DeSoto ISD

District Improvement Plan

2011-2012

DeSoto ISD

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2011-2012
Membership

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DeSoto ISD Goals
2011-2012

Mission

We provide experiences for young men and women so they learn and practice the values of high academic and professional achievement as well as wholesome individual and civic character.

DeSoto ISD Goals

Goal 1 High academic performance.

Goal 2 Improved discipline.

Goal 3 Safe/secure environment.

Goal 4 Improved quality and capacity of staff.

Goal 5 Achieve a healthy financial status.

District Goal 1: High Academic Performance

Goal 1 Objectives and Measures:

1: The District will achieve a "recognized" or "exemplary" rating using the Bridging Study the state plans for the summer of 2012.
2: The Campuses will achieve a "recognized" or "exemplary" rating using the Bridging Study the state plans for the summer of 2012.
3: DeSoto ISD and all campuses will meet the AYP requirements **as measured by** the rating each school achieves
4: The District will increase advanced course/dual enrollment completions (state = 24.6%) **as measured by** the number of students who participate.
5: The District will meet or exceed state levels in college-ready graduates in English language arts (state = 62%), math (state = 60%) and both subjects (state = 47%).
6: District (DHS) student SAT performance will meet or exceed college ready criteria (SAT = 1,070) **as measured by** student performance.
7: District (DHS) student ACT performance will meet or exceed college ready criteria (ACT = 23) **as measured by** student performance.
8: District (DHS) student AP test participation will meet or exceed state levels (State AP testers = 21.2% tested) **as measured by** the number of students who AP test.
9: District (DHS) student AP performance will meet or exceed state levels (State AP examinees >criterion = 51%) **as measured by** student AP performance.

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District Goal 2: Improved Discipline

Goal 2 Objectives and Measures:

1: Every campus will continue to and follow the PBIS system (Positive Behavior Interventions and Supports) as developed by the Region X Education Service Center **as measured by** a campus by campus survey report on periodic progress. The purpose of PBIS is to positively affect the learning environment in order to support high student performance and reduce behavioral problems. Student and staff surveys will be based on PBIS program steps. Surveys will be conducted by Region 10, Student Support Services, and Cabinet members as assigned. Principals will be required to submit a campus implementation plan with periodic follow-up completion reports.
2: Student disruptions of classroom and referrals to the campus office will decrease as measured by our school Discipline Reports and our Campus Referral Reports **as measured by** decreased numbers of disruptions and referrals as reported on our Discipline and Referral Reports. Behavior incidents will decrease in eleven categories measured in the District Behavior Incident Report. Also, by observation reports as received by walkthroughs by Cabinet and other district administrators.
3: *Student Code of Conduct* and Portrait of a Graduate guidelines will be thoroughly communicated, reviewed, implemented and consistently enforced for and by all District staff. Adherence to dress code requirements will be an emphasis this year **as measured by** principals' notations of completion and training of staff at faculty meetings. Observations of incidents of efforts to communicate to all parties. Numbers of District staff who select and attend Staff development activities as provided by the District.

District Goal 3: Safe/Secure Environment

Goal 3 Objectives and Measures:

1: The Superintendent will provide a safe and secure environment through the use of SRO's, the Raptor system, secondary campus ID badges, secure entrances, etc. and will continue to staff, train and strategically assign our District security guard employees **as measured by** the number or lack thereof, of reported cases of injury, harassment, or intimidation of anyone on school property. Documented training sessions for all staff regarding safety and security of our schools. Observation reports of security efforts of SROs, Security staff and all supervisory personnel.

2: The District will reduce any incidents of harassment, bullying, and intimidation that may take place in our schools. This reduction will be evaluated by reductions reported by our own Safety and Security Survey instruments and also the report taken from our student survey done through LifeTrack Services, and our campus discipline reports **as measured by** discipline and referral reports as well as our safety and security survey conducted by Operations Department and our regular campus discipline reports. For seniors, another report is part of our LifeTrack Services.

3: The District will continue to train students, staff and community in the areas of prevention of violence and bullying **as measured by** documented events that are developed and provided for this purpose, both online efforts and actual scheduled in-service opportunities.

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District Goal 4: Improved Quality and Capacity of Staff

Goal 4 Objectives and Measures:

1: The Superintendent will continue to improve the effectiveness of all administrative and supervisory personnel. Focus will be on ways to identify, define, improve, remediate, or eliminate unacceptable and inadequate staff performance **as measured by** documented efforts at staff development designed specifically for administrators for this purpose: Monthly Leadership, Monthly Instructional Leaders Sessions, Monthly Assistant Principal Academies, and HR provides additional training such as guidelines and procedures and specific development areas as determined by campus or district administration. (Human Resources measure)

2: The District will clearly communicate to all District employees, the requirements, expectations, goals for achievement, and results expected for all District employees **as measured by** number items used for communications, such as, Staff Weekly, agendas from campus faculty meetings, agendas from Leadership team meetings, number of staff development activities devoted to communicating this information. Documented results of 100% for employee handbook receipt. (Human Resources measure)

3: Improved employee capacity will be measured by the number of employees placed on "Growth Plans" throughout the District **as measured by** number of Growth Plans. (Goal for 2011-2012 < twenty growth plans). (Human Resources measure)

4: District professional development expectations and opportunities are provided annually for staff. All PD attendance is documented. (Curriculum measure)

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District Goal 5: Achieve a Healthy Financial Status

Goal 5 Objectives and Measures:

1: The District will begin to rebuild fund balance to optimum levels through balanced budgets and efficient/effective use of funds **as measured by** audited "optimum fund balance" calculations as of the end of fiscal year.

