



Boerne I.S.D.

District Educational Improvement Committee

Tuesday, October 13, 2020

Agenda

Welcome [DEIC Website](#)

Purpose of DEIC and Overview of District Improvement Planning Process

Selection of DEIC Co-Chairperson

Review of District-Level Information

Subcommittee Opportunity

Future Meetings

District Scorecard

2020-2022 District Scorecard				
FOCUS	Student Success	Customer Service	Human Capital	Fiscal Responsibility
OBJECTIVES	Prepare students to be College, Career, and Military Ready	Provide quality service to both internal and external customers	Provide a quality work environment so every employee can perform at the highest levels	Create efficiencies at all levels of the organization
PROGRESS MONITORING	Increase the percentage of graduates who are CCMR from 79% to 80% by 2021	Increase the mean of the School Quality Survey 4.3 to 4.4 by 2022	Increase the mean of the Employee Engagement Survey from 4.11 to 4.2 by 2022	Maintain unassigned fund balance between 17% (60 days) and 25% (90 days) of total expenditures as noted by regular progress monitoring
	Close the Achievement Gap by increasing success in Reading STAAR of Economically Disadvantaged students from 75% to 78% by 2022	Increase the mean of the District Services Survey from 4.3 to 4.4 by 2022	Meet or reduce the current teacher turnover rate of 15.2%, not to exceed state teacher turnover rate of 16.6% by 2022	Achieve Debt Star Transparency Rating with the Texas Comptroller's Office
	Increase the percentage of students at MEETS grade level or above on STAAR at all grades in all subjects from 68% to 71% by 2022	Increase student/staff volunteer service hours from 10K and 11K by 2022	Increase professional participation in district exit process from 80.5% to 85.5% by 2020	Maintain Financial Transparency Rating with the Texas Comptroller's Office
	Increase the percentage of students at MASTERS level on STAAR at all grades in all subjects 37% to 40% by 2022	Professional Learning feedback results will have a 90% approval rating as defined by scores of 4's or 5's on post professional development surveys	Increase retention of New Teachers to the district. Baseline year.	Maintain a formula for assigned fund balance related to Capital Replacement Plan
	Increase the UIL participation by 5% with a 95% rate of participation eligibility			
	Decrease the number of students, Kindergarten through 8th grade, from Tier 3 Reading levels indicated in BOY to EOY as measured by Istation ISIP by 2% by 2020			

June 2020



Strategic Plan



Boerne ISD Strategic Plan 2018-2021

Vision Statement:

Our community will engage students and adults in a challenging educational environment that inspires creativity and enriches lives for today's realities and tomorrow's possibilities.
Engage. Inspire. Enrich.

Mission of BISD:

The Boerne Independent School District engages, inspires, and enriches our community through innovative learning experiences.

