

Comprehensive School Improvement Plan 2013-2018



De Soto School District 73
610 Vineland School Road
De Soto, MO 63020
Board of Education Revised Sept 18, 2014

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Introduction

A Comprehensive School Improvement Plan (CSIP) is designed to focus on the improvement of a district's student achievement, performance levels, programs, and services. The plan will serve as a "road map" to the long-term improvements the district hopes to realize.

This document will identify important long and short-range improvement initiatives to be implemented over a five-year period of time. It is not a document that simply identifies "what" the goals for improvement will be; it is a document that details "how" the district intends to make the desired improvements. The De Soto 73 CSIP document will serve the following purposes:

- It will be a document that provides direction for programs and services for the entire school district.
- It will be a document that meets the planning requirements identified in MSIP 5.
- It will serve as the improvement plan to which all in-service activities are to relate (160.530.RSMO).
- It will serve as the plan required for application for all Federal Programs.

The De Soto 73 District is interested in continuous effort being made to bring about meaningful improvements, which will have a positive impact on the students and community. The Comprehensive School Improvement Plan will take time to implement. However, the CSIP is the means through which improvement is most likely to occur.

Description of the Planning Process

The De Soto 73 School District and Board of Education recognizes we must have an on-going evaluation process for all aspects of the educational process. In addition to meeting standards, the district has an overriding concern of how to effect "real" improvements and facilitate meaningful change. The Comprehensive School Improvement Plan is the document, which provides the framework and structure for all programs offered at De Soto 73 Schools.

The De Soto 73 School District completed the fourth cycle of the MSIP evaluation process in the spring of 2010. Once all data had been provided to the district, the Board of Education and administrative team began the planning process for the Comprehensive Improvement Plan. Initial meetings of various groups were conducted in November 2012. Several groups and committees were assembled and given the task of analyzing data and developing an improvement plan. The agenda included the following topics:

- The purpose of planning
- Review of mission statement
- Review of list of strengths from the MSIP visit
- Review of list of concerns from the MSIP visit
- Planning procedure to be used

- Review of MSIP 5 requirements
- Timelines for accomplishing the planning procedures
- Assignment of responsibilities

The following groups participated in the planning process:

- Community CSIP Advisory Committee
- Professional Development Committee
- Administrative/Board of Education Committee
- Teacher Advisory Committees

Each committee shared in the review of the improvement process and discussed improvement objectives. Each group had an opportunity to review:

- Student Achievement Data
- Dropout Statistics
- Graduation Rates
- Long/Short Range Facility Plans
- Technology Plan
- Curriculum Guides
- ACT Data
- MSIP Final Report
- Other Relevant Data

After each group had ample opportunity to review and discuss the information, meetings with representatives of the aforementioned committees met to develop the Comprehensive School Improvement Plan.

The following individuals served as committee representatives for the Comprehensive Improvement Planning Committee:

Dr. Trisha L. Burkeen, Superintendent	Autumn Blanchard, Parent	Kenneth Haigler, Parent	Stacey Mckeon, Parent
Dr. Stacie Stryhal, Director of Curriculum	Melody Bourisaw, Vineland Teacher	Lynn Hiagler, Parent	Suzanne McClinton, Athena Teacher
Beverly Wilson, BOE Member	Christal Davidson, Parent	Taralyn Hardin, Athena Teacher	Mike Pope, HS Teacher
Dan Hoehn, HS Principal	Christopher Davidson, Parent	Tom Hurt, Athena Teacher	Corie Valle, ECC Teacher
Cooper Tucker, JH Principal	Sarah Drury, Athena Teacher	Tana White, Vineland Teacher	Ken Westhoff, Parent
Adam Grindstaff, Vineland Principal	Katie Duggins, JH Teacher	Amanda Pruitt, Vineland Teacher	Brenda Nickelson, Vineland Parent
Alex Mahn, Athena Principal	Jeremy Gagnon, DCTA President	Lori McKee, Parent	Bruce Howard, Parent
Deborah Larsen, Dir of Special Services	Dustin Haigler, Student	Mike McKeon, Parent	Dr. Clinton Freeman, Asst Supt

Planning Session Dates

District and Building committees met during the 2012-2013 school year. The Comprehensive Planning Committee received documents that were created from the District and Building teams. These documents were distributed and reviewed at four formal sessions: November 8, December 6, 2012, January 10, 2013, and July 11, 2013. During these meetings the committee developed the final Comprehensive School Improvement Plan to be presented to the Board of Education on July 18 and August 15, 2013.

