

BOARD GOALS (BGs)



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
Bulverde Creek
2008-2009**

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

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		CODES FOR STUDENT-CENTERED STRATEGIES					
<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>RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.</p> <p>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</p> <p>RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.</p> <p>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</p> <p>RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.</p> <p>CLP Collegial Learning and Planning (i.e. professional learning communities) MCP Managing Classroom Procedures IA Improved Student Attendance PI Parent & Community Involvement</p>					
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 Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1,2	Campus initiatives will focus on the district instructional goals. Student achievement will be enhanced through the 3 Rs.	Share Power Point that highlights the district/campus instructional initiatives for 2008-2009. All instructional goals will focus on one or more of the following CLP, GSF, AV, AL, CRW, 3TL, CT, DI, AFL.	The Bulverde Creek instructional team will have a clear understanding of the district/campus goals and initiatives. Agendas from Wednesday rotation meetings, lesson plans, grade level planning agendas, classroom walk throughs, and periodic evaluations of data will produce evidence of student learning.	CLP GSF 3TL CRW AV AL CT DI AFL	August 2008 Power Point Initiatives 2008-2009	Bulverde Creek Administrative Team and Instructional Staff	
1	Strategies for Engagement Setting Objectives and Providing Feedback - Assessments and Student Goal Setting	Individual student goal setting with frequent feedback on progress towards TEKS mastery will be conducted during lessons using the "TEKS Mastery Cards" which are located at http://intranet.int.neisd.net/si/ Students will analyze, record and set learning goals based on the results. Student goal setting system will be developed and implemented in every classroom based on individual student results on benchmark/common assessments and classroom assessments.	Data from classroom assessments and benchmarks will be used to provide feedback to students with goal setting completed by teachers and students. All teachers will use all available data to set learning objectives and provide students focused support.	GSF DI	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	

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



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1	Strategies for Engagement Identifying Similarities and Differences Classifying Comparing	Teachers and students will use graphic organizers and other classifying tools to enhance student higher order thinking and analysis skills across the curriculum.	Lesson plans and walk throughs will depict use of tools that promote higher order thinking skills. Additional instructional activities are located at http://intranet.int.neisd.net/si/	AL CT DI	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	
1	Strategies for Engagement Six Step Vocabulary Development Process	Bulverde Creek teachers will teach the core vocabulary in their discipline using a six step vocabulary development process outlined in Building Background Knowledge. Lesson plans will reflect strategies and steps in the vocabulary development process. Campus wide vocabulary initiative implemented.	Teachers will analyze lessons developed with the vocabulary development process to determine student acquisition of identified vocabulary. Student work will reflect use and comprehension of identified words	CRW AV	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	\$450 for 4th grade vocabulary notebooks
1	Strategies for Engagement. SAY SOMETHING and THINK- INK (Write) -PAIR-SHARE	All teachers will use the strategies Talk Moves, Say Something and Think-Ink-Pair-Share 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, Take Notes-Pair-Share.	100% of walkthroughs and lesson plans will show evidence of strategies Say Something and Think-Ink-Pair-Share. Students' Knowledge Levels will be increased as they interact with content.	AL CT DI	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	
1	Strategies for Engagement. Cues, Questions and Advanced Organizers	Teachers will utilize higher order questioning skills to elicit higher order thinking skills from students using strategies from "Improved Questioning" training and additional cognitive development materials.	Lesson Plans and walk-throughs will depict use of questioning strategies and analyzing student work samples will be conducted. Additional instructional strategies are located at http://intranet.int.neisd.net/si/	AL	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	

