAL 2: SAFE AND SECURE CAMPUS ENVIRONMENT

Baseline: 35 discipline incidents (2025-26); 10.9% chronic absenteeism; declining incident trend

Target (June 2027): Reduce discipline incidents by 15% (target: ≤ 30); reduce chronic absenteeism to ≤ 9%; maintain positive campus climate

Goal 2 addresses campus safety, behavioral climate, and student attendance. Discipline incidents have declined from 44 to 35 year-over-year — a 20.5% improvement. Chronic absenteeism at 10.9% (64 students) remains a concern requiring proactive, individualized outreach. This goal sustains and extends the positive campus climate trajectory.

Objective 2.1: Reduce total discipline incidents by 15% from 35 (2025-26) to 30 or fewer by end of 2026-27.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement restorative practice protocols as the primary response to Code of Conduct violations — prioritizing counselor-mediated resolutions over punitive measures	Admin, Counselors, All Teachers	General Fund; restorative practice training	Aug 2026 – May 2027	Discipline logs, counselor referral records, restorative meeting notes	Nov: Q1 incident count vs. prior year; Feb: Semester 1 total; Apr: YTD trend
Develop and implement a student re-entry protocol for students returning from disciplinary action that includes counselor check-in and academic support plan	Counselors, Admin	General Fund; counselor time	Sept 2026 – May 2027	Re-entry meeting logs, academic support plans, follow-up records	Nov/Feb/Apr: Re-entry protocol usage data
Monitor discipline data by subgroup each 6-week cycle to identify disparities and adjust response strategies	Admin, Counselors	Data platform; staff time	Sept 2026 – May 2027	Disaggregated discipline reports, action plans	Nov/Feb/Apr: Subgroup discipline analysis

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

Objective 2.2: Reduce campus chronic absenteeism from 10.9% (64 students) to 9% or below by end of 2026-27.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement an early identification system: flag students after 3 unexcused absences; initiate counselor contact and parent outreach within 5 school days	Counselors, Admin, Teachers	General Fund; Ascender attendance data	Sept 2026 – May 2027	Attendance tracking logs, counselor contact records, parent outreach logs	Nov: List of identified students; Feb: Resolution rate; Apr: YTD chronic rate
Establish individualized attendance improvement plans for all students identified as chronically absent or trending toward chronic absenteeism	Counselors, Admin, Parents	General Fund; counselor time	Oct 2026 – May 2027	Attendance improvement plans, parent meeting notes, follow-up records	Nov: # of plans in place; Feb: Attendance improvement data; Apr: Chronic absenteeism rate
Conduct campus attendance celebrations and positive reinforcement campaigns each 6-week period to build attendance culture	Admin, Counselors, Campus Leadership	General Fund; PBIS recognition budget	Oct 2026 – May 2027 (every 6 wks)	Attendance recognition records, campus communication, student participation data	Nov/Feb/Apr: 6-week attendance rate; celebration data

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

GOAL 3: TEACHER INCENTIVE ALLOTMENT — IMPLEMENTATION AND TEACHER RETENTION

Baseline: Avg teacher contract \$65,402 vs. district TEA avg \$67,387; TIA not yet fully implemented

Target (June 2027): Full TIA appraisal cycle completed for all eligible teachers; compensation equity plan developed; retain 90%+ of campus teachers

Goal 3 addresses teacher compensation, retention, and the full implementation of the Teacher Incentive Allotment (TIA) appraisal framework. The average SMS teacher contract (\$65,402) is below the district TEA-reported average (\$67,387). TIA provides a pathway to close this gap, recognize highly effective teachers, and improve retention of experienced instructional staff.

Objective 3.1: Complete a full, high-fidelity TIA appraisal cycle for all eligible campus teachers by May 2027.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Orient all campus teachers and appraisers to TIA framework, rubric expectations, and observation schedules at the start of the school year	Admin, Campus Leadership, District HR	TIA program resources; staff time	Aug 2026 – Sept 2026	TIA orientation sign-in sheets, appraiser assignments, teacher acknowledgment forms	Sept: Orientation completion rate; Oct: Appraiser assignments confirmed
Complete formal TIA-aligned classroom observations per TEA requirements — minimum number of observations per teacher per cycle	Admin, Designated Appraisers	TIA appraisal resources; Eduphoria platform	Sept 2026 – Mar 2027	Observation records in Eduphoria, completed rubric ratings, teacher conference notes	Nov: Observation completion rate; Feb: Mid-cycle review; Apr: Final observation count
Conduct summative TIA appraisal conferences with all teachers by May 2027; document performance designations	Admin	Eduphoria platform; staff time	Apr 2027 – May 2027	Summative appraisal records, final TIA designations, signed acknowledgments	May: 100% summative conference completion
Submit TIA data to TEA through the required reporting process and coordinate with district finance for compensation award processing	Admin, District HR, CFO	District administrative resources	May 2027 – June 2027	TEA submission records, compensation award documentation	June: TIA data submitted; awards processed

