

# **Buckholts Independent School District**

## **District Improvement Plan**

### **2023-2024**



# Mission Statement

**Buckholts Independent School District is rich in culture, heritage, and tradition. BISD will provide an educational environment that will enable all students to develop essential academic skills for a lifetime. We will produce well-educated students who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by teaching ALL students so that they may learn at their maximum potential.**

## Vision

**Every graduate ready for college, career, and life. Real school. Every day.**

### **BISD students:**

- Will be productive members of society who are fully equipped to continue their preparation for the future
- Are confident and self-driven. They have a positive vision of the future and goals needed to achieve their dreams
- Are well rounded academically, physically, and spiritually
- Are proud of their school and community and value learning as a life-long endeavor
- Are creative problem solvers who choose to think critically
- Value and accept diversity
- Feel safe at school

### **The BISD learning environment provides:**

- An evolving and innovative curriculum that meets the diverse needs of all students, and equips them to be positive and contributing members of society
- A highly qualified, dedicated, and caring staff dedicated to children
- Modern technology and training that maximizes learning for all
- Pro-active and effective communication between staff, students, and their guardians that ensures student success
- The optimal staffing and facilities to meet the needs of all students

### **BISD and the Buckholts community:**

- Work together providing resources necessary to achieve a high caliber education
- Recognize the school as the heart of learning, caring, and support for all community members
- Acknowledge education as a privilege and accept the responsibility for upholding the learning process

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Buckholts ISD is a small rural school district tucked into central Texas. The western boundaries reach to the Milam county line, while the eastern boundaries join up with Cameron ISD. District boundaries encompass over 50 square miles of land. A rich history of agriculture continues to thrive with significant infrastructure in livestock production, poultry production, and crop production. Many families of Buckholts ISD choose to commute into either Cameron, TX or the Temple, TX area for employment opportunities.

BISD enrollment increased for the 2023-2024 school year. BISD has 116 students enrolled in Pre-K through the 12th grade. Buckholts continues to attract students and families with our teacher-student ratio leading to small class sizes and ample opportunity for small group and one-on-one instruction. According to the United States Census Bureau, Buckholts continues to experience a population decline.

The staff of BISD are committed to student achievement. BISD employs over 21 staff members including professional and certificated teaching staff. In 2023-2024, minority staff members made up 10% of the staff population. While instructional staff were predominantly white (100%).

Buckholts ISD had a certified staff retention rate of 74%.

In 2022, Buckholts ISD had a 100% graduation rate with 100% of graduates meet CCMR requirements, by IBC.

### Demographics Strengths

BISD continues to take pride in the low student to teacher ratio. The low student to teacher ratio allows for individualized instruction and targeted intervention plans with one-on-one instruction. BISD students are provided with the opportunities and supports to make continuous gains in academic achievement.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Buckholts ISD continues to struggle to hire teachers in critical needs areas, including special education, secondary math, secondary science and foreign languages. **Root Cause:** Limited applicant pool

**Problem Statement 2 (Prioritized):** Lack of parent/community involvement in the school. **Root Cause:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

**Problem Statement 3 (Prioritized):** District data reflects ADA sits just below 95%. **Root Cause:** Parent/Guardian lack of understanding that attendance directly correlates to student academic achievement.

# Student Learning

## Student Learning Summary

State Accountability Rating:

	May 2022 STAAR Mathematics, Grade 3							May 2022 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Buckholts ISD	9	11	1267	34.38%	11.11%	0%	0%	9	13	1279	39.22%	22.22%	0%	0%
Economic Disadvantage	9	11	1267	34.38%	11.11%	0%	0%	9	13	1279	39.22%	22.22%	0%	0%
Hispanic	8	11	1263	33.59%	12.5%	0%	0%	8	14	1283	40.07%	25%	0%	0%
White	1	13	1304	40.63%	0%	0%	0%	1	11	1245	32.35%	0%	0%	0%
Currently Emergent Bilingual	1	7	1194	21.88%	0%	0%	0%	1	23	1432	67.65%	100%	0%	0%
Special Ed Indicator	-	-	-	-	-	-	-	-	-	-	-	-	-	-

