



**2010-11 Salado Independent School
District Improvement Plan**

State of Texas Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Salado ISD Mission Statement

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

- S** Success
- I** Innovation
- S** Self-Reliance
- D** Determination

Salado ISD 2010-11 Goals

1. Increase Student Achievement/Instructional Leadership
2. Provide a Safe Learning Environment
3. Maintain Highly Qualified and Highly Motivated Employees
4. Efficient and Effective Management of Resources
5. Involve Parents/Community in the Education Process

2010-11 District Committee

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Legend: C – Community; B – Business; P – Parent; AE – Educational Aide; T – Teacher; A – Administrator; * - Second Year

Brainstorming

Brainstorm any areas of concern in regard to activities in your district in relation to the topic of *Student Achievement/Instructional Leadership*.

Goal 1. Student Achievement/Instructional Leadership

- Increase achievement for all students and all subpopulations in reading/language arts, math, science, and social studies with emphasis on Hispanic Science
- Develop and implement strategies to reduce Hispanic representation in Special Education
- Maintain successful extracurricular programs, research all available opportunities to increase student participation, and achieve the highest state recognition in all program areas
- Improve guidance services for students at all grade levels

Brainstorm any areas of concern in regard to activities in your district in relation to the topic of *Providing a Safe Learning Environment*.

Goal 2. Provide a Safe Learning Environment

- Maintain emergency response through uniform procedures to ensure safety and security of the students.
- Provide resources and training for safety and security
- Implement programs that promote appropriate student choices

Brainstorm any areas of concern in regard to activities in your district in relation to the topic of *Maintaining Highly Qualified and Highly Motivated Employees*.

Goal 3. Maintain Highly Qualified and Highly Motivated Employees

- Devise and implement a recruitment and retention plan to attract, employ, and retain highly effective classroom teachers.
- Provide differentiated research-based professional learning experiences that reflect various career stages, job assignments, and expertise levels.

Brainstorm any areas of concern in regard to activities in your district in relation to the topic of *Efficient and Effective Management of Resources*.

Goal 4. Efficient and Effective Management of Resources

- Maintain a balanced budget.

- Use best-value technology to achieve efficiency.
- Provide resources and implement strategies to complete a successful bond program

Brainstorm any areas of concern in regard to activities in your district in relation to the topic of *Involving*

Parents/Community in the Education Process.

Goal 5. Involve Parents/Community in the Education Process

- Expand and improve communication among all constituencies.
- Ensure parent/community involvement in site based decision making.
- Maintain a highly visible and approachable administrative team.

Comprehensive Needs Assessment of State and Federal Programs

Strengths

Drop out rate was low
Completion rate was high
Attendance was high
Thomas Arnold Elementary, Salado Intermediate, Salado Jr. High schools were rated as Exemplary
Growth in all TAKS tested areas
Better special programs including RALLY, GCS, SP. ED. ESL, CIS
Second year implementation of C SCOPE curriculum (Vertical Alignment Documents and Instructional Focus Documents)
Emergency Responses in place
Defined Curriculum Director's role in campus instruction
Refined Campus Benchmarking Process (two definitive assessment practices)
Parents accessing grades on-line
Implementation of consistent walk thru format
Mentor teachers
Consistent hiring/personnel practices
District projects completed
Student extracurricular programs thriving
Teacher and staff pay increases
AED's and appropriate training on campuses
PBMAS indicators with the exception of Hispanic Science and Hispanic representation in Special Education
Reduced percentage of Special Education students
Superior Achievement FIRST rating

Concerns

Accountability for implementation of C Scope curriculum
Recognizing and resolving instructional gaps
PBMAS indicators for Hispanic Science and Hispanic representation in Special Education
Closing the gap between academic performance of Hispanic, LEP, and economically disadvantaged students compared to white students
Hispanic and LEP student performance in Math and Science
Student performance of special education students as a subpopulation
Truancy laws
HVAC controls and labor costs to replace AC compressors
Increased parent participation in subpopulation student groups

