Title I, Part A LEA Program Plan

Improving Academic Achievement — 2026–2027 School Year

Timely and Meaningful Consultation

Barbers Hill ISD develops and implements its Title I, Part A LEA Program Plan through timely and meaningful consultation with appropriate stakeholders as part of the district's comprehensive needs assessment and improvement planning processes. Stakeholder participation includes teachers, principals and other school leaders, administrators, non-teaching professional staff, parents, community members, business representatives, and other individuals with relevant knowledge of student and program needs.

The District Educational Improvement Committee (DEIC) serves as a primary stakeholder group in the district planning process. Stakeholders review multiple sources of district data, identify areas of strength and need, provide input regarding district priorities and strategies, and participate in the development and review of the District Improvement Plan and related federal program activities.

Consultation is ongoing throughout the school year through district and campus planning processes, committee meetings, professional collaboration, parent and family engagement opportunities, surveys and other feedback mechanisms, and consultation with staff responsible for specialized instructional and student support programs. Stakeholder input is considered in the implementation, evaluation, and revision of Title I, Part A activities.

BHISD maintains appropriate documentation of consultation and planning activities, which may include committee membership, meeting agendas, sign-in or participation records, meeting minutes or notes, surveys, and other evidence of stakeholder input.

Coordination

Barbers Hill ISD coordinates Title I, Part A services with other federal, state, and local programs and resources to provide a comprehensive system of academic and student support while ensuring that federal funds are used in accordance with applicable program requirements.

The district's Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) provide a common framework for identifying needs, establishing priorities, coordinating strategies, and determining appropriate funding sources. Title I, Part A activities are planned in coordination with other programs and resources, as appropriate, including Title II, Part A; Title III, Part A; Title IV, Part A; State Compensatory Education; special education; Career and Technical Education; services for students experiencing homelessness; Emergent Bilingual programs; and locally funded instructional and student support initiatives.

District and campus administrators, Curriculum and Instruction staff, federal and state program staff, teachers, counselors, social workers, and other specialized personnel collaborate to coordinate services and minimize unnecessary duplication of efforts. When multiple funding sources support related district or campus priorities, BHISD determines the appropriate funding

source based on the identified need, purpose of the activity, students or staff being served, and applicable program requirements.

Through coordinated planning, implementation, and evaluation, BHISD seeks to maximize available resources while maintaining the integrity and requirements of each funding source and ensuring that Title I, Part A funds supplement the educational program provided to students.

Challenging State Academic Standards

Barbers Hill ISD ensures that all students, including students served through Title I, Part A, have access to a rigorous, vertically aligned curriculum based on the Texas Essential Knowledge and Skills (TEKS) and designed to support attainment of the challenging State academic standards.

The district monitors student progress through multiple measures, including classroom performance, common formative assessments, curriculum-based assessments, district benchmarks, state assessments, and other evidence of student learning. Professional Learning Communities (PLCs), curriculum teams, teachers, campus administrators, and district instructional staff use these data points to identify student needs, refine instructional practices, provide intervention or enrichment, and monitor progress toward grade-level expectations.

Title I, Part A resources supplement the district's instructional program and are used based on identified needs to strengthen opportunities for students to successfully access and demonstrate mastery of the same challenging State academic standards expected of all BHISD students.

Periodic Review and Revisions

Barbers Hill ISD will periodically review the Title I, Part A LEA Program Plan in conjunction with the district's ongoing comprehensive needs assessment, District Improvement Plan monitoring, federal program evaluation, and stakeholder consultation processes.

District staff and appropriate stakeholders will review available student performance data, implementation evidence, program outcomes, identified needs, and stakeholder feedback to determine whether Title I, Part A strategies and activities are producing the intended results. When data or changing needs indicate that modifications are necessary, the district will revise the LEA Program Plan and related activities as appropriate.

At a minimum, the plan will be reviewed annually as part of the district's comprehensive needs assessment and improvement planning cycle and may be revised during the school year when changes in student needs, program implementation, funding, or other relevant circumstances warrant modification. Documentation of review and revisions will be maintained locally as appropriate.

