

Buckholts Independent School District

District Improvement Plan

2021-2022



Mission Statement

Buckholts ISD is dedicated to developing responsible citizens with high moral and ethical standards who are educated in a safe environment designed to maximize their potential for academic, athletic, and vocational opportunities.

Vision

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 2021-2022 school year with a 8% increase. BISD has 142 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 2020-2021, minority staff members made up 20% of the staff population. While teachers were predominantly white (93%).

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.

Student Learning

Student Learning Summary

Data from the 2020-2021 school year showed a significant decrease in student achievement.

Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Early elementary students are exhibiting gaps in reading, writing, and mathematics. **Root Cause:** High teacher turnover has historically been a problem in the district. This leads to lower student achievement in critical core subject areas.

Problem Statement 2: Students are not performing above the State at the the Meets Grade Level on state assessments **Root Cause:** Instructional rigor and the rigor of assessments aimed at preparing students for state assessments are not aligned.

District Processes & Programs

District Processes & Programs Summary

District Processes and 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.

Staff members are recognized annually for their services in the annual BISD appreciation banquet. The awards are given for services in increments of five years. Staff members are nominated by their peers and one certificated teacher is recognized as "Teacher of the Year" and one professional staff member is recognized as "Professional of the Year."

Needs:

- Market driven compensation.
- Alignment of staff diversity with student diversity.
- Increased opportunity for leadership opportunities.
- Continue to provide a variety of staff development opportunities based on identified campus instructional needs.
- Address the need for affordable and appropriate insurance for BISD employees.

District Processes & Programs Strengths

District Processes and Program Strengths

Of the staff, 76% hold a Bachelor's Degree, and 36% hold a Master's Degree.

Additional Strengths:

- 43% of staff members have 15 or more years of experience.
- Strong partnership with ESC and other alternative certification programs.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Teacher and administrative turnover and a difficulty to recruit teachers to our rural school district. **Root Cause:** Pay structure and location has historically caused teacher retention and recruitment issues in the district.

Perceptions

Perceptions Summary

District Culture and Climate Summary:

The climate and culture of the school is directly connected to the quality of the district. The school and community foundation is built on pride and tradition. Safety and security are a priority. Aging and failing infrastructure in the district are a priority for the district. Campus discipline applied equitably across the student body is a focus for the district.

Needs:

- Increase effective communication methods to staff, students, families, and stakeholders.
- Increase the number of collaborative opportunities for teachers to initiate change among the campus.
- Continue to conduct annual surveys of students, staff, community, and stakeholders for continuous improvement.
- Establish safe technology practices for students to address internet safety and cyber bullying.
- Offer targeted programs to address risky teen behaviors.

Perceptions Strengths

District Culture and Climate Strengths

Additional Strengths:

- Staff and students generally feel safe at school. A large population of our students are involved in clubs, athletics, and extra curricular activities.
- Students believe that BISD has high expectations for learning.
- Supportive community and stakeholders.
- A robust CTE program offers students many avenues for skill attainment and opportunities outside of the Buckholts community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Significant lack of effort academically by students. **Root Cause:** Historically Buckholts ISD has not been able to retain teachers or administrators who set high expectations for student achievement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.





Performance Objective 1: Student performance on STAAR, all grades, all subjects, will increase from 28% at Meets Standard level in 2018 to 50% at Meets Standard level by the end of the school year 2021-2022. Renaissance Early Literacy reading scores will increase so all students PK-2 are reading on grade level.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, and Renaissance Early Literacy

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide tutorial times for students who are at risk of failure in core subject areas. Strategy's Expected Result/Impact: Targeted interventions will provide support networks to reduce core subject failure. Staff Responsible for Monitoring: Core subject teachers, Principal, Director of Elementary Education Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide focused instruction in the core subject areas utilizing TEKS Resource System, TexGuide, and Edgenuity. Strategy's Expected Result/Impact: The use of research-based instructional materials will lead to increased rigor and success in EOC's and STAAR assessments. Staff Responsible for Monitoring: Principal and Director of Elementary Education Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide all students K-2 with a strong phonics program utilizing Wilson Language System and strategies to be implemented from statewide reading academies. Strategy's Expected Result/Impact: K-2 students will develop a strong foundation in reading. K-2 students will read on grade level. Staff Responsible for Monitoring: Teachers, Principal, Director of Elementary Education Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
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| Strategy 4: To assist families in the school transition, a Meet the Teacher Night is held. Additionally, parent-teacher conferences will be held once per semester to increase parent-teacher communication. Strategy's Expected Result/Impact: Increased opportunity to collaborate with parents will open communication lines between teachers and families. Therefore, leading to increases in student achievement. Staff Responsible for Monitoring: Principal and Director of Elementary Education Title I Schoolwide Elements: 3.1, 3.2 | | Formative | | | Summative |
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Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.






