

Midland Independent School District

Milam Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth



Mission Statement

Ben Milam International Academy mission is to establish a culture of support and achievement that is rooted in college readiness and embraces language and cultural diversity. We hold ALL scholars to high expectations, and ensure 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.

Value Statement

One Community

We share responsibility for all staff and students' growth and well-being.
We work collaboratively with students as our main focus.
We actively participate and respect others' voices

One Vision

We work towards the same goal of student achievement.
We empower every student to become biliterate, bilingual, and multicultural.
We monitor student growth and adjust instructional practices as needed.

Excellence

We hold staff and students accountable for learning and growth.
We are prepared to deliver high-quality instruction.
We embrace feedback as opportunities to grow.
We celebrate progress while striving for continuous improvement.

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Comprehensive Needs Assessment

Revised/Approved: August 10, 2026

Demographics

Demographics Summary

Who Are We?

Ben Milam International Academy (BMIA) is an SB 1882 in-district partnership campus within Midland ISD serving students in **Pre-Kindergarten through Grade 6**. The campus is the district's only **Two-Way Dual Language Immersion** school and is committed to developing students who are bilingual, biliterate, and culturally competent while maintaining high academic expectations for every learner.

The school's instructional model intentionally integrates native English and native Spanish speakers in an environment where students develop literacy and academic content in both languages. During the 2026–2027 school year, BMIA will complete its transition to a **wall-to-wall Dual Language Two-Way Immersion program**, making bilingual education the foundation of every grade level.

Student Population

The campus serves a diverse student population representing multiple racial, ethnic, linguistic, and socioeconomic backgrounds. Students participate in a variety of specialized instructional programs, including:

- Emergent Bilingual/Dual Language
- Special Education
- Dyslexia Services
- Gifted and Talented
- Section 504
- At-Risk
- Compensatory Education
-

Every number represents a child. Every child deserves excellence.



This diversity is one of the school's greatest strengths and requires teachers to provide rigorous, differentiated instruction that supports students' academic, linguistic, and social-emotional development.

Attendance and Mobility

Student attendance has remained consistently high and exceeds district expectations, reflecting strong family engagement and a positive school culture. Because admission to BMIA is primarily through an application and lottery process, student mobility remains relatively low compared to many campuses, contributing to instructional continuity and stable classroom communities.

Discipline and School Climate

The campus maintains a positive learning environment built upon high expectations, restorative practices, and proactive behavioral supports. Student behavior expectations are reinforced through consistent campus procedures, social-emotional learning, and family partnerships. Discipline incidents remain low, allowing teachers to maximize instructional time while maintaining a safe and orderly learning environment.

Academic Programs

Students have access to a rigorous instructional program emphasizing:

- Biliteracy development in English and Spanish
- Language First instructional practices
- Add A Lingua Six Practices
- Guided Reading
- Structured literacy instruction
- Webb's Depth of Knowledge (DOK)
- Depth & Complexity
- STEM and inquiry-based learning

- Fine Arts, including French language instruction
- Destination Imagination and enrichment opportunities

The campus also provides targeted interventions through MTSS, Reading Club, accelerated instruction, and specialized services to ensure every student has access to grade-level learning.

Staff Profile

BMIA employs a highly collaborative instructional staff committed to continuous improvement through professional learning and instructional coaching. Teachers participate in ongoing training aligned with the campus instructional framework, including:

- Language First
- Add A Lingua
- Guided Reading
- Structured Literacy
- Webb's Depth of Knowledge
- Depth & Complexity
- Professional Learning Communities (PLCs)
- Data-driven instructional planning

The campus leadership team is also participating in the **Holdsworth Campus Leadership Program**, strengthening leadership capacity and succession planning.

Recruitment and Retention

Recruiting certified bilingual teachers continues to be one of the campus's greatest operational challenges. As a specialized Dual Language Two-Way campus located in West Texas, BMIA competes within a limited pool of qualified bilingual educators. State certification requirements, regional workforce shortages, and the specialized instructional expertise required for the program continue to impact staffing flexibility and future enrollment growth.

To address these challenges, the campus has implemented strategies focused on teacher development and retention, including personalized professional learning, instructional coaching, leadership development, mentoring, and succession planning. These efforts have contributed to improved staff stability and instructional consistency while continuing to build internal leadership capacity.

Teacher Experience and Qualifications

Teachers are supported through ongoing coaching, collaborative planning, and differentiated professional development aligned with campus priorities. The campus emphasizes high-quality Tier I instruction, evidence-based instructional practices, and shared responsibility for student achievement. Instructional assistants, interventionists, and specialized support staff provide additional academic and behavioral supports that strengthen the overall instructional program.

Community Partnerships

The success of BMIA is strengthened through active partnerships with Midland ISD, the SB 1882 governing board, families, community organizations, and educational partners. These collaborations provide expanded learning opportunities, professional development, and resources that support the campus mission of preparing globally competitive students.

Strengths

- Strong demand for the Dual Language Two-Way Immersion program.
- High student attendance and strong family engagement.
- Stable student population with relatively low mobility.
- Diverse student population that enriches the learning environment.
- Strong collaborative culture among teachers and campus leadership.
- Robust instructional framework supported by coaching and ongoing professional learning.
- Active partnerships that enhance educational opportunities.

Areas of Need

- Recruit and retain additional certified bilingual teachers to support program growth.
- Continue strengthening supports for Special Education, Emergent Bilingual, and other high-priority student groups.
- Expand teacher leadership and succession planning to sustain instructional excellence.
- Maintain low mobility and high attendance while increasing enrollment within staffing capacity.
- Continue investing in specialized instructional resources and personnel to meet the needs of an increasingly diverse student population.

Demographics Strengths

Ben Milam International Academy possesses several demographic strengths that contribute to a positive learning environment and support high levels of student achievement.

- The campus is Midland ISD's only **Two-Way Dual Language Immersion** school, providing a unique educational model that promotes bilingualism, biliteracy, academic achievement, and sociocultural competence.
- The school serves a **diverse student population** representing multiple linguistic, cultural, and socioeconomic backgrounds, creating an inclusive learning environment that prepares students to succeed in a global society.
- Student attendance remains consistently above district expectations, providing students with increased access to high-quality instruction and intervention services.
- Student mobility is relatively low due to the campus's application and lottery-based enrollment process, allowing for greater instructional continuity and stronger relationships among students, families, and staff.
- Families demonstrate a high level of commitment to the Dual Language program, resulting in strong parent engagement, consistent participation in school events, and support for student learning at home.