Descriptor 1.1: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] developing and implementing a well-rounded program of instruction to meet the academic needs of all students

Barbers Hill ISD provides a well-rounded program of instruction designed to meet the academic needs of all students and support progress toward the challenging State academic standards. The district implements a vertically aligned PK–12 curriculum and instructional program grounded in the Texas Essential Knowledge and Skills (TEKS) and supported by ongoing assessment, data analysis, intervention, enrichment, and professional learning.

Student progress is monitored through multiple measures, including curriculum-based assessments, common formative assessments, district benchmarks, classroom performance, and state assessments. District and campus staff regularly review student performance data, including data disaggregated by student group, to identify areas of strength and need and make instructional decisions. Professional Learning Communities (PLCs) provide a structured process for teachers to collaboratively review student data, refine instructional practices, identify students in need of additional support or enrichment, and plan responsive instruction through the district's 15 Day Challenge process.

The district also supports a well-rounded instructional program through vertical and horizontal curriculum alignment, supplemental instructional resources, professional development, technology integration, intervention and enrichment opportunities, and programs that support college, career, and military readiness. District and campus administrators, curriculum and instruction staff, academic deans, teachers, and specialized program staff collaborate to monitor implementation and student outcomes throughout the school year.

Through this coordinated system of curriculum, instruction, assessment, intervention, and enrichment, Barbers Hill ISD continually evaluates student progress and adjusts instructional supports to ensure that all students have access to the learning opportunities necessary to meet or exceed State academic standards.

Descriptor 1.2: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] identifying students who may be at risk for academic failure.

Barbers Hill ISD uses multiple sources of quantitative and qualitative student data to identify students who may be at risk of academic failure or of not meeting the challenging State academic standards. Identification is based on evidence of individual student learning and progress and is not limited to students who meet state-defined at-risk criteria.

Teachers and campus staff consider both summative and ongoing evidence of student learning, including state and local assessment results, curriculum-based assessments, classroom performance and grades, progress-monitoring data, teacher observations, and other relevant indicators of academic progress. Reviewing multiple sources of evidence allows staff to identify students who may be struggling even when a single assessment or indicator does not fully reflect the student's learning needs.

Teachers collaborate through Professional Learning Communities (PLCs) to review student performance, discuss individual students who are not demonstrating expected progress or mastery, and identify areas in which additional instructional support may be needed. Student performance is reviewed throughout the year so that emerging needs can be identified and instructional responses adjusted in a timely manner.

The district also reviews student performance, including disaggregated student-group data, at the district and campus levels to identify patterns, achievement gaps, and areas of academic need. Through the combined review of individual student evidence, teacher observations, assessment results, and student-group performance, Barbers Hill ISD works to identify students who may

need additional support to successfully meet grade-level expectations and State academic standards.

Descriptor 1.3: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards.

Barbers Hill ISD provides additional educational assistance to individual students who demonstrate a need for support in meeting the challenging State academic standards. The type and level of assistance provided are based on the individual student's identified academic needs and evidence of learning progress.

Through Professional Learning Communities (PLCs), teachers collaboratively review student performance data, identify specific areas of need, and plan appropriate intervention, reteach, and enrichment opportunities. The district's 15 Day Challenge process supports an ongoing cycle of reviewing student learning, responding instructionally, and monitoring subsequent progress.

Students who demonstrate difficulty mastering grade-level content may receive additional classroom support, reteach, tutorials, targeted small-group instruction, supplemental instructional resources, and other interventions based on identified need. When appropriate, students may receive more targeted intervention through the district's Response to Intervention (RtI) process. RtI provides a structure for identifying specific areas of academic need, implementing targeted interventions, and monitoring the student's response to those interventions over time.

Student progress is monitored following additional assistance to determine whether the instructional response is producing the intended result. Teachers and campus staff use subsequent classroom performance, formative and curriculum-based assessments, district benchmarks, progress-monitoring data, teacher observations, and other evidence of student learning to determine whether support should be continued, adjusted, intensified, or discontinued.

