

DeSoto Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Mission Statement

The mission of DeSotoISD 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 rd 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 rd 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%	
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 7,300 students in pre-kindergarten through 12th grade. This includes one comprehensive high school, one early college high school, two middle schools (6-8), two elementary schools (PK -2), two elementary schools (3-5), one technology magnet school (K-8), one STEAM school (3-8) 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. 72.11% of the district student population is Economically Disadvantaged. Below is a breakdown of the student groups from DeSoto ISD.

2021-2022 PEIMS DATA		
Student Information	Count	Percent
Total Student Enrollment	7,344	100.00%
Student Enrollment by Race/Ethnicity		
Black - African American	5,376	73.20%
Hispanic-Latino	1,598	21.76%
White	116	1.58%
American Indian - Alaskan Native	22	0.30%
Asian	19	0.26%
Native Hawaiian - Pacific Islander	1	0.01%
Two-or-More	212	2.89%
Student Enrollment by Program Served		
Emergent Bilingual/ESL Education	655	8.92%
Career & Technical Education	2,588	35.24%
Gifted & Talented Education	393	5.35%
Special Education	715	9.74%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): DeSoto ISD aims to attract and retain all zoned students/families and staff by concentrating on FOCUS priorities (Financial stability, Organizational redesign, Campuses and Classrooms, Unity, and Success and Sustainability) to prevent stakeholders from choosing alternative educational opportunities. **Root Cause:** There is an increase in school choice within the local community ; therefore, DeSoto ISD must implement plans for continuous improvement to remain a viable choice for students and the community.

Student Achievement

Student Achievement Summary

Desoto ISD received an overall performance rating of B for the 2021-22 academic year. STAAR/EOC scores for grades 3 -12 increased for all tested subject areas in all performance levels from 2021 to 2022 academic school year with the exception of Grade 8 Social Studies and US History EOC combined scores maintaining its Meets percentage of 34%. ELA/Reading and Math STAAR/EOC had double digit percentage increases in ELA/Reading and Mathematics Approaches and Meets levels. Mathematics Approaches levels saw the biggest increase in scores from 40% in 2021 to 54% 2022. Mathematics Meets levels increased by 10% as well. ELA/Reading scores Approaches and Meets percentages went up by 13% from 2021 to 2022.

Student Achievement Strengths

TEA Accountability

Desoto ISD District STAAR/EOC Historical Performance Trends

2017 – 2022

ELA/Reading STAAR/EOC				Mathematics STAAR/EOC			
Academic Year	% Approaches or Above	% Meets or Above	% Masters	Academic Year	% Approaches or Above	% Meets or Above	% Masters
2017	61%	30%	9%	2017	61%	22%	8%
2018	63%	32%	10%	2018	67%	27%	9%
2019	65%	35%	11%	2019	71%	33%	11%
2021	53%	27%	9%	2021	40%	14%	4%
2022	66%	40%	14%	2022	54%	24%	9%

Science STAAR/EOC				Social Studies STAAR/EOC			
Academic Year	% Approaches or Above	% Meets or Above	% Masters	Academic Year	% Approaches or Above	% Meets or Above	% Masters
2017	67%	31%	7%	2017	61%	28%	9%
2018	69%	33%	9%	2018	67%	38%	13%
2019	70%	35%	9%	2019	67%	38%	17%
2021	50%	19%	4%	2021	59%	34%	14%
2022	58%	28%	7%	2022	66%	34%	16%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a need to increase the percentage of students' reading at or above grade level as measured by STAAR, MAP and other Diagnostic assessments. **Root Cause:** Student had limited access to face-to-face instruction during the pandemic and there was a significant turnover in staffing.

District Culture and Climate

District Culture and Climate Summary

The district's new Student Support Services division is structured to include all teams that facilitate a safe, secure, positive and responsive environment so that all students can thrive. The district has been diligently working to ensure that a strong Tier I foundation is consistent across every school to allow each campus to be primarily preventative, but also reactive when needed. To do this, the Student Support Services division must ensure district-wide alignment in our theory of change to become responsive in the areas of social emotional learning, youth mental health first aid, identifying signs and symptoms of trauma in the classroom, and building a system of support so that our prevention and intervention measures address the needs of the whole child.

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.

The Student Support Services division oversees suicide prevention and has established a parent/guardian notification procedure in the event of suicidal ideation, conflict resolution programs, violence prevention programs, oversees 504 services (dyslexia treatment programs are housed under Teaching & Learning, Leadership division).

