

**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**

**Montgomery Elementary**

*Equity and Excellence: Everybody Counts*

**RESULTS:** In preparing all students for college readiness, North East ISD schools will be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work towards a minimum of ten National Merit Semifinalists.

**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.

**EXPECTATIONS**  
**RIGOR** - All students will have access to a challenging curriculum that engages students and reflects college readiness standards.  
 \* [3 Tier Instructional Model](#)  
 \* [Student Engagement Strategies](#)  
 \* [Content Reading and Writing Strategies](#)  
 \* [Vocabulary Development](#)  
 \* [Similarities and Differences](#)  
 \* [Interactive Teaching and Learning \(i.e. THINK-INK-PAIR-SHARE\)](#)  
**RELEVANCE** - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.  
 \* [Student Goal Setting and frequent feedback with individual students](#)  
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**RELATIONSHIPS** - Every student will have a personal teacher advocate who will convey a sense of caring and support.  
 \* [Collegial Instructional Learning and Planning](#)

**STUDENT ENGAGEMENT STRATEGIES**  
**CIP** - Collegial Instructional Learning and Planning  
**GSF** - Goal Setting & Frequent Feedback with individual students  
**3TL** - 3 Tier Levels of Instructional Intervention  
**CRW** - Content Reading & Writing  
**ITL** - Interactive Teaching/Learning

BGs	RESEARCH BASED STRATEGIES			TARGET AREA	LEVEL			CODE	STUDENT ENGAGEMENT STRATEGIES	ACTION STRATEGY / EXPECTATIONS	RESULTS	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
	Rigor	Relevance	Relationship		E	M	H							
1		x		District Initiatives Strategies for Engagement-Setting Objectives and Providing Feedback-Assessments and Student Goal Setting	x			1A	GSF	Student goal setting system will be developed and implemented in every classroom based on individual student results on benchmark/common assessments and classroom assessments.  Decrease in the campus failure rate	Goal setting forms completed by both teachers and students. All teachers will use benchmark data to set learning objectives and provide student focused support.	August 2009-June 2010  Reviewed every 9 weeks by student & teacher Initial focus will be spent on goal setting during teacher in-service week. Follow up will be once every 9 weeks during faculty meetings.	Principal, Assistant Principal, All K-5 Teachers, IIT, Title I Specialists and Counselor	
1	x			Marzano Five Strategies	x			1B	ITL	All teachers will be properly trained in Marzano Five strategies  All teachers will use the Marzano Five strategies, such as - SAY SOMETHING ,THINK INK PAIR SHARE, THE SIX STEP VOCABULARY METHOD, and use higher level questioning techniques on a regular basis. This strategy will also be adapted to exhibit individual time to reflect on learning i.e. WRITE PAIR SHARE, SOLVE PAIR SHARE, READ PAIR SHARE, AND TAKE NOTES PAIR SHARE	100% of walkthroughs and lesson plans will show evidence of Marzano Five strategies SAY SOMETHING and THINK INK PAIR SHARE .	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers, IIT, Title I Specialists and Counselors	

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1	X			District Initiatives Reading/ELA	x			2A	CRW	Continue to implement Four Blocks and Building Blocks Framework. Provide instruction and support in before, during, and after reading and thinking strategies such as activating schema, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing as outlined in such resources as <i>Mosaic of Thought</i> , <i>Reading with Meaning</i> , <i>Strategies That Work</i> , and <i>The Comprehension Toolkit</i>	Formative walkthroughs, What to Look for in the Reading Classroom Checklist and lesson planning will indicate appropriate application of these content literacy strategies.  100% of students will pass the TAKS Reading Test.  100% of students will achieve expected mastery level for the TAKS I Reading Test	August 2009-June 2010  Reviewed every 9 weeks by student and teacher	Principal, Assistant Principal, All K-5 Teachers, IIT, Title I Specialists, Counselors and District Literacy Specialists	\$45,000
1	x			Reading/ELA	x			2B	CRW	Support implementation of before, during, and after reading and writing strategies in the core content areas using a variety of instructional activities including graphic organizers, think alouds, quick writes, anticipation guides, content journals, KWL	Formative walkthroughs and lesson planning will indicate appropriate application of the before, during and after reading strategies to support content reading  100% of students will pass the TAKS Reading Test.  100% of students will achieve expected mastery level for the TAKS I Reading Test	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers, IIT, Title I Specialists and Counselors	
1	x			Reading/ELA	x			2C	CRW	Implement and monitor the district RAP (Voyager) program for any student at-risk  Extended Day Tutoring K-5	100% of students will pass the TAKS Reading Test.  100% of students will achieve expected mastery level for the TAKS A & TAKS M Reading Test	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers, IIT, Title I Specialists and Counselors	

