San Marcos CISD

District Improvement Plan

2026-2027

Accountability Rating: C



Mission Statement

San Marcos Consolidated Independent School District empowers all students with a high-quality education.

Value Statements

SMCISD CORE COMMITMENTS

SMCISD is committed to all students performing at or above grade level.

SMCISD is committed to establishing a rigorous academic culture where all students graduate college and career ready.

SMCISD is committed to creating a culture of high expectations for performance and professionalism.

SMCISD is committed to eliminating achievement gaps within student populations.

SMCISD is committed to meaningfully engaging parents and community members to benefit the students, their families, and the broader community.

Table of Contents

San Marcos Consolidated Independent School District empowers all students with a high-quality education. 2
Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
District Processes & Programs 8
Perceptions 10
San Marcos CISD School Climate Survey (Spring 2026) 10
Purpose of the Survey 10
Number of Survey Responses by Stakeholder Group 10
Summary 11
Strengths Across Stakeholders 12
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 14
Goals 17
Goal 1: SMCISD expects high performance and continuous improvement. 17
Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready. 21
Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success. 33
Assurances 39
Statutorily Required Assurances 39
Policies, Procedures, and Requirements 40

Comprehensive Needs Assessment

Revised/Approved: June 9, 2026

Demographics

Demographics Summary

San Marcos CISD is located within the IH-35 corridor just 30 miles south of Austin and 40 miles north of San Antonio, two of the fastest growing areas in the United States and the fastest growing region in Texas. SMCISD offers a diverse and enriching educational program to all students. SMCISD is committed to meaningful, reciprocal partnerships and opportunities which serve students, families, and the San Marcos community. SMCISD provides the following campuses for students: one high school, two middle schools, seven elementary schools, one Pre-K school, and one AEA campus. All elementary and middle school campuses are Title 1, school-wide campuses. See the following student demographics:

Student Demographics (2025-2026 Fall PEIMS Report)		
Student Group	**Count**	**Percent**
Total Students	8144	100.00%
Female	3944	48.43%
Male	4200	51.57%
Hispanic-Latino	6033	74.08%
American Indian - Alaskan Native	11	0.14%
Asian	88	1.08%
Black - African American	386	4.74%
Native Hawaiian - Pacific Islander	10	0.12%
White	1416	17.39%
Two-or-More	200	2.46%
Student Programs	**Count**	**Percent**
Dyslexia	537	6.59%
Gifted and Talented	1262	15.50%
Special Education	1777	21.82%
Emergent Bilingual	1458	17.90%
Bilingual	755	9.27%
English as a Second Language	618	7.59%
Title 1 Participation	5757	70.69%
Student Indicators	**Count**	**Percent**

Student Demographics (2025-2026 Fall PEIMS Report)		
At-Risk	5042	61.91%
Economic Disadvantage	6129	75.26%
Free Meals	3862	47.42%
Reduced-Price Meals	77	0.95%
Other Economic Disadvantage	2190	26.89%
Homeless Status Total	75	0.92%
Shelter	20	0.25%
Doubled Up	38	0.47%
Attendance		
District ADA 25-26	93.5%	

Demographics Strengths

San Marcos CISD is a diverse school community serving more than 8,100 students across 12 schools. Our diversity is one of our greatest strengths and provides students with opportunities to learn alongside peers with varied backgrounds, experiences, cultures, and perspectives. Approximately 75% of students are economically disadvantaged, 18% are emergent bilingual, and 22% receive special education services, reflecting a community with a broad range of strengths, talents, and learning needs.

The district benefits from a committed workforce of more than 1,100 staff members, including approximately 558 teachers, who serve students with a student-to-teacher ratio of 14.6 to 1. SMCISD also demonstrates a capacity for growth and continuous improvement. The district earned a C rating with a score of 76 in 2026, including a School Progress score of 79, and campuses have demonstrated areas of strong performance relative to schools serving similar student populations.

Together, the diversity of our students, commitment of our staff, and demonstrated capacity for academic growth provide a strong foundation for continued improvement. SMCISD's greatest asset is a school community committed to ensuring that every student has access to rigorous learning, meaningful opportunities, and the support necessary to achieve at high levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Chronic absenteeism is most prevalent among our students living below the poverty line and decreases time and consistency in daily instruction.
Root Cause: Ineffective and inconsistent school to family communication regarding the tiered supports available to help students reconnect and engage in learning.

Problem Statement 2 (Prioritized): SMCISD serves a diverse student population, including approximately 75% economically disadvantaged students, 18% emergent bilingual students, and 22% students receiving special education services, requiring differentiated and responsive academic and support systems across all campuses.
Root Cause: District and campus systems for differentiating instruction, allocating resources, and providing targeted supports are not yet implemented with sufficient consistency to ensure that the varied academic, linguistic, and developmental needs of all students are addressed.

