

DeSoto Independent School District
Desoto High School
2018-2019 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: DeSoto High School will provide students with rigorous and relevant curriculum and engaging educational experiences to raise student achievement.	14
Goal 2: Improve the quality of instruction to optimize student engagement and learning.	21
Goal 3: Create a technology-enriched school that transforms the delivery of instruction and prepares students for the competitive workplace	25
Goal 4: Foster a safe and secure learning environment that ensures student success.	29
Goal 5: Increase academic performance of SPED/ESL students on state assessments.	31
Goal 6: Increase student performance on English I, English II, Algebra I, Biology and US History EOC assessments.	35
Goal 7: Improve financial status with student enrollment in the district	40
Comprehensive Support Strategies	41
Campus Improvement Team	42

Comprehensive Needs Assessment

Revised/Approved: October 02, 2018

Demographics

Demographics Summary

DHS enrollment has declined by about 200 students this year when compared to last year. The campus continues to serve a high minority population. Over 80% of the students are classified as African American. Hispanic students are the second largest group on the campus. Hispanic students make-up almost 15% of the student population. The chart below outlines the percentage of enrollment for each subgroup represented on campus.

Ethnic Distribution

African American	80.9
Hispanic	14.6
White	2.5
American Indian	0.3
Asian	0.3
Pacific Islander	0.1
Two or more races	1.3

Demographics Strengths

Demographics at DHS has changed since the year 2000. Minority population has continued to constitute the largest portion of the population. The percentages of each group has changed over the years. The increased diversity and changing demographics continues to offer an opportunity for growth and achievement. DHS currently offers over 25 clubs and organizations for students of all backgrounds to participate. Also, the population growth and diversity exposes our students to a variety of experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus administration will need to work with campus groups to encourage student subgroups to understand they are a community

and need to work together. **Root Cause:** There is a need to build campus pride among all students. Seeing yourself as part of the whole and understanding your place in the community has not been an emphasis.

Student Achievement

Student Achievement Summary

Student achievement, based on EOC data, is an area of concern. Our incoming freshman, across all populations but particularly in Economically Disadvantaged, Hispanic, and African American populations, show the need for support in preparation for the EOC. Standardized tests such as the SAT and ACT continue to show a slight increase in performance but scores are still below the state average. Across all subject areas, there is a need for instruction to be more relevant and rigorous in developing critical thinking skills.

Student Achievement Strengths

DHS student performance data shows an increase in achievement for first time testers. There is a need to increase supports to strengthen the performance of retesters. All End-of-Course exam areas show a slight increase when compared to the previous year. Additionally, the campus earned a distinction for outstanding performance in Science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Due to a large number of retesters, the student achievement numbers are adversely affected when retesters do not pass. **Root Cause:** 1. Tier 1 Instruction/Good First Instruction must improve to achieve a higher rate of students passing the EOC exams. 2. There must be a comprehensive program designed to improve student performance on the retest exam.

School Culture and Climate

School Culture and Climate Summary

DHS has an improving school climate and culture. Periodic survey data is needed to address areas of concern. The campus parental surveys must be presented to the community in an effort to demonstrate transparency and solicit feedback. The campus needs to survey teachers every 90 days to address areas of concern and complete the feedback loop. There is a need for DHS Administration to establish a positive, learning culture.

School Culture and Climate Strengths

DHS will look for 2018-2019 to show an increase in positive culture. The school has a strong group of alumni for support and provide context for student activities. There is central office support for student initiatives designed to improve the campus experience for students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a lack of ownership among students and staff. **Root Cause:** The school has had 3 principals in 4 years. There is great need to build a sense of community through intentional activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

DHS is currently engaging in a process to create a profile of a successful DHS Teacher. The profile will be utilized to screen candidates to determine the best fit for the campus. The campus will involve leadership at all levels in the organization and students. Campus administration is continuing to develop systems which demonstrate stability and clarity of thought to prospective applicants. Campus leadership is also actively developing a recognition program for our teachers and staff. Many of the changes are driven as part of the targeted response to the qualitative feedback given to the principal during two weeks of Meet and Greets.

