

**KIPP Destiny Elementary Campus Turnaround Plan Draft**

Please email the District Coordinator for School Improvement, Laura Farber, at [lfarber@kippdfw.org](mailto:lfarber@kippdfw.org), with comments.

<b>District Name:</b>	KIPP DFW Public Schools			<b>County- District Campus Number (CDCN):</b>	57837		
<b>Campus Name:</b>	KIPP Destiny Elementary			<b>Grades Served:</b>	Kindergarten through 4th Grade		

**Stakeholders Responsible for Campus Turnaround Plan Development:**

<b>Name:</b>	<b>Role:</b>
Laura Farber	District Coordinator for School Improvement (DCSI)
Tori Lee	Principal
Jeanne Walker	Professional Service Provider (PSP)
Rich Barrett	Head of Schools
Michael Horne	Superintendent
Anu Singh	Special Education Lead
Katie Walker	Interventionist
Aleisha Dolls	3rd Grade Reading Teacher and Team Lead
Ahjani Fuller	Assistant Principal

**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:
Tori Lee	Principal
Ahjani Fuller	Assistant Principal
LaQuicia Gill	Assistant Principal
Tijera Marshall	Instructional Coach
Anu Singh	Special Education Lead
Katie Walker	Interventionist

**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.

KIPP Destiny Elementary was founded with PreK and Kinder in 2013. The school has grown each year to serve a new grade level, with the founding class now in 4th grade. The school currently serves just under 600 students and has approximately 50 staff members. KIPP Destiny is the first elementary school in the KIPP DFW Public Schools region. While there have been specific grade levels and teams that have experienced success over time, especially students in Kinder, overall there are three compounding problems that have made achieving continue academic success a challenge.

First, over the last five years, the school has experienced staffing challenges over time. Turnover has been high turnover of leadership and teacher staff. The school now has its third principal in its fifth year. The entire leadership team is new to their roles this year. Additionally, many teachers are new to their roles. The combination of a new teaching staff with continued teacher turnover has made consistency year over year a challenge.

Second, KIPP Destiny Elementary serves a demographic of students with a wide variety of needs. Through its growth, the school has struggled to support students with more intensive needs, lacking the programming and staff to create an environment that. Additionally, KIPP Destiny Elementary is located in a part of the city with a moderate amount of mobility. Student attrition has compounded this challenge as each year a different group of students with different needs arrives at the school.

Third, the school has had consistent changes to the approach and use of curriculum over time. These changes have made it challenging to implement curriculums with fidelity and ensure students have a vertically aligned experience year over year.

As a result of these several areas of challenge, last year KIPP Destiny Elementary did not meet the standard for STAAR performance with its founding class in 3rd grade. Additionally, based on beginning of year MAP data, students are not closing performance gaps year over year.

Include the campus vision.

KIPP Destiny Elementary School will grow scholar-leaders who are empowered to define their own destiny and positively impact the world through superior academic preparation and leadership development.  
KIPP Destiny Elementary students will thrive in a safe and challenging learning environment of educational excellence, enabling scholars to both grow as leaders and build capacity to act independently and make choices that will eventually transform our local community and the world as they define their own destiny to and through college.

**Needs Summary and Turnaround Plan**

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

There are three foundational reasons for low student performance at KIPP Destiny Elementary: 1) There is not a current regional approach to goals, metrics and milestones setting and there is a lack of systems and structures to support it. Therefore clear accountability goals, metrics and milestones for required growth and achievement across all grade levels and content areas have not been established and communicated at the school-level. 2) There is no defined curriculum across all KIPP DFW schools, and consequently at KIPP Destiny Elementary. As a result, teachers and leaders are not analyzing data and student work on a daily basis to progress monitor student mastery and respond to student misconceptions before moving on to the next days lesson and strong systems and structures for remediation are not in place. 3) School leadership teams are not employing consistently strong observation and feedback cycles to support teacher growth and development. Consequently, teachers are not executing strong, data driven lessons that lead to student mastery and increased outcomes.

