

DeSoto Independent School District

DAEP

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

DAEP teachers and staff participate in a variety of activities designed to promote personal and collective learning that inspires curiosity and consciousness, develops character, builds courage, and nurtures compassion, enabling our students to learn and grow at the highest levels. Leadership has established expectations for routine planning and program analysis and communicates these expectations through daily conversations and bi-weekly meetings.

Professional development is provided for DAEP teachers on DeSoto's comprehensive literacy plan and comprehensive numeracy plan to ensure research-based and aligned instructional practices. Additionally, TEKS-aligned resources and materials including Edgenuity are used for instruction.

DAEP teachers and staff collaborate with campus leadership and Student Support Services to plan, implement, monitor, and adjust practices to best meet the needs of our students. Social-emotional learning and proactively managing the campus environment help build and maintain a safe and healthy learning environment. Additionally, our campus offers a variety of student programs and services to support student learning, a well-rounded education, and optimal learning environment. Those programs include but are not limited to: Character Counts, restorative practices, Zen Den, individual and group counseling.

School Processes & Programs Strengths

- Quality services are provided to students with social, emotional, and behavioral challenges
- Our staff embraces a growth mindset and models lifelong learning
- We have implemented innovative student experiences such as Zen Den, Podcasting with a Purpose

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of adherence to the district's expectations of i-Ready usage as evidenced by the % of students meeting growth targets on i-Ready Reading and % of students meeting growth targets on i-Ready Math.

Root Cause: Technology devices don't support the software Teachers are unable to monitor students in i-Ready There has not been adequate training provided to teachers on monitoring students in i-Ready

Problem Statement 2: Campus registration data indicate that some returning students and families have not completed the enrollment or registration process. Targeted family outreach is needed to identify barriers, provide assistance, and help families complete required enrollment steps before the beginning of the school year.

Root Cause: The district has not provided a compelling reason for parents to enroll students early. Historically, parents have waited until a few days before the start of the school year to enroll their children.

Problem Statement 3: We have been unable to consistently engage our parents in their child's learning as evidenced by limited Class Dojo interactions and less than 10% participation at parent/teacher conferences.

Root Cause: Our teachers are not building relationships and effectively communicating with parents. We offer limited opportunities that allow our parents to engage. Our students are temporarily assigned to the campus.

Perceptions

Perceptions Summary

DAEP has worked to create a positive perception of the campus, both internally and externally, by fostering a culture and learning environment that is safe and appealing to all stakeholders. To ensure our students and staff feel safe at school, we have implemented the following efforts this past year: SEL programming, reporting mechanism for students, enhanced security measures.

The social, emotional, and behavioral wellness of our students continues to be a priority for our district and campus. This past year, we had 43 discipline referrals and decreased suspensions by 66.2%. Our counselor has played a key role in supporting our students. Our counselor held individual and group sessions with students this year, and conducted daily guidance lessons. This data indicates that, although our efforts to support student wellness are yielding some positive results, we are continuing to work on improving in targeted areas. These areas include: student engagement,

Perceptions Strengths

- Reduction in student disciplinary infractions due to effective structures and programs
- The counseling program has been effective in meeting students' social/emotional needs
- Well-managed classrooms with strong student/teacher rapport

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus registration data indicate that some returning students and families have not completed the enrollment or registration process. Targeted family outreach is needed to identify barriers, provide assistance, and help families complete required enrollment steps before the beginning of the school year.

Root Cause: The district has not provided a compelling reason for parents to enroll students early. Historically, parents have waited until a few days before the start of the school year to enroll their children.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Other
 - i-Ready assessment data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: Builds meaningful, two-way partnerships with families and community that strengthen student attendance, belonging, engagement, and achievement.

Performance Objective 1: Our Average Daily Attendance (ADA) will increase from 88.81% in 2025-26 to 90% in 2026-27.

