<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Message</td>
</tr>
<tr>
<td>Strategic Directions</td>
</tr>
<tr>
<td>Student Demographic Profile</td>
</tr>
<tr>
<td>Board of Trustees</td>
</tr>
<tr>
<td>Operation College Bound</td>
</tr>
<tr>
<td>Operation College Bound Activities</td>
</tr>
<tr>
<td>SISD Success Measures</td>
</tr>
<tr>
<td>College and Career Readiness Programs in Our Schools</td>
</tr>
<tr>
<td>“Yes I Did!” - SISD Operation College Bound Initiatives</td>
</tr>
</tbody>
</table>
Superintendent’s Message

“What is the Socorro Independent School District doing to prepare and motivate their students for college?” As the superintendent of our great district, I believe this important question must be answered thoroughly for all our stakeholders. Thus, I am proud to introduce Operation College Bound, which illustrates our laser sharp focus on providing our students with a world class education that prepares them for college and beyond!

Via Operation College Bound, we are providing our educators with countless activities to assist them in establishing a college bound culture at their campuses. A “Yes I Can!” theme will be promoted districtwide by increasing college and career awareness at all our elementary, K-8, middle, and high schools.

Operation College Bound also includes 1) the success measures we use to determine if our students are on track to achieving success, 2) the college and career readiness programs we have in place to supplement our students’ learning, and 3) the initiatives we have launched to date that serve as our students’ pathways to success. As public servants, we want to keep our entire community informed and involved as we work diligently to prepare our students for the college and career of their choice.

Team SISD is dedicated to providing our students with rigorous instruction, meaningful interventions, and a college bound culture that will enable them to succeed in post-secondary institutions, in the workforce, and in life. Conversations about college must begin with our four-year-old students in pre-kindergarten and should continue to take place in every grade level thereafter. We are determined to go above and beyond to support our students’ college aspirations just as if they were our own children!

I look forward to witnessing firsthand our children proclaiming, “Yes I Did!” as they embark on their path to college graduation and a bright future. I thank all of you for your continued support! I am proud to be a part of your team – Team SISD!

Respectfully,

José Espinoza, Ed.D.
Superintendent of Schools
Direction One: Safe and Supportive Learning Environment
Safety is our top priority at SISD! No stone is left unturned in our efforts to support our schools’ safety, security, and climate as well as our student/staff attendance and performance. Bond 2011 has also played a major role in creating and upgrading our facilities to support the teaching/learning process.

Direction Two: College and Career Readiness
All SISD students deserve a quality education with rigorous instructional standards that adequately prepare them for the college and career of their choice. Our “100%...No Excuses” vision of excellence promotes high expectations for our students, staff, parents, and community as a whole. No child will be left behind at SISD without continuous academic growth.

Direction Three: Highly Qualified, Effective Faculty and Staff
Principal and teacher effectiveness greatly impact student achievement. Thus, it is extremely important to have the best educators and campus leaders at SISD. Support staff members at the campus and district level also play a major role in educating our students. Highly qualified, effective faculty and staff are able to improve student academic performance and ensure all our students graduate college and career ready.

Direction Four: Home, School, Community Partnerships
In order to ensure the success of all our students, we intend to form partnerships with all our stakeholders. Our students, parents, staff, and community at large will work together as a team to increase student academic and behavioral achievement.

Direction Five: Accountability for All
All SISD students deserve a quality education that will adequately prepare them to be successful in life. It takes a team to educate a child. Teachers, principals, assistant principals, support personnel, central office administrators, and the superintendent are accountable to the students and community they serve due to the important role they play in the success of every child.
SISD Student Demographic Profile

Student Information Count
Total Students: 45,269

Students by Grade:
- Early Childhood Education: 135 - 0.3%
- Pre-Kindergarten: 1,695 - 3.7%
- Kindergarten: 2,790 - 6.2%
- Grade 1: 3,148 - 7.0%
- Grade 2: 3,243 - 7.2%
- Grade 3: 3,271 - 7.2%
- Grade 4: 3,188 - 7.0%
- Grade 5: 3,268 - 7.2%
- Grade 6: 3,397 - 7.5%
- Grade 7: 3,408 - 7.5%
- Grade 8: 3,388 - 7.5%
- Grade 9: 3,953 - 8.7%
- Grade 10: 3,700 - 8.2%
- Grade 11: 3,386 - 7.5%
- Grade 12: 3,299 - 7.3%

Ethnic Distribution:
- Hispanic: 41,552 - 91.8%
- White: 1,898 - 4.2%
- African American: 1,062 - 2.3%
- Asian: 277 - 0.6%
- Two or More Races: 278 - 0.6%
- American Indian: 119 - 0.3%
- Pacific Islander: 83 - 0.2%

- Economically Disadvantaged: 32,014 - 70.7%
- At-Risk: 20,667 - 45.7%
- Limited English Proficient: 9,377 - 20.7%
- Students w/ Disciplinary (2013-2014) Placements: 472 - 1.0%

Student Enrollment by Program:
- Bilingual/ESL Ed.: 5,991 - 13.2%
- Career & Technical Ed.: 15,050 - 33.2%
- Gifted & Talented Ed.: 2,461 - 5.4%
- Special Education: 3,864 - 8.5%

Source: 2015-2016 PEIMS Fall Collection

Useful Links

Texas Essential Knowledge and Skills:
http://www.tea.state.tx.us/curriculum/teks/

Texas College and Career Readiness Standards
http://www.thecb.state.tx.us/collegereadiness/crs.pdf

Early Childhood Education in Texas
http://www.tea.state.tx.us/index2.aspx?id=2147495267&menu_id=2147483718
Board of Trustees

The Socorro ISD Board of Trustees consists of seven elected citizens who work with community leaders, families, and educators to develop sound educational policies that support student achievement and ensure the solvency of the district. They are a strong and cohesive team that helps the district continuously set and achieve new levels of excellence. Five of the trustees represent single-member districts, and two are elected at-large.

