

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN**

2009-2010

LARKSPUR ELEMENTARY

**"The goal makes the team." Mark Rolewski
"Teams get results." Katzenback and Smith**

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

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1, 2, 5	Reading	Students will show one years growth in Reading through refined implementation of the guided reading model. *Each grade level will meet in August to define "one years growth" specific to their grade level.	Student progress will be measured by ongoing progress monitoring: running records, mini-assessments, Rigby, TPRI, district benchmarks, targeted primary assessments. 100% of Teachers will participate in campus book study, district/campus professional learning, active participation in team collaborative planning.	CRW, 3TL, AFL	9/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators	
1, 2, 5	Reading	Teachers will be provided opportunities for professional learning specific to implementation and refinement of the components of Four Blocks	75% of teachers will attend on campus offered professional learning opportunities.	CRW, 3TL, AFL	9/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators	
1, 5	Writing	The 4th grade team will develop and implement a year-long pacing calendar to establish a framework for the writer's workshop block.	Yearly outcome measure would be 100% of students meeting standard and an increase of 25% in commended performance on TAKS Writing. Ongoing measure would be monitored through weekly grade level meetings where student work samples are evaluated through the use of writing rubrics.	CRW, 3TL, AFL, GSF	9/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators	
1, 5	Writing	K-5 Students will be taught writing in the context of the writer's workshop framework: 1. Mini-lesson 2. Student independent writing and student/teacher conferencing 3. Author's chair sharing	Student progress will be measured by students scoring a 3 or a 4 on the TAKS Writing Rubric. Teachers will show evidence of refining instruction (due to reflection of student work samples) in lesson plans and administrator walk-throughs.	CRW, 3TL, AFL, GSF	9/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Reading Specialist	
1, 5	Writing	K-5 students will be provided with focused academic feedback in the area of writing through the student/teacher conferencing component of writer's workshop.	Ongoing measure would be monitored through monthly grade level meetings where student work samples are evaluated through the use of writing rubrics.	CRW, GSF	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Reading Specialist	

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1, 5	Math, Science	Teachers will develop high order questions based on Kilgo levels of questioning to be utilized throughout instruction.	Monitor thru administrator walkthroughs and lesson plans on shared drive - 100% of teacher lesson plans will document these and will be posted for reference during classroom instruction.	AV, CT, GSF	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Specialist	
1, 5	Math, Science	The Tutoring program will be designed as a 3 tiered model of intervention with support provided to students as needed across content areas based on a variety of measures throughout the year.	Monitor Mini-assessments, benchmarks, checklists, rubrics	AV, CT, GSF	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Specialist	
1, 5	Math	Teachers will utilize the district 90 minute math plan. The math period will begin with 30 minutes of small group guided lessons followed by 10 minutes of problem solving. The 50 minute math lesson will be from the Investigations curriculum.	Monitor thru Walkthroughs, PDAS observations, scores on mini assessments, benchmarks, observation checklists, rubrics,	AV, CT, GSF	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Specialist	
1, 5	Science	Teachers in grades K-4 will teach science for 60 minutes per day and 90 minutes per day in 5th grade. One day of the week, the teacher will instruct in the science lab with at least one additional day of hands on instruction.	Monitor thru Walkthroughs, PDAS observations, mini assessments, benchmarks, checklists, rubrics	AV, AL, CT	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Specialist	
1,5	Math, Science	All classrooms will post and refer to the TEKS daily in the 90 minute Reading, Math and Science times.	Monitor thru Walktroughs and PDAS observations	AV, AL, CT	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Specialist	