May 2022 STAAR Mathematics, Grade 4							May 2022 STAAR Reading, Grade 4						
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
7	11	1366	31.51%	0%	0%	0%	7	16	1384	45.63%	42.86%	14.29%	0%
7	11	1366	31.51%	0%	0%	0%	7	16	1384	45.63%	42.86%	14.29%	0%
5	11	1374	32.94%	0%	0%	0%	5	17	1390	46.67%	40%	20%	0%
2	10	1345	27.94%	0%	0%	0%	2	16	1369	43.06%	50%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	10	1356	29.41%	0%	0%	0%	2	14	1332	37.50%	50%	0%	0%

May 2022 STAAR Mathematics, Grade 5							May 2022 STAAR Reading, Grade 5							May 2022 STAAR Science, Grade 5						
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
5	16	1494	45.56%	60%	0%	0%	5	25	1531	64.74%	100%	20%	20%	5	17	3378	48.33%	40%	0%	0%
4	16	1485	43.75%	50%	0%	0%	4	22	1487	58.55%	100%	0%	0%	4	15	3241	41.67%	25%	0%	0%
2	13	1438	34.72%	0%	0%	0%	2	24	1504	61.84%	100%	0%	0%	2	19	3463	52.78%	50%	0%	0%
3	19	1532	52.78%	100%	0%	0%	3	25	1548	66.67%	100%	33.33%	33.33%	3	16	3321	45.37%	33.33%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

May 2022 STAAR Mathematics, Grade 6							May 2022 STAAR Reading, Grade 6						
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)

Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
8	20	1630	52.30%	75%	25%	25%	8	27	1614	68.13%	75%	50%	25%
6	19	1604	50%	83.33%	16.67%	16.67%	6	27	1605	66.25%	66.67%	50%	16.67%
4	20	1616	51.97%	75%	25%	25%	4	27	1615	66.88%	75%	50%	25%
4	20	1645	52.63%	75%	25%	25%	4	28	1612	69.38%	75%	50%	25%
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-

May 2022 STAAR Mathematics, Grade 7							May 2022 STAAR Reading, Grade 7						
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
5	12	1522	30%	0%	0%	0%	5	16	1480	37.14%	0%	0%	0%
4	12	1525	30.63%	0%	0%	0%	4	16	1478	36.90%	0%	0%	0%
4	12	1525	30.63%	0%	0%	0%	4	16	1478	36.90%	0%	0%	0%
1	11	1507	27.50%	0%	0%	0%	1	16	1488	38.10%	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	-	-	-
1	11	1507	27.50%	0%	0%	0%	1	16	1488	38.10%	0%	0%	0%

May 2022 STAAR Mathematics, Grade 8							May 2022 STAAR Reading, Grade 8						
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
2	25	1665	59.52%	100%	0%	0%	5	33	1724	75.45%	100%	20%	20%
2	25	1665	59.52%	100%	0%	0%	3	31	1679	70.45%	100%	0%	0%
1	25	1665	59.52%	100%	0%	0%	2	31	1679	70.45%	100%	0%	0%
1	25	1665	59.52%	100%	0%	0%	3	35	1754	78.79%	100%	33.33%	33.33%
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-

May 2022 STAAR Science, Grade 8							May 2022 STAAR Social Studies, Grade 8						
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
5	27	3892	64.76%	80%	20%	20%	5	20	3454	45%	40%	0%	0%
3	27	3827	63.49%	100%	0%	0%	3	18	3346	40.15%	33.33%	0%	0%

2	26	3757	60.71%	100%	0%	0%	2	18	3333	39.77%	50%	0%	0%
3	28	3983	67.46%	66.67%	33.33%	33.33%	3	21	3535	48.48%	33.33%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-

Spring 2022 STAAR EOC, English I							Spring 2022 STAAR EOC, Algebra I						
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
6	50	4275	74.02%	100%	100%	16.67%	9	36	4114	65.84%	100%	44.44%	22.22%
5	49	4179	71.47%	100%	100%	0%	6	33	3961	60.19%	100%	33.33%	0%
2	48	4144	70.59%	100%	100%	0%	3	30	3863	55.56%	100%	0%	0%
4	52	4341	75.74%	100%	100%	25%	6	38	4239	70.99%	100%	66.67%	33.33%
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-