Student Learning

Student Learning Summary

Spring 2026 STAAR RLA/SLAR			
	Approaches	***Meets***	***Masters***
Grade 3	66%	44%	19%
Grade 4	67%	43%	21%
Grade 5	74%	53%	26%
Grade 6	68%	47%	24%
Grade 7	65%	42%	23%
Grade 8	78%	54%	29%
EOC 2026 ELA			
	Approaches	***Meets***	***Masters***
English I	66%	46%	10%
English II	67%	54%	8%
STAAR 2026 Math			
	Approaches	***Meets***	***Masters***
Grade 3	63%	37%	17%
Grade 4	56%	39%	20%
Grade 5	70%	39%	14%
Grade 6	59%	21%	5%
Grade 7	31%	15%	6%
Grade 8	65%	39%	10%
EOC 2026 Math			
	Approaches	***Meets***	***Masters***
Algebra I	74%	48%	26%

Student Learning Strengths

San Marcos CID's 2026 A-F Accountability results reflect both academic progress and areas requiring focused improvement. Six campuses improved their overall accountability rating, while five campuses declined, highlighting the need for greater consistency in instructional practices and student outcomes across the district.

Areas of Strength. Spring 2026 results demonstrate areas upon which the district can build. In grades 3-8 RLA, 47% of students achieved Meets Grade Level or above and 23% achieved Masters Grade Level. At the secondary level, 50% of students achieved Meets Grade Level or above on English EOC assessments, while 48% achieved Meets Grade Level or above in mathematics EOC, including 26% at Masters Grade Level. The improvement demonstrated by six campuses provides an opportunity to identify and replicate effective instructional and leadership practices across the district.

Areas for Improvement. Mathematics remains the district's most significant academic need. In grades 3-8, 33% of students achieved Meets Grade Level or above and 13% achieved Masters Grade Level. Achievement gaps are particularly evident among emergent bilingual students, with 23% at Meets or above, and students receiving special education services, with 10% at Meets or above. RLA also requires continued improvement, particularly for these student groups, with 26% of emergent bilingual students and 14% of students receiving special education services achieving Meets Grade Level or above. English language development is another priority, as only three of 11 campuses met identified English Language Proficiency growth expectations in Spring 2026.

Overall, the data indicate a need to strengthen the consistency and rigor of Tier 1 instruction while accelerating achievement and growth for students performing below grade level, particularly emergent bilingual students and students receiving special education services. District priorities include vertically and horizontally aligned curriculum, grade-level instruction aligned to the rigor of the TEKS, formative assessment, strengthened PLC practices, instructional coaching, and collaborative principal learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 50% of students are not on grade level as measured by State assessments in Reading/ELA, Math, and Science.
Root Cause: The effectiveness of the internalization of curriculum materials is inconsistent impacting the preparedness of teachers to deliver instruction.

Problem Statement 2 (Prioritized): Sixty-six percent (66%) of students did not demonstrate grade level proficiency on Math STAAR/EOC in Spring 2026.
Root Cause: Math performance is impacted by inconsistent implementation of grade-level, TEKS-aligned instruction across classrooms. Students do not consistently engage in learning and assessment tasks at the depth and rigor of the standards, and gaps in foundational skills, including fact fluency and number sense, are not systematically identified and addressed while maintaining access to grade-level content.

Problem Statement 3 (Prioritized): Fifty-two percent (52%) of students did not demonstrate grade level proficiency on Reading/ELA STAAR/EOC in Spring 2026.
Root Cause: Inconsistent delivery of grade-level, TEKS-aligned Reading/ELA instruction, insufficient vertical alignment of constructed-response expectations, limited systematic exposure to academic vocabulary and complex nonfiction texts, and learning and assessment tasks that do not consistently reflect the depth and rigor of the standards have limited students' opportunities to develop and demonstrate grade

Problem Statement 4 (Prioritized): Seventy-two percent (72%) of SMCISD campuses did not meet short-term targets for ELP growth on TELPAS as measured by the A-F Accountability system.
Root Cause: - Inconsistent development and application of academic language in core subjects. - Inconsistent incorporation of English Language Proficiency Standards in planning for instruction. - Insufficient professional learning of Content Based Language Instruction for core subject teachers.

District Processes & Programs

District Processes & Programs Summary

The Office of Academics consists of various specialized supports for differentiated school programming across the district. The Office of Academics' curriculum department supports the district's curriculum plan that aligns with the TEKS. High-Quality Instructional Materials (HQIM) continue to be vetted and made available to teachers on all campuses. District curriculum specialists work alongside campus instructional specialists in the integration of TEKS Resources, a tool for the development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning, lesson planning, and instructional delivery. Curriculum, programs, and resources are reviewed, and adjustments are made based on collaborative analysis of student data and the emergence of new research. Paralleled to the SMCISD curriculum are the SMCISD Elementary Literacy Plan and District Instructional Expectations, which serve as a framework for continuous improvement and sustainability of best instructional practices. These practices align with ESF Levers 1, 2 & 4.

HQIM provides equal access to rich and focused education for all students including special populations (bilingual, migrant, McKinney Vento, special education, etc). The curriculum ensures that: all courses in San Marcos CISD are taught with fidelity to the state and local standards; educators have a guide for devising lessons that target strategically identified student-learning outcomes, and all stakeholders have tangible means to see and understand what content is covered in San Marcos CISD schools. San Marcos CISD is incorporating the use of TEKS Resources for assessments, alignment to the TEKS at each grade level, and vertical alignment of curriculum across all grade levels. These practices align with ESF Levers 1, 2, 4 & 5.

