

# **DeSoto Independent School District**

## **District Improvement Plan**

**2024-2025**



# Mission Statement

The mission of DeSoto ISD is to ensure students without exception learn and grow at their highest levels.

## Vision

The vision of DeSoto ISD is to inspire curiosity and consciousness, develop character, build courage and nurture compassion.

### Our Values:

Every Student  
Relentless Equity  
Unconditional Belonging  
Collective Excellence  
Courageous Learning  
Community Greatness

# Board Goals and Progress Measures

Title	Board Goal	Progress Targets	Notes / Methodology
Goal #1: Future Readiness	Percentage of HS students who graduate college, career, and/or military ready will increase from 36% in May 2019 to 62% by May 2025.	May 2021: 44% May 2022: 53% May 2023: 56% May 2024: 59% May 2025: 62%	To qualify for CCMR credit, the graduating seniors must meet at least one of the following:  TSI criteria in ELA/reading and mathematics on assessments or complete college prep courses; Meet AP/IB criteria; Earn dual-course credits; Earn an approved industry-based certification; Earn an associate degree while in high school; Graduate with completed IEP and workforce readiness; Earn a Level I or Level II certificate; Graduate under an advanced diploma plan and be identified as a current special education student.
Goal #2: Early Learning – Reading	Percentage of students at the Meets level on the 3 <sup>rd</sup> grade STAAR reading exam increases from 25% in May 2019 to 65% by May 2025.	May 2021: 24% May 2022: 25% May 2023: 35% May 2024: 50% May 2025: 65%	To determine the Progress Targets for STAAR Reading and Math, we began with Desoto ISD 3rd Grade 2018-2019 Reading and Math official Meets area rating for all sub-populations. During the interrupted years in education, there was a smaller amount of annual percentage increases in targets. The expectations for the later years have higher annual percentages in order to meet the overall target final target in May of 2025.
Goal #3: Early Learning – Math	Percentage of students at the Meets level on the 3 <sup>rd</sup> grade STAAR math exam increases from 31% in May 2019 to 53% by May 2025.	May 2021: 27% May 2022: 31% May 2023: 36% May 2024: 43% May 2025: 53%	

Title	Board Goal	Progress Targets	Notes / Methodology
Goal #4: Individualized Growth	The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in February 2020 to 50% May 2025.*	May 2021: 21% May 2022: 23% May 2023: 33% May 2024: 40% May 2025: 50%	The baseline scores were determined by 2020 NWEA MAP universal screeners and adjusted in 2021 and 2022. The target increases for student groups in grades K-8 to help ensure our students are meeting annual growth goals.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

DeSoto ISD is a 6A, suburban district 15 miles south of Dallas in north Texas, that serves approximately 6000 students in pre-kindergarten through 12th grade. This includes one comprehensive high school, DeSoto High School, which includes our Early College High School, two middle schools, West Middle School (6-8), Curtistene S McCowan Middle School (6-8), one technology magnet school, Katherine Johnson Technology Magnet (K-8), one Talented and Gifted school, Ruby Young TAG Academy (K-8), one early childhood school, Amber Terrace Early Childhood Learning Center (EE-PK), three elementary schools, Cockrell Hill Elementary (K-2), Frank D. Moates Elementary (3-5), The Meadows Elementary (K-5), and one alternative education center. The 23 square mile district serves students in most of DeSoto, and the Dallas County portions of Glenn Heights and Ovilla. Below is a breakdown of the student groups from DeSoto ISD.

2023-2024 PEIMS DATA		
Student Information	Count	Percent
Total Student Enrollment	5,995	100%
Student Enrollment By Race/Ethnicity		
Black/African American	4,269	71.21%
Hispanic/Latino	1,406	23.45%
White	103	1.72%
American Indian/Alaskan Native	16	0.27%
Asian	20	0.33%
Native Haeaiian/Pacific Islander	2	0.03%
Two or More	179	2.99%

### Demographics Strengths

DeSoto ISD's student enrollment and demographic retention rates slightly decreased from the previous year. In contrast, over the past two school years, we observed a remarkable shift, as our enrollment remained steady throughout the year.

We have placed a strong emphasis on our interactions with the community and parents to ensure the continued enrollment of our students. We've increased our enrollment opportunities for our district by redesigning Ruby Young Personalized STEAM Academy to the Ruby Young Talented and Gifted Academy for students in grades K-8 and adding P-Tech for grades 9-12. Our commitment to preserving our traditions and reshaping our future is reflected in the introduction of various programs and school choice options. These initiatives aim to offer our students a broader array of opportunities and choices, ultimately enhancing their academic

achievements.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Enrollment statistics highlight the urgency of creating a thorough strategy for recapturing and retaining students, with a primary focus on ensuring that parents are well-informed about the advantages of remaining in DeSoto ISD. **Root Cause:** Charter school options have seen an increase in availability within our local community.

# Student Achievement

## Student Achievement Summary

The official release of DeSoto ISD's overall performance rating for the 2023-2024 academic year is pending. The STAAR test measures academic performance in the spring, summer, and winter of each school year. Over the course of the three years the data has fluctuated and consistent growth is being monitored. Each content area has seen a slight dip in the percentage of students in the Meets and Masters performance band except ELAR and Social Studies Masters (2023-24).

The College Career and Military Readiness indicator decreased from 67% in 2021-2022 to 66% in 2022-2023. As a result, we have monthly CCMR touchpoints to ensure that we are making adequate progress towards our goals. Although we have not received our final 2023-2024 performance ratings, we are actively reviewing the data and closely monitoring student progress. This proactive approach ensures that our students remain on course to meet their goals.

## Student Achievement Strengths

- We saw double digits in the Approaches and Meets performance bands for Mathematics, Reading, and Science from 2021-2024. The table below shows our strengths in STAAR Historical performance.
- 42% of the class of 2023 earned an IBC.
- In 2024, Reading and Social Studies had a slight increase in the Masters performance band.



TEA Accountability

Desoto ISD District STAAR/EOC Historical Performance Trends

2021 – 2024

ELA/Reading STAAR Performance			
Academic Year	% Approaches or Above	% Meets or Above	% Matsers
2021	53%	27%	9%
2022	66%	40%	14%
2023	70%	42%	11%
2024	66%	41%	12%

Mathematics STAAR Performance			
Academic Year	% Approaches or Above	% Meets or Above	% Matsers
2021	40%	14%	4%
2022	54%	24%	9%
2023	67%	32%	8%
2024	61%	27%	6%

Science STAAR Performance			
Academic Year	% Approaches or Above	% Meets or Above	% Matsers
2021	50%	19%	4%
2022	58%	28%	7%
2023	65%	28%	6%
2024	62%	25%	3%

Social Studies STAAR Performance			
Academic Year	% Approaches or Above	% Meets or Above	% Matsers
2021	59%	34%	14%
2022	66%	34%	16%
2023	68%	36%	11%
2024	66%	32%	12%

## TEA Accountability

### Desoto ISD District CCMR 2021-2023 Graduates Comparison

CCMR Criteria	2023 Graduates		2022 Graduates		2021 Graduates	
	Number of Students Met CCMR Indicator	Percentage	Number of Students Met CCMR Indicator	Percentage	Number of Students Met CCMR Indicator	Percentage
<b>Total CCMR Credit</b>	<b>343</b>	<b>66%</b>	<b>386</b>	<b>67%</b>	<b>301</b>	<b>47%</b>
Met TSI Criteria for at least 1 Indicator: RLA	209	40%	333	58%	250	39%
Met TSI Assessment Criteria: RLA	108	21%	143	25%	150	23%
Met ACT Criteria: RLA	11	2%	2	0%	8	1%
Met SAT Criteria: RLA	158	30%	158	27%	193	30%
Earned credit for a college prep course: RLA	26	5%	175	30%	8	1%
<b>Met TSI Criteria for at least 1 Indicator: Math</b>	<b>167</b>	<b>32%</b>	<b>299</b>	<b>52%</b>	<b>142</b>	<b>22%</b>
Met TSI Assessment Criteria: Math	112	22%	30	5%	90	14%
Met ACT Criteria: Math	7	1%	2	0%	7	1%
Met SAT Criteria: Math	58	11%	47	8%	75	12%
Earned credit for a college prep course: Math	28	5%	253	44%	21	3%
Met TSI Criteria: RLA and Math	118	23%	232	40%	129	20%
<b>Met AP/IB Criteria: Any Subject</b>	<b>30</b>	<b>6%</b>	<b>35</b>	<b>6%</b>	<b>40</b>	<b>6%</b>
Met Dual Credit Criteria	87	17%	124	22%	135	21%
Earned an Associate Degree	33	6%	48	8%	81	13%
Met OnRamps Criteria	0	0%	0	0%	0	0%
Earned and Advanced Diploma Plan and Received SpEd Services	44	8%	36	6%	26	4%
Earned an IBC	217	42%	157	27%	95	15%
Earned Graduation Code 04, 05, 54, or 55	19	4%	1	0%		

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** There is a need to increase the percentage of students at or above grade level as measured by STAAR and CCMR indicators. **Root Cause:** 60% of the classroom teachers in our district were new teachers learning and navigating the curriculum.

