

McCamey Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B



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 expectations, sound instructional practices and effective communication so that all students become responsible, successful, and lifelong learners.

Vision

ACHIEVEMENT THROUGH COMMITMENT

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Comprehensive Needs Assessment

Needs Assessment Overview

McCamey ISD continues to show improvement in multiple facets. The district earned an overall "B" rating from the Texas Education Agency for the second year in a row.

The primary needs for McCamey ISD continues to be to provide consistent, quality tier 1 instruction in reading, math, and writing. McCamey ISD strives to implement a routine, structured data analysis model to measure and monitor student progress throughout the year, identify student weaknesses, make necessary adjustments, and ensure that all teachers utilized their data and strategies with fidelity. McCamey ISD has a need to reduce turnover of faculty and staff. Retaining quality campus leadership, teachers, instructional aides, and other staff by providing incentives, quality professional development, and support are also needs for the district. McCamey ISD recently approved pay increases for both certified and non-certified staff in order to help with recruitment and retention of personnel.

Demographics

Demographics Summary

McCamey ISD is 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 boomtown.

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

McCamey ISD student population consists of 72.11% Hispanic, 23.86% White, and 2.28% African American, with a total of about 570 students.

McCamey ISD currently operates as 3 campus; McCamey Primary School (PK-4), McCamey Middle School (5-8), and McCamey High School (9-12).

Special population make up of McCamey ISD is 72.46 economically disadvantaged, 65% considered At-risk, 9.12% special education, and 4.39% EL's.

McCamey ISD enrollment total has remained relatively stable, but the percentages of economically disadvantaged, At-risk, and the Hispanic population have continued to rise over the last 10 years.

Demographics Strengths

McCamey ISD is maintaining a steady total enrollment.

McCamey ISD has strong community support in extra-curricular activities and from civic organizations.

McCamey ISD's target groups are basically one in the same. Most of the students that 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 1: McCamey ISD's economically disadvantaged students continue to perform below state established expectations on STAAR assessments. **Root Cause:** McCamey ISD's economically disadvantaged students mostly come from homes with limited educational backgrounds, vocabulary, and experiences.

Student Academic Achievement

Student Academic Achievement Summary

McCamey ISD continues to perform at or above the region overall for approaches and meets grade level but is still under the overall state performance levels.

Below are McCamey ISD's state assessment performance tables.

Drilldown Filter: MCCAMEY ISD

Approaches Grade Level

Demographic

Filter Name		Prior Year	Current Year	Drill	Filter Name	Prior Year	Current Year	Drill
MCCAMEY H S		69%	72%		Black	71%	75%	
MCCAMEY MIDDLE		60%	68%		ECD	58%	64%	
MCCAMEY PRI		66%	62%		ELL	40%	47%	
					Hispanic	60%	65%	
					Native	0%	100%	
					SPED	25%	23%	
					TwoOrMore	89%	80%	
					White	74%	75%	
Subject		Curriculum						

		Filter Name	Prior Year	Current Year	Drill
		English Language Arts E1	53%	55%	
		English Language Arts E2	52%	69%	
		Mathematics 03	74%	60%	
		Mathematics 04	73%	65%	
		Mathematics 05	55%	74%	
		Mathematics 06	66%	74%	
		Mathematics 07	68%	69%	
		Mathematics 08	73%	95%	
		Mathematics A1	78%	62%	
Filter Name	Prior Year	Reading 03	64%	60%	
	Current Year	Reading 04	62%	75%	
	Drill	Reading 05	66%	54%	
		Reading 06	49%	49%	
		Reading 07	71%	63%	
		Reading 08	65%	85%	
		Science 05	42%	35%	
		Science 08	63%	90%	
		Science BI	82%	85%	
		Social Studies 08	37%	60%	
		Social Studies US	92%	94%	
		Writing 04	57%	49%	
		Writing 07	66%	63%	

