

Please send comments to: turnaround@midlandisd.net	Houston Campus Turnaround Plan			Indicates not required to be completed yet
District Name:	Midland ISD	County-District Campus Number (CDCN):	165901	
Campus Name:	Houston Elementary (18-19 Sam Houston Collegiate Preparatory Elementary School)	Grades Served:	PK-6 (18-19 PK-5)	
Stakeholders Responsible for Campus Turnaround Plan Development: (17-18)				
Name:		Role:		
Dolores Cano		Principal		
Dr. Elise Kail		DCSI		
Alicia Syverson		PSP		
Lisa Neighbors		DCSI		
Kandy Bolding		Assistant Principal		
Susan Mitchell		Reading Specialist		
Shameka Johnson		Instructional Specialist		
Michelle Ingram		3rd Grade Teacher		
Brittany Blandford		2nd Grade Teacher		
Shirley Smith		5th Grade Teacher		
Camille Martin		Kinder Teacher		
Kristel Cruz		5th Grade Teacher		
Amber Hanson		4th Grade Teacher		
Rebecca Zavala		1st Grade Teacher		
Elizabeth Prichard		4th Grade Teacher		
Campus Administrative Team				
Please complete the following information for all members of the campus administrative team (including principal, principal's supervisor, assistant principals, any campus-embedded instructional coaches, and any other administrative staff responsible for the implementation of the plan presented here).				
Name: (18-19)		Current Role: (18-19)		
Stephanie Ramos		Principal		
Lisa Neighbors		Executive Director of Elementary Schools		

Shameka Johnson	Assistant Principal

Historical Narrative and Campus Vision

Include a historical narrative that succinctly describes the history of the campus that has led to underperformance. Use the problem statements identified during the systemic data analysis to frame the narrative. Do not exceed 3000 characters.

Sam Houston has consistently scored below state standard in Closing the Achievement Gap and over the last two years for Overall Student Achievement. Due to 68% of teachers having 2 or fewer years of experience in the current grade and/or content, the rigor level of STAAR was not a consistent instructional practice in our classrooms. In the 2016-2017 school year, 68% of Houston Elementary staff was new to our campus, grade level or content. It has been a challenge to build capacity and train teachers on all district and campus initiatives with staff at different levels of implementation and understanding of their content area standards. Another component impacting Houston Elementary was the boundary changes implemented in 2015-2016 as an impact evidenced by the opening of three new elementary schools. The boundary shift created a demographic shift at the school. Looking at a four year trend of this boundary shift, the following statistics (2014-2015 to 2017-2018) reveal:

- 19% decrease in student enrollment (569 to 464)
- 100% increase in African American student enrollment (25 to 50)
- 20% decrease in Hispanic student enrollment (403 to 321)
- 39% decrease in White student enrollment (135 to 83)
- 150% increase in Two or More student enrollment (4 to 10)
- 5% increase in Economically Disadvantaged student enrollment (301 to 316)

Although the number of teachers has remained fairly consistent over the four year trend (40 to 38), the turnover rate has had a significant impact as teachers hired have limited experience in teaching and/or inexperience in their current grade or content.

Include the campus vision.

During the 2015-2016 school year, Sam Houston began the training and implementation of Professional Learning Communities (PLC) as part of the district initiative to build capacity on campus via a culture of collaboration. As part of our initial training and ongoing coaching, an area needing to be addressed was our campus vision statement. We needed to create a vision that reflected our campus beliefs and goals for our students as well as one that was created by the staff and could be verbalized as part of our school culture. The staff worked in groups and developed the vision statement, "Whatever it takes with whatever we have... Today we work to change tomorrow." Major changes have been implemented in 2017-2018 in working with our staff to understand the rigor of grade level standards and to plan using Backwards Design in order to meet the instructional needs of our students. As part of our ongoing training with PLC, a small part of that collaboration is creating common formative assessments (CFA's). In order to progress monitor student learning, we are utilizing the results from CFA's to allow us to intervene and enrich early as we progress through the content all year.

