Midland Independent School District

Milam Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: October 29, 2024
Public Presentation Date: October 30, 2024

Mission Statement

Ben Milam International Academy will fulfill our mission by establishing a culture of support and achievement that is rooted in college readiness and embraces language and cultural diversity, hold ALL scholars to high expectations, and ensures progress in linguistic and academic skills in Spanish and English.

Vision

Ben Milam International Academy is committed to producing bilingual, biliterate and sociocultural competent scholars who will excel in a globalized 21st century economy.

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Goals 18
- Goal 1: By the end of the 2024-2025 academic year, BMIA will achieve a B rating from the Texas Education Agency by increasing the percentage of students passing the STAAR assessments by 10%, improving average growth scores by 5 points, and enhancing attendance rates to 96%. This will be accomplished through targeted interventions, teacher professional development, and increased parental engagement. 18
- Goal 2: The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Reading STAAR assessment will increase from 41% to 52% by SY 2026-2027. (Report Yearly in August). Goal for 2025 is 47% Goal 3 21
- Goal 3: The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Math STAAR assessment will increase from 37% to 47% by the end of SY 2026-2027. (Report Yearly in August) Goal for 2025 43% 23
- Goal 4: The percentage of 4th-6th grade students who meet their Reading STAAR Academic Growth will increase from 60% to 80% by the end of SY 2026-2027. (Report Yearly in August) Goal for 2025 70% 24
- Goal 5: The percentage of 4th-6th grade students that meet their STAAR Academic Growth in math on STAAR will increase from 63% to 82% by the end of SY 2026-2027. (Report Yearly in August). Goal for 2025 75% 27

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ben Milam International Academy is the only Dual Language school in Midland ISD that aims at producing bilingual, bicultural, and biliterate (Spanish/English) students. BMIA is an 1882 partnership with a set criteria for student admission. The school serves neighborhood students as well as other students that transfer in from MISD and surrounding districts. Our academic offering is for students in grades PK-6th. The program began in 2019 and added half a grade level the first year. The school will fully implement the Dual Language program to grade six in the 2025-26 academic year. During the 2023-24 academic year, MISD renewed the partnership's contract for an additional 5 years. Included in the contract we have enrollment quotas per year to be met.

Main contributors to the plan are teachers in different grade levels and roles. The leadership team includes the principal, AP, curriculum specialists in Math, ELAR and DL (dual Language). Parent voice has been gathered through our annual K-12 Insight Survey. BMIA also gathers opinions from its board of directors.

Parents applying to BMIA have made the choice of having their children participate in a Dual Language program. This means that students have opportunities to practice their language development in all academic and non-academic areas.

Student discipline and referrals are not a defining factor at BMIA. The highest number of referrals originated in the upper elementary. Discipline issues are few and most constitute violations of the student code of conduct (class disruption, disrespect, use of profanity). A small percentage of referrals included frequent flyers or repeat offenders.

Attendance levels in 2021-22 has not been consistent and the campus has not reached prior year levels of attendance due to COVID and parent concerns related to the pandemic. Comparatively, historical attendance levels have been at in 2019-20 **94.76%** 2020-21 **92.73%** and 2021-22 **91.58%**. Data gathered for the 2022-23 school year indicates a positive trend in attendance with an average of **93.91%**. Chronic absenteeism (15 or more absences) was an issue at BMIA in the 2022-23 school year but due to the work of our attendance clerk, social worker and AP the number has decreased significantly. In 2023-24 we saw an increase in our attendance which was at 94.3% as reported in PEIMS.

BMIA served 459 students in grades PK-6th. The increase in enrollment compared to the prior year was of of 4%.

Our school population is 85% Hispanic, 8% African American and White 4%. The number of students served under SPED is 10% and we have seen that has stayed stable compared to the prior year.

The majority of our staff is Hispanic which matches our student population. Student race distribution has remained fairly similar but with the creation of the Dual language program, the number of teachers and other staff members that are Hispanic has increased. The number of white teachers has increased as our program numbers increase in the primary grades. We have experienced an influx of families that are identified as low SES. Economic Disadvantage Total is 73% compared to 68% in 2022-23 as reported in our PEIMS summer submission.

Demographics Strengths

- Two-way dual language, GT services Fine arts (music and art) and French.
- BMIA is becoming a sought after school. We saw record number of attendees at our recruitment meetings in the fall and spring.
- We have an attendance team actively working to reduce tardiness, truancy, and absences.
- We have an increase in student population.

