

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007
Grades Served:	9 th – 12 th	Date of Board Approval:	12-Oct-17 (previous) 16-Nov-17 (revised)
Consecutive School Years Rated Academically Unacceptable/Improvement Required:			IR 8

Professionals Responsible for Campus Turnaround Plan Development:

Name:	Role:
Nancy Blackwell	Principal
Dr. Rhonda Johnson	SSO and Campus Level DCSI
Judy Koch	PSP
Natalie Priwer and John Flowers	Assistant Principals
Ken Williams and Huey German-Wilson	Community Members
Lynette Durant and Patsy Morehead-Potts	Teachers
Megan Lyndersay, Megan Titus, Rose Durant	Teachers
Dr. Grenita Lathan	Chief Academic Officer
Yolanda Rodriguez	Area Superintendent, Superintendent's Schools
Silvia Trinh	District DCSI; Academic Support Director
Andres Salas	Director, Superintendent's Schools
Felicia Adams	Achieve 180 Program Manager
Carla Stevens	Assistant Superintendent, Research and Accountability
Annie Wolfe	Secondary Curriculum Officer
Dr. Jocelyn Mouton	Assistant Superintendent, Academics
Dr. Courtney Busby	Interventions Office Director
Jeffery McCanna	Human Resources Officer
George Perez	Senior Manager, Budgeting Department

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 checked="" 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.

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

Historical Narrative (Optional Response)

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

Kashmere Senior High School is a comprehensive campus which has grown from 493 students in 2015 to 722 students as of September 29, 2017. The current student body is approximately 60% African American and 40% Hispanic with 89.6% being classified as Economically Disadvantaged. Free breakfast, lunch, and dinner is available to all. The current principal has turnaround experience and is strong in effective instructional and curriculum delivery. Upon the principal's arrival at Kashmere HS, it was observed that discipline management was unstructured resulting in students being out of class and in the hallways during instructional time. There were no processes for teachers or students regarding the use of technology, grading procedures, instructional strategies, or authentic professional development. There was a lack of focus on the Professional Learning Community concept. Also lacking were structures for meeting the academic, social, or emotional needs of individual students.

Addressing these issues over the past 2 years has resulted in significant growth in Algebra and Social Studies. While Biology decreased slightly on STAAR 2017, the campus still Met Standard in that content area. ELA increased slightly, but continues to be a major focus for improvement for the 2017-2018 school year. Final scores by content are listed:

ALGEBRA 1 STAAR Performance		BIOLOGY STAAR Performance		SOCIAL STUDIES Performance		ELA STAAR Performance	
2016	2017	2016	2017	2016	2017	2016	2017
48%	65%	68%	66%	70%	83%	34%	36%

Areas of needed improvement have been addressed under the leadership of the current principal in the following ways:

- Structures were put in place to address discipline and to reduce tardies. A discipline committee and attendance committee meet weekly. Both the Discipline Committee and Attendance Committee are made up of one parent, a ProUnitas representative, one counselor, an assistant principal and one staff member. Additionally, all teachers have been trained in Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS) to reinforce behavior expectations. Monday Memos reinforcing behavioral expectations are provided to all staff members as well as reiterated during the monthly meetings.
- Instructional technology has been purchased for all core classrooms and every student.
- Classroom instruction is addressed through targeted professional development based on best practices and individual teacher needs. Instructional specialists and assistant principals collaborated with teachers to develop their individual teacher development plans, which aligned with Kashmere's achievement data. Principal monitored attendance of the varied professional development sessions.
- The District has increased the number of staff positions so that we are better able to meet all student learning needs through effective scheduling, class size, and intervention grouping.
- Social and emotional student support has been stabilized through non-profit community partner ProUnitas. The partnership is in its 2nd year of full implementation.

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

Needs Summary and Turnaround Plan

Systematic Root Cause: Describe the systemic root cause that has led to low student performance

The systematic root cause leading to past low performance is related directly to the level of instruction being delivered by uncertified teachers. Attracting certified teachers to Kashmere HS has been difficult. However, through the Achieve 180 initiative, we began the 2017-2018 school year fully staffed with certified teachers, with the exception of two who have met the highly qualified criteria, and are pursuing certification through an alternative certification program. While we have partially resolved the certified teacher component of the root cause, the next steps to address the level of instruction are (1) to ensure that all teachers receive ongoing development and support and (2) to develop a system for monitoring the implementation of effective teaching practices during first instruction and during interventions by campus leadership, and that includes district oversight.

Additionally, Kashmere HS has not provided sustainable corrective services and monitoring to address the following deficiencies:

- Literacy gaps in 2/3 of Kashmere HS students;
- Math gaps in algebraic thinking and reasoning;
- Lack of social/emotional support for students and families;
- Low student attendance;
- Lack of parent empowerment;
- Lack of systemic plan for student interventions;
- Lack of systemic plan for student enrichment for advanced learners.
- Misalignment between teacher appraisal ratings and student performance scores.

Although the Houston Independent School District did provide some support to the Turnaround Plan for Kashmere HS during the 2016-2017 school year, the support was not systematic enough to support the continued areas of deficiencies, particularly as it relates to the literacy gap.

Turnaround Initiative: Describe your systemic approach for turning around the campus.	Impacted critical Success Factors (CSFs):	
<p>HISD developed the Achieve 180 initiative based on the historical challenges faced at Kashmere HS. The 6 Pillars of Achieve 180 are inclusive of persistent deficiencies that characterize many multi-year IR schools, including Kashmere HS [Attachment #1]. Therefore, the Kashmere HS turnaround initiative reflects the Achieve 180 model and addresses the root cause and persistent deficiencies. Below is a description of each pillar and how each pillar addresses specific Kashmere HS needs. Specific action items under each pillar are delineated under the Processes and Procedures section of the Turnaround Plan.</p> <p>PILLAR I – Leadership Excellence: This pillar addresses leadership development by creating systems for monitoring</p>	<input checked="" type="checkbox"/>	CSF 1 – Academic Performance (Curriculum and 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 checked="" type="checkbox"/>	CSF 5 – Family/Community Engagement
	<input checked="" type="checkbox"/>	CSF 6 – School Climate