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

The turn around strategy at KIPP Destiny Elementary will employ three key levers that address the three root causes in a targeted way. This approach will allow the school to work under the leadership of the regional academics team to establish strong systems, structures and practices that will increase leader and teacher capacity for both short term and long term student achievement. The three levers will be: 1) Set clear accountability goals, metrics and milestones for required growth and achievement across all grade levels and content areas must be established at the beginning of the school year, along with the systems and structures to support, 2) Implement aligned curriculum in reading and math, as well as establish systems and structures for data driven intervention to support these core content areas and 3) Adopt an aligned approach to observation and feedback and develop the systems and structures to support consistent teacher coaching.

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

The turnaround strategy will apply the many lessons learned through KIPP Destiny Elementary's growth to ensure significant progress towards creating a safe and challenging learning environment of educational excellence. The plan moves beyond the scope of the previous years' efforts to improve academic achievement. Grounded in a research-based professional development plan and a robust instructional coaching model, teachers and leaders across all grade levels will be impacted. The campus vision focuses on an environment of educational excellence

that is grounded in superior academic preparation. The turnaround strategy of building strong instructional and coaching plans will create the conditions needed to achieve the vision.

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

Students will achieve an average of 70% approaching, 40% meets and 20% masters on all 2018 STAAR assessments.

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

One of the most essential elements of the KIPP Destiny turnaround strategy will be the support of the regional academics team in building a strong, cohesive and comprehensive assessment cycle and data infrastructure. Leaders and teachers at the school must be aware of the current academic achievement and growth for all students across content areas and have consistent process and procedures for accessing and analyzing the data. Clear accountability goals, metrics and milestones for required growth and achievement across all grade levels and content areas must be established at the beginning of the school year. The following should be true for progress monitoring towards the established metrics:

- 1) A consistent, reliable assessment strategy must be established and employed
- 2) A central location to access the most current student achievement data
- 3) A cadence and structure for progress monitoring should be established and implemented at the teacher and school leadership team levels
- 4) Individuals that are directly and indirectly responsible for progress to goals should be clear on the metrics and the systems, structures and cadence for reporting progress
- 5) A strategy and cadence for communicating student achievement progress to the broader school community must be established and employed