- As the dual language program expands to incorporate up to 5th Grade, we've adjusted our staff needs accordingly.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student achievement has not increased compared to the prior year. It remains at 73%.
Root Cause: Level of rigor in instruction, lack of gap analysis and no immediate corrective actions taken. Teachers require additional training on how to meet needs of high achieving learners.

Problem Statement 2: Special populations such as EB's and students receiving special education services have made small gains in STAAR reading and math. Our EB growth in TELPAS was below the prior year's growth(46%). Gains are not at an acceptable rate.
Root Cause: There has been a lack of collaboration between the special education teacher and the general education teachers. Differentiated Instruction Needs: EBs and students in special education often require more individualized or differentiated instruction. A one-size-fits-all approach may not be meeting the diverse needs of these learners. There may be gaps in the quality or frequency of support.

Problem Statement 3 (Prioritized): 84% of our 3rd grade students did not perform at Meets Grade Level on STAAR Math
Root Cause: Majority of students are displaying learning gaps with math concepts that prevent them from performing at grade level.

Problem Statement 4 (Prioritized): 92% of our 3rd grade students did not perform at Meets Grade Level on STAAR Reading
Root Cause: Students have not developed fluent reading skills and common reading strategies from PK-5th grade are not aligned. Analysis of campus data indicates reading issues in our earlier grades (PK and Kinder) are more predominant because of lack of fine motor skills and gross motor skills which are critical in starting to read.

Problem Statement 5: Science STAAR achievement has remained flat for the last three years.
Root Cause: Strong concentration on reading and math instruction, campus inconsistent science teaching through the grades results in low background knowledge. Our student population has limited access to stem related learning experiences.

Student Learning

Student Learning Summary

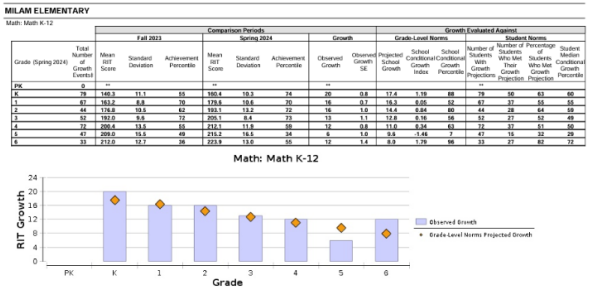
MClass (Primary Grades)

Milam Kindergarten students performed at 98% at or above grade level, first grade performed at 98% at or above grade level and 2nd grade performed at 87% at or above grade level on the MClass assessment in Spring of 2024. Second grade grew 7% compared to the prior EOY assessment.

MAP (All Grades)

On the spring math MAP test, all grades showed growth with the highest growth seen in math, followed by reading in English and Science(55% average growth). Reading in Spanish showed an average growth of 45%. Even though reading English grew compared to las SY, it remains an area of concern.

Average Annual Growth 55%



MILAM ELEMENTARY

Math: Math K-12

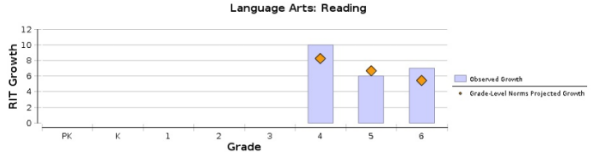
Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods: Fall 2023: Mean RIT Score	Fall 2023: Standard Deviation	Fall 2023: Achievement Percentile	Spring 2024: Mean RIT Score	Spring 2024: Standard Deviation	Spring 2024: Achievement Percentile	Growth: Observed Growth	Growth: Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	Grade-Level Norms: School Conditional Growth Index	Grade-Level Norms: School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Student Norms: Number of Students Who Met Their Growth Projection	Student Norms: Percentage of Students Who Met Growth Projection	Student Norms: Student Median Conditional Growth Percentile
PK	0	--			--			--					--			
K	79	140.3	11.1	55	160.4	10.3	74	20	0.8	17.4	1.19	88	79	50	63	60
1	67	163.2	8.8	70	179.6	10.6	70	16	0.7	15.3	0.05	52	67	37	55	55
2	44	178.6	10.5	62	193.1	13.2	72	16	1.0	14.4	0.84	80	44	28	64	59
3	52	192.0	9.6	72	205.1	8.4	73	13	1.1	12.8	0.16	56	52	27	52	49
4	72	200.4	13.5	55	212.1	11.9	59	12	0.8	11.0	0.34	63	72	37	51	50
5	47	209.0	15.5	49	215.2	16.5	34	6	1.0	9.9	-1.46	7	47	15	32	29
6	33	212.0	12.7	36	223.9	13.0	55	12	1.4	8.9	1.79	96	33	27	82	72

Average Annual Growth 54%

MILAM ELEMENTARY

Language Arts: Reading

		Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2023			Spring 2024					Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	72	195.6	14.2	44	205.9	13.9	56	10	0.9	8.2	1.01	84	72	48	67	66
5	47	201.7	16.3	35	207.5	17.6	31	6	1.2	6.6	-0.43	33	47	22	47	44
6	33	206.0	11.9	28	213.1	11.5	37	7	1.5	5.4	0.96	83	33	17	52	51

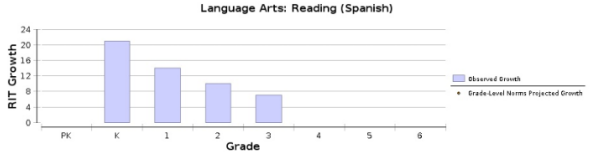


Average Annual Growth 45%

MILAM ELEMENTARY

Language Arts: Reading (Spanish)

		Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2023			Spring 2024					Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	79	135.3	10.1		155.9	12.5		21	1.0				79	42	53	50
1	67	158.1	11.3		172.6	11.7		14	1.0				67	29	43	44
2	44	169.6	12.3		179.9	13.1		10	0.9				44	9	20	31
3	53	190.5	10.6		197.7	11.8		7	1.2				53	30	57	62
4	0	**			**			**					**			
5	0	**			**			**					**			
6	0	**			**			**					**			

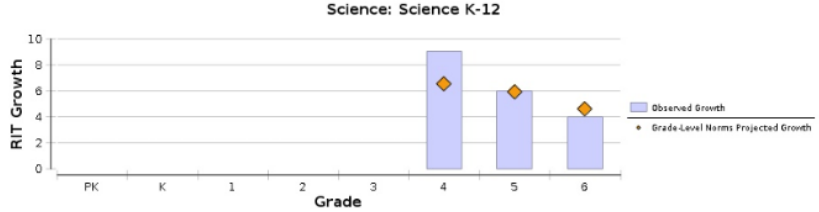


Average Annual Growth 56.5%

MILAM ELEMENTARY

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	72	195.4	10.2	55	204.2	10.7	70	9	0.8	6.5	1.11	87	72	47	65	62
5	47	202.6	12.8	66	208.9	13.7	67	6	1.1	5.9	0.19	57	47	28	60	52
6	33	204.0	10.0	51	208.2	8.9	48	4	1.3	4.6	-0.19	42	33	17	52	47



STAAR (3-6)

Milam 3-6th grade students performed on STAAR in Spring of 2023 compared to similar schools in Midland Independent School District in most of the tested areas.

The table below demonstrates the performance categories on the Reading and math STAAR compared to the prior year. We have seen an increase in the higher performing areas with less students failing. Our Science STAAR achievement has remained flat for the last three years..

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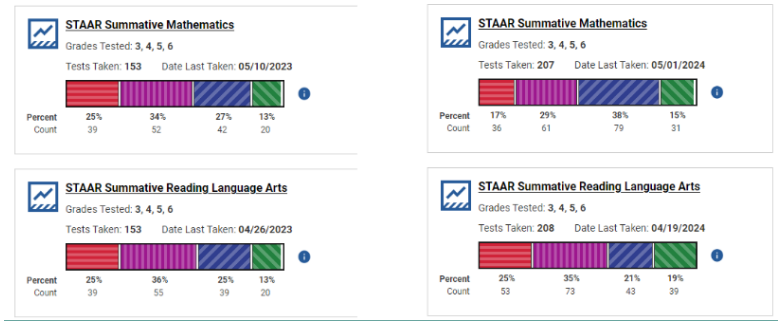
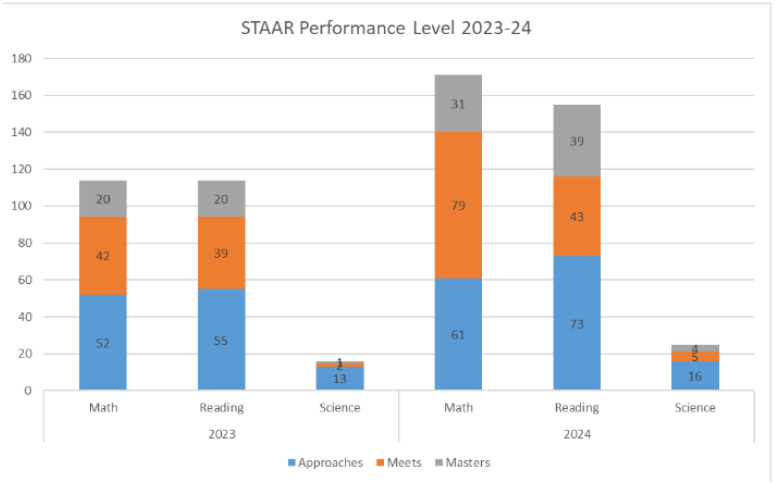
Comparison STAAR Percentile 2023 vs. 2024





Pre-K

Pre-K students showed 93% proficiency in letter names and sounds, and 75% in numbers in Spring of 2024. Math achievement increased by 9% compared to the 2022-23 school year.

Student Learning Strengths

- School has a preliminary rating 86(B) in state accountability compared to the prior year in which our school was rated 73(C).
- Students have been making consistent progress due to interventions and strategic planning from teachers to target interventions and goals.
- Student growth is due to the alignment of curriculum in core areas and STAAR aligned programs.
- Culture of high achievement and continuous improvement on campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 84% of our 3rd grade students did not perform at Meets Grade Level on STAAR Math
Root Cause: Majority of students are displaying learning gaps with math concepts that prevent them from performing at grade level.

Problem Statement 2 (Prioritized): 92% of our 3rd grade students did not perform at Meets Grade Level on STAAR Reading
Root Cause: Students have not developed fluent reading skills and common reading strategies from PK-5th grade are not aligned. Analysis of campus data indicates reading issues in our earlier grades (PK and Kinder) are more predominant because of lack of fine motor skills and gross motor skills which are critical in starting to read.

Problem Statement 3: Special populations such as EB's and students receiving special education services have made small gains in STAAR reading and math. Our EB growth in TELPAS was below the prior year's growth(46%). Gains are not at an acceptable rate.
Root Cause: There has been a lack of collaboration between the special education teacher and the general education teachers. Differentiated Instruction Needs: EBs and students in

special education often require more individualized or differentiated instruction. A one-size-fits-all approach may not be meeting the diverse needs of these learners. There may be gaps in the quality or frequency of support.

Problem Statement 4: Reading is not performing at the same level as math on STAAR
Root Cause: There is a lack of alignment of curriculum and instructional practices.

Problem Statement 5 (Prioritized): Student achievement has not increased compared to the prior year. It remains at 73%.
Root Cause: Level of rigor in instruction, lack of gap analysis and no immediate corrective actions taken. Teachers require additional training on how to meet needs of high achieving learners.

Problem Statement 6 (Prioritized): BMIA has a high percentage of teachers who are within their first five years of teaching, alternatively certified, or new to the school. This impacts the quality of instruction that teachers provide and the need for professional development and ongoing support.
Root Cause: Teacher who are within their first five years of teaching, alternatively certified, or new to the district do not have the capacity to address the diverse academic and social emotional needs of students at BMIA. This can lead to frustration and negatively impact teacher retention. Additional training and support are needed to prepare teachers to meet these needs.

Problem Statement 7: Science STAAR achievement has remained flat for the last three years.
Root Cause: Strong concentration on reading and math instruction, campus inconsistent science teaching through the grades results in low background knowledge. Our student population has limited access to stem related learning experiences.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction utilized by BMIA is aligned with the Texas Essential Knowledge and Skills (TEKS). In order to ensure our students are meeting these goals, a strong focus is placed on curriculum planning and instruction development. Our teachers are provided 45 minute planning periods on a regular basis that allows them to collaborate with one another, receive support from our campus curriculum specialists, and spend time breaking down individual student data.
Supporting and ensuring new staff members has always been a focus at BMIA. As new family members are added or moved to new grade level assignments, coaching plans and supports are provided to help ensure instruction and overall organization of the classroom. Additional new teacher meetings are held regularly and instructional coaches are regularly present in our teacher's classrooms for support, modeling and observation.
Staff at BMIA are regularly encouraged to seek out and attend staff development opportunities, including district days for professional development (PD)if it aligns with our curriculum resources. PD is offered on campus prior to the beginning of the school year, every six weeks and it is based on campus data, walk-through data, and teacher feedback.
Focusing on overall student progress is how BMIA gauges its overall success. All of our programs and supports are designed to add value to the student over the span of each school year, regardless of their academic abilities. This allows teachers to address the specific needs of all of our students.
The school's program is the Dual Language program which brings unique strengths needs to the campus and we are supported locally. Our goal this year is focus on the fidelity of the program while supporting teachers with Sheltered Instructional practices and supported by one of our instructional partners(Add A Lingua).
We are also a Title 1 campus, serving a population of economically disadvantaged students. Being a Title 1 campus allows us to allocate funds to serve all of our students. Our goal is to be proactive when serving students to promote post-secondary readiness and success beyond the child's career.

