

**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  
WILDERNESS OAK ELEMENTARY 2009-2010**

*"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.

<p><b>DISTRICT GOAL</b></p> <p>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.</p>	<p style="text-align: center;"><b>CODES FOR STUDENT-CENTERED STRATEGIES</b></p> <p>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <ul style="list-style-type: none"> <li>3TL 3 Tier Instructional Model</li> <li>CRW Content Reading and Writing Strategies</li> <li>AV Development of Academic Vocabulary</li> <li>AL Active Learning</li> <li>CT Critical Thinking and Problem Solving</li> <li>DI Differentiated Instruction, Flexibility and Responsiveness</li> </ul> <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <ul style="list-style-type: none"> <li>GSF Goal-Setting and Frequent Feedback with Individual Students</li> <li>AFL Assessment For Learning--Strategies to Guide Instruction</li> <li>PGP Personal Graduations Plans</li> <li>CCR College / Career Readiness</li> </ul> <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <ul style="list-style-type: none"> <li>CLP Collegial Learning and Planning (i.e. professional learning communities)</li> <li>MCP Managing Classroom Procedures</li> <li>IA Improved Student Attendance</li> <li>PI Parent &amp; Community Involvement</li> </ul>
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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	Curriculum	Utilize the North East Scope and Sequence in alignment with the TEKS for all subject areas in grades K-5 for lesson planning.	All snapshot visits, walk-throughs, and lesson planning will indicate use of District scope and sequences; 100% of students in grades 3-5 will meet expectations on TAKS tests.	3TL,CRW,AV,AL,CT,DI,GSF,AFL,PGP,CCR,CLP,MCP,IA	Fall 2009 through Spring 2010	All classroom teachers and Administrative team	
1	Curriculum	Integrate the use of the following Best Practices into the math program: 1. Inquiry with higher order questioning 2. Class discourse (Talk Moves) 3. Appropriate tools 4. Individual student goal setting 5. Reading/writing strategies 6. SIOP strategies 7. Differentiated Instruction	Using the What to Look For in the Classroom Checklist, 100% of formative walk-throughs will indicate application of skills acquired.	GSF, 3TL	Fall 2009 through Spring 2010	All classroom teachers, the Administrative team, and Math Specialist	
1	Reading/ELA	Provide teachers through a book study, instruction and support of before, during, and after reading and thinking strategies such as: activating background knowledge, 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 K-2</i> , and <i>Strategies that Work</i> .	Snapshot visits, formative walk-throughs, and lesson planning will indicate an appropriate application of schoolwide guidelines for instruction; 100% of students will meet expectations on TAKS Reading, Writing, and ELAR tests with increasing levels of commended level performances.	3TL, CRW,AV,AL,CT,DI	Fall 2009 through Spring 2010	All classroom teachers, Administrative team, Reading Specialist, and IIT (Angela Heyde)	
1	Reading/ELA	Teachers will implement Literacy Stations to include science and social studies activities and small group Guided Reading (K-5).	All snapshot visits, formative walk-throughs, and lesson planning in reading will indicate use of literacy stations and small group guided reading. 100% of students in grades 3-5 will meet expectations in TAKS Reading and Commended Performance will be 70% or greater.	GSF,3TL, CRW, DI	Fall 2009 through Spring 2010	Reading specialist, IIT (Angela Heyde), Classroom teachers, Jane Jensen, Jeffrey Owens, and Harold Massey	\$500
1,5	Reading/ELA	Kinder and first grade teachers will send home supplemental readers weekly for students to read in order to increase their reading skills.	Home reading logs will indicate student participation, and TPRI scores will show gains for all students.	3TL,GSF,CRW	Fall 2009 through Spring 2010	K-1 teachers	\$1,000

1	Reading/ELA	Continue vocabulary development for all students across content areas using the district provided vocabulary lists, the Six Step Vocabulary process, and other strategies.	All snapshot visits, formative walk-throughs, and lesson planning in reading will indicate use of literacy stations and small group guided reading. 100% of students in grades 3-5 will meet expectations in TAKS Reading and Commended Performance will be 70% or greater.	CRW, AV, 3TL, CT	Fall 2009 through Spring 2010	Classroom teachers and Administrative team	