District Culture and Climate Strengths

Revision of the district's organizational structure to optimize effectiveness and efficiency.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a need to ensure that all campuses have a safe and orderly learning environment. **Root Cause:** The District did not consistently implement peer mediation or restorative across all campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

2021-2022 PEIMS DATA

Staff Information	Count	Percent
Total Staff	909	100.00%
Professional Staff:	662	72.83%
Teachers	463	50.94%
Professional Support	150	16.50%
Campus Administration (School Leadership)	30	3.30%
Central Administration	19	2.09%
Educational Aide:	97	10.67%
Auxiliary Staff:	150	16.50%
Teachers by Ethnicity and Sex		
African American	336	72.57%
Hispanic	47	4.00%
White	60	12.96%
American Indian	2	0.43%
Asian	5	1.08%
Pacific Islander	0	0.00%

2021-2022 PEIMS DATA

Two or More Races	13	33.48%
Males	155	33.48%
Females	309	66.52%
Teachers by Highest Degree Held:		
No Degree	6	1.30%
Bachelors	273	58.96%
Masters	171	36.93%
Doctorate	13	2.81%
Teachers by Years of Experience		
Beginning Teachers	71	15.33%
1- 5 Years Experience	130	28.08%
6 - 10 Years Experience	81	17.49%
11 - 20 Years Experience	115	24.84%
21- 30 Years Experience	51	11.02%
Over 30 Years Experience	15	3.24%

Staff Quality, Recruitment, and Retention Strengths

- Largest percentage of teachers have 11-30+ years of teaching experiences. (39%)
- African-American students are largely served by African-American teachers in ratios rare in comparison to the state.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Within the last decade, there has been a decrease in the individuals pursuing careers in education. This has led to a massive teacher shortage across the nation. Over 10% of first year teachers leave the profession. **Root Cause:** Lack of competitive salary for teachers in comparison to surrounding districts and the need to develop a robust plan for teacher recruitment and retention.

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 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 also be aligned with at least state assessments (STAAR/EOC) to accurately monitor the instructional program. However, we recognize and value other opportunities to measure student progress in other areas (Lexile Scores, TELPAS, PSAT, SAT, ACT, industry certifications, etc.).

Curriculum, Instruction, and Assessment Strengths

- The overall percentage of students at the Approaches, Meets, and Masters levels increased from 2021 to 22.

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, MAP and other Diagnostic assessments. **Root Cause:** Students had limited access to face-to-face instruction during the pandemic and there was a significant turnover in staffing.

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, TEK Cycle Night, Attendance Meetings, Mindfulness, Emotional Regulation, Parent-Teacher Conferences, Health Fair, Homecoming Parades, etc.

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:** There was a need for a centralized department/person to coordinate and deliver parent learning opportunities.

District Context and Organization

District Context and Organization Summary

In July of 2022, DeSoto ISD changed leadership and hired a new superintendent. The district's new organizational structure is arranged to provide an eagle-eye precision emphasis on teaching and learning for all levels of employees. The district has worked diligently to develop a common definition of equity and Tier 1 instruction to create aligned and an inclusive environment for learning. The district is creating and implementing systems to identify, select, and empower leaders with tools to address students' social, emotional and behavioral challenges. DeSoto ISD has established procedures and safeguards to protect the financial integrity and technology resources available.

District Context and Organization Strengths

- Revision of the district's organizational structure to optimize effectiveness and efficiency.
- Safeguards and accountability procedures for financial and technology purchases.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: DeSoto ISD aims to attract and retain all zoned students/families and staff by concentrating on FOCUS priorities (Financial stability, Organizational redesign, Campuses and Classrooms, Unity, and Success and Sustainability) to prevent stakeholders from choosing alternative educational opportunities. **Root Cause:** There is an increase in school choice within the local community ; therefore, DeSoto ISD must implement plans for continuous improvement to remain a viable choice for students and the community.

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.

Priority Problem Statements

Problem Statement 1: DeSoto ISD aims to attract and retain all zoned students/families and staff by concentrating on FOCUS priorities (Financial stability, Organizational redesign, Campuses and Classrooms, Unity, and Success and Sustainability) to prevent stakeholders from choosing alternative educational opportunities.

Root Cause 1: There is an increase in school choice within the local community ; therefore, DeSoto ISD must implement plans for continuous improvement to remain a viable choice for students and the community.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to ensure that all campuses have a safe and orderly learning environment.

Root Cause 2: The District did not consistently implement peer mediation or restorative across all campuses.

Problem Statement 2 Areas: District Culture and Climate

Problem Statement 3: Within the last decade, there has been a decrease in the individuals pursuing careers in education. This has led to a massive teacher shortage across the nation. Over 10% of first year teachers leave the profession.

Root Cause 3: Lack of competitive salary for teachers in comparison to surrounding districts and the need to develop a robust plan for teacher recruitment and retention.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: There is a need to increase the percentage of students' reading at or above grade level as measured by STAAR, MAP and other Diagnostic assessments.

Root Cause 4: Students had limited access to face-to-face instruction during the pandemic and there was a significant turnover in staffing.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: 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 5: There was a need for a centralized department/person to coordinate and deliver parent learning opportunities.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: 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 6: 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 6 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
- 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
- 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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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

Goal 1: Student Achievement: Increase student achievement outcomes for early learning and beyond.

Performance Objective 1: Percentage of High School students who graduate college, career, and/or military ready will increase by 10% by the end of 2023.





