San Marcos CISD

Lamar

2026-2027 Campus Improvement Plan

Mission Statement

The mission of the Lamar Campus is to providing its students a quality education based on a foundation of discipline, academics and social skills while they practice and maintain safety, respect, and responsibility for themselves and one another.

Vision

The vision of Lamar Campus is to challenge its students to be inspired to learn, practice evaluating their own behaviors and improve on their decision-making through a system of consequences and rewards in a highly structured program. Successful completion of this program will provide students with the skills necessary to become responsible, productive and adaptive in their schools and within our community.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Priority Problem Statements 6
Comprehensive Needs Assessment Data Documentation 7
Goals 9
Goal 1: SMCISD expects high performance and continuous improvement. 9
Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready. 11
Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success. 13
Campus Improvement Committee 16
Policies, Procedures, and Requirements 17

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity	
Hispanic	78.3%
African American	4.3%
White	10.1%
+2	5.8%
Other	1.5%

Other Demographics	
EB	13%
Special Education Service Supports	26.1%
504 Program	11.6%
Student Parent	2.9%
At-Risk	60.9%
Eco. Dis.	85.6%

N=69

Demographics Strengths

The SM Excel Academy staff and students embrace diversity.

The campus encourages our students to find their purpose through service via volunteering opportunities with our community and exploring their "self" through a social emotional curriculum and resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a slight over-representation in the enrollment of Hispanic and Special Education supported students at the San Marcos Excel Academy as compared to San Marcos High School.
Root Cause: We need more varied recruitment strategies and re-branding of SMEA to attract enrollment.

Priority Problem Statements

Problem Statement 1: Students at SMEA taking English I and English II EOC tests achieved a 70% passing rate for 2025-2026.

Root Cause 1: Teacher designed EOC boot camps need more varied test prep options and presentation.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: SMEA's attendance rate is significantly lower than that of San Marcos High School and the state average rate.

Root Cause 2: SMEA serves primarily non-traditional students with various scheduling conflicts due to situations such as teen parenting, full time employment, home insecurity, etc.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: SMEA is viewed by students, staff and community members as being the school that academically and/or behaviorally challenged students go when they are no longer wanted at San Marcos High School.

Root Cause 3: Many of SMEA's students are non-traditional students that have been unsuccessful in traditional schools like SMHS.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a slight over-representation in the enrollment of Hispanic and Special Education supported students at the San Marcos Excel Academy as compared to San Marcos High School.

Root Cause 4: We need more varied recruitment strategies and re-branding of SMEA to attract enrollment.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Teachers OHI rated Optimal Power Equalization at 16%.

Root Cause 5: Teachers are content with the principal telling them what to do and leadership handling any difficult issues with students, parents and each other without problem solving themselves or working together to come up with solutions as a team.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- 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
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas Success Initiative (TSI) data
- Intervention data

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
- 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/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Pregnancy and related services data
- Graduation plan types

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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-TESS data
- T-PESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Study of best practices and high yield strategies
- Enrichment course/materials

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: Provide at least 2 high-quality, research-based professional development learning opportunities in a specific content area that are aligned to district core commitments in order to improve quality of instruction and student achievement in 2026-2027.

Evaluation Data Sources: STAAR Eng I and Eng II, ELA Edgenuity Courses, ELA College Prep Courses

Strategy 1 Details	Reviews			
Strategy 1: Research content specific professional development opportunities offered in-district and from outside resources.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will attend a professional development that will inform the development/design of their EOC boot camp to make it more effective for students at SMEA. **Staff Responsible for Monitoring:** Academic Coordinator, SMEA Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	Oct	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Provide funding for administrator approved content specific professional development.	Formative			Summative
Strategy's Expected Result/Impact: Create a budget that includes monies to cover the cost of professional development/workshops. **Staff Responsible for Monitoring:** Principal, District Personnel **Problem Statements:** Student Learning 1	Oct	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide on-going staff development presentations delivered by district and campus staff. **Strategy's Expected Result/Impact:** Scheduled professional development on and off campus will be provided to both ELA teachers (SMEA and DAEP). **Staff Responsible for Monitoring:** Campus Principal, District Personnel **Problem Statements:** Student Learning 1	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students at SMEA taking English I and English II EOC tests achieved a 70% passing rate for 2025-2026. **Root Cause**: Teacher designed EOC boot camps need more varied test prep options and presentation.

