

### **Mission Statement**

To ensure students, without exception, learn and grow at their highest level.

### **Vision Statement**

To inspire curiosity and consciousness, develop character, build courage, and nurture compassion.

### **Board Goals**

Goal 1: The percentage of DeSoto ISD students who graduate college, career, and military ready will increase from 88% in May 2024 to 96% by May 2030. ~~The percentage of graduates that meet the criteria for CGMR will increase from 36 percent in May 2019 to 62 percent by May 2025.~~

Goal 2: The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030. ~~The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 25 percent in May 2019 to 65 percent by May 2025.~~

Goal 3: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030. ~~The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 31 percent in May 2019 to 53 percent by May 2025.~~

Goal 4: The percentage of 8th grade students achieving meets or higher on STAAR/EOC math assessments will increase from 35% in May 2025 to 43% by Spring 2030. ~~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 percent in February 2020 to 50 percent by May 2025.~~

Goal 5: The percentage of 8th grade students achieving meets or higher on the STAAR reading assessment will increase from 45% in May 2025 to 56% by Spring 2030.

### **Strategic Goals**

To ensure excellence for all students, the DeSoto Independent School District:

1. Attains maximum student achievement through relevant and rigorous instructional programs.

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2. Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.
3. Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.
4. Provides a safe, purpose-driven school environment reflective of a quality learning culture that promotes exemplary performance.
5. Operates a business finance division that maximizes revenues and constantly evaluates resource allocations.
6. Promotes its programs and activities with aggressive communication.
7. Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.
8. Secures emerging technology to maximize student achievement and manage information efficiently.

### Theory of Action

The Board believes that an overarching theory of action should guide the District on its path of dramatically improving student achievement outcomes for all students and realizing the mission to ensure students, without exception, learn and grow at their highest levels. A theory of action is a coordinated framework for delivering high quality instruction.

The theory of action adopted by the District Board builds on beliefs about how students learn, the conditions that best promote learning, and the policies, management systems, and culture that further the commitment and high performance of adults to deliver quality education services to all District students.

### Earned Autonomy

The District's theory of action shall be earned autonomy.

The District is using earned autonomy because it provides:

- Students a common, research-based, best-practice foundation for success;
- Families a clear, simple information about a school's performance;
- Schools a clear, actionable, and supported core instructional plan and resources; and

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- Leaders flexibility, empowerment, and support based on performance and demonstrated need.

### *Components*

Earned autonomy is comprised of the following core components.

9. **Managed Foundation:** Every school begins with the managed foundation of the core instructional plan and operational requirements that are based on research-based, best-practice instruction; professional training; and legal requirements.
10. **School Performance Ratings:** Annual ratings determined by the District for each school based on a whole-child approach.
11. **Flexibility and Empowerment:** Based on a school's performance rating, schools earn autonomies from the managed foundation, allowing schools to innovate and explore alternative methods and models. In the event earned autonomies and local policy and/or regulations are in conflict, approved autonomies from the managed foundation shall prevail so long as the approved autonomies do not conflict with local, state, or federal law. If such a conflict exists, the local, state, and/or federal law shall prevail.
12. **Increased Support:** Recognizing that providing equal opportunity to all schools and students may require greater investment in those students and schools who are at risk of falling behind.

### *Student Growth and Student Achievement*

To meet the District's goals of student growth and achievement, the Board believes it is essential to empower educators at all levels to act and lead under a theory of action in which the school is the key unit of change, encouraging innovation, autonomy, and differentiation at each school.

The earned autonomy theory of action is centrally focused on student achievement by defining the role of the District and empowering school communities:

**Role of the District:** The District shall play a leading role in establishing and setting performance expectations, driving research and development, scaling innovation and best practices, coaching and support of school leaders, and ensuring that in all respects our actions and practices promote greater equity among our students.

**School Empowerment:** School leaders, working collaboratively with their leadership teams, teachers, parents, and communities, shall have ownership of all that happens within their buildings, a sense

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of efficacy and urgency, and a conviction that they are empowered to set the vision, strategies, and priorities for their school within the parameters of the District constraints.