High Priority

HB3 Goal

Evaluation Data Sources: Accountability Data for 2021-2022

Strategy 1 Details	Reviews			
<p>Strategy 1: 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, CollegeBoard, and MaxPreps implemented 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>Strategy's Expected Result/Impact: Improved student TSI, SAT, and ACT scores on district CCMR data reports.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Deputy Chief of College and Career Readiness Director of School Improvement</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: ACT, SAT, and TSI Materials and Prep - 199 - Local - \$150,000</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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 competition tracking, and embedding resources in core content classes and curriculum.</p> <p>Strategy's Expected Result/Impact: Increased student completion of a College Prep/Dual Credit/AP course.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Deputy Chief of College and Career Readiness Director of School Improvement</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Dual Credit Tuition - 244 - Perkins, CTE - \$10,000, Dual Credit Tuition - 199 - Local - \$75,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increase in the number of Level I and II certificates earned by students.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Deputy Chief of College and Career Readiness Director of School Improvement</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: - 199 - Local - \$60,000</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increase the percentage of students who graduate College, Career, or Military ready.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Deputy Chief of College and Career Readiness Director of School Improvement</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Increase the percentage of students who graduate College, Career, or Military ready.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Deputy Chief of College and Career Readiness Director of School Improvement</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - Technology 1</p> <p>Funding Sources: District Dashboard for CCRM - 199 - Local - \$10,000, District Dashboard for CCRM - 211 - Title I - \$10,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is a need to increase the percentage of students' reading at or above grade level as measured by STAAR, MAP and other Diagnostic assessments. Root Cause: Students had limited access to face-to-face instruction during the pandemic and there was a significant turnover in staffing.</p>

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:** There was a need for a centralized department/person to coordinate and deliver parent learning opportunities.

Technology

Problem Statement 1: 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.

Goal 1: Student Achievement: Increase student achievement outcomes for early learning and beyond.

Performance Objective 2: Percentage of students reading and writing on or above grade level will increase by 10% by the end of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Local and State assessments
 2021- 2022 STAAR Data
 Common Assessments/ Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR/SLAR classrooms will implement The Science and Art of Teaching 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>Word Study Daily Reinforcement as mapped out in Curriculum Resources-SAVVAS (K-5) Comprehension and Vocabulary Development- IPG Alignment (K-12) Daily Read Alouds (K-5) Reading Fluency Checks- Progress Monitoring (All levels based on reading ability) Shared Reading with TEKS aligned mini lessons (K-12) Guided Reading (K-8) Literacy Rotations and Genre Studies (K-12) Writing Workshops (K-12) Novel Studies (5-12) Texas Education Agency (TEA) Reading Academies. (K-3) ELAR/SLAR Administrative classroom observations and feedback sessions (3 per grading period/ all levels)</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer District Wide Instructional Facilitators Director of School Improvement Campus Principal</p> <p>Results Driven Accountability - Equity Plan Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Review ELAR/SLAR 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. PLCs include but not limited to the following:</p> <p>DDI Calendar Development and Implementation (District) All In Learning and School City Data Collection Platform Look Backs- Data and Student Gap Analysis Common Assessment Reading Data Meetings (Following Each CA) Backwards Design Lesson Development Look Forwards- TEKS Specificity and Instructional Planning Big Rock Educational Services PLC Support Coaching Support Reading 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>Strategy's Expected Result/Impact: To improve overall ELAR/SLAR data driven practices to accelerate student achievement on all local and state assessments.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Executive Director of Research, Evaluation, and Design Director of Assessment and Evaluation Director of School Improvement Campus Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Response to 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>HB4545 Reading Intervention Support- Proximity Before-During- After School Tutoring-Reading Monitor Retesters in English 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)</p> <p>Strategy's Expected Result/Impact: To accelerate closing academic achievement gaps and ensuring students on all levels meet and surpass growth targets.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Director of Multi Tiers Support Services Director of School Improvement Campus Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teaching and Learning team members will facilitate ELAR/SLAR 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.</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>Strategy's Expected Result/Impact: To improve the instructional methods and practices of teaching in ELAR/SLAR to increase reading proficiency on all local and state assessments.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Director of School Improvement Professional Development Coordinator District Wide Instructional Facilitators Campus Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is a need to increase the percentage of students' reading at or above grade level as measured by STAAR, MAP and other Diagnostic assessments. Root Cause: Students had limited access to face-to-face instruction during the pandemic and there was a significant turnover in staffing.</p>

Goal 1: Student Achievement: Increase student achievement outcomes for early learning and beyond.