# District Culture and Climate

## District Culture and Climate Summary

The district's new Student Services division is structured to include supports designed to facilitate a healthy and productive learning environment. From Child Nutrition to Student Attendance and Student Discipline, all teams are focused on providing a safe, secure, positive, and responsive environment so that all students can thrive. To accomplish our goal, the Student Services division must ensure district-wide alignment in our theory of change to become responsive in the areas of critical need and build a system of support so that our prevention and intervention measures address the needs of the whole child.

To strengthen our connections with families and highlight student growth and achievement, we are implementing a few key strategies in our district improvement plan. We will continue our data assessments at the Beginning of Year (BOY) and Middle of Year (MOY) and share these results early with parents through informative family letters. Additionally, we will host parent nights to discuss individual student goals and provide insights into their progress. To further engage families in the educational process, we will organize Literacy and Numeracy Nights, offering valuable exposure to foundational skills. These efforts aim to create a collaborative environment that fosters continuous growth and success for our students.

Our Safety and Security team support the overall infrastructure of our district to ensure a safe educational environment. The main responsibility of this team is to build and establish meaningful relationships with students and staff while proactively interacting to ensure a secure and restorative environment. Our School Resource Officers (SROs) work within the school community to ensure our environment is proactive in addressing the safety of all. The SROs intervene when necessary to ensure the safety of all individuals in our system and refrain from being involved in routine school matters related to discipline and classroom management.

Our district made significant strides in reducing the number of infractions that negatively impact student outcomes. There still remains a tremendous opportunity for growth in both ISS and OSS actions. The chart below illustrates the progress in this area:

District	ISS	OSS	DAEP	JJAEP
2023	190	1485	123	0
2024	195	1427	89	0
Change	5 more in-school suspensions	58 less out-of-school suspensions	34 fewer daep placements	0 students to jjaep

## District Culture and Climate Strengths

The Student & Staff Support Services division has a laser-focus on analyzing both student and staff feedback. The department has started to rebrand by including "Staff" in our name to highlight the departments' goal of supporting all stakeholders. DeSoto ISD looks ahead to increase culture and climate by closely collaborating with School leadership and various departments across the district. We are proactively engaging with all district stakeholders to strength district culture and climate. Each campus has a designated Culture and Climate Coordinator that supports campus systems that align with panorama domains by stakeholder, including:

Students :	Teacher and Staff:	Family and Community Members
Rigorous expectations	Belonging	Barriers to Engagement
Teacher Student relationships	Well-being	School Safety
Engagement	Feedback and Culture	School Climate

Students:	Teacher and Staff:	Family and Community Members
Sense of belonging	School climate	Community Priorities
School climate	Professional Learning	Strength and Opportunities

With support and collaboration from School leadership, the Teaching and Learning and Student Services departments will continue to create opportunities for DeSoto ISD to be a premier choice school district.

**Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** There is a need to ensure that administrators have a multiple resources to ensure all campuses have a safe and orderly learning environment.

**Root Cause:** The District did not consistently implement the Student Code of Conduct and there are limited disciplinary supports beyond traditional actions such as ISS/OSS.

**Problem Statement 2:** There is a need to demonstrate the district values high performers among the faculty and staff. **Root Cause:** The District did not consistently apply standards for performance.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

2023-24 PEIMS DATA		
Staff Information	Count	Percent
<b>Total Staff</b>	<b>743.1</b>	<b>100.0%</b>
<b>Professional Staff:</b>		
<b>Teachers</b>	<b>381.8</b>	<b>51.4%</b>
<b>Professional Support:</b>		
<b>Campus Administration (School Leadership)</b>	<b>26</b>	<b>3.5%</b>
<b>Central Administration</b>	<b>16</b>	<b>2.2%</b>
<b>Educational Aide</b>	<b>84.8</b>	<b>11.4%</b>
<b>Auxiliary Staff</b>	<b>127.6</b>	<b>17.2%</b>
<b>Teacher by Ethnicity and Sex</b>		
<b>Black</b>	<b>599.9</b>	<b>80.7%</b>
<b>Hispanic</b>	<b>75.7</b>	<b>10.2%</b>
<b>White</b>	<b>47.5</b>	<b>6.4%</b>
<b>Other</b>	<b>20</b>	<b>2.7%</b>
<b>Males</b>	<b>217.7</b>	<b>29.3%</b>
<b>Female</b>	<b>525.5</b>	<b>70.7%</b>
<b>Teachers by Highest Degree Held:</b>		
<b>No Degree</b>	<b>6.1</b>	<b>1.6%</b>
<b>Bachelors</b>	<b>228.6</b>	<b>59.9%</b>
<b>Masters</b>	<b>138.3</b>	<b>36.2%</b>
<b>Doctorate</b>	<b>8.8</b>	<b>2.3%</b>
<b>Teachers by Years of Experience</b>		
<b>Beginning Teachers</b>	<b>36.7</b>	<b>9.6%</b>
<b>1 - 5 Years Experience</b>	<b>132</b>	<b>34.6%</b>

Years of Experience	Count	Percentage
<b>6 - 10 Years Experience</b>	<b>55.5</b>	<b>14.5%</b>
<b>11 -20 Years Experience</b>	<b>98.2</b>	<b>25.7%</b>
<b>Over 20 Years Experience</b>	<b>59.3</b>	<b>15.5%</b>

### Staff Quality, Recruitment, and Retention Strengths

Although our staff retention rate has shown improvement over the course of the past few school years, the teacher shortage has drastically impacted our ability to attract highly qualified, fully certified teachers. Our objective is to create robust supports for individuals transitioning into the classroom that are actively pursuing certification, as 50% of our current new teachers are not certified. Innovative strategies like our Teacher in Residence program and mentorship efforts promote multi-layered structures of support.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Many of the individuals entering into DeSoto ISD as teachers are working to actively pursue certification. 1 in every 4 teachers within the district have a District of Innovation Designation, have obtained an emergency permit or intern certification, or are candidates for our Teacher-In-Residence grow your own program.

**Root Cause:** In March 2022, the National Center for Education Statistics reported that 61% of schools across the nation had staffing shortages post COVID-19. Like many districts nationwide and statewide, DeSoto ISD has seen a decrease in attracting highly qualified, fully certified teachers. We have people desiring to enter the profession that may not have the qualifications needed to teach in the State.

**Problem Statement 2:** When reviewing the 2022-23 DeSoto ISD Exit Survey data, teachers with 0-2 years of experience who exited the district shared the need for additional training and support in transitioning into the field. **Root Cause:** For the 2022-23 SY, 50% of the new teachers hired in DeSoto ISD did not have a Texas teaching certification. Many new teachers have backgrounds and degrees outside of areas not directly related to education, and have not had any formal educational training.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Curriculum matters mainly because of its potential impacts on students. Curriculum is content, but when contextualized, it comes alive for students. The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development.

Our system recognizes and accepts curriculum as the foundation of student achievement. Furthermore, the Teaching and Learning division recognizes the need to provide curriculum products that engage students and accommodate varying levels of teacher capacity.

The work, already begun, will continue to foster collaboration across departments, reduce isolation and consider multiple perspectives. The work also includes calibrations, identifying district trends, continuous feedback and change to ensure curriculum products are responsive to district, campus, teacher and learner variance.

Our assessment efforts (formative, common, benchmark, etc.) must be aligned with state assessments (STAAR/EOC), TSIA and Industry-Based Certification (IBC) exams to accurately monitor the instructional program. In addition, we will utilize other assessment opportunities to measure student progress in other areas (Lexile Scores, TELPAS, PSAT, SAT, ACT, ASVAB, etc.).

## Curriculum, Instruction, and Assessment Strengths

- The overall percentage of students at the Approaches and Meets performance levels have increased for most of our content areas from 2021 to 2024.
- The number of Industry Based Certifications (IBCs) has increased from 15% to 27%.
- The number of students earning credit for college prep significantly increased from 3% to 44% and the earning for a college prep course increased from 1% to 30%.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** There is a need to increase the percentage of students' reading at or above grade level as measured by STAAR and other Diagnostic assessments.

**Root Cause:** Support teachers with strong pedagogy to aid in the facilitation of good first instruction.



# Parent and Community Engagement

## Parent and Community Engagement Summary

DeSoto ISD hosts many parental and community engagement events to foster the collaboration of all stakeholders. The district's goal is to build strong, positive relationships between school and home as an imperative component to developing the academic and social development of each student. DeSoto ISD engages parents and the community through various academic, social-emotional, and college-career-military programming such as the District's College Fair, Super Family Science Night, Back-to-School Fair, TEKS Cycle Night, Attendance Meetings, Mindfulness, Emotional Regulation, Parent-Teacher Conferences, Health Fair, Homecoming Parades, etc.