1	Reading/ELA	Support differentiated writing instruction by implimenting writer's workshop, six trait writing, mentor text and strategies for all steps in the writing processes. Students will write across the curriculum in Science/Social Studies, Math Journals, etc.	Formative walk-throughs, snapshot visits, and lesson planning for writing will indicate appropriate application of six trait writing principles and best practices of writing instruction. 100% of fourth grade students will meet expectations of Writing TAKS and Commended Performance will be 70% or greater.	CRW, 3TL, CT, DI	Fall 2009 through Spring 2010	Reading Specialist, Classroom teachers, Jane Jensen, Jeffrey Owens, and Harold Massey	\$500
1	Reading/ELA	Students in grades K-5 will complete each step of the writing process, and publish at least once a quarter.	Evidence of the process will be kept in the students' writing folders, and 100% of students' writing rubrics will show improvement in student success as measured from fall to spring. Administrators will read writing samples.	3TL, CRW, AL, AFL	Fall 2009 through Spring 2010	Classroom teachers, Jane Jensen, Jeffrey Owens, and Harold Massey	
1	Reading/ELA	Teachers in grades K-5 will implement strategies learned from book study of Making the Most of Small groups (K-2) and Mentor Texts (3-5) to support the LA curriculum.	Formative walk-throughs, snapshot visits, and lesson planning for writing will indicate appropriate application of six trait writing principles and best practices of reading/writing instruction. 100% of fourth grade students will meet expectations of Writing TAKS and Commended Performance will be 70% or greater.	3TL, CRW, AL, CT	Fall 2009 through Spring 2010	Classroom teachers, Jane Jensen, Jeffrey Owens, Harold Massey, Angela Heyde and Reading Specialist	\$250
1, 2, 3	Mathematics	Plan and hold a Family Math Night which will include sessions to educate parents about strategies they can use with their children at home.	50% of the Wilderness Oak families will attend and gain a better understanding of grade level math strategies, resulting in increased Math TAKS scores, 100% of students passing Math TAKs with 70% or greater commended.	AL, CT, DI, PI	Fall 09	Math Committee, Classroom teachers, PTA Volunteers,	\$250
1	Mathematics	Plan and incorporate lessons as a grade level using trade books from the Marilyn Burns Connections kit once per nine weeks. Teachers will guide students to make math connections through the literature.	Students will gain a better understanding of the math skills/concepts being taught through the use of literature, resulting in increased Math TAKS scores.	AV, 3TL	One lesson per grading period	Classroom teachers K-5	\$500
1, 2	Mathematics	Students in grades K-5 will participate in "Literature Computation" activities with Learning Buddies in correlation with the 100th day of school.	Students will gain a better understanding of the math skills/concepts being taught through the use of literature resulting in increased Math TAKS scores.	CRW, AV, 3TL	Spring 2010	Classroom teachers	\$250
1	Mathematics	Teachers in grades K-5 will participate in a math book study to enhance math instruction in the classroom.	Fomative walk-throughs, snapshot visits, and lesson planning for math will indicate appropriate application of ideas learned, and best practices of math instruction.	AFL, AV, DI	Spring 2010	Classroom teachers	\$1,500
1	Mathematics	Utilize the vocabulary development process to teach all necessary vocabulary when introducing new mathematics concepts (Six Step Vocabulary Model). Use the district-wide grade level math vocabulary list.	Using the "What to Look for in the Mathematics Classroom Checklist", 100% of formative walk-throughs will indicate application of skills acquired.	AV, 3TL, AL	Fall -Spring	Jane Jensen, Jeffrey Owens, Harold Massey, Math Specialist, K-5 Classroom teachers	
1	Mathematics	Throughout the utilization of North East Scope and Sequence, continue the Exemplars materials including student feedback, the new Math adoption, and Investigations lessons implemented using discovery-based learning. Teachers will connect a TAKS-based question using TAKS format to the appropriate mathematics concept, and 90 minute Math Plan will be utilized. TEKS will be displayed for students to view.	85% of students will score a minimum of 70 on each benchmark. 100% of formative walk-throughs will indicate appropriate use of these instructional strategies. 100% of students in grades 3-5 will meet expectations in Math TAKS, and Commended Performance will be 70% or greater.	AL, 3TL, GSF	Fall 2009 through Spring 2010	Math Specialist, K-5 Classroom teachers, Jane Jensen, Jeffrey Owens and Harold Massey	
1	Science	At least one teacher per grade level will attend all Scope meetings and share information with team members to be evidenced in teachers' Science plans and lessons.	Students will have a wider variety of quality lessons when learning the Science concepts, as evidenced by snapshot visits, formative walk-throughs, and lesson planning. 100% of 5th grade students will show mastery on Science TAKS test, and Commended Performance will be 70% or greater.	CLP	Fall 2009 through Spring 2010	Classroom teachers and Administrative team	
1	Science	Engage students in 80% hands-on laboratory and field experiences utilizing centrally-located Science materials.	Lessons, walk-throughs, and teacher implementation will reflect students' involvement in hands-on learning. 100% of students will meet expectations on TAKS Science in Grade 5, and Commended Performance will be 70% or greater.	3TL, AL, CT	Fall 2009 through Spring 2010	Classroom teachers and Administrative team	\$500

1	Science	Integrate Inquiry-based instruction, K-5, to increase student achievement using 5E Instructional Model, improved questioning strategies, questions that target the Unifying Concepts, and Science notebooks.	100% of the walk-throughs will indicate the incorporation of some aspect of inquiry-based instructional strategies.	3TL, AL, CT	Fall 2009 through Spring 2010	Classroom teachers, Science Specialist, and Administrative team	
1	Social Studies	In order to enrich the curriculum, Core Knowledge and History Alive! (5th grade) will be taught as well as Social Studies TEKS.	Lessons, walk-throughs, and teacher implementations will reflect students' involvement in relevant learning of Social Studies content.	AL	Fall 2009 through Spring 2010	Classroom teachers and Administrative team	\$1,250
1	Social Studies	Utilize and integrate maps and globes across the curriculum to support the continuing threads.	Lessons, walk-throughs, and teacher implementation will reflect students involvement in hands-on learning.	AL	Fall 2009 through Spring 2010	Classroom teachers and Administrative team	\$7,500
1	Foreign Language	Implement an exploratory Spanish program taught by instructional assistant using the video program Espanol Para Ti, and supplemented with other spanish lessons.	A trained instructional assistant will teach Spanish utilizing a video Spanish program. Every student will have a minimum of 45 minutes of instruction in Spanish bi-weekly, resulting in basic vocabulary acquisition.	3TL	Fall 2009 through Spring 2010	Jane Jensen, Instructional Assistant Janie Munoz	
1	Gifted/Talented	The enriched G/T curriculum, along with G/T field trips, will ensure G/T students will have Commended Performance on TAKS.	100% of G/T students will have Commended Performance on all TAKS tests taken in grades 3-5.	AL	Fall 2009 through Spring 2010	G/T coordinator, G/T teacher Kathy Middleton & Jane Jensen	\$750
1, 2	Gifted/Talented	Continue Differentiation training during faculty meetings.	All teachers will continue to receive, and implement differentiated training resulting in all students passing all TAKS tests with 70% or greater commended.	CRW, AV, AL, CT, DI, GSF	Fall 2009 through Spring 2010	G/T coordinator, G/T teacher, Kathy Middleton, Jane Jensen, and Classroom teachers	
1	Library Services	Campus librarian will continue the Read Around the School district-wide reading activity to promote reading.	100% of Wilderness Oak students will participate in the district "Read Around the School" activity two times each school year, resulting in increased enthusiasm in reading.	AV, AL, DI	Fall 2009 through Spring 2010	Librarian, Ruth Ann Pippert and Classroom teachers	
