

# *DeSoto County Schools*

## *Strategic Plan*



*“Excellence Is A Commitment”*

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## **Letter from the Superintendent and School Board President**

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DeSoto County School District is launching a formal strategic plan, a document which will provide us with guidance and direction to ensure that all internal and external stakeholders in the district have a clear understanding of what we expect to achieve and how we expect to achieve it in the next five years. This is a “living” document that will help us assess the effectiveness of our action plans, programs, and resource allocations to see what we should continue, discontinue or modify.

Writing this plan actually began several years ago when a committee crafted our mission, our vision and our goals for the district. These ten goals serve as the backbone of the strategic plan. Each of these goals now has strategies, measurable objectives and personnel assigned to make improvements that will have immediate positive impact on the quality of public education in DeSoto County. This plan should serve as a road map to continue on our path of excellence.

Great changes in education are on the horizon as many states have worked together to develop a new, standardized curriculum, known as “The Common Core State Standards.” This curriculum will be implemented in Mississippi in the next five years, and will provide our young people with a high quality education that will prepare them for college and any career they want to pursue. Our strategic plan helps us take the necessary steps to make a smooth transition to this more rigorous curriculum that will ensure our students are successful on a national level.

We are committed to success, and it is our intent to make clear and measurable progress every year toward our objectives. This is a long-term strategy and we expect that it will take several years to completely achieve all of our goals. We know much hard work is ahead. Through the commitment of our students, the dedication of our teachers and with the support of the public, we strongly believe that together we will be successful.

Please join us as we continue our journey of teaching, learning and achieving in DeSoto County Schools.

Milton Kuykendall  
Superintendent

Ann Jolley  
School Board President



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***DeSoto County Schools  
Strategic Plan 2011-2016***

***Strategic Plan – A long range guide detailing specific steps that the DeSoto County School District will take to achieve its mission.***

***Facilitator:***

***Dr. Edith Robinson***

***Steering Committee:***

***Milton Kuykendall  
Charlie Alexander  
Ken Reid  
Dorothy Smith  
Jennifer Weeks***

***District Committee:***

***Hank Babin  
Kerry Baker  
Lendon Balch  
Dr. Janice Barton  
Dr. Angela Bolden  
John Caldwell  
Cynthia Coleman  
Jo Cox  
Stacey Graves  
Melissa Green  
Lucy Hasselman  
Florence Hill  
Susan Kizer  
Dr. Lewanda Morse  
Emily Nelson  
Katherine Nelson  
Robert Phillips  
Mike Smith  
Jerry White  
Keith Williams  
Principals***



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## **DESOTO COUNTY BOARD OF EDUCATION**

### **DESOTO COUNTY MISSISSIPPI**

**SUPERINTENDENT OF EDUCATION  
Milton Kuykendall**

#### **BOARD MEMBERS**

**President - Ann O. Jolley – District 3**

**Stephen W. Dodd – District 2**

**Patricia A. Hurt – District 4**

**Theron Long – District 5**

**Milton Nichols – District 1**

**J. Keith Treadway – Board Attorney**



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## **Mission**

*DeSoto County Schools is dedicated to ensuring world class academic excellence within a safe learning environment, while providing a variety of exceptional extra-curricular programs that foster the physical, social, and emotional growth of all students.*



*“Excellence Is A Commitment”*

## **Vision**

*DeSoto County Schools will be regionally and nationally recognized as a system of superior performing schools that ignite a passion for learning while inspiring student success through instructional excellence and exemplary leadership.*



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# Goals

1. *Ensure a safe, secure, orderly environment for all.*
2. *Improve student achievement through a guaranteed, viable curriculum.*
3. *Provide extra-curricular opportunities that foster the personal growth of all.*
4. *Recruit, develop, and retain a workforce of individuals committed to the district’s mission and vision.*
5. *Develop principled, strong instructional leaders.*
6. *Develop strategies to increase the graduation rate and reduce the dropout rate.*
7. *Further develop productive community and parental partnerships.*
8. *Assist students in developing habits that promote a healthy lifestyle.*
9. *Continuously replace and update technology.*
10. *Manage the system’s facilities in a financially responsible manner.*

# Desoto County School District (District 1700)

Milton Kuykendall, Superintendent  
 milton.kuykendall@desotocountyschools.org  
 Five East South Street  
 Hernando, MS 38632



## — DISTRICT PROFILE —

Section Source: MDE/SY 2008-2009

### Student Data — Demographics

	This District	Mississippi
Total Enrollment	30,616	491,194
Free Lunch and Reduced Lunch	43.21%	58.71%
Average Daily Attendance	94.71%	93.81%

### Student Data — Racial Makeup

Race	This District	Mississippi
Asian	1.39%	0.88%
Black	28.96%	50.48%
Hispanic	5.58%	2.14%
Native American	0.15%	0.19%
White	63.93%	46.29%

### Student Data — Special Education

IEP Students as a Percentage of All Students	12.99%
Actual Number of IEP Students	3,977

\* IEP = Individualized Education Program

### School District Staff

	This District	Mississippi
Number of Employees (FTE) <sup>1 2</sup>	3,420.77	68,698.30
Number of Teachers (FTE) <sup>1 2</sup>	1,679.98	33,845.98
National Board Certified Teachers	142	3,304
Highly Qualified Teachers	95.5%	93.9%
Emergency/Provisional Teachers	3.1%	4.5%
Number of Special Education Teachers (FTE) <sup>1 2</sup>	49.00	920.6
Highly Qualified Special Education Teachers	53.10%	69.6 %
Emergency Special Education Teachers	11.60%	9.3 %

<sup>1</sup> FTE = Full Time Equivalent

<sup>2</sup> Data from SY 2009-2010

## — ACADEMIC ACHIEVEMENT —

Section Source: MDE

### 2010 State Accountability Label<sup>2</sup>

—High Performing—

### 2010-2011 Accreditation Status<sup>2</sup>

—Accredited—

### Number of Schools by Accountability Label

Star School	8
High Performing	11
Successful	6
Academic Watch	3
Low Performing	0
At Risk of Failing	0
Failing	0