Salado ISD 2010-II Data Collection Matrices

Goal I: Student Achievement/Instructional Leadership

Collection Method	Self-Assessments	Observations	Interviews/Group Discussion	Surveys/Polls	Reports and Evaluations	Document Reviews	Other
Student Achievement Results (Data)	Benchmark data		SBDM's, Student Success Initiative (3,5,8)	End-of-Year Staff, Student, & Parent Surveys	AEIS, PBMAS, AYP	Parent Conferencing District Curriculum	TAKS, AEIS, AEIS-IT, GT, IOWA, ESL, Annual Report, TPRI, IRI, , SAT, ACT, ASVAB,PSAT TAKS A, M, and ALT OLSAT,RIGBY FIRST
Special Programs (State & Federal)			ARD, SAP, 504, LPAC	End-of-Year Staff, Student, & Parent Surveys, Special Educ. Survey	AEIS, PBMAS, AYP	Annual Report	TAKS, AEIS, AEIS-IT, AYP, TPRI, RPTE results, TELPAS FIRST
Assessments Used (ex. Benchmarks)	Beginning benchmarks, i.e. IPC				AEIS, Stanford 9	GPC, Report Cards	AEIS, Stanford 9
Staff Development	Curriculum Needs Assessment District Programs Evaluation	Differentiation of Instruction PDAS Classroom Walk Thru	GT Parent Meetings	End-of-Year Staff, Student, & Parent Surveys			
Student Attendance		Principal observations, Attendance Reports	Parent conferences, Attendance committees., communication logs, SAP		Chancery, Crystal Reports		
Student Retention			Parent conferences, Attendance co., communication logs, SAP		AEIS	Student handbook	
Integration of Technology in Instruction		Principal Walk Thru	SBDM, Tech Co.	End-of-Year Staff, Student, & Parent Surveys		Star Chart	Gradespeed, Lesson Plans on-line
Adequate Yearly Progress			Success Initiative (3,5,8)		AYP		Title Reports, HQ Reports, NCLB Reports, PBMAS

Highly Qualified Staff (Teachers & Paraprofessionals)		Peer Observations, PDAS			AYP, Highly Qualified Survey, Certification Specialist	SBEC Certification	Title Reports, HQ Reports, NCLB Reports, PBMAS
Recruitment and Retention			Parent conferences	End-of-Year Staff, Student, & Parent Surveys	AEIS		

Goal 2: Provide a Safe Learning Environment

Collection Method	Self-Assessments	Observations	Interviews/Group Discussion	Surveys/Polls	Reports and Evaluations	Document Reviews	Other
Student Achievement Results (Data)		Campus Walk Thru, Peer Observations, Mentor Teachers	SBDM	End-of-Year Staff, Student, & Parent Surveys	District Safety Audit	District Safety Report Emergency Operations Manual	EOP Plan, Drills, Pandemic Training
Special Programs (State & Federal)		PDAS, Campus Walk Thru, Peer Observations		End-of-Year Staff, Student, & Parent Surveys, Special Educ. Survey			Texas Dept. of Ag. CRE Review
Assessments Used (ex. Benchmarks)	Drill Schedules	Observation during drills	District Safety Co	End-of-Year Staff, Student, & Parent Surveys, Special Educ. Survey	District Safety Audit State Safety Report		Drills
Staff Development		Emergency procedures and guidelines ready for implementation					
Student Attendance							
Student Retention							
Integration of Technology in Instruction		Use of Technology – Installation and implementation of security cameras					
Adequate Yearly Progress							
Highly Qualified Staff (Teachers & Paraprofessionals)							
Recruitment and Retention							

Goal 3: Maintain Highly Qualified and Highly Motivated Employees

	Self-Assessments	Observations	Interviews/Group Discussion	Surveys/Polls	Reports and Evaluations	Document Reviews	Other
Student Achievement Results (Data)		PDAS, Campus Walk Thru, Peer Observations Mentor Teachers	SBDM	End-of-Year Staff, Student, & Parent Surveys	Highly Qualified Report AEIS		
Special Programs (State & Federal)		PDAS, Campus Walk Thru, Peer Observations		End-of-Year Staff, Student, & Parent Surveys, Special Educ. Survey		LPAC, GT, ARD's, IEP Mods	
Assessments Used (ex. Benchmarks)	Beginning benchmarks, i.e. IPC	PDAS, Campus Walk Thru, Peer Observations	Curriculum Council, Vertical Teams, Horizontal Teams			Campus Report Cards	
Staff Development	PDAS	Walk Thru	Curriculum Council, SBDM Horizontal./Vertical teams	End-of-Year Staff, Student, & Parent Surveys		Lesson Plans that reflect training	Listing of Quality Professional Development opportunities
Student Attendance		Principal observations	Parent conferences, Attendance co., communication logs, SAP		Chancery SMS Reports		
Student Retention			Parent conferences, Attendance co., communication logs, SAP		AEIS	Student handbook	
Integration of Technology in Instruction			SBDM, Tech Co.	End-of-Year Staff, Student, & Parent Surveys		Star Chart	
Adequate Yearly Progress			Success Initiative (3,5,8)		AYP		Title Reports
Highly Qualified Staff (Teachers & Paraprofessionals)		Peer Observations, PDAS			AYP, Highly Qualified Survey, Certification Specialist	SBEC Certification	Pay for Performance Plans
Recruitment and Retention	PDAS	PDAS	Parent conferences	End-of-Year Staff, Student, & Parent Surveys	AEIS		

