

Buckholts Independent School District



2026-2027 District Improvement Plan

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

Table of Contents

Every graduate ready for college, career, and life. Real school. Every day.	2
BISD students:	2
The BISD learning environment provides:	2
BISD and the Buckholts community:	2
Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
District Processes & Programs	9
Perceptions	11
Goals	13
Goal 1 : Buckholts ISD will provide rigorous standards of academic achievement to ...	14
Goal 2 : Buckholts ISD will provide a safe and healthy environment to support posit...	18
Goal 3 : Buckholts ISD will develop, facilitate, and support strategies to increase th...	20
Goal 4 : Buckholts ISD will establish and maintain career pathways to ensure succe...	21
Committees	22
Site Based Decision Making Committee	23
Members	23
Assurances	24
Funding Summary	26
General Fund	27
Title I, Part A	27



Comprehensive Needs Assessment

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 2025-2026 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 2025-2026 PEIMS snapshot report, BISD student ethnic make-up consists of the following:

African American- 2.7%

Hispanic-70.1%

White-24.3%

Two or More Races 2.8%

Special Education 19.6%

Emergent Bilingual 20.6%

Buckholts ISD Economically

Disadvantaged student population decreased from 90.1% to 81.3%.

Buckholts ISD Special Education rate is 19.6% as compared to the state average of 16.5%

The mobility rate reported in the 2025-2026 TAPR for the district was 16.8%.

The staff of BISD are committed to student achievement. BISD employs 27 staff members including professional and certificated teaching staff. In 2025-2026, minority staff members made up 25% of the staff population, while instructional staff were predominantly white (88%).

Buckholts ISD had a certified staff retention rate decreased.

In 2025, Buckholts ISD had a 100% graduation rate with 80% of graduates meet CCMR requirements,.

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 2025-2026 TAPR for the district was 16.8%. This is a 5% decrease from the previous year.

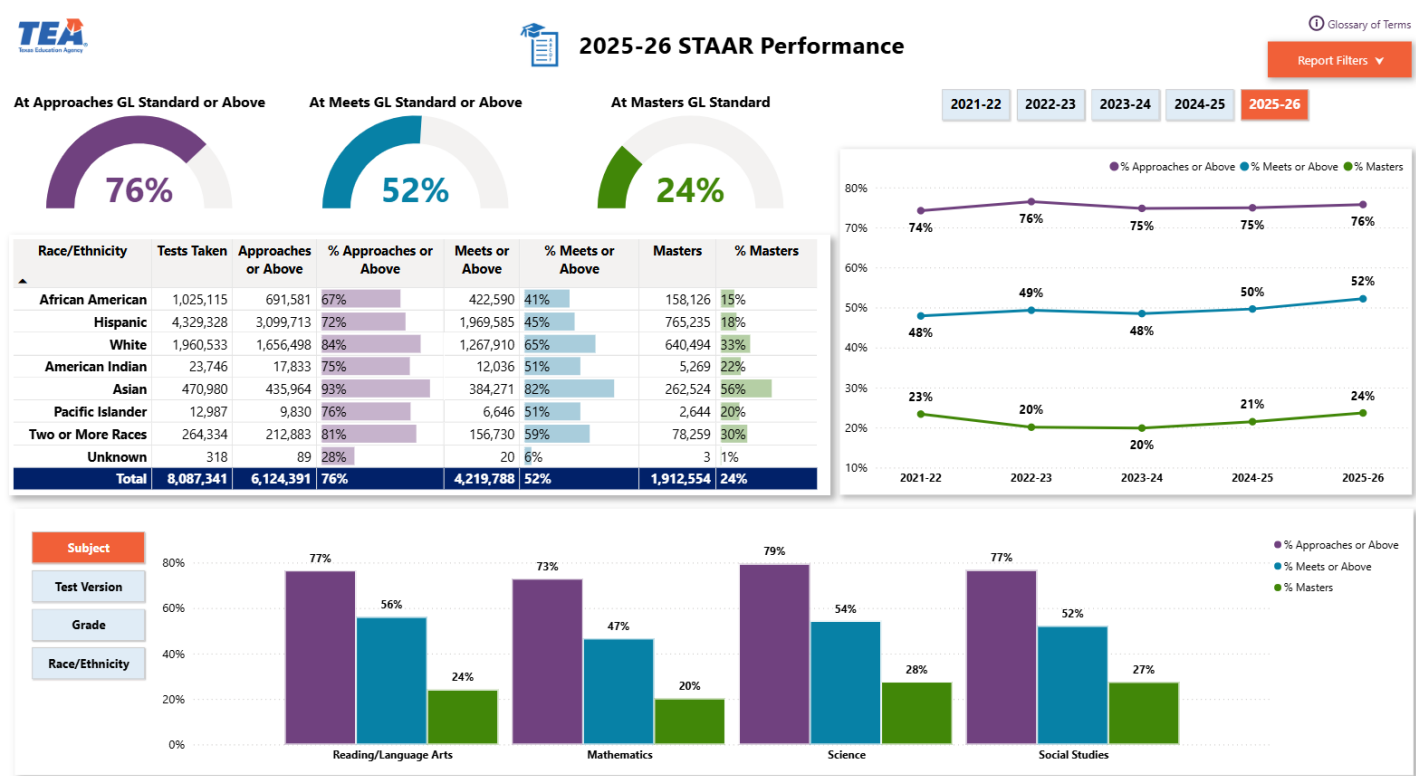
Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 All demographic student groups are performing below the region in Reading and Math on the state achievement test.	Learning gaps and foundational skills exist in all demographic student groups.