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1,5	Math, Science	Teachers will use Science/Math Notebooks according to district expectations. Science/Math notebooks will be used by students as a tool for data collection, vocabulary and reflection pieces.	Monitor the use of these on a weekly basis thru walkthroughs	AV, AL, CT	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Specialist	
2, 3, 4,	Math, Science	Teachers PK-5 will utilize goal setting strategies with all students	Monitor student notebooks, journals, assessments, and campus templates	GSF, AFL, AL	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Specialist	
1, 5	Math, Science	Teachers will integrate the Science, Math and Writing into meaningful classroom Centers. These will provide hands on experiences and Guided instruction for small groups incorporating higher order thinking tasks and questions for each TEK and unit, based on the Scope.	Monitor classes thru daily walkthroughs and weekly meetings with administrators, facilitators and district specialists. Documented on daily schedules and lesson plans.	3TL, AV, CT, DI	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators and District Specialist	
2, 3, 4,	Math, Science	Hold a Science and Math night for families to participate in hands-on activities, demonstrations, and exhibits across all grade levels.	Positive feedback on evaluation form from students and parents a 20% increase form previous year's attendance.	CT, IA, PI	8/2009 - 6/2010	Campus Admin Classroom Teachers Facilitators	
1,2,4,5	Health	Each 3rd, 4th, and 5th grade home room will meet for the campus required health class.	100% of students will meet on a consistent basis according to school schedule.	CLP, MCP, IA	8/2009 - 5/2010	Campus administrators, Health teachers	
1,2,4,5	Health	Implementation of grade level health TEKS.	100% of students will be evaluated through classroom projects, written assignments, and teacher observations.	AV, AL, CT, DI, AFL, CLP, MCP, IA	8/2009 - 5/2010	Health teachers	

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1,2,3,4	Health	Increase understanding and knowledge of healthily lifestyles	100% of students and parents will participate in campus wide health activities and presentations	AL, CLP, IA, PI	8/2009 - 5/2010	Campus administrators, Health teachers, School Nurse, Family Specialists	
1,2,4	Physical Education	We will ensure students meet the required minutes for physical education.	100% of students will meet on a M-W-F or T-The-F schedule.	CLP, MCP, IA	8/2009 - 5/2010	Campus Administrators, P.E. Teachers	
1,2,3,4,5	Physical Education	Students will be given the opportunity to participate in the physical education show case event, field day, and 4th/5th grade track meet.	100% of students will be assessed and monitored in preparation for these activities through the physical education classes.	AL, CT, DI, GSF, AFL, CLP, MCP, IA, PI	8/2009 - 5/2010	P.E. Teachers	
1,4,5	Physical Education	All 3rd, 4th, 5th grade students will be provided the knowledge to increase their performance level on the state mandated fitness gram test.	50% of students will meet healthy fitness zone standard. Graphs for fitness grams will be done according to results.	AV, AL, CT, GSF, AFL, CLP, MCP, IA, PI	8/2009 - 5/2010	P.E. Teachers	
1,2,3,4,5	Safe and Drug Free Schools	Implement a Safe and Drug Free Schools program efforts including goals and strategies for violence prevention and intervention on campus addressing the following areas: Reduce the use of tobacco, alcohol, and others drugs among students. Reduce incidents of violence, bullying in order to improve school safety. Increase parental and community involvement in violence, bullying, and drug prevention activities. Increase student awareness in violence, bullying and drug prevention. *Guidance and intervention lessons provided by the counselors and health teachers	Review of the Larkspur campus plan will indicate 100% compliance with Safe and Drug Free mandates, including these 4 areas: Reduction in the use of tobacco, alcohol, and others drugs among students. Reduction in incidents of violence and bullying to improve school safety. Increased parental and community involvement in violence, bullying, and drug prevention activities. Increased student awareness in violence, bullying, and drug prevention.	AV, AL, CT, DI, GSF, CLP, IA, PI	8/2009- 5/2010	Campus Administrators, Counselors, Family Specialist, Bilingual Coordinator, SADFS campus contact, Classroom teachers	

