

**BOERNE
ISD**

**DISTRICT
EDUCATIONAL
IMPROVEMENT
COMMITTEE**

Tuesday, May 5, 2026

Welcome

AGENDA

- Welcome [DEIC Website](#)
- Purpose of DEIC-J. Burton
- Professional Learning Plan-J. Burton
- Policy Update-DEC (LOCAL)-J. Rhodes Pruin
- District of Innovation Plan Amendment-J. O'Hare
- Sub-Committee Report: Handbook & Code of Conduct-J. O'Hare
- Federal Grant Updates-K. Mitchell
- DIP Needs Assessment Activity-J. Burton

BOERNE ISD CORE VALUES

The Boerne ISD Core Values are the foundation for our success. Taken together, they create the BISD culture and community by defining what it means to be BISD. They are:



**Every Child,
Every Day**



**Respectful
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boerneisd.net/core

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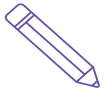
PURPOSE OF DEIC



To provide an opportunity for stakeholders to have a voice in the educational process of the district



All federal planning requirements go through DEIC



District Improvement Plan is developed, reviewed, and revised annually by the DEIC



At least two meetings per year; BISD schedules 4 meetings per year.

“Big Rocks”

- Feedback to support the District Improvement Plan (DIP)
- Developing recommendations for the Academic Calendar
- Monitor Federal spending
- Stakeholder Input

BOERNE ISD DEIC PLANNING PROCESS

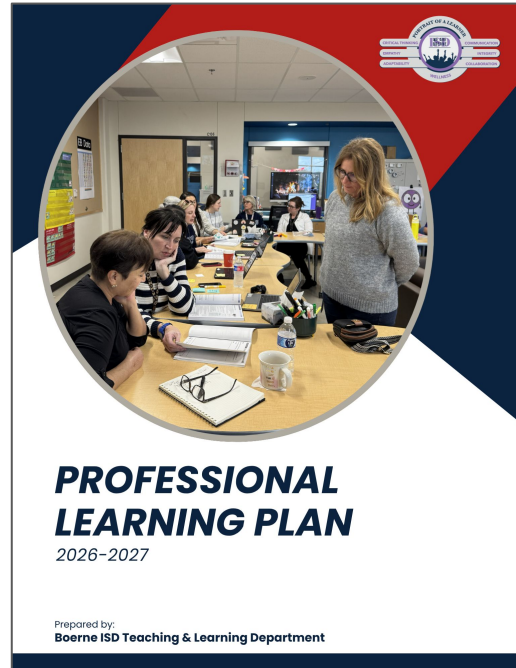




**Boerne ISD Professional Learning Plan
2026-2027**

2026-2027 Boerne ISD Professional Learning Plan: Board Consideration for Approval

May 11, 2026



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2026-2027 Boerne ISD Professional Learning Plan: Contractual Calendar

For 2026-2027, Boerne ISD has:

168 Days with students (167 full days/2 half days-Note: We are required to have a minimum of 76,500 minutes of instruction.)

8.5 Required, Local Staff Development Days (Campus- and District-led Professional Learning)

3 Exchange Days (Professional Learning CPE hours accrued outside the contract day)

5 Workdays

2 Parent/Teacher Conference Days (new requirement SB 12)

.5 Early Release (12/18/26)

=

187 days of minimum contractual days required by Boerne ISD



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2026-2027 Boerne ISD Professional Learning Plan Updates

Committee & Structure Changes

- **Advisory Membership:** Removed certain representatives; roles absorbed by Teaching & Learning.
- **Documentation:** New Appendix H (Nondiscrimination Notices) added.
- **Policy Links:** Added DEC (LOCAL) board policy regarding PL absences.

New Training & Compliance

- **Youth Mental Health First Aid:** New one-time YMHFA mandate for student-facing staff.
- **Updated Compliance Training List:**
- **System of Care:** Transitioned to Year 2 (deepening support systems).
- **Instructional:** Introduced Seidlitz 7 Steps for Language-Rich Classrooms initiative.
- **Dyslexia:** Minor wording updates based on staff feedback.