Staff Quality, Recruitment, and Retention Strengths

DHS hired over 70 new teachers for the 2018-2019 school year. This presents an excellent opportunity to set key norms for the organization. It also affords us the opportunity to establish recognition programs as part of the campus culture. The new hires represent about 1/3 of the total number of teachers on staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: DHS has hired more than 40 teachers the last two years. The high rate of turnover is affecting continuity and the need to establish systems. **Root Cause:** The staff has reported low morale. Low morale shows in student performance and staff retention.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DHS is entering its first year of using the Lead4Ward Field Guides as the foundation for explaining the TEKS. DHS will continue to utilize the teachers as experts in their respective content areas. Teacher knowledge and the Field Guides will be instrumental in outlining a scope and sequence for content in each subject area. DHS has strong support from the administration and the Instructional Leadership Team in organizing and implementing best practices in curriculum delivery. The common planning times for PLC's will increase the design, sharing and implementation of relevant and rigorous curriculum. This will include the integration of technology into the delivery of curriculum and the adoption of strategies in the classroom such as Project Based Learning, the expansion of STEM across the curriculum, and Inquiry Based Lessons.

Curriculum, Instruction, and Assessment Strengths

DHS is utilizing data reviews and needs assessments to formulate policy for curriculum delivery and assessment. The campus continues to receive a yearly infusion of technology to integrate into the classroom. Training is provided on an ongoing basis to fully integrate the new technology into lessons. The campus also has a renewed spirit and commitment toward continuous improvement by progress monitoring.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The campus must use a multi-step process to review formative assessment data. **Root Cause:** The campus has not previously invested in software designed to deliver real-time results to the teacher to inform and adjust instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

DHS enters this school year with a renewed focus on parent involvement. The school has established two new programs and reestablished the school's PTSA. DHS will continue its partnership with Parents and surrounding businesses. The school has identified two areas to offer more parent-friendly workshops. One area is a resource review of available items to enhance discussions about cyberbullying and online monitoring. A second area is the use of the town hall format to solicit feedback from parents. Additionally, the campus will continue to support the district parent involvement coordinator through advertising services.

Parent and Community Engagement Strengths

The campus has hired a new Parent Liaison who has entered the position with a wealth of enthusiasm designed to increased parent involvement. Additionally, the strong alumni supports presents several advantages for the school. The campus has steadily increased its parent involvement sessions. Open House and parent conference night activities have steadily increased in attendance. Additionally, more teachers are participating. The campus has started a PTSA to facilitate increased levels of parent involvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need to increase parent involvement in school. **Root Cause:** There are not many opportunities in the school for parents to interact with staff.

School Context and Organization

School Context and Organization Summary

DHS has pockets of success in several areas. A review of practices and procedures reveals several best practices which have not been fully implemented. There is a large amount of potential for DHS to become a premier school in the area. The school has an up-to-date facility which will require some additional work to be highly functional. The organization will need to embrace new strategies to compete as a premier school.

School Context and Organization Strengths

DHS has one of the best facilities and program offerings in the Southwest Dallas area. As a one high school town, DHS has several business and community organizations which can and will contribute to the school. The one high school focus has helped build a strong alumni group.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The organization also needs to review researched best practices and evaluate the possibility of implementation at DHS. **Root Cause:** The school's strengths are also some of the needs which will require attention. The organization needs to grow in its thinking as its student body changes. Many practices, which were effective as a smaller school, must be revamped or replaced as the school shifts to one of the larger 6A campuses in the area. Staff members need to be cross-trained to ensure a working knowledge of systems.

Technology

Technology Summary

DHS continues to expand the technology issued to teachers for student use. The campus will expand the iPad and Chrome Book cohorts this school year. Students in 4 identified STEM fields will be exposed to PBL and a technology-integrated curriculum. Teachers have been issued new laptops to help facilitate the development of soft skills and increase the level of rigor and engagement in the classroom. Students will have access to many resources through the technology as well as the ability to collaborate with their peers. The technology resources available to the district, students, and parents will increase the means of communication.

Technology Strengths

The implementation of technology with fidelity sets a clear standard for the rigor and expectation for instruction at DHS. The ability to collaborate and share via Google drive will allow for increased learning and growth at both the student and teacher level. School wide Wi-Fi access allows for usage of the entire building as a learning space.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students must be taught the responsible use of technology and teachers must be trained on how to properly integrate the technology into classroom routines. **Root Cause:** For teachers, the periodic training phases combined with the high turnover rates allows for gaps in the level of understanding . Additionally, students should attend responsible use sessions.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Teacher/Student Ratio
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: DeSoto High School will provide students with rigorous and relevant curriculum and engaging educational experiences to raise student achievement.

