

Boerne I.S.D.

District Education Improvement Committee

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Tuesday, October 8, 2019



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# Agenda

Welcome / Announcements / [DEIC Website](#) & Minutes

Purpose of DEIC and Overview of District Improvement Planning Process

Review of District Level Information

Selection of DEIC Co-Chairperson

Breakout Sessions to Review Department Initiatives

Subcommittee Update

Future Meetings

# Strategic Plan



## Boerne ISD Strategic Plan 2018-2021

### Vision Statement:

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

### Mission of BISD:

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

BISD BELIEFS	Goals	Objectives	Strategies	Action Plans	19-20	20-21	21-22
	<ul style="list-style-type: none"> <li>All students have talents and gifts and deserve the highest quality education</li> <li>All students should have opportunities to achieve high levels of success</li> <li>Children matter to the community and should experience a sense of belonging</li> <li>Children grow best with family and community nurturing</li> <li>All students must be post-high school ready to enter the workforce and/or higher education</li> <li>In educating the whole child by addressing not only academics but social/emotional needs</li> <li>Education is a partnership involving students, families, community, and the district</li> <li>In fostering an atmosphere of open communication</li> <li>In a culture of collaboration and respect of all stakeholders</li> <li>In the importance of community partnerships</li> <li>Our staff is student-centered and dedicated to excellence</li> <li>Continuous development of staff is essential to student success</li> <li>In attracting and retaining the highest quality staff</li> <li>In being good stewards of the taxpayers' dollars</li> <li>In providing safe and secure schools for students and staff</li> </ul>	<b>Student Success</b> Prepare students to be College, Career, and Military Ready	1 - Build a framework for professional development and a support system for all BISD faculty and staff  2 - Transform student learning by intentionally teaching the life skills that promote the long-term development and success of all students	1.1 - Construct a professional development plan  1.2 - Develop and implement a system of on-going support  2.1 - Create a culture that values the process of learning  2.2 - Provide opportunities for students to practice the skills they are learning in a real-life environment	1.1.1 - Provide an engaging professional development system that is personalized, purposeful, and maximizes all staff's individual contributions to increase student success.  1.2.1 - Create and maintain a comprehensive support system for all BISD staff that is relevant to individual roles and personal growth, and that supports student success.  2.1.1 - Develop systems and policies that support student learning.  2.1.2 - Add professional supports for educators to implement practices that create a culture that values the process of learning.  2.2.1 - Develop BISD policies that leverage student engagement in existing and new program opportunities.  2.2.2 - Develop and promote opportunities for students to practice and obtain skills in real life situations.		
	<b>Customer Service</b> Provide quality service to both internal and external customers	3 - Every BISD member will take ownership in providing and creating a welcoming, compassionate environment	3.1 - Integrate opportunities to build trusting relationships among students, staff, families, and community members  3.2 - Develop core expectations or practice for customer service delivery throughout BISD	3.1.1 - Establish a unified and consistent customer service culture for building positive relationships with all stakeholders by developing and implementing a communication structure that is transparent, timely, responsive, and informative.  3.2.1 - Establish a uniform communication plan between community, district, campuses, classrooms and families.  3.2.2 - Develop and implement mentoring, training, and support programs for employees and families to establish consistent, welcoming, transparent customer service throughout BISD.			
	<b>Human Capital</b> Provide a quality work environment so every employee can perform at the highest level	4 - Create a comprehensive career pathway development plan characterized by an innovative, flexible and collaborative staff of connected lifelong learners	4.1 - Utilize all available data to drive decision making and planning to support employee needs  4.2 - Attract and retain talent according to a holistic profile of a BISD educator	4.1.1 - Create and implement training and support for new and existing staff to support employee growth and needs for greater student success.  4.1.2 - Collect, analyze, publish and respond to an ongoing collection of decision-making data.  4.2.1 - Review, develop, and implement a robust benefits package that will attract and benefit all BISD staff members.  4.2.2 - Develop a career mentoring program that includes all BISD leader involvement working towards promoting positive leadership strategies and career advancement pathways.			
	<b>Fiscal Responsibility</b> Create efficiencies at all levels of the organization	5 - Implement all operational efficiencies to enable BISD to offer all desired innovative programs which prepare students for a successful future	5.1 - Evaluate the effectiveness of programs and systems to ensure we are achieving our mission  5.2 - Educate all stakeholders regarding their vital role in the financial management of our district	5.1.1 - Identify and prioritize district programs and systems for evaluation based on district mission and annual goals.  5.1.2 - Design and implement an evaluation matrix to assess district programs and systems.  5.2.1 - Construct a communications pathway to educate our BISD stakeholders with transparent financial information.			