School Processes & Programs Strengths

- Being a Dual Language campus we celebrate diversity and bilingualism.
- Provided teachers with minute planning time to strengthen instruction through curriculum alignment and lesson plan development.
- Consultants brought frequently on campus to support instructional delivery
- Coaching support for teachers who need additional help in the classroom with Academics, Classroom management, progress monitoring, or assessment support.
- BMIA has identified best practices to include PLCs, using data-driven instruction (DDI), Balanced Literacy, Pearlized and Sharon Wells math strategies that increase learner engagement.
- PLC time is built into the master schedule, within the school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student STAAR performance differs by teacher
Root Cause: Lack of consistency in delivery of instructional resources give a disparity of results in achievement

Problem Statement 2: Special populations such as EB's and students receiving special education services have made small gains in STAAR reading and math. Our EB growth in TELPAS was below the prior year's growth(46%). Gains are not at an acceptable rate.
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Problem Statement 7: Science STAAR achievement has remained flat for the last three years.
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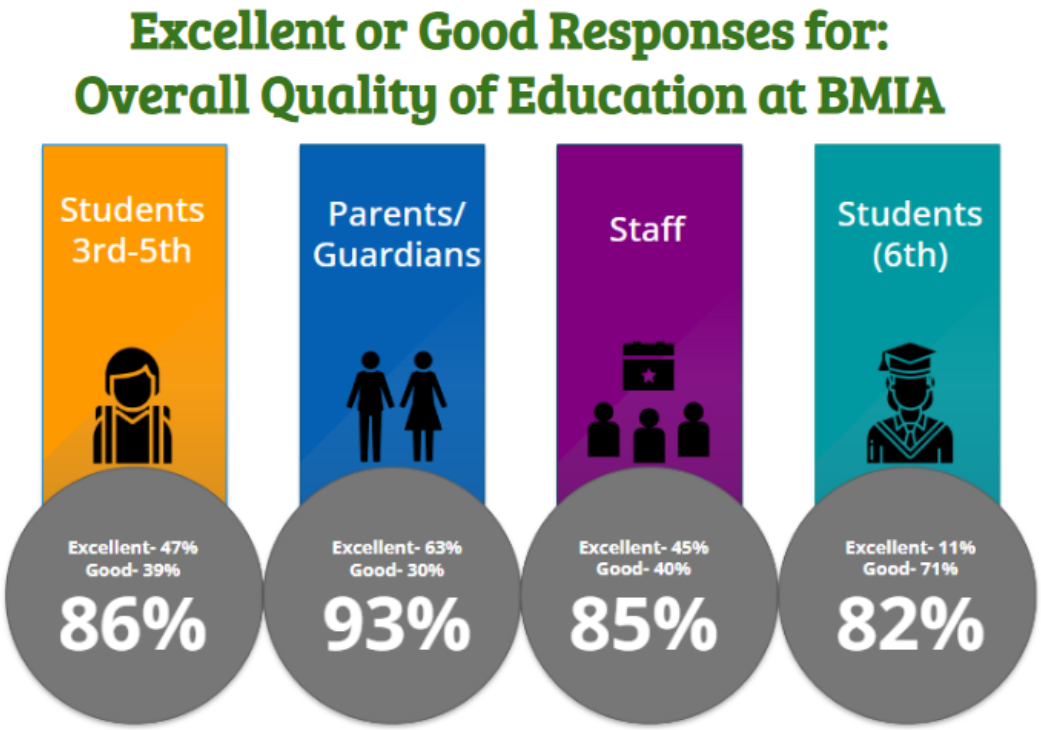
Perceptions

Perceptions Summary

Overall, our campus yields high results in feedback from students, parents, and staff members. Eighty-six percent of students in 3rd-5th grade rated BMIA as excellent or good. This number decreased to eighty-three percent for 6th graders. Ninety-three percent of parents/guardians rated BMIA as good or excellent, and eighty-five percent of staff members rated BMIA as good or excellent. Staff perception lost four percentage points compared to the staff rating the prior year.