Performance Objective 1: Assessment data will have less than 10% gap in performance scores between student groups.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>1) Use teacher classroom assessments, common assessments, 3-week test, 6-week test and benchmark data to guide instruction (Continuous process to identify gaps in instruction.</p> <p>Teacher tutoring, Friday Night School and PowerSchool (EOC tutoring)</p> <p>Implement literacy, journaling and writing strategies in every department (including CTE and Fine Arts)</p> <p>Reading 1 & 2 intervention classes</p> <p>ALEKS- Math Online Program</p> <p>Provide incentives for student achievement each grading period and posting names for A and A/B Honor Rolls</p>	<p>Campus Leaders Instructional Coordinators All Core Teachers Special Education Teachers</p>	<p>Lesson Plans Observations/walk-throughs Special Education Teacher Reports Common Assessment and Benchmark Data ARD and 504 meeting minutes</p>				
<p>Funding Sources: 199 - State Comp Ed - 30000.00</p>						
<p>2) Using previous EOC data and Common Assessments to group students into tier groups based on scores.</p>	<p>Campus Leaders Instructional Coordinators</p>	<p>Increase of student achievement on all Common Assessments and daily classroom tests.</p>				
<p>Funding Sources: 199 - Local - 0.00</p>						

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 1: DeSoto High School will provide students with rigorous and relevant curriculum and engaging educational experiences to raise student achievement.

Performance Objective 2: Lesson plans will be completed and submitted by at least 90% of all staff each week and are proficient or higher in demonstrating lesson objectives and purposeful aligned instruction.

Evaluation Data Source(s) 2:

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Lesson plans, posted objectives, classroom activities and data will be monitored weekly	Campus Leaders Instructional Coordinators	Lesson plans submitted on time in Eduphoria a week in advance Documentation from walk-throughs, powerwalks, and observations				
Funding Sources: 199 - Local - 0.00						
Comprehensive Support Strategy Targeted Support Strategy 2) Ensure Special Education student IEPs are being followed and documented in lesson plans by teachers Lesson plans will include ESL strategies	Campus Leaders Instructional Coordinator Special Education Teachers	Evidence in classroom walkthroughs and observations Teachers can show evidence of student work showing accommodations and modifications				
Funding Sources: 199 - Local - 0.00						

Goal 1: DeSoto High School will provide students with rigorous and relevant curriculum and engaging educational experiences to raise student achievement.

Performance Objective 3: Students identified as SpED will receive appropriate accommodations and modifications daily as measured by observations and student portfolios

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>1) Teachers, counselors and PEIMS personnel will identify students who are At-Risk, Dyslexic, Special Education, Bilingual/ESL and Section 504 are appropriately serviced</p> <p>ARD meetings will be conducted for all SPED students and teachers will receive & implement IEPs</p> <p>Counselors will be present to ensure Schedule of Services is reflected on schedules</p> <p>Ensure Inclusion Teachers and SpEd Aides are servicing students (Schedule of Services page)</p>	<p>Gen. Ed. Teachers SpEd department members Counselors Administrators Instructional Coordinators PEIMS Personnel</p>	<p>IEP's, Lesson Plans, ARD & 504 meeting minutes & signature page , student folders, lesson plans (modifications)</p>				
<p>Funding Sources: 199 - Local - 0.00</p>						
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Goal 1: DeSoto High School will provide students with rigorous and relevant curriculum and engaging educational experiences to raise student achievement.

Performance Objective 4: Increase student average combined SAT score to at least 1500 and combined ACT score to at least 21. Increase student participation by at least 15-20%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>1) Provide SAT/ACT waivers to qualifying students</p> <p>Provide SAT/ACT general information in counselor visits and grade level meetings. Also UT Outreach liaison assists students with completing applications.</p> <p>Post and announce SAT/ACT deadlines</p> <p>Provide/announce SAT/ACT tutorials</p> <p>SAT/ACT teacher will assist students assigned to class with vocabulary practices.</p> <p>Conduct after school tutoring for PSAT/NMSQT on Tuesdays and Wednesdays</p>	<p>Counselors Teachers College and Career Readiness Coordinator Campus Leaders</p>	<p>ACT/SAT scores, PSAT scores, Counselors student visit form, sign in sheets from visits, Counselors newsletter, School Messenger, Campus Announcements and Weekly News Calendar</p>				
<p>Funding Sources: 199 - Local - 2000.00</p>						
						

Goal 1: DeSoto High School will provide students with rigorous and relevant curriculum and engaging educational experiences to raise student achievement.