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

GOAL 4: CAMPUS BUDGET ALIGNMENT TO STRATEGIC PRIORITIES

Baseline: Campus budget aligned to general fund allocations; TIA and intervention resources not yet fully optimized

Target (June 2027): 100% of campus discretionary spending aligned to CIP priorities; TIA, intervention, and PD funding maximized

Goal 4 ensures that campus budget decisions are deliberately aligned to the priorities identified in this CIP — specifically academic intervention, teacher professional development, TIA implementation, and student support services. Fiscal responsibility and transparency are core SISD values reflected in district First Ratings for 2023, 2024, and 2025.

Objective 4.1: Align 100% of campus discretionary spending to CIP goal areas by October 2026, with quarterly budget reviews.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Map all campus discretionary budget line items to the five CIP goals at the start	Admin, Campus Bookkeeper	Campus budget documents; district finance support	Sept 2026 – Oct 2026	Budget alignment map, planning committee meeting notes	Oct: Budget alignment map completed and reviewed

of the year; present alignment summary to planning committee					
Conduct quarterly campus budget reviews with admin team to ensure spending remains aligned to CIP priorities and adjust as needed	Admin, Bookkeeper, District Finance	General Fund records	Oct 2026, Jan 2027, Mar 2027, May 2027	Quarterly budget review reports, adjustment documentation	Quarterly: Budget alignment summary report
Prioritize discretionary spending for Math intervention materials, Science lab resources, ELA supplemental texts, and PD aligned to Goal 1	Admin, Department Chairs	Campus discretionary budget	Aug 2026 – May 2027	Purchase orders, materials inventory, receipt of resources	Nov: Resource deployment confirmation; ongoing monitoring
Ensure TIA-related appraisal and professional development expenses are tracked separately and reported accurately to district finance	Admin, District HR, CFO	TIA budget; district finance	Sept 2026 – June 2027	TIA expense tracking reports, financial documentation	Quarterly: TIA expense review; June: Final report

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

GOAL 5: ADVANCED PATHWAYS & MIDDLE-TO-HIGH SCHOOL TRANSITION

Baseline: 50.8% of Gr. 8 students in Algebra I; 49.2% in standard math; limited formal Gr. 8-to-HS transition process

Target (June 2027): Increase Gr. 8 Algebra I enrollment to 58%; establish formal Gr. 8-to-HS transition protocol; 100% of Gr. 8 students with a 4-year HS plan

Goal 5 expands access to advanced and accelerated pathways for SMS students and builds a structured, data-informed transition from middle school to Salado High School. Only 50.8% of 8th graders currently take Algebra I. The remaining students enter high school without this foundation — delaying advanced math access and limiting CCMR readiness. This goal directly supports district priorities around CTE expansion, CCMR improvement, and academic excellence.

Objective 5.1: Increase Grade 8 Algebra I enrollment from 50.8% to 58% for 2026-27 through improved acceleration identification and support.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Use STAAR Math (Gr. 6/7), NWEA MAP scores, and classroom performance data to identify Grade 6 and 7 students ready for Algebra I acceleration; initiate conversations in January 2027	Math Teachers, Counselors, Admin	General Fund; NWEA MAP data; Ascender records	Oct 2026 – Feb 2027	Acceleration identification list, data summaries, counselor meeting notes	Nov: Identification criteria confirmed; Feb: Acceleration candidate list finalized
Provide a Gr. 7 pre-Algebra I bridge unit in spring to prepare acceleration candidates for success in Algebra I	Math Teachers	General Fund; supplemental pre-Algebra materials	Mar 2027 – May 2027	Bridge unit plans, student work samples, performance data	May: Completion rate; student readiness assessment
Communicate Algebra I pathway benefits and requirements to Grade 7 parents/students in January 2027 parent information session	Counselors, Admin, Math Teachers	General Fund; parent communication resources	January 2027	Parent attendance records, communication logs, course selection forms	Feb: # of families engaged; course selection forms returned
Track Algebra I enrollment and completion rates for all Grade 8 students; document HS math course placements	Counselors, Admin	Ascender data; scheduling records	Sept 2026 – May 2027	Enrollment data, HS placement records	Nov: Gr 8 Algebra I enrollment count; May: Completion and placement data

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

Objective 5.2: Establish a formal, data-driven Grade 8-to-High School transition protocol — with 100% of Grade 8 students completing a 4-year HS plan by May 2027.