Vision

Tomorrow’s Leaders Learning Today

Mission

The mission of the Socorro Independent School District is to optimize our students’ academic, artistic, athletic, and interpersonal skills.
Operation College Bound

Mission
The Socorro Independent School District is committed to transforming our students’ dreams of graduating from college into reality. Team SISD will increase college and career awareness for all our students via Operation College Bound. Beginning at the elementary level, SISD students will be introduced to colleges, universities, and careers. College bound learning environments along with rigorous instruction aligned to a college preparatory curriculum will enable our students to graduate ready for the college and career of their choice.

“Yes I Can!”
A college bound school culture will encourage and foster a “Yes I Can!” attitude and expectation among all our students regardless of ethnicity, economic status, and/or learning disability. By educating our students as if they are our own children and providing them with the best educational opportunities available, we will prepare them to achieve success in a post-secondary institution, in the workforce, and in life!

A college bound school culture will be established at all our campuses by:

• Integrating college and career awareness activities (sample list of activities provided) into classroom lessons;
• Establishing a school environment that visually encourages a college bound culture (e.g., college banners, college posters, “I’m going to college” campus-wide theme, etc.);
• Utilizing the district curriculum as well as supplemental educational programs to provide every student with rigorous instruction that will ensure they meet grade level standards and excel in college and beyond;
• Creating opportunities for students to set goals, enroll in dual credit and advanced placement courses, participate in public speaking, increase critical thinking skills, work in collaborative groups, and persevere when faced with obstacles; and
• Working as a team to meet our students’ needs with interventions such as mentoring, counseling, tutorials, extracurricular activities, etc. aimed at motivating, inspiring, and urging them to work hard at reaching their full potential.

SISD has helped me with LEARNING MATH, READING, SCIENCE, AND SOCIAL STUDIES. This will help me when I go to college AND BECOME A LAWYER.
Paola Gonzalez
3rd Grade, Mission Ridge Elementary

#TeamSISD
Operation College Bound emphasizes the importance of promoting college and career awareness from elementary to middle and high school. Socorro ISD students will be engaged in an array of activities that will challenge them to see college graduation as the goal after high school, encourage them to assess their interests, strengths, and academic habits, and help them to understand basic concepts regarding college options. Some of these activities include the following:

• Use college-going as a Literacy Fair theme: (a) use a college/university name for each “station” or activity, (b) make a bookmark featuring a college, (c) “Find a College” map-reading activity, (d) provide journals in which students explain “Why I want to go to college,” and (e) issue a “Passport to College” card to be stamped at each station. Students with a specific number of stamps in their passports receive one or more books.

• Use college-going as a theme for Family Literacy or Family Math Nights to review recommended reading lists, information about high school graduation requirements, and financial aid.

• Ask each teacher to share information about the college he or she attended and each paraprofessional to share information about the college he or she currently attends.

• Invite college students who are alumni of the school to talk to students about their college experience either in an assembly or in classroom presentations.

• Adopt a college to represent by classroom. This can be the teachers’ alma mater or the class may select a university of their choice. Students can decorate their classroom door in college colors and symbols.

• Assign one day of the month as a school-wide College Awareness Day. Staff members may wear clothing with a college name, mascot, or emblem. Students can also wear college sweatshirts or T-shirts. Students and staff who participate may be entered into a drawing (one per grade level) to be announced at the end of the day and given a prize (optional).
• Provide students and parents with the opportunity to attend a college fair with various university representatives that will provide them with information regarding the admissions process.

• Feature a university once a month during announcements. Students will hear the fight song and/or the alma mater and be asked trivia questions. A prize may be awarded to first student(s) to provide correct responses.

• Invite school staff or community members who are alumni of your school to present information about their college experience.

• Ask students to decorate a Christmas collegiate ornament to be displayed in a central location. These may be displayed on a bulletin board or an actual Christmas tree.

• Have each student announce a former president on President’s day and the school he attended.

• Ask students to research different universities and have them choose their method of presentation to the class. They may want to design a college brochure, create a commercial, make a poster, or choose other creative means to share their findings (may be done in groups).

• Provide students with the opportunity to visit their feeder high school and learn about expectations for high school students from the counselors. Emphasis will be placed on College & Career Go Centers to provide students with an opportunity to familiarize themselves with the resources available to them in high school.

• Remind students that fundamental to success in college and life is learning to read with excellent comprehension and learning to read for a variety of purposes. Non-fiction comprises most of the reading for secondary and college classes. Challenge students to select and read a non-fiction book and to complete a reading log to document their participation.

• Ask faculty and staff members to bring a photograph of themselves wearing a cap and gown from their alma mater. Display the photos in a hallway display case with captions such as, “We graduated, you can too!” or “The road to your graduation begins today.”

• Have students contribute to a classroom bulletin board that focuses on graduation. Students may bring a graduation photograph or picture of a family member or friend to display. Images may include graduation from pre-school or kindergarten, high school, college, or training programs. Students may list words, write sentences, or write a paragraph explaining why graduations are so important.

• Use a large piece of cardboard or poster paper to create an adult-sized drawing of a college graduate in a cap and gown holding a diploma. The drawings can be modified to indicate the name of specific colleges or universities. Cut out a hole where the face would go. Have each student stand behind the drawing so only his/her face shows. Then take a “graduation picture” of each student. Students may list words or write a paragraph describing how they or their family will feel on their graduation day.
Operation College Bound Activities (continued...)

- Use a computer with Internet access and an LCD projector to give students a virtual tour of colleges or universities. Use a search engine to locate the website for the college or university. Select two-year and four-year, public and private institutions. Also, select schools in different parts of the state or country. Have students create a T-chart in which they list information about the college or university on the left column and write reflections, questions, or observations on the right column. Students may also create a Venn diagram to compare and contrast the institutions.

- Have students make a collage that focuses on graduation. Students may bring a graduation photograph or picture of a family member or friend to display. Images may include graduation from pre-kindergarten or kindergarten, high school, college, or training programs. Students may list words, write sentences, or write a paragraph explaining why graduations are so important. Tutors should also bring a photograph of themselves wearing a cap and gown from their alma mater if they graduated.

- Explain to students the good habits and self-discipline needed for success in college and in careers develop early in life. Tell students to brainstorm a list of personal attributes and activities that could help someone become college ready. Example: makes a list of things to do, follows directions, reads every day...