## Parent and Community Engagement Strengths

Our community desires to partner with the district. We have strong community involvement in pockets through the campus, activity or clubs like athletics. The Hispanic population has high engagement that are opportunity to grow. We have opportunities for engagement. The district wide PTA is starting to rebuild.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** There is a need to increase parental involvement and awareness in regard to the district's academic programs and student grade level expectations. Data Source: 22-23 Parent & Family Engagement Survey **Root Cause:** Timely and relevant communications has contributed to the low parental involvement and awareness district-wide.

**Problem Statement 2:** There is need for centralized department/person to coordinate and delivery parent engagement and learning opportunities. **Root Cause:** Staffing and specific goals and expectation for the delivery of parent engagement opportunities.

# District Context and Organization

## District Context and Organization Summary

*DeSoto ISD is a dynamic public independent school district serving approximately 6,000 students and 800 employees across 10 campuses, from early childhood through graduation. Our mission is to ensure that every student, without exception, reaches their highest potential in both learning and personal growth. Guided by the [2021 Be The Future Strategic Plan](#), DeSoto ISD is committed to equity, access, and excellence, offering a holistic and well-rounded educational experience to the DeSoto, Glenn Heights, and Ovilla communities.*

The district's organizational structure is purposefully designed to enhance teaching and learning at every level, with a precise focus on equity and Tier 1 instruction. Our work is grounded in the development of aligned, inclusive learning environments where every student can thrive. We are actively implementing systems to identify, select, and empower leaders equipped with tools to address our students' social, emotional, and behavioral needs.

In line with our compelling purpose, the Executive Leadership Team exists to serve, support, and shape exceptional experiences within the district. This is achieved by strategically designing, implementing, and monitoring systems for individualized student growth and achievement. We emphasize the effective implementation of policies and stewardship of resources to ensure fiscal responsibility, stability, and innovation. Additionally, we are committed to cultivating a culture of synergy and creativity, respecting every voice and role within the district. Our top priority is the safety and security of our students and staff, ensuring that our learning environments remain free from physical and emotional harm.

Through these efforts, DeSoto ISD aims to educate students effectively, regain the trust of our community, and become the school district of choice for families in our region.

## District Context and Organization Strengths

### District Context and Organization Strengths

- **Optimized Organizational Structure:** The district has revised its organizational structure to maximize effectiveness and efficiency.
- **Safeguards and Accountability:** We have established robust safeguards and accountability procedures for financial and technology resources, ensuring their integrity and optimal use.
- **Empowered Leadership:** In alignment with the District's Theory of Action, which emphasizes "Earned Autonomy," the district is committed to strategically identifying, selecting, and empowering school leaders as the key drivers of educational excellence and innovation. This approach is grounded in the belief that effective leadership is central to improving student achievement outcomes across all schools.
- **Commitment to Equity and Excellence:** Continuous work is underway to develop and implement a common definition of equity and Tier 1 instruction, ensuring all students have access to high-quality learning environments.
- **Teaching and Learning Focus:** The organizational structure prioritizes a clear and consistent focus on teaching and learning outcomes, ensuring all levels of the organization contribute effectively to educational success.
- **Ongoing Evaluation and Alignment:** Regular evaluation and necessary revisions of our organizational strategies ensure they remain aligned with evolving educational goals and community needs.

## Problem Statements Identifying District Context and Organization Needs

**Problem Statement 1:** DeSoto ISD is committed to educating students effectively, regaining the trust of our community, and becoming the school district of choice for families in our region. To achieve this, the district must focus on key priorities, including Financial Stability, Organizational Redesign, Enhancing Campuses and Classrooms, Promoting Unity, and Ensuring Success and Sustainability (FOCUS). **Root Cause:** The increasing availability of school choice within the local community has led to a decline in trust and confidence in DeSoto ISD. To counter this, the district must implement strategic plans for continuous improvement, focused on rebuilding relationships, enhancing educational outcomes, and demonstrating a clear commitment to the needs and expectations of students, families, and staff.

# Technology

## Technology Summary

Through various district and grant-funded initiatives, teachers are able to access and infuse a variety of technology platforms and devices to enhance teaching and learning in the classroom. An increase in document cameras and student Chromebook access has aided in the increase of student achievement in certain areas. There is a need for DeSoto ISD to continue to identify opportunities for technology funding and professional learning to assist in expanding the use of technology in the classroom.

## Technology Strengths

- DeSoto ISD has a variety of technology programs and devices available of campuses.
- Grants have enhanced district efforts by supplying technology devices in the classroom.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** There is a need to strengthen the infrastructure and equity in Desoto ISD to ensure all students and staff have the technology they need to meet the demands of a digital world. **Root Cause:** Organizational accountability, planning, infrastructure, and allocated funding created a requirement for the reorganizing of short and long term needs of students' and staff's technology needs.

**Problem Statement 2:** DeSoto ISD struggles with managing technology devices due to ineffective tracking, high rates of loss and damage, inconsistent policy enforcement, and poor inventory management. A comprehensive system is needed to improve device accountability and management. **Root Cause:** This lack of system integration results in inadequate oversight, inconsistent enforcement of policies, and insufficient processes for handling device loss, damage, and inventory management.

**Problem Statement 3:** DeSoto ISD faces challenges in effectively managing technology resources due to the lack of unified software systems, unclear identification of software owners, and inadequate risk assessments. Without a cohesive approach to software management, the district struggles with fragmented access, accountability issues, and potential security and compliance risks. **Root Cause:** The root cause of DeSoto ISD's challenges in managing technology resources is the absence of a centralized system for software management. This lack of integration leads to fragmented software platforms, unclear ownership responsibilities, and insufficient risk assessments, resulting in inefficiencies, accountability issues, and potential security and compliance risks.

**Problem Statement 4:** DeSoto ISD faces challenges with its current on-premise server solution, including limited scalability, high maintenance costs, and restricted data accessibility. The district needs to transition to a cloud-based solution to address these issues, improve operational efficiency, enhance data security, and better support the evolving technological needs of students and staff. **Root Cause:** The root cause of DeSoto ISD's challenges with its on-premise server solution is the system's inherent limitations in scalability, high maintenance demands, and restricted data accessibility. These issues stem from the outdated infrastructure that cannot effectively support the district's growing technological needs and operational requirements.

# Priority Problem Statements

**Problem Statement 1:** There is a need to ensure that administrators have a multiple resources to ensure all campuses have a safe and orderly learning environment.

**Root Cause 1:** The District did not consistently implement the Student Code of Conduct and there are limited disciplinary supports beyond traditional actions such as ISS/OSS.

**Problem Statement 1 Areas:** District Culture and Climate

**Problem Statement 2:** Many of the individuals entering into DeSoto ISD as teachers are working to actively pursue certification. 1 in every 4 teachers within the district have a District of Innovation Designation, have obtained an emergency permit or intern certification, or are candidates for our Teacher-In-Residence grow your own program.

**Root Cause 2:** In March 2022, the National Center for Education Statistics reported that 61% of schools across the nation had staffing shortages post COVID-19. Like many districts nationwide and statewide, DeSoto ISD has seen a decrease in attracting highly qualified, fully certified teachers. We have people desiring to enter the profession that may not have the qualifications needed to teach in the State.

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 3:** There is a need to increase the percentage of students' reading at or above grade level as measured by STAAR and other Diagnostic assessments.

**Root Cause 3:** Support teachers with strong pedagogy to aid in the facilitation of good first instruction.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 4:** There is a need to increase parental involvement and awareness in regard to the district's academic programs and student grade level expectations. Data Source: 22-23 Parent & Family Engagement Survey

**Root Cause 4:** Timely and relevant communications has contributed to the low parental involvement and awareness district-wide.

**Problem Statement 4 Areas:** Parent and Community Engagement

**Problem Statement 5:** There is a need to strengthen the infrastructure and equity in Desoto ISD to ensure all students and staff have the technology they need to meet the demands of a digital world.

**Root Cause 5:** Organizational accountability, planning, infrastructure, and allocated funding created a requirement for the reorganizing of short and long term needs of students' and staff's technology needs.

**Problem Statement 5 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS 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
- Action research results
- Other additional data



# Goals

Revised/Approved: August 30, 2024

**Goal 1: Student Achievement:** Increase student achievement outcomes for early learning and beyond. Highly Qualified Teachers & Staff: Develop and implement initiatives and systems to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.





