

Galveston Independent School District



Central Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Mission Statement

We are a respectful community of empowered learners that are driven by excellence. We believe in being unified by design to help students and staff reach their full potential.

Vision

Central will engage the power of impressive students and staff to energize Galveston's present and future.

Value Statement

No Limits. Building bridges. Breaking barriers for students and staff.

Core Values

R- Respect

I- Integrity

S- Success

E- Empowerment

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Comprehensive Needs Assessment

Demographics

Summary

The campus services all 7th and 8th grade students for Galveston. Central will serve about 800 students in grades 7th and 8th. The student demographics are 47% Hispanic, 23% White, 26% African-American, and 2% Asian with a population of 80% low SES. The campus serves all 7th and 8th grade lifeskills students, Emergent Bilingual, 504, and Gifted and Talented students. The average daily attendance is 93%. The staff population is 55% Anglo, 23% African-American, 13% Hispanic and 3% Asian.

Strengths

With approximately 800 students representing multiple racial and cultural backgrounds, a high percentage of students from low socioeconomic backgrounds, and students receiving Life Skills, Emergent Bilingual, 504, and Gifted and Talented services, Central has a strong foundation for fostering an inclusive and equitable learning environment. The campus's diverse staff further strengthens its ability to connect with students and families, while the 93% attendance rate demonstrates a solid level of student participation and engagement. Together, these characteristics position Central to leverage its diversity as a strength and provide responsive academic, social, and enrichment opportunities for every student.

Student Achievement

Summary

Central Middle School is currently rated “C” with a score of 75, reflecting continued progress and opportunities for improvement. The campus demonstrated growth across all accountability domain areas, indicating that instructional practices and campus initiatives are positively impacting student outcomes. Of particular note is the significant growth in 8th grade mathematics, highlighting the effectiveness of targeted math instruction, intervention, and support strategies. This progress provides a strong foundation for continued improvement as the campus works to sustain academic growth, address achievement gaps, and move toward higher levels of student performance across all accountability domains.

School Culture and Climate

Summary

We are expanding on last year's success with several established routines and processes for the continued enhancement of students and staff. To be inclusive of all stakeholders' voices, we are including teachers and students in our positive campus culture. We are utilizing PBIS to highlight and reinforce the positive behavior of our students. We will align with several aspects of the high school to ensure the success and knowledge of students once they enter high school.

Strengths

By including students' and teachers' voices, we are establishing campus ownership and accountability in an effort to get them excited and proud to be a bearcat.

Staff Quality, Recruitment, and Retention

Summary

The staff at Central Middle School are eager and excited about the possibilities for the upcoming school year and remain committed to providing high-quality instruction and support for all students. Returning staff members bring valuable experience and are well versed in Texas Lesson Study methods and instructional practices, providing a strong foundation for continued professional growth and collaboration. The campus is focused on maintaining a low staff turnover rate by actively listening to teacher needs, providing individualized interventions and coaching plans, and offering professional development opportunities that support continuous improvement. Central is also working to strengthen its culture through increased teacher voice, recognition, and incentives, including attendance incentives, positive behavior recognition, and Employee of the Month celebrations. By creating an environment where teachers feel valued, supported, recognized, and empowered to contribute to campus decisions, Central believes it can strengthen staff morale, increase retention, and develop a positive campus culture that teachers are proud to be a part of and eager to share with others.

Strengths

Central Middle School's staff is a significant campus strength due to their enthusiasm, commitment, and willingness to grow professionally. Returning teachers have experience with Texas Lesson Study methods and instructional strategies, providing a strong foundation for consistent, high-quality instruction. The campus also prioritizes teacher voice, coaching, professional development, recognition, and incentives, which helps build morale and a positive working environment. This commitment to supporting and retaining staff strengthens instructional capacity, promotes collaboration, and creates a stable school culture that positively impacts student achievement.

