

McCamey Independent School District



McCamey Middle School

2026-2027 Campus Improvement Plan

Mission Statement

McCamey Middle School is committed in empowering students in a creative, positive, and safe atmosphere while engaging them in opportunities which develop leadership, learning, and life applications resulting in productive and patriotic citizens.

Vision

LEARNING....LEADING....SUCCEEDING!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Achievement	7
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	14
Family and Community Engagement	16
School Organization	18
Technology	20
Priority Problem Statements	22
Data Documentation for CNA	24
Improvement Planning Data	25
Accountability Data	25
Student Data: Assessments	25
Student Data: Student Groups	25
Student Data: Behavior and Other Indicators	26
Employee Data	26
Parent/Community Data	26
Support Systems and Other Data	26
Goals	27
Goal 1 : McCamey Middle School work to show growth for all students and work to...	28
Goal 2 : McCamey Middle School will communicate and connect with all stakehold...	35
Goal 3 : McCamey Middle School will provide 21st Century educational experience...	36
Goal 4 : McCamey Middle School will work to create a supportive environment for ...	38
Goal 5 : McCamey Middle School will secure a safe learning environment for stude...	40
Title I Summary	42
Title I	43
Committees	44
2025-2026 Campus Improvement Team	45
Members	45



Comprehensive Needs Assessment

Demographics

Summary

This year the enrollment has stayed steady with an average enrollment of 150. The student population is 75% Hispanic, 19% White, 3% African American, and 3% Other Races. Special populations make up 66.7% Economically Disadvantaged, 60.8% At-Risk, 12.4% Special Education, 9.2% BE, and 6.5% G/T.

McCamey Middle School attendance rates are at 92% which has decreased significantly in recent years.

The average class size is dependent on grade level. Class sizes are as high as 24 and could be larger with new enrollments. This is due to limited sections being offered in core classes and a lack of staff for more sections.

Discipline is average with most infractions being class disruptions.

Strengths

Only two teachers have less than six years of experience.

The target groups are basically one in the same. Most of the students represent multiple demographic groups within the one student. For example, a student may be BE, Hispanic, At-Risk and Economically Disadvantaged.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ With high at-risk and economically disadvantaged, the students lack in vocabulary and basic reading skills.	Students lack the opportunities or are limited to various educational activities at home and at school. Teachers lack the training to use a variety of instructional strategies to cross curricular the basics of reading and comprehension.
2 High teacher to student ratios in core and STAAR classes cause problems with behavior and therefore impacting student learning.	Not enough teachers and too many that are coaching and limited on the available class periods. Too much time on the computer with intervention and not in person intervention.

★ = Priority

Student Achievement

Summary

STAAR RESULTS

STAAR READING	DID NOT MEET					APPROACHES					MEETS					MASTERS				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
5TH GRADE	35	25	49	54	29	65	75	51	47	72	35	44	26	21	24	19	9	10	0	16
6TH GRADE	45	47	22	44	43	55	53	78	56	58	20	20	46	11	24	13	0	19	11	0
7TH GRADE	12	29	44	30	36	88	71	56	70	64	49	36	35	15	19	24	12	22	27	17
8TH GRADE	18	14	27	36	18	82	86	73	64	82	53	51	35	315	21	38	8	15	18	27

STAAR MATH	DID NOT MEET					APPROACHES					MEETS					MASTERS				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
5TH GRADE	44	41	53	46	32	56	59	47	54	68	28	28	18	18	26	13	6	3	3	8
6TH GRADE	37	40	27	42	24	63	60	73	58	76	18	20	32	22	30	5	13	5	6	5
7TH GRADE	47	51	68	63	82	43	49	32	37	18	17	13	7	11	0	0	3	0	7	0
8TH GRADE	11	27	23	40	32	89	73	77	60	68	41	33	31	17	35	14	13	12	14	9

STAAR SOCIAL STUDIES	DID NOT MEET					APPROACHES					MEETS					MASTERS				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026

8TH GRADE	62	49	44	79	48	38	51	56	21	52	6	14	21	6	9	3	3	8	9	0
-----------	----	----	----	----	----	----	----	----	----	----	---	----	----	---	---	---	---	---	---	---

STAAR SCIENCE	DID NOT MEET					APPROACHES					MEETS					MASTERS				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
5TH GRADE	56	59	74	69	58	44	41	26	31	42	22	16	8	3	16	16	3	0	3	3
8TH GRADE	38	51	63	58	42	62	49	37	42	57	15	11	12	6	18	0	0	0	9	12

STAAR 2025-2026 AREA OF CONCERN:

Small numbers in Meets and Masters across all subjects.

TELPAS 2025-2026 Overall Summary of Results

Students struggle to achieve the criteria for exiting throughout all grade levels.

Strengths

Multiple grades have the same teachers as the previously scored years.

MMS teachers utilize HQIM Bluebonnet Math and Reading curriculum aligned from 5 to 8th grades. TEA interim and other assessments are used to get data in efforts to drive instruction and identify previous year gaps partly due to the interruption of school by Covid.

PLC meetings are attended weekly for teachers to discuss data.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 ELL students are not showing growth and qualifying to exit the program.	Language proficient skills are not being targeted and additional classroom support is not provided efficiently to allow growth. Not enough accommodations for language connections.
2 ★ Science scores for 5th and 8th grade need improvement with 5th grade at 24% approaches and 8th grade at 27% approaches for the previous years. Scores were not reported due to new TEKS.	Lack of background knowledge and vocabulary. Lack of exposure to STAAR formatted questions.
3 ★ All subjects are low performing in areas of meets and masters.	Lack of vocabulary and skills for comprehension.

★ = Priority

School Culture and Climate

Summary

School safety drills are conducted as recommended by the state. General practices are put into place for locking classroom doors. Education on other safety issues are offered to parents, students and staff as available.

Student participation is encouraged and opportunities and ideas are discussed for promoting more student involvement.

Incentives are reviewed and intentional to benefit students excelling in academics and behavior.

Strengths

MMS staff are very supportive of students and each other. Teachers work to have safe, respectful, structured classrooms that promote learning. Students understand they will be held accountable for their learning.

A safe learning environment is provided by having any bullying or discipline issues being addressed immediately. Students are also given the opportunity to participate in numerous UIL academic and athletic events. Students are recognized for multiple achievements as they arise for example: Top Score on Benchmarks, Red Ribbon Week, Badger of the Month, Birthday announcements, Athletic Achievements, and special projects.

Add incentives for A/B Honor Roll and good student practices.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Activities are limited for extracurricular with MMS not offering many extracurricular opportunities besides sports.	There is not enough staff available after school to sponsor clubs and attend events related the to clubs.
2	Students who are successful and follow rules do not see rewards specific for reinforcing these practices.	Not enough funds for incentives.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

McCamey Middle School employs highly effective teachers and paraprofessionals. McCamey ISD also participates in TMT. Mentors are provided to new staff members to help with adjustments in their new settings and improve their teaching. Incentives and appreciation events occur monthly to recognize achievements and appreciation throughout the year. There is one staff member not certified on the campus and they are currently enrolled in a mentoring program. Teacher experience of greater than 6 years is high with only two teachers falling below that number. Average class size ranges according to core or elective and grade level enrollment.

Strengths

The district offers competitive salary scale, quality insurance, retention bonuses, teacher housing, and new teacher mentoring program.

The middle school offers them a newly constructed building and classrooms along with several features: access to technology in the classrooms with the use of J-touches, computers, Chromebooks with portable carts, and multiple computer labs.

