

Campus Turnaround Plan

District Name:	Conroe ISD	County-District Campus Number (CDCN):	170-902-104
Campus Name:	Sam Houston Elementary	Grades Served:	PK-4

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
Viviana Harris	Principal
Gabriel Hernandez; Theresa Waller	Assistant Principals
Delic Lloyd	SIP
Tamika Taylor	Director of Assessment
Shellie Winkler	Director of Elementary Education
Valerie Oliveri; Meylin Gamez	Campus Instructional Coaches
Debbie Phillips	Assistant Superintendent for Elementary Education

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:
Viviana Harris	Principal
Gabriel Hernandez; Theresa Waller	Assistant Principals
Debbie Phillips	Assistant Superintendent for Elementary Education

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.

Sam Houston Elementary has served the Conroe community for 80 years. The campus has had at least 90% of students qualify as economically disadvantaged for the past 10 years and the school was successful for many years on the previous assessment, TAKS. However, with the implementation of STAAR and the increase in rigor, the new expectations have been challenging. Recently, the school has experienced many changes in leadership. The current principal is the fourth principal in six years. In addition, there has been a high rate of teacher turnover. With these changes, best practices have "drifted" and are not taught with expected fidelity.

Include the campus vision.

At Sam Houston, we set a standard of excellence for all members of our school community. We build a nurturing environment with high academic standards by providing the foundation to develop life-long learners. We promote culture that encourages the development of character, emphasizing respect, responsibility, honesty, and kindness.

Needs Summary and Turnaround Plan

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

Inconsistent collaboration and planning for quality questioning impacts instructional decisions in implementing guided reading, Writer's Workshop, and quality initial math instruction.

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

Houston Elementary will launch instructional rounds to promote "explicit practice that is designed to bring discussions of instruction directly into the process of school improvement" (Elmore, Fairman, City, & Teitel, 2014). Instructional rounds will be modeled based on the research of Robert Marzano. Through instructional rounds, teams of teachers will observe their peers in the classroom. The purpose of instructional rounds is for the observing teachers to compare their own practices to those of the teachers they observe. Through this process, teachers will identify practices they observed that they would like to try in their own classroom. This in turn builds the collective expertise of the team.

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

Instructional rounds will improve teacher mastery of content knowledge, promote job-embedded professional development and encourage the shared practice of improvement. This will in turn improve campus culture, provide support, and build a stronger sense of community, which will ultimately positively impact staff collaboration, decision making, and planning. Student achievement will increase due to strengthened instructional practices and stability of the staff. During instructional rounds, teachers will have the opportunity to observe, discuss and reflect on their own teaching practices. Much like doctors making medical rounds to help one another learn, teachers will make rounds to improve their own practice. This job-embedded professional development will encourage teacher growth, foster an additional layer of trust within the school and in turn increase the investment teachers have in Houston Elementary.

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

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

Professional Development will be provided in order for school leaders, both formal and informal, to understand the common purpose and process of instructional rounds. The campus will develop a schedule of continuous cycles for participation in instructional rounds for all teachers PK-4th and in all subject areas. Teachers will be required to observe and analyze other teachers' instructional practices in order to understand instruction to improve student learning. The Campus Leadership Team (CLT) will develop a protocol for instructional rounds including research-based practices, guiding questions and the identification of future steps once the debriefing process is completed. Campus coaches will work with PLC's to identify focus areas of instructional rounds. Considerations to instructional rounds will also be dependent on common assessments and district benchmark data.

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
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Short-Term: <i>(training, acquisition of new skills)</i>	Core team of teachers will work with coaches to define the instructional rounds procedures.	Sept. 2018	Principal, Campus Coaches				Select	
	Protocol is developed to support rounds.	Sept. 2018	Principal, Core Team				Select	
	Identify dates to hold instructional rounds and ensure that class coverage is arranged for teachers.	Sept. 2018	Assistant Principals				Select	
							Select	
Intermediate: <i>(Implementation)</i>	Instructional rounds are implemented.	Sept. 2018-April 2019	Principal				Select	
							Select	
							Select	
							Select	
Long-Term: <i>(Results)</i>	Teachers seek coaching support regarding strategies they want to implement.	Sept. 2018-April 2019	Campus Coach				Select	
							Select	

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

This process will hinge on trust and communication. To overcome these barriers, administrators acknowledge the need to delineate between rounds and appraisals. Therefore, administrators will reserve instructional rounds for teachers and coaches only. The CLT will seek feedback on the process of instructional rounds to address areas of concern and celebrate areas of strength with the staff. It will be the responsibility of teachers and coaches to identify areas of focus for instructional rounds. Before observing in a classroom, the coaches and PLC members will identify coherent and useful guidance for the observation and debriefing process. Teachers will identify areas in which to improve their classroom instruction based on what they see during their instructional rounds. District level coaches will participate in the training and implementation of instructional rounds. District coaches will provide feedback on the instructional rounds process to the campus administration and instructional coaches. The district will provide supplemental training when appropriate to support the instructional rounds initiative.

