

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
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS, each campus will receive an Exemplary or Recognized accountability rating, and each cluster will have a minimum of ten National Merit Semifinalists.

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
					Setting objectives and providing feedback: 1. DATA teams				X	1A	School DATA teams will meet on a regular basis to evaluate multiple data sources and set campus objectives for learning.	100% of schools will use multiple sources of data to set objectives as evidenced by inclusion in campus plans and CIC minutes.	Monthly	Campus Administrators, CIC Data Team	
X					2. Common Assessments				X	1B	Teachers from more than one school will come together to create, share and administer Common Assessments.	100% of common assessments will adhere to the checklist or rubric for common assessments.	October, 2004; December, 2004; March 2004; May 2005.	Carol Harle; Content Area Coordinators, Campus Administrators, Teachers.	
					3. Feedback--Benchmark Testing				X	1C	Core Subject Areas will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback.	Data from benchmarks will be distributed to teachers one week after administration. 100% of teachers will use benchmark data to set learning objectives evidenced in lesson plans.	October, 2004; March, 2005.	Campus Administrators; Counselors; Data Team	
					Research Based Strategies: 1. Identifying Similarities and Differences--Classifying				X	1D	Every teacher will use the strategy of classifying on a regular basis.	100% of walkthroughs will show evidence of students working on classifying. 100% of common assessments will show evidence of the classifying strategy.	December 2004 - May 2005	Campus Administration	
X					2. Vocabulary Development Process				X	1E	Every teacher will teach the core vocabulary using a six step vocabulary development process.	100% of walkthroughs will show evidence of vocabulary development. 100% of common assessments will show evidence of vocabulary development work.	December 2004 - April 2005	Campus Administration	

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X					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.	100% of walkthroughs and lesson plans will show evidence of strategies Say Something and Think, Pair, Share	December 2004 - April 2005	Campus Administration	
X					Parent Involvement				X	1G	Educational Technology staff will work with data processing to assist parents in accessing information using the Grade Speed software.	100% of parents who wish to access the system will gain access to the system.	Daily to weekly	Campus CNC, Data Processor	
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	100% of classroom teachers will show an increase in at least one area of the Innovation Configuration. 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.	Summer 2004, Fall & Winter 2004, Spring 2005	Campus Administrators, Classroom Teachers, and Instructional Interventionist	\$ 10,000.00

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X					Reading	X				2A	Align and implement "before, during and after" reading strategies in the core content areas, English, Social Studies, and Science.	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.	Fall/Winter 2004; Spring 2005	Literacy Specialists, IIT, Classroom Teachers	
											Align and implement strategies that reflect Best Practices, reciprocal teaching, graphic organizers, think alouds, Get the Gist, QAR, Vocabulary and Writing to learn.	100% of formative walkthroughs will demonstrate evidence of strategy instruction. Grade 4 and 5 teachers will implement strategies from Teacher Reading Academies.	Monthly	Campus Administrators, Literacy Specialists, IIT, Classroom Teachers	
											Provide teachers instruction and support in implementation of Best Reading practices targeting grades 4 and 5.	100% of Elementary Languages Arts and Reading teachers will receive instruction in Best Practices for TAKS/TEKS alignment in order to show growth on the Innovation Configuration.	Summer 2004 Fall 2004 Winter 2005 Spring 2005	Literacy Specialists, IIT, Classroom Teachers	

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X					Reading	X				2B	Continue to monitor the District's Reading Benchmark Assessment 2nd-5th. *Reading TAKS tutoring for at-risk 3rd grade and 5th grade students will be provided. *Tutoring will also be provided for students who show a need in all grade levels.	100% of 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 to adjust curriculum if needed. Increased scores in Benchmark results will occur.	September, 2004 January, 2005	Classroom Teachers, Campus Administrators, IIT	
X					Reading	X				2C	The Librarian will provide books, audio visuals or on-line resources to support and extend the 4-Blocks/Big Blocks goals. The Librarian will provide an open access library for all learners, support teachers and students in self-selected reading.	100% of the classroom teachers will utilize resources.	Spring 2005	Bev Golden, Librarian, Classroom Teachers	Funds from managed accounts
X					Writing	X				3A	Improve student writing by aligning instruction through grades K - 5 revised scope and sequence for writing.	100% of students will pass TAKS writing test.	May, 2005	Classroom Teachers, Campus Administrators, Virginia Guerrero, Language Arts Specialists	\$ 1,000.00

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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. The 2005 Teacher as Writer Academy will be attended by at least 25 additional teachers. 100% of classroom teachers will achieve a 3 or above on the Innovation Configuration for Process Writing.	August, 2004 November, 2004 June, 2005	Classroom Teachers, Campus Administrators, Language Arts Specialists, and Instructional Interventionist	2,000.00
X					Writing	X				3D	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 to adjust curriculum if needed. Increased scores in Benchmark results.	Fall 2004, Winter 2005	Classroom Teachers, Campus Administrators, Counselor, Instructional Interventionist, Debe Palmer, Language Arts Specialists, Virginia Guerrero	

