San Marcos CISD

San Marcos High School

2026-2027 Campus Improvement Plan

Accountability Rating: C

Mission Statement

All students and staff will possess the academic, social, and emotional skills needed to obtain their goals regardless of social construct.

Vision

Rattler Nation, a community of learners, provides a safe environment and high impact learning experiences.

Value Statement

All students can meet high expectations for academic, social, and emotional learning, regardless of any social construct.

Positive relationships are critical to student success.

The San Marcos community is critical to student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Who Are We? – San Marcos High School

2026–2027 Campus Improvement Plan

San Marcos High School is a comprehensive high school serving a large and diverse student population with a wide range of academic, linguistic, social, and postsecondary needs. The following demographic information reflects 2025–2026 Summer PEIMS data and serves as baseline data for the 2026–2027 Campus Improvement Plan. As current-year PEIMS data become available, enrollment and demographic information will be updated to reflect the 2026–2027 student population.

Student Population – Baseline

During the 2025–2026 school year, San Marcos High School served 2,447 students cumulatively, with a fall snapshot enrollment of 2,328 students.

Student Group	Students	Percentage
Total Students Served	2,447	100%
Grade 9	748	30.57%
Grade 10	664	27.14%
Grade 11	470	19.21%
Grade 12	565	23.09%
Female	1,158	47.32%
Male	1,289	52.68%

The campus serves a large population of students in the first two years of high school. Ninth- and tenth-grade students accounted for approximately 58% of the students served, reinforcing the importance of strong transition systems, early academic intervention, attendance monitoring, credit accumulation, and on-track-to-graduate monitoring beginning in ninth grade.

Race and Ethnicity

Student Group	Students	Percentage
Hispanic/Latino	1,795	73.36%
White	423	17.29%
Black/African American	143	5.84%

Student Group	Students	Percentage
Two or More Races	53	2.17%
Asian	24	0.98%
American Indian/Alaska Native	5	0.20%
Native Hawaiian/Pacific Islander	4	0.16%

SMHS serves a culturally and linguistically diverse student body. Campus instructional practices, communication systems, intervention structures, and access to academic opportunities must be responsive to the students and families represented within the San Marcos community.

Student Programs and Identified Needs

Student Group/Program	Students	Percentage
Economically Disadvantaged	1,730	70.70%
Special Education	446	18.23%
Gifted and Talented	439	17.94%
Student Accelerated Education Plan	431	17.61%
Emergent Bilingual	376	15.37%
Section 504	314	12.83%
Dyslexia Services	169	6.91%
Military Connected	94	3.84%
Homeless	37	1.51%
Unaccompanied Youth	13	0.53%
Migratory	9	0.37%
Foster Care	7	0.29%

The campus serves a significant number of students with additional instructional and socioeconomic needs. More than 70% of students are economically disadvantaged, approximately 18% receive Special Education services, and approximately 15% are identified as Emergent Bilingual.

These student characteristics have direct implications for campus planning. SMHS must ensure consistent access to high-quality Tier 1 instruction, appropriate accommodations and specially designed instruction, language supports, accelerated instruction, intervention, family engagement, and opportunities for advanced learning.

Special Education

Of the 446 students receiving Special Education services, the majority are educated primarily within the general education environment.

Instructional Setting	Students	% of SPED Students
Mainstream	309	69.28%

Instructional Setting	Students	% of SPED Students
Resource Room	93	20.85%
Speech Therapy	50	11.21%
Self-Contained	44	9.87%
Off Home Campus	26	5.83%

With approximately 69% of students receiving Special Education services served in mainstream settings, improving outcomes for students with disabilities is not solely the responsibility of Special Education staff. It requires strong Tier 1 instruction in every classroom, consistent implementation of accommodations and specially designed instruction, collaboration between general and Special Education teachers, and systematic monitoring of student progress.

College, Career, and Advanced Learning

SMHS provides students with multiple pathways toward college, career, and military readiness.

Program/Indicator	Students	Percentage
CTE Participation/Attendance	2,164	88.43%
Gifted and Talented	439	17.94%
Early College High School	266	10.87%
Associate Degree Earned	22	0.90%

CTE participation is a significant strength, with approximately 88% of students participating in CTE coursework. Additionally, 266 students participated in Early College High School and 22 students earned an associate degree.