Building Level Improvement Plans

Once the district level improvement plan was developed, each building principal worked with his staff to develop building level plans. The broad based district goals were used as the guiding principles for each building plan. The building level plans are designed to utilize improvement strategies to enhance and strengthen the existing curriculum. The teaching staff is required to document the use of the identified strategies in the development of lesson plans, which are designed to meet specific strategies. In addition, the teacher evaluation process includes a component which addresses and uses these strategies identified in the building level and district level improvement plans.

Additional Planning Documents

The district has also used several supplemental documents that provide specific goals and objectives for program improvements. These documents include a Technology Plan, a Curriculum Development Plan, a Professional Development Plan, a Health Services Plan, a Library Management Plan, a Facilities Plan and a Budget Plan.

Plan Evaluation

The district, building level, and program improvement plans are evaluated on an annual basis. A formal report on progress made toward meeting district level goals identified in the Comprehensive Improvement Plan is made annually to the Board of Education. Recommendations for additions or deletions to the plan are made by the improvement committee and formally approved by the Board of Education. The entire CSIP review and revision process will be repeated in 2018.

Mission of the De Soto 73 School District

The mission of the De Soto 73 School District is to ensure learning, growth, and success for all students in a safe environment.

Vision Statements

De Soto 73 School District students will graduate college and career ready.

The De Soto 73 School District will obtain high levels of performance by achieving exceeding on all MAP and College Ready Achievement standards.

The De Soto 73 School District will earn a minimum of 90% of all MSIP 5 accreditation points.

Value Statements

Collective Inquiry and Continuous Improvement

- Support collective commitment to guiding principles that articulate what the staff of the school believes and that govern their actions and behavior.
- Maintain and strengthen the structure and vehicles that make collaborative work and learning effective and productive.
- Relentlessly question the status quo, seek research based methods of teaching and learning, assess the methods, and then reflect on the results.
- Continually seek ways to bring present reality closer to future ideal by continually asking
 - What is our purpose?
 - What do we hope to achieve?
 - What are our strategies for improving?
 - How will we assess our efforts?

Collaborative Teams and Action Oriented

- Teams collectively identify purpose and meanings.
- Work jointly to plan and test actions and initiatives.
- Coordinate the actions of each stakeholder to contribute to the overall effort.
- Turn learning and insights into action.
- Learn from each other and create the momentum that drives improvement.
- Recognize the importance of engagement and experience in learning and in testing new ideas.

Implementation of Effective Resources

- Promote a safe, caring and positive learning environment.
- Provide research based instruction by a well-trained staff for maximum learning.
- Continually assess and identify the skills needed for each person to become a responsible and productive citizen able to compete and cooperate in the ever-changing global society.
- Continually create a culture which provides optimum learning opportunities for all students to grow in higher learning.
- Provide access to current educational tools and technology to create a 1:1 environment.
- Maintain continuous and comprehensive two-way communication between school and community using a multitude of vehicle communications.

Internal Strengths

1. Dedicated Faculty, Administrators, and Support Staff
2. Students
3. Current Curriculum
4. Resourcefulness
5. School Media: Website, De Soto Digest, Cable Channel
6. School Research
7. Safe School
8. Student Incentive Programs
9. Professional Development: Professional Learning Communities and Common Planning
10. Extra-Curricular Offerings
11. A+ Program
12. Advanced Curriculum in Non-Core Areas
13. Variety of Curriculum for College Prep/Dual Enrollment/Tech Prep/Career Education
14. JH Career Education Program
15. Preschool Program for Four Year Olds
16. All Day Kindergarten
17. Technology: Network, Hardware, Software, Integration, Intranet, Updated Infrastructure
18. New and Renovated Facilities
19. Tutoring Programs: Before, During and After School
20. Summer School Enrichment and Remediation
21. Progressive and Informed Board of Education
22. Teacher to Student Ratio
23. Sustained Improvement in Student Achievement
24. At Risk Programs: GED Option, Alternative Coursework, Social Workers

Internal Weaknesses

1. Beginning Understanding of New Standards and Implementation
2. Use of New Resources
3. Unsatisfactory Test Scores in ACT, K-12 Communication Arts, and Special Education Population
4. Facilities at Maximum Capacity on All Campuses: JH at capacity, Lunchroom, Auditorium
5. Under utilization of school media such as cable, e-mail, and school reach calls
6. Ongoing Update of Web pages
7. Participation and Follow Through in Vocational Programs
8. Follow-up Survey on Graduates
9. Parking and Traffic Flow at All Campuses with Safety Concerns at Dismissals
10. Parents as Teachers Participation/Funding
11. Volunteers in Secondary Schools
12. Graduation Rate

External Strengths

1. Community/Small Town Atmosphere
2. Community Support Programs
3. Volunteerism
4. Business Partnerships
5. City Library
6. Variety of Community Groups
7. Community Sponsored Youth Sports Programs
8. Extended Day Educational Opportunities (K-12)
9. Character Building Activities
10. Adult Education Programs
11. Community/School Partnerships (Mentorships)
12. Area Community Colleges: Jefferson College and Mineral Area
13. De Soto Alumni Association

External Weaknesses

1. Limited Local Career Opportunities
2. Increasing Poverty Level
3. Lack of Local Media
4. Geographic Layout of District
5. Poor Economic Base
6. Lack of Social and Recreational Facilities
7. Mobility Rates
8. Two-Income Families Commuting for Employment
9. Lack of Parental Involvement in Special Service Programs
10. Staff Members Residing Outside of the District

District CSIP Goals and Objectives

Goal #1: De Soto School District 73 will develop and enhance quality educational programs to improve performance and enable students to be college and career ready.

- **Objective 1:** Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.
- **Objective 2:** The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement.
- **Objective 3:** Eighty percent of students will score above the 25th percentile on reading assessments.
- **Objective 4:** The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT, SAT, COMPASS, or Armed Services Vocational Aptitude Battery (ASVAB) meets or exceeds the state standard or demonstrates required improvement.
- **Objective 6:** The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, the ACT, SAT, COMPASS, or ASVAB, meet(s) or exceed(s) the state standard or demonstrate(s) required improvement.
- **Objective 7:** The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, the ACT, SAT, COMPASS, or ASVAB, meets or exceeds the state standard or demonstrates required improvement.
- **Objective 8:** The percent of graduates who earned a quality score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.
- **Objective 9:** The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
- **Objective 10:** The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
- **Objective 11:** The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.
- **Objective 12:** The percent of students who complete an educational program that meet the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement.
- **Objective 13:** The percentage of student discipline incidents and loss of instruction time will decrease each year.

Goal #2: De Soto School District 73 will recruit, attract, develop, and retain highly qualified staff to carry out the district’s mission, goals, and objectives.

- Objective 1: The board adopts and the district implements teacher/leader standards ensuring effective instructional staff for all students.
- Objective 2: Professional learning drives and supports instructional practices in the district and leads to improved learning.
- Objective 3: Instructional staff routinely provides effective instruction designed to meet the needs of all learners.
- Objective 4: Instructional staff use effective assessment practices to monitor student learning and adjust instruction.
- Objective 5: The district and staff provide behavioral support systems for all students.
- Objective 6: Staff seeks out opportunities to grow professionally in order to improve learning for all students.

Goal #3: De Soto School District 73 will promote, facilitate, and enhance parent, student, and community involvement in educational programs.

