

Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name:	Bastian Elementary School	Campus Number:	108
Grades Served:	PK - 5	Date of Board Approval:	9-Jun-16

Consecutive School Years Rated Academically Unacceptable/Improvement Required:	3rd Year IR
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Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Tonya Roberson	Principal
Everett Hare	Assistant Principal
Katie Addison	Parent
Jane Kuchar, Silvia Trinh, Renee McKinnon	PSP, DCSI, School Support Officer
Benita Peters, Tamika Arscott Beal	Teacher
Yolanda Washington	Teacher Specialist

Turnaround Plan Attestation Statements

<input checked="" type="checkbox"/>	By checking the box, we attest assistance was requested from parents and community members in developing the campus turnaround plan, per Texas Education Code (TEC) 39.107(a-2)(2). In addition, the request and input have been recorded and are available upon request.
<input checked="" type="checkbox"/>	By checking the box, we attest the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39.107(b). The comments must be submitted in the ISAM portal.
<input type="checkbox"/>	By checking the box, the superintendent and board of trustees attest this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward. The district confirms its commitment to support the school in the successful implementation of this plan.

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Historical Narrative (Optional Response)

Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Limit the narrative to big picture issues and the challenges of the campus. Do not exceed 3000 characters.

Needs Summary and Turnaround Plan

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

The high turnover rate of teachers and leaders has interfered with our ability to sustain effective systems for improving academic performance. The results of the students' academic performance has been low for multiple years. For two consecutive years, the students' academic performance (as evidenced by STAAR 3rd-5th grade) has been 39%. This was a decrease from 56% at the end of the 2012-2013 school year. Specifically, the 2015 performance results show: the reading performance was 40%, the math performance was 41%, the writing performance was 38%, and the science performance was 33%. For the past 2 years, the school has had 2 different first year principals, which contributed to inconsistent leadership due to the turnover and gaps of implementation of strong improvement efforts. The change in leadership has resulted in a lack of consistent recruiting, hiring, retention, and developing high quality staff. This year, of the total faculty workforce, 20% of teachers were first year teachers; 40% of the faculty were new to the school; and 28% of all teachers were on structured professional development plans. There have not been adequate opportunities to engage teachers in collaborative planning time. By not maintaining systems to strengthen the teacher workforce, the students' academic performance continues to be below standards. Even though we have multiple ways to collect data, having a high turnover rate of teachers and leaders negatively impacts our system of tracking and analyzing data to improve instruction. Our school climate has suffered due to the high turnover rate of teachers as evidenced by high teacher absences, teacher dissatisfaction, and lack of long-term investment in school community.

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Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>		Impacted Critical Success Factors (CSFs):	
<p>We are going to use a structured system for hiring, selecting, developing, and retaining quality teachers. This system will include a partnership between district recruiters and the school leadership team to develop interview protocols that identify best fit teachers for Bastian. The system will include support for campus leaders for the purpose of calibrating the leadership team's structures for recruiting, hiring, and developing teachers. The system will include a clearly defined plan for new teachers to collaborate with effective, experienced teachers who teach at Bastian or at other nearby campuses. Research shows that when top teachers experience at least two retention strategies (such as: receive feedback and development, recognition, responsibility and advancement opportunities, and access to resources) they plan to remain on their campus for up to six years. The campus will increase time for professional development for teachers. Professional learning time with teachers will be differentiated according to the needs of the teachers as it relates to developing teachers' content pedagogy and skill. The system will include a structured opportunity for on-going professional development and job-embedded learning. These opportunities will include early release days, weekly observations, and coaching meetings. In addition, peer observations will be added to the professional development structure. To complement these opportunities, teachers will receive regular feedback about instruction, use of data, and student outcomes. To enhance teacher development and retention, the system will focus on improving teacher working conditions through needs assessment and a system for addressing the results. In addition, the office of school leadership will support the development of teacher leaders.</p>		<input checked="" type="checkbox"/>	CSF 1 - Academic Performance (Curriculum & Instruction)
		<input checked="" type="checkbox"/>	CSF 2 - Quality Data to Drive Instruction
		<input checked="" type="checkbox"/>	CSF 3 - Leadership Effectiveness
		<input checked="" type="checkbox"/>	CSF 4 - Increased Learning Time
		<input type="checkbox"/>	CSF 5 - Family/Community Engagement
		<input checked="" type="checkbox"/>	CSF 6 - School Climate
		<input checked="" type="checkbox"/>	CSF 7 - Teacher Quality
Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			

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By improving the system for hiring, selecting, developing, and retaining teachers we will promote student learning. We expect to have routines in place to constantly review candidates for potential positions. This turnaround initiative will allow the administrators to focus on developing teachers through induction, professional learning, and evaluation. Our focus on professional learning will ensure there is an effective induction of new teachers into the culture, mission, and vision of Bastian Elementary. An effective induction of new teachers will show that we value and support new teachers' growth and desire to build relationships between administrators and new teachers. We expect for our experienced and inexperienced teachers to develop a shared understanding of professional growth. An increase in professional learning among the teachers will develop all teachers' capacity for coaching and allow experienced, effective teachers to help to reduce turnover in the school, thus making a professional contribution to retaining teachers.

