Ysleta Independent School District

Bel Air Middle School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Top 25 Percent:
Comparative Academic Growth, Top 25 Percent:
Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

To be successful critical thinkers with character and integrity, ALL our Warriors will be able to gainfully achieve higher education in today's diverse world.

Vision

ALL students who attend BAMS will acquire the necessary skills to be successful and ready to enter a high school setting, moreover to continue their education and become productive citizens.

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Comprehensive Needs Assessment

Demographics

Summary

Our school community is comprised of 930 students, supported by approximately 80 dedicated teachers and 130 committed employees. This robust team works collaboratively to ensure that each student receives a quality education and the necessary support to thrive academically and personally.

The student body is predominantly Hispanic, accounting for 98.4% of our population, with a small representation of 0.8% White and 0.4% African-American students. This diverse cultural background enriches our school environment and provides a unique opportunity for cultural exchange and learning.

A significant portion of our students, 87.8%, are identified as economically disadvantaged. This statistic underscores the importance of providing equitable resources and support to ensure that all students have access to the same educational opportunities, regardless of their economic background.

We have a notable percentage of students, 18.8%, receiving Special Education (SPED) services. Our commitment to these students is unwavering, as we strive to provide individualized support and resources to meet their unique learning needs and help them achieve their full potential.

Additionally, 34.8% of our students are classified as Emergent Bilingual, highlighting the importance of language acquisition programs and support services. We are dedicated to fostering an inclusive environment where language diversity is celebrated and bilingualism is seen as an asset.

The attendance rate for the 2025-26 academic year was 93.8%, reflecting our students' commitment to their education and the effectiveness of our engagement strategies. We continue to prioritize attendance as a key factor in student success and are implementing initiatives to further improve this rate.

Strengths

Our school has demonstrated exceptional academic achievement, particularly in the field of science, where we have received a distinction for our students' outstanding performance. This recognition reflects our commitment to fostering a rigorous and engaging science curriculum that inspires curiosity and critical thinking among our students. Additionally, being in the top 25% for comparative academic growth highlights our dedication to ensuring that all students, regardless of their starting point, make significant progress in their learning journey. This achievement is a testament to the hard work of our educators and the supportive learning environment we cultivate.

Our focus on postsecondary readiness is another area where we excel, as evidenced by our distinction in this category. We prioritize equipping our students with the skills and knowledge necessary to succeed beyond high school, whether in higher education or the workforce. This preparation is integral to our mission of developing well-rounded individuals who are ready to tackle future challenges. Furthermore, our success in being in the top 25% for comparative closing the gaps underscores our commitment to equity in education. We strive to ensure that all students, regardless of their background, have access to quality education and the opportunity to succeed.

We are also proud of the progress made by our emergent bilingual students, with 7.3% being reclassified through the TELPAS Exam and RLA STAAR scores. This achievement reflects our targeted support and effective instructional strategies that help these students develop their language proficiency and academic skills. Our dedicated staff works tirelessly to provide the necessary resources and interventions to support our bilingual learners.

To further support our students' academic success, we offer extended day and week tutoring opportunities for all students. These additional learning sessions provide personalized support and enrichment, allowing students to reinforce their understanding of key concepts and improve their academic performance. Our commitment to offering these opportunities demonstrates our dedication to meeting the diverse needs of our student body and ensuring that every student has the chance to excel.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The campus continues to address the attendance rate as an area of focus.	Through scheduled conferences, we see a pattern of chronic absenteeism due to a variety of factors.

★ = Priority

Student Learning

Summary

Based on the 2026 STAAR Performance Report, Bel Air Middle School demonstrated solid overall achievement while also identifying clear opportunities for continued growth. Across **2,406 STAAR tests**, **74%** of assessments were at Approaches Grade Level or above, **48%** were at Meets Grade Level or above, and **19%** reached Masters Grade Level.

Our strongest performance was in **Science**, where 84% of students achieved Approaches, 60% achieved Meets, and 29% achieved Masters. **RLA** also demonstrated strength, with 78% at Approaches, 53% at Meets, and 24% at Masters. In **Mathematics** , 75% achieved Approaches, 48% achieved Meets, and 15% achieved Masters.

Social Studies represents our greatest opportunity for improvement. Of the 328 assessments, 56% reached Approaches, 20% reached Meets, and only 7% reached Masters. These results reinforce the need to strengthen Tier 1 instruction, closely monitor student progress, and provide targeted interventions based on individual student needs.