### Graduation and Completion Data (First Time 9th Graders in 05-06)

	All Students	IEP Students	Mississippi
Graduation Rate	84.5%	38.8%	71.6%
Completion Rate (w/ graduates)	91.7%	74.7%	79.3%
Dropout Rate	5.0%	6.3%	16.8%
Occupational Diplomas	44.04	44.04	519
Certificates of Attendance	NR	NR	961

### ACT Information (2008-2009)

	This District	Mississippi
Graduates Taking ACT (estimated)	82.70%	77.35%
Average ACT Score	19.6	18.7

\* ACT = American College Test

### Expulsions & Out of School Suspensions > 10 Days (2008-2009)

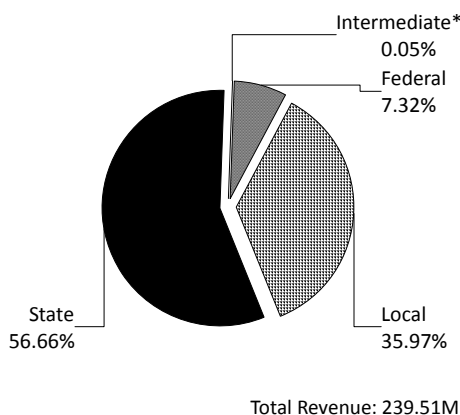
	This District	Mississippi
IEP Students	1.15%	0.84%
All Non-IEP Students	5.16%	3.77%

\* NR = Less Than 10 Students or No Results Reported <sup>2</sup> Data from SY 2009-2010

## — FINANCIAL DATA —

Section Source: MDE/SY 2008-2009

### Revenue Sources



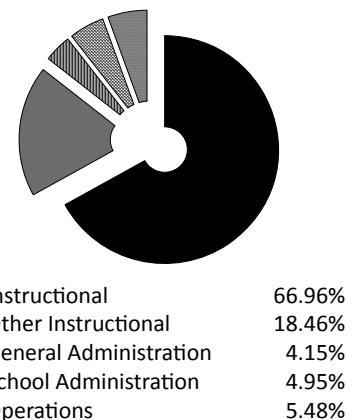
### Millage and Assessed Valuation

	This District	Mississippi
Operational Millage Rate	39.35	42.20
Debt Service Millage Rate	13.82	4.49
Net Ad Valorem Requested	\$48,625,000.00	
Assessed Valuation	\$1,468,285,074	

### Estimated Per Pupil Expenditures

	This District	Mississippi
Local	\$ 2,651.00	\$2,654
State	\$ 4,176.00	\$4,832
Federal	\$ 540.00	\$1,399
Intermediate <sup>3</sup>	\$ 4.00	\$8
<b>Total</b>	<b>\$ 7,371.00</b>	<b>\$8,893</b>

### Actual Expenditures



For more information on how to get involved in the **Desoto County School District**, or to obtain a free hard copy of this report, please call (662) 429-5271 or visit any Desoto County School District School or District Office. To view this report online, or to find out more, visit [www.msreportcard.com](http://www.msreportcard.com).

<sup>3</sup>Intermediate funds are grants from an intermediate source which can be used for any legal purpose desired by the LEA

# DeSoto County School District (1700)

## District Report Card

The No Child Left Behind Act of 2001 (NCLB) requires each state to use a unified accountability model. School, district, and state report cards that contain the following accountability information must be produced and made available publicly.

No Child  
Left Behind  
2009-2010



### State Accountability Information

Mississippi's unified accountability model has both a state and federal component. The state component is not regulated by the requirements of NCLB resulting in some indicators of success in the state component differing from those in the federal, or NCLB, component. Additionally, in some instances the state and federal model use different measures of the same indicators. For example, NCLB requires the use of a 4-year graduation rate, whereas the state component uses a 5-year graduation rate.

	Current Year	Prior Year
<b>Accountability Status:</b>	High Performing	High Performing
Quality of Distribution Index (QDI):	182	178
Growth Status:	Met	Met
5-Year Graduation Rate:	85.4	89.6
High School Completion Index (HSCI):	253	262

Notes: Only districts and schools serving grades 4 or higher are assigned an Accountability Status and Growth.

Possible Accountability Status: Star District/School, High Performing, Satisfactory, Academic Watch, Low Performing, At-Risk of Failing, or Failing.

### NCLB Adequate Yearly Progress (AYP)

A district or school is responsible for making adequate yearly progress (AYP) in three areas: Reading/Language Arts, Mathematics, and a third academic indicator referred to as the "Other Academic Indicator." The "Other Academic Indicator" for schools without a grade 12 is the attendance rate. For schools and districts with a grade 12, the indicator is the graduation rate.

If a district or school does not meet AYP in any one of the three areas, the district or school is considered to have not met AYP.

	Current Year	Last Year	Two Years Ago
<b>District AYP Status:</b>	Met	Not Met	Met
Reading/Language Arts Status:	Met	Not Met	Met
Mathematics Status:	Met	Not Met	Met
Other Academic Indicator Status:	Met	Met	Met
<b>Title I Improvement Status:</b>	Not in Improvement	Not In Improvement	Not In Improvement

### AYP Subgroup Results

Student groups	Other Academic Indicator			Graduation Rate			Attendance Rate
	Reading/ Language Arts	Mathematics	Other Academic Indicator	Prior 4-Year	4-Year	5-Year	
All Students:	Met	Met	Met	82.4	85.0	85.4	96
Students with IEP's:	Met	Met	Met	30.5	39.0	60.4	
Limited English Proficient:	Met	< Minimum**	Met	60.5	78.0	79.6	
Economically Disadvantaged:	Met	Met	Met	68.1	70.0	71.4	
Asian:	Met	Met	Met	90.9	81.0	90.9	
Black:	Met	Met	Met	72.2	77.0	76.9	
Hispanic:	Met	Met	Met	79.6	84.0	85.2	
Native American:	< Minimum**	< Minimum**	< Minimum**				
White:	Met	Met	Met	85.7	88.0	88.1	

\*Denotes any group that makes adequate yearly progress by increasing sufficiently over the prior year to meet what is known as "safe harbor".