Through this ongoing process of identification, targeted assistance, progress monitoring, and instructional adjustment, Barbers Hill ISD works to ensure that students receive timely support based on demonstrated learning needs and have continued opportunities to meet grade-level expectations and State academic standards.

Descriptor 1.4: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Barbers Hill ISD uses student performance data, the comprehensive needs assessment, and ongoing review of district and campus programs to identify and implement instructional and other strategies designed to strengthen academic programs and improve conditions for student learning.

The district supports a vertically and horizontally aligned curriculum and uses collaborative planning and Professional Learning Communities (PLCs) to strengthen instructional practices across grade levels and content areas. District and campus staff review student performance data to identify instructional needs, curriculum gaps, and opportunities for improvement. Information gained through these reviews is used to refine instruction, plan professional learning, identify supplemental resources, and provide intervention and enrichment opportunities.

Professional development is provided in response to identified district, campus, teacher, and student needs. Areas of focus include effective instructional practices, content-specific instruction, differentiation and intervention, support for Emergent Bilingual students and students receiving special education services, and other areas identified through student performance and program data. Curriculum and Instruction staff and campus administrators provide ongoing support for implementation and monitor instructional practices through collaborative planning, PLCs, classroom observations, and student performance data.

Barbers Hill ISD also implements strategies that support conditions conducive to student learning, including technology integration, student support services, safe and supportive learning environments, opportunities for student engagement, and collaboration among instructional, administrative, and specialized program staff.

The effectiveness of instructional strategies and academic supports is reviewed throughout the school year using formative and summative student performance data and other evidence of implementation and impact. Based on these reviews, the district may continue, refine, expand, or adjust strategies and resources to address identified needs and strengthen opportunities for all students to meet the challenging State academic standards.

Descriptor 2: How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; [Section 1112(b)(2)]

Barbers Hill ISD is committed to ensuring that all students, including low-income students and minority students, have equitable access to effective, appropriately certified, and experienced educators. The district reviews staffing and teacher assignment information to identify potential disparities in access to effective educators and to ensure that student groups are not disproportionately served by inexperienced or out-of-field teachers. BHISD is not currently required to implement a TEA Talent Plan, and the district has not identified a pattern of out-of-field teacher assignments.

BHISD maintains a strong focus on recruiting, retaining, developing, and supporting high-quality educators. The district benefits from strong teacher retention and an experienced teaching staff and works to sustain teacher effectiveness through ongoing professional learning, collaborative Professional Learning Communities (PLCs), curriculum and instructional support, and opportunities for vertical and horizontal collaboration.

Teachers who are new to Barbers Hill ISD participate in a districtwide mentor/mentee program, including teachers who may have prior teaching experience but are new to the district. New teachers also participate in a beginning-of-year orientation designed to support their transition into BHISD and familiarize them with district expectations, procedures, curriculum, instructional practices, and available resources. These supports provide new-to-district teachers with continued access to experienced colleagues and district and campus support as they become established within BHISD.

Experienced teachers continue to receive professional development and opportunities to refine instructional practices, analyze student performance, collaborate with colleagues, and strengthen content knowledge and pedagogy. Professional learning is provided in response to identified district, campus, teacher, and student needs and is intended to strengthen instructional effectiveness across the district.

District and campus administrators monitor staffing, teacher assignments, certification, professional learning needs, and instructional effectiveness as part of the district's ongoing

planning and improvement processes. Should the district identify a disparity in the assignment of ineffective, inexperienced, or out-of-field teachers affecting low-income or minority students, BHISD would address the identified need through appropriate staffing decisions, professional support, recruitment and retention efforts, and other strategies designed to ensure equitable access to effective educators.

Descriptor 3: How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)]

Barbers Hill ISD does not currently have any campuses identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) under Section 1111(d). Therefore, the district is not currently required to carry out School Support and Improvement activities under Section 1111(d)(1) or (2).