Teacher PD is available to all employees using Region 18 and other services. Each 6 weeks, in service days/workdays are used to train in needed areas. Other professional development opportunities are supported as aligned with the campus and district goals. PD is also offered for paraprofessionals as it applies.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Professional development opportunities are limited for some areas of need.	McCamey Middle School is located in a remote area of West Texas and some training is too far to attend.
2 Highly qualified teachers specific to subject are limited.	Remote location and lack of applicants to interview and hire.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

MMS school calendar has a staff development/workday every 6 weeks.

Teachers are encouraged to search supplemental material, software, and trainings to enhance the learning experience in their classroom and provide different delivery methods for objectives. Teachers are encouraged to search for technology programs in which to implement another method of teaching concepts.

Opportunities for teachers to meet during conference times are scheduled in which student behavior, data and curriculum are discussed. Teachers use data from previous state assessments and collect data throughout the year to monitor student progress and make instructional decisions. Data meetings are held after every major exam and is recorded in DMAC. Data is used to drive and modify instruction and intervention throughout the year. New curriculum and/or supplemental materials are reviewed and purchased as needed as a result of identified weaknesses through data of state based assessments and needs throughout the year on CBA's.

TEA issued BOY and EOY exams (as offered), STAAR interim exams and CBA are used for assessment of students.

Curriculum used is state adopted and aligned with the TEKS. Supplemental materials purchased are researched and approved by the principal for standards equivalent to state and rigor level efficient.

Lesson plans are submitted and reviewed weekly. Walkthroughs and Formal assessments are conducted and curriculum is a focus during these processes. Weekly PLCs are conducted, and monthly Professional development is attended for areas of weakness such as RLA and Math.

Strengths

HQIM curriculum has been purchased, and implemented across the district in all subject areas.

Walkthroughs are conducted in regards to expectations aligned with the T-Tess Evaluation System. 4-Minute data walks are put in place to improve instructional components.

The use of DMAC and summary reports from TEA tests are used to analyze data and find the areas that need to be targeted and planning is done accordingly. Teachers use DMAC to create unit tests using state released STAAR test questions and CBA aligned with approved curriculum. Module and end of the unit assessments are uploaded into DMAC, and students take these assessments on the computer. A test bank of high rigor questions aligned with units from TEKS Resource are available for teacher use as well. All campus testing such as STAAR interim, TEA based tests, and CBAs are reviewed to ensure student mastery of concepts in data meetings with the principal following these assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs	
Problem Statement	Root Cause
1 Materials needed in STAAR format for teachers to use as supplement to current curriculum.	Adopted curriculum in multiple areas but especially history is not at the rigor to prepare students for STAAR and there are no other resources on campus to supplement.
2 Reading fluency, comprehension and overall abilities are low due to lacking in below grade level supporting skills.	Basic reading skills with large gaps in major components, lack of reading at home, and knowledge of teachers to implement reading across subjects.
3 Students lacking in background knowledge and skills for building in areas of social studies and science.	Students lacked in basic skills for social studies and science in lower grade levels to build onto for testing grades of 5th and 8th.

★ = Priority

Family and Community Engagement

Summary

McCamey Middle School believes parent involvement is important and vital to the success of our students. The school uses multiple modes of communication: Facebook, Thrillshare, and Google Classroom. The district has also updated the website to offer one place for all information across campuses. Most communication is in English only. Translators for meetings are available as needed.

We will continue to encourage parental and community involvement as often as possible. We have added an additional open house so that parents can collaborate with teachers in their child's growth.

We offer online services for tracking their student's behavior/academics by using Incidents which emails the parents when a referral is given and the parent portal for grade/attendance monitoring when tutorials are requested or students are missing work.

This is a small community and overall the perception of the school seems positive in regards to the ability to educate the students effectively. There could be more collaboration/communication with parents to increase their involvement in academic areas.

Opportunities for parents to attend and/or serve on committees and events are made available.

Strengths

McCamey is a small community and most of the staff are directly involved in the schools and community due to the family connections.

Businesses and organizations in the community are supportive of the school and activities. Donations are given for events such as teacher appreciation, red ribbon week, etc.

Parents participate in LPAC meeting, ARDs, 504 meetings, attendance meetings, UIL events, awards, Title 1, Campus Improvement, pep rallies, athletic events, school specific activities, and graduation ceremonies.

Community members attend pep rallies, assemblies, and athletic events throughout the year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 ★ Feedback from parents indicate that there is a lack of communication between the teachers and parents regarding academics.	Availability after school is limited due to coaching responsibilities. Teachers are available on their conference period.

★ = Priority

School Organization

Summary

Students understand that school is a place to learn, develop social skills, and grow. Students come to school prepared and with appropriate materials needed for learning. They understand the behavior expected and mostly abide by it. They treat each other with respect and experience a safe learning environment. The teachers and staff of McCamey Middle School display and model the value of a quality education.

Class scheduling is very limited due to the number of coaches employed on the campus currently and the lack of teaching staff. Electives are restricted to STAAR prep classes and band for 5th-7th grades. Opportunities have been limited for our higher-achieving students including the GT sub population. Band, Spanish, and theatre arts are offered for 8th-grade students. Opportunities such as Algebra and Algebra prep (7th graders with double math and advanced 6th-grade math) are available to students. 7th and 8th grade students are all in CTE classes.

PLC/Data meetings are held regularly to discuss data results, planning, curriculum needs, behavior and other issues.

General information is relayed to staff through staff meetings, emails, Remind 101, and the Principal's weekly newsletter.

Duty schedules for aides are the same daily to provide consistency with students and staff. This also makes it easier to recognize needs when a staff member is out.

Strengths

All core classes are offered sharing teachers across 2 grade levels.

PLC and Data Meetings occur regularly to collaborate among staff members for grade level and subject based alignment.

Coaching of staff occurs regularly.

Planning is based on TEKS Resource and aligned with state standards.

Problem Statements Identifying School Organization Needs

Problem Statement	Root Cause
1 There is minimal to no electives offered for 5th-7th grade students.	There is not enough staff available to offer the courses. There are too many coaches/teachers that restrict the available teaching periods.
2 PE and athletics are shared during 8th period and there is a lack of support for the PE course during athletic seasons.	Coaches are not available to offer a separate PE course with planned curriculum.
3★ Intense intervention is needed for below grade level skills to fill gaps in lower level objectives. STAAR classes are used for accelerated instruction but staff is an issue.	Students are missing skills needed to be successful with grade level objectives.

★ = Priority

Technology

Summary

McCamey Middle School has up-to-date technology. For student use, there are Chromebooks available in every classroom for all students, an average of 20 computers in 2 computer labs, computers in the library, and 5 computers in the dyslexia room. Many of the Chromebooks need to be replaced because they no longer receive updates. Each classroom is equipped with a touch screen, projector, document camera, and teacher computer.

Teachers are limited in their technology skills. Teachers have had limited training on devices and platforms such as Google Classroom. The platform for this campus has changed to Google Classroom so experience is low.

Strengths

There are 2 computer labs and 20 computers in the library that are available to students and classes as needed for technology integration. These labs are fairly new and have updated windows programs.

Wi-Fi is available through the school and security cameras are installed for safety.

There are multiple programs purchased for intervention and special population groups such as SPED and ELL.

Teachers were all given access and have been using the online resources that came with their state adopted curriculum. Some of these resources are more user friendly than others. These include: Think Central, McGraw Hill, etc.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Students are not accessing online programs in which they may work from home on skills.	There are not enough devices to send devices home with all students.
2	Students are unable to do basic skills for using current technology devices and programs such as keyboarding, email, internet searches, etc.	Students are limited to technology in their home setting. Students are not exposed at school to skill building on common computer programs. Internet on devices has been an issue in prior school years.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

With high at-risk and economically disadvantaged, the students lack in vocabulary and basic reading skills.

Students lack the opportunities or are limited to various educational activities at home and at school. Teachers lack the training to use a variety of instructional strategies to cross curricular the basics of reading and comprehension.