Evaluation & Calendar

- **T-TESS Alignment:** PL should relate to T-TESS or any district-approved evaluation tool.
- **Logistics:** Updated Exchange Day dates and 2026-2027 calendar cycles.



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2026-2027 Boerne ISD Professional Learning Plan: Calendar Overview

Appendix E	
2026-2027 District Professional Learning Calendar Overview	
For the 2026-2027 school year BISO teachers and other professional employees have 13.5 scheduled days of professional learning. There are 4.5 workdays. New-to-district teachers have 2 additional required days of professional learning during Boerne U.	
<u>May 26-27, 2026</u>	Boerne U-May
<u>June 2 and July 21-22, 2026</u>	Administrative Retreat
<u>July 27-29, 2026</u>	New Teacher Academy (required for all new-to-Boerne ISD teachers) and Boerne U-July
<u>August 3-10, 2026</u>	Faculty and staff are scheduled for district/campus professional learning and teacher classroom preparation/workdays.
<u>September 18, 2026</u>	Elementary Parent/Teacher Conferences-Secondary District Professional Learning Day
<u>October 13, 2026</u>	Secondary Parent/Teacher Conferences-Elementary District Professional Learning Day
<u>November 20, 2026</u>	Exchange Day #1 <ul style="list-style-type: none"> Eligible staff must complete at least 6 CPE Exchange Day hours <i>outside of the contract day by November 6, 2026</i>. November 20th is a paid contract day. Eligible staff not completing at least 6 of the required 18 CPE hours and/or not appropriately entering the hours into Strive 10 workdays prior to the Exchange Day will be required to: <ul style="list-style-type: none"> Submit for state personal leave to be approved by the principal.
<u>January 5, 2027</u>	Exchange Day #2 <ul style="list-style-type: none"> Eligible staff must have completed the required CPE Exchange Day hours <i>outside of the contract day by December 11, 2026</i>. January 5th is a paid contract day. Eligible staff not completing the required number of CPE hours and/or not appropriately entering the hours into Strive 10 workdays prior to the Exchange Day will be required to: <ul style="list-style-type: none"> Submit for state personal leave to be approved by the principal.
<u>January 6, 2027</u>	Campus Professional Learning Day
<u>January 7, 2027</u>	District Professional Learning Conference
<u>January 8, 2027</u>	AM-District Professional Learning / PM-Campus Professional Learning
<u>January 11, 2027</u>	Teacher Workday
<u>February 12, 2027</u>	Parent/Teacher Conferences (all levels)
<u>February 15, 2027</u>	Exchange Day #3 <ul style="list-style-type: none"> Eligible staff must have completed the required CPE Exchange Day hours <i>outside of the contract day by February 1, 2027</i>. February 15th is a paid contract day. Eligible staff not completing the required number of CPE hours and/or not appropriately entering the hours into Strive 10 workdays prior to the Exchange Day will be required to: <ul style="list-style-type: none"> Submit for state personal leave to be approved by the principal.
<u>March 15, 2027</u>	Campus Professional Learning Communities
<u>May 27, 2027</u>	Teacher Workday (early release students)
<u>May 28, 2027</u>	Teacher Workday



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DEC(LOCAL)

Leaves and Absences

DEC(LOCAL) Explained

DEC(LOCAL) dictates local rules for sick leave, personal leave, and discretionary absences.



Leave Administration

Defines how sick leave is accumulated, how many local personal days are allowed, and if leave can be donated.



Restricted Days

Establishes specific days when discretionary leave cannot be used.



Which school day do you think has the greatest number of absences?

Think about holidays, breaks, and special events.

