

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**NORTH EAST SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
HUEBNER ELEMENTARY SCHOOL
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D			Impact on student and/or teacher learning measured quarterly			
					Setting objectives and providing feedback: 1. DATA teams	x				1A	Huebner's DATA Team will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	The DATA Team will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	C. Fairall, B. Perez, M. Vaughan, E. Bungler, S. Capre, Leadership Data team	
X					2. Common Assessments	x				1B	Common Assessments will be created and shared with a sister school.	Common Assessments will adhere to the checklist or rubric for common assessments.	October, 2005; December, 2005; March 2006; May 2006	Campus Administrators, Teachers	
					3. Feedback-Benchmark Testing	x				1C	Benchmark tests will be based on the district scope and sequences to set instructional objectives and provide feedback.	Data from Benchmarks will be found on Triand shortly after administration. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2005; March, 2006	Campus Administrators; Counselors; Data Team	
					Research Based Strategies: 1. Identifying Similarities and Differences- Classifying	x				1D	All instruction initiatives will focus on differentiated learning strategies. Every teacher will use the strategy of classifying on a regular basis.	Walkthroughs will show evidence of students working on research based strategies.	December 2005 - May 2006	Campus Administration	
X					2. Vocabulary Development Process	x				1E	Every teacher will teach the core vocabulary using a six step vocabulary development process.	Walkthroughs will show evidence of vocabulary development. 100% common assessments will show evidence of vocabulary development work.	December 2005 - April 2006	Campus Administration	

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X					3. Strategies for Engagement: Say Something and Think, Pair, Share	x				1F	Every teacher will use the strategies Say Something and Think, Pair, Share on a regular basis.	Walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share	December 2005 - April 2006	Campus Administration	
X					Reading	X				2A	Maintain training and the implementation of Building Blocks in Kinder; 4-Blocks in 1st, 2nd, and 3rd; and Big-Blocks in 4th and 5th. Students will be provided with a variety of reading resources to aid in critical reading skills: *Accelerated Reader will support the goals of 4-Blocks in self-selected reading *Junior Great Books *Weekly All-School DEAR time (Drop Everything And Read) *Bluebonnet Book Program - 3rd, 4th and 5th *2x2 program reaching K - 2nd *K-1 Take Home Reader Program *Iditiread	Walk-throughs and formal observations will indicate success in this area. 100% of the students will participate grade level appropriate. Improvement in reading skills will be demonstrated on report cards and test scores. 100% of the Language Arts teachers will show growth on the Innovation Configuration.	Summer 2005, Fall & Winter 2006, Spring 2006	Campus Administrators, Classroom Teachers, and Instructional Interventionist	\$ 10,000.00

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X					Reading	X				2B	<p>Align and implement "before, during and after" reading strategies in the core content areas, English, Social Studies, and Science.</p> <p>Align and implement strategies that reflect Best Practices, reciprocal teaching, graphic organizers, think alouds, Get the Gist, QAR, Vocabulary, and Writing to learn.</p> <p>Provide teachers instruction and support in implementation of Best Reading practices.</p> <p>Provide focus on implementation of best reading practices for struggling readers using differentiation strategies to meet the needs of all students.</p>	<p>100% of the Elementary Language Arts teachers will implement at least one reading strategy for each of the following "before, during and after" reading of content materials.</p> <p>Formative walkthroughs will demonstrate evidence of strategy instruction.</p> <p>Teachers will implement strategies from Teacher Reading Academies.</p> <p>Using the What to Look For in the Reading classroom all snapshot visits or formative walkthroughs will indicate appropriate application of the reading and thinking strategies.</p>	<p>Fall/Winter 2005; Spring 2006</p> <p>Monthly</p> <p>Summer 2005 Fall 2005 Winter 2006 Spring 2006</p>	<p>Literacy Specialists, IIT, Classroom Teachers</p> <p>Campus Administrators, Literacy Specialists, IIT, Classroom Teachers</p> <p>Literacy Specialists, IIT, Classroom Teachers</p>	

