

## Socorro ISD Strategic Plan 2023-2027

### In Socorro ISD, We Believe:

- Students shall receive a high-quality education in a safe and supportive environment with equitable access to learning opportunities, allowing them to realize their full potential.
- Parents and Families shall maintain a caring and collaborative relationship through two-way communication with the District, in the best interest of their children.
- Faculty and Staff shall exhibit professionalism in all aspects of their work, always advocating for students and putting their best interests first.
- Campus Leaders are professional educators who lead with compassion to foster a positive campus culture that welcomes, accepts, and cares for the school community and their education, safety, physical and mental well-being.
- The Superintendent/CO Staff will be active and engaged listeners who model integrity and transparency while being sensitive to the diverse needs of the community.
- The Board of Trustees shall represent the District as a unified team with integrity, visibility and transparency in decision-making, and ensure staff has the necessary resources and appropriate accessibility to address the diverse needs of the students, staff, and community to achieve excellence.

**Mission:** The mission of the Socorro Independent School District is to optimize each student’s academic, artistic, athletic, career and interpersonal opportunities.

**Vision:** Tomorrow’s Leaders Learning Today

PRIORITIES:	STRATEGIC OBJECTIVES:	STRATEGIC ACTIONS:	PROGRESS MEASURES:	LONG TERM MEASURES: (SMART Goal X to Y by Z (2027))
<p><b>P1:</b> Students: Grow and support each student with robust opportunities</p>	<p>1.1 Improve academic achievement for all students</p>	<p>1.1A – Systematically implement formative assessment plan to measure campus and school instruction (including HB3 requirements). 1.1B – Implement a campuswide tutorial program, attendance makeup/ and acceleration programs. 1.1C – Implement, monitor, and adjust district academic initiatives to ensure that the strategies and resources be effectively delivered to all students.</p>	<ul style="list-style-type: none"> <li>• Monitor common assessment data to ensure progress toward 30/60/90.</li> <li>• Evaluate walkthrough data to validate instruction is aligned to the Year-at-Glance (YAG) and the specificity in the Instructional Focus Document (IFD).</li> <li>• Train for systematic approach to Professional Learning Community (PLC) data disaggregation and instructional planning.</li> <li>• Develop and review common lesson plans to ensure fidelity and alignment to instructional content and rigor.</li> </ul>	<ul style="list-style-type: none"> <li>• Annually increase district accountability rating from an 88 in 2021-22 to a 94 in 2026-27. <i>Components of accountability rating</i> <i>Approaches – increase from 77 to 90</i> <i>Meets – increase from 46 to 60</i> <i>Masters – increase from 20 to 30</i> <a href="#">District Accountability Rating</a></li> <li>• Decrease student performance gaps annually.                             <ul style="list-style-type: none"> <li>○ Special Education</li> <li>○ Emergent Bilingual</li> <li>○ Economically Disadvantaged</li> </ul> </li> </ul>
	<p>1.2 All students are College and/or Career and/or Military Ready</p>	<p>College 1.2.1A – Implement a plan to increase the passing rates of Advanced Academic courses for college credit. 1.2.1B – Continue to follow an aligned curriculum for core courses, Pre-Advanced Placement and Advanced placement courses. 1.2.1C – Provide college-level course opportunities to all students at the high school level.</p>	<ul style="list-style-type: none"> <li>• TSI College Ready Score in Math, Reading and Writing</li> <li>• AP/IB College Ready Score</li> <li>• SAT/ACT College Ready Score</li> <li>• Associates Degrees Earned</li> <li>• Dual Course Credits Earned</li> <li>• Onramps Course Credits Accepted</li> <li>• Pathways in Technology Early College High School (P-TECH) Programs</li> <li>• Industry Recognized Certifications</li> <li>• Level one and level two college certificates</li> <li>• CTE Teacher Dual Credit and CTE Program Credentialing</li> </ul>	<ul style="list-style-type: none"> <li>• Annually increase percentage of SISD graduates who meet CCMR criteria from 56 in 2021-22 to 91% in 2026-27.                             <ul style="list-style-type: none"> <li>○ 2021-2022 – 56%</li> <li>○ 2022-2023 – 63%</li> <li>○ 2023-2024 - 70%</li> <li>○ 2024-2025 – 77%</li> <li>○ 2025-2026 – 84%</li> <li>○ 2026-2027 – 91%</li> </ul> </li> <li>• SISD graduates will increase attainment of CTE Industry Based Certification Rate from 32% in 2021-22 to 67% in 2026-27.</li> <li>• CTE Program Completion Rate for the 2026-27 school year will be at 75%.</li> <li>• CTE senior students achieve a minimum of 9 college credit hours (500) for the 2026-27 school year.</li> </ul>

		<p><b>Career</b>  1.2.2A – Increase parent and student awareness of post-secondary career opportunities.  1.2.2B – Increase course offerings and programs to fit individual student interest.  1.2.2C – Promote current and innovative Industry-based Certifications to increase career and post-secondary readiness for all students.</p>	<ul style="list-style-type: none"> <li>• CTE Endorsement Completer Percentages</li> <li>• Approved Industry-Based Certifications</li> <li>• HB5 Night Participation</li> <li>• Career Showcase Participation</li> <li>• CAS, CCJE, JobCon</li> <li>• Advanced Academy Nights</li> <li>• Shadowing and Internship Opportunities</li> <li>• Advanced Academy Grade Level Parent Meetings</li> <li>• Student CCR Camps</li> <li>• 8th Grade Entrepreneurship and 10th Grade Financial Literacy</li> <li>• 45 CTE Programs, 9 Fine Arts programs, and NJROTC</li> <li>• Opportunities for electives and 9th period courses</li> <li>• Comptia, Certiport, ASE, Solid Works, ServSafe, Revit, EMT, EPA, TOPS Security, TDLR, Medical Assistant, Vet Tech Floral, EKG, Phlebotomy, Pharm Tech, AWS, Educational Aide, NCCER, VITA, Real Estate, ESB, Electrical Apprentice</li> </ul>	<ul style="list-style-type: none"> <li>• (240+) CTE senior students will achieve a level one or level two college certificate for the 2026-27 school year.</li> <li>• (320+) CTE senior students will achieve an associate's degree for the 2026-2027 school year.</li> <li>• Monitor NJROTC course request to meet or exceed 125 students per year</li> <li>• Provide 90% or better student requests of ASVAB testing</li> <li>• Collect 90% or better of military enlistment forms with proper documentation required for state accountability</li> </ul>
		<p><b>Military</b>  1.2.3A - Continue opportunities for students to participate in our JROTC programs and take the ASVAB assessment.  1.2.3B – Increase campus opportunities to work with our local recruiting entities to guide students into military careers.  1.2.3C – Continue our military-connected partnership with our local military base and families attending our district.</p>	<ul style="list-style-type: none"> <li>• NJROTC Enrollment</li> <li>• ASVAB Participation/Testing</li> <li>• Military Enlistments</li> </ul>	
	<p>1.3 – All students will have responsible decision making, self-awareness and self-management skills to be well rounded citizens.</p>	<p>1.3A - Improve faculty readiness to support SEL through professional development.  1.3B - Create safe spaces for faculty and students to practice SEL and mindfulness.  1.3C- Develop and integrate SEL instructional practices in district curricula, classrooms, and activities.</p>	<ul style="list-style-type: none"> <li>• Rethink Education Biannual Student SEL Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Annually increase the percentage of student self-reported Responsible Decision-Making Skills attainment: <ul style="list-style-type: none"> <li>○ 2022-2023 – Rethink Student SEL Self-Assessment Baseline Data</li> <li>○ 2023-2024</li> <li>○ 2024-2025</li> <li>○ 2025-2026</li> <li>○ 2026-2027</li> </ul> </li> <li>• Annually increase the percentage of student self-reported Self Awareness Skills attainment: <ul style="list-style-type: none"> <li>○ 2022-2023 – Rethink Student SEL Self-Assessment Baseline Data</li> <li>○ 2023-2024</li> <li>○ 2024-2025</li> <li>○ 2025-2026</li> <li>○ 2026-2027</li> </ul> </li> <li>• Annually increase the percentage of student self-reported Self-Management Skills attainment: <ul style="list-style-type: none"> <li>○ 2022-2023 – Rethink Student SEL Self-Assessment Baseline Data</li> <li>○ 2023-2024</li> <li>○ 2024-2025</li> <li>○ 2025-2026</li> <li>○ 2026-2027</li> </ul> </li> </ul>