1,5	Library Services	The librarian will provide training in the use of the library portal to both students, staff, and parents. Teachers will model use in the classroom.	100% of the students and staff will utilize the resources available on the portal while at school. Students will be encouraged to use the resources at home when applicable.	CRW, AV, AL, CT, DI	Fall 2009 through Spring 2010	Librarian, Ruth Ann Pippert and Classroom teachers	
4,5	Library Services	The librarian will provide training to staff and students in the ethical use of materials which include copyright and intellectual property issues.	100% of staff will receive copyright training, and abide by the copyright laws.	CT	Fall 2009 through Spring 2010	Librarian, Ruth Ann Pippert and Classroom teachers	
1,5	Library Services	The librarian will teach information skills and other research models, Grades K-5. Projects will be developed using inquiry techniques that support higher-level learning.	Librarian will guide at least one inquiry project per grade level each year that integrates with class-research projects in Language Arts, Science, or Social Studies.	AL, CT, DI, GSF	Fall 2009 through Spring 2010	Librarian, Ruth Ann Pippert and Classroom teachers	
1	Library Services	The librarian will coordinate reading incentive programs to promote independent reading.	Students will have opportunities to participate in various programs such as Read to Succeed, Book It, High Five Reading Challenge, Ticket to Read, and holiday programs to promote reading, thus resulting in increased time spent reading.	DI, GSF, AL	Fall 2009 through Spring 2010	Librarian, Ruth Ann Pippert and Classroom teachers	
1	Bilingual/ESL	On each grade level, there will be 3-4 ESL certified teachers. Teachers will be trained in the following areas: SIOP, compliance support, and classroom support for LEP students. This training will be implemented in each ESL classroom as evidenced in lesson plans.	All LEP students will make one level gain in English proficiency as measured annually.	CRW, ITL, CLP, V, ITL	Summer 2010	Kathy Johnson, ESL teachers	
1,3	Bilingual/ESL	ESL Parent Education Coffees will be held each semester to discuss ways parents can support their ELL learners.	50% of ELL parents will attend the Parent Education Coffees as evidenced by sign in sheets.	3TL, PI, AFL	Fall 2009 through Spring 2010	Kathy Johnson, ESL teachers	\$100

1,2	Professional Development: Teachers new to the school/profession.	Provide targeted/effective mentor program for teachers new to the profession which supports our school vision.	100% of our new teachers will meet weekly with their mentors in order to develop and sustain a positive/supportive professional relationship.	CLP	Fall 2009 through Spring 2010	Jane Jensen, Jeffrey Owens, Harold Massey, Mentors/ Mentees	
1,2	Professional Development: Teachers new to the school/profession.	Teachers new to profession will observe effective teaching practices twice a year.	Teachers will implement at least two effective practices within their classroom as documented by lesson plans.	CLP	Fall 2009 through Spring 2010	Jane Jensen, Jeffrey Owens, Harold Massey, Mentors/Mentees	\$750 for Subs
2,4	Accelerated Education At Risk	At-Risk students will be assigned a staff mentor to make regular contact through personalized notes, visits, lunch, etc. Individual goals will be formed and reviewed. This program will be called STARS: Sharing Time And Reaching Success.	Students will show increased self-esteem and success, as measured by report card grades (academic and behavioral).	GSF	Fall 2009 through Spring 2010	Counselors, Kathy Johnson and Tracy Fazzone, All Staff	\$100
1	Accelerated Education At Risk	Teachers and students will use question stems to improve student comprehension.	100% of students in grades 3-5 will pass the Reading TAKS tests, and Commended levels will be 70% or greater	AL, AFL,3TL	Fall 2009 through Spring 2010	Angela Heyde- IIT, RAP and/or Voyager teachers, all classroom teachers	
1	Special Education	Identified Special Education and General Education students will attend a Co-funded Content Mastery center as needed for support.	Content Mastery Center sign-in logs will document attendance, subject assistance, level of help, and duration of time spent in the center, resulting in increased report card grades and testing results.	3TL,DI	Fall 2009 through Spring 2010	RTI Teams, ARDC, Special Education staff teachers, General Education staff members	