Our focus on selection will be enhanced with ongoing, evidenced-based conversations about teaching practices through formal and informal observations. This will allow administrators to evaluate their decisions about staffing grade levels and content areas. Frequent classroom observations will also identify teaching practice areas in need of celebrations or development.

The administrative staff will engage teachers in professional development with a focus on effective planning and preparation for instruction, the components of effective instruction, an environment conducive for learning, and professionalism.

To retain teachers at our school, there will be a focus on four areas: feedback and development, recognition, responsibility and advancement, and resources. Specifically, by giving positive feedback and areas of improvement teachers will feel supported. Also, by recognizing and celebrating teachers, we expect that teachers will be encouraged by their progress. Another expected outcome of giving more responsibilities to teacher leaders is they will feel valued for their strengths and professional contributions. Using teachers' strengths, we will allow teachers to lead in areas they have valuable information to share. By promoting teacher leadership, teacher leaders will be a vital part of a system for gathering perception information, creating a collaborative work environment, and executing decision-making structures that support cohesion and cooperation among staff. By ensuring we focus on retaining effective teachers, administrators will encourage inexperienced teachers to stay at Bastian, continue to learn and grow, and identify ways they can make professional contributions to others in the community as well.

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

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The administrators will secure an interview team, follow interview protocols, and designate regular times for potential candidates to visit the campus to interact with teachers and students. The administrators will develop the interview team that consists of a representation of the faculty and staff.

In June, the SDMC will identify more ways to market school/positions. Also, the SDMC will identify key characteristics (knowledge, skills & abilities) for candidates. The principal will share the district interview toolkit to the team so that decisions can be made about additional processes.

The interview team will make decisions about who will handle the one on one time with candidates, which team members will observe the sample lesson, and what measures will be taken to cultivate the relationships between candidates.

In August, the principal will develop an outline of monthly focused areas and teacher leaders to deliver content to new teachers. Currently the campus follow the District mentoring guidelines for new teachers. To go beyond these guidelines, the administrators will collaborate with teacher development specialists to determine a timeline of focus areas for monthly training for inexperienced teachers. Currently, the administrators use the evaluation process to identify content teacher leaders. To expand the existing teacher leader network, the principal will allow experienced teachers to assign themselves to the leadership network. Their responsibility will be to provide training for new staff. If a focus area is not covered by teacher leaders, the administrators and the teacher development specialists will deliver the training (or locate district resources).

The administrative staff will engage teachers in professional development with a focus on effective planning and preparation for instruction, the components of effective instruction, an environment conducive for learning, and professionalism.

The administrators will develop a weekly and monthly schedule for teacher collaboration, peer observations, delivering professional development, and coaching. The weekly schedule will support all teachers on each grade level and give them the chance to collaborate with administrators. A timeline of focus areas for each will be determined based on the student outcomes by grade level.

In addition to the campus regular professional development structure (after school during the school day), additional days of professional development (literacy instruction and interventions) will be provided during the summer and prior to District preservice training.

A timeline for inexperienced teachers will be developed so that each teacher can observe an effective teacher one time per week. The administrators will collaborate with teacher development specialists to assign the experienced and inexperienced teacher pairs.

In addition, the administrators will use multiple forums to gain a sense of successes and failures for the purposes of facilitating changes in working conditions and school environment.

The administration will develop a collaborative meeting structure for content and grade level teachers to meet that is reflected in the school master schedule; and attend all meetings.

As soon as a teacher demonstrates a need to grow, professional development plans will be utilized to assist teachers in improving. Documentation will be provided that shows support and follow through on behalf of the administration.

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

Our vision is to prepare every student for successful entry into high school, college, and the workforce by upholding the standard of excellence while providing support to all members of the learning community. Increasing the support for new teachers and the quality of professional development for all teachers will create a strong basis for achieving the campus vision.

It is expected that the turnaround initiative will develop a positive mindset shift among the faculty and staff. It is expected that the administrators will positively communicate the vision and progress in order to motivate all members of the school. On a routine basis, the principal will communicate to the staff to identify practices that are meeting the achievement expectations and acknowledge the growth needed. The principal will celebrate implementation accomplishments of the school and staff to promote a sense of well-being among staff. The staff will develop agreed upon processes to become more effective in the implementation focus area. To stress the need for more autonomy, each grade level will submit their plan of action to the principal. The SDMC team will discuss student academic and behavioral progress; and contribute to the action plan for addressing concerns.

All stakeholders will be a central part of the communication vehicles to be aware of the progress on a regular basis. The use of the following will be used to communicate:

1. Climate survey/exit interviews: To serve as a baseline for feedback from teachers regarding the campus systems for hiring, selecting, developing, and retaining quality teachers.
2. Pre-service: To begin the professional development plans and set expectations for the school year. To communicate the procedures expected to be followed for the school year.
3. Faculty meetings: To review the school vision and progress on the turnaround plan. To seek input on our progress on our turnaround plan.
4. Email: To systematically coach and develop teachers by giving feedback from classroom walkthroughs.
5. Parent community meetings: To provide opportunities to gain from parents on how we can improve teaching and learning.
6. Collaborative meetings: To develop cohesive practices among teachers.
7. Professional development structure: To deliver content and understand expectations for teaching and learning.