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

<b>Processes and Procedures Implementation</b>	<b>Activity</b> <i>(Actions/Processes)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes</b> <i>(Goal/Target)</i>	<b>Results</b> <i>(Outcomes/Data)</i>	<b>Status</b>	<b>Next Steps</b>
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<p><b>Short-Term:</b> <i>(training, acquisition of new skills)</i></p>	<p>Adopt an assessment approach and strategy for the 2018-2019 school year; utilizing existing KIPP created: benchmarks; Eureka, Wheatley and Springboard end of module assessments, Wheatley check point assessments and the Eureka mid-module assessments</p>	<p>June 2018: communicate the strategy and assessment calendar to School Leaders  August 2018: communicate the strategy and assessment calendar to teachers and school based staff</p>	<p>CAO Regional Academics Team</p>	<p>KIPP DFW Assessment Calendar</p>	<p>Destiny EL will have a cohesive, strategic assessment approach that will provide meaningful student data to make informed instructional decisions</p>	<p>By October 2018, 100% of classrooms have implemented the following assessments with fidelity: Wheatley Module 1, Eureka Module 1, and STAAR Benchmark 1 with 98% scanning rate.</p>	<p>Select</p>	
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	<p>Establish a central location for efficient access to student performance data by October 2018</p>	<p>August 2018: train CAO and regional academics team on assessment format, procedures, and grading expectations</p> <p>September 2018: train all regional leaders on how to access data and run relevant reports</p>	<p>School Leader, Academics Team, and Data and Compliance Manager</p>	<p>KIPP examples</p>	<p>Destiny EL instructional leaders and teachers will be able to determine progress to EOY goals and analyze student growth and mastery by standard and question type, as well as determine subgroup performance and progress</p>	<p>By October 2018, 100% of instructional leaders use data dashboards to complete Looking At Selected Response Data Protocol and assessment deep dives</p>	<p>Select</p>	
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	<p>Plan and execute a progress monitoring launch meeting to be led by the KIPP DFW Superintendent, CAO and Head of Schools</p>	<p>August 2018: Communicate cadence for progress monitoring</p> <p>September 2018: Establish tools and protocols for progress monitoring</p> <p>October 2018: Conduct a meeting that includes training on relevant tools</p>	<p>CAO and Head of Schools</p>	<p>KIPP Foundation progress monitoring tools</p>	<p>Destiny EL school leader and school leader managers will have scope and sequence for progress monitoring (Monthly Deep Dives, Weekly Academic Progress Monitoring, Quarterly Step-Back etc.)</p>	<p>By October 2018, KIPP Destiny EL has successfully implemented the following progress monitoring structures with fidelity: September Deep Dive, October Deep Dive, Quarter 1 Step Back</p>	<p>Select</p>	
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<b>Intermediate:</b> <i>(Implementation)</i>	School Leaders will conduct Academic Progress Monitoring (APM) meetings biweekly with the school leadership team. The regional academics team (KIPP DFW CAO, achievement specialists) and Head of Schools will conduct weekly APM meetings, alternating the schools to progress monitor each week beginning the week following Benchmark I administration	June - August 2018: school leader will schedule biweekly APM meetings within context of school schedule  September 2018: KIPP DFW CAO schedules weekly APM meetings	CAO, Principals, School Leaders	KIPP Foundation APM meetings, existing KIPP Data Dashboards, KIPP exemplar documents and videos	Destiny EL school leader and school leader managers will identify weekly student-facing impact statements and weekly teacher/coach-facing impact statements to identify high-leverage instructional moves to increase student outcomes	By October 2018, KIPP Destiny EL has successfully implemented 8 Weekly APM Meetings with clear, actionable, specific student & teacher impact statements	Select	
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	<p>Communicate student performance progress at the beginning of the year (after Benchmark I) and middle of the year (after Benchmark II)</p>	<p>August 2018: Establish systems and structures for communication and add dates to the calendar</p> <p>October 2018: Complete the first data communication and send it to all stakeholders</p> <p>January 2019: Complete the first data communication and send it to all stakeholders</p>	<p>School Leader and CAO</p>	<p>Existing KIPP templates and exemplars</p>	<p>Destiny EL will have a strategic, structured way to celebrate bright spots and identify areas of focus based on student achievement data</p>	<p>By October 2018, 100% of instructional staff can articulate EOY goals and current progress to goals</p>	<p>Select</p>	
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<b>Long-Term:</b> <i>(Results)</i>	In addition to STAAR performance, over 50% of students will meet or exceed tiered growth targets on MAP	August 2018: Administer beginning of the year assessment  December 2018: Administer middle of the year assessment  April 2018: Administer end of the year assessment	School Leader, Campus Testing Coordinator and Academics Team	NWEA MAP Assessment			Select	
<b>Processes/Procedures Implementation Status:</b>		<b>Check in date:</b> <enter date>						
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<b>Processes/Procedures Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>
<b>Organizational Structure:</b> <i>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?</i>		
<p>Prior to the 2018-2019 school year, KIPP DFW implemented a reorganization of KIPP Destiny Elementary School's instructional leadership team. This included a new Principal, two Assistant Principals of Instruction and an Instructional Coach. Continuing our focus on building the capacity of our instructional leaders, KIPP Destiny Elementary School will implement the following leadership evaluation structure: The current KIPP Destiny Elementary School Leader will be evaluated to determine proficiency in the following competencies (from the KIPP Leadership Framework and Competency Model): high expectations, achievement orientation, decision making, direction setting, team leadership, impact and influence; and self-awareness. Additionally, the School Leader must be able to: set and establish buy-in for a strong academic and school culture vision, develop and execute on a metric focused plan for improvement, create and build capacity around data analysis and action planning.</p> <p>Because KIPP Destiny Elementary is a turnaround school, we recognize that it has a unique environment, with leaders and teachers experiencing high levels potential anxiety due to: high accountability, increased levels of urgency, significant achievement deficits, as well as the requirement of new ways of thinking and practicing. Additionally, the school is functioning as a system that is undergoing higher rates of high impact change. As such, the school is in need of additional supports from the region/district level. Supports will include:</p> <ol style="list-style-type: none"> <li>1) Additional resources to assist in the purchase of instructional materials that support greater horizontal and vertical alignment across the school, as well as increased personnel to provide intervention support</li> <li>2) Differentiated leadership support for the School Leader, to include: a head of schools, a leadership coach</li> <li>3) Intentional and targeted professional learning opportunities for the school leadership team once per month led by the CAO</li> <li>4) Increased coaching and leadership support for shared leaders through Achievement Specialists at least 2-3 times weekly</li> <li>5) Targeted curriculum implementation support for teachers and leaders through Curriculum Specialists</li> <li>6) A consistent system and structure for school reporting and feedback on progress to goals/metrics</li> </ol> <p>In addition to the core teacher and leadership staff, the following are positions that will be allocated for school improvement efforts at KIPP Destiny Elementary:</p> <ol style="list-style-type: none"> <li>1) The Head of Schools will allocate no less than 30% of the work week to targeted support of the KIPP Destiny School Leader</li> <li>2) A KIPP leadership coach will be assigned to the School Leader</li> <li>3) 2 - Regional Achievement Specialists will spend no less than 20% of their work week providing targeted support</li> </ol>		