Strategy / Action Step	Responsible Staff	Resources / Funding	Timeline	Evidence	Formative Evaluation
Implement a structured Gr. 8 HS transition curriculum through counselor-led advisory sessions: HS course options, graduation plans, CTE pathways, career exploration	Counselors, Admin	General Fund; HS counselor collaboration; CTE resources	Oct 2026 – Apr 2027	Advisory session agendas, student participation records, graduation plan drafts	Nov: Session 1 completion; Feb: Session 2; Apr: Graduation plan draft completion
Collaborate with Salado High School counselors to conduct a joint Gr. 8 course selection and HS orientation event for students and families	Counselors (SMS + SHS), Admin	General Fund; inter-campus coordination	February 2027	Event attendance records, course selection forms, parent sign-in	Feb: Event completion; # of families served
Ensure all 223 Grade 8 students complete a 4-year graduation plan by May 2027; document in Ascender	Counselors, Admin	General Fund; Ascender records	Mar 2027 – May 2027	Graduation plan completion records in Ascender, family distribution confirmation	May: 100% completion confirmed; family receipt documented

and distribute to families					
Provide targeted information to Gr. 8 students about CTE program options at SHS — Manufacturing, Health Science, Business, etc. — aligned to district CTE expansion initiative	Counselors, SHS CTE Director	CTE program resources; district CTE initiative budget	Jan 2027 – Mar 2027	CTE information sessions, student interest surveys, referral to HS CTE counselor	Mar: # of students expressing CTE interest; referral tracking
Identify Gr. 8 students at risk for HS credit recovery or retention; develop individualized HS readiness plans in coordination with SHS admin	Counselors, Admin (SMS + SHS)	General Fund; MTSS data; Ascender	Feb 2027 – May 2027	At-risk identification list, individualized HS readiness plans, SHS coordination notes	Apr: Plans in place for all identified students; May: Transition documentation complete

Formative Check Points: November 2026 | February 2027 | April 2027 Summative: June 2027

STATUTORILY REQUIRED ASSURANCES

Salado Middle School provides the following assurances as required by state and federal law. These assurances confirm compliance with applicable regulations and affirm the campus's commitment to serving all students equitably and effectively.

1. TEC §11.251–11.252 — Campus Planning and Decision-Making

The campus improvement plan was developed with the involvement of the Campus-Level Planning and Decision-Making Committee, including professional staff, parents, business representatives, and community members. All members were provided opportunity to participate in plan development and review.

2. TEC §28.006 — Reading Instruments

Campus administers TEA-approved reading instruments to identify students in Grades K–2 who are at risk of reading difficulty. Identified students receive appropriate instructional support and interventions.

3. TEC §29.081 — At-Risk Students

The campus provides services and programs for students identified as at risk of dropping out of school as defined by TEC §29.081. At-risk students (7.2%, 51 students) receive MTSS Tier 2/3 intervention, counseling, and targeted academic support.

4. TEC §29.121 — Gifted and Talented

The campus provides services for students identified as gifted and talented per TEC §29.121, including differentiated instruction, enrichment, and access to advanced coursework including pre-AP and honors courses.

5. TEC §37.001 — Student Code of Conduct

The campus has adopted and implemented a Student Code of Conduct that complies with TEC Chapter 37. Discipline is administered fairly and equitably. Students are informed of the code at the beginning of the school year.

6. IDEA / Special Education (TEC Chapter 29, Subchapter A)

The campus provides a free appropriate public education (FAPE) to all students with disabilities in the least restrictive environment. All IEPs are developed through a collaborative ARD process and implemented with fidelity.

7. Section 504 / Rehabilitation Act

The campus identifies and serves students with disabilities under Section 504. 66 students (9.3%) currently have 504 plans documented and implemented. The campus designates a Section 504 coordinator to oversee compliance.