- The campus continues to experience strong community interest, with demand for enrollment exceeding available capacity in several grade levels.
- Teachers and staff demonstrate a strong commitment to continuous improvement through ongoing professional learning, collaborative planning, instructional coaching, and implementation of research-based instructional practices.
- The campus benefits from its **SB 1882 Partnership** governance structure, providing increased flexibility to implement innovative instructional programs, leadership development initiatives, and strategic resource allocation that support student achievement.
- Participation in the **Holdsworth Campus Leadership Program** strengthens leadership capacity and supports long-term succession planning for sustained school improvement.
- Collaborative partnerships with Midland ISD, community organizations, families, and educational partners provide additional resources and opportunities that enhance the academic and social development of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although enrollment has remained stable and demand for the Dual Language Two-Way program continues to exceed available seats in several grade levels, staffing shortages in bilingual-certified positions limit the campus's ability to expand enrollment and fully meet growth targets.

Root Cause: Limited availability of certified bilingual teachers and challenges recruiting educators to West

Problem Statement 2: The campus continues to serve an increasingly diverse student population with growing numbers of Emergent Bilingual, Special Education, and At-Risk students requiring differentiated instructional supports and specialized interventions.

Root Cause: The changing student population requires expanded instructional capacity, targeted interventions, and additional specialized personnel.

Problem Statement 3 (Prioritized): Although overall student growth remains strong, Student Achievement Domain performance remains the barrier meet the campus goal (currently B=80). A significant percentage of students continue to perform at the Approaches level rather than advancing to Meets and Masters.

Root Cause: Instructional rigor and consistent opportunities for higher-order thinking are not yet fully implemented across all classrooms.

Problem Statement 4 (Prioritized): Science achievement remains significantly below Reading and Mathematics, particularly at the Meets and Masters performance levels.

Root Cause: Limited integration of inquiry-based instruction, academic language development, and literacy practices within science instruction has reduced opportunities for deeper conceptual understanding.

Problem Statement 5 (Prioritized): Achievement gaps persist for students receiving Special Education services despite notable academic growth during the previous school year.

Root Cause: Variability in inclusive instructional practices, accommodation implementation, and specialized intervention reduces consistent access to grade-level instruction.

Problem Statement 6 (Prioritized): Although Emergent Bilingual students demonstrate strong academic growth, the percentage of students achieving Advanced High on TELPAS remains below the campus target.

Root Cause: Students require additional opportunities for structured academic discourse, extended writing, and productive language use across all content areas.

Problem Statement 7 (Prioritized): While early literacy outcomes continue to improve, first-grade students continue to require intensive intervention to develop foundational reading skills necessary for long-term academic success.

Root Cause: Many students enter school with varying levels of literacy readiness and require sustained systematic phonics and language development beyond Tier I instruction.

Problem Statement 8 (Prioritized): The percentage of students performing at the Masters Grade Level remains below the campus vision for advanced academic achievement.

Root Cause: Instruction has not yet consistently incorporated higher levels of cognitive rigor, inquiry, and enrichment opportunities across all classrooms.

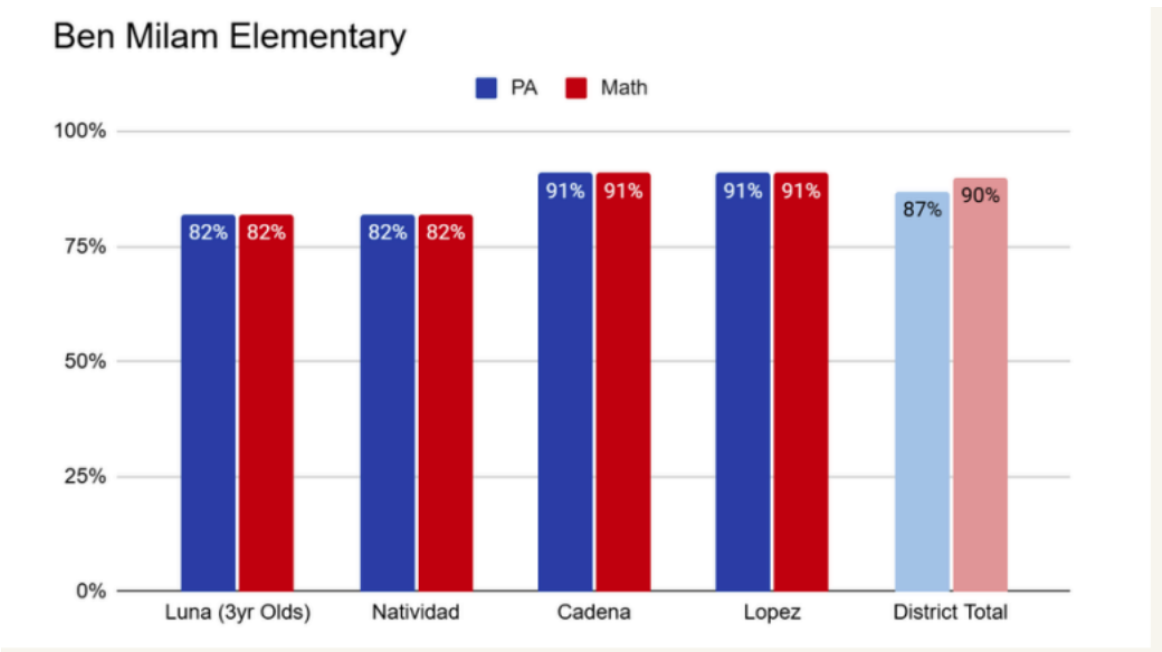
Student Learning

Student Learning Summary

During the 2025–2026 school year, BMIA demonstrated substantial academic growth. STAAR Reading performance reached 78% Approaches, 53% Meets, and 30% Masters, while Mathematics reached 82% Approaches, 56% Meets, and 30% Masters. Science also improved, increasing from 57% to 67% at Approaches and from 16% to 30% at Meets. However, Science Masters performance declined to 2%, making advanced science achievement a significant priority.

