

**Boerne Independent School District**  
**Boerne High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Boerne High School engages, inspires, and enriches our community through innovative learning experiences.

## Vision

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.

## Student Success

**All BHS students will have access to post-secondary readiness by way of college hours, industry-workforce internships, and an array of career fields in the different military branches.**

# Comprehensive Needs Assessment

Revised/Approved: April 1, 2025

## Needs Assessment Overview

### Needs Assessment Overview Summary

Boerne HS currently has 1,500 students enrolled and houses grades 9-12. BHS has a block schedule with an academic day divided into four 90 minute periods. We consist of 77 faculty members, five campus administrators, two instructional coaches, 1 EB specialist, four counselors, a school nurse, ten paraprofessionals who assist with inclusion support in the classrooms and six administrative assistants. The campus has developed specific tutorial opportunities for students before school, as well as after school accelerated instruction. The common planning process functions effectively. The teams of teachers do an outstanding job meeting once a week in structured PLCs to plan and review instructional goals and student performance data. The data that is reviewed helps to drive the instructional focus and direction for each team. Furthermore, we facilitate continuous and on-going dialogue that pertains to student success such as demographics, testing history, sub-populations and student classroom performance. Within this model, as well as our MTSS model, specific plans have been established to address the needs of those students who are struggling with student learning expectations.

Campus leadership meets with staff to gain valuable insight into student and campus needs. BHS follows a well written and enforced student code of conduct.

Boerne High School will continue to utilize ALL resources and ALL staff to continue to grow in the Domain II and School Progress as it pertains to academic growth and relative performance. With the assistance of SEL, EB, and SPED resources, BHS will continue to work to make those strives in increased performance in EOC and CCMR-initiative standards. Through PLC collaboration amongst the staff, campus principal, academic dean, instructional coaches, and EB specialist, BHS will better monitor lesson plans, activities, scope and sequence and content YAG's through instructional walkthroughs, ICLE, and intervention courses. Other resources dedicated to this initiative in regards to student success include Summit K-12, Read 180, and ELL Sheltered Instruction. Other initiatives include the BHS commitment to provide better and more frequent access to those obtainment measure that encompass the CCMR initiative. These include TSIA2 tracking and monitoring, dual credit hours obtained tracking and monitoring, industry certification tracking and monitoring, and becoming more efficient in the tracking of those numbers of students who earn a 3 or higher on ALL AP exams.

BISD is committed to the use of technology. The technology department provides technical support, training and technology resources to the campus. In the campus effort to continue to transform the learning process for all students, BHS continues to concentrate on integrating technology into the curriculum. BHS has various types of technology that are available and utilized on campus. Each teacher has a laptop to use both in the classroom and during preparation and planning for their classes. BHS has multiple Chromebook carts assigned to teachers and additional carts designed for all classes to use during the school day. The library hosts a set of over 28 computers and additional laptops that can be checked out. The campus has an open Wi-Fi network that students and staff can use daily. Google classroom is used to share daily agendas and resources with students. Odysseyware online is used for credit recovery. BHS is supported by a part time instructional technology specialist as well as a part time technology tech. Classroom teachers are encouraged to blend technology in their lessons, as well as having students use technology in the classroom. Effective teaching with graphing calculators (TI-Nspire) will assist students to better understand mathematical concepts and use higher-level approaches when solving math problems. Developing 21st century skills - planning, critical thinking, reasoning, and creativity - are recognized to deepen and enhance student learning processes and academic outcomes and are necessary for future opportunity and success.

The strengths for the campus in the area of technology use would be the availability of computers for staff and students on campus. The Wi-Fi open network is very helpful in allowing students to bring their own personal devices and use while at school. A goal is for all teachers to attend instructional technology training once a month and use this additional training in the classroom. Other strengths would be classroom smart boards. Our campus further has dedicated labs that use the most high level programs and technology. Our technology department offers a wide variety of support and assistance to enhance the use of technology within the district. Campus administration has set a vision for creating learning experiences that provide the right tools and support all learners by emphasizing the use of technology in the classroom. Teachers make regular and extensive use of Google Classroom for course organization and work.