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

Turnaround Initiative: Describe your systemic approach for turning around the campus.	Impacted critical Success Factors (CSFs):
<p>implementation of professional development, PLC planning, data collection, tracking and analysis, teacher coaching, and district level leadership training.</p> <p><u>PILLAR II – Teacher Excellence:</u> Pillar II provides district support in recruiting and hiring of certified teachers in core content courses, retention incentives for teachers and leaders, and the hiring of essential personnel (nurse, librarian and counselor). It also provides coaching and support from administrators, Teacher Development Specialists, and a New Teacher Coach (for all teachers with 0-3 years teaching experience). Strategies to improve teacher capacity is addressed under this pillar.</p> <p><u>PILLAR III – Instructional Excellence:</u> Pillar III provides 2 hours of professional development outside the school day for all core teachers. Kashmere HS also has an assigned demonstration high school and distance learning high school which provide an avenue for observing effective teachers and for teacher collaboration.</p> <p><u>PILLAR IV – School Design:</u> Pillar IV provides Kashmere HS the operational flexibility to develop a master schedule which meets the needs of all students including Strategic Reading and Writing (SRW), End-of-Course (EOC) review courses, and classes for advanced learners.</p> <p><u>PILLAR V – Social/Emotional Learning Support:</u> Pillar V provides Kashmere HS the wraparound services to support the social and emotional needs of all students. This year, a strategic collaboration between the District and ProUnitas will be developed to enhance the social/emotional learning (SEL) support needed by students, as assessed with student and family surveys and those identified by ProUnitas databases.</p> <p><u>PILLAR VI – Family and Community Empowerment:</u> Through this pillar, Kashmere HS has expanded its reach to the homes of the students by conducting home visits and providing a place on campus for parent training. ProUnitas also partners with the school for family outreach.</p>	<div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <input checked="" type="checkbox"/> CSF 7 – Teacher Quality </div>

Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>
<p>This turnaround initiative will resolve the issue of teacher turnover and will address the ongoing deficiencies listed in our root cause. The expected outcome for the root cause and deficiencies are outlined below:</p> <ul style="list-style-type: none"> Retain certified teachers in all core content classrooms through recruitment and retention incentives. With systematic feedback and support individual teachers receive during the 2017-2018 school year, the turn-over rate will decrease. Targeted professional development will result in consistent data-driven teaching practices. Leadership team members will monitor consistently the implementation of effective teaching practices. Campus leadership will utilize the Teacher Appraisal and Development System (TADS) for monitoring.

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

Outcome: *Describe how the turnaround initiative will resolve the identified systemic root cause.*

Within TADS, campus leaders provide written feedback to teachers at least 4 times a year, including coaching feedback that is not included in the formal appraisal rating for the teacher.

- Closing the literacy and math gaps for Kashmere HS students through a systematic plan for student interventions.
- Providing social/emotional support for both students and families based on individual needs.
- Increasing student attendance at Kashmere HS;
- Increasing opportunities for parents to be involved and empowered so that it impacts student achievement.
- Increased opportunities for providing enrichment through College, Career, and Military Readiness standards.

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

All processes in place fit within the Houston Independent School District Achieve 180 initiative. Support systems, including District and Campus personnel, will function as one unit to support instruction and learning. In addition to the processes and procedures under each pillar, at least two Community of Practices campus walks (instructional rounds) will be conducted at Kashmere HS by district and campus personnel. Prior to these walks, the school leadership team identifies a problem of practice that is aligned with their Turnaround Plan and Turnaround Implementation Plan which guides the necessary district personnel participation. During the visit, the Community of Practice team collects both qualitative and quantitative data related to the problem of practice. The group debriefs about the data and offers solutions that address the problem of practice. Each participant, including district personnel, is responsible for providing the services that will address the identified problem of practice. The Achieve 180 manager is responsible for monitoring the completion of the services offered by each district leader.

Pillar I Leadership Excellence focuses on the development of campus-based and district-level leaders as well as the development of systems for monitoring the implementation of professional development, PLC planning, and teacher development and coaching. During the 2017-2018 school year, district leaders (Chief Academic Officer, Academic Officers, School Support Officers (SSOs), Area Superintendents, and Achieve 180 Managers) will receive executive leadership training to impact the oversight of instructional and organizational expectations aligned with Kashmere's Turnaround Plan. Topics of Executive Leadership so far include Elementary and Secondary Literacy, Data Analysis with Student Assessment, Universal Screener overview, Advance Placement Update, PowerUp, and College/Career Readiness Update. A complete list of trainings is attached as [Attachment #2]. Furthermore, a plan for evaluation of the campus-level actions and activities with more district-level oversight has been developed by the SSO and monthly updates will be provided to the Area Superintendent. The Area Superintendent will provide feedback to the campus principal if and when necessary, and adjustments will be made to meet expected timelines as outlined in the Turnaround Implementation Plan. The Area Superintendent will collaborate with the Achieve 180 Manager who will then create a monthly report [Attachment #3] of Kashmere's progress regarding the implementation of the Achieve 180 action items that are a part of Kashmere's Turnaround Plan. The report will also be shared with the campus principal. The principal, then, will share the monthly updates with the SDMC, with campus staff during faculty meeting, and with community members who participate in the monthly Kashmere HS Gardens ProUnitas ProCouncil Meetings.

Campus leadership professional development includes district-provided training for Literacy Empowered and Professional Learning Series (Summer 2017), [Attachment #4] includes a list of Kashmere HS participants and agendas to these training opportunities.] The Campus Leadership Team attends all district trainings to

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

remain current and efficient in all areas of instruction and compliance. The implementation of professional development learning and PLC planning is monitored through classroom walks and observations by the instructional specialist, teacher development specialist, and administrators. Administrators meet weekly to discuss monitoring of classroom walkthrough/observations and trends in instruction overall, and to develop the instructional focus on the following week from the administrative lens. Administrators discuss weekly the status of implementation of professional development sessions as observed in classrooms and provide feedback within TADS. School leaders also provide teachers with coaching and immediate feedback (within 48 hours) to improve teacher capacity and instructional practices through the TADS. Teacher Development Specialist (TDS) also meets with the instructional specialist weekly to provide feedback on teacher growth using the Campus Visitation Log (CVL) that is shared via URL with the campus leadership team. The New Teacher Coach meets with the Assistant Principals weekly and provides feedback via a coaching form in TADS.