**Performance Objective 1:** Percentage of High School students who graduate college, career, and/or military ready will increase to at 62% by May 2025 as aligned to the District Board Goals.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The College and Career Readiness department will develop supports and acquire resources for students to use to improve their TSI, SAT, and ACT scores. Resources include processes for utilization of Texas College Bridge, Khan Academy, College Board, and Edgenuity Test Prep in both the core content classrooms, as well as on-demand utilization at home. Training for teachers and parents/guardians will also be provided on available programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student TSI, SAT, and ACT scores on district CCMR data reports.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Executive Director of College, Career and Military Readiness Executive Director of School Improvement</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> Texas College Bridge Materials - 199 - Local - \$12,000, PSAT 8/9; PSAT/SAT College Board Assessment Suite (Gr. 4-7; 10-11) - 199 - Local - \$34,951, SAT School Day Assessment / College Board Suite (Gr. 12) - 287 - Next Generation GEAR UP - \$16,000, AP Testing Units - 199 - Local - \$60,000, PSAT 8/9 College Board Assessment (Gr. 8-9) - 288- College Driven GEAR UP - \$13,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The College and Career Readiness Department will support campus efforts to increase student completion of a College Prep/Dual Credit/AP course through the early identification and recruiting of students based on academic performance and PSAT data, developing student AP tutoring resources, enhanced student completion tracking, and embedding resources in core content classes and curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student completion of a College Prep/Dual Credit/AP course.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Executive Director of College, Career and Military Readiness Executive Director of School Improvement</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> Dual Credit Textbooks - 199 - Local - \$80,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The College and Career Readiness department and the Career and Technical Education department will develop programs that are aligned to industry needs, supports; and prepare students to earn Level I and II certificates and/or Industry Based Certifications. Supports and training for teachers will also be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of Level I and II certificates earned by students.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Executive Director of College, Career and Military Readiness Executive Director of School Improvement</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> Dual Credit Tuition and Textbooks for Level 1 and 2 Certifications - 244 - Perkins, CTE - \$30,000 , Student Certification Exams and prep materials - 199 - Local - \$37,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The College and Career Readiness department will work with all campuses to enhance all K-12 student exposure to CCMR through providing opportunities for career exploration, virtual and on-side college tours, and student/parent engagement events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students who graduate College, Career, or Military ready.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Executive Director of College, Career and Military Readiness Executive Director of School Improvement</p> <p><b>Funding Sources:</b> SchoolLinks program - 289- Title IV Part A - \$63,525.82</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The College and Career Readiness department will support campus efforts to ensure all high school students have a post-secondary College, Career, or Military Readiness plan through tracking each student's progression through a graduation pathway, assisting the campus in creating a clear course sequence for each subject area, and assisting with FAFSA completion. Student data will be tracked utilizing the district data dashboard, and training will be provided to campus counselors and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students who graduate College, Career, or Military ready.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Executive Director of College, Career, and Military Readiness Executive Director of School Improvement</p> <p><b>Funding Sources:</b> District Dashboard for CCMR - 199 - Local - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	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 1: Student Achievement:** Increase student achievement outcomes for early learning and beyond. Highly Qualified Teachers & Staff: Develop and implement initiatives and systems to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.

**Performance Objective 2:** Percentage of students at the Meets level on the 3rd grade STAAR reading exam will increase to 65% by May 2025 as aligned to the District Board Goals.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Local and State assessments

2023-2024 STAAR Data


i-Ready Data for BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELAR/SLAR classrooms will implement The Science of Reading through our literacy plan with fidelity. We will ensure all instructional minutes are fulfilled during each literacy block. Literacy will be reinforced by the integration of the following strategies:</p> <p>The Science of Reading Professional Development            Word Study Daily Reinforcement as mapped out in Curriculum Resources-SAVVAS (K-5)            Comprehension and Vocabulary Development- IPG Alignment ( K-12)            Shared/Close Reading with TEKS-aligned mini-lessons (K-12)            Guided Reading (K-8)            Literacy Rotations and Novel Studies ( K-12)            Writing/Grammar Workshops ( K-12)            Texas Education Agency (TEA) Reading Academies. (K-3)            ELAR/SLAR Administrative classroom observations and feedback sessions (3 per grading period/ all levels)            iReady Magnetic Reading Foundational Skills Curriculum (K - 2)            iReady Phonics for Reading 3rd - 5th Grade Curriculum (3-5)            Really Great Reading - Foundational Skills (K - 2)            Literacy Institute - Science of Reading: Summer Learning Institute Series (K - 12)            Professional Development for Early Literacy Foundational skills</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing student outcomes in ELAR/SLAR by way of maintaining and monitoring instructional excellence to improve the quality of instruction at all levels.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools            Chief Academic Officer            District Wide Instructional Facilitators            Executive Director of School Improvement            Director of Professional Development            Campus Principal</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Reading Academies-Texas Education Agency - 199 - Local - \$45,000, Magnetic Reading - 199 - Local - \$79,419.75, Phonics for Reading Toolbox - 199 - Local - \$57,213.50</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review ELAR/SLAR common grade level unit assessment data and develop and implement action plans focusing on spiraling instructional standards, and adjusting instructional strategies. District-wide PLCs will be hosted monthly and campus PLCs will be hosted weekly. PLCs include but are not limited to the following:</p> <p>DDI Calendar Development and Implementation (District) Eduphoria Data Collection Platform  Look Backs/Data Driven Instruction After Each Snapshot Assessment- Student Gap Analysis  Demonstration of Learning (DOL) Reading Data Meetings (Following Each DOL)  Backward Design Lesson Development  Look Forwards- TEKS Specificity, Deconstruction of Standards, and Instructional Planning  Modeling and Practice of the I Do Model and 5E Model  Reading Calibration Walks by Principals, APs, IDLs, and AFs (K-12/ Quarterly)  Daily Learning Walks by AFs and IDLs (K-12/Daily)  District Wide PLC's with AFs to monitor IPG scope and sequence</p> <p><b>Strategy's Expected Result/Impact:</b> To improve overall ELAR/SLAR data driven practices to accelerate student achievement on all local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools  Chief Academic Officer  Executive Director of Research, Evaluation, and Design  Executive Director of School Improvement  Director of Assessment and Evaluation  Director of Professional Development  Campus Principal</p> <p><b>Funding Sources:</b> Academic Facilitators - 211 - Title I - \$1,300,000, Instructional Design Leaders - 211 - Title I - \$412,718</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district will provide multitiered level interventions across the District to close achievement gaps in ELAR/SLAR; Design and implement student specific intervention and tutorial programs that focus on ensuring personalized learning plans move student levels from not meeting standard to approaches; approaches to meets; meets to masters.</p> <p>HB1416 Reading Intervention Support  Monitor Re-testers in English 1 and Algebra 1  Multi-Tiered Support Systems per Campus- Edugence Documentation- Collection Platform  Scaffolding differentiation with the use of the following resources:  iReady (Enrichment K-8)  iReady (K-8)  Edgenuity (9-12)  Provide professional development on disaggregating data and aligning specific interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> To accelerate closing academic achievement gaps and ensuring students on all levels meet and surpass growth targets.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools  Chief Academic Officer  Director of Multi Tiers Support Services  Executive Director of School Improvement  Director of Professional Development  Campus Principal</p> <p><b>Funding Sources:</b> Edugence Platform - 224 - IDEA B, Special Ed - \$22,000, iReady- Curriculum and Associates - 224 - IDEA B, Special Ed - \$147,877, Interventionists - 199 - Local - \$350,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teaching and Learning team members will facilitate ELAR/SLAR training sessions during district Job Alike professional development days monthly to review the district instructional framework, curriculum planning guides, instructional delivery and to ensure alignment between the written, taught and tested curriculum.</p> <p>Job Alike Districtwide Professional Development ( Monthly)            Content and Department Specific Professional Development (Monthly)            Special Populations Region 10 Professional Development- Monthly            Region 10: STAAR 2.0 Redesign (Admin/Teachers-as needed)            ELAR/SLAR observation and feedback protocol training and expectations ( (Admin/Teachers-as needed)</p> <p><b>Strategy's Expected Result/Impact:</b> To improve the instructional methods and practices of teaching in ELAR/SLAR to increase reading proficiency on all local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools            Chief Academic Officer            Executive Director of School Improvement            Director of Professional Development            District Wide Instructional Facilitators            Campus Principal</p> <p><b>Funding Sources:</b> Professional Development Region 10 Contract - 499- EDUCATE TEXAS GRANT - \$14,000,            Reading Academies - 199 - Local - \$45,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**Goal 1: Student Achievement:** Increase student achievement outcomes for early learning and beyond. Highly Qualified Teachers & Staff: Develop and implement initiatives and systems to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.

**Performance Objective 3:** Percentage of students at the Meets level on the 3rd grade STAAR math exam will increase to 53% by 2025 as aligned to the District Board goals.