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X					Reading	X				2C	Continue to monitor the District's Reading Benchmark Assessment 2nd - 5th grades. *Reading TAKS tutoring for At-Risk 3rd grade and 5th grade students will be provided. *Tutoring and RAP will also be provided for students who show a need in all grade levels.	100% of regular ed. Students grades 2 - 5 will be administered periodic Benchmark tests to determine progress in reading strengths and weaknesses. Campus Administrators and Counselors will review Benchmark data and meet with teachers to discuss results and adjust curriculum if needed. Increase scores in Benchmark results will occur.	September, 2005 January, 2006	Classroom Teachers, Campus Administrators, IIT	
X					Reading	X				2D	The Librarian will provide books, audio visuals or on-line resources to support and extend the 4-Blocks/Big Blocks goal. The Librarian will provide an open access library for all learners, and will support teachers and students in self-selected reading.	100% of the classroom teachers will utilize resources.	Spring 2006	Penny Clarkson, Librarian, Classroom Teachers	Funds from managed accounts

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X					Writing	X				3A	<p>Improve student writing by aligning instruction of grades K- 5 using the scope and sequence for writing.</p> <p>Focus will be on the proofreading area - capitalization, punctuation and spelling; correct and effective sentence structure also.</p>	<p>100% of students will pass TAKS or alternative writing test.</p> <p>Using the What to Look For in the Writing classroom all snapshot visits or formative walkthroughs will indicate appropriate writing instruction that is TEKS based and that shows evidence of best practices in writing instruction.</p>	May, 2006	Classroom Teachers, Campus Administrators, Virginia Guerrero, Language Arts Specialists	\$ 1,000.00
X					Writing	X				3B	Continue common instructional language and structure for the process of writing in K - 5 classrooms.	100% of classroom teachers will attend workshops on Writing Workshop and Six Traits as appropriate to grade level, as needed.	August, 2005 November, 2005 June, 2006	Classroom Teachers, Campus Administrators, Language Arts Specialists, and Instructional Interventionist	2,000.00

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X					Writing	X				3C	Continue to monitor the District's Benchmark assessment program to guide writing instruction in grades K - 5. *Tutoring will be provided for students who show a need.	100% of students in grade 4 will be administered periodic Benchmark tests to determine progress in writing. Campus Administrators and Counselors will review Benchmark data and meet with teachers to discuss results and adjust curriculum if needed. Increased scores in Benchmark results.	Fall 2005, Winter 2006	Classroom Teachers, Campus Administrators, Counselor, Instructional Interventionist, Virginia Guerrero, Language Arts Specialists	
X					Writing	X				3D	Students will write daily in grades K-5 using focused instruction, 6-Traits Writing and the Five-Step Vocabulary Development program.	100% students' writing will improve by the end of the year.	Fall, Winter, and Spring of 2005 - 2006	Classroom Teachers, Campus Administrators, Counselors, Instructional Interventionist, Virginia Guerrero, Language Arts Specialists	
X					Writing	X				3E	Develop, review and implement a common end of semester assessment for selected courses to guide Writing instruction.	100% of students in 3rd and 5th grades will be administered an end of semester assessment common to that course and campus.	December 2005, May 2006	Virginia Guerrero, Literacy Specialist, IIT, Classroom Teachers, and Elementary Principal	

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X					Writing	X				3F	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, the essential traits of good writing, and strategies for all steps in the writing process, such as the use of classification as a pre-writing or organizational strategy.	Walkthroughs and other classroom observations during writing instruction will reveal use of process writing, writing workshop and/or 6-Trait Writing instruction and evaluation.	August 2005 - May 2006	Campus Administration	
X					Mathematics	X				4A	Utilize the North East Scope and Sequence for grades K - 5.	Formative walkthroughs will indicate adherence to district sequence. Students in grades 2 and 5 will utilize common semester assessments. 100% students will score a minimum of 85 on each benchmark assessment.	Monthly District Plan	Classroom Teachers, Campus Administrators, and Math Specialists	\$ 2,000.00
X					Mathematics	X				4B	Continue to monitor the District's Math Benchmark assessment grades 2nd - 5th.	Campus Administrators and Counselors will review Benchmark data and meet with teachers to discuss results and adjust curriculum if needed.	November 2005; February 2006	Classroom Teachers, Campus Administrators and Counselors	