Campus needs assessments and formative/summative reviews are conducted annually for all programs, including curricular and extracurricular, with the results informing instructional practices. Alongside District Instructional Specialists, teachers analyze formative assessments at a deep level utilizing DecisionEd, a program to house and help disaggregate data for analysis. Grade-level teams design instruction that aligns with the curriculum and student needs as identified through data. Teachers also design assessments to measure student learning and adjust instruction. Teachers are looking beyond just the classroom performance to see individual student performance. These practices align with ESF Levers 1, 2, 4 & 5.

The San Marcos Consolidated Independent School District is a community of professionals committed to providing all students with a relevant and challenging curriculum to prepare for future post-secondary education and/or workforce success. SMCISD staffs, recruits and retains some of the most dedicated and highly-qualified educators in Texas. SMCISD maintains equitable hiring practices throughout the district. A New Teacher mentoring program provides ongoing, targeted professional development for teachers both new to the district and new to the profession. These practices align with ESF Levers 1, 2 & 3.

SMCISD is committed to educating the whole child and ensuring that students are provided with what they need to succeed. We are committed to engaging students in curricular and extracurricular activities including academics, athletics, CTE, SEL, and Fine Art programs to fulfill the development of the whole child in a way that supports emotional well-being, expression, and career certifications and experiences. All secondary campuses have at least one SEL counselor that provides support for students and staff. The Communities in Schools program has been implemented at Bonham PK center, four elementary schools, and both middle schools and high schools. These practices align with ESF Lever 3.

District Processes & Programs Strengths

A commitment to instructional best practices and a development of consistent, aligned Tier 1 instruction across campuses of all grade levels will drive a united front of teaching and learning for all campuses. Continued development of the District Multi-Tiered System of Supports will help campuses meet the academic, social-emotional, and behavior needs of all students. The building of deeper systems for tracking need and providing support to students in becoming College, Career, and Military Ready will ensure students are receiving the preparation needed to be successful post-graduation. Continued partnership with Texas State University provides a wealth of resources for students in the Early College High School program as well as new teachers joining the district through the Teacher Residency program.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: San Marcos CISD has demonstrated measurable progress in teacher retention. While this improvement reflects the impact of intentional recruitment, staffing, and retention strategies, continued focus is needed to sustain these gains, reduce preventable turnover, and ensure consistent retention of effective teachers across campuses and high-need areas.

Root Cause: Strengthening campus leadership practices, employee support, recognition, professional growth opportunities, and targeted responses to identified needs will be essential to sustaining improved retention.

Perceptions

Perceptions Summary

San Marcos CISD School Climate Survey (Spring 2026)

Purpose of the Survey

The San Marcos CISD Climate Survey is designed to gather feedback from key stakeholder groups—students, families, and staff—regarding their perceptions of school climate, culture, communication, relationships, and support systems.

Number of Survey Responses by Stakeholder Group

Staff Survey (Total Number of Surveys: 461)

Family Survey (Total Number of Surveys: 770)

Student Survey (Total Number of Surveys: 1,039)

Total Number of Survey Responses: 2,270

School Climate Survey (Spring 2026)		
Growth & Focus Area Opportunities		
Stakeholder Surveys	**Focus Area**	**Percentage**
Data Source: Staff Survey Responses	This school does a good job communicating with parents when their child could benefit from support with character-building skills, self-management, getting along with others, or other.	80.8%
	The programs and resources at this school are adequate to support students'learning.	75.8%
	Students at this school learn strategies to work out their disagreements by talking through them.	74.6%

School Climate Survey (Spring 2026)		
Data Source: Family Survey Responses	Staff at this school care about what families think.	80.9%
	This school has high-quality programs that develop students' skills in areas like self-control,problem-solving, or getting along with others.	78%
	When my child does something good at school, I usually hear about it from the school.	71.6%
Data Source: Student Survey Responses	Students at this school are kind to one another.	39.0%
	Students at this school treat each other with respect.	35.2%
	Students at this school try to work out their disagreements with other students by talking to them.	29.4%

San Marcos CISD acknowledges areas of focus for growth from the survey results. The metric displayed is the percentage of respondents who chose "Strongly Agree" or "Agree" to the survey statement.

Across stakeholder groups, several focus areas emerged:

Strengthening communication between schools and families, particularly around student growth and positive behaviors

Enhancing implementation and visibility of SEL and character development programs

Continuing to build student skills in conflict resolution and respectful interactions

Ensuring staff feel adequately supported with resources and systems to meet student needs

Summary

The 2025–2026 Climate Survey results reflect a positive foundation across San Marcos CISD, with strong perceptions of relationships, support, and school culture. Continued attention to communication, SEL implementation, and alignment across stakeholders will be essential in sustaining growth and ensuring all students experience a supportive and engaging learning environment.

Perceptions Strengths

The overall percentage of respondents who chose "Strongly Agree" or "Agree" by stakeholder group is reported below.