**High Priority**

**HB3 Goal**

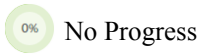
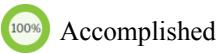
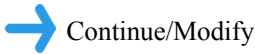

**Evaluation Data Sources:** Local and State assessments  
 2023-2024 STAAR Data  
 i-Ready Data for BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Research-based numeracy strategies will be implemented in all mathematics classrooms. Concept development will include but not limited to the following:</p> <p>Numeracy Block-Instructional Monitoring of Minutes (K-12)                      District wide Interactive Note-booking (K-12)                      Fluency &amp; Application Problem Daily Drills (Daily- K-12)                      Guided Math- Small Group Instructional Support (Tiered-Weekly)                      District Wide Math Problem Solving Models ( Daily)                      Whole Group Concept Development (Daily)                      Whitlow Math Manipulative Kits                      ALEKS Intervention                      Provide Professional Development of early numeracy skills</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing student outcomes in Mathematics by way of maintaining and monitoring instructional excellence to improve the quality of instruction at all levels.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools                      Chief Academic Officer                      District Wide Instructional Facilitators                      Executive Director of School Improvement                      Director of Professional Development                      Campus Principal</p> <p><b>Funding Sources:</b> STEM Kits - 410-STATE TEXTBOOK FUND - \$29,646, Witlow Kits - 199 - Local - \$9,975, Whitlow Professional Development - 199 - Local - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review Mathematics common grade level unit assessment data and develop and implement action plans that focus on spiraling instructional standards, and adjusting instructional strategies. District wide PLC's will be hosted monthly and campus PLCs are hosted weekly, which include:</p> <p>DDI Calendar Development and Implementation (District) School City Data Collection Platform            Look Backs- Data and Student Gap Analysis            Common Assessment Math Data Meetings (Following Each CA)            Backwards Design Lesson Development            Look Forwards- TEKS Specificity and Instructional Planning            PLC Support Coaching Support            Mathematics Calibration Walks by Principals, AP's, IF's (K-12/ monthly)            District Wide PLC's with IC's to monitor IPG scope and sequence</p> <p><b>Strategy's Expected Result/Impact:</b> To improve overall Mathematics data driven practices to accelerate student achievement on all local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools            Chief Academic Officer            Executive Director of Research, Evaluation, and Design            Director of Assessment and Evaluation            Executive Director of School Improvement            Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> District will provide multitiered level of interventions across the District to close achievement gaps in Mathematics. Design and implement student specific intervention and tutorial programs that focus on ensuring personalized learning plans move student levels from not meeting standard to approaches; approaches to meets; meets to masters.</p> <p>HB1416 Mathematics Intervention Support            Before-During- After School Tutoring-Mathematics            Monitor Re-testers in Algebra 1-Impact Education Tutoring Group            Multi-Tiered Support Systems per Campus- Edgugence Documentation- Collection Platform            Scaffolding differentiation with the use of the following resources:            ThinkUp (Extension K-8)            iReady (Enrichment K-8)            iReady (K-8)            Edgenuity (9-12)            Provide professional development on disaggregating data and aligning specific interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> To accelerate closing Mathematics academic achievement gaps and ensuring students on all levels meet and surpass growth targets.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools            Chief Academic Officer            Director of Multi Tiers Support Services            Executive Director of School Improvement            Director of Professional Development            Campus Principal</p> <p><b>Funding Sources:</b> IMPACT - 410-STATE TEXTBOOK FUND - \$23,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teaching and Learning team members will facilitate Mathematics training sessions during district professional development days monthly to review the district instructional framework, curriculum planning guides, instructional delivery and to ensure alignment between the written, taught and tested curriculum, including, but not limited to:</p> <p>Job Alike Districtwide Mathematics Professional Development ( Monthly)  Content and Department Specific Professional Development (Monthly)  Special Populations Region 10 Professional Development- Monthly  Region 10: STAAR 2.0 Redesign (Admin/Teachers-as needed)  Mathematics observation and feedback protocol training and expectations ( (Admin/Teachers-as needed)</p> <p><b>Strategy's Expected Result/Impact:</b> To improve the instructional methods and practices of teaching in Mathematics to increase Math proficiency on all local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools  Chief Academic Officer  Executive Director of School Improvement  Director of Professional Development  District Wide Instructional Facilitators  Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 1: Student Achievement:** Increase student achievement outcomes for early learning and beyond. Highly Qualified Teachers & Staff: Develop and implement initiatives and systems to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.

**Performance Objective 4:** The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in February 2020 to 50% by May 2025.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** iReady Data for BOY, MOY and EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teaching &amp; Learning will utilize district data analysis protocols to monitor student mastery of the TEKS. All campuses will develop data logs and walls to track student progress following BOY, MOY and District Interim Assessments August 12, 2024 through May 29, 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Evaluation of students' understanding and growth in literacy and mathematics throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools            Chief Academic Officer            Director of Multi-Tiered Systems of Support            Executive Director of Special Populations            Executive Director of School Improvement            Campus Principals            Instructional Content Facilitators</p> <p><b>Funding Sources:</b> iReady 9-12 - 287 - Next Generation GEAR UP - \$45,000, iReady K-8 - 224 - IDEA B, Special Ed - \$45,518, iReady K-8 - 199 - Local - \$155,660</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> District principals will participate in Data Digs facilitated by the superintendent, Chief Academic Officer or Executive Director of School Improvement following district assessments to identify root causes, share best practices and formulate campus action plans to increase student achievement August 12, 2024 through May 29, 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth in all tested areas on iREADY to improve in district-wide data analysis processes.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Executive Director of School Improvement Campus Principals Senior Staff Members</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> District interventionists will spend 75% of the school day providing direct instruction to accelerate the achievement of assigned (K-3rd Grade) students based upon district assessment results. Student progress will be tracked and monitored; 80% of the students assigned to receive targeted support from campus interventionists will demonstrate growth on district snapshot and interim assessments August 12, 2024 through May 29, 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintaining and monitoring effective progress monitoring systems through targeted intervention support.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Director of Multi-Tiered Systems of Support Executive Director of Special Populations Executive Director of School Improvement Campus Principals</p> <p><b>Funding Sources:</b> K-3 Instructional Specialists - 199 - Local - \$350,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teaching &amp; Learning will ensure campus teams design and implement student-specific intervention and tutorial program that focus on ensuring personalized learning plans to move student levels from not meeting standard to approaches; approaches to meets; meets to masters based upon iReady Diagnostic, STAAR, and interim assessments August 12, 2024 through May 29, 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student accountability and achievement by way of creating personalized academic plans.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Director of Multi-Tiered Systems of Support Executive Director of Special Populations Executive Director of School Improvement Campus Principals</p> <p><b>Funding Sources:</b> iReady Teacher Toolbox - 199 - Local - \$57,213.50</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> District principals will participnat in Data Digs following BOY, MOY, and EOY iReady Diagnostics with iReady Success Team to identify root causes, share best practices and formulate campus action plans to increase student acheivement and targeted growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth in reading and math on iReady to improve distict-wide data analysis</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Chief Academic Officer Director of Multi-Tiered Systems of Support Executive Director of Special Populations Executive Director of School Improvement Campus Principals</p> <p><b>Funding Sources:</b> iReady Professional Learning - 199 - Local - \$57,200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teaching &amp; Learning will ensure weekly iReady reports are provided to campus principals to develop and implement strategic action plans that focus on accelerating students growth goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Evaluation of students' understanding and growth in literacy and mathematics throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools            Chief Academic Officer            Director of Multi-Tiered Systems of Support            Executive Director of Special Populations            Executive Director of School Improvement            Campus Principals</p> <p><b>Funding Sources:</b> IReady Personalized Learning Suite - 199 - Local - \$155,660</p>	Formative			Summative
	Nov	Jan	Mar	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 1: Student Achievement:** Increase student achievement outcomes for early learning and beyond. Highly Qualified Teachers & Staff: Develop and implement initiatives and systems to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.





**Performance Objective 5:** Recruit and retain highly qualified personnel for all district positions, demonstrating and increase in the fill rate percentage of all instructional facing positions to 95% and a 10% decrease in the turnover rate of all district positions.

**High Priority**

**Evaluation Data Sources:** TEAMS Report

- TEAL Lookup for testing
- Texas Certification Look up
- Panorama Survey Data
- Exit Interview Data
- Hybrid Work Model Evaluation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a one day a week hybrid work model for all eligible ISC positions to support a flexible, innovative work environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in retention and sustainability in support and leadership roles at the instructional service center. This strategy will also promote wellbeing, work - life balance, and will support cost savings for employees and the district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Director of Human Capital Management Manager of District Staffing and Talent Departmental Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Amend the District of Innovation Plan to expand qualified applicant pool. The amendment will include updates to the district exemptions for TEC 21.003 and TEC 21.053.</p> <p><b>Strategy's Expected Result/Impact:</b> Address the need for educators amidst the national teacher shortage and ensure that we are in TEA compliance for non certified teachers, as flexibility is needed in hiring areas that are difficult to fill.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Director of Human Capital Management Manager, District Staffing and Talent District of Innovation Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine and improve robust Grow Your Own Program (Teacher in Residence) that targets teacher candidates actively pursuing certification/credentials. Grow Your Own Program strategies:</p> <ul style="list-style-type: none"> <li>- Assigned mentor for each TIR candidate. Mentor receives a district issued stipend.</li> <li>- Contract Addendum with specific program measures for all TIR candidates</li> <li>- TIR Eligibility criteria for return that evaluates progress and effectiveness in teaching</li> <li>- Job embedded support and training through New Teacher Academy</li> <li>- Increased compensation for TIRs to attract more high quality candidates</li> <li>- Half day professional learning support so TIRs can make progress on program requirements (modules, testing preparation, etc.)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Successful testing attempt of at least 50% of all Teacher in Residence candidates throughout the duration of their program term.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Professional Development Manager, District Staffing and Talent Specialist, Certification</p> <p><b>Funding Sources:</b> Stipend for Mentor Teachers - 199 - Local - \$150,000, New Teacher Academy Resources - 255 - Title II, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement strategies to increase staff engagement and staff satisfaction by 10%. Strategies will include:</p> <ul style="list-style-type: none"> <li>- Implementation of employee wellness program</li> <li>- Communication of district comprehensive benefits package, including the Employee Assistance Program</li> <li>- Trainings on how to improve climate and culture with all employees and district/campus leaders</li> <li>- Utilize district survey data (Panorama Survey and Exit Interviews) to identify areas of opportunity and growth</li> <li>- Create district and campus culture committees to support implementation of district programs and activities</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Decrease district turnover rate 10% by August 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Capital Management Manager, District Staffing and Talent Coordinator, Benefits and Leaves District Assigned Wellness Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	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 1: Student Achievement:** Increase student achievement outcomes for early learning and beyond. Highly Qualified Teachers & Staff: Develop and implement initiatives and systems to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.


