

McCamey Independent School District



McCamey Primary School

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

ACHIEVEMENT THROUGH COMMITMENT

Value Statement

All students can learn and be academically successful in order to become productive citizens.

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Comprehensive Needs Assessment

Demographics

Summary

McCamey Primary is in a small community located in the southern part of the Permian Basin. McCamey is a city in Upton County, West Texas. The population was 1,887 at the 2010 census.^[3] The Texas legislature has declared McCamey "the Wind Energy Capital of Texas" because of the many wind farms that have been built in the area. Its history, however, is primarily that of an oil boom town.

McCamey ISD tax base includes primarily oil and gas production, but also wind and solar farms, as well as ranching and homes.

McCamey Primary is a PK-4 campus comprised of 53% female students and 47% male students.

McCamey Primary student population consists of 83% Hispanic, 15% White, and > 1% African American with a total of about 216 students.

Special population make up of McCamey Primary is 73% economically disadvantaged, 18% special education, and 11% ELs.

The percentages of economically disadvantaged, At-risk, and the Hispanic population have continued to rise over the last 10 years.

Strengths

McCamey Primary's target groups are basically one and the same. Most of the students who comprise one demographic exist in the others as well. For example, an individual student may be Hispanic, qualify as Low Socio-economic, and be considered At-Risk.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ McCamey Primary's Hispanic and/or economically disadvantaged students continue to perform below state established expectations on STAAR assessments.	McCamey Primary's Hispanic and/or economically disadvantaged students mostly come from homes with limited educational backgrounds, vocabulary, and experiences.

★ = Priority

Student Learning

Summary

The Primary campus has continually gone in and out of Improvement Required through the years.

2020-No accountability rating due to Covid.

2021- No Accountability rating due to Covid.

2022- "B" rating

2023- "F" rating

2024- "F" rating

2025- "C" rating

With only 80-90 students who test each year and with only 40-45 students rated for growth each year, it has been extremely difficult to maintain progress.-Since moving 5th and 6th grades back to the primary campus, we anticipate an increase of growth this year.

Strengths

Our students have consistently shown growth in Reading. We have vertically aligned our Reading curriculum using HQIM and our teachers work closely during weekly PLC meetings.

We have also adopted and implemented Bluebonnet Math. We are two years into the implementation of the Bluebonnet Learning Math Model, which is an HQIM used Kinder through 6th grade.

We are using progress monitoring Reading data to identify and serve below grade level readers in strategic intervention groups.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ McCamey Primary continues to struggle to meet standard on STAAR exams.	McCamey Primary has a large percentage of economically disadvantaged and Hispanic students. Both sub-populations have shown to have lower passing rates statewide.
2 ★ McCamey Primary does not have enough students performing at meets or masters grade level on STAAR exams.	McCamey Primary has struggled to increase just the percentage of students at approaches grade levels in recent years. Students with lower reading levels and limited educational environments at home have contributed to the campus continually having to play "catch-up" with students more than progressing to higher levels.
3 McCamey Primary continues to struggle to meet standard on STAAR Math exams.	McCamey Primary has struggled to increase the percentage of students at approaches grade levels in recent years. HQIM was purchased two years ago, and scores are beginning to show growth. Students are missing key skills and are having to play "catch-up" each year.

★ = Priority

School Processes & Programs

Summary

LIFT support from Region 18 ESC.

iReady, AR, IXL, Mindplay, Summit K12, and Zearn

Vertical alignment

Data analysis forms

Twice weekly PLCs

K-6th math assessments at the end of each unit

K-6th RLA end of module tests

Badger Time and WIN time each day

HQIM Math and Reading curriculum has been added, along with PD for the implementation of this curriculum.

LIFT framework utilized with fidelity

Strengths

Multiple systems are in place for both RLA and Math. At this point, the focus is on implementing these systems and ensuring that all teachers have sufficient training, support and materials in which they can improve classroom instruction effectively.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Tier I instruction is not sufficient to overcome the educational challenges of our students and their respective performance on state exams.	Students have limited academic exposure outside of the daily classroom. Rigorous HQIM requires multiple scaffolds for students to experience success.

