

Boerne Independent School District

Champion High School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science

Postsecondary Readiness



Board Approval Date: October 23, 2023

Public Presentation Date: October 23, 2023

Mission Statement

In the heart of a Champion reigns a commitment to success driven by responsibility and self-direction. The Samuel V. Champion High School community will create a safe and intellectually stimulating environment in which each student is continuously challenged to become a champion - an ethical, life-long learner capable of excelling in a rapidly evolving global culture.

Vision

The vision of Samuel V. Champion High School is to promote excellence in education and support student success by maintaining positive lines of communication with students, teachers, parents, and community members; and promoting a friendly, helpful, professional work environment utilizing cooperation, teamwork, and the desire to touch the lives and hearts of students.

Value Statement

The Champion Way encompasses 12 characteristics: Trustworthiness, Adaptability, Initiative, Courage, Optimism, Contemplation, Perseverance, Compassion, Loyalty, Honesty, Respect, and Responsibility.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

BISD was founded February 8, 1907. It is located 25 miles northwest of San Antonio, covers 307 square miles, and encompasses parts of Kendall, Bexar, and Comal Counties. The district consists of seven elementary schools, three middle schools, and two high schools, which accommodate over 11,000 students.

Samuel V. Champion High School opened in 2008 as a public four-year secondary school and is accredited by the Texas Education Agency. The 2023-2024 school year celebrates Boerne Samuel V. Champion High School's 15th anniversary of educating students and partnering with parents and the hill-country community who solidly support the school. The community remains proud to support BISD as one of the fastest growing school districts in Texas. Champion High School, identified by Aceable as one of the top 25 most beautiful high school campuses in Texas, competes in District UIL 5A and has an approximate enrollment of 2000 students in grades 9-12. In its 15 years, Champion High School has earned numerous local and state distinctions including Area, Regional and State championships, high accountability scores, currently rated an A campus by TEA, and a major part of district awards such as Best Communities for Music Education, and the most recent HEB Best Small School District in Texas.

The student body at CHS consists of 1% African American, 33% Hispanic, 61% White, <1% American Indian, 2.4% Asian, and 2.58% considered two or more races. Among that student population, 3.38% are Emergent Bilingual students, 8.49% are served with Special Education Services, *and* 11.87% are Economically Disadvantaged. 20.71% qualify as At-Risk, 7.15% military connected, 14.05% 504, and 9% of the CHS population is considered Gifted and Talented (GT). CHS's attendance rate in the 2022-2023 school year was 94.39%, and a four-year longitudinal graduation rate of 99%. Students in the Class of 2023 indicated a four-year college-bound journey at a rate of 74%, two year college/vocational/technical school at 15%, military at <1%.

The mission of Samuel V. Champion High School is to promote excellence in education and support student success by maintaining positive lines of communication with students, teachers, parents, and community members; and promoting a friendly, helpful, professional work environment utilizing cooperation, teamwork, and the desire to touch the lives and hearts of students.

Demographics Strengths

Community Support / Business Connections

Engaged and Supportive Community

Supportive School District with Ample Resources

Highly Qualified Faculty and Staff

Highly Driven Students

Problem Statements Identifying Demographics Needs

Problem Statement 1: ESL/LEP, ECO DIS, and SPED Students need greater academic support with programs, processes, and procedures in place to help ensure their academic and social-emotional success during high school and beyond. **Root Cause:** Achievement/Opportunity Gaps exist in the areas of attendance, course credit attainment, EOC scores, and graduation rates; Champion HS works to further develop and refine the MTSS and Branching Minds process that include tiered interventions and support.

Problem Statement 2: Class size continue to increase in various content areas. Number of students that are enrolled for the 2023-2024 school year has increased by 6% from the last school year. **Root Cause:** Boerne ISD has experienced a significant population increase over the last 5 years, resulting in an increase of students enrolled within the district. Staffing has not increased to keep up with enrollment and HS Choice/CTE shuttling to CHS.

Problem Statement 3: Currently Champion High School has 16 teachers that are floating into classroom due to a lack of space and additional classes being offered. **Root Cause:** Boerne ISD has experienced a significant population boom, resulting in an increase of students enrolled within the district.

Problem Statement 4: There are a high number of vacant paraprofessional positions that go unfilled throughout the school year. **Root Cause:** Area employers provide a higher rate of pay for employees.

Problem Statement 5: Substitute fill rate at Champion HS is approximately 75% (2-3 of 10 teacher absences go unfilled.) **Root Cause:** Processes and procedures for checking in were not convenient for guest teacher due to campus size.

Student Learning

Student Learning Summary

Student Academic Achievement Summary:

For the 2021-2022 school year, Champion High School received and overall A rating of 92 and earned distinction in Postsecondary Readiness and Science. The following is 2023 STAAR/EOC Data:

English I	Approaches 2023: 95% 2022: 89%	Meets 2023: 89% 2022: 73%	Masters 2023: 36% 2022: 24%
English II	Approaches 2023: 95% 2022: 91%	Meets 2023: 85% 2022: 84%	Masters 2023: 22% 2022: 20%
Biology	Approaches 2023: 99% 2022: 96%	Meets 2023: 89% 2022: 73%	Masters 2023: 36% 2022: 24%
Algebra	Approaches 2023: 94% 2022: 86%	Meets 2023: 60% 2022: 46%	Masters 2023: 36% 2022: 24%
US History	Approaches 2023: 99% 2022: 98%	Meets 2023: 91% 2022: 89%	Masters 2023: 21% 2022: 19%

2023 CCMR Percentage 85%

An Achievement Gap exists in the following student populations including Hispanic, Low Socio Economic, Emergent Biligual and Special Education. The overall achievement gap for each tested area is as follows:

Identifying Achievement Gap using Spring 2023 results. Gaps are being identified by comparing special populations passing rates to white. An Achievement Gap exists in all EOC tested areas except Approaches for US History.

	Spring 2023 STAAR EOC, English I						
	Total Students	Approaches	Gap	Meets	Gap	Masters	Gap
Champion HS	509	94.70%		89.59%		35.95%	
Economic Disadvantage	77	85.71%	-12.57%	75.32%	-19.53%	19.48%	-22.44%

	Spring 2023 STAAR EOC, English I						
	Total Students	Approaches	Gap	Meets	Gap	Masters	Gap
Hispanic	180	89.44%	-8.84%	81.67%	-13.18%	28.89%	-13.03%
White	291	98.28%		94.85%		41.92%	
Currently Emergent Bilingual	22	50%	-48%	36.36%	-58%	0%	-42%
Special Ed Indicator	43	72.09%	-26.19%	55.81%	-39.04%	6.98%	-34.94%
	Spring 2023 STAAR EOC, Biology						
	Total Students	Approaches	Gap	Meets	Gap	Masters	Gap
Champion HS	500	98%		86.80%		49%	
Economic Disadvantage	73	91.78%	-7.88%	72.60%	-18.47%	28.77%	-26.56%
Hispanic	172	95.93%	-3.73%	81.40%	-9.67%	40.12%	-15.21%
White	291	99.66%		91.07%		55.33%	
Currently Emergent Bilingual	21	76.19%	-23%	33.33%	-58%	4.76%	-51%
Special Ed Indicator	39	92.31%	-7.35%	43.59%	-47.48%	20.51%	-34.82%
	Spring 2023 STAAR EOC, Algebra I						
	Total Students	Approaches	Gap	Meets	Gap	Masters	Gap
Champion HS	488	96.11%		75.20%		49.59%	
Economic Disadvantage	75	89.33%	-7.76%	61.33%	-18.31%	29.33%	-23.03%
Hispanic	169	94.67%	-2.42%	65.09%	-14.55%	43.20%	-9.16%
White	275	97.09%		79.64%		52.36%	
Currently Emergent Bilingual	19	73.68%	-23%	15.79%	-64%	5.26%	-47%
Special Ed Indicator	41	78.05%	-19.04%	17.07%	-62.57%	4.88%	-47.48%
	Spring 2023 STAAR EOC, English II						
	Total Students	Approaches	Gap	Meets	Gap	Masters	Gap
Champion HS	452	95.35%		85.84%		21.90%	

	Spring 2023 STAAR EOC, English I						
	Total Students	Approaches	Gap	Meets	Gap	Masters	Gap
Economic Disadvantage	62	85.48%	-11.58%	70.97%	-20.57%	4.84%	-18.32%
Hispanic	156	91.67%	-5.39%	74.36%	-17.18%	19.23%	-3.93%
White	272	97.06%		91.54%		23.16%	
Currently Emergent Bilingual	15	73.33%	-24%	46.67%	-45%	0%	-23%
Special Ed Indicator	36	63.89%	-33.17%	33.33%	-58.21%	2.78%	-20.38%
	Spring 2023 STAAR EOC, US History						
	Total Students	Approaches	Gap	Meets	Gap	Masters	Gap
Champion HS	461	99.78%		91.97%		69.20%	
Economic Disadvantage	45	100%	0.36%	84.44%	-10.22%	42.22%	-35.00%
Hispanic	145	100%	0.36%	86.90%	-7.76%	56.55%	-20.67%
White	281	99.64%		94.66%		77.22%	
Currently Emergent Bilingual	13	100%	0%	53.85%	-41%	23.08%	-54%
Special Ed Indicator	28	100%	0.36%	67.86%	-26.80%	42.86%	-34.36%

AP / Dual Credit Enrollment

Champion High School offers AP courses in the following disciplines: Biology, Calculus, Chemistry, Computer Science, English, English Literature, Environmental Science, German, Human Geography, Macroeconomics, Music Theory, Physics 1, 2, and C, Psychology, Research, Seminar, Spanish, Spanish Literature, Statistics, Studio Art 2D and 3D, US Government, US History, World History

Average SAT Scores	EBRW	Math
CHS	545	522
Texas	486	471
National	488	470

Graduation Rate 99%

Student Learning Strengths

For the 2022-2023 school year:

- STAAR Masters scores increased in all tested areas.
- STAAR Meets scores increased in all tested areas.
- STAAR Approaches scores increased in all tested areas.

Champion High School holds high expectations for our students and provides opportunities for all students to excel academically. Champion High School earned an overall rating of A for the 2021-2022 school year. Through collaborative work with our Content Coordinators and Instructional Coaches, teachers participate in Professional Learning Communities on a weekly basis. During this time we conduct Data Digs using common district assessments, create intervention plans for those students who are struggling, and plan rigorous and relevant lessons for delivery.

The creation of the master schedule is done so with the goal of providing both students and teachers the time to meet rigorous academic standards. Wednesday Evening Sessions (WES) are offered weekly as well as Saturday tutorials are available for all students. We offer a wide variety of rigorous Advanced Placement and Dual Credit courses through UT OnRamps, Northwest Vista and Angelo State University. These offerings provide multiple opportunities for students to earn college credit in all core content areas and fine arts. This year, the PTECH Academy began in which students take dual credit classes as a freshman and will earn an Associates degree in Cybersecurity.

Our Career and Technology department also offers a multitude of courses and pathways that allows students to earn Industry Based certification. The 2022-2023 school saw an increase in students being College, Career and Military Read to nearly 90%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A disparity in academic growth exists in all sub populations. **Root Cause:** There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)

Problem Statement 2 (Prioritized): While the CCMR percentage has increased to 85% for the 2022-2023 school year, accountability have also increased, resulting in a need to maintain focus in this area. **Root Cause:** Teachers and parents do not understand CCMR and how it applies to accountability and the benefits it has for students.

Problem Statement 3 (Prioritized): An achievement gap exists between All Students and SPED. **Root Cause:** Teachers are not trained on supporting Special Education students in the classroom.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary of Performance Objectives:

CHS will provide intervention for At-Risk students through the Monday Evening Session and Wednesday Evening Session programs by increasing At-Risk MES/WES attendance to 50% by implementing ACT/SAT Test Prep tutorials to At-Risk students and all students that did not reach grade level requirements for STAAR/EOC.

As compared to 2020-2021 CCMR data, CHS will increase post-secondary readiness (CCMR) and social-emotional wellness for all students as they continue their academic, career, or military-focused journey by increasing the number of students meeting CCMR to 80%, thus increasing the number of students completing CTE coherent sequence of courses, increasing the percent of students attaining industry-based certifications prior to graduation, increasing college course credit attainment through successful dual credit and/or ASU participation and/or scoring a three or higher on AP exams, or successful completion of UT On Ramps in ELA and History.

CHS will accomplish implementation of an additional parental-based programs (Tacos with Teachers), student-based program (CHS Student Ambassadors), teacher-based program (BISD Mentors), and school-community based program (Charger Newspaper) in order to improve communication, approachability, and relationships for all stakeholders (in conjunction with continued programs such as Campus Site Based Decision Making committee, 8th Grade Academic Parent Night, P-TECH information night, College Night, The Well, and other campus-based programs).

Boerne Samuel V. Champion High School will assess departmental professional development needs and respond with provisions to meet those needs. CHS will provide training, resources, and a continuum of support for all CHS teachers so as to impact student attendance, engaging and meaningful learning, and overall success as measured by an average of 18 PD hours per teacher.

The Champion High School attendance rate for the 2022-2023 school year was 94.5%. The attendance goal for the 2023-2024 school year is 98%.

Six Weeks Attendance Report for 2022 - 2023 for (130901002) - Boerne - Samuel V Champion H S	1 - First six weeks		2 - Second six weeks	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment
	Grade 09	96.4%	551	95.9%
Grade 10	95.0%	508	94.0%	502
Grade 11	96.1%	516	95.6%	510

Six Weeks Attendance Report for 2022 - 2023 for (130901002) - Boerne - Samuel V Champion H S				
Grade 12	95.6%	470	93.8%	470
Total Students	95.8%	2,038	94.9%	2,029
	3 - Third six weeks		4 - Fourth six weeks	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment
Grade 09	94.0%	549	94.5%	555
Grade 10	93.1%	494	93.8%	486
Grade 11	94.8%	506	95.0%	508
Grade 12	93.6%	466	93.2%	466
Total Students	93.9%	2,011	94.2%	1,996
	5 - Fifth six weeks		6 - Sixth six weeks	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment
Grade 09	94.5%	545	94.9%	542
Grade 10	93.0%	481	94.6%	477
Grade 11	95.3%	494	94.9%	491
Grade 12	93.0%	458	92.9%	447
Total Students	94.0%	1,975	94.4%	1,952
	Total			

Six Weeks Attendance Report for 2022 - 2023 for (130901002) - Boerne - Samuel V Champion H S		
	PIA	Attendance Enrollment
	Grade 09	95.0% 566
	Grade 10	93.9% 522
	Grade 11	95.3% 537
	Grade 12	93.7% 506
	Total Students	94.5% 2,079

School Processes & Programs Strengths

Champion High School Mission Statement

In the heart of a Champion reigns a commitment to success driven by responsibility and self-direction. The Samuel V. Champion High School community will create a safe and intellectually stimulating environment in which each student is continuously challenged to become a Champion--an ethical, life-long learner capable of excelling in a rapidly evolving global culture.

Boerne-Samuel V. Champion strives to implement innovative, quality instruction to all students. Campus Department Chairs, administration, campus and district-based committees, in conjunction with District Coordinators in English, Math, Science, Social Studies, and CTE support campus-based programs and initiatives to drive meaningful and effective instruction with enriching best practices. BISD teachers follow the districts' TEKS Resource System curriculum and implement engaging instruction on an A/B block schedule.

BISD has had a long history of attracting quality teachers to the district. Teachers are supported through campus and district-based professional development with opportunities to expand PD outside of BISD as well. Through the talent and dedication of CHS' innovative and responsive faculty and staff, Champion High School is proud to offer the following programs:

Holistic Programs

- Whole Child
- Great 8 Skills Guidance Lessons

- DESSA
- MTSS and Branching Minds
- SPED, At-Risk, ESL/LEP and ECO DIS Community Out Reach
 - Champion Way-Student Recognition Program
 - Post Cards for Chargers
 - Tacos with Teachers
- Athletic Leadership Council
- Monday Evening Sessions (MES)
- Wednesday Evening Sessions (WES)

Academic Programs

- Strategic Learning 1 and Strategic Learning 2
- Practical Writing
- Reading
- State Compensatory Education
- HB 4545 Accelerated Instruction
- The Well
- ESL Math with core content teacher - Sheltered Instruction
- Imagination Math Bilingual Instruction for ESL Math students
- Odysseyware
- ESOL I and II
- Rosetta Stone
- AP Capstone
- Read 180
- Study Sync

Career and Technical Education

CTE courses parallel in importance and benefit to core content area courses. Students have the autonomy and opportunity to pursue career pathways and/or earn certificates in the following areas: culinary arts, auto tech, architecture and construction, audio and technology, business, education, finance, health science (now including CCMA), STEM, agriculture, and mechanics and metal technologies.

CHS is proud to offer a certification based practicum of CCMA--Certified Clinical Medical Assistant

Gifted and Talented

- CHS offers Gifted and Talented course clusters in the core content areas serviced through Honors and AP programs

Incubator Program

Inspiring young Entrepreneurs, Entrepreneurship

Dual Credit

BISD students who qualify have the opportunity to take Dual Credit courses through Northwest Vista College, Angelo State University, UT OnRamps and BISD. Students have the opportunity to earn both high school and college credit upon successful completion of the course(s).

Advanced Placement

26 AP courses are currently offered at CHS.

Biology, Calculus AB and BC, Computer Science, English Literature, Human Geography, Music Theory, Psychology with Research Methods, Statistics, U.S. Government, World History, Seminar, Research, Chemistry, English Language, Environmental Science, Macro Economics, Physics 1, Physics 2, Physics C Electricity and Magnetism, Physics C Mechanics, Spanish Language, Spanish Literature, Studio Art 2D and 3D, U.S. History, and German.

AP Capstone

CHS is proud to offer the third year of the complete AP Capstone program to Boerne ISD for the 2021-2022 school year. Students can earn an AP Capstone Certificate by successfully completing AP Seminar and AP Research. Students can also earn an AP Capstone Diploma by successfully completing AP Seminar and AP Research in conjunction with successfully completing four other AP courses and earning a three or higher on those AP exams.

Angelo State University

Angelo State University is partnering with Boerne ISD to provide Online Dual Credit Courses for the Summer and Fall of 2021 as well as Spring and Summer of 2022. Boerne ISD students have the opportunity to take college classes through ASU.

UT OnRamps

Students selected to participate in the UT OnRamps program with English III and US History for dual credit.

P-Tech Cybersecurity - Northwest Vista College

Faculty and Staff

- Charger Wellness committee

- PLCs
- Professional Development
- SIOP Training and ESL Certification
- Gifted and Talented Training
- Open teaching positions will be viewed as opportunities to expand course offerings through AP and Dual Credit
- PTO
- CABC
- BEF
- TIG Grants
- Teacher Spotlight
- SBDM
- Teacher Advisory Committee

Students

- Superintendent Advisory Committee
- Student Advisory Committee
- Clubs and organizations
- Monday Evening Sessions
- Wednesday Evening Sessions (WES)
- Student Ambassador Program
- UIL
- Athletics
- Numerous CTE and elective course options
- Numerous Honors, AP, Dual Credit options, NWV, ASU, UT OnRamps
- Odyssey-ware for credit recovery
- MTSS/Branching Minds

- GT Clusters--students clustered together for all CORE non-AP subjects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): CTE coherent sequence completion needs to be supported by CTE sequences that start with principle level courses that end with practicum. BISD and CHS strive to offer CTE courses that result in industry certification and a higher percentage of student attainment of these certifications. **Root Cause:** CTE programs and pathways require review and alignment in order to maximize students' potential high school and postsecondary industry success.

Problem Statement 2 (Prioritized): The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . **Root Cause:** The expansion of CHS' sub-populations highlight the achievement/ opportunity gap and create a sense of urgency for response to student need and proactive future measures..

Problem Statement 3 (Prioritized): CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. **Root Cause:** Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Problem Statement 4 (Prioritized): At CHS, the average daily attendance of students has been consistently lower than the desired level, causing concerns about student engagement and academic success. **Root Cause:** Lack of effective communication between educators, students and parents leading to reduced motivation to attend classes regularly.

Perceptions

Perceptions Summary

Boerne-Samuel V. Champion High School functions in unison with the life of the BISD community and all whom we serve from students, parents, volunteers, community stakeholders and all community members; as well as our own faculty, staff, and administration. CHS strives for excellence while maintaining open reflection for refinement. Teachers and administrators promote high achievement while nurturing students of all abilities to be their best. Students and faculty are provided a safe and supportive working and learning environment. Teachers and students are encouraged to be involved beyond the classroom to embrace all of what Boerne-Samuel V. Champion stands for. CHS' partnership with PTO is a valued and highly supportive experience that all teachers are encouraged to join. Students have a broad range of clubs and organizations to participate in, as well as, opportunities to establish new clubs to meet the needs of all interests. At Boerne-Samuel V. Champion High School, faculty and staff work to promote a safe and caring environment for all students. Champion High School and BISD have a strong partnership with the Boerne Police Department to help ensure the safety of our students. Champion High School fosters a competitive academic environment with a focus of on college and career readiness.