Drilldown Filter: MCCAMEY ISD

Meets Grade Level

Demographic

				Filter Name	Prior Year	Current Year	Drill
Filter Name	Prior Year	Current Year	Drill	Black	71%	50%	
				ECD	29%	31%	
				ELL	10%	17%	
				Hispanic	29%	32%	
				Native	0%	67%	
				SPED	11%	9%	
				TwoOrMore	56%	20%	
				White	43%	47%	
Subject				Curriculum			

				Filter Name	Prior Year	Current Year	Drill
Filter Name	Prior Year	Current Year	Drill	English Language Arts E1	31%	42%	
				English Language Arts E2	33%	36%	
				Mathematics 03	44%	38%	
				Mathematics 04	43%	35%	
				Mathematics 05	15%	28%	
				Mathematics 06	17%	17%	
				Mathematics 07	24%	31%	
				Mathematics 08	39%	59%	
				Mathematics A1	41%	34%	
				Mathematics	33%	35%	
English Language Arts	32%	39%		Reading 03	44%	33%	
Reading	34%	32%		Reading 04	32%	35%	
Science	32%	40%		Reading 05	22%	23%	
Social Studies	33%	46%		Reading 06	26%	20%	
Writing	29%	22%		Reading 07	34%	25%	
				Reading 08	37%	51%	
				Science 05	9%	19%	
				Science 08	41%	48%	
				Science BI	41%	48%	
				Social Studies 08	6%	21%	
				Social Studies US	68%	76%	
				Writing 04	30%	12%	
				Writing 07	29%	38%	

Student Academic Achievement Strengths

McCamey ISD had high passing rates in 8th grade Math, Reading, and Science.

McCamey Middle School and McCamey High school both increased their overall passing rates from the previous year.

McCamey High School had its highest passing rates on the English II EOC exam since the STAAR test was created.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: McCamey ISD continues to perform below the state on STAAR exams. **Root Cause:** McCamey ISD has a larger percentage of economically disadvantaged and Hispanic students than the state overall. Both sub-populations have shown to have lower passing rates statewide.

Problem Statement 2: McCamey ISD does not have enough students performing at meets or masters grade level on STAAR exams. **Root Cause:** McCamey ISD 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 district having to play "catch-up" with students more than progressing to higher levels.

District Processes & Programs

District Processes & Programs Summary

McCamey ISD faces challenges in recruitment and retention of staff. McCamey sits in the lower portion of the Permian Basin which is seeing a boom in multiple industries. These industries, while enticing for those workers, have made the Permian Basin a less attractive place to work as an educator. Educational challenges such as increased requirements and pressures applied by TEA and the legislature make the Permian Basin a difficult place to be successful as an educator. The boom has also led to limited housing and high rent prices which educators cannot afford. The state has lowered the amount of available funds to provide higher teacher pay and thus many educators are not coming to the area, instead opting for other parts of the state since the pay is no longer that much better in the Permian Basin. Teacher shortages have led to inexperienced teachers in classrooms and larger class sizes due to lack of applications. The district has worked to provide professional development in instruction, curriculum, and assessment, but teachers leaving for non-professional reasons has made staffing a two-steps forward one-step back situation.

District Processes & Programs Strengths

McCamey ISD continues to issue retention bonuses to certified teachers that return for the following school year.

McCamey ISD increased teachers salaries a substantial amount in the summer of 2019 for the first time in many years.

Professional development is still supported and offered for teachers and administrators to improve.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Curriculum and instruction are not sufficient to overcome the educational challenges of our students and their respective performance on state exams. **Root Cause:** Students have limited reading and writing exposure outside of the normal daily classroom. Teachers are leaving the profession for reasons beyond the district's control or to move to other district's that do not have the educational challenges McCamey ISD faces in preparation for state exams.

