

# Midland Independent School District

## Milam Elementary

### 2025-2026 Campus Improvement Plan

Accountability Rating: C



# 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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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Ben Milam International Academy, a designated 1882 Partnership School in Midland ISD, has experienced significant growth and transformation since its inception as a Dual Language Two-Way Immersion campus in 2019. As BMIA continues its strategic expansion to a full wall-to-wall dual language model by 2027–28, the campus is making meaningful progress while also facing key areas of need.

### 1. Academic Achievement and STAAR Performance

- **Strengths:**

BMIA has nearly recovered to pre-pandemic performance levels at the *Approaches Grade Level* band, with a steady increase to 76% in 2023–24. Foundational instruction is strong and has stabilized across content areas.

- **Needs:**

The campus has plateaued in the *Meets* and *Masters* performance levels. Only 44% of students met the *Meets* standard and 16% reached *Masters*, still below pre-pandemic highs. This indicates a need for:

- More rigorous Tier 1 instruction that challenges higher-performing students.
- Enrichment opportunities that promote critical thinking and higher-order skills.
- Targeted supports to push students from *Meets* to *Masters*.

### 2. Program Implementation and Language Proficiency

- **Strengths:**

Dual Language Two-Way Immersion is being implemented with strong community and instructional support. The Emergent Bilingual (EB) population has grown to 42.96%, and the program aligns with national best practices.

- **Needs:**

- Ongoing professional development to ensure **program fidelity** across all grade levels.
- Continued focus on **Sheltered Instruction strategies** to support both EBs and native English speakers.
- Increased focus on cross-language connections and biliteracy development to maintain academic achievement in both languages.

### 3. Enrollment and Staffing

- **Strengths:**

BMIA exceeded its Year 1 enrollment target by 6%, with a 19% increase in student enrollment year-over-year, indicating high demand and effective recruitment.

- **Needs:**

- **Staff retention** remains a challenge, with a 56.7% overall retention rate. Support is needed for early-career teachers to prevent turnover.
- Recruitment efforts must prioritize increasing the **diversity and experience** of instructional staff while maintaining alignment with the bilingual program goals.

#### 4. Student Support Systems

- **Strengths:**

- Strong student-centered culture focused on academic growth.
- Established structures for Response to Intervention (RTI), Section 504, and Special Education services.

- **Needs:**

- Strengthened Tier 2 and Tier 3 intervention systems with consistent progress monitoring.
- Enhanced support for gifted students, as only 16 are currently identified as GT.
- More comprehensive behavioral and social-emotional supports, despite a low number of discipline referrals.

#### 5. Attendance and Engagement

- **Strengths:**

- Attendance has steadily improved to 94.3%, up from 91.6% in 2022.
- High stakeholder satisfaction: 98% of parents and 95% of staff rate the school positively.

- **Needs:**

- Continued monitoring and support for students with attendance challenges.
- Increase student voice and engagement, especially among younger grades where perception data is not yet as strong as upper grades.

#### 6. Professional Development and Instructional Support

- **Strengths:**

- On-boarding, coaching, and regular observation cycles for new teachers.
- Ongoing PD based on data, teacher feedback, and instructional goals.

- **Needs:**

- Deeper focus on **differentiation and acceleration strategies** to move more students to the *Meets* and *Masters* levels.
  - Structured collaboration to increase the **impact of data-driven instruction** during weekly planning.
- 

## Summary of Priority Needs

1. **Accelerate student achievement at the *Meets* and *Masters* levels** through rigorous, aligned Tier 1 instruction and academic enrichment.
2. **Strengthen staff capacity and retention**, particularly for early-career and bilingual-certified teachers.
3. **Ensure full implementation fidelity** of the Dual Language Two-Way Immersion model and support sheltered instruction practices.
4. **Enhance intervention systems** and support structures for diverse learners, including EBs, GT, and Special Education students.
5. **Build instructional leadership and collaboration time** to deepen the use of student data and instructional planning.

BMIA is well-positioned to continue its upward trajectory by addressing these targeted areas, capitalizing on its unique language immersion model, and ensuring high-quality learning experiences for all students.

# Demographics

## Demographics Summary

### Campus Demographics – Ben Milam International Academy

Ben Milam International Academy (BMIA) is one of 41 campuses in Midland ISD and has operated as an 1882 School–MISD Partnership since 2019. That same year, BMIA began its transition into a **Dual Language Two-Way Immersion Program**, a research-based instructional model that supports bilingualism, biliteracy, and cultural competence.

BMIA follows the **90/10 Dual Language Model**, where instruction in the early grades is delivered primarily in the partner language (Spanish), gradually increasing English instruction over time. The goals of the program are for students to:

- Achieve high levels of language proficiency and literacy in both English and Spanish
- Attain academic success in both languages
- Develop a deep appreciation and understanding of diverse cultures

According to the *Guiding Principles for Dual Language Education (Third Edition)*:

“...the term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence – a term encompassing identity development, cross-cultural competence, and multicultural appreciation – for all students.”

Extensive research and data continue to support Dual Language Immersion as one of the most effective models to close academic achievement gaps for both English Learners and native English speakers. In fact, dual language schools often outperform demographically similar schools on long-term standardized assessments at both the state and local levels.

## Student Enrollment and Demographics

BMIA currently serves **561 students** in grades **PK3 through 6th grade**, a **19% increase** from the previous year (459 students in 2023–24), largely due to targeted recruitment efforts. As part of our 1882 partnership agreement, the school is committed to meeting increasing enrollment targets over the course of the five-year amendment. BMIA surpassed its Year 1 enrollment goal of 530 students by 6%.

BMIA is an **open enrollment** campus, serving both neighborhood and transfer students from across MISD and beyond.

### Student Demographics (2024–25):

- **Ethnicity:** 88.95% Hispanic, 4.63% African-American, 4.46% White, 0.53% Asian
- **Gender:** 45.81% male, 54.19% female
- **Socioeconomic Status:** 70.23% of students qualify as economically disadvantaged

### Staff Demographics:

- **Ethnicity:** 86.36% Hispanic, 11.36% White, 1.14% African-American, 1.14% Asian

- **Gender:** 84.09% female, 15.91% male
- **Staff Retention Rate:** 56.7%, with the highest retention (66.7%) among teachers with 2–5 years of experience
- **Instructional Staff Ethnicity Snapshot:** 78.2% Hispanic, 14.5% White, 5.5% African-American
- **Female Staff Proportion:** 96.4%

## Campus Statistics

- **Average Daily Attendance (ADA):** 94.3%, improving steadily since 2022 (91.6%)
- **Discipline Referrals:** 20 incidents recorded in the past year
- **Student-to-Teacher Ratios:**
  - PK–Kinder: 1:22
  - 2nd–3rd Grade: 1:20
  - 4th Grade: 1:26
  - 5th Grade: 1:23
  - 6th Grade: 1:25

## Special Populations

- **Emergent Bilinguals (EBs):** 241 students (42.96% in 2025, up from 25.45% in 2021 due to the dual language expansion)
- **Language Proficient Students:** 320
- **Gifted & Talented (GT):** 16 students
- **Section 504 Services:** 13 students
- **RTI (Response to Intervention):** 30 students
- **Special Education:** 58 students, including those tested but not qualified for services

BMIA continues its strategic growth as a **wall-to-wall language immersion school**. By the **2027–28 school year**, all students will be fully served through the Dual Language Two-Way model.

## Demographics Strengths

### Demographic Strengths

## 1. Robust Enrollment Growth

- BMIA experienced a **19% increase in enrollment** from the previous year, surpassing its Year 1 1882 enrollment goal by **6%**. This indicates strong community interest and confidence in the school's academic model and leadership.

## 2. High Participation in Dual Language Program

- With **42.96% of students identified as Emergent Bilinguals**, BMIA is well-positioned to meet the goals of its Dual Language Two-Way program. The steadily increasing percentage reflects successful implementation and alignment with the school's mission.