BISD BELIEFS	Goals	Objectives	Strategies	Action Plans	19-20	20-21	21-22
	Student Success						
<ul style="list-style-type: none"> All students have talents and gifts and deserve the highest quality education All students should have opportunities to achieve high levels of success Children matter to the community and should experience a sense of belonging Children grow best with family and community nurturing All students must be post-high school ready to enter the workforce and/or higher education In educating the whole child by addressing not only academics but social/emotional needs Education is a partnership involving students, families, community, and the district In fostering an atmosphere of open communication In a culture of collaboration and respect of all stakeholders In the importance of community partnerships Our staff is student-centered and dedicated to excellence Continuous development of staff is essential to student success In attracting and retaining the highest quality staff In being good stewards of the taxpayers' dollars In providing safe and secure schools for students and staff 	<p>Student Success</p> <p>Prepare students to be College, Career, and Military Ready</p>	<p>1- Build a framework for professional development and a support system for all BISD faculty and staff</p> <p>2- Transform student learning by intentionally teaching the life skills that promote the long-term development and success of all students</p>	<p>3.1 - Construct a professional development plan</p> <p>1.2 - Develop and implement a system of on-going support</p> <p>2.1 - Create a culture that values the process of learning</p> <p>2.2 - Provide opportunities for students to practice the skills they are learning in a real-life environment</p>	<p>1.1.1 - Provide an engaging professional development system that is personalized, purposeful, and maximizes all staff's individual contributions to increase student success.</p> <p>1.2.1 - Create and maintain a comprehensive support system for all BISD staff that is relevant to individual roles and personal growth, and that supports student success.</p> <p>2.1.1 - Develop systems and policies that support student learning.</p> <p>2.1.2 - Add professional supports for educators to implement practices that create a culture that values the process of learning.</p> <p>2.2.1 - Develop BISD policies that leverage student engagement in existing and new program opportunities.</p> <p>2.2.2 - Develop and promote opportunities for students to practice and obtain skills in real life situations.</p>			
	<p>Customer Service</p> <p>Provide quality service to both internal and external customers</p>	<p>3 - Every BISD member will take ownership in providing and creating a welcoming, compassionate environment</p>	<p>3.1 - Integrate opportunities to build trusting relationships among students, staff, families, and community members</p> <p>3.2 - Develop core expectations or practice for customer service delivery throughout BISD</p>	<p>3.1.1 - Establish a unified and consistent customer service culture for building positive relationships with all stakeholders by developing and implementing a communication structure that is transparent, timely, responsive, and informative.</p> <p>3.2.1 - Establish a uniform communication plan between community, district, campuses, classrooms and families.</p> <p>3.2.2 - Develop and implement mentoring, training, and support programs for employees and families to establish consistent, welcoming, transparent customer service throughout BISD.</p>			
	<p>Human Capital</p> <p>Provide a quality work environment so every employee can perform at the highest level</p>	<p>4 - Create a comprehensive career pathway development plan characterized by an innovative, flexible and collaborative staff of connected lifelong learners</p>	<p>4.1 - Utilize all available data to drive decision making and planning to support employee needs</p> <p>4.2 - Attract and retain talent according to a holistic profile of a BISD educator</p>	<p>4.1.1 - Create and implement training and support for new and existing staff to support employee growth and needs for greater student success.</p> <p>4.1.2 - Collect, analyze, publish and respond to an ongoing collection of decision-making data.</p> <p>4.2.1 - Review, develop, and implement a robust benefits package that will attract and benefit all BISD staff members.</p> <p>4.2.2 - Develop a career mentoring program that includes all BISD leader involvement working towards promoting positive leadership strategies and career advancement pathways.</p>			
	<p>Fiscal Responsibility</p> <p>Create efficiencies at all levels of the organization</p>	<p>5 - Implement all operational efficiencies to enable BISD to offer all desired innovative programs which prepare students for a successful future</p>	<p>5.1 - Evaluate the effectiveness of programs and systems to ensure we are achieving our mission</p> <p>5.2 - Educate all stakeholders regarding their vital role in the financial management of our district</p>	<p>5.1.1 - Identify and prioritize district programs and systems for evaluation based on district mission and annual goals.</p> <p>5.1.2 - Design and implement an evaluation matrix to assess district programs and systems.</p> <p>5.2.1 - Construct a communications pathway to educate our BISD stakeholders with transparent financial information.</p>			

September 2019



Purpose of DEIC - District and Campus site-based decision-making committees were designed to ensure that teachers, parents, and other community members have an active voice in local educational matters.

District Improvement Planning Process

I. Begins with a Comprehensive Needs Assessment (CNA).

- Begins well before the school year starts.
- Requires examination of all aspects of the district in an honest and transparent manner.
- Gives direction for the district and campuses for developing goals, objectives, and strategies

II. Goals, Objectives, and Strategies

- Goals are established by the Board of Trustees and designed to be reached in 3-5 years.
- Objectives are unique to the district/campus, designed to be reached in one year, and are measurable.
- Strategies are the activities that move the district/campus toward achieving the objective and often identify the funds necessary for implementing the strategy.

III. Continuous Process Involving All Stakeholders

- Adjustments are made throughout the year in response to incoming data.
- Living, breathing documents
- Reflect the most current efforts and resources aimed at meeting long-term goals established by the Board of Trustees.

2020-2021 Comprehensive Needs Assessment and District Improvement Plan Summary

Located at boerneisd.net > [Explore BISD](#) > [Informational Postings](#)

Strengths:

- Boerne ISD has received two “A” ratings in the state’s new accountability system in both years districts have been rated and is one of the highest rated districts in the area.
- Boerne ISD has received a Superior rating in the School Financial Integrity Rating System of Texas (FIRST) for nine consecutive years
- Boerne ISD has been a regional and state leader in school responses to the COVID-19 pandemic by rapidly responding to the school closure and providing remote instruction within days of the announced school closure. Boerne ISD was also able to provide, on schedule, in-person summer school to the most academically vulnerable students. The district was able to implement in-person learning on schedule for the opening of the 20-21 school year.

Areas for Growth:

- An achievement gap continues to exist for small sub-populations (EL, SPED, Eco Dis, 504) on STAAR Assessments.
- Students, families, and staff have been adversely impacted economically, socially, emotionally, and behaviorally by the COVID-19 pandemic, which adversely impacts teaching and learning.
- Disparity exists among groups of students with regard to lack of technology resources to enable the continuity of instruction during the COVID-19 pandemic.