BISD's Absence Reality

Absence Date	2025-26		2024-25	
	Date	# Absences	Date	# Absences
Fall Break - Day Before	10/9/2025	113	10/10/2024	127
Fall Break PD Day	10/13/2025	231		
Fall Break PD Day	10/14/2025	189	10/15/2024	162
Fall Break - Day After	10/15/2025	82	10/16/2024	80
Day After Halloween	11/1/2024	WEEKEND	11/1/2024	164
Thanksgiving - Day Before	11/21/2025	179	11/22/2024	159
Thanksgiving - Day After	12/1/2025	134	12/2/2024	103
Christmas - Day Before	12/19/2025	68	12/20/2024	74
Christmas PD Day	1/6/2026	145	1/7/2025	EXCHANGE
Christmas PD Day	1/7/2026	116	1/8/2025	91
Christmas PD Day	1/8/2026	126	1/9/2025	132
Christmas PD Day	1/9/2026	123	1/10/2025	123
Christmas - Day After	1/12/2026	77	1/8/2025	91
Super Bowl Monday	2/9/2026	157	2/10/2025	133
Spring Break - Day Before	3/6/2026	188	3/7/2025	163
Spring Break PD Day	3/16/2026	164		
Spring Break - Day After	3/17/2026	103	3/17/2025	98
Thursday Before Good Friday	4/2/2026	183	4/17/2025	150
Easter Monday	4/6/2026	152	4/21/2025	148
Battle of Flowers	4/24/2026	186	5/2/2025	208

What happens on your campus when there are not enough guest teachers to cover teacher/aide absences?

BISD's Absence Reality

Absence Date	2025-26		2024-25	
	Date	# Absences	Date	# Absences
Fall Break - Day Before	10/9/2025	113	10/10/2024	127
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What impact does a high rate of employee absences on school days have on student learning?

How does a high rate of employee absences on professional development days affect student learning?

DEC(LOCAL) Discretionary Use Recommendation

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Absent extenuating circumstances and/or in accordance with administrative regulations, discretionary leave shall not be approved on the following days for campus-based and instructionally-related personnel:

- On the first five or last five instructional days of each school year;
- On the day before or after a school holiday or an extended break consisting of three or more consecutive days (excluding weekends);
- On days scheduled for end of semester or end-of-year exams;
- On days scheduled for state-mandated assessments; and
- On assigned professional or staff development days.

All other employees may use discretionary leave on these workdays only with the approval of the supervisor. The use of discretionary leave by any employee in a manner that negatively impacts the students or mission of the District may be addressed through the District's disciplinary procedures.

Discretionary use of state personal leave shall not exceed three consecutive workdays during the instructional year. Any approval of extended use of discretionary leave outside the instructional year will be in accordance with administrative regulations.

Exceptions and Special Circumstances

The district recognizes that exceptions will be necessary. As a general guideline, these may include:



Weddings



Funerals



Births



Graduations



Other significant life events

DEC(LOCAL) Other Recommendations

Catastrophic Leave Program

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate [state or local](#) leave for use by the eligible employee.

FMLA Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be [measured backward from the date an employee uses FMLA leave](#) ~~July 1 through June 30~~.

Additional Feedback

Please use the QR code to provide additional feedback regarding the **DEC(LOCAL)** recommended changes.





**District of Innovation:
Amendment**

What is DOI?

H.B. 1842 (84th Session of the Texas Legislature) in part added Chapter 12A to the Texas Education Code (TEC) to create **Districts of Innovation**. Districts are eligible for designation if certain performance requirements are met and the district follows certain procedures for adoption as outlined in Statute. The designation provides the district will be exempt from certain sections of the TEC that inhibit the goals of the district as outlined in the locally adopted Innovation Plan.

The term of the designation as a district of innovation may not exceed 5 calendar years.



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Boerne ISD and DOI

Boerne ISD first became a [District of Innovation](#) in 2017.

The district's innovation plan was renewed in November of 2022, and the current plan is in effect for 2023-2028.