- Objective 1: Maintain and strengthen positive, collaborative relationships with all stakeholders.
- Objective 2: Use a variety of media to maximize awareness and support of goals, objectives, and programs.
- Objective 3: Establish effective employee communication plans to improve internal communication and employee engagement.
- Objective 4: Establish positive connections between individual schools and their communities.
- Objective 5: Create key messages and talking points to establish one, clear voice throughout all communication channels.
- Objective 6: Achieve coordinated communications, both internally and externally, regarding safety issues and crisis management.
- Objective 7: Involve parents in meaningful activities to enhance student learning.
- Objective 8: Establish two way communications between school and parents/families to assist in developing productive means of interacting with district staff.
- Objective 9: Staff model effective verbal, non-verbal, and media communications with students, parents, and other staff to foster active inquiry, collaboration, and supportive interaction in the classroom.

Goal #4: De Soto School District 73 will provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

- Objective 1: District staff implement, review, and revise a rigorous, viable curriculum for all instructional courses and programs.
- Objective 2: Guidance and counseling is an essential and integrated part of the instructional program.
- Objective 3: District establishes a culture focused on learning, characterized by high academic achievement and behavioral expectations for all students.
- Objective 4: District provides a safe and orderly environment for all students and staff.
- Objective 5: High quality and fully integrated career education is available to all secondary students.
- Objective 6: Library Media Centers are an essential and fully integrated part of the instructional program.
- Objective 7: The district advances excellence in teaching and learning through innovative and effective uses of technology.
- Objective 8: The support programs adequately meet the needs of the school to ensure productive day to day operations.

Goal #5: De Soto School District 73 will govern in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

- Objective 1: The board, district leadership, and staff act ethically with fairness and integrity.
- Objective 2: The district implements a Comprehensive School Improvement Plan (CSIP) to ensure achievement and success for all students.
- Objective 3: The district collects qualitative and quantitative data to guide and monitor the development and implementation of shared mission, vision, and goals.
- Objective 4: The district monitors and continuously improves all programs and services that support the mission and vision of the district.
- Objective 5: The district complies with all provisions, regulations, and administrative roles applicable to each state and/or federal program implemented.
- Objective 6: The district collaborates with all state and local agencies to ensure the success, health, safety, and welfare of students.
- Objective 7: The board understands the roles and responsibilities and acts accordingly.
- Objective 8: The board and leadership manage organizational systems and resources for a safe, and high performing learning environment.
- Objective 9: The district provides access to early learning experiences and provides opportunities to parents/guardians about the development needs of their children.

ACTION PLAN

Goal #1: De Soto School District 73 will develop and enhance quality educational programs to improve performance and enable all students to be college and career ready.

Objectives for this goal:

Objective 1: Student performance on assessments required by the MAP meets or exceeds the state standard or demonstrates improvement in performance over time.

Objective 2: The performance of students identified on each assessment in identified subgroups, including free/reduced price lunch, racial/ethnic background, English language learners, and students with disabilities, meets or exceeds the state standard or demonstrates required improvement.

Objective 3: Eighty percent of students will score above the 25th percentile on reading assessments.

Objective 4: The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT, SAT, COMPASS, or Armed Services Vocational Aptitude Battery (ASVAB) meets or exceeds the state standard or demonstrates required improvement.

Objective 6: The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, the ACT, SAT, COMPASS, or ASVAB, meet(s) or exceed(s) the state standard or demonstrate(s) required improvement.

Objective 7: The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, the ACT, SAT, COMPASS, or ASVAB, meets or exceeds the state standard or demonstrates required improvement.

Objective 8: The percent of graduates who earned a quality score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.

Objective 9: The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

Objective 10: The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.

Objective 11: The percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement.

Objective 12: The percent of students who complete an educational program that meet the graduation requirements as established by the board meets or exceeds the state standard or demonstrates required improvement.

Objective 13: The percentage of student discipline incidents and loss of instruction time will decrease each year.