## 3. Diverse Student Body

- While the student population is predominantly Hispanic (88.95%), BMIA also serves African-American, White, and Asian students, fostering **cultural richness** and promoting **cross-cultural competence**, which aligns with the sociocultural goals of the dual language program.

## 4. Gender Balance

- The student gender distribution is nearly balanced (45.81% male and 54.19% female), supporting diverse classroom dynamics and equitable learning environments.

## 5. Improving Attendance Rates

- The **Average Daily Attendance (ADA)** has shown a positive trend, increasing from **91.6% in 2022** to **94.3% in 2024–25**, reflecting improved student engagement, parent support, and campus culture.

## 6. Open Enrollment and Broader Reach

- BMIA serves both neighborhood and transfer students, which broadens access to high-quality dual language education beyond traditional zoning constraints.

## 7. Stable and Experienced Teaching Staff

- The highest staff retention rate is among teachers with **2–5 years of experience (66.7%)**, providing a strong foundation of educators who are still growing professionally but have already established classroom efficacy.

## 8. Strong Representation of Hispanic Staff

- **86.36% of the staff identify as Hispanic**, which mirrors the student population and supports **cultural and linguistic representation**, an asset in a dual language model.

## 9. Low Discipline Incidents

- With only **20 discipline referrals** reported over the year, BMIA demonstrates a **positive behavioral climate** and effective classroom management.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 70.23% of BMIA students are economically disadvantaged, which can create barriers to academic success and consistent attendance.

**Root Cause:** Families face socioeconomic challenges that limit access to resources such as transportation, internet, health care, and academic support at home.

**Problem Statement 2 (Prioritized):** Overall staff retention at BMIA is 56.7%, which is below district targets and contributes to instructional inconsistency and the need for frequent on-boarding.

**Root Cause:** BMIA's below-target staff retention rate is caused by excessive program demands and the cannibalization of personnel within the district, resulting in frequent staff turnover, instructional inconsistency, and continual on-boarding needs.

**Problem Statement 3 (Prioritized):** Staff composition is 96.4% female and lacks racial/ethnic diversity beyond Hispanic and Anglo, limiting exposure to diverse adult role models for students.

**Root Cause:** Current recruitment efforts are not specifically targeted to attract male or racially diverse applicants, and partnerships with diverse educator pipelines are limited.

**Problem Statement 4 (Prioritized):** Although BMIA's average daily attendance (ADA) improved to 94.3%, chronic absenteeism remains an issue for a subset of students.

**Root Cause:** Barriers such as transportation, family obligations, and lack of consistent communication with families regarding attendance expectations contribute to absenteeism.

**Problem Statement 5 (Prioritized):** BMIA serves a high number of students receiving Tier 2/Tier 3 interventions (RTI), Section 504, and Special Education services, yet progress monitoring data is inconsistent across programs.

**Root Cause:** Rapid program expansion requires long-term professional development planning, bilingual staffing pipelines, and instructional coaching aligned to dual language best practices.

# Student Learning

## Student Learning Summary

Over the past five years, the STAAR performance data for the campus reveals notable trends in student achievement. In 2018–19, prior to the COVID-19 pandemic, student performance was strongest, with 78% of students achieving at the *Approaches Grade Level* standard or above, 50% at *Meets*, and 24% at *Masters*.

However, in 2020–21, performance declined significantly across all levels, likely due to the impact of pandemic-related disruptions. That year, only 67% of students met the *Approaches* standard, with 41% meeting *Meets* and just 18% reaching *Masters*.

Since then, the school has made consistent efforts to recover. By 2021–22, the data showed marked improvement, with 74% of students at *Approaches*, 38% at *Meets*, and 12% at *Masters*. These gains continued modestly into 2022–23, but by 2023–24, the data reflects a plateau: *Approaches* remained steady at 76%, *Meets* held at 44%, and *Masters* remained at 16%.

While the campus has nearly returned to pre-pandemic performance at the *Approaches* level, the *Meets* and *Masters* performance bands have not fully recovered. Notably, the percentage of students achieving *Masters* has not improved from its pre-pandemic peak of 16%, highlighting a persistent need to strengthen rigorous instruction and enrichment opportunities for higher-achieving students. Initial 2024 STAAR data shows an improvement in the number of students achieving *Masters* at 18%.

This data suggests that while foundational instruction has stabilized, further focus is needed on advancing students beyond basic proficiency to meet and master grade-level standards.

## Academic Growth 2024

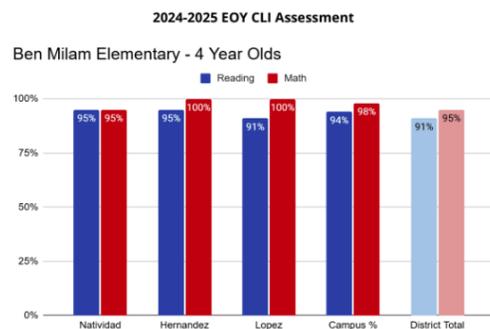
School Progress: Academic Growth RLA and Math			
	Points Earned		Calculated
Annual Growth Points Earned	217 x1		217
Accelerated Learning Points Earned	38 x0.25		9.5
<b>Sum of Annual Growth plus Accelerated Learning Points</b>			<b>226.5</b>
Total Tests Evaluated			296
<b>Academic Growth Score</b>			<b>77</b>
Annual Growth RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	60	0	0
Tests Earning 0.5 Points	38	0.5	19
Tests Earning 1 Point	198	1	198
Annual Growth Points Earned			217
Total Tests Evaluated			296
<b>Annual Growth Score</b>			<b>73</b>
Accelerated Learning RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	38	0	0
Tests Earning 0.5 Points	38	1	38
Tests Earning 1 Point			38
Total Tests Evaluated			76
<b>Accelerated Learning Score</b>			<b>50</b>

The 2024 Academic Growth Report reflects that the campus made meaningful progress in student achievement, particularly in annual growth, while revealing areas for improvement in accelerated learning outcomes. Of the 296 total tests evaluated in Reading Language Arts (RLA) and Math, the school earned 217 points for annual growth, resulting in an annual growth score of **73**. A closer look at the data shows that **67% of students** earned full credit (1 point) for meeting or exceeding expected growth, and **13%** earned partial credit (0.5 points). However, **20% of students** did not demonstrate measurable academic growth, indicating a need for targeted intervention strategies to support students who are not progressing year over year.

In the area of **Accelerated Learning**, a total of 76 tests were evaluated. The school earned 38 points, resulting in an **Accelerated Learning Score of 50**. Half of the students in this category (38 out of 76) met the criteria for accelerated progress, while the remaining half did not earn any points. This 50/50 split suggests inconsistent effectiveness of accelerated instruction and highlights the importance of reviewing how acceleration supports are being delivered, monitored, and sustained for students in need of academic catch-up.

When combining both growth components, the campus earned a total of **226.5 points out of 296**, producing a final **Academic Growth Score of 77**. This represents a strong performance relative to state benchmarks, showing that most students are progressing academically. However, the data also points to an opportunity to increase the proportion of students reaching higher growth benchmarks and to strengthen support structures for those students who are not yet responding to instruction.

End of the year Pre K data shows our three sections of Pre K 4 year old out performed the district in both reading and math. BMIA added a third section of Pre K 4 year old in 2024.



Initial data from the 2025 STAAR assessment confirms the trend identified in our five-year performance analysis—overall student achievement has not shown substantial improvement. While there is a modest increase in the percentage of students reaching the *Masters* level, performance in the *Approaches* and *Meets* categories has declined slightly compared to the previous year.