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1	TRIAND: Data Analysis, Interventions, and Student Success Initiative	All Bulverde Creek instructional staff will use TRIAND data to analyze student information. They will also use the Personal Student Educational Plans and parent contact documentation features in TRIAND to record student interventions and parental involvement in the intervention process.	Data collected from TRIAND will guide instruction that will target specific student needs. Interventions will also be documented by teachers in TRIAND system. (Campus will use TRIAND, or district-developed program, to collect data)	GSF CLP PI AFL DI	August 2008-June 2009	Bulverde Creek Administrative Team and Instructional Staff	\$225 dollars for half-day subs for training of GLCs
1	Strategies for Engagement	TEKS objectives will be displayed and discussed before, during, and after the lesson. Teachers will have level 3-4 questions formulated for easy access during instruction.	Student understanding and expectations for learning will be enhanced.	AL AV	August 2008-June 2009	Bulverde Creek Administrative Team and Instructional Staff	
1,2,3,4	Basic School Philosophy and Components	Every teacher will become familiar with the four components of the Basic School philosophy: character, curriculum, community, and climate. All teachers will participate in activities to support this philosophy, such as vertical families, curriculum discussion groups, family projects, community service projects, leadership training, and Basic School trainings. As an extension of the Basic School philosophy beyond the academic day students will have the opportunity to participate in campus clubs, such as chess club and cooking club.	Teachers will meet monthly in vertical teams to discuss implementation and evaluate campus progress in reaching component goals. Each family will have one annual service project.	AL CLP	August 2008-June 2009	Bulverde Creek Administrative Team and Instructional Staff	

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1	Reading ELA	Utilize NEISD Scope and Sequence K-5 integrating SIOP strategies.	Lesson plans and walk through will indicate use of District Scope and Sequence. 100% of students 3-5 will meet expectations on TAKS reading and writing.	3TL DI	Spring 2009 TAKS results	Bulverde Creek Administrative Team and Instructional Staff	
1	Reading/ELA	Teachers will implement, in all content areas, instruction in 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 Mosaic of Thought , Reading with Meaning (K-2) , Strategies That Work (3-5)	Using the What to Look for in the Reading Classroom Checklist as a guide, formal observations and walk through will indicate application of reading/ELA strategies for all students. 100% of students 3-5 will meet expectations on TAKS reading and writing.	CRW	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	
1	Reading/ELA	Continue Implementation of Building Blocks (K) and Four Blocks (1-5) strategies with emphasis on Guided Reading (K-5)	Using the What to Look for in the Reading Classroom Checklist as a guide, lesson plans, formal observations and walk throughs will indicate the appropriate implementation and application of Building Blocks (K) and Four Blocks (1-5).	3TL DI	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	
1	Reading/ELA	All classroom teachers will conduct regular Guided Reading Groups . Reading groups will be meaningful and planned by using data to differentiate instruction to best meet the individual needs of all students.	Using the What to Look for in the Reading Classroom Checklist as a guide, all lesson plans, formal observations, running records, anecdotal records and walk throughs will indicate the appropriate implementation of Guided Reading groups.	3TL, DI	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	

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1	Reading/ELA	All classroom teachers will develop and implement cross-curricular lessons to integrate reading strategies into science and social studies curriculum. Such as, use of literacy centers, graphic organizers, guided reading groups, whole group lessons and use of a variety of texts and resources. Implementation of 90-90-90 plan will also be used to meet this goal.	Using the What to Look for in the Reading Classroom Checklist as a guide, formal observations and walk through will indicate implementation of integration strategies for all students.	3TL CLP DI	August 2008- June 2009	Bulverde Creek grade level teams and individual teachers	
1	Writing/ELA	Writing Instruction K-5 (developmentally appropriate) will include 6 Traits, Units of Study for the Primary Grades (1-2), Writing Workshop, the use of mentor/student text, and other appropriate strategies for all steps in the writing process. Emphasis will be placed on differentiated writing instruction in K-5. Through faculty involvement BC will initiate a fourth grade mentor writing program. SD will be provided to all mentor teachers using the district writing protocol.	Using the What to Look for in the Writing Classroom Checklist as a guide, lesson plans, formal observations and walk throughs will indicate appropriate application of 6 Trait Writing Principles and best practices of writing. 100% of 4th grade students will meet expectations of TAKS writing test.	3TL DI CLP	August 2008- June 2009 . Spring 2009 TAKS results	Bulverde Creek Administrative Team, Instructional Staff, and 4th grade teachers, schoolwide BC mentors	
1	Mathematics	Utilize the NEISD Scope and Sequence for grades K-5 integrating SIOP strategies.	Lesson plans, formal observations, and walk throughs will indicate adherence to district sequence.	3TL DI	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	