# District Scorecard

2019-2020 District Scorecard				
FOCUS	Student Success	Customer Service	Human Capital	Fiscal Responsibility
OBJECTIVES	Prepare students to be College, Career, and Military Ready	Provide quality service to both internal and external customers	Provide a quality work environment so every employee can perform at the highest levels	Create efficiencies at all levels of the organization
PROGRESS MONITORING	<i>Increase the percentage of graduates who are CCMR from 71% to 75%</i>	<i>Increase the mean of the Parent Satisfaction Survey from 3.97 to 4.10</i>	<i>Increase the mean of the Employee Engagement Survey from 4.13 to 4.20</i>	<i>Maintain unassigned fund balance between 17% (60 days) and 25% (90 days) of total expenditures as noted by regular progress monitoring</i>
	<i>Increase potential college credit earned by 2% from 9084 to 9264</i>	<i>Increase the mean of the District Services Survey from 4.00 to 4.10</i>	<i>Meet or reduce the current teacher turnover rate of 14.2%, not to exceed state teacher turnover rate of 16.6%</i>	<i>Maintain a formula for assigned fund balance related to Capital Replacement Plan</i>
	<i>Increase the number of industrial certifications earned by 5% from 186 to 197</i>	<i>Establish a baseline of 10K student/staff volunteer service hours</i>	<i>Increase professional participation in district exit process from 80.5% to 85.5%</i>	<i>Implement refurbishment and replacement plan</i>
	<i>Close the Achievement Gap by increasing success in Reading STAAR of Economically Disadvantaged students from 75% to 78%</i>	<i>Professional Learning feedback results will have a 90% approval rating as defined by scores of 4's or 5's on post professional development surveys</i>	<i>Increase overall participation in district exit process from 41.8% to 46.8%</i>	<i>Maintain a minimum of a Gold Level Transparency Rating with the Texas Comptroller's Office</i>
	<i>Increase the percentage of students approaching grade level or above from 90% to 92%</i>	<i>Increase online registration from 50% to 90%</i>		
	<i>Increase masters level on all tests at all grades in all subjects 37% to 40%</i>			
	<i>Increase the UIL participation by 5% with a 95% rate of participation eligibility</i>			

# District Improvement Plans

Located at [boerneisd.net](http://boerneisd.net) > Explore BISS > [Informational Postings](#)

## Comprehensive Needs Assessment

Revised/Approved: December 17, 2018

### Demographics

#### Demographics Summary

Boerne Independent School District is located in Kendall County, Texas, and is home to approximately 44,000 residents. Kendall County is consistently listed as one of the nation's ten fastest-growing large counties. Enrollment realities and projections moved the community to pass a bond in 2016 that provides funding for two new elementary schools and a new middle school. Van Raub Elementary School opened in 2018, with Herff Elementary School and Voss Middle School scheduled to open in the fall of 2019.

Boerne ISD has an enrollment of just over 9,100 students who attend classes at six elementary schools, two middle schools, two high schools, and an alternative campus.

With more than 1,000 faculty and staff, Boerne ISD is the largest employer in the community.

The district has a student population that is approximately 30.3% Hispanic; 65.22% White; 1% Asian; and 2% considered two or more races. 17.3% are considered economically disadvantaged; and 4.4% are English Language Learners. The average student-teacher ratio for BISS is 15.9 to one. The annual dropout rate for students in grades 9-12 is 0% and 84.7% of the district's graduating seniors take the SAT and/or ACT college entrance exams, scoring well above state and national averages.