<p><b>P2: Staff: Recruit and value all staff to ensure satisfaction and retention</b></p>	<p>2.1 Recruit high quality talent</p>	<p>2.1A – Increase the number of jobs fairs hosted/attended to recruit high quality talent across the area and across the state of Texas. 2.1B – Strategically expand relationships with universities, colleges, and alternative certification programs to assist in recruiting high quality talent. 2.1C – Expand and enhance marketing program to support employee recruitment and retention efforts.</p>	<ul style="list-style-type: none"> <li>Number of job fairs hosted/attended (11 for 2022-2023: UTEP (2), Resident Job Fair (2), Teacher Job Fair (1), Support Personnel Job Fair (1), Western Tech (1), Texas Workforce (1), KFOX Job Fair (1), Ft. Bliss (1), Instructional Aide Job Fair (1))</li> <li>Applicant attendance/engagement (Tracked through sign in sheets, attendance, and engagement)</li> <li>Percentage of vacancies filled (Current for 2022-2023 96%)</li> <li>MOUs currently in place with Universities, International Universities, and/or Alternative Certification Programs as of 2022-2023 – 3</li> <li>Intentional meetings with Universities, International Universities, and/or Alternative Certification Programs prior to 2022-2023 – 2</li> <li>Expand recruitment from New Mexico to other out of state universities</li> <li>Explore international options.</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of positions filled from 96% in 2022-2023 to 99% by 2026-2027.</li> <li>Increase number of MOUs in place from 3 in 2022-2023 to 5 by 2026-2027.</li> <li>Increase the number of intentional meetings from 2 prior to 2022-2023 to 6 by 2026-2027</li> <li>Increase number of intentional meetings to 4 with out of state and international universities by 2026-2027</li> </ul>
	<p>2.2 Capacity building of all staff at all levels</p>	<p>2.2A – Provide all new employees with onboarding staff development. 2.2B – Provide access to resources and preparation to assist with future career pathways and acquire highly demanded certifications. 2.2C – Provide schools and departments direction on staffing needs to ensure appropriate credential updates are in place for retention purposes.</p>	<ul style="list-style-type: none"> <li>Training includes New Employee Orientation (NEO) and New Substitute Employee Orientation (NSEO)</li> <li>Current MOUs in place (3) offer resources to employees for continuing education and pursuing teaching certification (Texas Tech, UTEP, and Canyon University)</li> <li>Staffing meetings that include (2 total as of 2021-2022): <ul style="list-style-type: none"> <li>Staffing needs (FTE)</li> <li>Stipends</li> <li>Certification Compliance/Needs</li> <li>Bilingual/ESL Programs</li> <li>Special Education Programs</li> <li>Fine Arts</li> <li>Athletics</li> <li>Other Special Programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Shift NEO and NSEO training to an online platform: <ul style="list-style-type: none"> <li>Safety</li> <li>Standards of Conduct</li> <li>Mental Health (Social Emotional)</li> </ul> </li> <li>Worksheet pathway options; increase number of options by three by 2026-2027</li> <li>Increase number of staffing meetings by 2 by 2026-2027 for a total of 4 annually</li> </ul>
	<p>2.3 Employee satisfaction</p>	<p>2.3A – Build trusting relationships with our staff, teachers and administrators by engaging with them to listen and improve SISD environments, processes and experiences. 2.3B – Provide employees with ongoing coaching and professional development to continuously improve culturally-responsive, rigorous, and relationship-centered service. 2.3C – Maintain competitive and equitable compensation for employees.</p>	<ul style="list-style-type: none"> <li>T-TESS Ratings, Survey, EPAC</li> <li>Professional Development Plan</li> <li>Alignment with TASB salary recommendations</li> </ul>	<ul style="list-style-type: none"> <li>T-TESS ratings to be at Proficient Levels or better for 90%</li> <li>Climate Survey Ratings to be between 4-5 for campus administrators, academics, school climate, etc.</li> <li>Adding gradually the TASB Salary Maintenance Program</li> <li>Turnover rate to be at 8.8% or less per year</li> </ul>
<p><b>P3: Community: Serve and market to our community through communication, collaboration, and engagement</b></p>	<p>3.1 Parents and Students</p>	<p>3.1A – Continue engagement of district-level committees to maximize the in-person, two-way communication opportunities. 3.1B – Promote parent and student participation and engagement at school and district events and activities. 3.1C – Ensure efficiency and effectiveness of existing communication methods and coverage processes.</p>	<ul style="list-style-type: none"> <li>List of meetings held with agendas, participation numbers, and feedback generated</li> <li>Review and modify/enhance district outreach mediums to increase participation and engagement opportunities (website, mobile application, phone communication, etc.)</li> <li>Stakeholders feedback on district communication methods</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and survey data show increases in parent and student engagement and participation in district-level committees and school/district events and activities.</li> <li>A review of communication practices has been completed and practices adapted as necessary to communicate with parents and students efficiently and effectively.</li> <li>Survey data shows increase in parents and student reporting they are well-informed, valued, and representatives’ voices are included in district decision making.</li> </ul>
	<p>3.2 Community At-Large</p>	<p>3.2A – Identify and engage priority stakeholder groups in success of Socorro ISD.</p>	<ul style="list-style-type: none"> <li>List of identified groups and partners with outreach targeting each</li> <li>List of meetings held with agendas, participation numbers, and feedback generated</li> </ul>	<ul style="list-style-type: none"> <li>Increased, sustained targeted outreach and partnerships with identified priority stakeholder groups.</li> <li>Increased support of district programs and initiatives from non-parent partners and community.</li> </ul>