A significant highlight from 2025 is the campus’s progress with Emergent Bilingual students. The campus achieved a score of **52**, surpassing the 2023–2027 interim target of **49**. Data over the past five years shows steady improvement in this student group, with the most dramatic gains occurring in **2022–23**, when **80%** of students met the *Approaches* or *Above* standard, **41%** reached *Meets*, and **15%** achieved *Masters*.

This momentum continued into **2023–24**, with further increases: **82%** of students achieved *Approaches*, **46%** reached *Meets*, and **17%** earned *Masters*—all surpassing pre-pandemic performance levels. These gains point to the positive impact of targeted instructional interventions and enhanced support systems implemented during that period.

Over the past five years, STAAR data for Special Education students reflects significant progress in student achievement, particularly at the Approaches Grade Level. In 2018–19, prior to the pandemic, only 23% of Special Education students performed at or above the Approaches standard, with 5% meeting grade level and 0% achieving Masters. By 2023–24, these numbers rose to 53% Approaches, 19% Meets, and 12% Masters—marking a steady upward trend across all performance levels.

The most consistent growth has occurred in the Approaches category, suggesting that foundational instruction and targeted supports are helping more students access and engage with grade-level content. Gains in the Meets and Masters categories, while less consistent, show promise. The percentage of students reaching Masters has grown from 0% to 12%, a sign

that higher-achieving students with disabilities are beginning to benefit from increased academic rigor and differentiation. One specific area that needs attention is providing reading intervention with highly differentiated reading curriculum. The campus had introduced Reading Foundations to support phonics gaps but students need a more comprehensive reading intervention approach to support their growth.

However, the gap between students performing at Approaches versus Meets and Masters remains significant. For example, in 2022–23, although over half of students reached Approaches, only 8% met grade-level expectations and just 2% reached Masters. This indicates that while foundational access has improved, many students are not yet being consistently pushed to deeper levels of understanding and performance.

To build on these gains, the campus must continue to strengthen Tier 1 instructional practices, ensuring lessons are both accessible and rigorous. Continued focus on small-group instruction, co-teaching models, and scaffolding enrichment will be essential in supporting Special Education students toward higher achievement levels. Additionally, aligning accommodations with TEKS-based instruction and using formative data to adjust supports in real time will be key in closing the performance gap and advancing student outcomes.

In summary, the campus is performing well in terms of overall growth, with the majority of students demonstrating annual academic gains. Focused attention is needed to reduce the percentage of students earning zero growth points and to enhance the impact of accelerated learning strategies for students who are behind grade level. These insights will help inform the next steps in instructional planning and resource allocation.

### Student Learning Strengths

- **Approaches Level** has nearly returned to pre-pandemic levels (75% vs. 78%).
- There is year-over-year consistency from 2021-22 to 2023-24, indicating stabilized instruction.
- Strong alignment in instructional programs will continue the path to improved student outcomes:
  - **Increased student achievement** across grade levels due to consistent learning expectations and coherent progression of skills.
    - Emergent bilinguals have consistently improved in STAAR achievement and In TELPAS:
      - The campus achieved a **score of 52** for Emergent Bilingual students in 2025.
      - This score **exceeds the 2023–2027 interim target** of 49.
      - Performance data shows **steady improvement over the past five years** for this group.
  - Students experience **fewer instructional gaps and redundancies**, resulting in smoother transitions between grade levels and subjects.
  - Teachers are more effective in planning, pacing, and delivering lessons because of **clear vertical and horizontal alignment** to the TEKS and campus goals.
  - Assessment results are more meaningful and actionable because they are aligned to what is taught, promoting **data-driven instruction**.
  - **Collaboration among staff improves**, as teams use common language, goals, and tools to address student needs across content areas and interventions.
  - Strong alignment supports **equity**, ensuring that all students—regardless of classroom or teacher—have access to high-quality, standards-aligned learning opportunities.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** While overall performance has rebounded post-pandemic, the percentage of students achieving Meets and Masters performance levels has not returned to pre-pandemic levels. Data Evidence: From 2018-19 to 2023-24, % Meets decreased from 50% to 48%, and % Masters remained at 16%.

**Root Cause:** Instructional practices have focused heavily on basic proficiency and recovery, with insufficient emphasis on critical thinking, academic rigor, and extension tasks for higher-achieving students.

**Problem Statement 2 (Prioritized):** Student performance at the Masters level has plateaued at 16% over the last two years, matching the pre-pandemic benchmark. Data Evidence: Masters level dropped in 2020-21 and has not improved beyond 20% since 2022-23. Initial 2025 STAAR data indicates a 2% growth in masters.

**Root Cause:** Lack of targeted instructional practices for high-performing students and limited access to enrichment or advanced problem-solving opportunities.

**Problem Statement 3 (Prioritized):** Although Approaches-level performance has stabilized, persistent learning gaps remain for students who did not make adequate progress during the pandemic years. Data Evidence: Approximately 25% of students are not meeting grade-level expectations, similar to pre-pandemic levels, with no significant improvement over the last two years.

**Root Cause:** Post-pandemic interventions focused broadly but did not adequately address long-term gaps in foundational skills.

**Problem Statement 4 (Prioritized):** While early childhood performance is strong (Pre-K outperforming district averages), there is a disconnect in sustaining this advantage into early elementary grades.

**Root Cause:** Misalignment between Pre-K and K-2 instructional practices or expectations. Lack of a coherent early literacy/math continuum across grade levels. Inadequate data use or intervention in the early grades to preserve early gains.

**Problem Statement 5 (Prioritized):** While Special Education students have shown consistent growth at the Approaches level in Reading, the percentage performing at Meets and Masters remains significantly low. In 2023-24, only 19% met grade level and 12% reached Masters, compared to 53% at Approaches. This indicates that students are not consistently progressing beyond foundational reading skills.

**Root Cause:** The current reading intervention approach is primarily focused on phonics and does not comprehensively address fluency, vocabulary, and reading comprehension. There is a lack of differentiation and tiered instructional planning to meet the varied needs of Special Education students as they advance toward more complex literacy tasks.

# School Processes & Programs

## School Processes & Programs Summary

### Alignment and Planning

- Curriculum is aligned with **Texas Essential Knowledge and Skills (TEKS)**.
  - Emphasis placed on **curriculum planning and instructional development**.
  - Teachers have **regular 45-minute collaborative planning periods**.
    - Collaborate with team members.
    - Receive support from grade level leader, instructional coach, literacy and math consultants.
    - Analyze and respond to individual student data.
- 

### Support for New and Reassigned Staff

- BMIA prioritizes **coaching and on-boarding** for all new or transitioning staff.
  - New staff receive:
    - **Coaching plans** for instruction and classroom management.
      - Teacher observation
    - **Regular new teacher meetings**.
    - **Frequent classroom support** from instructional coaches (modeling, feedback, observations).
- 

### Professional Development (PD)

- Staff are encouraged to attend PD aligned with **campus curriculum and goals**.
- On-campus PD occurs:
  - **Before the school year begins**.
  - **Every six weeks**.
- PD content is driven by:

- Student achievement data.
  - Walkthrough observations.
  - Teacher feedback.
- 

### **Student-Centered Approach**

- Focus on **student growth** as the key measure of success.
  - All programs aim to add academic value **regardless of a student's starting point**.
  - Teachers use data to **differentiate and personalize learning**.
- 

### **Dual Language Program**

- BMIA offers a **Dual Language Two-Way program** with local and external support.
  - Program supported by **Add-A-Lingua** instructional partner.
  - 2025–26 Goal:
    - Ensure **program fidelity of adopted programs**
    - Strengthen **Sheltered Instruction strategies** across classrooms.
- 

### **Title I Commitment**

- BMIA is a **Title I campus** serving a high percentage of economically disadvantaged students.
- Federal funds are used to:
  - Support **all students equitably**.
  - Provide **proactive interventions**.

### **School Processes & Programs Strengths**

- **TEKS-Aligned Curriculum**
  - All instruction is closely aligned with the **Texas Essential Knowledge and Skills (TEKS)**, ensuring instructional consistency and standards-based learning.