2: The District will continue to develop use of best practices and improve efficiencies **as measured by** the "TASBO Performance Excellence Program" and the "Baldridge National Quality Program Criteria."

DeSoto ISD
Focus for Improvement
2011-2012: The STAARt of Something Big!

Realities for 2011-2012
- Continue to build on improvements.
- Improvement is non-negotiable.
- Areas of needed improvement are very clear and specific.
- Re-enforce shared community expectations.
- Reach for goal of Exemplary District!

Discipline
- Continue *Positive Behavior Interventions and Supports* (PBIS) at all campuses.
- Ensure the clear, specific, system-wide student behavior expectations, as outlined in the *Portrait of a Graduate* and *Student Code of Conduct*, are understood by all.
- Uphold consistent, effective implementation of policies/procedures across the district by all educators.
- Expect and accept only appropriate student behavior.

Relationships
- Create opportunities to build relationships with students and parents through both classroom and school-wide activities. Use intervention time with smaller groups to work closely with students.
- Aggressively increase communication between students, teachers, parents, and staff.
- Expect courtesy and respect from each DeSoto ISD employee.
- Expect each DeSoto ISD employee to smile, greet, and welcome each visitor at each building by building on customer service.
- Conduct ongoing individual teacher/student academic data analysis talks to outline student progress and expected improvements.
- Expand mentor relationships and support systems per student data.
- Create a campus vision at each school to support the shared vision for DeSoto ISD.
- Help each student build his own vision for his future.

Implementation
- Ensure continued system-wide implementation of CSCOPE, best practices of instruction (math, reading and science models), and three-week assessments that correspond with CSCOPE.
- Continue ongoing campus planning meetings to support instruction and student learning
- Intensify intervention period (activities – all campuses, all grades, all students) with focused instructional intervention units/activities in grades 3-12.
- Continue Training Troops to provide ongoing support and development for teachers.
- Continued scheduled ISC Staff, Campus Principal, Campus Assistant Principals weekly CSCOPE walk-throughs.

Intervention
- Continue three-week assessments so that all students, teachers, parents, and principals have accurate, individual, student achievement data each three weeks all year for course/class mastery and common assessment/benchmark mastery.
- Intervene immediately after each CA/Benchmark with students who do not master at 80%.
- Adjust campus schedules to accommodate daily instructional intervention per student data.
- Implement campus intervention options per student needs.
- Continue inclusion of special education in grades 3-12.

Accountability
- Document accountability per ongoing three-week data analysis to ensure consistent instruction and learning.
- Schedule classroom visits focused on math and science with targeted help, support, direction, documentation as appropriate per ongoing student data.
- Utilize student and teacher assessment data and develop teacher academic growth plans as needed.

District Goal 1: High Academic Performance

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9: District (DHS) student AP performance will meet or exceed state levels (State AP examinees >criterion = 51%) **as measured by** student AP performance.

Goal 1 Targets (Targets are set at Meet AYP Standards and College Readiness Standards):

1: Students demonstrate proficiency in Reading/ELA, Math, Science, Social Studies, and Writing.
- 87/90% of All Students and All Student Groups Meet the Bridging Study standard on STAAR Reading/ELA, Math, Science, Social Studies, and Writing.
- DHS TAKS ≥ 2,200 on ELA and a "3" or higher on essay and ≥ 2,200 on Math.

2: Special Education Students demonstrate proficiency in Reading/ELA, Math, Science, Social Studies, and Writing.
- 80/90% of All Students (Special Education) Meet the Bridging Study standard on STAAR, STAAR-M and STAAR-Alt composite score.

3: Limited English Proficient (LEP) Students demonstrate proficiency in Reading, Math, Science, Social Studies, and Writing.
- 80/90% of All Students (ELL) Meet the Bridging Study standard on STAAR Reading/ELA, Math, Science, Social Studies, and Writing.

4: Focus for Improvement Implementation, Intervention, Accountability components are in place K-12.
- Implementation, intervention and accountability activities are documented in DIP and CIPs K-12.

5: State, federal, and special monies will be designated to maximize academic achievement and ensure that graduates are college ready.
- High School allotment funds target activities to support all learning goals with materials, technology, and best practices.
- State and federal funds are allocated to address college readiness and early readiness academic skills.

6: Student performance will be reviewed regularly by district and campuses so that regular performance/academic needs assessments are used to guide instruction and intervention opportunities.
- Student performance in Reading/ELA, Writing, Math, Science, Social Studies is measured regularly and student data is provided to students, parents, teachers, administrators, and Board of Trustees.

7: Students achieve Advanced Placement (AP) standard.
- 30% of students take 1 or more AP/dual credit courses.
- 25% of students take 1 or more AP exams.
- 50% of testers score 3 or more on at least 1 AP exam.

8: Students achieve SAT/ACT standard.
- Mean DHS SAT ≥ 1,070; mean ACT ≥ 23.
- DHS SAT ≥ 500 on critical reading and ≥ 500 on math.
- DHS ACT ≥ 19 on English and ≥ 19 on math.

