

# **Buckholts Independent School District**

## **District Improvement Plan**

**2025-2026**

**Accountability Rating: C**



# 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 decreased for the 204-2-25 school year. BISD had 112 students enrolled in Pre-K through the 12th grade of which 45.5% are female and 54.5% are male. Buckholts continues to attract students and families with our teacher-student ratio leading to small class sizes and ample opportunity for small group instruction. According to the United States Census Bureau, Buckholts continues to experience a population decline.

Based on the fall 2024-2025 PEIMS snapshot report, BISD student ethnic make-up consists of the following:

African American- 2.7%

Hispanic-63.4%

White-33.9%

Two or More Races 0%

Special Education 17%

Emergent Bilingual 17.9%

Buckholts ISD Economically Disadvantaged student population decreased from 90.1% to 81.3%.

Buckholts ISD Special Education rate is 17% as compared to the state average of 15.3%

The mobility rate reported in the 2021-2022 TAPR for the district was 27.8%. This is a 9.9% increase from the previous year. The mobility rate decreased to 21.4%.

The staff of BISD are committed to student achievement. BISD employs 21.5 staff members including professional and certificated teaching staff. In 2024-2025, minority staff members made up 17.5% of the staff population, a 7% increase, while instructional staff were predominantly white (89%).

Buckholts ISD had a certified staff retention rate decreased.

In 2024, Buckholts ISD had a 100% graduation rate with 80% of graduates meet CCMR requirements, by IBC.

### **Demographics Strengths**

Buckholts continues to have a low student-teacher ratio of 6.6. The Buckholts students are offered full day Pre-K. Buckholts continues to see an increase in post-secondary readiness indicators such as dual credit and TSI participation. The mobility rate reported in the 2021-2022 TAPR for the district was 27.8%. This is a 9.9% increase from the previous year. The mobility rate decreased to 21.4%. In 2024-2025, minority staff members made up 17.5% of the staff population, which is a 7% increase.

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

**Problem Statement 1:** Current faculty are not adequately equipped to meet the needs of a diverse populations, specifically SPED, Emergent Bilingual, At-Risk, and Economically Disadvantaged.

**Root Cause:** There is no substantial, long-standing system for recruiting, retaining, supporting, and developing teachers.

# Student Learning

## Student Learning Summary

### 2024-2025 Overall STAAR Performance

Subject Area	Performance Level	2024	2025	Change (+/-)
<b>Reading/Language Arts (RLA)</b>	Approaches	75%	64%	↓ 11 pts
	Meets	40%	26%	↓ 14 pts
	Masters	5%	7%	↑ 2 pts
<b>Mathematics</b>	Approaches	51%	33%	↓ 18 pts
	Meets	24%	9%	↓ 15 pts
	Masters	4%	4%	0
<b>Science</b>	Approaches	58%	70%	↑ 12 pts

Subject Area	Performance Level	2024	2025	Change (+/-)
<b>Social Studies</b>	Approaches	68%	73%	↑ 5 pts
	Meets	32%	67%	↑ 35 pts
	Masters	0%	27%	↑ 27 pts
<b>Overall (All Subjects)</b>	Approaches	64%	54%	↓ 10 pts
	Meets	30%	23%	↓ 7 pts
	Masters	3%	9%	↑ 6 pts

### Student Learning Strengths

Buckholts students have grown at all performance levels in social studies on STAAR. The masters level grew 6pts in science. Buckholts has maintained a strong performance in College and Career Readiness standards, including industry-based certifications and dual credit courses.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** District data reflects that students are not performing on grade-level.

**Root Cause:** Teachers are in their first year of utilizing their HQIM with fidelity, which provides access for students to work at the required level of rigor.

# District Processes & Programs

## District Processes & Programs Summary

### Processes and Programs 2024-2025

The Flex Monday Schedule allows for professional development 1.5 days per month.
Bi-Weekly bulletins are sent out weekly to communication events.
All students 6th-12th have Chromebooks
Career & Technology Education
Special Education/504 Services
IXL Digital Curriculum
Dual Credit Participation (Temple College)
Athletics/FFA
Rotary participation

### District Processes & Programs Strengths

Students receive intervention services and academic support. Students receive special education services. Consistent post-secondary preparation with dual credit, industry-based certifications, and TSI testing.

### Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** The district needs to establish strong systems and processes for improving academics, behavior, and culture.