Goals and Performance Objectives:

- 1. Student Success:** Prepare students to be college and career ready.
 - Create and foster collaborative learning environments that engage all educators as learning leaders who make real-world connections: teacher-to-teacher, teacher-to-student, district-parent, and student-to-student in order to provide a well-rounded education and maintain student outcomes as measured by district accountability rating of at least a 94 overall scaled score.
 - Increase participation of Hispanic and low SES students in Advanced Academic programs by 1%.
 - Boerne ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order by conducting safety audits and implementing safety measures as evidenced by program audits and expenditure reports.
 - BISD will continuously monitor the COVID-19 pandemic data and information in order to provide the safest working and learning environments for both staff and students as measured by 100% compliance with federal, state, and local guidelines with regard to COVID-19 safety procedures and mandates.
- 2. Customer Service:** Provide quality service to both internal and external customers.
 - Improve collective mean of satisfaction on stakeholder surveys to 80% or better.
- 3. Human Capital:** Provide a quality work environment so every employee can perform at the highest levels.
 - Recruit and retain effective staff, by developing and using a "Profile of a BISD Educator", as measured by a staff turnover rate equal to, or lower than, the state average.
 - Address identified staff development needs by providing comprehensive, high-quality professional development as measured by end of year satisfaction survey results of at least 80% (to include Private Schools participating in Federal programs).
- 4. Fiscal Responsibility:** Create efficiencies at all levels of the organization.
 - Implement effective financial practices as evidence by continued A-rating in FIRST
 - Monitor and review district program expenditures for academic return on investment as evidenced by a 1% decrease in expenses related to program budgets.



Election of Co-Chair

Dr. Ashley Stewart
Chief Administrative Officer

District-Level Information

- Overview of Beginning of Year
- Impact of COVID
- Impact on Finance
- Beginning of Year Assessment Data



Overview of Beginning of Year

Dr. Thomas Price

District Superintendent





Impact of COVID

Dr. Elaine Howard,
Chief Human Resources Officer

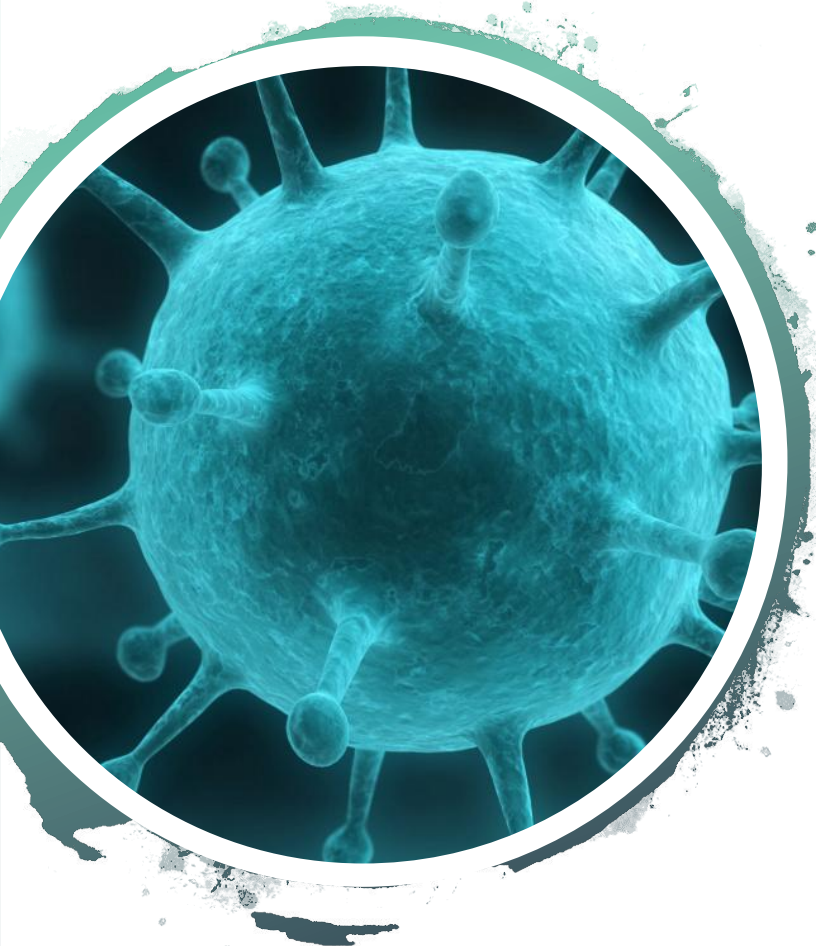


Impact on Finance

Ms. Tish Grill

Chief Financial Officer





Pandemic Costs

PPE

Sanitizer

Pandemic Staffing and Payroll Costs

Technology (student devices, hot spots, calculators)