District Goal 2: Improved Discipline

Goal 2 Objectives and Measures:

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2: Student disruptions of classroom and referrals to the campus office will decrease as measured by our school Discipline Reports and our Campus Referral Reports **as measured by** decreased numbers of disruptions and referrals as reported on our Discipline and Referral Reports. Behavior incidents will decrease in the eleven categories measured in the District Behavior Incident Report. Also, by observation reports as received by walkthroughs by Cabinet and other district administrators.

3: *Student Code of Conduct* and Portrait of a Graduate guidelines will be thoroughly communicated, reviewed, implemented and consistently enforced for and by all District staff. Adherence to dress code requirements will be an emphasis this year **as measured by** principals' notations of completion and training of staff at faculty meetings. Observations of incidents of efforts to communicate to all parties. Numbers of District staff who select and attend Staff development activities as provided by the District.

Goal 2 Targets:

1: Each campus will use the Benchmarks of Quality (BO-Q) scoring guide to measure periodic campus progress throughout the school year. Each campus will choose one objective per category listed on the perception survey (staff and student) and increase or decrease by a decided percentage. The PBIS expectations are goals to create safe, civil and productive schools. In addition, campuses will implement the Electronic Daily Behavior Report Card System (e-DBRC). The web-based e-DBRC system will help track individual student behavioral progress longitudinally. The scale-able student goals will be identified at the present level of behavior and will identify improvement via replacement behaviors, with an ultimate goal.

2: 50% of all Afterschool Centers on Education – 21st Century (ACE) regular program participants with teacher-reported improvements in student behavior.

District Goal 3: Safe/Secure Environment

Goal 3 Objectives and Measures:

1: The Superintendent will provide a safe and secure environment through the use of SRO's, the Raptor system, secondary campus ID badges, secure entrances, etc. and will continue to staff, train and strategically assign our District security guard employees **as measured by** the number or lack thereof, of reported cases of injury, harassment, or intimidation of anyone on school property. Documented training sessions for all staff regarding safety and security of our schools. Observation reports of security efforts of SROs, Security staff and all supervisory personnel.

2: The District will reduce any incidents of harassment, bullying, and intimidation that may take place in our schools. This reduction will be evaluated by reductions reported by our own Safety and Security Survey instruments and also the report taken from our student survey done through LifeTrack Services, and our campus discipline reports **as measured by** discipline and referral reports as well as our safety and security survey conducted by Operations Department and our regular campus discipline reports. For seniors, another report is part of our LifeTrack Services.

3: The District will continue to train students, staff and community in the areas of prevention of violence and bullying **as measured by** documented events that are developed and provided for this purpose, both online efforts and actual scheduled in-service opportunities.

Goal 3 Targets:

1: Ensure safe health measures at all campuses.

2: Recruitment of volunteer will increase by 5%.

3: Recognition of volunteers once a month.

4: Grandparents Academy once in the fall and once in the spring.

5: 100% of mentors will be provided information on bullying and intimidation.

6: Prevent the development of bully problems.

District Goal 4: Improved Quality and Capacity of Staff

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Goal 4 Targets:

1: Documentation training for campus and district level administrators (presented by Superintendent, HR Director, School District Attorneys).

2: Expectations communicated through staff meetings, leadership meetings, PDAS orientation and/or updates.

3: Effective growth plans by using the "green" documentation handbook.

4: Understanding of the grievance process (video)

5: "Staff Weekly" to be sent to all district employees.

6: One parent workshop in the fall semester and one parent workshop in the spring semester.

7: Parent complaints on chart once a six weeks.

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District Goal 5: Achieve a Healthy Financial Status

Goal 5 Objectives and Measures:

1: The District will begin to rebuild fund balance to optimum levels through balanced budgets and efficient/effective use of funds **as measured by** audited "optimum fund balance" calculations as of the end of fiscal year.
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Goal 5 Targets:

- Reduce spending and maximize revenue to increase fund balance to 9% of budgeted expenditures. (Ultimate target of 15% to 20% by 2015)

District Goal One

High Academic Performance

District Improvement Plan
2011-2012
DeSoto Independent School District

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Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
1	**1: Students demonstrate proficiency in Reading/ELA, Math, Science, Social Studies, and Writing.** • 87/90% of All Students and All Student Groups Meet the Bridging Study standard on STAAR Reading/ELA, Math, Science, Social Studies, and Writing. • DHS TAKS ≥ 2,200 on ELA and a "3" or higher on essay and ≥ 2,200 on Math.	• Teach content knowledge and vocabulary and foundational concepts in greater depth. • Use differentiated instructional strategies for all learners. • Increase technology immersion into instruction.	Curriculum Instructional Coordinators Instructional Coaches Teachers Principals Technology General Funds	___ Accomplished ___ Not Accomplished • Improved student achievement on common assessments, benchmarks and state assessments.	August-May	Teachers Principals
1	**2: Special Education Students demonstrate proficiency in Reading/ELA, Math, Science, Social Studies, and Writing.** • 80/90% of All Students (Special Education) Meet the Bridging Study standard on STAAR, STAAR-M and STAAR-Alt composite score.	• Require secondary students who fail ELA/Reading to take a reading course. • Continue effective intervention activities. • Require after school/remedial instruction for math and reading for all students who are not successful on state assessments.	Curriculum Instructional Coordinators Instructional Coaches Teachers Principals Technology Federal Funds State Funds Local Funds	___ Accomplished ___ Not Accomplished • Improved student achievement on common assessments, benchmarks and state assessments.	August-May	Teachers Principals
1	**3: Limited English Proficient (LEP) Students demonstrate proficiency in Reading, Math, Science, Social Studies, and Writing.** • 80/90% of All Students (ELL) Meet the Bridging Study standard on STAAR Reading/ELA, Math, Science, Social Studies, and Writing.	• Stress comprehension, inferences, vocabulary and reading strategies. • Use differentiated instruction. • Increase professional development requirements for all teachers of English Language Learners.	Curriculum Instructional Coordinators Instructional Coaches Teachers Principals Technology General Funds Title I Funds	___ Accomplished ___ Not Accomplished • Improved student achievement on common assessments, benchmarks and state assessments.	August-May	Teachers Principals