Perceptions Strengths

- Administrators work closely with all stakeholders to facilitate meaningful relationships and partnerships.
- Parental involvement with our school helps to enhance the learning ability of children and helps parents identify a secure and valuable school community with educational resources.
- There is autonomy and trust within the teachers and leadership at the campus.
- Overall, employees trust each other and support each other to improve their instructional practice.
- Parent support through our PTA is strong.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): BMIA has a high percentage of teachers who are within their first five years of teaching, alternatively certified, or new to the school. This impacts the quality of instruction that teachers provide and the need for professional development and ongoing support.
Root Cause: Teacher who are within their first five years of teaching, alternatively certified, or new to the district do not have the capacity to address the diverse academic and social emotional needs of students at BMIA. This can lead to frustration and negatively impact teacher retention. Additional training and support are needed to prepare teachers to meet these needs.

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Root Cause: Majority of students are displaying learning gaps with math concepts that prevent them from performing at grade level.

Problem Statement 4: Student STAAR performance differs by teacher
Root Cause: Lack of consistency in delivery of instructional resources give a disparity of results in achievement

Priority Problem Statements

Problem Statement 1: Student achievement has not increased compared to the prior year. It remains at 73%.

Root Cause 1: Level of rigor in instruction, lack of gap analysis and no immediate corrective actions taken. Teachers require additional training on how to meet needs of high achieving learners.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: 84% of our 3rd grade students did not perform at Meets Grade Level on STAAR Math

Root Cause 2: Majority of students are displaying learning gaps with math concepts that prevent them from performing at grade level.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: 92% of our 3rd grade students did not perform at Meets Grade Level on STAAR Reading

Root Cause 3: Students have not developed fluent reading skills and common reading strategies from PK-5th grade are not aligned. Analysis of campus data indicates reading issues in our earlier grades (PK and Kinder) are more predominant because of lack of fine motor skills and gross motor skills which are critical in starting to read.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: BMIA has a high percentage of teachers who are within their first five years of teaching, alternatively certified, or new to the school. This impacts the quality of instruction that teachers provide and the need for professional development and ongoing support.

Root Cause 4: Teacher who are within their first five years of teaching, alternatively certified, or new to the district do not have the capacity to address the diverse academic and social emotional needs of students at BMIA. This can lead to frustration and negatively impact teacher retention. Additional training and support are needed to prepare teachers to meet these needs.

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Revised/Approved: October 29, 2024

Goal 1: By the end of the 2024-2025 academic year, BMIA will achieve a B rating from the Texas Education Agency by increasing the percentage of students passing the STAAR assessments by 10%, improving average growth scores by 5 points, and enhancing attendance rates to 96%. This will be accomplished through targeted interventions, teacher professional development, and increased parental engagement.

Performance Objective 1: Increase the percentage of students passing state assessments (i.e. STAAR) in each grade level.

High Priority

HB3 Goal

Evaluation Data Sources: Unit tests, 6 weeks tests, NWEA MAP

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional development for teachers on effective instructional strategies and data-driven instruction. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Admin, curriculum specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Considerable	Accomplished	Accomplished	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By the end of the 2024-2025 academic year, BMIA will achieve a B rating from the Texas Education Agency by increasing the percentage of students passing the STAAR assessments by 10%, improving average growth scores by 5 points, and enhancing attendance rates to 96%. This will be accomplished through targeted interventions, teacher professional development, and increased parental engagement.

Performance Objective 2: Enhance the average student growth in standardized test scores by 10 points.

High Priority

Evaluation Data Sources: Unit tests, 6 weeks tests, NWEA MAP

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement targeted intervention programs for students struggling in core subjects (Math, Reading, Science). **Strategy's Expected Result/Impact:** Closing of gaps **Staff Responsible for Monitoring:** Classroom teachers, curriculum specialists, admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	 Accomplished	 Accomplished	 Accomplished	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By the end of the 2024-2025 academic year, BMIA will achieve a B rating from the Texas Education Agency by increasing the percentage of students passing the STAAR assessments by 10%, improving average growth scores by 5 points, and enhancing attendance rates to 96%. This will be accomplished through targeted interventions, teacher professional development, and increased parental engagement.

Performance Objective 3: Offer training for teachers on best practices for teaching reading and math, including data analysis and instructional strategies.