Our student-group data also highlights achievement gaps that must remain a campus priority. Across all subjects, economically disadvantaged students achieved **72% Approaches, 45% Meets, and 17% Masters**, compared with **89%, 68%, and 34%** for non-economically disadvantaged students. Current Emergent Bilingual students achieved **57% Approaches, 24% Meets, and 5% Masters**, while students currently receiving Special Education services achieved **46% Approaches, 19% Meets, and 6% Masters**.

At the same time, the data demonstrates what is possible when students receive strong instruction and appropriate supports. Gifted and Talented students achieved **98% Approaches, 93% Meets, and 56% Masters** across all subjects. Former Special Education students also demonstrated strong outcomes, with **83% Approaches, 56% Meets, and 22% Masters**.

Campus Reflection

Overall, our Warriors are demonstrating progress and achievement, but the data makes our next steps clear. We must continue moving students beyond **Approaches toward Meets and Masters**, with particular attention to Social Studies and to closing performance gaps for our Emergent Bilingual, Special Education, economically disadvantaged, and highly mobile students.

Moving forward, our focus will remain on **strong Tier 1 instruction, student-by-student data analysis, aggressive monitoring, purposeful intervention, academic discourse, and consistent implementation of high-quality instructional strategies**. The goal is not simply for more students to pass STAAR—it is to ensure **Every Warrior. Every Day.** receives the instruction and support necessary to demonstrate meaningful academic growth.

Strengths

Bel Air Middle School demonstrates strong academic performance in Science and RLA, with Science producing the campus's highest Meets and Masters performance. Overall, nearly three-fourths of STAAR assessments reached Approaches Grade Level or above. Strong performance among G/T students, former Special Education students, and continuously enrolled students demonstrates the campus's capacity to produce high levels of achievement and provides instructional practices that can be examined and replicated across student groups.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	6-8 Math scores continues to be a and area of focus for the campus.	The campus has identified learning gaps in math fluency and other math problem solving areas as leading to the current math scores.

★ = Priority

School Processes & Programs

Summary

As a school committed to continuous improvement, we will leverage stakeholder feedback and campus data to design Professional Development opportunities that are both purposeful and strategic. By doing so, we aim to address the specific needs of our educators and staff, ensuring that they are equipped with the skills and knowledge necessary to foster an enriching learning environment for our students.

In our pursuit of cultivating leadership within our school community, we actively gather weekly feedback from stakeholders. This feedback is instrumental in assessing and identifying potential leadership opportunities, allowing us to nurture and develop the leadership skills of our staff and students alike. By engaging with our stakeholders regularly, we ensure that our leadership initiatives are aligned with the needs and aspirations of our community.

Our campus is proud to offer a diverse range of extracurricular activities, including participation in UIL and District sports, Fine Arts, Robotics, and other enriching opportunities. These programs are designed to complement our academic curriculum, providing students with avenues to explore their interests, develop new skills, and engage in healthy competition. Through these activities, we aim to foster a well-rounded educational experience that supports the holistic development of our students.

Strengths

Our campus has a rich tradition of excellence in extracurricular activities, which plays a crucial role in the holistic development of our students. Our sports teams have consistently performed at high levels, fostering teamwork, discipline, and school spirit. In the realm of Fine Arts, our students have showcased their talents through various performances and exhibitions, contributing to a vibrant cultural environment. The Robotics program has been a beacon of innovation, encouraging students to engage with technology and problem-solving in creative ways. Additionally, our Student Council empowers students to take on leadership roles, promoting civic responsibility and active participation in school governance.

We prioritize open communication and continuous improvement through regular meetings with campus leadership. These meetings serve as a platform to evaluate our programs' effectiveness and ensure they align with our educational goals. By gathering feedback from all stakeholders, including students, parents, and staff, we are able to make informed decisions that enhance the educational experience and address the needs of our community. This collaborative approach ensures that our campus remains responsive and adaptive to the evolving educational landscape.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The campus continues to find ways to gather more feedback to assess and improve its processes and programs.	Sometimes feedback isn't given as promptly as needed.

★ = Priority

Perceptions

Summary

As a school committed to continuous improvement, we place great importance on evaluating the data collected from parent and staff surveys. This data provides us with valuable insights into the needs and expectations of our school community, allowing us to make informed decisions that enhance the educational experience for our students.

Our campus is fortunate to have a Communities In Schools (CIS) Coordinator who plays a crucial role in recruiting and sustaining our volunteer programs. This position is vital in fostering community engagement and ensuring that we have the necessary support to enrich our students' learning environment through various volunteer-led initiatives.

To maintain open lines of communication and ensure that our staff feels supported, we have implemented a weekly check-in process. This allows employees to engage directly with campus administration, providing feedback and discussing any concerns or suggestions they may have. This process is integral to fostering a collaborative and responsive school culture.