The teachers currently serving BISS have an average of 13.7 years of teaching experience and an average of 6.9 years in BISS. More than 28.7% of teachers have a masters degree. Boerne ISD receives federal Title I funds, and as a result, is required to develop a plan describing how the district will improve gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. Boerne ISD has never demonstrated an equity gap when compared to other districts across the state. An analysis of existing gaps within our own district did identify that campuses with more minority students had more inexperienced teachers, but after only one year, that gap has been, essentially, eliminated.

Boerne ISD has evaluated the demographics of the district and elected to participate in Federal Title Programs. The purpose of Title I, under the Elementary and Secondary Education Act of 1965 (ESEA), is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The district has designated Curington, Fabra, and Kendall Elementary Schools as Title I Targeted Assistance campuses. The program participation allows Boerne ISD to direct Federal

## Goals

### Goal 1: Student Success: Prepare students to be college and career ready.

**Performance Objective 1:** Create and foster collaborative learning environments that engage all educators as learning leaders who make real-world connections: teacher-to-teacher, teacher-to-student, district-parent, and student-to-student in order to provide a well-rounded education and improve student outcomes as measured by district accountability rating of at least 92 in all report card domains.

**Evaluation Data Source(s) 1:** District Performance Data; College, Career, and Military Readiness Data Table

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative		Summative	
			Jan	June	Jan	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) Program evaluation: Curriculum Audit</p>	Assistant Superintendent for Teaching and Learning	<p>Program evaluation and development of long range plans</p> <p>Increased coordination between programs, resulting in smooth transitions for students as they progress academically</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2</p> <p><b>Funding Sources:</b> 199 - General Fund - 0.00</p>						
<p>2) Inbed technology in project-based activities that support core curriculum, STEM-related activities and courses, and daily activities to facilitate student proficiency in technology for BISS students and students of participating private schools.</p>	Technology Specialists, Administrators, Program/Content Coordinators, Teachers	Increased use of, and proficiency in, technology.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>PBMAS</b></p> <p>3) Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include RTI strategies, coordination with general education instruction, dyslexia program, and accelerated instruction, and summer school opportunities.</p>	Campus Principals, Assistant Superintendent for Teaching and Learning, Deputy Superintendent, Program/Content Coordinators	Increased student and school performance and improved college/career readiness as evidenced by comparable grade-span state report card performances across the district				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 199 - State Compensatory Education (SCE), Accelerera - 48187.00, 199 - State Bilingual/ESL - 4113.00</p>						

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

## **District Improvement Planning Process**

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

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

### **II. Goals, Objectives, and Strategies**

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

### **III. Continuous Process Involving All Stakeholders**

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

# 2019-2020 Comprehensive Needs Assessment and District Improvement Plan Summary

## Strengths:

- Boerne ISD received an “A” rating for the second consecutive year of the new accountability system, raising the overall score from 92 to 94 by focusing on increasing achievement for all students, to include educationally disadvantaged subpopulations.
- 5-Year Longitudinal Graduation rate of 99.5%
- “Closing the Gap” domain score rose from 90 to 95.

## Areas for Growth:

- An achievement gap exists for small sub-populations (EL, SPED, Eco Dis) on STAAR Assessments.
- The percentage of students completing a coherent sequence of CTE courses is below the state average.
- Stakeholder feedback indicates a need for improved two-way communication, both internally and externally, to enhance customer service as well as foster productive relationships.



## Goals and Performance Objectives:

- 1. Student Success:** Prepare students to be college and career ready.
  - Create and foster collaborative learning environments that engage all educators as learning leaders who make real-world connections: teacher-to-teacher, teacher-to-student, district-parent, and student-to-student in order to provide a well-rounded education and improve student outcomes as measured by district accountability rating of at least 92 in all report card domains.
  - Increase participation of Hispanic and low SES students in Advanced Academic programs by 1%.
- 2. Customer Service:** Provide quality service to both internal and external customers.
  - Improve collective mean of satisfaction on stakeholder surveys to 80% or better.
- 3. Human Capital:** Provide a quality work environment so every employee can perform at the highest levels.
  - Recruit and retain effective staff, by developing and using a "Profile of a BISD Educator", as measured by a staff turnover rate equal to, or lower than, the state average.
  - Address identified staff development needs by providing comprehensive, high-quality professional development as measured by end of year satisfaction survey results of at least 80% (to include Private Schools participating in Federal programs).
- 4. Fiscal Responsibility:** Create efficiencies at all levels of the organization.
  - Implement effective financial practices as evidence by continued A-rating in FIRST
  - Monitor and review district program expenditures for academic return on investment as evidenced by a 1% decrease in expenses related to program budgets.