**Performance Objective 6:** Prioritize the enhancement of the Human Capital Management systems, processes, and procedures.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Partner with various colleges &amp; universities to provide training for campus &amp; district leaders who will serve as district recruiters to recruit &amp; retain certified teacher candidates.</p> <p><b>Strategy's Expected Result/Impact:</b> By working the college circuit and hosting interdistrict job fairs, we will be able to attract highly qualified, fully certified individuals to DeSoto ISD</p> <p><b>Staff Responsible for Monitoring:</b> Director of HR Coordinator of Recruitment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of Multimedia supports and teacher screeners to increase teacher capacity Utilize our Linked In Life page to attract national candidates for instructional positions Use of the Haberman Teacher Screening Tool to effectively screen qualifying teacher candidates Rebrand multimedia collateral to look more aesthetically pleasing</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Linked in Life page and rebranding recruitment materials, we will be able to attract highly qualified and desired candidates. Also, use of the Haberman will allow us to identify the most viable candidates to fill teacher vacancies.</p> <p><b>Staff Responsible for Monitoring:</b> Director of HR Coordinator of Recruitment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Deploy a survey to new employees during the Fall and Spring semester to gain data about their experience in DeSoto ISD to increase teacher retention. (3 Questions; Written Response) Stay Survey: Provide a survey to all district employees inquiring why they stay in the district (6 Questions; 4 Multiple choices, 2 Written Response) Exit Survey: Utilize results from exit survey to adjust district systems and processes</p> <p><b>Strategy's Expected Result/Impact:</b> Competitive starting salaries Adjust district compensation to promote a more competitive salary Impact: The district will be able to attract individuals who have creditable teaching experience.</p> <p><b>Staff Responsible for Monitoring:</b> Director of HR Coordinator of Recruitment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Finances, Systems & Sustainability (District/Campus Operations): Guarantee fiscal and organizational responsibility, integrity, transparency, longevity, and sustainability through clear and aligned tools, systems, structures, and processes.

**Performance Objective 1:** By June 2024, DeSoto ISD will restore and enhance the district's financial position and General Operating Fund. DeSoto ISD will operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources that support continuous improvement.


**High Priority**

**Evaluation Data Sources:** Annual Financial Report, Single Audit Report, School FIRST Rating, Bond rating and other TEA desk audits.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct a thorough review of historical financial data to determine the optimal budget amount. Collaborate with campuses and department heads to identify specific needs and allocate resources accordingly. Continuously monitor and adjust the budget as needed to address changing financial conditions.</p> <p><b>Strategy's Expected Result/Impact:</b> Short-range financial decisions will result in a fiscally conservative operating budget which will result in a proactive strategy that will offset unearned revenue. Long term financial strategies will result in decision about refunding existing bonds that will reduce interest by a minimum 8 million+ in interest saving. At the end of the fiscal year, revenues should exceed expenditures, leading to an increase in the fund balance that will be used to offset biennial projections.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Business Officer/Controller</p> <p><b>Funding Sources:</b> General Operating Budget - 199 - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a comprehensive checklist of monthly internal controls to ensure financial integrity. Implement a regular training program for staff responsible for financial reporting to enhance their expertise. Enhance the transparency of financial reports by providing detailed explanations of financial data to District administration and the Board of Trustees.</p> <p><b>Strategy's Expected Result/Impact:</b> Transparent and accurate financial reports (monthly, quarterly, and annual) will be consistently provided to District administration and the Board of Trustees. An unmodified opinion on the District's audited Annual Financial Report, reflecting high financial integrity and compliance with accounting standards.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Business Officer/Controller Director of Accounting Director of Business Operations</p> <p><b>Funding Sources:</b> Federal state &amp; Local funding - 211 - Title I, State - 199 - Local</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish a centralized grants management system to streamline grant application, management, and reporting processes.  Regularly update grant guidelines and requirements to ensure compliance.  Conduct periodic training for staff responsible for grants to keep them informed about changing regulations and best practices.  Ensure that monthly drawdowns occur for all grant including the capture of indirect costs.  Ensure that grant walk forward is completed quarterly.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with all grants in alignment with state, federal, and grant guidelines, reducing the risk of grant funding being revoked or misspent.  By ensuring monthly drawdowns it will improve the cash position of the district.</p> <p><b>Staff Responsible for Monitoring:</b> Controller  Director of Accounting  Budget &amp; Grants Manager</p> <p><b>Funding Sources:</b> Federal (Various) &amp; State (199) - 199 - Local</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a district-wide resource utilization review process, involving all chiefs and relevant stakeholders. Develop a centralized repository of information on available resources, making it easily accessible for decision-makers. Monitor resource usage and regularly assess its effectiveness, ensuring that existing resources are optimally utilized before considering new purchases.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in expenditures by ensuring that district and campus level programs and resources are utilized effectively before considering new purchases.  Better utilization of existing resources, leading to cost savings and improved overall efficiency in resource management.</p> <p><b>Staff Responsible for Monitoring:</b> All Chiefs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a district wide depository for all Chiefs and relative stakeholders  The depository of information will include manuals, FAQ's and additional guidance for financial operational usage as well as identified deadlines for time keeping, payroll distribution and accounts payable checks.</p> <p><b>Strategy's Expected Result/Impact:</b> A hand on virtual tool that end users can use as reference guides  The most recent updates on the subject matter or change in procedures  All training tools and ppt will be housed on this platform as well as opportunities for training</p> <p><b>Staff Responsible for Monitoring:</b> Chief Business Officer/Controller  Director of Business Operations  Director of Accounting</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Finances, Systems & Sustainability (District/Campus Operations): Guarantee fiscal and organizational responsibility, integrity, transparency, longevity, and sustainability through clear and aligned tools, systems, structures, and processes.

**Performance Objective 2:** 1-to-1 Devices & Long-Term Maintenance Cycles: Ensure that every student in our system has access to 1-to-1 technology, and establish a standardized maintenance and replacement cycle for district facilities, assets, and technology resources by June 2025.

**High Priority**

**Evaluation Data Sources:** Stakeholder tech surveys

Five year plan draft





District Tech Committee

Student devices assignment lists

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a comprehensive five-year plan that incorporates input from key stakeholders to address this priority. Engage faculty, staff, students, and community members in the planning process to ensure the plan reflects the diverse needs and goals of the district. As part of this initiative, establish a long-term technology strategy that aligns with the district's educational mission and future growth.</p> <p><b>Strategy's Expected Result/Impact:</b></p> <ol style="list-style-type: none"> <li>1. Enhanced Educational Outcomes</li> <li>2. Increased Operational Efficiency</li> <li>3. Future-Proof Technology Infrastructure</li> <li>4. Stronger Stakeholder Engagement</li> <li>5. Financial Responsibility and Resource Optimization</li> <li>6. Enhanced Digital Literacy and Skills</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology Chief Business Officer/</p> <p><b>Funding Sources:</b> DeSoto ISD strategic plan, Technology survey, and campus technology needs - 199 - State Comp Ed - \$200,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enhance our district's online operations and ensure alignment with current technological needs, we will undertake a comprehensive current state assessment of our technology stack. This assessment aims to thoroughly inventory our existing hardware, software, network infrastructure, and support systems.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Identify outside, non-vendor expert to review district technology stack.</p> <p>2. Complete a current state audit, including contracts, hardware, software, infrastructure, and network.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology Chief Business Officer/</p> <p><b>Funding Sources:</b> Technology inventory - 199 - Local - \$100,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Enforce a standardized process and contract for managing student and parent responsibilities regarding the damage or loss of district-issued devices. This process will ensure uniformity across all campuses, safeguard district technology assets, and reinforce the policy that student devices are to be used solely for educational purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> Accountability for district technology.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology Chief Business Officer Campus Leadership Team</p> <p><b>Funding Sources:</b> Sample user agreements, Board approval, and committee review - 199 - Local - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure the optimal performance, longevity, and reliability of technology assets within the district, a structured preventative maintenance and replacement schedule must be established and maintained.</p> <p><b>Strategy's Expected Result/Impact:</b> By establishing and maintaining a comprehensive preventative maintenance and replacement schedule, the district can enhance the reliability and performance of its technology assets, reduce unexpected downtime, and ensure that resources are utilized effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology Chief Business Officer Campus Leadership Team</p> <p><b>Funding Sources:</b> Damage report trends - 199 - Local - \$100,000</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a system of regular technology support by ensuring that dedicated tech visits to each campus are conducted on a weekly basis. Additionally, organize comprehensive monthly reviews to identify, prioritize, and resolve any ongoing or emerging technology issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Technicians are assigned to visit campuses weekly, while the entire tech team conducts a monthly visit to each campus. This approach ensures that the Tech department remains proactive in addressing campus needs before they escalate into larger issues.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology Chief Business Officer</p> <p><b>Funding Sources:</b> - 199 - Local - \$0</p>	Formative			Summative
	Nov	Jan	Mar	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:** Finances, Systems & Sustainability (District/Campus Operations): Guarantee fiscal and organizational responsibility, integrity, transparency, longevity, and sustainability through clear and aligned tools, systems, structures, and processes.


