Boerne I.S.D.
District Education Improvement Committee

Tuesday, December 10, 2019

Agenda

Welcome / Announcements / DEIC Website & Minutes

Purpose of DEIC / Parental Involvement

Review of District Level Information

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
• All students have talents and gifts and deserve the highest quality education • All students should have opportunities to achieve high levels of success • Children matter to the community and should experience a sense of belonging • Children grow best with family and community nurturing	**Student Success** 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	1.1 - Construct a professional development plan	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 - Develop and implement a system of on-going support	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 - Transform student learning by intentionally teaching the life skills that promote the long-term development and success of all students	2.1 - Create a culture that values the process of learning	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 - Provide opportunities for students to practice the skills they are learning in a real-life environment	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.			
• All students must be post-high school ready to enter the workforce and/or higher education • In educating the whole child by addressing not only academics but social/emotional needs • Education is a partnership involving students, families, community, and the district	**Customer Service** 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	3.1.1 - 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 - Develop core expectations or practice for customer service delivery throughout BISD	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.			
• In fostering an atmosphere of open communication • In a culture of collaboration and respect of all stakeholders • In the importance of community partnerships • Our staff is student-centered and dedicated to excellence • Continuous development of staff is essential to student success	**Human Capital** 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	4.1.1 - 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 Attract and retain talent according to a holistic profile of a BISD educator	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.			
• In attracting and retaining the highest quality staff • In being good stewards of the taxpayers' dollars • In providing safe and secure schools for students and staff	**Fiscal Responsibility** 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	5.1.1 - 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 - Educate all stakeholders regarding their vital role in the financial management of our district	5.2.1 - Construct a communications pathway to educate our BISD stakeholders with transparent financial information.			

September 2019

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	*Increase the percentage of graduates who are CCMR from 71% to 75%*	*Increase the mean of the Parent Satisfaction Survey from 3.97 to 4.10*	*Increase the mean of the Employee Engagement Survey from 4.13 to 4.20*	*Maintain unassigned fund balance between 17% (60 days) and 25% (90 days) of total expenditures as noted by regular progress monitoring*
	Increase potential college credit earned by 2% from 9084 to 9264	*Increase the mean of the District Services Survey from 4.00 to 4.10*	*Meet or reduce the current teacher turnover rate of 14.2%, not to exceed state teacher turnover rate of 16.6%*	*Maintain a formula for assigned fund balance related to Capital Replacement Plan*
	Increase the number of industrial certifications earned by 5% from 186 to 197	*Establish a baseline of 10K student/staff volunteer service hours*	*Increase professional participation in district exit process from 80.5% to 85.5%*	*Implement refurbishment and replacement plan*
	Close the Achievement Gap by increasing success in Reading STAAR of Economically Disadvantaged students from 75% to 78%	*Professional Learning feedback results will have a 90% approval rating as defined by scores of 4's or 5's on post professional development surveys*	*Increase overall participation in district exit process from 41.8% to 46.8%*	*Maintain a minimum of a Gold Level Transparency Rating with the Texas Comptroller's Office*
	Increase the percentage of students approaching grade level or above from 90% to 92%	*Increase online registration from 50% to 90%*		
	Increase masters level on all tests at all grades in all subjects 37% to 40%			
	Increase the UIL participation by 5% with a 95% rate of participation eligibility			

January 2019

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

District Improvement Planning Process

I. Begins with a Comprehensive Needs Assessment (CNA).
- Begins well before the school year starts.
- Requires examination of all aspects of the district in an honest and transparent manner.
- Gives direction for the district and campuses for developing goals, objectives, and strategies

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

III. Continuous Process Involving All Stakeholders - Parent and Family Engagement
- 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 Continuous Improvement - Parent and Family Engagement (District Scorecard: Student Success, Customer Service)

<u>The Research is Clear</u>

Studies find when schools engage families in their child's education, students are more likely to:

- earn higher grades and test scores, and enroll in higher-level programs.

- be promoted, pass their classes, and earn credits.

- attend school regularly.

- have better social skills, show improved behavior, and adapt well to school.