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X					Mathematics	X				4C	Implement MAP in 2nd - 5th grade as part of the tutorial program for students who show a need. *Tutoring K - 5th grade will be provided for students who show a need.	100% of students will score a minimum of 85 or better on each Benchmark assessment. Increased scores in Benchmark results will occur.			
X					Mathematics	X				4D	Revise campus level common assessments for selected courses to meet TEKS, levels of Blooms, and Kilgo's Standards. Monitor common assessments.	All 2nd grade students will be administered a common end of semester assessment. Review data and adjust curriculum. Meet with grade levels to review.	December, 2005 May, 2006	Math Specialists, Classroom Teachers, Campus Administration	
X					Mathematics	X				4E	Integrate the use of the following Best Practices into the math program: * Inquiry * Class discourse (say something, think, pair and share) * Use of appropriate tools Highlight teaching of estimation, reasonableness, and problem solving.	Formative walkthroughs will indicate appropriate use of these instructional strategies. Test scores will increase in these areas.	November, 2005 March, 2006	Classroom Teachers, Campus Administrators, Math Specialists	

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X					Mathematics	X				4F	Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms.	Formative walkthroughs will indicate appropriate use of these instructional strategies. Using the What to Look For in the mathematics classroom checklist, formative walkthroughs will indicate application of skills required.	October, 2005; March, 2006	Campus Administrators, Math Specialists, Teachers	
X					Mathematics	X				4G	Support 4th and 5th grade teachers as a vertical team in professional development and implementation of best instructional practices and standards-based mathematics curriculum.	100% of students will score a minimum of 70 on each benchmark assessment. Formative walkthroughs will indicate implementation of content and strategies of the professional development. Using the What to Look For in the mathematics classroom checklist, formative walkthroughs will indicate application of skills required.	October, 2005 January, 2006	Campus Administration, Elementary Math Specialists, Teachers	

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X					Science	X				5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	Walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2005 December, 2005 March, 2006	Campus Administration, Elementary Science Specialists, Teachers	2,00.00
X					Science	X				5B	Ensure that all students have an equal opportunity for learning by implementing a standards-based education and by providing equitable equipment and facilities.	Walkthroughs will indicate adherence to the district scope and sequence.	Every 9 weeks, Inventory due September 10, 2005	Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				5C	Continue to integrate the use of effective teaching practices into the Science program including the 5E's Lesson Cycle, KWL, Science vocabulary in Word Walls, and Concept Mapping, Say Something, Think, Pair, Share, Classifying, using technology to enhance critical thinking and content specific inclusion support.	Formative walkthroughs will indicate use of effective teaching strategies.	Every Nine Weeks	Classroom Teachers, Campus Administrators, Science Instructional Specialists	
X					Science	X				5D	Develop and implement common assessments.	Fourth grade will administer a Science Common Assessment.	December, 2005 May, 2006	Classroom Teachers, Elementary Principals	

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X					Science	X				5E	Monitor common assessment and benchmarks.	100% of the science teachers will incorporate formative assessments such as performance portfolios, etc. to guide instruction.	Every Nine Weeks	Campus Administration, Teachers	
X					Science	X				5F	Science will be taught as inquiry using the 5 E's Lesson Cycle. *Questioning to target higher order thinking. *Hands-on Foss or STC kits will be utilized in grades 1 - 5. *Questioning that targets the unifying concepts in science. *Science Day 5th Grade - Experiments	Formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every Nine Weeks	Classroom Teachers, Campus Administration, Science Instructional Specialists	
X					Science	X				5G	Assure that teachers attend professional development to assist them in developing competency in science.	Walkthroughs will reflect teacher competency in science instruction.	Every Nine Weeks	Campus Administration, Teachers	
X					Science	X				5H	Align instructional resources to support standards based instruction (TEKS).	Create exemplary lessons in science that target TEKS and include questioning, technology integration, and accommodations and/or modifications for diverse learners.	August 2005 - May 2006	Campus Administration, Science Instructional Specialists, Teachers	
X					Science	X				5I	Provide time for vertical planning K-5th Grades to align curriculum.	Improved TAKS scores.	Once each nine weeks	K- 5th Grade Teachers	

