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

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Board Goals					TARGET AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE Impact on student and/or teacher learning measured quarterly	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					Reading	X				1A	Utilize Success For All Reading Program - Kinder Corner, Roots & Wings and Fast Track Phonics for Kinder Corner and Roots. Descrube Conmigo, Lee Conmigo, and Alas para Leer for bilingual classes	100% of Larkspur teachers will achieve a 2 or above on the Innovation Configuration /SFA Self Assessment.	August, 2005  October, 2005	Campus Administrators, SFA Facilitator, Classroom Teachers, Instructional Interventionist	Title I Funds \$23,500
x					Reading	X				1B	SFA refresher training and implementation visits to update the latest research and reading comprehension strategies	100% of Larkspur teachers will attend staff development Site visits will measure teacher level of implementation	August, 2005 Implementation Visits, Fall 2005 Spring 2006	Campus Administrators, SFA Facilitator, Classroom Teachers	Title I Funds \$3,000
x					Reading	X				1C	Meet with 1st - 5th grade parents to discuss implications of reading on grade level and 3rd and 5th grade TAKS	Parents sign-in sheets and monthly grade level meetings will demonstrate compliance.	Fall Semester 2005 - 3rd, 4th & 5th Spring Semester 2006 - 1st & 2nd	Campus Administrators, SFA Facilitator, IIT	
x					Reading	X				1D	Administer comprehensive benchmarks and analyze results in grade 2nd -5th	100% of students will demonstrate mastery of grade level quarterly assessment.	Fall, Winter and Spring 2005 -2006	Campus Administrators, SFA Facilitator, Benchmark Coordinators, Classroom Teachers	
x					Reading	x				1E	Administer comprehensive assessments to include TPRI, BRI, SFA quarterly assessments, and observation surveys in grades K - 5	100% of students will demonstrate that they are reading on grade level on quarterly assessments.	Fall, Winter and Spring 2005 -2006	Campus Administrators, SFA Facilitator, Benchmark Coordinators, Classroom Teachers	

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x					Reading	X				1F	Provide after school tutoring for students not mastering benchmarks in grades 3rd - 5th	100% of students will pass TAKS	November 2005 - April 2006	Campus Administration, Reading Facilitator, IIT, Classroom Teachers	Title 1 funds \$7,500 SSI \$4,000
x					Reading	X				1G	Provide training to K-5 teachers on the structure, organization, and strategies needed for TAKS reading	100% of classroom teachers will attend training	August faculty meeting 2005 October 2005	Administrators, Reading Facilitator	
X					Reading	X				1H	Develop vocabulary by focusing on a variety of strategies (Greek and Latin Roots, prefixes and suffixes, words in context)	100% of teachers will implement strategies for vocabulary development 100% of walkthroughs and other observations will indicate the use of these strategies during instruction	September 2005 April 2006	Campus Administrators, Reading Facilitator	
X					Reading	X				1I	Support before, during, and after reading strategies such as "say something" in the core content areas (English, social studies, and science)	100% of classroom teachers will implement before, during, and after content reading strategies. 100% of walkthroughs will indicate the use of these strategies during instruction.	Fall and Winter 2005 Spring 2006	Campus Administrators Reading Facilitator	

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X					Reading	X				1J	Provide all teachers instruction and support in implementation of best reading practices, targeting grades 4 and 5	100% of elementary language arts teachers will receive instruction in TEKS vertical alignment to ensure success on TAKS and show growth on the Innovation Configuration. Grades 4 & 5 teachers will implement strategies from Teacher Reading Academies 100% of walkthroughs will reveal implementation of these practices in the classroom	Summer 2005 Fall and Winter 2005 Spring 2006	Campus Administrators	
X					Writing	X				2A	Implement the district K - 5 Scope and Sequence for writing (6Traits Writing) and provide literature books for teachers to model/demonstrate each of the traits	100% of students will score a 2 or above on TAKS writing rubric	August, 2005 - May 2006	Classroom Teachers, Campus Administrators	Title 1 Funds \$3,000
X	X				Writing	X				2B	Implement Six Traits writing strategies in K - 2. Continue Six Traits Writing process in 3rd - 5th	New and K-5 Classroom teachers will attend Six Traits writing workshop.  100% of Classroom teachers will achieve a 2 or above on the Innovation Configuration for Process Writing.	August, 2005, January, 2006 April, 2006	Campus Administrators, Classroom Teachers, Language Arts Instructional Specialist	Title 1 Funds for substitutes \$3,750