During 2026–2027, the campus will continue to examine not only overall participation in advanced academics and CCMR pathways, but also which student groups are participating, persisting, and successfully completing those opportunities. This is particularly important when examining access for Economically Disadvantaged, Emergent Bilingual, and Special Education students.

Attendance

Attendance remains a significant campus need and directly affects instructional time, achievement, credit attainment, and graduation.

Reporting Period	Attendance
First Six Weeks	94.4%
Second Six Weeks	93.5%
Third Six Weeks	92.5%
Fourth Six Weeks	91.0%
Fifth Six Weeks	91.4%
Sixth Six Weeks	92.9%

Reporting Period	Attendance
2025–2026 Overall	92.65%

Attendance declined substantially between the first and fourth six weeks before beginning to recover during the second semester. Additional campus analysis found that 30.2% of students were chronically absent, with Economically Disadvantaged students disproportionately represented among chronically absent students.

For 2026–2027, attendance systems must move beyond responding to absences after they occur and include early identification, family communication, student engagement, interventions, and consistent monitoring of students approaching chronic absenteeism.

Discipline

Reporting Period	Students with Reportable Discipline Records	Incidents
First Six Weeks	4.66%	182
Second Six Weeks	5.28%	212
Third Six Weeks	6.02%	228
Fourth Six Weeks	5.36%	209
Fifth Six Weeks	7.84%	307
Sixth Six Weeks	6.88%	275
Students with Reportable Discipline Record – Annual	19.90%	—

Discipline patterns demonstrate the need for proactive rather than solely reactive systems. The campus will continue to focus on consistent behavioral expectations, positive student-adult relationships, student belonging, early intervention, restorative and preventative approaches, and analysis of discipline data by student group.

What Does the Data Tell Us?

The demographic profile of San Marcos High School provides important context for the 2026–2027 Campus Improvement Plan.

Key Indicator	Baseline
Economically Disadvantaged	70.70%
Special Education	18.23%
Gifted and Talented	17.94%
Accelerated Education Plan	17.61%
Emergent Bilingual	15.37%
Section 504	12.83%
Dyslexia	6.91%
CTE Participation	88.43%
Overall Attendance	92.65%

Key Indicator	Baseline
Chronically Absent	30.2%
Students with Reportable Discipline Record	19.90%

The data identify several important considerations for campus improvement:

1. Attendance must remain a campus-wide priority. Nearly one-third of students experienced chronic absenteeism, significantly reducing access to instruction.

2. Tier 1 instruction must meet the needs of diverse learners. With significant Special Education, Emergent Bilingual, 504, dyslexia, and Economically Disadvantaged populations, student supports cannot exist only through intervention programs.

3. Early intervention is critical. Nearly 18% of students required an Accelerated Education Plan, indicating a substantial need for timely academic intervention and progress monitoring.

4. Equitable access must be monitored. SMHS offers extensive CTE, Early College, advanced academics, and CCMR opportunities; however, participation and successful completion should be analyzed by student group to ensure access is equitable.

5. Student engagement and belonging are connected to achievement. Attendance, discipline, academic performance, and graduation cannot be addressed as isolated concerns. Strong relationships, relevant instruction, clear expectations, and meaningful opportunities are essential to increasing student engagement.

Our 2026–2027 Focus

The data reinforce the need for San Marcos High School to focus on high-quality Tier 1 instruction, effective PLC and intervention systems, attendance and student engagement, equitable access to rigorous opportunities, and college, career, and military readiness.

Our goal is to ensure that every student is known, challenged, supported, and provided a clear pathway toward graduation and postsecondary success.

Demographics Strengths

1. Diverse Student Population
SMHS serves a culturally and linguistically diverse student population that reflects the San Marcos community and provides opportunities to build inclusive, culturally responsive learning environments.

2. Strong CTE Participation
Approximately 88% of students participate in CTE coursework, demonstrating broad access to career exploration and college, career, and military readiness pathways.

3. Established College-Readiness Opportunities
SMHS provides strong access to Early College, dual credit, advanced academics, and associate degree opportunities, providing students multiple pathways to postsecondary success.

4. Inclusive Programming for Diverse Learners
SMHS serves a wide range of learners through Special Education, 504, dyslexia, Emergent Bilingual, Gifted and Talented, and accelerated instruction programs, with the majority of students receiving Special Education services accessing instruction in general education settings.

5. Strong Opportunity to Influence Students Early

With approximately 58% of the student population in grades 9 and 10, SMHS has a significant opportunity to establish strong attendance, engagement, academic, and graduation-readiness systems early in students' high school careers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged students comprise approximately 71% of the SMHS population and are disproportionately represented among chronically absent students, resulting in reduced access to instruction and increased risk for course failure, loss of credit, and delayed graduation.
Root Cause: Inconsistent early intervention, family communication, identification of attendance barriers, and student engagement contribute to disproportionately high chronic absenteeism among Economically Disadvantaged students.

Problem Statement 2: Students receiving Special Education services represent approximately 18% of the campus population and continue to demonstrate achievement gaps compared with their non-disabled peers. Because the majority of students receiving Special Education services are educated primarily in general education classrooms, consistent access to rigorous Tier 1 instruction, accommodations, specially designed instr
Root Cause: Inconsistent implementation of accommodations and specially designed instruction, limited collaboration between general and special education staff, and inconsistent progress monitoring contribute to persistent achievement gaps.

Problem Statement 3: Emergent Bilingual students represent approximately 15% of the SMHS student population and continue to demonstrate academic and English language-development gaps, indicating a need for more consistent linguistic supports and opportunities to develop academic language across all content areas.
Root Cause: Inconsistent use of linguistic supports, varying levels of teacher capacity in language-development strategies, and limited use of TELPAS and language-proficiency data contribute to academic and language-growth gaps.

Problem Statement 4: Approximately 30% of SMHS students were chronically absent, resulting in substantial loss of instructional time and creating barriers to academic achievement, credit attainment, student engagement, and graduation.
Root Cause: Inconsistent mastery of essential standards, formative assessment, timely intervention, and progress monitoring contribute to unfinished learning and continued need for accelerated instruction.

Problem Statement 5: Although SMHS provides multiple pathways through Gifted and Talented programming, Advanced Placement, dual credit, Early College High School, CTE, and other CCMR opportunities, participation in some advanced academic programs does not proportionately reflect the demographic composition of the campus. Historically underserved student groups may therefore have unequal access to rigorous coursework a
Root Cause: Inconsistent identification, recruitment, communication, scheduling, and monitoring of participation by student group contribute to disparities in access to advanced academics and CCMR pathways.

Problem Statement 6: Approximately 18% of SMHS students require an Accelerated Education Plan, indicating that a significant number of students are progressing through high school with unfinished learning and require additional academic support to meet grade-level expectations.
Root Cause: Inconsistent attendance systems, varying levels of student engagement and belonging, reactive rather than preventative interventions, and inconsistent communication with families contribute to continued loss of instructional time across the campus.

Priority Problem Statements

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data
- Graduation plan types
- Foster Care data

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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Equity data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

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
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

Goal 1: Board Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By Spring 2027, San Marcos High School will increase the consistent implementation of campus instructional systems, including essential standards, formative assessment, aggressive monitoring, data-driven PLCs, and instructional response, as measured by administrator participation and collaboration with content teams.

Evaluation Data Sources: PLC agendas and products, walkthrough data, common formative assessment data, student work, and evidence of mastery of essential standards, walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a campus-wide process for identifying, unpacking, and teaching essential standards in every content area. By the end of the first grading period, PLCs will identify essential standards, define what mastery looks like, establish common learning targets and success criteria, and develop learning progressions that guide Tier 1 instruction, formative assessment, reteaching, and enrichment throughout the year. **Strategy's Expected Result/Impact:** Teachers will have a common understanding of what students must know and be able to do, resulting in greater instructional alignment within and across courses, more focused instruction, and increased student mastery of priority standards. **Staff Responsible for Monitoring:** Principal Associate Principal Department Chairs	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement a consistent weekly PLC cycle in which collaborative teams plan instruction around essential standards, review common formative assessment and student-work data, identify students who have and have not demonstrated mastery, and determine specific instructional responses including reteaching, intervention, extension, and enrichment. Campus administrators and department chairs will monitor PLC implementation throughout each grading period using a common PLC protocol. **Strategy's Expected Result/Impact:** PLCs will shift from primarily discussing instruction and pacing to routinely examining evidence of student learning and determining the instructional response. Teachers will respond more quickly to learning gaps, increasing the percentage of students demonstrating mastery of essential standards. **Staff Responsible for Monitoring:** Principal Associate Principal Department Chairs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

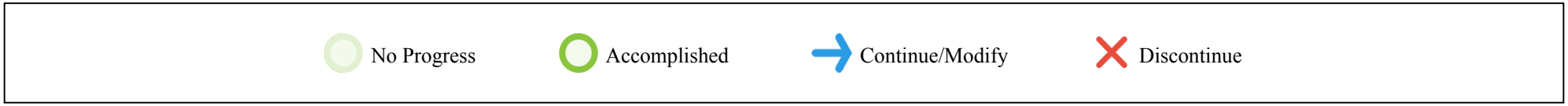
Goal 1: Board Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By Spring 2027, San Marcos High School will implement a consistent MTSS/RTI process in which students identified as not meeting academic, attendance, or behavioral expectations receive timely intervention, documented progress monitoring, and instructional response based on student data.

Evaluation Data Sources: RTI/MTSS documentation, student intervention plans, three-week progress-monitoring data, failure reports, assessment data, and evidence of student growth after interventions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish and implement common campus-wide MTSS/RTI entry, monitoring, and exit criteria. At designated data-review points throughout each grading period, PLCs will use common assessment results, grades, attendance, EOC/ benchmark data, and other relevant student information to identify students requiring additional support and determine the appropriate level of intervention. **Strategy's Expected Result/Impact:** Students requiring additional academic support will be identified earlier and through consistent criteria rather than individual teacher referral alone. This will allow the campus to provide intervention before students experience significant course failure or loss of credit. **Staff Responsible for Monitoring:** Principle Associate Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct a formal MTSS implementation review at the end of each grading period to determine whether students identified for intervention received the planned support, whether progress was monitored within established timelines, and whether intervention decisions were based on evidence of student response. Campus leadership will identify implementation gaps and provide follow-up support to departments as needed. **Strategy's Expected Result/Impact:** MTSS will function as a consistent campus system rather than a collection of individual interventions. Increased implementation fidelity will result in earlier intervention, stronger accountability for student support, and improved academic outcomes for students who are not meeting grade-level expectations. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	 Some Progress			


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: Board Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 3: By Spring 2027, the percentage of staff reporting positive perceptions in the OHI Adaptation dimension will increase from 61% to 75%.

Evaluation Data Sources: Evaluation Data Sources: OHI Adaptation results, staff survey data, staff feedback, and campus formative review data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen campus instructional and intervention systems by establishing consistent expectations for essential standards, PLC processes, formative assessment and aggressive monitoring, and tiered intervention, ensuring staff have the structures, resources, and feedback necessary to respond effectively to student learning needs. **Strategy's Expected Result/Impact:** Staff will demonstrate increased confidence in the campus's ability to respond to student and staff needs through clearer systems, stronger collaboration, consistent instructional and intervention practices, and timely support. As a result, positive staff perceptions in the OHI Adaptation dimension will increase from 61% to 75% by Spring 2027.	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By Spring 2027, the percentage of all students achieving Meets Grade Level or above on the STAAR English I EOC will increase from 46% to 56%.

Evaluation Data Sources: STAAR English I EOC results, benchmark data, common assessments, student work, and student-group performance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: English I and English II PLCs will implement a common instructional cycle centered on identified essential standards. Teams will collaboratively plan instruction, administer common formative assessments, analyze results by student and student group, identify misconceptions, and implement targeted reteaching or enrichment before moving to subsequent essential standards. **Strategy's Expected Result/Impact:** Teachers will identify learning gaps earlier and respond before gaps accumulate. Increased alignment between instruction, assessment, and intervention will result in greater mastery of essential standards and improved performance on English I and English II EOCs. **Staff Responsible for Monitoring:** Principle Associate Principal Department Chair **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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: Teachers will identify learning gaps earlier and respond before gaps accumulate. Increased alignment between instruction, assessment, and intervention will result in greater mastery of essential standards and improved performance on English I and English II EOCs. **Strategy's Expected Result/Impact:** Teachers will identify learning gaps earlier and respond before gaps accumulate. Increased alignment between instruction, assessment, and intervention will result in greater mastery of essential standards and improved performance on English I and English II EOCs. **Staff Responsible for Monitoring:** Principal Associate Principal Department Chair **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By Spring 2027, the percentage of all students achieving Meets Grade Level or above on the STAAR English II EOC will increase from 52% to 62%.

Evaluation Data Sources: STAAR English II EOC results, benchmark data, common assessments, student work, and student-group performance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: English I and English II PLCs will implement a common instructional cycle centered on identified essential standards. Teams will collaboratively plan instruction, administer common formative assessments, analyze results by student and student group, identify misconceptions, and implement targeted reteaching or enrichment before moving to subsequent essential standards. **Strategy's Expected Result/Impact:** Teachers will identify learning gaps earlier and respond before gaps accumulate. Increased alignment between instruction, assessment, and intervention will result in greater mastery of essential standards and improved performance on English I and English II EOCs. **Staff Responsible for Monitoring:** Principle Associate Principal Department Chair **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** 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: Teachers will identify learning gaps earlier and respond before gaps accumulate. Increased alignment between instruction, assessment, and intervention will result in greater mastery of essential standards and improved performance on English I and English II EOCs. **Strategy's Expected Result/Impact:** Teachers will identify learning gaps earlier and respond before gaps accumulate. Increased alignment between instruction, assessment, and intervention will result in greater mastery of essential standards and improved performance on English I and English II EOCs. **Staff Responsible for Monitoring:** Principal Associate Principal Department Chair **TEA Priorities:** Build a foundation of reading and math **- 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: Instructional decisions will be based on evidence of student learning. Students who have not mastered essential concepts will receive timely instructional response, resulting in increased mastery and reduced achievement gaps. **Strategy's Expected Result/Impact:** Students will receive timely support before mathematical gaps become cumulative, resulting in increased course success, Algebra I readiness, and EOC achievement.	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By Spring 2027, the percentage of students achieving Meets Grade Level or above on the STAAR Algebra I EOC will increase from 12% in Spring 2026 to 40% in Spring 2027.

Evaluation Data Sources: STAAR Algebra I EOC results, benchmark data, common assessments, student work, and student-group performance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Algebra I PLCs will identify essential standards and develop common learning progressions that define prerequisite skills, grade-level expectations, mastery criteria, and common assessment checkpoints. Teachers will use these progressions to prioritize depth of learning and student mastery rather than pacing based solely on TEKS coverage. **Strategy's Expected Result/Impact:** Teachers will have greater clarity regarding the mathematical knowledge and skills students must master, resulting in increased instructional coherence, improved student understanding, and stronger Algebra I EOC performance.	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Algebra I teachers will administer common formative assessments throughout each instructional unit and analyze results during PLCs by standard, teacher, student, and student group. PLCs will identify misconceptions and collaboratively plan immediate reteaching, extension, or intervention before subsequent assessments. **Strategy's Expected Result/Impact:** Instructional decisions will be based on evidence of student learning. Students who have not mastered essential concepts will receive timely instructional response, resulting in increased mastery and reduced achievement gaps.	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Students demonstrating unfinished learning or lack of mastery of Algebra I essential standards will receive targeted, skill-specific intervention during designated intervention opportunities. Progress will be monitored at least every three weeks, with instructional adjustments based on student response. **Strategy's Expected Result/Impact:** Students will receive timely support before mathematical gaps become cumulative, resulting in increased course success, Algebra I readiness, and EOC achievement. **Staff Responsible for Monitoring:** Principal Associate Principal Math Department Chair	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Algebra I PLCs will identify essential standards and develop common learning progressions that define prerequisite skills, grade-level expectations, mastery criteria, and common assessment checkpoints. Teachers will use these progressions to prioritize depth of learning and student mastery rather than pacing based solely on TEKS coverage. **Strategy's Expected Result/Impact:** Teachers will have greater clarity regarding the mathematical knowledge and skills students must master, resulting in increased instructional coherence, improved student understanding, and stronger Algebra I EOC performance. **Staff Responsible for Monitoring:** Principal Associate Principal Math Department Chair	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Algebra I teachers will administer common formative assessments using the Bluebonnet curriculum throughout each instructional unit and analyze results during PLCs by standard, teacher, student, and student group. PLCs will identify misconceptions and collaboratively plan immediate reteaching, extension, or intervention before subsequent assessments. **Strategy's Expected Result/Impact:** Algebra I teachers will administer common formative assessments throughout each instructional unit and analyze results during PLCs by standard, teacher, student, and student group. PLCs will identify misconceptions and collaboratively plan immediate reteaching, extension, or intervention before subsequent assessments. **Staff Responsible for Monitoring:** Principal Math Department Chair	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: By Spring 2027, the percentage of Emergent Bilingual students demonstrating growth of at least one proficiency level on the TELPAS Composite will increase from 24% to 34%.

Evaluation Data Sources: TELPAS Composite and domain scores, TELPAS growth data, student language profiles, classroom performance, and progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide ongoing professional learning, modeling, and coaching for content-area teachers in Content-Based Language Instruction. Teachers will intentionally incorporate structured speaking, listening, reading, and writing opportunities into daily grade-level instruction, and implementation will be monitored through calibrated classroom walkthroughs and feedback. **Strategy's Expected Result/Impact:** Emergent Bilingual students will experience increased opportunities to use academic language within authentic content instruction, resulting in improved language proficiency, greater access to grade-level content, and increased TELPAS growth. **Staff Responsible for Monitoring:** Principal Assistant Principal	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Content-area PLCs will intentionally plan for listening, speaking, reading, and writing within regular classroom instruction and identify appropriate language supports based on students' TELPAS proficiency levels. PLC planning and classroom implementation will be reviewed during each grading period. **Strategy's Expected Result/Impact:** Emergent Bilingual students will receive consistent language-development opportunities throughout the school day rather than primarily within English-language courses, resulting in increased academic vocabulary, discourse, comprehension, writing proficiency, and TELPAS growth. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: By the end of the 2026-2027 school year, the percentage of graduates meeting at least one College, Career, or Military Readiness indicator will increase from 81% to 88%, with an emphasis on increasing the percentage of students earning industry-based certifications, demonstrating college readiness, completing advanced coursework, and successfully completing approved college/career pathways.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR accountability data, CCMR student tracker, TSIA2 results, IBC attainment, dual credit completion, CTE pathway completion, and other qualifying CCMR indicators.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish and maintain an individual CCMR tracker for students in grades 9-12 identifying each student's current readiness status, planned pathway, potential qualifying indicators, barriers, and next action needed. Campus leadership and counselors will formally review CCMR progress each grading period, with increased monitoring of juniors and seniors. **Strategy's Expected Result/Impact:** Students who have not yet earned a CCMR indicator will be identified early enough for the campus to intervene, resulting in an increased percentage of graduates earning at least one meaningful readiness indicator. **Staff Responsible for Monitoring:** Principal Associate Principal **TEA Priorities:** Connect high school to career and college **- 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: Use student interests, graduation plans, transcript data, TSI readiness, course history, and pathway completion status to strategically enroll students in appropriate CCMR opportunities, including approved CTE pathways and industry-based certifications, dual credit/college coursework, advanced academics, and college-readiness opportunities. **Strategy's Expected Result/Impact:** More students will participate in and successfully complete CCMR opportunities aligned to their interests and postsecondary goals, resulting in increased readiness attainment rather than students accumulating disconnected courses without completing a meaningful pathway. **Staff Responsible for Monitoring:** Principal Associate Principal Lead Counselor	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Beginning in the fall semester, seniors who have not yet earned a CCMR indicator will be identified and assigned a specific readiness pathway and action plan. Progress will be reviewed regularly and may include targeted TSI preparation/testing, IBC preparation, college coursework, or other approved CCMR opportunities based on student eligibility and graduation plans. **Strategy's Expected Result/Impact:** Fewer seniors will reach the final semester without a viable opportunity to meet a readiness indicator, increasing the percentage of graduates who leave SMHS college, career, or military ready. **Staff Responsible for Monitoring:** Principal Associate Principal Lead Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: By Spring 2027, the percentage of students on track to graduate within four years will increase from 93% to 95%, with targeted monitoring of students who are credit deficient, at risk of dropping out, or not meeting graduation requirements.