Internet Bandwidth Upgrade

Microphones for Teachers with E-Learning Students

Software for E-Learning (Google Enterprise, See Saw, ScreenCastify, Bark, GoGuardian)



Budget Assumptions

	Budgeted	Actual	Difference	Budget Impact
Enrollment	10,137	9,548	(589)	
ADA	9,732	9,113	(619)	
WADA	12,252	11,277	(975)	(\$1,540,134)
Local Property Value	\$8.3 billion	\$8.4 billion	\$0.1 billion	
State Property Value	\$8.0 billion	\$8.0 billion	-0-	
Tax Rate*	\$0.9367	\$0.9379	\$0.0012	\$233,000
Recapture	\$0	\$3,277,965	(\$3,277,965)	(\$3,277,965)
Net Impact				(\$4,585,099)

Contingency Plan

Hiring Freeze
\$188,300

Substitute
Budget
\$200,000

December
Stipends
\$375,000

Bond Funds
(CRP)
\$1,000,000

ESSER
(Whole Child)
\$100,000

Supply
Budgets
\$300,000

Utilities
\$100,000

Fuel
\$75,000

Travel,
Cont. Svcs, etc.
\$200,000

Erate
\$85,700

Fund Balance
\$1,961,099



BOY Assessment Review

Ms. Larissa Flores

Chief Instructional Officer



Beginning of Year (BOY)



OFFERED BY TEA –
DOES NOT AFFECT STATE
ACCOUNTABILITY



BOY IS ALIGNED TO
TEKS and STAAR TEST



ADMINISTERED
AUGUST 24 - SEPTEMBER 4



Beginning of Year Assessments 2020

Grade 3 (current 4th graders)	Math	Spring 2019	Reading	Spring 2019
Tested (English)	592		581	
Tested (Spanish)	20		18	
% Proficient (English)	24.5%	65.0%	43.4%	63.0%
% Proficient (Spanish)	5%		10.5%	

Grade 4 (current 5th graders)	Math	Spring 2019	Reading	Spring 2019	Writing*	Spring 2019
Tested (English)	674		660		656	
Tested (Spanish)	19		19		8	
% Proficient (English)	22.7%	62.0%	46.8%	59.0%	37.8%	45.0%
% Proficient (Spanish)	0%		5.3%		0.0%	

Grade 5 (current 6th graders)	Math	Spring 2019	Reading	Spring 2019
Tested (English)	740		748	
% Proficient (English)	33.9%	73.0%	51.3%	74.0%

Grade 6 (current 7th graders)	Math	Spring 2019	Reading	Spring 2019
Tested (English)	710		726	
% Proficient	34.6%	60.0%	35.3%	54.0%

Grade 7 (current 8th graders)	Math	Spring 2019	Reading	Spring 2019	Writing	Spring 2019
Tested (English)	413		703		689	
% Proficient	9.9%	69.0%	46.7%	67%	47.6%	68%

Grade 8 (current 9th graders)	Math	Spring 2019	Reading	Spring 2019
Tested (English)	425		677	
% Proficient (English)	16.0%	82.0%	45.6%	69.2%

Grade 8 (current MS Alg I H)	Math	Spring 2019
Tested (English)	281	
% Proficient (English)	37.0%	82.0%

English I End of Course (current 10th graders)	Spring 2019
Tested (English)	715
% Proficient (English)	61.5% 76.0%

* Writing included only Revising and Editing

BOY Campus Action Steps

- Administrators reviewed data with ELA/R & Math teachers in PLCs between September 4 and October 1
 - Results were shared with whole campus staffs on October 8
- Data was used to decide on whole group/small group instructional changes by adapting instructional strategies.
- Goal Setting - Teachers incorporated this data as part of their Student Learning Objective goals; created grade level/content goals.
- Campus teams planned for targeted intervention for identified groups of students



Subcommittees

Dr. Ashley Stewart

Chief Administrative Officer



Subcommittee Update



- Calendar Formation Committee will meet via Zoom from 4:30 - 5:30 PM on the following dates:
 - October 15
 - October 22
 - October 29
 - November 5 (if needed)
- Check your email for a link if you'd like to sign up.
- Mrs. Aviles will send Outlook calendar/Zoom invites tomorrow.



Future Meeting Dates

- *Tuesday, December 15, 2020*
- *Tuesday, February 16, 2021*
- *Tuesday, April 20, 2021*