- 4) 2 - Curriculum Specialists will spend no less than 20% of their work week providing targeted curriculum implementation support  
 5) 2 - Full time interventionists will provided small group and one-on-one student tutorials  
 6) 1 - Full time Special Populations will provide resources

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

<b>Organizational Structure Implementation</b>	<b>Activity</b> <i>(Actions/Processes)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes</b> <i>(Goal/Target)</i>	<b>Results</b> <i>(Outcomes/Data)</i>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Conduct a school leader evaluation for proficiency in key competencies from the KIPP Leadership Framework and Competency Model	May 2018: Conduct evaluation and determine next steps  June 2018: Craft final version of school leader improvement plan if needed	CAO and Head of Schools	KIPP Leadership Framework and Competency Model	Destiny EL SL will be evaluated on the KIPP Leadership Framework Competency Model to create a professional development plan and pathway for growth.	By May 2018, Destiny EL SL will have a professional development plan aligned to evaluation from KIPP Leadership Framework and Competency Model	Select	

	Complete selection, hiring and onboarding for all vacant key roles, to include: Head of Schools, Achievement Specialist, Curriculum Specialists and Interventionists	June 2018: Complete all selection and onboarding of new staff	CAO and Head of Schools	Superintendent	KIPP Dallas will engage in rigorous hiring process to fill key positions: Head of Schools, Achievement Specialist and Interventionists	By June 2018, KIPP Dallas key roles (as it applies to Destiny EL) will have 100% of key roles filled with high-quality candidates.		
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	<p>Implement math and close reading curriculum in the 2018-2019 school year</p>	<p>June 2018: establish cadence of communication and set June date for curriculum launch with school leadership</p> <p>June - August 2018: CAO and regional academics team conduct curriculum launch professional development for school leadership</p> <p>CAO and regional academic team provides teacher professional development for curriculum</p> <p>Ongoing: CAO</p>	<p>School Leader</p>	<p>KIPP math and close reading curriculum including professional development resources</p> <p>KIPP Foundation and other KIPP observation rubrics and tools</p>	<p>Destiny EL will have rigorous, shared curriculum to increase high-quality work in classrooms and provide opportunity for shared professional development and coaching</p>	<p>By October 2018, 75% of teachers are implementing curriculum with fidelity per Wheatley and Eureka execution checklist</p>		
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		and regional academics team conducts observations of curriculum with school leadership.							
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	Participate in module internalization calls to support data driven adjustments to the curriculum beginning in August 2018	<p>June 2018: CAO and regional academics team are trained and complete module 1 internalization</p> <p>Ongoing: All teachers and coaches participate in module internalization calls</p>	School Leader	KIPP module internalization templates and examples	Destiny EL will have shared professional development opportunities to internalize curriculum based on unpacking standards, internalizing texts (if applies), internalizing key assessments.	By October 2018, 100% of teachers participate in internalization calls and complete a high-quality module internalization guide per internalization Criteria for Success	Select	
	Regional academics team, principal, other school leadership, and teachers complete Daily Data Dives (D3s) at least 2 times per week for reading and math beginning September 2018	<p>May 2018: regional academics team is trained on D3 protocol</p> <p>June 2018: principals and other school leadership is trained on D3 protocol and set expectations for tracking of D3s</p>	School Leader	<p>KIPP Foundation daily data dive protocol and professional development resources</p> <p>KIPP example D3 trackers</p>	Destiny EL teachers will identify student misconceptions and high-leverage next steps to address misconceptions within 24-48 hours	By October 2018, 75% of teachers upload 2 exit tickets per week in Illuminate.	Select	



