

## Campus Turnaround Plan

<b>District Name:</b>	Wichita Falls I.S.D.	<b>County-District Campus Number (CDCN):</b>	243905048
<b>Campus Name:</b>	Kirby Middle School	<b>Grades Served:</b>	6th - 8th

### Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Dr. Troy Farris	Campus Principal
Deborah Dipprey	DCSI/Director of Secondary Curriculum
Tracy Patrick	PSP and Region 9 Service Center Support Staff
Angela Klein	CLT/Teacher
Angela Spence	CLT/Counselor/SBDM
Jennifer Faulkenberry	CLT/Teacher
John Lankford	CLT/Administrator/SBDM
Lenora Krugle	CLT/Teacher/SBDM
Jerry Taylor	SBDM/Parent
Jessica Hoffman	SBDM/Counselor
John Cain	SBDM/Teacher
Kelly Guthrie	SBDM/Parent
Leslie Callahan	SBDM/Teacher
Sharri Torrence	SBDM/Teacher
Shera Rasmussen	SBDM/District Curriculum Specialist ELA
Stacey Hohertz	SBDM/Teacher
Micki Wesley	Region 9 ESC Director of Accountability and Compliance
Melissa Cox	SBDM/Teacher
Richard Ross	CLT/Teacher
Shana Polk	CLT/Teacher
Cary Vanarsdall	SBDM/Teacher
Tami Davis	CLT/MYP Coordinator/SBDM
Debra McClure	CLT/Administrator/SBDM

### Campus Administrative Team

Please complete the following information for all members of the campus administrative team (including principal, principal's supervisor, assistant principals, any campus-embedded instructional coaches, and any other administrative staff responsible for the implementation of the plan presented here.

Name:	Current Role:
Dr. Troy Farris	Principal
Deborah McClure	Assistant Principal
John Lankford	Assistant Principal
Peter Griffiths	Associate Superintendent and Principal Supervisor
Tami Davis	MYP Coordinator

### Historical Narrative and Campus Vision

Include a historical narrative that succinctly describes the history of the campus that has led to under performance.

Use the problem statements identified during the systemic data analysis to frame the narrative. Do not exceed 3000 characters.

Since 2005 Kirby Middle School has been an IBMYP authorized campus. The campus met standard and earned distinctions in Academic Achievement in Reading/Language Arts and Math for the 2014-2015 school year. The campus did not meet standard for the 2015-2016 school year. The campus did not reach targets in indexes 1, 2, and 3. The campus failed to meet standard again for the 2016-2017 school year. The campus did not reach targets in indexes 1 and 3. Enrollment at the campus was stable from the fall of 2014 through the spring of 2016. Notable changes in the campus demographics from the fall of 2014 to present include an increase in the Hispanic population and an increase in the number of students receiving ESL support services. In the fall of 2016, Wichita Falls I.S.D. transitioned to a middle school concept at all junior high schools. This change resulted in an increased enrollment for the campus of 77 students. The district also introduced one-to-one Chromebook technology for 6th grade students in the fall of 2016. In the fall of 2015, a new principal, assistant principal and 27 new staff members were employed at the campus. The TAPR report for the 2015-2016 school year indicated that over 23% of teachers had less than 6 years of experience. In the fall of 2016, 24 new staff members were employed at the campus. The TAPR report for the 2016-2017 school year indicated that over 22% of teachers had less than 6 years of experience. Lack of a stable, experienced teaching staff contributed to IR status at Kirby Middle School. Efforts to train and support new teachers in the implementation of research based instructional strategies saw limited success. Failure to provide teachers with a research based instructional framework resulted in confusion and inconsistency in the delivery of instruction. The lack of leadership experience also contributed to the lack of campus systems and procedures to support the learning environment. The lack of consistent implementation of a behavior management system resulted in a loss of instructional time.

Include the campus vision.

The staff, parents, and community of Kirby will create a global learning environment committed to the educational, social, and emotional needs of our student body.

### Needs Summary and Turnaround Plan

**Systemic Root Cause(s):** Describe the systemic root cause that has led to low student performance.

The campus has not had a safe and collaborative culture. The campus has been inconsistent in delivering effective instructional strategies. Although training has occurred, there has been a lack of monitoring effective teaching in every classroom. A guaranteed and viable curriculum has not been implemented campus-wide, which has had a direct correlation to low academic performance in every grade level and all student groups. Administration has been inconsistent in establishing routines and procedures to support the campus climate. Administration lacked consistency in establishing expectations and holding all accountable for meeting expectations.