# Demographics

## Demographics Summary

Located in the beautiful Texas Hill Country, Boerne High School opened in 1910. Faculty and students moved into the new Boerne High School during the spring of 1971, and this location remains the home of the Greyhounds to this day. With the bond election of 2004, the people in BISD voted to build a second high school and remodel the present location of BHS, which closed for one year and reopened in 2009. Bonds approved in 2013, 2016, and 2022 have funded further campus and technology renovations, additions, and improvements. The BHS P-Tech Health Science Wing was completed, and an additional 225 students will be housed there as they complete their health science program of study. Boerne ISD is one of the fastest-growing school districts in the state of Texas.

BHS is a public four-year secondary school with an approximate enrollment in grades 9-12 of 1,500 students. Demographics at BHS reflect a population of 61% White, 34% Hispanic, 2% Two or More Races, 1% Asian American, and less than 1% Black, Native American, and Pacific Islander. Boerne High further includes the following breakdown of the student body: 5.75% EB, 21.17% economically disadvantaged, 10.47% Special Education, 26.55% At-Risk, and 6.64% GT.

## Demographics Strengths

Boerne High school has an active PTO presence on our campus and an established partnership with our community and businesses through CTE advisory boards and a campus site based team. The Boerne Education Foundation provides grants to strengthen and support instruction ALL students and ALL learning types in order to meet the future needs of a growing diverse community and to meet the needs of future industry growth throughout the region, the state, and nation.

Regardless of demographics or income status, BHS has shown that ALL students are included, or have access to, ALL CTE pathways, ALL Advancement Placement courses, dual credit opportunities, and those preparatory needs for success on college ready exams that include TSIA2, SAT, and ACT. All facets of this access as it encompasses the goals for a post-secondary student who graduates from BHS are within those BHS strengths of a graduation rate of 99%, for the 2022-2023 school year, and the data that shows BHS graduates move on to 4 year universities at a rate of 60%, 2 year colleges and technical schools at a rate of 20%, or the 20% who go straight in the workforce or the military.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Special Education students demonstrate below target performance in all five areas of EOC exams. **Root Cause:** These students experience a compounding of skill gaps over multiple years.

**Problem Statement 2 (Prioritized):** Boerne High School's resources to meet the needs of an increasing EB population. **Root Cause:** Boerne High School has been able to meet the needs of a traditional ESL population, but may need assistance in addressing the needs of "new-comers."

**Problem Statement 3 (Prioritized):** \*The current student-teacher ratio creates stress on resources due to larger class sizes. **Root Cause:** With BHS having a need for additional teacher units/FTE's, better community understanding of these ratios will improve and lessen the stress on those resources, thus leading to the approval of additional teacher units at BHS.

# Student Learning

## Student Learning Summary

Boerne High School received an A-Rating for the 2023-24 school year. Boerne High School has continued to perform above state and region levels in the Meets category for English 1, English 2, Biology, and US History EOC exam. We particularly saw gains in Biology 1 EOC exam as the Biology EOC Meets level increased from 2023 (72%) to 2024 (77%). We continue to see a significant difference in scores for our EB and Special Education students at the Meets level on the STAAR EOC exams.

During the past school-year of 2023-2024 Boerne High School has experienced significant student achievement success. The campus produced performance and participation growth in many of the measured areas. The campus met standard in the areas of Student Achievement, Student Progress and Closing Performance Gaps. In particular, Boerne High School received a scale score of 92 in Student Achievement that included a scale score of 92 in STAAR Performance, a scale score of 89 in CCMR, and a scale score of 99 in Graduation Rate. We continue to increase enrollment in advanced academics for both Advanced Placement and Dual Credit.

Boerne High School boasts a graduation rate of 99% and an attendance rate of 94.3% for the 2023-2024 school year. Our graduates move on to 4 year universities at a rate of 60% and 2 year colleges and technical schools with 20% enrollment.

Through agreements with the Alamo Community College District and Northwest Vista/San Antonio College, Angelo State University, Tarleton State, and the University of Texas OnRamps program, BHS students are currently able to earn dual credit in English, math, science, social studies, foreign language, and elective courses. In 2023-24, BHS students earned over 3000 college credit hours through these three institution. Because of these strong partnerships, BHS has begun the PTECH Health Science Early College program for the 2024-2025 where students from both BHS and CHS can earn associate degree in Science upon graduation along with multiple industry certifications in several health career pathways.

Boerne High School administered over 1100 Advanced Placement exams to over 500 students during the 2023-2024 school year. BHS had 70% of those students earn a 3 or higher towards college credit and transfer.

## Student Learning Strengths

Boerne High School students continue to perform above the national and state levels on standardized exams. Continuous improvement is evident based on historical data.

