

Larson Elementary School  
Campus Improvement Plan  
2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT



## **Campus Improvement Plan 2008-2009 Larson Elementary School**

**Goal #1: To develop and implement a system of academic interventions.**

### **Overview**

Our mission is to educate and nurture the children attending Larson Elementary School, providing each and every student the opportunity to learn and be successful in a safe environment of respect and understanding.

There are 730 students at Larson this year. Our demographics show that we are 47% White, 24% Hispanic, 21% African American, and 8% Asian. Larson Elementary earned an Acceptable Rating from the state for the 2007/2008 school year but narrowly missed the Recognized rating. The Texas Education Agency did acknowledge Larson in four out of seven Gold Performance Areas.

The teachers and staff are dedicated to providing a quality education for all students. The staff has met to review TAKS data, do a Comprehensive Needs Assessment, and to set goals for the 2008/2009 school year. The Spring 2008 TAKS results show that our students did very well in many areas. Overall, Larson students scored 93% in Reading, 86% in Math, 94% in Writing and 87% in Science. However, we did miss the Recognized state rating because two of our fourth grade subgroups struggled in Math. We have identified areas of weakness and have developed and implemented improvement strategies to address those areas. Our goal is to return to the Recognized state ranking this year.

We have extremely strong parent involvement with many volunteers and a strong PTA Board. In a combined effort, Larson Elementary has developed an anti-bullying program for our school called the Larson Pride Program. This program includes teacher training, parent education, and an internet anonymous reporting system. We are committed to providing an excellent learning opportunity for all kids in a safe and orderly environment.

**Goal #1: To develop and implement a system of academic interventions.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Reading / ELA African American, Hispanic, and Economically Disadvantaged subgroup performance on TAKS</p>	<p>District and local funds as needed</p>	<p>Richard Longgear Tracey Cross</p>	<p>Each Three Weeks</p>	<p>Lesson Plan, Intervention Summary An increase in student success, as measured by six week grades, benchmark results, and TAKS performance throughout the year</p>
<p>Math African American, and Hispanic subgroup performance on TAK</p>	<p>District and local funds as needed</p>	<p>Richard Longgear Tracey Cross</p>	<p>Each Three Weeks</p>	<p>Lesson Plan, Intervention Summary An increase in student success, as measured by six week grades, benchmark results, and TAKS performance throughout the year</p>
<p>Student identified as needing additional learning time to meet academic standards or to prevent them from dropping out will be provided appropriate interventions strategies based upon their needs. These decisions will be made by the RAP committee which is comprised of the child's teacher(s), counselor and other campus staff.</p>	<p>SCE Accelerated Reading and Math</p>	<p>Richard Longgear Tracey Cross Wendy Smith Lori Jones Librarian Candais Hale Restart teacher</p>	<p>Each Six Weeks</p>	<p>An increase in student success, as measured by six week grades, benchmark results, and TAKS performance throughout the year</p>

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Safety Net Acceleration Planning Team (SNAP)	None	Richard Longgrear Tracey Cross	Once each Six weeks	Student progress and evidence of student success
Involve entire faculty in TAKS assessment, staff development and TAKS skills training to ensure TAKS integration throughout the building	None	Richard Longgrear	September Staff Development Ongoing throughout the year	Agendas, Notes from Staff Development Grade level meetings, Implementation of strategies
Assess and Identify specific student expectations that are problem areas and continue to collect materials and determine strategies of improvement.	None	Richard Longgrear Tracey Cross	Ongoing throughout year	TAKS Item Analysis Targeted student expectations /noted in lesson plans
TAKS tutorials	Funds expended from campus funds and 404 funds	Mary Leddy	Before school Saturday School	Rosters Student Portfolios Tutoring Curriculum
Teachers will be proficient in retrieving and analyzing benchmark and/or TAKS data	None	Tracey Cross Technology Trainers	Benchmark results analyzed within one week of receipt	Teachers Portfolios Grade level meeting minutes
Analyze benchmark results and modify instruction as appropriate	None	Richard Longgrear Tracey Cross Deborah Washam	Benchmark results are analyzed within one week of receipt	Grade level meetings after each benchmark to discuss results /individual teacher conference with Richard Longgrear and Tracey Cross as needed
Provide ongoing training in Thinking Maps	Materials purchased previous year	Lori Jones	Updates throughout the year	Training agendas and notes