High Priority

Evaluation Data Sources: Walkthroughs, observations, student assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Schedules to focus on different instructional priorities with cycles of observation and feedback **Strategy's Expected Result/Impact:** Student achievement increase. **Staff Responsible for Monitoring:** Admin, teachers	 Some Progress	 Accomplished	 Accomplished	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Reading STAAR assessment will increase from 41% to 52% by SY 2026-2027. (Report Yearly in August). Goal for 2025 is 47%

Goal 3

Performance Objective 1: Implement differentiated instruction strategies in reading to address varying student needs to address specific student population such as EB's and special education students.

Evaluation Data Sources: Unit tests, 6 weeks tests, NWEA MAP

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Reading STAAR assessment will increase from 41% to 52% by SY 2026-2027. (Report Yearly in August). Goal for 2025 is 47%

Goal 3

Performance Objective 2: Use formative assessments to identify students needing additional support.

Evaluation Data Sources: Formative assessments,
Unit tests, 6 weeks tests, NWEA MAP

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will implement aggressive monitoring to identify students in need of support. TEKS tracking, exemplars will help identify areas to address by students. **Strategy's Expected Result/Impact:** Addressing student learning gaps in a systematic manner resulting in increasing mastery of TEKS. **Staff Responsible for Monitoring:** Admin, teachers	Considerable	Considerable	Considerable	

No Progress Accomplished Continue/Modify Discontinue

Goal 3: The percentage of 3rd grade students who demonstrate grade level mastery by scoring at the Meets Grade Level Performance or above on the Math STAAR assessment will increase from 37% to 47% by the end of SY 2026-2027. (Report Yearly in August) Goal for 2025 43%

Performance Objective 1: Offer training for teachers on best practices for teaching math, including data analysis and instructional strategies.

High Priority

Evaluation Data Sources: Formative assessments,
Unit tests, 6 weeks tests, NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue offering Pearlized Math and Sharon Wells teacher training every six weeks. Teacher collaboration, observation and conversations critical to alignment and successful implementation. Our Special Education teacher, interventionists and teacher assistants are also attending training and are actively program best practices. **Strategy's Expected Result/Impact:** Student growth in math achievement year to year. **Staff Responsible for Monitoring:** Admin, teachers	Accomplished	Accomplished	Accomplished	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: The percentage of 4th-6th grade students who meet their Reading STAAR Academic Growth will increase from 60% to 80% by the end of SY 2026-2027. (Report Yearly in August) Goal for 2025 70%

Performance Objective 1: Analyze baseline data to identify specific areas where students are struggling and set individualized growth targets.

Evaluation Data Sources: Assessment data(campus created and state)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Application of data protocols to analyze student achievement data and make strategic decisions on instructional areas of focus. Consistent evaluation of data sources. **Strategy's Expected Result/Impact:** Targeted intervention to address issues with Tier 1 and Tier 2 instruction with the goal of producing the most effective outcomes in the first teaching attempt.	Some Progress	Accomplished	Accomplished	

No Progress Accomplished Continue/Modify Discontinue

Goal 4: The percentage of 4th-6th grade students who meet their Reading STAAR Academic Growth will increase from 60% to 80% by the end of SY 2026-2027. (Report Yearly in August) Goal for 2025 70%

Performance Objective 2: Implement small-group instruction focused on reading comprehension, vocabulary development, and fluency.

High Priority

Evaluation Data Sources: Small group observations, running records, reading assessments. Reading support online programs: Lexia, Imagine Espanol, Progress Learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Consistent implementation of reading groups within K-3rd grade and use of interventionists to support reading development. **Strategy's Expected Result/Impact:** Greater comprehension and application of metacognitive strategies.	Considerable	Considerable	Considerable	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: The percentage of 4th-6th grade students who meet their Reading STAAR Academic Growth will increase from 60% to 80% by the end of SY 2026-2027. (Report Yearly in August) Goal for 2025 70%

Performance Objective 3: Support the development of fine and gross motor skills to enhance pre-reading abilities in early education by implementing individualized activities designed to improve motor proficiency. The goal will focus on activities that encourage fine motor skills (such as drawing, coloring, and manipulating small objects) and gross motor skills (such as running, jumping, balancing, and using equipment like scooters), with modifications and supports as needed to ensure accessibility for students with diverse learning needs. These activities will be designed to foster both physical coordination and cognitive readiness for reading.