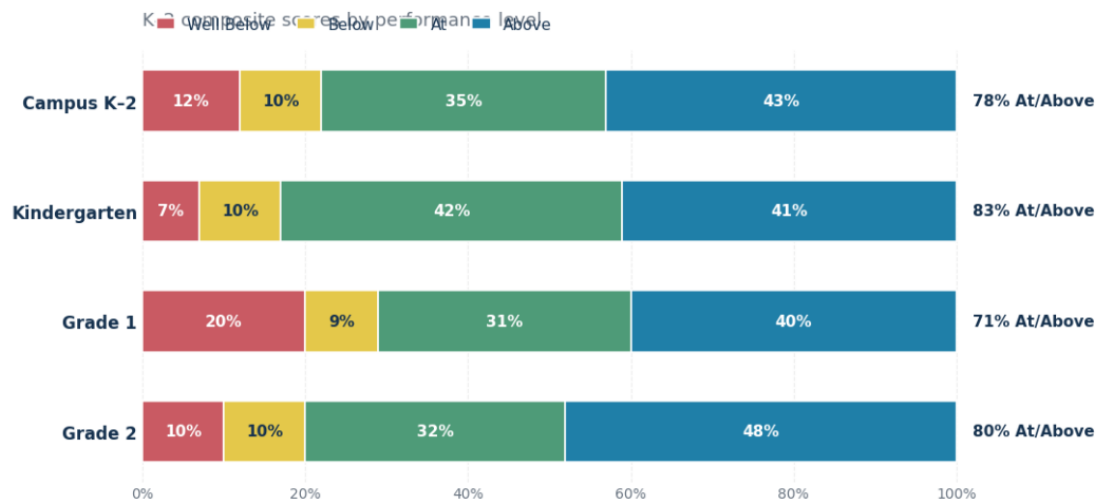
Achievement gaps remain most pronounced for students receiving Special Education services, who achieved 20% Meets in both Reading and Mathematics. Grade 5 also requires targeted support following declines in Reading and Mathematics. The campus will prioritize rigorous Tier I instruction, targeted intervention, inclusive practices, academic discourse, inquiry-based science instruction, and enrichment designed to move more students from Approaches to Meets and Masters.

Pre K



K-2nd Reading

2025-26 EOY mCLASS Benchmark Performance

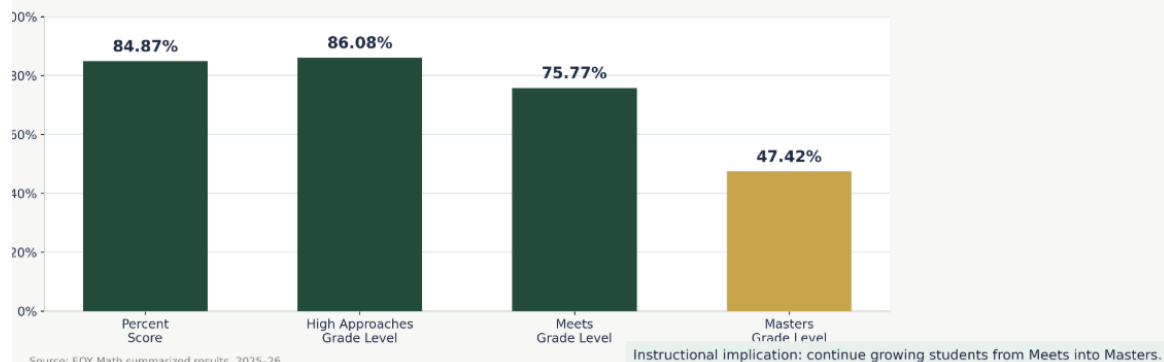


Key read: 78% of K-2 students finished the year at or above benchmark.

2025-26 EOY Math Results K-2

Summarized Results

K-2 students show strong performance overall, with the next growth opportunity at Masters.

