

McCamey Independent School District



McCamey High School

2026-2027 Campus Improvement Plan

Mission Statement

The mission of McCamey ISd is to provide a positive productive environment for students, parents, staff, and community in a way that promotes a quality education through high expectatons, sound instructional practices and effective communication so that all students become responsible, successful, and lifelong learners.

Vision

We Believe We Achieve

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

CSI / School Improvement Alignment

TEA's 2026 report identifies McCamey High School for Comprehensive Support and Improvement due to low performance, with progress made. The campus was originally identified in 2025 with a Closing the Gaps scaled score of 46; the 2026 scaled score increased to 65. TEA states that exit requires the campus not to rank in the bottom five percent of its school type's Closing the Gaps domain for two consecutive years and to have a Closing the Gaps scaled score at the end of the second year that is higher than the identification-year score.

For 2026-27, Goals 1-4 should serve as the core academic school-improvement work: improve RLA/math achievement, close student-group gaps, strengthen Tier 1 instruction, and increase growth/accelerated learning.

Student Learning

Summary

Student Group Performance and Closing the Gaps

2026 Measure	All	Eco Dis	Current EB	Current SPED	High Focus
All Subjects Meets+	34%	22%	11%	8%	20%
RLA Meets+	27%	17%	10%	4%	15%
Math Meets+	28%	17%	0%	0%	9%
RLA Academic Growth	56%	67%	58%	31%	54%
Math Academic Growth	92%	107%	92%	Masked	88%

Closing the Gaps earned only 2 of 24 possible Academic Achievement points and 0 of 4 English Language Proficiency points. The 2026 TELPAS progress rate reported for the evaluated EB group was 6% (1 of 17). By contrast, the campus earned all 12 available School Quality/CCMR points.

Verified source: TEA 2026 Closing the Gaps, McCamey H S (231901001).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student groups, particularly economically disadvantaged, emergent bilingual, special education, and High Focus students, demonstrate significant gaps in academic achievement. RLA is a broad campus need, while mathematics Meets performance is especially low for EB and special education students.	Tier 1 differentiation, language supports, implementation of accommodations, targeted intervention, and progress monitoring may not be sufficiently consistent to accelerate identified student groups.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Teachers at the high school have a high turn over rate that leads to inconsistency in the classroom and lower STAAR performance.

Instructional consistency can be disrupted when vacancies, turnover, new-teacher onboarding, or professional learning systems are not sufficiently supported.

2
★

Instructional systems are not yet producing sufficient Meets/Masters performance in RLA and mathematics or sufficient RLA academic growth.

There may be inconsistent implementation of TEKS-aligned rigorous Tier 1 instruction, common assessment analysis, targeted reteaching, and progress monitoring across classrooms.

3
★

Student achievement at the Meets and Masters levels is insufficient, particularly in RLA and mathematics. In 2026, 27% of RLA tests and 28% of mathematics tests reached Meets or above; Masters performance was 3% in RLA and 0% in mathematics.

Standards-aligned Tier 1 instruction, checks for understanding, data-driven reteaching, and intervention may not yet be implemented with sufficient consistency and intensity to move more students from Approaches/Did Not Meet to Meets and Masters.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates

- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data

- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1

McCamey High School will earn a "B" for the 2026-2027 school year.

Performance Objective 1

McCamey High School will improve state accountability performance by increasing the percentage of students reaching Meets and Masters in each tested content area, with the greatest emphasis on RLA and mathematics.

Evaluation Data Source: Individual STAAR scores
Overall District Rating

Strategy 1

Implement a consistent PLC/data cycle in tested content areas: unpack TEKS, plan aligned instruction, review common assessment/student work, identify misconceptions, reteach, and reassess.

Strategy's Expected Result/Impact: Every tested-content PLC will use current student evidence to plan reteach/enrichment, with documented movement toward campus targets.

Staff Responsible for Monitoring: Principal, instructional leaders, core teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2

Strengthen daily Tier 1 instruction through clear standards-aligned objectives, appropriately rigorous tasks, frequent checks for understanding, purposeful student discourse/writing, and aligned exit tickets.

Strategy's Expected Result/Impact: Walkthrough and student-work evidence will show increased consistency of rigorous TEKS-aligned instruction and improved local assessment mastery.