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X					Writing	X				3E	Students will write daily in grades K-5 using the Writers Workshop process.	100% students' writing will improve by the end of the year.	Fall, Winter, and Spring of 2004 - 2005	Classroom Teachers, Campus Administrators, Counselors, Instructional Interventionist, Debe Palmer, Language Arts Specialists, Virginia Guerrero	
											Develop 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 2004, May 2005	Virginia Guerrero, Literacy Specialist, IIT, Classroom Teachers, and Elementary Principal	
X					Writing	X				3C	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.	100% of walkthroughs and other classroom observations done during writing instruction will reveal use of process writing, writing workshop and/or 6-Trait Writing instruction and evaluation.	August 2004 - May 2005	Campus Administration	

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X					Mathematics	X				4A	Utilize the revised North East Scope and Sequence for grades K - 5.	100% of 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 October, 2004 February, 2005	Classroom Teachers, Campus Administrators, and Math Specialists	\$ 2,000.00
X					Mathematics	X				4F	Continue to monitor the District's Math Benchmark assessment grades 2nd - 5th. *Tutoring will be provided for students who show a need.	Campus Administrators and Counselors will review Benchmark data and meet with teachers to discuss results and to adjust curriculum if needed. 100% of students will score a minimum of 85 or better on each Benchmark assessment. Increased scores in Benchmark results will occur.	November 2004; February 2005	Classroom Teachers, Campus Administrators and Counselors	
X					Mathematics	X				4G	Revise campus level common assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's Standards. Monitor common	All 2nd grade students will be administered a common end of semester assessment. Review data - adjust curriculum. Meet with grade levels.	December, 2004 May, 2005	LuAnn Weynand, Math Specialists, Classroom Teachers, Campus Administration	

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X					Mathematics	X				4B	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.	100% of classroom teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies. Test scores will increase in these areas.	November, 2004 March, 2005	Classroom Teachers, Campus Administrators, Math Specialists	
X					Mathematics	X				4C	Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	October, 2004; March, 2005.	Campus Administrators, Math Specialists, Teachers	

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X					Mathematics	X				4D	Provide 5th grade teachers with focused professional development and support in the implementation of best instructional practices and standards-based mathematics curriculum.	100% of students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development.	October, 2004 January, 2005	Campus Administration, Elementary Math Specialists, Teachers	
X					Science	X				5A	Provide all students with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.	100% of walkthroughs will demonstrate either compliance or a written action plan for meeting compliance within 3 years.	September, 2004 December, 2004 March, 2005	Campus Administration, Elementary Science Specialists, Teachers	2,00.00

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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.	100% of walkthroughs will indicate adherence to the district scope and sequence.	Every 9 weeks, Inventory due September 10, 2004	Campus Administrators, Science Instructional Specialists, Teachers	
X					Science	X				5C	Continue to integrate the use of effective teaching practice 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.	100% of the formative walkthroughs will indicate use of effective teaching strategies. 100% of teachers will score a 2 or above on the Science Innovation Configuration self-evaluation.	Every Nine Weeks	Classroom Teachers, Campus Administrators, Science Instructional Specialists	
X					Science	X				5D	Develop and implement common assessments.	Fourth grade will administer a common assessment.	December, 2004 May, 2005	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	100% of teachers will score a 2 or above on the Science Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these inquiry strategies.	Every Nine Weeks	Classroom Teachers, Campus Administration, Science Instructional Specialists	
X					Science	X				5G	Provide professional development to assist teachers in developing competency in science.	100% of 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 2004 - May 2005	Campus Administration, Science Instructional Specialists, Teachers	

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X					Social Studies	X				6A	Integration of 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 2004 May 2005	Classroom Teachers	\$500
X					Social Studies	X				6F	Classroom teachers will continue to attend training to understand and implement Vertical Alignment of Social Studies TEKS and their relationship to secondary assessments.	100% of formative walkthroughs will provide evidence of teaching strategies applicable to TEKS and to secondary assessments.	School year of 2004 - 2005	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 2004 June 2005	Classroom Teachers, Grade Level Chairs, Campus Administration	

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X					Kindergarten	X				7A	Professional Development for ALL Kindergarten teachers focused on deepening understanding of the complexity of the Kinder TEKS with research-based instructional practices such as the vocabulary development process, say something, think, pair, share, and classifying that maximize student achievement gains. This will be pullout days with subs provided twice.	Continue PrK/K Task Force (Representatives from each campus) to provide the engagement in common planning and implementation of curriculum. Specialists provide on-site follow-up for teachers and their colleagues through grade level planning, cognitive coaching, and pair-teaching.	Fall 2004 Spring 2005	Classroom Teachers, Campus Administration	
X					Kindergarten	X				7B	Provide 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	Monthly 2004 - 2005	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	Kay Stotts, Campus Administrators	\$ 450.00

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X	X				Gifted/Talented	X				9C	Create or refine all rubrics for all UBD curriculum units (adding writing components) in relation to common assessments.	100% of the curriculum units will reflect UBD design elements. On a rubric designed for UBD, 100% of students will score three or above.	Each Nine weeks 4th Nine Weeks	Kay Stotts, Campus Administrators	
X	X				Gifted/Talented	X				9B	The Gifted/Talented teacher will use district strategies of 1) Classifying 2) Core Vocabulary for Gifted/Talented 3) Say Something and Think, Pair, Share	100% of walkthroughs will show evidence of students working on classifying, Gifted/Talented vocabulary and Say Something, Think, Pair and Share.	August 2004 - May 2005	Daryn Polanco, Gifted/Talented teacher	
X					Library Services	X				10A	Use Big Six Research Strategy, grades 1 - 5. Continue to inservice 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.	Bev Golden, Librarian, Classroom Teachers, Technology Coordinator	Funds from managed accounts
X					Library Services	X				10C	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, 2004 through June, 2005	Technology Coordinator, Bev Golden - Librarian, Classroom Teachers	
X					Library Services	X				10D	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	Bev Golden, Librarian, Diane Hopkins	

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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 2004-2005	Jackie Brown, 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, formal evaluations will indicate success in this area.	December, 2004 and May, 2005	Campus Administrators, Teacher Mentoring Team	\$ 300.00
X					Special Education	X				17A	Continue to provide staff development 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 a 10% reduction of referrals to Special Education from the previous school year.	Monthly	Dr. Higgins, Campus Administrators, and Special Education staff	

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X					Special Education	X				17D	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.	Increase the number of students with disabilities served in general education settings in order to decrease the district's ratio above the state's 125% average.	Monthly	Campus Administrators and Special Education staff	
X					Special Education	X				17E	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	
X					Special Education	X				17F	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 will increase by 10% at each grade and in each subject tested.	Close of each semester.	Campus Administration, Judith Higgings, Jan DeHaven, Curriculum Specialists & Technology.	

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X					Accelerated Education At Risk	X				15B	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, 2005 April, 2005	Classroom Teachers, Campus Administrators	\$ 300.00
	X				Accelerated Education At Risk	X				15H	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, 2004 through May, 2005	Principals, Counselors	
		X			Accelerated Education At Risk Parental Involvement	X				15I	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 2005 4 times a year	Counselor, Parent Ed Committee, Campus Administrators	PTA Funds \$300.00

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				X	Accelerated Education At Risk Resource Management	X				15M	Provide effective management of District resources to maximize student achievement.	100% compliance with State and Federal laws.	July, 2004 through July, 2005	Campus Administrators, Don Dalton	
X					Accelerated Education At Risk Professional Development	X				15N	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, 2004 May, 2005	Campus Administrators, Classroom Teachers, Don Dalton	
X					Accelerated Education At Risk	X				15R	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, 2004 through June, 2005	Campus Administrators, Counselors, Don Dalton, Barbara Bading	
X					Accelerated Education At Risk	X				15S	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, 2004	Campus Administrators, Don Dalton, Curriculum Coordinators	

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X	X			X	Technology Applications	X				17A	<p>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.</p> <p>Using the Technology Excellence Indicator System (TEIS) 100% of classroom teachers will establish and meet three technology integration goals.</p> <p>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.</p> <p>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.</p> <p>Campus administrators will monitor to insure that the CTC follows the NEISD CTC timeline.</p>	<p>Yearly</p> <p>Yearly</p> <p>Monthly</p>	<p>Campus Administrators, Campus Technology Committee Representatives (one per grade level), Instructional Technology Specialists and Coordinators, Tim Miller</p>	2,500.00	

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		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.	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.	<p>Campus Administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations at least twice a semester, planning, instruction, and reflective practice.</p> <p>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.</p>	<p>Each Semester</p> <p>Nine-weeks</p>	Classroom Teachers, Campus Administrators, Curriculum and Instructional Technology Specialists	

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1	2	3	4	5	AREA	E	M	H	D	#			TIMELINE	PERSON(S)	RESOURCES
X	X		X		Safe and Drug-Free	X				18A	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: 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	Review of campus plans will indicate 100% compliance with Safe and Drug-Free mandates, including the four areas: 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 2004	Campus Administrators, Classroom Teachers, Counselors, Pat Sanford	PTA Funds \$300.00
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	

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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, 2005 September 2004 December 2004 June 2005	Counselors and Principals	
X	X		X		Guidance	X				19D	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, 2004 - June, 2005	Counselors and Principals	

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X		X			Guidance	X				19H	All elementary counselors 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, 2005	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, 2004	Classroom Teachers, Campus Administrators, and Counselors	\$500
	X		X		Discipline Management	X				23C	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, 2004	Campus Administrators and Counselors	
	X		X		Discipline Management	X				23D	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, 2005	Campus Administration and counselors	
		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, 2004-June, 2005	Classroom Teachers, Campus Administrators	\$ 500.00

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											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.	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	
											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	

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											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
					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