



1004 Hancock Road
Bullhead City, Arizona 86442
Phone: (928) 758-3961
Fax (928) 758-4996

Local Integrated Action Plan (LIAP) Committee

Monday, September 28, 2026

9:00 – 10:00 am

LIAP Committee

Video call link: <https://meet.google.com/tnv-fysv-vpu>

I. Welcome & Introductions

- Notice of Recording
- Introductions

II. Items for Discussion

- Title I Review
- Purpose: The district creates an annual Integrated Action Plan (IAP) to satisfy Title I requirements aimed at ensuring students from lower socioeconomic backgrounds receive a well-rounded, high-quality education.
- Funding Requirements: All Title I funds must be used for evidence-based interventions (salaries, professional development, classroom supplies, intervention programs).
- Schoolwide Status: Schools with 75% or more students on free/reduced lunch qualify for schoolwide Title I status.
- Targeting & Pull-Out Services: Screeners identify specific skill gaps in reading and math. Targeted support (lower ~35%) is provided through pull-out sessions in elementary grades or designated intervention periods in middle and junior high school.
- Core Title I Pillars:
 - Parent and Family Engagement Policy: Sets expectations for parental involvement, site councils, parent-teacher conferences, and district communication (letters, dialers).
 - Parents' Right to Know: Parents have the right to request staff qualifications and certifications. Letters are sent before the fourth week of school if a teacher does not meet full qualification standards (e.g., long-term substitutes, international teachers completing ADE paperwork, middle school subject-area requirements).
 - Annual Meetings & Benchmark Communication: Requires an annual Title I meeting and periodic family meetings (approx. 4 times per year) following benchmark testing.
- Grant Funding
 - Title I Expenditures: Covers salaries (teachers, instructional coaches, paraprofessionals, counselors), after-school programs, benchmark assessment tools, classroom supplies, and Title I preschools.

- Preschool Support: Three Title I preschool classrooms exist (Diamondback, Sunrise, Coyote Canyon) serving 12–13 students each (capacity of 15).
- Alternative School Allocation: Life Academy (grades 3–8) now operates full-day and qualifies for Title I funds as its eligible student ratio surpassed 75%.
- District Integrated Action Plan Goals and Action Steps
 - Original & Changes - Following feedback from the School Board indicating original district-wide goals were too broad, the executive team restructured goals by specific grade bands to better track progress. The original goals and revised goals are located on a supporting document. Action steps are also located on a supporting document.
 - Questions & Feedback
- Quarter 1 Goals
- Model of Instruction (MOI) / Rigor: Focus on Question 7 of the classroom observation rubric, emphasizing student-led academic dialogue and collaborative problem-solving.
- Math Benchmark: Keep students scoring *minimally proficient* (red tier) at 70% or less on the initial benchmark assessment.
- Special Education Threshold: Keep SPED students scoring *minimally proficient* at 85% or less on the initial benchmark assessment.

III. Other

IV. Next Meeting: Wednesday, November 4, 2026 at 4:30 pm

- Review of Q1 Benchmark Data
- Review of LIAP Goals and Action Steps
- Feedback & Discussion



Local Integrated Action Plan Committee

September 28, 2026

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Title I, Part A is a federal funding program designed to ensure that all children—regardless of socioeconomic background—have access to a high-quality education and can meet state academic standards.

These funds can be used for evidence-based interventions, professional development, specialized staff to provide supplemental instruction, and other strategies aimed at improving student achievement.

Title 1 Overview

Parent & Family Engagement Policy

Districts and individual Title I schools must partner with parents to write and regularly update an official engagement policy. Districts are required to reserve a portion of Title I funds specifically for family involvement programs and outreach.

Parents' Right to Know

Parents have the right to request information regarding the professional qualifications of their child's teachers and paraprofessionals.

Communication & Meetings

Schools must hold an annual Title I meeting to explain how funds are used, share student progress data, and provide information in languages parents can understand.

Community Input

Community members and families have a voice in developing school improvement plans and reviewing local educational agency (LEA) strategies.

Title I Information

Current Funding

- Title 1 \$1,552,627.11
- Title II \$175,605.68
- Title III \$31,392.21*
- Title IV \$116,028.29
- Rural \$76,923.52

Title I Expenditures

- Title I Teachers
- Instructional Coaches
- Title I Paraprofessionals
- After School Program*
- School Counselor
- Homeless/Parent Liaison
- Director of Educational Services
- Preschool Teachers
- Preschool Paraprofessionals
- Parent Engagement Activities
- Professional Development*
- Assessments
- Instructional Supplies

Determination

- The 35% Federal Baseline Standard: Generally, a school is considered eligible to receive Title I funding if its low-income student concentration (based on free and reduced-price lunch or Direct Certification data) is at least 35% or at or above the school district's overall average poverty percentage
- School districts are required by law to fund all schools within their district that have a poverty rate of 75% or higher before funding any lower-poverty schools.