Spring 2022 STAAR EOC, Biology							Spring 2022 STAAR EOC, English II						
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
7	23	3711	46.57%	71.43%	0%	0%	6	50	4312	73.28%	100%	66.67%	0%
6	23	3678	45%	66.67%	0%	0%	5	49	4258	71.47%	100%	60%	0%
3	23	3709	46.67%	66.67%	0%	0%	2	53	4462	77.94%	100%	100%	0%
4	23	3713	46.50%	75%	0%	0%	4	48	4238	70.96%	100%	50%	0%
1	15	3350	30%	0%	0%	0%	-	-	-	-	-	-	-
1	15	3350	30%	0%	0%	0%	1	56	4582	82.35%	100%	100%	0%

## Student Learning Strengths

- Students are making progress.
- Teachers maintain flexible groups and continually review data to design learning opportunities.
- Students are using academic vocabulary.
- Students are taking responsibility for their learning.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** District data reflects that a small percentage of graduates are college ready as measured by TSIA-2. **Root Cause:** Lack of student/family awareness and exposure to post-secondary educational opportunities.

**Problem Statement 2 (Prioritized):** Lack of parent/community involvement in the school. **Root Cause:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

**Problem Statement 3 (Prioritized):** Buckholts ISD continues to struggle to hire teachers in critical needs areas, including special education, secondary math, secondary science and foreign languages. **Root Cause:** Limited applicant pool

# District Processes & Programs

## District Processes & Programs Summary

District hiring procedures include: posting of positions on the district website, ESC job-boards, University partnerships, on-line application process including a review of certification, campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the Board of Trustees for approval.

The Flex Monday Schedule allows for professional development 1.5 days per month.

The district leadership team meets weekly.

Bi-Weekly bulletins are sent out weekly to communication events.

The Flex Monday schedule allows for half day accelerated instruction for all students who require AIPs or are performing below grade level.

## District Processes & Programs Strengths

Of the staff, 37% hold a Master's Degree.

Teachers plan and collaborate on Flex Mondays.

Sirius Education 3rd-12th

All K-8th grade students take Art.

All students 9th-12th have Chromebooks

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers are not able to plan with other teachers for the same grade level or course. **Root Cause:** Due to the size of our district, each teacher is a singleton.

**Problem Statement 2 (Prioritized):** Lack of parent/community involvement in the school. **Root Cause:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

**Problem Statement 3 (Prioritized):** Effective and efficient organizational processes and structures are needed to support teacher success. **Root Cause:** Need for process evaluation.

**Problem Statement 4 (Prioritized):** Teachers are using outdated laptops/desktops. **Root Cause:** New devices for teachers have not been purchased.

**Problem Statement 5 (Prioritized):** District data reflects there is limited participation in the the district provided dual-credit opportunities. **Root Cause:** Students are apprehensive

due to prior poor experience with online only DC opportunities. Students struggle to pass the TSIA-2.

**Problem Statement 6 (Prioritized):** Teachers are stretched thin and carry heavy workloads. Secondary teachers teach multiple courses in and outside of their content areas. Teachers take on additional responsibilities to help meet the needs of the district. Classroom teachers, drive buses, coach extra curricular activities and serve as directors to district departments.

**Root Cause:** Decrease in student enrollment creates decrease need in FTEs. Less staff members to carry out the same tasks.

**Problem Statement 7 (Prioritized):** District facilities require constant repair and maintenance. **Root Cause:** Age of facilities.

**Problem Statement 8 (Prioritized):** District data reflects ADA sits just below 95%. **Root Cause:** Parent/Guardian lack of understanding that attendance directly correlates to student academic achievement.

# Perceptions

## Perceptions Summary

The staff retention rate was 74%.

Organizational strengths include, common vision, commitment to all students, consistent expectations.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** High school students do not have tangible post secondary goals. **Root Cause:** Lack of parental involvement in goal setting and educational guidance.

**Problem Statement 2 (Prioritized):** Lack of parent/community involvement in the school. **Root Cause:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

**Problem Statement 3 (Prioritized):** Families do not provide learners with support or assistance with school work. **Root Cause:** Language barriers and lack of experience and educational background of parents and guardians.

**Problem Statement 4 (Prioritized):** District data reflects ADA sits just below 95%. **Root Cause:** Parent/Guardian lack of understanding that attendance directly correlates to student academic achievement.

# Priority Problem Statements

**Problem Statement 1:** Buckholts ISD continues to struggle to hire teachers in critical needs areas, including special education, secondary math, secondary science and foreign languages.

**Root Cause 1:** Limited applicant pool

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** District data reflects ADA sits just below 95%.