Perceptions

Perceptions Summary

Overall we still have great students in our district. Most behavior problems/discipline are procedural such as tardies, unfinished assignments, and or more apparent in non-instructional settings. Overall we have very limited instances of fighting, disrespectfulness, major disruptions, etc... and the few we have are limited to just a handful of students. An area of concern is lack of success with instruction as students overall continue to struggle on state exams leading to low accountability ratings which damages staff morale. The accountability system does not favor a district with the demographics of McCamey ISD. Parental support and involvement is good for extra-curricular activities and fun events, but still very limited in terms of academic support and promotion. McCamey ISD teachers and administrators work hard to make the overall environment a positive place for all stakeholders.

Perceptions Strengths

Parental support for extra-curricular activities is high.

Student behavior problems are not as bad as larger districts.

McCamey ISD personnel get along well with each other for the most part.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There continues to be a less support / concern with academics from parents and students in comparison to extra-curricular programs and other activities involving the school. **Root Cause:** The importance of education is undervalued and not a priority for many students and parents.

Priority Problem Statements

Problem Statement 1: McCamey ISD's economically disadvantaged students continue to perform below state established expectations on STAAR assessments.

Root Cause 1: McCamey ISD's economically disadvantaged students mostly come from homes with limited educational backgrounds, vocabulary, and experiences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: McCamey ISD does not have enough students performing at meets or masters grade level on STAAR exams.

Root Cause 2: McCamey ISD 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 district having to play "catch-up" with students more than progressing to higher levels.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- 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
- TTESS data
- T-PSS data
- 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

Goals

Goal 1: McCamey ISD will maintain a "C" rating or higher for the 2019-2020 school year.

Performance Objective 1: All students will achieve a passing score or demonstrate progress/growth on their state assessments.

Evaluation Data Source(s) 1: Individual STAAR scores
Overall District Rating

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) Continued utilization of DMAC software to disaggregate student data by performance of all subgroups to identify strengths, areas of concern and probable causal factors.	2.4, 2.5, 2.6	Administrators Teachers	100% students will show mastery and/or growth on benchmarks and finally on their respective STAAR exams.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Use of innovative curriculum programs and tracking systems to remediate and enhance learning via software such as CLI-Engage, Edmentum, ExactPath, I-Station Reading & Math, Formative Loop, Lone Star Learning, Flocabulary, Brainpop, STAR Renaissance Learning and other applicable programs; purchase of necessary hardware and software to provide access to programs via the web that students will use at school and can use at home with parents.	2.4, 2.5, 2.6	Administrators Teachers	100% of students will show progress on the respective software programs assessment instruments.				
Comprehensive Support Strategy 3) Continue to provide modified and/or accelerated individualized instruction and strategies to address the needs of struggling learners with a focus on special populations.	2.4, 2.5, 2.6	Administrators Teachers Special Education Teachers	100% of students in special populations will show necessary academic progress to be promoted to the next grade level				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide extended school year as necessary for grade promotion, SSI requirements, credit recovery, and STAAR EOC review.	2.4, 2.5, 2.6	Administrators Teachers	Successful promotion to next grade Passing necessary STAAR exams				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) 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, Badger time assignment recovery, Parent/Family night activities, Saturday school, and one-to-one review of classroom instruction and areas of poor performance on benchmark exams.	2.4, 2.5, 2.6	Administrators Teachers Instructional Aides	Passing grades in all core courses Passing or substantial progress on STAAR exam performance				
Funding Sources: Title I - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
100% = Accomplished ➔ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Goal 2: McCamey ISD will provide a rigorous, well balanced curriculum in alignment with the TEKS to ensure students reach their full academic potential.

Performance Objective 1: All student instruction will be based aligned for maximum student learning.