2
★

Science scores for 5th and 8th grade need improvement with 5th grade at 24% approaches and 8th grade at 27% approaches for the previous years. Scores were not reported due to new TEKS.

Lack of background knowledge and vocabulary.
Lack of exposure to STAAR formatted questions.

3
★

All subjects are low performing in areas of meets and masters.

Lack of vocabulary and skills for comprehension.

4
★

Feedback from parents indicate that there is a lack of communication between the teachers and parents regarding academics.

Availability after school is limited due to coaching responsibilities. Teachers are available on their conference period.

5
★

Intense intervention is needed for below grade level skills to fill gaps in lower level objectives. STAAR classes are used for accelerated instruction but staff is an issue.

Students are missing skills needed to be successful with grade level objectives.

★ = 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
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ 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
- ☒ 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

Parent/Community Data

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

Support Systems and Other Data

- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

McCamey Middle School work to show growth for all students and work towards 100% of students on grade level in Math and Reading.

Performance Objective 1 HB3 Goal

McCamey Middle School will offer HQIM curriculum and will use up to date teaching practices to deliver the instruction in Math, Reading, Writing , ELA, Science and Social Studies.

Evaluation Data Source: Individual STAAR scores

Campus Summary Reports

NWEA data

Interim Assessments

Module assessments

Strategy 1 Targeted Support Strategy

Students will be part of the data collection and analysis to help pinpoint areas of need in their learning. Students, teachers, and administrators will develop individualized plans to help these students meet their educational goals.

Strategy's Expected Result/Impact: 100% students will show mastery and/or growth on benchmarks and finally on their respective STAAR exams in the areas of math and reading.

Staff Responsible for Monitoring: Administrators

Teachers

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2

Summer school / extended school year will be offered to students needing to meet requirements for SSI promotion, successful grade promotion due to failing grades, and to make up attendance issues.

Strategy's Expected Result/Impact: All students will be promoted to the next grade.

Staff Responsible for Monitoring: Administrators

Teachers

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy

District curriculum and HQIM will be utilized daily in the classroom and teachers will prepare lessons to provide high quality instruction to all students.

Strategy's Expected Result/Impact: All students show growth on benchmarks and state exams.

Staff Responsible for Monitoring: Administrators
Teachers

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 2

McCamey Middle School will utilize arrangements to ensure that ALL students will achieve and meet the learning objectives for the Spring 2027 STAAR administrations

Evaluation Data Source: Report Cards
STAAR summary Reports
STAAR 2026 results
STAAR interims
Module assessments

Strategy 1 Targeted Support Strategy

Build a foundation of Reading and Math by offering intense intervention to address the learning needs of all students in all subjects.

Strategy's Expected Result/Impact: Students to increase their Reading and Math scores by closing the gaps of below grade level skills.

Staff Responsible for Monitoring: Administrators
Teachers
Paraprofessionals

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy

PLCs: The school will use data to drive intensive and targeted instruction.

Strategy's Expected Result/Impact: Increase in scores

Staff Responsible for Monitoring: Administration

Teachers

Paraprofessionals

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 3

504/ISS/AEP- The school will continue to support the alternative settings to ensure success of all students. Discipline issues will be addressed regarding students put in the alternate placements.

Strategy's Expected Result/Impact: Decreased numbers of students assigned to ISS/AEP to ensure students are in the best learning environment.

Staff Responsible for Monitoring: Administrators

Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 4

Scheduling- The school will continue to explore options for an additional staff member and/or less coaches to open more teaching periods in order to offer a better choice of electives and

enhance enrichment opportunities for all students.

Strategy's Expected Result/Impact: To add a new teacher and/or decrease the number of coaches opening more periods for instructional opportunities. This would allow the choice of more electives such as art, foreign language, and others.

Staff Responsible for Monitoring: Superintendent
Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November January March June

Strategy 5

HB 4545- MMS will ensure that they are providing intensive instruction for 15 hours in each subject area in which students were unsuccessful from the previous year.