**Turnaround Strategy:** Describe your approach to resolve the systemic root cause and improve student outcomes.

The campus has recognized a need for a fundamental shift in systems used to drive campus instructional practices, leadership support, and a growth mindset. The campus has chosen to implement the High Reliability Schools framework to accomplish this goal over the next two years. The HRS framework provides in-depth training and support in creating a shift in the culture of the campus. Additionally, the HRS framework will be supplemented with the Capturing Kids Hearts program. The HRS framework provides training, support, and job-embedded professional development for all teachers in three areas. The foundation (Level 1) of the framework is creating a safe and collaborative culture on the campus. Addressing the campus culture will include issuing surveys to staff, administrators, students, and parents to get input on indicators related to safety, both physical and social-emotional, and collaboration. Once the leading indicators are identified, campus leadership teams will devise a plan of action to address each identified indicator. Professional Learning Communities, PLCs, will be the main vehicle used to build collaboration among teachers and improve teacher efficacy on the campus. Level 2 of the HRS framework focuses on effective teaching in every classroom. Again, surveys will be issued to each stakeholder group to identify leading and lagging indicators. Action plans will be developed to address identified weaknesses. Leaders will be trained in how to recognize and support effective teaching. This will include training teachers and campus administrators in the Art and Science of Teaching instructional framework. This framework includes instruction for teachers and administrators in research-based instructional strategies. Implementing instructional coaching and instructional rounds will provide systemic change for teachers and leaders. By training teachers and leaders in the ASOT framework, a common instructional language will be used by all teachers in every grade level, campus leaders and teachers in ensuring a guaranteed and viable curriculum is implemented. This will include training in the use of proficiency scales, formative assessments, creating common assessments, data-driven instruction, and setting and tracking academic goals. This initiative will create second order change by providing onsite, job-embedded professional development and support. The Region 9 ESC and the district level curriculum staff will be responsible for the onsite, follow-up support on the campus. The HRS framework was developed by Marzano Research and is grounded in over forty years of educational research. The HRS framework will be the vehicle used to drive systemic change and create a shift in culture on the campus.

**Outcome:** Describe how the turnaround strategy will help the campus achieve its vision.

Through the implementation of the High Reliability Schools Framework, the campus will create a safe and collaborative culture (Level 1) and will ensure effective teaching in every classroom (Level 2). The implementation of effective PLCs focused on key questions such as, "What do we want students to learn?, How do we know if they are learning?, and How will we respond if students are not learning?" the campus will develop a collaborative environment. The implementation of the Capturing Kids Hearts program will provide a safe culture where students and teachers build positive relationships and decrease disciplinary issues. The decrease in disciplinary issues will increase learning time. Level 2 in the HRS framework focuses on ensuring effective teaching in every classroom. Teachers will learn and implement a research-based instructional framework. The framework focuses on providing a common instructional language across the campus, addressing implementation of effective, research-based instructional strategies and provides effective strategies in keeping students engaged in the learning.

**Annual Goals:** to be completed upon receipt of 2018 preliminary rating

<Enter Text>

**Processes/Procedures:** What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?

Two teacher teams (10 members on each team) and a campus leadership team (10 members) will be identified to attend training in the HRS model, provided in partnership with Region 9 ESC. The teacher teams will receive 6 days of training in the Art and Science of Teaching (ASOT) and onsite follow-up and support provided by ESC 9 and the campus administration. The campus leadership team will receive 7 days of leadership training provided by Marzano Research with additional support and follow-up provided by ESC 9. Surveys will be sent out to teachers, parents, staff, and administrators to identify leading and lagging indicators. After identifying areas of concern from survey data, action plans will be written and implemented to address deficiencies in the systems. The systems include: safe and collaborative campuses and effective teaching in every classroom. By providing the training and ongoing support, teachers will understand the HRS model. Implementation of the HRS model is a non-negotiable requirement. Continual monitoring through PLC meetings, campus walk-throughs, teacher self-reflection and instructional coaching will identify deficiencies that will be corrected immediately. Also, the continual improvement process will be addressed through the use of instructional rounds and quick data collections. Identified and accessed data will be used to drive instruction in the classroom. Capturing Kids Hearts training will be provided to campus staff. The training will be comprised of two and a half days of training with onsite follow-up provided by the CKH staff. This program will assist in ensuring a safe and collaborative culture. To ensure the processes and procedures are implemented correctly, the district level curriculum team will attend Capturing Kid's Hearts and HRS trainings with the campus teams. The implementation of these initiatives will be reflected in the campus administrator's evaluation.

**Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.**

Processes and Procedures Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	HRS Leadership Training	8/1/2018 - May 2020	Region 9 Staff, District Administrators, Campus Administrators				Select	
	HRS ASOT Training	8/1/2018 - May 2020	Region 9 Staff, District Administrators, Campus Administrators, Teachers				Select	
	CKH Training/Refresh	8/1/2018 - May 2020	District Administrators, Campus Administrators, Teachers				Select	
	Identify Lagging and Leading Indicators via stakeholder surveys.	Nov-18	Campus Administration, HRS Leadership Team				Select	
<b>Intermediate:</b> (Implementation)	Develop and implement an action plan based on survey results to attain Level 1 certification.	November 2018 - May 2019	Campus Leadership Team, Principal				Select	
	Monitor implementation of HRS framework with walk-throughs, PLC minutes, quick data, and instructional rounds. Monthly campus visits by district and Region 9 staff.	August 2018 - May 2020	Region 9 Staff, District Administrators, Campus Administrators, Teachers				Select	
	Monitor implementation of CKH with walk-throughs, discipline data, and attendance data. Scheduled follow up visits with training provider after training is complete in August.	August 2018 - May 2020	District Administrators, Campus Administrators, Teachers				Select	
<b>Long-Term:</b> (Results)	The campus will earn Level 1 HRS Certification: Safe and Collaborative Culture. Use of CKH concepts will enhance the collaborative culture and campus climate.	May-19	Region 9 Staff, District Administrators, Campus Administrators, Teachers				Select	
	The campus will earn Level 2 HRS Certification: Effective Teaching in Every Classroom	May-20	Region 9 Staff, District Administrators, Campus Administrators, Teachers				Select	

<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>

**Organizational Structure:** How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?

Barriers to improvement will be eliminated through establishing on-going, job-embedded professional development and support. District curriculum staff will dedicate, at a minimum, one day each week to provide support to teachers in implementing the turnaround initiative. They will provide model teaching, observe practice, and provide immediate feedback to teachers. The Region 9 ESC High Reliability Schools team will provide onsite support at a minimum of one time per week as well. Additional staff will be added to the campus in order to provide targeted small group instruction for students and instructional coaching for teachers. Campus administration will develop an organizational chart detailing roles and responsibilities of all administrative team members. District administration will provide support and check progress of campus administrators through weekly meetings.

**Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.**

Organizational Structure Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	Teachers will receive training on the HRS model for PLCs.	September 2018 and September 2020	Region 9 Staff, HRS Marzano Staff				Select	
	District Curriculum Specialists will provide weekly support for Core Content teachers. The specialists will model, observe and provide feedback to teachers.	August 2018 - May 2020	District Curriculum Specialists				Select	
	Region 9 staff will provide monthly HRS support for core content teachers. The District staff will model, observe and provide feedback to teachers.	August 2018 - May 2020	Region 9 Staff				Select	
	Campus administrators will develop and organizational chart detailed roles and responsibilities of each member of the administrative team.	Aug-18	Campus Administrators					
							Select	
<b>Intermediate:</b> (Implementation)	Campus administrators and district staff will monitor progress of new teachers by conducting walk-through visits. New teachers will receive feedback and intervention will be provided as needed.	August 2018 - May 2020	Campus Administrators and District Staff				Select	
	Campus principal will meet monthly with the Region 9 consultant, Region 9 HRS staff, and district support staff to review progress toward HRS certification.	August 2018 - May 2020	Campus Principal, Region 9 staff, District Staff				Select	
	Campus administrators will attend PLC meetings with each teacher team each month. Administrators will use the HRS model for PLCs as a rubric to ensure the effectiveness of the meetings.	August 2018 - May 2020	Campus administrators and Teachers				Select	
	District administrators will meet weekly with campus administrators to check progress and provide support.	August 2018 - May 2020	District Administrators and Campus Administrators				Select	
<b>Long-Term:</b> (Results)	Barriers to improvement will be eliminated through establishing on-going, job-embedded professional development and support. Consistent monitoring of implementation of strategies and immediate course corrections will result in academic gains for all students.	August 2018 - May 2020	District Administrators, Campus Administrators, Teachers, Staff				Select	
							Select	
<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>						
<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>						
<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>						
<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>						

**Capacity and Resources:** Describe the staff, training, and resources that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)

The HRS model training is provided to the campus through a grant funded by a regional nonprofit organization in partnership with the Region 9 Education Service Center. The grant provides 3 years of funding for all professional development, professional resources and onsite support for the campus. The campus is required to identify teacher teams consisting of a minimum of 10 teachers and leadership teams to participate each year. Teacher teams will attend the 6 day ASOT academy while leadership teams will attend 7 days of training around each level of the HRS model. Training and support for Capturing Kids Hearts will be funded by the district.

**Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.**

Capacity and Resources Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	Identify Teacher team and Leadership team for HRS training.	August 2018 and August 2019	Campus Principal				Select	
	Identify and train staff who need the full CKH training and those who need the CKH refresher training.	August 2018 and August 2019	Campus Principal, CKH Staff, Campus Staff				Select	
							Select	
							Select	
<b>Intermediate:</b> (Implementation)	Teacher teams and Leadership teams will complete the HRS training cycle for each school year of the plan.	August 2018 - May 2020	Members of the Leadership and Teacher Teams, Campus Principal, Region 9 staff				Select	
	All staff will continue to receive the full CKH training or the refresher through out the training cycle for each school year of the plan	August 2018 - May 2020	All Staff, Campus Principal, CKH staff				Select	
							Select	
							Select	
<b>Long-Term:</b> (Results)	Teacher teams and Leadership teams will fully implement the HRS ASOT model.	August 2018 - May 2020	Members of the Leadership and Teachers, and Campus Principal				Select	
	All staff will implement the CKH model.	August 2018 - May 2020	All Staff and Campus Principal				Select	

<b>Capacity and Resources Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Capacity and Resources Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Capacity and Resources Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Capacity and Resources Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>

**Communications:** How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?

The campus vision will be communicated to all stakeholders, both internal (staff, students, parents, board members) and external (community members, SBDC, Partners in Education) through the use of social media, campus websites, PTO meetings, and internal communications. School improvement efforts on the campus will focus on the turnaround initiative, the HRS framework, and Capturing Kid's Hearts for a minimum of three years. These programs will be explained and updates provided to stakeholders through presentations at regularly scheduled staff meetings, board meetings, PTO meetings, CIT meetings, CLT meetings, teacher-parent meetings and website postings. A system will be developed and implemented to train all new staff members on each of these programs. Quarterly progress measures will be established and reports of quarterly progress will be communicated to all stakeholders.

**Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.**

Communication Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	The Turnaround Initiative will be presented at parent, community, student and board meetings.	Sep-18	Campus Administrators				Select	
	Stakeholder surveys will be distributed and data collected to inform leading and lagging indicators. An Action Plan will be developed and implemented.	November 2018 - May 2020	Campus Administration, Region 9 staff, and District administration				Select	
	The campus website, Facebook and Twitter accounts will be established to facilitate communication with all stakeholders.	August 2018 - May 2020	Campus Principal and Campus Staff				Select	
							Select	
	Campus principal will present quarterly progress reports at parent meetings, SBDM meetings and board meetings.	Quarterly meetings October 2018 - May 2020	Campus Principal				Select	

<b>Intermediate: (Implementation)</b>	Progress on the HRS Action Plan will be presented at monthly faculty meetings, parent meetings, and board meetings.	September 2018 - May 2020	Campus Principal				Select	
	Progress on CKH implementation will be presented at monthly staff meetings.	Monthly Faculty meetings beginning in August 2018 - May 2020	Campus Principal				Select	
							Select	
<b>Long-Term: (Results)</b>	All stakeholders will receive current information regarding the progress of the campus via meetings, website, and social media. Multiple opportunities to facilitate two-way communication will be key to campus success.	August 2018 - May 2020	Campus Principal				Select	
							Select	

<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Communication Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>

How will you allocate campus and district funds for this initiative?		
Category	Amount	Description
Payroll	\$21,000.00	Substitutes while campus teachers attend trainings.
Professional Development	\$8,000.00	CKH Training and Refresher Course
Supplies and Materials		
Other Operating Cost		
Capital Outlay		

In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).	
<b>CSF 1: Coherent Curriculum and Assessment</b>	Implementation of the HRS model to include ASOT strategies will ensure that curriculum and assessments are aligned to facilitate student success.
<b>CSF 2: Leadership Effectiveness</b>	Implementation of the HRS leadership team model will ensure the effectiveness of the leadership team.
<b>CSF 3: Teacher Quality</b>	Through the implementation of the High Reliability Schools Framework, the campus will ensure effective teaching in every classroom (Level 2). The implementation of effective PLCs focused on key questions such as, "What do we want students to learn?, How do we know if they are learning?, and How will we respond if students are not learning?" the campus will develop a collaborative environment. Level 2 in the HRS framework focuses on ensuring effective teaching in every classroom. Teachers will learn and implement a research-based instructional framework. The framework focuses on providing a common instructional language across the campus, addressing implementation of effective, research-based instructional strategies and provides effective strategies in keeping students engaged in the learning.
<b>CSF 4: Family/Community Engagement</b>	Consistent use of the campus website, social media and face-to-face meetings will ensure that all stakeholders have the opportunity to communicate effectively.
<b>CSF 5: School Climate and Culture</b>	Through the implementation of the High Reliability Schools Framework, the campus will create a safe and collaborative culture (Level 1). The implementation of effective PLCs will develop a collaborative environment. The implementation of the Capturing Kids Hearts program will provide a safe culture where students and teachers build positive relationships and decrease disciplinary issues. The decrease in disciplinary issues will increase learning time.