**Root Cause 2:** Parent/Guardian lack of understanding that attendance directly correlates to student academic achievement.

**Problem Statement 2 Areas:** Demographics - District Processes & Programs - Perceptions

**Problem Statement 3:** District data reflects that a small percentage of graduates are college ready as measured by TSIA-2.

**Root Cause 3:** Lack of student/family awareness and exposure to post-secondary educational opportunities.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Lack of parent/community involvement in the school.

**Root Cause 4:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

**Problem Statement 4 Areas:** Demographics - Student Learning - District Processes & Programs - Perceptions

**Problem Statement 5:** Teachers are not able to plan with other teachers for the same grade level or course.

**Root Cause 5:** Due to the size of our district, each teacher is a singleton.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Effective and efficient organizational processes and structures are needed to support teacher success.

**Root Cause 6:** Need for process evaluation.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** Teachers are using outdated laptops/desktops.

**Root Cause 7:** New devices for teachers have not been purchased.

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 8:** District data reflects there is limited participation in the the district provided dual-credit opportunities.

**Root Cause 8:** Students are apprehensive due to prior poor experience with online only DC opportunities. Students struggle to pass the TSIA-2.

**Problem Statement 8 Areas:** District Processes & Programs

**Problem Statement 9:** Teachers are stretched thin and carry heavy workloads. Secondary teachers teach multiple courses in and outside of their content areas. Teachers take on additional responsibilities to help meet the needs of the district. Classroom teachers, drive buses, coach extra curricular activities and serve as directors to district departments.

**Root Cause 9:** Decrease in student enrollment creates decrease need in FTEs. Less staff members to carry out the same tasks.

**Problem Statement 9 Areas:** District Processes & Programs

**Problem Statement 10:** District facilities require constant repair and maintenance.

**Root Cause 10:** Age of facilities.

**Problem Statement 10 Areas:** District Processes & Programs

**Problem Statement 11:** High school students do not have tangible post secondary goals.

**Root Cause 11:** Lack of parental involvement in goal setting and educational guidance.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Families do not provide learners with support or assistance with school work.

**Root Cause 12:** Language barriers and lack of experience and educational background of parents and guardians.

**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**

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- SAT and/or ACT assessment data
- PSAT
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS





# Goals

**Goal 1:** Buckholts ISD will provide relevant instructional programs with rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

**Performance Objective 1:** Buckholts ISD will meet or exceed state standards for the Texas Accountability System.

**High Priority**

**Evaluation Data Sources:** Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Buckholts ISD grades K-3 will refine the Tier 3 RtI process of referring students for special education assessment. <b>Strategy's Expected Result/Impact:</b> Increase in special education assessment referrals and student identification. <b>Staff Responsible for Monitoring:</b> Director of Elementary Education	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Buckholts ISD will support and monitor the use of HQIM for Tier 1, Tier 2, and Tier 3 instruction. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and percentage of students meeting yearly growth goals. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Buckholts will support and monitor the implementation of special education instruction to ensure rigorous and consistent delivery of services. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and percentage of students meeting yearly growth goals. <b>Staff Responsible for Monitoring:</b> Principal and special education teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Buckholts ISD will provide relevant instructional programs with rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

**Performance Objective 2:** 100% of BISD graduates will continue to obtain CCMR points.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** IBC certifications earned. TSIA-2 data. Dual Credit course completion. ASVAB testing data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Buckholts ISD will support the enrollment of students in dual credit options online or with local colleges and require college prep courses for seniors as appropriate. <b>Strategy's Expected Result/Impact:</b> An increase in student enrollment in dual credit courses. <b>Staff Responsible for Monitoring:</b> Principal/Counselor  <b>Problem Statements:</b> Student Learning 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Buckholts ISD will continue to provide courses that allow students to complete programs of study. <b>Strategy's Expected Result/Impact:</b> Students will complete programs of study that lead to endorsements and industry based certifications. <b>Staff Responsible for Monitoring:</b> Principal and CTE teacher  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Buckholts ISD will welcome armed forces recruiters on campus to visit with students. <b>Strategy's Expected Result/Impact:</b> Students exhibit interest in pursuing a future in the military. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> District data reflects that a small percentage of graduates are college ready as measured by TSIA-2. <b>Root Cause:</b> Lack of student/family awareness and exposure to post-secondary educational opportunities.
Perceptions
<b>Problem Statement 1:</b> High school students do not have tangible post secondary goals. <b>Root Cause:</b> Lack of parental involvement in goal setting and educational guidance.