- Instructional resources are aligned by content and throughout the grades.
- **Structured Planning Time**
  - Teachers are provided with **regular 45-minute planning periods** to:
    - Collaborate with colleagues.
    - Analyze student data.
    - Receive ongoing support from instructional coach/grade level team leaders.
- **Strong Instructional Support System**
  - **Instructional coaches** are actively involved in classroom support through modeling, observations, and feedback.
  - Coaches are also engaged in guiding instructional improvements and developing teacher capacity.
- **Targeted Support for New and Reassigned Staff**
  - **Individual coaching plans** and regular check-ins are in place for new or reassigned teachers.
  - Ongoing mentoring helps ensure effective classroom organization and instructional delivery.
- **Data-Driven Professional Development**
  - On-campus PD is **offered every six weeks** and tailored to:
    - Campus performance data.
    - Classroom walkthrough trends.
    - Teacher input and needs.
- **Focus on Student Growth**
  - BMIA measures success by **individual student progress**, not just proficiency.
  - Instructional planning is centered on **meeting diverse student needs** and ensuring all students show growth.
- **Strong Dual Language Program**
  - The **Dual Language Two-Way model** promotes bilingualism, biliteracy, and cultural competency.
  - Supported by **Add-A-Lingua**, a national expert in dual language program implementation.
  - Teachers receive support in implementing **Sheltered Instruction strategies**. Teachers have access to three levels of free PD.
- **Effective Use of Title I Resources**

- Title I funding is used strategically to **benefit all students** by adding intervention personnel to support struggling learners.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Although the curriculum is aligned to TEKS, there is inconsistent implementation of rigorous, differentiated instruction across classrooms to fully meet the needs of all learners, particularly those at the Meets and Masters levels.

**Root Cause:** Teachers need additional support in designing and delivering high-level tasks that promote critical thinking, as well as in using data to adjust instruction for varied learner levels.

**Problem Statement 2:** New and reassigned staff require additional time and support to fully implement instructional expectations and maintain consistency in classroom management and instructional delivery.

**Root Cause:** While coaching and induction systems are in place, the frequency and depth of support vary based on staffing changes and experience levels, leading to variability in implementation.

**Problem Statement 3 (Prioritized):** Professional development (PD) is offered regularly, but not all staff are consistently applying new learning into instructional practice.

**Root Cause:** Follow-up systems for ensuring transfer of PD into classroom instruction are not fully embedded or monitored consistently.

**Problem Statement 4:** There is limited evidence of consistent use of sheltered instruction strategies across all content areas to support the unique needs of Dual Language learners.

**Root Cause:** Teachers need continued support in applying sheltered instruction practices with fidelity, especially as the Dual Language program grows and evolves.

**Problem Statement 5 (Prioritized):** Instructional strategies are not yet consistently accelerating growth for students who are below grade level, despite targeted interventions and Tier 2/3 support.

**Root Cause:** Intervention systems vary in effectiveness due to inconsistencies in data analysis, group configuration, and progress monitoring practices.

# Perceptions

## Perceptions Summary

Overall stakeholder perception of the quality of education at Ben Milam International Academy (BMIA) remains **strong and positive**, with consistent growth over the past three years. In 2025, **98% of parents** rated the school's educational quality as *Excellent* or *Good*, showing an upward trend from 93% in 2023 and 92% in 2024. Similarly, **staff reported a 95% approval**, students 78%, and community partners 91%, indicating broad support and satisfaction with the academic environment and instructional practices at BMIA.

Stakeholders overwhelmingly agree that teachers set **high expectations** for all students:

- **100% of staff**,
- **93% of 6th-grade students**, and
- **89% of parents** affirm that teachers maintain rigorous expectations for learning and achievement

## Perceptions Strengths

While overall perceptions are positive, several **targeted areas for improvement** have been identified across stakeholder groups:

### 1. Real-World Relevance in Instruction

- Only **61% of parents** believe that teachers consistently connect lessons to real-life applications.

### 2. Communication and Family Engagement

- Opportunities to improve **two-way communication** between school and home, especially regarding:
  - Regular updates on academic progress.
  - Providing resources and strategies to help students at home.

### 3. Campus Culture and Climate

- All groups (students, staff, parents) noted a need to:
  - Strengthen **student-to-student respect**.
  - Ensure **fair and consistent discipline practices**.
  - Encourage students to **feel comfortable asking teachers for help**.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** A significant portion of parents (39%) report that teachers do not consistently connect classroom lessons to real-world applications.

**Root Cause:** Teachers may need additional professional development and planning support to design instruction that integrates real-life contexts, career connections, and cross-curricular applications.

**Problem Statement 2 (Prioritized):** Stakeholders identified inconsistent two-way communication about student academic progress and a lack of resources to support learning at home.

**Root Cause:** Current systems for academic communication and parent engagement may lack clarity, consistency, or accessibility for all families.

**Problem Statement 3 (Prioritized):** A portion of students do not feel comfortable asking teachers for help, indicating a potential barrier to academic confidence and support-seeking behavior.

**Root Cause:** Classroom environments may not consistently promote psychological safety or establish clear norms that encourage students to seek academic help.

# Priority Problem Statements

**Problem Statement 1:** Student performance at the Masters level has plateaued at 16% over the last two years, matching the pre-pandemic benchmark. Data Evidence: Masters level dropped in 2020-21 and has not improved beyond 20% since 2022-23. Initial 2025 STAAR data indicates a 2% growth in masters.

**Root Cause 1:** Lack of targeted instructional practices for high-performing students and limited access to enrichment or advanced problem-solving opportunities.

**Problem Statement 1 Areas:** Student Learning

## **Problem Statement 2:**

While overall performance has rebounded post-pandemic, the percentage of students achieving Meets and Masters performance levels has not returned to pre-pandemic levels. Data Evidence: From 2018-19 to 2023-24, % Meets decreased from 50% to 48%, and % Masters remained at 16%.

**Root Cause 2:** Instructional practices have focused heavily on basic proficiency and recovery, with insufficient emphasis on critical thinking, academic rigor, and extension tasks for higher-achieving students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** BMIA serves a high number of students receiving Tier 2/Tier 3 interventions (RTI), Section 504, and Special Education services, yet progress monitoring data is inconsistent across programs.

**Root Cause 3:** Rapid program expansion requires long-term professional development planning, bilingual staffing pipelines, and instructional coaching aligned to dual language best practices.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Although Approaches-level performance has stabilized, persistent learning gaps remain for students who did not make adequate progress during the pandemic years. Data Evidence: Approximately 25% of students are not meeting grade-level expectations, similar to pre-pandemic levels, with no significant improvement over the last two years.

**Root Cause 4:** Post-pandemic interventions focused broadly but did not adequately address long-term gaps in foundational skills.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Overall staff retention at BMIA is 56.7%, which is below district targets and contributes to instructional inconsistency and the need for frequent on-boarding.

**Root Cause 5:** BMIA's below-target staff retention rate is caused by excessive program demands and the cannibalization of personnel within the district, resulting in frequent staff turnover, instructional inconsistency, and continual on-boarding needs.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Although the curriculum is aligned to TEKS, there is inconsistent implementation of rigorous, differentiated instruction across classrooms to fully meet the needs of all learners, particularly those at the Meets and Masters levels.

**Root Cause 6:** Teachers need additional support in designing and delivering high-level tasks that promote critical thinking, as well as in using data to adjust instruction for varied learner levels.

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

**Problem Statement 7:** Professional development (PD) is offered regularly, but not all staff are consistently applying new learning into instructional practice.

**Root Cause 7:** Follow-up systems for ensuring transfer of PD into classroom instruction are not fully embedded or monitored consistently.

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

**Problem Statement 8:** Instructional strategies are not yet consistently accelerating growth for students who are below grade level, despite targeted interventions and Tier 2/3 support.

**Root Cause 8:** Intervention systems vary in effectiveness due to inconsistencies in data analysis, group configuration, and progress monitoring practices.

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

**Problem Statement 9:** Stakeholders identified inconsistent two-way communication about student academic progress and a lack of resources to support learning at home.

**Root Cause 9:** Current systems for academic communication and parent engagement may lack clarity, consistency, or accessibility for all families.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** A portion of students do not feel comfortable asking teachers for help, indicating a potential barrier to academic confidence and support-seeking behavior.

**Root Cause 10:** Classroom environments may not consistently promote psychological safety or establish clear norms that encourage students to seek academic help.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** While early childhood performance is strong (Pre-K outperforming district averages), there is a disconnect in sustaining this advantage into early elementary grades.

**Root Cause 11:** Misalignment between Pre-K and K-2 instructional practices or expectations. Lack of a coherent early literacy/math continuum across grade levels. Inadequate data use or intervention in the early grades to preserve early gains.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** While Special Education students have shown consistent growth at the Approaches level in Reading, the percentage performing at Meets and Masters remains significantly low. In 2023-24, only 19% met grade level and 12% reached Masters, compared to 53% at Approaches. This indicates that students are not consistently progressing beyond foundational reading skills.

**Root Cause 12:** The current reading intervention approach is primarily focused on phonics and does not comprehensively address fluency, vocabulary, and reading comprehension. There is a lack of differentiation and tiered instructional planning to meet the varied needs of Special Education students as they advance toward more complex literacy tasks.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** 70.23% of BMIA students are economically disadvantaged, which can create barriers to academic success and consistent attendance.

**Root Cause 13:** Families face socioeconomic challenges that limit access to resources such as transportation, internet, health care, and academic support at home.

**Problem Statement 13 Areas:** Demographics

**Problem Statement 14:** Although BMIA's average daily attendance (ADA) improved to 94.3%, chronic absenteeism remains an issue for a subset of students.

**Root Cause 14:** Barriers such as transportation, family obligations, and lack of consistent communication with families regarding attendance expectations contribute to absenteeism.

**Problem Statement 14 Areas:** Demographics

**Problem Statement 15:** Staff composition is 96.4% female and lacks racial/ethnic diversity beyond Hispanic and Anglo, limiting exposure to diverse adult role models for students.

**Root Cause 15:** Current recruitment efforts are not specifically targeted to attract male or racially diverse applicants, and partnerships with diverse educator pipelines are limited.

**Problem Statement 15 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Action research results

# Goals

**Goal 1:** Increase the percentage of students demonstrating grade-level proficiency and advanced academic achievement on state assessments to surpass pre-pandemic performance benchmarks.

**Performance Objective 1:** Increase the percentage of students performing at Meets Grade Level from 48% to at least 52% by the end of the 2025-26 school year.

**High Priority**

**Evaluation Data Sources:** Benchmark/Unit assessment, computer-assisted instructional programs, formative/common assessments, data meetings and data trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen Tier 1 instruction by embedding rigorous, higher-order thinking tasks across all core content areas, supported by a structured coaching and modeling process, regular data digs, and targeted professional development for Grades K-6. Instructional leaders will use data digs to analyze student performance, identify instructional gaps, and inform ongoing coaching, modeling, and professional learning to ensure high-quality, standards-aligned instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased academic achievement and depth of understanding as evidenced by an increase in the percentage of students performing at the Meets and Masters levels on state and local assessments. Teachers will consistently plan and implement rigorous, higher-order tasks across content areas, as observed in lesson plans, walkthroughs, and classroom observations.</p> <p>Instructional coach and campus leaders will regularly observe classrooms, provide targeted feedback, and model best practices to ensure consistent implementation and continuous improvement of rigorous instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Admin Team</p> <p><b>Title I:</b> 2.51</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 1, 2, 3</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the percentage of students performing at Masters Grade Level from 18% to at least 25% by the end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All student groups (e.g., by race/ethnicity, EL status, economic disadvantage) will show measurable growth toward advanced academic performance.</p> <p>Lesson plans and classroom observations will reflect consistent use of high-level Depth of Knowledge (DOK 3-4) tasks.</p> <p>Students will demonstrate greater proficiency on campus-based assessments, with a 5-10% increase in high-performing student scores by benchmark periods.</p> <p>Walkthrough and observation data will show at least 80% of classrooms implementing rigorous tasks aligned to the TEKS and campus expectations.</p> <p><b>Problem Statements:</b> Demographics 1, 5 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide ongoing, job-embedded professional development for general education and special education teachers focused on effective co-teaching models and collaboration techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain stronger co-teaching skills and collaborate more effectively, leading to better implementation of inclusive practices. This will result in improved academic performance and engagement for SPED students in general education classrooms, along with positive teacher feedback and increased student success.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, SPED Resource teacher, instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Teacher PD Co-teach - IDEA - Special Ed. - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enhance Tier 2 and Tier 3 intervention systems through structured progress monitoring and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving Tier 2 and Tier 3 interventions will demonstrate accelerated academic growth, as measured by progress monitoring tools and end-of-year assessments.</p> <p>At least 70% of students in intervention groups will show positive growth trajectories by mid-year and end-of-year benchmarks.</p> <p>Intervention plans will be data-driven and adjusted every 4-6 weeks based on structured progress monitoring protocols.</p> <p>Classroom teachers and interventionists will collaborate regularly to ensure instructional alignment between Tier 1 and intervention supports.</p> <p>Reduction in the number of students needing Tier 3 support over time, due to earlier, more effective intervention at Tier 2.</p> <p>Increased staff confidence and fidelity in delivering targeted interventions, supported through coaching and documentation tools.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Intervention Team Interventionists, Admin Instructional Coaches,</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement targeted small-group instruction, high-impact tutoring, and data-driven intervention plans during and beyond the school day to accelerate learning and close achievement gaps. Instruction will be tailored based on ongoing formative assessments and student progress data.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving Tier 2 and Tier 3 interventions will demonstrate accelerated academic growth, as measured by progress monitoring tools and end-of-year assessments.</p> <p>At least 70% of students in intervention groups will show positive growth trajectories by mid-year and end-of-year benchmarks.</p> <p>Intervention plans will be data-driven and adjusted every 4-6 weeks based on structured progress monitoring protocols.</p> <p>Classroom teachers and interventionists will collaborate regularly to ensure instructional alignment between Tier 1 and intervention supports.</p> <p>There will be a reduction in the number of students needing Tier 3 support over time, due to earlier, more effective Tier 2 intervention.</p> <p>Staff confidence and fidelity in delivering targeted interventions will improve, supported through coaching and documentation tools.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team, interventionist, content coaches</p> <p><b>Title I:</b> 2.51</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Increase the percentage of Special Education students achieving Meets or above in Reading from 19% to at least 30% by the end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate measurable improvement across all reading domains, particularly in comprehension and vocabulary, leading to an increase in the percentage of Special Education students achieving Meets and Masters Grade Level performance on STAAR.</p> <p>Implement a Comprehensive Reading Intervention Program</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>Adopt a multi-component program that includes phonics, fluency, vocabulary, and comprehension (e.g., Lexia Core5, READ 180., or Really Great Reading).</li> <li>Ensure consistent, daily implementation in both pull-out and push-in models.</li> <li>Embed Higher-Level Comprehension Instruction</li> <li>Integrate explicit instruction in comprehension strategies (e.g., summarizing, inferencing, text structure).</li> <li>Differentiate instruction based on diagnostic reading profiles</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Admin, SPED Resource Teacher, Instructional coach, classroom teacher</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Purchase New Reading Intervention Program for SPED Use - IDEA - Special Ed. - \$40,000</p>	Formative			Summative
	Nov	Feb	Apr	June