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X					Social Studies	X				6A	Integrate technology into the subject area through professional development, creation of exemplar lessons, and modeling of best practices such as classifying, say something, think, pair, share, and the vocabulary development process.	Each social studies teacher will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	December 2005 May 2006	Classroom Teachers	\$500
X					Social Studies	X				6B	Classroom teachers will continue to attend training to understand and implement Vertical Alignment of Social Studies TEKS and their relationship to secondary assessments.	Formative walkthroughs will provide evidence of teaching strategies applicable to TEKS and to secondary assessments.	School year of 2005 - 2006	Classroom Teachers, Campus Administrators	
X					Social Studies	X				6C	Implementation of differentiated instruction through Social Studies Alive! to include strategies and the development of District Social Studies Alive! Coaches	Classroom teachers trained at Level 1 and Level 2. Classroom observations.	December 2005 June 2006	Classroom Teachers, Grade Level Chairs, Campus Administration	

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X					Kindergarten	X				7A	Support and encourage afternoon trainings based on survey of Kindergarten teachers needs - Behavior Management, High Order Thinking, Literacy Centers for TEKS, Integrations of Language Arts with Science and Social Studies.	Teacher Evaluations/Task Force feedback will be analyzed for implementation on campuses.	Monthly 2005 - 2006	Classroom Teachers, Campus Administration	
X	X		X		Gifted/Talented	X				9A	Continue to integrate Systems Thinking in the four core G/T curriculum areas.	All curriculum units will incorporate systems thinking strategies. 100% of G/T students will produce a minimum of one systems thinking product in each core area.	Each nine weeks Each nine weeks	Daryn Polanco, Gifted/Talented teacher	\$ 450.00
X	X				Gifted/Talented	X				9B	The 5th Grade Philosophy Unit will be formatted through UBD.	Our G/T teacher will use the UBD Philosophy with 5th Grade. 100% of G/T 5th Grade students will score a minimum of 3 on the end of year Common Assessments section of the G/T report card that reflects unit understanding and personal vision.	End of Year End of Year	Daryn Polanco, Gifted/Talented teacher	

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X	X				Gifted/Talented	X				9C	The Gifted/Talented teacher will continue the district strategies of 1) Classifying 2) Core Vocabulary for Gifted/Talented 3) Say Something and Think, Pair, Share	Walkthroughs will show evidence of students working on classifying, Gifted/Talented vocabulary and Say Something, Think, Pair and Share.	August 2005 - May 2006	Daryn Polanco, Gifted/Talented teacher	
					Gifted/Talented	x				9D	Refocus on techniques of Socratic Dialogue through in-service using video presentations of NEISD Gifted/Talented students.	Gifted/Talented teacher will use Socratic Dialogue. 100% of Elementary G/T students will practice Socratic Dialogue	each 9 weeks each 9 weeks	Daryn Polanco, Gifted/Talented teacher	
					Gifted/Talented	x				9E	Analyze Gifted/Talented students results on TAKS information from Triand to adjust curriculum gaps and monitor students progress.	Gifted/Talented teacher will us Triand information to adjust curriculum. Lesson Plans will reflect changes.	September 2005 - May 2006		
X					Library Services	X				10A	Use Big Six Research Strategy, grades 1 - 5. Continue to in-service classroom teachers on Big Six Research, grades 1 - 5.	The Librarian will guide research project in Lang. Arts, Science, and Social Studies. 100% of classroom teachers will participate in training.	One lesson plan submitted and approved to Lesson Plan Data Base per year.	Penny Clarkson, Librarian, Classroom Teachers, Technology Coordinator	Funds from managed accounts
X					Library Services	X				10B	The Librarian will continue to train teachers and students in Ebsco Resources and electronic databases.	The Librarian will use Ebsco Resources and electronic databases.	July, 2005 through June, 2006	Technology Coordinator, Penny Clarkson - Librarian, Classroom Teachers	

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X					Library Services	X				10C	Continue to maintain focus on TEKS and curriculum integration using the Big Six units and Basic School Philosophy.	The Librarian will create integrated TEKS unit to be posted online in shared library folder.	First and Second Semester	Penny Clarkson, Librarian, Diane Hopkins	
X					Dyslexia	X				8A	Continue a dyslexia program at Huebner that meets state mandated requirements.	100% of identified dyslexia students will be provided service as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters.	school year of 2005-2006	Sarah Capre, Instructional Interventionist, Campus Administrators, STAT, Beverly Kinsey	\$ 500.00
X					Professional Development	X				13D	Continue to provide mentoring program for new classroom teachers to enhance professional growth.	Walk-throughs and formal evaluations will indicate success in this area.	December, 2005 and May, 2006	Campus Administrators, Teacher Mentoring Team	\$ 300.00

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
X					Special Education	X				17A	Continue to provide information regarding various service delivery options, appropriate referrals, methodology, and behavior management to staff members. Provide staff development regarding various modifications and accommodations to all teachers. Continue the use of the learning lab for special education students and at-risk regular education students.	Monthly appraisal report will show appropriate reduction of referrals to Special Education from the previous school year.	Monthly	Dr. Higgins, Campus Administrators, and Special Education staff	
X					Special Education	X				17B	Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum.	Provide least restrictive environment for each student.	Monthly	Campus Administrators and Special Education staff	
X					Special Education	X				17C	Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations).	ARDs and initial evaluations and three year re-evaluations for all students will occur on time.	Monthly	Lynn Matherne, Campus Administrators, and Special Education Chairperson	

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X					Special Education	X				17D	Provide professional development to general and special education staff on differentiated instructional strategies like say something, think, pair, share, vocabulary development process, and classifying for serving students with disabilities in general education	% of SPED students taking TAKS or SDAA on grade level will increase appropriately at each grade and in each subject tested.	Close of each semester.	Campus Administration, Judith Higgins, Jan DeHaven, Curriculum Specialists & Technology.	
X					Accelerated Education At Risk	X				15A	Increase affective, cognitive and linguistic needs of the limited English proficient students.	100% of the ESL/Bilingual students will pass TAKS. 100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English (RPTE).	April, 2006 April, 2006	Classroom Teachers, Campus Administrators	\$ 300.00
	X				Accelerated Education At Risk	X				15B	Provide staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.	100% of the personnel working with At Risk students will attend staff development related to teaching the At Risk student and Drop Out Prevention.	August, 2005 through May, 2006	Campus Administrators, Counselors	

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1	2	3	4	5		E	M	H	D			Impact on student and/or teacher learning measured quarterly			
		X			Accelerated Education At Risk Parental Involvement	X				15C	Continue to implement effective parent involvement activities to improve student academic achievement, school performance and attendance. * Parent Ed Seminars * TAKS information night for parents * Science Day and Math Nights for parents and students *Orientation before school starts for each grade level for students and parents.	1% increase in student attendance at Huebner. 100% Parents will be invited to attend seminars/meetings and level parent/student orientation.	June 2006 4 times a year	Counselor, Parent Ed Committee, Campus Administrators	PTA Funds \$300.00
				X	Accelerated Education At Risk Resource Management	X				15D	Provide effective management of District resources to maximize student achievement.	100% compliance with State and Federal laws.	July, 2005 through July, 2006	Campus Administrators, Don Dalton	
X					Accelerated Education At Risk Professional Development	X				15E	Provide high quality professional development that will improve the teaching of academic subjects.	100% of the personnel working with At Risk students will attend staff development related to methods and instructional strategies to strengthen the core academic program in school.	July, 2005 May, 2006	Campus Administrators, Classroom Teachers, Don Dalton	