Performance Objective 5: Reduce discipline referrals and truancy cases by 30%.

Evaluation Data Source(s) 5:

Summative Evaluation 5:



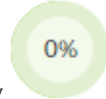

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Enforce bell to bell instruction & student engagement Teacher builds relationships with students and parents Teacher redirection & intervention through parent conference & intervention plans Teachers & Principals will identify students with discipline problems Conduct intervention meetings with students and parents Send truancy letters home and place students on contracts to improve attendance Attendance personnel will contact students and parents who have excessive absences Designees attend monthly district committee meetings	Teachers Counselors Campus Leaders Attendance Personnel	Discipline and attendance data, truancy list				
Funding Sources: 199 - Local - 0.00						
2) Administrative Team will ensure PBIS usage and enforcement	Administrators PBIS committee	Decrease in student referrals bi-weekly and monthly				
Funding Sources: 199 - Local - 0.00						
3) New Tardy System - Student Conductor, will encourage students to get to class instead of loitering in the hallway	Teachers Administrators	Decrease in the number of tardies given to a student Decrease the number of students getting in trouble in the hallway				
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Goal 1: DeSoto High School will provide students with rigorous and relevant curriculum and engaging educational experiences to raise student achievement.

Performance Objective 6: Increase student attendance by at least 2%.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Student recognition for good attendance twice a grading period Designees attend Attendance Committee meetings Administrators monitor attendance and conference with students, and parents (when necessary) Truancy letters sent home and students placed on contracts. Students attend attendance school to recoup missed days	Teachers Attendance clerks Campus Leaders Counselors	Attendance data reports				
<p>Funding Sources: 199 - State Comp Ed - 3000.00</p>						
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Goal 2: Improve the quality of instruction to optimize student engagement and learning.

Performance Objective 1: 100% of Administrators earn proficient or higher as measured by the T-PESS evaluation system.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

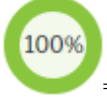



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide Leadership training and coaching. Ensure all Administrators have received TPESS training through Region X Have weekly discussions as an Administrative Team	Building Principal and Human Resources	T-PESS evaluation				
Funding Sources: 199 - Local - 0.00						

Goal 2: Improve the quality of instruction to optimize student engagement and learning.

Performance Objective 2: At least 80% of teachers are proficient or higher as measured by the T-TESS evaluation system.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide teachers with instructional training utilizing the Fundamental 5 Strategies and Implementation Coaching model will be used to assist teachers Feedback provided to teachers through goal setting, pre-conference, post-conference, walkthroughs and observations	Campus Leaders Instructional Coordinators Department Chairs	Formal observations and walkthroughs				
Funding Sources: 199 - Local - 0.00						
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Goal 2: Improve the quality of instruction to optimize student engagement and learning.

Performance Objective 3: Provide feedback from observations and action plans for teachers with identified classroom management issues at or below the Developing Performance Level.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Conduct classroom observations and provide feedback through post conferences	Campus Leaders Instructional Coordinators	Teacher discipline reports, classroom observations and walkthroughs				
Provide classroom management strategies	Funding Sources: 199 - Local - 0.00					
Provide formal and informal training for identified teachers each quarter						

Goal 2: Improve the quality of instruction to optimize student engagement and learning.