\*\*Denotes any group with fewer than 40 students in that subgroup of students.

# Teacher Quality

NCLB Measure	Percent	Number percent is based on	
Core Teachers Who Are Highly Qualified:	96	1322	FTE Teachers
Teachers with Emergency/Provisional Certification:	3	1322	FTE Teachers
Courses Taught by a Highly Qualified Teacher:	96	8247	Courses
Courses <b>NOT</b> Taught by a Highly Qualified Teacher:	4	8247	Courses
Courses in the Highest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:			
Courses in the Lowest-Poverty Quartile Schools <b>NOT</b> Taught by a Highly Qualified Teacher:			

Teacher and course counts reflect NCLB core academic subjects only. These counts represent the denominators for calculating the percentage values. Teacher counts are based on Full-Time Equivalents (FTE).

## Assessment Participation Rates

While NCLB requires the testing participation rates of the following groups of students to be reported in Reading/Language Arts, Mathematics, and Science, not all subgroups are considered separately when determining adequate yearly progress. Additionally, although NCLB requires the reporting of participation rates for the Science assessment, the results of the Science assessment are NOT used in AYP calculations. For those groups of students used in AYP calculations, NCLB requires that a minimum of 95% of all students in the group must be tested.

Student groups used in AYP calculations	Reading/Language Arts	Mathematics	Science
All Students:	99	99	99
Students with IEP's:	95	95	91
Limited English Proficient:	100	100	99
Economically Disadvantaged:	98	98	98
Asian:	100	100	98
Black:	98	98	98
Hispanic:	98	98	100
Native American:	100	96	89
White:	99	99	99
<b>Student groups not used in AYP calculations</b>			
Migrant:			
Male:	99	99	98
Female:	100	99	99

## Exemption of Recently-Arrived Limited English-Proficient Students from State Assessments

NCLB allows for a one-time exemption of language arts and/or mathematics scores for recently-arrived LEP students. A recently arrived LEP student is defined as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 12 months. (Counts less than 10 students suppressed)

Number of recently-arrived LEP language arts scores excluded from AYP calculations: 0

Number of recently-arrived LEP mathematics scores excluded from AYP calculations: 0

# State Assessment Number Tested and Performance by Level

Grade Level	Number Tested		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10

## Mississippi Curriculum Test, 2nd Edition - Language Arts

3	2448	2467	152.5	153.0	9	7	29	29	40	44	22	20
4	2453	2501	153.1	153.7	6	6	26	25	47	47	21	22
5	2365	2471	152.6	152.8	7	6	28	28	52	52	13	15
6	2321	2406	152.0	152.2	7	8	31	28	55	55	8	9
7	2384	2409	151.2	151.5	12	9	28	33	56	54	4	5
8	2225	2380	150.7	149.7	12	13	30	34	54	49	5	5

## Mississippi Curriculum Test, 2nd Edition - Mathematics

3	2447	2462	154.8	156.2	6	5	24	23	53	52	18	21
4	2451	2499	154.8	156.2	8	8	22	17	51	56	19	19
5	2365	2471	153.8	155.6	9	7	23	20	53	51	16	22
6	2320	2405	153.8	153.2	10	11	23	23	51	52	17	14
7	2378	2401	153.6	153.5	10	12	20	20	55	53	15	16
8	2222	2378	153.1	154.0	12	10	21	18	55	55	12	17

## Grade 5 and Grade 8 Science Tests

5	2388	2468	565.0	567.6	13	11	32	27	37	39	19	22
8	2243	2367	862.0	861.0	14	9	33	35	39	45	15	11

## High School Subject Area Tests

Subject	Number Tested		Percent Passing		Mean Scale Score		Percent Scoring Minimal		Percent Scoring Basic		Percent Scoring Proficient		Percent Scoring Advanced	
	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10	2008/09	2009/10
	<i>Algebra I</i>	2036	2818	91	89	659.0	658.0	4	5	11	13	45	44	41
<i>Biology I</i>	1917	2246	97	95	378.0	381.0	6	8	12	10	41	36	41	46
<i>English II</i>	1987	2124	81	82	652.0	653.0	11	12	27	20	48	46	14	22
<i>U.S. History</i>	1769	1868	99	97	376.0	373.0	3	8	20	22	48	42	28	28

# National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides results on subject-matter achievement. NAEP does not provide scores for individual students, schools, or school districts. NAEP results are based on representative samples of students in grades 4 and 8. The NAEP is administered every two years; the most recent results are reported below.

### 2007 Language Arts Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	4	208	220	51	67	19
8	250	261	60	74	17	31

### 2009 Mathematic Results

Grade	Mean Scale Score		Percent At or Above Basic		Percent At or Above Proficient	
	MS	U.S.	MS	U.S.	MS	U.S.
	4	227	239	69	76	22
8	265	282	54	64	15	25

# Percent of Students Scoring Proficient and Above

2009 - 2010 Assessments

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Language Arts										
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male

Grade / Subject	Mississippi Curriculum Test, 2nd Edition - Mathematics										
	All Students	Disabled Only	Limited English Proficient	Economically Disadvantaged	Asian	Black	Hispanic	Native American	White	Female	Male

3	64	44	50	49	70	49	53	72	68	60		
4	69	41	55	55	85	54	59	76	74	64		
5	67	39	49	54	78	51	57	75	73	61		
6	64	24	38	50	61	48	57	72	68	60		
7	58	20	21	43	66	45	49	65	64	52		
8	53	12	4	40	63	39	39	61	61	46		

3	73	53	70	59	80	59	72	79	74	71		
4	75	49	61	60	91	59	65	83	77	73		
5	73	44	78	63	90	58	77	80	75	71		
6	66	27	47	53	70	51	60	74	69	63		
7	69	25	40	55	90	54	60	76	71	66		
8	72	34	40	61	85	61	69	76	74	69		