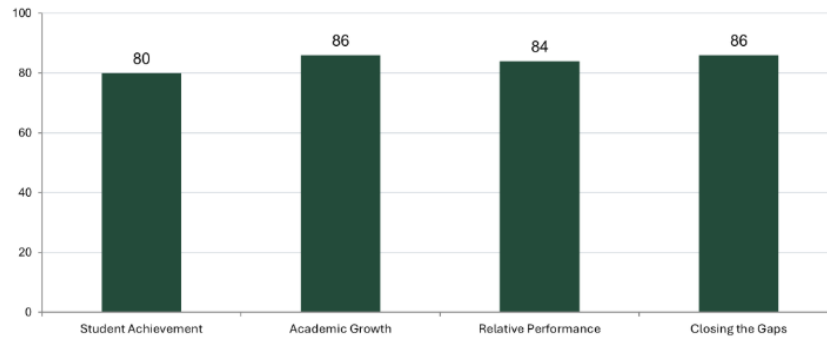


Grades 3-6

86

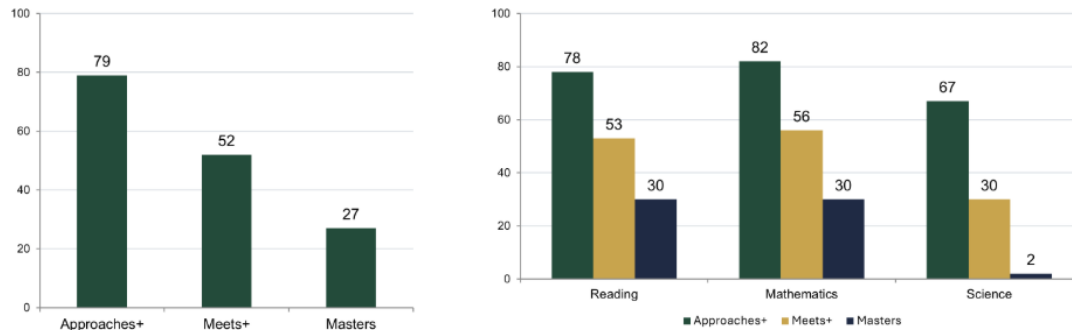
Overall Score

B

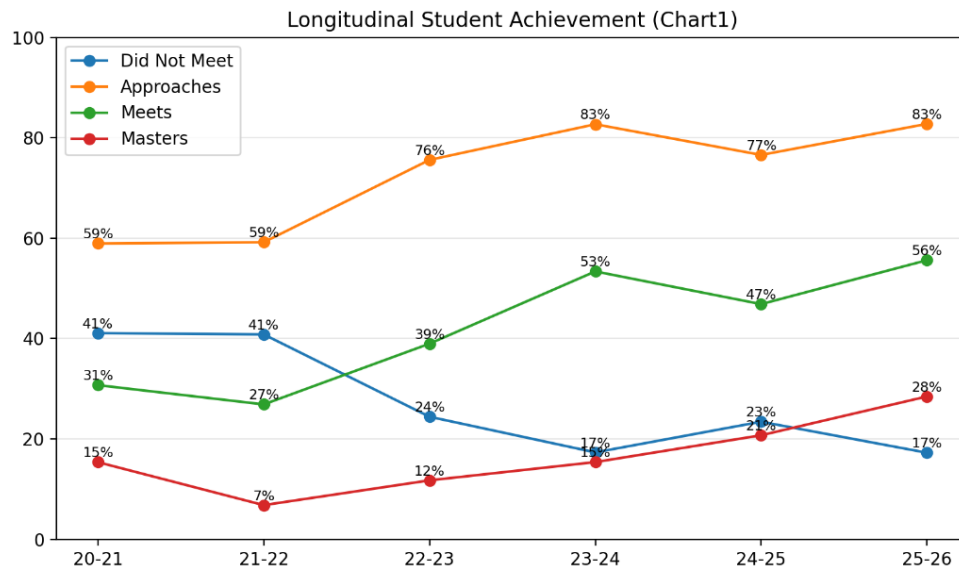


Domains II and III are both estimated at 86. Sustaining growth and closing gaps will protect the campus rating and move us closer to an A.

Campus performance is strong at Approaches and ready for a deliberate push at Meets and Masters.



Key read: Reading and Math are near each other at Approaches; Science shows the clearest need for acceleration, especially at Masters.



Student Learning Strengths

- Student growth exceeded state expectations as evidenced by a **School Progress score of 86 (B)**.
- Closing the Gaps performance improved, demonstrating continued progress among multiple student groups.
- Reading and Mathematics performance at the Meets and Masters levels increased over the previous year.
- Early literacy initiatives in Pre-K through Grade 2 continue to produce strong student outcomes.
- Emergent Bilingual students continue to demonstrate strong academic performance within the Two-Way Dual Language program.
- The campus has established effective Professional Learning Communities that use formative assessment data to guide instructional decisions.
- Instructional coaching, classroom walkthroughs, and data-driven planning have strengthened instructional quality across grade levels.
- RTI, intervention programs, Reading Club, and accelerated instruction provide timely support for students requiring additional academic assistance.
- Teachers consistently demonstrate a commitment to professional growth through participation in Pearlized MATH, Sharon Wells, Language First, Guided Reading, and campus instructional initiatives.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although overall student growth remains strong, Student Achievement Domain performance remains the barrier meet the campus goal (currently B=80). A significant percentage of students continue to perform at the Approaches level rather than advancing to Meets and Masters.

Root Cause: Instructional rigor and consistent opportunities for higher-order thinking are not yet fully implemented across all classrooms.

Problem Statement 2 (Prioritized): Science achievement remains significantly below Reading and Mathematics, particularly at the Meets and Masters performance levels.

Root Cause: Limited integration of inquiry-based instruction, academic language development, and literacy practices within science instruction has reduced opportunities for deeper conceptual understanding.

Problem Statement 3 (Prioritized): Achievement gaps persist for students receiving Special Education services despite notable academic growth during the previous school year.

Root Cause: Variability in inclusive instructional practices, accommodation implementation, and specialized intervention reduces consistent access to grade-level instruction.

Problem Statement 4 (Prioritized): Although Emergent Bilingual students demonstrate strong academic growth, the percentage of students achieving Advanced High on TELPAS remains below the campus target.

Root Cause: Students require additional opportunities for structured academic discourse, extended writing, and productive language use across all content areas.

Problem Statement 5 (Prioritized): While early literacy outcomes continue to improve, first-grade students continue to require intensive intervention to develop foundational reading skills necessary for long-term academic success.

Root Cause: Many students enter school with varying levels of literacy readiness and require sustained systematic phonics and language development beyond Tier I instruction.

Problem Statement 6 (Prioritized): The percentage of students performing at the Masters Grade Level remains below the campus vision for advanced academic achievement.

Root Cause: Instruction has not yet consistently incorporated higher levels of cognitive rigor, inquiry, and enrichment opportunities across all classrooms.

Problem Statement 7: The campus has implemented numerous high-quality instructional initiatives; however, consistent implementation across all classrooms remains an area for continued refinement.

Root Cause: Teachers are at varying stages of proficiency with the BMIA Instructional Framework, requiring ongoing coaching, calibration, and monitoring.

School Processes & Programs

School Processes & Programs Summary

Ben Milam International Academy has established a comprehensive system of instructional processes and programs designed to support continuous academic improvement while maintaining fidelity to its Two-Way Dual Language Immersion model. The campus emphasizes high-quality Tier I instruction, collaborative professional learning, data-driven decision making, and systematic intervention to ensure all students have access to rigorous learning experiences.

During the 2025–2026 school year, the campus continued strengthening its instructional systems through implementation of the **Language First philosophy**, **Add A Lingua's Six Practices**, instructional coaching, weekly Professional Learning Communities (PLCs), and structured data analysis. Teachers regularly utilized common formative assessments, benchmark data, and classroom evidence to monitor student progress and make timely instructional adjustments. These practices contributed to continued academic growth, particularly in Reading and Mathematics, and supported improvements in School Progress and Closing the Gaps accountability measures.

Instructional coaching remained a cornerstone of the campus improvement process. Campus administrators, instructional coaches, and external consultants provided ongoing classroom observations, modeling, coaching cycles, and professional feedback to strengthen instructional practices and ensure consistent implementation of research-based strategies. Teachers participated in job-embedded professional learning focused on Guided Reading, structured literacy, academic discourse, co-teaching, bilingual instruction, and formative assessment practices.