Strengths Across Stakeholders

- Families reported high levels of agreement (85% or higher) in key areas, reflecting strong confidence in school environments and student support systems
- Students indicated generally positive peer interactions, including kindness, respect, and efforts to resolve conflicts through communication
- Staff responses highlighted alignment around the importance of SEL strategies, communication, and academic support structures

Overall Agreement Percentage Comparison by Stakeholder Group	
All Family Survey Statements	84.3%
All Staff Survey Statements	82.8%
All Student Survey Statements	63.8%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stakeholder survey data reveal a gap between the conflict resolution and social-emotional skills taught in schools and students' reported use of those skills. While 74.6% of staff and 78.0% of families believe students are learning conflict-resolution strategies, only 29.4% of students report that students at their school try to work out disagreements.
Root Cause: Opportunities for students to consistently practice and apply conflict resolution skills across school settings have not been prioritized.

Problem Statement 2: Spring 2026 Climate Survey results indicate opportunities to strengthen proactive communication and support for students and families. While 80.9% of families agreed that staff care about what families think, only 71.6% reported that they usually hear from the school when their child does something positive.
Root Cause: District and campus systems for proactive family communication, recognition of student success, and coordination of student supports are not consistently implemented or communicated across campuses, resulting in varied experiences for families, students, and staff.

Priority Problem Statements

Problem Statement 1: Seventy-two percent (72%) of SMCISD campuses did not meet short-term targets for ELP growth on TELPAS as measured by the A-F Accountability system.

Root Cause 1: - Inconsistent development and application of academic language in core subjects. - Inconsistent incorporation of English Language Proficiency Standards in planning for instruction. - Insufficient professional learning of Content Based Language Instruction for core subject teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Fifty-two percent (52%) of students did not demonstrate grade level proficiency on Reading/ELA STAAR/EOC in Spring 2026.

Root Cause 2: Inconsistent delivery of grade-level, TEKS-aligned Reading/ELA instruction, insufficient vertical alignment of constructed-response expectations, limited systematic exposure to academic vocabulary and complex nonfiction texts, and learning and assessment tasks that do not consistently reflect the depth and rigor of the standards have limited students' opportunities to develop and demonstrate grade

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 50% of students are not on grade level as measured by State assessments in Reading/ELA, Math, and Science.

Root Cause 3: The effectiveness of the internalization of curriculum materials is inconsistent impacting the preparedness of teachers to deliver instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Chronic absenteeism is most prevalent among our students living below the poverty line and decreases time and consistency in daily instruction.

Root Cause 4: Ineffective and inconsistent school to family communication regarding the tiered supports available to help students reconnect and engage in learning.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Sixty-six percent (66%) of students did not demonstrate grade level proficiency on Math STAAR/EOC in Spring 2026.

Root Cause 5: Math performance is impacted by inconsistent implementation of grade-level, TEKS-aligned instruction across classrooms. Students do not consistently engage in learning and assessment tasks at the depth and rigor of the standards, and gaps in foundational skills, including fact fluency and number sense, are not systematically identified and addressed while maintaining access to grade-level content.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: SMCISD serves a diverse student population, including approximately 75% economically disadvantaged students, 18% emergent bilingual students, and 22% students receiving special education services, requiring differentiated and responsive academic and support systems across all campuses.

Root Cause 6: District and campus systems for differentiating instruction, allocating resources, and providing targeted supports are not yet implemented with sufficient consistency to ensure that the varied academic, linguistic, and developmental needs of all students are addressed.

Problem Statement 6 Areas: Demographics

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
- 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)
- Alternative Education Accountability (AEA) data
- 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 released test questions
- 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
- PSAT
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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

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
- 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

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By June 2027, San Marcos CISD will strengthen district wide instructional coherence as evidenced by progress towards average performance levels of 80% Approaches, 50% Meets, and 30% Masters on common district assessments in core curriculum.

High Priority

Evaluation Data Sources: District Common Assessments- one in Nov/Dec and one in March/April;
Module Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Convene vertical alignment teams of teachers to vertically articulate essential standards and rigor expectations for students, vet common district assessments and supplemental resources, and provide input on an instructional framework. **Staff Responsible for Monitoring:** Director of Curriculum & Instruction	 No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct monthly Instructional Learning Collaboratives in which campus admin and district leaders engage in classroom observations, calibrate expectations for high-quality instruction, analyze implementation data, and identify campus-level next steps. Align instructional coaching and professional learning to observed needs to strengthen implementation across classrooms and campuses. **Strategy's Expected Result/Impact:** Observation of and feedback to teachers aligned to student achievement outcomes. **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide professional development and resources for campus leadership in order to build their capacity to monitor and adjust systems for the equitable implementation of instructional materials and assessments. **Strategy's Expected Result/Impact:** Increased consistency of instructional implementation across campuses **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Office of Academics Directors	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By June 2027, San Marcos CISD 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 as evidenced by a combined 5 percentage point reduction in the number of students requiring Tier 2 and Tier 3 interventions from the Fall 2026 baseline.