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1	Mathematics	Integrate the use of the following Best Practices into the math program: * inquiry with higher order questioning, * class discourse (SAY SOMETHING, THINK-PAIRSHARE), * Math Investigations / Marilyn Burns * Exemplars * reading/writing strategies and math vocabulary * graphic organizers * New math textbook adoption: Envision * America's Choice * 5 Day math plan * Math journals, how-to books, writing in math	Lesson plans, formal observations, and walk throughs will indicate appropriate application of Math Investigations and other best practices. All teachers will attend professional development in these areas as needed. 100% of students 3-5 will meet expectations on Math TAKS test.	3TL DI CT AV AL	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff	
1	Mathematics	Continue implementation of 90 minute math block 60/30 direct teach/small group. Use formative and sumative assessments to inform instructional decisions including mini-assessments, benchmarks, TAKS.	Using the What to Look for in the Math Classroom Checklist as a guide, lesson plans, formal observations and walk throughs will indicate the appropriate implementation of a comprehensive math program. 100% of students 3-5 will meet expectations on TAKS math test.	3TL DI AFL	August 2008- June 2009 . Spring 2009 TAKS results	Bulverde Creek Administrative Team and Instructional Staff	
1	Science	Utilize the NEISD Scope and Sequence for grades K-5 integrating SIOP strategies.	Lesson plans, formal observations, and walk throughs will indicate adherence to district sequence.	3TL DI	August 2008 - June 2009	Bulverde Creek Administrative Team and Instructional Staff	

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1	Science	Integrate inquiry-based instruction to increase student achievement, specifically looking at our Hispanic subpopulation, including 5 Es questioning and questioning that targets the unifying concepts in Science.	Lesson plans, formal observations, and walk throughs indicate the implementation of inquiry-based strategies. All teachers will attend professional development as needed to address these areas. 100% of students in grade 5 will meet expectations on science TAKS.	3TL AL CT	August 2008-June 2009. Spring 2009 TAKS results	Bulverde Creek Administrative Team, Instructional Staff and 5th grade teachers	
1	Science	Continue to use small group instruction, concrete models and manipulatives to reinforce scientific concepts. Maximize the use of the science lab and safety guidelines as outlined in DIP.	Lesson plans, formal observations, and walk throughs will indicate the appropriate use of these instructional strategies.	3TL AL DI MCP	August 2008-June 2009	Bulverde Creek Administrative Team and Instructional Staff	Bulverde Creek Science Lab - see Bulverde Creek science budget
1	Science	Integrate the use of reading and writing in the content area through science notebooking, exploratory writing, and presentational writing.	Formative walkthroughs will indicate appropriate use of these instructional strategies.	3TL CRW AV CT	August 2008-June 2009	Bulverde Creek Administrative Team and Instructional Staff	
1	Science	Use formative and summative assessments to inform instructional decisions and chart individual progress with specific attention to our Hispanic subpopulation (including Unit Assessments, 9 week TAKS formatted cumulative assessments for K-5, Benchmarks, TAKS)	Teachers will incorporate formative assessment strategies such as mini-assessments, portfolio, essay, presentation of research projects, models, notebooks, etc. to guide instruction.	CLP GSF AFL	August 2008-June 2009	Bulverde Creek Administrative Team and Instructional Staff	

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1	Social Studies	Utilize the NEISD Scope and Sequence for Social Studies instruction integrating SIOP strategies. Continue to implement the use of History Alive, Core Knowledge, and state adopted text.	Lesson plans, formal observations, and walk throughs will indicate the implementation of these materials.	3TL DI AL AV	August 2008-June 2009	Bulverde Creek Administrative Team and Instructional Staff	Guest speakers TBD by scheduled visits.
1,2	G/T and Differentiated Instruction	Bulverde Creek teachers will be engaged in various staff development opportunities to help target G/T strategies and other best practice methods to aid in differentiated instruction.	Lesson plans, formal observations, and walk throughs will indicate an understanding of how to develop and deliver instruction to all learning styles.	CLP GSF AL DI	August 2008-June 2009	Bulverde Creek Administrative Team and Instruction Staff	
1	Library	Use Big 6 Research Model grades 2-5 using higher level learning model presented by David Loertscher	The librarian will guide research projects in Language Arts, Science, and Social Studies.	CLP 3TL AL DI	September 2008-May 2009	Librarian & Bulverde Creek 2-5 teachers	
1	Library	Maintain focus on TEKS and curriculum integration through grade specific units and centers, Book Clubs, Junior Great Books, and a school-wide activity such as a book study.	Working/planning with the librarian, classroom teachers will utilize and help students understand the importance of using all available resources to increase student understanding.	CLP 3TL CRW AL CT DI AV	September 2008-May 2009	Librarian & Bulverde Creek classroom teachers	
1	Library	Promote reading for pleasure and reading for purpose through activities, such as Bluebonnet Books, 2x2 books, Book Clubs, Read Kids Read, Summer Reading Programs, and assistance with individual assignments.	Students will set personal goals, be selected for Book Club participation and utilize library resources to enhance reading and learning.	GSF CRW	August 2008-June 2009	Librarian and all classroom teachers	