		August 2018: teachers are trained on D3 protocol and expectations						
	Conduct Data Deep Dives for each school in June 2018, during which each school leader presents their school growth and achievement data, as well as a comprehensive intervention plan to include all of the components outlined above	<p>June 2018: establish cadence of communication and schedule June data deep dives</p> <p>July 2018: communicate clear expectations data deep dive. Data and compliance manager and CAO hold on data deep dive planning pre-work meeting with each school.</p>	CAO	<p>Data and Compliance Manager</p> <p>KIPP data deep dive toolkit and protocol</p>	Destiny EL school leaders will have opportunity to reflect on successes and strategic areas of opportunity for the following school year by identifying WIGs, PIGS and AIMs	By October 2018, 100% of Destiny EL instructional leaders complete Data Deep Dive	Select	

		August 2018: conduct data dives						
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<p><b>Intermediate:</b> (Implementation)</p>	<p>Identify an Intervention Coordinator for the campus who will be responsible for progress monitoring the quality, effectiveness and the overall tracking of student progress by August 2018</p>	<p>June 2018: identify intervention coordinator. Take inventory and identify resource needs to support intervention</p> <p>August 2018: build intervention time into daily school schedule. Purchase additional resources needed to support interventions</p>	<p>School Leader</p>	<p>KIPP example intervention plans</p>	<p>Destiny EL intervention coordinator will progress monitor achievement and growth of Tier I, Tier II, and Tier III students</p>	<p>By October 2018, 100% of the school leadership team and teaching staff will have access to the progress monitoring tool and be able to use it</p>	<p>Select</p>	
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	<p>Begin targeted intervention August 2018 for all tier II and III students, using MAP and STAAR performance to level students</p>	<p>June 2018: identify and establish clear expectations for what a successful intervention should look like</p> <p>June - August 2018: identify tier II and III intervention students and identify priority standards and skills that students should start intervention with at the beginning of the year</p> <p>August 2018 : train teachers on intervention structures including academic progress</p>	School Leader	Intervention criteria for success	<p>Destiny EL students will receive targeted intervention in Tier II and Tier III aligned to high impact instruction moves to increase student achievement</p>	<p>By October 2018, 100% of Tier II and Tier III students will receive targeted intervention weekly with fidelity</p>	Select	
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		<p>monitoring, resources, and the skills students need support on</p> <p>Establish bi-weekly assessments to monitor student progress.</p>						
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<b>Long-Term:</b> <i>(Results)</i>	School leader shows overall proficiency on the core competencies of the KIPP Leadership Framework and Model	August 2018: Beginning of the Year (optional) diagnostic evaluation  December 2018: Required mid-year evaluation  May 2019: Required end of year evaluation	CAO and Head of Schools	KIPP Leadership Framework and Competency Model			Select	
<b>Organizational Structure Implementation Status:</b>		<b>Check in date:</b> <enter date>	<Enter Text>					
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<b>Organizational Structure Implementation Status:</b>	<b>Check in date:</b> <enter date>	<Enter Text>						
<b>Capacity and Resources:</b> <i>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.)</i>								
<p>Building teacher capacity is one of the highest levers to improving KIPP Destiny Elementary. Aligned and rigorous instructional practices will be developed, taught in professional learning experiences, and consistently coached in real time, during lessons and/or in coaching meetings with teachers. Additionally, in order to improve academic and culture KIPP Destiny Elementary will employ a strong start plan that focuses on building teacher capacity before the first day of school. Strong observation and feedback for teachers at KIPP Destiny will be inclusive of the following:</p> <ol style="list-style-type: none"> <li>1) All School Leaders and shared leaders trained on effective instructional coaching practices</li> <li>2) All School Leaders maintaining a schedule that allows coaching of all shared leaders at least once, biweekly</li> <li>3) All shared leaders maintaining a schedule that allows coaching of all teachers at least once, biweekly</li> <li>4) All leaders maintain a schedule that allows observation of teaching and coaching, as well as collection of artifacts and relevant student work and/or data</li> <li>5) An established electronic system or platform for tracking teacher and leader action steps from week to week</li> <li>6) A well scripted strong start plan, to include: the metrics, actions and evaluation of critical teacher and student practices to be mastered within the first 3-6 weeks of school</li> <li>7) A specific, communicated system and established cadence for teacher evaluation within the first 2 years of turn around</li> </ol>								
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<b>Capacity and Resources Implementation</b>	<b>Activity</b> <i>(Actions/Processes)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes</b> <i>(Goal/Target)</i>	<b>Results</b> <i>(Outcomes/Data)</i>	<b>Status</b>	<b>Next Steps</b>