High Priority

Evaluation Data Sources: Graduation rate, senior graduation reports, credit audits, course completion and failure data, EOC status, transcript audits, and student on-track reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a campus-wide graduation early-warning system that identifies students who are off track based on credits earned, course failures, attendance, EOC requirements, graduation-plan completion, and other identified risk indicators. Student status will be reviewed at least once each grading period, with more frequent monitoring for seniors and students at highest risk. **Strategy's Expected Result/Impact:** Students at risk of becoming credit deficient or failing to graduate will be identified earlier, allowing the campus to intervene before barriers become difficult to resolve and increasing the percentage of students graduating on time. **Staff Responsible for Monitoring:** Principal Associate Principal Lead Counselor	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students identified as off track for graduation will receive an individualized graduation recovery plan identifying the specific barrier, required intervention, timeline, responsible staff member, and progress-monitoring checkpoints. Options may include academic intervention, credit recovery, attendance intervention, EOC support, scheduling adjustments, or other appropriate supports. **Strategy's Expected Result/Impact:** Interventions will be targeted to the actual reason each student is off track rather than relying on generalized credit-recovery solutions, resulting in increased course completion, credit attainment, and on-time graduation.	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Beginning in the fall semester, counselors and administrators will conduct routine senior graduation reviews to verify credits, required EOCs, CCMR status, attendance concerns, transcript accuracy, and outstanding graduation requirements. Students and families with unresolved concerns will receive direct communication and an action plan with defined completion deadlines. **Strategy's Expected Result/Impact:** Graduation barriers will be identified and resolved earlier in the senior year, reducing last-minute transcript, credit, assessment, and graduation eligibility concerns and increasing the percentage of seniors graduating on time. **Staff Responsible for Monitoring:** Principal Associate Principal Lead Counselor	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By Spring 2027, the percentage of Economically Disadvantaged students who are chronically absent will decrease from 33% to 23%, a 10-percentage-point reduction.

Evaluation Data Sources: Attendance reports, ADA, chronic absenteeism data, attendance by student group, and attendance trends throughout the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a campus-wide early-warning attendance system that identifies students demonstrating emerging patterns of absenteeism before they meet the chronic absenteeism threshold. Attendance teams will review data at least every nine weeks and assign tiered interventions based on the frequency, pattern, and identified cause of student absences. **Strategy's Expected Result/Impact:** Students with emerging attendance concerns will be identified and supported earlier, reducing the number of students progressing to chronic absenteeism and increasing access to daily instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal overseeing Attendance	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will review attendance data regularly and make timely, direct contact with families when students demonstrate patterns of absence. The campus will provide staff with communication protocols, scripts, translation support, and escalation procedures so that family outreach is consistent, supportive, and focused on removing barriers to attendance. **Strategy's Expected Result/Impact:** Teachers will review attendance data regularly and make timely, direct contact with families when students demonstrate patterns of absence. The campus will provide staff with communication protocols, scripts, translation support, and escalation procedures so that family outreach is consistent, supportive, and focused on removing barriers to attendance. **Staff Responsible for Monitoring:** Principal Assistant Principal	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By Spring 2027, SMHS will increase meaningful two-way family engagement as measured through documented parent communication, family participation, survey feedback, and response to attendance/academic concerns.