Evaluation Data Sources: Campus tiered data
SuccessEd reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a systematic MTSS process that utilizes universal screening, data-driven intervention planning, and progress monitoring to ensure students receive timely academic support and demonstrate growth toward grade-level expectations. Campus MTSS teams will review student data every 9 weeks, monitor intervention fidelity, adjust supports based on student response, and strengthen Tier 1 instruction to reduce the number of students who require intensive interventions. (EDF 3.1) **Strategy's Expected Result/Impact:** Reduction of Tier 2 and Tier 3 enrollment by at least 5% district wide. Tier distribution aligns with MTSS best-practice ranges (80-90% Tier 1, 10-15% Tier 2, 1-5% Tier 3). Increased rates of students exiting interventions due to demonstrated mastery and growth. Improved STAAR and local assessment performance. Fidelity of intervention implementation documented through campus audits and MTSS reviews. **Staff Responsible for Monitoring:** Director of Counseling and SEL Director of Curriculum & Instruction **Problem Statements:** Student Learning 1	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement a district wide dyslexia screening, identification, intervention, and progress-monitoring system for students in Kindergarten through Grade 2 as part of the MTSS framework. Through universal screening, evidence-based literacy instruction for students identified as eligible for dyslexia services, targeted intervention, and regular data reviews, campuses will identify and address reading difficulties early, accelerate literacy growth, reduce the need for intensive interventions, and increase the percentage of students successfully supported within Tier 1 instruction. (EDF 4.1) **Strategy's Expected Result/Impact:** 100% of K-2 students are screened for dyslexia and reading risk factors within required timelines. Increased early identification of students exhibiting characteristics of dyslexia. Increased percentage of students meeting or exceeding grade-level reading expectations. Reduction in the number of students requiring intensive intervention due to earlier identification and support. Increased student performance on local literacy assessments and STAAR Reading assessments. **Staff Responsible for Monitoring:** Director of Counseling and SEL, Director of Special Education, Director of Curriculum and Instruction	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 50% of students are not on grade level as measured by State assessments in Reading/ELA, Math, and Science. **Root Cause**: The effectiveness of the internalization of curriculum materials is inconsistent impacting the preparedness of teachers to deliver instruction.

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 and STAAR Algebra I End-of-Course assessments will increase by 5 percentage points at the Meets Grade Level and Masters Grade Level over Spring 2026 results. Additionally, the percentage of Emergent Bilingual students and students receiving Special Education services achieving the Meets Grade Level performance standard will increase by 5 percentage points over Spring 2026 results.

(HB3) 3rd grade Mathematics Spring 2027 annual target is 42% of students will perform at the meets or higher level.

High Priority

HB3 Goal

Evaluation Data Sources: State Assessment Data (STAAR, EOC)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will provide asynchronous Bluebonnet Math overview training in summer of 2026, in-person training from Bluebonnet Math publishers in July 2026, and additional in-person training from Region 13 in August 2026 to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of how to effectively implement or support the implementation of the on-grade level Bluebonnet Math HQIM. (EDF 5.2.2) **Staff Responsible for Monitoring:** Director of Curriculum & Instruction **Results Driven Accountability**	 Accomplished	 Accomplished	 Accomplished	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The District will provide Math Research Based Instructional Strategies (RBIS) training June-October 2026 to ensure teachers, instructional leaders, and coaches understand math research-based Tier 1 instructional strategies. (EDF 4.1.2) **Staff Responsible for Monitoring:** Director of Curriculum & Instruction **Results Driven Accountability**	 Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The District will provide LIFT PLC training July-August 2026 and ongoing job-embedded supports and calibration for instructional leaders and coaches to effectively support teachers to use individual planning time and/or facilitate PLCs to support internalizing curriculum for students (inclusive of differentiation). (EDF 5.2.4) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction **Results Driven Accountability**	 Considerable			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: EB (a): The District will provide Math teachers with professional learning and job-embedded support, including cycles of observation and feedback, to increase the development of cognitive academic language of Emergent Bilingual students using the Content Based Language Instruction (CBLI) Framework, Language Bridge, and English Language Proficiency Standards (ELPS). **Strategy's Expected Result/Impact:** Effective CBLI implmentation in the math classroom will increase EB students' comprehension of the math content and will result in improved scores by 5% in the Meets performance level for STAAR Math and Algebra EOC exams. **Staff Responsible for Monitoring:** Director of Multilingual Services and Community Engagement; ESL Coordinator **Results Driven Accountability**	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: EB (b): The District will provide opportunities to Emergent Bilingual students for targeted tutoring support based on MTSS data. **Staff Responsible for Monitoring:** Director of Multilingual Services and Community Engagement **Results Driven Accountability**	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: SpEd (a): The District will provide mathematics teachers with professional learning on evidence-based Specially Designed Instruction (SDI), including explicit instruction, visual representations, scaffolding, and progress monitoring to improve access to grade-level TEKS for students receiving special education services. **Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: SpEd (b): The District will provide professional learning and implementation support for general and special education teachers on effective co-teaching practices to improve access to grade-level mathematics instruction for students receiving special education services. **Results Driven Accountability**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: The District will deliver ongoing job-embedded supports and calibration for instructional leaders and coaches to implement cycles of observation and feedback aligned to on-grade level Bluebonnet Math HQIM delivery, including Math RBIS. (EDF 5.2.5) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction **Results Driven Accountability**	 Some Progress			