Staff Responsible for Monitoring: Principal, instructional coaches/support staff, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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June

Strategy 3

Use short-cycle assessment data to identify students below mastery and provide timely reteach, correction, extension, and reassessment opportunities aligned to campus grading/correction expectations.

Strategy's Expected Result/Impact: Fewer students will remain below mastery after each instructional cycle; benchmark and STAAR Meets/Masters rates will increase.

Staff Responsible for Monitoring: Teachers, principal, intervention staff

Formative Reviews

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Strategy 4

Provide supplemental academic supports and instructional resources based on identified needs, including small-group instruction, tutorials, Badger Time, instructional materials, and allowable supplemental staff/services.

Strategy's Expected Result/Impact: Students receiving supplemental support will demonstrate documented progress toward grade-level mastery.

Staff Responsible for Monitoring: Principal, teachers, instructional aides/support staff

Funding Sources: Title I,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

In accordance with HB4545 the campus purchased software Edmentum to track, log, and monitor student performance in preparation for STAAR retake and compliance with 30 hour RTI required by HB for each unsuccessful STAAR test.

Strategy's Expected Result/Impact: Students are successful on STAAR retakes

Staff Responsible for Monitoring: Teachers are assigned groups to monitor and guide through software to fill in gaps in learning to provide student success.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Goal 2

McCamey High School will provide a rigorous, well balanced curriculum in alignment with the TEKS to ensure students reach their full academic potential.

Performance Objective 1

By the end of 2026-27, McCamey High School will increase RLA and mathematics performance through consistent implementation of district-approved, TEKS-aligned instructional materials and evidence-based instructional practices.

Evaluation Data Source: Evaluation Data Sources: STAAR; benchmarks; common assessments; walkthroughs; lesson plans; student work; PLC documentation

Strategy 1

Confirm and implement the district-approved curriculum/HQIM for each RLA and mathematics course with attention to TEKS alignment, pacing, task rigor, and lesson internalization.

Strategy's Expected Result/Impact: Teachers will deliver coherent, standards-aligned instruction and reduce gaps caused by inconsistent materials or pacing.

Staff Responsible for Monitoring: District/campus administration, RLA and mathematics teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Strategy 2

Use PLCs to analyze student work and item-level data by TEKS and student group, then plan targeted reteach and enrichment.

Strategy's Expected Result/Impact: Instructional responses will be tied to specific standards and misconceptions rather than broad test-prep activities.

Staff Responsible for Monitoring: Principal, RLA/math teachers, instructional support

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

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Strategy 3

Provide job-embedded coaching and professional learning in rigorous questioning, reading/ writing across content, mathematical reasoning, checks for understanding, differentiation, and use of student data.

Strategy's Expected Result/Impact: Walkthrough evidence will show stronger instructional practice and student cognitive engagement.

Staff Responsible for Monitoring: Principal, district/ESC support, teachers

TEA Priorities: Connect high school to career and college

Formative Reviews

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Goal 3

McCamey High School will continue to recruit and retain quality administrators, teachers, and other staff.

Performance Objective 1

McCamey High School will provide systems of onboarding, mentoring, professional learning, collaboration, and feedback that support effective instruction and staff retention.

2026 Baseline

2026-27 Campus Target

[LOCAL DATA NEEDED: current turnover, vacancies, certification, experience, mentor participation]

[CAMPUS INFORMATION NEEDED: establish measurable retention/mentoring/PD targets after baseline is entered]

Evaluation Data Source: Personnel records; certification records; mentor logs; T-TESS/T-PESS; staff surveys; PD records; vacancy/turnover data

Strategy 1

Assign a trained mentor/support contact to each new teacher and provide scheduled check-ins focused on campus procedures, instruction, classroom management, grading, and student support.

Strategy's Expected Result/Impact: New staff will receive consistent onboarding and instructional support.

Staff Responsible for Monitoring: Principal, mentor teachers, district administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Strategy 2

Provide job-embedded professional learning based on accountability data, walkthrough trends, teacher needs, and campus priorities.

Strategy's Expected Result/Impact: Professional learning will directly address identified instructional needs and be followed by implementation evidence.

Staff Responsible for Monitoring: Principal, district/ESC support

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

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Strategy 3

Use PLCs, feedback cycles, recognition, and staff voice to strengthen collaboration and professional culture.