Goal 4: Efficient and Effective Management of Resources

	Self-Assessments	Observations	Interviews/Group Discussion	Surveys/Polls	Reports and Evaluations
Student Achievement Results (Data)		PDAS, Campus Walk Thru, Peer Observations District and campus budgets	SBDM	End-of-Year Staff, Student, & Parent Surveys	FIRST Criteria and results Annual Audit Information
Special Programs (State & Federal)	Evaluate effectiveness application of State and Federal funds	PDAS, Campus Walk Thru, Peer Observations	ARD, SAP, 504, LPAC	End-of-Year Staff, Student, & Parent Surveys, Special Educ. Survey	Bell County Special Education Co-op student data and budget
Assessments Used (ex. Benchmarks)	FIRST	PDAS, Campus Walk Thru, Peer Observations	Curriculum Council, Vertical Teams, Horizontal Teams		
Staff Development	Budget Preparation	Walk Thru	Curriculum Council, SBDM's, Hor./vert. teams	End-of-Year Staff, Student, & Parent Surveys	AEIS
Student Attendance		Principal observations	Parent conferences, Attendance co., communication logs, SAP		
Student Retention			Parent conferences, Attendance co., communication logs, SAP		AEIS
Integration of Technology in Instruction	Evaluate effectiveness of current instructional technologies		SBDM, Tech Co.	End-of-Year Staff, Student, & Parent Surveys	
Adequate Yearly Progress			Success Initiative (3,5,8)		AYP
Highly Qualified Staff (Teachers & Paraprofessionals)		Peer Observations, PDAS			AYP, Highly Qualified Survey, Certification Specialist
Recruitment and Retention					
Student Achievement Results (Data)	PDAS Programs Evaluation	PDAS	Parent conferences	End-of-Year Staff, Student, & Parent Surveys	AEIS

Goal 5: Involve Parents/Community in the Education Process

	Self-Assessments	Observations	Interviews/Group Discussion	Surveys/Polls	Reports and Evaluations	Document Reviews
Student Achievement Results (Data)			Mentors SEF	End-of-Year Staff, Student, & Parent Surveys		
Special Programs (State & Federal)					ARD Meetings and Documentation	
Assessments Used (ex. Benchmarks)	Documentation of parental and community involvement			End-of-Year Staff, Student, & Parent Surveys		
Staff Development	AED Training					
Student Attendance		Principal observations	Parent conferences, Attendance co., communication logs, SAP			
Student Retention			Parent conferences, Attendance co., communication logs, SAP			Student handbook
Integration of Technology in Instruction			SBDM, Tech Co.	End-of-Year Staff, Student, & Parent Surveys		
Adequate Yearly Progress					AYP	
Highly Qualified Staff (Teachers & Paraprofessionals)		Peer Observations			AYP, Highly Qualified Survey, Certification Specialist	
Recruitment and Retention			Parent conferences	End-of-Year Staff, Student, & Parent Surveys		

2010-11 Needs Assessment Team Report

1. Please provide a description of the needs assessment process used by your team. Include details on areas investigated and types of data collected by the team members.

The process included the end-of-year survey (which included safety, drug/alcohol, climate, and professional development); AEIS report (student assessment data); AEIS-IT on each campus (disaggregated student data), PBMAS (Performance Based Monitoring Analysis System) indicators for Special Education ESL/Bilingual CTE, Financial Integrity Rating System of Texas), and federal program reviews including AYP. More informal assessments included walk thru, observations, committees, pre- and post-assessment for all special programs, etc. These were all reviewed by the administration and campus site based committees as the information became available.

2. Please indicate which data sources were reviewed and analyzed by posting the dates they were reviewed in the left-hand column.