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
X					Accelerated Education At Risk	X				15F	Provide educationally related support services to homeless students.	Reduce disparity in rates of high school completion between students at risk of dropping out of school and all other district students in the four core curriculum areas.	July, 2005 through June, 2006	Campus Administrators, Counselors, Don Dalton, Barbara Bading	
X					Accelerated Education At Risk	X				15G	Implement, research based accelerated education programs to address the needs of all special population students, including but not limited to, limited English proficient, migrant, students with disabilities and disadvantaged students.	Assess the results of the district AEIS report. 100% of students with special needs will pass either TAKS, SDAA or RPTE as appropriate.	September, 2005 December, 2005 March, 2006	Campus Administrators, Don Dalton, Curriculum Coordinators	

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
X	X			X	Technology Applications	X				17A	Campus Technology Committees will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs.	Using the Technology Excellence Indicator System (TEIS) 100% of classroom teachers will establish and meet three technology integration goals. 100% of classroom teachers will participate in at least nine hours of staff development that is aligned with their technology integration goals and documented by A-Train and the TEIS. Campus administrators will monitor to insure that the CTC documents progress on all TEIS Campus Indicators and the top three CTC goals are established and met. Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.	Yearly Yearly Monthly	Campus Administrators, Campus Technology Committee Representatives (one per grade level), Instructional Technology Specialists and Coordinators, Tim Miller	2,500.00

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1	2	3	4	5		E	M	H	D						
		X		X	Technology Applications	X				17B	Campus Administrators will support classroom teachers in the utilization of GradeSpeed and TeacherWeb software to manage grades and improve communication with staff, students, and parents.	100% of classroom teachers will use GradeSpeed to record grades. 100% of classroom teachers will use GradeSpeed to upload nine-weeks grades. 100% of classroom teachers will post essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly Nine-weeks Daily to Weekly	Campus Administrators, Classroom Teachers, Linda Rinn, Data Processor, Technology Chairperson	
X					Technology Applications	X				17C	Classroom teachers will provide students with keyboarding instruction and practice in 4th and 5th grades.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests.	Nine-weeks	Campus Administrators, Classroom Teachers, Instructional Technology Specialists	
X					Technology Applications	X				17D	Classroom teachers will utilize the North East Technology Applications Standards for Students to assess mastery of essential knowledge and skills.	100% of students will demonstrate mastery of grade level technology standards as measured by student products.	Nine-weeks	Classroom Teachers, Campus Administrators, Instructional Technology Specialists	

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X		X			Technology Applications	X				17E	Classroom teachers will instruct students in the classroom computers, wired computer labs, and wireless computer labs on a regular basis to integrate technology standards into the content areas.	100% of classroom teachers will work with students a minimum of nine hours during each nine weeks period using the wired and/or wireless computer lab for a minimum of forty-five minutes each time as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products.	Each Semester Nine-weeks	Classroom Teachers, Campus Administrators, Curriculum and Instructional Technology Specialists	

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X	X		X		Safe and Drug-Free	X					<p>All campus plans will include Safe and Drug-Free Schools program efforts including goals and strategies for violence prevention and intervention on campus addressing the following four areas:</p> <ol style="list-style-type: none"> 1. Reduce incidents of future drug, alcohol and tobacco use 2. Reduce incidents of violence/Improve school safety * Second Step program * Pals/Mentors 3. Increase parental and community involvement in violence- and drug prevention activities a) Red Ribbon Week b) Parent Volunteers teach Second Step 4. Increase student involvement in school activities 5. Increase student awareness of personal safety issues * WHO program * McGruff 6. Incorporate school safety program to ensure the staff and students' well being. * Review campus crisis plan throughout the year 	<p>Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas:</p> <ol style="list-style-type: none"> 1. Reduction in the use of tobacco, alcohol and other drugs among students 2. Reduction in incidents of violence/Improve school safety 3. Increased parental and community involvement in violence- and drug prevention activities 4. Increased student involvement in school activities 5. 100% of the students will be aware of personal safety issues. 6. The staff will understand the execution of the campus crisis plan. 	June 2006	Campus Administrators, Classroom Teachers, Counselors, Pat Sanford	PTA Funds \$300.00