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: Decrease the STAAR EOC English failing rate from 62% in Spring 2026 to 42% in Spring 2027.

Evaluation Data Sources: STAAR EOC exam scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create/monitor individual student EOC needs checklist weekly for progress in mastery. **Strategy's Expected Result/Impact:** Student's are accountable for daily progress chart data and conference with homeroom teacher about goals, credits, etc. **Staff Responsible for Monitoring:** Academic Coordinator, SMEA Teachers **Problem Statements:** Student Learning 1	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor English Edgenuity course pass/fail rates on unit tests for students with EOC pass requirement needed biweekly **Strategy's Expected Result/Impact:** Teachers will have data to inform EOC boot camp focus areas for the week. **Staff Responsible for Monitoring:** Principal, Academic Coordinator, SMEA Teachers **Problem Statements:** Student Learning 1	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students at SMEA taking English I and English II EOC tests achieved a 70% passing rate for 2025-2026. **Root Cause**: Teacher designed EOC boot camps need more varied test prep options and presentation.

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: Increase the SMEA CCMR rate from 57% in 2025-2026 to 62% in 2026-2027 while aiming for a minimum of 5% incremental increases in the next 3 years.

HB3 Goal

Evaluation Data Sources: Accountability Rating

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: Increase the attendance rate from 68% in 2025-2026 to 80% in 2026-2027.

Evaluation Data Sources: Daily/weekly attendance rates, course completion rates.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct daily personal phone calls to all absent students. **Strategy's Expected Result/Impact:** Students will login at home to work on their Edgenuity courses for at least 60 minutes even if they are unable to attend classes on campus. **Staff Responsible for Monitoring:** Academic Coordinator, SMEA teachers **Problem Statements:** School Processes & Programs 1	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct home visits, including leaving door hangers if no answer. **Strategy's Expected Result/Impact:** Students/families will inform school personnel the barriers they face that keep them from attending school either on campus or online. **Staff Responsible for Monitoring:** Principal, Academic Coordinator, SMEA Teachers **Problem Statements:** School Processes & Programs 1	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide Saturday school and after school hours for students with non-traditional situations. **Strategy's Expected Result/Impact:** Students that are unable to attend classes or work online independently due to work schedules, transportation, child care, etc. can have access to a certified teachers and technology devices. **Staff Responsible for Monitoring:** Principal, Academic Coordinator, SMEA teachers **Problem Statements:** School Processes & Programs 1	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: SMEA's attendance rate is significantly lower than that of San Marcos High School and the state average rate. **Root Cause**: SMEA serves primarily non-traditional students with various scheduling conflicts due to situations such as teen parenting, full time employment, home insecurity, etc.

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: Refine behavior management practices by collaborating with faculty/staff during the daily debrief meetings to ensure students feel the school meets the unique academic and social emotional needs of alternative education students; thus, reducing referral to 10% in 2026-2027 from 12.5% in 2025-2026.

Evaluation Data Sources: PEIMS reports, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Start, Stop, Keep and like tools weekly to discuss successes and challenges of the week in order to tweak as proposed by faculty to give them more ownership of the preferred teacher practices (both academic and behavioral) at SMEA. **Strategy's Expected Result/Impact:** Lower discipline issues, increased credit gains and increased graduation rates. **Staff Responsible for Monitoring:** Principal, Academic Coordinator, SMEA Teachers **Problem Statements:** Perceptions 2	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Teachers OHI rated Optimal Power Equalization at 16%. **Root Cause**: Teachers are content with the principal telling them what to do and leadership handling any difficult issues with students, parents and each other without problem solving themselves or working together to come up with solutions as a team.

Campus Improvement Committee

Committee Role	Name	Position
Member	Yvette Velasquez	Principal
Member	Natasha Graham	SEL Counselor
Member	Melissa Lucio	Academic Coordinator
Member	Elizabeth Humbarger	Teacher
Member	Graham Daly	Teacher
Member	Zachary Manshum	Teacher
Member	Timothy Winkler	Teacher
Member	Keith Cunningham	Teacher
Member	Erin Castillo	Teacher
Member	Stephanie Zmija	Teacher
Member	Krista Welch	Teacher
Member	Leslie Salazar	Teacher
Member	Lee Steven	Teacher

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026