Needs Summary and Turnaround Plan

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

Due to 68% of teachers having 2 or less years of experience in the current grade and/or content, the rigor level of STAAR was not implemented on a daily basis. Turnover of staff has been an issue for several years. In the past five school years, Sam Houston has not ended a school year with the same staff with which it started. The reasons vary from health issues, spouse/family relocation, or family needs (new baby). These same reasons occur at the end of the year and some teachers have transferred to other schools. Due to these continual staff changes, continuous implementation of district and school initiatives is sporadic and we continuously try to play catch up on training with new staff.

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

The staff was in majority agreement that radical change was needed at Houston Elementary to create the conditions necessary:

- To propel educational opportunities and outcomes for students
- To create a college prep elementary environment with high student and adult expectations
- To train teachers in college prep, we need to have staff in place before summer 2018 so that time spent training is immediately applicable and impactful to the new school year
- To create highly engaging opportunities for parent involvement and volunteer opportunities along with potential parental training
- To create high level structures and accountability for teachers and students with consistent follow-through, two-way communication, and proactive planning
- To create a structured environment enabling high expectations for self-empowerment of students toward appropriate behaviors and a campus-wide expectation of such.

To implement this Turnaround strategy, staff was in majority agreement:

- By addressing an adult behavioral culture change on campus, student academic and behavior expectations would radically increase outcomes.
- Through structures provided through the AVID Elementary model, an internal accountability system would be available to monitor adult and student outcomes/expectations
- Staff and Leadership changes are needed to be made prior to the 2018-2019 school year.
- Delineated and written expectations are needed to be put into place and monitored on a regular basis.
- Parent involvement is needed to be a primary component of the campus change.
- Focus must continue on PLC implementation through collaborative planning, CIA's (Curriculum, Instruction and Assessment), continued training on the necessary rigor of standards for teaching and assessment, Common Formative Assessments (CFA's), to be at a high level, proactive planning for lessons, continued implementation of Backwards Design to create and deliver high level lessons.

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

Through the development of a college prep environment with high expectations for adult and student behavior and increased academic outcome expectations, **Houston Elementary** will create conditions to support rapid growth for students. The campus vision is "Whatever it takes with whatever we have...Today we work to change tomorrow" and through this new campus design teachers have taken the initiative to do just that through a bold transformation for Houston Elementary students. Teachers will be trained on AVID strategies in Summer 2018. As we create a college preparation environment structured around AVID Elementary strategies through the development of Student Success Skills, Organizational Skills, WICOR (writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas), and Partnerships among parents, leadership, students, teachers and the community, we plan to radically transform the educational environment and behavioral expectations for staff and students on the campus. In conjunction with district transformation expectations through **Midland on the Move**, Houston will be part of an overall communication strategy for the "Path to College" which will create a three-pronged PK-12 opportunity for Midland ISD students to become engaged in a college preparation mentality. **Houston Elementary** will be the PK-5 model, San Jacinto Middle School will become the 6-8 middle school model and then either Advanced Placement/Dual Credit pathway to comprehensive high schools or Early College HS @ Midland College will complete the design for students desiring and selected to follow an ECHS path. A strong partnership will be established with Midland College to strengthen the college-going mentality for this model and intentional activities will be jointly conducted with Midland College and **Houston Elementary**. Staff will be expected to create high expectations between each other and to develop strong two-way communication methodologies with leadership to create an empowerment opportunity for staff. These embedded staff leadership roles will create the necessary conditions to strengthen follow-through, consistency and internal accountability toward the necessary change to propel a change in adult behavior which will positively impact student educational outcomes. Parent involvement/volunteerism as well as communication will be a strong component of creating a community driven model toward student success collaboration. Houston staff, students and parents will be knowledgeable about the increased levels of expectations toward creating self-empowered students who take responsibility for their learning and a collaborative nature with their peers.

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

The campus will increase the number of students obtaining "Meets Standard" by 20%.

The campus will increase the percentage of tests garnering a ".5 or 1.0 to 75%.