Performance Objective 4: Assign mentors to all Teachers experiencing classroom management issues.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Mentors provided to new teachers and teachers in need of assistance	Campus Leaders Mentor Teachers	District Mentor Meetings, Campus mentor teachers and teacher discipline report				
Funding Sources: 199 - Local - 0.00						
						

Goal 3: Create a technology-enriched school that transforms the delivery of instruction and prepares students for the competitive workplace

Performance Objective 1: At least 50% of the technology initiative will be implemented to begin transformation of instruction and prepare students for the competitive workplace

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Implement BYOD in the classroom Provide BYOD training to Teachers for effectiveness District provided new computers Teachers create class websites, providing online class activities	Teachers Director of Instructional Technology Administrators Instructional Coordinators Librarians	Classroom observations, lesson plans, teacher websites.				
Funding Sources: 199 - Local - 10000.00						

Goal 3: Create a technology-enriched school that transforms the delivery of instruction and prepares students for the competitive workplace

Performance Objective 2: Increase the effective usage of Eduphoria products by 20% at each campus

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) District provides Eduphoria training to Teachers	Campus Leaders ISC Instructional Technology staff	Eduphoria reports				
Funding Sources: 199 - Local - 0.00						

Goal 3: Create a technology-enriched school that transforms the delivery of instruction and prepares students for the competitive workplace

Performance Objective 3: Provide Forethought/AWARE training to 100% of appropriate staff.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) District provides Forethought & AWARE training to Teachers and Administrators	ISC Instructional Technology Professional Development Coordinator	Training sign in sheets, certificates				

Goal 3: Create a technology-enriched school that transforms the delivery of instruction and prepares students for the competitive workplace

Performance Objective 4: Ensure 90% of staff will be able to perform basic technology skills.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide basic technology training to all staff	ISC Instructional technology Technology department Campus Leaders	Training sign in sheets, online tutorials				

Goal 4: Foster a safe and secure learning environment that ensures student success.

Performance Objective 1: Increase student attendance rate.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) School staff monitor classrooms, hallways and commons areas to ensure student compliance with campus policies and procedures.	Principal Campus Leaders Counselors Teachers	Mandatory and voluntary tutorial attendance logs Student Conductor Reports				
Funding Sources: 199 - Local - 0.00						
2) Develop a truancy intervention program to identify and address early warning signs of truancy.	House Principals Truancy Officers					

Goal 4: Foster a safe and secure learning environment that ensures student success.

Performance Objective 2: Campus leaders and Counselors will educate staff and students on policies and interventions of bullying, cyber-bullying, and harassment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Review anti-bullying policies and action plans through cohort orientations. Bullying and harassment reporting procedural signs will be displayed throughout the building.	Campus Leaders Counselors Teachers	Decrease number of bullying reports.				
Funding Sources: 199 - Local - 0.00						

Goal 5: Increase academic performance of SPED/ESL students on state assessments.

Performance Objective 1: Reduce discipline and conduct referrals from SpEd and ESL/LEP students by at least 10%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Conduct intervention meetings with Students, Teachers and Parents Assist Teachers in building positive relationships with Students and Parents Follow Campus Procedure: One-on-one conference Parent call Referral	Campus Leaders Teachers Inclusion Teachers	Discipline reports, sign in sheets from intervention meetings and parent contact log.				
Funding Sources: 199 - Local - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: Increase academic performance of SPED/ESL students on state assessments.

Performance Objective 2: Decrease change in instructional setting (OSS, ISS and DAEP) of special education students by 10%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Attempt to assign SpEd students to Smart ISS, Friday school or detention, when appropriate Parent, Student and Teacher conferences Follow IEP and track students Provide appropriate feedback to ARD meetings by due date and in PLAAFP	Campus Leaders COP monitors SpEd mentors/Dept. chair	Student discipline reports				
Funding Sources: 199 - Local - 0.00						

Goal 5: Increase academic performance of SPED/ESL students on state assessments.

Performance Objective 3: Increase teacher professional development attendance on SpED/ESL strategies

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Request PD on SpED/ESL strategies quarterly from district administration	Campus Leaders District SpED Department	Student discipline reports decreased				
Funding Sources: 199 - Local - 0.00						

Goal 5: Increase academic performance of SPED/ESL students on state assessments.

Performance Objective 4: Provide classroom management interventions and trainings for Teachers with 10 or more referrals or 10% of their class population.

Evaluation Data Source(s) 4:

Summative Evaluation 4:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide formal and informal classroom management to Teachers (through coaching/training)	Administrators Instructional Coordinators District Administrators	Teacher discipline reports Training sessions sign in sheets				
Funding Sources: 199 - Local - 0.00						

Goal 6: Increase student performance on English I, English II, Algebra I, Biology and US History EOC assessments.