Curriculum, Instruction, and Assessment

Summary

Central Middle School benefits from strong district and campus support systems designed to strengthen teacher capacity and improve student mastery. Teachers have access to high-quality instructional materials (HQIMs), aligned curriculum resources and assessments, along with professional development opportunities that support effective implementation. One-on-one training and assistance, PLC discussions, targeted practice clinics, and individualized coaching provide teachers with ongoing opportunities to deepen their understanding of instructional content and strategies. Regular observations with timely feedback and dedicated collaborative planning time further support teachers in refining their instructional practices. These structures create a culture of continuous learning and collaboration, ensuring teachers have the resources, guidance, and support needed to deliver effective instruction and meet the diverse learning needs of students.

Strengths

Central Middle School's strong system of instructional support is a significant campus strength because teachers have access to the resources, training, collaboration, and feedback needed to provide high-quality instruction. District support with curriculum, HQIMs, and assessments provides consistency and alignment, while professional development, targeted practice clinics, PLCs, one-on-one assistance, and coaching help teachers build their content and instructional knowledge. Observations with feedback and dedicated collaborative time allow teachers to reflect on their practices and make adjustments based on student needs. These supports promote a culture of continuous improvement and teacher collaboration, ultimately strengthening instructional quality and increasing the campus's capacity to support student mastery and achievement.

Family and Community Engagement

Summary

Central established an active PTO in 2022. With the collaboration success of the organization last year, we were able to continue stronger this year. The PTO is being invited to assist with several campus projects. There is a strong and collaborative connection with them and the administrative staff. Because of the success of the PTO, Central established a Middle School Athletic Booster Club bringing in more parents in 2023. In addition to including current parents, Central will establish opportunities for Central Alumni to come to the campus as guest speakers and honored guest at events. Communities in School is another key contributor to the success of the campus and will continue to include community business and guests. This year we are focused on including parents in the classroom with Parent Academic Walks each month in a specific subject area.

Strengths

By including several different entities of current and previous students, we are building a solid foundation for success for students. Students are allotted different job opportunities throughout the community through our CTE island partnerships.

School Organization

Summary

Central Middle School provides students with a wide range of extracurricular, enrichment, and fine arts opportunities that support the development of the whole child. The campus offers nine different sports, providing students with opportunities to develop teamwork, leadership, discipline, and healthy lifestyles. Central also has thriving fine arts programs, including choir, theatre arts, band, art, and dance, allowing students to explore their creativity and develop confidence and self-expression. In addition, the campus offers an after-school karate program and Tor Prep, which provides engaging, hands-on experiences such as cooking, gardening, creative writing, and science experiments. Through a partnership with UTMB, students are also exposed to meaningful learning experiences that connect classroom learning to real-world applications. These diverse programs and partnerships create a well-rounded school experience, increase student engagement, and provide opportunities for students to discover their interests, develop talents, and build positive connections to the campus community.

Technology

Summary

The campus has converted to classroom sets of Chromebooks for students to use daily. Every classroom has a teacher device and projector.



Goals

Goal 1

Central Middle School will increase student achievement in Reading/Language Arts, Mathematics, Science, Social Studies, and TELPAS through consistent Tier I instruction, targeted intervention, and data-driven instructional decisions to earn a "B" in the state accountability rating.

Performance Objective 1

READING: By May 2027, Central will increase scores from 67% to 80% in approaches, 39% to 55% in meets, and 18% to 35% in masters.

Strategy 1

Central will reduce the number of students receiving "0s" on the writing portion of STAAR by 50% by providing teachers with targeted writing instruction and support.

Formative Reviews

November

January

March

June

Strategy 2

Central will increase the growth score from 70 to 75 by utilizing the Interventionist to strategically pull students and push into classes for additional practice on targeted low performing TEKS.

Formative Reviews

November

January

March

June

Performance Objective 2

MATH: By May 2027, Central will increase the Approaches percentage from 53% to 60%, Meets from 30% to 40% and Masters 9% to 20%.

Strategy 1

Central will increase the growth score from 70 to 75 by utilizing the Interventionist to

strategically pull students and push into classes for additional practice on targeted low performing TEKS.

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Utilize structured PLCs to monitor students' progress through collected data to increase student understanding and observations.