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

1. All campus leadership and teachers will reapply for the 2018-2019 school year.
2. Student application procedures will need to be developed in Spring 2018.
3. All students will be required to apply for a spot in Houston Elementary [weighted lottery application system]
4. Behavioral and attendance expectations will need to be developed, written and communicated campus wide for student and adult expectations.
5. Transfer policies will need to reflect the changes required for Houston Elementary choice options.
6. AVID Structures and expectations will need to be outlined in writing for campus staff, students and parents.
7. PLC procedures will need to be written, communicated and regularly assessed for appropriate implementation.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Processes and Procedures Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Staff reconstitution	Jan - Mar 2018	HR/Campus Principal/ED of Elementary Education/ED of Professional Development	Interview process	Hire best staff for the implementation of Collegiate Preparatory Model	62% new staff	On Track to meet Goal	Activity Complete
	Design student application metrics and process	January 2018	Transformation Team	online and paper application	Target Houston neighborhood and attract other students for Collegiate Preparatory Elementary	664 applications	On Track to meet Goal	Activity Complete
	Begin Student Application Process	Spring 2018	Transformation Team	online and paper application	Target Houston neighborhood and attract other students for Collegiate Preparatory Elementary	33% new enrollment	On Track to meet Goal	Activity Complete
	AVID structures and expectations written plan	Summer 2018	Campus Principal, AVID trainer, and Campus Leadership	AVID strategies	The % of teachers that are effectively implementing the strategies of AVID in their daily lesson plans will consistently increase.	Knowledge, comprehension, and integration of AVID strategies that are successful in the classroom setting	On Track to meet Goal	Progress Monitoring of lesson planning and delivery
Intermediate: (Implementation)	Parent Engagement and Training	February - August 2018	ED of Elementary, Chief of Transformation, and Principal	brochures, ppt, FAQ	Active participants at SHCP, informed of the process and expectations (student and family)	Increased parent volunteers/ambassadors	Some Progress	Develop criteria for parent ambassadors
	Communication of "The Path to College" across the community	Spring 2018	Chief of Transformation and Chief of Communications	brochures, ppt, FAQ, website	Active participants at SHCP, informed of the process and expectations (student and family)	high interest reflected in number of applications	Select	Enhance communication and vertical alignment among feeder pattern
	Ongoing implementation of PLC structures, CIA processes, and/or AVID strategies to evaluate Tier 1 instruction	2018-2019 School Year	Campus Principal and Leadership Team	Grade level TEKS	staff		Select	

	Investigation, training and planning for enhanced curricular changes for 2019-2020 implementation	2018-2019 School Year	Campus Principal and Campus Leadership Team	Research of best practices/programs	Gain staff input regarding possible changes		Select	
Long-Term: (Results)	Student Outcomes will surpass district performance in relation to MISD Board Goals and Progress Measures	End of 2018-2019 School Year	Campus Principal and Campus Leadership Team	Data from all assessments, posted results for meets and masters	Administrators and Teachers will utilize the data analysis protocol to set student goals and track progress on the essential standards		Select	
							Select	

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

All staff from Leadership to Teachers will be required to reapply for a position at the redesigned **Houston Elementary**. As we create a college preparation environment structured around AVID Elementary strategies through the development of Student Success Skills, Organizational Skills, WICOR (writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas), and Partnerships among parents, leadership, students, teachers and the community, we plan to radically transform the educational environment and behavioral expectations for staff and students on the campus. In conjunction with district transformation expectations through **Midland on the Move, Houston Elementary** will be part of an overall communication strategy for the "Path to College" which will create a three-pronged PK-12 opportunity for Midland ISD students to become engaged in a college preparation mentality. **Houston Elementary** will be the PK-5 model, San Jacinto Middle School will become the 6-8 middle school model and then either Advanced Placement/Dual Credit pathway to comprehensive high schools or Early College HS @ Midland College will complete the design for students desiring and selected to follow an ECHS path. A strong partnership will be established with Midland College to strengthen the college-going mentality for this model and intentionally activities will be jointly conducted with Midland College and **Houston Elementary**.

Staff will be expected to create high expectations among peers and to develop strong two-way communication methodologies with leadership to create an empowerment opportunity for staff to have strong responsibilities toward themselves and their students. This embedded staff leadership roles will create the necessary conditions to strengthen follow-through, consistency and internal accountability toward the necessary change to propel a change in adult behavior which will positively impact student educational outcomes. A continued focus on strong Tier 1 instruction through structured practices supported through Professional Learning Community discussions, collaborative product development and ongoing monitoring of student and campus academic goals will build on the positive academic improvement Houston Elementary has been creating the past 2 years. The primary difference is that with the inclusion of AVID Strategies and Structures, Houston will now have the conditions to propel changes rather than experience small incremental changes.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.								
Organizational Structure Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Post and hire campus principal	January 2018	Chief Academic Officer and HR	application process	hire experienced principal	Hired principals	On Track to Meet Goal	Activity Complete
	Post and hire campus assistant principal and counselor	February 2018	ED of Elementary and Campus Principal	application process	hire quality, instructional AP and experienced counselor	new AP and returning counselor	On Track to Meet Goal	Activity Complete
	Post and hire instructional specialists	March 2018	Campus Principal and Admin	application process	hire quality, experienced instructional coach	hired, but placed back in classroom vacancy	On Track to Meet Goal	Activity Complete
	Post and hire teachers	March 2018	Campus Principal and Leadership Team	application process	new and veteran teachers that are capable of meeting diverse student needs	3/17 first-year classroom teachers	On Track to Meet Goal	Activity Complete
Intermediate: (Implementation)	Develop partnership with San Jacinto JH, ECHS @MC	Spring and Summer 2018	Campus Principal and Leadership Team	face to face sessions	strengthen transition from SHCP to SJ through student by student dialogue	Increased of knowledge of student needs	Some Progress	Establish timeline for face to face sessions
	Develop partnership with Midland College	Spring and Summer 2018	Campus Principal and Leadership Team	face to face sessions	create partnership	partnership that includes opportunities for SHCP to interact on the MC campus	No Progress	schedule sessions with MC rep
	Create college going campus environment	Summer 2018	Campus Principal and Leadership Team	Signage, banners, college memorabilia	Create college-going atmosphere that transforms campus to Collegiate Preparatory	Staff referred to as: Chancellor, Vice Chancellor, Professors, and Scholars (students)	Significant Progress	Continue partnership with sister school in Cedar Hill
	Plan college visits and MC on-site visits	Summer and August 2018	Campus Principal and Leadership Team	Funding/Transportation/Agenda	Expose students to college opportunities within Midland and outside of Midland	Students more informed of choices after high school	Some Progress	Explore virtual tours
Long-Term: (Results)	Student Outcomes will surpass district performance in relation to MISD Board Goals and Progress Measures	End of 2018-2019 School Year	Campus Principal and Campus Leadership Team	Data from all assessments, posted results for meets and masters	Administrators and Teachers will utilize the data analysis protocol to set student goals and track progress on the essential standards		Select	
	Survey Results show positive impact on Communication strategies from Parents, Students and Staff	January 2019	Campus Principal and Chief of Transformation	survey	Increase in positive comments and responses from parents, students, and staff		Select	
Organizational Structure Implementation Status:		Check in date: <enter date>	<Enter Text>					

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Capacity and Resources: Describe the staff, training, and resources that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)

1. All campus teachers will participate in AVID training during the summer of 2018.
2. All campus leadership will participate in AVID Summer Institute during the summer of 2018.
3. Staff will be required to develop specific and measurable behavioral expectations for students in classrooms, common areas and off-campus activities.
4. With a reconstituted staff, in Summer/Fall 2018, the campus staff with parent input will determine what curricular enhancement in addition to AVID the campus wants to embrace. The 2018-2019 school year will be utilized to train on this curricular change through on-going training and resource reallocation to support this concentrated redesign (options [partial list]: Project Based Learning, 1:1 with technology academic integration across all coursework, Standards Based Learning, etc.).
5. Pre and post surveys of all stakeholders will be necessary to ascertain the effectiveness of academic, behavioral, and communication expectations which will be specifically outlined in the Campus Improvement Plan.

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Capacity and Resources Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	AVID Teacher Training	Summer 2018	Campus Principal	AVID Consultant	The % of teachers that are effectively implementing the strategies of AVID in their daily lesson plans will consistently increase.	Knowledge, comprehension, and integration of AVID strategies that are successful in the classroom setting	On Track to Meet Goal	Activity Complete
	AVID Summer Institute	Summer 2018	Campus Principal and Leadership Team	Funds for conference expenses	The % of teachers that are effectively implementing the strategies of AVID in their daily lesson plans will consistently increase.	Knowledge, comprehension, and integration of AVID strategies that are successful in the classroom setting	On Track to Meet Goal	Activity Complete

	Written specific and measurable behavioral expectations for students in all campus areas and off-campus activities will be developed	Spring-Summer 2018	Campus Principal, counselor, and Leadership Team	CHAMPs books, charts, character trait posters	Create college-going culture and re-visit CHAMPs for campus procedures	Increase of student participation in monthly character ed lessons and increase in demonstration of the traits	On Track to Meet Goal	Activity Complete
							Select	
Intermediate: (Implementation)	Determination of curricular enhancement for 2019-2020 implementation	Fall 2018	Campus Principal and Leadership Team	Research of best practices/programs	Gain staff input regarding possible changes	survey of teacher input	No Progress	On-going research
	Ongoing support for PLC Implementation	2018-2019 School Year	Campus Principal and Leadership Team	Grade level TEKS	staff		Select	
	Ongoing campus expectations for AVID Implementation across all grade levels and subjects	2018-2019 School Year	Campus Principal and Leadership Team	lesson plans, walk-through's, avid training during staff meetings	The % of teachers planning and delivering instruction effectively will consistently increase.		Select	
Long-Term: (Results)	Survey Results show positive impact on Communication strategies from Parents, Students and Staff	January 2019	Campus Principal and Ex Dir of Accountability	survey	Increase in positive comments and responses from parents, students, and staff		Select	
	Student Outcomes will surpass district performance in relation to MISD Board Goals and Progress Measures	End of 2018-2019 School Year	Campus Principal and Campus Leadership Team	Data from all assessments, posted results for meets and masters	Administrators and Teachers will utilize the data analysis protocol to set student goals and track progress on the essential standards		Select	
Capacity and Resources Implementation Status:		Check in date: <enter date>	<Enter Text>					
Capacity and Resources Implementation Status:		Check in date: <enter date>	<Enter Text>					
Capacity and Resources Implementation Status:		Check in date: <enter date>	<Enter Text>					
Capacity and Resources Implementation Status:		Check in date: <enter date>	<Enter Text>					

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

1. Campus leadership team structures and expectations will be developed through an internal communications plan.
2. Communicate "Path to College" community wide.
3. Application process for the 2018-2019 school year will need to be communicated and alternative school choice options for students not selected living in the Houston Attendance Zone.
4. Parents will be required to sign a contractual agreement regarding student behavior expectations, parent involvement and/or volunteer requirements and agree to an in-home visit prior to final student acceptance to Houston.
5. Embedded parent/teacher conference days will be regularly scheduled to enhance communications concerning student expectations and parental support.
6. Parent involvement and volunteer opportunities will need to be proactively planned and communicated in advance. Additionally, targeted communications for parents will need to be developed and implemented.
7. Targeted six-week public relation pieces will need to be created based on a thematic approach revolving around AVID structures and student performance and academic/behavioral expectations.
8. Community and Parent Input on the creation of curricular enhancement component

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Communication Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Communicate the "Path to College" across the community	Spring 2018	Ex Dir of Accountability and Ex Dir of Communications	brochures, ppt, FAQ, website	Active participants at SHCP, informed of the process and expectations (student and family)	high interest reflected in number of applications	Select	Enhance communication and vertical alignment among feeder pattern
	Student Application Process	Spring 2018	Transformation Team	online and paper application	Target Houston neighborhood and attract other students for Collegiate Preparatory Elementary	33% new enrollment	On Track to meet Goal	Activity Complete
	Weighted lottery process	Spring 2018	Transformation Team	online and paper application	Target Houston neighborhood and attract other students for Collegiate Preparatory Elementary	664 applications	On Track to meet Goal	Activity Complete
	Development of Internal Communications Plan	Summer 2018	Campus Principal and Leadership Team	written communication plan for staff, parents, etc.	development of specific system of communication documented in writing for how the campus will communicate internally and with their parents and staff (basically creating a written communications plan to assist with clarity)	multiple methods of communication with parents and community	On Track to meet Goal	Activity Complete
Intermediate:	Parent contractual agreement and involvement/volunteer requirements	Spring/Summer 2018	ED of Elementary, Chief of Transformation, and Principal	brochures, ppt, FAQ	Active participants at SHCP, informed of the process and expectations (student and family)	Increased parent volunteers/ambassadors	Some Progress	Develop criteria for parent ambassadors, volunteer requirements
	Parent/Teacher Conference Days	2018-2019 School Year	Campus Principal and Leadership Team	school calendar	Increased family engagement		Select	