Descriptor 4: The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)]

Barbers Hill ISD uses the percentage of students eligible for free or reduced-price meals under the National School Lunch Program (NSLP) as its measure of poverty for determining the eligibility and ranking of school attendance areas for Title I, Part A services under Section 1113. The district reviews this data annually to determine campus eligibility and the allocation of Title I, Part A funds in accordance with federal requirements.

Descriptor 5: The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)]

Barbers Hill ISD operates Title I, Part A Schoolwide Programs under Section 1114 at Barbers Hill Early Childhood Center (ECC) and Barbers Hill Elementary School South (ESS). Each Title I campus conducts an annual comprehensive needs assessment and develops campus improvement strategies based on identified student, staff, and program needs.

Title I, Part A funds are used to supplement and strengthen the educational programs at the Schoolwide campuses based on needs identified through the comprehensive needs assessment and campus improvement planning processes. Title I-supported activities may include supplemental instructional personnel and resources, academic intervention and additional instructional support, professional development, and parent and family engagement activities designed to support student achievement and progress toward the challenging State academic standards.

Barbers Hill ISD does not currently operate any Title I Targeted Assistance Programs under Section 1115. The district does not have local institutions for neglected or delinquent children or community day school programs requiring Title I, Part A educational services for neglected or delinquent children.

Descriptor 6: The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-

Vento Homeless Assistance Act; [Section 1112(b)(6)] This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.

Barbers Hill ISD identifies and supports children and youth experiencing homelessness throughout the school year in accordance with the McKinney-Vento Homeless Assistance Act. District social workers, counselors, nurses, registrars, and other campus staff work collaboratively to identify students experiencing homelessness and to remove barriers that may interfere with enrollment, attendance, participation, and academic success.

Students experiencing homelessness are provided access to educational programs and services and receive individualized support based on identified needs. District and campus staff assist students and families with needs that may include school supplies, clothing and hygiene items, transportation, academic support, assistance with school-related fees, and referrals to available district and community resources. Because BHISD is a one-to-one district and instructional resources, textbooks, and assignments are frequently accessed digitally, Wi-Fi hotspots may also be provided to students experiencing homelessness who do not have reliable internet access outside of school.

BHISD coordinates these services with its responsibilities under the McKinney-Vento Homeless Assistance Act and monitors identified students throughout the school year to support continued enrollment, attendance, participation, and academic success.

Barbers Hill ISD annually reserves Title I, Part A funds to provide supplemental services to children and youth experiencing homelessness, including eligible students attending campuses that do not receive Title I, Part A funds. The amount of the reservation is determined based on identified and anticipated needs of students experiencing homelessness and the estimated cost of supplemental services necessary to remove barriers to their full participation in school. For the 2026–2027 school year, BHISD reserved $600 in Title I, Part A funds to support Wi-Fi device monthly service for students experiencing homelessness who may need internet access to access digital instructional resources and assignments.

Descriptor 7: The strategy the LEA will use to implement effective parent and family engagement under Section 1116. [Section 1112(b)(7)] Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.

Barbers Hill ISD implements effective parent and family engagement in accordance with Section 1116 through the district's written Title I, Part A Parent and Family Engagement Policy. The policy outlines the district's expectations, objectives, and strategies for building partnerships with parents and families to support student learning and academic success.

The Barbers Hill ISD Parent and Family Engagement Policy is included in the Addendums to this LEA Program Plan.

Descriptor 8: If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)]

Barbers Hill ISD supports and coordinates early childhood education through Barbers Hill Early Childhood Center (ECC), which serves Pre-Kindergarten and Kindergarten students and operates a Title I, Part A Schoolwide Program. ECC provides both tuition-free and tuition-based Pre-Kindergarten programs. Title I, Part A resources supplement and strengthen the overall Schoolwide instructional program at ECC based on needs identified through the campus comprehensive needs assessment and improvement planning process.

BHISD supports continuity of instruction from Pre-Kindergarten through the elementary grades through vertically aligned curriculum, collaborative planning, and Professional Learning Communities (PLCs). Pre-Kindergarten and Kindergarten teachers collaborate to support alignment of instructional expectations and student learning. As students transition from Pre-Kindergarten to Kindergarten, families are provided information and opportunities to support the transition, and relevant student information is shared between the student's Pre-Kindergarten teacher and planned Kindergarten teacher to promote continuity of instruction and support.

The transition from Kindergarten at the ECC to first grade at Barbers Hill Elementary School South (ESS) or Barbers Hill Elementary School North (ESN) is intentionally coordinated between the sending and receiving campuses. The ECC provides detailed student placement information to the receiving elementary campuses, including beginning-, middle-, and end-of-year academic data, behavioral information, special program participation, and teacher comments. ECC staff place students into classes at both receiving elementary campuses and consider academic and behavioral needs, specialized programming, individual student needs, and overall classroom dynamics when making placement decisions.

Additional transition planning is provided for students receiving special education or behavioral program services. Transition meetings are conducted for these students, and receiving elementary staff may observe students at the ECC prior to transition when additional information would support continuity of services and planning. The ECC principal also collaborates directly with the receiving elementary principals to discuss individual student needs and placement considerations.

Students and families are provided an opportunity to become familiar with their receiving elementary campus through Eagle Launch prior to the beginning of the school year. This provides incoming students an opportunity to visit their new campus, meet staff, and become more familiar with the school environment before the first day of school.

BHISD maintains close alignment among the ECC and its two elementary campuses through curriculum teams and other collaborative structures to promote continuity in curriculum, instructional expectations, student support, and transition practices. As a Title I Schoolwide campus, Barbers Hill Elementary School South also implements the additional parent and family engagement requirements applicable under Title I, Part A.

Through coordinated instructional alignment, intentional student placement, transfer of student information, individualized transition planning, family engagement, and collaboration among sending and receiving staff, BHISD works to ensure that students experience a well-supported transition from early childhood programs into the elementary grades.

Descriptor 9: How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)]

Barbers Hill ISD does not operate any Title I, Part A Targeted Assistance programs for the 2026-2027 school year under Section 1115. Both Title I, Part A campuses operate Schoolwide Programs under Section 1114. Therefore, the requirements for identifying individual children

eligible to receive Title I, Part A services under a Targeted Assistance program are not applicable to BHISD.

Descriptor 10.1: How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] coordination with institutions of higher education, employers, and other local partners.

Barbers Hill ISD coordinates with institutions of higher education, employers, and community and industry partners to support students as they prepare for postsecondary education, training, military service, and the workforce. A dedicated college and career counselor works with students to explore postsecondary opportunities and assists seniors in developing individualized plans for successful transition beyond high school.

Students are provided opportunities to participate in college visits and explore postsecondary education and career pathways. BHISD also maintains partnerships with local employers, community organizations, and industry representatives that provide students with authentic career-readiness experiences, including internships, interview preparation, and mock interviews conducted by professionals representing a variety of industries and career fields.

These partnerships complement the district's Career and Technical Education (CTE) and College, Career, and Military Readiness (CCMR) efforts by connecting students with postsecondary opportunities and real-world experiences. Through collaboration with colleges, employers, and community partners, BHISD provides students with information, experiences, and support to make informed decisions regarding education, training, and career pathways after graduation.

Descriptor 10.2: How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Barbers Hill ISD provides students with opportunities to explore and prepare for postsecondary education and career pathways through academic planning, dual credit opportunities, Career and Technical Education (CTE) programs, and individualized college and career counseling.

Beginning prior to entry into high school, students receive information about course offerings, advanced academic opportunities, electives, CTE programs, graduation requirements, GPA, and other considerations that may affect their academic and postsecondary pathways. Each incoming ninth-grade student and family meets individually with a high school counselor to review the student's four-year plan and consider coursework and opportunities aligned with the student's interests and future goals.