Evaluation Data Sources: Parent/family survey data, SchoolStatus communication data, participation in family events, parent contact logs, and family feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish campus expectations for proactive family communication when students demonstrate emerging concerns related to attendance, course performance, missing assignments, behavior, or graduation progress. Staff will initiate communication before concerns reach critical levels and document outreach through the district-approved communication platform. **Strategy's Expected Result/Impact:** Establish campus expectations for proactive family communication when students demonstrate emerging concerns related to attendance, course performance, missing assignments, behavior, or graduation progress. Staff will initiate communication before concerns reach critical levels and document outreach through the district-approved communication platform. **Staff Responsible for Monitoring:** Principal Associate Principal Assistant Principals	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide family learning opportunities throughout the year focused on topics directly connected to student success, including attendance, graduation requirements, course pathways, CCMR, TSI, advanced academics, CTE/IBC opportunities, financial aid, academic intervention, and postsecondary planning. Sessions will be offered using formats and communication methods designed to reduce participation barriers. **Strategy's Expected Result/Impact:** Provide family learning opportunities throughout the year focused on topics directly connected to student success, including attendance, graduation requirements, course pathways, CCMR, TSI, advanced academics, CTE/IBC opportunities, financial aid, academic intervention, and postsecondary planning. Sessions will be offered using formats and communication methods designed to reduce participation barriers. **Staff Responsible for Monitoring:** Principal Associate Principal CCMR Counselor	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement at least one structured family feedback opportunity each semester to gather information regarding communication, school climate, academic support, access to resources, and barriers to family participation. Campus leadership will review the findings and communicate resulting actions or adjustments to families. **Strategy's Expected Result/Impact:** Family engagement will become increasingly two-way rather than primarily informational. Leadership will gain actionable information about family needs and improve communication systems and supports based on feedback.	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By Spring 2027, San Marcos High School will strengthen human capital and fiscal stewardship by ensuring 100% of campus expenditures are aligned to identified Campus Improvement Plan priorities and by providing targeted professional learning, coaching, and leadership support to staff based on student performance data, instructional needs, and campus priorities.

Evaluation Data Sources: Campus budget reports, CIP and budget alignment reviews, staffing and vacancy data, teacher retention data, professional learning records, walkthrough data, and evidence that professional learning is being implemented in the classroom.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use student needs, enrollment, course demand, class-size data, certification requirements, and campus priorities to guide staffing decisions and recruitment for critical positions. New and developing teachers will receive structured onboarding, mentoring, instructional support, and regular feedback throughout the year. **Strategy's Expected Result/Impact:** Use student needs, enrollment, course demand, class-size data, certification requirements, and campus priorities to guide staffing decisions and recruitment for critical positions. New and developing teachers will receive structured onboarding, mentoring, instructional support, and regular feedback throughout the year. **Staff Responsible for Monitoring:** Principal Associate Principal	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Align campus professional learning and coaching to needs identified through student achievement data, walkthroughs, PLC implementation, OHI results, teacher feedback, and CIP formative reviews. Professional learning will prioritize areas with the strongest connection to campus performance objectives and will include follow-up monitoring to determine implementation. **Strategy's Expected Result/Impact:** Professional learning will move from isolated training to job-embedded capacity building focused on identified needs. Teachers will demonstrate increased implementation of campus instructional priorities, contributing to improved student outcomes. **Staff Responsible for Monitoring:** Principal Associate Principal	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Conduct quarterly reviews of campus expenditures to verify that financial resources, supplemental funds, instructional materials, professional learning expenditures, and staffing supports are directly aligned to identified CIP performance objectives and strategies. Resources will be redirected when implementation or student outcome data indicate limited impact or a more significant need. **Strategy's Expected Result/Impact:** Campus resources will be intentionally invested in the highest-priority student and instructional needs. Increased fiscal alignment and formative review will improve the campus's ability to demonstrate that expenditures support measurable improvement efforts. **Staff Responsible for Monitoring:** Principal Bookkeeper	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide ongoing leadership development for department chairs, team leaders, and other teacher leaders focused on PLC facilitation, data analysis, instructional leadership, communication, feedback, and monitoring campus priorities. Teacher leaders will serve as partners in implementing and evaluating CIP strategies within their departments. **Strategy's Expected Result/Impact:** Provide ongoing leadership development for department chairs, team leaders, and other teacher leaders focused on PLC facilitation, data analysis, instructional leadership, communication, feedback, and monitoring campus priorities. Teacher leaders will serve as partners in implementing and evaluating CIP strategies within their departments. **Staff Responsible for Monitoring:** Principal Associate Principal	 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