We are committed to keeping our stakeholders well-informed and engaged with the happenings at our school. To achieve this, we send out a weekly newsletter that includes important updates and information about upcoming activities. This regular communication ensures that parents, students, and staff are all aligned and aware of the opportunities and events available to them.

Strengths

Our campus has consistently maintained an acceptable rating in both employee and parent surveys, reflecting a stable and satisfactory environment for both staff and families. This indicates that our efforts to foster a supportive and engaging atmosphere are being recognized and appreciated by those who are integral to our school community.

Recently, our campus took a significant step forward by creating new mission and vision statements, crafted collaboratively by our dedicated teachers. This initiative not only aligns our goals with the insights and aspirations of our educators but also ensures that our guiding principles resonate with those who are directly involved in the educational process.

Furthermore, we are committed to fostering an inclusive and participatory environment by providing continuous opportunities for stakeholders to offer feedback to campus leadership. This open channel of communication ensures that we remain responsive to the needs and suggestions of our community, allowing us to adapt and improve in ways that best serve our students and their families.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The campus continues to find new ways for parent engagement opportunities.	Campus would like to find new and effective ways to meet regularly with stakeholders.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Alternative Education Accountability (AEA) data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**

- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**

- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Continue to implement district wide initiatives to ensure student growth, including Fundamental 5, Summit K-12, Lowman, Seidlitz, DOK, Kagan, Lead4Ward, Academic Discussion stems, and other identified best practices.

Strategy's Expected Result/Impact: The implementation and use of district initiatives will help and provide opportunities for students to interact with curriculum and best practices to help improve student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 2

GT Students will be able to participate in GT Events such as QBEC and other GT related competitions and events.

Strategy's Expected Result/Impact: The skills reinforced in GT competitions and events will help foster creative and analytic thinking.

Staff Responsible for Monitoring: Principal, Assistant Principal, GT Coordinator, Teachers

Funding Sources: Supplies for Competitions/Events and other fees Gifted and Talented, $3,643, Transportation to GT Competitions and Events Gifted and Talented, $1,389

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Strategy 3

The campus will host awards assemblies for each grade level at the end of the year to celebrate academic achievements.

Strategy's Expected Result/Impact: The awards assemblies will offer motivation and highlight student academic success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Funding Sources: Funds to purchase trophies and other awards SCE Accelerated Education, $1,931

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Strategy 4

Students will have access to CTE/STEM curriculum to help foster critical thinking, creativity, and analytical skills.

Strategy's Expected Result/Impact: Through the CTE/STEM program, the campus will see an increase in math and science performance and growth scores.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, STEM/CTE Teachers

Funding Sources: Equipment for STEM competitions and classrooms State Career and Technical, $3,806, Supplies for STEM/CTE Teachers State Career and Technical, $1,389

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 2

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Conduct after school tutoring sessions, Intersession Programs, and Saturday Camps which focus on achievement and growth.

Strategy's Expected Result/Impact: The campus will continue to show improvement in overall growth amongst RLA and Math STAAR exams.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers, SEE Teachers, Staff

Funding Sources: Extra Duty Pay for Tutoring Outside school day/week SCE Accelerated Education, $35,000

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 3

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Provide instructional support specifically targeting students who were at the approaches standard last year in Reading and Math and monitor data throughout the school year in 8th Grade Science and 8th Grade Social Studies to invite to tutoring, Intersession, and incorporate a Spring STAAR Blitz.

Strategy's Expected Result/Impact: One in two students will be rated Meets in all STAAR/EOC Exams.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Staff

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 4

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Tutoring during and outside the instructional day to increase listening, speaking, reading, and writing skills in English.

Strategy's Expected Result/Impact: Through the use of strategic interventions, Emergent Bilingual students will receive support to foster and support essential skills.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, LPAC Clerk

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 5

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Continue to implement Stetson support facilitation model for SPED students in all core classes to close the achievement gap in reading, math, science, and social studies.

Strategy's Expected Result/Impact: The Stetson model increases the support for SPED students by utilizing SPED trained staff and certified teachers to help close achievement gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, SPED paraprofessionals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 2

Provide teachers the opportunity to use a full day sub to attend PD opportunities and/or planning to help support students receiving SPED services.

Strategy's Expected Result/Impact: The campus will see an increase in performance and growth for SPED students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Paraprofessionals

Funding Sources: Funds for Substitutes for Professional Development/Planning SCE Accelerated Education, $15,000

Formative Reviews

November	March	May

Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Continue to provide individualized opportunities for teachers to have a voice in decision making and planning.

