

Salado Independent School District

Salado Middle School

2023-2024 Improvement Plan

Accountability Rating: B

Mission Statement

The mission of Salado Middle School is to provide high-quality and engaging learning experiences for our students in order to prepare them to be successful in tomorrow's world.

Vision

Each Student Matters and Every Moment Counts

Value Statement

We believe that all students have the ability to grow and our job is to guide them on their journey in order to maximize their gains.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 5
 - School Culture and Climate 6
 - Staff Quality, Recruitment, and Retention 7
 - Curriculum, Instruction, and Assessment 8
 - Parent and Community Engagement 9
 - School Context and Organization 10
 - Technology 11
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 13
- Goals 15
 - Goal 1: Increase the overall grade level scale score as measured by STAAR to an 80 for 6th grade, an 85 for 7th grade, an 87 for 8th grade. 16
 - Goal 2: Develop and implement strategies to increase safety and security for students and employees. 17
 - Goal 3: Plan and implement processes to address student enrollment growth, alignment of staffing to student participation, and evolving student needs while maintaining effective and efficient operations. 19
- Campus Funding Summary 21

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Student Population: 592

- Grade 6: 175
- Grade 7: 207
- Grade 8: 210

Ethnic Distribution:

- African American: 10
- Hispanic: 153
- White: 404
- American Indian: 0
- Asian: 2
- Pacific Islander: 0
- Two or More Races: 23

Economically Disadvantaged: 107

Non-Educationally Disadvantaged: 485

Section 504 Students: 78

English Learners: 30

Students w/ Disciplinary Placements (2020-21): 3

Students with Dyslexia: 42

At-Risk: 53

We are a middle school campus in a growing community that draws in families from surrounding school districts. Salado Middle School is classified as "Other-Central-City-Suburban" by TEA, and the National Center for Education Statistics classifies us as "Rural-Distant".

Salado Middle School is actively engaged with the community, including Ft. Hood, local churches, businesses, the Salado Village Voice Newspaper, and the many parents and families who support our school and district.

Demographics Strengths

Demographic strengths of Salado Middle School include strong parent support, a high teacher retention rate, a culture of success, and a good relationship with local media. In addition, we also have a Communities in Schools Partnership to support economically disadvantaged families. Our students, families, and staff are very adaptive to new challenges, and we have a healthy engagement of student leadership and involvement on campus and in extracurricular activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a small population of disengaged at-risk students. **Root Cause:** Students present with a history of instability in the home as well as learning struggles.

Problem Statement 2: We have a population of students with misdiagnosed and undiagnosed mental health problems. **Root Cause:** Students are involved in a systemic family problem, have suffered childhood trauma, and/or lack access to mental healthcare.

Problem Statement 3: We are a fast-growth school district and increasing our staffing in an equitable manner is challenging due to the state school funding formula. Our campus is providing students with a first-class education and our campus is funded over one-million dollars less than the average middle school funding in Bell County **Root Cause:** State funding formula inequities

Student Achievement

Student Achievement Summary

Salado students outperform other students in the state of Texas, as measured by the STAAR. Salado Middle School has adopted MAPs and Interim STAAR to collect formative data on students throughout the year. Diagnostic processes include the RTI process, 504 Evaluations, Special Education Testing as well as new assessment measures for assessing Gifted/Talented students. Students with learning gaps are supported in classrooms with inclusion, pull-out support, and additional intervention classes.

Student Achievement Strengths

Our students consistently outperform the state average on STAAR. We have high student participation and success in UIL activities and competitions.

A high percentage of our 8th-grade student body are enrolled in and successfully earn high school credit in Algebra I and Spanish I.

We offer a variety of on-level as well as advanced classes to differentiate and meet all student needs.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): For the last two years, our students have shown lack of improvement on the 6th Grade Reading STAAR. **Root Cause:** There is a need for alignment between the taught curriculum and tested curriculum.