**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 70.23% of BMIA students are economically disadvantaged, which can create barriers to academic success and consistent attendance. <b>Root Cause:</b> Families face socioeconomic challenges that limit access to resources such as transportation, internet, health care, and academic support at home.</p>
<p><b>Problem Statement 5:</b> BMIA serves a high number of students receiving Tier 2/Tier 3 interventions (RTI), Section 504, and Special Education services, yet progress monitoring data is inconsistent across programs. <b>Root Cause:</b> Rapid program expansion requires long-term professional development planning, bilingual staffing pipelines, and instructional coaching aligned to dual language best practices.</p>
Student Learning
<p><b>Problem Statement 1:</b> While overall performance has rebounded post-pandemic, the percentage of students achieving Meets and Masters performance levels has not returned to pre-pandemic levels. Data Evidence: From 2018-19 to 2023-24, % Meets decreased from 50% to 48%, and % Masters remained at 16%. <b>Root Cause:</b> Instructional practices have focused heavily on basic proficiency and recovery, with insufficient emphasis on critical thinking, academic rigor, and extension tasks for higher-achieving students.</p>
<p><b>Problem Statement 2:</b> Student performance at the Masters level has plateaued at 16% over the last two years, matching the pre-pandemic benchmark. Data Evidence: Masters level dropped in 2020-21 and has not improved beyond 20% since 2022-23. Initial 2025 STAAR data indicates a 2% growth in masters. <b>Root Cause:</b> Lack of targeted instructional practices for high-performing students and limited access to enrichment or advanced problem-solving opportunities.</p>

### Student Learning

**Problem Statement 3:** Although Approaches-level performance has stabilized, persistent learning gaps remain for students who did not make adequate progress during the pandemic years. **Data Evidence:** Approximately 25% of students are not meeting grade-level expectations, similar to pre-pandemic levels, with no significant improvement over the last two years. **Root Cause:** Post-pandemic interventions focused broadly but did not adequately address long-term gaps in foundational skills.

**Problem Statement 5:** While Special Education students have shown consistent growth at the Approaches level in Reading, the percentage performing at Meets and Masters remains significantly low. In 2023-24, only 19% met grade level and 12% reached Masters, compared to 53% at Approaches. This indicates that students are not consistently progressing beyond foundational reading skills. **Root Cause:** The current reading intervention approach is primarily focused on phonics and does not comprehensively address fluency, vocabulary, and reading comprehension. There is a lack of differentiation and tiered instructional planning to meet the varied needs of Special Education students as they advance toward more complex literacy tasks.

### School Processes & Programs

**Problem Statement 5:** Instructional strategies are not yet consistently accelerating growth for students who are below grade level, despite targeted interventions and Tier 2/3 support. **Root Cause:** Intervention systems vary in effectiveness due to inconsistencies in data analysis, group configuration, and progress monitoring practices.

**Goal 1:** Increase the percentage of students demonstrating grade-level proficiency and advanced academic achievement on state assessments to surpass pre-pandemic performance benchmarks.

**Performance Objective 2:** By June 2026, BMIA will improve staff retention from 56.7% to 75% through targeted strategies that reduce workload, enhance staff support, and strengthen on-boarding processes.

**High Priority**

**Evaluation Data Sources:** Year-over-year retention rates.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To increase staff retention and ensure instructional consistency, BMIA will implement a multifaceted approach focused on reducing program-related workload, enhancing staff support and recognition, and strengthening on-boarding and professional development. This strategy aims to create a sustainable, supportive work environment that values and retains quality educators.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff retention rate increases from 56.7% to at least 75% by June 2026.</p> <p>At least 90% of new staff complete the on-boarding program within their first 3 months.</p> <p>At least 80% of staff report satisfaction with workload and work-life balance in annual surveys.</p> <p>Staff recognition activities occur monthly, with 85% of staff participating or acknowledging recognition efforts.</p> <p>Staff engagement surveys have a minimum 75% response rate, and at least 70% of respondents indicate increased job satisfaction and support.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1 - School Processes &amp; Programs 3</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a comprehensive teacher support system that personalizes professional development to align with individual teacher needs, strengths, and career goals--fostering growth, engagement, and long-term retention</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel more supported, valued, and professionally fulfilled, leading to increased job satisfaction, improved instructional practice, and higher retention rates. Personalized professional development will empower educators to grow in their roles, contributing to a stronger school culture, greater student achievement, and a more stable, experienced teaching faculty.</p> <p>Actions</p> <p>Conduct Individual Needs Assessments</p> <p>Survey teachers regularly to identify their professional development (PD) interests, challenges, and career goals.</p> <p>Use classroom observations and self-assessments to inform individualized support.</p> <p>2. Develop Personalized PD Plans</p> <p>Create professional learning plans tailored to each teacher's needs and growth areas.</p> <p>Allow teachers to co-design their PD paths, choosing from workshops, coaching, peer collaboration, and external learning opportunities.</p> <p>3. Implement Instructional Coaching</p> <p>Provide ongoing, job-embedded coaching and mentoring, especially for new or struggling teachers.</p> <p>4. Establish Peer Learning Communities</p> <p>Facilitate regular Professional Learning Communities (PLCs) or teacher teams focused on collaboration, reflection, and shared learning. Encourage peer observations and feedback loops.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, instructional coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2, 3, 5 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June



**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Overall staff retention at BMIA is 56.7%, which is below district targets and contributes to instructional inconsistency and the need for frequent on-boarding.</p> <p><b>Root Cause:</b> BMIA's below-target staff retention rate is caused by excessive program demands and the cannibalization of personnel within the district, resulting in frequent staff turnover, instructional inconsistency, and continual on-boarding needs.</p>

### Demographics

**Problem Statement 3:** Staff composition is 96.4% female and lacks racial/ethnic diversity beyond Hispanic and Anglo, limiting exposure to diverse adult role models for students. **Root Cause:** Current recruitment efforts are not specifically targeted to attract male or racially diverse applicants, and partnerships with diverse educator pipelines are limited.

**Problem Statement 5:** BMIA serves a high number of students receiving Tier 2/Tier 3 interventions (RTI), Section 504, and Special Education services, yet progress monitoring data is inconsistent across programs. **Root Cause:** Rapid program expansion requires long-term professional development planning, bilingual staffing pipelines, and instructional coaching aligned to dual language best practices.

### Student Learning

**Problem Statement 1:** While overall performance has rebounded post-pandemic, the percentage of students achieving Meets and Masters performance levels has not returned to pre-pandemic levels. Data Evidence: From 2018-19 to 2023-24, % Meets decreased from 50% to 48%, and % Masters remained at 16%. **Root Cause:** Instructional practices have focused heavily on basic proficiency and recovery, with insufficient emphasis on critical thinking, academic rigor, and extension tasks for higher-achieving students.

### School Processes & Programs

**Problem Statement 3:** Professional development (PD) is offered regularly, but not all staff are consistently applying new learning into instructional practice. **Root Cause:** Follow-up systems for ensuring transfer of PD into classroom instruction are not fully embedded or monitored consistently.

**Goal 2:** Accelerate academic growth and close achievement gaps for high-priority student groups--including Emergent Bilinguals, students from low socioeconomic backgrounds, and students served through special education

**Performance Objective 1:** Reduce the percentage of students scoring below Approaches Grade Level from 25% to 20% by the end of the school year.

**High Priority**

**Evaluation Data Sources:** Data meetings, data tracking by assessment and TEKS, weekly benchmarks/unit assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deliver targeted professional development focused on the Dual Language Two-Way Immersion (DLTWI) program, emphasizing research-based design, best instructional practices, and ensuring fidelity of implementation across all grade levels</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate a deeper understanding of the Dual Language Two-Way Immersion model, leading to more consistent and effective implementation across classrooms, increased linguistic equity, and improved student outcomes in both English and Spanish proficiency.</p> <p>Progress monitoring will include monthly bilingual classroom walkthroughs using a Dual Language fidelity checklist to observe implementation of targeted strategies and proper language allocation. After each professional development session, teacher reflections and feedback forms will be collected to assess understanding and identify areas for additional support. Lesson plans will be reviewed biweekly to ensure alignment with Dual Language design principles, such as language of instruction and content integration. Additionally, data review meetings will be held quarterly to analyze student performance and language development trends.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Professional Development in Dual Language Two-Way Immersion (DLTWI) program - 255 Title II - \$13,000</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Title IV, Part A funds to purchase a high-quality French curriculum that supports the expansion of well-rounded educational opportunities by enhancing world language instruction. The curriculum will provide structured content, instructional materials, and assessments to support the development of language proficiency and cultural competence in alignment with state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop foundational skills in French across listening, speaking, and basic reading and writing, appropriate to the level of exposure provided in the special area setting. While not immersion-based, the program will promote early language acquisition and support students in becoming emerging multilingual learners,</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional coach, French teacher</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> French Curriculum Materials - Title IV - \$6,688.73</p>	Formative			Summative
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 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 70.23% of BMIA students are economically disadvantaged, which can create barriers to academic success and consistent attendance. <b>Root Cause:</b> Families face socioeconomic challenges that limit access to resources such as transportation, internet, health care, and academic support at home.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Professional development (PD) is offered regularly, but not all staff are consistently applying new learning into instructional practice. <b>Root Cause:</b> Follow-up systems for ensuring transfer of PD into classroom instruction are not fully embedded or monitored consistently.</p>

**Goal 2:** Accelerate academic growth and close achievement gaps for high-priority student groups--including Emergent Bilinguals, students from low socioeconomic backgrounds, and students served through special education

**Performance Objective 2:** By May 2026, the campus will increase the percentage of students performing at or above Approaches Grade Level on STAAR Reading and Math by at least 5 percentage points, through the implementation of targeted, Title I-funded tutoring for students not yet meeting grade-level expectations.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, data trackers, STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a high-impact tutoring program outside the regular instructional day (before/after school or Saturdays) using Title I funds, prioritizing students identified as Did Not Meet or at-risk of falling below grade level based on assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> A minimum 5% increase in the percentage of students performing at Approaches Grade Level or above in Reading and Math on STAAR.</p> <p>A reduction in the number of students identified as Tier 3 or "Did Not Meet" on interim assessments.</p> <p>Improved classroom performance and increased engagement among targeted students, as evidenced by formative assessment data, progress monitoring, and teacher observations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Teachers. Intervention Team</p> <p><b>Title I:</b> 2.51, 2.52</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use Title III, Immigrant funds (263) to purchase culturally relevant and linguistically appropriate library books in students' native languages and in English to increase access to diverse texts. This will support language development, reading comprehension, and cultural affirmation for Emergent Bilingual learners by expanding the variety and availability of high-interest, leveled materials in the school library.</p> <p><b>Strategy's Expected Result/Impact:</b> Purchasing culturally and linguistically relevant library books will increase access for Emergent Bilingual learners, promote engagement in reading, support language development in both English and native languages, and reinforce biliteracy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Media Specialist, Instructional Coach</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> Bilingual Library Books all levels - 263 Title III, Bilingual - \$11,451.02</p>	Formative			Summative
	Nov	Feb	Apr	June



**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 70.23% of BMIA students are economically disadvantaged, which can create barriers to academic success and consistent attendance. <b>Root Cause:</b> Families face socioeconomic challenges that limit access to resources such as transportation, internet, health care, and academic support at home.</p>
Student Learning
<p><b>Problem Statement 1:</b> While overall performance has rebounded post-pandemic, the percentage of students achieving Meets and Masters performance levels has not returned to pre-pandemic levels. Data Evidence: From 2018-19 to 2023-24, % Meets decreased from 50% to 48%, and % Masters remained at 16%. <b>Root Cause:</b> Instructional practices have focused heavily on basic proficiency and recovery, with insufficient emphasis on critical thinking, academic rigor, and extension tasks for higher-achieving students.</p>
<p><b>Problem Statement 2:</b> Student performance at the Masters level has plateaued at 16% over the last two years, matching the pre-pandemic benchmark. Data Evidence: Masters level dropped in 2020-21 and has not improved beyond 20% since 2022-23. Initial 2025 STAAR data indicates a 2% growth in masters. <b>Root Cause:</b> Lack of targeted instructional practices for high-performing students and limited access to enrichment or advanced problem-solving opportunities.</p>

**Goal 3:** Address student learning gaps by providing targeted acceleration strategies that promote continued academic growth.

**Performance Objective 1:** Improve design, delivery, and monitoring of Accelerated Instruction under HB4545/House Bill 1416 requirements.

**Evaluation Data Sources:** Formative assessments, unit/weekly tests, NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure 30-hour accelerated learning plans are in place and tailored to student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who did not meet grade-level expectations on STAAR will receive targeted, accelerated instruction designed to address specific learning gaps.</p> <p>Tailored intervention will lead to improved performance on district benchmarks and STAAR failures particularly in Reading and Math.</p> <p>Increased student confidence and engagement as they receive support matched to their academic needs and learning styles.</p> <p>Teachers and interventionists will use diagnostic and progress monitoring data to personalize instruction and adjust plans accordingly.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor fidelity of Accelerated Instruction weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular monitoring ensures that student outcomes can be accurately attributed to the intervention.</p> <p>Improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, interventionists</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Extra Duty Pay for Tutoring - 211 Title 1 - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Share progress updates with families of students receiving AI.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthened parent-school partnership. Progress updates should include:</p> <ul style="list-style-type: none"> <li>Visual representations of student growth (graphs, charts)</li> <li>Clear explanations of where improvement has occurred</li> <li>Identification of areas needing additional support</li> <li>Specific ways families can support learning at home</li> <li>Regular, consistent communication rather than sporadic updates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Teachers, admin</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 70.23% of BMIA students are economically disadvantaged, which can create barriers to academic success and consistent attendance. <b>Root Cause:</b> Families face socioeconomic challenges that limit access to resources such as transportation, internet, health care, and academic support at home.</p>
Student Learning
<p><b>Problem Statement 3:</b> Although Approaches-level performance has stabilized, persistent learning gaps remain for students who did not make adequate progress during the pandemic years. Data Evidence: Approximately 25% of students are not meeting grade-level expectations, similar to pre-pandemic levels, with no significant improvement over the last two years. <b>Root Cause:</b> Post-pandemic interventions focused broadly but did not adequately address long-term gaps in foundational skills.</p>
School Processes & Programs
<p><b>Problem Statement 5:</b> Instructional strategies are not yet consistently accelerating growth for students who are below grade level, despite targeted interventions and Tier 2/3 support. <b>Root Cause:</b> Intervention systems vary in effectiveness due to inconsistencies in data analysis, group configuration, and progress monitoring practices.</p>
Perceptions
<p><b>Problem Statement 2:</b> Stakeholders identified inconsistent two-way communication about student academic progress and a lack of resources to support learning at home. <b>Root Cause:</b> Current systems for academic communication and parent engagement may lack clarity, consistency, or accessibility for all families.</p>

**Goal 4:** Strengthen tier 1 instruction and early intervention by implementing adopted curriculum programs and training with fidelity to ensure early gains in Pre-K are sustained through Grade 2.

**Performance Objective 1:**

By May 2026, 80% of students in K-2 will meet or exceed expected growth in reading and math as measured by district or campus-based assessments.