Evaluation Data Source(s) 1: Student Report Cards

Lesson Plans

Transcripts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Allow time for vertical and horizontal planning teams to align curriculum to enhance student learning.	2.4, 2.5, 2.6	Administrators Teachers	Teachers will ensure 100% of the TEKS are covered for each respective course they are responsible for teaching.				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 2) Implementation of TEKS Resource System district wide to ensure coordination of curriculum throughout the district.	2.4, 2.5, 2.6	Administrators Teachers	In applicable courses, 100% of lessons will be TEKS based at delivered at necessary rigor to be compatible with state assessment.				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Purchase new robotic kits for a technology classes, microscopes for science, calculators for math courses, whiteboards for classrooms without equipment, and both non-consumable and consumable instructional supplies for multiple core content areas.	2.4, 2.5, 2.6	Administrators Teachers	Teachers will have necessary resources to enhance student learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Connect high school to career and college 4) Encourage and expand availability of college preparatory courses and dual credit courses.	2.4, 2.5, 2.6	Administrators Teachers Counselor	All seniors will have completed at least one dual credit or college preparatory course before graduation.				
TEA Priorities Connect high school to career and college 5) Encourage and expand opportunities for Career and Technology courses, Vocational, and Life-Skills courses.		Administrators Teachers	All students will have the opportunity to take at least one CTE course prior to graduation.				
Comprehensive Support Strategy TEA Priorities Connect high school to career and college 6) All high school students will have a personal graduation plan developed and will be monitored to ensure consistent progress toward diploma and prevention of dropping out.	2.6	Administrators Counselor Teachers	McCamey ISD will maintain a 0% drop out rate.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) 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.	2.4, 2.5, 2.6	Administrators Teachers	Students academic grades in core content areas will improve as well as scores on benchmarks and STAAR exams.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: McCamey ISD will provide a well rounded educational experience for students beyond just academic instruction.

Performance Objective 1: All students will have the opportunity to participate in fine arts, athletics, character building programs, and other social enhancement activities/programs to provide them necessary knowledge to become effective citizens.

Evaluation Data Source(s) 1: Master Schedule
Participation Counts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will be have opportunity to enroll or participate in a music or art class.	2.4, 2.5	Administrators Teachers Band Director Art Teacher Theater Arts Teacher	All students will participate in music or art programs in the elementary setting and all secondary students will have access to obtain necessary fine arts credits for graduation.				
2) Encourage and increase participation in UIL Athletic, Academic, and Performing Arts events and programs.	2.4, 2.5, 2.6	Administrators Teachers Coaches Band Director One-Act Play Director UIL Coordinators	100% of students will have opportunity to participate in some form of UIL activity.				
3) Provide opportunities for students to participate in social development programs such as character education, conflict resolution, suicide and drug prevention, anti-bullying, and personal responsibility.	2.4, 2.5, 2.6	Administrators Teachers Counselor Coaches	100% of students will participate in some form of character building activity.				
4) All students will have opportunity to participate in some form of physical education and/or health program.	2.4, 2.5, 2.6	Administrators Athletic Director Counselor Coaches	100% of elementary and middle school students will participate in PE courses or athletics and all high school students will have opportunity to obtain necessary PE credits for graduation prior to their senior year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) District will continue to maintain its anti-bullying policy online and do its due diligence to prevent bullying in schools.	2.6	Administrators Teachers Counselor	The district will continue to address 100% of bullying complaints and ultimately continue to maintain a low bullying rate.				
6) MISD will continue to provide opportunities for students to demonstrate good citizenship and promote those students who demonstrate good citizenship.	2.6	Administrators Teachers Counselor Coaches	100% of students will participate in some form good citizenship opportunity.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: McCamey ISD will continue to recruit and retain quality administrators, teachers, and other staff.

Performance Objective 1: All faculty will meet state and federal certification and mandates.