**Root Cause:** Strong systems, processes, and plans were not established or were not maintained due to changes in leadership, poor distribution of leadership responsibilities or a lack of leadership development.



# Perceptions

## Perceptions Summary

There was a decline in staff retention. Staff perceives that the discipline system punishes misbehavior rather than promotes positive behavior. Staff perceives that they are not recognized for their contributions. They also perceive that they do not have the materials and resources to meet their students' needs. The staff does not perceive that there are adequate support services on campus (e.g., counselors, interventionists, aides).

## Perceptions Strengths

Instruction is differentiated to meet the diverse learning needs of students. The campus has clear academic expectations for all students. Staff feels emotionally safe on the campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The relationships among staff, students, and the community are disconnected.

**Root Cause:** Communication, inclusiveness, and trust are limited.

# Priority Problem Statements

# Goals

Revised/Approved: October 7, 2025



**Goal 1:** Buckholts ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.






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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will support and monitor the use of high quality instructional materials (HQIM) for Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> alignment with rigorous standards and increased academic progress and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin and teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BISD will implement a Tier 2 math and reading intervention to support students who are not performing on grade level in math and reading using digital and print resources such as Sirius and iXL.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic growth in math and reading</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and interventionists</p> <p><b>Funding Sources:</b> - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BISD will implement a teach-assess cycle to include backward planning internalizing lessons, delivering engaging instruction, and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment with rigorous standards and increased academic progress and achievement, effective interventions</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, and interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Buckholts ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 2:** Buckholts ISD will recruit, develop, and retain highly qualified teachers and staff in order to increase teacher retention 80%.

**High Priority**

**Evaluation Data Sources:** Professional development and climate surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will develop and implement a coaching and feedback cycle for supporting and improving teacher performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher content knowledge and expertise, alignment with rigorous standards and increased academic progress and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BISD will plan, deliver, and partner with region services to provide quality professional development opportunities to teachers and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the content knowledge and expertise of teachers based on TTESS indicators</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, region service center</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				






**Goal 1:** Buckholts ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 3:** Buckholts ISD will ensure the academic growth score on the math and reading STAAR increases from 54%-69%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD teachers will implement math and reading labs to include diagnostic assessments, progress monitoring, and intervention lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic progress in math and reading</p> <p><b>Staff Responsible for Monitoring:</b> Lab teachers and interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Goal 1:** Buckholts ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 4:** BISD teachers will use a data analysis process to determine student misconceptions, plan and conduct reteach lessons to address the misconceptions in a timely manner.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Data analysis protocols, reteach plans and lessons, reassessment performance






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will utilize professional learning communities (PLCs) to analyze student data and create data response plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic progress, target student learning needs</p> <p><b>Staff Responsible for Monitoring:</b> Admin and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Buckholts ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 1:** Buckholts ISD will meet or exceed the safety requirements set by the Texas Education Agency.

**High Priority**

**Evaluation Data Sources:** TEA safety and emergency requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will create, communicate, and implement an emergency operations plan including scheduled drills, emergency response roles and responsibilities, and conduct required trainings to staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergency response plans, checklists, drill calendar</p> <p><b>Staff Responsible for Monitoring:</b> Admin, community emergency response participants, crisis team</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








**Goal 2:** Buckholts ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 2:** Buckholts ISD will establish systems for creating and maintaining a physically, psychologically, and social-emotionally healthy environment for students, staff, and families.

**High Priority**

**Evaluation Data Sources:** Climate/culture surveys






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BISD will implement positive behavior supports and counseling support services for students as well as student, staff, and family engagement opportunities. <b>Strategy's Expected Result/Impact:</b> Surveys <b>Staff Responsible for Monitoring:</b> Committees	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>				

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

**Performance Objective 1:** Buckholts ISD will increase student enrollment and maintain attendance at 95%.

**High Priority**

**Evaluation Data Sources:** Attendance rate, enrollment






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will establish and implement attendance incentives, recognition, and attendance plans, as well as establishing a positive, engaging environment that attracts students.</p> <p><b>Strategy's Expected Result/Impact:</b> 955 attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin and staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Buckholts ISD will maintain teacher attendance at 95%.

**High Priority**

**Evaluation Data Sources:** Frontline/AESOP Attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will establish and implement attendance incentives, recognition, and attendance plans, as well as establishing a positive, engaging environment that attracts staff.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% teacher attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance