



**Agenda of Public Hearing
June 16, 2025
The Board of Trustees
Wichita Falls Independent School District**

In Compliance with the Texas Government Code, Chapter 551, Subchapter C, the Board of Trustees of the Wichita Falls Independent School District will meet for a Public Hearing at 5:00 PM, on June 16, 2025, in the Board Room at the Education Center, 1104 Broad St, Wichita Falls, TX 76301.

The subjects to be discussed, considered, or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

I. Call to Order

II. Hirschi Middle School Turnaround Plan (TAP)

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III. Public Comments on the Hirschi Middle School Turnaround Plan

IV. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on Wednesday, June 11th, 2025 at 3:00 pm.

For the Board of Trustees

Response Summary:



All campuses identified in 2023 state accountability that have an Academically Unacceptable count of 2+ must complete the survey. A PDF copy of your survey responses will be available for download at the end of the survey for your records. TEA will upload the PDF of your survey into ISAM on the submissions table for your campus.

If you are a **Comprehensive Support and Improvement (CSI) campus** identified under federal accountability in 2024 with a fail to exit count of 2+ please complete your Turnaround Plan in Intervention, Stage, and Activity Manager (ISAM).

Please complete this survey by 5pm on June 30, 2025.

If you have questions, please contact Ashley Hunt @ SIDivision@TEA.Texas.Gov
Thank you for taking the time to engage in this survey and provide the requested information.

LEA info. Please enter your email to receive communications about your survey response.
ddipprey@wfid.net

Campus info. Please select your region and School Improvement (SI) Specialist(s). Please be sure to select a specialist for each dropdown, if there is not a second specialist listed, please select the blank.

Region	REGION 09: WICHITA FALLS
SI Specialist 1	REGION 09: WICHITA FALLS ~ Lauren.Smith@tea.texas.gov
SI Specialist 2	REGION 09: WICHITA FALLS ~ Lauren.Smith@tea.texas.gov ~

Campus Info. Please select your District and Campus.

District	WICHITA FALLS ISD-243905
Campus	WICHITA FALLS ISD-243905 ~ KIRBY MIDDLE-243905048

Strategy. What is your School Improvement Strategy? (Select all that apply.)

- Engage in Texas Partnership (1882)

1. How does this strategy align to your reason for CSI identification?

The campus has been identified for improvement due to:

- Low academic performance as evidenced by recent state assessments and ESF diagnostic results, particularly in Lever 2.1 and 2.2 (Leadership and Teacher Quality).
- Inconsistent instructional practices, weak data-driven instruction, and limited capacity among current staff to implement and sustain evidence-based strategies.

Teacher and leader data indicates:

- High teacher turnover (over 25% annually), many early-career teachers.
- Leadership team is relatively new with limited experience in turnaround settings.
- ESF diagnostic indicates Level 2 ratings in Lever 2.1 (Principal Leadership) and 2.2 (Instructional Leadership Team).

Third Future Schools (TFS) is a proven school management organization that specializes in rapidly improving low-performing campuses through a leadership-centered, data-driven, and instructional excellence model. TFS operates under a partnership model where it assumes day-to-day operations of the campus with a focus on rapidly improving outcomes within 1–3 years.

Improvement Strategy Aligned to Cause and Timeframe

Key Actions:

1. Transition to Third Future Operational Management for the 25-26 SY at Hirschi MS ○ TFS takes over management while maintaining district oversight and support.
 - Immediate diagnostic of teacher performance, student achievement data, and culture/climate factors.
2. Implement TFS Academic Model (Year 1)
 - Extended school year and day structure to increase instructional time.
 - Use of mastery-based progression in core subjects.
 - Emphasis on acceleration, not remediation.
3. Deploy Turnaround Leadership Model (Year 1–2)
 - Replace or support current leadership based on a performance and readiness assessment. ○ TFS installs a principal or Executive Director with a turnaround track record.
 - Existing leaders are given opportunity to grow within the TFS framework.
4. Staffing and Retention Strategy (Year 1–2)
 - Recruit high-performing teachers aligned with TFS competencies.
 - Offer incentive-based compensation linked to performance.
 - Create career pathways and leadership opportunities to improve retention.
5. Instructional Coaching and Accountability (Ongoing)
 - Weekly coaching sessions for teachers and leaders.
 - Use of walkthroughs, data meetings, and real-time feedback to drive instructional quality. ○ All instructional practices aligned with a TFS rubric tied to student growth. Capacity Building & PD Plan

Training

Leadership Bootcamp for school leaders (2 weeks): Covers instructional systems, data analysis, staff supervision, and culture-setting.

● Teacher Induction (2 weeks):

- TFS pedagogy and planning framework.
- Use of formative assessment data.
- Student engagement and culture systems.

Ongoing Coaching & Support (Throughout Year 1 & 2)

● Weekly Instructional Coaching:

- All teachers receive direct, personalized coaching from TFS coaches.

● Bi-Weekly Leadership Coaching:

- Leaders receive training and coaching from a regional director with experience in successful turnaround work.