Dates Reviewed	Type of Data Reviewed
October/November	Student Performance Data Disaggregated by Student Groups, Gender, and Program
August - December	Academic Excellence Indicator System (AEIS) Data
Fall 2010	PBMAS Indicators
Fall 2010	FIRST Results
Fall 2010	AYP Results
Fall 2010	Multi-Year Trends/Longitudinal Academic Performance Data
Monthly	Failure Records
May 2010 -Fall 2011	District/Campus Demographic Data
August 2010 – December 2011	Growth Projections
May 2010, 11/10,03/11	Mobility Rates
August 2010, 11/10	Teacher Turnover Rates
Fall & Spring 2010-11	Formative Assessment Documents (Benchmarking)
September 2010 & May 2011	Pre/Post Testing of At-Risk and Special Program Students
September 2008, September 2009, September 2010	Enrollment/Attendance Records for At-Risk Programs
May& June 2011	Design and Success Rate of At-Risk and Special Programs
September	Language Proficiency Assessment Records
Ea. 6 weeks	Report Card Grades
ARD Schedule	Summary of Student Progress for Special Education students
Spring 2011	Special Program Evaluations
On-going	Professional Development Evaluations
On-going	Support Services Records
June 2011	Planning Process Evaluation
October & May	Attendance Records
October 2010	Dropout Rates
October & May	Discipline Data Records (Types of Incidents/Frequency) –

	PEIMS 425 Record and Local Reports
Ea. 6 weeks	Expulsion/Suspension Records
May	Parent/Community Participation Logs (sign-in sheets, evaluations, etc.)
October	Frequency and Nature of Parent/Teacher Conferences
May	Parent Training Opportunities
May	Volunteer Records
May	Community Trends
June/July	Student/Teacher Ratio
June	Safe Schools Checklist
June	Maintenance Records
April	Parent Surveys/Interviews
April	Staff Survey/Interviews
April	Student Surveys/Interviews
On-going	District Policies
Curr. Council Mtgs. Final in May	Curriculum Documents (implementation of Vertical Alignment Document and Specificity)
Summer	Federal Program Guidelines/Regulations
Summer	American Disabilities Act Guidelines
On-going	PTA Meeting Minutes
On-going	Campus/Grade Level Meeting Minutes
On-going	Site-Based Decision-Making Minutes
October 2010	Site-Based Decision-Making Committee – Committee Composition
October 2010	Training Opportunities in Decision-Making Processes

3. An analysis of this data highlighted a need for:

1. Better test scores for economically disadvantaged and ESL students
2. Better test scores for Hispanic students in Science
3. Better test scores for targeted grades and curricular areas
4. Decrease number of Hispanic students receiving special education services
5. Maintain use technology to communicate on parent nights, crisis, bad weather, training, virtual tours
6. Increase parent participation

4. The team recommendations for the top three priorities that need to be addressed are:

1. Improve test scores for targeted grades and subject areas
2. Improve test scores, the discrepancy, in special populations
3. Maintain safety on campuses and improve where needed

5. Our proposed solutions for these identified needs are:

1. Maintain inclusion model for Special Education students and ESL students

2. Implement third year D.A.T.E. grant strategies targeting students in 5th, 6th, 7th, and 8th grades. 5th and 6th grade objective is to increase TAKS performance for all students. 7th and 8th grade emphasis is on Hispanic and Socio-Economically Disadvantaged students.
 3. Maintain effective Optional Flexible Year Program
 4. Implement corrective strategies to increase student performance in Hispanic Science and reduce Hispanic representation in Special Education
 5. ELL Academy and instructional strategies
 6. Maintain Escalara Program
 7. Further Inclusion Training
 8. Curriculum Training
 9. Training on differentiation of instruction in the general education classroom
 10. Expand "Watch Dog" Program for grades 3-6
6. Date the District Improvement Plan was reviewed and approved by the district SBDM Committee on November 10, 2010

2010-11 Plan

Date of Committee Approval: _____

Date of Board Approval: _____

Goal # 1 – Student Achievement/Instructional Leadership

Summary of Needs:

- A. Increase achievement for all students and all subpopulations in reading/language arts, math, science, and social studies with emphasis on Hispanic Science
- B. Develop and implement strategies to reduce Hispanic representation in Special Education
- C. Maintain successful extracurricular programs, research all available opportunities to increase student participation, and achieve the highest state recognition in all program areas
- D. Improve guidance services for students at all grade levels