**Goal 1:** Buckholts ISD will provide relevant instructional programs with rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

**Performance Objective 3:** 100% of BISD seniors will complete FAFSA

**High Priority**  
**Evaluation Data Sources:** Apply Texas Counselor Portal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Buckholts ISD will partner with local colleges to host family FAFSA nights to support students and their guardians with the financial aid application process. <b>Strategy's Expected Result/Impact:</b> 100% of all seniors will successfully complete the FAFSA application. <b>Staff Responsible for Monitoring:</b> Principal Senior class sponsor  <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Buckholts ISD will designate a teacher to serve as Dual Credit Facilitator. The DC facilitator will provide support to dual credit students to ensure their success in college courses. <b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students who successfully complete dual credit coursework. <b>Staff Responsible for Monitoring:</b> Principal and Superintendent  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> District data reflects that a small percentage of graduates are college ready as measured by TSIA-2. <b>Root Cause:</b> Lack of student/family awareness and exposure to post-secondary educational opportunities.

Perceptions

**Problem Statement 3:** Families do not provide learners with support or assistance with school work. **Root Cause:** Language barriers and lack of experience and educational background of parents and guardians.

**Goal 1:** Buckholts ISD will provide relevant instructional programs with rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

**Performance Objective 4:** Buckholts ISD will recruit and retain highly qualified teachers and staff in order to reduce the teacher attrition rate from 33% to 25%.

**High Priority**  
**Evaluation Data Sources:** TAPR Report BISS HR Document

Strategy 1 Details	Reviews			
Strategy 1: Buckholts ISD will be continue to adopt a 4 day instructional week calendar. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 2:** All students in Buckholts ISD will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Performance Objective 1:** Buckholts ISD will continue to ensure security of infrastructures and buildings.

**High Priority**

**Evaluation Data Sources:** Campus security checks

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> BISD will continue to repair/replace security features as necessary. <b>Strategy's Expected Result/Impact:</b> Campuses will remain secure. <b>Staff Responsible for Monitoring:</b> Maintenance Director, Superintendent  <b>Problem Statements:</b> District Processes & Programs 7		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**Performance Objective 1 Problem Statements:**

District Processes & Programs	
<b>Problem Statement 7:</b> District facilities require constant repair and maintenance. <b>Root Cause:</b> Age of facilities.	

**Goal 2:** All students in Buckholts ISD will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Performance Objective 2:** Buckholts ISD will continue to update facility safety to meet state guidelines and best practice(s).





**High Priority**

**Evaluation Data Sources:** State School and Safety Protocol and Campus checks by school administration and local law enforcement.

**Goal 3:** Buckholts ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

**Performance Objective 1:** Buckholts ISD will increase student attendance to reach a district student attendance rate of 95%

**Evaluation Data Sources:** PEIMS reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Dean of Students will make contact with families of students who have 3 or more absences within a 3 week period. <b>Strategy's Expected Result/Impact:</b> Increased student attendance will results in increased student achievement. <b>Staff Responsible for Monitoring:</b> Dean of Students, District Attendance Committee, Principal  <b>Problem Statements:</b> Demographics 3 - District Processes & Programs 8 - Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Buckholts ISD will implement attendance incentives district-wide and acknowledge improved attendance. <b>Strategy's Expected Result/Impact:</b> Increased student attendance will results in increased student achievement. <b>Staff Responsible for Monitoring:</b> Dean of Students, District Attendance Committee, Principal  <b>Problem Statements:</b> Demographics 3 - District Processes & Programs 8 - Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**





Demographics
<b>Problem Statement 3:</b> District data reflects ADA sits just below 95%. <b>Root Cause:</b> Parent/Guardian lack of understanding that attendance directly correlates to student academic achievement.
District Processes & Programs
<b>Problem Statement 8:</b> District data reflects ADA sits just below 95%. <b>Root Cause:</b> Parent/Guardian lack of understanding that attendance directly correlates to student academic achievement.

<b>Perceptions</b>
<b>Problem Statement 4:</b> District data reflects ADA sits just below 95%. <b>Root Cause:</b> Parent/Guardian lack of understanding that attendance directly correlates to student academic achievement.