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Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
1	**4: The District will increase advanced course/dual enrollment completions (state = 24.6%) as measured by the number of students who participate.**	• Provide incentives/waivers for students taking/passing Advanced Placement/Dual credit courses. • Identify students who are ready for AP/Dual credit courses. • Identify students who are ready for Pre-AP courses at the middle schools and freshman campus. • Make sure all students have met pre-requisites for Advanced Placement courses. • Hold a parent meeting(s) for elementary and middle school parents to educate them on the Pre-AP program.	Teachers Counselors Principals State Funds Local Funds	___ Accomplished ___ Not Accomplished • Rosters of PreAP, AP and Dual Credit Courses. • Sign-in sheets from parent meetings.	August-May	Teachers Counselors Principals

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Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
1	**5: The District will meet or exceed state levels in college-ready graduates in English language arts (state = 62%), math (state = 60%) and both subjects (state = 47%).**	• Provide ACT/SAT general information meetings to junior parents in the fall and spring. • Provide SAT/ACT summer, spring and fall training and practice testing for students. • Implement SAT/ACT vocabulary in elementary and middle school classes. • Hold SAT/ACT Boot campus for students after school/Saturdays. • Display SAT/ACT vocabulary in various places around the campuses. • Encourage students to test early in their high school careers. • Hold parent meetings to explain SAT/ACT to parents to encourage student participation. • Hold SAT/ACT prep classes in the middle schools and upper grades at the elementary campuses.	Teachers Counselors Principals Curriculum Instructional Coordinators Instructional Coaches Local Funds State Funds Federal Funds	___ Accomplished ___ Not Accomplished • Sign-in sheets from parent meetings. • Rosters from trainings. • Teachers' lesson plans. • Improved student achievement on college entrance assessments.	August-May	Teachers Counselors Principals

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1	**6: Student performance will be reviewed regularly by district and campuses so that regular performance/academic needs assessments are used to guide instruction and intervention opportunities.** • Student performance in Reading/ELA, Writing, Math, Science, Social Studies is measured regularly and student data is provided to students, parents, teachers, administrators, and Board of Trustees.	• Review Eduphoria Aware data regularly. • Curriculum will provide reports after each common assessment/benchmark. • Campus RTI teams will review student data regularly.	Teachers Principals Curriculum Instructional Coaches Instructional Coordinators Local Funds State Funds Federal Funds	___ Accomplished ___ Not Accomplished • Improved student achievement on common assessments and benchmarks.	August-May	Teachers Principals
1	**7: Students achieve Advanced Placement (AP) standard.** • 30% of students take 1 or more AP/dual credit courses. • 25% of students take 1 or more AP exams. • 50% of testers score 3 or more on at least 1 AP exam.	• Provide incentives/waivers for students taking/passing Advanced Placement/Dual credit courses. • Identify students who are ready for AP/Dual credit courses. • Identify students who are ready for Pre-AP courses at the middle schools and freshman campus. • Make sure all students have met pre-requisites for Advanced Placement courses. • Hold a parent meeting(s) for elementary and middle school parents to educate them on the Pre-AP program.	Teachers Counselors Principals Curriculum Instructional Coaches Instructional Coordinators Local Funds State Funds Federal Funds	___ Accomplished ___ Not Accomplished • Rosters of AP/Dual Credit Courses • Registration numbers for AP tests • AP reports of AP scores • Improved student achievement on AP exams.	August-May	Teachers Counselors Principals

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9: District (DHS) student AP performance will meet or exceed state levels (State AP examinees >criterion = 51%) **as measured by** student AP performance.

Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
1	**8: Students achieve SAT/ACT standard.** • Mean DHS SAT ≥ 1,070; mean ACT ≥ 23. • DHS SAT ≥ 500 on critical reading and ≥ 500 on math. • DHS ACT ≥ 19 on English and ≥ 19 on math.	• Provide ACT/SAT general information meetings to junior parents in the fall and spring. • Provide SAT/ACT summer, spring and fall training and practice testing for students. • Implement SAT/ACT vocabulary in elementary and middle school classes. • Hold SAT/ACT Boot campus for students after school/Saturdays. • Display SAT/ACT vocabulary in various places around the campuses. • Encourage students to test early in their high school careers. • Hold parent meetings to explain SAT/ACT to parents to encourage student participation. • Hold SAT/ACT prep classes in the middle schools and upper grades at the elementary campuses.	Teachers Counselors Principals Curriculum Instructional Coordinators Instructional Coaches Local Funds State Funds Federal Funds	___ Accomplished ___ Not Accomplished • Sign-in sheets from meetings. • Teachers' lesson plans. • Rosters from classes. • Improved student achievement on college entrance assessments.	August-May	Teachers Counselors Principals
1	**9: District (DHS) student AP performance will meet or exceed state levels (State AP examinees>criterion = 51%) as measured by student AP performance.**	• Provide more field trips for AP students to visit middle school to tell about the importance of Advanced Placement courses. • Provide opportunities for middle school Pre-AP students to visit 5th graders about the importance of Pre-AP courses. • Provide frequent practice AP tests to AP students. • Have AP parents' meetings to educate them and to encourage their AP students.	Teachers Counselors Principals Curriculum Instructional Coordinators Instructional Coaches Local Funds State Funds Federal Funds	___ Accomplished ___ Not Accomplished • Sign-in sheets from parent meetings. • Teachers' lesson plans.	August-May	Teachers Counselors Principals