High Priority

Evaluation Data Sources: Teacher observation, early grades checklists and CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: To effectively support the goal of improving fine and gross motor skills to enhance pre-reading abilities in gen ed and special education students, in addition to the high quality Pre K curriculum student will engage students in tactile activities that provide sensory input, such as using textured materials (sandpaper letters, fabric, or textured writing surfaces) to help them connect motor actions with tactile feedback. Scooter Activities: Allow students to use scooters on smooth surfaces to work on balance and coordination, with adult supervision and support. Visual Cues: Use visual schedules or picture charts to guide students through motor tasks, helping them anticipate and follow directions. Kinesthetic Learning: Allow students to physically engage with materials (like letter blocks, magnetic letters, or number tiles) by moving them, which integrates movement and learning. **Strategy's Expected Result/Impact:** 80% of students demonstrating age appropriate fine and gross motor skills and pre-reading skills **Staff Responsible for Monitoring:** Classroom teachers, aids, school nurse **Title I:** 2.4, 2.5, 2.51, 2.6	Some Progress	Some Progress	Considerable	

No Progress Accomplished Continue/Modify Discontinue

Goal 5: The percentage of 4th-6th grade students that meet their STAAR Academic Growth in math on STAAR will increase from 63% to 82% by the end of SY 2026-2027. (Report Yearly in August). Goal for 2025 75%

Performance Objective 1: Conduct a comprehensive analysis of current math performance data to identify specific areas of need and set individualized growth targets for students.

High Priority

Evaluation Data Sources: Assessment data (Campus created and state), NWEA MAP. Use and monitoring of technology-based resources and programs: Get More Math and Progress Learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teacher intervention after Tier 1 instruction and tutoring. **Strategy's Expected Result/Impact:** Student growth within math and higher achievement.	 Considerable	 Accomplished	 Accomplished	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: The percentage of 4th-6th grade students that meet their STAAR Academic Growth in math on STAAR will increase from 63% to 82% by the end of SY 2026-2027. (Report Yearly in August). Goal for 2025 75%

Performance Objective 2: Create a math intervention program that provides additional support to students who are not meeting growth expectations, with regular progress monitoring.

High Priority

Evaluation Data Sources: Formative assessment of mastery. Assessment data (Campus created and state), NWEA MAP.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Design math groups based on existing weekly data and progress monitoring of student performance. **Strategy's Expected Result/Impact:** Closing of gaps within math.	Accomplished	Accomplished	Accomplished	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: The percentage of 4th-6th grade students that meet their STAAR Academic Growth in math on STAAR will increase from 63% to 82% by the end of SY 2026-2027. (Report Yearly in August). Goal for 2025 75%

Performance Objective 3: Improve students achievement in science by implementing a coherent whole school plan that tracks grade level expectations and their mastery.

High Priority

Evaluation Data Sources: STAAR data, weekly, unit and 6 weeks assessments, MAP Science grades 3-6

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Protect science instructional allocation in daily schedules; **Strategy's Expected Result/Impact:** Mastery of grade level TEKS increase and general knowledge of science content **Staff Responsible for Monitoring:** Grade level teachers and admin **Title I:** 2.5, 2.51	 Some Progress	 Some Progress	 Considerable	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Offer more opportunities for hands-on experiences in the classroom and outside of the classroom in the form of field trips aligned to science TEKS. Teachers have access to a fully updated science lab thanks to the Carl Ripken grant. **Strategy's Expected Result/Impact:** Build background knowledge in science and greater understanding of science concepts through concrete learning experiences. **Staff Responsible for Monitoring:** Grade level teachers, science teacher and admin **Title I:** 2.4, 2.5, 2.51, 2.6 **Funding Sources:** - Title IV	 Some Progress	 Some Progress	 Considerable	

 No Progress Accomplished Continue/Modify Discontinue

Title I - Previous

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, Emergent Bilinguals, and Economically Disadvantaged.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The goal is to conduct at least 2 meetings during the 2024-2025 school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Title I - Updated

Title I Personnel

Name	Position	Program	FTE
Maria Carrillo	Academic Interventions(bilingual)		0.5

Campus Funding Summary

255 Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$13,394.47
				+/- Difference	$13,394.47

211 Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$76,131.00
				+/- Difference	$76,131.00

263 Title III, Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,219.15
				+/- Difference	$2,219.15

IDEA - Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,488.79
				+/- Difference	$1,488.79

Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	2			$0.00
				Sub-Total	$0.00

Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$5,404.60
				+/- Difference	$5,404.60
				Grand Total Budgeted	$98,638.01
				Grand Total Spent	$0.00
				+/- Difference	$98,638.01