**Performance Objective 3:** Manage and oversee the effectiveness and efficiency of contracted services (i.e. transportation, food, custodial services.)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> First Student the transportation provider will provide monthly updates for review in regards to student ridership, review of on time percentages and incidents, and the district will conduct monthly monitoring reports based on objectives in the transportation contracted services contract.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure the transportation department is operating effectively to support all students.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Operating Officer CBO/Controller Transportation Manager</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Whitsons, the food service provider, will increase the number of meals served compared to the prior year and monitor inventory to manage the effective use of perishable and non-perishable foods. The district will perform quarterly monitoring reviews of Whitsons and make the form available to the Texas Department of Agriculture.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure child and nutrition program is operating effectively to support all students. CNP will work collaboratively with Financial services for federal and state claims as well as a thorough recording of federal claims and thorough reconciliation of local revenue through the POS.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Support CBO/Controller Director of Accounting</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> HES the custodial services provider will provide monthly updates for review in regards to staffing to include overtime hours worked and events staffed, and provide the district a copy of the monthly report card completed by building principals in regards to the effectiveness of the services provided. The district will conduct monthly monitoring reports based on objectives in the custodial services contracted services contract.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure custodial services department is operating effectively to support all students.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Operating Officer CBO/Controller</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

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 Discontinue





**Goal 3: Parent/Family Engagement and Community Involvement:** Enhance district belonging by strengthening partnerships with families, communities, and the business community.

**Performance Objective 1:** Streamline communication and outreach to all parents, family, and community members by conducting a comprehensive survey to identify current engagement gaps. Implement targeted programs, activities, and procedures to enhance engagement. Clearly define and assign ownership of critical roles and responsibilities for these initiatives to ensure accountability and efficiency. As a result, Panorama data will show increase from 40% to 50%.

**Evaluation Data Sources:** 1. VOLY

2. Check in with community/parent liaisons/counselors monthly on services offered and rollout. Including attendees.
3. District Website
4. School Call Out's
5. Email
6. Monthly Parent Newsletters
7. Social Media Analytics
8. Implementation of All Pro Dads on all campuses

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and distribute a districtwide toolkit to each campus, providing clear guidance and expectations for the monthly implementation of Campus-Based Parent Engagement strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> To communicate to the community and staff about opportunities to connect to DeSoto ISD</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and host three district-based parent academies during the 2024-2025 school year to enhance parental awareness and accountability in academic success, health, and social-emotional well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent communication and education regarding district wide programs, as well as opportunities for parent/guardians to support and help their students.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Communications Parent &amp; Engagement Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Given shifts to organizational structures, identify new point of ownership to create clear parameters and flowchart for engaging partnerships, accepting donations and volunteerism.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased revenue via partnerships and donations. Increased community volunteering at district and campus events. Stronger school/community relationship.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Parent Family Liaison</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Collaborate with other district departments to ensure alignment with strategic initiatives (board goals, administrative corrective action plan, etc.) and reach out to families of multiple backgrounds to increase parent engagement</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Ensure collaboration between departments. 2. Promote awareness of Parent and Family Engagement Activities. 3. Promote continuous improvement across departments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student &amp; Staff Chief of Administrative Services Director, BIL/ESL Grants and Special Revenue Manager</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> - 263 - Title III, Part APART A- LEP</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Hire a Parent Engagement Specialist to coordinate and lead community engagement activities with community stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> 25% increase in parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Exec. Dir. of Student &amp; Staff Support Services/Parent Engagement</p> <p><b>Funding Sources:</b> - 429- School Safety &amp; Security Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Performance Objective 1 Problem Statements:**

**Parent and Community Engagement**

**Problem Statement 1:** There is a need to increase parental involvement and awareness in regard to the district's academic programs and student grade level expectations. Data Source: 22-23 Parent & Family Engagement Survey **Root Cause:** Timely and relevant communications has contributed to the low parental involvement and awareness district-wide.

**Goal 3: Parent/Family Engagement and Community Involvement:** Enhance district belonging by strengthening partnerships with families, communities, and the business community.

**Performance Objective 2:** Clarify and create frameworks for facilitation and management of campus-based parent engagement activities.





**High Priority**

**Evaluation Data Sources:** Microsoft Form Staff, Parent and Student Needs Assessment  
 Panorama Survey results  
 Published Newsletters  
 Eagle Parent Podcasts  
 All Pro Dad Meeting Agendas & Activities  
 Evidence of partnering with community organizations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure impactful programming by prioritizing research-based, high-impact activities, events, and initiatives. Streamline calendars to align activities and minimize scheduling overlaps, offering alternative meeting formats, such as virtual meetings, to accommodate various needs, and engaging both internal and external stakeholders, including groups such as All Pro Dads and the Parent Teacher Association, to ensure comprehensive and effective participation. Develop a districtwide calendaring system to ensure clear communication and timely scheduling.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Value authentic parent involvement 2. ESSA compliance</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director, CCMR and Counseling Campus Counselors Coordinator, Student Support Services Director, BIL/ESL Grants and Special Revenue Manager</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> - 211 - Title I, - 263 - Title III, Part APART A- LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the framework from the Parent Engagement Toolkit to design a monthly activity schedule for the academic year. Include virtual conferencing options to remove engagement barriers for families.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure campus-based activities align with district initiatives and parent survey results.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Family Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create structures for districtwide framework for access to Voly by campus and district staff. Establish campus and district liaisons for utilization and posting.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Explain &amp; encourage the use of Voly and other volunteerism  2. Increased parental engagement in DeSoto ISD.  2. Increased parent a community visibility across various district departments and campuses.  3. Improved parent/school relations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals  Parent Family Liaison</p> <p><b>Funding Sources:</b> - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
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 Discontinue

**Performance Objective 2 Problem Statements:**

Parent and Community Engagement
<p><b>Problem Statement 1:</b> There is a need to increase parental involvement and awareness in regard to the district's academic programs and student grade level expectations. Data Source: 22-23 Parent &amp; Family Engagement Survey <b>Root Cause:</b> Timely and relevant communications has contributed to the low parental involvement and awareness district-wide.</p>





**Goal 4: School Culture:** The district will provide a healthy environment conducive to student learning that focuses on the social, emotional, and cultural needs of students and staff.

**Performance Objective 1: Student Services:** Increase the favorable responses on the school culture category from students and staff by supporting campus planning

**High Priority**

**Evaluation Data Sources:** Panorama survey response rates  
 District social media platforms  
 Parent Call Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Convene a district discipline committee to review our current practices and make recommendations, implement best practices to facilitate a more balanced approach to student discipline designed to increase climate scores in the area of consistency by 15%.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture response rates for staff and students</p> <p><b>Staff Responsible for Monitoring:</b> ED of Student Services                      Campus administrators                      Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase campus supports available student services to campuses by establishing a monthly check-in by Dec. 2023 to review, revise and evaluate the supports being provided to the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved rate for culture constraints from staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Attendance and Truancy                      Campus Leadership                      ED of Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide quarterly training to disaggregate campus Panorama data to campus administrators and appropriate staff</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture for staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators                      Coordinator of Attendance and Truancy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement peer mediation practices with students and staff led by student leaders <b>Strategy's Expected Result/Impact:</b> Decreased number of discipline infractions <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement a restorative justice and positive behavior program district wide. <b>Strategy's Expected Result/Impact:</b> Decrease number of disciplinary infractions and repeat violations of the student code of conduct. <b>Staff Responsible for Monitoring:</b> Exec. Dir. of Student/Staff Support Campus Principals Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide monthly discipline data training to campus administrators to identify trends and brainstorm strategies to improve student compliance with the student code of conduct. <b>Strategy's Expected Result/Impact:</b> Increase in campus culture due to decreased classroom/campus disruptions. <b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Principals Exec. Dir. of Student/Staff Support	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: School Culture:** The district will provide a healthy environment conducive to student learning that focuses on the social, emotional, and cultural needs of students and staff.