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: The District will deliver ongoing job-embedded supports and calibration for instructional leaders and coaches to support teachers in reviewing student work (including Bluebonnet Math curriculum-based assessments) to identify, practice, and plan for student supports. (5.3.1) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction **Results Driven Accountability**	 No Progress			

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: The District will review and approve campus master schedules in July 2026 to ensure student learning time is optimized. (EDF 6.1.2) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: The District will establish routine monitoring systems to ensure campuses implement district-adopted instructional materials, utilize internalization and instructional planning, and follow the required scope and sequence and aligned assessments. (EDF 4.2.5) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction	 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 2: By June 2027, the percentage of students meeting performance standards on the Spring 2027 STAAR Reading Language Arts and STAAR English I and English II End-of-Course assessments will increase by 5 percentage points at the Meets Grade Level and Masters Grade Level over Spring 2026 results. Additionally, the percentage of Emergent Bilingual students and students receiving Special Education services achieving the Meets Grade Level performance standard will increase by 5 percentage points over Spring 2026 results.

(HB3) 3rd grade RLA/SLAR Spring 2027 annual target is 49% of students will perform at the meets or higher level.

High Priority

HB3 Goal

Evaluation Data Sources: State Assessment Data (STAAR/STAAR EOC)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will provide Amplify ELAR/SLAR (elementary) and McGraw Hill StudySync (secondary) overview training in August 2026, for new-to-SMCISD employees to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of how to effectively implement or support the implementation of the on-grade level Amplify ELAR/SLAR HQIM and McGraw Hill StudySync. (EDF 5.2.2) **Staff Responsible for Monitoring:** Director of Curriculum & Instruction **Results Driven Accountability**	No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The District will increase the frequency of ELAR/SLAR vertical teacher team meetings in order to ensure all teachers have access to and use the adopted grade-level HQIM, are aligned to RLA RBIS, and have the resources necessary to meet the needs of all students. (EDF 4.2.3) **Staff Responsible for Monitoring:** Director of Curriculum & Instruction **Results Driven Accountability**	No Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The District will provide ongoing job-embedded supports and calibration for instructional leaders and coaches to effectively support teachers to use individual planning time and/or facilitate PLCs to support internalizing curriculum for students (inclusive of differentiation). (EDF 5.2.4) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction **Results Driven Accountability**	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The District will deliver ongoing job-embedded supports and calibration for instructional leaders and coaches to implement cycles of observation and feedback aligned to on-grade-level Amplify ELAR/SLAR HQIM and McGraw Hill StudySync delivery. (EDF 5.2.5) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction **Results Driven Accountability**	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: EB (a): The District will provide ELA/RLA teachers with professional learning and job-embedded support, cycles of observation and feedback, to increase the development of cognitive academic language of Emergent Bilingual students using the Content-Based Language Instruction (CBLI) Framework, Language Bridge, and English Language Proficiency Standards (ELPS). (EB Strategy 2) **Strategy's Expected Result/Impact:** Effective CBLI implmentation in the ELA/RLA classroom will increase EB students' comprehension of the core content and will result in improved scores by 5% in the Meets performance level for STAAR Reading and English I EOC exams. **Staff Responsible for Monitoring:** Director of Multilingual Services and Community Engagement; ESL Coordinator **Results Driven Accountability**	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: EB (b): The District will provide opportunities to Emergent Bilingual students for targeted tutoring support based on MTSS data. (EB Strategy 2) **Staff Responsible for Monitoring:** Director of Multilingual Services and Communit Engagement **Results Driven Accountability**	 Some Progress			

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: The District will support reflection on diagnostic and interim assessment using protocols aligned to strong Tier 1 high-quality instructional material implementation. (5.3.2) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction **Results Driven Accountability**	 No Progress			

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: The District will review and approve campus master schedules in July 2026 to ensure student learning time is optimized. (EDF 6.1.2) **Staff Responsible for Monitoring:** Chief Academic Office Executive Director of Secondary Schools Executive Director of Elementary Schools Director of Curriculum & Instruction **Results Driven Accountability**				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: The District will establish routine monitoring systems to ensure campuses implement district-adopted instructional materials, utilize internalization and instructional planning, and follow the required scope and sequence and aligned assessments. (EDF 4.2.5) **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Curriculum & Instruction **Results Driven Accountability**	 Some Progress			

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: SpEd (a): The District will provide RLA/English teachers with professional learning on evidence-based Specially Designed Instruction (SDI), including explicit instruction, visual representations, scaffolding, and progress monitoring to improve access to grade-level TEKS for students receiving special education services. **Results Driven Accountability**				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: SpEd (b): The District will provide professional learning and implementation support for general and special education teachers on effective co-teaching practices to improve access to grade-level RLA/English instruction for students receiving special education services. **Results Driven Accountability**				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: The District will ensure 100% of eligible students will receive required dyslexia screening, instructional services, and progress monitoring, with at least 80% demonstrating documented growth toward individualized literacy goals. **Strategy's Expected Result/Impact:** Training logs, dyslexia screening reports, implementation records, and progress monitoring data will show that 100% of eligible students received dyslexia screening, instructional services, and progress monitoring and that 80% demonstrate growth. **Results Driven Accountability**				

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, San Marcos CISD will increase the number of eligible campuses meeting the A-F Accountability short-term English Language Proficiency (ELP) growth targets on TELPAS (Elementary: 40%, Middle: 30%, High: 28%) from 3 of 11 campuses in Spring 2026 to 6 of 11 campuses in Spring 2027, as measured by the Texas A-F Accountability System.