Barbers Hill ISD facilitates the transition from middle school to high school through multiple opportunities for eighth-grade students and families to become familiar with high school expectations, academic pathways, and campus programs. High school counselors meet with students throughout the spring semester to provide information about scheduling, course selections, graduation requirements, advanced academics, electives, and GPA considerations. The high school also hosts family engagement events that provide opportunities to tour the campus,

meet administrators and teachers, and explore extracurricular activities, Career and Technical Education programs, and other academic opportunities.

Throughout high school, students have access to counseling and academic planning designed to help them identify their interests, strengths, and postsecondary goals and select appropriate educational and career pathways. A dedicated college and career counselor provides additional support for postsecondary planning and works individually with seniors to review their plans following graduation and their progress toward College, Career, and Military Readiness (CCMR).

BHISD provides dual credit opportunities that allow eligible students to earn college credit while completing high school requirements. Students may also explore career interests and develop career-specific knowledge and skills through CTE programs, internships, and other college- and career-readiness experiences.

Through early academic planning, access to advanced and dual credit coursework, career exploration, CTE opportunities, and individualized counseling, BHISD supports students in identifying their interests and skills and developing an appropriate pathway toward postsecondary education, training, military service, or employment.

Descriptor 11: How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students [Section 1112(b)(11)]

Barbers Hill ISD supports efforts to reduce the overuse of discipline practices that remove students from the classroom through proactive behavioral supports, ongoing review of discipline data, and individualized student support.

Positive Behavioral Interventions and Supports (PBIS) are implemented across all BHISD campuses to promote positive student behavior and establish consistent expectations for the school environment. The district's Eagle Way provides a common set of expectations for students and staff and serves as a foundation for proactive efforts to encourage positive behavior and school engagement.

Each campus maintains a PBIS team that reviews discipline data, including data disaggregated by student group and other relevant student populations. Teams use this information to identify patterns or areas of concern, consider whether particular groups of students are experiencing disproportionate disciplinary outcomes, and identify proactive strategies to address behavioral needs and strengthen positive student behavior.

In addition, each campus maintains an Eagle Support Team composed of administrators, counselors, social workers, and other appropriate staff. These teams review and support students demonstrating recurring or significant academic, behavioral, attendance, or other risk indicators. Through collaborative review of individual student needs, the teams identify appropriate supports and interventions intended to address underlying concerns and help students remain successfully engaged in the educational environment.

BHISD uses these campus-based systems to balance the need for safe, orderly learning environments with proactive and individualized approaches to student behavior. Discipline data and student needs are reviewed throughout the year so that campuses can adjust supports, reinforce positive behavioral expectations, and address patterns that may contribute to unnecessary or disproportionate removal of students from classroom instruction.

Descriptor 12.1: If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state.

Barbers Hill ISD supports the integration of academic and Career and Technical Education (CTE) content through a comprehensive CTE program designed to prepare students for postsecondary education and high-demand career opportunities. CTE programs combine rigorous academic content with technical knowledge and applied learning, allowing students to develop skills relevant to occupations and industries within the region and across the state.

BHISD offers sequenced CTE programs of study across multiple career clusters and provides students with opportunities to apply academic knowledge within career-focused coursework and authentic technical settings. Students have access to a broad range of industry-based certification opportunities that allow them to develop and demonstrate skills valued by postsecondary institutions and employers.

BHISD also works closely with Lee College to provide dual credit opportunities and expand students' access to postsecondary education and training. The district and Lee College are further strengthening this partnership through the development of a Barbers Hill branch of Lee College intended to provide programs aligned with regional workforce needs and industries important to the surrounding community.

Through coordinated academic and CTE coursework, industry-based certifications, dual credit opportunities, and postsecondary partnerships, BHISD provides students with multiple pathways to develop the academic and technical skills necessary for successful transition to postsecondary education, training, and in-demand careers.

Descriptor 12.2: If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] work-based learning opportunities that provide students in-depth interaction with industry professionals and, if applicable, academic credit.

Barbers Hill ISD provides work-based learning opportunities that allow students to connect classroom instruction with authentic workplace experiences and interact directly with professionals in a variety of industries and career fields.