● Monthly Data Days:

- Deep-dive analysis and instructional planning based on interim assessments.

Differentiated PD to Match Current Talent State

Based on ESF Lever 2 data and teacher/leader experience:

- New teachers receive more intensive coaching (twice weekly), classroom modeling, and co-planning.
- Veteran but underperforming staff receive targeted skill-building with clear performance goals.
- High-performing staff are given stretch assignments and roles in mentoring peers.

Talent Development Metrics

- Increase teacher retention by 10–15% by Year 2 through targeted support and career growth.
- Increase percentage of effective teachers (based on classroom observations and student data) by 20% in Year 1.

2. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected strategy/strategies.

Federal identification ratings require urgent improvement (usually within 1–3 years to exit status). TFS has a track record of rapid school turnaround, and the strategy explicitly focuses on:

- Visible student progress within Year 1.
- Major gains in Year 2, aligned with state and federal exit criteria.
- Sustainable systems built by Year 3. . Transition to TFS Management (First 90 Days)

Milestone: Third Future Schools Leadership and the WFISD Board of Trustees

● Full transition of campus management to Third Future Schools (TFS) leadership.

- Initial diagnostic of campus performance, including leadership, instructional quality, student data, and culture/climate.

Monitoring Effort:

- Weekly leadership check-ins conducted by TFS leadership.
- Data reviews at the end of the first 30, 60, and 90 days (academic, behavioral, and teacher retention) conducted by TFS leadership.

2. Teacher and Leadership Capacity Building (Months 1–6)

Milestone: Conducted by TFS Leadership

- Upfront teacher training on TFS pedagogy, data-driven instruction, and classroom management. ● Leadership training and coaching for the principal and instructional leadership team.

Monitoring Effort: TFS Leadership

- Daily classroom walkthroughs by TFS instructional coaches and leadership. ● Bi-weekly coaching sessions with instructional leaders and teachers.
- Performance reviews for both teacher performance and leadership effectiveness based on student outcomes, engagement, and classroom observations.

3. Early Implementation of Mastery-Based Academic Model (Months 3–6)

Milestone:

- Launch mastery-based instructional model, focusing on accelerated learning. ● Extended learning time (longer school days or year) implemented.

Monitoring Effort: TFS Leadership

- Weekly data meetings to analyze student mastery of key learning standards. ● Monthly student growth tracking using formative assessments and progress monitoring tools.

4. Initial Impact on Teacher Retention & Climate (Months 3–6)

Milestone:

- Implement teacher retention initiatives (mentorship programs, professional growth opportunities, performance incentives).

Monitoring Effort: TFS Leadership

- Teacher satisfaction surveys at the 3- and 6-month marks.
- Exit interviews and monthly retention metrics for teachers.
- Staffing data review to ensure that turnover is reduced by Year 1.

Year 1 Outcomes (End of Year 1)

- Student outcomes: Demonstrate measurable improvement in key subjects (reading, math).
- Teacher effectiveness: Significant increase in teachers meeting or exceeding TFS standards for instruction.
- Leadership development: The principal and leadership team show improvement in instructional leadership effectiveness.

Year 2 Milestones: Scaling, Refining, & Sustaining Growth Conducted by TFS Schools Leadership.

5. Scaling Data-Driven Instructional Practices (Months 7–12)

Milestone:

- Full implementation of data-driven instruction where all teachers use student data to drive instruction on a weekly basis.
- Expand individualized support for students, particularly for subgroups (e.g., ELs, SPED students).

Monitoring Effort: Third Future Schools Leadership

- Daily classroom observations with real-time feedback provided to teachers.
- Monthly data analysis meetings focused on achievement gaps, subgroup performance, and overall class progress.
- Benchmark assessments to monitor student growth and learning outcomes will be conducted at BOY, MOY, and EOY.

6. Strengthening Leadership Capacity and Systems (Months 7–12)

Milestone: TFS Leadership

- Capacity-building for school leaders (including assistant principals and instructional coaches) to take on more responsibilities.

- Implement systems for data-informed decision-making at all levels of leadership.

Monitoring Effort: Third Future Leadership

- Leadership reviews (individual and team) to assess progress and leadership effectiveness. ● End-of-year leadership survey for staff to gauge trust, communication, and leadership effectiveness.

7. Enhanced Student and Teacher Engagement (Months 7–12)

Milestone: Third Future Schools Leadership

- Expanded student support systems, including targeted tutoring, after-school programs, and SEL support.
- Continue teacher professional development and ensure that teachers receive more differentiated PD based on their performance and needs.

Monitoring Effort: Third Future Schools Leadership

- Surveys on student engagement, teacher engagement, and school climate. ● Monthly analysis of attendance rates, academic performance, and behavior data.

8. Increased Focus on Subgroup Performance (Months 7–12)

Milestone: Third Future Schools Leadership

- Targeted interventions for students in identified subgroups (e.g., English Language Learners, students with disabilities).

- Regular academic progress meetings to address subgroup disparities.