District Goal Two

Improved Discipline.

District Goal 2: Improved Discipline

Goal 2 Objectives and Measures:

1: Every campus will continue to and follow the PBIS system (Positive Behavior Interventions and Supports) as developed by the Region X Education Service Center **as measured by** a campus by campus survey report on periodic progress. The purpose of PBIS is to positively affect the learning environment in order to support high student performance and reduce behavioral problems. Student and staff surveys will be based on PBIS program steps. Surveys will be conducted by Region 10, Student Support Services, and Cabinet members as assigned. Principals will be required to submit a campus implementation plan with periodic follow-up completion reports.

2: Student disruptions of classroom and referrals to the campus office will decrease as measured by our school Discipline Reports and our Campus Referral Reports **as measured by** decreased numbers of disruptions and referrals as reported on our Discipline and Referral Reports. Behavior incidents will decrease in eleven categories measured in the District Behavior Incident Report. Also, by observation reports as received by walkthroughs by Cabinet and other district administrators.

3: *Student Code of Conduct* and Portrait of a Graduate guidelines will be thoroughly communicated, reviewed, implemented and consistently enforced for and by all District staff. Adherence to dress code requirements will be an emphasis this year **as measured by** principals' notations of completion and training of staff at faculty meetings. Observations of incidents of efforts to communicate to all parties. Numbers of District staff who select and attend Staff development activities as provided by the District.

Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
2	**1:** Each campus will use the Benchmarks of Quality (BO-Q) scoring guide to measure periodic campus progress throughout the school year. Each campus will choose one objective per category listed on the perception survey (staff and student) and increase or decrease by a decided percentage. The PBIS expectations are goals to create safe, civil and productive schools. In addition, campuses will implement the Electronic Daily Behavior Report Card System (e-DBRC). The web-based e-DBRC system will help track individual student behavioral progress longitudinally. The scale-able student goals will be identified at the present level of behavior and will identify improvement via replacement behaviors, with an ultimate goal.	• Hold regular campus PBIS planning meetings. • Hold professional development for implementation, monitoring and follow up on PBIS. • Share Benchmarks of Quality findings with campus staff for continuous implementation and improvements. • Initiate and implement a teacher mentor program with off-track students. • Create and provide a student orientation video on the PBIS program.	Teachers Principals Student Support Services Local Funds State Funds Federal Funds	___ Accomplished ___ Not Accomplished • Decrease in referrals • Improvement in student behavior via E-DBRC • Improvement in academics • Sign-in sheets from meetings. • Video on PBIS	August-May	Teachers Principals

District Goal 2: Improved Discipline

Goal 2 Objectives and Measures:

1: Every campus will continue to and follow the PBIS system (Positive Behavior Interventions and Supports) as developed by the Region X Education Service Center **as measured by** a campus by campus survey report on periodic progress. The purpose of PBIS is to positively affect the learning environment in order to support high student performance and reduce behavioral problems. Student and staff surveys will be based on PBIS program steps. Surveys will be conducted by Region 10, Student Support Services, and Cabinet members as assigned. Principals will be required to submit a campus implementation plan with periodic follow-up completion reports.

2: Student disruptions of classroom and referrals to the campus office will decrease as measured by our school Discipline Reports and our Campus Referral Reports **as measured by** decreased numbers of disruptions and referrals as reported on our Discipline and Referral Reports. Behavior incidents will decrease in eleven categories measured in the District Behavior Incident Report. Also, by observation reports as received by walkthroughs by Cabinet and other district administrators.

3: *Student Code of Conduct* and Portrait of a Graduate guidelines will be thoroughly communicated, reviewed, implemented and consistently enforced for and by all District staff. Adherence to dress code requirements will be an emphasis this year **as measured by** principals' notations of completion and training of staff at faculty meetings. Observations of incidents of efforts to communicate to all parties. Numbers of District staff who select and attend Staff development activities as provided by the District.

Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
2	**2:** 50% of all Afterschool Centers on Education – 21st Century (ACE) regular program participants with teacher-reported improvements in student behavior.	• Create and offer a variety of classes for students. • Foster effective social skills and the learning of new skills.	Teachers Principals ACE Instructors Student Support Services 21st Century Grant Funds	___ Accomplished ___ Not Accomplished • Brochure of classes. • Improved social skills. • Improved behavior.	September-May	ACE Instructors

District Goal Three

Safe/secure environment.