Performance Objective 3: Percentage of students performing on or above grade level in mathematics will increase by 15% by the end of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Local and State assessments
 2021- 2022 STAAR Data
 Common Assessments/ Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 & 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)</p> <p>Strategy's Expected Result/Impact: Increasing student outcomes in Mathematics by way of maintaining and monitoring instructional excellence to improve the quality of instruction at all levels.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer District Wide Instructional Facilitators Director of School Improvement Campus Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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) All In Learning and School City Data Collection Platform Look Backs- Data and Student Gap Analysis Common Assessment Reading Data Meetings (Following Each CA) Backwards Design Lesson Development Look Forwards- TEKS Specificity and Instructional Planning Big Rock Educational Services 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>Strategy's Expected Result/Impact: To improve overall Mathematics data driven practices to accelerate student achievement on all local and state assessments.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Executive Director of Research, Evaluation, and Design Director of Assessment and Evaluation Director of School Improvement Campus Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Response to 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>HB4545 Mathematics Intervention Support- Proximity Before-During- After School Tutoring-Mathematics Monitor Retesters 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: SAVVAS Math Intervention ThinkUp (Extension K-8) iReady (Enrichment K-8) iReady (K-8) Edgenuity (9-12)</p> <p>Strategy's Expected Result/Impact: To accelerate closing Mathematics academic achievement gaps and ensuring students on all levels meet and surpass growth targets.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Director of Multi Tiers Support Services Director of School Improvement Campus Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: To improve the instructional methods and practices of teaching in Mathematics to increase Math proficiency on all local and state assessments.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Director of School Improvement Professional Development Manager District Wide Instructional Facilitators Campus Principals</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Within the last decade, there has been a decrease in the individuals pursuing careers in education. This has led to a massive teacher shortage across the nation. Over 10% of first year teachers leave the profession. Root Cause: Lack of competitive salary for teachers in comparison to surrounding districts and the need to develop a robust plan for teacher recruitment and retention.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is a need to increase the percentage of students' reading at or above grade level as measured by STAAR, MAP and other Diagnostic assessments. Root Cause: Students had limited access to face-to-face instruction during the pandemic and there was a significant turnover in staffing.</p>
Technology
<p>Problem Statement 1: 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.</p>

Goal 1: Student Achievement: Increase student achievement outcomes for early learning and beyond.

Performance Objective 4: The number of students meeting growth targets on NWEA Map reading and math assessments will increase from 30.9% in July 2022 to 35% of students meeting their growth goal in reading and math in gradesK-8 NWEA MAP assessments by the end of May 2023.





High Priority

HB3 Goal

Evaluation Data Sources: 2021-2022 NWEA- MAP Data for BOY, MOY and EOY.

Strategy 1 Details	Reviews			
<p>Strategy 1: Running MAP Beta reports to develop and implement action plans that focus on spiraling instructional standards, and adjusting instructional strategies. District wide Interventionist support includes, but not limited to:</p> <p>Develop and implement district wide data analysis protocols. The implementation of aligned data analysis protocols Campus Data Analysis Conferences (3X yearly) Student Goal Setting Conferences</p> <p>Strategy's Expected Result/Impact: Evaluation of students' understanding and growth in literacy and mathematics throughout the school year.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Director of School Improvement Director of Multi-Tier Support Services Chief Academic Officer Campus Principals Instructional Content Facilitators</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: District principals will participate in Data Digs facilitated following BOY, MOY, and EOY assessments to identify root causes, share best practices and formulate campus action plans to increase student achievement and targeted growth.</p> <p>Strategy's Expected Result/Impact: Increase student growth in all tested areas on NWEA MAP to improve in district wide data analysis processes.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Director of School Improvement Campus Principals Senior Staff Members</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus based interventionists will spend 50% of the school day providing direct instruction to accelerate the achievement of assigned 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.</p> <p>Before-During- After School Tutoring</p> <p>Strategy's Expected Result/Impact: Maintaining and monitoring effective progress monitoring systems through targeted intervention support.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Director of Multi Tiers Support Services Director of School Improvement Campus Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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. The percentage of students with documented personalized instructional plans will increase from unknown to 70% of students in assessed grade levels by October 2022.</p> <p>Before-During- After School Tutoring</p> <p>Strategy's Expected Result/Impact: Increase in student accountability and achievement by way of creating personalized academic plans.</p> <p>Staff Responsible for Monitoring: Superintendent of Schools Chief Academic Officer Director of Multi Tiers Support Services Director of School Improvement Campus Principal</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Dec	Feb	Apr	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>			

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is a need to increase the percentage of students' reading at or above grade level as measured by STAAR, MAP and other Diagnostic assessments. Root Cause: Students had limited access to face-to-face instruction during the pandemic and there was a significant turnover in staffing.</p>
Technology
<p>Problem Statement 1: 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.</p>





Goal 2: 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: Recruit, develop and retain qualified, certified personnel for all instructional positions.