Performance Objective 1: Increase student performance on English I EOC by 15% gain in Meets and 10% in Masters.

Evaluation Data Source(s) 1:

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Classroom assessments are administered on the 3rd week, 6th week and 9th week of the grading period English EOC Class Teacher tutorials Friday Night School	English I Teachers Instructional Coordinators Campus Leaders	Increase in campus assessment data EOC data reporting				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 6: Increase student performance on English I, English II, Algebra I, Biology and US History EOC assessments.

Performance Objective 2: Increase student performance on English II EOC by 10% gain in Meets and 8% in Masters.

Evaluation Data Source(s) 2:

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Classroom assessments are administered on the 3rd week, 6th week and 9th week per grading period. Teacher tutorials English EOC Class Friday Night School	English II Teachers Instructional Coordinators Campus Leaders	Increase in campus data EOC data reporting				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 6: Increase student performance on English I, English II, Algebra I, Biology and US History EOC assessments.

Performance Objective 3: Increase student performance on Algebra I EOC by 15% gain in Meets and 10% in Masters.

Evaluation Data Source(s) 3:

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Classroom assessments are administered on the 3rd week, 6th week and 9th week per grading period. Algebra EOC Class Teacher tutorials Friday Night School	Algebra I Teachers Instructional Coordinators Campus Leaders	Increase in campus data EOC data reporting				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 6: Increase student performance on English I, English II, Algebra I, Biology and US History EOC assessments.

Performance Objective 4: Increase student performance on Biology EOC by 8% gain in Meets and 8% in Masters.

Evaluation Data Source(s) 4:

Summative Evaluation 4:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Classroom assessments are administered on the 3rd week, 6th week and 9th week per grading period. Teacher tutorials Biology EOC Class Friday Night School	Biology Teachers Instructional Coordinators Campus Leaders	Increase in campus data EOC data reporting Distinction in Science				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 6: Increase student performance on English I, English II, Algebra I, Biology and US History EOC assessments.

Performance Objective 5: Increase student performance on US History EOC by 7% gain in Meets and and 7% in Masters.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Classroom assessments are administered on the 3rd week, 6th week and 9th week per grading period. Teacher tutorials Friday Night School	US History Teachers Instructional Coordinators Campus Leaders	Increase in campus data EOC data reporting Distinction in Social Studies				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 7: Improve financial status with student enrollment in the district

Performance Objective 1: Increase student enrollment by 2%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Advertise college & career academies, Dual Credit, SAT/ACT Prep courses and Advance Academics opportunities	Counselors CTE department Advance Academics Administrator	Enrollment data reports				
Funding Sources: 199 - Local - 0.00						
2) Send personal invites to parents of students, that have transferred to neighboring schools, to highlight academic programs at DeSoto High School.	Principal Associate Principal of Teaching and Learning Counselors PEIMS Clerk	Positive results on parent survey indicating the strong desire to return to DeSoto High School.				
3) Conduct one-on-one conferences with parents of newly transferred students to neighboring schools.	Principal Campus Leaders	Commitment from parents to re-enroll students into DeSoto High School.				
4) Invite Realtors for Campus Walks	Principal Campus leaders	Build a positive relationship with community realtors based on the positive attributes of DeSoto High School.				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Ensure Special Education student IEPs are being followed and documented in lesson plans by teachers Lesson plans will include ESL strategies

Campus Improvement Team

Committee Role	Name	Position
Administrator	Shon Joseph	Principal
Administrator	Kristi Primus	Associate Principal
Classroom Teacher	Vanessa Zeno	Teacher
Classroom Teacher	Rhea Reed	Teacher
Non-classroom Professional	Sabrina Richardson	Instructional Coordinator
Non-classroom Professional	Miika Baldwin	Instructional Coordinator
Administrator	Kelli McWashington	Assistant Principal
Classroom Teacher	Demarcus Cullors	Teacher
Classroom Teacher	Sonja Head	Teacher
Classroom Teacher	Marchello Eans	Teacher
Classroom Teacher	Leslie Beattie	Teacher
Classroom Teacher	Adela Santana	Teacher
Classroom Teacher	Reginald Lawrence	Teacher
Classroom Teacher	Latria Williams	Teacher