High Priority

Evaluation Data Sources: Progress monitoring
implementation records
training logs
TELPAS results
RDA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will provide core content area teachers with the professional learning necessary to develop second language acquisition of Emergent Bilingual students using the Content Based Language Instruction (CBLI) Framework, Language Bridge, and English Language Proficiency Standards (ELPS). **Strategy's Expected Result/Impact:** Effective CBLI implmentation in the core subject areas for students receiving language services through dual language or ESL, will increase EB students' learning activities in all domains of language development, resulting in improved progress for English language acquisition as measured by TELPAS. **Staff Responsible for Monitoring:** Director of Multilingual Services and Community Engagement, ESL Coordinator **Results Driven Accountability**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The District will increase learning opportunities for Emergent Bilingual students and their parents and families to learn about and understand the language services provided to their children, and engage in various events to explore Spanish/English language development, academic achievement, post-secondary planning, and mental and social wellness. **Strategy's Expected Result/Impact:** Increase the number of parents/guardians participating in learning opportunities that directly support the overall achievement of EB students by 5% from the previous academic year. **Staff Responsible for Monitoring:** Director of Multilingual Services and Community Engagment; Family Liaison of Multilingual Services	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The District will continue to develop and provide a comprehensive ESL program through the CBLI framework that increases development of language domains across content areas, student goal setting, and individual TELPAS achievement aligned to student proficiency levels. **Staff Responsible for Monitoring:** Director of Multilingual Services, ESL Coordinator **Results Driven Accountability**	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The District will continue to develop and provide a comprehensive Dual Language program through the CBLI Framework, Language Bridge, and the Content Language Allocation plan that increases development of the Spanish language in order to support skill transference for English attainment. **Staff Responsible for Monitoring:** Director of Multilingual Services, ESL Coordinator **Results Driven Accountability**	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: The District will provide instructional resources and student materials to support first and/or second language acquisition. **Staff Responsible for Monitoring:** Director of Multilingual Services, ESL Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: By June 2027, San Marcos CISD will increase College, Career, and Military Readiness (CCMR) outcomes by ensuring all students engage in age-appropriate college, career, and military readiness activities, increasing participation in advanced coursework, career pathways, industry-based certifications, and postsecondary planning opportunities, resulting in an annual rate of 90% or more in CCMR indicators.
(HB 3) The Class of 2027 annual target for CCMR is 78%.

High Priority

Evaluation Data Sources: CCMR Tracker and Verifier in TEAL Accountability application

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will increase opportunities for students and their families to learn about and understand the various CTE Programs of Study available to them. This will come through increased partnerships with local business partners, improvements to curriculum and facilities, and ongoing support for teachers in those programs. (EDF 4.3) **Staff Responsible for Monitoring:** Director of CTE & CCMR Director of Counseling and SEL	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The District will continue to develop and provide a comprehensive K-12 college, career, and military readiness program through the Comprehensive School Counseling Program (CSCP) that provides career exploration, postsecondary awareness, goal setting, and individual graduation planning aligned to student interests and strengths. (EDF 4.3.3) **Staff Responsible for Monitoring:** Director of CTE & CCMR Director of Counseling & SEL	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The District will provide targeted academic, college, career, and military advising through individual student planning, graduation plan reviews, career assessments, and family engagement activities to support informed postsecondary decision-making. (EDF 4.3.5) **Staff Responsible for Monitoring:** Director of CTE & CCMR Director of Counseling & SEL	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The District will increase student access and participation in advanced academics, dual credit, CTE pathways, work-based learning experiences, industry certifications, and military readiness opportunities through data-driven identification and targeted student supports. (EDF 4.3.1) **Staff Responsible for Monitoring:** Director of CTE & CCMR Director of Counseling & SEL	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: The District will implement early identification and intervention systems that monitor academic progress, attendance, behavior, and graduation readiness to ensure students remain on track for successful postsecondary transitions. (EDF 4.3) **Staff Responsible for Monitoring:** Director of CTE & CCMR Director of Counseling & SEL	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: The District will provide teachers with resources and training necessary to develop student learning toward the earning of appropriate Industry-Based Certificates in the various CTE Programs of Study. (EDF 4.3.1) **Staff Responsible for Monitoring:** Director of CTE & CCMR Director of Counseling & SEL	 Some Progress			