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X					Writing	X				2C	Administer benchmark assessment to guide writing instruction 3 - 5	100% of students at grades 2-5 will be administered quarterly assessments to determine progress in writing.	Fall, Winter, and Spring of 2005 - 2006	Classroom Teachers, Campus Administrators, Benchmark Coordinators	
X					Writing	X				2D	Monitor benchmark assessments in 4th grade.	Grade Levels and Campus Administrators will review benchmark results and adjust curriculum.	Fall, Winter, and Spring of 2005 - 2006	Benchmark Coordinator, Classroom Teachers, Campus Administrators	
X					Writing	X				2E	Provide training to K-5 teachers on the structure organization, and strategies needed for TAKS writing CFG Protocols will be held monthly to communicate the school wide level of expectation in student writing	100% of classroom teachers will attend training. 100% of classroom teachers will participate and bring student writing samples to CFG	Faculty meeting August, 2005 - May 2006	Administrators, Reading Facilitator	
X					Mathematics	X	X			3A	Utilize the revised North East Scope and Sequence for Grades K through 5	100% of students will score a minimum of 70 on final benchmark assessment.  100% of formative walkthroughs and grade level meetings will indicate adherence to district sequence.	October, 2005 February, 2006  Monthly	Campus Administrators Classroom Teachers, Math Facilitator	

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X					Mathematics	X				3B	Integrate the use of the following Best Practices into the math program: * inquiry, class discuourse (say something, think, pair, share), and * use of appropriate tools * use of differentiated insruction strategies	100% of formative walkthroughs and monthly grade level meetings will indicate appropriate use of these instructional strategies.	November, 2005 March, 2006	Campus Administrators, Math Facilitator, Classroom Teachers	Title 1 Funds \$2,500 for materials
X					Mathematics	X				3C	Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms.	100% formative walkthroughs and monthly grade level meetings will indicate appropriate use of these instructional strategies.	November, 2004 March, 2005	Campus Administrators, Math Facilitator, Classroom Teachers	
X					Mathematics	X				3D	Utilize Exemplars every 3 weeks	100% of formative walkthroughs and monthly grade level meetings will indicate implementation of content and strategies of the professional development.	September, 2005 - May 2006	Campus Administrators, Math Facilitator, Classroom Teachers	
X					Mathematics	X				3E	Administer math benchmark assessments grades 2-5	100% of students will demonstrate mastery of grade level assessment.	Fall, Winter and Spring 2005 -2006	Campus Administrators, Math Facilitator, Classroom Teachers	
X					Mathematics	X				3F	Revise campus level common assessments for selected courses to meet TEKS, levels of Blooms and Kilgo's standards.	All 2nd and 5th grade students will be administered a common end-of-semester assessment.	December, 2005 May, 2006	Campus Administrators, Math Facilitator, Classroom Teachers	

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X					Mathematics	X				3G	Provide before or after school tutoring for students not mastering benchmarks in grades 2nd - 5th	Assessments will be administered monthly to monitor student progress and adjust instructional strategies so that 100% of students will pass TAKS	January - April 2006	Campus Administration, Mathematics Facilitator, Classroom Teachers	
X					Mathematics	X				3H	Provide training to K-5 teachers on the structure, organization, and strategies needed for TAKS math	100% of classroom teachers will attend training. Formative walkthroughs will indicate implementation of strategies	August 2005 October 2005	Campus Administrators, Math facilitator	
X	X				Science	X				4A	Integrate inquiry-based instruction to increase student achievement including: 5 E's, Questioning to target higher order thinking, and Questioning that targets the unifying concepts in science.	100% of the formative walkthroughs and monthly grade level meetings will indicate use of effective teaching strategies.	Monthly	Campus Administrators, Science Instructional Specialists, Classroom Teachers	