Goal # 1 Strategy: Curriculum, Instruction, and Assessment for At-Risk

Objective	Standard/ Indicator	Action Plan	Target Date	Person Responsible	Funding Source
1-10	6.3, 6.5, 9.6	Evaluate and modify formal criteria and procedures for the identification of at-risk students. Utilize at-risk criteria to determine eligibility for supplemental services with identified students.	May 2015	Director of Guidance; Counselors	District
11	6.5, 9.6	Utilize a three (3) day, five (5) day and seven (7) day warning letter for Junior and Senior High students and a four (4) day and seven (7) day warning letter for Elementary students who are in danger of violating the attendance policy.Home visits through THVP or social workers.	2014- ongoing	Principals; Student Service Workers	District
12	6.3, 6.5, 9.6	Evaluate and revise the MO options program. Utilize at-risk criteria to determine eligibility for supplemental services with identified students. Evaluate and modify formal criteria and procedures for the identification of at-risk students.	Annually in May	Asst. Supt.; Sr. High Principals; Counselors Director of Guidance; Counselors	District
13		Continually monitor, assess, and evaluate and compare disaggregated discipline data from SIS; tracking responses to behavioral interventions. PBIS in the elementary buildings and Character Plus/Character Ed. In the secondary buildings.	Ongoing:	Principals; Counselors	

Goal #2: De Soto School District 73 will recruit, attract, develop, and retain highly qualified staff to carry out the district's mission, goals, and objectives

Objectives for this goal:

Objective 1: The board adopts and the district implements teacher/leader standards ensuring effective instructional staff for all students.

Objective 2: Professional learning drives and supports instructional practices in the district and leads to improved learning.

Objective 3: Instructional staff routinely provides effective instruction designed to meet the needs of all learners.

Objective 4: Instructional staff use effective assessment practices to monitor student learning and adjust instruction.

Objective 5: The district and staff provide behavioral support systems for all students.

Objective 6: Staff seeks out opportunities to grow professionally in order to improve learning for all students.

Goal #2 Strategy: Instructional and Assessment Development and Practices

Objectives	Standard/ Indicator	Action Plan	Target Date	Person Responsible	Funding Source
1,2,6	6.7, 9.1, 9.2	The district will require participation in professional development programs that support improved teaching strategies.	2014-ongoing	PDC Committee	PDC; District Title II
2-4	6.4, 9.1, 9.2	Each teacher will demonstrate through the evaluation process how he/she infuses Authentic Instruction into the curriculum.	2014-ongoing	Principals; Teachers	District Title II
2-4	6.4, 9.1, 9.2	Each teacher will demonstrate through the evaluation process how he/she infuses instructional technology, meeting the CCSS into the curriculum.	2014-ongoing	Principals; Teachers	District Title II
2-4	6.4, 6.7, 9.1, 9.2	The district will provide technology and assessment workshops to assist teachers in using technology in the classroom and assist teachers with effective assessment implementation	2014-ongoing	Asst Supt.; Technology Coordinator	District Title II
1	9.1, 9.2	Utilize monthly walk-throughs to verify use of various instructional methods and to recommend implementation. Report whole group data to building and disaggregate data by look-fors with individual teachers	2014-ongoing	Asst. Supt.; Principals	District
2-4	6.1, 6.2, 9.1, 9.2	Develop at least three common formative and one common summative assessment for learning targets per quarter Collaborative Work Grant: Data Teams	2014-ongoing	Principals; Teachers	District Title II Other Grant
2-4	6.4, 9.1, 9.2	Select instructional materials and methodology using scientifically based research and proven effective instructional strategies	2014-ongoing	Principals; Teachers	District

2-4	6.3, 6.7, 9.1, 9.2	Develop and effectively use formative and summative assessments and proficiency scales for learning targets	2014-ongoing	Principals; Teachers	District; Title II; PDC
2-4	6.2, 9.1, 9.2	Analyze disaggregated achievement data from state and local assessments and provide appropriate in-service to address areas of concern.	2014-ongoing	PDC Committee; Principals	PDC; Title II;
2-6	6.3, 6.7, 9.1, 9.2	Use and focus on Professional Learning Community (PLC) teams to determine appropriate formative and summative assessments and strategies for increasing student learning.	2014-ongoing	Principals; Teachers	District; Title II; PDC
2-4	6.7, 9.1, 9.2	Utilize and strengthen fidelity to Professional Learning Community (PLC) model to develop instructional improvement plans.	2014-ongoing	Principals	District
1,2,6	6.7, 9.1, 9.2	Continue to partner with a local university to provide credit courses for staff development.	2014-ongoing	Asst. Supt.	District
2-4	6.4, 9.1, 9.2	Adoption and implementation of MO Evaluation system: Network for Effective Educators NEE	2014-ongoing	Central, Principals	District Title II

Goal #3: De Soto School District 73 will recruit, attract, develop, and retain highly qualified staff to carry out the district's mission, goals, and objectives

Objectives for this goal:

Objective 1: Maintain and strengthen positive, collaborative relationships with all stakeholders.