2022-2023 Parent and Staff Surveys indicate strong satisfaction in a number of areas including Academic Support, School Leadership, Safety and Behavior, and Family Involvement. Providing feedback and communicating real world relevance continue to be areas of growth as indicated by close to 30% of parents. Additionally, parent survey results indicated a desire for Champion HS to continue to develop and implement opportunities for individual student support as well as more consistent discipline.

Perceptions Strengths

In the Fall of 2023, Boerne Samuel V. Champion High School was ranked the third best comprehensive high school in the San Antonio area by US News and World Reports. Rankings are set by college readiness, curriculum, state assessment proficiency and performance, underserved student performance, and graduation rate.

Boerne ISD has been vigilant in ensuring staff and student safety by implementing new and updated secure entrances to all campuses, visitor check in software requiring identification, security cameras, parking monitors on high school campuses, SROs provided by Boerne PD, and training for staff. CHS also promotes character education. The Champion Way is the character education program Boerne-Samuel V. Champion High School teaches. There are 12 guiding principles to the Champion Way: Adaptability, Compassion, Contemplation, Courage, Honesty, Initiative, Loyalty, Optimism, Perseverance, Respect, Responsibility, and Trustworthiness. The Champion Way is posted on signs in classrooms. Heart of a Champion is the program incorporated for teacher recognition when a teacher has gone above and beyond the call of duty. Teachers are commonly nominated by their peers. Recognition takes place at faculty meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students and parents are not receiving timely feedback on student progress and work is needed (41% of parents believe this along with student focus group). **Root Cause:** Teachers are only required to put in a minimum of 7 formative and 2 summative grades per grading period. Students and parents feel that teachers are not inputting grades in a timely manner and that there is little to no communication from teacher on failing grades prior to the end of the grading period.

Problem Statement 2: Parents and students feel that discipline is not fair and consistent across the entire student body. **Root Cause:** Administrators do not disclose discipline issued to other students.

Problem Statement 3 (Prioritized): High academic expectations for all students are lacking. **Root Cause:** Some students are not successful in their classes and there are many opportunities for students to make up work. Teachers need more training on increasing the rigor of the lessons delivered during class.

Problem Statement 4 (Prioritized): 60% of parents believe we could improve how we use their input to improve instruction. **Root Cause:** With the high number of students in all classes, some parents feel that there is a lack of communication between the teacher, students and parents.

Problem Statement 5 (Prioritized): 59% of parents believe teachers could improve how they relate their lessons in class to real life on a daily basis. **Root Cause:** Teachers need more training on increasing the rigor of lessons delivered in class.

Problem Statement 6 (Prioritized): Students will be challenged on a daily basis and held to high standards while having their individual needs met. **Root Cause:** Teachers need more training on rigor and relevance in lesson planning and delivery.

Priority Problem Statements

Problem Statement 1: While the CCMR percentage has increased to 85% for the 2022-2023 school year, accountability have also increased, resulting in a need to maintain focus in this area.

Root Cause 1: Teachers and parents do not understand CCMR and how it applies to accountability and the benefits it has for students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A disparity in academic growth exists in all sub populations.

Root Cause 2: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)

Problem Statement 2 Areas: Student Learning

Problem Statement 3: An achievement gap exists between All Students and SPED.

Root Cause 3: Teachers are not trained on supporting Special Education students in the classroom.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: CTE coherent sequence completion needs to be supported by CTE sequences that start with principle level courses that end with practicum. BISD and CHS strive to offer CTE courses that result in industry certification and a higher percentage of student attainment of these certifications.

Root Cause 4: CTE programs and pathways require review and alignment in order to maximize students' potential high school and postsecondary industry success.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs .

Root Cause 5: The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students.

Root Cause 6: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: At CHS, the average daily attendance of students has been consistently lower than the desired level, causing concerns about student engagement and academic success.

Root Cause 7: Lack of effective communication between educators, students and parents leading to reduced motivation to attend classes regularly.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students and parents are not receiving timely feedback on student progress and work is needed (41% of parents believe this along with student focus group).

Root Cause 8: Teachers are only required to put in a minimum of 7 formative and 2 summative grades per grading period. Students and parents feel that teachers are not inputting grades in a timely manner and that there is little to no communication from teacher on failing grades prior to the end of the grading period.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: High academic expectations for all students are lacking.

Root Cause 9: Some students are not successful in their classes and there are many opportunities for students to make up work. Teachers need more training on increasing the rigor of the lessons delivered during class.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: 60% of parents believe we could improve how we use their input to improve instruction.

Root Cause 10: With the high number of students in all classes, some parents feel that there is a lack of communication between the teacher, students and parents.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 59% of parents believe teachers could improve how they relate their lessons in class to real life on a daily basis.

Root Cause 11: Teachers need more training on increasing the rigor of lessons delivered in class.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students will be challenged on a daily basis and held to high standards while having their individual needs met.

Root Cause 12: Teachers need more training on rigor and relevance in lesson planning and delivery.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: October 23, 2023

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.





Performance Objective 1: In the 2023-2024 school year, the academic performance gap in all EOC tested subjects will be reduced by 50% for EB, Hispanic, SPED, and Economically Disadvantaged and All Students

High Priority

Evaluation Data Sources: STAAR EOC assessment data and item analysis, common assessment data and item analysis, semester exam common assessments and item analysis, PLC data dives, December and Spring EOC STAAR assessment results and student growth measures, MTSS and Branching Minds tiered level of supports.

Strategy 1 Details	Reviews			
<p>Strategy 1: All content areas will hold weekly PLCs during which they will develop and plan instructional strategies including re-teaching, differentiation, best practices, and/or intervention to meet student needs and improve students' academic growth using resources such as Lead4Ward.</p> <p>Strategy's Expected Result/Impact: Lowered failure rates based on 3, 6, and 9 week course failure reports. Increase in Meets and Mastery EOC scores based on individual student growth.</p> <p>Staff Responsible for Monitoring: Campus Administration, counselors, ELA and Math interventionists.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3</p> <p>Funding Sources: Bilingual Staff Stipend(s) and TA - 199 - State Bilingual/ESL - 61XX - \$28,660</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Common and interim assessments will be given and data reviewed at PLCs. Data dive will include the gap between sub populations and all students.</p> <p>Strategy's Expected Result/Impact: Lowered failure rates based on 3, 6, and 9 week course failure reports. Increase in Meets and Mastery EOC scores based on individual student growth.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Department Heads</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3, 6</p> <p>Funding Sources: Contracted Services - 224 - IDEA B - Formula Special Education (SpEd) - \$2,200, Special Education Management System - 224 - IDEA B - Formula Special Education (SpEd) - \$3,333, Testing Supplies - 224 - IDEA B - Formula Special Education (SpEd) - \$700, Supplies and Materials - 224 - IDEA B - Formula Special Education (SpEd) - \$3,600, Assessment and Evaluation - 224 - IDEA B - Formula Special Education (SpEd) - \$600, Music Therapy - 224 - IDEA B - Formula Special Education (SpEd) - \$3,000, Specialized Staff to Meet Needs of Students with Disabilities - 199 - State Special Education (SpEd) - 61XX - \$899,809, Specialized Supplies and Materials to Meet Needs of Students with Disabilities - 199 - State Special Education (SpEd) - 63XX - \$1,611, Specialized Student and Employee Travel, Misc. to Meet Needs of Students with Disabilities - 199 - State Special Education (SpEd) - 64XX - \$2,115</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Correctly identify all economically disadvantaged, at risk and students receiving interventions in Branching Minds.</p> <p>Strategy's Expected Result/Impact: All students who are economically disadvantaged might not be identified to receive free and reduced lunches during the 2022-2023 school year unless they complete a new form.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3, 4, 5, 6</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Through PLC and in coaching cycles, teachers will identify 1 new instructional strategy per grading period to implement in the classroom</p> <p>Strategy's Expected Result/Impact: Improved lesson design, differentiation, and strategy implementation</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Academic Dean, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will identify, implement and progress monitor targeted groups in the classroom and monitor student progress throughout the year using Branching Minds.</p> <p>Strategy's Expected Result/Impact: Achievement of Goal Increased Masters Level Percentage</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, MTSS Team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: A disparity in academic growth exists in all sub populations. Root Cause: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)</p> <p>Problem Statement 3: An achievement gap exists between All Students and SPED. Root Cause: Teachers are not trained on supporting Special Education students in the classroom.</p>

School Processes & Programs

Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . **Root Cause:** The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..

Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students.

Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Perceptions

Problem Statement 3: High academic expectations for all students are lacking. **Root Cause:** Some students are not successful in their classes and there are many opportunities for students to make up work. Teachers need more training on increasing the rigor of the lessons delivered during class.

Problem Statement 4: 60% of parents believe we could improve how we use their input to improve instruction. **Root Cause:** With the high number of students in all classes, some parents feel that there is a lack of communication between the teacher, students and parents.

Problem Statement 5: 59% of parents believe teachers could improve how they relate their lessons in class to real life on a daily basis. **Root Cause:** Teachers need more training on increasing the rigor of lessons delivered in class.





Problem Statement 6: Students will be challenged on a daily basis and held to high standards while having their individual needs met. **Root Cause:** Teachers need more training on rigor and relevance in lesson planning and delivery.

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.

Performance Objective 2: In all five STAAR EOC tested areas, CHS will increase individual student growth measures by 10% for all populations causing an increase in Meets and Masters STAAR Performance on the 2024 STAAR/EOC.