**Goal 4:** The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 0% 2022 to 10% by 2027.

**Performance Objective 1:** The percent of Kindergarten students that score at or above grade level on the Texas Kindergarten Entry Assessment Wave 3 will increase by 10%.

**Evaluation Data Sources:** CLI Wave 3 reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BISD teachers will utilize the strategies of the Texas Reading Academy. <b>Strategy's Expected Result/Impact:</b> Students will meet yearly growth projections and overall achievement will increase <b>Staff Responsible for Monitoring:</b> Principal and teachers  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 1, 2, 6 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BISD will provide additional RtI support to ELL students. <b>Strategy's Expected Result/Impact:</b> Implementation will increase performance among students who receive support in this setting. <b>Staff Responsible for Monitoring:</b> Principal, teachers, ESL teachers.  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 2 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Student Learning
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

### District Processes & Programs

**Problem Statement 1:** Teachers are not able to plan with other teachers for the same grade level or course. **Root Cause:** Due to the size of our district, each teacher is a singleton.

**Problem Statement 2:** Lack of parent/community involvement in the school. **Root Cause:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

**Problem Statement 6:** Teachers are stretched thin and carry heavy workloads. Secondary teachers teach multiple courses in and outside of their content areas. Teachers take on additional responsibilities to help meet the needs of the district. Classroom teachers, drive buses, coach extra curricular activities and serve as directors to district departments.

**Root Cause:** Decrease in student enrollment creates decrease need in FTEs. Less staff members to carry out the same tasks.

### Perceptions

**Problem Statement 2:** Lack of parent/community involvement in the school. **Root Cause:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.





**Problem Statement 3:** Families do not provide learners with support or assistance with school work. **Root Cause:** Language barriers and lack of experience and educational background of parents and guardians.

**Goal 4:** The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 0% 2022 to 10% by 2027.

**Performance Objective 2:** The percent of 1st grade students that score at or above grade level on EOY TPRI will increase by 10% by EOY 2027.

### HB3 Goal

**Evaluation Data Sources:** TPRI EOY reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BISD teachers will utilize the strategies of the Texas Reading Academy. <b>Strategy's Expected Result/Impact:</b> Students will meet yearly growth projections and overall achievement will increase <b>Staff Responsible for Monitoring:</b> Principal and teachers  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 1, 2, 6 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BISD will provide additional RtI support to ELL students. <b>Strategy's Expected Result/Impact:</b> Implementation will increase performance among students who receive support in this setting. <b>Staff Responsible for Monitoring:</b> Principal, teachers, ESL teachers.  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 2 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Buckholts will implement a PK-3 math plan with a targeted focus on the CRA model <b>Strategy's Expected Result/Impact:</b> Increase student growth and achievement in math. <b>Staff Responsible for Monitoring:</b> Principal and teachers.  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 1, 2 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Student Learning
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
District Processes & Programs
<b>Problem Statement 1:</b> Teachers are not able to plan with other teachers for the same grade level or course. <b>Root Cause:</b> Due to the size of our district, each teacher is a singleton.
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
<b>Problem Statement 6:</b> Teachers are stretched thin and carry heavy workloads. Secondary teachers teach multiple courses in and outside of their content areas. Teachers take on additional responsibilities to help meet the needs of the district. Classroom teachers, drive buses, coach extra curricular activities and serve as directors to district departments. <b>Root Cause:</b> Decrease in student enrollment creates decrease need in FTEs. Less staff members to carry out the same tasks.
Perceptions
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
<b>Problem Statement 3:</b> Families do not provide learners with support or assistance with school work. <b>Root Cause:</b> Language barriers and lack of experience and educational background of parents and guardians.

**Goal 4:** The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 0% 2022 to 10% by 2027.

**Performance Objective 3:** The percent of 2nd grade students that score at or above grade level on EOY TPRI will increase by 10% by EOY 2027.

**HB3 Goal**  
**Evaluation Data Sources:** TPRI EOY reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BISD teachers will utilize the strategies of the Texas Reading Academy. <b>Strategy's Expected Result/Impact:</b> Students will meet yearly growth projections and overall achievement will increase <b>Staff Responsible for Monitoring:</b> Principal and teachers  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 1, 2, 6 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BISD will provide additional RtI support to ELL students. <b>Strategy's Expected Result/Impact:</b> Implementation will increase performance among students who receive support in this setting. <b>Staff Responsible for Monitoring:</b> Principal, teachers, ESL teachers.  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 2 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Student Learning
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

### District Processes & Programs

**Problem Statement 1:** Teachers are not able to plan with other teachers for the same grade level or course. **Root Cause:** Due to the size of our district, each teacher is a singleton.