Strategy's Expected Result/Impact: Staff survey and retention indicators will improve from the established baseline.

Staff Responsible for Monitoring: Principal, campus leadership team

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Goal 4

McCamey High School will continue to identify students within special populations including at-risk, economically disadvantaged, 504 and Dyslexia, Special-Education, and English-learners using state/federal criteria and will provide programs and services to address their academic, social, and emotional needs.

Performance Objective 1

McCamey High School will increase annual academic growth and accelerated learning outcomes through a structured intervention and progress-monitoring system.

2026 Baseline

2026-27 Campus Target

Academic Growth 66; Accelerated Learning 34; 31 of 96 annual-growth tests earned 0 points

Academic Growth score at least 75; accelerated learning score at least 60. [CAMPUS INFORMATION NEEDED: approve/adjust targets]

Evaluation Data Source: TEA Academic Growth; local universal/diagnostic assessments; common assessments; intervention progress monitoring; STAAR retest results

Strategy 1

Create and maintain an intervention roster identifying the specific TEKS/skill deficit, intervention provider, frequency/duration, progress measure, and review date for each student receiving accelerated support.

Strategy's Expected Result/Impact: Intervention will be skill-specific, measurable, and adjusted based on evidence of student response.

Staff Responsible for Monitoring: Principal, counselor, teachers, intervention staff

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Use Badger Time as a structured academic intervention/enrichment block with priority given to identified learning gaps, missing mastery, corrections/reteach, and required accelerated instruction.

Strategy's Expected Result/Impact: Students assigned for academic support will demonstrate measurable improvement and exit intervention when mastery criteria are met.

Staff Responsible for Monitoring: Principal, teachers, intervention staff

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Strategy 3

Monitor students who were unsuccessful on a state assessment and provide accelerated instruction consistent with current state and district requirements.

Strategy's Expected Result/Impact: Students will receive documented accelerated instruction and demonstrate improved performance on subsequent assessments

Staff Responsible for Monitoring: Administrators, teachers, counselor

Formative Reviews

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Goal 5

McCamey High School will maintain a safe learning environment for all students. Security and preparation by administration and staff through drills, vigilance, and protocols to insure a safe campus for all students.

Performance Objective 1

McCamey High School will maintain a safe and orderly campus with consistent expectations for attendance, behavior, supervision, emergency preparedness, and student belonging.

2026 Baseline

2026-27 Campus Target

[LOCAL DATA NEEDED: attendance, chronic absence, tardies, discipline referrals, removals, safety survey, drill compliance]

[CAMPUS INFORMATION NEEDED: set measurable attendance/discipline/climate targets after baseline review]

Evaluation Data Source: Attendance and discipline reports; safety/drill records; student/staff/parent surveys; campus walkthroughs; counseling/support records

Strategy 1

Implement and communicate consistent campus expectations for attendance, tardies, classroom behavior, hallways, technology/phones, and extracurricular events in alignment with the Student Code of Conduct and district policy.

Strategy's Expected Result/Impact: Students and staff will have clear, consistently enforced expectations that protect instructional time.

Staff Responsible for Monitoring: Principal, teachers, office staff, coaches/sponsors

Formative Reviews

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Strategy 2

Review and practice required emergency procedures and maintain current campus emergency documentation in coordination with district safety personnel.

Strategy's Expected Result/Impact: Staff and students will understand and follow emergency procedures.

Staff Responsible for Monitoring: Principal, district safety personnel, staff

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Strategy 3

Use student organizations, recognition, extracurricular opportunities, counseling/support, and student voice to strengthen belonging and positive campus culture.

Strategy's Expected Result/Impact: Climate survey, participation, attendance, and discipline indicators will improve from baseline.

Staff Responsible for Monitoring: Principal, counselor, teachers, sponsors/coaches

Formative Reviews

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Goal 6

McCamey High School will partner with parents, guardians, and the community in the education of all students.

Performance Objective 1

McCamey High School will provide consistent two-way communication and meaningful family/community engagement connected to student achievement, attendance, graduation, Title I services, and college/career readiness.

