

212°

One extra degree makes all the difference!

Focus for Improvement

2009-2010 School Year

Realities for 2009-2010

- 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 Recognized District!

Discipline

- Implement *Positive Behavior Support Initiative* (PBSI) 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.
- 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.
- Help each student build his own vision for his future.

Implementation

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

Intervention

- Continue three-week assessments so that all students, teachers, parents, and principals will 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.
- Develop specific campus intervention options and processes throughout fall semester. Campus intervention coaches will provide intervention support.
- Implement inclusion of special education in grades 3-12. Campus inclusion coaches will provide intervention support.

Accountability

- Document accountability per ongoing three-week data analysis to ensure consistent instruction and learning.
- Place inclusion and intervention coaches at all campuses to support student 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.

Mission Statement

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.



200 E. Belt Line Road, DeSoto, TX 75115
www.desotoisd.org 972-223-6666