- Place students into pairs or groups of three. Allow each group to select a letter from the alphabet. Challenge students to create a web (or cluster) of careers or colleges that begin with the selected letters. Encourage students to use the dictionary or career resource guides to aid them. Students should be expected to describe or define the careers/occupations. Students should also know where the colleges are located.

- Place students into pairs or groups of three. Have students make a list of careers and/or colleges beginning with the letter “A” through “Z.” Have teams compare lists. Then tell students to place the listed items into categories. Teams must explain how they chose their categories to the class or to another team. The goal is to recognize that there are different ways to process information.

- Provide students with construction paper, magazines, glue, scissors, markers, and crayons. Have each student create a bookmark highlighting a college or career. The bookmarks may be displayed on a bulletin board or used for the classroom library.

- Tell students to select a career they might want to pursue in the future. On an 8½” X 11” sheet of paper, students are to a) draw a portrait of him or her in that career, b) list the school subjects needed to excel in that career, and c) list the specialized skills and abilities needed for the career.

- Have students cut pictures from magazines of people in different occupations. Tell students to select a career they would be interested in pursuing from the assortment of magazine pictures. Use a digital camera to take a picture of each student. Have students superimpose their face over the face in the magazine picture. Have students write a paragraph or essay (1) explaining why they selected that particular occupation and (2) how that occupation contributes to the community.

- Give pairs of students an outline map of the United States and a high school or college dictionary. Tell students to use the list of colleges and universities found in the appendix of the dictionary to find at least one college or university for each state. Challenge upper grade students to list institutions other than state colleges and universities.

- Ask grade level members to decorate classroom doors to focus on what elementary school students must do to prepare for college. Doors may be judged for originality, amount of information provided, visual appeal,
Operation College Bound Activities (continued...)

impact, or other criteria. Door designs and student designers may be acknowledged in a display case or centrally-located bulletin board.

• Ask pairs of students to search through the classified section to find an ad that lists the job title, qualifications, and salary for a specific job. Have the students tape the ad to a sheet of paper and then list “what I will need to know and be able to do” to fully qualify for the position. Students may include personal qualities, academic knowledge, skills, and abilities.

• Ask students to use a map of the city to plot out the route to El Paso Community College, the University of Texas at El Paso, and New Mexico State University.

• Inform students that there is a college that will support almost every interest or career goal that a student has. Encourage individual students or pairs of students to use a computer in the classroom, library, or computer lab to identify two colleges that might be of interest based on careers, favorite subjects, geography, class size, etc.

  **Websites:**
  - www.collegeboard.com
  - www.collegeview.com
  - www.embark.com

• Inform students that millions of dollars in scholarship money is available to students who work hard in school and who meet certain criteria. Encourage individual students or pairs of students to use a computer in the classroom, library, or computer lab to identify two scholarships that might be available to them based on their career interests, favorite subjects, race, ethnicity, gender, or special abilities.

  **Websites:**
  - www.collegeboard.com
  - www.fastweb.com
  - www.scholarshiphelp.org

• Inform students that there is a career for almost every interest or career goal that a student has. Encourage individual students or pairs of students to use a computer in the classroom, library, or computer lab to identify two careers that might be of interest based on personal talents and abilities, personality, favorite subjects, or environmental preferences.

  **Websites:**
  - www.acinet.org
  - www.iseek.org
  - http://texas.careers.org

At the end of a College Awareness Activity, ask students to
  a. fold a sheet of paper into quarters,
  b. label each quarter, and
  c. reflect on their learning by writing several sentences in each section of the paper

**As a result of this College Awareness Activity:**

<table>
<thead>
<tr>
<th>I learned to:</th>
<th>I need to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can:</td>
<td>I will:</td>
</tr>
</tbody>
</table>


• Have students search through the classified section to find ads that list the type of college degree that is required for a specific job or position. Have the students make a chart or graph that includes the job or position, the degree required, and salary offered.

• Ask paraprofessionals or other staff members who are attending college to provide students with a list of required textbooks for their courses. Tell students to either visit a college bookstore or to go online to determine how much college textbooks cost. Reinforce to students the importance of working hard to master all their grade level concepts in order to avoid the need to spend additional money on remedial college courses. Also, discuss the academic and financial benefits of enrolling and successfully completing dual credit and advanced placement classes.

• Inform students that buying college textbooks is often expensive, and there are ways to reduce the costs. Have students visit a variety of websites to compare the cost of college textbooks. Sites to visit include Amazon.com, eBay, Half.com, and surfcollege.com.

• Allow each student to select a different college or university. Then have students determine the average cost per undergraduate class at the institution they selected. Reinforce to students the importance of working hard to master all their grade level concepts in order to avoid the need to spend additional money on remedial college courses. Also, discuss the academic and financial benefits of enrolling and successfully completing dual credit and advanced placement classes.

• Ask paraprofessionals or other staff members who are attending college to provide a copy of the syllabus for the courses they are taking. Ask students to compare and contrast the syllabi with assignments they have been given. Ask students to draw conclusions about the college workload and the preparation they will need for college.

• Compile college-related questions about faculty and staff members. For example, which teachers attended college in Texas? To promote college awareness, ask a question a day over the intercom or in a school newsletter. Students turn in their answers each week. Students with the most correct answers are eligible for a drawing to win books or other incentives. The goal is to encourage students to speak with the adults on their campus about going to college.

• List ten to twenty college-related statements on the left-hand side of an 8 ½” x 11” sheet of paper. For example, “majored in Mathematics,” “received financial aid,” or “attended a community college.” Students are to get signatures of faculty and staff members for whom the statement is true. Students may not get multiple signatures from any one staff member. The goal is to encourage students to speak with the adults on their campus about going to college.
• Explain to students the good habits and self-discipline needed for success in college and in life develop early in life. Ask students to record how they actually spent their time during any designated three days in a month. Students are to:

  a. Make a check in the College/Career column if their activity can prepare them for college/career.
  b. Share how they spent their time with a partner or small group.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 pm</td>
<td>How I spent my time?</td>
<td>College/Career</td>
<td>How I spent my time?</td>
</tr>
<tr>
<td>4:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Place items related to college in the classroom. Students are given a list of the 10, 15, or 20 items and a period of time—a class period to a week—to find and list the location of each of the items.