BISD's current plan exempts the district from:

- TEC 25.0811 - Uniform School Start Date
- TEC 21.003(a) and TEC 21.0257 (a-e) - Teacher certification for hard to fill areas (*TEC 21.003 is impacted by the passage of 21.0032*)
- TEC 21.102 Teacher contracts - use of two year probationary periods
- TEC 25.112, TEC 25.113 - use of class size waivers
- TEC 37.0012 - Campus Behavior Coordinator (*no longer permitted*)



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DOI Amendments

An amendment may be used when a district seeks to adjust its District of Innovation Plan prior to the end of its current term (or in our case prior to 2028).

An amendment to a DOI plan does not require the district to repeat the adoption process in its entirety.

A local innovation plan may be amended if it is approved by the DEIC (majority vote) and the board of trustees (two-thirds vote).

An amendment to an approved plan does not change the date of the term of designation as an innovation district. Exemptions that were already formally approved are not required to be reviewed.



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Proposed Amendment

TEC 26.011 and TEC 26A Local Grievance Policy

TEC 26.011 and TEC 26A requires school district grievance procedures to match the specific structure provided by TEC.

This rigid structure which uses calendar days instead of the previously used business days results in more inconsistent timelines with due dates falling on weekends and holidays.

Additionally, TEC 26.011 and TEC 26A allows the submission of new documents at any time in the process and calls for an unclearly defined “remand” process to address new documents that are added in later in the process.



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Proposed Amendment

TEC 26.011 and TEC 26A Local Grievance Policy

This grievance procedure restricts the District's ability to conduct grievances in a manner that aligns with the needs of the Boerne ISD community and limits the District's ability to respond to complaints in a timely and efficient manner using the procedures that employees, students, and community members have experience and a familiarity with.

TEC 37.0012 Campus Behavior Coordinator

We are seeking to remove this exemption as it is no longer allowable by law

[Proposed Amendment](#)



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Proposed Amendment



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**Subcommittee Report:
Student Handbook & Student Code of Conduct**

Charge of the Committee

The goal of the SH and SCOC Review Committee is to solicit suggestions for edits to the SH and SCOC, discuss suggested edits, and make recommendations for revisions to the SH and SCOC.

The SH and SCOC Review Committee is an ad hoc advisory committee, representing various stakeholders of the district and campus staff. It operates as a sub committee of the DEIC.

The committee will work to reach consensus on proposed recommendations for revisions to move forward for consideration to the DEIC, the ELT, and (for the SCOC) the Board of Trustees.



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Subcommittee Recommendations

1. Move from Student Handbook to Parent and Student Handbook
2. Add Middle School [A Honor Roll information](#) to Student Handbook
3. Move forward with [draft Code of Civility](#)
4. Adjust dress code rules for hair to remove language specific to hair color:

Hair / facial hair must be clean, well-groomed and not pose a distraction. Hairstyles or designs that are disruptive or distracting to the school environment are prohibited (i.e. mohawks, rattails, patterns or shavings in the hair, or spikes). ~~Color that is disruptive or distracting to the school environment is prohibited (i.e. colors other than natural hair colors).~~



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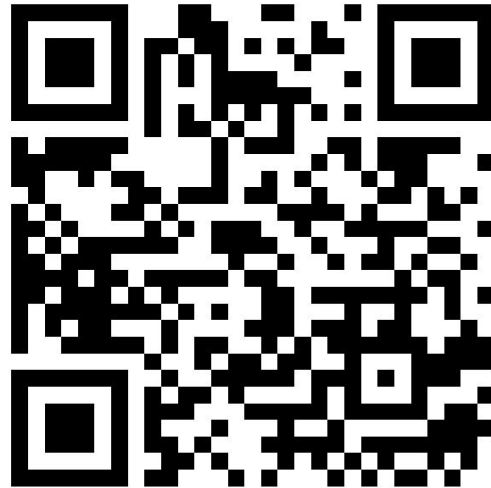
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DEIC Feedback-Student Handbook Revisions

Please use the QR Code below to share your feedback on the proposed revisions.