The campus has developed an effective Professional Learning Community structure that meets weekly to analyze TEKS mastery, review student work, identify learning gaps, and develop instructional responses. Data discussions have become an integral component of campus decision making and have strengthened collaboration among teachers across grade levels.

A comprehensive Multi-Tiered System of Supports (MTSS) provides targeted academic interventions through small-group instruction, Reading Club, accelerated instruction, interventionists, and specialized support services. Students are regularly monitored through progress-monitoring cycles, allowing instructional teams to adjust interventions based on individual student needs. Early literacy interventions in Pre-K through Grade 2 continue to be supported through systematic implementation of Guided Reading, Estrellita, Dictado, and structured literacy practices.

During 2026–2027, the campus will continue refining its instructional systems by implementing the **Depth & Complexity Framework** to increase instructional rigor and expand opportunities for critical thinking, inquiry, and student-centered learning. These initiatives will strengthen Tier I instruction while supporting the campus goal of increasing students performing at the Meets and Masters Grade Level standards.

The campus will also continue strengthening inclusive instructional practices for students receiving Special Education services through collaborative planning, co-teaching, progress monitoring, accommodation fidelity, and evidence-based intervention programs. New sensory regulation supports and behavioral resources implemented during the previous school year will further enhance access to instruction for students requiring additional support.

As BMIA continues to grow as a wall-to-wall Dual Language campus, leadership remains committed to developing teacher capacity through personalized professional learning, instructional coaching, leadership development, and the implementation of the **BMIA Instructional Framework**. Participation in the Holdsworth Campus Leadership Program further supports continuous improvement by strengthening instructional leadership, succession planning, and organizational capacity.

Overall, the campus has established strong instructional systems that support continuous improvement. The primary focus for 2026–2027 is to ensure consistent implementation of these systems across all classrooms while increasing instructional rigor, strengthening science instruction, expanding student ownership of learning, and improving academic achievement for all student groups.

School Processes & Programs Strengths

- A clearly defined **BMIA Instructional Framework** provides consistent expectations for high-quality instruction.
- Weekly Professional Learning Communities use student data to drive instructional planning and intervention.
- Language First and Add A Lingua instructional practices are implemented campuswide to support bilingualism and biliteracy.
- Instructional coaching, classroom walkthroughs, and job-embedded professional learning promote continuous teacher growth.
- A well-established MTSS framework provides targeted interventions and regular progress monitoring.
- Guided Reading, structured literacy, and early intervention systems have strengthened literacy outcomes in Pre-K through Grade 2.
- Collaborative planning between general education and Special Education staff has improved inclusive instructional practices.
- Leadership demonstrates a strong commitment to continuous improvement through data analysis, coaching, and professional learning.
- Participation in the Holdsworth Campus Leadership Program supports leadership development and long-term sustainability.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus has implemented numerous high-quality instructional initiatives; however, consistent implementation across all classrooms remains an area for continued refinement.

Root Cause: Teachers are at varying stages of proficiency with the BMIA Instructional Framework, requiring ongoing coaching, calibration, and monitoring.

Problem Statement 2: Professional Learning Communities effectively analyze assessment data; however, deeper analysis of student work and instructional responses can further strengthen instructional decision-making.

Root Cause: PLC processes have primarily focused on assessment results rather than instructional practices and student thinking.

Problem Statement 3: approach to documenting individual student growth and measuring intervention effectiveness over time.

Root Cause: Existing progress-monitoring systems lack a standardized campuswide process for documenting instructional adjustments and student response to intervention.

Problem Statement 4: The campus is entering the first year of implementing the Depth & Complexity instructional model.

Root Cause: Teachers require additional professional learning, instructional coaching, and collaborative planning to consistently design rigorous learning experiences.

Problem Statement 5: As BMIA continues implementing its instructional vision, new teachers require a more comprehensive onboarding system to ensure consistency in instructional practices and campus expectations.

Root Cause: The increasing complexity of the campus instructional model requires a structured induction process supported by coaching and mentoring.

Problem Statement 6 (Prioritized): Although overall student growth remains strong, Student Achievement Domain performance remains the barrier meet the campus goal (currently B=80). A significant percentage of students continue to perform at the Approaches level rather than advancing to Meets and Masters.

Root Cause: Instructional rigor and consistent opportunities for higher-order thinking are not yet fully implemented across all classrooms.

Problem Statement 7 (Prioritized): Science achievement remains significantly below Reading and Mathematics, particularly at the Meets and Masters performance levels.

Root Cause: Limited integration of inquiry-based instruction, academic language development, and literacy practices within science instruction has reduced opportunities for deeper conceptual understanding.

Problem Statement 8 (Prioritized): Achievement gaps persist for students receiving Special Education services despite notable academic growth during the previous school year.

Root Cause: Variability in inclusive instructional practices, accommodation implementation, and specialized intervention reduces consistent access to grade-level instruction.

Problem Statement 9 (Prioritized): Although Emergent Bilingual students demonstrate strong academic growth, the percentage of students achieving Advanced High on TELPAS remains below the campus target.

Root Cause: Students require additional opportunities for structured academic discourse, extended writing, and productive language use across all content areas.

Problem Statement 10 (Prioritized): While early literacy outcomes continue to improve, first-grade students continue to require intensive intervention to develop foundational reading skills necessary for long-term academic success.

Root Cause: Many students enter school with varying levels of literacy readiness and require sustained systematic phonics and language development beyond Tier I instruction.

Problem Statement 11 (Prioritized): The percentage of students performing at the Masters Grade Level remains below the campus vision for advanced academic achievement.

Root Cause: Instruction has not yet consistently incorporated higher levels of cognitive rigor, inquiry, and enrichment opportunities across all classrooms.

Perceptions

Perceptions Summary

Perception data indicate that Ben Milam International Academy maintains a strong, positive school climate characterized by high expectations, supportive relationships, and a commitment to student success. Parents and staff expressed high levels of confidence in school leadership, safety, instructional quality, and family engagement, while students reported positive relationships with teachers and access to trusted adults for support. Survey results also identify opportunities to strengthen students' sense of belonging, peer relationships, and consistent communication with families regarding academic progress and available supports. Overall, stakeholder feedback reflects a positive school culture while providing clear direction for continuous improvement in student connectedness and family-school partnerships.