★ = Priority

Perceptions

Summary

McCamey Primary has great students. We experience very few behavior problems, but we do continually struggle with students not completing assignments and low attendance. Any actual misbehavior usually occurs in non-instructional settings. We have very limited instances of fighting, disrespectful behavior, major disruptions, etc., but a major concern is students' lack of success on state exams. This continual battle directly and negatively damages staff morale. The accountability system does not favor a campus with the demographics of McCamey Primary, especially with the campus having only 4th grade students to evaluate for growth. Parental support and involvement is very limited in terms of academic support and promotion.

Strengths

Discipline is not a dominating concern on the campus.

McCamey Primary staff continues to work as a team to take whatever steps are necessary in order to ensure student growth. Focus is on various progress markers.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Parents and students continue to exhibit too little concern/support of academics. Low attendance rates affect daily student performance.	The importance of education is undervalued and is not a priority for many students and parents due to more severe issues in their homes and around the community.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

McCamey Primary continues to struggle to meet standard on STAAR exams.

McCamey Primary has a large percentage of economically disadvantaged and Hispanic students. Both sub-populations have shown to have lower passing rates statewide.

2
★

McCamey Primary's Hispanic and/or economically disadvantaged students continue to perform below state established expectations on STAAR assessments.

McCamey Primary's Hispanic and/or economically disadvantaged students mostly come from homes with limited educational backgrounds, vocabulary, and experiences.

3
★

McCamey Primary does not have enough students performing at meets or masters grade level on STAAR exams.

McCamey Primary has struggled to increase just the percentage of students at approaches grade levels in recent years. Students with lower reading levels and limited educational environments at home have contributed to the campus continually having to play "catch-up" with students more than progressing to higher levels.

4
★

Tier I instruction is not sufficient to overcome the educational challenges of our students and their respective performance on state exams.

Students have limited academic exposure outside of the daily classroom. Rigorous HQIM requires multiple scaffolds for students to experience success.

5
★

Parents and students continue to exhibit too little concern/support of academics. Low attendance rates affect daily student performance.

The importance of education is undervalued and is not a priority for many students and parents due to more severe issues in their homes and around the community.

★ = 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
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

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

Student Data: Assessments

- ☒ 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
- ☒ Running Records results

- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ 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
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement 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

- ☒ 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
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent 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 Primary will receive at least a B for the 2026-2027 school year.

Performance Objective 1 High Priority

At least 50% of 3rd-6th grade students will meet standard on state assessments.

Evaluation Data Source: Individual STAAR scores
Overall campus rating

Strategy 1

Kinder-6th grade teachers will receive individualized lesson design and data disaggregation sessions with administrator as well as bimonthly observation feedback coaching.

Strategy's Expected Result/Impact: At least 50% of 3rd-6th graders will meet standard on the 2026 STAAR assessments.

Staff Responsible for Monitoring: Administrators
Teachers
Region 18 ESC

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Teachers will utilize assessment data from DMAC to determine individual and grade level academic needs and address those needs during Badger time and WIN time.

Strategy's Expected Result/Impact: At least 50% 3rd-6th graders will meet standard on the 2026 STAAR assessments.

Staff Responsible for Monitoring: Administrators
Teachers
Region 18 ESC

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Teachers will use HQIM curriculum and tracking systems to remediate and enhance learning via software such as iReady, Mindplay, Summit K12, IXL, and other applicable programs. Many of these programs can be accessed at home by the student and/or parent.

Strategy's Expected Result/Impact: At least 80% of students will show progress on the respective software programs assessment instruments.

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

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Strategy 4

Summer school / extended school year will be offered to qualifying LEP and Special Education students in addition to students at risk of grade retention and/or needing accelerated instruction for grade promotion and/or students needing to make up attendance for grade promotion.

Strategy's Expected Result/Impact: All students will be academically prepared and 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

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Performance Objective 2 High Priority HB3 Goal

Maintain consistency of instruction through all of the grade levels by including use of explicit objectives posted, increased writing, anchor charts and individual reference charts in RLA and math instruction.