**Problem Statement 2:** Lack of parent/community involvement in the school. **Root Cause:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

**Problem Statement 6:** Teachers are stretched thin and carry heavy workloads. Secondary teachers teach multiple courses in and outside of their content areas. Teachers take on additional responsibilities to help meet the needs of the district. Classroom teachers, drive buses, coach extra curricular activities and serve as directors to district departments.

**Root Cause:** Decrease in student enrollment creates decrease need in FTEs. Less staff members to carry out the same tasks.

### Perceptions

**Problem Statement 2:** Lack of parent/community involvement in the school. **Root Cause:** Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.





**Problem Statement 3:** Families do not provide learners with support or assistance with school work. **Root Cause:** Language barriers and lack of experience and educational background of parents and guardians.

**Goal 5:** The percent of 3rd grade students that score Meets grade level of above on STAAR Math will increase from 0% in 2022 to 10% by 2027.

**Performance Objective 1:** The percent of kindergarten students that score at or above grade level on "on track" on Texas Kindergarten Entry Assessment math diagnostic will increase by 10% by EOY 2027.

**HB3 Goal**

**Evaluation Data Sources:** Texas Kindergarten Entry Assessment math diagnostic report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Buckholts will implement a PK-3 math plan with a targeted focus on the CRA model <b>Strategy's Expected Result/Impact:</b> Increase student growth and achievement in math. <b>Staff Responsible for Monitoring:</b> Principal and teachers.  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 1, 2 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Student Learning
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
District Processes & Programs
<b>Problem Statement 1:</b> Teachers are not able to plan with other teachers for the same grade level or course. <b>Root Cause:</b> Due to the size of our district, each teacher is a singleton.
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Perceptions
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

<b>Perceptions</b>
<b>Problem Statement 3:</b> Families do not provide learners with support or assistance with school work. <b>Root Cause:</b> Language barriers and lack of experience and educational background of parents and guardians.

**Goal 5:** The percent of 3rd grade students that score Meets grade level of above on STAAR Math will increase from 0% in 2022 to 10% by 2027.

**Performance Objective 2:** The percent of 1st grade students that score at or above grade level on "on track" on Renaissance math diagnostic will increase by 10% by EOY 2027.

**HB3 Goal**

**Evaluation Data Sources:** Renaissance Math Diagnostic Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Student Learning
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
District Processes & Programs
<b>Problem Statement 1:</b> Teachers are not able to plan with other teachers for the same grade level or course. <b>Root Cause:</b> Due to the size of our district, each teacher is a singleton.
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Perceptions
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

<b>Perceptions</b>
<b>Problem Statement 3:</b> Families do not provide learners with support or assistance with school work. <b>Root Cause:</b> Language barriers and lack of experience and educational background of parents and guardians.

**Goal 5:** The percent of 3rd grade students that score Meets grade level of above on STAAR Math will increase from 0% in 2022 to 10% by 2027.

**Performance Objective 3:** The percent of 2nd grade students that score at or above grade level on "on track" on Renaissance math diagnostic will increase by 10% by EOY 2027.

**HB3 Goal**

**Evaluation Data Sources:** Renaissance Math Diagnostic Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Buckholts will implement a PK-3 math plan with a targeted focus on the CRA model <b>Strategy's Expected Result/Impact:</b> Increase student growth and achievement in math. <b>Staff Responsible for Monitoring:</b> Principal and teachers.  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes & Programs 1, 2 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Student Learning
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
District Processes & Programs
<b>Problem Statement 1:</b> Teachers are not able to plan with other teachers for the same grade level or course. <b>Root Cause:</b> Due to the size of our district, each teacher is a singleton.
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.
Perceptions
<b>Problem Statement 2:</b> Lack of parent/community involvement in the school. <b>Root Cause:</b> Parents are working, do not feel comfortable, lack transportation, and encounter language barriers.

<b>Perceptions</b>
<b>Problem Statement 3:</b> Families do not provide learners with support or assistance with school work. <b>Root Cause:</b> Language barriers and lack of experience and educational background of parents and guardians.