**Performance Objective 2: Guidance and Counseling:** Provide mandated guidance lessons to all students.

**Evaluation Data Sources:** Counseling data, agendas, student rosters  
Calendars





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that the counselor's role retains focus on implementation of the Comprehensive School Counseling Program and assists students to develop the skills they need to enhance their personal, social, emotional, and career development.</p> <p>Address trauma resolution for students who have experienced natural disasters, health crisis, military tragedy, etc.</p> <p>Facilitate the campus staff's ability to detect warning signs of students who may be candidates for suicide or victims of child abuse.</p> <p>Recognize students displaying early warning signs and have a possible need for early mental health or substance intervention.</p> <p>Provide faculty and staff with annual training on child abuse reporting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students seen by the counselor</p> <p><b>Staff Responsible for Monitoring:</b> Campus counselors, campus administrators Executive Director of College, Career and Military Readiness and Counseling Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By the end of the 2024-2025 school year, we will create a data baseline of guidance lessons implemented in DeSoto ISD as measured by the counselor use of time log (SCUTA).</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Executive Director of College, Career, and Military Readiness &amp; Counseling Services</p> <p><b>Funding Sources:</b> SCUTA - 199 - Local - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train all principals on the counselor evaluation tool based on the American School Counselor Association (ASCA) model.</p> <p><b>Strategy's Expected Result/Impact:</b> Restored balance in counselors use of time to more student-directed services. The goal is 80% of their time spent on student-directed services as outlined in Senate Bill 179.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of College, Career and Military Readiness Counselors</p>	Formative			Summative
	Nov	Jan	Mar	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 4: School Culture:** The district will provide a healthy environment conducive to student learning that focuses on the social, emotional, and cultural needs of students and staff.

**Performance Objective 3: Guidance and Counseling:** At least 75% of counselors will receive an overall score of "proficient" or greater on the TSCCESS evaluation tool by June 2025.

**Evaluation Data Sources:** Calendars, T-SCESS evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide T-SCESS training for counselors and principals.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors and campus administrators will have an increased knowledge of TSCCESS requirements for a comprehensive school counseling program.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of College, Career and Military Readiness &amp; Counseling Services Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	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>				

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$6,361,094.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

State Comp Ed Funds will be directed to: DAEP- as all students placed in DAEP are considered at risk Academic Summer School Tutoring or Saturday School for students that have failed core classes or STAAR tests Any programs that services students that specifically meet the criteria of t risk as out lined below: (d) For purposes of this section, "student at risk of dropping out of school" includes each student who: (1) is under 26 years of age and who: (A) except as provided by Subsection (h) or if retained for prekindergarten under Section 28.02124, was not advanced from one grade level to the next for one or more school years; (B) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; (C) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (D) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; (E) is pregnant or is a parent; (F) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; (G) has been expelled in accordance with Section 37.007 during the preceding or current school year; (H) is currently on parole, probation, deferred prosecution, or other conditional release; (I) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (J) is an emergent bilingual student, as defined by Section 29.052; (K) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; (L) is homeless; (M) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; (N) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or (O) is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or (2) regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
AyonnaT Dixon	Academic Faciliatator	Title 1-Fund 211	1
Brittany Blanton	Academic Faciliatator	Title 1-Fund 211	1
Danyaih Martin	Academic Faciliatator	Title 1-Fund 211	1
Ebonie Lavon Davis	Academic Faciliatator	Title 1-Fund 211	1
Felisha Fields	Academic Faciliatator	Title 1-Fund 211	1
Grethiane Douglas	Academic Faciliatator	Title 1-Fund 211	1
Lashay F Williams	Instructional Design Leader	Title 1-Fund 211	1
Nicole L D Clardy	Academic Faciliatator	Title 1-Fund 211	1
Raisha Michelle Allen	Instructional Design Leader	Title 1-Fund 211	1
Rashida Hobbs-Jones	Director of School Improvement	Title 1-Fund 211	1
Sonja L Batiste	Instructional Design Leader	Title 1-Fund 211	1
Tammy Denise Johnson	Academic Facilitator	Title 1-Fund 211	1



# District Improvement & Planning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Dr. Silvia Martinez	Executive Director of Administrative Services
District-level Professional	Michael White	Executive Director of Information Technology
District-level Professional	Elexia Robinson-White	Recruitment and Engagement Coordinator
District-level Professional	LaKedra Cardell	Director of Assessment and Evaluation
District-level Professional	Elizabeth Bostic	Special Revenue & Grants
District-level Professional	Dr. Arthurlyn Morgan	Director of MTSS
District-level Professional	Dr. Anita Perry	Executive Director of College Career and Military Readiness
District-level Professional	Rashida Hobbs-Jones	Executive Director of School Improvement
Parent	Catalina Gibbs	Community Partner
Parent	Sholonda Weaver	Community Member
District-level Professional	Stephanie McCloud	Chief Academic Officer
District-level Professional	Gene Morrow	Parent and Community Engagement
District-level Professional	Melinda Pugh	Director Career Technical Education
District-level Professional	Felicia Johnson	Executive Director of Research and Evaluation

# District Funding Summary

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	AP Testing Units		\$60,000.00
1	1	1	Texas College Bridge Materials		\$12,000.00
1	1	1	PSAT 8/9; PSAT/SAT College Board Assessment Suite (Gr. 4-7; 10-11)		\$34,951.00
1	1	2	Dual Credit Textbooks		\$80,000.00
1	1	3	Student Certification Exams and prep materials		\$37,500.00
1	1	5	District Dashboard for CCMR		\$10,000.00
1	2	1	Magnetic Reading		\$79,419.75
1	2	1	Phonics for Reading Toolbox		\$57,213.50
1	2	1	Reading Academies-Texas Education Agency		\$45,000.00
1	2	3	Interventionists		\$350,000.00
1	2	4	Reading Academies		\$45,000.00
1	3	1	Whitlow Professional Development		\$500.00
1	3	1	Whitlow Kits		\$9,975.00
1	4	1	iReady K-8		\$155,660.00
1	4	3	K-3 Instructional Specialists		\$350,000.00
1	4	4	iReady Teacher Toolbox		\$57,213.50
1	4	5	iReady Professional Learning		\$57,200.00
1	4	6	iReady Personalized Learning Suite		\$155,660.00
1	5	3	Stipend for Mentor Teachers		\$150,000.00
2	1	1	General Operating Budget		\$0.00
2	1	2	State		\$0.00
2	1	3	Federal (Various) & State (199)		\$0.00
2	2	2	Technology inventory		\$100,000.00
2	2	3	Sample user agreements, Board approval, and committee review		\$0.00
2	2	4	Damage report trends		\$100,000.00
2	2	5			\$0.00

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	SCUTA		\$2,500.00
<b>Sub-Total</b>					\$1,949,792.75
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	DeSoto ISD strategic plan, Technology survey, and campus technology needs		\$200,000.00
<b>Sub-Total</b>					\$200,000.00
224 - IDEA B, Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Edugence Platform		\$22,000.00
1	2	3	iReady- Curriculum and Associates		\$147,877.00
1	4	1	iReady K-8		\$45,518.00
<b>Sub-Total</b>					\$215,395.00
244 - Perkins, CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Dual Credit Tuition and Textbooks for Level 1 and 2 Certifications		\$30,000.00
<b>Sub-Total</b>					\$30,000.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional Design Leaders		\$412,718.00
1	2	2	Academic Facilitators		\$1,300,000.00
2	1	2	Federal state & Local funding		\$0.00
3	2	1			\$0.00
3	2	3			\$0.00
<b>Sub-Total</b>					\$1,712,718.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	New Teacher Academy Resources		\$5,000.00
<b>Sub-Total</b>					\$5,000.00

263 - Title III, Part APART A- LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
3	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
287 - Next Generation GEAR UP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SAT School Day Assessment / College Board Suite (Gr. 12)		\$16,000.00
1	4	1	iReady 9-12		\$45,000.00
<b>Sub-Total</b>					\$61,000.00
288- College Driven GEAR UP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PSAT 8/9 College Board Assessment (Gr. 8-9)		\$13,000.00
<b>Sub-Total</b>					\$13,000.00
289- Title IV Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	SchoolLinks program		\$63,525.82
<b>Sub-Total</b>					\$63,525.82
499- EDUCATE TEXAS GRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Professional Development Region 10 Contract		\$14,000.00
<b>Sub-Total</b>					\$14,000.00
429- School Safety & Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
410-STATE TEXTBOOK FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	STEM Kits		\$29,646.00
1	3	3	IMPACT		\$23,000.00
<b>Sub-Total</b>					\$52,646.00