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1	x			District Initiatives Reading/ELA	x			2D	CIP, CRW	Implement Co-Teach model in the general ed. classroom with Special Ed. and General Ed. teachers  Focus on implementation of best reading practices for struggling readers using differentiation strategies to meet the needs of all students	Using the What to Look for in the Reading Classroom Checklist as a guide, all informative and formative walkthroughs will indicate the appropriate application of reading strategies for all students  100% of students will pass the TAKS Reading Test.  100% of students will achieve expected mastery level for the TAKS A and TAKS M Reading Test	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers, IIT, Title I Specialists and Counselors	
1	x			District Initiatives Reading/ELA	x			2E	3TL	Support differentiated writing instruction by providing instruction and support in the implementation of Writing Workshop, 6-Trait Writing, and strategies for all steps in the writing process.  Administer district benchmark writing tests(grade 4) and District Writing Assessments (K-5) to determine progress in writing	Using the What to Look for in the Writing Classroom Checklist as a guide, all informative and formative walkthroughs will indicate the appropriate application of 6-Trait writing principles and best practices of writing instruction.  100% of students will pass the TAKS Writing Test.  100% of students will achieve expected mastery level for the TAKS A and TAKS M Reading Test	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers, IIT, Title I Specialists and Counselors	
1	x			District Initiatives Reading/ELA	x			2F	CIP	100% of third and fourth grade teachers will attend Writing Workshop and Six Traits Writing training	100% of students will pass the TAKS writing test.  100% of students will achieve the expected mastery level for the TAKS A & TAKS M Writing Test			

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1	X			Mathematics	x			3A	GSF, ITL	Integrate the use of the following Best Practices into the math program *inquiry with higher order questioning *class discourse(SAY SOMETHING, THINK PAIR SHARE), *appropriate tools *individual student goal setting forms *reading/writing strategies *graphic organizers *SIOP strategies *Hands-on activities *5 Day Problem Solving Plan Marilyn Burns Ideas from conference Implement Co-Teach model in the general ed. classroom with Special Ed. and General Ed. teachers	Using the What to Look for in the Mathematics Classroom Checklist as a guide, all informative and formative walkthroughs will indicate the appropriate application of skills acquired.  100% of students will pass the TAKS Math test  100% of students will achieve expected mastery level for the TAKS A & TAKS M Math Test	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers, Title I Specialists and Counselors	
1	x			Mathematics	x			3B	3TL	Utilize the North East Scope and Sequence for grade K-5  Implement and monitor the math benchmark assessments and use the individual goal setting forms to analyze, record and set learning goals.  Implement and monitor the district MAP program ( Region IV Mathematics TAKS Preparation Guide, & Kamico Developmental Series)  Extended Day Tutoring K-5  Make & Take Work Stations  Summer Math Training Sessions with Campus Math Specialist	100% of informative and formative walkthroughs and lesson plans will demonstrate adherence to the district scope and sequence.  100% of students will pass the TAKS Math test  100% of students will achieve expected mastery level for TAKS A & TAKS M Math Test	August 2009-June 2010 Summer Math Training Sessions with Campus Math Specialist: Summer, 2009	Principal, Assistant Principal, All K-5 Teachers, Title I Specialists and Counselors	