<https://bit.ly/2026DEICfeedback>



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Federal Programs Updates

2026-2027 Boerne ISD Federal and State Grant Applications with Planning Amounts and Proposed Uses

Title I, Part A (\$715,150) - Targeted Assistance Funds provide supplemental funding for resources to help schools with high concentration of students from low-income families provide a high-quality education that enables all children to meet the state's student performance standards.

- Campuses:
 - Curington Elementary School
 - Fabra Elementary School
 - Kendall Elementary School
- Mandatory reservations:
 - Parent/Family Engagement
 - support for homeless students
- Proposed Uses
 - Professional and para-professional salaries for targeted intervention in reading and math
 - Supplemental Title I teacher and student classroom resources
 - Professional development for teachers and staff of Title I students



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2026-2027 Boerne ISD Federal and State Grant Applications with Planning Amounts and Proposed Uses

Title I, Part C (\$4,699) - Migrant Education Program Funds are designed to support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. Efforts are aimed at helping migrant student succeed in school and successfully transition to postsecondary education or employment.

- Boerne ISD participates in the Region 20 Education Service Center Shared Services Arrangement
 - Multiple districts combine their Title I, Part C funds
 - ESC 20 is the fiscal and administrative agent
 - Maximizes funding through cooperative spending



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2026-2027 Boerne ISD Federal and State Grant Applications with Planning Amounts and Proposed Uses

Title II, Part A (\$225,068) - Teacher and Principal Training and Recruiting (TPTR)
Funds are designed to increase academic achievement by improving teacher and principal quality.

- Allowable Uses:
 - Supplemental staff development in district/campus priority areas
 - Enhance recruiting, hiring, and retention of highly qualified teachers
- Proposed Uses:
 - Professional learning focuses on relationship-driven campus culture and student connectedness
 - Instructional leadership training
 - Early Childhood teacher training
 - Academic content-specific professional learning
 - Campus leadership training



2026-2027 Boerne ISD Federal and State Grant Applications with Planning Amounts and Proposed Uses

Title III, Part A (\$67,683) - English Language Acquisition, Language Enhancement, and Academic Achievement Act ensures that Emergent Bilingual (EB) students develop English proficiency and meet the same academic achievement standards other students achieve.

- Required Reservations:
 - Parent/Family Engagement
- Proposed Uses:
 - Professional learning provided for teachers of EB students
 - Supplementary classroom resources for EB students



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2026-2027 Boerne ISD Federal and State Grant Applications with Planning Amounts and Proposed Uses

Title IV, Part A (\$47,784) - Student Support and Academic Enrichment Grant is designed to improve students' academic achievement by increasing the capacity of the district to provide access to, and opportunities for, well-rounded education for all students; improve school conditions to create a healthy and safe school environment; and improve access to technology in the classroom.

- Proposed Uses:
 - Summer math acceleration courses
 - Fund Dual-Credit courses for economically disadvantaged students
 - Professional learning for counselors
 - Professional learning in technology



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2025-2026 Boerne ISD Federal and State Grant Applications Final Amounts (2026-2027 Planning Amounts Unavailable)

Individuals with Disabilities Education Grant (IDEA-B \$1,790,731 + IDEA-B Preschool \$15,217) - IDEA-B grants provide for equitable education to students with disabilities to supplement/increase services beyond the level of state and local funds expended for these student programs.

- Proposed Uses:
 - Salaries for Special Education teachers and teaching assistants
 - Supplies and materials,
 - Contracted services (such as evaluation services, speech and behavior therapies, etc.)

Perkins V (\$91,378) - Strengthening Career and Technical Education for the 21st Century provides for needs identified in the local comprehensive needs assessment and are designed to minimize gaps in STEM and nontraditional enrollment courses.