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Restart program	District funds	Candais Hale	Throughout the year	Notes and student progress, observation of lessons
Grades levels will create and monitor SMART Goals (Strategic, Measurable, Attainable, Rigorous, and Time bound Goals)	None	Richard Longgear Tracey Cross Grade level teachers	Throughout the year	Student improvement Lesson plans
Content Literacy training	None	Candais Hale Tracey Cross	Staff development throughout year	Observations, lesson plans, student success
Provide Small Group instruction for students with teacher as guide	Voyager and 404 funds	Richard Longgear Tracey Cross Candais Hale	Ongoing	Observations, lesson plans
Cub Care Mentoring system for students	None	Richard Longgear	October Staff Development Ongoing throughout year	Report cards Benchmark scores
Monitoring of ESL/ELL students	None	LPAC committee	Ongoing throughout year	Notes form staff, student success
Children in grades K-6 have the opportunity to participate in Accelerated Reader Program	Campus and PTA funds, computer lab, classroom computers, and Accelerated Reader software	Lori Jones Librarian Chasidy Coffe Computer Lab Manager	Throughout the year	Report cards grades Number of students reaching their reading goal

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher.	District funds	Richard Longgear	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs	<i>District and school Funds</i>	Richard Longgear	December & April	ERO attendance reports
All Grade level teachers will meet with their team weekly to discuss instructional strategies, based on student data, to improve classroom performance.	<i>School Funds</i>	Richard Longgear	Weekly	Teacher meeting agendas

**Goal #3: To develop subject area vertical alignment.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Grade level teams will meet to discuss math strategies and objectives pre-k- k, k-1, 1-2, 2-3, 3-4, 4-5, 5-6	None	Richard Longgear Tracey Cross	Monthly	Sign-in sheets Notes
Grade level teams will meet to discuss Reading strategies and objectives pre-k-k, k-1, 1-2, 2-3, 3-4, 4-5, 5-6	None	Richard Longgear Tracey Cross	Monthly	Sign- in sheets Notes
Teachers will attend meetings with Jr. High teachers will occur throughout the year in order to align necessary skills set	Time for teachers to meet during the school day, accomplished through use of substitutes or class coverage	Richard Longgear Tracey Cross Other Principals and teachers in the Lamar Cluster	Yearly, throughout the 2008-2009 School year	Students benefitting from aligned instruction will experience an increase in student success
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include cub care mentoring, tutoring, SNAP meeting and the restart program	District funds	Richard Longgear	Ongoing throughout the year	Increase in student success.

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Conduct Kinder Round up and informational meeting for parents about kindergarten program	None	Richard Longgear Judy Carroll Kinder team leader	April	Agendas, parent sign ins and information packets
Parent meetings to provide information about grade level expectations	None	Richard Longgear All grade level teachers	September 5, 6, 7	Information packets, flyers, parent sign-ins
Use of webpage to relay information to parents of events at school	None	Richard Longgear Tracey Cross	Ongoing	Increase in communication with students and parents
Ensure all correspondence is sent home in English and Spanish	School Budget and PTA Funds	Richard Longgear	As needed throughout the year	Increase in communication with students and parents
Parent Conferences	None	Richard Longgear	Ongoing	Sign in
Volunteer Night	None	PTA	September	Sign in
Fall Carnival	PTA	PTA	October	Parent Participation
Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, Title 1 Family Events, Title 1 Literacy Fair, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Title 1 Library Services Budget	Lori Jones Librarian Lorie Bruns, Library Services Director Julie Moore, Title 1 Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will communicate student academic progress and assessment reports with parents every three weeks via progress reports, phone calls and/or parent conferences	<i>School Budget</i>	Richard Longgear	Every three weeks	Teacher documentation of communications with parents
“More News From 5 <sup>th</sup> Grade” electronic newsletter	none	Jeff Wright	Bi-weekly	Increase in communication with parents via the web
4 <sup>th</sup> grade news electronic newsletter	none	Melissa Shimanek	weekly	Increase in communication with parents via the web
PTA will have students create and publish The Date Lion newsletter	PTA funds	PTA	Monthly	Increase in communication with parents and students via the newsletter

**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Guest speaker Mike Brock	PTA Funds	Richard Longgear	September	Parent sign-in
Create on Campus Crisis Team	None	Tracey Cross	October	Agenda
Lockdown Drill	None	Tracey Cross	2 first semester	Evaluation and review of procedures
Fire Drill once monthly for months with 10 or more school days half obstructed	None	Tracey Cross	Monthly	Review of Time and accuracy
Use of color coded signs to ID all accounted for during fire drill	None	Tracey Cross	Monthly	Use of Red (not accounted for) /green (accounted for) signs
Creation of school-wide expectations	None	All faculty members	Ongoing	Reduction in number of discipline referrals
Implementation of Talk About It Anonymous reporting system for anti-bullying	PTA Funds	Tracey Cross	September	Ancomm notification
Talk About It student training	None	Tracey Cross	September	Agenda of presentations, Student success using program
Monitoring of Talk About It	None	Talk About It Faculty Task Force	Ongoing	Student use to communicate to faculty Task Force
Pride Club presentations to peers	None	Tracey Cross	October, March	presentations
Anti-bullying week	PTA Funding	PTA	October	presentations
Ancomm Notification System	PTA Funding	Richard Longgear Tracey Cross	Ongoing	Ancomm email and text notification