District Goal 3: Safe/Secure Environment

Goal 3 Objectives and Measures:

1: The Superintendent will provide a safe and secure environment through the use of SRO's, the Raptor system, secondary campus ID badges, secure entrances, etc. and will continue to staff, train and strategically assign our District security guard employees **as measured by** the number or lack thereof, of reported cases of injury, harassment, or intimidation of anyone on school property. Documented training sessions for all staff regarding safety and security of our schools. Observation reports of security efforts of SROs, Security staff and all supervisory personnel.

2: The District will reduce any incidents of harassment, bullying, and intimidation that may take place in our schools. This reduction will be evaluated by reductions reported by our own Safety and Security Survey instruments and also the report taken from our student survey done through LifeTrack Services, and our campus discipline reports **as measured by** discipline and referral reports as well as our safety and security survey conducted by Operations Department and our regular campus discipline reports. For seniors, another report is part of our LifeTrack Services.

3: The District will continue to train students, staff and community in the areas of prevention of violence and bullying **as measured by** documented events that are developed and provided for this purpose, both online efforts and actual scheduled in-service opportunities.

Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
3	**1:** Ensure safe health measures at all campuses. **2:** Recruitment of volunteer will increase by 5%. **3:** Recognition of volunteers once a month. **4:** Grandparents Academy once in the fall and once in the spring. **5:** 100% of mentors will be provided information on bullying and intimidation. **6:** Prevent the development of bully problems.	• Continue monitoring current vaccines, TB testing, etc. • Continue health fairs, hygiene workshops and flu shots. • Recognize volunteers at Board meetings, PTA meetings, call-outs, city council meetings and business mentoring programs. • Train mentors yearly on bullying and intimidation. • Hold staff accountable for reporting bullying. • Provide hotline for reporting bullying anonymously. • Ensure a pro-active approach to preventing bullying.	Nurses Counselors Principals Student Support Services	___ Accomplished ___ Not Accomplished • Student medical records. • Sign-in sheets from meetings. • Flyer for hotline number. • District plan with a proactive approach to preventing bullying.	August-May	Nurses Counselors Principals

District Goal Four

Improved quality and capacity of staff.

District Goal 4: Improved Quality and Capacity of Staff

Goal 4 Objectives and Measures:

1: The Superintendent will continue to improve the effectiveness of all administrative and supervisory personnel. Focus will be on ways to identify, define, improve, remediate, or eliminate unacceptable and inadequate staff performance **as measured by** documented efforts at staff development designed specifically for administrators for this purpose: Monthly Leadership, Monthly Instructional Leaders Sessions, Monthly Assistant Principal Academies, and HR provides additional training such as guidelines and procedures and specific development areas as determined by campus or district administration. (Human Resources measure)

2: The District will clearly communicate to all District employees, the requirements, expectations, goals for achievement, and results expected for all District employees **as measured by** number items used for communications, such as, Staff Weekly, agendas from campus faculty meetings, agendas from Leadership team meetings, number of staff development activities devoted to communicating this information. Documented results of 100% for employee handbook receipt. (Human Resources measure)

3: Improved employee capacity will be measured by the number of employees placed on "Growth Plans" throughout the District **as measured by** number of Growth Plans. (Goal for 2011-2012 < twenty growth plans). (Human Resources measure)

4: District professional development expectations and opportunities are provided annually for staff. All PD attendance is documented. (Curriculum measure)

Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
4	**1:** Documentation training for campus and district level administrators (presented by Superintendent, HR Director, School District Attorneys). **2:** Expectations communicated through staff meetings, leadership meetings, PDAS orientation and/or updates. **3:** Effective growth plans by using the "green" documentation handbook. **4:** Understanding of the grievance process (video) **5:** "Staff Weekly" to be sent to all district employees. **6:** One parent workshop in the fall semester and one parent workshop in the spring semester. **7:** Parent complaints on chart once a six weeks.	• Create and implement online videos of district messages/updates through district website. • Provide teachers and administrators with a booklet of ideas for growth plans. • Create and provide an instructional video on how to resolve conflicts prior to the grievance process as well as a video of the grievance process. • Communication department will email weekly staff letters to district employees. • Hold a parent conference day in the fall and spring at every campus. • Hold a college night in the fall and FAPSA meeting in the spring for parents. • Continue monitoring and educating parents about policies and procedures whenever they have complaints.	Teachers Counselors Principals Human Resources Parent Assistance Center State Funds Local Funds	___ Accomplished ___ Not Accomplished • Sign-in sheets • Agendas • District website with district messages/updates • Growth plan booklet • Conflict resolution video • Parent Assistance Center documentation.	August-May	Teachers Counselors Principals HR Director PR Director

District Goal Five

Achieve a healthy financial status.

District Goal 5: Achieve a Healthy Financial Status

Goal 5 Objectives and Measures:

1: The District will begin to rebuild fund balance to optimum levels through balanced budgets and efficient/effective use of funds **as measured by** audited "optimum fund balance" calculations as of the end of fiscal year.

2: The District will continue to develop use of best practices and improve efficiencies **as measured by** the "TASBO Performance Excellence Program" and the "Baldridge National Quality Program Criteria."

Goal	Targets	Activity/Strategy	Resources	Evidence of Accomplishment	Timeline	Person Responsible
5	Reduce spending and maximize revenue to increase fund balance to 9% of budgeted expenditures. (Ultimate target of 15% to 20% by 2015)	• Continue monitoring budgets. • Continue looking for way to cut expenses.	Principals Finance Department	___ Accomplished ___ Not Accomplished • Balanced budget	August-May	Principals Chief Financial Officer

Addendum to
District Improvement Plan
2011-2012

- **Integrated Interventions Continuous Improvement Plan**
- **School Improvement Plan: NCLB Systemic Transformation**

2011-2012 Monitoring System Continuous Improvement Plans are included to ensure that these interventions are documented and implemented as appropriate to enhance and strengthen the District Improvement Plan.

