

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
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 AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	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 - Early Learning, Roots & Wings and Fast Track Phonics for Early Learning and Roots.	100% of Larkspur teachers will achieve a 2 or above on the Innovation Configuration /SFA Self Assessment.	August, 2004 October, 2004	Campus Administrators, SFA Facilitator, Classroom Teachers, Instructional Interventionist	Title I Funds
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 and participate in implementation visits.	August, 2004 Fall 2004 and Spring 2005 implementation visits	Campus Administrators, SFA Facilitator, Classroom Teachers	Title I Funds
x					Reading	X				1C	Meet with 1st - 5th grade parents to discuss implications of reading on grade level and 3rd grade TAKS	Parents sign-in sheets will demonstrate compliance.	Fall Semester 2004 - 3rd, 4th & 5th Spring Semester 2005 - 1st & 2nd	Campus Administrators, SFA Facilitator	
x					Reading	X				1D	Adminster comprehensive benchmarks and analyze results in grade 2nd -5th	100% of students will demonstrate mastery of grade level assessment.	Fall, Winter and Spring 2004 -2005	Campus Administrators, SFA Facilitator, Benchmark Coordinators, Classroom Teachers	
x					Reading	x				1E	Adminster 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.	Fall, Winter and Spring 2004 -2005	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 2nd - 5th	100% of students will pass TAKS	November 2004 - April 2005	Campus Administration, Reading Facilitator, IIT, Classroom Teachers	
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 2004	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 2004 April 2005	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 2004 Spring 2005	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 2004 Fall and Winter 2004 Spring 2005	Campus Administrators	
X					Writing	X				2A	Implement the district K - 5 Scope and sequence for writing (6Traits Writing)	100% of students will score a 2 or above on TAKS writing rubric	August, 2004	Classroom Teachers, Campus Administrators	
X	X				Writing	X				2B	Implement Six Traits writing strategies in K - 2. Continue Six Traits Writing Process in 3rd - 5th	New and K-2 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, 2004, January, 2004 April, 2005	Campus Administrators, Classroom Teachers, Language Arts Instructional Specialist	
X					Writing	X				2C	Administer benchmark assessment to guide writing instruction K - 5	100% of students at grades 2-5 will be administered periodic benchmark tests to determine progress in writing.	Fall, Winter, and Spring of 2004 - 2005	Classroom Teachers, Campus Administrators, Benchmark Coordinators	

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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 2004 - 2005	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	100% of classroom teachers will attend training.	Faculty meeting August, 2004	Adminsitrators, 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 will indicate adherence to district sequence.	October, 2004 February, 2005 Monthly	Campus Administrators Classroom Teachers, Math Facilitator	
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.	100% of formative walkthroughs will indicate appropriate use of these * instructional strategies.	November, 2004 March, 2005	Campus Administrators, Math Facilitator, Classroom Teachers	

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X					Mathematics	X				3C	Utilize the vocabulary development process to teach all the necessary vocabulary in mathematics classrooms.	100% formative walkthroughs will indicate appropriate use of these instructional strategies.	November, 2004 March, 2005	Campus Administrators, Math Facilitator, Classroom Teachers	
X					Mathematics	X				3D	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 benchmark assessment. 100% of formative walkthroughs will indicate implementation of content and strategies of the professional development.	October, 2004 January, 2005	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 2003 -2004	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, 2004 May, 2005	Campus Administrators, Math Facilitator, Classroom Teachers	
X					Mathematics	X				3G	Provide before or after school tutoring for students not mastering benchmarks in grades 2nd - 5th	100% of students will pass TAKS	January - April 2005	Campus Administration, Mathematics Facilitator, Classroom Teachers	

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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	August faculty meeting	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 will indicate use of effective teaching strategies.	Every nine weeks	Campus Administrators, Science Instructional Specialists, Classroom Teachers	
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.	Monthly	Campus Administrators, Classroom Teachers	
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	

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X					Science	X				4D	Provide training to K-5 teachers on the structure organization, and strategies needed for TAKS science	100% of classroom teachers will attend training	Faculty meeting August, 2004	Campus Administrators, Fifth grade teachers	
		X			Science Community Relations	X				4E	Inform the community of the requirements and opportunities in Science Education	A science specialist will make a presentation at one parent meeting at Larkspur.	School year of 2004-2005	Campus Administrators, Science Instructional Specialist, Family Specialist	
X					Social Studies	X				5A	Implementation 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 grade level will contribute a minimum of one exemplar lesson plan, clearly showing the integration of technology, for publication on the district lesson plan database.	2004 -2005	Classroom Teachers, Grade Level Chairman, Campus Administrators	
X					Social Studies	X				5B	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 exemplar lesson plan clearly shows the use of a content reading strategy.	December, 2004 May, 2005	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.	2004-2005	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	Fall 2004 Spring 2005	Art Liason, Music Teachers, Campus Administrators, Family Specialist	Title I Funds
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.	2004-2005 school year	Campus Administrators, STAT, Instructional Interventionalist	