- graduate and go on to postsecondary education.

https://www.raiseyourhandtexas.org/community/family-community-engagement-texas/

National Parent Teacher Association Data

- Schools would need to increase spending by more than $1,000 per pupil to gain the same results as effective family engagement. (10,000 x $1000 = $10,000,000)

- Teachers are more likely to remain in schools where families are involved and are able to develop trusting relationships with families.

https://www.state.nj.us/education/ESSA/guidance/external/ESSAFamilyEngagement.pdf

Self Assessment

Families and BISD are Partners in Developing and Achieving Goals for Children			
Goal/Level	Beginning	Making Progress	Innovative
1. School/staff partnerships with families grow and deepen.	School/staff find opportunities to learn about the family's strengths, needs, and goals as an entry to this relationship. ❑ This best describes our partnership	School/staff and families meet regularly to discuss their children and to strengthen relationships with family members. These meetings reflect their joint efforts, new circumstances and opportunities. ❑ This best describes our partnership	Together, school/staff and families decide on the data and information they will use to monitor trends in family strengths, needs and goals. They use this data/information to track their joint efforts and progress in reaching child and family goals. Learning to use data/information contributes to families' success in supporting children's development and learning. Using data and information together also strengthens parent-staff relationships. ❑ This best describes our partnership
2. School/staff help family members recognize their own contributions to student progress.	School//staff provide ongoing information and support to families in using program services and community resources (education, career development, health) to achieve family goals and promote the well-being of children. ❑ This best describes our partnership	School/staff help individual families see how their use of services leads to progress. They help families overcome challenges in achieving their goals. ❑ This best describes our partnership	Families and school/staff affirm the vital roles that families play in nurturing their children's learning and development. Together, they acknowledge and celebrate family members' growing knowledge and skills and build upon these in their work together to support children. ❑ This best describes our partnership
3. Family partnerships open the door to families' use of resources and services.	School/staff develop trusting relationships with families that make for responsive family referrals and effective information-sharing about program and community services and resources. ❑ This best describes our partnership	School/staff use knowledge of families to tailor referrals to services based on the strengths, needs, and styles of individual family members. ❑ This best describes our partnership	School/staff-family partnerships empower families to independently seek and use community services that are tailored to their strengths, needs and cultures. ❑ This best describes our partnership
4. Parents receive training and support for transitions.	School/staff provide families with information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children. ❑ This best describes our partnership	School/staff ensure families have the skills to communicate with other early childhood programs and schools about their child's accomplishments, interests and needs and can refer to child assessment data to support their observations. ❑ This best describes our partnership	School/staff provide opportunities for parents to create relationships with other families and to participate in parent groups in schools to which children will transition. ❑ This best describes our partnership

District Information

- Review of Whole Child Initiative
- New Topics

New Topics

Breakout Sessions

Department Overviews

Subcommittee Update

- Calendar Committee Overview

- Establish Parental Involvement Committee

Future Meeting Dates

- *Tuesday, February 25, 2020*
- *Tuesday, April 21, 2020*

SC3001 - Needs Assessment, Priorities, and Program Outcomes

Part 1: List the LEA's Identified Needs by Strategic Priority and Program Outcomes

Identified Need	#1	#2	#3	#4	Not Aligned
1. The percentage of students graduating with the completion of a CTE coherent sequence of courses is below the state average.	☐	☐	☑	☐	☐
2. There is an achievement gap between the general population and members of small sub-populations of students (English Learners, economically disadvantaged, students with disabilities), as well as gaps in their participation in Advanced Academics.	☐	☑	☐	☐	☐
3. Achievement gaps are present for economically disadvantaged students in STAAR 3-8 passing rates.	☐	☑	☐	☐	☐