Through partnerships with local employers, businesses, and industry representatives, students have opportunities to participate in internships and other hands-on experiences aligned with their career interests and programs of study. BHISD partners with professionals representing industries important to the local and regional economy, including the petrochemical, health care, business, and marketing fields. These experiences allow students to apply academic and technical knowledge in professional settings while developing communication, problem-solving, collaboration, workplace readiness, and other employability skills.

Industry professionals also support students' career preparation through activities such as interview preparation and mock interviews. Interaction with professionals from multiple career fields provides students with opportunities to learn about workplace expectations, receive feedback from individuals working within industry, and develop a stronger understanding of potential career pathways.

Where applicable, work-based learning experiences are incorporated into CTE coursework and programs of study, providing students with opportunities to connect academic and technical instruction with meaningful career experiences. Through these partnerships, BHISD strengthens the connection among secondary education, postsecondary preparation, and the workforce while helping students develop the skills and experiences necessary for successful transition beyond high school.

Descriptor 13.1: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] assist schools in identifying and serving gifted and talented students.

Barbers Hill ISD supports campuses in identifying and serving gifted and talented students through a districtwide identification process and a continuum of advanced academic services. The district conducts gifted and talented screening for all students in kindergarten and second grade. At other grade levels, students may be referred for gifted and talented screening by parents, teachers, community members, or other individuals familiar with the student's abilities and learning needs.

The identification process uses multiple measures and phases of assessment, including student testing and input from parents and teachers, to consider multiple sources of evidence when determining eligibility for gifted and talented services.

At the elementary level, identified gifted and talented students are clustered for instruction in all four core academic content areas, providing opportunities for differentiated instruction, enrichment, and appropriate academic challenge. At the secondary level, gifted and talented students are served through Honors, Advanced Placement (AP), and other advanced academic course opportunities designed to provide increased depth, complexity, and academic rigor.

Implementation and continuous improvement of gifted and talented and advanced academic services are supported through district and campus leadership structures, including a district Gifted and Talented Coordinator, an Advanced Academics Coordinator, a district Gifted and Talented Task Force, and campus Gifted and Talented leads. These structures support communication, program coordination, instructional planning, and consistent implementation of services across campuses.

Through universal screening at designated grade levels, referral opportunities at other grade levels, multiple measures for identification, differentiated and advanced academic programming, and coordinated district and campus support, BHISD works to ensure that students with advanced learning needs are identified and provided appropriate opportunities to develop their abilities.

Descriptor 13.2: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Barbers Hill ISD supports effective school library programs as an integral part of the district's instructional program. Certified librarians serve each BHISD campus and provide instruction and resources designed to strengthen academic achievement, research skills, information literacy, digital literacy, and responsible use of technology.

Librarians provide direct instruction in areas including research strategies, evaluation of credible and reliable sources, use of research databases, development of bibliographies and appropriate citation of sources, plagiarism, digital citizenship, and responsible use of technology, including artificial intelligence. These skills support students in locating, evaluating, using, and appropriately crediting information across academic content areas.

Library instruction is coordinated with classroom instruction rather than provided in isolation. Librarians collaborate with classroom teachers and participate in Professional Learning Communities (PLCs), including English Language Arts and Reading and other content-area PLCs, to align library instruction and resources with curriculum, classroom learning objectives, and identified student needs.

BHISD libraries also promote literacy and student engagement through a variety of activities and programs. District campuses host book fairs, typically in conjunction with campus open-house events to provide opportunities for family participation. Reading challenges are offered throughout the school year and during the summer to encourage continued reading and help students maintain literacy skills when school is not in session. Libraries also provide enrichment opportunities such as book clubs, chess clubs, STEM and STEAM activities, and makerspace experiences that encourage reading, creativity, problem-solving, collaboration, and exploration.

Through certified library staff, curriculum-aligned instruction, collaboration with classroom teachers, digital and information literacy instruction, family engagement, and enrichment opportunities, BHISD school libraries support students in developing the literacy, research, technology, and critical-thinking skills necessary for academic success and responsible participation in an increasingly digital learning environment.