- Proposed Uses:
 - Contracted services
 - Supplies and materials



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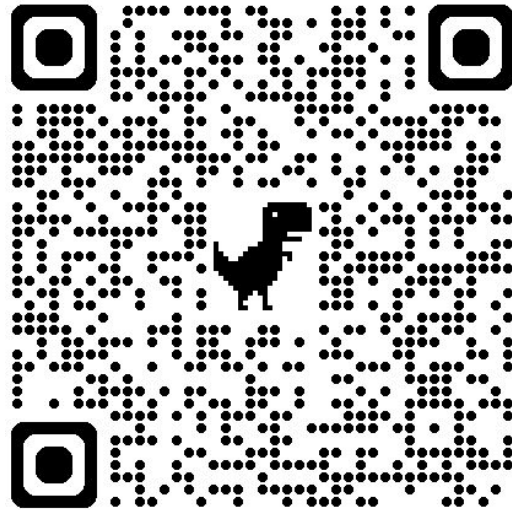


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DEIC Feedback: ESSA Title I Parental Involvement Policy and Title IV Needs Assessment



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DIP Needs Assessment Activity



HB 3 BOARD GOALS

2019 LEGISLATIVE SESSION

Purpose

Requires school boards to adopt specific 5-year plans with quantifiable, annual goals for

- Early childhood literacy,
- Early childhood math, and
- College, Career, and Military Readiness (CCMR).

Details

- Early Reading Literacy and Numeracy are measured by current year Grade 3 STAAR at Meets Grade Level and above.
- CCMR data lags one year (previous graduating class)
- Performance is reported by student group





2025 Legislative Session

- **HB 8:** Creates a new statewide assessment in 2027-28: Student Success Tool (SST)
- The 2028 A-F Accountability Rating System will adjust:
 - Passing standards along with the new SST assessments.
 - Starting with the class of 2030, CCMR changes will significantly impact performance for all districts in Texas
- **HB 120:** will create new CCMR goal requirements.





Goal Setting Process



Data Analysis

Review of:

- K-2 outcomes
- Previous 3rd grade “Meets” performance
- Subgroup growth



Goal Development

Set:

- Measurable Student-Centered Goals
- Consider diverse needs and staffing



Alignment

Ensure:

- Goals support district priorities
- Assign leaders to monitor progress
- Provide targeted support



Review

Monitor:

- Track actions and outcomes
- Report to the Board and adjust goals annually for continuous improvement

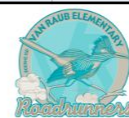
Proposed Early Childhood Literacy



**Adopted
March 2026**

2024-25 STAAR Performance	STATE Goal: 60%	Region	BISD
MEETS +	52%	50%	75%

District Early Childhood Literacy Board Outcome Goal: District 3rd grade Goal												
The percent of 3rd grade students that score MEETS grade level or above on STAAR Reading will increase from 75% to 80% by June 2030.												
Yearly Target Goals												
Year	2025	2026	2027	2028	2029	2030						
Goal	74%	76%	77%	78%	79%	80%						
Actual	75%											
Closing the Gaps Student Groups Yearly Goals												
	% MEETS STAAR Reading	African American	Hispanic	White	Asian	Two or More Races	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB/ EL
STAAR 2025 (Actual)	75%	73%	69%	78%	92%	89%	52%	88%	76%	73%	56%	44%
Goal 2026	76%	74%	70%	80%	92%	89%	53%	88%	76%	74%	57%	45%
Goal 2027	77%	75%	71%	81%	93%	90%	54%	89%	77%	75%	58%	46%
Goal 2028	78%	76%	72%	82%	93%	90%	55%	89%	78%	76%	59%	47%
Goal 2029	79%	77%	73%	83%	94%	91%	56%	90%	78%	77%	60%	48%
Goal 2030	80%	78%	74%	84%	94%	91%	57%	90%	79%	77%	61%	49%