Action Plan

Activity ~ Strategies	Responsible Person	Time Begin	Time End	Resources	Funding Source/Cost	Evaluation Formative & Summative
Second year implementation of CSCOPE Curriculum. Vertical Alignment Document (VAD) with specificity for instruction. Implement Instructional Focus Documents (IFD). Align instruction to the curriculum	Administration Curriculum Director Curriculum Council Vertical teams Faculty	August 2010	May 2011	Title Stimulus Funds Teacher Training Administrative Training ESC 12 Staff for professional development	12,700	Curriculum Council Meetings Completed curriculum documents; documentation in lesson plans
Develop and Implement strategies to increase student performance in Hispanic Science specific to each campus	ESC 12 Principals Admn. Teachers Site Based Committees	October 2010	May 2011	ESC 12 Focus Groups	Cost of Training	Completion of training and implementation of strategies. Assessment Results
Develop and Implement strategies to reduce Hispanic representation in Special Education	ESC 12 Special Education Co-Op Principals Admn Teachers and Site-Based Teams	October 2010	May 2011	RTI Model Inclusion training for regular and special education teachers	Cost of Training	Percentage of Hispanic Students in Special Education
Maintain and improve use of Response to Intervention Model for all campuses.	Administration Curriculum Director Curriculum committee Special Education Staff Campus Staff	August 2010	May 2011	AEIS Report RTI Student Documentation	None	AEIS Report Principal Evaluation
Maintain and adjust benchmarking assessments	Principals Curriculum Director Faculty	Fall 2010	Spring 2011	Schedule	Benchmark \$3000 Kamico \$1400	Dates and scheduled assessments
Review Counseling resources and guidance services for all grade levels	Administration Counselors	Fall 2010	May 2011	List of Resources and Procedures	None	Board Report
Provide professional development to support strategies for differentiation of instruction and	Administration Curriculum	Fall 2010	August 2011	consultants	Cost of Training	Attendance at

assessment for students in all special programs(Dyslexia, SPED, ESL)	Director				Local Funds	Training Evidence of best practices used in the classroom
Assist campuses in providing training to teachers in designing engaging instruction	Principals Curriculum Director	Fall 2010	Summer 2011	Staff Development Funds	Cost of Training Local Funds	Evidence of strategies in lesson plans
Review and expand services to address the needs of identified G/T students <ul style="list-style-type: none"> • Policy/Procedures/ Notification • Nominations/Screening • Assessment • Professional Development: <ul style="list-style-type: none"> ➢ Teachers – 30 Hours ➢ Teachers – 6 Hour Annual Update ➢ Administrators and Counselors – 6 Hours • Program Options / Curriculum • Compacting • Individual Study Units @ all levels • Evaluating dual credit classes @ high school • Evaluating need to add another foreign language @ high school • Other fine arts i.e. jazz band, choir • SHS/Chancery/Gradespeed • Higher Order Thinking Skills • Field Trips 	G/T Committee	August 2010	August 2011	GT Documentation	ESC Reg. 12 State GT Funding “421” \$39,637 for substitute teachers, partial GT teachers salaries; GT supplies for elementary & high school	Policy/procedure documents on file; Parent Communications; List of identified students/PEIMS/ Training/ Staff Development records; Assessment Records; Progress Reports; Report Card Grades; Lesson Plans; Course Offerings / Curriculum; Advanced-Level Student Products FORMATIVE Benchmark Checks: 1) Number of identified students 2) Number by Gender/Diversity 3) Percentage of Mastery on Benchmark Assessment 4) % of students graduating under DAP SUMMATIVE Program Evaluation: Surveys from parents and students; TAKS; AP/IB Scores; Local Program Evaluation
Continue Career and Technology/Carl Perkins programs/activities: <ul style="list-style-type: none"> • Policies/Procedures • Course Sequence • Coordination/Planning • Individual Education Program Modifications 	CTE Staff	August 2010	August 2011	CTE Report, Annual Report	ESC Reg. 12 Temple College Tech Prep Grant, FFA, FCCLA CATE “422” \$438,437 for teachers salaries for ag., home	PEIMS