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1	x			Mathematics	x			3C	GSF	Revise campus mini assessments to meet TEKS, Bloom's levels and Kilgo standards	100 % improvement of students meeting expectations on the mini assessments	December 2009 and May 2010	Administrators, All K-5 Teachers	
1		x		Science	x			3D	GSF, ITL	Provide all students with a safe environment in which to learn science by fully implementing the TEA Texas Science Safety Standards	100% of walkthroughs will demonstrate compliance	August 2009 - May 2010	Administrators, All K-5 Teachers	
1	x	x		Science	x			4A	3TL, ITL	Integrate the use of small group instruction, including student workstations, literacy stations, technology stations, etc. at all grade levels.  Integrate the use of concrete models and manipulatives to reinforce scientific concepts at all grade levels  Implement school wide hands on Science investigations in grades K-5.	100% of informative and formative walkthroughs and lesson plans will indicate appropriate use of these instructional strategies.  100% of students will pass the TAKS Science test  100% of students will achieve expected mastery level for the TAKS A & TAKS M Science Test	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	
1	x			Science	x			4B	CIP, GSF	Use formative and summative assessments to make informative instructional decisions (including Mini Assessments, Benchmarks, and TAKS)	100% of students will pass the TAKS Science test  100% of students will achieve expected mastery level for the TAKS A & TAKS M Science Test	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	

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1	x			Science	x			4C	ITL	Integrate the use of the following best practices to target diverse learners including: 80-60-40 laboratory and field investigations, Marzano's 9 Strategies that Work, Thinking Maps, KWL, Word Wall, 6 Step Vocabulary Development Process, SAY SOMETHING, THINK PAIR SHARE & 5E Planning approach	100% of students will pass the TAKS Science test  100% of students will achieve expected mastery level for the TAKS-I Science Test	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	
1	x			Science	x			4D	CIP, 3TL, ITL	Attend content specific professional development such as Science Collaborative on Promoting Excellence (S.C.O.P.E.) . Teachers will take advantage of Campus Title I Science Specialist for lesson development and lab knowledge.	100% of walkthroughs will demonstrate teacher competency in science	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers	
1	x			Social Studies	x			5A	CRW, ITL, 3TL	Every teacher will use classifying and comparing strategies and graphic organizers to elicit higher order questioning of content by teacher and students  Utilize the North East Six Step Vocabulary Development Process to develop content vocabulary mastery	Using the Social Studies Classroom Observation Form all informative and formative walkthroughs will indicate the appropriate application of these instructional strategies	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	
1	x			Social Studies	x			5B	GSF	Revise campus mini assessments to meet TEKS, Bloom's levels and Kilgo standards	10 % improvement of students meeting expectations on the common assessments	December 2009 and May 2010	Administrators, All K-5 Teachers	

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1	x			Pre-K/K	x			6A	ITL	All Kinder teachers will participate in Professional Development that is focused on deepening understanding of the complexity of the Kinder TEKS with research-based instructional practices such as the vocabulary development process, SAY SOMETHING, THINK INK PAIR SHARE, and classifying that maximize student achievement goals and to assist preschool children in the transition from Early Childhood Programs to Kinder.	100% of informative and formative walkthroughs and lesson plans will indicate appropriate use of these instructional strategies.	August 2009-June 2010	Administrators, Kinder Teachers	
1	x			Gifted/Talented	x			7A	CIP, GSF, ITL	Integrate Systems Thinking in the four core G/T curriculum areas and the Understanding by Design Curriculum Units.	100% of all G/T students will produce a minimum of one systems thinking product	Each nine weeks	G/T teacher	
1	x			Library Services	x			8A	GSF	Elementary Librarians will implement the READ KIDS READ district wide reading challenge to promote the habit of daily reading after school	Students will meet a personal reading goal of 1600 minutes during the challenge	October 2009-January 2010	Administrators, Librarian, All K-5 Teachers	
1	x			Library Services	x			8B	CIP, GSF, CRW	Use Big Six Research Strategy Grades 2-5  Provide training in SIRS and electronic databases to students and teachers	Librarian will guide research projects in Lang. Arts, Science, and Social Studies  Librarian, students, and staff will use Gale Resources and electronic databases	First and Second Semester  August 2009 - May 2010	Librarian, Teachers, Technology Coordinator	

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				District Initiatives										
1	x			Bilingual/ESL	x			9A	CRW, ITL, CIP	Provide at least one ESL teacher per grade level  All campus ESL teachers will be trained in SIOp  Attend training on the program handbook provided by the district	Campus LPACS will comply with the procedures in the handbook  PEIMS LEP data will be 100% accurate  Campus LPACS will comply with the procedures set forth in Chapter 89 Title III and procedures developed by TEA	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	
1		x		Professional Development	x			10A	CIP	Teachers will be encouraged to attend sessions of the North East Academy for Excellence in Teaching (NEAET), Super Saturday Sessions, Region 20 Seminars, conferences, workshops and staff development seminars offered by our campus and the district in all curriculum areas.  Additional Training Options: Guest Speakers, Book Studies, Study Teams, and Professional Development Videos will be provided for teachers in grades K-5	Follow-up surveys will indicate how teachers have used information from the sessions to meet the needs of our student population.	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	\$3,000
1		x		Professional Development	x			10B	CIP	All teachers will attend training outside of the campus/district including Kilgo, Differentiated Instruction, Professional Learning Communities.	Follow-up surveys will indicate how teachers have used information from the sessions to meet the needs of our student population.	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	

