San Marcos CISD

Hernandez Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Empowering students to be inclusive, innovative, and resilient life-long learners who contribute positively to our community.

Vision

To cultivate an equitable and academically rich environment where students engage in rigorous inquiry, critical thinking, and respect, while actively managing their own learning and social-emotional growth.

Value Statement

At Hernandez Elementary we have the following goals for our school that derive from our core beliefs:

- Cultivate a Growth Mindset and Positive Environment: Embrace and promote a growth mindset through daily practices and character-strength activities, building each other up with positive messages and reinforcing a culture of continuous improvement.
- Foster a Positive and Safe School Culture: Develop a positive school environment that emphasizes respect, responsibility, and safety, while reinforcing positive behaviors and celebrating individual and collective growth.
- Enhance Self-Regulation and Academic Accountability: Implement strategies to support students in tracking their academic and social-emotional progress while promoting self-regulation and managing challenging behaviors.

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Comprehensive Needs Assessment

Revised/Approved: July 29, 2026

Demographics

Demographics Summary

Hernandez Elementary School is one of seven elementary schools in San Marcos CISD, with a total of 557 students. Hernandez Elementary is a school-wide Title 1 campus.

Our student demographic breakdown is:

- Our student demographic breakdown is:
    - Male 50%, Female 50%
    - Asian 2%, Black/African American 3%, Hispanic/Latino 68%, White 24%, Two or more 3%
    - English Language Learners 31%
    - Special Education 21%
    - Gifted and Talented 20%
    - Economically Disadvantaged 65%

Our staff demographic breakdown is:

- Asian 3%, Black/African American 6%, Hispanic/Latino 58%, White 28%, American Indian 5%

Demographics Strengths

Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators?

Teachers may question why a student is GT identified..

GT-Not all GT identified s's GT in everything ex. GT in academics, some creative, some GT in a specific area

Demographics of the school match demographics in SPED.

Celebrate more cultural diversity things/holidays/food etc.

Align demographics school-wide & GT program.

Don't "miss" creative GT kids because they struggle academically--don't skip specials.

What are the attendance/tardy, truancy and drop-out/retention rates? What trends are seen over the last 3-5 years? What strategies are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? What does the student level data reveal about excused absences, unexcused absences and tardiness?

Attendance

Attendance incentives for students and parents in classroom/school

Fun learning and CLUBS so kids want to be here

Continue to encourage them to bring students/work with parent liaison

Create relationships with families that are having attendance issues

Consistent communication

Consequences for poor attendance

School attendance certificates and rewards each 9 weeks (ex. Popcorn, token prizes)

The students and staff at Hernandez elementary are accepting of the diversity of the campus, and the variety of programs designed to meet the needs of different student groups. Staff at Hernandez Elementary School identifies students in need of special programs at an early age, and begins MTSS and progress monitoring during the primary years. Our MTSS team actively monitors all student groups to ensure all students achieve at high levels. In addition, staff at Hernandez volunteer and provide enrichment opportunities for all students.

Hernandez Elementary provides a two-way immersion dual language program to students in kindergarten, first grade, second grade, third grade, and fourth grade. Our English Language Learners (EB and ELs) and monolingual English students in this program are developing the knowledge and skills to become bi-literate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Supporting learning at home and in school and building a home-school connection has been a struggle for teachers and parents.
Root Cause: Support for learning at home with parents who might not have resources or time to help their students be successful.

Problem Statement 2 (Prioritized): Although most students on our campus have shown achievement in Math, there seems to be limited growth within all populations in Reading.
Root Cause: We have had a strong focus on Math and not enough of a focus on improving Reading. Not enough explicit instruction in writing and writing across the curriculum.

Student Learning

Student Learning Summary

The New Student Accountability Summary is broken down into Student Achievement, Student Progress, and Relative Performance, and Closing the Performance Gaps. Hernandez Elementary has the following data for the 25-26 school year.

Student Achievement: 85

Academic Growth: 91

Relative Performance: 87

Closing the Performance Gaps: 92

Teachers used HQIM provided by the school and district and found them to be effective.