Problem Statement 2 (Prioritized): There is a small percentage of students achieving Masters Level on the 7th Grade Math STAAR. **Root Cause:** A high percentage of 7th grade students are enrolled in Pre-Algebra and take the 8th Grade Math STAAR.

School Culture and Climate

School Culture and Climate Summary

Salado Middle School strives to create a cohesive, unified, and inclusive school climate that promotes collaboration and innovation.

It is our goal to prepare students to be self-sufficient, motivated servant-leaders.

School Culture and Climate Strengths

Success at Salado Middle School is valued and desired by students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some at-risk students struggle with motivation and seeking success. **Root Cause:** Prior academic struggles have contributed to students' self-efficacy.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Salado has a lineage of strong, academically driven teachers and staff. Staff retention rate is high, and employment at our school is desired and valued.

Staff Quality, Recruitment, and Retention Strengths

Teachers and staff take pride in their jobs and enjoy working with our students and families.

Teachers and staff are always willing to go above and beyond, and they far surpass doing what is asked of them.

A high percentage of our staff has taught in Salado schools for the majority of their career.

Our campus encourages and supports professional growth in the classroom and across the educational setting.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff members at all levels have lower compensation as compared to similar positions at neighboring districts. **Root Cause:** State funding is inequitable between districts, and our district is the lowest funded district in Bell County

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Salado Middle School uses the MAP Testing program, as a formative measure, to monitor student progress throughout the year. Students participate in Reading, Language Usage, and Math assessments at the beginning, middle, and end of every school year. This data is used to track student learning and growth, as well as help teachers, develop valuable learning opportunities and goals. In addition, teachers use this data to guide instruction and close gaps in learning.

The STAAR is used as a summative assessment measurement given to all Salado Middle School students.

Teachers attend professional development, particular to their content areas, to improve instruction and grow their concepts and skillsets.

Curriculum, Instruction, and Assessment Strengths

Teachers are familiar with and have a strong knowledge base of their content areas.

Teachers are highly qualified and pursue further growth professionally.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Gathering formative assessment data disagated by grade and TEK is difficult. **Root Cause:** Large sets of standards for each grade level

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and the community are heavily involved in the activities of Salado Middle School.

Parent and Community Engagement Strengths

Parents are the backbone to the success of Salado Middle School. Their partnership in educating students supports the climate and culture of SMS as well as increasing student achievement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents of at-risk students are the least involved parents. **Root Cause:** The outside commitments vary for different families.

School Context and Organization

School Context and Organization Summary

Middle school serving 6-8th grade students in Salado, TX with a traditional school organization structure.

School Context and Organization Strengths

Strong history of success in all areas of the campus.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Moving forward to improve areas from good to great **Root Cause:** Students and the campus have traditionally been very successful

Technology

Technology Summary

Salado Middle School houses about 550 devices for the overall student body.

Students participate in online assessments, formatively and summatively. This information populates into Eduphoria, the school's Student Information System.

Teachers effectively utilize and implement technology into classroom learning experiences. Students are well-versed in using various platforms and delivery methods when engaging in technology-based lessons and tasks.

The counselors provide guidance lessons on digital citizen and cyberbullying, and students are educated on the state initiatives and requirements involving these topics.

Technology Strengths

Teachers and staff are trained and efficient in Google Classroom.

Teachers and staff pursue learning opportunities for professional growth in the areas of technology.

The addition of an instructional technologist has transformed our utilization of technology.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Additional devices are needed for consistent student access. **Root Cause:** Low levels of funding per student

Priority Problem Statements

Problem Statement 1: Additional devices are needed for consistent student access.

Root Cause 1: Low levels of funding per student

Problem Statement 1 Areas: Technology

Problem Statement 2: Moving forward to improve areas from good to great

Root Cause 2: Students and the campus have traditionally been very successful

Problem Statement 2 Areas: School Context and Organization

Problem Statement 3: There is a small percentage of students achieving Masters Level on the 7th Grade Math STAAR.