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	Rigor	Relevance	Relationship		District Initiatives	E	M							
1			x	Accelerated Education At Risk	x			11A	CIP	Class size reduction teachers will be used to reduce student teacher ratios  Co-Teach module will be implemented K-5  Increase student abilities and achievement in core academic areas and social/emotional skills. Monitor migratory and sub populations on CogAt, Benchmarks, and TAKS tests.  Extended Day Tutoring for at risk students K-5  Use field trips to enhance instruction and provide real-life experiences.	Enrollment analysis will indicate student teacher ratio is lower than the state mandated average  Students in K-2 will show improvement based on the comparison data between the fall and the end of the year.  Grade 3-5 students will show improvement on assessments, benchmarks, and TAKS	August 2009-June 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	Title II A Salary
2			x	Accelerated Education At Risk	x			11B	CIP	Increase affective, cognitive and linguistic needs of the limited English proficient students	100% of the ESL/Bilingual students will pass TAKS in the language they were assessed in  100% of the ESL/Bilingual students will show an increase of one proficiency level as determined by the State required Reading Proficiency Test in English(RPTE)	August 2009 - May 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	
2			x	Accelerated Education At Risk	x			11C	CIP	Use the Instructional Interventionist Teacher and the Family Specialist to target students and families who are At Risk	Increase student attendance to 98%  Increase parent attendance at school activities to 75%  100% of students will pass TAKS tests  100% of students will meet expected mastery level on TAKS-I tests	August 2009 - May 2010	Administrators, IIT, and Family Specialist	100% of funding through State Compensatory Funds

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2			x	Accelerated Education At Risk Discipline Management	x			11D	CIP Teachers will attend district professional development and conferences that will enable teacher to implement classroom management strategies that address the needs of at-risk students  Teachers will implement CHAMPs behavior management module school-wide  Teachers will implement full RtI across campus	100% of the staff will attend staff development related to teaching the At Risk student and Drop Out Prevention  100% of staff will attend CHAMPs training	August 2009 - May 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	
1	x			Accelerated Education At Risk  Professional Development	x			11E	CIP Provide high quality professional development that will improve the teaching of academic subjects.  Use the Campus Needs Assessment to determine needed staff development.	100% of staff will attend professional development related to the methods and instructional strategies to strengthen the core academic program in the school  100% of students will pass TAKS tests  100% of students will meet expected mastery level on TAKS-I tests	August 2009 - May 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	Title I Funds \$5000.00

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2			x	Accelerated Education At Risk  Parental Involvement	x			11F	3TL	Implement effective parent involvement activities to improve student academic achievement, school performance, and attendance such as: Parent Academy, Montgomery Open House, Meet and Greet Your Teacher , Kinder Round-Up, Family Math Night, TAKS Parent Night, Family Fun Night, Career Day, Awards Assemblies, PE Showcase, Track Meet, Jump Rope for Heart, Chorale Festival, Title I Student/Parent Compact Letters(Eng./Span.) We Read Together Books for checkout, Families That Read Together Succeed Together, PTA meetings	Increase student attendance to 97.5%  Increase parent attendance at school activities to 75%  Needs Assessment to gather feedback from parents  Improve Math and Science TAKS scores to exceed 90% success rate	August 2009-- May 2010	Principal, Assistant Principal, All K-5 Teachers, Math specialist and Counselors	Title I Funds \$6000.00
2			x	Accelerated Education At Risk  Parental Involvement	x			11G	3TL	Family Specialist will complete homevisits to ensure Parent Involvement in all Academic Programs, Services, and Departments  Parent volunteer program will be implemented	Increase student attendance to 98%  Increase parent attendance at school activities to 75%  Parent volunteer program will improve by 100%	August 2009- May 2010	Administrators, Family Specialist, counselors, librarian	