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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 Engagement Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	ELL	Core content area classes will use the SIOP framework for making content more comprehensible for ELL students. An emphasis on Language Objectives in the core areas will be a focus.	All ELL students will make one level gain in English proficiency as measured annually. Teachers will use the SIOP lesson planning as observed by specialist and campus administration.	CRW CLP GSF DI	August 2008- June 2009	ELL Point of Contact and ELL Teachers	
1,2	ELL	Bulverde Creek will continue to provide support, and instruction to ELL students on their home campus. We will continue to participate in training to stay abreast of and implement best practices, legal updates, and available resources in order to stay in compliance with federal, state and district guidelines.	All Bulverde Creek ELL students will receive instruction by an ESL certified teacher on their home campus.	GSF AL CLP	At least 2 teachers per grade level certified 2008-2009. Increase number of ESL certified teachers on-going	Bulverde Creek Administrative Team and ESL teachers	District professional development
1,2,3	Fine Arts	Bulverde Creek students will be exposed to the Fine Arts through participation in clubs/activities such as All Stars, Orff Club, Readers Theater, and visiting performers.	Student participation in clubs/activities will increase.	AL	August 2008- June 2009	Fine Arts Committee and all Club Sponsors	\$1,000
1,2,3	Fine Arts	Fiesta of Fine Arts and school-wide traveling art lessons expose all Bulverde Creek students to the arts.	Student exposure to the arts will be enhanced.	AL	Fiesta Fine Arts Spring semester date TBD. Traveling art lessons 1 per 9 weeks	Classroom Teachers, Fine Arts Committee	\$500

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DISTRICT GOAL		CODES FOR STUDENT-CENTERED STRATEGIES					
<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>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</p>					
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1	Enrichment Programs	Utilize the NEISD Scope and Sequence for grades K-5 and support K-5 TEKS as appropriate.	All students will participate in physical education and music curriculum. All 3,4,5 P.E. Students must be tested twice a year using Fitness Gram program. All students will be instructed in means to improve health and should be engaged in physical activity for a minimum of 135 minutes per week.	AL 3TL CRW CLP GSF AV DI	August 2008- June 2009	P.E. and Music Teachers	
5	Professional Development	Provide professional development activities (campus, district, outside) that support district initiatives as well as time for peer observations.	Lesson plans and classroom instruction will reflect ideas to enhance curriculum and instruction.	CLP	August 2008- June 2009 1 Peer observation per semester	Bulverde Creek Faculty & Staff, District Personnel	\$2000 plus contributions from PTA
1,2,3	Accelerated Education At-Risk	Based on TRIAND data, all students who did not pass TAKS, or performed on a marginal level on TPRI, or SRI, will be identified for the following interventions: student goal setting, close monitoring, small group instruction (RAP and MAP), tutoring, voyager, SRA, parental involvement activities, etc.	All identified students will improve on benchmark, TPRI, SRI and TAKS assessments.	3TL GSF AL DI PI	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff, IIT	
1,2,3	Accelerated Education At-Risk	Based upon 2008-2009 TAKS data, instruction/curriculum will be monitored to ensure that "Best Practices" are implemented at all grade levels, with emphasis on sub-populations. The Administrative Team will meet regularly with all teachers to review data, student progress, and curriculum/instructional implementation.	Teams will review grades, benchmark data, grade level mini-assessments, and RAP/MAP implementation and placement of students to ensure all student needs are being met.	CRW AV AL CT GSF AFL CLP	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff, IIT	