 = Priority

Student Learning

Summary



Strengths

Student achievement is on the upward trend in Reading, Math, and 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	Root Cause
1	District data reflects that students are not performing on grade-level.	Focus on individual student achievement data needs a closer look by all instructional staff, followed by focused data-informed instructional practices in the classroom.

★ = Priority

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

Strengths

Students receive intervention services and academic support. Students receive special education services. Consistent post-secondary preparation with dual credit, industry0based certifications, and TSI testing.

Problem Statements Identifying District Processes & Programs Needs

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

 = Priority

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).

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	Root Cause
1	The community believes the district has necessary resources to keep school facilities updated.	Maintenance staff needs support in providing all the skills/crafts necessary to keep our facilities maintained properly.

★ = Priority



Goals

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 High Priority HB3 Goal

Buckholts ISD students will meet or exceed state standards for the Texas Accountability System.

Evaluation Data Source: STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to use data analysis, curriculum alignment to continue progress with student achievement.

Strategy 1 Results Driven Accountability

BISD will support and monitor the use of high quality instructional materials (HQIM) for Tier 1 instruction.

Strategy's Expected Result/Impact: alignment with rigorous standards and increased academic progress and achievement

Staff Responsible for Monitoring: Admin and teachers

Funding Sources: General Fund,

Formative Reviews

November

January

March

June

Strategy 2

BISD will implement a Tier 2 math and reading interventions to accelerate learning using digital and print resources such as Sirius and iXL.

Strategy's Expected Result/Impact: Increased academic growth in math and reading

Staff Responsible for Monitoring: Teachers and interventionists

Funding Sources: Title I, Part A,

Formative Reviews

November

January

March

June

Strategy 3

BISD will implement a teach-assess cycle to include backward planning internalizing lessons, delivering engaging instruction, and data analysis.

Strategy's Expected Result/Impact: Alignment with rigorous standards and increased academic progress and achievement, effective interventions

Staff Responsible for Monitoring: Admin, teachers, and interventionists

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2 High Priority

Buckholts ISD will recruit, develop, and retain highly qualified teachers and staff in order to increase teacher retention from 70% to 80% by Spring 2027.

Evaluation Data Source: Professional development and climate surveys

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

BISD will develop and implement a coaching and feedback cycle for supporting and improving teacher performance.

Strategy's Expected Result/Impact: Improve teacher content knowledge and expertise, alignment with rigorous standards and increased academic progress and achievement

Staff Responsible for Monitoring: Admin and teachers

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

BISD will plan, deliver, and partner with region services to provide quality professional development opportunities to teachers and staff.