# District Information

- Review of Safety Initiatives
- Co-Chairperson
- New Topics

# WHOLE CHILD SAFETY and SECURITY

Hector Hernandez

Safety and Security Coordinator

Boerne Independent School District

## **BISD DEIC Meeting**

October 8, 2019

- Texas School Safety and Security Council
- Texas School Safety Center
- The Governor's Office





# BEST PRACTICES

Law enforcement officer(s) on site daily based on an average of 1 officer, or more, per 1,000 students on most campuses.

Currently, we have 7 School Resource Officers partnered with our district.

- 6 Boerne Police Officers
- 1 Kendall County Sherriff's Deputy





# **BEST PRACTICES**

High definition 360 degree digital cameras with 24 hour recording at all entries, major corridors and exterior of campus





## **BEST PRACTICES**

*At primary entries, provide secure vestibules capable of resisting an unauthorized intruder until access is granted or until law enforcement/security arrives.*

*Ballistic/impact resistant film installed at main entries*





# **BEST PRACTICES**

*Provide continuous  
perimeter site fencing*





# BEST PRACTICES

*After-hours burglar/fire alarm system*





- DISTRICT WIDE COMMUNICATION/NOTIFICATION SYSTEM
  - TEXT
  - EMAIL
  - PHONE
  
- DISTRICT RADIO SYSTEM
  - UHF RADIO CHANNELS CAN BE PATCHED IN WITH LOCAL LAW ENFORCEMENT
  
- LIVE CAMERA SYSTEM
  - DISPATCH CAN LOG INTO OUR SYSTEM IN AN EMERGENCY AND PROVIDE REAL TIME INFORMATION TO FIRST RESPONDERS
  
- CARD READERS

# BEST PRACTICES

Provide communication systems using multiple technologies. This should include integration solutions that effectively share radio, voice, video, and hand-held digital radio systems for internal campus use.



- **A.L.I.C.E. TRAINING**
  - **ALERT**
  - **LOCKDOWN**
  - **INFORM**
  - **COUNTER**
  - **EVACUATE**
  
- **DRILLS**
  - **FIRE DRILLS**
  - **MONTHLY LOCKDOWN DRILLS**
  - **TRACKABLE WITH RAPTOR EMERGENCY MANAGEMENT SOFTWARE**
  
- **SOCIAL SENTINEL**
  - **MONITORS SOCIAL MEDIA**

## **BEST PRACTICES**

*Provide Training and Drills to make necessary reactions more immediate.*

*Use software that monitors social media activity for keywords.*



- We must look at this holistically.
  - There is no single answer to fix this.
- This is no longer someone else's problem
- No one will fix this for us
- Mental Health, training, building hardening, drills.
  - All pieces of this puzzle.
- Most importantly, we must

**CHANGE OUR STATE OF MIND**

## **Safety and Security**

Conclusion



# Election of Co-Chair



# New Topics



# Breakout Sessions

Department Overviews

*Subcommittee Assignments  
are on each table tent.*

**Teaching and Learning** - Conf. Room

**Finance and Operations** - C132

**Human Resources** - C134

**Technology** - Break Room

**Administrative Services** - C135 (*Safety &  
Security, Communications, Community Partnerships,  
Athletics*)

# Subcommittee Update



- Calendar Formation Committee will meet from 4:30 - 5:30 PM on the following dates:
  - October 16 (C135)
  - October 23 (Board Room)
  - October 30 (C135)
- Mrs. Aviles will send Outlook calendar invites October 9 to those chosen.

# Future Meeting Dates

- *Tuesday, December 17, 2019*
- *Tuesday, February 25, 2020*
- *Tuesday, April 21, 2020*