<p><b>Short-Term:</b> <i>(training, acquisition of new skills)</i></p>	<p>Attend observation and feedback, professional learning for all School Leaders and shared leaders in summer 2018</p>	<p>May 2018: All leaders are notified of required attendance dates for training</p> <p>June 2018: All leaders complete required readings and pre-work for trainings</p> <p>July 2018: CAO, academics team, and school leadership teams receive professional development</p>	<p>School Leader Shared Leaders CAO Head of Schools Instructional Coaches Achievement and Curriculum Specialists</p>	<p>KIPP Foundation professional development offerings</p> <p>The books: Leverage Leadership and Get Better Fasters</p>	<p>Destiny EL leaders will execute full coaching cycle with fidelity - observation, feedback, looking at data and student work, and follow-up</p>	<p>By August 2018, 100% of Destiny EL instructional leaders are trained on coaching cycle with fidelity.</p>	<p>Select</p>	
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	<p>Principals and assistant principals attend monthly ongoing professional development led by CAO and regional academics team that continues learning regarding academic progress monitoring and the alignment with instructional coaching tools</p>	<p>June 2018: A scope and sequence of meetings is created for all monthly meetings and a calendar is generated</p> <p>June: Monthly meeting calendar is communicated to all school leadership teams and academics team members required for attendance</p> <p>August 2018: The first meeting takes place</p>	School Leader	<p>CAO, Head of Schools and academics team</p> <p>The books: Leverage Leadership and Get Better Faster</p>	<p>Destiny EL leaders participate in training to improve data driven instruction decision making and strategies to strengthen academic progress monitoring systems</p>	<p>By October 2018, 100% of Destiny EL instructional leaders are trained on ongoing professional development and practice with coaching cycle</p>	Select	
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	<p>Create a schedule for leader and/or teacher observations by August 2018, to be approved and progress monitored by the KIPP DFW Head of Schools</p>	<p>July 2018: School leader assigns all leaders to the teachers and personnel that they will coach/manage for the school year</p> <p>August 2018: School leader creates a weekly calendar of classroom observations and coaching sessions</p>	School Leader	CAO	<p>Destiny EL teachers are consistently observed by an instructional coach and receive frequent, transparent, actionable feedback aligned to their professional development goals</p>	<p>By October 2018, 100% of Destiny EL teachers are observed weekly and have coaching session with instructional leader</p>	Select	
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	<p>Establish and train leaders on platform for tracking action steps and implement in schools by September 2018</p>	<p>May 2018 : Select and purchase coaching/action step tracking tool (e.g.- Whetstone)</p> <p>June 2018: Training all leaders on the effective use of the action step tracking tool and establish norms for submissions</p> <p>August 2018: Train all teachers on the effective use of the action step tracking tool and share the observation and coaching calendar for the school year</p>	<p>School Leader CAO</p>	<p>Whetstone or Teachboost</p>	<p>Destiny EL teachers have professional development goals and track progress to their goals with their coach using Whetstone platform. Destiny EL leaders can analyze teacher practice data using Whetstone to connect teacher practice data to student outcome data.</p>	<p>By October 2018, 100% of Destiny EL teachers engage in a coaching cycle and receive a high impact action step every two weeks, as evidenced by data logged in Whetstone.</p>	<p>Select</p>	
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<p><b>Intermediate:</b> <i>(Implementation)</i></p>	<p>Implement First 21 Days/Strong Start metrics and rubric for the First 21 Days of instruction</p>	<p>June 2018: CAO, Head of Schools, academics team and school leadership teams are trained on the First 21 days metrics and rubrics</p> <p>August 2018: Teachers are trained on the expectations of the First 21 Days metrics and rubric</p>	<p>School Leader</p>	<p>CAO and Head of Schools</p> <p>KIPP Houston Public Schools First 21 Days/Strong Start metrics and rubric</p>	<p>Destiny EL teachers have a clear understanding of First 21 Days expectations and have a clear pathway to achieve proficiency on First 21 Days.</p>	<p>By the end of the First 21 Days, 75% of teachers are proficient on the First 21 Day Rubric (classroom management, classroom environment, instructional planning)</p>	<p>Select</p>	
<p><b>Long-Term:</b> <i>(Results)</i></p>	<p>No less than 80% of teachers will be rated proficient or higher on the regional teacher evaluation rubric.</p>	<p>August 2018: Diagnostic evaluation conducted</p> <p>December 2018: Mid-year evaluation conducted</p> <p>April 2018: End of year</p>	<p>School Leader</p>	<p>Regional Teacher Evaluation Rubric</p>			<p>Select</p>	