Monitoring Effort: Third Future Schools Leadership

- Monthly subgroup data reviews (reading/math proficiency, growth, attendance, behavior). ● Progress reports for at-risk students reviewed by instructional leadership.

Year 2 Outcomes (End of Year 2)

- Academic growth: Significant progress in student proficiency and growth, particularly in math and reading.
- Subgroup performance: Achievement gaps between subgroups (e.g., EL, SPED) are narrowing.
- Leadership systems: A well-established, sustainable leadership team that is able to guide the school effectively.

- Staff stability: Teacher retention exceeds 90%, and staff satisfaction is notably improved.
- Ongoing Monitoring Efforts Throughout Year 1 & 2
- Check-ins between TFS leaders and the WFISD Board of Trustees to ensure alignment and share progress.
 - Progress updates shared with WFISD board members, and community stakeholders to ensure transparency and accountability.
 - Data dashboards updated regularly to monitor real-time progress on student outcomes, teacher effectiveness, and leadership performance.
 - Quarterly community engagement events to inform parents and stakeholders about school progress and solicit their feedback.
- Key Monitoring Tools
- TFS Data Dashboards for ongoing tracking of student outcomes, teacher performance, and subgroup progress.
 - Walkthroughs and Observation Logs to assess classroom and leadership practices.
 - Staff and Student Surveys to gauge engagement, climate, and culture.
 - Quarterly Progress Reports detailing academic growth, staff retention, and implementation fidelity.
- End of Year 2: Full Implementation & Exit Criteria
- Exit Federal Identification: By the end of Year 2, the campus will be on track to meet federal exit criteria for identification, demonstrating improvement in graduation rates, academic performance, and subgroup progress.
 - Sustainability Planning: Systems are in place for sustained success, with a fully developed instructional and leadership team capable of leading without TFS support.

3. How will your budget be reallocated to meet the needs of the chosen strategy/strategies?

WFISD will seek grant funding through an 1882 Partnership grant to support the partnership with Third Future Schools. Additionally, Third Future Schools will receive a per pupil allocation of district funds and Federal Title Funds. Third Future Schools will develop the budget for the campus as documented in the partnership contract. WFISD will amend the district budget to reflect the per pupil allocation that will be allocated to Third Future Schools.

4. How will staffing be reallocated to meet the needs of the chosen strategy/strategies?

Third Future Schools will hire, assign and evaluate all staff on the campus as per the partnership agreement.

**5. Identify all curriculum programs that will be utilized during the 2025-2026 school year for:
K-5 Math**

- Not Applicable

**6. Identify all curriculum programs that will be utilized during the 2025-2026 school year for:
K-5 RLA**

- Not Applicable

**7. Identify all curriculum programs that will be utilized during the 2025-2026 school year for:
6-8 Math**

- Other:
All curriculum will be provided by Third Future Schools. Third Future Schools ensures that all curriculum is TEKS aligned.

**8. Identify all curriculum programs that will be utilized during the 2025-2026 school year for:
6-8 RLA**

- Other:
All curriculum will be provided by Third Future Schools. Third Future Schools ensures that all curriculum is TEKS aligned.

**9. Identify all curriculum programs that will be utilized during the 2025-2026 school year for:
9-12 Math (Algebra 1, Algebra 2, Geometry)**

- Not Applicable

**10. Identify all curriculum programs that will be utilized during the 2025-2026 school year for:
9-12 RLA**

- Not Applicable

PN Date#1. Please select the date of Public Notice - Month

Please Select:	June
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PN Date#2. Please select the date of Public Notice - Day

Please Select:	11
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PN Date#3. Please select the date of Public Notice - Year

Please Select:	2025
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Hearing Date#1. Please select the date of Public Hearing - Month

Please Select:	June
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Hearing Date#2. Please select the date of Public Hearing - Day

Please Select:	16
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Hearing Date#3. Please select the date of Public Hearing - Year

Please Select:	2025
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5. Describe how the campus solicited feedback during the development of the TAP.

The TAP for Hirschi MS was posted to the district website on June 11, 2025. On June 11, 2025 two townhall meetings were conducted to allow stakeholder input regarding the Turnaround Plan. Stakeholder feedback was collected via survey on the WFISD website.

BA Date#1. Please select the date of Board Approval. - Month

Please Select:	June
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BA Date#2. Please select the date of Board Approval. - Day

Please Select:	16
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BA Date#3. Please select the date of Board Approval. - Year

Please Select:	2025
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Written comments.

Please upload the written comments collected while soliciting public feedback.
Naming convention: DistrictName_CampusName_CDCN_Written comments.

Example: Taylor ISD_Hunt EI_ 123456789_Written Comments

[\[Click here\]](#)

Attention:

You have reached the end of the survey. Once you click the final forward button below, you will be prompted to download a PDF version of your survey responses. This PDF is for your records.

TEA will upload this PDF to the submission table in ISAM by July 11, 2025, for your reference.

No further action is needed for your TAP submission.

Embedded Data:

N/A