• Divide the class into teams. Read one to five statements about one college that the students have learned about. For example, “It once was located where EPCC is now.” “It was the second campus in what is now a statewide university system.” The team that can identify the school most quickly scores a point. Continue until each of the colleges has been described and identified by student teams.

• Ask students to identify several private or public universities or colleges. Students communicate with the college asking that their class be “sponsored” by the institution and furnished with posters, pennants, and other college-related materials to decorate the classroom.
School helps me make GOOD DECISIONS AND PREPARE FOR MY FUTURE IN MARINE BIOLOGY.

- Sara Gurany
8th Grade, Ernesto Serna School

#TeamSISD
In order to monitor student academic progress, Team SISD uses a variety of measures to ensure no child is left behind without a quality education and academic growth. The following Academic Success Measures are currently being implemented in our district and represent our commitment to ensure all our students graduate ready for the college and career of their choice.

**District/Campus Data Reports** – comprehensive reports used by district leaders, administrators, and teachers at designated benchmark periods and/or dates to gather and analyze data regarding student progress in the core content areas as well as college and career readiness standards. Data reports include but are not limited to: 9 weeks Marks Distribution reports, 9 weeks Marks-Analysis District Breakdown reports, 9 weeks Marks-Analysis School Breakdown reports, 9 weeks Discipline Out-of-School Suspension and In-School Suspension reports, 9 weeks Student Average Daily Attendance Comparison reports, 9 weeks Discipline Incident Summary reports, and 9 weeks Teacher Average Daily Attendance reports.

**iStation Universal Screener** – a kindergarten through 8th grade computer-adaptive reading screener of individual student reading capability including domains such as phonemic awareness, letter knowledge, alphabetic decoding, comprehension, vocabulary, spelling, and text fluency. The assessment is useful for placing students into individualized paths in their specific areas of need and at the proper reading level. The assessment is used consistently across all SISD campuses to measure student literacy levels at the beginning, middle, and end of the school year. The data is tracked throughout the school year to measure students’ academic progress and provide prompt, specialized interventions for at-risk students.

**K-3rd SISD Mathematics Benchmark** – a comprehensive Mathematics assessment administered in the beginning, middle and end of the year in grades Kindergarten through 3rd grade. This checkpoint is aligned to the SISD scope and sequence and allows teachers to monitor their own pacing, adjust their lessons and most importantly monitor student progress throughout the school year.

**K-2nd SISD Reading Milestone Checkpoints** – a comprehensive Reading assessment administered every 9 weeks to students in grades Kindergarten through 2nd grade. This checkpoint is designed to monitor teachers’ pacing and student progress. It provides teachers with data in all five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Teachers use this data to adjust their pacing and their lessons throughout the school year.

**K-2nd Grade SISD Milestone Mission Documents** – these documents provide teachers with the designated developmental milestones for students in Kindergarten through 2nd grade. These Milestone Mission documents also provide teachers with an instructional goal in reading for every 9 weeks of instruction.

**K-12th Grade 3, 6 and 9 Weeks Checkpoints** – vertically and horizontally aligned formative assessments developed collaboratively by classroom teachers and Instructional Officers; members of the Academic Services Department. The checkpoints measure student progress towards mastery of the Kindergarten through 12th grade Texas Essentials of Knowledge and Skills (TEKS). These TEKS are taught throughout the school year according to the scope and sequence designated by the district’s curriculum management system known as the TEKS Resource System (TRS).

**DIBELS** – a Kindergarten through 3rd grade reading assessment administered individually to identify specific strengths and weaknesses in the areas of phonemic awareness, phonics, fluency and comprehension.

**Think Through Math** – is our online math intervention program adopted by the Texas Education Agency under the Texas target the Texas Essentials of Knowledge and Skills (TEKS). This program also provides online certified live teachers that support students that need any additional help. This program is available for school and home use.

**End of Course, End of Semester, End of Marking Period Measures** – comprehensive reports throughout the school year provide data regarding student progress, which are used to identify students in need of enrichment and intervention. Data from these assessments are entered into the Eduphoria data analysis program and used to adjust instruction in the classroom. End of course data from Algebra I, English I and II, Biology, and US History are used to determine instructional priorities aligned across the specific content areas.

**District Benchmark Assessments** – assessments used to track students’ progress on the standards of knowledge and skills that students should know or be able to perform at developmentally appropriate levels in their education. They are administered twice per year and are used to monitor student academic progress across grade levels.

**Readiness Model and Predictive Model** – a Data Analysis tool that allows teachers to review available assessment data and determine each individual student’s level of readiness for success on a prescribed assessment (STAAR, EOC, AP or IB). Readiness levels are color coded to determine the level of support each group of students require.
State of Texas Assessments of Academic Readiness (STAAR) – the new state assessment for students in grades 3-12 is a criterion-referenced assessment that measures student academic performance in reading, writing, mathematics, science, and social studies.

Texas English Language Proficiency Assessment System (TELPAS) – a kindergarten through 12th grade annual assessment that measures the English language proficiency of second language learners on a scale that includes beginning, intermediate, advanced, and advanced high levels of proficiency in four domains – reading, writing, listening, and speaking.

Preliminary Scholastic Assessment Testing (PSAT) – is a standardized assessment program that provides practice for the SAT to students beginning in 7th grade in the same content areas assessed by the SAT. Participation in the PSAT allows students to receive information from the colleges they choose as well as be considered for the National Merit Scholarship program as 11th grade students.

Scholastic Assessment Testing (SAT) – the assessment is a college entrance exam administered to juniors and seniors that is designed to measure a student’s academic ability in writing, math, and critical reading.

ACT – a college entrance exam designed to measure a student’s educational development and academic preparedness for college. Students are tested in English, mathematics, reading, and science.

Texas Success Initiative (TSI) – an assessment program designed to help school districts determine if students in grades 9-12 are ready for college-level coursework in the general areas of reading, writing and mathematics. This program also helps determine what type of course or intervention will best meet student needs to help them become better prepared for college-level coursework if they are not ready.