High Priority

Evaluation Data Sources: Common, formative, and summative assessments that provide PLCs with appropriate data to break-down sub-population, targeted group, and/or individual student needs for intervention through CHS' remedial core content and/ or MTSS and Branching Minds or for needs of depth of engagement and/or enrichment through differentiation, GT clustering, and/or MTSS and Branching Minds and DESSA. Item Analysis and Data Diving in PLCs to discuss commonly missed questions from common assessments, sharing best practices, and increasing PLC collaboration to increase rigor and relevance. CHS will earn distinctions as a result of increasing the overall passing rate at the Masters level.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through weekly PLCs, teachers in the five EOC tested areas will recurrently reflect on instructional needs grounded in remediation, intervention, engagement, and enrichment to respond to variances in students' academic growth as reflected in common assessment scores so as to increase the percent of students attaining Masters Grade Level performance standards.</p> <p>Strategy's Expected Result/Impact: Increased percentage in students attaining Meets and Masters Grade Level performance standards in all five EOC areas. Increase in reading and math scores.</p> <p>Staff Responsible for Monitoring: Academic Dean, Administration, PLC team members, Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC teams will utilize MTSS/Branching Minds to further identify specific areas of need as well as specific targeted groups of students based on level of tiered intervention.</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: A disparity in academic growth exists in all sub populations. **Root Cause:** There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)

Problem Statement 3: An achievement gap exists between All Students and SPED. **Root Cause:** Teachers are not trained on supporting Special Education students in the classroom.

School Processes & Programs

Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . **Root Cause:** The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..

Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students.

Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.

Performance Objective 3: CHS will earn Distinction Designations in Academic Achievement in ELA/Reading, Math, Science, Social Studies, Academic Growth, Closing the Gaps, and/or Postsecondary Readiness for 2024 accountability.

High Priority

Evaluation Data Sources: ELAR: Accelerated Student Growth, ENG I and II Performance (Masters Grade Level), AP Participation and Results, SAT/ACT Participation, Average SAT Score in Reading and Writing, Average ACT Score in ELA, and Advanced/Dual Credit Course Completion Rate (ELA).

MATH: Accelerated Student Growth, ALG I by Grade 8 Participation, ALG I Performance (Masters Grade Level), AP Participation and Results, SAT/ACT Participation, Average SAT Score (Math), Average ACT Score (Math), AP/DC Course Completion Rate (Math).





SCIENCE: EOC Biology Performance (Masters Grade Level), AP Exam Participation and Results (Science), Average ACT Score (Science), AP/DC Course Completion Rate (Science).

SOCIAL STUDIES: EOC U.S. History Performance (Masters Grade Level), AP Exam Participation and Results (Social Studies), AP/DC Course Completion Rate (SS).

ACADEMIC GROWTH: School Progress, Part A domain scaled score ranked in the top 25 percent (Q1) of CHS' comparison group.

CLOSING THE GAPS: Scaled score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.

POSTSECONDARY READINESS: 33 percent of CHS' indicators in the top quartile of CHS' comparison group: percentage of STAAR EOC results at Meets Grade Level or Above in all subjects, Four-year longitudinal graduation rates, TSI Criteria Graduates, CCMR Graduates, SAT/ACT Participation, AP Exam Participation, CTE Coherent Sequence Graduates.

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to earn Distinction Designations, CHS will increase rigor and relevance in the core content areas by closely collaborating in PLCs to identify and respond to student, teacher, and instructional needs.</p> <p>Strategy's Expected Result/Impact: ACADEMIC GROWTH: School Progress, Part A domain scaled score ranked in the top 25 percent (Q1) of CHS' comparison group. ELAR: Accelerated Student Growth, ENG I and II Performance (Masters Grade Level), AP Participation and Results. ALG I Performance (Masters Grade Level). SCIENCE: EOC Biology Performance (Masters Grade Level). CLOSING THE GAPS: Scaled score is ranked in the top 25 percent (Q1) of campuses in its campus comparison group.</p> <p>Staff Responsible for Monitoring: PLC teams, Administration/Academic Dean</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Angelo State University Dual Credit Summer, Fall, and Spring course opportunities with designated period for on-campus resource support.</p> <p>Strategy's Expected Result/Impact: Increase in Dual Credit Course Completion Rate.</p> <p>Staff Responsible for Monitoring: Academic Dean, Lead Counselor/DC Liason</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Through Walkthroughs, implementation of ICLE Rigor Rubric will be assessed and communicated.</p> <p>Strategy's Expected Result/Impact: Richer, better designed lessons.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 3, 4, 5, 6</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: A disparity in academic growth exists in all sub populations. **Root Cause:** There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)

Problem Statement 2: While the CCMR percentage has increased to 85% for the 2022-2023 school year, accountability have also increased, resulting in a need to maintain focus in this area. **Root Cause:** Teachers and parents do not understand CCMR and how it applies to accountability and the benefits it has for students.

Problem Statement 3: An achievement gap exists between All Students and SPED. **Root Cause:** Teachers are not trained on supporting Special Education students in the classroom.

School Processes & Programs

Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs. **Root Cause:** The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..

Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. **Root Cause:** Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Perceptions

Problem Statement 3: High academic expectations for all students are lacking. **Root Cause:** Some students are not successful in their classes and there are many opportunities for students to make up work. Teachers need more training on increasing the rigor of the lessons delivered during class.

Problem Statement 4: 60% of parents believe we could improve how we use their input to improve instruction. **Root Cause:** With the high number of students in all classes, some parents feel that there is a lack of communication between the teacher, students and parents.

Problem Statement 5: 59% of parents believe teachers could improve how they relate their lessons in class to real life on a daily basis. **Root Cause:** Teachers need more training on increasing the rigor of lessons delivered in class.

Problem Statement 6: Students will be challenged on a daily basis and held to high standards while having their individual needs met. **Root Cause:** Teachers need more training on rigor and relevance in lesson planning and delivery.

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.

Performance Objective 4: CHS will provide meaningful, engaging, and innovative learning through the use of high yield strategies evidenced via walkthrough data indicating that the elements were present in 90% of the walkthroughs by May of 2024.

Evaluation Data Sources: T-TESS, Recurrent Walkthroughs, TRS Curriculum Implementation, YAGs, PLCs, Department Meetings, Lesson Plans, Teacher Feedback and Instructional Coaching

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS administration will improve student success by supporting teachers' instructional growth and effectiveness to enhance student learning through recurrent instructional walkthroughs, positive and constructive feedback, supported professional development, opportunities for growth.</p> <p>Strategy's Expected Result/Impact: Increase in meaningful and engaging learning: Fundamental Five best practices, increase in TRS resource development and collaboration of best practices and grade-level team alignment through PLCs, increase in student academic success.</p> <p>Staff Responsible for Monitoring: -CHS campus administration -Department Chairs</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will offer a Wednesday Evening Sessions (WES) ESL teacher-lead mentorship program; CHS' attendance committee will review Eco Dis, ESL, and SPED student attendance rates; teacher mentors and at-risk teachers in conjunction with counselors will monitor 3rd, 6, and 9 week failure reports to monitor course credit attainment and proactively and respond to needs based on projected graduation rates.</p> <p>Strategy's Expected Result/Impact: -Narrow the attendance, course credit, and graduation gap rate for Eco Dis, ESL, SPED, and At-Risk students as compared to their peers.</p> <ul style="list-style-type: none"> - Increase student attendance rates and reduce the number of credits students are denied because of absences. - Increase course credit attainment - Increase graduation rates - Support the whole student through teacher mentorship programs and student advocacy <p>Staff Responsible for Monitoring: - Academic Dean -Counselors - Administration - WES Committee - WES Co-Chair</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will identify students in need of interventions and use Branching Minds to document support/recommendation at Tier 2 and Tier 3 with strategic plans, peer-reviewed strategies and resources, measurable outcomes, and accountability features.</p> <p>Strategy's Expected Result/Impact: - Organize and increase communication and documentation</p> <ul style="list-style-type: none"> - Utilize an array of strategies and peer-reviewed interventions - Decrease failure rate - Decrease behavioral and poor academic exhibitors - Increase support for struggling students - Increase growth opportunities for students in need of acceleration or enrichment - Identify and support students in need tier one or two interventions, SPED or 504 services, or students who need a partial or full continuum of support. - Increase in EOC scores. - Increase in attendance percentages. <p>Staff Responsible for Monitoring: - Administration</p> <ul style="list-style-type: none"> - RtI Committee - Counselors <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3</p> <p>Funding Sources: Supplemental Tutoring for At-Risk Students' EOC Exams - 199 - State Compensatory Education (SCE), Accelerera - \$7,400, Supplemental Tutoring for At-Risk Students - 199 - State Compensatory Education (SCE), Accelerera - \$17,197</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will partner with Boerne Academy and the Boerne Alternative School Programs to monitor academic progress of students and meet the needs of populations while ensuring appropriateness of placements and opportunities for success through a restorative philosophy and approach.</p> <p>Strategy's Expected Result/Impact: Close gaps in sub-population academic performance. Common assessments and benchmarks will reflect student growth. Review transition curriculum and use state performance plan indicators along with feedback from teachers, students and parents. Provide music therapy as documented in a student's individual ARD. IDEA B Federal Grant</p> <p>Staff Responsible for Monitoring: SPED Dept. Chair, Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: CHS will identify students who are at risk of dropping out of school and provide appropriate instructional opportunities and interventions through the campus-wide implementation of MTSS and Branching minds starting with EOC retesters, potential drop-outs, and students with urgent needs.</p> <p>Strategy's Expected Result/Impact: Increased student academic and STAAR EOC performance and graduation rates.</p> <p>Staff Responsible for Monitoring: Administration, At-Risk Coordinator, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: CHS will provide identified students, teachers and administrators technology, software, instruction, materials, equipment and contracted services such as behavioral support, assistive technology using research-based strategies to support IEP's, Transition and Curriculum implemented.</p> <p>Strategy's Expected Result/Impact: Close gaps in sub-population academic performance. Common assessments and benchmarks will reflect student growth. Review transition curriculum and use state performance plan indicators along with feedback from teachers, students and parents. Provide music therapy as documented in a student's individual ARD. IDEA B Federal Grant</p> <p>Staff Responsible for Monitoring: SPED Dept. Chair, Campus Administration</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3</p> <p>Funding Sources: Special Education Records Management System - 224 - IDEA B - Formula Special Education (SpEd) - \$1,833.33, Music Therapy - 224 - IDEA B - Formula Special Education (SpEd) - \$3,000, Contracted Services - 224 - IDEA B - Formula Special Education (SpEd) - \$2,100, Supplies and materials - 224 - IDEA B - Formula Special Education (SpEd) - \$3,500, Testing Supplies - 224 - IDEA B - Formula Special Education (SpEd) - \$600, Assessment and evaluation materials - 224 - IDEA B - Formula Special Education (SpEd) - \$600</p>	Formative			Summative
	Oct	Jan	Apr	June






Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: A disparity in academic growth exists in all sub populations. Root Cause: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)</p>
<p>Problem Statement 3: An achievement gap exists between All Students and SPED. Root Cause: Teachers are not trained on supporting Special Education students in the classroom.</p>
School Processes & Programs
<p>Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . Root Cause: The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..</p>
<p>Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.</p>

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.