		<p>3.2B – Build and maintain partnerships with businesses, military and other government offices, higher education, and community-based organizations.</p> <p>3.2C – Elicit support of non-parent community members for district initiatives.</p>	<ul style="list-style-type: none"> <li>• Opportunities to present district updates to targeted groups</li> <li>• Endorsement/support from priority stakeholders and partners for district initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Successful passage of district initiatives requiring voter approval.</li> </ul>
	3.3 Marketing	<p>3.3A – Grow advertising program to support student and employee recruitment and retention efforts.</p> <p>3.3B – Maximize social media engagement.</p> <p>3.3C – Maintain a proactive media relations program.</p>	<ul style="list-style-type: none"> <li>• Allocated resources to advertising program</li> <li>• Advertising schedules and reach data</li> <li>• Campaign materials generated to promote enrollment, employment and overall support</li> <li>• Student enrollment, overall and in specialized programs</li> <li>• Social media channels, followers, and engagement data</li> <li>• Brand analysis and media tracking data</li> </ul>	<ul style="list-style-type: none"> <li>• Formalized advertising program proactively supports district promotion and student/staff recruitment and retention efforts.</li> <li>• Increased district social media presence and engagement.</li> <li>• Positive media stories promoting school and district initiatives, events and activities are aired regularly, and negative/controversial topics are effectively addressed.</li> </ul>
<p><b>P4: Finance: Transparent and efficient processes to ensure equitable distribution of district resources.</b></p>	4.1 Facility expansion	<p>4.1A – Manage continued growth and demographic shifts in the district.</p> <p>4.1B – Evaluate the state of all campuses and district facilities and prepare long-range facilities plan.</p> <p>4.1C – Identify and pursue funding to implement proactive facilities plan.</p>	<ul style="list-style-type: none"> <li>• Continue and expand our facilities maintenance and repairs schedule</li> <li>• Continue to provide annual trainings for maintenance and construction staff</li> <li>• Meet with key stakeholders to ensure alignment of current state compared to future needs.</li> </ul>	<ul style="list-style-type: none"> <li>• By 2026, SISD will ensure facilities are updated based on a facilities assessment and continued annual evaluation cycle</li> <li>• By 2028, SISD will gather campus, employee and community feedback on facility expansion and provide district employee staff training</li> <li>• By 2024, SISD will have a plan for funding for future facilities.</li> </ul>
	4.2 Equity of Funds	<p>4.2A – Perform a facilities and capacity assessment.</p> <p>4.2B – Align budget with district/campus/department needs</p> <p>4.2C – Meet, train, and collaborate with district stakeholders to ensure understanding of the process and individual desired outcome based on needs.</p>	<ul style="list-style-type: none"> <li>• Engage with facility assessment company to do capacity, facility, and demography</li> <li>• Meeting with budget director periodically according to budget calendar</li> <li>• Meeting with the budget director periodically throughout the fiscal year with leadership team and board of trustees</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2024, SISD will ensure a facility and capacity assessment is complete and plan for future capacity needs.</li> <li>• Equity of budgeted funds will meet needs based on per pupil and needs assessment (use at the campus level) as well as district improvement plan (at the district level).</li> <li>• At the end of each fiscal all campuses/departments will have a full understanding of the expectations and intent of their budget.</li> </ul>
	4.3 Long-range financial planning	<p>4.3A – Facilities assessment to determine long-term financial needs.</p> <p>4.3B – Implement an energy savings plan to maximize local fund savings.</p> <p>4.3C – Develop a five-year plan to build fund balance.</p>	<ul style="list-style-type: none"> <li>• Review the facility plan with stakeholders</li> <li>• Engage with energy management companies using grant funds to ensure savings on the local side</li> <li>• Meet with the board of trustees to discuss their vision of building the fund balance</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2024, SISD will ensure there is a plan for future capacity needs.</li> <li>• SISD will have an energy study completed implement strategies and decrease energy spending by 5-10% each year.</li> <li>• By the end of each fiscal year the fund balance will increase by 3-5%; thus, increasing the amount of “days on hand”.</li> </ul>