DeSoto ISD Administration - October 2022

		Yesterday (Oct 2020)		Today (Jan 2022)		Tomorrow (Oct 2022)
Academics	F	Lowest performing A-F rated campus (57/100)	D	Lowest performing A-F rated campus (61*/100)	C	Lowest performing A-F rated campus (70/100)
Governance	F	LSG rating (12/100)	D	LSG rating (69/100)	B	LSG rating (80/100)
Finance	F	FIRST rating (52/100)	B	FIRST rating (80*/100)	B	FIRST rating (80/100)
Talent	F	Percent of educators regularly receiving highly effective coaching (unknown/100)	F	Percent of educators regularly receiving highly effective coaching (22*/100)	C	Percent of educators regularly receiving highly effective coaching (70/100)

* estimate from administration

Status Indicators (far right columns)				
Not Started	Off Track	Slightly Off Track	On Track	Completed

Academics- Click Link to view additional UPDATES		**Last Month (August)**	**Current Month (September)**
Objective	Establish and implement an effective curriculum management system and an instructional framework to monitor the delivery and implementation of high-quality instruction that improves student learning and increases student achievement. DeSoto ISD will implement research-based, high leverage strategies and systems that will create a positive campus climate and culture at each campus focused on improving student outcomes as evidenced by data collected through district learning walks and classroom observations: 70% of the teachers observed will score proficient in the Learning Objective, Demonstrations of Learning and Instructional delivery categories on the DeSoto ISD observation rubric by October 2022.		
Progress Measures	1. Campus administrators' schedules will prioritize observation and feedback which will be reflected on their weekly calendar. Campus leaders will complete a minimum of 3 classroom observations and feedback conferences per teacher each grading period.		
	A. Campus principals will attend the district training on district administrative calendar expectations and rubric; 90% of the campus principals will receive a proficient rating based upon the district administrative calendar rubric by October 1, 2022.		

		B. Campus administrators will conduct weekly classroom observations and feedback sessions utilizing district observation and feedback protocols: 90% of campuses will meet the requirement of a minimum of 3 observations and feedback sessions per teacher per grading period by October 1, 2022 documented in Eduphoria.		
		C. Campus administrators will attend district observation and feedback protocol training in July and participate in monthly exercises facilitated by the superintendent and/or the director of school improvement to calibrate scoring and levers for improvement utilizing district observation and feedback resources.		
		D. The district will conduct monthly learning walks facilitated by teams consisting of campus administrators, content area facilitators and Senior Staff members to provide targeted feedback and support to campuses based upon their identified problem of practice utilizing the district instructional framework and observation rubric.		
	2. Establish and Implement expectations of campus Professional Learning Communities to include weekly meetings focused on building instructional capacity, developing exemplar models, modeling effective instructional strategies, identifying modifications for special groups, and identifying student gaps through intentional disaggregation of data and the development/implementation of student acceleration plans. Each campus will assign a campus administrator to facilitate weekly PLC meetings by grade level and/or content as appropriate. PLC meetings will focus on the 4 Essential Questions. PLC meeting agendas and minutes will be submitted weekly.			
		A. Establish weekly PLC observation schedule for the Director of School Improvement and Teaching and Learning team members to support campus administrators with effective implementation of PLCs. The Director of School Improvement and Teaching and Learning team members will observe a minimum of 2 PLC meetings per week to assist campus administrators with calibrating ratings utilizing the district PLC rubric and provide targeted feedback.		
		B. Campus administrators will utilize the district rubric to rate a minimum of 3 campus PLCs per grading period. Based upon the rating, campus administrators will identify a problem of practice and receive targeted coaching and feedback from the superintendent and/or the director of school improvement.		
		C. Teaching and Learning team members will facilitate Job-A-Like training sessions during district professional development days monthly to review the district instruction framework, curriculum planning guides, instructional delivery and to ensure alignment between the written, taught and tested curriculum.		