Performance Objective 5: As compared to 2021-2022 CCMR data, CHS will increase post-secondary readiness (CCMR) for all students as they continue their academic, career, or military-focused journey by increasing the number of students meeting CCMR to 90% thus increasing the number of students completing CTE coherent sequence of courses, increasing the percent of students attaining industry-based certifications prior to graduation, increasing college course credit attainment through successful dual credit and/or ASU participation and/or scoring a three or higher on AP exams for 2024 accountability.





Evaluation Data Sources: CTE coherent sequences, creating CTE pathways that start with the principles level and end with practicum, Incubator Program success, Project Lead the Way, graduation rates, endorsements and certifications, Advanced Placement composite scores and participation rates, Dual Credit hours earned, college tuition saved through AP and DC success, student feedback, college admittance, counselor feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will increase CCMR readiness for students by aligning CTE courses to begin with principles and end with practicum while emphasizing certification based pathways to increase students industry readiness along with their college, career, and military readiness.</p> <p>Strategy's Expected Result/Impact: - Increase in CTE coherent sequence completion</p> <ul style="list-style-type: none"> - Increase in industry based certifications - Increase in overall State and other test scores - Increased test participation - Increase in CCMR percentage <p>Staff Responsible for Monitoring: - Counselors, Advanced Academic -</p> <ul style="list-style-type: none"> - Counselor - Academic Dean - AP Teachers - CTE Teachers <p>Problem Statements: Student Learning 2 - School Processes & Programs 1, 3</p> <p>Funding Sources: CTE Certified Personnel - 171 - State Career & Technical Education (CTE) - 61XX - \$1,598,665, CTE Contracted Services - 171 - State Career & Technical Education (CTE) - 62XX - \$9,236, CTE Supplies and Materials - 171 - State Career & Technical Education (CTE) - 63XX - \$194,310, CTE Employee and Student Travel and Misc. - 171 - State Career & Technical Education (CTE) - 64XX - \$59,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: CHS in partnership with BISD will increase testing participation and success with PSAT, SAT, TSI, ASVAB, and Advanced Placement by offering preparatory materials and/or prep-sessions and/or post-sessions for feedback and tutorial review.</p> <p>Strategy's Expected Result/Impact: - Increase in CTE coherent sequence completion</p> <ul style="list-style-type: none"> - Increase in industry based certifications - Increase in overall State and other test scores - Increased test participation - Increase in CCMR percentage <p>Staff Responsible for Monitoring: - Counselors, Advanced Academic -</p> <ul style="list-style-type: none"> - Counselor - Academic Dean - AP Teachers - CTE Teachers - Core Teachers <p>Problem Statements: Student Learning 2 - School Processes & Programs 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will increase Advanced Placement (AP) and Dual Credit (DC) participation, opportunities, and student performance beginning with but not limited to parent/student meetings for guidance on navigating the course selection process while practicing balance;</p> <p>Strategy's Expected Result/Impact: - Increased college readiness skills in underrepresented sub-populations</p> <ul style="list-style-type: none"> - Increase in grades and narrowing of gaps in underrepresented populations (i.e., Hispanic and African American) - Increase in Dual Credit opportunities - Increase in college hours earned for students - Implementation of research-based practices and strategies that prompt success in these areas - Increased alignment in teacher calibration - Increase teacher collaboration and planning <p>Staff Responsible for Monitoring: - Advanced Academic Counselor/Director</p> <ul style="list-style-type: none"> - Academic Dean - Campus Counselors <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: PR/Marketing, Time, Faculty, Training - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will increase the participation of underrepresented students in Honors, AP, and DC courses by supporting the whole student and utilizing the AP potential report in conjunction with counseling these students towards appropriate advanced classes.</p> <p>Strategy's Expected Result/Impact: - Increased college readiness skills in underrepresented sub-populations - Increase in grades and narrowing of gaps in underrepresented populations (i.e., Hispanic and African American) - Increase in Dual Credit opportunities - Increase in college hours earned for students - Implementation of research-based practices and strategies that prompt success in these areas - Increased alignment in teacher calibration - Increase teacher collaboration and planning</p> <p>Staff Responsible for Monitoring: - Advanced Academic Counselor/Director - Academic Dean - Campus Counselors</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Through the Whole Child Initiative, CHS will provide guidance counseling that focuses on the whole student and his or her academic, social-emotional, and futuristic needs and goals.</p> <p>Strategy's Expected Result/Impact: - Counselor-led classroom instruction - Counselor designed program of Whole Child - Four-year planning, mandatory senior meetings with counselor - Foundation building for post-secondary success - Decrease in students' anxiety and/or school-related stress levels.</p> <p>Staff Responsible for Monitoring: - Counselors - Advanced Academic Counselor/Director - Administration</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: CHS will provide opportunities for growth in CTE pathways and STEM (HB5) beginning with career education and counseling to prepare and guide students as they work towards course credit attainment, college and career endeavors and/or internships, and/or certifications and/or licenses to include implementation and growth of the Pathways in Technology Early College High School Program (P-TECH) in order to help bridge the gap between high school, post-secondary, and career placement.</p> <p>Strategy's Expected Result/Impact: - Increase in CTE coherent sequence cluster completion - Support STEM growth--recruitment and expansion - Increase internship opportunities and community involvement</p> <p>Staff Responsible for Monitoring: - Teaching and Learning Department - CTE Coordinator - Counselors - Academic Dean - CTE Advisory Committee</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: CHS will expand career preparation for the life skills vocations through BISD's 18+ transition program.</p> <p>Strategy's Expected Result/Impact: - Increased technical and social skills to enhance students' vocational experience</p> <p>- Increased community involvement for support and varied opportunities for students</p> <p>Staff Responsible for Monitoring: - SPED Department Head - SPED Coordinators - SPED lead teachers</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: CHS will increase the academic performance of SPED students across the EOC content areas through the training and support for teachers on the inclusion co-teach model, accommodations and modifications, best practices, ARD processes, MTSS Branching Minds intervention plans, strategies, and documentation.</p> <p>Strategy's Expected Result/Impact: - Narrow the gap in SPED academic performance</p> <ul style="list-style-type: none"> - Increase EOC scores - Increase in academic success through the attainment of course credit - Increase best and most appropriate placement opportunities. <p>Staff Responsible for Monitoring: - SPED Department Head</p> <ul style="list-style-type: none"> - SPED Coordinator - Administration - Counselors <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: CHS will provide pregnancy related services and procedures (see addendum) to students in need of such services.</p> <p>Strategy's Expected Result/Impact: - Support students needing such services to increase credit attainment and graduation rates while supporting the whole student and dependent(s).</p> <p>Staff Responsible for Monitoring: - Counselors</p> <ul style="list-style-type: none"> - Principal <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: BISD will strategically plan the implementation of Pathways in Technology Early College High School (P-TECH) to provide students with a seamless path from high school, to postsecondary education, to employment.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students earning college credit, increased opportunity to earn postsecondary credential or industry certification, increased alignment to regional workforce needs, and/or opportunity to earn a high school diploma and postsecondary degree and/or certificate.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: A disparity in academic growth exists in all sub populations. **Root Cause:** There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)

Problem Statement 2: While the CCMR percentage has increased to 85% for the 2022-2023 school year, accountability have also increased, resulting in a need to maintain focus in this area. **Root Cause:** Teachers and parents do not understand CCMR and how it applies to accountability and the benefits it has for students.

Problem Statement 3: An achievement gap exists between All Students and SPED. **Root Cause:** Teachers are not trained on supporting Special Education students in the classroom.

School Processes & Programs

Problem Statement 1: CTE coherent sequence completion needs to be supported by CTE sequences that start with principle level courses that end with practicum. BISD and CHS strive to offer CTE courses that result in industry certification and a higher percentage of student attainment of these certifications. **Root Cause:** CTE programs and pathways require review and alignment in order to maximize students' potential high school and postsecondary industry success.

Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs. **Root Cause:** The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..





Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. **Root Cause:** Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Problem Statement 4: At CHS, the average daily attendance of students has been consistently lower than the desired level, causing concerns about student engagement and academic success. **Root Cause:** Lack of effective communication between educators, students and parents leading to reduced motivation to attend classes regularly.

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.

Performance Objective 6: Champion High School attendance rate will increase by 1% in 2023-2024.

Evaluation Data Sources: Weekly attendance reports and annual attendance report

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will closely monitor students' attendance and associated factors such as grades and course credit through the Attendance Committee, which exists to communicate with parents and teachers for the sake of overall increased campus attendance, students in instruction, and attainment of course credit to stay on track towards graduation.</p> <p>Strategy's Expected Result/Impact: - Increased Campus Attendance Percentages - Increased course credit attainment - Decrease in 3 week, 6 week, 9 week failure report - Increase in graduation rate</p> <p>Staff Responsible for Monitoring: - Teachers - Assistant Principals - Attendance Committee -Saturday School Make-Up Hour Lead</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will partner with Boerne Academy and the Boerne Alternative School Programs to monitor academic progress of students and meet the needs of populations while ensuring appropriateness of placements and opportunities for success through a restorative philosophy and approach.</p> <p>Strategy's Expected Result/Impact: - Increased success rate of academic success for BA and BDAP students - Increase in positive behavioral results from restorative practices</p> <p>Staff Responsible for Monitoring: - CHS Administration - Boerne Alternative Director - Counselors</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

School Processes & Programs

Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students.

Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.





Problem Statement 4: At CHS, the average daily attendance of students has been consistently lower than the desired level, causing concerns about student engagement and academic success. **Root Cause:** Lack of effective communication between educators, students and parents leading to reduced motivation to attend classes regularly.

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.

Performance Objective 7: CHS will narrow the achievement and opportunity gap for ECO Dis, EBs, and SPED students by offering Accelerated Instruction through intervention course and WES tutorials after school resulting in academic growth evidenced by 90% of CHS' Eco Dis' , EBs and SPED population scoring approaches on EOCs during the 2023-2024 school year.

Evaluation Data Sources: Intervention course enrollment, attendance, and participation; AI attendance and participation; STAAR EOC scores; MES and WES at-risk student attendance; 3, 6 and 9 week failure reports, student growth measures.