Perceptions Strengths

- Parents and staff rated the overall quality of education very positively, with **85% of parents** and **73% of staff** rating it as *Excellent*.
- Parents reported exceptionally high satisfaction with **family involvement (95%)**, **teacher communication (95%)**, **school leadership (91%)**, and **school safety (100%)**.
- Staff perceptions were also highly favorable, with **94%** positive ratings for student support and safety, **95%** agreeing that the school is inviting and that teachers maintain high expectations, and **93%** expressing confidence in campus leadership.
- Students reported strong relationships with adults, including **93%** indicating there is an adult they can go to for help with school problems, **97%** stating teachers keep them informed of their academic progress, and **92%** agreeing teachers hold high expectations.

Areas for Continued Improvement

- Student responses indicate opportunities to strengthen **school belonging**, peer relationships, and overall school climate. While most students feel connected to school, fewer reported that students consistently treat one another with respect or kindness.
- Parent responses suggest a need for more consistent communication regarding **academic progress**, preparation for the next grade level, and student support services, although ratings in these areas remain generally positive.
- The campus should continue expanding structured family engagement opportunities and implement a more systematic process for communicating individual student growth throughout the school year, consistent with recommendations identified during formative reviews.

Overall, the perception data reflect a campus with a **strong culture of trust, safety, and instructional excellence**, while highlighting opportunities to further strengthen student belonging, peer interactions, and ongoing communication with families

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents continue to express strong support for the school's dual language program; however, greater opportunities exist to strengthen family engagement in monitoring student academic growth throughout the school year.

Root Cause: Communication regarding student progress is often tied to benchmark reporting rather than ongoing collaborative goal setting.

Problem Statement 2: Students are becoming more engaged in monitoring their academic progress; however, consistent systems for student ownership of learning have not yet been implemented campuswide.

Root Cause: Student goal setting, data tracking, and reflection practices vary across classrooms.

Problem Statement 3: Teachers report high levels of collaboration and support; however, continued investment in personalized professional learning and leadership development is

necessary to sustain instructional excellence.

Root Cause: As instructional expectations increase, teachers require differentiated professional learning aligned to their individual growth needs.

Problem Statement 4 (Prioritized): Science achievement remains significantly below Reading and Mathematics, particularly at the Meets and Masters performance levels.

Root Cause: Limited integration of inquiry-based instruction, academic language development, and literacy practices within science instruction has reduced opportunities for deeper conceptual understanding.

Problem Statement 5 (Prioritized): Achievement gaps persist for students receiving Special Education services despite notable academic growth during the previous school year.

Root Cause: Variability in inclusive instructional practices, accommodation implementation, and specialized intervention reduces consistent access to grade-level instruction.

Problem Statement 6: Professional Learning Communities effectively analyze assessment data; however, deeper analysis of student work and instructional responses can further strengthen instructional decision-making.

Root Cause: PLC processes have primarily focused on assessment results rather than instructional practices and student thinking.

Priority Problem Statements

Problem Statement 1: Although overall student growth remains strong, Student Achievement Domain performance remains the barrier meet the campus goal(currently B=80). A significant percentage of students continue to perform at the Approaches level rather than advancing to Meets and Masters.

Root Cause 1: Instructional rigor and consistent opportunities for higher-order thinking are not yet fully implemented across all classrooms.

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

Problem Statement 2: Science achievement remains significantly below Reading and Mathematics, particularly at the Meets and Masters performance levels.

Root Cause 2: Limited integration of inquiry-based instruction, academic language development, and literacy practices within science instruction has reduced opportunities for deeper conceptual understanding.

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

Problem Statement 3: Achievement gaps persist for students receiving Special Education services despite notable academic growth during the previous school year.

Root Cause 3: Variability in inclusive instructional practices, accommodation implementation, and specialized intervention reduces consistent access to grade-level instruction.

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

Problem Statement 4: Although Emergent Bilingual students demonstrate strong academic growth, the percentage of students achieving Advanced High on TELPAS remains below the campus target.

Root Cause 4: Students require additional opportunities for structured academic discourse, extended writing, and productive language use across all content areas.

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

Problem Statement 5: While early literacy outcomes continue to improve, first-grade students continue to require intensive intervention to develop foundational reading skills necessary for long-term academic success.

Root Cause 5: Many students enter school with varying levels of literacy readiness and require sustained systematic phonics and language development beyond Tier I instruction.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: The percentage of students performing at the Masters Grade Level remains below the campus vision for advanced academic achievement.

Root Cause 6: Instruction has not yet consistently incorporated higher levels of cognitive rigor, inquiry, and enrichment opportunities across all classrooms.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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

Goals

Goal 1: Increase Student Achievement by Expanding Meets and Masters Performance

Performance Objective 1: By June 2027, increase the percentage of students performing at the Meets Grade Level standard on STAAR Reading and Mathematics from 54% to at least 65%, as measured by 2027 STAAR accountability results.