Monitoring of formative assessments' data is led by the campus formative assessment coordinator (FAC), and is reported to the assistant principals and principal. The FAC meets with the Student Assessment Department and TDS monthly to coordinate campus development needs related to Kashmere's data analysis of formative assessments. This equips Kashmere HS leaders to support teachers as they plan first instruction and interventions based on data analysis. Administrators and core content area teachers created a data room for tracking individual student progress and creating small-group instruction and/or interventions by quintile and by department. Administrators ensure that teachers are updating the individual student data cards in the data room after each common assessment and/or district assessment. Assistant principals monitor the completion and use of the student portfolios.

- Collaboration with both a demonstration principal (Demonstrate180) and a distance learning principal (Collaborate 180) (new for 2017-2018):** The Kashmere HS principal collaborates with principals of designated campuses where defined practices implemented have allowed them to be academically successful. The selection criteria of the demonstration campus and leader allows Kashmere HS to collaborate with Jones Futures Academy to strengthen both the Futures program and overall instruction. The selection of the distance learning campus and principal include the similarity between campus demographics as well as the principal's background in leading and implementing Universal Design for Learning principles. The pairings provide an avenue for Kashmere HS teachers to observe effective teachers on other campuses and collaborate on effective classroom practices. Implementation of learning is monitored through classroom walkthroughs and observations by the SSO, administrators, and instructional specialists.

Pillar II focuses on Teaching Excellence. The current core teacher roster for the 2017-2018 school year at Kashmere is composed of 10 teachers with 0-3 years of experience, 5 teachers with 4-10 years of experience, 7 teachers with 11-19 years of experience, and 6 teachers with 20 years or more of teaching experience. Of the 28 core teachers, 36% are new to Kashmere this school year. The focus on teaching excellence at Kashmere includes many new and refined practices that support the development of teachers and quality first instruction as well as quality interventions and enrichment. Because of the complexity of each, a breakdown of each component is listed with a brief description of the corresponding processes and procedures:

- Recruitment / Retention incentives for teachers and leaders (new for 2017-2018):** Through Achieve 180, the campus principal will receive an incentive of \$20,000, while campus assistant principals receive \$10,000, and teacher specialists, professional staff, and teachers receive an incentive of \$5,000. Each incentive is to be paid out in two installments: December 2017 and June 2018. All campus staff

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

receiving the incentive cannot miss more than 5 days per semester and cannot be on a Prescriptive Plan of Assistance at the time of payout. Overall teacher attendance is monitored monthly at the district level [Attachment #5]. The campus principal will validate which employees qualify for each payout based on the required criteria.

- **Hiring of essential personnel (nurse, librarian and counselor) (refined for 2017-2018):** These positions were already in existence at Kashmere HS. This year, however, Achieve 180 provided the funding to cover the essential personnel, which in turn resulted in the designated Kashmere HS funds to be used to hire a science instructional specialist and two ELA teacher positions. The nurse and counselor work collaboratively with ProUnitas to provide needed services, while the librarian contributes to student achievement through curriculum support across content areas, including teaching two SRW courses.
- **Coaching and support for teachers from administrators (refined for 2017-2018):** All teachers receive specific coaching assistance through the District's TADS. At the beginning of the school year, teachers collaborate with their assigned appraisers and develop individual professional development goals based on prior performance and are aligned with campus goals. During the school year, teachers receive a minimum of two 30-minute observations and two 10-minute walkthroughs conducted by their appraisers. Teachers receive written feedback for both types of appraisal visits within the allowed district timeline of 10 school days. At Kashmere HS, the goal is to ensure teachers receive their written feedback within 5 school days. Teachers engage in a face-to-face conference for each observation. Teachers have the right to request a conference for all visits. While the practices have been enhanced in TADS, compared to last year the following strategies are new for this school year:
 - Campus appraisers have increased time in classrooms to support and to provide both verbal and written feedback using the TADS coaching and development tool which includes actionable steps to increase teacher capacity. Feedback received via the coaching tool is not included in the teacher's overall official appraisal, as it is designed to monitor the growth of the teacher's individual professional development goals as well as provide additional feedback aligned to the TADS rubric. An increased use of this tool is specifically used at Kashmere HS to affect growth in teacher capacity.
 - The District Performance and Continuous Improvement Manager (PCIM) provides coaching and feedback to appraisers at least four times a year to impact the quality of feedback appraisers provide to teachers at Kashmere High School. The PCIM provides an overview of how to best utilize TADS to support teacher growth and then works with each appraiser individually to improve their coaching skills. Additionally, the district PCIM, upon principal request and/or through appraiser request, conducts calibrated walks with individual appraisers with the goal of improving feedback to teachers. The PCIM provides all feedback and areas of discussion to the principal, so she can monitor the effect of the PCIM coaching on her appraisers, which in turn, impacts teacher capacity. We believe this extra effort will assist in closing the gap between appraisal ratings and student performance results.
 - The principal utilizes third-party information related to teacher effectiveness in the classroom from visits conducted by the SSO, PSP, PCIM, and Area Superintendent to impact teacher capacity. The principal shares the feedback obtained by these professionals on an individual basis with the teachers observed and uses these discussion points to further coach the teacher.
 - The SSO monitors the quality of feedback appraisers record within TADS and provides appraisers feedback on how to improve the feedback cycle for teachers.
 - The campus utilizes the Fall Staff Review roster of all current year teachers that displays the appraisal ratings for all three components (instructional practice, professional expectations and student performance) as well as the summative rating for the last three years. The principal adds information to the roster that describes the type of support each teacher needs based on their

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

historical data and current ratings as well as necessary notes. This roster is used in the Fall Staff Review meetings that are held with the principal, SSO and PCIM, where the type of level of support needed by each teacher throughout the school year is determined. It is then the principal's responsibility to monitor that the decisions made during Fall Staff Review related to the support needed by teachers is implemented.