Advanced Placement (AP) – advanced placement courses offer college-level curricula and examinations to high school students in the district. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created by the College Board.

Gifted and Talented Assessment – a kindergarten through 12th grade assessment program that uses the Torrance Test for Creativity, the Naglieri (NNAT), and the IOWA to assess students’ eligibility for enrichment services provided by SISD’s Gifted and Talented Program when nominated by parents, guardians, community members, staff, students, and/or self.

Circle Phonological Awareness Language and Literacy System (CPALLS) - a pre-kindergarten assessment tool designed to measure young children’s literacy and language skills (vocabulary, letter identification, and phonological awareness). It also includes scales for mathematical skills (numbers, counting shapes, and operations) and social-emotional skills.

Read 180 – a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4th through 12th. Designed for any student reading two or more years below grade level, the program leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

ROBOCOM Robotics Competition – students supporting students district-wide robotics competition that enriches problem-solving skills, builds teamwork, and encourages curiosity in science, technology, engineering and math (STEM) education.

Science Fair – competitive events allowing students to showcase their ability to utilize the scientific method to make discoveries. Competitions are held at the campus, district, regional, state, and international level.

Math Bee – competition that helps promote math fluency for students in grades kindergarten through fifth grade. Classroom teachers provide daily practice of basic math facts along with weekly grade level competitions. Winners advance to the Campus Math Bee where they compete for a spot to represent their campus at the District Math Bee.

Read Across America – Schools in the Socorro Independent School District celebrate NEA’s Read Across America with colorful, fun-filled activities throughout the week of March 3-7 to promote and get students excited about reading. The annual Read Across America celebration was started by the National Education Association 17 years ago in honor of children’s book author, Theodor Seuss Geisel, better known as Dr. Seuss, who was born on March 2.

Literary Anthology – SISD provides blooming writers the opportunity to showcase their talents in our annual Literary Anthology Writing contest. Students in grades K-12 submit their best writing pieces in a variety of genres ranging from poetry to short stories to essays. Those earning first, second, and third place recognition have their work published in our yearly SISD Literary Anthology.

Please visit www.collegeboard.org to find out more about the programs offered.
The teachers here really love and care for us. They’re preparing me for a career as a software engineer by helping me plan for college.

John Pollard
5th Grade, James P. Butler Elementary

#TeamSISD
College and Career Readiness Programs in Our Schools

SISD is committed to going above and beyond to ensure our students’ success in college and beyond. Thus, every campus throughout the Socorro Independent School District implements research-based programs and initiatives intended to provide our students with a world-class education.

Elementary:
• **Foundation Curriculum** - aligned to the Texas Essential Knowledge and Skills and the Texas College and Career Readiness Standards.
• **Academic Enrichment** - offers students the opportunity to expand their learning in different ways that deepens their understanding of concepts related to college readiness.
• **Launch STEM** - Project Lead The Way STEM Program prepares students with the knowledge and skills in science, technology, engineering, and mathematics they need to succeed in college.
• **Robotics Camps** - applied classroom enrichment practices designed to develop student interests in technology careers.
• **Interventions** - tutoring settings offer students the opportunity to master academic standards necessary for successful completion and grade level advancement.
• **Problem-Based Learning** - a student-centered style of active learning in which students learn about a subject through the experience of problem solving in situations that simulate real-life experiences.
• **Career Awareness Showcase** - designed to inform our younger students (fifth-, sixth-, and seventh-graders) and their parents of the numerous college- and career-based programs and courses available to them in our high schools. This is an excellent event that assists our students to begin thinking about making informed decisions regarding their career pathways by being exposed to information on SISD’s award-winning Career and Technical Education program, dual-credit courses, academic academies, and early college high schools.
• **Mother Daughter/Father Son Programs** - raises the expectations of a segment of society that has often been overlooked. This innovative program helps young Hispanic boys and girls and their fathers and mothers, through purposeful hands-on educational experiences, explore college and career opportunities in the various disciplines including STEM-related fields.
• **AVID E - Advancement Via Individual Determination** - a research-based curriculum designed to close the achievement gap by preparing all students for college and other postsecondary opportunities.
• **WIN Academy** - a student-centered program created to help ensure all Team SISD children have the opportunities and support needed to achieve academic success.

Middle School:
• **Foundation Curriculum** - aligned to the Texas Essential Knowledge and Skills and the Texas College and Career Readiness Standards.
• **Academic Enrichment** - offers students the opportunity to expand their learning in different ways that deepens their understanding of concepts related to college readiness.
• **Gateway to Technology STEM** - Project Lead The Way STEM Program prepares students with the knowledge and skills in science, technology, engineering, and mathematics they need to succeed in college.
• **Exploring Careers Course** - All students while in the eighth grade complete a one semester course where they explore the national Sixteen Career Clusters model and explore some of the most common careers within each cluster.
• **Career Inspiration Conference** - The SISD Career Inspiration Conference held in the fall semester offers 8th graders the opportunity to learn firsthand from business and industry partners about high-demand careers and talk to high school students about college- and career-oriented organizations and clubs they can join in high school.
• **Robotics Camps** - applied classroom enrichment practices designed to develop student interests in technology careers.
• **Interventions** - tutoring settings offer students the opportunity to master academic standards necessary for successful completion and grade level advancement.
• **Problem-Based Learning** - a student-centered style of active learning in which students learn about a subject through the experience of problem solving in situations that simulate real-life experiences.
• **Pre-Advanced Placement (Pre-AP)** - middle school courses designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting.
• **PSAT** - a nationwide, multiple-choice test taken by some SISD middle school students and mostly sophomores and juniors. It is a primer for the SAT and the ACT. The PSAT doesn’t count toward students’ college admissions. However, it is the qualifying test for National Merit Scholarships.
• **AVID - Advancement Via Individual Determination** - a research-based curriculum designed to close the achievement gap by preparing all students for college and other postsecondary opportunities.
• **AVID Math and Science Summer Bridge Program** - programs designed to strengthen students’ math and science skills and to increase the number of students who enroll and succeed in eighth-grade Algebra I.
• **Writing, Inquiry, Collaboration, Organization, Reading Strategies (WiCOR)** - proven learning support structure for middle and high school, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn.