**Campus Improvement Plan 2008-2009  
Larson Elementary School**

**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Identification Badges for all employees	Glamourcraft	Richard Longgear	Ongoing	All staff wear ID badges
Parent identification stickers printed in front office	Positive proof Larson budget for stickers	Front Office staff	Ongoing	Observation, monitoring of parent visitors
Boys Town training for faculty members	District provided	Richard Longgear	Ongoing	ERO certification on file



## **Campus Improvement Plan 2008-2009 Larson Elementary School**

### **Bibliography**

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Other attachments:

- SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)
- SBDM Team List which includes parents
- List of interventions (RTI tier 2 & 3) provided at the campus (M)



## Campus Improvement Plan 2008-2009 Larson Elementary School

### Campus Site-Based Decision Making Committee Members

2008-2009

#### Classroom Teachers/Grade Level:

Pre-K	Teresa Gaines	Kindergarten	Nancy Adler
First	Tracey Ball	Second	Diane Watson
Fourth	Melinda Underwood	Fifth	Andrea Wilson
Sixth	Esther Nuhu	Specials	Tim Baldwin

#### Non-Teaching, non-administrative, professionals:

Counselor Wendy Smith

District level professional: Chuck Thomas

Parents: Cristina Nason Teresa Hancock

Community Representative: Gena Naylor Lori Brinkerhoff

Business Representative: Charles Tenney Mike Sheuerman

Administrators: Richard Longgear Tracey Cross

## Larson Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	77	99%	94	100%	1%	100	96%	-4%	96%	0%
<b>Afri Amer</b>	16	100%	21	100%	0%	20	95%	-5%	96%	1%
<b>Hispanic</b>	17	94%	15	100%	6%	22	86%	-14%	90%	4%
<b>White</b>	35	100%	49	100%	0%	51	100%	0%	100%	0%
<b>Eco Disadv</b>	20	100%	21	100%	0%	25	88%	-12%	90%	2%
<b>LEP</b>	11	100%	10	100%	0%	6	67%	-33%	80%	13%
<b>SpEd</b>	*	*	4	*	*	6	100%	*	100%	0%

  

<b>Grade 4 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	96	79%	75	91%	12%	103	81%	-10%	85%	4%
<b>Afri Amer</b>	27	74%	9	89%	15%	26	65%	-24%	80%	15%
<b>Hispanic</b>	16	44%	16	88%	44%	25	68%	-20%	80%	12%
<b>White</b>	45	93%	41	93%	-1%	44	93%	0%	95%	2%
<b>Eco Disadv</b>	28	64%	19	79%	15%	31	58%	-21%	80%	22%
<b>LEP</b>	9	44%	5	40%	-4%	11	55%	15%	80%	25%
<b>SpEd</b>	6	100%	1	*	*	7	14%	*		

  

<b>Grade 5 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	74	95%	85	93%	-2%	84	99%	6%	99%	0%
<b>Afri Amer</b>	20	90%	23	96%	6%	10	100%	4%	100%	0%
<b>Hispanic</b>	8	88%	13	77%	-11%	21	95%	18%	95%	0%
<b>White</b>	40	98%	43	98%	0%	47	100%	2%	100%	0%
<b>Eco Disadv</b>	18	83%	20	85%	2%	21	100%	15%	100%	0%
<b>LEP</b>	3	*	5	60%	*	6	100%	40%	100%	0%
<b>SpEd</b>	1	*	5	100%	*	4	*	*		

  

<b>Grade 6 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	81	99%	76	100%	1%	87	97%	-3%	98%	1%
<b>Afri Amer</b>	12	100%	15	100%	0%	24	92%	-8%	95%	3%
<b>Hispanic</b>	9	100%	12	100%	0%	10	100%	0%	100%	0%
<b>White</b>	54	98%	42	100%	2%	45	98%	-2%	98%	0%
<b>Eco Disadv</b>	15	100%	16	100%	0%	21	100%	0%	100%	0%
<b>LEP</b>	2	*	*	*	*	3	*	*		
<b>SpEd</b>	1	*	1	*	*	6	50%	*		