- Research and Accountability has provided the principal a baseline of teacher effectiveness from the 2016-2017 school year, which reflects that 71% of last year's teachers were rated effective or highly effective while 29% were rated as needs improvement or ineffective. In looking at this data, Kashmere's principal recognizes that there was a misalignment between appraisal ratings of teachers and student performance. In order to address this for the 2017-2018 school year, a formal process for assessing the cohesiveness, frequency and actionable feedback by appraisers to teachers has been established. In order to accomplish this during the 2017-2018 school year, all appraisers will review feedback form the various coaches, TDS and professional staff, and use this information to inform how their direct coaching with the teachers they appraise needs to be adjusted. Communication between the coaches, TDS and professional staff will be formalized by the following methods:
 - Appraisers will access the CVL link provided to the campus each week. This link contains daily notes from TDS with teachers as they coach, model, co-teach and provide feedback.
 - The new teacher coach will provide all appraisers a copy of their notes/feedback on a weekly basis.
 - The PCIM will calibrate with each appraiser at least 4 times a year.
 - All other coaching input directly related to teacher capacity will be provided to the principal, who will then disseminate the information to each appraiser accordingly.
 - The campus principal will ensure that the feedback process occurs with fidelity during the weekly administrative meetings by requiring appraisers to demonstrate how they are using the various feedback resources.
 - When the campus principal observes misalignment, she will request additional calibration walks with the district PCIM, SSO or Area Superintendent.
- **Teacher Development Specialist support (*refined for 2017-2018*):** The TDS utilize the coaching cycle to provide job-embedded coaching (observations, modeling, feedback sessions, PD, etc.) and to provide one-on-one or grade-level support on planning effective instruction. They may also co-teach and provide data analysis supports with campus teachers and leaders. Best practices learned during professional development are implemented with fidelity with a content specific TDS providing implementation coaching. Ongoing teacher observations and coaching data are collected daily by the TDS and shared with the campus leadership team through a secure CVL online. All campus and district leaders for Kashmere HS are alerted through Friday emails that this information is available and are encouraged to utilize the data for further teacher coaching, collaboration and implementation follow-up. The daily information goes to the instructional specialists who then meet with the Assistant Principal over that department. Together they develop a focus for future monitoring based on their observations in the classroom. The TDS District Liaison meets bi-weekly with the campus principal to review TDS input and teacher needs. After the meeting with the TDS Liaison, the principal discusses this information in her weekly leadership meetings.
- **New Teacher Coach for all teachers with 0-3 years of teaching experience (*new for 2017-2018*):** The New Teacher Coach [Attachment #6] is accountable for supporting a caseload of teachers with 0 - 3 years of experience by providing individualized feedback, coaching, and development to improve teacher performance and student achievement. Four teachers on the Kashmere HS campus have 0-3 years'

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

experience and are receiving coaching from the New Teacher Coach. Support from the New Teacher Coach includes modeling lessons and instructional strategies for new teachers and coaching on lesson effectiveness. He meets with each new teacher to identify areas of strength and opportunities for growth and collaborates with school leaders to identify support needed by the beginning teachers. The New Teacher Coach and Assistant Principal lead weekly mentor meetings where new teachers are provided with additional instructional support.

- **Teacher Recognition (*refined for 2017-2018*):** Weekly, monthly and yearly staff recognitions are in place to help maintain a high campus morale and culture throughout the school year. For example, we have implemented Friday Muffins for teachers to highlight contributions to the campus and counselors identify candidates for the Teacher of the Week recognition. During the second semester of the 2017-2018 school year, potential campus leaders will participate in a Campus Teacher Leadership Academy. This academy prepares teachers for future leadership positions at Kashmere HS and will be led by the campus principal. Topics of leadership development will include leadership competencies used by the district which will allow participants to learn about budgeting, staffing, school organization and leadership skills. The principal will consult with the Office of School Leadership for guidance and resources.
- **Dedicated Associate Teachers (*new for 2017-2018*):** Two dedicated Associate Teachers have been hired to provide consistent instructional support for the campus when teachers are absent. Central Office provides training for Associate Teachers to better equip them to serve students in the classroom.

PILLAR III addresses what Instructional Excellence looks like, and all the processes the campus is taking to achieve it. Because much of what instructional excellence is dependent on actions taken outside of instruction as well as during instruction, the section is categorized as such, and may include processes/procedures included in Pillar II – Teacher Excellence.

Practices/Procedures that occur outside of instruction include the following:

- **Curriculum planning support for core content teachers through structured PLCs (*refined for 2017-2018*):** The master schedule is designed purposely so that each teacher attends 4 PLC meetings weekly for a total of 245 minutes per week. The PLC meetings are facilitated by the instructional specialist and departmental TDS. An assistant principal attends PLC meetings (based on the PLC topics) for their content area. Building on the strength of last year's PLC within the math and social studies departments, PLC for all content areas are following similar protocols which include lesson planning and data analysis. New this year, each PLC meets in the data room where student data is reviewed and updated after every common assessment. It is the expectation that teachers collaboratively develop and leave with actionable items that impact instruction.
- **Extended 2-hour weekly Wednesday Professional Development for core content teachers (*new for 2017-2018*):** Each Wednesday, teachers are provided learning opportunities to improve their skills, knowledge, and application of effective habits of practice. As part of Achieve 180, the district developed common topics for professional growth for the Fall Semester that include "getting to know your students", data protocols, looking at student work, curriculum and instructional planning, interventions, and universal screener data analysis [Attachment #7]. Additionally, training includes literacy best practices, data digs, and instructional planning across all four core content areas. Professional learning is led by a partnership between campus and district-level staff to ensure alignment and fidelity of implementation. At the conclusion of each training session, feedback is collected from TDS and SSO through an online form. It is then reviewed, shared with campus and district leaders, and is used to inform future topics. Implementation of learning during these training sessions is monitored through walkthroughs and observations. Spring Semester Extended Wednesday topics will be developed and shared with campuses before the Winter Break. This extended professional development is funded by the district.

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

Seven flex days are available for Kashmere HS to customize the professional development to meet its campus needs.