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Language Arts

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Mathematics

3
4
5
6
7
8

## Grade 5 and Grade 8 Science Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Science

5	62	40	40	48	69	39	46	60	74
8	56	25	13	39	65	33	44	67	51

## High School Subject Area Tests

## Mississippi Alternate Assessment of the Extended Curriculum Frameworks - Secondary

Algebra I	82	52	65	76	93	76	78	86	84	81
Biology I	95	85	66	91	94	90	90	96	95	96
English II	68	25	33	53	88	51	56	77	71	65
U.S. History	96	89	86	93	94	93	95	96	96	96

Mathematics  
Science  
Language Arts



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## **1. Ensure a safe, secure, orderly environment for all.**

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Objectives:

### **1.1 All DeSoto County Schools will effectively implement a Positive Behavior Intervention System.**

Strategies:

- 1.1.1 All school administrators will be trained on Positive Behavior Intervention Systems.
- 1.1.2 Each site’s administrative team will be responsible for the training and implementation at the school site.
- 1.1.3 Each school will submit their Positive Behavior Intervention System to the Department of Intervention on an annual basis.
- 1.1.4 The Departments of Intervention and Pupil Services will maintain a record of each school’s Positive Behavior Intervention System.
- 1.1.5 July 2011, training on Positive Behavior Intervention Systems will occur for each school’s administrative team. School Executive Management Institute (SEMI) and Continuing Education Unit (CEU) credit will be available.
- 1.1.6 August 2011, each site’s administrative team will train all school staff on their customized Positive Behavior Intervention System. Documentation of this training will be submitted, as stated, by September 2011.
- 1.1.7 For years 2012-2016, training will continue in areas where data suggests that improvements and revisions are necessary. Appropriate documentation will continue to be submitted.
- 1.1.8 Timeline – Beginning in July of 2011 and continuing in school years 2012-2016, school administrators will be trained on Positive Behavior Intervention Systems.

### **1.2 Each school site administrator will collaborate with the Emergency Management System to establish action plans for all potentially dangerous situations.**

Strategies:

- 1.2.1 Each school’s plan of potentially dangerous situations will be submitted to the DCS Chief Emergency Management Officer.
- 1.2.2 Each Principal will maintain documentation of training and informing all staff on applicable procedures.
- 1.2.3 In August of years 2011-2016, documentation of collaboration with the Emergency Management System will continue to be submitted as previously stated. Each year’s plan will evidence continuous improvement, as needed.
- 1.2.4 Timeline – Beginning in August of 2011 and continuing in school years 2012-2016, the Department of Pupil Services will maintain documentation of each school’s collaboration with the Emergency Management System.

**1.3 Each school site's administrative team will collaborate with the DCS Chief Emergency Management Officer and will cooperate with law enforcement to maintain the existing armed intruder plan.**

Strategies:

- 1.3.1 Documentation of each site's staff training on the armed intruder plan will be submitted to the Department of Pupil Services and the DCS Chief Emergency Management Officer.
- 1.3.2 In August of years 2011-2016, documentation of training for all staff regarding an armed intruder will be submitted as previously stated. Each year's plan will evidence continuous improvement, as needed.
- 1.3.3 Timeline – In August 2011, each site's administration will train his/her staff on the armed intruder plan. The Department of Pupil Services will maintain documentation of each school site's training.

**1.4 Each school will maintain the zero tolerance policy for gang activity in DeSoto County Schools.**

Strategies:

- 1.4.1 Each administrator will maintain a list of prohibited gang signs, symbols, signals, words, and conduct that is available for review.
- 1.4.2 According to School Board Policy, the DeSoto County Schools' (DCS) website will maintain a posting of prohibited gang information.
- 1.4.3 In July of years 2011-2016, the DCS Gang Policy and prohibited material will be reviewed with all administrative staff.
- 1.4.4 In August of years 2011-2016, each site's administrator will present the DCS Gang Policy to all staff. The presentation will include a discussion of prohibited material that is available for review in the administrative office.
- 1.4.5 In years 2011-2016, the DCS Gang Policy will be discussed at New Teacher Orientation. Documentation will be maintained in the Department of Pupil Services.
- 1.4.6 Timeline – In August 2011, each site administrator will inform his/her staff, students, and parents of the DCS Gang Policy that may include revisions, updates, and postings. In school years 2012-2016, the site administration will continue to inform his/her staff, students, and parents of changes made to the DCS Gang Policy.

**1.5 Bullying and harassment will not be tolerated by the DeSoto County School District.**

Strategies:

- 1.5.1 All DeSoto County Schools staff will be trained in the recognition and prevention of bullying and harassment.
- 1.5.2 Documentation of all reported bullying and harassment incidents will be maintained at each school site, and the information will be forwarded to the Department of Pupil Services.
- 1.5.3 All incidents of student misconduct will be entered into the student data base within two days of the occurrence. EXCEPTION: Violent incidents must be entered on the day in which the incident occurs.
- 1.5.4 DeSoto County Schools will continue to host a Bullying Prevention Awareness Week at each school site.

- 1.5.5 In August of years 2011-2016, the DeSoto County Bullying and Harassment Policy will be reviewed with all administrative staff.
- 1.5.6 In August of years 2011-2016, the site administration will discuss the DCS Bullying and Harassment Policy with all school staff. Appropriate documentation will be submitted as indicated.
- 1.5.7 The DCS Bullying and Harassment Policy will be reviewed at New Teacher Orientation in years 2011-2016. This policy will also be reviewed at all other staff orientations, as well. Documentation of this will be filed with the Department of Pupil Services.
- 1.5.8 The Principal or his/her designee will enter all discipline reports into the student data base within two days of the occurrence, with the exception of violent incidents, which are to be entered on the day in which the incident occurs. This will be monitored by the Management Information Systems Department.
- 1.5.9 In September 2011, a Bullying and Harassment Awareness Committee will be formed to outline the activities for the Bullying Prevention Awareness Week.
- 1.5.10 Timeline – In August 2011, each site administrator will inform his/her staff, students, and parents of DeSoto County Schools Bullying and Harassment Policy that may include revisions, updates, and postings. In school years 2012-2016, the site administration will continue to inform his/her staff, students, and parents of changes made to the DCS Bullying and Harassment Policy.