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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 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 2005, March 2005, April 2005	Campus Administrators, Specila 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, 2004 May, 2005	Teachers, IIT. Mentor Coordinator, SFA Facilitator, Math Facilitator	
X					Accelerated Education At Risk	X				10B	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 2004- May 2005	STAT teams , Administrators, Nurse, Counselors, Facilitators, Special Education Teachers, Classroom Teachers	

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X					Accelerated Education At Risk	X				10C	Utilize Home Language Survey, Pre IPT to determine level of English proficiency to identify LEP students.	Bilingual/ESL Education for PK students identified as Limited English Proficient	Student entry Spring	Zenaida Drew	Bilingual Funds
		X			Accelerated Education At Risk Parental Involvement	X				10D	Implement <u>7 Habits of Highly Effective Families</u> workshop to increase parental involvement 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%.	May, 2005 May, 2005	Family Specialists, Campus Administrators, Counselor	Title I Funds
X	X				Accelerated Education At Risk Professional Development	X				10E	Professional development book study of <u>Developing More Curious Minds</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 2004	Campus Administrators, Teachers	

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		X			Accelerated Education At Risk Parental Involvement	X				10F	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
X					Accelerated Education At Risk	X				10 G	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.	Sept, 2004	Campus Administrators, Data Team, Classroom Teachers	Title I Funds

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X	X			X	Technology Applications Professional Development	X					11A	<p>Campus Technology Committee will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and camus infrastructure needs.</p> <p>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.</p> <p>Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.</p>	<p>Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area.</p> <p>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.</p> <p>Instructional Technology Specialists will monitor to insure 100% of the Campus Technology Readiness Checklist items are addressed as needed.</p>	<p>August 2004 and May 2005</p> <p>November 2004, February 2005, and May 2005</p> <p>Monthly</p>	<p>Campus Administrators, Campus Technology Committee Representatives (one per grade level, team, department), Instructional Technology Specialists and Coordinators</p>	

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		X		X	Technology Applications	X				11B	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				11C	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				11D	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				11E	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 adminstrators 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 evidemced by lesson plans correlated to the Content Area and Technology Applications TEKS, lab schedules, and student products.	Nine Weeks			

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X	X		X		Safe and Drug-Free School	X				12A	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, 2005	Campus Administrators, Counselors, SDFS Campus Contact	
X	X		X		Guidance	X				13A	Implement guidance program	Guidance counselors will receive part two of guidance program. The counselors calendars will show a 10%monthly increase in parent and staff contacts.	May, 2005	Counselors, Family Specialist	

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1	2	3	4	5		E	M	H	D						
X		X			Guidance	X				13B	The Larkspur Elementary counselors will meet with students prior to the end of 5th grade to 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, 2005	Counselors, Campus Administrators	
	X		X		Discipline Management	X				14A	Implement Accountability Concepts with character education	Decrease office referrals by 10%	2004-2005 school year	Counselors, Teachers, Campus Administrators	
	X		X		Discipline Management	X				14B	Training for all new school personell on Accountability Concepts and a refresher program for current staff	100% of all staff members will receive training in Accountability Concepts program.	August, 2004	Campus Administrators	
	X		X		Discipline Management	X					Training of school personnel for BMP implementation	BMP training of staff members wil show a decrease in office referrals.	August, 2004	Campus Administrators	
	X		X		Character Development	X				15A	Implement SFA Getting Along component mediation by using Peace Path	Decrease office referrals by 10%	2004-2005 school year	Campus Administrators, SFA Facilitator, Teachers, Counselors	

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
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 AREA	LEVEL				CODE #	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	COST/ RESOURCES
1	2	3	4	5		E	M	H	D						
X					Gifted & Talented	X				16A	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, 2005	Campus Administrators, Counselors, Classroom Teachers, Reading Facilitator, Math Facilitator, Instructional Interventionalist	
X					Gifted & Talented	X				16B	Practice reading and solving daily oral analogies K-5	Increase students qualifying for G/T program from 1% to 2%	May, 2005	Campus Administrators, Counselors, Classroom Teachers, Reading Facilitators, Math Facilitators, Instructional Interventionalist	
X					Parent Involvement				X	17 A	Assistance for parents in accessing information using the 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	