High Priority

Evaluation Data Sources: TEAMS Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Work to secure funding for the district's Grow Your Own program to help support tuition, fees, certification exam and test preparation costs, and substitute teachers for providing candidates with release time to meet grant requirements.</p> <p>Strategy's Expected Result/Impact: Promote an effective grow your own pipeline where the district grows its own talent by utilizing long term substitutes and paraprofessionals.</p> <p>Staff Responsible for Monitoring: Chief of HR Director of HR Recruitment and Engagement Coordinator</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Form Memorandums of Understanding with university partners to support the district's Grow Your Own program. National University (Individual who need to obtain bachelors' degrees). UNT Dallas- Summer intensive pipeline and Alternative Certification program to support individuals in obtaining their teaching certificate</p> <p>Strategy's Expected Result/Impact: Have individuals become degreed and certified to positively impact the teacher shortage and support campus fill rates.</p> <p>Staff Responsible for Monitoring: Chief of HR Director of HR Recruitment and Engagement Coordinator</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher in Residence Program: Recruit individuals who are already in alternative certification programs and provide examination preparation sessions through outside contractors to help the TIR program participants earn certification.</p> <p>Staff Responsible for Monitoring: Chief of HR Director of HR Recruitment and Engagement Coordinator</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: DeSoto ISD aims to attract and retain all zoned students/families and staff by concentrating on FOCUS priorities (Financial stability, Organizational redesign, Campuses and Classrooms, Unity, and Success and Sustainability) to prevent stakeholders from choosing alternative educational opportunities. Root Cause: There is an increase in school choice within the local community ; therefore, DeSoto ISD must implement plans for continuous improvement to remain a viable choice for students and the community.</p>





Goal 2: 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: Prioritize recruitment of teachers and teacher leads with a demonstrated, quantifiable track record and teachers that are National Board Certified.

High Priority

Evaluation Data Sources: Number of contracts made from Job Fair attendance.
 Mailer to National Board Certified Teachers for recruiting

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with various colleges & universities to provide training for campus & district leaders who will serve as district recruiters to recruit & retain certified teacher candidates.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Chief of HR Director of HR Coordinator of Recruitment</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Chief of HR Director of HR Coordinator of Recruitment</p> <p>Problem Statements: Demographics 1 - Technology 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Competitive Salary 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>Staff Responsible for Monitoring: Chief of HR Director of HR Coordinator of Recruitment</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: New Teacher/Staff Survey Deploy a survey to new employees during the Fall and Spring semester to gain data about their experience in DeSoto ISD. (3 Questions; Written Response) Stay Survey Provide a survey to all district employees inquiring why they stay in the district (6 Questions; 4 Multiple choice, 2 Written Response)</p> <p>Strategy's Expected Result/Impact: The district will utilize the data to adjust district systems and processes, yielding great gains in climate, culture, and customer service.</p> <p>Staff Responsible for Monitoring: Chief of HR Director of HR Coordinator of Recruitment</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: DeSoto ISD aims to attract and retain all zoned students/families and staff by concentrating on FOCUS priorities (Financial stability, Organizational redesign, Campuses and Classrooms, Unity, and Success and Sustainability) to prevent stakeholders from choosing alternative educational opportunities. **Root Cause:** There is an increase in school choice within the local community ; therefore, DeSoto ISD must implement plans for continuous improvement to remain a viable choice for students and the community.

Technology

Problem Statement 1: 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.





Goal 3: 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 2023, 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, DOE program evaluations, single audit report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Annually adopt a surplus budget that will meet the needs of our campuses and departments.</p> <p>Strategy's Expected Result/Impact: 1. Short term finances are positive and growing.</p> <p>2. At year end, revenues should exceed expenditures, which will increase fund balance.</p> <p>3. A reduction in budget amendments that negatively impact the adopted surplus budget.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: General Operating Budget - 199 - Local</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create, implement, and maintain systems to ensure accuracy of financial reporting that includes: executing monthly internal controls to ensure financial integrity, including but not limited to monthly financial close out.</p> <p>Strategy's Expected Result/Impact: 1. Transparent and accurate financial reports (monthly, quarterly and annual reports) to District administration and Board of Trustees.</p> <p>2. Unmodified opinion on the District's audited Annual Financial Report.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: TEAMS, Controller, and CFO - 199 - Local</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create documented, process-oriented system of checks and balances to ensure compliance with all grants.</p> <p>Strategy's Expected Result/Impact: 1. Compliance with all grants to be in alignment with state, federal, and grant guidelines.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Executive Director of Federal & State Programs Director of Business Operations Controller Grants Manager</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create systems and protocols to ensure that district and campus level programs and resources are utilized effectively before purchasing new ones.</p> <p>Strategy's Expected Result/Impact: Reduce expenditures and ensure usage of purchased resources and systems</p> <p>Staff Responsible for Monitoring: All Chiefs</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: DeSoto ISD aims to attract and retain all zoned students/families and staff by concentrating on FOCUS priorities (Financial stability, Organizational redesign, Campuses and Classrooms, Unity, and Success and Sustainability) to prevent stakeholders from choosing alternative educational opportunities. Root Cause: There is an increase in school choice within the local community ; therefore, DeSoto ISD must implement plans for continuous improvement to remain a viable choice for students and the community.</p>

Goal 3: 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: Provide access to 1-to-1 technology for every student in our system and operationalize a systemic maintenance & replacement cycle for district facilities, assets, and resources as it relates to technology by June of 2023.