2026 Baseline

2026-27 Campus Target

[LOCAL DATA NEEDED: current parent participation and survey baseline]

[CAMPUS INFORMATION NEEDED: establish participation/communication targets]

Evaluation Data Source: Parent surveys; meeting agendas/sign-ins; communication logs; conference records; Title I documentation; event participation

Strategy 1

Conduct required Title I parent/family engagement activities and communicate the campus Title I program, academic priorities, family engagement policy/compact as applicable, and ways families can support learning.

Strategy's Expected Result/Impact: Families will understand Title I services, campus academic needs, and opportunities for participation.

Staff Responsible for Monitoring: Principal, federal programs staff

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Strategy 2

Provide timely communication through district-approved channels regarding grades, attendance, interventions, events, emergencies, and campus expectations, with language access as required.

Strategy's Expected Result/Impact: Families will receive consistent and understandable information needed to support students.

Staff Responsible for Monitoring: Administrators, teachers, office staff

Formative Reviews

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Strategy 3 Offer engagement opportunities connected to report cards/academic progress, FAFSA/financial aid, graduation planning, CTE, college/career readiness, and student support. Strategy's Expected Result/Impact: Family participation will be connected to measurable student outcomes rather than only social events. Staff Responsible for Monitoring: Principal, counselor, CTE staff, teachers Formative Reviews			
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Goal 7

McCamey High School will continue to grow and improve the CTE department. McCamey High School partnership with PBIZ to offer our students more learning opportunities in the area of CTE. Current pathways include CNA, LVN, Welding, Business Management, Oil and Gas, and Accounting.

Performance Objective 1

McCamey High School will sustain high graduation and CCMR outcomes while expanding meaningful access to dual credit, industry-based credentials, programs of study, and postsecondary planning.

2026 Baseline

2026-27 Campus Target

CCMR 96%; Class of 2025 4-year graduation 96%; qualifying dual credit 29.2%; IBC CCMR credit 0%
Maintain CCMR at 90% or higher and 4-year graduation at 95% or higher; increase students earning aligned IBC/CTE outcomes from local baseline. [LOCAL DATA NEEDED: establish IBC baseline/target]

Evaluation Data Source: CCMR tracker; graduation cohort reports; transcripts; PGPs; dual credit; IBC records; CTE concentrator/completer data

Strategy 1

Maintain an individual CCMR tracker for students beginning before senior year and review progress at least each grading period for students approaching graduation.

Strategy's Expected Result/Impact: Students will have multiple pathways to meet CCMR and remain on track for graduation.

Staff Responsible for Monitoring: Counselor, principal, CTE staff

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Strategy 2

Monitor personal graduation plans, credits, EOC requirements, attendance, and course completion to identify students at risk of delayed graduation or dropout.

Strategy's Expected Result/Impact: The campus will sustain a high graduation rate and intervene early with off-track students.

Staff Responsible for Monitoring: Counselor, principal, teachers

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Strategy 3

Align CTE recruitment, sequencing, work-based learning, dual credit, and certification preparation to current approved programs of study and student postsecondary goals.

Strategy's Expected Result/Impact: More students will complete coherent CTE sequences and earn meaningful postsecondary credentials.

Staff Responsible for Monitoring: CTE director/coordinator, principal, counselor, CTE teachers, partners

Formative Reviews

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Strategy 4

Provide incoming high school students and families with pathway information before course selection and revisit pathway/endorsement plans annually.

Strategy's Expected Result/Impact: Students will make informed course selections and remain on coherent graduation and career pathways