Root Cause 3: A high percentage of 7th grade students are enrolled in Pre-Algebra and take the 8th Grade Math STAAR.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: For the last two years, our students have shown lack of improvement on the 6th Grade Reading STAAR.

Root Cause 4: There is a need for alignment between the taught curriculum and tested curriculum.

Problem Statement 4 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase the overall grade level scale score as measured by STAAR to an 80 for 6th grade, an 85 for 7th grade, an 87 for 8th grade.

Performance Objective 1: Students will increase their performance on the STAAR exam from to 52% meets in Reading and Math





Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through eduphoria tests, teachers will assess students digitally using STAAR level questions. This data will be used to identify student deficiencies and to prioritize the TEKS to spiral back into instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by STAAR and MAP</p> <p>Staff Responsible for Monitoring: Smith, Ewton, Threatt</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund - \$6,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Increase the overall grade level scale score as measured by STAAR to an 80 for 6th grade, an 85 for 7th grade, an 87 for 8th grade.

Performance Objective 2: Review and strengthen instructional practices and utilization of instructional resources to support student growth.





Evaluation Data Sources: Agendas and attendance from PLC meetings led by Rex Threatt.
Usage and performance data from Zearn, Exact Path, Imagine Math, and Prodigy.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students identified as tier 2 and tier 3 on the RTI scale will utilize Zearn and Exact Path software programs for remediation and growth.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement</p> <p>Staff Responsible for Monitoring: Smith, Ewton, Threatt</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Develop and implement strategies to increase safety and security for students and employees.

Performance Objective 1: Provide students with 1:1 Chromebooks to facilitate social distancing and access to learning if they are at home sick.





Evaluation Data Sources: Destiny Data of Chromebooks assigned to students

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase additional chromebooks to provide all students with a school issued device.</p> <p>Strategy's Expected Result/Impact: Students will access the digital resources needed to be successful in the classroom.</p> <p>Staff Responsible for Monitoring: Smith, Bragg, Keyes</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 General Fund - \$70,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Develop and implement strategies to increase safety and security for students and employees.

Performance Objective 2: Increase supervision levels across the campus to provide extra levels of safety and security.





Evaluation Data Sources: Staff duty roster
Weekly door check data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement and monitor increased levels of supervision</p> <p>Strategy's Expected Result/Impact: Increased levels of student supervision and safety</p> <p>Staff Responsible for Monitoring: Smith, Ewton</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund - \$15,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Plan and implement processes to address student enrollment growth, alignment of staffing to student participation, and evolving student needs while maintaining effective and efficient operations.

Performance Objective 1: Review staffing and enrollment projections to effectively plan for the additional staff needed in 2023-2024





Evaluation Data Sources: Enrollment data, staffing data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review the staffing levels at the campus and activity level and compare these numbers across the district. Make recommendations for additional staffing and/or the reassignment of resources to match both student participation and interest.</p> <p>Strategy's Expected Result/Impact: Increased staffing at the middle school to match the staffing ratios across the district. Increased numbers of coaching stipends to expand the number of coaches in our athletic programs to provide equity for all students.</p> <p>Staff Responsible for Monitoring: Smith, Aycock, Lopez, Baird</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Plan and implement processes to address student enrollment growth, alignment of staffing to student participation, and evolving student needs while maintaining effective and efficient operations.

Performance Objective 2: Project growth and identify staffing needs in the spring of 2024 to capitalize on the best time to recruit high-performing staff.

Evaluation Data Sources: Staffing ratios, enrollment projections

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hire high-quality teachers in the early spring of 2024</p> <p>Strategy's Expected Result/Impact: Increased levels of student engagement in 22-23 and increased levels of employee satisfaction in 22-23</p> <p>Staff Responsible for Monitoring: Smith, Stanford.</p> <p>Funding Sources: 3 - 199 General Fund</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$6,000.00
2	1	1			\$70,000.00
2	2	1			\$15,000.00
3	2	1	3		\$0.00
Sub-Total					\$91,000.00