Strategy's Expected Result/Impact: Through continuous input and feedback, campus administration can make immediate adjustments and/or address concerns to help improve and maintain campus culture.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

The campus will send a weekly newsletter to campus stakeholders informing them of campus events, campus news, and other information.

Strategy's Expected Result/Impact: The weekly newsletters will improve communication so all stakeholders will have knowledge of all campus events and pertinent information.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

The campus will employ a CIS Coordinator to help meet the needs of At-Risk students and help increase and promote parent meetings/engagement activities.

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Funds to purchase hospitality items for parental engagement activities and events. SCE Accelerated Education, $2,797, Funds to purchase supplies for parental engagement activities and events. SCE Accelerated Education, $2,000, Contract Fee for CIS SCE Accelerated Education, $35,000, Funds to purchase books for parental involvement SCE Accelerated Education, $2,000

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Counselors will audit student schedules and transcripts and ensure at least 50% of students are involved in an extra curricular activity.

Strategy's Expected Result/Impact: Students will have access to academic, athletic, fine arts, and other extra curricular activities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

The campus Principal will conduct weekly meetings with the campus budget clerk and campus secretary to discuss expenditures and campus spending.

Strategy's Expected Result/Impact: Through the weekly meetings, the campus will show responsible spending of district resources.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Campus Budget Clerk, Campus Department Chairs

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

The campus will ensure all clubs and organizations who utilize fundraising have watched the District's fundraising video and utilize proper cash handling procedures.

Strategy's Expected Result/Impact: The campus will have zero findings for audits.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Secretary, Campus Budget Clerk, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	March	May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

The campus will utilize weekly meetings with the Campus Security Team to discuss the campus safety plan and other safety needs.

Strategy's Expected Result/Impact: The campus will have no findings in the Intruder Detection Audit

Staff Responsible for Monitoring: Principal, Assistant Principal, Security Officers

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Bel Air Middle School

Total SCE Funds: $265,201.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Used on Salaries and benefits for 3 FTEs (1 Instructional Coach and 2 Science Teachers).

Title I Summary

Title I

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

1.1 Description of CNA Process

Our campus Comprehensive Needs Assessment (CNA) process is an ongoing, collaborative process designed to identify campus strengths, areas of need, and priorities for continuous improvement. The process begins with a comprehensive review of data prior to the start of the school year and continues throughout the year through regular monitoring and stakeholder input.

Campus leadership meets three times each week to review and discuss data pertaining to students, employees, and the overall campus/building. These meetings allow us to continuously monitor student achievement, attendance, behavior, staffing, instructional practices, campus operations, safety, and facility needs. In addition to these ongoing meetings, our CNA committee meets at designated points throughout the school year to review trends, identify needs, and determine appropriate campus priorities and action steps.

Stakeholders participating in the CNA process represent different areas of our school community. Members either volunteer to serve on the committee or are invited by campus Administration to ensure appropriate representation and diverse perspectives. Stakeholder input is an important part of identifying both strengths and areas requiring additional attention.

The CNA examines multiple areas, including student achievement and growth, attendance, discipline, special populations, instructional practices, staffing and professional development, parent and community engagement, school culture and climate, safety, technology, and campus facilities. Data is selected based on its relevance to these areas and its ability to provide an accurate picture of current campus needs. Sources include state and local assessment results, benchmark and progress-monitoring data, grades, attendance and discipline records, demographic and program data, surveys and stakeholder feedback, staffing information, walkthrough and instructional data, and campus operational and facility information.

Rather than viewing the CNA as a one-time event, our campus uses it as a continuous improvement process. Data reviewed throughout the year is used to monitor progress, identify emerging needs, adjust strategies, and ensure our resources and actions remain aligned with the needs of our students, employees, and campus.

1.2 Location for Evidence of Multiple Meetings Held

Multiple meeting opportunities were provided throughout the CNA process to ensure meaningful and ongoing stakeholder participation. Stakeholders were given opportunities to review relevant campus data, discuss identified strengths and areas of need, provide input, and participate in determining campus priorities and improvement strategies. Providing multiple meetings throughout the process ensures that stakeholder engagement is continuous and that the CNA reflects collaborative decision-making rather than input gathered at a single point in time.

To ensure appropriate documentation and compliance, evidence from each meeting is maintained as part of the Campus Improvement Plan (CIP) process. Documentation includes dated meeting agendas, meeting notes and/or minutes, stakeholder sign-in sheets, data and reports reviewed, stakeholder feedback, identified needs, and any resulting decisions or action steps. Documentation is collected and uploaded to the CIP following each meeting, creating a consistent record of stakeholder participation and the campus decision-making process.

