

Turnaround Plan

Sam Houston Elementary School: 2018-19

Background: HB 1842 requires 2nd year Improvement Required campuses to write a turnaround plan. The plan is developed by the district, along with the campus intervention team, parents, community members, and other relevant stakeholders. The plan must be approved by the board of trustees and the commissioner of education. We welcome the input of our parents and community.

Systemic Root Cause: *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.

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 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.

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.

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.

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.

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.