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

Communication is imperative to ensure all stakeholders understand the vision, goals/intended impact, metrics and progress made on the KIPP Destiny Turnaround plan. There will be a number of communication points that will encourage key stakeholders to provide feedback and insight, provide stakeholders with key information and most importantly inform key stakeholders of the progress being made towards goals and metrics. Additionally, KIPP DFW will forge and leverage key partnerships with community stakeholders and ensure that they are aware of key decisions and progress.

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

<b>Communication Implementation</b>	<b>Activity</b> <i>(Actions/Processes)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Expected Outcomes</b> <i>(Goal/Target)</i>	<b>Results</b> <i>(Outcomes/Data)</i>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Establish a cadence of communication for parents of students receiving remediation	May 2018: create parent communication letter template and meeting structure for tier II and III intervention students  June 2018: send parent letter and set parent meetings for students that will begin tier II and III intervention in	School Leader	CAO	Destiny EL teachers will have a routine system and structure to share progress with Tier II and Tier III parents	By October 2018, 100% of parents of Tier II and Tier III students receive weekly updates and at-home tips to help improve student achievement	Select	

		<p>August</p> <p>August 2018: establish bi-weekly communication with parents of students in tier II and III intervention to celebrate success and discuss struggles</p>						
	<p>Establish and communicate a calendar of meetings that parents are able to attend and the purpose of those meetings</p>	<p>July 2018: School Leader establishes the calendar</p> <p>August 2018: Letter sent to parents</p>	School Leader	CAO	<p>Destiny EL will provide transparent, clear, and consistent communication with parents.</p>	<p>By August 2018, 100% of parents receive written notification of year-long scope and sequence of parent meetings</p>	Select	
	<p>Report vision, goals, metrics and progress at monthly Board meetings</p>	<p>August 2018-May 2019: Attend and present at monthly meetings</p>	Superintendent	CAO and Head of Schools	<p>KIPP Dallas Board will be provided with consistent progress updates aligned with KIPP Destiny EL progress monitoring plan</p>	<p>By May 2019, 100% of Board Meetings will include Destiny EL progress monitoring updates</p>	Select	