Evaluation Data Sources: STAAR Results

End of Unit Assessments

iReady

Common Formative Assessments

Nine-Week Data Reviews

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of Language First instructional practices and Add A Lingua's Six Practices. Deliver daily standards-aligned lessons with clear learning targets, success criteria, and language objectives. Incorporate structured academic discourse and writing in every content area. Use instructional coaching, classroom modeling, SIBME coaching, and walkthrough feedback to strengthen instructional quality. Monitor implementation through weekly classroom walkthroughs and lesson plan reviews. Strategy's Expected Result/Impact: High-quality Tier I instruction increases the percentage of students performing at Meets Grade Level while reducing the number of students requiring intervention.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a Continuous Data-Driven Improvement Cycle Conduct weekly PLCs focused on TEKS mastery. Utilize Common Formative Assessments, i-Ready, benchmark assessments, and STAAR-aligned data to identify instructional priorities. Adjust intervention groups every six weeks based on student progress. Implement targeted acceleration through WIN time, Reading Club, tutoring, and small-group instruction. Monitor intervention effectiveness through campus data meetings. Strategy's Expected Result/Impact: Students receive timely instructional adjustments that accelerate learning and increase grade-level proficiency.	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Increase Student Ownership of Learning Implement student data notebooks. Establish individual academic goals after each assessment cycle. Conduct student-led conferences each semester. Utilize weekly student reflection and goal-monitoring protocols. Celebrate academic growth through classroom recognition systems. Strategy's Expected Result/Impact: Students become active participants in monitoring their learning, resulting in increased motivation and academic achievement.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Implement a comprehensive Tier II and Tier III intervention system focused on Reading and Mathematics for students identified through universal screening, benchmark assessments, and STAAR data. Strategy's Expected Result/Impact: Increase Grade 4 Reading Approaches from 59.6% to 75%. Increase campus Reading Meets and Masters performance. Reduce the number of students scoring Did Not Meet. Staff Responsible for Monitoring: Admin Instructional Coach Teacher	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide targeted extended learning opportunities through after-school or Saturday tutoring for economically disadvantaged students performing below grade level. Strategy's Expected Result/Impact: Benchmark growth STAAR Reading and Math gains Progress monitoring every three weeks Staff Responsible for Monitoring: Admin Instructional Coach Teacher	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide supplemental instructional materials and high-quality reading resources aligned to TEKS to strengthen vocabulary development, comprehension, and writing across content areas. Strategy's Expected Result/Impact: Improve reading proficiency and increase the percentage of students achieving Meets and Masters Grade Level. Staff Responsible for Monitoring: Admin Instructional Coach Teacher	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Increase Student Achievement by Expanding Meets and Masters Performance

Performance Objective 2: By June 2027, increase the percentage of students performing at the Masters Grade Level standard on STAAR Reading and Mathematics from 29% to at least 35%, as measured by 2027 STAAR accountability results.

Evaluation Data Sources: STAAR Results

End of Unit Assessments

iReady

Common Assessments

Student Work

Walkthrough Data

Goal 1: Increase Student Achievement by Expanding Meets and Masters Performance

Performance Objective 3: By May 2027, 90% of classrooms will consistently implement rigorous Tier I instruction that incorporates the Depth and Complexity Framework, with students regularly engaged in DOK Levels 3 and 4 learning tasks, structured academic discourse, Language First instructional practices, and student-centered learning experiences. Implementation will be evidenced through classroom walkthroughs, lesson plan reviews, instructional coaching documentation, and student work samples.

Evaluation Data Sources: Classroom Walkthroughs (DOK Look-Fors)

Lesson Plans

Instructional Coaching Logs

Student Work Samples

PLC Agendas and Data Discussions

T-TESS Observations

Goal 1: Increase Student Achievement by Expanding Meets and Masters Performance

Performance Objective 4: By May 2027, 100% of instructional teams will participate in weekly Professional Learning Communities (PLCs) utilizing common formative assessment data, TEKS mastery analysis, and student work protocols to adjust instruction and intervention, as documented through PLC agendas, data trackers, and meeting minutes.

Evaluation Data Sources: PLC Agendas

Data Tracking Spreadsheets

Intervention Plans

Coaching Notes

Goal 1: Increase Student Achievement by Expanding Meets and Masters Performance

Performance Objective 5: By May 2027, at least 80% of students will maintain individual academic data folders, establish measurable learning goals, monitor their academic growth following each assessment cycle, and participate in student-led data conferences, as evidenced by student goal sheets, portfolios, and conference documentation.

Evaluation Data Sources: Student Data Notebooks

Goal Sheets

Teacher Conferences

Student Portfolios

Goal 1: Increase Student Achievement by Expanding Meets and Masters Performance

Performance Objective 6: By May 2027, at least 90% of teachers will demonstrate proficiency in implementing the BMIA Instructional Framework, including Language First practices, Add A Lingua's Six Practices, Depth and Complexity, structured academic discourse, and formative assessment practices, as evidenced by walkthrough data, coaching observations, and teacher evaluation documentation.

Evaluation Data Sources: Walkthrough Data

T-TESS

Coaching Cycles

Professional Development Records

Goal 1: Increase Student Achievement by Expanding Meets and Masters Performance

Performance Objective 7: By June 2027, Student Achievement Domain 1 will increase from 80 to at least 90, resulting in improved overall campus accountability performance.

Evaluation Data Sources: Preliminary Accountability Ratings
TEA Accountability Reports
Domain 1 Reports

Goal 2: Reduce Achievement Gaps for Special Education and At-Risk Students. Increase Meets performance levels from 20% to 30%.

Performance Objective 1: Strengthen inclusive instructional practices through collaborative planning between general and special education teachers.
Increase implementation fidelity of accommodations and specially designed instruction.
Utilize progress monitoring every three weeks to adjust interventions.
Provide behavior supports, visual supports, and sensory regulation tools as appropriate.
Expand small-group intensive instruction in Reading and Mathematics.
Provide teacher professional development on differentiation, UDL, and evidence-based intervention strategies.

Success Indicators:
Increase Special Education Meets performance
Reduce achievement gaps
Increase IEP goal attainment

Evaluation Data Sources: Progress monitoring data
IEP implementation documentation
Accommodation logs
Classroom walkthroughs
Intervention schedules

Strategy 1 Details	Reviews			
Strategy 1: Strengthen academic and behavioral supports for students receiving Special Education services by implementing a comprehensive intervention model that provides increased instructional assistance, behavior regulation, and access to grade-level curriculum within the least restrictive environment. Add an additional Special Education Instructional Paraprofessional(total of 2) to provide supplemental academic support under the direction of the Special Education teacher. Strategy's Expected Result/Impact: Students receiving Special Education services, particularly those with significant academic and emotional/behavioral needs, will have increased access to high-quality instruction, improved behavioral regulation, and greater participation in the general education curriculum. The additional instructional support will strengthen implementation of IEPs and Behavior Intervention Plans, resulting in improved academic achievement, increased instructional time, and reduced achievement gaps.	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Implement a campus-wide behavioral intervention framework using sensory regulation supports and classroom behavior systems to maximize instructional time and improve student engagement.(Student Behavior Interventionist, Classroom Cool-Down Kits, Visual timers, Weighted lap desks) Strategy's Expected Result/Impact: Reduced office referrals Increased time engaged in instruction Improved attendance Increased academic growth for students receiving behavioral supports Staff Responsible for Monitoring: Admin Resource Teacher	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide specialized accommodations and adaptive instructional tools to ensure equitable access to grade-level curriculum for students with disabilities.(Low-vision magnifiers, Adaptive seating, Adaptive classroom tools) Strategy's Expected Result/Impact: Increase access to grade-level instruction, resulting in improved academic achievement and progress toward IEP goals. Staff Responsible for Monitoring: Admin Resource Teacher	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: BMIA will strengthen biliteracy and English language development by increasing English proficiency, academic language, and achievement of Emergent Bilingual students, as measured by TELPAS progress and STAAR performance, with emphasis on meeting Texas Accountability interim targets.