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
Short-Term: (training, acquisition of new skills)	Time will be designated for instructional rounds.	Aug-18	Principal				Select	
							Select	
							Select	
							Select	
Intermediate: (Implementation)	Schedule for rounds will be developed and rounds will be implemented.	September 2018- April 2019	Core Team/Principal				Select	
							Select	
							Select	
							Select	
Long-Term: (Results)	Grade Level PLCs collaborate and daily instruction plan together.	Sept 2018--May 2019	Core Team Leaders				Select	
							Select	

Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>						
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>						
Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>						
Organizational Structure Implementation Status:	Check in date: <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.)

All teaching staff will be involved in the instructional rounds process. To maintain trust, the staff will implement the Marzano practice of instructional rounds. This model builds on teachers identifying what instructional practices could strengthen student performance. Staff will be needed to cover classrooms whenever rounds do not coincide with conference periods.

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
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Short-Term: <i>(training, acquisition of new skills)</i>	Teachers will identify practices they observe in rounds that they would like to try in their own classroom.	Sept. 2018-April 2019	Campus Coach				Select	
							Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>	District and campus coaches will support teachers in implementing desired strategies.	September 2018-April 2019	Core team/coaches				Select	
							Select	
							Select	
							Select	
Long-Term: <i>(Results)</i>	Teachers will improve the use of strategies they observed.	Jan. 2019-April 2019	Principal				Select	
							Select	

Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
Capacity and Resources Implementation Status:	Check in date: <enter date>	<Enter Text>
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Capacity and Resources Implementation Status:	Check in date: <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 vision of the campus is that instructional rounds will provide job-embedded professional development, strengthen Professional Learning Communities and trust among the staff. This in turn will promote teacher cohesiveness and teacher retention. A group representing all areas will attend training on instructional rounds. This information will be introduced within each Professional Learning Community (PLC) beginning in August. Additional training will be provided to each team to introduce the process and purpose of instructional rounds. PLC meetings will include a line item agenda topic on instructional rounds. Campus and district coaches will introduce and facilitate the implementation process. Campus coaches will provide continuous support of the initiative and will be the liaison between teachers and administrators. Parents will be informed of the process through parent meetings and campus newsletters. The Site-Based Decision Making Team will address the progress, successes and challenges of the initiative and solicit feedback from the committee of stakeholders. Parents will also be given the opportunity to participate in end-of year surveys to assess the effectiveness of the turnaround plan.

Communication Implementation	Activity <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
	Stakeholders provide feedback regarding the selected initiative.	Dec. 2017-Sep 2018	Principal				Select	

Short-Term: <i>(training, acquisition of new skills)</i>	Information regarding instructional rounds is shared with parents at information night.						Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>	Parents are invited to participate in "Learning Walks" to observe teachers trying new strategies.	Mar. 2019	Principal				Select	
							Select	
							Select	
Long-Term: <i>(Results)</i>	Parents and community stakeholders will debrief results of the Instructional Rounds process.	May. 2019	Principal				Select	
							Select	

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

How will you allocate campus and district funds for this initiative?

Category	Amount	Description
Payroll	\$4,000.00	Local district funds provided when substitute teachers are necessary for training and/or the practice of rounds.
Professional Development	\$14,300.00	Professional Development will be provided at three different times to support Instructional Rounds. June 2018 - Introduction to campus team on the tenets of Instructional Rounds; September/October - staff development on campus for all teachers of all grade levels on supporting Instructional Rounds; December/January - Follow-up for consultant to walk and debrief on current practice of Instructional Rounds. This will be funded through local district funds.
Supplies and Materials	\$3,200.00	The district will purchase staff development books for all professional staff members.
Other Operating Cost		
Capital Outlay		

In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).

CSF 1: Coherent Curriculum and Assessment	Participation in instructional rounds will facilitate consistency and fidelity in the implementation of best practices. Teachers will observe master teachers, and then plan for future instruction within their PLCs.
CSF 2: Leadership Effectiveness	The campus leadership team will attend training in instructional rounds and will learn new skills to support the learning of teachers.
CSF 3: Teacher Quality	Through participation in instructional rounds, teachers will value collaboration more. Through collaboration, teacher quality will be impacted by quality planning and improved decision making.
CSF 4: Family/Community Engagement	Parents will be provided information regarding the progress of the instructional rounds initiative through parent meetings and campus newsletter, Additionally, members of the site based decision making team will experience an in-depth glimpse into the process.
CSF 5: School Climate and Culture	True collaboration will positively impact the climate and culture of Houston Elementary. Through instructional rounds, teachers will deepen their collective commitment to the PLC process and to each other as a learning community.