• **Mother Daughter/Father Son Programs** - raises the expectations of a segment of society that has often been overlooked. This innovative program helps young girls and boys and their mothers and fathers explore college and career opportunities in the various disciplines including STEM-related fields via purposeful hands-on educational experiences.

• **WIN Academy** – a student-centered program created to help ensure all Team SISD children have the opportunities and support needed to achieve academic success. Students who struggled academically in a traditional classroom are offered the opportunity to be educated in a non-traditional education setting via the WIN Academy that includes a digital curriculum, digital device, extended instructional days, and teachers who loop with them for multiple years.

**High School:**

• **Foundation Curriculum** - aligned to the Texas Essential Knowledge and Skills and the Texas College and Career Readiness Standards.

• **Distinguished Level of Achievement** - all students enrolled in a Socorro ISD high school qualify for this graduation distinction by completing the prescribed sequences of courses in one of the many programs offered by Socorro ISD. By completing the four math, English, science, and social studies courses to include Algebra II, completing the Endorsement electives, and also completing the remaining required courses, students receive a Distinguished Level of Achievement acknowledgement on their high school transcript.

• **Performance Acknowledgements** – Under House Bill 5, the Texas State Board of Education has provided a framework that allows for student who choose a challenging course of study to receive special acknowledgements and have these acknowledgements posted on their transcripts. SISD students have the opportunity to receive any of the SBOE Approved Acknowledgements.

• **Financial Literacy Course** – During their sophomore year, all SISD students take a one semester course where they explore the concepts behind the term Personal Finance.

• **Academic Enrichment** - offers students the opportunity to expand their learning in different ways that deepens their understanding of concepts related to college readiness.

• **Engineering** - Project Lead The Way STEM Program prepares students with the knowledge and skills in science, technology, engineering, and mathematics they need to succeed in college.

• **Robotics Camps** – applied classroom enrichment practices designed to develop student interests in technology careers.

• **Interventions** – tutoring settings offer students the opportunity to master academic standards necessary for successful completion and grade level advancement.

• **Problem-Based Learning** – is a student-centered style of active learning in which students learn about a subject through the experience of problem solving in situations that simulate real-life experiences.

• **Academic Contests** - SISD offers rigorous academic contests to elementary, middle school, and high school students throughout the district.
  - **Academic UIL Events**—every academic contest offered by the University Interscholastic League (UIL) are made available to SISD students. From 2nd Grade Creative Writing to High School Physics and Advanced Mathematics, SISD provides students the opportunity to compete. SISD is the only large district in the region that offers every UIL Academic Event at every grade level.
  - **Academic Decathlon**—every high school in SISD has a team that competes, and performs well, in this 10-Event Academic Meet Marathon. This event is considered one of the Elite Academic Contests in the nation.
  - **Destination Imagination**—this creative problem-solving event is another Elite Contest available to any SISD student wishing to work hard and be creative.
  - **Additional Contests**—SISD offers a wide variety of other academic contests, which include High Q, Literary Anthology, Mock Trial, Science Fair, Speech and Debate Contests, Math Contests, and Spelling Bee.

• **Academic Fairs** - SISD offers many opportunities for students and teachers to participate in academic contest preparation and enrichment. These opportunities allow teachers, students, and Academic Coordinators to participate in TEKS-based professional development and practice meets in their academic contest areas. These fairs also allow students to illustrate to teachers how each event is linked to the TEKS and the College Readiness Standards.
• College, Career and Job Expo – The SISD College, Career, and Job Expo held in the spring semester gives 9th through 12th graders a chance to meet with business and industry partners as well as El Paso Workforce representatives to interview for potential summer jobs and internships.

• Engineering - Project Lead The Way STEM Program prepares students with the knowledge and skills in science, technology, engineering, and mathematics they need to succeed in college.

• Advanced Academic Academies - Each of the district’s five comprehensive high schools and Mission Early College High School offer unique learning models tailored to meet students’ specific needs and support their educational and career aspirations. These innovative curricular programs of study provide students with the opportunity to experience the rigor, depth, and intensity of college-level work while in high school and to increase their ability to compete for college admissions, scholarships, and jobs in the workforce.

• Americas High School – Libertas Academy is designed to prepare students for college and career readiness in the fields of public administration, government, and the law. Students in the Libertas Academy are groomed to effectively advocate for themselves and others.

• Eastlake High School – School of Advanced Technology Applications (SATA) Academy provides students with the unique opportunity to select from an array of STEM-related courses while receiving a STEM endorsement for Computer Science, which include software engineering, robotics programming, gaming programming, digital forensics, and artificial intelligence.

• El Dorado High School – International Baccalaureate Diploma Program is an academically challenging and balanced program of education with final examinations that prepare students, aged 16 to 19, for success at college and beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. Students in the IB program strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

• Mission Early College High School - Through a partnership with the El Paso Community College (EPCC), MECHS offers a unique degree plan that enables highly motivated students to move in four years from the ninth grade through the first two years of college, earning an associate’s degree or sufficient college credits to enter a four-year college or university as a junior.

• Montwood High School – SYNERGI 4 T-STEM Academy is a learning community that applies a project based curriculum, experiential in nature and reflects real world applications. This allows students to develop 21st century skills of competency, collaboration, communication, critical and creative thinking while earning college credit.

• Pebble Hills High School – SISD’s newest district advance academic academy, Sparta Academy for Business and Finance has been developed with the partnership between EPCC, UTEP and Greater El Paso Credit Union. Students enrolled in this academy will be working toward an Associated in Business and Finance that will then transfer to UTEP Business with the focus on Accounting and Actuary. By completing the four year program in Business and Finance, students will be well on their way to a career that requires heavy skills, that is in high demand and will provide high wages.

• Socorro High School – Health Professions Academy is a partnership between the SISD, area colleges, universities and health care facilities to give students a foundation in healthcare professions, preparing them for entry-level health professions and college. HPA prepares students to tackle the rigor and depth of college work in health professions and provides the option for quick entry into a health professions career immediately upon graduation.