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?*

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Some roles and responsibilities of staff will change to accommodate the components of the plan.

1. The Leadership Team will be responsible for determining the interview protocols are organized and carried out with fidelity each time a teacher is hired. The leadership team will be responsible for creating the schedules for candidates to visit the campus and for making contact with candidates to invite them to the campus. The principal will be responsible for ensuring that all participants implement the turnaround initiative with fidelity.
2. The leadership team will distribute the calendar for new teacher induction activities for the year. The administrators and the teacher development specialists will determine the master schedule of professional development activities (during the day, afterschool).
3. The campus administrators and teacher development specialists will conduct coaching and development class visits for the purposes of improving practices of new and experienced teachers.
4. In addition to the campus administrators, school support officer, and TDS, the consultant will have a strong role in delivering professional development, monitoring the implementation the professional learning, and providing targeted classroom modeling that meets the needs of each teacher.
5. The campus administrators, school support officer, and TDS will be responsible for assigning teachers to District-provided professional development, which will be ongoing throughout the school year both on campus and at Central Office.
6. A structured school master schedule will allow the campus to increase time for professional learning for staff to engage in job embedded professional learning that will result in quality instruction.

Capacity and Resources: *Describe the staff 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.)*

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No new positions will be added to implement this initiative. However, the roles and responsibilities of the campus leadership team will be expanded to include a greater role in support new teachers, providing professional develop, coaching and feedback for all teachers.

There will be multiple partnerships between the school and district departments, such as the human resources department, the curriculum and instruction department, the professional development department, and the office of school leadership. One example is a partnership between district recruiters and the school leadership team to develop interview protocols that identify best fit teachers for Bastian. Another example is the campus administrators will partner with the Performance and Continuous Improvement Manager (PCIM) to utilize the district's evaluation system as a means to identify teacher needs and to develop targeted professional development plans to meet the needs of teachers. At the outset of the 2015-16 academic year, Houston I.S.D. committed to providing struggling elementary schools enhanced levels of support through the establishment of the Elementary Transformation Schools office. Comprised of a Chief School Officer, Director, and seven School Support Officers, the Elementary Transformation Schools office will focus its efforts exclusively on the unique needs of schools designated as Improvement Required. The Bastian School Support Officers will be instrumental in conducting observations, developing work plans for executing the turnaround plan, and monitoring progress. Classroom observations will allow for frequent monitoring of teacher and student progress. The leadership team will calibrate feedback among appraisers and SSO to identify instructional trends across the campus. In addition, Bastian has been linked to a high-performing "demonstration" campus with whom teachers and administrators collaborate and observe best practices. Site visits will be utilized to support peer observations. Peer observations will benefit both teachers and administrators. The ETS office will continue to provide comprehensive feedback to principals on improvement strategies based on the practices of highly-effective urban schools in HISD, across the state, and across the nation. Full day instructional rounds will be facilitated by instructional leaders from various departments (PSPs, SSOs, TDSs, and campus administrators) who will collaboratively develop a plan for addressing the school needs.

The Elementary Transformation Office will continue to receive additional curricular and training resources which Bastian will benefit greatly, for example two dedicated District Teacher Development Specialists will be assigned to work exclusively with Bastian. Teacher development specialists will collaborate with Bastian administrators to monitor classroom performance, identify teacher needs, and provide ongoing coaching and support for teachers.

The Elementary Transformation Schools Office will offer professional development opportunities for principals, campus leaders, and teacher leaders that goes beyond those offered across the district. One example of these offerings will be monthly "Data & Dessert" meetings, which is a series of training seminars in which principals engage in collaborative examination of key campus data and/or other topics relevant to their respective improvement strategies.

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

Category	Amount	Description
Payroll	\$30,000.00	Stipends for professional development in the summer and the school year (reading for all teachers and new teacher induction)
Professional Development	\$25,500.00	Consultant and coaching services. Resources for professional development
Supplies and Materials	\$1,500.00	Teacher resources and marketing tools for recruiting
Other Operating Cost	\$21,800.00	Subs for coaching, peer observation and travel for recruiting
Capital Outlay		

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

Turnaround Initiative: *Describe your systemic approach for turning around the campus.*

Impacted Critical Success Factors (CSFs):

- ☐ CSF 1 - Academic Performance (Curriculum & Instruction)
- ☐ CSF 2 - Quality Data to Drive Instruction
- ☐ CSF 3 - Leadership Effectiveness
- ☐ CSF 4 - Increased Learning Time
- ☐ CSF 5 - Family/Community Engagement
- ☐ CSF 6 - School Climate
- ☐ CSF 7 - Teacher Quality

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Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			
Communications: <i>How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?</i>			

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Capacity and Resources: *Describe the staff 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.)*

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Category	Amount	Description
Payroll		
Professional Development		
Supplies and Materials		
Other Operating Cost		
Capital Outlay		