The CIP serves as the central repository for CNA and stakeholder documentation. Maintaining this evidence allows the campus to demonstrate when meetings occurred, who participated, what information and data were reviewed, what input was provided, and how stakeholder feedback contributed to identified needs and campus priorities. This documentation also provides evidence that required stakeholder consultation is occurring throughout the CNA/CIP cycle and supports campus and district monitoring, review, and compliance requirements.

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

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

The development of our Schoolwide Plan/Campus Improvement Plan (CIP) is a continuous process that begins with the review of comprehensive campus data and identified needs prior to the start of the school year and continues throughout the academic year. Initial data analysis and stakeholder input are used to establish campus priorities, goals, strategies, and action steps. The CIP is then regularly reviewed and revised based on current data, progress toward established goals, and stakeholder feedback.

Formal stakeholder input is gathered through quarterly meetings with the campus CEIC. During these meetings, stakeholders review relevant campus data, monitor progress toward CIP goals, discuss emerging needs, and provide feedback regarding campus strategies and priorities. In addition to the quarterly CEIC meetings, the campus utilizes a weekly feedback form to provide stakeholders with an ongoing opportunity to share input and provide additional data to inform the CIP. This process ensures that stakeholder participation is not limited to scheduled meetings and that the plan remains responsive to the changing needs of students, staff, and the campus.

Evidence of the development, review, and ongoing monitoring of the Schoolwide Plan/CIP is maintained within the CIP. Documentation includes dated meeting agendas, minutes and/or notes, sign-in sheets, data reviewed, stakeholder feedback, weekly feedback documentation, and evidence of revisions or action steps resulting from stakeholder input. The CIP serves as the central location for this evidence and demonstrates that the plan is developed, monitored, and refined through multiple opportunities for meaningful stakeholder participation throughout the school year.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are provided multiple opportunities to participate in the development, review, and ongoing refinement of the Campus Improvement Plan (CIP). The campus CEIC serves as a formal stakeholder group and includes representation from campus staff, parents/families, and community members. During CEIC meetings, stakeholders review relevant campus data, discuss identified needs and priorities, monitor progress toward established goals, and provide input regarding strategies and action steps included in the CIP.

Feedback is solicited both during scheduled CEIC meetings and through additional opportunities provided by the campus, including the campus weekly feedback form. Feedback received outside of formal CEIC meetings is brought forward, reviewed, and discussed during CEIC meetings to ensure stakeholder input is considered as part of the campus planning and decision-making process. This provides stakeholders with ongoing opportunities to contribute to the plan and allows the campus to use feedback to identify emerging needs, evaluate current strategies, and make appropriate adjustments to the CIP.

Documentation of stakeholder involvement is maintained within the CIP. This includes the list of stakeholders participating in the planning process, meeting agendas, minutes and/or notes, feedback documentation, and sign-in sheets identifying participants by name and role or stakeholder group. The CIP serves as the central repository for this evidence and documents how staff, family, and community input is solicited, reviewed, and considered throughout the development and continuous improvement of the campus plan.

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

Plan is posted on the district website.

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

Not Applicable

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Not Applicable

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

All documentation related to the implementation, monitoring, and evaluation of campus programs is maintained within the Campus Improvement Plan (CIP) and its supporting components. The CIP serves as the central repository for evidence, including goals, strategies, action steps, program documentation, meeting agendas and minutes, stakeholder feedback, data reviewed, progress-monitoring information, and other evidence used to demonstrate implementation and effectiveness.

Program effectiveness is evaluated on an ongoing basis rather than solely at the conclusion of the school year. The campus regularly reviews multiple sources of quantitative and qualitative data, including student achievement and growth, local and State assessments, progress-monitoring data, grades, attendance, discipline, intervention results, special population performance, instructional data, and stakeholder feedback. Data is reviewed throughout the year to determine whether programs, strategies, and interventions are producing the intended outcomes.

As data is analyzed, campus leadership and appropriate stakeholders evaluate progress toward established CIP goals and performance measures. When data demonstrates that a program or intervention is effective, the campus considers continuation or expansion of those practices. When expected progress is not evident, the campus identifies possible barriers and makes appropriate adjustments to strategies, interventions, resources, or implementation practices. These decisions and supporting evidence are documented within the CIP and its components.

This continuous cycle of implementation, data collection, evaluation, and adjustment ensures that campus programs and resources remain aligned with identified needs and that effectiveness is measured by their impact on student outcomes and progress toward established campus goals.