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X	X		X		Guidance	X				19A	Implement the state-mandated comprehensive developmental guidance program.	100% of guidance counselors will receive part two of guidance program to include evaluation processes.	May, 2005	Counselors, Guidance Leadership Team, Guidance Director	
X	X		X		Guidance	X				19B	Organization, planning and evaluation of Campus Guidance Programs based on the seven character traits of Basic School. 1. Honesty 2. Respect 3. Compassion 4. Kindness 5. Responsibility 6. Self-discipline 7. Perseverance * Classroom guidance * Small groups * Gift of Time	Counselors will develop yearly plans which incorporate level-appropriate percentages of time spent in the four guidance components: guidance curriculum, individual planning, responsive services, and system support. Counselors will submit yearly guidance plans, program improvement plans, and individual professional development goals to the Guidance Director, who will evaluate progress bi-annually.	May, 2006 September 2005 December 2005 June 2006	Counselors and Principals	
X	X		X		Guidance	X				19C	Decrease non-guidance tasks to increase time in counselor role and guidance program components.	Counselors will reduce non-guidance tasks and activities in half.	August, 2005 - June, 2006	Counselors and Principals	

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X		X			Guidance	X				19D	The 5th Grade counselor will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program for the Texas Grant. (TEC 33.001-33.009) * Individual conferences * Parent Ed Seminars/Brown Bag lunches	Parent sign-in sheets will show 100% compliance. Counselor logs will indicate 100% compliance.	April, 2006	Counselors and Principals	
	X		X		Discipline Management	X				23A	Implement Behavior Management Plan which includes character education	100% of classroom teachers will implement a BMP that includes character education.	August, 2005	Classroom Teachers, Campus Administrators, and Counselors	\$500
	X		X		Discipline Management	X				23B	Provide training of school personnel for BMP implementation	Huebner will complete initial training of staff members allowing for initial implementation of the BMP and character education module.	August, 2005	Campus Administrators and Counselors	
	X		X		Discipline Management	X				23C	Make modifications to campus BMP based upon district discipline data and its analysis.	Written modifications to the Campus BMP will be incorporated with data of inclusion noted.	July, 2006	Campus Administration and Counselors	

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		X			Basic School Philosophy	X				24A	Continue the Basic School model with classroom teacher, student, and parent connection to a shared vision through the 4 C's: (Community, Curriculum, Climate and Character).	Test results will show Huebner students succeeding academically.	August, 2005-June, 2006	Classroom Teachers, Campus Administrators	\$ 500.00
											1. School as a Community a. Target parent involvement through consistent teacher/staff/parent communication. b. Join members in the learning community together to promote learning. c. Continue to support a positive community through a school-wide service learning project.	a. Documentation will be kept on parent logs, conference forms, open house sign in sheets, etc. b. Number of participants will increase 1% in each activity to show success.		Classroom Teachers, Campus Administrators	
											2. Curriculum with Coherence a. Inform the students in the core subjects through comprehensive and coherent themes called the "Core Commonalities". Integration of content areas enhance the students' understanding and learning.	Documentation in lesson plans, observations, walk-throughs and student projects will demonstrate students' success.		Classroom Teachers, Campus Administrators	

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											3. Climate for Learning a. Encourage every student to become a disciplined, creative and well-motivated learner through a Climate that is communicative and caring.	100% of classroom teachers will provide the climate necessary for maximum learning.		Classroom Teachers, Campus Administrators	
											4. Commitment to Character a. Develop students to live responsibly and to judge wisely in matters of life and conduct. Character Traits are emphasized to guide Huebner as it promotes excellence in living, as well as learning. b. The Librarian will add to the Basic School Character Traits by: * Providing to teachers and students guidance in selection of materials to support character development. * Providing bibliographies of stories and other materials that support character developments.	5% decrease in counseling intervention and office referrals.		Classroom Teachers, Librarian, Campus Administrators	Funds from managed accounts

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					Enrichment-Music & Physical Education	X				25A	Continue to Integrate & Implement Music and Physical Education TEKS & the North East Standards for Music/P.E.	100% of curriculum will reflect the Music & Physical Education TEKS & the North East Standards for Music. 100% of students will participate in the Music & Physical Education Curriculum.	Each 9 weeks	Enrichment Team: Karen Burges, Kim Fields, Chrissy Redekop and Betty Telford	Funds from managed accounts