Performance Objective 2: The percentage of students who meet at least one full credit CCMR indicator on accountability will increase from 30% in 2021 to 100% by the end of the school year 2021-2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: PEIMS Reporting, and CCMR accountability reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Students will prepare for and take TSI, ACT, and SAT tests on campus. Strategy's Expected Result/Impact: Students will demonstrate skills necessary for entrance into postsecondary educational programs. Staff Responsible for Monitoring: Secondary teachers, Principal, and Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Students will be provided with the opportunity to meet with U.S. Armed Forces recruiters and complete the ASVAB test. Strategy's Expected Result/Impact: Students will explore all career and postsecondary opportunities. Staff Responsible for Monitoring: Principal and Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Students will be prepared for and provided the opportunity to complete Dual Credit Courses through the P-TECH campus designation and grant program. Strategy's Expected Result/Impact: Students completing dual credit courses will earn college credit and complete advanced courses demonstrating greater academic achievement. Staff Responsible for Monitoring: High school teachers, Principal, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Students will be given the opportunity to earn industry based certifications through CTE. Strategy's Expected Result/Impact: Students earning IBC will enter the workforce prepared. Staff Responsible for Monitoring: CTE teacher, Principal, Counselor | Formative | | | Summative |
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| Title I Schoolwide Elements: 2.4, 2.5, 2.6 |  | | | |
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Goal 2: In Buckholts ISD, 100% of core academic courses will be taught by highly qualified teachers and a 100% highly qualified staff will be maintained.

Performance Objective 1: 100% of core academic courses will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain highly qualified teachers.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Teacher retention rates, and semi-annual certification reviews.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide a competitive salary schedule with appropriate step increases rewarding retention. Additionally, stipends for advanced degrees will be implemented to encourage increased teacher capacity and content mastery. Strategy's Expected Result/Impact: Improved recruitment and retention of highly qualified faculty at BISD. Staff Responsible for Monitoring: Principal, Human Resources/Finance Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ensure at-risk students are not taught at higher rates than students not at-risk by unqualified, out-of-field, or inexperienced teachers. Strategy's Expected Result/Impact: All students will receive equitable educational opportunities at BISD. Staff Responsible for Monitoring: Principal, Human Resources Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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Goal 2: In Buckholts ISD, 100% of core academic courses will be taught by highly qualified teachers and a 100% highly qualified staff will be maintained.

Performance Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high-quality professional development.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Professional development calendar, professional development feedback surveys, classroom walk-through observations.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals. Strategy's Expected Result/Impact: Teachers and paraprofessionals will engage in strategies designed to foster student achievement. Staff Responsible for Monitoring: Principal and Director of Elementary Education Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Identify teachers and paraprofessionals who do not meet ESSA HQ requirements and provide targeted professional development to assist in meeting highly qualified requirements. Strategy's Expected Result/Impact: All teachers and paraprofessionals will meet all highly qualified requirements. Staff Responsible for Monitoring: Principal, Human Resources, and Director of Elementary Education Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
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Goal 3: All students in Buckholts ISD will be educated in learning environments that are safe, drug-free, and conducive to learning.





Performance Objective 1: By May 2022, the number of incidents involving violence, tobacco, alcohol, and other drug use, will be reduced by 80% as measured by PEIMS and the number of discipline referrals.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: PEIMS, Discipline Referrals

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Conduct assembly with the purpose of disseminating information regarding student conduct and regulations including consequences for bullying, violence, harassment, alcohol, and drug use. Strategy's Expected Result/Impact: Students will understand the expectations and consequences of inappropriate behavior at BISD. Staff Responsible for Monitoring: Principal, Director of Elementary Education, and Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide educational programming through Texas AgriLife Extension for students that focuses on risky behaviors and the consequences of engaging in the behaviors. Strategy's Expected Result/Impact: Students will be exposed to the dangers and consequences of engaging in risky behavior. Staff Responsible for Monitoring: Principal, Counselor Title I Schoolwide Elements: 2.5, 2.6 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide a parent educational seminar covering risky teen behavior with tips for communicating with teens about risky behavior. Strategy's Expected Result/Impact: Increased capacity for parents and families to engage with their children about risky behavior and how to identify signs that teens are engaging in those types of behavior. Staff Responsible for Monitoring: Principal, Counselor Title I Schoolwide Elements: 3.1, 3.2 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Contract with a Drug-testing company to do random drug testing on students participating in extra-curricular activities. Strategy's Expected Result/Impact: A zero-tolerance policy on drug use will assist in maintaining a campus free of drug use and students under the influence of controlled substances. Staff Responsible for Monitoring: Human Resources/Finance, Principal Title I Schoolwide Elements: 2.5, 2.6 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Contract with a company for the use of drug dog(s) to randomly inspect campus facilities. Strategy's Expected Result/Impact: A zero-tolerance policy on drug use will assist in maintaining a campus free of drug use and students under the influence of controlled substances. Staff Responsible for Monitoring: Human Resources/Finance, Principal Title I Schoolwide Elements: 2.5, 2.6 | Formative | | | Summative |
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Addendums