Evaluation Data Source(s) 1: Personnel Records

Teacher Mentoring Sign In Sheets

Job Fair Registrations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.	2.4, 2.5	Administrators Directors	100% of staff will possess appropriate certification and/or licensing.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Provide necessary learning opportunities for teachers via professional development, team-building activities, open-door policies, active campus improvement teams, and new teacher mentor programs.	2.4, 2.5	Administrators	The district teacher turnover rate will be at or below 10% following the 18-19 school year.				
TEA Priorities Recruit, support, retain teachers and principals 3) All certified employees will be trained and appraised in accordance with T-TESS/T-PESS annual review process.		Administrators	100% of staff will receive a fair and accurate evaluation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 4) Continuation of benefits for certified personnel consisting of but not limited to quality health insurance, matching annuities, low-rent school housing, opportunities for advancement and financial support for additional certifications, and retention incentives.		Superintendent Business Manager School Board	McCamey ISD will have higher employee retention rates of due to appreciation of employee benefits.				
TEA Priorities Recruit, support, retain teachers and principals 5) Provide staff instructional engagement speaker to support student learning.		Administrators	100% of staff will attend a positive motivational speaker presentation.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) McCamey ISD will continue to provide professional development and conference attending opportunities for all teachers in all content areas including but not limited to CAST (Science), TEKS Resource Conference, GF Educators presentations (Reading), and Lead4ward presentations in order to successfully strengthen current instruction.	2.4, 2.6	Administrators Teachers	Teachers and administrators will continue to improve their craft and gain new knowledge which they will implement to the benefit of all students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: McCamey ISD 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: Special needs students (at risk, special education, LEP, gifted/talented, 504, dyslexic, pregnancy related, 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(s) 1: Student Permanent Records
TELPAS Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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 in regular classes by G/T trained teachers. 504 instructional modifications and teacher trainings; Pregnancy-Related PRS Counseling. Migrant/Homeless counseling to asses needs.	2.4, 2.5, 2.6	Administrators ESL Coordinator Special Education Director Teachers Support Personnel Nurse Therapists Diagnosticians	100% of students that should or do qualify for a special population will be identified and documented appropriately.				
Comprehensive Support Strategy 2) A review of all student folders will be conducted to make sure students are properly identified for specific populations.	2.6	Administrators Secretaries	100% of student permanent folders will be reviewed and contain necessary documentation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 3) All teachers and administrators will receive professional development in proper conduct for ARD committee meetings, required components of IEP implementation, implementation of accommodations and modifications, and ELPS trainings.	2.4, 2.5, 2.6	Special Education Director Special Education Teachers ESL Coordinator Administrators Diagnosticians	Teachers will understand the importance of following and implementing IEPs for respective students.				
Comprehensive Support Strategy 4) Specific courses/instructional time and activities will be offered to LEP and G/T students respectively.	2.4, 2.6	Administrators Teachers GT Certified Teachers ESL Certified Teachers	100% of identified GT and ESL students will receive enhanced instruction as necessary.				
5) All instructional staff will be trained in Texas Behavior Support Initiative.	2.6	Administrators	100% of instructional staff will complete the online TBSI training.				
TEA Priorities Improve low-performing schools 6) Secure supplemental consulting by SAFE Services LLC for focusing on compliance, evaluation and enhancing strategies to achieve program goals of federally funded programs.	Funding Sources: Title I - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Provide extra duty pay for instructional aides that provide additional services for students in at-risk, economically disadvantaged, and EL student population when they exceed the standard local work week hours providing additional support, instruction, and remediation.	2.4, 2.5, 2.6	Administrators Teachers Instructional Aides	Instructional aides will receive necessary compensation for serving students beyond their normal working hours.				
Funding Sources: Title I - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 6: McCamey ISD 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(s) 1: School Surveys
Emergency Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to maintain and update emergency management plans at all campuses.		Administrators Directors Teachers	The district will continue to maintain and adjust its emergency management plans as necessary.				
2) Continue to work with construction company and sub contractors to ensure safety of staff and students during construction		Administrators Directors	The district along with the construction company will continue to ensure that construction does not endanger students or staff at any time.				
3) Review campus policies in regards to discipline, the Code of Conduct, legislative changes, and drug and alcohol prevention policies.	2.5, 2.6	Administrators Board of Trustees Campus Improvement Teams	McCamey ISD policies will be compliant with state law and ensure a safe and highly effective learning environment for staff and students.				
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 4) McCamey ISD staff will participate in a new Ethics training as rolled out but the Texas Education Agency.	2.6	Administrators	100% of staff will understand the appropriate and inappropriate communication methods and actions involving students.				
5) All campuses will participate in fire drills, lock-downs, and bad weather procedures during the school year.		Administrators Teachers Directors Secretaries	100% of staff and students will be aware of proper emergency procedures.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 7: McCamey ISD 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(s) 1: School Surveys