**Evaluation Data Sources:** CLI, teacher formative assessments and checklists

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align instructional practices and curriculum from Pre-K to Grade 2 to ensure coherence and continuity.</p> <p><b>Strategy's Expected Result/Impact:</b> - Increased % of K-2 students on or above level in BOY, MOY, and EOY assessments</p> <ul style="list-style-type: none"> <li>- Reduced number of students needing Tier 2/3 support in Grades 1-2</li> </ul> <p>Action Steps</p> <ul style="list-style-type: none"> <li>-Conduct vertical alignment planning sessions between Pre-K and K-2 teachers each 6 weeks.</li> <li>- Identify and align high-leverage instructional routines and strategies across early grades.</li> <li>- Provide training in guided reading reading and early numeracy development.</li> </ul> <p>Evidence of implementation</p> <ul style="list-style-type: none"> <li>- Meeting agendas and minutes from vertical alignment sessions</li> <li>- PD sign-in sheets and materials</li> <li>- Updated lesson plans and instructional routines</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, Pre-K-2 Teachers</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strengthen data-driven instruction and early intervention in K-2 to address learning gaps promptly. In the Pre K 3 year old's classroom, an additional aide will be added to support students reach their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> - Increased growth scores in early grades</p> <ul style="list-style-type: none"> <li>- Fewer students scoring below grade level benchmarks in reading and math</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Admin, Interventionists, K-2 Teachers, Instructional Coach</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 4 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Additional Pre K TA - IDEA - Special Ed.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize 255 Title II funds to purchase and implement the Estrellita phonics program as an early literacy intervention for Spanish-speaking Emergent Bilingual students. The program will provide targeted, research-based instruction in Spanish phonemic awareness and decoding to build a strong literacy foundation and accelerate reading development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students learning to be read in Spanish, both Emergent Bilingual and non-emergent bilingual students will demonstrate improved phonemic awareness and early reading skills in Spanish, leading to stronger literacy foundations and accelerated progress in both native language and English literacy development.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, teachers</p> <p><b>Funding Sources:</b> Estrellita PD - 255 Title II - \$3,577.02</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use Title I, Part A parent and family engagement funds to host a family literacy event that equips parents with strategies and resources to support reading at home.</p> <p><b>Strategy's Expected Result/Impact:</b> The family literacy event will increase parent engagement by providing practical strategies and resources to support reading at home, strengthening the home-school connection and promoting student literacy growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional coach, bilingual facilitator</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Literacy Materials - 211 Title 1 - \$1,152</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> BMIA serves a high number of students receiving Tier 2/Tier 3 interventions (RTI), Section 504, and Special Education services, yet progress monitoring data is inconsistent across programs. <b>Root Cause:</b> Rapid program expansion requires long-term professional development planning, bilingual staffing pipelines, and instructional coaching aligned to dual language best practices.</p>
Student Learning
<p><b>Problem Statement 4:</b> While early childhood performance is strong (Pre-K outperforming district averages), there is a disconnect in sustaining this advantage into early elementary grades. <b>Root Cause:</b> Misalignment between Pre-K and K-2 instructional practices or expectations. Lack of a coherent early literacy/math continuum across grade levels. Inadequate data use or intervention in the early grades to preserve early gains.</p>

**School Processes & Programs**

**Problem Statement 5:** Instructional strategies are not yet consistently accelerating growth for students who are below grade level, despite targeted interventions and Tier 2/3 support. **Root Cause:** Intervention systems vary in effectiveness due to inconsistencies in data analysis, group configuration, and progress monitoring practices.

**Perceptions**

**Problem Statement 3:** A portion of students do not feel comfortable asking teachers for help, indicating a potential barrier to academic confidence and support-seeking behavior. **Root Cause:** Classroom environments may not consistently promote psychological safety or establish clear norms that encourage students to seek academic help.

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

The school conducts a Comprehensive Needs Assessment (CNA) annually as the foundation for its Title I planning and Campus Improvement Plan (CIP). This process is designed to identify academic strengths, performance gaps, and underlying causes to guide strategic decision-making and resource allocation.

#### Timeline:

- **April–May:** Preliminary data collection and review (STAAR, TELPAS, attendance, discipline, survey results)
- **June–July:** Stakeholder meetings for data analysis and root cause identification
- **August:** Finalize CNA findings and prioritize needs
- **September:** Align CNA results with CIP goals, strategies, and Title I budget planning

#### Stakeholders Involved:

- **Campus Leadership Team:** Principal, assistant principal, instructional coaches
- **Teachers:** Grade-level and content-area representatives
- **Parents and Families:** Parent advisory representatives, PTA officers
- **Support Staff:** Counselor, interventionists, bilingual/ESL specialists
- **Community Members/Partners:** As applicable

The CNA process uses both qualitative and quantitative data to identify performance trends, determine root causes, and prioritize campus-wide needs. The results directly inform the development of measurable goals, targeted strategies, and Title I-funded actions within the CIP to support student achievement and close learning gaps.

### 1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

## **2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)**

Please see Title1Crate for the following documentation.

## **2.2: Stakeholders 1114(b)(2)**

Please see Title1Crate for the following documentation.

## **2.3: Description of Plan Availability, Format, and Language 1114(b)(4)**

Please see Title1Crate for the following documentation.

## **2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)**

Please see Title1Crate for the following documentation.

## **2.5: Statutorily Required Descriptions 1114(b)(7)(A)**

Please see Title1Crate for the following documentation.

# **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

## **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

Please see Title1Crate for the following documentation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Carrillo	Part Time Interventionist	Title 1	0.5

# CEIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administration	Brenda Jobes	Director
Leadership Support	Nancy Parker	Consultant
Parent	Johanna Hinostroza	Parent
Classroom Teacher	Beatriz Camacho	Kindergarten
Classroom Teacher	Tiffany Alba	6th Grade
SPED	Sophia Ramos	Resource
CAMPUS BASED NON-TEACHING PROFESSIONAL	Monica Lujan	Counselor
Classroom Teacher	Mabel Loya	2nd Grade
Classroom Teacher	Marisa Natividad	Pre K
Classroom Teacher	Lili Molina Rubio	1st Grade
Instruction	Laurencia Castillo	Instructional Coach
Bilingual Support	Gabriela Escobar	Bilingual Facilitator
Classroom Teacher	Callie Ranostaj	6th Grade Math-DL
Classroom Teacher	Angelica Molina	3rd Grade Teacher
Assistant Principal	Alejandra Galindo	Assistant Principal

# Campus Funding Summary

255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development in Dual Language Two-Way Immersion (DLTWI) program		\$13,000.00
4	1	3	Estrellita PD		\$3,577.02
<b>Sub-Total</b>					\$16,577.02
<b>Budgeted Fund Source Amount</b>					\$16,577.02
<b>+/- Difference</b>					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Extra Duty Pay for Tutoring		\$30,000.00
4	1	4	Literacy Materials		\$1,152.00
<b>Sub-Total</b>					\$31,152.00
<b>Budgeted Fund Source Amount</b>					\$76,211.00
<b>+/- Difference</b>					\$45,059.00
263 Title III, Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Bilingual Library Books all levels		\$11,451.02
<b>Sub-Total</b>					\$11,451.02
<b>Budgeted Fund Source Amount</b>					\$11,451.02
<b>+/- Difference</b>					\$0.00
IDEA - Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teacher PD Co-teach		\$5,000.00
1	1	6	Purchase New Reading Intervention Program for SPED Use		\$40,000.00
4	1	2	Additional Pre K TA		\$0.00
<b>Sub-Total</b>					\$45,000.00
<b>Budgeted Fund Source Amount</b>					\$57,405.75
<b>+/- Difference</b>					\$12,405.75

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	French Curriculum Materials		\$6,688.73
<b>Sub-Total</b>					\$6,688.73
<b>Budgeted Fund Source Amount</b>					\$6,688.73
<b>+/- Difference</b>					\$0.00
263 Title III, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$11,451.02
<b>+/- Difference</b>					\$11,451.02
<b>Grand Total Budgeted</b>					\$179,784.54
<b>Grand Total Spent</b>					\$110,868.77
<b>+/- Difference</b>					\$68,915.77

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025