		Last Month (August)	Current Month (September)
	3. Review common grade level unit assessment data and develop and implement action plans that focus on spiraling instructional standards, adjusting instructional strategies, and providing consistent student acceleration and intervention based on data. The number of students meeting growth targets on NWEA Map reading and math assessments will increase from 30.9% in July 2022 to 35% of students meeting their growth goal in reading and math in grades K-8 NWEA MAP assessments overall 50% of students will achieve meets on one or more EOC assessment by May 2023.		
	A. Develop and implement district wide data analysis protocols. The implementation of aligned data analysis protocols will increase from 0% in October 2021 to 100% in October 2022.	70%	70%
	B. District principals will participate in Data Digs facilitated by the superintendent and/or the director of school improvement following district assessments to identify root causes, share best practices and formulate campus action plans to increase student achievement.		
	C. Campus based interventionists will spend 50% of the school day providing direct instruction to accelerate the achievement of assigned students based upon district assessment results. Student progress will be tracked and monitored; 80% of the students assigned to receive targeted support from campus interventionists will demonstrate growth.		
	D. Design and implement student specific intervention and tutorial programs that focus on ensuring personalized learning plans move student levels from not meeting standard to approaches; approaches to meets; meets to masters. The percentage of students with documented personalized instructional plans will increase from unknown to 70% of students in assessed grade levels by October 2022.	60%	60%
Finance		**Last Month (August)**	**Current Month (September)**
Objective	**Achieve an unmodified opinion on annual financial report**		
Progress Measures	1. Close General Ledger by the 15th business day of every month to prepare monthly financial statements (financial status of the district) by October 2022 (July - April = 10 months at 100%)	85%	90%
	2. Analysis of Federal Grant Expenditures Monthly (analyze monthly expenditures and drawdown monthly expenditures (July - April = 10 months at 100%)	85%	95%
	3. Follow Internal Controls (Checklist of Month-End Activities); manage and lead internal efforts to ensure General Ledger meets audit requirements to eliminate non-compliance. (July - April = 10 months at 100%)	85%	90%

		Last Month (August)	Current Month (Septembe)
Objective	**Achieve "A" FIRST rating**		
Progress Measures	1. Realize Annual Revenue Exceeding Expenditures (Indicator 9 - FIRST Report); lead and manage efforts to realize revenue exceeding expenditures through budget actualization. Projection of 80% by FIRST report date.	80%	89%
	2. Lead and manage administrative cost ratios (sum of function 21+41divided by sum of functions 11,12,13 & 31) to achieve 6 points (Indicator 13 – FRIST Report). Current score .1987 to .125/.150. Meet goal of 60% by FIRST report date.	40%	60%

		Last Month (Aug)	Last Month (Sept)
Objective	**Adopt Annual Balanced Budgets**		
Progress Measures	1. Create a system to ensure monthly drawdowns from indirect cost.	70%	85%
	2. Create a tracking system to assess alignment between spending, enrollment and ADA each six weeks.	50%	60%
	3. Work collaboratively with Human Capital Management to level campus staffing based upon enrollment by September 30, 2022	50%	55%

Talent Management		Last Month July	Current Month August
Objective	Recruit, develop and retain qualified, certified personnel for all instructional positions.		
Progress Measures	1. Weekly staffing reports which outline the number of separations, new hires and pending candidates for vacant positions at each campus.	100%	100%
	2. Create and implement district onboarding sessions and prepare monthly reports which outline the number of new hires that participate in the onboarding sessions by August 1, 2022.	100%	100%
	3. Recruit substitute teachers and increase the number of active substitutes by 50% (75 active subs at the end of 21-22)	50%	50%
	4. Require 100% of all new hires who are core teachers to be ESL certified or be on a conditional letter	50% Waiting on board approval of letter	50%
	5. Develop a monthly reporting system for HR metrics on the following:	90%	100%

	a. Sub fill rate b. Absences by campus c. District teacher absentee rate and teacher attendance rate d. Exit survey data e. Attrition and retention data		
	6. Develop and implement recruiting calendar for the 2022-2023 school year which outlines recruiting visits, job fairs and district teacher recruitment efforts to meet staffing targets and goals.	75%	100%
Objective	Design and implement a Grow Your Own program inclusive of current employees and students interested in becoming certified teachers by October 1, 2022.		
Progress Measures	1. Provide study sessions focused on PPR and subject content areas for current teachers in the Teacher in Residence program or who have not passed their required assessments. (Sessions start in October)	50%	50%
	2. 100% implementation of the Teacher in Residence Program and Partner with 2-3 alternative certification programs to provide a pipeline of teacher candidates	100%	100%
	3. Assign district Master Teachers to mentor and support the teacher in residence until fully certified.	100%	100%
	4. Develop a dual credit crosswalk which provides a transfer pathway for Early College students interested in becoming future educators.	0%	0%
	5. Establish partnerships with local colleges and universities to establish a pipeline for future educators (grow your own scholarship programs, student teachers and transfer pathways for ECHS/dual credit students).	0%	25%