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1	x			Special Education	x			12A	GSF	Increase special ed. student participation in the general ed. classroom and the number of special ed. students taking and passing TAKS and TAKS I  General Ed./Special Ed. plan together weekly  Co-funded CMC  Extended Day Tutoring  Stricter guidelines on RTI process RTI K-5,  Co-Teaching in many classroom including full inclusion of special education students	10% increase in students' overall grade average and number of students taking TAKS or TAKS Acc  Special Ed. and Gen. Ed. teachers will meet every three weeks to discuss data  All special ed. students will increase the amount of time they spend in a general ed. classroom	August 2009 - May 2010	Principal, Assistant Principal, All K-5 Teachers and Counselors	
1	x			Dyslexia	x			13A	3TL	Implement Basic Language Skills Course, Megawords, and/or SPIRE for all SLD students	100% of identified Dyslexia students will be provided services as evidenced by cluster campus rolls and reflected in STAT meeting notes as well as parent letters	August 2009-May 2010	Administrators, Instructional Interventionist Teacher, STAT	
1,2,5			x	Technology Applications	x			14A	CIP, 3TL, CRW, ITL	Campus Technology Committee will meet once a month with Educational Technology Staff to identify campus needs such as:  Integration of Technology in the content areas, GradeSpeed utilization, Teacher Web Software, Wireless Labs, Palm Pilot, Alpha Smarts, CP 300, Digital camera use, Airliners, digital projectors.	100% of teachers will: gain proficiency in at least one technology knowledge and skill area as measured by surveys  Participate in at least 10 hours of technology staff development  Post information bi-weekly on Teacher Web Page  Use teacher web for proper utilization of communication between school and parents	August 2009 - May 2010	Administrators, Campus Technology Reps, ITC's	

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2			x	Safe and Drug-Free Schools	x			15A	GSF	All students will participate in activities that promote drug and violence prevention: Counselors will visit classrooms each nine weeks and provide guidance related to drug use and violence prevention  ADEPT Organization will assist with the following activities: Red Ribbon Week Poster Contests Puppet Shows Dress Up Days  Special Events: Nacho Estrada Career Day Stranger Danger Storytellers	Surveys  Observations  Decrease in discipline referrals related to drugs and violence  Increase in parental and community involvement in violence and drug prevention activities  Increase in student involvement in activities related to drug and violence prevention	August 2009 - May 2010	Administrators, Counselors, Family Specialist, Teachers	\$1000.00  Funding through Federal, State, and Local(District) Funding
2			x	Safe and Drug-Free Schools	x			15B	GSF	Family Specialist will obtain student mentors from the community (PALS, Rackspace, etc) to assist students in both academic and social areas and will coordinate projects using community resources that promote student achievement, family and community involvement	Report cards, TAKS tests. Awareness folders	August 2009 - May 2010	Family Specialist	
4			x	Guidance	x			16A	GSF	Counselors will implement the state mandated comprehensive developmental guidance program (TEC 33.001-33.009)	Decrease in counselor and office referrals  Counselor monthly calendars will show a 10% increase in parent and staff contacts	August 2009 - May 2010	Counselors	

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4			x	Guidance	x			16B	GSF	Counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear-Up Program  Counselors logs will indicate 100% compliance	Parent sign in sheets will show 100% compliance	August 2009 - May 2010	Counselors, Administrators	
				Health Services				17A		All students will receive CATCH lessons taught by teachers weekly. Senate Bill SB892	Students will learn the benefits of a healthy lifestyle	August 2009 - May 2010	PK-5 Teachers	
				Health Services				17B		Students will participate in MVPA at least 50% per week in physical education class. (Senate Bill 891)	Students will learn to appreciate an active lifestyle.	August 2009 - May 2010	PE coach	
2				Health Services				17C	N/A	Provide support to parents/teachers regarding health related absences and transition back to school and monitor individual attendance records on specific students	Calls to parents/physicians regarding absences. Care procedures set up on campus to improve attendance	August 2009 - May 2010	Nurse	
2				Discipline Management	x			18A	N/A	Make modifications to campus BMP based upon district discipline data and its analysis	Decrease in the number of counselor and office referrals	August 2009 - May 2010	Administrators, K-5 Teachers	