High Priority

Evaluation Data Sources: Stakeholder tech surveys
 Five year plan draft
 District Tech Committee
 Student devices assignment lists

Strategy 1 Details	Reviews			
<p>Strategy 1: Draft five year plan with stakeholder input to achieve this priority, develop long term technology plan, and ensure the plan is updated bi-annually or as needed.</p> <p>Strategy's Expected Result/Impact: 1. Create and execute a physical campus walk, including every classroom, of all campuses and compile in one document to make technology decisions.</p> <p>2. Technology purchase standards defined and communicated.</p> <p>3. Technology staff on site during learning cycles to troubleshoot teacher technology issues.</p> <p>4. Decrease in the number of technology work tickets.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Chief Financial Officer</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: DeSoto ISD strategic plan, Technology survey, and campus technology needs - 199 - State Comp Ed - \$200,000</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and complete a current state assessment of the district technology stack to improve online operations.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Chief Technology Officer Chief Financial Officer</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: Technology inventory - 199 - Local - \$100,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Create and implement a student/parent damage or loss device process and contract that ensures alignment across campuses, protects district tech assets, and promotes the use of student devices for learning only.</p> <p>Strategy's Expected Result/Impact: Accountability for district technology.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Chief Financial Officer Campus Leadership Team</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: Sample user agreements, Board approval, and committee review - 199 - Local - \$0</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Enable or purchase lock down browser support for all student computers, and train all teachers and leaders on how to use tech safety features and supports.</p> <p>Strategy's Expected Result/Impact: Ensure online safety for all learners.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Chief Financial Officer Campus Leadership Team</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: Technology vendor - 199 - Local - \$200,000</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Build and maintain preventative maintenance & replacement schedule for all technology assets.</p> <p>Strategy's Expected Result/Impact: Outline maintenance & replacement schedules in Technology Plan; reduce tech damage expenditures.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Chief Financial Officer Campus Leadership Team</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: Damage report trends - 199 - Local - \$100,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure weekly campus tech visits to campuses and monthly round-ups to solve tech issues.</p> <p>Strategy's Expected Result/Impact: Techs are assigned to go to campuses weekly and the entire tech team goes to each campus once a month. This process will ensure the Tech department is proactive to campus needs before they arise.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Chief Financial Officer</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: - 199 - Local - \$0</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Technology
<p>Problem Statement 1: 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.</p>

Goal 3: 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 services, custodial services).

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Ensure the transportation department is operating effectively to support all students.</p> <p>Staff Responsible for Monitoring: Chief Operating Officer Transportation Manager</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: FSMC will increase the number of meals served compared to the prior year and monitor inventory in a manner that manages the effective use of perishable and non-perishable foods. The district will perform quarterly monitoring reviews of the FSMC and make the form available to the Texas Department of Agriculture.</p> <p>Strategy's Expected Result/Impact: Ensure child and nutrition program is operating effectively to support all students.</p> <p>Staff Responsible for Monitoring: Chief Operating Officer Transportation Manager</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: HES 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.</p> <p>The district will conduct monthly monitoring reports based on objectives in the custodial services contracted services contract.</p> <p>Strategy's Expected Result/Impact: Ensure custodial services department is operating effectively to support all students.</p> <p>Staff Responsible for Monitoring: Chief Operating Officer</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: DeSoto ISD aims to attract and retain all zoned students/families and staff by concentrating on FOCUS priorities (Financial stability, Organizational redesign, Campuses and Classrooms, Unity, and Success and Sustainability) to prevent stakeholders from choosing alternative educational opportunities. Root Cause: There is an increase in school choice within the local community ; therefore, DeSoto ISD must implement plans for continuous improvement to remain a viable choice for students and the community.</p>

Goal 4: Parent/Family Engagement and Community Involvement: Enhance district belonging by strengthening partnerships with families, communities, and the business community.

Performance Objective 1: Expand communication and outreach services (based on survey) to all parents , family community members and implement programs, activities and procedures for the engagement of parents, families, community members and partnerships. Through this work, Panorama data will show increase from 13% to 25% in the metric of family engagement.