Intermediate. (Implementation)	Curricular enhancement component Input and Decision	June - Aug 2018	Campus Principal and Leadership Team	Research of best practices/programs	Gain staff input regarding possible changes	survey of teacher input	No Progress	On-going research
	Regular Public Relation Pieces with thematic approach	2018-2019 School Year	Chief of Communications, Campus Principal, and Leadership Team	brochures, website	Awareness of opportunities at SHCP		Select	
Long-Term: (Results)	Survey Results show positive impact on Communication strategies from Parents, Students and Staff	January 2019	Campus Principal and Ex Dir of Accountability	survey	Increase in positive comments and responses from parents, students, and staff		Select	
	Collection and communication of Student/Parent/Staff Positive Experiences at Houston College Prep Elementary	Spring 2018	Campus Principal and Leadership Team	FAQ document, ppt, website, brochures	increase in attendance at parent informational sessions during recruitment	664 applications	On Track to meet Goal	Activity Complete

Communication Implementation Status:	Check in date: <enter date>	<Enter Text>
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How will you allocate campus and district funds for this initiative?

(17-18 planning amounts) Category	Amount	Description
Payroll	\$5,000	Summer planning days and off-contract work time for staff; Transformation Zone Implementation Grant will cover cost of Parent Connection Supervisor for 2 years
Professional Development	\$35,000	AVID Teacher Training; Curricular enhancement design and training; Transformation Zone Implementation Grant funding is available to subsidize needed professional development costs attributed toward this plan

Supplies and Materials	\$10,000	AVID Organizational Materials for students; Printing for notifications and enrollment needs; Transformation Zone Implementation Grant funding is available to subsidize needed professional development costs attributed toward this plan
Other Operating Cost	\$10,076	Travel Costs for AVID Summer Institute; Transformation Zone Implementation Grant funding is available to subsidize needed professional development costs attributed toward this plan
Capital Outlay		

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

CSF 1: Coherent Curriculum and Assessment	Through the continued implementation of best practices revolving around a continued focus on strong Tier 1 instruction through structured practices supported through Professional Learning Community discussions, collaborative product development and ongoing monitoring of student and campus academic goals will build on the positive academic improvement Houston Elementary has been creating the past 2 years. The inclusion of AVID Strategies and Structures will enhance Houston Elementary's ability to have the conditions to propel changes rather than experience small incremental changes.
CSF 2: Leadership Effectiveness	Staff will be expected to create high expectations among peers and to develop strong two-way communication methodologies with leadership to create an empowerment opportunity for staff to have strong responsibilities toward themselves and their students. This embedded staff leadership roles will create the necessary conditions to strengthen follow-through, consistency and internal accountability toward the necessary change to propel a change in adult behavior which will positively impact student educational outcomes.
CSF 3: Teacher Quality	Through a reconstitution of the staff combined with the delineated written expectations for staff and students, Houston Elementary will become the campus of choice for elementary teachers in Midland ISD. By creating choice options for staff like we will do for students, teachers will be even more willing to create positive conditions for success for themselves and students.
CSF 4: Family/Community Engagement	By changing the entire concept of Houston Elementary from a regular campus to one focused on college preparation, families will become empowered to support their students in exploring new concepts and goals for enriching their educational environments and becoming involved in their child's education. Parental involvement/volunteering will become a rich component of Houston's environment and will assist families in becoming partners in their child's learning experiences.
CSF 5: School Climate and Culture	Houston Elementary's school climate and culture will radically change through the redesign from a regular elementary to one of college preparation. With the high level of behavioral and academic expectations that will be communicated before school start, all stakeholders will have a mutual understanding of the change in environment. AVID culture will be integrated across all grade levels and throughout the curriculum to further support a positive culture of learning and increased expectations for student outcomes.