Objective 2: Use a variety of media to maximize awareness and support of goals, objectives, and programs.

Objective 3: Establish effective employee communication plans to improve internal communication and employee engagement.

Objective 4: Establish positive connections between individual schools and their communities.

Objective 5: Create key messages and talking points to establish one, clear voice throughout all communication channels.

Objective 6: Achieve coordinated communications, both internally and externally, regarding safety issues and crisis management.

Objective 7: Involve parents in meaningful activities to enhance student learning.

Objective 8: Establish two way communications between school and parents/families to assist in developing productive means of interacting with district staff.

Objective 9: Staff model effective verbal, non-verbal, and media communications with students, parents, and other staff to foster active inquiry, collaboration, and supportive interaction in the classroom.

Goal #3 Strategy: Parent and Stakeholder Involvement Education and Communication

Objectives	Standard/ Indicator	Action Plan	Target Date	Person Responsible	Funding Source
1-9	7.5, 8.8	Continue monthly radio address to discuss local school issues and to disseminate information. Provide opportunity for student participation.	2014-ongoing	Superintendent; Administrative Staff	District
1-9	7.5, 8.8	Write and submit articles to the local newspapers to disseminate school news and information to the public.	2014-ongoing	Superintendent; Administrative Staff	District
1-9	7.5, 8.8	Continue the use of the parent link to Student Information System (SIS) to inform parents of student homework assignments and related information. Increase expectations and use of district web-site as a means of communication/to disseminate information.	2014-ongoing	Technology Coordinator; Teachers	District
1-9	7.5, 8.8	Continue to use the <i>De Soto Digest</i> as a means of distributing school news and information to parents and patrons.	2014-ongoing	Superintendent; Administrative Staff	District
1-9	7.5, 8.8	Promote collaboration with community groups and service providers.	2014-ongoing	Student Services; Counselors; Nurses; Spec Serv. Coordinator	District
1-9	7.5, 8.8	Serve on advisory boards of service providers and/or community organizations.	2014-ongoing	Student Services; Counselors; Nurses; Spec Serv. Coordinator	District

1-9	7.5	Formulate district level advisory committees that include parent, student and patron participation for the purpose of providing input into the decision-making process.	2014-ongoing	Superintendent; Asst. Supt.	District
1-9	7.5	Formulate building level advisory committees that include parent, student and patron participation for the purpose of providing input into the decision-making process.	2014-ongoing	Principals	District
	6.5	Provide staff with a written summary of monthly board meetings.	2014-ongoing	Superintendent	District
1-9	6.5	At a minimum, conduct semi-monthly administrative meetings.	2014-ongoing	Superintendent	District
1-9	6.5	Conduct monthly faculty meetings.	2014-ongoing	Principals	District

1-9	6.5	Maintain administrative participation with Professional Development Committee (PDC), PLC teams, Career Ladder, grade and department teams, and other instructional/curriculum programs.	2014-ongoing	Principals	District
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Goal #4: De Soto School District 73 will provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objectives for this goal:

- **Objective 1:** District staff implement, review, and revise a rigorous, viable curriculum for all instructional courses and programs.
- **Objective 2:** Guidance and counseling is an essential and integrated part of the instructional program.
- **Objective 3:** District establishes a culture focused on learning, characterized by high academic achievement and behavioral expectations for all students.
- **Objective 4:** District provides a safe and orderly environment for all students and staff.
- **Objective 5:** High quality and fully integrated career education is available to all secondary students.
- **Objective 6:** Library Media Centers are an essential and fully integrated part of the instructional program.
- **Objective 7:** The district advances excellence in teaching and learning through innovative and effective uses of technology.
- **Objective 8:** The support programs adequately meet the needs of the school to ensure productive day to day operations.