1	Special Education	Increase success of Special Education students on state assessments through continued inclusion/co- teaching support.	100% of Special Education students will show mastery on TAKS, TAKS-A, TAKS-M, or TAKS ALT.	3TL, CT, AFL	Fall 2009 through Spring 2010	Special Education staff and General Education teachers	
	Special Education	Implement a Redirection Program to support Special Education students who have disabilities of behavioral and/or emotional disorders.	Reduction in number of students who require discipline referrals, including a reduction of students assigned to ISS .	3TL; MCP	Fall 2009 through Spring 2010	Redirection Teacher, Dawn Stave, and Administrative team	
	Special Education	Provide Stetson Training and follow-up consults for co-teaching "pairs" (the Special Education teacher and the general education teacher).	Increase in percentage of Special Education students who are able to be successful in the General Education classroom setting as evidenced by report card grades and test results.	CLP;3TL	Fall 2009 through Spring 2010	SPED Department; Campus Staff	
1,5	Technology Applications	Teachers will utilize classroom computers, computer lab, tech trunks, portable keyboards, Airliners, Elmos, Smart boards and other technologies on a regular basis to intergrate technology applications standards into the content areas.	100% of students will use computer lab or laptop trunks for a minimum of nine hours during each nine week grading period as evidenced by lesson plans and student projects. Teachers will implement and adapt tips as appropriate.	AV, AL, CT, 3TL,CRW, DI	Weekly, Fall 2009 through Spring 2010	Classroom teachers, Technology Committee, Jane Jensen, Jeffrey Owens, Harold Massey	
1,5	Technology Applications	Teachers will plan integrated technology lessons that will be shared and implemented by the grade level.	Students will become more proficient with the Technology TEKS at each grade level as evidenced by lesson plans and projects done by the students.	AV,AL,CT	Weekly, Fall 2009 through Spring 2010	Librarian, Ruth Ann Pippert, and Classroom teachers	
1,5	Technology Applications	K-5 teachers will provide keyboarding instruction and practice through keyboarding software in the lab and use of the Neos.	100% of students will demonstrate mastery of grade level keyboarding proficiencies as assessed by teacher observations (K-2) and proficiency tests (3-5).	3TI, CRW AL, DI	Fall 2009 through Spring 2010	Classroom Teachers	
1,5	Technology Applications	Teachers will demonstarte mastery of technology proficiencies as outlined in the North East Educator Technology Standards.	100% of teachers will successfully complete the three proficiency tests (Foundations, Basic, Intermediate) by June 2010.	CLP, 3TL, CRW, AL	Annually	Administrative Team, Teachers	
2,3,4	Safe and Drug Free Schools	Plan and implement a comprehensive SDFS program that includes Reagan Peer Assistance and Leadership Program (PAL) and 5th peer mediators to mentor at-risk students.	Student surveys will reflect increased student success and self-esteem through relationships with PALs and peer mediators.	GSF	Fall 2009 through Spring 2010	Counselors, Kathy Johnson & Tracy Fazzone, and Reagan PAL Sponsor	

2,4	Safe and Drug Free Schools	Plan and implement a Peer Mediation/Conflict Resolution program to aid in solving student conflicts on campus. Program will include training 4th and 5th grade students in conflict resolution skills.	Mediation/conflict resolution program will reduce office referrals by 10%. Students will demonstrate an ability to solve conflicts with peers. Mediation reports completed by campus to show successful conflict resolution.	GSF	Fall 2009 through Spring 2010	Counselors, Kathy Johnson and Tracy Fazzone	
1,2,4	Guidance	Counselors will conduct monthly guidance lessons in each class focusing on virtues, test-taking strategies, self-esteem, problem-solving, etc.	There will be improved student behavior as evidenced by fewer discipline issues and counselor/administrative referrals.	GSF	Fall 2009 through Spring 2010	Counselors, Kathy Johnson & Tracy Fazzone, and Classroom Teachers	