Strategy's Expected Result/Impact: To improve understanding of subject level concepts in order to be successful on state testing.

Staff Responsible for Monitoring: Principal
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November January March June

Performance Objective 3

McCamey Middle School will supplement the instructional programs to meet the special needs of all special populations in order to narrow the achievement gap.

Evaluation Data Source: CBA Data
NWEA
IXL
TEA Assessments
Benchmark Assessments
Module Assessments

Strategy 1

GT- McCamey Middle School will offer enrichment opportunities and dual credit opportunities to promote the college readiness skills.

Strategy's Expected Result/Impact: Improved number of students in Meets and Masters of all subjects.

Staff Responsible for Monitoring: Administrator
Teachers
Paraprofessionals

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy

Special Education, Dyslexia and 504- Provide opportunities such as Badger Time for special population students to develop the necessary skills in reading, writing, and math. To provide the additional resources if needed to give targeted instruction for these students.

Strategy's Expected Result/Impact: Increase in STAAR scores in Sped and 504 population.

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy

ELL- Training will be available to all teachers in the best practices for ELL students. To ensure additional materials are provided in order to help with ELL transition .

Strategy's Expected Result/Impact: Improvement in oral language skills through Telpas, A-Z Learning, etc.

Staff Responsible for Monitoring: Administrators
Teachers
Paraprofessionals

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 4

Migrant- Support services will be available for all students needing migrant services.

Strategy's Expected Result/Impact: Assign additional assistance and guidance as students are identified and the need to present.

Staff Responsible for Monitoring: Administrator
Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Strategy 5 Targeted Support Strategy

At-Risk- McCamey Middle School will continue to provide modified and/or accelerated individualized instruction and strategies to address the needs of the struggling learners. Badger Time will be provided with targeted instruction to help students at-risk fill the gaps of below level skills in support of grade level objectives.

Strategy's Expected Result/Impact: Improvement in the RTI group scores primarily in Reading and Math. Decrease in low performing objectives from below grade level skills.

Staff Responsible for Monitoring: Administrators
Teachers
Paraprofessionals

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 6 Targeted Support Strategy

MMS will implement processes to evaluate and refine programs and instruction methods in order to address the reading gaps in all subject areas.

Strategy's Expected Result/Impact: Improvement in number of instructional strategies used by the teacher. Increase in cross curricular teaching with Reading.

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 4

Our school will continue to provide support services that address social, emotional, career, and educational needs of all students to improve attendance and reduce drop out rates.

Evaluation Data Source: TXeis- Behavior referrals
Incidents
STAAR results
Attendance/Tardy Reports

Strategy 1

Transition visits will be scheduled and other opportunities for campus visits to successfully transition students from one campus to another.

Strategy's Expected Result/Impact: To schedule campus visits for transition for 4th graders entering Middle School for 2025 school year and 8th graders to the High School for entering of 2025 school year.

Staff Responsible for Monitoring: Principals
Teachers
Counselors
Paraprofessionals

Formative Reviews

November

January

March

June

Goal 2

McCamey Middle School will communicate and connect with all stakeholders to develop a learning environment that is focused on student success.

Performance Objective 1

McCamey Middle School will communicate with all stakeholders to help collaboratively seek ideas that will engage students in learning.

Evaluation Data Source: Facebook
Website
Parent/Student Surveys
Parent Portal
Open Registration Labs
Meeting Sign In Sheets

Strategy 1

McCamey Middle School will provide open communication between all stakeholders using the website, campus pages, social media, notes, email and remind 101 all calls.

Strategy's Expected Result/Impact: To improve communication among all stakeholders.

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
----------	---------	-------	------

Strategy 2

Teachers and administrators will engage parents and stakeholders to receive input through various means.

Formative Reviews

November	January	March	June
----------	---------	-------	------

Goal 3

McCamey Middle School will provide 21st Century educational experiences using technology.