## STATISTICAL PROFILE

Avg ACT Composite Scores – Class of 2024		
BHS		23.5
Texas		20.2
National (2024)		21.5
Avg SAT Scores – Class of 2024		
	ERW	Math
BHS	563	555
Texas	513	507
National	531	528
National Merit Scholarship Program		2023-2024

Avg ACT Composite Scores – Class of 2024		
Commended		5

## ADVANCED PLACEMENT

BHS Advanced Placement Scores 2023-2024	
Total Students Taking Exams	517
Total Exams Taken	1125
Percent of Students with a Score of “3” or Higher	70%

### Student Data:

- Campus graduation rates continue to exceed state averages.
- Drop-out rates are lower than state averages.
- Student attendance is higher than state average.
- EOC scores continue to be above state average.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** BHS will look to provide additional access to more advance academic opportunities to BHS economically disadvantage students. **Root Cause:** Economically disadvantaged students transcend multiple populations at BHS to include EB, SPED, Hispanic.

**Problem Statement 2 (Prioritized):** Performance gaps exist within EB and Special Education sub-populations. **Root Cause:** Teachers need more training to support and serve students in the EB and Special Education populations.

**Problem Statement 3 (Prioritized):** BHS will look to address the need to access more technology resources and increase that access by 50% prior to the 2024-2025 school year. **Root Cause:** As classes become more technology driven, we need more resources to reach a 1:1 ratio of devices to students in each classroom.

**Problem Statement 4 (Prioritized):** BHS will look to increase Meets and Masters in English 2 EOC. **Root Cause:** Students at times lack relevance in the curriculum to expand better writing and enhanced processes to increase performance.

**Problem Statement 5:** BHS will look to increase Masters to 17% in ENG 2 and 30% in Algebra 1 in order to help increase students who college ready/eligible to take dual credit. **Root Cause:** BHS and the state as a whole even before Covid, scored lower in ENG 2 Masters.

# Goals

Revised/Approved: May 22, 2025

**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:** Boerne HS will increase their overall CCMR score from a 89 to 92% by June 30, 2025.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** AP exams, dual credit classes, SAT/ACT, TSIA2, IBC for CTE completers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BHS will implement structured weekly PLCs in each department to review student data, plan for interventions and improve instructional strategies by framing lessons which encompass the use of learning targets through content and language.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of effective instructional strategies and increased student achievement. Close gaps in sub populations of special education. Common assessments and benchmarks will reflect student growth. Utilize state performance indicators along with feedback from teacher, student and administrators. Will provide student's accommodations, modifications and services as documented in a student, individual ARD. IDEA B Federal Grant. Through Problem of Practice and the Texas Lesson Study, this will be complete prior to April 1, 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Curriculum Coordinators, IC's</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Contracted Services - 224 - IDEA B - Formula Special Education (SpEd) - \$800, Special Education Management System - 224 - IDEA B - Formula Special Education (SpEd) - \$3,262.50, Testing Supplies - 224 - IDEA B - Formula Special Education (SpEd) - \$100, Assessment and Evaluation - 224 - IDEA B - Formula Special Education (SpEd) - \$18,800, Music Therapy - 224 - IDEA B - Formula Special Education (SpEd) - \$2,400, Supplies and Materials - 224 - IDEA B - Formula Special Education (SpEd) - \$2,925, Autism Treatment Center - 224 - IDEA B - Formula Special Education (SpEd) - \$180,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BHS will utilize "The Fundamental Five" teaching strategies in daily lessons.  <b>Strategy's Expected Result/Impact:</b> Increased engagement and academic achievement of all students.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Curriculum Coordinators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BHS will utilize Branching Minds and the MTSS model to identify students in need of additional assistance/enrichment and develop individualized plans for each student.  <b>Strategy's Expected Result/Impact:</b> Increased academic achievement of at-risk and advanced students.  <b>Staff Responsible for Monitoring:</b> MTSS Implementation Committee, Campus Administration</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Connect high school to career and college  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> BHS will employ a co-teach/inclusion model in special education.  <b>Strategy's Expected Result/Impact:</b> Increased academic success of students served by special education services.  <b>Staff Responsible for Monitoring:</b> Special Education Department Chair, Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> BHS will develop and implement progress-monitoring systems, including participation in the annual district RDA review, tracking the progress of all sub-pops through formative and summative assessments, and sharing differentiation practices among teachers. Staff, administrators, and instructional coaches will utilize CMS protocols to calibrate walks for learning and coaching methods to increase relevance in all classrooms.  <b>Strategy's Expected Result/Impact:</b> Increased academic achievement among all subpopulations and improved instructional strategies.  <b>Staff Responsible for Monitoring:</b> Dept. Chairs, At-Risk Coordinator, Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> BHS will provide targeted EOC interventions and accelerated instruction in a small group format for students who have yet to pass the EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher passing rates for at-risk students on EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> At-Risk Coordinator, Campus Administration</p> <p><b>Funding Sources:</b> Supplemental Tutoring for At-Risk Students' EOC Exams - 199 - State Compensatory Education (SCE), Accelerera - 6100 - \$12,600, Supplemental Tutoring for At-Risk Students - 199 - State Compensatory Education (SCE), Accelerera - \$14,846</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> BHS will monitor daily attendance, communicate with parents and ensure compliance with district/state procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will miss less instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> BHS will establish TSI prep Advisory for current seniors not College Ready in Math or ELA. Seniors may also have the opportunity to co enroll in Math and ELA Prep courses. For current 9th-11th grades students, Academic Dean, counselors, and PTech coordinator will ensure that all students have in their 4 year plan those possibilities to earn 9 or more college hours in any fields and 1 or more certifications in their chosen CTE pathway.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of ALL graduates will have 9 or more college hours and 1 or more industry certification by 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, counselors, and PTech coordinator</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1, 2</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 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Boerne High School's resources to meet the needs of an increasing EB population. <b>Root Cause:</b> Boerne High School has been able to meet the needs of a traditional ESL population, but may need assistance in addressing the needs of "new-comers."</p>
Student Learning
<p><b>Problem Statement 1:</b> BHS will look to provide additional access to more advance academic opportunities to BHS economically disadvantage students. <b>Root Cause:</b> Economically disadvantaged students transcend multiple populations at BHS to include EB, SPED, Hispanic.</p>