## Larson Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	81	83%	94	85%	2%	99	89%	4%	90%	1%
<b>Afri Amer</b>	19	63%	21	67%	4%	19	68%	2%	80%	12%
<b>Hispanic</b>	18	83%	15	80%	-3%	22	82%	2%	85%	3%
<b>White</b>	35	91%	49	92%	0%	51	98%	6%	98%	0%
<b>Eco Disadv</b>	24	63%	21	62%	-1%	25	76%	14%	80%	4%
<b>LEP</b>	11	91%	10	80%	-11%	7	86%	6%	87%	1%
<b>SpEd</b>	1	*	4	*	*	9	89%	*	89%	0%

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<b>Grade 4 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	98	82%	75	85%	4%	103	75%	-11%	80%	5%
<b>Afri Amer</b>	28	79%	9	67%	-12%	26	50%	-17%	80%	30%
<b>Hispanic</b>	16	44%	16	81%	38%	25	72%	-9%	80%	8%
<b>White</b>	46	93%	41	90%	-3%	44	86%	-4%	90%	4%
<b>Eco Disadv</b>	29	69%	19	63%	-6%	31	52%	-12%	80%	28%
<b>LEP</b>	9	56%	5	60%	4%	11	55%	-5%	80%	25%
<b>SpEd</b>	6	83%	1	*	*	7	29%	*		

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<b>Grade 5 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	74	91%	82	91%	1%	85	91%	-1%	92%	1%
<b>Afri Amer</b>	20	70%	20	95%	25%	10	80%	-15%	85%	5%
<b>Hispanic</b>	8	88%	13	69%	-18%	22	82%	13%	85%	3%
<b>White</b>	40	100%	43	95%	-5%	47	96%	0%	97%	1%
<b>Eco Disadv</b>	18	67%	18	89%	22%	19	89%	1%	90%	1%
<b>LEP</b>	3	*	5	60%	*	6	100%	40%	100%	0%
<b>SpEd</b>	1	*	3	*	*	3	*	*		

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<b>Grade 6 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	81	90%	76	93%	3%	87	90%	-4%	92%	2%
<b>Afri Amer</b>	12	67%	15	87%	20%	24	83%	-3%	85%	2%
<b>Hispanic</b>	9	67%	12	83%	17%	10	90%	7%	92%	2%
<b>White</b>	54	98%	42	98%	-1%	45	91%	-7%	92%	1%
<b>Eco Disadv</b>	15	73%	16	75%	2%	21	86%	11%	90%	4%
<b>LEP</b>	2	*	*	*	*	3	*	*		
<b>SpEd</b>	1	*	1	*	*	6	17%	*		

## Larson Elementary School Campus Improvement Plan 2008-09

<b>Grade 4 TAKS-Writing</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	92	87%	75	96%	9%	100	91%	-5%	93%	2%
<b>Afri Amer</b>	26	96%	9	89%	-7%	24	79%	-10%	85%	6%
<b>Hispanic</b>	15	67%	16	88%	21%	24	88%	0%	90%	3%
<b>White</b>	43	88%	41	100%	12%	44	98%	-2%	98%	0%
<b>Eco Disadv</b>	29	83%	18	89%	6%	28	75%	-14%	80%	5%
<b>LEP</b>	9	67%	6	83%	17%	11	91%	8%	93%	2%
<b>SpEd</b>	6	100%	1	*	*	7	43%	*		

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<b>Grade 5 TAKS-Science</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	80	86%	86	86%	0%	86	87%	1%	90%	3%
<b>Afri Amer</b>	22	77%	21	89%	12%	10	90%	1%	92%	2%
<b>Hispanic</b>	9	56%	13	58%	3%	22	68%	10%	82%	14%
<b>White</b>	43	95%	45	93%	-2%	48	94%	1%	95%	1%
<b>Eco Disadv</b>	23	61%	21	69%	8%	21	76%	7%	85%	9%
<b>LEP</b>	3	*	6	20%	*	6	50%	30%	80%	30%
<b>SpEd</b>	2	*	9	67%	*	4	*	*		



**Campus Improvement Plan 2008-2009**  
Larson Academy

**State Compensatory Education**

**Intended Purpose - to increase the academic achievement and reduce the drop out rate of students**

**Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
Comp. Ed. Budget			
SUBSTITUTE TEACHERS	199.11.6112.00.151.9.24.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.151.9.24.0.00	25,920.00	25,920.00
MEDICARE	199.11.6141.00.151.9.24.0.04	0.00	2.18
FICA	199.11.6141.01.151.9.24.0.04	0.00	9.30
SAL & WAGES-SUPPORT PERS	199.31.6129.00.151.9.24.0.00	21,127.39	21,127.39
MEDICARE	199.31.6141.00.151.9.24.0.00	294.56	294.56
<b>TOTAL</b>		<b>47,341.95</b>	<b>47,503.43</b>
FTE Count			
PERSONNEL			1.00
<b>TOTAL</b>			<b>1.00</b>