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1,2,3,4,5	Parental Involvement, Math, Science, Reading ELA	To increase parental involvement and foster curriculum awareness, our campus will offer: Open House/Meet the Teacher Night, New Parent Orientation, Parent Academy, Family Reading, Writing Math and Science Nights, Book Fair, Honor Roll Assemblies, School and Classroom Discipline management, and PTA monthly meetings and family nights	Increase parental awareness and involvement by 100%	3TL, CRW, AV, AL, CT, DI, CLP, IA, PI	8/2009 - 5/2010	Campus Administrators, Facilitators, Counselors, Family Specialist, Bilingual Coordinator, PTA, and Classroom Teachers	
1,2,3,5	Parental Involvement, Math, Science, Reading ELA	Parental Intervention meetings for students who are not meeting expectations according to grade level assessments and/or attendance requirements.	Provide early interventions to students and increase family awareness and involvement in this effort by 100%.	3TL, IA, PI	8/2009 - 5/2010	Campus Administrators, Facilitators, Family Specialist, Bilingual Coordinator, Classroom Teachers	
3,5	Parental Involvement	A Comprehensive Needs Assessment will be administered to parents and teachers to evaluate effectiveness of school-wide programs.	Increase student achievement and student success on TAKS and other assessments by 100%	PI	8/2009 - 5/2010	Campus Administrators, Facilitators, Counselors, Family Specialist, Bilingual Coordinator, and Classroom Teachers	

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2,3,5	Parent Involvement	Provide parent TAKS information sessions to inform parents about the TAKS and provide them with strategies to use at home.	Increase parental awareness on TAKS strategies to use at home by 100% Inform parents about before and after school tutorials as well as the SSI mandates.	3TL, CRW, AL, AFL, CLP, IA, PI	8/2009 - 5/2010	Campus Administrators, Facilitators, Counselors, Family Specialist, Bilingual Coordinator, and Classroom Teachers	
1,2,3,5	Parent Involvement	Parent Reading classes will be conducted to educate parents on the importance of reading to their children at home. Early On, Little Red Wagon, Author visits, Public Library info sessions, and District Four Blocks	Increase parent Literacy awareness by 100%	3TL, CRW, AV, AL, DI, CLP, PI	8/2009 - 5/2010	Campus Administrators, Facilitators, Counselors, Family Specialist, Bilingual Coordinator, Librarian, and Classroom Teachers	
2,3,5	Parent Involvement	Increase parent awareness and access to technology to promote technology applications in the home for families by having parents participate in the AUP mandates, personal log in, and the Atomic learning Tutorials as a Continuing education piece.	Increase parent Literacy in Technology access, use, and awareness by 100%	AV, AL, CLP, PI	8/2009 - 5/2010	Campus Administrators, Family Specialist, Media Specialist, and ITS	
1,3,4	Parent Involvement	Increase parent awareness and knowledge of health issues with Public Health Unit and On-Site Volunteer Doctor/ Dentist visits	Increase parent awareness and involvement by 100%	AV, AL, CLP, IA, PI	8/2009 - 5/2010	Campus Administrators, Family Specialist, Nurse	

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1,2,3,4,5	Parent Involvement	Increase parent's awareness and knowledge of our district's attendance policy by providing time for individual attendance conferences and Saturday school on campus	Increase student attendance to 96% or above Increase monthly Saturday School attendance to 100%	CLP, IA, PI	8/2009 - 5/2010	Campus Administrators, Family Specialist, and Classroom teachers	
1, 2, 5	Technology Applications	Teachers use the NEISD Technology Application Standards to create lessons integrating grade level standards into reading, math, writing and science.	100% of teachers will follow the NEISD Technology Application Standards and lesson plans will reflect the utilization and application of technology integration.	CRW, AL, AV, CT, DI	8/2009- 5/2010	Administrators, classroom teachers, media specialist, ITS	
1, 2, 5	Technology Applications	CTC and ITS will train teachers in use of new hardware, such as flip cameras, document cameras and airliners, to enhance student learning in the classroom.	100% of teachers will follow the NEISD Technology Application Standards and lesson plans will reflect the utilization and application of technology integration.	AL,CT, DI	8/2009- 5/2010	Administrators, classroom teachers, media specialist, ITS	
1, 2, 5	Technology Applications	Campus will include ITS in all extended planning sessions in order to develop content-rich technology applications and integrations with content.	100% of teachers will develop lessons with input from ITS.	CRW, AL, AV, CT, DI	8/2009- 5/2010	Administrators, classroom teachers, media specialist, ITS	
2 & 3	Guidance	Implement a state mandated, comprehensive, developmentally appropriate guidance program. Counselors will meet with students in grades Pre K-5th as they conduct weekly guidance classes.	Counselor's calendar will show a 10% monthly increase in parent and staff contact.	CCR	August 2009- May 2010	Counselors	
1,2,3	Guidance & College Readiness Initiative	Implement a comprehensive, developmentally appropriate college/career readiness program. 100% of 5th grade students and parents will be introduced to course selection decisions in order to increase college and/or career readiness. Guidance Counselors will meet with 5th grade students and parents to discuss and develop a MS 3-year plan and begin to discuss a HS 4-year plan.	1. Counselor's calendar will show a 100% of students exposed to college/career information. 2. A 3-year plan will be completed for all 5th grade students and will be kept in the cumulative records file. 3. Students will attend at least one field trip to a college or university. This is a new initiative that focuses on college readiness and awareness.	GSF, CCR	August 2009- May 2010	Counselors	

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DISTRICT GOAL To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.	CODES FOR STUDENT-CENTERED STRATEGIES RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness. 3TL 3 Tier Instructional Model CRW Content Reading and Writing Strategies AV Development of Academic Vocabulary AL Active Learning CT Critical Thinking and Problem Solving DI Differentiated Instruction, Flexibility and Responsiveness RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery. GSF Goal-Setting and Frequent Feedback with Individual Students AFL Assessment For Learning--Strategies to Guide Instruction PGP Personal Graduations Plans CCR College / Career Readiness RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support. CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement
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BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,3	College & Career Readiness	Educate parents and students about the Pre-AP and AP programs through middle school parent sessions and guidance lessons.	Increase number of students in Pre-AP courses.	CIP, GSF	August 2009- May 2010	Counselors, & 5th grade Classroom teachers	
2,4	Guidance & Counseling	Continue the Self Manager program recognizing students who demonstrate Character Counts pillars on a daily basis as Self-Managers	90% of our students will earn their Self Manager badges demonstrating Character pillars in their daily behavior.	AL, GSF	August 2009- May 2010	Counselors, & Classroom Teachers	
2, 3, 4,	Student Attendance	Educate parents and students about the importance of daily attendance thru News letters, weekly calls from teachers and Saturday Schools.	The attendance committee will monitor and graph the increase of student daily attendance to 97 % at each six week interval providing incentives and other responses based on the data.	GSF, CCF, IA, PI	Aug 09 - May 10	Campus Admin, Counselors, Attendance Committee, PTA and Family Specialist	
2, 3, 4,	Student Discipline	Student Discipline and Character Education will be imbedded into each other to address proactive efforts to improve student behavior in the classrooms and in school with a focus on character education and student self-managers working with the Knights of the Guild to promote character traits.	The discipline committee will monitor student discipline problems, each nine week period graphing incidents based on data.	AL, GSF, PI	Aug 09 - May 10	Campus Admin, Counselors, Discipline Committee	
	Comprehensive Needs Assessment (Title 1 Component #1)	A Comprehensive Needs Assessment will be administered to parents and teachers to evaluate effectiveness of school-wide programs.	Campus Leadership team will use results of the needs assessment to develop campus wide initiatives for 2009-2010.	GSF, CLP	Aug 09 - May 10	Principal, Leadership/Data Team	
	Reform Strategies: Increasing student achievement using effective methods and instructional strategies based on scientifically based research (Title 1 Component #2)	Reading and Math - Use literacy and work stations in every grade level during small group guided reading and guided math to improve student performance of all student populations.	100% of lesson plans and walkthrough will show evidence of literacy stations. Mini-assessments and benchmarks should increase comprehension skills.	3TL, CRW, V, ITL	Aug 09 - May 10	Principal, Leadership/Data Team	