- Renaissance Universal Screener (new for 2017-2018):** In order to support district and campus goals to close literacy and mathematical gaps for students, the Universal Screener provides data for all students in HISD for grades K-12. Kashmere HS follows the district's requirement to administer reading and math screening three times a year (BOY, MOY and EOY) in grades 9-12. The screener provides nationally norm-referenced percentile ranks, scale scores, and lexiles that are used to identify students in need of interventions and enrichment. Students identified for interventions are progress monitored regularly using this same tool. The screener data provide math and reading growth for each student. The formative assessment coordinator and TDS at Kashmere HS help to ensure that teachers are equipped to analyze data from the screener to inform their instruction and to group students for individualized and/or small group instruction.
- Data Digs (refined for 2017-2018):** Campus and district formative assessments are used to monitor student mastery of grade-level TEKS. Campus-created common assessment data is analyzed monthly and posted on the campus data wall. This data is used to identify trends, strengths and instructional opportunities. The data is also used to determine if the campus is progressing at an adequate pace as compared to other high schools in the district. TEKS that were not mastered are then spiraled back into instruction. This equips the teachers to address student misconceptions and implement appropriate interventions in the classroom. Students use the data to monitor their own progression in their portfolios. Data digs occur after each formative assessment [Attachment #8].
- IAT Process (new for 2017-2018):** IAT is a district initiative which provides structure for identifying all Tier 2 and Tier 3 students and provides tools for structured interventions for identified Kashmere HS students. A district IAT Manager is assigned to support Kashmere HS in IAT implementation. The campus IAT committee comprised of teachers, administrators, parents as needed, evaluation personnel as needed meets regularly to review student progress, problem solve for students, and provide teachers with tools for implementing academic and behavior interventions to meet the individual student's needs.

Instructional Excellence also includes varied levels of instructional support, resources, strategies, and procedures to meet the varied levels of student preparedness and needs for intervention to address instructional gaps. In addition to the processes and procedures listed above, the following table provides details on systems Kashmere HS will use during instruction for the three levels of tiered instruction.

Tier I Instruction (all students)

- Balance between direct instruction, small group instruction, and student-centered learning opportunities (i.e. book clubs, cooperative learning, student discourse) - **NEW**
- PowerUp 1:1 laptops for all students to access individualized digital content and to create products as evidence of learning. - **REFINED**
- Implementation of Master Courses (District TEKS-aligned curriculum) with fidelity to ensure accommodations for all students and to ensure appropriate levels of rigor at Tier I. - **REFINED**
- Achieve 3000 (all tiers) is a digital platform of lexiled articles aligned to TEKS for Science, Social Studies and English Language Arts core instruction - **NEW**
- Khan Academy – Individualized learning pathways to prepare students for SAT exams – **REFINED**

Tier II Instruction (identified students)

- APEX -- online courses for credit recovery and for extended practice for students needing additional support.

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

- Targeted interventions – After school and Saturday tutorials
- Small group instruction during the instructional day. **NEW**
- Bilingual tutor for ESL students during English and math classes.
- Achieve 3000 – Students engage with articles at their reading levels. **NEW**
- News ELA (2nd Semester) (All tiers) – Leveled magazine articles used to supplement instruction. **NEW**
- Imagine Learning – Additional reading support aligned to student specific deficiencies (90 minutes weekly) **NEW**
- Imagine Math – Additional math support aligned to student specific deficiencies. (90 minutes weekly) **NEW**
- ProUnitas Social/Emotional resources to address behavior issues **REFINED**

Tier III Instruction (Identified students needing intensive instruction.)

- APEX – online courses for credit recovery and for extended practice for students needing additional support.
- Targeted interventions – After school and Saturday tutorials
- Small group instruction during the instructional day. **NEW**
- Bilingual tutor for ESL students during English and math classes.
- Achieve 3000 – Students engage with articles at their reading levels. **NEW**
- News ELA (2nd Semester) (All tiers) – Leveled magazine articles used to supplement instruction. **NEW**
- Imagine Learning – Additional reading support aligned to student specific deficiencies. (120 minutes weekly) **NEW**
- Imagine Math – Additional math support aligned to student specific deficiencies. (120 minutes weekly) **NEW**
- ProUnitas Social/Emotional resources to address behavior issues with “Purple Program” database as explained on page 13 **REFINED**

PILLAR IV focuses on School Design. Kashmere HS has the operational flexibility to develop a master schedule which meets the needs of all students including SRW, STAAR EOC review courses, and classes for advanced learners. During the summer of 2017, students were scheduled into specific courses according to previous performance including STAAR data and end of the year lexile levels. This review indicated which students needed double instructional time in Reading, Writing and/or Math for remediation as well as for acceleration during the school day. The master schedule is designed to provide specific instructional courses for both ELL and Special Education students and allows scheduling of inclusion teacher support. The lead counselor monitors and informs the campus principal when adjustments to the master schedule are necessary.

The school day is designed to allow teachers collaboration time and extended blocks for instruction two days per week. The instructional day is outlined below.

INSTRUCTIONAL DAY: 8:00 a.m. - 3:40 p.m. (7 hours AND 40 minutes)

- Modified Block Schedule
 - Monday, Tuesday and Friday – 8 period day
 - Wednesday and Thursday – Blocks are 95 minutes in length
 - Wednesday – Periods 2, 4, 6, and 8

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

Thursday – Periods 1, 3, 5 and 7

SCHOOL YEAR: August 28, 2017 – June 1, 2018 (Due Hurricane Harvey, 1st instruction day was September 11, 2017)