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS offers core content ESL math and ESOL courses during the school day to provide direct intervention and support in math and ELA (i.e., practical writing, reading, ESOL 1&2, ESL math, strategic learning 1&2). CHS conducts pull-out ELA and math tutorials using Accelerated Instruction as well as science and social studies EOC reviews. WES EOC reviews and tutorials are offered on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Increase in at-risk students' growth measure in attendance, STAAR EOC testing, course credit attainment, and graduation rates.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Academic Dean</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:





Student Learning
<p>Problem Statement 1: A disparity in academic growth exists in all sub populations. Root Cause: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)</p>
<p>Problem Statement 3: An achievement gap exists between All Students and SPED. Root Cause: Teachers are not trained on supporting Special Education students in the classroom.</p>
School Processes & Programs
<p>Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.</p>

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.

Performance Objective 8: CHS will increase Meets level performance in all EOC tested subjects by 5% by May of 2024.

Evaluation Data Sources: BOY assessment data and item analysis, common assessment data and item analysis, semester exam common assessments and item analysis, PLC data dives, December and Spring EOC STAAR assessment results and student growth measures, MTSS and Branching Minds tiered level of supports.

English I and English II: 22% Goal 27%
 Math: 19% Goal 24%

Strategy 1 Details	Reviews			
<p>Strategy 1: High level academic questioning and discussion. PLC time will be spent writing and analyzing the required rigor of the TEKS and writing high level academic questioning. Lesson plans and walkthrough data will contain high level academic questions and discussions.</p> <p>Strategy's Expected Result/Impact: Students learning will be focused on higher levels of academic achievement. Students will understand material at the correct level of rigor and will be able to answer questioning requiring higher cognition. Students will be prepared for constructed responses and new styles of questioning on the STAAR test.</p> <p>Staff Responsible for Monitoring: Teachers and instructional coach - lesson planning and PLC Administration - lesson plans and walkthrough data.</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will align TEKS and lesson/assessment rigor using ICLE rigor rubric and TEKS.</p> <p>Strategy's Expected Result/Impact: Lessons and assessments will be aligned to the correct TEKS rigor and assessments data will be reviewed. This will ensure we are teaching and assessing to the appropriate level of rigor. Students will have a deeper understanding of materials and will score higher on the STAAR assessments</p> <p>Staff Responsible for Monitoring: Teachers and Instructional coaches - lesson, lesson planning, PLC Administration - walkthroughs, lesson plans, PLC</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 1: A disparity in academic growth exists in all sub populations. **Root Cause:** There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)

School Processes & Programs





Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. **Root Cause:** Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Goal 1: Student Success: By 2028, 100% of Boerne I.S.D. students will engage in innovative learning experiences, so they are college, career, and/or military ready.

Performance Objective 9: The rate of tardies will decrease by 10% as increased measures are implemented for student timeliness and engagement in classes by May of 2024.

Evaluation Data Sources: Data Analysis (tardies)

Strategy 1 Details	Reviews			
<p>Strategy 1: The Tardy Policy will be revisited, revised, and clearly communicated to all stakeholders. Strategy's Expected Result/Impact: Students will understand tardy requirements and consequences. Staff Responsible for Monitoring: AP's, Academic Dean, Principal, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will monitor tardies weekly through Data Analysis reports, and meet with any students with tardies over the acceptable limit. Strategy's Expected Result/Impact: Students will be held accountable for timeliness to class, especially 1st and 5th period. Staff Responsible for Monitoring: AP's</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Expectations and guidelines for tardies will be clearly communicated through newsletters, class meetings, posters and other forms of communication to students and parents. Strategy's Expected Result/Impact: Students and parents will understand requirements and consequences of tardies.</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will collaboratively plan for engagement incentives and activities that promote timeliness.</p> <p>Strategy's Expected Result/Impact: Student engagement will increase.</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Academic Dean, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2, 3, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 9 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . Root Cause: The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..</p>
<p>Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.</p>
<p>Problem Statement 4: At CHS, the average daily attendance of students has been consistently lower than the desired level, causing concerns about student engagement and academic success. Root Cause: Lack of effective communication between educators, students and parents leading to reduced motivation to attend classes regularly.</p>

Goal 2: Customer Service: By 2028, 100% of Boerne I.S.D. stakeholders will be part of a culture of trust where they feel engaged and valued.

Performance Objective 1: CHS staff survey will show that CHS provides a quality work environment so every employee can perform at the highest levels for the 2023-2024 school year

Evaluation Data Sources: Employees surveys, Teacher and Staff Retention

Strategy 1 Details	Reviews			
<p>Strategy 1: All departments will have consistent and carefully planned PLCs to focus on instructional strategies and vertical alignment.</p> <p>Strategy's Expected Result/Impact: Instructional Data,</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Academic Dean, Principal</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: A disparity in academic growth exists in all sub populations. Root Cause: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)</p>
School Processes & Programs
<p>Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . Root Cause: The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..</p>
<p>Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.</p>

Goal 2: Customer Service: By 2028, 100% of Boerne I.S.D. stakeholders will be part of a culture of trust where they feel engaged and valued.

Performance Objective 2: CHS will improve guest teacher fill rate from 75% to 85% for the 2023-2024 school year.

Evaluation Data Sources: Guest Teacher Fill Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will review protocols and procedures to include check in and check out, parking, and implement expectations for lesson plans for absent teachers.</p> <p>Strategy's Expected Result/Impact: Increased Guest Teacher Fill Rate</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean, AP's</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3, 6</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will work with Human Resources to recruit and communicate guest teacher needs.</p> <p>Strategy's Expected Result/Impact: Increased Guest Teacher Fill Rate</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 3, 4, 5</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 3: High academic expectations for all students are lacking. Root Cause: Some students are not successful in their classes and there are many opportunities for students to make up work. Teachers need more training on increasing the rigor of the lessons delivered during class.</p>
<p>Problem Statement 4: 60% of parents believe we could improve how we use their input to improve instruction. Root Cause: With the high number of students in all classes, some parents feel that there is a lack of communication between the teacher, students and parents.</p>
<p>Problem Statement 5: 59% of parents believe teachers could improve how they relate their lessons in class to real life on a daily basis. Root Cause: Teachers need more training on increasing the rigor of lessons delivered in class.</p>
<p>Problem Statement 6: Students will be challenged on a daily basis and held to high standards while having their individual needs met. Root Cause: Teachers need more training on rigor and relevance in lesson planning and delivery.</p>

Goal 2: Customer Service: By 2028, 100% of Boerne I.S.D. stakeholders will be part of a culture of trust where they feel engaged and valued.

Performance Objective 3: CHS will provide continuous communication with all stakeholders using a variety of tools including a weekly newsletter, social media, and parent meetings.

Evaluation Data Sources: Parent Survey Data
Staff Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Blackboard, Facebook, Instagram, and Twitter will be used at least once a week to update our community on campus happenings, dates, and information.</p> <p>Strategy's Expected Result/Impact: Increased engagement and results in EOY parent survey.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4, 5</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Students and parents are not receiving timely feedback on student progress and work is needed (41% of parents believe this along with student focus group). Root Cause: Teachers are only required to put in a minimum of 7 formative and 2 summative grades per grading period. Students and parents feel that teachers are not inputting grades in a timely manner and that there is little to no communication from teacher on failing grades prior to the end of the grading period.</p> <p>Problem Statement 4: 60% of parents believe we could improve how we use their input to improve instruction. Root Cause: With the high number of students in all classes, some parents feel that there is a lack of communication between the teacher, students and parents.</p> <p>Problem Statement 5: 59% of parents believe teachers could improve how they relate their lessons in class to real life on a daily basis. Root Cause: Teachers need more training on increasing the rigor of lessons delivered in class.</p>

Goal 3: Human Capital: By 2028, 100% of the Boerne I.S.D. employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth.

Performance Objective 1: Boerne Samuel V. Champion High School will assess departmental professional development needs and respond with provisions to meet those needs. Champion HS will provide training, resources, and a continuum of support for all CHS teachers so as to impact student attendance, engaging and meaningful learning, and overall success as measured by an average of 18 PD hours per teacher.


Evaluation Data Sources: Recurrent walkthroughs for instructional feedback and support, Professional Development Calendar, Eduphoria--Workshops, PLCs, Collaboration and Support, T-TESS


Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will provide PLC collaboration and department planning implemented through a common planning period in all core content areas, and strategically organized PLCS for CTE based on content.</p> <p>Strategy's Expected Result/Impact: - Administrative roles as instructional leaders - Aligned scope and sequence - Increased implementation of best practices - Common assessments - Increased identification of students in need of RtI - Increased teacher creativity through brainstorming and sharing - Increased student data assessment to positively guide instruction - Increased teacher success rate and lowered failure rate</p> <p>Staff Responsible for Monitoring: - Department Chairs - CHS Administration by T-TESS area - Classroom teachers - Curriculum Coordinators</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will maintain two-way communication with teachers to assess teachers' professional development needs to enhance teacher quality and increase student engagement and learning; require professional development to maintain compliance (e.g., GT, SIOP, CTE, AP training, 504/SPED/Dyslexia, etc.).</p> <p>Strategy's Expected Result/Impact: - Increase in teacher quality</p> <ul style="list-style-type: none"> - Increase in best practices - Increase in student performance and success - Increase in effective student-centered learning <p>Staff Responsible for Monitoring: - Advanced Academics Coordinator</p> <ul style="list-style-type: none"> - Department Chairs - Special Program District Lead - Principal and Academic Dean - SBDM Committee <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS administration will serve as instructional leaders by providing feedback and support to teachers based on recurrent walkthrough data. Administration will conduct calibration walkthroughs to provide accurate and recurrent feedback to teachers in regard to their performance and students' learning.</p> <p>Strategy's Expected Result/Impact: - Increased student learning</p> <ul style="list-style-type: none"> - Increased implementation of best practices - Increased communication and feedback between teachers and coaches/evaluates <p>Staff Responsible for Monitoring: - Administration</p> <ul style="list-style-type: none"> - Curriculum Coordinators <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will provide a mentorship opportunity for all new and new-to-campus teachers.</p> <p>Strategy's Expected Result/Impact: - Increased ease of transition into campus</p> <ul style="list-style-type: none"> - Increased support for teachers and increased guidance in acclimation in order to allow focus on student learning. - Bi-weekly new teacher meetings <p>Staff Responsible for Monitoring: - District Mentor Teacher</p> <ul style="list-style-type: none"> - Assistant Principal - Principal - Department Charis <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: CHS will offer administrative and IT support in conjunction with professional development opportunities on technology and instructional enhancement and how to integrate technology into lessons to support, enrich, and foster student-driven knowledge acquisition and discovery.</p> <p>Strategy's Expected Result/Impact: - Increased engaging use of available campus technology to foster student-centered learning - Increased student mastery of TEKS - Increase in college-readiness skills though technological forums while ensuring academic integrity - Increased digital citizenship skills and ethics</p> <p>Staff Responsible for Monitoring: - Administration - Campus Technology Representative, Kim Taylor and Stephanie Kirker - Educational Technology Coach, Kerri Sparkman - Teachers</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Devices: Chrome books, laptops, PCs, iPads, smartboards; innovative software; programs such as Kurzweil, Turnitin.com, Scientific Minds, etc.; Apps; digital textbooks; Google Drive, Google Classroom; time for planning and collaboration, PD and support - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: CHS will provide teachers of Gifted and Talented (GT) students with online learning opportunities for six and 30 hour professional development, and CHS will group GT students into clusters for Honors and AP sections to better serve this population's needs.</p> <p>Strategy's Expected Result/Impact: - Highly qualified teachers - Increased opportunities for differentiation to meet the needs of GT students - Increased student-centered collaboration - Increased EOC scores in the area of meets or exceeds - Increased depth and complexity in instruction</p> <p>Staff Responsible for Monitoring: - Academic Dean - Honors and AP GT Cluster Teachers - Advanced Academics Coordinator/Director - District Coordinators</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: A disparity in academic growth exists in all sub populations. **Root Cause:** There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)