Strategy's Expected Result/Impact: Improve the content knowledge and expertise of teachers based on TTESS indicators

Staff Responsible for Monitoring: Admin, teachers, region service center

Formative Reviews

November

January

March

June

Performance Objective 3 High Priority HB3 Goal

Buckholts ISD will ensure the academic growth score on the math and reading STAAR increases from 52%-60% by Spring 2027.

Evaluation Data Source: STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

BISD teachers will implement math and reading labs to include diagnostic assessments, progress monitoring, and intervention lessons.

Strategy's Expected Result/Impact: Improve academic progress in math and reading

Staff Responsible for Monitoring: Lab teachers and interventionists

Formative Reviews

November

January

March

June

Performance Objective 4 High Priority HB3 Goal

The percent of 3rd grade students that score "meets" grade level or above on STAAR reading will increase from 0% to 25% by Spring 2027.

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

Strategy 1

BISD will utilize professional learning communities (PLCs) will use a data analysis process to determine student misconceptions, plan and conduct reteach lessons to address the misconceptions in a timely manner.

Strategy's Expected Result/Impact: Improve academic progress, target student learning needs

Staff Responsible for Monitoring: Admin and teachers

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 5 HB3 Goal

The percent of 3rd grade students that score "meets" grade level or above on STAAR math will increase from 0% to 25% by Spring 2027.

Evaluation Data Source: iXL, STAAR, local assessments

Strategy 1

BISD will utilize professional learning communities (PLCs) will use a data analysis process to determine student misconceptions, plan and conduct reteach lessons to address the misconceptions in a timely manner.

Strategy's Expected Result/Impact: Improve academic progress, target student learning needs

Staff Responsible for Monitoring: Admin and math teachers

Formative Reviews

NovemberJanuaryMarchJune

Goal 2

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

Performance Objective 1 High Priority

Buckholts ISD will meet or exceed the safety requirements set by the Texas Education Agency.

Evaluation Data Source: TEA safety and emergency requirements

Strategy 1

BISD will create, communicate, and implement an emergency operations plan including scheduled drills, emergency response roles and responsibilities, and conduct required trainings to staff.

Strategy's Expected Result/Impact: Emergency response plans, checklists, drill calendar

Staff Responsible for Monitoring: Admin, community emergency response participants, crisis team

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

Buckholts ISD will establish systems for creating and maintaining a physically, psychologically, and social-emotionally healthy environment for students, staff, and families including bullying, suicide, and dropout prevention.

Evaluation Data Source: Climate/culture surveys

Strategy 1

BISD will implement positive behavior supports and counseling support services for students as well as student, staff, and family engagement opportunities.

Strategy's Expected Result/Impact: Surveys

Staff Responsible for Monitoring: Committees

Formative Reviews

November

January

March

June

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 High Priority

Buckholts ISD will increase student enrollment and maintain attendance at 95%.

Evaluation Data Source: Attendance rate and student enrollment

Strategy 1

BISD will establish and implement attendance incentives, recognition, and attendance plans, as well as establishing a positive, engaging environment that attracts students.

Strategy's Expected Result/Impact: 95% attendance

Staff Responsible for Monitoring: Admin and staff

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

Buckholts ISD will maintain teacher attendance at 95%.

Evaluation Data Source: Frontline/AESOP Attendance

Strategy 1

BISD will establish and implement attendance incentives, recognition, and attendance plans, as well as establishing a positive, engaging environment that attracts staff.

Strategy's Expected Result/Impact: 95% teacher attendance

Staff Responsible for Monitoring: Admin and teachers

Formative Reviews

November

January

March

June

Goal 4

Buckholts ISD will establish and maintain career pathways to ensure success for all graduates.