DESCRIPTION OF ACADEMIC PROGRAM

- **Literacy Empowered (new for 2017-2018)** - A district-wide initiative that places authentic literature in classrooms and in the hands of students. Every classroom received a classroom library whose texts align with the district curriculum. The focus of Literacy Empowered is to increase time in text, increase writing across all contents, and increase student discourse in all classrooms.
- **Required Core Content Courses** - Courses are TEKS aligned and that meet graduation requirements [Attachment #9].
- **Strategic Reading and Writing Courses (refined for 2017-2018)** - SRW is an intervention class for students identified during the summer who read below grade level and have failed the STAAR EOC. This is offered as a supplemental class in addition to their required English I or English II. The SRW curriculum is designed to close any reading gaps by addressing student needs at their own reading level. Kashmere HS currently offers 12 SRW sections. Students who are not in SRW, and who need intervention, are being serviced in their regular English classes through small group instruction.
- **Strategic Math Courses** (10th, 11th and 12th EOC re-testers) - These courses review and reinforce deficiencies in Algebra I math. (3 sections)
- **STAAR Review Math Courses** (for 9th grade only) - This course reviews and reinforces deficiencies in math as determined by 8th grade STAAR results and grades in math and science. (3 sections)
- **Biology Small Group Pullouts** - Served by Teacher Development Specialist and Instructional Specialist for students who have not passed EOC STAAR in Biology.
- **US History EOC Re-testers** - With only 6 students needing this intervention, students are served within the classroom and during after-school tutorials.
- **ELL** - ELL students receive 380 minutes a week of reading and writing. All ELL students are enrolled in both English ESL courses and Reading ESL courses.
- **Pre-AP English** courses are offered. (4 courses)
- **Advance Math** courses include Pre-AP Algebra I & II and Geometry, Pre-Calculus and Calculus. (7 courses)
- **Academic Programs for Special Education** students include 3 self-contained Skills for Living and Learning classes and Inclusion.
- **FUTURES** - This program is taught through Houston Community College 1st and 2nd period each day. Students are working on an Associate's Degree in Graphic Design. A professor from Houston Community College is on campus 3 days weekly. Students report to the computer lab the other two days of the week for their Independent Study where they are supervised by a certified teacher who can offer generalized support.
- **CTE Program** - Courses include Advanced Engineering Design and Practice (dual credit), Engineering Design and Practice, Principles of Audio and Visual Technology, Animation, Principles of Applied Engineering, Graphic Design and FUTURES

Pillar V provides for social/emotional services to students and families at Kashmere HS. The wraparound services support the social and emotional needs of identified students through a network of city-wide providers linked to Kashmere HS through ProUnitas. This year a strategic collaboration between the

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

District Wrap-Around Specialist and ProUnitas Pro-Link Managers will be developed to enhance the SEL support needed by students.

- **ProUnitas - Non-Profit Wraparound Services (refined for 2017-2018):** ProUnitas supplements the academic, social and emotional welfare of our student body using the Purple Software Program (implemented during the 2017-2018 school year). Through this program an alert is triggered for ProUnitas and school staff members related to absences, discipline and grades so that immediate intervention can occur. Interventions are then coordinated through ProUnitas ProLink Managers in conjunction with campus counselors and administrators to support students. The goal of this level of support is to remove barriers to academic success.
- **District Wrap-Around Specialist (new for 2017-2018):** This specialist [Attachment #10] was hired in October to coordinate and monitor the effectiveness of the wrap-around services provided through ProUnitas, as well as to ensure school personnel are adhering to expectations related to the SEL supports. Additionally, all staff members are supported through ProUnitas under the Fuel Ed umbrella which provides empathy training so that they are better equipped to support students with social/emotional needs.
- **Feeder Pattern Partnerships (new for 2017-2018):** Every campus within the Kashmere Feeder Pattern is in partnership with ProUnitas, meaning every student that will eventually feed into Kashmere High School currently has access to receive social emotional support. The intended result is that students come equipped with individual coping strategies to help them be successful Kashmere HS students.

Pillar VI addresses family and parent empowerment provides avenues for parents to increase parent advocacy and improve communication between home and school. Kashmere HS will use the following strategies to strategically engage and empower parents and families:

- **Achieve 180 Support (new for 2017-2018):** New under the Achieve180 program, HISD's Media Department created a brief video highlighting some of the operational and instructional strategies from the Turnaround Plan that articulates how Kashmere HS is strategically working to meet state standards while implementing sustainable practices. The video is available for all parents and families to access through the Achieve180 website.
- **Achieve 180 Support (new for 2017-2018):** Additional new support for Kashmere HS from the District's Family and Community Empowerment (FACE) Department included a family climate survey. The survey was distributed to the campus electronically, and the school shared with families. Based on the input provided through the survey, the FACE Department will provide the campus guidance on analyzing the data, disseminating results to their parent, community, and teacher groups, and will help identify action items the school can explore to improve the campus climate.
- **On-going parent input/feedback (refined for 2017-2018):** Kashmere HS provides monthly opportunities for parents to provide feedback on the progress of the Turnaround Plan. These opportunities will be provided through campus monthly parent meetings as well as the monthly ProUnitas ProCouncil meetings held at the Kashmere Multi-Service Center. Kashmere HS will establish a link on the school website that will allow all stakeholders to provide ongoing feedback to both the Turnaround Plan and the Turnaround Implementation Plan progress. The feedback will be monitored by the Wrap Around Specialist.
- **Parent Empowerment Opportunities (refined for 2017-2018):** Kashmere HS also provides parents with opportunities to stay abreast of their child's academic progress. Parent meetings are held throughout the school year. During these meetings, parents are provided with training on how to access their child's attendance and academic records from home. Academic resources are also shared with parents to empower them to support their child at home. Information is also provided to parents on FAFSA, college applications, and scholarship opportunities. The school also informs parents about credit

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

recovery, the PSAT/SAT and the benefits of using Khan Academy. Parents also have the opportunity to provide input to school improvement efforts and/or all school business through the monthly Shared Decision-Making Committee (SDMC) meetings. Additionally, campus personnel, in collaboration with ProUnitas, conducts home visits to connect with students and families who need this level of support.

- **Feeder Pattern Events:** Feeder pattern events, under Achieve 180, strengthen the collaboration between schools and within the community. Events held include the Back to School Bash, which was coordinated by the Kashmere Alumni Association. All schools in the feeder pattern participated in the event. Various HISD departments also participated and provided families with resources and/or information related to Nutrition and Social/Emotional well-being. Feeder pattern schools also participated in Kashmere’s Homecoming Parade, in order to foster positive relationships with feeder pattern families. Feeder pattern parents will continue to have access to Kashmere HS throughout the school year.

Program Implementation Rubric

To ensure high quality implementation of the Achieve 180 program pillars and resources, Houston ISD has created a program implementation rubric. This rubric [Attachment #11] was drafted by the Achieve 180 Project Team, refined by the Achieve 180 Cross-functional Pillar Owners (representing district stakeholders across central office) and vetted and further refined by Achieve 180 principals, SSOs and Area Superintendents. The rubric is useful as a guide for principals and executive leaders, central office stakeholders and the project team in providing a vision and model for ideal implementation scenarios as well as a bridge providing next steps to move from non-examples to excellent examples.

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

Kashmere HS will communicate its shared vision and turnaround initiative with various stakeholders using varied avenues with the intention of fostering collaborative efforts towards student success.

STUDENTS

- Students completed a climate survey related to the turnaround plan to inform how the campus can improve its instructional and school environment.
- Students completed a social emotional survey to inform school personnel about needs outside the academic arena but that are necessary for academic success.
- Students completed a Global Graduate Survey to monitor how well the campus is preparing students to meet the District’s Global Graduate standards.
- The school vision will be included in the morning announcements.
- Student Council meetings will include opportunities for students to collaborate and discuss the progress of the turnaround initiative.

STAFF

- A shared vision is communicated with each person who is interviewed to join our campus.
- Principal shares monthly updates with SDMC. SDMC agenda will include the campus vision and progress on the turnaround plan.
- Campus staff is updated in regular faculty meetings. The school vision will be communicated during all staff meetings and staff will be provided opportunities to give input on our improvement efforts.

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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

- The shared vision is supported when teachers receive feedback from both campus and district-level professionals, and contribute to the collaborative effort toward student success.
- The vision is communicated to the campus leadership team during weekly leadership meetings so that all leaders are working collaboratively to move the campus forward.
- The goal of all PLC meetings is to contribute to the turnaround initiative and goals for student success.

PARENTS & COMMUNITY AND OTHER STAKEHOLDERS

- A Kashmere HS Achieve180 video is available to all stakeholders, and includes a description of the turnaround initiative. <https://vimeo.com/237774719> (click on the link and select open hyperlink)
- Family Climate survey will help the campus improve campus climate, which will improve student success.
- Monthly parent meetings allow parents an opportunity to be informed and provide feedback on Kashmere's turnaround initiative.
- Monthly ProUnitas ProCouncil meetings provide community members opportunities to be informed and provide feedback on Kashmere's turnaround initiative.
- In collaboration with ProUnitas, Kashmere HS utilizes home visits to connect with students and families needing support and to discuss how they can contribute to the success of the turnaround initiative.
- The Kashmere HS Turnaround Plan will remain posted on the school website with feedback and public input opportunity on an ongoing basis.

All feedback information will be reviewed monthly to determine progress toward our overall goals and any necessary adjustments will be made.

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?*

The Superintendent, Chief Academic Officer, Area Superintendent, SSO, and the District Coordinator for School Improvement (DCSI) are responsible for the oversight of the organizational structure at Kashmere HS and for removing district barriers that prevent progress of the turnaround plan on the campus. For example, the Achieve 180 pillars were established with Kashmere HS in mind, and resulted in many district-led supports and resources that are not available to all HISD campuses. Additional direct support is provided to Kashmere HS from the Achieve 180 manager, who oversees the implementation of Achieve180 services for Kashmere HS to further remove any other additional barriers. The district has restructured and redefined the roles and responsibilities of district department managers in order to expedite services needed for improvement. As an example, district department managers who participate in the Community of Practices sessions at Kashmere HS are now expected to directly provide support and/or services resulting from the outcomes of each session. Additionally, Kashmere HS can solicit support from all district level departments at any time. In further removing barriers, the Superintendent of Schools has communicated to all district department managers the expectation that all needs communicated by Kashmere HS will be met in a timely manner.

The Area Superintendent will provide feedback to the campus principal if and when necessary adjustments will be required to meet expected timelines as outlined in the Turnaround Implementation Plan. The Area Superintendent will collaborate with the Achieve180 Manager, who will then create a monthly report for Kashmere's progress of the implementation of the Achieve 180 action items that are a part of Kashmere's

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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?*

Turnaround Plan, and that will be shared with the campus principal. The principal, then, will share the monthly updates with the SDMC, with campus staff during faculty meeting, and with community members who participate in the monthly Kashmere Gardens ProUnitas ProCouncil Meetings. This process will help identify barriers that arise during the implementation of the turnaround plan and respond in a timely manner.

At the campus level, the campus principal has redefined the assistant principals' roles to that of instructional leaders for each content area so that 85% of their time is spent on instructional tasks versus managerial tasks. For example, administrators' roles now include a weekly review of professional development implementation status, which will impact instructional changes in the classrooms in a timelier manner. The role of the FAC streamlines the data analysis process in a more systematic manner so that the data can quickly inform instruction. Collaboration with the demonstration and distance learning principals opens more opportunities for teachers to learn from peers outside the school building in a manner that is tailored to the needs at Kashmere. The design of the master schedule allows more time for teachers to collaborate. Additionally, the extended Wednesday professional development ensures teachers receive specific training to improve their instruction without having to seek these opportunities elsewhere.

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).*

The campus staff required to implement the Turnaround Plan include:

- **Principal** – Will monitor and hold accountable all persons with responsibilities and duties under this turnaround initiative to ensure that the plan is implemented completely and thoroughly.
- **Three (3) Assistant Principals** – Will assist in monitoring instruction including implementation of PLC plans, professional development learning implementation in the classroom, provide timely teacher feedback via the TADS tool, monitoring the updates of the data room, and ensure that the processes and procedures assigned to them under the turnaround initiative are completed.
- **Counselor** – Will monitor and inform principal of master schedule adjustments.
- **Instructional Specialists** – Will lead, along with administrators, PLC meetings in analyzing data and using the data to develop effective lessons in which weak TEKS are cycled back into instruction. Additionally, they will complete walkthroughs and observations and will provide ongoing job-embedded professional development to teachers by coaching each teacher in how to improve instructional skills.
- **Teacher Development Specialists (refined for 2017-2018)** – Funded by the District – The Teacher Development Specialists (one each in ELA, Math, Science, Social Studies, Technology and Fine Arts) will provide ongoing job-embedded coaching and professional development to teachers. The ELA and Math TDS are present on the campus 4 full days weekly to ensure that teacher needs are being met in these content areas. As an additional support, TDS's are assigned to classrooms where vacancies exist so that instruction continues. TDS also collaborate with the campus leadership team to develop professional development.
- **ProUnitas (refined for 2017-2018)** – Will provide social emotional support for students through a network of outside resources using the new Purple Software Program which will trigger needed services in real time.
- **Wraparound Specialist (new for 2017-2018)** – Funded by the District – Hired in October to coordinate and monitor the effectiveness of the wrap-around services provided through ProUnitas, as well as to ensure school personnel are adhering to expectations related to the SEL supports.

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

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).

- **New Teacher Coach (new for 2017-2018)** – Funded by the District – Will provide pedagogy coaching to all new teachers on the campus.
- **Dedicated Associate Teachers (new for 2017-2018)** – Funded by the District – Will provide instructional support in teacher absence.

The DISTRICT will support Kashmere HS with our Turnaround Initiative by:

- Including the Chief Academic Officer with oversight responsibilities;
- Including the Area Superintendent with oversight responsibilities;
- Providing a School Support Officer, who assists in evaluating instructional effectiveness on campus;
- Providing support from curriculum managers and other district department managers;
- Providing a PCIM, who provides coaching and feedback to appraisers 4 times a year and provides calibrated instructional walks;
- Providing an Achieve 180 Program Manager (**new for 2017-2018**), who oversees the progress of the Achieve 180 pillars;
- Providing professional development around PLC protocols and planning;
- Providing an IAT manager (**new for 2017-2018**) and professional development for campus staff;
- Providing a Special Education Manager who will assist us in developing interventions for our Special Education students when the data indicates it is needed;
- Providing an ESL TDS (**new for 2017-2018**) who will assist in developing interventions for ESL students when the data indicates it is needed;

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

Category	Amount	Description
KASHMERE HIGH SCHOOL BUDGET ITEMS FOR 2017-2018		
Payroll	\$1,058,138.00	Core Staff
Professional Development	\$80,000.00	Professional Development to Support Turnaround Initiative (Title I, BW3)
Supplies and Materials	\$192,768.00	Supplies and Materials to Support Curriculum
Other Operating Costs	\$87,500.00	Contracted Services for Instructional Support
Capital Outlay	\$56,000	Technology Support for Classroom Instruction
ADDITIONAL FUNDS PROVIDED BY THE DISTRICT FOR 2017-2018		
A180 Positions	\$212,467.00	Essential Personnel
A180 Professional Development	\$35,700.00	Wednesday Professional Development
A180 Demonstration School	\$25,000.00	Jones Futures Academy (Principal Stipend for Mentoring Kashmere Principal)
A180 Distance Learning	\$25,000.00	Chavez HS (Principal Stipend for Mentoring Kashmere Principal)
A180 Position	\$62,673.00	New Teacher Coach
A180 Social Emotional Services	\$66,246.00	Wrap Around Resource Specialist

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007
Targeted Assistance for Positions	\$55,300.00	Teacher Salary – Choir Teacher	
Targeted Assistance General	\$220,800.00	Extra-Duty Pay, Contracted Services, Fees, Student Transportation, Other Professional Development	
Reoccurring Allocations for Positions	\$225,868.00	Teacher and Specialist Positions	
Title I Funded Additional Positions	\$358,624.35	Dedicated Substitute Teachers, Special Education Resource Teacher, Counselor, Two Interventionists	
Incentive Pay	\$285,000.00	Recruitment and Retention Incentives	
APEX	\$11,000.00	Credit Recovery, Tutorials	
Intervention	\$3,600.00	Imagine Math	
Intervention	\$27,000.00	Imagine Learning	

ACADEMIC CREDIT AND PROMOTIONAL CRITERIA (per District policy)

Academic Credit

Students earn academic credit for successful completion of credit coursework as indicated by a 70 average in a high school course. The district offers multiple instructional structures to support student success, including face-to-face instruction, distance learning (including APEX for both credit recovery and original credit), blended instruction (using the district's digital learning platform and campus grad labs), and credit by exam. In addition, students are offered course structures that allow them, in addition to credits for high school graduation, to qualify for college credits (through Advanced Placement and dual credit courses) and industry certifications (through CTE coursework).

Promotion Criteria

High school students are placed in a grade level based on the number of credits they have earned:

Grade 10	Grade 11-12	Grade 12
6 credits	12 credits	18 credits

IGC (Individual Graduation Committees)

The district provides extensive guidance and resources to campuses, including Kashmere HS, on establishing IGC's for all eligible students in compliance with SB 149 and this year's SB 463. The district provides documents for schools (IGC Campus Checklist, IGC Considerations, IGC Meeting Minutes, and Parent Notification of IGC Creation, Parent Confirmation of Intent to Participate in IGC Meeting, and Parent Notification of IGC Decision, all in English, Spanish, and Vietnamese), sample project guides for teachers and their students for each of the EOC-tested content areas, and information on using student portfolios in all EOC-tested classes so that students will have ready access to course artifacts and student work for a portfolio should one be assigned by the IGC. Multiple district departments coordinate to support schools in implementing the IGC process.

Modified Campus Turnaround Plan

District Name:	Houston Independent School District	County-District Number (CDN):	101912
Campus Name	Kashmere High School	Campus Number:	007

Summary of Kashmere High School Turnaround Plan

The Systematic Root Cause leading to past low performance is directly related to the level of instruction being delivered by uncertified teachers. While we have mostly resolved the certified teacher component of the root cause, the next steps to address the level of instruction are (1) to ensure that all teachers receive ongoing development and support and (2) to develop a campus leadership monitoring system, including district oversight of the turnaround plan to ensure effective teaching practices are being implemented during first instruction and interventions.

Additionally, Kashmere HS had not provided sustainable corrective services and monitoring to address the following deficiencies:

- Literacy gaps in 2/3 of Kashmere HS students;
- Math gaps in algebraic thinking and reasoning;
- Lack of social/emotional support for students and families;
- Low student attendance;
- Lack of parent empowerment;
- Lack of systemic plan for student interventions;
- Lack of systemic plan for student enrichment for advanced learners.

Although the Houston Independent School District did provide some support to the Turnaround Plan for Kashmere HS during the 2016-2017 school year, the support was not systematic enough to support the continued areas of deficiencies, particularly as it relates to the literacy gap.

The modified 2017-2018 campus turnaround plan addresses the deficits and specifies the activities to be implemented, the responsible parties, and the monitoring by campus leadership (including district oversight) that is in place to assure implementation of all activities described.