*“Excellence Is A Commitment”*

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## **2. Improve student achievement through a guaranteed, viable curriculum.**

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Objectives:

### **2.1 Increase student engagement.**

Strategies:

- 2.1.1 Increase project-based learning.
- 2.1.2 Develop a process for implementing the Rigor/Relevance Framework.
- 2.1.3 Embrace Kagan at the same time as enhancing use of the Rigor/Relevance Framework.
- 2.1.4 Academic Education staff will coordinate professional development focused on the strategies. Administrators will monitor and observe teachers to ensure classroom implementation.
- 2.1.5 Timeline - Summer 2011 and continue each year if effective.

### **2.2 Map a process for improving instruction over the next three years while transitioning to the common core.**

Strategies:

- 2.2.1 Identify internal and external best practices.
- 2.2.2 Stress the importance of the instructional design process.
- 2.2.3 Redesign the lesson planning process so teachers know how to increase the rigor of a lesson and understand the learning progressions in the Common Core State Standards (CCSS).
- 2.2.4 Academic Education staff and administrators will monitor to ensure success.
- 2.2.5 Timeline – Begin partnership with International Center for Leadership in Education (ICLE) fall of 2010 and continue to utilize ICLE until common core implementation is complete.

### **2.3 Infuse literacy across all content areas**

Strategies:

- 2.3.1 Implement a district literacy initiative.
- 2.3.2 Develop learning progressions across content areas.
- 2.3.3 Academic Education staff and administrators will monitor to ensure success.
- 2.3.4 Timeline - Beginning spring 2011 and continuing through the 2011-2016 school years.



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### **3. Provide extra-curricular opportunities that foster the personal growth of all.**

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Objectives:

**3.1 Enable pupils to explore a wider range of individual interests than might be available in their regular program of study.**

Strategies:

- 3.1.1 Assess the needs and interests of the pupils in the district.
- 3.1.2 Ensure that all extra-curricular activities are open to all eligible pupils.
- 3.1.3 Ensure that all pupils are fully informed of the opportunities provided to participate in extra-curricular opportunities.
- 3.1.4 Timeline - Stakeholders share their respective plans (goals and major strategies) with stakeholders, highlighting areas where collaboration is critical to successful out comes. Beginning August 2011 and continuing through 2016. (Principals)

**3.2 Assist students in developing initiative and provide opportunities for the exercise of responsibility.**

Strategies:

- 3.2.1 Ensure that students who participate in extra-curricular activities display the highest standards of conduct, sportsmanship, demeanor and citizenship.
- 3.2.2 Ensure that students who participate in extra-curricular activities model the components of character, including respect, trustworthiness, fairness, civility, and good citizenship.
- 3.2.3 Ensure that students contribute to maintaining a safe and orderly environment that is conducive to the activity, and respect other persons and property.
- 3.2.4 Timeline - The school planning council meets with administrators to receive their views and perceptions of the current year’s progress against plan, as well as major strategic issues (internal and external) impacting the school year ahead. Beginning December 2011 and continuing through 2016.

**3.3 Provide an atmosphere conducive to developing leadership capabilities and high-quality organizational skills.**

Strategies:

- 3.3.1 Ensure the provision of competent guidance and supervision of staff.
- 3.3.2 Provide opportunities that simultaneously promote the development and growth of elements that make up leadership capability.
- 3.3.3 Provide opportunities that require team working skills, communication capabilities, leadership skills, and creative thinking.
- 3.3.4 Timeline - Administrators share potential strategic directions the council should consider for the remainder of the year. The school also solicits input from community stakeholders about strategic issues. Beginning January 2012 and continuing through 2016.

**3.4 Foster the development of useful new competencies in pupils that can potentially lead to the extension of career exploration.**

Strategies:

- 3.4.1 Provide a variety of experiences and a diversity of organizational models.
- 3.4.2 Provide the continuing evaluation of the extra-curricular program and staff.
- 3.4.3 Provide opportunities that allow students to explore and challenge their physical, creative, social, political, and career interests.
- 3.4.4 Timeline - Stakeholders conduct year-end assessment of current year results against major goals and plans. Beginning May 2011 and continuing through 2016. (Principals)

**3.5 Aid pupils in the development of appropriate social skills in different settings.**

Strategies:

- 3.5.1 Provide opportunities that will allow students to use analytical skills and creative problem solving.
- 3.5.2 Provide opportunities that will teach students to work in teams and work cooperatively.
- 3.5.3 Ensure that activities allow students to meet and interact with peers who are involved in other activities.
- 3.5.4 Timeline - Using the Strategic Plan, annual surveys, and year-end assessments, as the institutional context, stakeholders will identify the major goals for the upcoming fiscal year. Beginning May 2011 and continuing through 2016. (Principals)



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## **4. Recruit, develop, and retain a workforce of individuals committed to the district’s mission and vision.**

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Objectives:

### **4.1 Obtain 100 percent of teachers who are highly qualified.**

Strategies:

- 4.1.1 Hire only people who are endorsed in the subject area and grade level that they are hired to teach.
- 4.1.2 Require teachers who hold an emergency or interim license to obtain a standard license.
- 4.1.3 Personnel Department and Principals will review endorsement areas of employees recommended for teaching positions.
- 4.1.4 Timeline – Beginning summer 2011 and continuing annually.

### **4.2 Have 100 percent of all positions filled by the first day of school.**

Strategies:

- 4.2.1 List numerous qualified applicants on Applicant Tracking for administrators to make a selection.
- 4.2.2 Personnel Department will enter all qualified applicants in Municipal Information System (MUNIS) Applicant Tracking.
- 4.2.3 Principals will review and select applicants from the MUNIS Applicant Tracking.
- 4.2.4 Timeline – Beginning summer 2011 and continuing annually.

### **4.3 Revise selection practices for administrators to fill positions within their schools.**

Strategies:

- 4.3.1 Encourage principals to select candidates from the Applicant Tracking tool.
- 4.3.2 Provide training to administrators to use the Applicant Tracking tool.
- 4.3.3 Personnel Department will encourage and provide training for the Applicant Tracking tool.
- 4.3.4 Principals will select candidates from the Applicant Tracking tool.
- 4.3.5 Timeline – Beginning summer 2011 and continuing annually.

### **4.4 Ensure both employed and retired staff benefit packages will service the employees to the highest extent.**

Strategies:

- 4.4.1 Research and compare benefit options and/or plans.
- 4.4.2 Develop a committee that is representative of the entire district staff to evaluate and propose the benefit option and/or plan.
- 4.4.3 Employee Services will establish and advise an Insurance Committee comprised of DCS employees from various positions and school locations.
- 4.4.4 Timeline – Pilot in 2011 and continue each year if effective. Benefit products to be reviewed annually.

**4.5 Expand the new teacher orientation program to provide vital information that would support the vision and mission of the district.**

Strategies:

- 4.5.1 Develop and implement a Central Office webinar for New Teacher Orientation that all new teachers are required to participate in within the first two weeks of employment.
- 4.5.2 Personnel Department, Employee Services, and Office of Academic Education will be responsible for developing the webinar. Employee Services will ensure that new teachers review the webinar.
- 4.5.3 Timeline – Develop and implement the webinar by December 2011. Webinar to be updated annually.



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## **5. Develop principled, strong instructional leaders.**

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Objectives:

### **5.1 Organize structured study groups and administrative training activities to increase capacity.**

Strategies:

- 5.1.1 Select professional literature and qualified speakers for Administrative Training. (Office of Academic Education Staff) (annually 2011-2016)
- 5.1.2 Organize structured bi-monthly study groups to ensure continuity of learning beyond initial introduction. (Chief Academic Officers) (Fall 2011)
- 5.1.3 Organize all professional development activities around three core beliefs: Safety, Academics, and Extra-Curricular Activities. (Office of Academic Education) (annually 2011-2016)

### **5.2 Increase accountability for administrators.**

Strategies:

- 5.2.1 Develop an accountability system that ensures the implementation of Professional Learning Communities (PLC). (Chief Academic Officers) (Fall 2012)
- 5.2.2 Require the implementation of principal-directed professional learning communities at the school level. (Office of Academic Education) (Fall 2013)
- 5.2.3 Evaluate professional growth through the administrative evaluation tool. (Associate Superintendent of Personnel) (August, 2012)

### **5.3 Maintain partnerships with universities and educational leadership programs.**

Strategies:

- 5.3.1 Allow educational leadership students from local universities to complete internships in DeSoto County Schools. (Associate Superintendent of Personnel) (continuously 2011-2016)
- 5.3.2 Partner with universities to provide opportunities for higher education for current administrators (i.e. – National Institute for School Leadership (NISL) workshops). – (Assistant Superintendent of Academic Education) (Fall 2013)
- 5.3.3 Coordinate with local universities to provide on-site professional development activities in areas of need (i.e. – Center for Education in Literacy Instruction (CELI). – (Director of CEU’s) (Fall 2013)
- 5.3.4 Coordinate with professors of local universities to provide on-site coaching in content areas. – (Director of CEU’s) (Spring 2012)



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## **6. Develop strategies to increase the graduation rate and reduce the dropout rate.**

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Objectives:

### **6.1 Offer multiple pathways for high school completion.**

Strategies:

- 6.1.1 Implement all graduation options as set forth by the Mississippi Department of Education (MDE).
- 6.1.2 Offer advisement/mentoring programs for students.
- 6.1.3 Implement Project Accelerated Education for Lagging Learners (ACCELL) at the middle school level.
- 6.1.4 Offer “Catch-Up Programs” for students.
- 6.1.5 Administrators will ensure that all programs are fully implemented.
- 6.1.6 Timeline - Beginning August 2011 and continuing based on state accountability standards and graduation options.

### **6.2 Empower students to have a voice in order to expand leadership in the district.**

Strategies:

- 6.2.1 Involve students in the decision-making process.
- 6.2.2 Encourage students to participate in community projects, civic organizations, etc.
- 6.2.3 Timeline – Beginning school year 2011-2012 administrators will facilitate student involvement based upon the recommendations by the ICLE gap analysis for each school.

### **6.3 Increase student engagement.**

Strategies:

- 6.3.1 Increase project-based learning.
- 6.3.2 Incorporate Kagan strategies into all classrooms.
- 6.3.3 Identify indicators in stretch learning that are unique to the schools’ culture and beliefs.
- 6.3.4 Define and implement high expectations for student achievement through rigorous and relevant instruction.
- 6.3.5 Administrators will monitor and observe teachers to ensure that student engagement is taking place in all classrooms.
- 6.3.6 Timeline – Beginning summer of 2011, provide professional development to teachers to enhance implementation in the classroom.



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## **7. Further develop productive community and parental partnerships.**

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Objectives:

**7.1 Pilot an open forum for the public with school-level and district-level administration.**

Strategies:

- 7.1.1 Host a meeting at the County Office where the public can submit questions and have them answered in a public forum.
- 7.1.2 Superintendent, Assistant Superintendent, Associate Superintendents, Director of Federal Programs, and Director of Community Relations will coordinate the meeting.
- 7.1.3 Timeline—Pilot in 2011, and see if well attended. Continue each year if effective.

**7.2 Survey parents on annual basis to give parents a voice in public education**

Strategies:

- 7.2.1 Use “Zoomerang” to conduct an annual survey.
- 7.2.2 Analyze data to identify problems and improve parent relations.
- 7.2.3 Associate Superintendents, Director of Federal Programs, Director of Community Relations are to initiate survey.
- 7.2.4 Timeline—Beginning 2011, conduct surveys annually and analyze responses.

**7.3 Continue to expand Praising Educators for Reaching Our Kids in School (PERKS) program involving businesses.**

**7.4 Continue to expand “Adopt-A-School” partners.**

**7.5 Establish other venues to allow community and parent participation.**

Strategies:

- 7.5.1 Establish a “flag program” where sponsors adopt a school.
- 7.5.2 Director of Community Relations to implement program.
- 7.5.3 Timeline—Pilot in 2011 and continue on “as-needed” basis.



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## **8. Assist students in developing habits that promote a healthy lifestyle.**

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Objectives:

- 8.1 Ensure that DCS promotes the Healthy Schools’ Initiative by establishing a District Health Council which monitors activities and events of School Health Councils as mandated by the State Department of Education.**

Strategies:

- 8.1.1 Require documentation of events and activities to be sent to the District Health Council twice a year or as events occur.
- 8.1.2 Directives will be sent from District Health Council to encourage increased activities and awareness of healthy lifestyles.
- 8.1.3 Associate Superintendents, Director of Child Nutrition and a committee will oversee District Health Council.
- 8.1.4 Timeline—Establish by May, 2011; meet at least once per year.

- 8.2 Increase participation in the school breakfast program.**

Strategies:

- 8.2.1 Pilot breakfast program at non-participating schools.
- 8.2.2 Market benefits of breakfast program.
- 8.2.3 Offer incentives for participation.
- 8.2.4 Director of Child Nutrition will oversee pilot programs.
- 8.2.5 Timeline—Begin in August 2011 piloting the program at three schools, adding three schools per year until all have piloted program.



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## **9. Continuously replace and update technology.**

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Objectives:

**9.1 Redesign and reconfigure the Internet Protocol (IP) subnets in the schools to increase the number of personal computers and network devices allowed.**

Strategies:

- 9.1.1 Redesign IP subnets starting at the high schools.
- 9.1.2 Redesign IP subnets at other schools, continuing down through the grades.
- 9.1.3 Purchase and install any additional hardware required for this task.
- 9.1.4 Timeline – High schools and middle schools should be done by the end of school year 2011-2012. Elementary schools will begin when needed.

**9.2 Create separate student networks within our schools in order to isolate the student traffic from the administrative traffic.**

Strategies:

- 9.2.1 Due to technology of some wireless systems, this can be done within a wireless firewall or a combination of methods to assure security.
- 9.2.2 Timeline – The security issue will be solved by new technology in the equipment.

**9.3 Implement a robust and secure wireless solution that will allow student access to the Internet in our schools.**

Strategies:

- 9.3.1 Investigate additional vendors and products available in order to provide wireless access.
- 9.3.2 Visit other school sites that are using these products in order to make the final decision.
- 9.3.3 Purchase the needed equipment for a few schools and continue project as funds allow.
- 9.3.4 Timeline – Wireless networking will begin in all middle and high schools during the first semester of the 2011-2012 school year. Depending on funds, it will continue over the next two to three years. Elementary schools will begin school year 2012-2013.

**9.4 Purchase more Internet bandwidth to handle the increase in traffic due to the addition of so many student Internet capable devices.**

Strategies:

- 9.4.1 Request additional bandwidth from the state.
- 9.4.2 Purchase additional bandwidth to use in conjunction with existing state provided bandwidth.
- 9.4.3 Replace existing state provided bandwidth with different Internet provider.
- 9.4.4 Timeline – Additional bandwidth being provided by the Department of Education should be in place by the end of May, 2011. It will be decided at that time whether more is required.

**9.5 Increase funding of technology.**

Strategies:

- 9.5.1 Request more funding for technology as a larger percent of our district budget.
- 9.5.2 Discuss with various community leaders for some sort of county or private sector aid in funding.
- 9.5.3 Timeline – The Technology budget for year 2011-2012 has been increased over what it has been. Future increases will depend on funding.

**9.6 Revise current district portable electronics policy to allow greater flexibility in classrooms for instructional purposes.**

Strategies:

- 9.6.1 Create a panel of principals, teachers, and DCS Board employees to develop a new policy.
- 9.6.2 Present the new policy before the DCS Board of Education.
- 9.6.3 Publish a clear and precise policy for personal electronics in school.
- 9.6.4 Process will begin in the Fall of 2011. Depending on the outcome of the decision, this item could be put into place the following school year when enough wireless coverage is available to make this possible.



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## **10. Manage the system’s facilities in a financially responsible manner.**

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Objectives:

### **10.1 Ensure on-going financial stability through comprehensive budgeting and managed purchasing.**

Strategies:

- 10.1.1 Create an interactive budgeting process with stakeholder input ensuring more budget stability and control. (FY 2012) (Business Manager)
- 10.1.2 Maintain a 25% district maintenance fund balance to protect the district from deficiencies in local, state, and federal funding. (FY 2011) (Business Manager)
- 10.1.3 Require investigation and collaborate on major technology purchases of equipment and programs to formulate an implementation plan that includes cost effectiveness, clear objectives, and measurable evaluation plans. (FY 2012) (Assistant Business Manager)
- 10.1.4 Establish an approval system whereby provisions are made for position requests at the finance level to ensure financial resources are available and that the job position be created and announced before the position is considered available. (FY 2012) (Associate Superintendent of Finance)
- 10.1.5 Develop an approval hierarchy that includes the Purchasing Department for purchases of fixed assets, bulk purchases, and purchases that require quotes, bids, etc. (FY 2012) (Assistant Business Manager)
- 10.1.6 Formulate a list of items that can be purchased in bulk quantities to formulate a district wide bid list. (FY 2013) (Purchasing Director)
- 10.1.7 Budget for facilities based on long-range plan as referenced in strategy 10.4.1 to help forecast beyond the immediate budget year. (FY 2013) (Physical Plants Director)
- 10.1.8 Continue and improve energy efficiency programs in all of our facilities as well as incorporate energy efficiency requirements into purchases included in the five year plan. (FY 2011) (Physical Plants Director)

### **10.2 Review and strengthen internal controls at all levels of the district.**

Strategies:

- 10.2.1 Revise access rights for server drives and computer programs. (FY 2011) (Business Manager)
- 10.2.2 Formulate a plan with Internet Technology Department for the administration and maintenance of access codes, username assignments, and password assignments. (FY 2011) (Business Manager and Assistant Business Manager)
- 10.2.3 Develop and implement a cross training plan for key positions. (FY 2012) (10.5.8) (Business Manager)
- 10.2.4 Restructure organizational chart to reflect appropriate chain of command for fiscal and facility operations. (FY 2011) (Associate Superintendent of Finance)

- 10.2.5 Perform annual audits of 25% of our schools which include the auditing of financial records, fixed assets, student data, and internal control procedures. (FY 2012) (Business Manager)
- 10.2.6 Establish an approval system whereby provisions are made for position requests at the finance level to ensure financial resources are available and that the job position be created and announced before the position is considered available. (FY 2012) (10.1.4) (Associate Superintendent of Finance)
- 10.2.7 Provide bi-annual training to bookkeepers, administrators, and county office personnel as well as offer a library of webinar training for continued education as well as new employee training. (10.3.7) (FY 2012) (Business Manager)
- 10.2.8 Revise bookkeeper manual on an on-going basis and post in secure site on website for easy reference. (10.3.6) (FY 2011) (Head Accountant)
- 10.2.9 Restructure Fuelman procedures so that cards are issued through Office of Purchasing and implement internal control procedures. (FY 2011) (Purchasing Director)
- 10.2.10 Complete implementation of MUNIS student activity fund module. (FY 2011) (Head Accountant)
- 10.2.11 Formulate written financial close-out procedures for monthly, quarterly, and yearly processing. (FY 2011) (Business Manager)
- 10.2.12 Establish a clear job description/communication system to streamline communications with schools and other departments. (10.3.4) (FY 2012) (Assistant Business Manager)
- 10.2.13 Develop a system whereby informants of misuse of funds are ensured that their job and welfare are protected. (FY 2011) (Purchasing Director)
- 10.2.14 Change Technology Acceptable Use Policy and internal control purchasing procedures to protect the integrity of county owned electronic devices/computer equipment. (FY 2011) (Purchasing Director)

**10.3 Establish more effective communication techniques both intra and interdepartmentally.**

Strategies:

- 10.3.1 Implement the MUNIS work order module for facility maintenance. (FY 2012) (Physical Plants Director)
- 10.3.2 Promote on-going communication as set forth in strategy 10.4.1 through the implementation of a five year long range plan with stakeholder input. (FY 2012) (Physical Plants Director)
- 10.3.3 Request designated personnel from each school site to hold specific facility maintenance responsibilities and communicate with the school to provide the necessary training to the designated personnel. (FY 2012) (Physical Plants Director)
- 10.3.4 Establish a clear job description/communication system to streamline communications with schools and other departments. (10.2.12) (FY 2012) (Assistant Business Manager)

- 10.3.5 Promote an atmosphere of collegiality where everyone should be able to work together and perform his or her duties at and across any level with a professional attitude to eliminate territorial issues. (FY 2011) (Associate Superintendent of Finance)
- 10.3.6 Revise bookkeeper manual on an on-going basis and post in secure site on website for easy reference. (10.2.8) (FY 2011) (Head Accountant)
- 10.3.7 Provide bi-annual training to bookkeepers, administrators, and county office personnel as well as offer a library of webinar training for continued education as well as new employee training. (10.2.7) (FY 2012) (Business Manager)
- 10.3.8 Communicate job descriptions of bookkeepers to both bookkeepers and principals to insure bookkeeper duties are understood to be top priority by both parties. (FY 2012) (Associate Superintendent of Finance)

**10.4 Develop and implement a 5 year long range facility evaluation plan.**

Strategies:

- 10.4.1 Assess and inventory current equipment and physical plant conditions using external professional consultants to formulate a five year facility maintenance plan for equipment replacement and continued maintenance. (FY 2012) (Physical Plants Director)
- 10.4.2 Coordinate development of long range technology plan with IT department. (FY 2012) (Business Manager)
- 10.4.3 Monitor student growth and demographic changes for new construction and facility enhancements and land purchases. (FY2011) (Associate Superintendent of Finance)
- 10.4.4 Ensure facility equity among schools as new facilities are built and renovated over time. (FY 2011) (Physical Plants Director)

**10.5 Identify and prepare for internal and external emergency situations and possible threats.**

Strategies:

- 10.5.1 Convert MUNIS to a web based system with Tyler Technologies hosting our data to provide disaster recovery services. (FY 2012) (Business Manager)
- 10.5.2 Convert all business processes such as accounts payable, payroll, etc. to paperless processing. (FY 2013) (Assistant Business Manager)
- 10.5.3 Maintain adequate insurance coverage at replacement value and include coverage for specific non-traditional policies such as earthquake, flood, and terrorism insurance. (FY 2011) (Business Manager)
- 10.5.4 Coordinate with emergency management to formulate evacuation plans due to internal and external threats such as earthquakes, hazardous material spills, terrorist threats, etc. (FY 2011) (Physical Plants Director)
- 10.5.5 Coordinate with the Center for Disease Control (CDC) and local health department to formulate emergency procedures for health related emergencies. (FY 2011) (Physical Plants Director)

- 10.5.6 Continue to maintain an adequate fund balance to absorb major cuts in local state, and federal funding as well as continue to maintain a construction fund in order to meet strategy 10.4.3 for student growth needs without relying on a bond election. (FY 2011) (Business Manager)
- 10.5.7 Continually update security in systems to prevent breach of that system. (FY 2011) (Assistant Business Manager)
- 10.5.8 Develop and implement a cross training plan for key positions. (FY 2012) (10.2.3) (Business Manager)