Performance Objective 1 High Priority

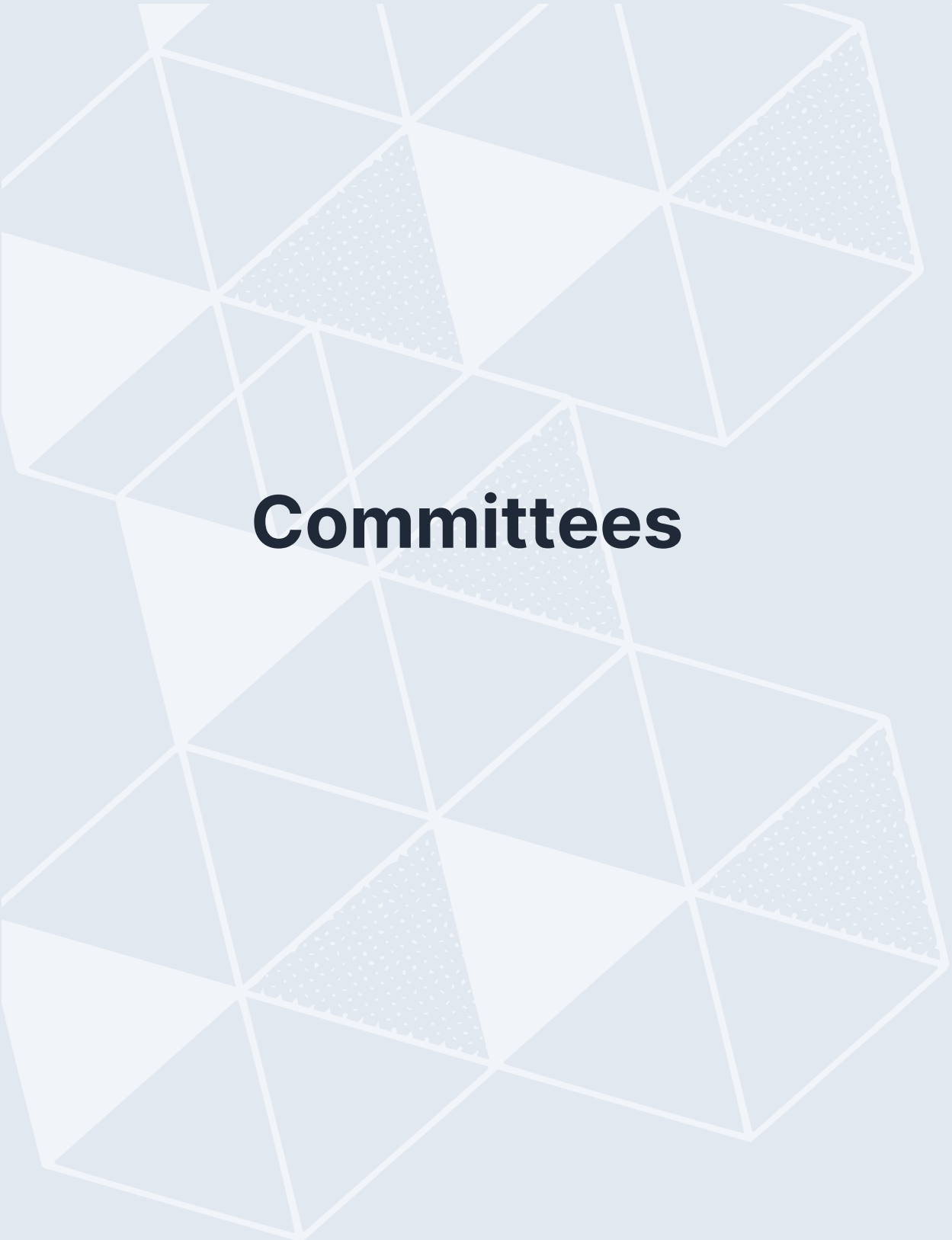
Provide students with surveys to determine interests for different programs of study and career pathways.

Evaluation Data Source: Successful programs of study for students.

Performance Objective 2 High Priority

Create and maintain student graduation plans for all high school students to ensure CCMR accountability measures.

Evaluation Data Source: CCMR Accountability Data



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Susan	Dohnalik	Teacher	Teacher
Kerri	Hernandez	Parent	Parent Rep
Ricky	McCall	Mayor	Community Member
Chelsea	Montalbo	Paraprofessional	Paraprofessional
Margarita	Salomon	Campus Secretary	Paraprofessional
Yvette	Bradford	Principal	Administrator



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



Funding Summary

Funding Summary

General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
Sub-Total					\$0.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$0.00
Sub-Total					\$0.00