Goal #4 Strategy: Program Operations and Delivery

Objectives	Standard/ Indicator	Action Plan	Target Date	Person Responsible	Funding Source
1,3,4,5,8	Facility improvement plan	Conduct a building analysis for mechanical, electrical, safety, and energy needs	2013- ongoing	Asst. Supt., Dir. Of Maintenance, Principals	District
1,3,4,5,8	Facility improvement plan	Coordinate walkthrough reviews with appropriate contractors and district staff	2013- ongoing	Asst. Supt., Dir. Of Maintenance, Principals	District
1,3,4,5,8	Facility improvement plan	Examine annual costs for energy usage, repairs, and improvements	2013- ongoing	Asst. Supt., Dir. Of Maintenance,	District
1,3,4,5,8	Facility improvement plan	Examine and project student and community demographics	2013- ongoing	Supt., Asst. Supt., Dir. Of Maintenance, Principals	District
1,3,4,5,8	Facility improvement plan	Administrators will report any maintenance or repair issues using oracle	2013- ongoing	Principals	District
1,3,4,5,8	Facility improvement plan	Conduct annual inspections	2013- ongoing	Asst. Supt., Dir. Of Maintenance, Principals	District
1,3,4,5,8	Facility improvement plan	Room assessments, mechanical and electrical assessments	2013- ongoing	Asst. Supt., Dir. Of Maintenance, Principals	District
1,3,4,5,8	Facility improvement plan	Education specifications	2013- ongoing	Asst. Supt., Dir. Of Maintenance, Principals	District
2	3	Schools will review and strengthen guidance programs and services, including career ed. Continue Guidance Advisory Meetings		Guidance leads, process coordinator, Dir. Of Special	District

				services, Principals, administration	
6	1	Maintain and improve library media resources and programming at all campuses		Administration, Librarians	District
7	1	Maintain and improve instructional technology resources and programming at all campuses. Implementation of/action plan for one to one technology initiative		Tech director, tech team, Asst. Supt., Principals	District

Goal #5:

De Soto School District 73 will govern in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objectives for this goal:

- Objective 1: The board, district leadership, and staff act ethically with fairness and integrity.
- Objective 2: The district implements a Comprehensive School Improvement Plan (CSIP) to ensure achievement and success for all students.
- Objective 3: The district collects qualitative and quantitative data to guide and monitor the development and implementation of shared mission, vision, and goals.
- Objective 4: The district monitors and continuously improves all programs and services that support the mission and vision of the district.
- Objective 5: The district complies with all provisions, regulations, and administrative roles applicable to each state and/or federal program implemented.
- Objective 6: The district collaborates with all state and local agencies to ensure the success, health, safety, and welfare of students.
- Objective 7: The board understands the roles and responsibilities and acts accordingly.
- Objective 8: The board and leadership manage organizational systems and resources for a safe, and high performing learning environment.
- Objective 9: The district provides access to early learning experiences and provides opportunities to parents/guardians about the development needs of their children.

Goal #5 Governance

Objectives	Standard/ Indicator	Action Plan	Target Date	Person Responsible	Funding Source
1,7,8	1	School Board is trained by MSBA, Superintendent’s retreat, and legal seminars/refreshers.	2013-ongoing	Superintendent	District
2,3,4,5	1	Committees of stakeholders formed to audit district’s strength areas and improvement areas and assist the superintendent and administration in creation of goals and objectives to ensure a modified, current, and effective CSIP	2013-ongoing	Superintendent Asst. Supts. Principals Parents Student reps	District
6	1	District and building administration will keep abreast of and involved with membership to state and national affiliated agencies to stay on top of current effective educational practices	2013-ongoing	Superintendent Asst. Supts. Principals	District
9	1	Continue to strengthen and broaden the district’s Parents as Teachers program and Early Childhood Center. Monitor program effectiveness through data analysis and program development as needed for all programs.	2013-ongoing	Superintendent Asst. Supts. PAT Director ECC director	PAT District