<ul style="list-style-type: none"> • Integrated Academic/CATE Courses • Counseling • Tech Prep alignment to Career Pathways • Become member of area wide Advanced Technology Center • TC Dual Credit offered on campus • Career Days • BioScience Center 					economics, technology, substitutes, training, student travel, supplies & equipment	
*compliance with Title VI and IX						
Provide services for identified ESL students <ul style="list-style-type: none"> • Home Language Survey • Policies/Procedures/ Notification • Parent Consultation • Screening / testing • LPAC (Language Proficiency Assessment Committee) <ul style="list-style-type: none"> ➢ Board Approved ➢ Training • Translations • Summer School (K-1) • Follow-up (Exited Students) • Adult ESL at local churches 	ESL Teachers; CIS	August 2010	August 2011	Annual Report	ESC Reg. 12 Central Texas College Title I "211" \$65,109 for substitutes, teachers aide, adult education, supplies, ESL state block grant \$39,297 for teachers aide, supplies, State comp ed. "424" \$381,857	PEIMS, TAKS, Surveys, TELPASS
Implement the ELPs into lesson planning and classroom instruction based student's English proficiency level	Principals Teachers	August 2010	May 2011	ELPs Training TELPASS results	Included in CSCOPE	Lesson Plans
Review number of ESL staff to support inclusion and differentiated instruction for ESL students	Board Administration	August 2010		Local and Title Funds	Cost of staff	Number of staff
Train teachers to develop and implement differentiated lessons for instruction of ESL students	Administration Principals Curriculum Director	August 2010	August 2011	Consultants Materials	Print costs	Lesson plans Number of ESL students passing assessments
Inclusion of ESL students in all core academic classes with specialized support	Principals Faculty	August 2010	May 2011	Inclusion training for staff	Cost of training	Schedules of ESL students
Create an action plan on each campus to increase student performance for ESL students	Principals Curriculum Director Faculty	September 2010	May 2011	Curriculum materials and resources	None	Data report summarizing results
Work with the ESC Region 12 in the implementation of the seven areas of focus in regard to Migrant students: <ol style="list-style-type: none"> 1) Identification and Recruitment 2) Early Childhood 3) Parental Involvement (Parent Certificate) 4) Secondary Credit Accrual 5) Graduation Enhancement 6) New Generation System 7) Migrant Services Coordination <ul style="list-style-type: none"> • Services Provided <ul style="list-style-type: none"> ✓ Forms (English/Spanish) ✓ Monitoring (Program & Retention) ✓ Intervention Strategies • Priority for Service 	ESC 12	August 2010	August 2011	Migrant Report	None	Migrant Report
Continue programs/services for students identified with Dyslexic tendencies: <ul style="list-style-type: none"> • Policies/Procedures/Notification • Parent Notification/Consent 	Dyslexia Coordinator, Curriculum Director Admn.	August 2010 Summer	August 2011 May	MTA, LIPS, LAC	Title I \$65,109 for teachers salary, supplies, travel & training; State comp ed. \$381,631	TAKS, AEIS, Number of students served

<ul style="list-style-type: none"> • Identification/Student Assessment • Program/Activities • Staff Development • Early Identification • Accommodation • Employ a designated dyslexia teacher 	Principals	2010	2011	MTA Training Updates	for teachers salary and supplies	
<p>Provide programs/activities to serve identified At-Risk students:</p> <ul style="list-style-type: none"> • Policies/Procedures/ Notification • Student Identification • Program Activities • Staff Development <ul style="list-style-type: none"> ○ At-Risk Criteria ○ Services/Programs ○ Confidentiality • Pregnancy Related Services (list services available) <p>Expanded ESL Program Expanded CIS Program Parent Conferencing Month Core Essentials Rachel's Challenge Worth the Wait TAKS Preparation Programs that are data based Credit Recovery @ AEP Personal Growth Plans Odyssey Software Summer School Home Based Instruction Tutoring Study Hall Study Skills Teaming Optional Flex Year Program</p>		August 2010	August 2011	Benchmarks	G. Barker ESC Reg. 12 CIS Title I '211" \$65,109 for teachers/pre-k aides salaries, supplies, travel & training; State comp ed \$381,631 for teachers salary, supplies; Bell County Alternative School Bell County JJAEP Bell County Cooperative Bell County PEP, SAP, GCS, teaches/aides salaries, inventory, travel for teachers and students, training, supplies	
<p>Continue Pre-kindergarten and/or Kindergarten programs and activities for the young learner and their parents:</p> <ul style="list-style-type: none"> • Policies/Procedures • Pre-K-Kinder Notification (English and Spanish) • Student Assessment 		August 2010	August 2011	Benchmarks		
<p>Special Education: Monitor percentage of students enrolled in special education Monitor percentage of students taking TAKS, TAKS M, TAKS A, TAKS Alt Work with ARD committees in providing challenging yet appropriate testing levels. Determine whether special education or 504 is in the best interest of the student PPCD, Life Skills, RTI Model Include special education students in regular education classrooms, curriculum, and expectations. Identify student learning styles and provide training to facilitate teaching and differentiated instruction.</p>	Bell County cooperative, Campus Administration, Special and General Education Teachers, Curriculum Director, Diagnostician, Special Education Staff	August 2010	August 2011	Benchmarks, PROBES	Special Education '23' Block Grant (\$632,092) Salaries: SHS, Lummus (\$53,450), Baumgardt (\$37,660); JH, Alsup (\$54,450); SIS, Bates (\$39,850); Foust (\$50,450); TAE, Briscoe(\$48,450); Speech Morgan (\$32,500) Aides Salaries: SHS, Spurlock(\$14,362, Austin (\$15,835);	