High Priority

Evaluation Data Sources: PEIMS attendance reports
OnData Suite dashboard
Attendance Improvement Plans
Parent communication logs via conference, email, and letters
Truancy filings

Strategy 1 Details	Reviews			
Strategy 1: Provide students with incentives such as relaxed dress code, reduction in placement time, gift cards Strategy's Expected Result/Impact: Increase student motivation and awareness of the impact of attendance and academic performance. Staff Responsible for Monitoring: Jackson, Chavez, Webb Title I: 2.51, 2.53 - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Communicate with parents of students who are experiencing attendance issues. Strategy's Expected Result/Impact: Parents are informed of district and state attendance policies and the impact on student academic performance. Staff Responsible for Monitoring: Chavez, Webb, Clemons Title I: 2.51 - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Builds meaningful, two-way partnerships with families and community that strengthen student attendance, belonging, engagement, and achievement.

Performance Objective 2: Increase the number of opportunities to inform and engage families to participate in the decisions affecting their children from 2 in 2025-26 to 4 in 2026-27.

Evaluation Data Sources: Campus event attendance
Communication platform analytics
Parent and family surveys
Parent University

Strategy 1 Details	Reviews			
Strategy 1: The campus create opportunities to engage parents and provide them with information each semester covering topics related to academics, behavior, or life skills. Strategy's Expected Result/Impact: Parents will gain knowledge of the graduation requirements as well as opportunities to prepare students for life after graduation. Staff Responsible for Monitoring: Robinson, Webb, Wyatt Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Builds meaningful, two-way partnerships with families and community that strengthen student attendance, belonging, engagement, and achievement.

Performance Objective 3: Increase the number of volunteers and community partners from the baseline 100% to foster thriving partnerships that are actively immersed in and contribute to students' educational experiences.

Evaluation Data Sources: Voly data
Community organization engagement opportunities
Counseling referral data

Strategy 1 Details	Reviews			
Strategy 1: Recruit new volunteers and community members to offer opportunities, support services or share experiences that will encourage students to improve their behavior and decision-making skills. Strategy's Expected Result/Impact: The campus will have an increase in the number of volunteers and community partners. Staff Responsible for Monitoring: Counselor Principal Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 1: The percentage of DeSoto ISD students who graduate college, career, and military ready will increase from 88% in May 2024 to (91%) in May 2026.

Strategy 1 Details	Reviews			
Strategy 1: Provide students with opportunities to build the skills assessed on college entrance exams. Strategy's Expected Result/Impact: Students will improve their performance in areas tested on the PSAT, SAT, and TSI. Staff Responsible for Monitoring: Teachers Principal Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide an opportunity for military recruiters to present information to students. Strategy's Expected Result/Impact: Students will gain an awareness of the opportunities the military offers and requirements for acceptance. Staff Responsible for Monitoring: Counselor Principal Title I: 2.53	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 2: The percentage of 8th grade students achieving meets or higher on STAAR/EOC Math assessments will increase from 35% in May 2025 to (36% in May 2026), and 43% by Spring 2030.

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted interventions to students using non-technology based supplemental resources Strategy's Expected Result/Impact: Students will improve in their basic computation skills Staff Responsible for Monitoring: Administrator, teacher Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Attains maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 3: The percentage of 8th grade students achieving meets or higher on the STAAR Reading assessment will increase from 45% in May 2025 to (46% in May 2026), and 56% by Spring 2030.

Goal 3: Provides a safe, supportive, and purpose-driven learning environment that promotes student belonging, positive behavior, well-being, and academic success.

Performance Objective 1: Reduce the number of DAEP placements for vaping from 36% in 2025-26 to 30% in 2026-27.

Evaluation Data Sources: PEIMS discipline data
district discipline dashboard
DAEP and JJAEP placement data

Strategy 1 Details	Reviews			
Strategy 1: Partner with Dallas County to provide resources targeting reducing teen vaping. Strategy's Expected Result/Impact: The number of students that have multiple placements for vaping will decrease. Staff Responsible for Monitoring: Counselor Principal Title I: 2.53 - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				