Proposed Early Childhood Math



**Adopted
March 2026**

2024-25 STAAR Performance	STATE Goal: 60%	Region	BISD
MEETS +	46%	44%	69%

District Early Childhood Math Board Outcome Goal: District 3rd Grade Goal												
The percent of 3rd grade students that score meets grade level standard or above on STAAR Math will increase from 69% to 74% by 2030												
Yearly Target Goals												
Year	2025	2026	2027	2028	2029	2030						
Goal	72%	70%	71%	72%	73%	74%						
Actual	69%											
Closing the Gaps Student Groups Yearly Goals												
Assessment Year	% MEETS STAAR Math	African American	Hispanic	White	Asian	Two or More Races	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB/ EL
STAAR 2025 (Actual)	69%	70%	58%	74%	92%	78%	47%	88%	70%	60%	49%	43%
Goal 2026	70%	70%	61%	76%	92%	79%	48%	88%	72%	61%	50%	43%
Goal 2027	71%	70%	62%	77%	92%	79%	49%	88%	73%	62%	51%	44%
Goal 2028	72%	70%	62%	78%	92%	80%	49%	88%	73%	63%	52%	44%
Goal 2029	73%	70%	63%	79%	92%	80%	50%	88%	73%	64%	53%	45%
Goal 2030	74%	70%	63%	80%	92%	81%	50%	88%	74%	65%	54%	45%



BISD College, Career, & Military Readiness Goals



CCMR District Goal - Boerne ISD

The percentage of graduates that meet the criteria for CCMR will increase from 95% to 100% by August 2027 and sustain through August 2029.

Yearly Target Goals

	2025 Class of 2024	2026 Class of 2025	2027 Class of 2026	2028 Class of 2027	2029 Class of 2028	2030 Class of 2029	2031 Class of 2030
Target	92%	96%	97%	100%	100%	100%	HB 8 Changes Implemented
Actual	95%						

Closing the Gaps Student Groups Yearly Targets

	Year	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EB	Cont. Enrolled
Actual	2025	91%	97%	95%	96%	100%	87%	81%	94%
Target	2026	94%	98%	96%	96%	100%	90%	85%	96%
Target	2027	95%	98%	100%	95%	100%	93%	90%	98%
Target	2028	96%	100%	100%	100%	100%	95%	95%	100%
Target	2029	100%	100%	100%	100%	100%	100%	100%	100%
Target	2030	100%	100%	100%	100%	100%	100%	100%	100%

Adopted
March 2026

DEIC Feedback: HB 3 Goals



- **Green Light**-What does BISD currently have in place to drive this growth?
- **Yellow Light**-What areas of “caution” or barriers might we need to consider and monitor?
- **Red Light**-What untapped strategy/resource or new recommendation would give us the best chance at reaching these goals?



Every Child,
Every Day



Respectful
Relationships



Excellence
through
Integrity



Commitment
to Service

DEIC Feedback: HB 3 Goals



Gallery Walk

After you review the stoplight posters, use sticky notes to add the following to the “Parking Lot.”

Connection-Share one way home-school partnerships can help drive this growth.

Question- Ask a question that helps us see this goal from a different point of view.

This feedback will be synthesized to support
26-27 planning.



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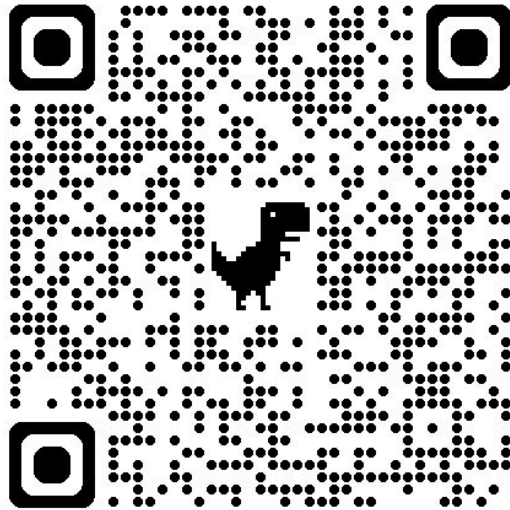


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DEIC Feedback: ESSA Title I Parental Involvement Policy and Title IV Needs Assessment



<https://forms.gle/VG6Jgi3VLhoVRfxt7>



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FUTURE MEETINGS

Thank you for serving on the
District Educational Improvement Committee.

See you in the Fall!

**LEGACY
BUILT
FUTURE
READY**