A . Program Measures and Goals

Program	One Year Performance Measure (SMART goal)	Baseline Data	3-5-year Goal	Data Source(s)
1. Perkins ▼	The percentage of CTE coherent sequence graduates with at least one CTE course aligned with an industry-based certification will increase by 3 percentage points per school year, as measured by accountability sources.	3% in SY 18-19	12% EOY SY 21-22	TAPR, SIS Data, TSDS Reports
2. ESSA ▼	The percentage of 3rd grade students identified as economically disadvantaged who at approaches grade level or above in Reading will increase by 2 percentage points per school year, as measured by accountability sources.	67% in SY 17-18	76% by EOY 21-22	TAPR, SIS Data, TSDS Reports
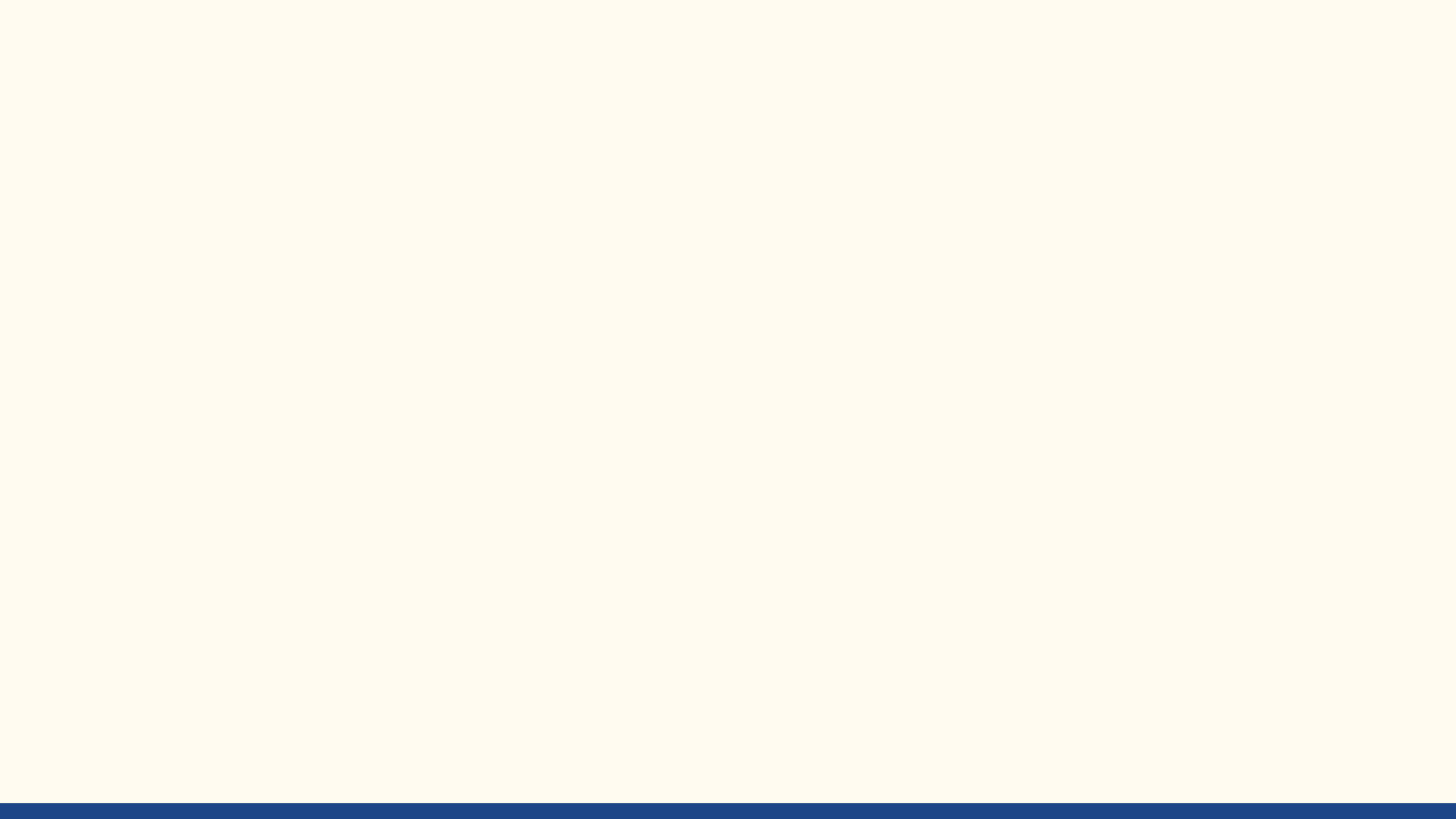
B . Programs or Activities

List the program or activity that addresses the needs identified in Part 1.	Is this a new program or activity?	#1	#2	#3	#4	Not Aligned
1. CTE offers more diverse programs/coherent sequences of study. Improved CTE teacher effectiveness through professional development is budgeted. Additionally, Perkins funds are used to purchase equipment that enables students to master industry based skills and successfully pass certification exams. Funds are used to enhance the classroom experiences to increase coherent sequences of study and IBCs.	○ Y ● N	☐	☐	☑	☐	☐
2. Title I, Part A Targeted Assistance program (Math and Reading) at three elementary schools with the highest grad span poverty rates.	○ Y ● N	☐	☑	☐	☐	☐

C . Total Funds Budgeted to support TEA Strategic Priorities

ESSA	Rural and Low Income	School Improvement	Perkins (Career/Technical)	Other
$500,000	N/A	N/A	$50,193	N/A