Staff Responsible for Monitoring: Counselor, CTE staff, administration

Formative Reviews

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Goal Tables

RDA Strategies

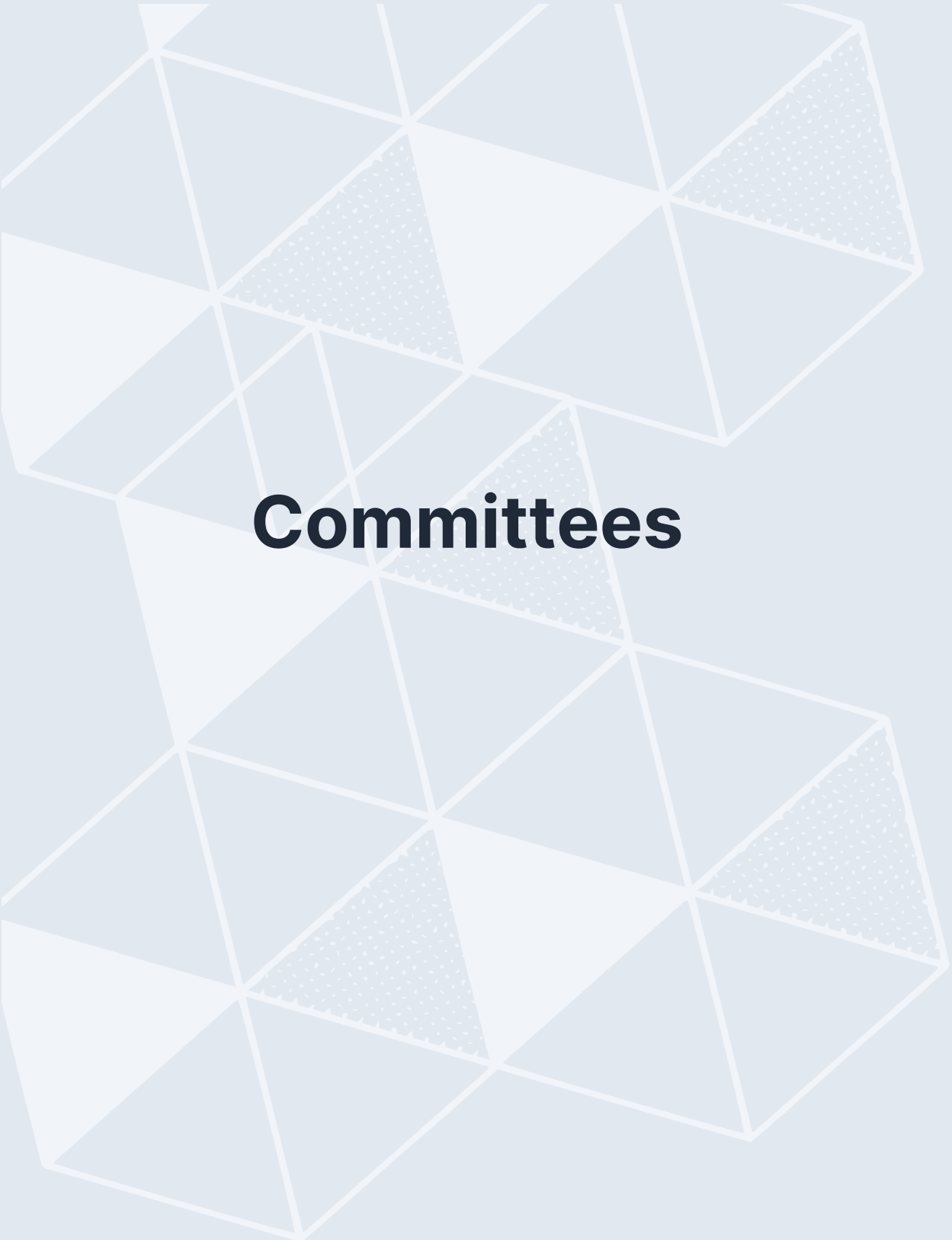
Goal	Performance Objective	Strategy	Description
1	1	5	In accordance with HB4545 the campus purchased software Edmentum to track, log, and monitor student performance in preparation for STAAR retake and compliance with 30 hour RTI required by HB for each unsuccessful STAAR test.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	5	In accordance with HB4545 the campus purchased software Edmentum to track, log, and monitor student performance in preparation for STAAR retake and compliance with 30 hour RTI required by HB for each unsuccessful STAAR test.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	5	In accordance with HB4545 the campus purchased software Edmentum to track, log, and monitor student performance in preparation for STAAR retake and compliance with 30 hour RTI required by HB for each unsuccessful STAAR test.



Committees

Committees

2025-2026 Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Cody	Zamora	Community Member	Business Owner
Ullvia	Trejo	Parent	Parent
Ron	Brooks	Community Member	Community Representative
Amy	Hartman	Teacher	Classroom Teacher
Jessica	Brooks	Teacher	Classroom Teacher
Kathie	Woodard	Teacher	Classroom Teacher
Mary	Barker	Counselor	Administrator
Coy	Barker	Principal	Administrator



Funding Summary

Funding Summary

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	\$0.00
Sub-Total					\$0.00