Dual Language Resources were purchased for the campus to provide equitable instructional resources and tools for our students.

The campus has recognized a need to purchase additional math resources and instructional materials that support English Language Arts/Reading.

How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

Report cards are not reflective of test scores

Using data correctly based on multiple measures

Different data points (formal and informal assessments along the way)

How are PreK - 3rd students (including all student groups) performing on reading and math assessments?

This year students are largely performing below grade level due to loss of instruction and inadequate home support during virtual learning.

Students are performing below grade level due to lack of support at home and inconsistency of RTI services due to a lack of resources.

How can we maximize the use of resources for students?

Use data to make sure we are using the resources appropriately.

Less resources, focus on one or two

Find a better Motivation System

Collaboration

Addressing social/emotional needs to be met along with academics

How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

Teachers plans time to reteach

MTSS consistent systems and times

PLC data

Student Learning Strengths

On the State of Texas Assessments of Academic Readiness for the 2025-2026 school year, Hernandez Elementary received the following scores:

Reading: 83% approaches, 61% meets, 32% masters

Math: 81% approaches, 59% meets, 34% masters

Science: 74% approaches, 34% meets, 16% masters

The passing rates for reading consistently stay strong and our meets and masters levels have grown in the past two years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although most students on our campus have shown achievement in Math, there seems to be limited growth within all populations in Reading.
Root Cause: We have had a strong focus on Math and not enough of a focus on improving Reading. Not enough explicit instruction in writing and writing across the curriculum.

Problem Statement 2 (Prioritized): Supporting learning at home and in school and building a home-school connection has been a struggle for teachers and parents.
Root Cause: Support for learning at home with parents who might not have resources or time to help their students be successful.

School Processes & Programs

School Processes & Programs Summary

Hernandez Elementary School works to support students and staff by effective calendar planning, master schedule development and support services for all stakeholders. Common planning is provided for grade level teachers and special area teams to discuss student data and engage in collaborative planning.

Our fine arts department at Hernandez Elementary School is working collaboratively to create learning spaces that integrate fine arts and academics.

As a campus, we have strengths, and we continuously work to improve those areas which we have identified as needs.

The increase in technology is much appreciated. Students and staff are using technology on a daily basis. Teachers now have the technology for each of the students in their class, so that they can have access to it whenever needed.

How can we deliver school information to parents effectively?

School status, positive feedback, open two-way communication, advance notice to staff, updated calendar

Multiple modes of communication (English/Spanish), digital & physical copies of paper

Weekly & Monthly Newsletters

School status broadcasts

Student planners

ESF 3.1* What programs are operating in a school? Are these programs aligned with our vision, mission, goals, and values? Do our programs focus on a safe environment and high expectations?

AVID, Character Strong SEL-yes incorporate strategies into daily lessons for student success

After school UIL

Clubs during school every other Friday

School-wide assemblies & celebrations

Morning meetings

How can we build teacher capacity so that all teachers are leaders on our campus?

Committee Participation

Rotate roles/Jigsaw during staff meetings

Designate roles to each staff member during PLCs, committee meetings based on strengths and areas of expertise that they can contribute (teacher gifts inventory)

Discuss and realize each teachers strengths and use that during PLCs/Planning

Learning Walks

Faculty Advisory Committee

How can implementation of initiatives such as PLCs, and HQIM be implemented in a way that is viewed as beneficial rather than a directive?

Implementing follow through afterwards--want to see fruits of labor

Identify each others areas of strength so we can learn from and support each other to help all students be successful

Identify the positives of each (outweigh the negative). It is about what is best for students.

Having meaningful discussions to implement strategies

PLC's during planning time

What is the status of equity of services for all students?

Parent/teacher/self nominate for GT

Review student NWEA scores for GT nominations

Try to conscientiously look at the identification of all students

MTSS processes in place for speech, behavior, and academics

parent/teacher communication and parent/student accountability

Shortage of subs contributes to a lack of reliable daily access to the curriculum and in maintaining appropriate ratios

School Processes & Programs Strengths

We continue to believe in shared decision making. Our CIT and campus committees make collaborative decisions and everyone has a voice. The administration has an open door policy and listens to the concerns of the staff. The administration has high expectations for teachers and students at Hernandez. Supporting all student groups and teaching staff is evident through the instructional walk-through observations, coaching and feedback. Teachers attend professional development and feel comfortable asking for help.

Our master schedule was designed around the instructional minutes of core subjects and for special populations and special programs. Teachers have common planning time so that they are able to collaborate with colleagues. Administration and the coaches support grade level planning sessions every Tuesday.

We hold high expectations for our students. Positive behavior supports are implemented and celebrated frequently on campus. We set individual and class goals and school goals every nine weeks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff feedback indicates a need to strengthen staff voice and inclusion in campus decision-making processes.
Root Cause: As an administrative team, we are not clearly communicating what it takes to achieve quality decisions and who should be making what decisions.

Problem Statement 2 (Prioritized): Supporting learning at home and in school and building a home-school connection has been a struggle for teachers and parents.
Root Cause: Support for learning at home with parents who might not have resources or time to help their students be successful.

Problem Statement 3 (Prioritized): Although most students on our campus have shown achievement in Math, there seems to be limited growth within all populations in Reading.
Root Cause: We have had a strong focus on Math and not enough of a focus on improving Reading. Not enough explicit instruction in writing and writing across the curriculum.

Perceptions

Perceptions Summary

Staff expressed that the campus is friendly and welcoming. They also appreciate the ways in which they are recognized for their hard work, such as shout-outs and early out passes. Teachers would like more opportunities to become leaders on campus, as well as responsibilities, duties, etc. to be at a manageable level.

We have implemented different student and staff celebrations to recognize the work and accomplishments as a campus.

Implementing effective PLCs will increase transparency. The OHI survey revealed the need to build vertical systems to create a more cohesive organization. A professional development plan, coaching/support, and PLC will be implemented.

The campus OHI focus for 2026–2027 is to increase Cohesiveness from Stage 4 to Stage 5 by capitalizing on the synergy of mature, close teams, encouraging interdependent and systems thinking, and establishing structures and systems that allow individuals and teams to function interdependently.

Are there any barriers that prevent participation by parents/guardians/community?

Interest survey

Fun teaching experiences

Language

Hard to communicate with parents that are not tech savvy

Parent trainings

Parenting class/support

Weekly newsletters

How can we increase parent involvement?

Quarterly/Monthly family fun night

Utilize Blackboard

Promote following Facebook -both school and PTO

“Class Grown Up” as PTO Member

Utilize parent assets for clubs (parents as teachers)

Perceptions Strengths

- This is a very friendly school overall. We have excellent staff
- Warm and welcoming staff
- Feel that we can approach other staff members for help and most are very open and willing
- Custodians are friendly and seek out teachers to ensure that rooms are to their standards
- Shoutouts on staff
- Early out passes and recognition are a welcome reward
- The administrators have a positive approach to running our school. They communicate with all staff in a very professional and courteous manner. They exemplify the qualities of the highest standards that make our school a great place to work
- Teachers work well in their grade level teams and program teams. Teachers share data and strategies to increase student outcomes
- High expectations for professionalism are evident
- Support staff (RTI, Enrichment, SPED) are flexible and able to work with a diverse group of staff
- Hernandez celebrates a variety of cultural events
- Supportive PTO and parents
- Emphasis on Fine Arts
- Child Nutrition takes care of all students

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication isn't always open, clear, consistent, and concise.
Root Cause: The root cause is that some information isn't communicated in a timely manner from the administration and to teachers and teachers to parents, and therefore isn't shared with the entire school community well.

Problem Statement 2 (Prioritized): Supporting learning at home and in school and building a home-school connection has been a struggle for teachers and parents.
Root Cause: Support for learning at home with parents who might not have resources or time to help their students be successful.

Problem Statement 3 (Prioritized): Although most students on our campus have shown achievement in Math, there seems to be limited growth within all populations in Reading.
Root Cause: We have had a strong focus on Math and not enough of a focus on improving Reading. Not enough explicit instruction in writing and writing across the curriculum.

Priority Problem Statements

Problem Statement 1: Although most students on our campus have shown achievement in Math, there seems to be limited growth within all populations in Reading.

Root Cause 1: We have had a strong focus on Math and not enough of a focus on improving Reading. Not enough explicit instruction in writing and writing across the curriculum.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Supporting learning at home and in school and building a home-school connection has been a struggle for teachers and parents.

Root Cause 2: Support for learning at home with parents who might not have resources or time to help their students be successful.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Staff feedback indicates a need to strengthen staff voice and inclusion in campus decision-making processes.

Root Cause 3: As an administrative team, we are not clearly communicating what it takes to achieve quality decisions and who should be making what decisions.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Communication isn't always open, clear, consistent, and concise.

Root Cause 4: The root cause is that some information isn't communicated in a timely manner from the administration and to teachers and teachers to parents, and therefore isn't shared with the entire school community well.

Problem Statement 4 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 Reading and math goals for PreK-3
- 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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- 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
- T-TESS 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

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By June 2027, Hernandez Elementary will strengthen schoolwide instructional coherence by establishing a shared vision of high-quality Tier 1 instruction through vertically and horizontally aligned curriculum, collaborative learning, instructional coaching, and formative assessment practices. Through weekly instructional learning collaboratives and ongoing classroom observations, Hernandez will demonstrate increased implementation of the district instructional framework, as measured by district implementation and walkthrough data.

Evaluation Data Sources: District instructional framework implementation data, campus walkthrough data, instructional coaching records, PLC/Instructional Learning Collaborative documentation, lesson plans, student work, and formative assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Instructional Learning Collaboratives/PLCs - Implement weekly instructional learning collaboratives in which collaborative teams analyze standards, unpack HQIM lessons, review student work and formative assessment data, collaboratively plan instruction, and identify opportunities for reteaching, extension, and differentiation. Vertical collaboration will be incorporated throughout the year to strengthen alignment across grade levels. **Strategy's Expected Result/Impact:** Increased instructional coherence across classrooms and grade levels; improved alignment of curriculum, instruction, and assessment; increased student achievement and growth. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers, Special Education Staff, Interventionists **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coaching, Walkthroughs, and Feedback - Implement ongoing instructional coaching cycles, administrative walkthroughs, learning walks, and actionable feedback aligned to the district instructional framework and campus expectations for high-quality Tier 1 instruction. Walkthrough and implementation data will be reviewed regularly to identify campuswide strengths and professional learning needs. **Strategy's Expected Result/Impact:** Increased implementation of the district instructional framework and consistent evidence of high-quality Tier 1 instruction across classrooms. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: HQIM Implementation and Instructional Resources - Ensure consistent implementation of district-adopted HQIM while providing teachers with the supplemental instructional resources, technology, and differentiated supports necessary to meet the needs of all learners, including Emergent Bilingual, Special Education, and advanced learners. **Strategy's Expected Result/Impact:** Increased fidelity of HQIM implementation, student engagement, differentiation, and academic achievement. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Teachers, Special Education Staff **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Professional Learning - Provide targeted professional learning based on walkthrough data, student performance data, teacher needs, and campus instructional priorities. Professional learning will emphasize high-quality Tier 1 instruction, HQIM implementation, formative assessment, differentiation, student engagement, and evidence-based instructional practices. **Strategy's Expected Result/Impact:** Increased teacher capacity and consistent implementation of research-based instructional practices across the campus. **Staff Responsible for Monitoring:** Administration, Instructional Coach, District Instructional Staff **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By June 2027, Hernandez will strengthen the implementation of the Multi-Tiered System of Supports (MTSS) framework to ensure all students receive timely, data-driven academic interventions aligned to demonstrated need. Through high-quality Tier 1 instruction, systematic progress monitoring, and targeted intervention, Hernandez will reduce the percentage of students requiring Tier 2 and Tier 3 interventions by a combined 5 percentage points from the Fall 2026 baseline.

Evaluation Data Sources: Universal screener data, MTSS documentation, intervention rosters, progress-monitoring data, student tier placement data, formative assessments, and local/state assessment results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Systematic MTSS Process - Implement a consistent campuswide MTSS process to identify student academic needs through universal screening, classroom performance, formative assessment, and progress-monitoring data. Collaborative teams will regularly review student response to instruction and intervention and make timely decisions regarding movement between tiers. **Strategy's Expected Result/Impact:** Earlier identification of student needs, timely intervention, decreased numbers of students requiring intensive intervention, and increased student academic growth. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Counselor, Teachers, Interventionists, Special Education Staff, MTSS Team **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Targeted Intervention and Acceleration - Provide targeted, evidence-based intervention and acceleration to identified students during designated intervention time based on individual skill deficits and progress-monitoring data. Intervention resources and instructional personnel will be strategically allocated according to demonstrated student need. **Strategy's Expected Result/Impact:** Increased student growth, accelerated closure of learning gaps, improved performance on local and state assessments, and reduced need for Tier 2 and Tier 3 services. **Staff Responsible for Monitoring:** Administration, Teachers, Interventionists, Instructional Coach, Special Education Staff, Instructional Assistants **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Progress Monitoring and Data Review - Monitor the effectiveness of Tier 2 and Tier 3 interventions through regularly scheduled progress monitoring and MTSS data reviews. Student response to intervention will be documented and used to determine continuation, modification, intensification, or exit from intervention. **Strategy's Expected Result/Impact:** Increased effectiveness of interventions, appropriate movement between tiers, and measurable student growth. **Staff Responsible for Monitoring:** Administration, MTSS Team, Teachers, Interventionists, Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Dyslexia Screening, Instruction, and Progress Monitoring - Ensure 100% of eligible students receive required dyslexia screening within established timelines. Identified students will receive evidence-based dyslexia instruction delivered with fidelity by trained personnel, and progress toward individualized literacy goals will be systematically monitored and reviewed to determine instructional adjustments. **Strategy's Expected Result/Impact:** 100% of eligible students will receive required dyslexia screening and identified students will receive required instructional services and progress monitoring, with at least 80% demonstrating documented growth toward individualized literacy goals. **Staff Responsible for Monitoring:** Administration, Dyslexia Teacher, Classroom Teachers, 504 Coordinator, Special Education Staff, Instructional Coach **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2027, the percentage of students meeting performance standards on the Spring 2027 STAAR Mathematics assessment will increase by 5 percentage points at the Meets Grade Level and Masters Grade Level compared to Spring 2026 results. Additionally, Emergent Bilingual students and students receiving Special Education services achieving Meets Grade Level will increase by 5 percentage points over Spring 2026 results. As the campus HB3 Math Goal, third-grade students will increase from 54% to 60% at Meets Grade Level or Above on the Spring 2027 STAAR Mathematics assessment.

High Priority

HB3 Goal

Evaluation Data Sources: Spring 2026 and Spring 2027 STAAR Mathematics data, third-grade HB3 mathematics data, district common assessments, formative assessments, universal screener data, student work, and progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: High-Quality Mathematics Tier 1 Instruction - Implement on-grade-level, district-adopted mathematics HQIM with fidelity through collaborative planning, instructional coaching, formative assessment, and research-based instructional practices that emphasize conceptual understanding, mathematical reasoning, productive struggle, discourse, and problem-solving. **Strategy's Expected Result/Impact:** At least a five-percentage-point increase at Meets and Masters on STAAR Mathematics, with increased achievement among Emergent Bilingual and Special Education students. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers, Interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data-Driven Differentiation, Reteach, and Acceleration - Collaborative teams will analyze formative assessments, common assessments, diagnostic data, student work, and STAAR data to identify misconceptions and differentiate mathematics instruction through targeted small groups, reteaching, intervention, acceleration, and enrichment. **Strategy's Expected Result/Impact:** Timely instructional response to student needs, increased academic growth, reduction of learning gaps, and increased percentages of students achieving Meets and Masters Grade Level on local and state mathematics assessments. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Classroom Teachers, Special Education Teachers, Interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Mathematics Support for Special Populations - Provide intentional scaffolds, linguistic supports, specially designed instruction, accommodations, and differentiated learning opportunities within Tier 1 mathematics instruction to ensure Emergent Bilingual and Special Education students have access to grade-level rigor. **Strategy's Expected Result/Impact:** Increased access to grade-level mathematics instruction and at least a five-percentage-point increase in Emergent Bilingual and Special Education students achieving Meets Grade Level on STAAR Mathematics. **Staff Responsible for Monitoring:** Administration, Classroom Teachers, Special Education Teachers, Bilingual/Dual Language Teachers, Interventionists, Instructional Coach **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By June 2027, the percentage of students meeting performance standards on the Spring 2027 STAAR Reading Language Arts assessment will increase by 5 percentage points at Meets Grade Level and 10 percentage points at Masters Grade Level over Spring 2026 results. Additionally, Emergent Bilingual students and students receiving Special Education services achieving Meets Grade Level will increase by 5 percentage points over Spring 2026 results. As the campus HB3 Reading Goal, third-grade students will increase from 54% to 60% at Meets Grade Level or Above on the Spring 2027 STAAR Reading Language Arts assessment.

High Priority

HB3 Goal

Evaluation Data Sources: Spring 2026 and Spring 2027 STAAR RLA data, third-grade HB3 reading data, district common assessments, universal screener data, formative assessments, student writing samples, progress-monitoring data, and student work.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: High-Quality RLA Tier 1 Instruction - Implement district-adopted RLA HQIM with fidelity through collaborative planning and evidence-based literacy practices emphasizing grade-level rigor, comprehension, vocabulary, writing, text evidence, academic discourse, and student engagement, with intentional emphasis on explicit writing instruction and writing across the curriculum. **Strategy's Expected Result/Impact:** Increased quality and consistency of Tier 1 literacy instruction, resulting in at least a five-percentage-point increase at Meets Grade Level and a ten-percentage-point increase at Masters Grade Level on STAAR RLA. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Classroom Teachers, Special Education Teachers, Dyslexia Teacher, Interventionists **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data-Driven RLA Differentiation and Acceleration - Use formative assessments, diagnostic data, common assessments, student work, and state assessment data during collaborative planning to identify individual literacy needs and provide timely small-group instruction, reteaching, intervention, acceleration, and enrichment. **Strategy's Expected Result/Impact:** Increased student growth in reading and writing, accelerated closure of literacy gaps, and increased performance at Meets and Masters Grade Level on local and state assessments. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Classroom Teachers, Interventionists, Special Education Teachers, Dyslexia Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Literacy Support for Special Populations - Provide targeted linguistic supports, targeted ESL time in the academic schedule, specially designed instruction, appropriate accommodations, and evidence-based literacy practices for Emergent Bilingual and Special Education students while maintaining access to rigorous, grade-level Tier 1 instruction. **Strategy's Expected Result/Impact:** Increased literacy achievement and at least a five-percentage-point increase in Emergent Bilingual and Special Education students achieving Meets Grade Level on STAAR RLA. **Staff Responsible for Monitoring:** Administration, Classroom Teachers, Special Education Teachers, Bilingual/Dual Language Teachers, Interventionists, Dyslexia Teacher, Instructional Coach **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By June 2027, Hernandez Elementary will maintain the current A rating in the A-F Accountability system and continue to make progress on the English Language Proficiency (ELP) growth targets on TELPAS.

Evaluation Data Sources: STAAR accountability data, interim/common assessment data, student progress-monitoring data, TELPAS results, TELPAS progress measures, RDA data, student group performance data, and implementation records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Accountability and Student Growth Monitoring - Monitor student achievement and growth throughout the school year using formative, diagnostic, common assessment, progress-monitoring, and state assessment data. Data will be disaggregated by grade level, content area, student group, and accountability domain to identify areas requiring intervention, acceleration, or instructional adjustment. **Strategy's Expected Result/Impact:** Continued academic growth across student groups and accountability domains, closing of achievement gaps, and maintenance of the campus A rating in the state accountability system. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Classroom Teachers, Interventionists, Special Education Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: English Language Development and TELPAS Growth - Provide Emergent Bilingual students with consistent opportunities to develop listening, speaking, reading, and writing skills across all content areas through research-based linguistic supports, academic discourse, differentiated instruction, and activities aligned to students' English language proficiency levels. **Strategy's Expected Result/Impact:** Increased English language proficiency, continued progress toward TELPAS growth targets, increased academic achievement of Emergent Bilingual students, and improved performance within applicable accountability indicators. **Staff Responsible for Monitoring:** Administration, Bilingual/Dual Language Teachers, Classroom Teachers, ESL-Certified Teachers, Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By June 2027, Hernandez Elementary will continue to maintain high levels of student engagement by maintaining Average Daily Attendance (ADA) of at least 96%, reducing office discipline referrals by 15%, and increasing favorable student school climate and connectedness survey results by at least 5 percentage points over the 2025-2026 baseline. (EDF 3.2)

Evaluation Data Sources: Daily and monthly attendance reports, chronic absenteeism data, office discipline referral data, student behavior records, student school climate/ connectedness survey data, PBIS/behavior team records, and family contact documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Attendance Monitoring and Family Outreach - Monitor student attendance and tardies daily and provide timely family outreach for absences through teacher and administrative contact. The campus attendance team will regularly review attendance data and implement parent conferences, individualized support, home visits, and additional interventions when patterns of excessive or chronic absence emerge. **Strategy's Expected Result/Impact:** Maintain Average Daily Attendance at or above 96%, reduce chronic absenteeism and tardiness, strengthen family-school communication, and increase student access to daily instruction. **Staff Responsible for Monitoring:** Administration, Registrar/Attendance Clerk, Counselor, Classroom Teachers, Parent Liaison/CIS Staff, Attendance Team **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Attendance Goal Setting and Celebration - Establish individual, classroom, grade-level, and campus attendance goals. Attendance data will be communicated regularly, and students and grade levels demonstrating strong or improved attendance will be recognized and celebrated. **Strategy's Expected Result/Impact:** Increased student and family awareness of the importance of attendance, increased individual accountability for attendance, and maintenance of campus ADA at or above 96%. **Staff Responsible for Monitoring:** Administration, Registrar/Attendance Clerk, Classroom Teachers, Students, Attendance Team **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Positive Behavior Systems - Implement consistent schoolwide classroom management and positive behavior systems, including CHAMPS, STOIC, PBIS practices, clearly taught behavioral expectations, tiered behavior supports, restorative responses, and recognition of positive student behavior. **Strategy's Expected Result/Impact:** At least a 15% reduction in office discipline referrals, increased classroom engagement, increased instructional time, improved student behavior, and a more positive and predictable learning environment. **Staff Responsible for Monitoring:** Administration, Classroom Teachers, Counselor, PBIS/Behavior Team, Special Education Staff **Title I:** 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Student Belonging, Voice, and Connectedness - Implement schoolwide practices that intentionally promote student belonging, positive relationships, character development, student voice, celebrations, extracurricular activities, clubs, morning meetings, and opportunities for every student to develop connections with peers and trusted adults. **Strategy's Expected Result/Impact:** At least a five-percentage-point increase in favorable student school climate and connectedness survey results, increased student engagement and attendance, and decreased behavioral concerns. **Staff Responsible for Monitoring:** Administration, Counselor, Classroom Teachers, Specials Teachers, Club Sponsors, PBIS/Behavior Team **Title I:** 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By June 2027, Hernandez Elementary will strengthen early student persistence by identifying and supporting students demonstrating attendance, academic, behavioral, or engagement risk factors through MTSS, family outreach, counseling, and targeted interventions. At least 90% of students identified as at risk for chronic absenteeism or disengagement will demonstrate improvement in at least one identified risk indicator by the end of the school year.