1,2,4	Guidance	Counselors will meet with 5th grade parents and students prior to the end of 5th grade to discuss taking a rigorous curriculum, the Gear Up Program, and College/Career awareness.	100% of 5th grade students will meet with counselor, and majority of parents will attend the parent education offerings.	GSF, CCR,PI	Fall 2009 through Spring 2010	Counselors, Kathy Johnson, Tracy Fazzone and Lopez Middle School counselors	\$50
1,3	Guidance	In order to stress college and career readiness, a Career Day with speakers will be scheduled for 4th and 5th graders and K-3 students will participate in career activities like dressing up as their "dream" career.	100% of students will increase their level of college and career interests as related to their future career shown by a written student component related to the day.	GSF, CCR, CRW, PI	Fall 2009	Counselors, Kathy Johnson, Tracy Fazzone, and Teachers	
2	Health Services	Professional development focusing on documentation/medication will be provided to all teachers.	There will be a 100% compliance with district mandates concerning medication and documentation.	N/A	Fall 2009 through Spring 2010	Nurse Deb Stull, Classroom Teachers	
2	Discipline Management	Teachers will implement the CHAMPs, Self-Manager, Love & Logic, and Class Meeting programs across grade levels.	90% of student body will receive an E or S in conduct for each grading period.	MCP	Fall 2009 through Spring 2010	Jeffrey Owens, Harold Massey, Jane Jensen, Kathy Johnson, Tracy Fazzone, Discp. Comm, Classroom Teachers	\$1,000
1,4	Student Goal Setting	Integrate "Achieve Your Personal Best" motto across all academic areas and activities throughout the year.	Ongoing theme will be featured during announcements, Public School Week, and integrated across the classroom curriculum.	GSF, CLP, MCP	Fall 2009 through Spring 2010	Wilderness Oak Staff	
1,3	Student Goal Setting	Using the student academic goal setting plan, teachers will communicate with parents about student achievement in fall. Student-led spring conferences will celebrate student achievements/goal mastery in grades K-5.	100% of parents and students will participate in Parent Conferences, addressing student goals and progress.	GSF	Fall 2009 through Spring 2010	Classroom Teachers	\$250
BG4	Leadership Development	Train staff in <i>7 Habits of Highly Effective People</i> in order to later implement in a student based format.	Staff will display virtues and leadership skills gained from 7 Habits study as evidenced by survey results.	CT, GSF, CLP	Fall 2009 through Spring 2010	Principal Jane Jensen and WO Staff	
BG1	Data Analysis	Train all teachers in grades 2-5 and Administrative Team to locate and analyze student data obtained through benchmark and TAKS assessments, available on Compass.	All 2-5 teachers will attend training and use results to best meet student needs, resulting in 100% Mastery of TAKS with 70% or greater Commended Rates.	GSF, AFL,	Fall 2009 through Spring 2010	2-5 Teachers, Administrative Team	
BG3	Parent Involvement	Create Wolf DOGS (Dads of Great Students) program where dads will volunteer a full day at school during the year.	Dads will build relationships with school as evidenced by positive remarks and a survey regarding the program.	PI	Fall 2009 through Spring 2010	Principal, Jane Jensen, PTA Liaison Kym Pharris, and WO Dads	
1G	Parent Involvement	Assist parents in accessing student information using the North East Parent Portal. Provide the <i>Family Guide to TEKS Mastery</i> for all K-5 parents on the Parent Portal. Post <i>College For Texans</i> information for all K-5 parents, teachers, counselors, students, and administrators to use in helping students with college readiness. This is available at <a href="http://www.collegefortexans.com/">http://www.collegefortexans.com/</a> and located on the Parent Portal.	100% of parents/guardians will have availability to the Parent Portal, the Family Guides to TEKS Mastery, and the College for Texans website, resulting in increased TAKS Mastery and Commended Rates.	3TL, CCR, PI	Daily to Weekly	Campus Website Coordinator, Kerry Ano, WO Staff, and parents	

	Student Attendance	Continue classroom and schoolwide incentives for reaching attendance goals of 97% or greater.	Maintain at least 97% campus attendance rate.	IA	Fall 2009 through Spring 2010	\$1,500
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