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: The District will provide students, including EB, Migrant, EcoDis, and Highly Mobile opportunities to engage in literacy, math, and science activities with community partners that connect them with professionals in various fields, exposing them to career and/or post-secondary pathways. **Staff Responsible for Monitoring:** Director of Multilingual Services and Community Engagement, Director of CTE & CCMR, Director of Counseling and SEL	 No 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, San Marcos CISD will improve student engagement by increasing Average Daily Attendance (ADA) by 2 percentage points, 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: Skyward ADA summaries
Foundation School Program system in TEAL
Skyward discipline reports
SMCISD Climate Survey Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement coordinated mental health and student wellness supports through the Comprehensive School Counseling Program, suicide prevention programming, responsive services, and student support systems. **Strategy's Expected Result/Impact:** 5-point increase in school connectedness survey results; increased student help-seeking behaviors; reduction in crisis referrals. **Staff Responsible for Monitoring:** Director of SEL and Guidance, Campus Administrators, Counselors **Results Driven Accountability**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement a Multi-Tiered System of Support (MTSS) that integrates PBIS, social-emotional learning, trauma-informed practices, and grief-informed supports to improve student behavior, engagement, and school connectedness. **Strategy's Expected Result/Impact:** Improved safety perception and reduced discipline incidents **Staff Responsible for Monitoring:** Director of SEL and Guidance, Campus Administrators, and Counselors **Results Driven Accountability**	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement prevention and intervention practices that promote conflict resolution, violence prevention, abuse-prevention awareness, threat assessment protocols, and positive school climate. **Strategy's Expected Result/Impact:** Training records, prevention lessons, safety drill documentation, threat assessment documentation **Staff Responsible for Monitoring:** Director of Safety and Health Services, SEL and Guidance, Director of Human Resources and Campus Administrators. **Results Driven Accountability**	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The District will provide professional learning opportunities and resources to improve student engagement and parent/family engagement across all student populations, including McKinney-Vento, Foster Care, Military Connected, and Migrant. **Strategy's Expected Result/Impact:** Professional learning and family engagement initiatives will strengthen student and family connections to school, reduce barriers to success, and improve attendance, behavior, persistence, and overall school climate outcomes for all student populations. **Staff Responsible for Monitoring:** Director of SEL and Guidance, Director of Safety and Health Services, Director of Multilingual Services and Community Engagement	 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 2: Promote student growth and achievement which includes mental and health wellness for all students by increasing access to developed responsive support sevices as measured by surveys and feedback from students, parents, and staff.

Evaluation Data Sources: Staff and family engagement logs, Training session entries/objectives,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Every 9 weeks, trainings, resources and preventative strategies will be provided, to recognize the signs of bullying, dating violence, sexual abuse, human traficking and child abuse. SMCISD does not tolerate dating violence, definitions, reporting procedures (including immediate notification of a victims guardian), enforcement of protective orders & school-based alternatives, counseling resources for affected students, and awareness education are available within SMCISD Board Policy: FFH Legal and FFH Local **Strategy's Expected Result/Impact:** Increased staff and student awareness of prevention, recognition, reporting, and support procedures will strengthen early identification and appropriate response to safety concerns, contributing to safer and more supportive school environments. **Staff Responsible for Monitoring:** SEL and Guidance Director & Director of Safety and Health Services	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The district will support the Student Health Advisory Committe (SHAC) and hold 4 SHAC meetings annually. **Strategy's Expected Result/Impact:** Increased support in awareness and prevention of common student health issues. **Staff Responsible for Monitoring:** SHAC Co-Chair				

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, San Marcos CISD will strengthen student persistence by reducing the annual dropout rate by 10% over the 2025-2026 baseline, as measured by state and district reporting. (EDF 3.1)

High Priority

Evaluation Data Sources: PEIMS
TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will implement an early warning and intervention system that addresses attendance, behavior, academic performance, and graduation readiness indicators for at-risk students, including students qualifying for McKinney-Vento, Foster Care, Military Connected, and Migrant services. **Strategy's Expected Result/Impact:** Increased graduation rates and reduced student attrition. **Staff Responsible for Monitoring:** Director of Multilingual Services and Community Engagement, Director of SEL and Guidance and Campus Administrators **Results Driven Accountability**	 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 4: By June 2027, San Marcos CISD will develop and retain a highly effective workforce by implementing a comprehensive talent development system that improves teacher retention, supports beginning teachers through structured induction, and expands district recruitment partnerships, as measured by district human resources data and employee engagement survey results.

Evaluation Data Sources: District Human Resources data
Employee Engagement survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: In partnership with the Texas State University Teacher Residency program, we prioritize long-term teacher effectiveness through rigorous pre-service practice in a year long teacher residency program; and subsequently hire residency participants throughout our District schools. **Strategy's Expected Result/Impact:** Long-term teacher effectiveness, expanded hiring pool of qualified teachers. **Staff Responsible for Monitoring:** Human Resources Executive Director				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers new to the district or new to the profession participate in the year-long New Teacher Academy (NTA) and the longevity pay program will continue to reward staff members with five or more years of service in the district. **Strategy's Expected Result/Impact:** Long-term teacher effectiveness, expanded hiring pool of qualified teachers. **Staff Responsible for Monitoring:** Human Resources Executive Director				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: By 2029, 100% of the San Marcos CISD budget will be balanced, while supporting academic excellence and expanding opportunities for students.

Evaluation Data Sources: Financial data and reports
Audit findings of financial records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop a district-wide system to reduce expenditures, while addressing the educational needs of students. **Strategy's Expected Result/Impact:** More efficient and impactful financial system in support of student education. **Staff Responsible for Monitoring:** Business & Finance Executive Director				

 No Progress  Accomplished  Continue/Modify  Discontinue

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

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 District 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