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. Parent Newsletter
7. Social Media Analytics


Strategy 1 Details	Reviews			
<p>Strategy 1: Create clear parameters and flowchart for engaging partnerships, accepting donations and marketing opportunities for volunteerism.</p> <p>Strategy's Expected Result/Impact: Increase effective and consistent communication and volunteerism opportunities</p> <p>Staff Responsible for Monitoring: Campus Parent and Engagement Coordinator</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with DeISD Council PTA to ensure all campuses have functioning and growing PTAs.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and district support for all campuses.</p> <p>Staff Responsible for Monitoring: Chief of Communications Campus Leadership</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June


Strategy 3 Details	Reviews			
<p>Strategy 3: Design partnership launch template for major partnerships and design video and print template for communicating partnership and benefits.</p> <p>Strategy's Expected Result/Impact: To communicate to the community and staff about opportunities to connect to DeSoto ISD</p> <p>Staff Responsible for Monitoring: Chief of Communications</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a partnerships resource web space which defines opportunities and offerings. Develop a print partnership pitch packet inclusive of district promo and marketing assets as well as partnerships engagement info in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Explain & encourage the use of Voly and other volunteerism</p> <p>Staff Responsible for Monitoring: Chief of Communications Parent & Engagement Coordinator</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Market, promote and communicate outreach efforts of internal and external parent, family and community support organizations offering wraparound services or training for these stakeholder groups.</p> <p>Strategy's Expected Result/Impact: Consistent communication and education regarding district wide programs, as well as opportunities for parent/guardians to support and help their students.</p> <p>Staff Responsible for Monitoring: Chief of Communications Parent & Engagement Coordinator</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Clarify collaboration or assignment of parent and family, community engagement among staff. Clarify relationship and responsibilities between Communications, Student Support Services and State & Federal Programs.</p> <p>Strategy's Expected Result/Impact: Streamline effectiveness of parent and family, community engagement</p>	Formative			Summative
	Dec	Feb	Apr	June


communication

Staff Responsible for Monitoring: Executive Director of Federal & State Programs
Chief of Communications
Parent Engagement Coordinator

Problem Statements: District Culture and Climate 1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

District Culture and Climate





Problem Statement 1: There is a need to ensure that all campuses have a safe and orderly learning environment. **Root Cause:** The District did not consistently implement peer mediation or restorative across all campuses.

Goal 4: Parent/Family Engagement and Community Involvement: Enhance district belonging by strengthening partnerships with families, communities, and the business community.

Performance Objective 2: Provide monthly parent capacity building activities to exceed Every Student Succeeds Act requirements.

Evaluation Data Sources: Qualtrics Survey Results
Panorama Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a Title funded district Parent and Family Engagement Coordinator to coordinate district and campus PFE activities.</p> <p>Strategy's Expected Result/Impact: Ensure compliance, collaboration and coherence/ Staff Responsible for Monitoring: Executive Director State & Federal Programs Parent Family Engagement Coordinator</p> <p>Problem Statements: Parent and Community Engagement 1 Funding Sources: Program Support - 211 - Title I, Program Support - 263 - Title III, LEP</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administer an annual parent survey to allow parent voice in planning and delivering parent training sessions.</p> <p>Strategy's Expected Result/Impact: 1. Value authentic parent involvement 2. ESSA compliance Staff Responsible for Monitoring: Executive Director State & Federal Programs Parent Family Engagement Coordinator</p> <p>Problem Statements: Parent and Community Engagement 1 Funding Sources: Qualtrics Survey Platform - 211 - Title I, - 263 - Title III, LEP</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify a campus-based PFE liaison to manage campus-based activities.</p> <p>Strategy's Expected Result/Impact: Ensure campus-based activities align with district initiatives and parent survey results. Staff Responsible for Monitoring: Executive Director State & Federal Programs Parent Family Engagement Coordinator</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborate with other district departments to ensure alignment with strategic initiatives (board goals, administrative corrective action plan, etc.)</p> <p>Strategy's Expected Result/Impact: 1. Ensure collaboration between departments. 2. Promote awareness of Parent and Family Engagement Activities. 3. Promote continuous improvement across departments.</p> <p>Staff Responsible for Monitoring: Executive Director State & Federal Programs Parent Family Engagement Coordinator</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>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: There was a need for a centralized department/person to coordinate and deliver parent learning opportunities.</p>





Goal 5: School Culture: The district will provide a safe, disciplined, and 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

High Priority

Evaluation Data Sources: Panorama survey response rates
 District website
 District social media platforms

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement daily restorative and social-emotional practices at each campus to decrease disciplinary incidences by 25% by May 2023</p> <p>Strategy's Expected Result/Impact: Decreased recidivism rate Improved campus culture response rates for staff and students</p> <p>Staff Responsible for Monitoring: ED of SSS Coordinator of Restorative Practices Campus administrators Counselors</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase campus supports available from central teams to improve tier 1 school culture and interventions</p> <p>Strategy's Expected Result/Impact: Improved rate for culture constraints from staff and students</p> <p>Staff Responsible for Monitoring: ED of SS Director of SSS Dir SEL and Guidance Campus Leadership Coordinator of Restorative Practices</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Provide quarterly training to disaggregate campus Panorama data to campus administrators and appropriate staff Strategy's Expected Result/Impact: Improved campus culture for staff and students Staff Responsible for Monitoring: Campus administrators Coordinator of Student Leadership and Development Problem Statements: District Culture and Climate 1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Implement peer mediation practices with students and staff led by student leaders Strategy's Expected Result/Impact: Decreased number of discipline infractions Staff Responsible for Monitoring: Coordinator of Restorative Practices Coordinator of Student Leadership and Development Campus Administrators Problem Statements: District Culture and Climate 1	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

District Culture and Climate
Problem Statement 1: There is a need to ensure that all campuses have a safe and orderly learning environment. Root Cause: The District did not consistently implement peer mediation or restorative across all campuses.