Performance Area Target	Stems	Strategies, Initiatives, and Activities	Resources Required and Person(s) Responsible	Start Date	Projected Completion Date	Evidence of Implementation	Evidence of Impact
Math Reading Science	Instruction	1. Student content knowledge, content vocabulary, language development and foundational concepts taught in greater depth. 2. Increase technology emersion into instruction. 3. Comprehension, inferences, vocabulary, reading strategies. 4. Differentiated instructional strategies. 5. SAT/ACT prep (Middle/High School)	Instructional Specialists Instructional Coaches Teachers Principals Technology Rep.	December 2011	August 2012	Following the lesson plan cycle. Academic Vocabulary –being consistent with vocabulary used in general education and Special Education. Word Walls (Reading, Math, Science) Students using complete sentences (speaking and writing) Anchor Charts Middle School college readiness Initiatives SAT/ACT Prep classes, electives/ tutorials, 6-12	Lesson Plans Walk throughs Improvements on Common Assessments/ Benchmarks Portfolios
	Intervention	1. Extended Day – ACE 2. RTI	ACE Staff Principals Administrators	December 2011	May 2012	In-class pull-asides Technology Interventions before/ after school Peer tutoring/mentoring Academic Labs for Struggling Learners	Increased student performance (Assessments, grades, attendance)
	Professional Development	1. Focus Sessions A. Content/Knowledge B. CSCOPE C. PLC D. Data Analysis 2. Increase the requirement for staff development to 35 hours/year; 8-12 hours Special Ed. training for all teachers; 6-8- hours Bilingual/ESL/GT training; 15 hours for core content 3. Change the formant of professional development (e.g. online, videos, activity based) 4. Market Professional Development with detailed information including District Goals/Objectives	Coordinators Principals ISC Staff Curriculum Dept. Curriculum Dept. Cabinet Testing Coordinators Benchmark Coordinators HR Campus Curriculum Dept. Curriculum Dept. Technology Campus HR Curriculum Dept.	January 2012 January 2012 December 2012 June 2012 December 2011 January 2012	January 2013 January 2013 August 2013 June 2013 June 2012 June 2012	Workshop Materials Documentation Workshop Materials Documentation Workshops Campus visits Certificates Blogs Project Share Videos, etc. Training Feedback	Increased teacher effectiveness, instruction, and student performance Increased use of CSCOPE improved Lessons Data Driven Decisions/ Instruction Policies/Communication Increased attendance Increased teacher Effectiveness Teachers observations
	Evaluation	1. Re-evaluate the PDAS evaluation tool 2. PDAS Instrument – instructional observations 3. Fidelity 4. Monitor 5. Training	HR Administrators Curriculum Dept.	June 2012	June 2013	Training New Tools	Increased teacher effectiveness

Performance Area Target	Stems	Strategies, Initiatives, and Activities	Resources Required and Person(s) Responsible	Start Date	Projected Completion Date	Evidence of Implementation	Evidence of Impact
Math Reading Science	Parent Involvement	1. Reading/Math/Science Nights – lessons, strategies, resources, questioning/guided reading techniques	Campus	January 2012	May 2012	Documentation, flyers, etc.	Increased awareness/ support
		2. ACE Parent Volunteering – increase communication concerning mandatory hours	ACE Staff	December 2012	May 2012		
		3. Implement library program with the DeSoto Public Library to all campuses	Parent Assistance Center	December 2012	May 2012	Campus presentations	Increased usage of public library, library cards, projects
		4. Parent Centers					
		5. "STAAR Night" – information meeting for parents *Reading Reports *Discovery Streaming	Parent Assistance Center Student Support Services	August 2012	May 2013	Campus posters Assignments Activities	Increased volunteers Decreased discipline referrals
		6. Using campus website to contact parents					
		7. Community Mentoring – DPAC involvement with Parent Centers					
		8. Academic Involvement – Parent Centers	Parent Assistance Center	December 2012	May 2013	Centers on each campus including DAEP.	Parent awareness/ support
Math Reading Science Social Studies	Instruction	1. Provide training for science teachers for differentiating instruction using the SIOP model.	Region 10 ISC	Summer 2012	Fall 2012	Strategies utilized in the classroom	Lessons will be differentiated to meet diverse learners
		2. Model lessons using differentiated instruction for secondary teachers.	Region 10 ISC	Fall 2012	Spring 2013	Strategies utilized in the classroom	Lessons will be differentiated to meet diverse learners
		3. Special Education teachers will be required to attend training/professional development.	Science Coordinator	Fall 2011	Spring 2013	Attendance logs	Special Education teachers will coordinate with general education teachers on rigor and strategies to meet the needs of special learners
		4. All secondary content teachers will receive training using the SIOP model.	Region 10 ISC	Spring 2012	Fall 2012	Certification of Completion	Strategies will be evident in the classrooms
		5. Word walls will be evident in science classrooms	Region 10 ISC	Spring 2012	Fall 2012	Vocabulary/Visuals will be posted in the classrooms	Student science vocabulary will increase
		6. Students will utilize science journals.	Classroom Teachers Science Coordinator	Spring 2012	Spring 2013	Journals will be evident	Student classroom involvement will be more interactive
		7. Apply for grants for technology instruction.	DeSoto Educational Foundation	Spring 2012	Spring 2013	Completion of grant application	Instructional technology will be in place for students so instruction will be able to be more hands-on

Performance Area Target	Stems	Strategies, Initiatives, and Activities	Resources Required and Person(s) Responsible	Start Date	Projected Completion Date	Evidence of Implementation	Evidence of Impact
LRE	Student Support Parent Involvement	1. Review all current placement decisions to see if LRE adjustments can be made.	ARD Committees	Fall 2011	Fall 2012	PEIMS Instructional Arrangements	SpEd students will be included more in the general education classroom setting.
		2. Organize a parent support group for parents of special needs students.	SpEd Dept. Region 10	Fall 2012	Spring 2013	Parent sign-in logs Meeting Agendas	Parents will be more informed to participate in their child's educational program and plan.
		3. Train all instructional staff (general and special ed) on instructional arrangements.	SpEd Dept.	Spring 2012	Spring 2013	Staff Development Sign-in logs	SpEd students will be included more in the general education classroom setting.
		4. Include information and resources for parents of special needs students on the DISD website.	SpEd Dept. DISD Communications Officer	Fall 2012	Spring 2013	Information will be able to be found on the DISD website.	Parents will be more informed to participate in their child's educational program and plan.
		5. Provide accommodations in the classroom rather than pull out content mastery time where possible.	ARD Committees Classroom Teachers	Fall 2011	Fall 2012	SpEd ARDs and student accommodations pages	SpEd students will be included more in the general education classroom setting.
		6. Provide information regarding classroom arrangements and other topics of interest or concern for support of parents of SPED students.	SpEd Dept. Region 10 DISD Communications Officer	Fall 2012	Fall 2013	Parent sign-in logs Meeting Agendas	Parents will be more informed to participate in their child's educational program and plan.
Discipline	OSS Placements	1. Provide Mentors for targeted SpEd students with elevated discipline history.	PBIS Teams DPAC (DeSoto Pastors and Clergy)	Spring 2012	Spring 2013	Counselors/PBIS teams will document mentors assigned to students.	OSS will decrease for SpEd students.
		2. Encourage students to become a part of extracurricular campus activities or community activities.	Counselors ARD Committees Coaches Administrators	Spring 2012	Spring 2013	Documentation of participation	Less discipline referrals
		3. Provide anger management training for students outside of school hours rather than OSS.	Counselors LSSPs	Spring 2012	Spring 2013	Documentation of student attendance	Fewer OSS disciplinary removals
		4. Provide professional development for teachers on de-escalation and behavior management techniques.	Counselors Region 10 LSSPs	Spring 2012	Spring 2013	Documentation of Professional Development Sign-in Logs	Fewer OSS disciplinary removals
		5. Allow students to be served in "Smart ISS" rather than OSS for less severe disciplinary infractions.	Campus Administration SpEd Teacher	Spring 2012	Spring 2013	PEIMS Disciplinary Record	Fewer OSS disciplinary removals
		6. Remove students from activities such as lunch with friends or after school activities as a disciplinary consequence rather than OSS.	Campus Administration	Fall 2011	Spring 2013	PEIMS Disciplinary Record	Fewer OSS disciplinary removals
		7. Monitor all disciplinary removals at the campus level each six weeks.	Campus Administration	Spring 2012	Spring 2013	Campus Disciplinary Report	Decrease in disproportionate SpEd disciplinary removals
		8. Staffing/ARD meeting for students with frequent discipline referrals.	Administrator SpEd Dept. Teacher General Ed Teacher	Spring 2012	Spring 2013	Increase ARD participation	Fewer discipline referrals

Performance Area Target	Stems	Strategies, Initiatives, and Activities	Resources Required and Person(s) Responsible	Start Date	Projected Completion Date	Evidence of Implementation	Evidence of Impact
Completion	Instruction	1. Provide support for language barriers for secondary newcomers. Teachers trained in sheltered instruction.	Teachers Specialists Administrators	February 2012	Ongoing	Daily instruction, observations, sign-in sheets	Reduce failure rates
	Student Support	2. Attendance incentive waiver, students flagged after 2 absences for intervention.	District Leadership Teacher Counselor	February 2012	Ongoing	Attendance logs Waiver participants	Fewer absences
	Culture Climate	3. More activities to attract LEP students (student involvement), PBIS training.	Campus Improvement Committees	June 2012	Ongoing	Student participation	Personal pride, diversity in school programs, student pride
	Parents Community	4. Workshops/training for parents, increase communication with parents (home visits), community mentors and volunteers (bilingual).	Bilingual directions, campus and regional service centers	February 2012	Ongoing	Parent logs Documentation of attendance at Meetings	Increased parental involvement
	Academic Support	5. Newcomer program, need to recruit SpEd/Bilingual teachers.	HR Director Leadership Team	2012-2013	Ongoing	Program access Employment of teachers on staff	Higher achievement in grades and standardized testing Increased graduation Rate
	Personalized Environment	6. Scheduling classes in academics based on interest and skills.	Counselors Parents Administrators	August 2011	Ongoing	Class schedules	Diploma attainment College/career attainment