Goal 2

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

Performance Objective 1 High Priority

All student instruction will be sequenced and aligned for maximum student learning using HQIM curriculums.

Evaluation Data Source: Student Report Cards
Lesson Plans
DMAC data

Strategy 1

HQIM curriculums will be utilized to unpack the TEKS.

Strategy's Expected Result/Impact: Highly assessed standards will be emphasized, but teachers will ensure 100% of the TEKS are covered for core subjects.

Staff Responsible for Monitoring: Administrations
Teachers
Region 18 ESC

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Kindergarten through 6th grade math and reading teachers will receive outside assistance to increase their content knowledge utilizing HQIM materials and LIFT support.

Strategy's Expected Result/Impact: Teachers will be capable of delivering effective Tier I instruction in both math and reading groups.

Staff Responsible for Monitoring: Administrators
Teachers
Region 18 ESC

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Additional Targeted Support Strategy Results Driven Accountability

Provide additional supplemental instruction via instructional aides to support all students in each sub-population category for improvement in core content areas; activities include extended school day, extended school year, small group remediation, homework assistance, and one-to-one review of classroom instruction and areas of poor performance on benchmark exams.

Strategy's Expected Result/Impact: Passing grades in all core courses
Passing or substantial progress on STAAR exam performance

Staff Responsible for Monitoring: Administrators
Teachers
Instructional Aides

Funding Sources: Title I,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Provide supplemental instructional resources including but not limited to consumables, computer software programs, and various supplies to enhance instruction and provide additional support for all students in all sub-populations including economically disadvantaged and at-risk.

Strategy's Expected Result/Impact: Students' academic grades in core content areas will improve as will the scores on benchmarks and STAAR exams.

Staff Responsible for Monitoring: Administrators
Teachers

Funding Sources: Title I,

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Goal 3

McCamey Primary will work to retain teachers in the district and create a system of teacher recruitment.

Performance Objective 1

All faculty will meet state and federal certification and mandates.

Evaluation Data Source: Personnel Records
TMT TEA Grant
Job Fair Registrations

Strategy 1

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: Administrator

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Provide necessary learning opportunities for teachers via professional development, team-building activities, open-door policies, active campus improvement teams, and new teacher mentor programs through TMT.

Strategy's Expected Result/Impact: The campus teacher turnover rate will decrease for 2026-2027 academic year.

Staff Responsible for Monitoring: Administrators
Appointed TMT mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

Grade level teachers will meet in PLCs with the campus administrator to address needs and concerns and to acknowledge successes.

Strategy's Expected Result/Impact: The campus teacher turnover rate will decrease for 2026-2027 academic year.

Staff Responsible for Monitoring: Administrator

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

ESF Levers: Lever 3: Positive School Culture

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Strategy 4 Additional Targeted Support Strategy Results Driven Accountability

Teachers will continue to be provided professional development and conference attending opportunities in all content areas including but not limited to Bluebonnet HQIM Math and RLA trainings, monthly staff development and various region 18 esc support meetings to successfully strengthen current instruction.

Strategy's Expected Result/Impact: Teachers and administrators will continue to improve their craft and gain new knowledge which they will implement to the benefit of all students.

Staff Responsible for Monitoring: Administrators
Teachers
Region 18 esc

Funding Sources: Title I,

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

ESF Levers: Lever 5: Effective Instruction

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Goal 4

McCamey Primary will continue to identify students within special populations using state/federal criteria and will provide programs and services to address their academic, social, and emotional needs.

Performance Objective 1

Special needs students (at risk, special education, LEP, gifted/talented, 504, dyslexic, economically disadvantaged, homeless and migrant) will be identified through the year, following federally mandated time lines, and will be provided appropriate programs and services.

Evaluation Data Source: Student Permanent Records
TELPAS Data
State testing

Strategy 1

Specifically designed curriculum and instruction will be provided to: At Risk - Tutorials and counseling; SPED - Mainstream, inclusion, resource, and necessary therapies; SPED - Speech Services including early childhood, RTI strategies, and identification; LEP - Early identification of students and assistance for LEP parents to ensure success as LEP students enter school and the ESL program; G/T - Identification and updating of teacher hours, instruction during and/or after school by G/T trained teachers. 504 instructional modifications and teacher trainings; Migrant/ Homeless counseling to asses needs

Strategy's Expected Result/Impact: 100% of students who should or do qualify for a special population will be identified and documented appropriately.