					JH, Kunz (\$19,224); Heckman (\$1,9439)); SIS, Taylor (\$21,468), Spinks, (\$19,598); TAE, Armstrong (\$14,736) <i>Substitutes for Teachers Listed Above:</i> SHS, (\$3,120); JH, (\$800); SIS, (\$3,900); TAE (\$1,000) <i>Inventory/Equipment: Technology</i> \$4,875 <i>General Supplies:</i> SHS (\$2,500); JH (\$2,500); SIS (\$3,000); TAE (\$1,000); Tech (0) <i>Student Travel:</i> SHS (\$1,150); JH (\$200); SIS (\$0); TAE (0) <i>Workshops:</i> SHS (\$2,000); JH (\$900); SIS (\$750); TAE (\$1,000) <i>Bus Drivers for Sp. Ed. Routes/Aide:</i> (\$60,579) <i>Travel for Non-Employees/Individual Student Transportation Needs:</i> (\$12,500)	
Homeless Program: Provide services to identified homeless students: <ul style="list-style-type: none"> • Policies/Procedures • Identified Homeless Liaison • Student Identification 	ESC 12	August 2010	August 2011	None	None	None

Goal # 2 – Provide a Safe Learning Environment

Summary of Needs Assessment Findings:

- A. Maintain emergency response through uniform procedures to ensure safety and security of the students
- B. Provide resources and training for safety and security
- C. Implement programs that promote appropriate student choices

Activity ~ Strategies	Responsible Person	Time Begin	Time End	Resources	Funding Source/Cost	Evaluation Formative & Summative
Salado ISD will remain current on changing laws related to security i.e. defibrillators on all campuses and athletic events, bus driver training.	Administration Safety Co.	September 2010	May 2011	Legislative Requirements	Cost of Training	List of Required Training
Review and Revise Emergency Phone List	Safety Co.	September 2010	December 2011	Scheduled Meetings	None	Emergency Call List
Review and Implement Drill schedule	Administration Safety Co. Transportation	September 2010	May 2011	Scheduled Meetings	none	List of Drills
The Emergency Operations Plan will be reviewed and revised	Safety Co	August 2010	May 2011	ER Plan	None	Drill Results
Expand Security software installed and utilized at elementary and intermediate campuses	Technology	Summer 2010	May 2011	Technician	None	Number of visitor checks
Install and utilize security cameras at all campuses	Technology	September 2010	August 2011	Technician	Cost of cameras	Work Completed
Provide and maintain filtering services for all Internet connectivity in the district	Technology	August 2010	August 2011	Technician	None	Maintenance Schedule
Research available teen pregnancy programs	Admn.	November 2010	May 2011	Curriculum	Cost of Program	Program for recommendation
Review and Implement Programs that promote appropriate student choices	Admn. Principals Counselors Staff	October 2010	May 2011	Programs and Curriculum		
Safe and Drug Free School <ul style="list-style-type: none"> • ICCI – Drug dogs • Needs Assessment • Strategies (based on identified needs) • Comprehensive Program • Rachel's Challenge • Core Essentials • Worth the Wait Continue other complementary activities on campus <ul style="list-style-type: none"> • Character Education • Service Learning • Life Skills • Peer Mediation • Fellowship of 	Principals Counselors Faculty	August 2010	May 2011	Curriculum Materials	None	Needs assessment

<ul style="list-style-type: none"> • Christian Athletes • ROPES • Team building 						
Maintain utilization of School Messenger	Campus Administrators, Certification Specialist	All Year	All Year	HQ Report	\$1800 Annually	Number of times School Messenger is utilized