Math Goals

Original Goals	Revised Goals
Math	
• 65% of 2nd grade students will be proficient or highly proficient as measured by the end-of-year district math benchmark. • The percentage of 3rd - 8th grade students proficient or highly proficient in math will increase from 12% in FY25 to 32% in FY27 on the AASA Assessment. • The proficiency of 3rd - 8th grade students receiving special education services will increase on the math AASA from 4% in FY25 to 24% in FY27. • The proficiency of students experiencing homelessness will increase on the math AASA from 6% in FY25 to 26% in FY27.	• The percentage of 3rd & 4th grade students scoring proficient or above on the AASA Math Assessment will increase from 25% in FY26 to 32% in FY27. • The percentage of 5th & 6th grade students scoring minimally proficient on the AASA Math Assessment will decrease from 65% in FY26 to 53% in FY27. • The percentage of 7th & 8th grade students scoring minimally proficient on the AASA Math Assessment will decrease from 77% in FY26 to 65% in FY27. • The percentage of 3rd & 4th grade students receiving special education services scoring minimally proficient on the AASA Math Assessment will decrease from 74% in FY26 to 64% in FY27. • The percentage of 5th & 6th grade students receiving special education services scoring minimally proficient on the AASA Math Assessment will decrease from 89% in FY26 to 79% in FY27. • The percentage of 7th & 8th grade students receiving special education services scoring minimally proficient on the AASA Math Assessment will decrease from 93% in FY26 to 83% in FY27. • The proficiency of students experiencing homelessness scoring proficient or above on the AASA Math Assessment will increase from 27% in FY26 to 35% in FY27.

ELA Goals

ELA

- | ELA | |
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| <ul style="list-style-type: none">• Decrease the percentage of K-2 students in well below from BOY to EOY by 25% and increase the percentage of at or above benchmark by 25% as measured by the May 2027 mCLASS assessment.• The percentage of 3rd - 8th grade students proficient or highly proficient in ELA will increase from 19% in FY25 to 45% in FY27 on the AASA Assessment.• The proficiency of 3rd - 8th grade students receiving special education services will increase on the ELA AASA from 7% in FY25 to 18% in FY27.• 25% of EL students will reclassify on AZELLA from spring FY26 to spring FY27.• The proficiency of students experiencing homelessness will increase on the ELA AASA from 9% in FY25 to 19% in FY27. | <ul style="list-style-type: none">• Decrease the percentage of K-2 students in well below from BOY to EOY by 25% and increase the percentage of at or above benchmark by 25% as measured by the May 2027 mCLASS assessment.• The percentage of 3rd & 4th grade students scoring proficient or above on the AASA ELA Assessment will increase from 31% in FY26 to 45% in FY27.• The percentage of 5th & 6th grade students scoring minimally proficient on the AASA ELA Assessment will decrease from 54% in FY26 to 44% in FY27.• The percentage of 7th & 8th grade students scoring minimally proficient on the AASA ELA Assessment will decrease from 60% in FY26 to 50% in FY27.• The percentage of 3rd & 4th grade students receiving special education services scoring minimally proficient on the AASA ELA Assessment will decrease from 89% in FY26 to 79% in FY27.• The percentage of 5th & 6th grade students receiving special education services scoring minimally proficient on the AASA ELA Assessment will decrease from 91% in FY26 to 81% in FY27.• The percentage of 7th & 8th grade students receiving special education services scoring minimally proficient on the AASA ELA Assessment will decrease from 91% in FY26 to 81% in FY27.• 25% of EL students will reclassify on AZELLA from spring FY26 to spring FY27.• The proficiency of students experiencing homelessness scoring proficient or above on the AASA ELA Assessment will increase from 41% in FY26 to 48% in FY27. |

Science & Engagement

Science

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| <ul style="list-style-type: none">• Student proficiency on the AzSci assessment for grades 5 and 8 will increase from an average of 17% in FY25 to 32% in FY27. | <ul style="list-style-type: none">• Student proficiency on the AzSci assessment for grades 5 and 8 will increase from an average of 17% in FY26 to 27% in FY27. |
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Parent and Family Engagement

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| <ul style="list-style-type: none">• BCSD will engage 20% of our parents/guardians in specifically planned events and activities which encourage cooperation between the home and school in establishing and achieving common educational goals for students. | <ul style="list-style-type: none">• BCSD will engage 20% of our parents/guardians in specifically planned events and activities which encourage cooperation between the home and school in establishing and achieving common educational goals for student |
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Action Steps

Math

- Provide specific dedicated time for teachers to revise the unpacked standards documents and create common CFAs to measure standards proficiency.
- Provide professional development and coaching to improve the instructional leadership skills of our administrators and coaches, and our instructional staff use of effective teaching and classroom management strategies to maximize student learning.
- Implement targeted professional development programs aimed at enhancing teachers' content knowledge. This initiative will focus on equipping educators with the necessary skills and understanding to strengthen standards-based instruction, ultimately leading to improved student achievement.
- Deliver professional development to administrators, coaches, and teachers on enhancing Tier 1 instructional practices, focusing on rigor, engagement, and alignment to state standards to reduce the need for intensive interventions.
- Establish a 10-day Data-to-Action cycle where teachers utilize universal screeners and diagnostic tools to regroup students for targeted Tier 2 interventions; supported by professional development focused on interpreting progress monitoring trends and adjusting instructional scaffolding.
- Facilitate training and support on the ADEL platform to help instructional staff catalog and maintain pacing guides, unwrapped documents, and lesson plans, ensuring a centralized digital repository for instructional materials.

ELA

- Provide specific dedicated time for teachers to revise the unpacked standards documents and create common CFAs to measure standards proficiency.
- Provide professional development and coaching to improve the instructional leadership skills of our administrators and coaches, and our instructional staff use of effective teaching and classroom management strategies to maximize student learning.
- Deliver professional development to administrators, coaches, and teachers on enhancing Tier 1 instructional practices, focusing on rigor, engagement, and alignment to state standards to reduce the need for intensive interventions.
- Provide compensatory services for EL students through an additional day of after school program to improve mastery of state standards as measured by AASA and district benchmark assessments.
- Facilitate ongoing professional development focused on high-leverage strategies and scaffolds for EL students and those requiring intensive, individualized interventions.
- Facilitate training and support on the ADEL platform to help instructional staff catalog and maintain pacing guides, unwrapped documents, and lesson plans, ensuring a centralized digital repository for instructional materials.

Science & Engagement

- Deliver targeted and ongoing professional development for K-8 teachers on the Savvas Experience Science curriculum to ensure high-quality, standards-based instruction and increase student mastery of Arizona Science Standards.
- Provide specific dedicated time for teachers to revise the unpacked standards documents and create common CFAs to measure standards proficiency in grades 5-8.
- Provide professional development that builds teacher capacity to implement intensive, research-based interventions and scaffolding frameworks within the science curriculum, specifically targeting the achievement gap for English Learners and students with individualized needs.
- Facilitate training and support on the ADEL platform to help instructional staff catalog and maintain pacing guides, unwrapped documents, and lesson plans, ensuring a centralized digital repository for instructional materials.
- Provide workshops for parents/guardians quarterly to be informed of student learning expectations and accessing the information needed.
- The district will provide three preschool Title 1 classrooms, one at Sunrise, Diamondback, and Coyote Canyon. Students are screened to determine eligibility for the Title 1 preschool classrooms based on residency in our boundaries, academic development, and income.
- Ensure equitable access to educational resources by translating all vital communication between the district, all school sites, and the broader community into the primary languages spoken by families
- Increase parent and community attendance at Governing Board Meetings and at academic-based school activities to increase partnerships and knowledge of academic achievement and expectations.

Q1 Goals

- By the end of Quarter 1, 60% of observed K–8 classrooms districtwide will score agree or higher on Rigor Walk Question 7. Students will intentionally interact with partners or groups to discuss lesson content, respond to the thinking of others, and share and support their own ideas using established interaction structures and tools with teacher guidance
- 70% or less of students in grades 3-8 will score MP on the Q1 Math DnA benchmark assessment
- 85% or less of our students in special education will score MP on our Q1 ELA DnA benchmark assessment.

Additional Questions, Comments & Feedback

We'd love to hear your thoughts, comments, or questions.



Next Meeting

NOV 2026

04

WEDNESDAY



Wednesday, November 4, 2026



4:30 - 5:30 pm

FY27 LIAP Action Steps

Math

- Provide specific dedicated time for teachers to revise the unpacked standards documents and create common CFAs to measure standards proficiency.
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- Implement targeted professional development programs aimed at enhancing teachers' content knowledge. This initiative will focus on equipping educators with the necessary skills and understanding to strengthen standards-based instruction, ultimately leading to improved student achievement.
- Deliver professional development to administrators, coaches, and teachers on enhancing Tier 1 instructional practices, focusing on rigor, engagement, and alignment to state standards to reduce the need for intensive interventions.
- Establish a 10-day Data-to-Action cycle where teachers utilize universal screeners and diagnostic tools to regroup students for targeted Tier 2 interventions; supported by professional development focused on interpreting progress monitoring trends and adjusting instructional scaffolding.
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- Provide compensatory services for EL students through an additional day of after school program to improve mastery of state standards as measured by AASA and district benchmark assessments.
- Facilitate ongoing professional development focused on high-leverage strategies and scaffolds for EL students and those requiring intensive, individualized interventions.
- Facilitate training and support on the ADEL platform to help instructional staff catalog and maintain pacing guides, unwrapped documents, and lesson plans, ensuring a centralized digital repository for instructional materials.

FY27 LIAP Action Steps

Science

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- Provide professional development that builds teacher capacity to implement intensive, research-based interventions and scaffolding frameworks within the science curriculum, specifically targeting the achievement gap for English Learners and students with individualized needs.
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Family & Community Engagement

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