Performance Objective 1

To integrate 21st century learning using technology in instruction and providing improved equipment and tools to be used during the instruction.

Evaluation Data Source: Parent/Student Surveys

Technology program usage reports

Lesson Plans

Projects

Software Reports

Strategy 1

Devices-Explore purchasing more Chromebooks in order to have a 1:1 device ratio to to offer the optimum opportunity for technology usage regularly and every classroom with a set. Increase number of computers available in the labs and update any computers as needed.

Strategy's Expected Result/Impact: The number of student devices would fulfill a 1:1 ratio. Students will have increased access to technology.

Staff Responsible for Monitoring: Administrators

Technology Director

Superintendent

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, 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

Provide education in technology usage and programs for staff and students. To improve the ability of all stakeholders to implement technology effectively into the learning environment.

Strategy's Expected Result/Impact: Improved usage of technology during instructional situations and RTI. Increase usage of technology by teachers with knowledge of proper implementation for use during instruction.

Staff Responsible for Monitoring: Administrator

Teachers

Technology Director

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Goal 4

McCamey Middle School will work to create a supportive environment for the teachers and staff.

Performance Objective 1

Teachers will utilize the mentoring program to help retain teachers through providing them the needed support to be successful in the classroom.

Evaluation Data Source: Personnel Records

Strategy 1

Seek and develop highly qualified teachers and staff by providing professional development opportunities, promoting continued learning of the profession, and assisting staff in obtaining additional certifications and degrees.

Strategy's Expected Result/Impact: 100% of staff will possess appropriate certification and/or licensing.

Staff Responsible for Monitoring: Superintendent
Administrators
Directors

Formative Reviews

November

January

March

June

Strategy 2

Provide necessary learning opportunities for teachers via professional development, team-building activities, open-door policies, and active campus improvement teams including subject alignment and data desegregation.

Strategy's Expected Result/Impact: The district teacher turnover rate will decrease for 2025-2026 academic year.

Staff Responsible for Monitoring: Administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Strategy 3

Enhance a positive climate and culture for our faculty and staff through a variety of campus level activities.

Strategy's Expected Result/Impact: 100% of the staff will participate in motivational events throughout the school year on the Middle School campus such as staff lunches, gatherings, teacher incentives, positive promotion events, etc.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Goal 5

McCamey Middle School will secure a safe learning environment for students to succeed.

Performance Objective 1

Drills-McCamey Middle School will conduct all evacuation, lock downs, shelter in place, reverse evacuation and severe weather drills.

Evaluation Data Source: EOP
Drill schedule

Strategy 1

The campus emergency operation plan will be updated and tracking forms will be used to ensure all guidelines are met.

Strategy's Expected Result/Impact: Complete and accurate campus EOP.

Staff Responsible for Monitoring: Administrator

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Strategy 2

Training and education for parents, students and staff will be offered on subjects such as anti-bullying, sexual harassment and various other safety subjects.

Strategy's Expected Result/Impact: Decrease in bullying, sexual harassment and better understanding of safety operations of the school.

Staff Responsible for Monitoring: Principal
Teachers
Counselors
Paraprofessionals