Goal 5: School Culture: The district will provide a safe, disciplined, and healthy environment conducive to student learning that focuses on the social, emotional, and cultural needs of students and staff.

Performance Objective 2: Student Services: Increase the number of students receiving face-to-face instruction by decreasing the overall number of students removed from class.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase involvement in Positive Behavioral Interventions and Supports (PBIS)</p> <p>Strategy's Expected Result/Impact: Decreased discipline data, improved attendance data</p> <p>Staff Responsible for Monitoring: Campus administrators, Counselors, Director of School Improvement, ED of SSS</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide effective attendance improvement interventions for students with 6 or more unexcused absences.</p> <p>Strategy's Expected Result/Impact: Increase the overall district attendance rate toward the target of 95%.</p> <p>Staff Responsible for Monitoring: Dept Superintendent ED of SSS ED of RED Coordinator of Student Leadership and Development Campus Administrators</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





District Culture and Climate
<p>Problem Statement 1: There is a need to ensure that all campuses have a safe and orderly learning environment. Root Cause: The District did not consistently implement peer mediation or restorative across all campuses.</p>

Goal 5: School Culture: The district will provide a safe, disciplined, and 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: Provide guidance and counseling to students that meet the needs of all students.

Evaluation Data Sources: Counseling data

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased number of students seen by the counselor</p> <p>Staff Responsible for Monitoring: Campus counselors, campus administrators, ED of SSS</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the school year, we will see an increase of 50% in ReThinkEd Teaching resources being utilized in DeSoto ISD as measured by the number of users</p> <p>Staff Responsible for Monitoring: Counselors, SSS Staff</p> <p>Problem Statements: District Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Train all principals on the Comprehensive School Counseling Program and the counselor evaluation (T-CESS) Strategy's Expected Result/Impact: Increased awareness of the role and responsibilities of the school counselor Staff Responsible for Monitoring: Campus administrators, Counselors, ED of SSS Problem Statements: District Culture and Climate 1	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

District Culture and Climate
Problem Statement 1: There is a need to ensure that all campuses have a safe and orderly learning environment. Root Cause: The District did not consistently implement peer mediation or restorative across all campuses.

District Improvement & Planning Committee

Committee Role	Name	Position
District-level Professional	Andrae Rhyne	Executive Director of State and Federal Programs
District-level Professional	Bridget N. Nevels	Interim Executive Director of Student Support Services
District-level Professional	Felicia Johnson	Executive Director of Research and Evaluation
District-level Professional	Carmen McClendon	Director Finance & Accounting
District-level Professional	Chastity Jackson	Director of Special Education
District-level Professional	Helena Castanon-Vargas	Director of Emergent Bilingual and LOTE
District-level Professional	Jaime Kovar	Deputy Chief of College and Career Readiness
District-level Professional	Lawrence Galloway	Chief Financial Officer
District-level Professional	Melinda Pugh	Director Career Technical Education
District-level Professional	Nicholas Johnson	Interim Chief Academic Officer
District-level Professional	Violet Dean	Chief of Human Resources
District-level Professional	Gene Morrow	Deputy Superintendent of Operations
District-level Professional	Stephanie McCloud	Director of School Improvement
Parent	Sholonda Weaver	Community Member
Business Representative	Harry Kenndy	Business Partner
Business Representative	Tony Scallion	Business Partner
Parent	Catalina Gibbs	Community Partner

District Funding Summary

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ACT, SAT, and TSI Materials and Prep		\$150,000.00
1	1	2	Dual Credit Tuition		\$75,000.00
1	1	3			\$60,000.00
1	1	5	District Dashboard for CCRM		\$10,000.00
3	1	1	General Operating Budget		\$0.00
3	1	2	TEAMS, Controller, and CFO		\$0.00
3	2	2	Technology inventory		\$100,000.00
3	2	3	Sample user agreements, Board approval, and committee review		\$0.00
3	2	4	Technology vendor		\$200,000.00
3	2	5	Damage report trends		\$100,000.00
3	2	6			\$0.00
Sub-Total					\$695,000.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	DeSoto ISD strategic plan, Technology survey, and campus technology needs		\$200,000.00
Sub-Total					\$200,000.00
244 - Perkins, CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Dual Credit Tuition		\$10,000.00
Sub-Total					\$10,000.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	District Dashboard for CCRM		\$10,000.00
4	2	1	Program Support		\$0.00
4	2	2	Qualtrics Survey Platform		\$0.00
Sub-Total					\$10,000.00

263 - Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Program Support		\$0.00
4	2	2			\$0.00
				Sub-Total	\$0.00

Addendums