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X					Science	X				4B	Integrate the use of the following best practices to target diverse learners including: field investigations, KWL, word wall, vocabulary development process, and say something, think, pair, share, classifying, concept mapping, reflection journals, using technology to enhance critical thinking, and content specific inclusion support.	100% of formative walkthroughs will indicate appropriate use of these instructional strategies and materials.	Monthly	Campus Administrators, Classroom Teachers	Title 1 Funds \$1,500 Title 1 Funds for Substitutes \$900 Allocated Funds \$1,500
X					Science	X				4C	Use formative and summative assessments to inform instructional decisions (including Common Assessments, Benchmarks, TAKS)	100% of the science teachers will incorporate formative assessment strategies such as performance, portfolio, etc. to guide instruction.	Every nine weeks	Campus Administrators, Teachers, Science Instructional Specialists	
X					Science	X				4D	Provide training to K-5 teachers on the structure organization, and strategies needed for TAKS science	100% of formative walkthroughs will indicate appropriate use of these instructional strategies.	Faculty meeting August, 2005	Campus Administrators, Fifth grade teachers	
X					Social Studies	X				5A	Implement Content Reading Strategies in all social studies classrooms addressing the needs of all learners	Presentation of student samples and teachers assignments for discussion with peers. Submission of one example lesson plan will clearly show the use of a content reading strategy.	December, 2005 May, 2006	Campus Administrators, Grade Level Chairman, Classroom Teachers	

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X					Art	X				6A	Integrate art TEKS into the various content areas.	100% of students will have a total of 5 art pieces or projects in their portfolios.  Grade level teams will assess portfolios each six weeks.	2005-2006	Classroom Teachers, Grade Level Chairman, Campus Administrator, Art Liason	
X		X			Art Parental Involvement	X				6B	Display art projects and music performances at Family Math Night and Science Night	1% increase in student attendance at parent functions	Fall 2005  Spring 2006	Art Liason, Music Teachers, Campus Administrators, Family Specialist	
X					Library Services	X				7A	Use Big Six Research Strategy, Grades 2 - 5	The librarian will guide research project in Lang. Arts, Science, and Social Studies.	One lesson plan submitted and approved to Lesson Plan Database per year	Librarian, Classroom Teachers, Technology Coordinator	
X					Library Services	X				7B	Maintain focus on TEKS and curriculum integration.	Librarian will create integrated TEKS unit to be posted online in shared library folder.	Every nine weeks	Librarian	
X					Dyslexia	X				8A	Continue TEA approved SFA Reading Program to meet needs of identified dyslexic students	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.	2005-2006 school year	Campus Administrators, STAT, Instructional Interventionalist	Title 1 Funds (see above)

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X					Special Education	X				9A	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.	The number of students with disabilities served in general education settings will be 90% or above.	Every Nine Weeks	Special Education Teachers, Campus Administrators	Special Ed. Funds
					Special Education	X				9B	Increase the percentage of students with disabilities taking TAKS or one full year's progression on SDAA	Increase the number of students with disabilities taking TAKS by 5%.	February 2006, March 2006, April 2006	Campus Administrators, Special Education Teachers	
X					Accelerated Education At Risk	X				10A	Increase student abilities and achievement in core academic areas and social/emotional skills by implementing schoolwide tutoring programs, RAP, and mentoring	Prekindergarten - 5th grade students will show improvement based on the comparison between the fall and the end of the year assessment.	Monthly September, 2005 May, 2006	Teachers, IIT. Mentor Coordinator, SFA Facilitator, Math Facilitator	
X					Accelerated Education At Risk	X				10B	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 AEIS report.  100% of students with special needs will pass TAKS.	September, 2005	Campus Administrators, Data Team, Classroom Teachers	Title I Funds \$2,000