Formative Reviews

November	January	March	June
----------	---------	-------	------

Performance Objective 2

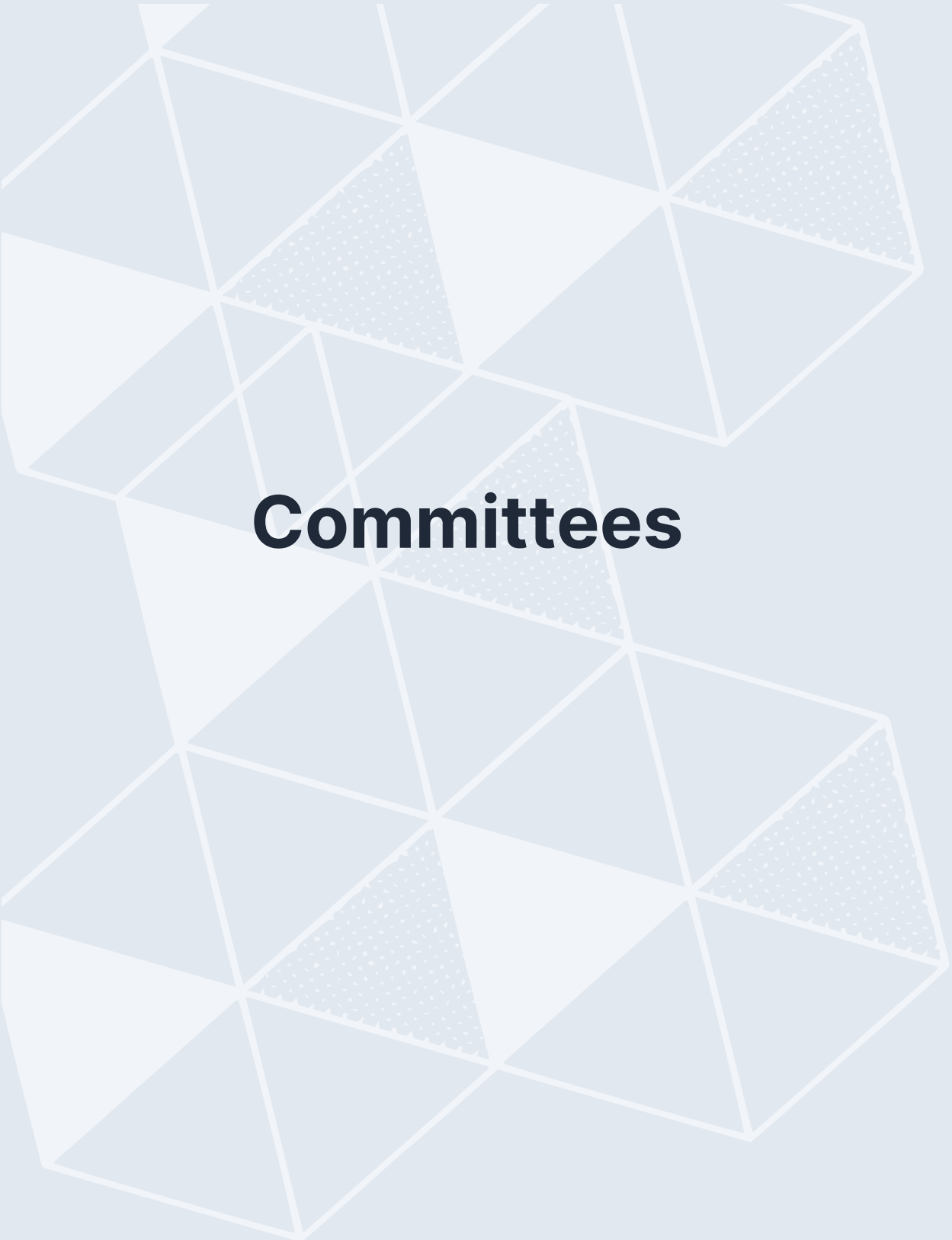
Administrators and staff will create a safe environment that is secure for our students and inviting.

Strategy 1 Staff will be trained in behavioral threat assessment through the Texas School Safety Center Formative Reviews			
November	January	March	June



Title I Summary

Title I



Committees

Committees

2025-2026 Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Michael	Woodard	Middle School Principal	Administrator
Charlotte	Jones	5/6 Math	Classroom Teacher
Shot	Selby	Student	Student
Santos	Saucedo	Special Education Teacher	Classroom Teacher
Keith	Barnes	7/8 Math	Classroom Teacher
Pedro	Rosales	Community Member	Community Representative
Sonia	Brooks	Parent	Parent
Mallory	Enciso	Paraprofessional	Paraprofessional
Velinda	Bolen	5/6 Social Studies Teacher	Classroom Teacher