**Student Learning**

**Problem Statement 2:** Performance gaps exist within EB and Special Education sub-populations. **Root Cause:** Teachers need more training to support and serve students in the EB and Special Education populations.

**School Processes & Programs**

**Problem Statement 1:** BHS will need to increase the number of students earning certifications and licensures, along with the number of students meeting standard on TSIA2. **Root Cause:** New and growing programs need to be coherently aligned in both CTE and academic core areas that promote college and success indicators.

**Perceptions**

**Problem Statement 1:** BHS will need to expand educational partnerships with local businesses. **Root Cause:** New teachers in new programs have not had time to establish many lasting partnerships.





**Problem Statement 2:** BHS struggles to recruit and retain professionals with advanced degrees **Root Cause:** Proximity to larger districts with higher salaries and extensive PD opportunities.

**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: Pathways to Technology (P-Tech) Medical/Health Science Program of Study:** By 2028, Boerne High School will have had its first graduating cohort to graduate with an Associates of Science through San Antonio College.

**HB3 Goal**

**Evaluation Data Sources:** SAC, P-Tech Administrator, counselor, academic dean

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students in the BHS P-Tech will earn one or more medical/allied health industry certification prior to graduation  <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1, 2	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Boerne High School's resources to meet the needs of an increasing EB population. <b>Root Cause:</b> Boerne High School has been able to meet the needs of a traditional ESL population, but may need assistance in addressing the needs of "new-comers."
<b>Student Learning</b>
<b>Problem Statement 1:</b> BHS will look to provide additional access to more advance academic opportunities to BHS economically disadvantage students. <b>Root Cause:</b> Economically disadvantaged students transcend multiple populations at BHS to include EB, SPED, Hispanic.
<b>Problem Statement 2:</b> Performance gaps exist within EB and Special Education sub-populations. <b>Root Cause:</b> Teachers need more training to support and serve students in the EB and Special Education populations.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> BHS will need to increase the number of students earning certifications and licensures, along with the number of students meeting standard on TSIA2. <b>Root Cause:</b> New and growing programs need to be coherently aligned in both CTE and academic core areas that promote college and success indicators.
<b>Perceptions</b>
<b>Problem Statement 1:</b> BHS will need to expand educational partnerships with local businesses. <b>Root Cause:</b> New teachers in new programs have not had time to establish many lasting partnerships.

## Perceptions

**Problem Statement 2:** BHS struggles to recruit and retain professionals with advanced degrees **Root Cause:** Proximity to larger districts with higher salaries and extensive PD opportunities.