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X					Accelerated Education At Risk	X					10C	Identification of students not performing on grade level by STAT committee in order to develop an intervention plan for student success.	STAT log  Action Plan	September 2005- May 2006	STAT teams , Administrators, Nurse, Counselors, Facilitators, Special Education Teachers, Classroom Teachers	
X					Accelerated Education At Risk	X					10D	Increase student achievement in core academic areas by providing students with engaging activities and opportunities during field based studies	100% of students will increase understanding of TAKS objectives and core academic vocabulary and concepts through grade level assessment	September 2005 - 2006	Classroom Teachers	Title I Funds \$6,000
X					Bilingual/ESL	X					11A	Utilize Home Language Survey, Pre IPT and IPT to determine level of English proficiency to identify LEP students.	Bilingual/ESL Education for PK - 5th students identified as Limited English Proficient	Student entry  Spring	Bilingual classroom teachers, Bilingual Specialist	
X					Bilingual/ESL	X					11B	Implement bilingual program which reflects the NEISD philosophy, instruction, compliance and reporting procedures, forms and PEIMS coding.	LPACs LEP data  PEIMS	August 2005 - May 2006	Bilingual classroom teachers, Bilingual Specialist, Administration	Bilingual Funds

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		X			Parental Involvement	X					12A	Implement parental involvement workshops such as Little Red Wagon, Anger Management, etc. in order to improve student academic achievement, school performance and attendance.	Increase in student attendance to 96%.  Increase in parent attendance at school activities by 5%.	April, 2006  May, 2006	Family Specialists, Campus Administrators, Counselor	Title I Funds \$300
		X			Parental Involvement	X					12B	Implement effective parent involvement activities to improve student academic achievement, school performance and attendance.	Increase in student attendance to 96%.  Increase in parent attendance at school activities by 5%.	Monthly	Campus Administrators, Counselor, Family Specialist, Facilitators, Nurse	Title I Funds \$300
X	X				Professional Development	X					13A	Professional development book study of <u>Classroom That Work</u> to improve the teaching of reading and all content areas.	100% of the Larkspur teachers will participate and apply 3 instructional strategies addressed in the book studies.	Fall 2005	Campus Administrators, Teachers	Title 1 Funds \$1,200
X	X				Professional Development						13B	Substitutes will be provided for teachers to observe one another for best practices in order to improve teaching in all content areas .	100% of the Larkspur teachers will participate and debrief with administrators about instruction practices that were observed.	Fall 2005	Campus Administrators, Classroom Teachers	Title I Funds \$2,000

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X	X			X	Technology Applications  Professional Development	X				14A	Campus Technology Committee will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs.  Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.	Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area.  100% of teachers will participate in at least nine hours of staff development that has a technology component as measured by the Professional Development Planner.	August 2005 and May 2006  November 2005, February 2006, and May 2006  Monthly	Campus Administrators, Campus Technology Committee Representatives (one per grade level, team, department), Instructional Technology Specialists and Coordinators	

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		X		X	Technology Applications	X				14B	Educational Technology staff will support teachers in the utilization of GradeSpeed and TeacherWebsoftware to manage grades and improve communication with staff, students, and parents	100% of teachers who report numerical grades will use GradeSpeed to record grades.  100% of teachers who report numerical grades will use GradeSpeed to upload nine-weeks grades.  100% of teachers will post essential classroom information as outlined in the TeacherWeb template.	Daily to Weekly  Nine-weeks  Daily to Weekly	Campus Administrators, Teachers, Data Processors, Technology Committee Chairperson	
X					Technology Applications	X				14C	Teachers will provide students with keyboarding software, equipment, and staff development to deliver keyboarding instruction and practice	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by proficiency tests provided with software and developed by Career and Technology Education.	Nine-weeks	Campus Administrators, Teachers, Instructional Technology Specialists and Coordinators	
X					Technology Applications	X				14D	Teachers will utilize the North East Technology Application 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 district proficiency tests, rubrics, and a student portfolio stored on a CD.	Nine-weeks	Campus Administrators, Teachers, Instructional Technology Specialists and Coordinators	

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X		X			Technology Applications	X					14E	Teachers will instruct students using classroom computers, wired computer labs, and wireless computer labs on a regular basis to intergrate technology standards into the content area	100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations, and reflective practice. 100% of classroom teachers will score a 2 or above on the Technology Innovation Configuration	Weekly	Campus Administrators, Teachers, Curriculum and Instructional Technology Specialists	
													100% of classroom teachers will work with students a minimum of seven times during each six week 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 the Content Area and Technology Applications TEKS, lab schedules, and student products.	Nine Weeks		

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1	2	3	4	5		E	M	H	D	Impact on student and/or teacher learning measured quarterly						
X	X		X		Safe and Drug-Free School	X					15A	The Larkspur campus plan 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 the use of tobacco, alcohol, and other drugs among students. 2. Reduce incidents of violence/improve school safety 3. Increase parental and community involvement in violence and drug prevention activities 4. Increase student involvement in school activities	Review of the Larkspur campus plan 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/Improved school safety 3. Increased parental and community involvement in violence- and drug prevention activities 4. Increased student involvement in school activities	May, 2005  May, 2006	Campus Administrators, Counselors, SDFS Campus Contact	Title 1 Funds \$200
X	X		X		Guidance	X					16A	Implement guidance program	The counselors calendars will show a 10%monthly increase in parent and staff contacts.	May, 2006	Counselors, Family Specialist	

**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 IMPROVEMENT PLAN  
LARKSPUR ELEMENTARY  
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			
X		X			Guidance	X				16B	The Larkspur Elementary counselors will meet with students prior to the end of 5th gradeto discuss taking a rigorous curriculum and the Gear Up Program for the Texas Grant (HB713, SB158)	Parent sign-in sheets will show 100% compliance.  Counselor logs will indicate 100% compliance.	April, 2006  May, 2006	Counselors, Campus Administrators	
	X		X		Discipline Management	X				17A	Implement Accountability Concepts with character education	Decrease office referrals by 10%	2005-2006 school year	Counselors, Teachers, Campus Administrators	
	X		X		Discipline Management	X				17B	Training for all new school personnel on Accountability Concepts and a refresher program for current staff	100% of all staff members will receive training in Accountability Concepts program.	August, 2005	Campus Administrators	Title 1 Funds \$2,500
	X		X		Discipline Management	X				17C	Training of school personnel for BMP implementation	BMP training of staff members wil show a decrease in office referrals.	August, 2005	Campus Administrators	
	X		X		Character Development	X				18A	Implement SFA Getting Along component mediation by using Peace Path.	Decrease office referrals by 10%	2005-2006 school year	Campus Administrators, SFA Facilitator, Teachers, Counselors	Title 1 Funds (see above)

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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			
X					Gifted & Talented	X				19A	Integrate critical thinking and problem solving skills in all core areas by providing higher level learning centers in K-5 classrooms.	Increase students qualifying for G/T program from 1% to 2%	May, 2006	Campus Adminsitrators, Counselors, Classroom Teachers, Reading Facilitator, Math Facilitator, Instructional Interventionalist	
X					Gifted & Talented	X				19B	Practice reading and solving daily oral analogies K-5.	Increase students qualifying for G/T program from 1% to 2%	May, 2006	Campus Administrators, Counselors, Classroom Teachers, Reading Facilitators, Math Facilitators, Instructional Interventionalist	
X					Parent Involvement				X	20 A	Assistance for parents in accessing information using the Parent Portal and Grade Speed software.	100% of parents who wish to access the system will gain access to the system	Monthly	Technology Committee, Family Specialist, Office Staff	