8. English Language Learners — LPAC / ELPS (TEC §29.051)

The campus identifies and serves Emergent Bilingual students through the Language Proficiency Assessment Committee (LPAC) process. ESL services are provided in compliance with ELPS. TELPAS is administered annually.

9. McKinney-Vento Homeless Education Act

The campus identifies and serves students experiencing homelessness in compliance with the McKinney-Vento Act. No students are currently identified as homeless; the campus continues to monitor and coordinates with the district homeless liaison as needed.

10. Military Connected Students

The campus supports 37 military-connected students (5.2%) through flexible enrollment procedures, counselor coordination, and priority services per TEC §162.001 and applicable federal regulations.

11. Foster Care — TEC §28.0212

The campus coordinates with the district point-of-contact to ensure foster care students (6 students, 0.8%) receive required educational stability, timely enrollment, and access to support services.

12. Title IX — Sex Equity

The campus does not discriminate on the basis of sex in any education program or activity. Title IX compliance is overseen by the district Title IX Coordinator in accordance with federal regulations.

13. TEC §11.1513 — Teacher Appraisals

All teachers are appraised using a TEA-adopted teacher appraisal system (TIA-aligned) that complies with TEC §11.1513. Appraisals are conducted annually by trained appraisers, and results are used to support teacher development and inform compensation decisions.

14. ADA / Section 504 — Physical Accessibility

The campus is accessible to individuals with disabilities in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

CERTIFICATION OF ASSURANCES

The undersigned hereby certify that Salado Middle School will comply with all applicable state and federal requirements as stated in the assurances above and as required by the Texas Education Code, federal law, and TEA regulations.

Campus Principal Signature: _____	Date: _____
Printed Name: _____	Campus Name: _____
Board President / Designee Signature: _____	Board Approval Date: _____

ADDENDUM

This Addendum documents key planning notes, additional context, and future action items related to the Salado Middle School Campus Improvement Plan 2026-2027. Items in this addendum do not modify the goals or strategies of the plan but provide supplementary information for transparency and planning purposes.

A. Science Data Note

The 8th Grade Science STAAR data included in this CIP (84% Approaches, 68% Meets, 39% Masters) reflects the 2024-2025 TEA administration as provided by campus leadership. The 2025-2026 Science STAAR administration data reflects performance levels with Scale Score = 0 pending final TEA scoring and release. Upon release of final 2025-2026 Science results, this CIP should be updated to reflect the current administration data. The 2024-2025 data is used as the most recent validated benchmark for goal-setting purposes.

B. Salado Creek Elementary — District Context

Salado ISD is expanding with the opening of Salado Creek Elementary School for the 2026-2027 school year. While this does not directly impact SMS operations, campus leadership should be aware of district-wide enrollment redistribution and potential student transitions at the elementary level that may affect SMS feeder patterns in future years.

C. TIA Implementation Timeline Note

The Teacher Incentive Allotment (TIA) appraisal cycle is being implemented for the first time at full scale during 2026-2027. Campus administration will work closely with district HR and the CFO to ensure all deadlines, documentation requirements, and TEA reporting obligations are met. Goal 3 of this CIP specifically addresses TIA implementation fidelity and its connection to teacher retention.

D. NWEA MAP Data Note

NWEA MAP data for 2026-2027 was not yet available at the time of CIP development (current academic year beginning). Fall 2026-2027 NWEA MAP data should be used to update acceleration identification lists and Eagles Nest intervention groupings by November 2026. The 2025-2026 NWEA MAP data available for a subset of SMS students (178 records) was used for context; full campus NWEA participation data should be confirmed with the campus testing coordinator.

E. Plan Review and Amendment Process

- This CIP will be reviewed by the Campus-Level Planning and Decision-Making Committee at each formative checkpoint: November 2026, February 2027, and April 2027.
 - Amendments to the plan may be made by the committee as needed based on new data, changed conditions, or emerging student needs.
 - Amendments will be documented in this Addendum with date, description, and committee approval notation.
 - The plan is publicly available on the Salado ISD website (www.saladoisd.org) per TEC §11.253.
 - Parent and community members may request a copy of the CIP from the campus office at any time.
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F. Campus Improvement Plan Amendments Log

Amendment Date	Section Amended	Description of Change	Approved By

Salado Middle School · Campus Improvement Plan 2026-2027 · Where Excellence is Expected