Performance Objective 1: Implement daily language objectives in every classroom.
Increase structured student-to-student academic discourse in both program languages.
Utilize sentence stems, language scaffolds, and academic conversations across content areas.
Expand writing opportunities in English and Spanish.
Monitor TELPAS writing collections using calibrated rubrics.
Provide ongoing professional learning in sheltered instruction and bilingual instructional practices.

Success Indicators:
Increase Advanced High TELPAS percentage
Meet or exceed federal Closing the Gaps target
Increase bilingual literacy outcomes

Evaluation Data Sources: Language objectives
TELPAS writing collections
Classroom observations
Student discourse protocols
Language proficiency data

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive language development model integrating ELPS into daily instruction through language objectives, structured academic conversations, and content-language integration. Funding Source Strategy's Expected Result/Impact: Increase TELPAS growth Increase EB STAAR Reading and Math performance Increase Meets and Masters performance Staff Responsible for Monitoring: Admin Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional learning focused on high-impact instructional practices for multilingual learners, including academic vocabulary, language scaffolds, and rigorous discourse. Strategy's Expected Result/Impact: Increase multilingual learners' language proficiency and academic achievement through high-quality instruction through targeted teacher training in Dictado(Seidlitz) and vocabulary instruction(Dr. Taylor) Staff Responsible for Monitoring: Admin Instructional Coach Teachers	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Increase scientific reasoning, academic language, and STAAR Science performance, with at least 45% of students reaching Meets Grade Level or above.

Performance Objective 1: Align science instruction vertically using TEKS deconstruction and common pacing.

Embed explicit academic vocabulary and language objectives into every science lesson.

Increase inquiry-based learning, hands-on investigations, and student discourse.

Integrate reading and writing into science instruction.

Analyze benchmark and unit assessment data after each instructional cycle.

Provide instructional coaching focused on science instructional practices.

Increase Science Approaches

Double Science Meets percentage

Improve Grade 5 Science STAAR performance

Evaluation Data Sources: Science lesson plans

Walkthrough data

Student science journals

Vocabulary routines

Goal 5: Expand Enrichment and College-Ready Learning Experiences to Increase Masters Performance

Performance Objective 1: Implement Depth and Complexity prompts across all grade levels.
Integrate Destination Imagination into enrichment opportunities.
Provide differentiated instruction for Gifted and high-performing students.
Increase project-based learning aligned to dual language instruction.
Incorporate higher-order questioning into daily instruction.
Provide enrichment clusters during intervention blocks for students performing at Meets and Masters.

Success Indicators:
Increase Masters performance in Reading and Mathematics
Increase student participation in enrichment opportunities
Improve overall Student Achievement Domain

Evaluation Data Sources: Lesson plans
Student projects
Walkthrough observations
GT documentation
Destination Imagination participation

Strategy 1 Details	Reviews			
Strategy 1: Provide hands-on STEM learning experiences that promote critical thinking, collaboration, and real-world application of science and engineering concepts aligned with grade-level standards through Snapology fieldtrips. Strategy's Expected Result/Impact: Increased student engagement Improved science achievement Increased participation in STEM activities Staff Responsible for Monitoring: Admin Instructional Coach Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Provide family engagement opportunities that build parents' capacity to support literacy, mathematics, attendance, and bilingual education through workshops, family academic nights, and home learning resources. Strategy's Expected Result/Impact: Increased family participation Improved home-school communication Increased student attendance and achievement Staff Responsible for Monitoring: Admin Teachers	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Ben Milam International Academy provided multiple opportunities throughout the 2025–2026 school year for parents and stakeholders to participate in the planning, implementation, and evaluation of the Title I Schoolwide Program. Meetings were offered at various times during the school year to maximize parent participation and provide information regarding Title I services, student academic expectations, state assessments, parent rights, and opportunities for meaningful family engagement.

The campus conducted **two Annual Title I Meetings** during the fall semester to accommodate parent schedules. Both meetings included an agenda, presentation, meeting minutes,

and sign-in sheets documenting attendance. Evidence is maintained in the Title I documentation under:

- **D.2.1 – Fall Meeting #1:** Title I Annual Meeting agenda, minutes, presentation, and sign-in sheet.
- **D.2.2 – Fall Meeting #2:** Title I Annual Meeting agenda, minutes, and sign-in sheet.

Additional parent engagement opportunities were provided throughout the year, including:

- **Parent Utility Training** to familiarize families with campus communication tools and resources (D.4.4).
- **Parent Assessment Presentation** explaining state assessments, academic standards, and student performance expectations (D.4.1).
- **Parent-Teacher Conferences (Meet the Teacher)** to establish partnerships and discuss individual student progress (D.3.1).
- **Building Capacity activities** designed to equip parents with strategies and resources to support student learning at home (D.4.2 and D.4.3).
- **Progress reports and NWEA MAP Family Reports** distributed during the fall and spring to communicate individual student academic progress (D.5.1 and D.5.2).
- **Parent and Family Engagement Survey** and **Campus Plan Survey** to gather stakeholder input for the annual review and revision of the Parent and Family Engagement Policy, School-Parent Compact, and Campus Improvement Plan (D.2.3 and D.4.8).

Throughout the school year, the campus also provided ongoing two-way communication through parent notifications, volunteer opportunities, and dissemination of the Parent and Family Engagement Policy and School-Parent Compact in both English and Spanish. Documentation supporting these activities, including agendas, meeting minutes, presentations, sign-in sheets, surveys, communication artifacts, and policy postings, is maintained within the corresponding Title I compliance folders (D.1–D.5) and serves as evidence of the campus's commitment to meaningful stakeholder engagement.

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.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

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:

Title	Person Responsible	Review Date	Addressed By	Addressed On
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