Problem Statement 2: While the CCMR percentage has increased to 85% for the 2022-2023 school year, accountability have also increased, resulting in a need to maintain focus in this area. **Root Cause:** Teachers and parents do not understand CCMR and how it applies to accountability and the benefits it has for students.

Problem Statement 3: An achievement gap exists between All Students and SPED. **Root Cause:** Teachers are not trained on supporting Special Education students in the classroom.

School Processes & Programs

Problem Statement 1: CTE coherent sequence completion needs to be supported by CTE sequences that start with principle level courses that end with practicum. BISD and CHS strive to offer CTE courses that result in industry certification and a higher percentage of student attainment of these certifications. **Root Cause:** CTE programs and pathways require review and alignment in order to maximize students' potential high school and postsecondary industry success.

Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . **Root Cause:** The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..

Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. **Root Cause:** Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.





Perceptions

Problem Statement 1: Students and parents are not receiving timely feedback on student progress and work is needed (41% of parents believe this along with student focus group). **Root Cause:** Teachers are only required to put in a minimum of 7 formative and 2 summative grades per grading period. Students and parents feel that teachers are not inputting grades in a timely manner and that there is little to no communication from teacher on failing grades prior to the end of the grading period.

Goal 3: Human Capital: By 2028, 100% of the Boerne I.S.D. employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth.

Performance Objective 2: Campus administrators and teachers will create and communicate guidelines on the expectations for behavior, attendance and communication with students, parents and each other through newsletters and class meetings throughout the 2023-2024 school year.

Evaluation Data Sources: Campus Discipline and Policies will be reviewed and enforced throughout the school year among teachers, staff and administrators.

Strategy 1 Details	Reviews			
<p>Strategy 1: Expectations will be communicated to all students and parents through posters, class meetings, campus newsletters and other communications methods.</p> <p>Strategy's Expected Result/Impact: Students will understand the discipline expectations.</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Academic Dean, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administrators will address, document, and communicate disciplinary incidents and actions personally and promptly.</p> <p>Strategy's Expected Result/Impact: Referrals, parent communication, and assigned consequences will increase to address behavior.</p> <p>Staff Responsible for Monitoring: teachers, AP's</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students.</p> <p>Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.</p>

School Processes & Programs





Problem Statement 4: At CHS, the average daily attendance of students has been consistently lower than the desired level, causing concerns about student engagement and academic success. **Root Cause:** Lack of effective communication between educators, students and parents leading to reduced motivation to attend classes regularly.

Goal 3: Human Capital: By 2028, 100% of the Boerne I.S.D. employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth.

Performance Objective 3: Our campus will reduce the number of core classes with size over 28 students from 49% (2022) to 20% for the 2023-2024 school year.

Evaluation Data Sources: Core Class Seat Count

Strategy 1 Details	Reviews			
<p>Strategy 1: Use additional allotment of 5 FTE's in content areas with highest class sizes. Strategy's Expected Result/Impact: Open more sections of core classes resulting in class size reduction. Staff Responsible for Monitoring: Principal Academic Dean Counselors</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Academic Dean will conference with Department Heads to strategize the best placement of sections to maximize seat counts. Strategy's Expected Result/Impact: Better understanding of student placement options/needs Staff Responsible for Monitoring: Academic Dean Counselors Department Heads</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Academic Dean will meet with counselors to ensure an understanding of class limits and options available once limits have been met. Strategy's Expected Result/Impact: Understanding of Master Schedule and student placement needs. Staff Responsible for Monitoring: Academic Dean Counselors</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Attention to scheduling to keep class size down when applicable.</p> <p>Strategy's Expected Result/Impact: Able to level out classes before schedules go out to students</p> <p>Staff Responsible for Monitoring: Academic Dean Counselors</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: A disparity in academic growth exists in all sub populations. Root Cause: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)</p> <p>Problem Statement 2: While the CCMR percentage has increased to 85% for the 2022-2023 school year, accountability have also increased, resulting in a need to maintain focus in this area. Root Cause: Teachers and parents do not understand CCMR and how it applies to accountability and the benefits it has for students.</p> <p>Problem Statement 3: An achievement gap exists between All Students and SPED. Root Cause: Teachers are not trained on supporting Special Education students in the classroom.</p>
School Processes & Programs
<p>Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs. Root Cause: The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..</p> <p>Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.</p>
Perceptions
<p>Problem Statement 3: High academic expectations for all students are lacking. Root Cause: Some students are not successful in their classes and there are many opportunities for students to make up work. Teachers need more training on increasing the rigor of the lessons delivered during class.</p> <p>Problem Statement 4: 60% of parents believe we could improve how we use their input to improve instruction. Root Cause: With the high number of students in all classes, some parents feel that there is a lack of communication between the teacher, students and parents.</p>

Goal 3: Human Capital: By 2028, 100% of the Boerne I.S.D. employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth.

Performance Objective 4: Our campus will evaluate the need for furniture, fixtures and equipment prior to the school year start and create a replacement schedule showing 10% replacement each year.

Evaluation Data Sources: Furniture Inventory

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher survey asking for classroom furniture and equipment. Strategy's Expected Result/Impact: Locating which rooms are in the most need of updates. Staff Responsible for Monitoring: Principal Assistant Principals Head Custodian</p> <p>Problem Statements: Perceptions 3, 4, 6</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Submit budgeting initiative and requests to Central Office. Strategy's Expected Result/Impact: Add resources for classrooms and flex areas within the school. Staff Responsible for Monitoring: Principal Assistant Principals Head Custodian</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Work collaboratively with budgeting office to create replacement schedule. Strategy's Expected Result/Impact: Create replacement schedule/plan for campus to update furniture, fixtures, and equipment Staff Responsible for Monitoring: Principal Assistant Principal Head Custodian</p> <p>Problem Statements: School Processes & Programs 2, 3 - Perceptions 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: A disparity in academic growth exists in all sub populations. **Root Cause:** There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)

Problem Statement 2: While the CCMR percentage has increased to 85% for the 2022-2023 school year, accountability have also increased, resulting in a need to maintain focus in this area. **Root Cause:** Teachers and parents do not understand CCMR and how it applies to accountability and the benefits it has for students.

Problem Statement 3: An achievement gap exists between All Students and SPED. **Root Cause:** Teachers are not trained on supporting Special Education students in the classroom.

School Processes & Programs

Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . **Root Cause:** The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..

Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. **Root Cause:** Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Perceptions

Problem Statement 1: Students and parents are not receiving timely feedback on student progress and work is needed (41% of parents believe this along with student focus group). **Root Cause:** Teachers are only required to put in a minimum of 7 formative and 2 summative grades per grading period. Students and parents feel that teachers are not inputting grades in a timely manner and that there is little to no communication from teacher on failing grades prior to the end of the grading period.

Problem Statement 3: High academic expectations for all students are lacking. **Root Cause:** Some students are not successful in their classes and there are many opportunities for students to make up work. Teachers need more training on increasing the rigor of the lessons delivered during class.

Problem Statement 4: 60% of parents believe we could improve how we use their input to improve instruction. **Root Cause:** With the high number of students in all classes, some parents feel that there is a lack of communication between the teacher, students and parents.





Problem Statement 6: Students will be challenged on a daily basis and held to high standards while having their individual needs met. **Root Cause:** Teachers need more training on rigor and relevance in lesson planning and delivery.

Goal 3: Human Capital: By 2028, 100% of the Boerne I.S.D. employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth.

Performance Objective 5: An evaluation of the master schedule and classroom usage will take place to ensure a 95% utilization of all instructional spaces at Champion HS in September of 2023.

Evaluation Data Sources: Master Schedule
Master Room List

Strategy 1 Details	Reviews			
<p>Strategy 1: New addition (Spring 2024) will create 16 new classrooms for use in the PTECH program. Strategy's Expected Result/Impact: Add additional classrooms that can be used to limit the need for floating. Staff Responsible for Monitoring: Principal P-Tech Administrator Academic Dean</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 6</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs . Root Cause: The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..</p>
Perceptions
<p>Problem Statement 6: Students will be challenged on a daily basis and held to high standards while having their individual needs met. Root Cause: Teachers need more training on rigor and relevance in lesson planning and delivery.</p>

Goal 3: Human Capital: By 2028, 100% of the Boerne I.S.D. employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth.

Performance Objective 6: Administration, instructional coaches and department chairs will work together weekly to define processes and goals for improvement of PLC and classroom instructional practice throughout the 2023-2024 school year.

Evaluation Data Sources: PLC agendas, Assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: The master schedule will be organized by individual subject to create quality collaboration and data analysis. Strategy's Expected Result/Impact: Teachers will effectively collaborate in PLC. Staff Responsible for Monitoring: AP's, Instructional coaches, Academic Dean, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC's will focus on utilizing data to apply effective strategies to collaborative lesson planning and creating measurable, attainable goals. Strategy's Expected Result/Impact: Rigor and relevance will increase in CHS classrooms. Staff Responsible for Monitoring: Instructional coaches, AP's, Academic Dean, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: A disparity in academic growth exists in all sub populations. Root Cause: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)</p>

School Processes & Programs





Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students.
Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Goal 3: Human Capital: By 2028, 100% of the Boerne I.S.D. employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance and growth.