- BOARD GOALS (BGs)**
- 1- Challenge All Students
 - 2- Safe & Supportive Atmosphere
 - 3- Community Involvement
 - 4- Character Development
 - 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010
LARKSPUR ELEMENTARY
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	Attracting Highly Qualified Teachers (Title 1 Component #3)	All staff hired will be highly qualified in their area of instruction. Grade	Grade levels will meet weekly and conduct collaborative team planning meetings with Facilitators and Specialists.	DI, GSF, CLP, MCP	Aug 09 - May 10	All Certified staff, Administrators, Facilitators and Specialists	
	Professional Development (Title 1 Component #4)	Teachers will attend a number of professional development in-services provided by the Facilitators and Specialists to address Best Practices and data driven instructional support for all students.	100% of teachers will attend on campus and off campus on-going staff development activities and walkthroughs as well as reflective meetings with book study groups will show evidence of implementation.	DI, GSF, CLP, MCP	Aug 09 - May 10	All Certified staff, Administrators, Facilitators and Specialists	\$30,000.00 of Title funds
	Attracting Highly Qualified Teachers (Title 1 Component #5)	Screen for teachers who want to work with "at-risk" students and have shown evidence of success with this effort. Provide on-going staff development and Mentor teachers to support new teachers.	100% of new teachers hired will have demonstrated evidence of success working with students "at risk" and using Best Practices.	CLP	Jun 09 - Sept 09	Campus Administrators and leadership Team	
	Increase Parental Involvement (Title 1 Component #6)	Parents will be provided weekly parent classes, as well as weekly contacts from classroom teachers. The office staff and the teachers will call for attendance purposes and home visits will be made by Family Specialist on any concern with academics, attendance or health and safety issues.	Parent attendance for weekly parent classes during and after school will increase 10% from previous school year as well as parent participation in PTA functions. Teacher/parent conference goal is set at 100%.	DI, CCR, CLP, PI	Aug 09 - May 10	Campus Administrators, Family Specialist, Classroom Teachers, Counselors, Office Staff and PTA Officers	
	Transition from Early Childhood to Elementary school program (Title 1 Component #7)	A parent orientation will be held for Pre-Kindergarten and kindergarten parents on the importance of daily school attendance, career readiness and evening activities for students to be ready to learn each day.	100% attendance at the orientation meetings with home visits with any parent who fails to attend by the Family Specialist and/or the Counselors.	GSF, PGP, CCR, CLP, IA, PI	Aug 09 - May 10	Campus Administrators, Family Specialist, and PK/Kindergarten Classroom Teachers	

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	Assessments (Title 1 Component #8)	Teachers will use a number of assessment pieces, including, teacher made tests, rubrics, mini assessments, benchmarks, portfolios, TPRI, SRI, and other instruments to assess and support student learning. Rtl process will be used in response to assessment results.	100% of teachers will utilize formal and informal assessment tools to monitor and determine on-going student performance, interventions, and to study and adjust instruction for continued student achievement based on a number of pieces of data.	3TL, CRW, AV, AL, CT, DI, GSF, AFL	Aug 09 - May 10		
	Extra Assistance for Struggling Students (Title 1 Component 9)	Small group instruction will be provided for all struggling students as well as RAP, MAP, Saturday morning, weekly morning and/or after school tutoring, as well as other differentiated instructional accommodations will be provided for all struggling students.	100% of teachers will provide small group instruction to all students who demonstrate they are struggling in any core area. Teachers will meet weekly with collaborative teams members, Facilitators and Specialists to monitor, document, and adjust instructional interventions for struggling learners to note progress and student response to interventions along with data meetings with Campus Administrators every four weeks using data binders and class spread sheets to demonstrate student success.	3TL, CRW, AV, DI, GSF, AFL, CLP, IA	Aug 09 - May 10		
	Integration of Federal, State and Local Services (Title 1 Component 10)	Title and Special Education support will be embedded into all the services provided by an inclusive program. Character, College Readiness, Health and Nutrition education will be delivered to all student and parent groups through, PE classes, Health classes, Parenting Classes, PTA meetings and brochures. Housing, Food, continued education and job training information will also be provided.	Lessons Plans will indicate lessons in character education, health and nutrition in the Health lessons, and communication between Family Specialist, Counselors and parents will indicate all available services.	PI, GSF, CLP, IA,	Aug 09 - May 10		