	Conduct quarterly parent meetings to report vision, goals, metrics and progress, as well as garner insight on key decisions	August 2018- May 2019: Facilitate meetings	School Leader	CAO and Head of Schools	Destiny EL will provide opportunities to share progress updates with parents on a frequent and consistent basis	By October 2018, Destiny EL will hold Quarter 1 Parent Progress Meeting with 40% parent in-person attendance	Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Communicate student performance progress at the beginning of the year (after Benchmark I) and middle of the year (after Benchmark II)	August 2018: Establish systems and structures for communication and add dates to the calendar  October 2018: Complete the first data communication and send it to all stakeholders  January 2019: Complete the first data communication and send it to all stakeholders	School Leader and CAO	Data and compliance manager  KIPP Houston data blast (communication) template and exemplars	Destiny EL will have a strategic, structured way to celebrate bright spots and identify areas of focus based on student achievement data	By October 2018, 100% of instructional staff can articulate EOY goals and current progress to goals	Select	



<b>Long-Term:</b> <i>(Results)</i>	85% of parents express satisfaction with communication from the school	October 2018: Beginning of the year survey sent  January 2019: Mid-year survey sent  May 2019: End of year survey sent	School Leader	KIPP Heathy School and Region Survey			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>						

<b>How will you allocate campus and district funds for this initiative?</b>		
<b>Category</b>	<b>Amount</b>	<b>Description</b>
Payroll	\$ 405,000.00	Campus Funds - Interventionists and leadership coach for school leader; Regional Funds - Head of Schools, 2-Achievement Specialists and 2-Curriculum Specialist
Professional Development	\$ 20,000.00	External presenters and the cost of professional learning books
Supplies and Materials	\$ 50,000.00	Reading growth assessment, books for reading curriculum implementation and math curriculum materials
Other Operating Cost	\$ -	
Capital Outlay	\$ -	
<b>In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).</b>		
<b>CSF 1: Coherent Curriculum and Assessment</b>	<ul style="list-style-type: none"> <li>1) Implement math and close reading curriculum, K – 9 in the 2018-2019 school year</li> <li>2) Adopt the an assessment approach and strategy for the 2018-2019 school year</li> <li>3) Teacher participation in module internalization to ensure deep understanding of the content and expectations for student mastery before teaching each module</li> </ul>	
<b>CSF 2: Leadership Effectiveness</b>	<ul style="list-style-type: none"> <li>1) Training on observation and feedback, as well as real time coaching</li> <li>2) Implementing a School Leader evaluation process</li> <li>3) Ongoing leadership coaching for the school leader</li> </ul>	
<b>CSF 3: Teacher Quality</b>	<ul style="list-style-type: none"> <li>1) Summer professional development opportunities for new curriculum, assessments and instructional practices</li> <li>2) Ongoing observation, feedback and real time coaching from a campus-based leaders</li> <li>3) Teacher evaluation to allow strategic and urgent response to low performance and initiation of capacity building</li> </ul>	

<b>CSF 4: Family/Community Engagement</b>	<ol style="list-style-type: none"><li>1) In addition to progress reports and report cards, informing parents of all tier III students and ensuring communication of a strong plan for academic improvement</li><li>2) Quarterly parent meetings to keep parents informed, garner insight and ensure that parents are aware of the progress at the school</li></ol>
<b>CSF 5: School Climate and Culture</b>	<ol style="list-style-type: none"><li>1) Retention or recruitment of a strong school leader with the core competencies necessary for visioning and executing on a plan for strong school culture and climate</li><li>2) Implementation of the First 21 Days rubric to ensure a focus on establishing strong behavior and academic habits for students and teachers</li><li>3) Ongoing observation, feedback and real time coaching from a campus-based leaders</li></ol>