Performance Objective 7: CHS SPED department along with campus administration will clearly communicate expectations for systems, processes, modifications and accommodations to teachers, parents and students at ARD meetings, PLCs and weekly communication for the 2023-2024 school year.

Evaluation Data Sources: SPED district policies and requirements, IEP's

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS SPED will work closely with BISD Special Education leadership to implement new goals and directives aligned with recommendations for SPED audit.</p> <p>Strategy's Expected Result/Impact: Improvement in SPED processes and procedures</p> <p>Staff Responsible for Monitoring: SPED teachers, AP's, Principal, Academic Dean</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will present sessions for teachers to review requirements and expectations for accommodations and modifications needed for special education students.</p> <p>Strategy's Expected Result/Impact: Teachers will understand requirements and expectations in working with special education students.</p> <p>Staff Responsible for Monitoring: AP's, Principal, Academic Dean</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: CHS instructional coaches and administration will coach core content teachers and special education inclusion teachers on co-teaching models and effective strategies.</p> <p>Strategy's Expected Result/Impact: Student achievement with special education students will increase.</p> <p>Staff Responsible for Monitoring: Teachers, SPED inclusion teachers, AP's, Academic Dean, Instructional coaches, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Master schedule will utilize special education inclusion teachers to effectively enhance learning with targeted special education students.</p> <p>Strategy's Expected Result/Impact: Effective strategies will enhance student achievement and engagement with all students.</p> <p>Staff Responsible for Monitoring: Teachers, SPED inclusion teachers, AP's, Academic Dean, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:





Student Learning
<p>Problem Statement 1: A disparity in academic growth exists in all sub populations. Root Cause: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)</p>
<p>Problem Statement 3: An achievement gap exists between All Students and SPED. Root Cause: Teachers are not trained on supporting Special Education students in the classroom.</p>

Goal 4: Fiscal Responsibility: By 2028, Boerne I.S.D. will maximize funding and efficiencies so our budget funds 100% of our identified needs.

Performance Objective 1: Champion HS will meet district level expectations and requirements while planning an ethically sound budget that exists to support the growth of the campus and fulfill the needs of faculty, staff, students, and stakeholders as evidenced by quarterly budget reviews during the school year.

HB3 Goal

Evaluation Data Sources: Champion HS Budget Plan

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will administratively collect and evaluate indicated needs and or requests and make sound decisions based on budget availability, consistency, and reasonableness through the lens of impacting student learning and supporting campus growth.</p> <p>Staff Responsible for Monitoring: - Principal - SBDM - Bookkeeper</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will utilize financial resources to maximize the impact on student learning beginning with capitalizing on opportunities and resources that grow high-quality teachers.</p> <p>Strategy's Expected Result/Impact: - Enriched student and staff opportunities - Annual growth in student success - Increased teacher quality, preparedness, depth of content knowledge, and best practices.</p> <p>Staff Responsible for Monitoring: - Principal - Bookkeeper - Academic Dean</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: A disparity in academic growth exists in all sub populations. Root Cause: There is a lack of teacher training and support in instructional strategies aimed at students in special populations. Economically Disadvantaged - 11.87% (+2.84%) Sped - 8.49% (+1.93 %) 504 - 14.05% (+2.84%) EB - 3.28% (+2.47%) ESL - 2.98% (+2.23%)</p>

Student Learning

Problem Statement 3: An achievement gap exists between All Students and SPED. **Root Cause:** Teachers are not trained on supporting Special Education students in the classroom.

School Processes & Programs

Problem Statement 2: The growth of CHS' ESL/LEP and ECO DIS populations require new initiatives and programs with specific action plans and data-driven reflection and review for refinement and continued growth and development of such programs. **Root Cause:** The expansion of CHS' sub-populations highlight the achievement/opportunity gap and create a sense of urgency for response to student need and proactive future measures..

Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. **Root Cause:** Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.

Perceptions





Problem Statement 3: High academic expectations for all students are lacking. **Root Cause:** Some students are not successful in their classes and there are many opportunities for students to make up work. Teachers need more training on increasing the rigor of the lessons delivered during class.

Goal 4: Fiscal Responsibility: By 2028, Boerne I.S.D. will maximize funding and efficiencies so our budget funds 100% of our identified needs.

Performance Objective 2: Campus administrators and teachers will effectively communicate district guidelines and goals for attendance with students and parents.

Evaluation Data Sources: Boerne ISD attendance goals, attendance policies

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance requirements and guidelines will be effectively communicated to students and parents at the beginning of the school year through class meetings, newsletters and other communication methods. Strategy's Expected Result/Impact: Students will understand the requirements for attendance. Staff Responsible for Monitoring: AP's, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3, 4 - Perceptions 6</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance will be monitored and addressed regularly by campus administrators. Strategy's Expected Result/Impact: Students will be held accountable for attendance. Staff Responsible for Monitoring: AP's</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Guidelines and expectations for credit hour recovery will be effectively and regularly communicated to students and parents. Strategy's Expected Result/Impact: Students will recover hours at a faster and more efficient rate. Staff Responsible for Monitoring: AP's</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Expectations for the importance of staff attendance will be communicated, monitored, and regularly addressed throughout the school year.</p> <p>Strategy's Expected Result/Impact: Staff member absences will decrease.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean, AP's</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: CHS' campus population requires support and a formalized process and procedure for the purpose of intervention, support, and or enrichment of all students. Root Cause: Accelerated students, bubble students, on-track, and struggling students require strategic differentiation of instruction and opportunity in order to capitalize on individual growth measurements and standards. A system to create intervention and enrichment plans and to house documentation is required to meet the needs of all students.</p> <p>Problem Statement 4: At CHS, the average daily attendance of students has been consistently lower than the desired level, causing concerns about student engagement and academic success. Root Cause: Lack of effective communication between educators, students and parents leading to reduced motivation to attend classes regularly.</p>
Perceptions
<p>Problem Statement 6: Students will be challenged on a daily basis and held to high standards while having their individual needs met. Root Cause: Teachers need more training on rigor and relevance in lesson planning and delivery.</p>

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All content areas will hold weekly PLCs during which they will develop and plan instructional strategies including re-teaching, differentiation, best practices, and/or intervention to meet student needs and improve students' academic growth using resources such as Lead4Ward.
1	2	1	Through weekly PLCs, teachers in the five EOC tested areas will recurrently reflect on instructional needs grounded in remediation, intervention, engagement, and enrichment to respond to variances in students' academic growth as reflected in common assessment scores so as to increase the percent of students attaining Masters Grade Level performance standards.
1	3	1	In order to earn Distinction Designations, CHS will increase rigor and relevance in the core content areas by closely collaborating in PLCs to identify and respond to student, teacher, and instructional needs.
3	1	1	CHS will provide PLC collaboration and department planning implemented through a common planning period in all core content areas, and strategically organized PLCS for CTE based on content.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All content areas will hold weekly PLCs during which they will develop and plan instructional strategies including re-teaching, differentiation, best practices, and/or intervention to meet student needs and improve students' academic growth using resources such as Lead4Ward.
1	2	1	Through weekly PLCs, teachers in the five EOC tested areas will recurrently reflect on instructional needs grounded in remediation, intervention, engagement, and enrichment to respond to variances in students' academic growth as reflected in common assessment scores so as to increase the percent of students attaining Masters Grade Level performance standards.
1	3	1	In order to earn Distinction Designations, CHS will increase rigor and relevance in the core content areas by closely collaborating in PLCs to identify and respond to student, teacher, and instructional needs.
3	1	1	CHS will provide PLC collaboration and department planning implemented through a common planning period in all core content areas, and strategically organized PLCS for CTE based on content.

State Compensatory

Budget for Champion High School

Total SCE Funds: \$56,082.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE program supports include temporary tutors/employees for comprehensive and targeted tutoring plan and 1 paraprofessional FTE.

Personnel for Champion High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rick Dempsey	TA	1

Campus Funding Summary

171 - State Career & Technical Education (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	CTE Supplies and Materials	63XX	\$194,310.00
1	5	1	CTE Contracted Services	62XX	\$9,236.00
1	5	1	CTE Employee and Student Travel and Misc.	64XX	\$59,000.00
1	5	1	CTE Certified Personnel	61XX	\$1,598,665.00
Sub-Total					\$1,861,211.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	PR/Marketing, Time, Faculty, Training		\$0.00
3	1	5	Devices: Chrome books, laptops, PCs, iPads, smartboards; innovative software; programs such as Kurzweil, Turnitin.com, Scientific Minds, etc.; Apps; digital textbooks; Google Drive, Google Classroom; time for planning and collaboration, PD and support		\$0.00
Sub-Total					\$0.00
199 - State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Specialized Student and Employee Travel, Misc. to Meet Needs of Students with Disabilities	64XX	\$2,115.00
1	1	2	Specialized Supplies and Materials to Meet Needs of Students with Disabilities	63XX	\$1,611.00
1	1	2	Specialized Staff to Meet Needs of Students with Disabilities	61XX	\$899,809.00
Sub-Total					\$903,535.00
199 - State Compensatory Education (SCE), Accelerera					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplemental Tutoring for At-Risk Students		\$17,197.00
1	4	3	Supplemental Tutoring for At-Risk Students' EOC Exams		\$7,400.00
Sub-Total					\$24,597.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Bilingual Staff Stipend(s) and TA	61XX	\$28,660.00

199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$28,660.00
224 - IDEA B - Formula Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Music Therapy		\$3,000.00
1	1	2	Special Education Management System		\$3,333.00
1	1	2	Contracted Services		\$2,200.00
1	1	2	Assessment and Evaluation		\$600.00
1	1	2	Testing Supplies		\$700.00
1	1	2	Supplies and Materials		\$3,600.00
1	4	6	Special Education Records Management System		\$1,833.33
1	4	6	Music Therapy		\$3,000.00
1	4	6	Assessment and evaluation materials		\$600.00
1	4	6	Contracted Services		\$2,100.00
1	4	6	Supplies and materials		\$3,500.00
1	4	6	Testing Supplies		\$600.00
Sub-Total					\$25,066.33