• STEM Endorsement Graduation Pathways are offered at Americas High School, Eastlake High School, El Dorado High School, Montwood High School, and Socorro High School. Pathways include courses in the following programs:

<table>
<thead>
<tr>
<th>Biomedical Sciences</th>
<th>Engineering - Project Lead The Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and Design</td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>Advanced Technology Applications</td>
<td>SYNERGI 4</td>
</tr>
</tbody>
</table>
• **Business and Industry Endorsement Pathways** are offered at Americas High School, Eastlake High School, El Dorado High School, Montwood High School, and Socorro High School. Pathways include courses in the following programs:

<table>
<thead>
<tr>
<th>Agriculture, Food and Natural Resources</th>
<th>Manufacturing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Construction</td>
<td>Marketing</td>
</tr>
<tr>
<td>Arts, A/V Technology and Communication</td>
<td>Journalism</td>
</tr>
<tr>
<td>Business Management and Administration</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Finance</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>Transportation, Distribution and Logistics</td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
</tbody>
</table>

• **Public Service Endorsement Pathways** are offered at Americas High School, Eastlake High School, El Dorado High School, Montwood High School, and Socorro High School. Pathways include courses in the following programs:

<table>
<thead>
<tr>
<th>Education Training</th>
<th>Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Administration</td>
<td>Law, Public Safety, Correction</td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
</tr>
</tbody>
</table>

• **Arts and Humanities Endorsement Pathways** are offered at Americas High School, Eastlake High School, El Dorado High School, Montwood High School, and Socorro High School. Pathways include courses in the following programs:

<table>
<thead>
<tr>
<th>Art</th>
<th>Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choir</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Applied Music</td>
<td>Guitar</td>
</tr>
<tr>
<td>Dance</td>
<td>Mariachi</td>
</tr>
<tr>
<td>Theater</td>
<td>Piano</td>
</tr>
</tbody>
</table>

• **Multidisciplinary Endorsement Pathway** is offered at Americas High School, Eastlake High School, El Dorado High School, Montwood High School, and Socorro High School. Pathway includes courses in the following programs:

<table>
<thead>
<tr>
<th>Past-Secondary/Workforce</th>
<th>Advanced Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Baccalaureate</td>
<td>Dual Credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.</td>
</tr>
</tbody>
</table>

• **Pre-Advanced Placement** - high school courses designed to prepare students for high school Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting.

• **Advanced Placement** - the placement of a student in high school courses that offer college credit if successfully completed.

• **PSAT for 10th graders and SAT for 11th graders** – as part of Operation College Bound, SISD administers the college placement exams to all 10th and 11th grade students at no cost to the students.

• **Princeton Review** - a high school course that offers ACT and SAT test preparation, tutoring services and admissions resources.

• **GEAR UP** – a discretionary grant program in partnership with the University of Texas at El Paso designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

• **AVID - Advancement Via Individual Determination** - a research-based curriculum designed to close the achievement gap by preparing all students for college and other postsecondary opportunities.
AVID Math and Science Summer Bridge Program - programs designed to strengthen students' math and science skills and increase the number of students who enroll and succeed in Algebra I.

WICOR Strategies - AVID's proven learning support structure for middle and high school, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn.

Dual Credit Courses with El Paso Community College – high school students at SISD have the opportunity to earn college credit in the various disciplines (math, science, language arts, humanities, foreign languages, and the arts) while attending high school through a partnership with El Paso Community College.

Career and Technical Education (CTE) – a rigorous and relevant education that prepares students for a wide range of high-wage, high-skill, high-demand careers.

Mother Daughter/Father Son Programs - raises the expectations of a segment of society that has often been overlooked. This innovative program helps young girls and boys and their mothers and fathers explore college and career opportunities in the various disciplines including STEM-related fields via purposeful hands-on educational experiences.

Digitally Nurturing Academics (DNA): Transforming Minds through Technology – teachers infuse digital learning resources into the day to day curriculum that offers students challenging tasks that are engaging, apply problem-solving and critical thinking skills, and make learning relevant. This initiative in which students are issued laptops to use 24/7 at home and school will continue to be expanded each year in all of the high schools.
Every day at my school
I’M LEARNING TO READ
AND WRITE WELL.

One day I can teach kids how to do
THE SAME WHEN I AM
A TEACHER.

Kady Howard
5th Grade, Sierra Vista Elementary School

#TeamSISD
"Yes I Did!"

The Socorro Independent School District is committed to going above and beyond to support our students’ college aspirations. Therefore, the following initiatives have been launched to assist our students in proclaiming “Yes I Did!” as they embark on their path to college graduation and a better future.

SISD Operation College Bound Initiatives include but are not limited to:

**Dual Credit Scholarship Program**
In line with SISD’s Strategic Direction, College and Career Readiness, SISD launched a Dual Credit Scholarship Program for teachers interested in becoming certified to teach dual credit courses in our high schools. This new initiative will increase our district’s potential for offering dual credit opportunities to our students.

The University of Texas at El Paso (UTEP) Center for Institutional Evaluation Research and Planning conducted a study and found that students who enroll in dual credit courses experience higher math SAT scores, higher UTEP graduation rates, and higher UTEP grade point averages.

**New Teacher Induction Academy**
All teachers new to SISD have the opportunity to receive specialized professional development in a week-long training before the start of the school year. Sessions for new teachers include Orientation to SISD Instructional Initiatives, Addressing Special Populations (SPED, ELL, GT, Dyslexia), Digital Academy – Academic Technology Programs, Campus Orientation, and SISD Safety Measures.

SISD’s New Teacher Induction Academy is instrumental in producing highly-qualified educators equipped with the knowledge and skills necessary to ensure high student achievement.

**Teacher Mentor Program – Becoming a Friend for Tomorrow’s Future**
Becoming a Friend for Tomorrow’s Future is a mentor program aimed at providing our new teachers with modeling, guidance, coaching, and encouragement via a one-to-one relationship with an experienced, successful teacher. SISD’s goal is to inspire our new teachers to work extra hard in making a positive difference in our students’ lives.

**Walk for Success**
SISD administrators devote a Saturday morning in September walking neighborhoods to reach students who have left school and are determined to encourage them to return as part of Team SISD’s Walk for Success. The goal of this districtwide effort is to recover students who have left and help them re-enroll so that they can graduate or earn a GED.