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1,2,3	Accelerated Education At-Risk	Based upon our campus' continuing changes in demographic data, the Bulverde Creek Instructional Team will identify all at-risk students by sub-population by grade level. Early intervention and monitoring of student progress will be on-going for these identified students.	A campus form will be used to track identified student progress; Intervention strategies, such as RAP/MAP and tutoring, will be monitored. Students identified as LEP will receive interventions, such as SIOP and ELL resources	CRW AV AL CT GSF AFL CLP	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Staff, IIT	Target TEKS Funds
1,2	Special Education	Bulverde Creek will continue to implement more inclusive instructional settings, including co-teach and instructional facilitation models, Ready Set Go/ALE that supports special education students receiving instruction in a regular education classroom with non-disabled peers.	More special education students will be exposed to and participate in on-grade level instruction and assessment.	GSF AL	August 2008- June 2009	Bulverde Creek Special Education Teachers	
1,2	Special Education	Bulverde Creek Perspectives Committee will meet a minimum of three times during the spring semester to plan schedule of service for upcoming year to meet needs of special education students.	Master schedule reflects students receiving instruction in the optimal learning environment maximizing resources & personnel.	AL AFL CLP	January- June 2009	Bulverde Creek Perspectives Committee	
1	Technology Applications	Continue to implement the use of classroom technology, computer lab, portable keyboards, and other technologies on a daily basis to integrate Technology Applications standards into the content areas.	Lesson plans, formal observations, walk throughs will reflect the implementation of Technology What to Look For. Students will receive a minimum of 9 hours of technology instruction per 9 week grade period.	CLP 3TL CRW AL DI	August 2008- June 2009	Instructional Staff and Technology Committee	

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1,2,3,4	Safe and Drug-Free Schools	Implement SDFS awareness program : Red Ribbon Week, Second Step, Peer Mediation, Classroom Instruction, and Reagan Pals. Programs will address: (1) prevention or use of tobacco, alcohol and other drugs, (2) reduction of violence and bullying/improve school safety, and (3) increase parental involvement in SDFS, and (4) increase student involvement in school activities.	Students will have: (1) increased awareness of the dangers of using drugs, alcohol and tobacco, (2) tools to prevent acts of bullying and violence, (3) parental involvement in SDFS activities, and (4) realize the benefits of being involved in school activities.	GSF AL PI	August 2008- June 2009	Bulverde Creek Administrative Team and Instructional Team, Bulverde Creek parents, Reagan PALS and NEISD SDFS staff	\$100 campus funds and PTA funds
1,2	Health Services	Provide communication with students, parents and PTA on childhood health issues.	Bulletin Board with health related information, newsletter, health information included in morning announcements	AL IA PI	August 2008 - June 2009	Campus Nurse	
1,2	Guidance	Bulverde Creek counselors will continue guidance lessons with all students K-5. In addition to classroom guidance they will meet with students on an individual and small group basis. Daily virtue instruction through morning announcements. A monthly guidance newsletter will also be provided to teachers for support of counseling issues.	Student needs are met in a proactive manner.	AL GSF	August 2008- June 2009	Bulverde Creek Counselors	
1,3,4	Guidance	Bulverde Creek counselors will meet with all 5th grade students to discuss the importance of taking a rigorous curriculum. They will also meet with the parents of 5th grade students.	Students will have a better understanding of academic preparedness for higher education.	GSF AL PI	January 2008- March 2009	Bulverde Creek Counselors, Tejada Middle School Counselors, 5th grade teachers, and parents.	

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1,3	Guidance	Bulverde Creek counselors will provide a career awareness program so that students understand the importance of a rigorous curriculum and the connection of early planning for college. This program will include a variety of activities such as, guest speakers, morning announcements, career essay contest, college showcase, spirit days, etc.	Students will begin early on to plan for academic success beyond elementary.	GSF AL	August 2008-June 2009	Counselors and instructional staff	
1,2,4	Discipline Management	In addition to following the district and campus BMP Bulverde Creek will place emphasis on the Basic School Philosophy with particular attention to climate and character. CHAMPS will also be implemented school wide.	Student management will be reflected in positive ways such as: student agenda book, and core virtue stars.	n/a	August 2008-June 2009	Bulverde Creek students, classroom teachers, counselors, administration	
1,2,4	Discipline Management	Training and motivation of school personnel for BMP implementation.	All staff members will complete district, campus, and classroom BMP and CHAMPS training.	n/a	August 2008-June 2009	Bulverde Creek Administration	