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

SCIENCE: By May 2027, Central will increase the Approaches percentage from 67% to 75%, Meets from 43% to 55% and Masters 26% to 35%.

Strategy 1

Develop strategic targeted tutoring for students exhibiting gaps.

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Monitor students' progress through data tracking to ensure students are progressing by at least 5% with each assessment.

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

SOCIAL STUDIES: By May 2027, Central will increase the approaches percentage from 43% to 55%, Meets from 24% to 40%, and Masters from 13% to 25%.

Strategy 1

Teachers will utilize data tracking to ensure students' progress is increasing by at least 5% for each assessment.

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 5

TELPAS/EB STUDENTS: By May 2027, Central will increase the TELPAS growth of all EB students by at least 5% from the previous year.

Strategy 1

Utilize the interventionist to strategically pull students in groups for targeted support with speaking, listening, reading and writing.

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Central will utilize the EB support staff for class push ins.

Formative Reviews

NovemberJanuaryMarchJune

Goal 2

Central Middle School will increase student attendance and reduce the number of students experiencing chronic absenteeism by 10%.

Performance Objective 1

Central will increase attendance from 92% to 95%.

Evaluation Data Source: Review each student and their need according to their attendance
Tier 1 -- All Students

- Weekly attendance messaging
- Attendance campaign
- Grade-level attendance competitions
- Parent communication
- Recognition for improved attendance

Tier 2 -- At-Risk Students

- Attendance monitoring
- Parent contact
- Attendance contracts
- Counselor/student conferences
- Individual attendance plans

Tier 3 -- Chronically Absent

- Attendance team intervention
- Individualized student support
- Parent conferences
- Community resources
- Administrative monitoring

Performance Objective 2

Offer incentives for students, groups, and grade levels with high attendance.

Goal 3

Central Middle School will develop a systemic approach to address the holistic needs of students and families.

Performance Objective 1

Central Middle School will increase active student engagement by strengthening student talk, academic discourse, collaboration, questioning, and opportunities for students and staff to demonstrate their learning.

Evaluation Data Source: By May 2027, 90% of observed classrooms will demonstrate evidence of active student engagement during walkthroughs.

Performance Objective 2

Central Middle School will establish a consistent, positive campus culture in which students feel safe, connected, respected, and supported.

Evaluation Data Source: The campus PBIS culture team will add student voice to the decisions by including several students in discussions.

Performance Objective 3

PARENTAL ENGAGEMENT: By May 2027, all students' parents/ guardians and/ or family members will have the opportunity to actively participate in their child's education.

Evaluation Data Source: Family Nights, parent teacher conferences, parent square, parent academic walks

Performance Objective 4

SOCIAL EMOTIONAL LEARNING: By May 2027, 100% of students will have participated in an SEL course targeted to middle school students.

Evaluation Data Source: Alongside

Goal 4

Central Middle School will develop a culture of continuous professional growth in which teachers collaborate, analyze data, refine instruction, and take collective responsibility for student achievement.

Performance Objective 1

By May 2027, 100% of all core academic classes will be taught by certified teachers.

Performance Objective 2

Leadership staff will provide targeted and meaningful professional development to all teachers

Strategy 1

Provide several opportunities of professional development through the campus and other entities.

Formative Reviews

November	January	March	June
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Strategy 2

Utilize classroom walkthroughs with constructive feedback in a timely manner to determine individual teacher needs and instructional support.

Formative Reviews

November	January	March	June
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Goal 5

Central Middle School will Close the Gaps with a 10% increase in each of the four categories, Academic Achievement, Growth, ELPS Status, and Student Success Status.

Performance Objective 1

Academic Achievement: By May 2027, the campus will earn the State target of 53% for all students in Meets for RLA and 56% for all students in Meets for math.

Performance Objective 2

Growth: By May 2027, the campus will earn the State target of 73% for all students for RLA and 76% for all students for math.

Performance Objective 3

ELPS: By May 2027, the campus will earn the State target of at least 32% in TELPAS.

Performance Objective 4

Student Success Status: By May 2027, the campus will earn the State target of a domain score of a 57.