Goal # 3 –Maintain Highly Qualified and Highly Motivated Employees

Summary of Needs Assessment Findings:

- A. Devise and implement a recruitment and retention plan to attract, employ, and retain highly effective classroom teachers
- B. Provide differentiated research-based professional learning experiences that reflect various stages, job assignments, and expertise levels

Activity ~ Strategies	Responsible Person	Time Begin	Time End	Resources	Funding Source/Cost	Evaluation Formative & Summative
Continue and increase teacher mentoring	Curriculum Director	August	May	Mentor Contacts	Local Funds	TAKS and TPRI Test Scores
Analyze current staffing patterns and responsibilities throughout the district	Administration Principals	Ongoing	Ongoing	Local Funds	None	Comparison with peer districts
Analyze salaries and stipends for all district employees	Administration	Summer 2011		Salary Survey Discussions with peer districts Employee information	Salary review	Salary plan for 2010-11 Retention %
Provide training on district standard technology resources, including data management tools, communication tools, electronically delivered instructional resources, SMS of student services, network resources, and hardware	Support Staff	Ongoing	Ongoing	Trainer	Local	Proficiency checks List of training
Continued use of School recruiter online application process	Human Resources Technology Director	On going	Ongoing	Software/Website	Annual Cost \$750	Number of online applications

Goal # 4 – Efficient and Effective Management of Resources

Summary of Needs Assessment Findings:

- A. Maintain a balanced budget
- B. Use best-value technology to achieve efficiency
- C. Provide resources and implement strategies to complete a successful bond program

Activity ~ Strategies	Responsible Person	Time Begin	Time End	Resources	Funding Source/Cost	Evaluation Formative & Summative
Maintain a balanced budget by developing key assumptions and scenarios for the future	Board, Staff, and Community	On-going	On-going	Business Office and financial software	None	Board approved balanced budget
Evaluate overall quality of district programs and staffing	Administration Principals Curriculum Director	September 2010	August 2011	Program descriptions and student data	None	Funds allocated to effective programs
Provide ongoing support and maintenance for all electronically managed administrative systems including textbook inventory, hardware inventory, records management, bus routing, and tax collections	Directors	August 2010	July 2011	Technician	Local	Activity and usage records
Create and provide resources for an effective and successful bond program.	Superintendent Capital Improvement Committee, Board, Administration	On-going	On-going	Current Master Plan Successful bond programs in the area	Local & Bond	Effective bond program for May 2011

Goal # 5 – Involve Parents/Community in the Education Process

Summary of Needs Assessment Findings:

- A. Expand and improve communication among all constituencies
- B. Ensure parent/community involvement in site based decision making
- C. Maintain a highly visible and approachable administrative team

Activity ~ Strategies	Responsible Person	Time Begin	Time End	Resources	Funding Source/Cost	Evaluation Formative & Summative
Identify community and school needs and resources through a yearly community needs assessment	Administration Technology	September 2010	May 2011	Community Survey results	SDFS Funds Title IV Local Funds	Needs Assessment Completed
Review existing programs to ensure/or develop meaningful programs for parents and community members that provide communication between parents, community members, and SISD concerning academic and extracurricular programs	Administration	January 2010	May 2011	Listing of programs and	Local	Number of programs and participants
Provide accurate and timely responses to community questions about data, the testing process, and state guidelines	Administration Principals Faculty	August 2010	August 2011	State Guidelines District Policy State/District Calendars	Local	School Messenger Updated Website
Communicate and provide opportunities for parents to participate in district committees and presentations such as : Textbook Adoptions Committees Campus Improvement committees District Educational Improvement Committee Health Advisory Committee (SHAC) Wellness Committee Parent and Student educational planning – College Night, Financial Aid Night, AP Symposium	SISD	On-going	On-going	Legislative Requirements	Local	Committees established Schedule of meetings
Maintain and update the district website to communicate information to students, staff, parents, and community members	Technology Web Master	On-going	On-going	Information for publication Accountability Data	Local	Updated information Resources posted on Website
Improve ability to communicate to Hispanic parents i.e. District Mission, Vision, and all parent documents	Administration	On-going	On-going	Translation of all parent materials	Local and Grants	Translated Material
Communicate SISD's Mission, Vision, and Philosophies to all stakeholders	Administration Principals Staff Students	On-going	On-going	High Level of Concern and High Commitment	None	Posters End of year Needs Assessment Results