Staff Responsible for Monitoring: Administrators
ESL Coordinator
Special Education Director
Teachers
Support Personnel
Nurse
Therapists
Diagnosticians

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Strategy 2

A review of all student folders will be conducted to make sure students are properly identified for specific populations

Strategy's Expected Result/Impact: 100% of student permanent folders will be reviewed and contain necessary documentation.

Staff Responsible for Monitoring: Administrator
Secretary

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Goal 5

McCamey Primary will maintain a positive, safe, disciplined, and drug-free environment conducive to learning.

Performance Objective 1

All students will be provided a safe and secure learning environment.

Evaluation Data Source: School Surveys

Emergency Plans

Discipline records

SRO contracts

Strategy 1

Continue to maintain and update emergency management plan.

Strategy's Expected Result/Impact: The campus will continue to maintain and adjust its emergency management plans as necessary.

Staff Responsible for Monitoring: Administrator

Teachers

SRO officers

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Campus will participate in fire drills, lock-downs, and bad weather procedures during the school year.

Strategy's Expected Result/Impact: A fire drill will be conducted each month, one lockdown drill will be conducted each semester, and bad weather drills will be implemented in the spring. These drills have been scheduled ahead of time, and coordinate with other campuses. Monthly AED system checks. Annual CPR certifications are done.

Staff Responsible for Monitoring: Administrators

Teachers

SRO officers

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Strategy 3

The campus will promote kindness and inclusiveness.

Strategy's Expected Result/Impact: Discipline incidents requiring office intervention will be infrequent as will "Bullying" incidents. Informational videos and training is done by staff for the students.

Staff Responsible for Monitoring: Administrator
Teachers
Additional staff

ESF Levers: Lever 3: Positive School Culture

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Goal 6

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

Performance Objective 1

Parents and community members will have the opportunity to be informed and engaged with school planning activities and initiatives.

Evaluation Data Source: School Surveys
Parent and Community Engagement Meeting Agenda and Sign-in Forms
Remind posts
Facebook posts
Thrillshare livefeed
Newsletters

Strategy 1

McCamey Primary will offer a minimum of two parent involvement meetings during the academic year to comply with district-wide Title I requirements.

Strategy's Expected Result/Impact: Parents and community members will be informed of the Title I program and services at McCamey ISD.

Staff Responsible for Monitoring: Administrator

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

McCamey Primary will update the Parent-Teacher Compacts which will be displayed in classrooms.

Strategy's Expected Result/Impact: McCamey Primary and parents will work cooperatively to help educate all students.

Staff Responsible for Monitoring: Administrator
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

McCamey Primary will continue to expand our communication with all stakeholders via programs such as Remind system notifications, daily folders, DOJO, MCISD and Primary Facebook page, and newsletters.

Strategy's Expected Result/Impact: All stakeholders outside of the campus will be aware of activities, events, and/or emergencies involving McCamey Primary.

Staff Responsible for Monitoring: Administrator
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

McCamey Primary will conduct a Pre-Kindergarten and Kindergarten Round-Up for prospective Pre-Kindergarten and Kindergarten students.

Strategy's Expected Result/Impact: All prospective Pre-K/ Kindergarten student parents for the next school year will have an opportunity to register their child and ask questions involving Pre-K/ Kindergarten.