**District Writing Initiative**
Students in grades kindergarten through 8th grade, except 4th and 7th, participate in this writing initiative at the end of each school year in order to provide end of year writing results. These results follow the student to the next grade level and serve as a baseline for their subsequent school year writing instruction.

**District Funded PSAT and SAT**
As part of Operation College Bound, every sophomore participates in the Fall administration of the PSAT exam and every junior participates in the Spring administration of the SAT exam at no cost to the students. Every year, the district commits resources in order to cover the entire costs of these exams. Doing so allows students to get their PSAT scores, compare them to the score ranges in the college profiles, and see how taking the SAT exam in their junior year makes sense. By testing in their junior year, they also have the opportunity, if needed, to use the summer to take practice exams, work through an SAT preparation book or take an SAT prep course if they desire to test for an improved score.

**Socorro and Rams (Montwood) Early College High Schools**
These early college high schools are within a comprehensive high school which enables a cohort of 125 students each year the opportunity to move in four years from the ninth grade through the first two years of college, earning an associate’s degree or sufficient college credits to enter a four-year college or university as a junior. Students enrolled in the school within a school also have the unique opportunity to participate in extra-curricular activities alongside their high school classmates.

**Digitally Nurturing Academics (DNA): Transforming Minds through Technology**
With Socorro ISD’s DNA 1:1 Initiative, teachers infuse digital learning resources into the day to day curriculum that offers students challenging tasks that are engaging, apply problem-solving and critical thinking skills, and make learning relevant. This initiative in which students are issued laptops to use 24/7 at home and school will continue to be expanded each year in all of the high schools.
College Application and Free Application for Federal Student Aid (FAFSA)
Our mission at the Socorro Independent School District is to have all of our high school graduates complete a college application (e.g., Apply Texas) and a Free Application for Federal Student Aid (FAFSA). Counselors at all of our high schools coordinate with the Department of Guidance and Counseling the completion of a college application through Apply Texas for every senior. The team also organizes FAFSA Nights as part of “FAFSA Slam Dunk” to have every senior that qualifies complete a Free Application for Federal Student Aid or FAFSA application.

Free Breakfast for High School Students
SISD is the only district in Region 19, not mandated to do so, to offer free breakfast to all high school students regardless of income status. The district is providing free breakfast to all high school students as part of the nationwide Universal Free Breakfast Program. A free meal for high school students, along with students in elementary and middle schools, is another way Team SISD is ensuring all students have energy and are ready to learn when the morning bell rings.

WIN Academy
The WIN Academy is a student-centered program created to help ensure all Team SISD children have the opportunities and support needed to achieve academic success. Students who struggled academically in a traditional classroom are offered the opportunity to be educated in a non-traditional education setting via the WIN Academy that includes a digital curriculum, digital device, extended instructional days, and teachers who loop with them for multiple years.

THRIVE Digital Curriculum
A digital learning and teaching curriculum piloted at all SISD campuses implementing our innovative WIN Academy as well as at Hernandez MS that helps differentiate instruction and personalize learning. As part of our continued Operation Future Ready efforts, SISD has embraced the THRIVE digital curriculum to prepare our students for the 21st century via an interactive platform that blends technology-assisted learning with traditional best practices and provides real-time feedback to inform and guide instruction.

College Awareness Showcase
All SISD fifth-, sixth-, and seventh-graders and their parents attend this event designed to inform our younger students of the numerous college- and career-based programs and courses available to them in our high schools. This is an excellent event that assists our students to begin thinking about making informed decisions regarding their career pathways by being exposed to information on SISD’s award-winning Career and Technical Education program, dual-credit courses, academic academies, and early college high schools.

Career Inspiration Conference
The SISD Career Inspiration Conference held in the fall semester offers 8th graders the opportunity to learn firsthand from business and industry partners about high-demand careers and talk to high school students about college- and career-oriented organizations and clubs they can join in high school.

College, Career and Job Expo
The SISD College, Career, and Job Expo held in the spring semester gives 9th through 12th graders a chance to meet with business and industry partners as well as El Paso Workforce representatives to interview for potential summer jobs and internships.

Battle of the Bluebonnets
SISD’s Battle of the Bluebonnets was the first to test third-, fourth- and fifth-graders’ reading comprehension in a trivia-style contest based on the Texas Bluebonnet Award book list.

Math BEE
SISD’s districtwide Math Bee contest features students from kindergarten to fifth grade who showcase their superb math skills in a fierce but fun competition that helps promote math fluency. Classroom teachers provide daily practice of basic math facts along with weekly grade level competitions. Winners advance to the Campus Math Bee where they compete for a spot to represent their campus at the District Math Bee.

ROBOCOM
SISD’s ROBOCOM competition engages hundreds of students on 70 elementary and middle school teams in science, technology, engineering and math (STEM) education. It heightens their awareness of STEM higher education and career opportunities. Third-grade through eighth-grade students build robots and put them to the test in the competition. Teams are judged on how well their robot meets the criteria, how successful it performs each challenge, and the creativity of each team’s video presentation. ROBOCOM also includes an important student-supporting-student component. SISD’s high school students help develop the competition and manage the competition fields on the day of the contest.
School is important so that I can learn how to read, write and get ready for college.

School is fun and it’s getting me ready for my career in engineering.

Austin Mackeben
5th Grade, Horizon Heights Elementary

#TeamSISD
The Socorro Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities or employment.

Subscribe to SISD e-News at (www.sisd.net/enews).
Follow us on Twitter. (www.twitter.com/SocorroISD)
Like us on Facebook. (www.facebook.com/SocorroISD)
Subscribe to our YouTube channel. (http://www.youtube.com/SocorroISD)

Texas Honor Board
Region 19 Board of the Year
Socorro ISD Board of Trustees
Gary Gandara - President
Paul Guerra - Vice President
Cynthia A. Najera - Secretary
Hector F. Gonzalez - Trustee
Michael A. Najera - Trustee
Antonio 'Tony' Ayub - Trustee
Angelica Rodriguez - Trustee

Superintendent of Schools
José Espinoza, Ed.D.