Evaluation Data Sources: Attendance and chronic absenteeism data, MTSS documentation, academic progress-monitoring data, office discipline referrals, counseling records, student engagement data, intervention records, and family contact documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Early Identification and Intervention for At-Risk Students - Use attendance, academic, behavior, engagement, and MTSS data to identify students demonstrating risk factors that may negatively impact long-term school persistence. Campus teams will provide timely academic, behavioral, social-emotional, and family supports based on individual student need. **Strategy's Expected Result/Impact:** Earlier identification and support of students demonstrating risk factors, improved attendance and academic engagement, reduced behavioral concerns, and increased student connection and persistence in school. **Staff Responsible for Monitoring:** Administration, Counselor, MTSS Team, Classroom Teachers, Interventionists, Special Education Staff, Parent Liaison/CIS Staff **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By June 2027, Hernandez Elementary will increase Organizational Health Cohesiveness from Stage 4 to Stage 5 by capitalizing on the synergy of mature, close teams, encouraging interdependent and systems thinking, and establishing structures and systems that enable individuals and teams to function interdependently across the campus, as measured by the Organizational Health Inventory (OHI).

Evaluation Data Sources: Organizational Health Inventory (OHI) results, Faculty Advisory Committee documentation and staff feedback, vertical collaboration documentation, PLC/Instructional Learning Collaborative records, Partner Learning Walk feedback, leadership team documentation, staff climate/engagement survey data, and campus communication artifacts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen Faculty Advisory Committee - Strengthen the Faculty Advisory Committee through monthly meetings that provide staff members with a structured process to anonymously share concerns, identify campus needs, and collaboratively develop solutions. Utilize staff input to identify themes, communicate follow-up actions, and strengthen shared ownership for campus improvement. **Strategy's Expected Result/Impact:** Increased staff voice, shared ownership, trust, and participation in campus problem solving and decision-making, contributing to increased organizational cohesiveness and movement toward Stage 5 interdependence. **Staff Responsible for Monitoring:** Principal, Faculty Advisory Committee, Campus Leadership Team **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Vertical Collaboration and Systems Thinking - Expand opportunities for vertical collaboration through quarterly cross-grade-level meetings focused on student learning, instructional alignment, and campuswide problem solving. Teams will be encouraged to think beyond individual grade levels and develop solutions that support the success of the entire campus. **Strategy's Expected Result/Impact:** Increased vertical alignment, cross-team collaboration, systems thinking, and collective responsibility for campuswide student and organizational outcomes. **Staff Responsible for Monitoring:** Principal, Campus Leadership Team, PLC Facilitators, Instructional Coach **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Partner Learning Walks and Collaborative Learning - Implement Partner Learning Walks and collaborative instructional rounds each nine weeks that allow teachers to observe one another, celebrate effective practices, identify individual and team strengths, and strengthen professional relationships across grade levels and departments. **Strategy's Expected Result/Impact:** Increased trust and transparency among teams, greater sharing of effective instructional practices, stronger professional relationships across grade levels, and increased collective responsibility for student success. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Campus Leadership Team **Title I:** 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Teacher Leadership Development - Provide intentional leadership development for teacher leaders and committee chairs focused on systems thinking, collaborative decision-making, and building interdependent teams. **Strategy's Expected Result/Impact:** Increased teacher leadership capacity and distributed leadership, with problem solving and decision-making occurring increasingly throughout the organization rather than relying primarily on campus administration. **Staff Responsible for Monitoring:** Principal, Campus Leadership Team, Instructional Coach **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Transparent Campus Communication - Strengthen campus communication by providing regular updates regarding faculty feedback, decisions made, actions taken, and the rationale behind campus initiatives through faculty meetings, newsletters, Faculty Advisory Committee communication, and other established communication structures. **Strategy's Expected Result/Impact:** Increased transparency, trust, and staff understanding of campus decisions and initiatives, resulting in stronger organizational alignment and shared ownership. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Faculty Advisory Committee, Campus Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Celebrate Interdependent Teamwork - Intentionally recognize and celebrate examples of interdependent teamwork and collaborative success during faculty meetings, campus celebrations, and staff communications, with particular emphasis on collaboration across grade levels and departments. **Strategy's Expected Result/Impact:** Increased recognition and reinforcement of the collaborative behaviors associated with Stage 5 Cohesiveness, increased staff belonging and collective efficacy, and greater evidence of interdependent teamwork across the campus. **Staff Responsible for Monitoring:** Principal, Campus Leadership Team, Faculty Advisory Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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