Staff Responsible for Monitoring: Administrator
Pre-K teachers
Kindergarten teachers

ESF Levers: Lever 3: Positive School Culture

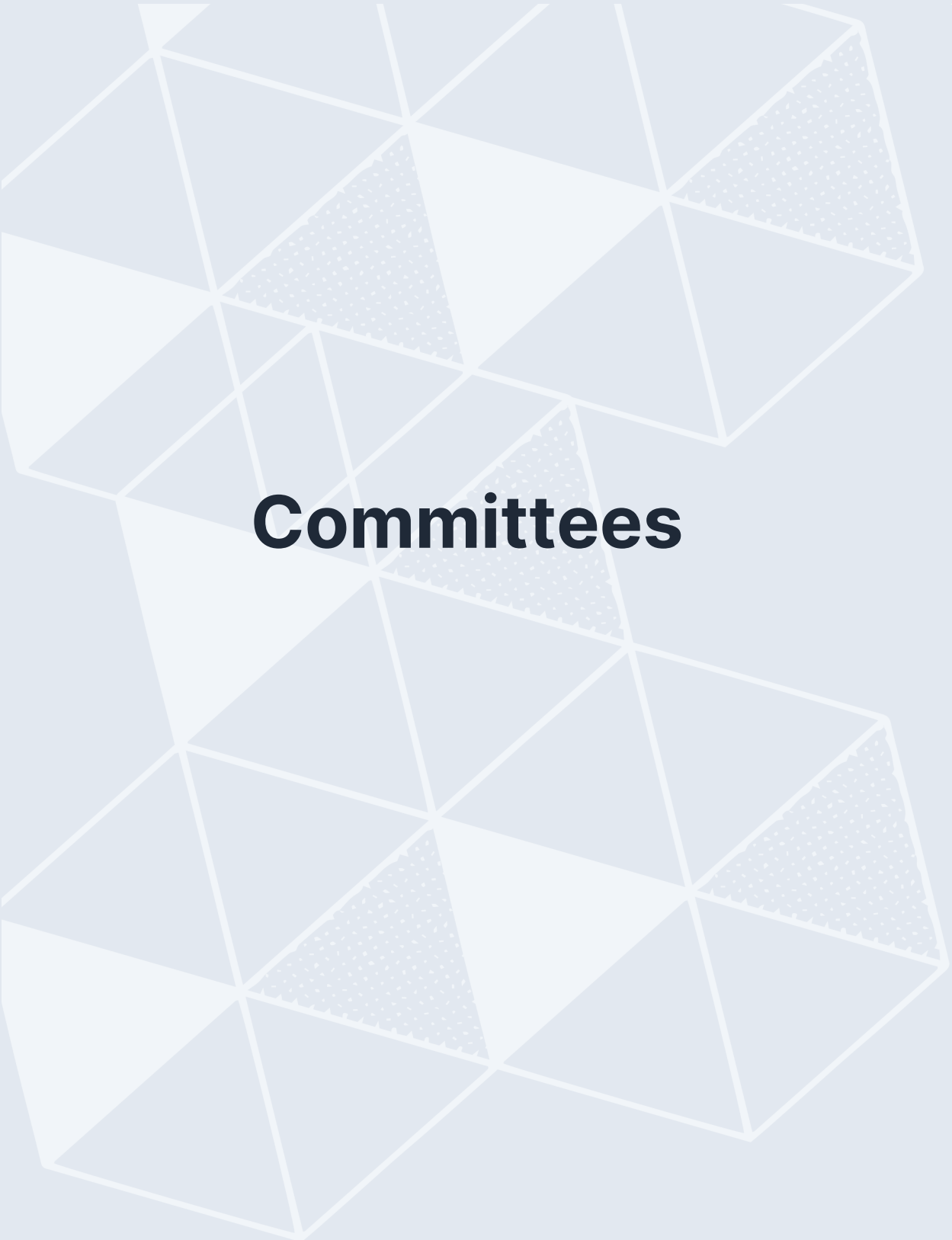
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Committees

Committees

2025-2026 Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Andrea	Diaz	classroom teacher	Classroom Teacher
Mary Jo	Carrillo	parent	parent
Kelley	Gildewell	classroom teacher	Classroom Teacher
Heather	Brown	Business representative	Business Representative
Jennifer	Barnes	Principal	Administrator
Erica	Benavides	community member	Community Representative
Angelica	Banegas	1st grade teacher	Classroom Teacher
Jodie	Fuentes	Special Education teacher	Classroom Teacher



Funding Summary

Funding Summary

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		--	\$0.00
2	1	4		--	\$0.00
3	1	4		--	\$0.00
				Sub-Total	\$0.00