Parent and Community Engagement Meeting Agenda and Sign-in Forms

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Continue to support and work cooperatively with the MISD Parent-Teacher Organization.	2.5, 2.6, 3.1, 3.2	Administrators Teachers PTO members Campus Improvement Teams	The district will continue to work with the PTO to facilitate parent and community engagement in the schools.				
2) McCamey ISD will offer a minimum of two parent involvement meetings at each campus during the academic year to comply with district-wide Title I requirements.	3.1, 3.2	Administrators	Parents and community members will be informed of the Title I program and services at McCamey ISD.				
TEA Priorities Recruit, support, retain teachers and principals 3) Update district Parent and Community Engagement Policy as well as Parent-Teacher Compacts which will be displayed in classrooms.	3.1	Administrators Teachers	MISD and parents will work cooperatively to help educate all students.				
4) Continue to expand our communication with all stakeholders via programs such as Remind system notifications, MISD Facebook page, and routinely updated district website.	2.4, 2.5, 2.6	Administrators Teachers Secretaries Directors Coordinators	All parents and community members will be aware of activities, events, and/or emergencies involving McCamey ISD.				
5) Communication/Round-Up for prospective Pre-Kindergarten students and relay information to McCamey Head-start Program.	2.4, 2.5, 2.6, 3.2	Administrator Pre-Kindergarten Teacher	All prospective Pre-K student parents for the next school year will have an opportunity to register their child and ask questions involving Pre-K.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) All required internet postings will be kept up to date on the school website and required documentation to be sent home will be done in accordance with TEA guidelines and be communicated in both English and Spanish.	3.1	Administrators Teachers	MISD will be in compliance with proper documentation of parent communication and information.				
7) District will offer additional parental involvement opportunities such as Family Game night, Night at the Library, and College and Career night.	2.6, 3.2	Administrators Teachers Directors	Parents will be more involved in their child's education and the district overall.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

District Planning and Decision Making Committee

Committee Role	Name	Position
Parent	Roland Gomez	
Parent	Ashley Menefee	
Administrator	Ronnie Golson	Superintendent
Community Representative	Christy Hodges	
Parent	Angelica Davis	
Community Representative	Nick Molina	
Business Representative	Adrian Navarrete	
Administrator	Michael Valencia	HS Principal
Administrator	Blanca Smith	MS Principal
Administrator	Michelle Schreiner	PS Principal
Classroom Teacher	Jodie Fuentes	
Classroom Teacher	Amy Acosta	
Classroom Teacher	Jessica Brooks	
Classroom Teacher	Lara Henry	
Classroom Teacher	Santos Saucedo	
Classroom Teacher	Kathy Campbell	
Classroom Teacher	Kathie Woodard	
Classroom Teacher	Velinda Bolen	
Classroom Teacher	Rosa Aguilar	
Classroom Teacher	Amy Hartman	
Classroom Teacher	Sarah Roark	
Classroom Teacher	Michael Woodard	

Committee Role	Name	Position
Classroom Teacher	Jennifer Valencia	
Classroom Teacher	Steven Schreiner	
Classroom Teacher	Eric Hill	
Classroom Teacher	Kellie Fetherlin	
Classroom Teacher	Donita Brown	
Classroom Teacher	Justine Fann	
Classroom Teacher	Jonathan Duran	
Classroom Teacher	Kelsey Fillmon	

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00