SUPERINTENDENT’S TRANSITION PLAN

Achieving Success as a Team

Proposed by:

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Superintendent of Schools
Achieving Success as a Team

Socorro Independent School District has a history of excellence grounded on the collaborative efforts of all its stakeholders. The Superintendent’s Transition Plan will be primarily focused on building strong, collaborative, productive relationships with Socorro’s school community in order to achieve success as a team.

It is important to note the Superintendent will perform his duties and responsibilities associated with leading and operating a large, urban school district while he simultaneously executes his transition plan.

The Superintendent’s Transition Plan will guide the work of Dr. Jose Espinoza as he transitions to leading the Socorro Independent School District. Dr. Espinoza will gain great insights regarding the strengths and needs of our students, staff, organizational system, and community as a whole as he conducts a Listen and Learn Tour with the following members of TEAM SISD:

- Board of Trustees
- Non-Profit Foundation Organizations
- Students
- Academic Institutions
- District and Site Administrators
- Law Enforcement
- Faculty and Support Staff
- Parent/Family Organizations
- Parents/Families
- Local/State Political Leaders
- District’s Professional Associations
- Local Media
- Community Members
- Business Members
- Faith Based Leaders
- University Partners

The Superintendent will establish a culture of trust based on honesty and collaboration with all stakeholders to ensure all students earn a quality education and graduate ready for the college and career of their choice. Teamwork will solidify SISD as the best district in the nation!
**Superintendent’s Transition Plan**

**Timetable**

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<th>Phase I:</th>
<th>Hit the Ground Learning: SISD Strengths, Needs, and Challenges</th>
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<th>Phase II:</th>
<th>Achieving Success as a Team: Data Analysis and Team Collaboration</th>
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<th>Phase III:</th>
<th>District’s Next Steps: 2013 Strategic Action Plan</th>
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Phase I will consist of listening and learning sessions conducted on an individual or group basis with board members, district leadership teams, central office support staff, principals, employee groups, college and university administrators, professional associations, community/business leaders, student advocacy groups, parent groups, and community organizations. During this process, the Superintendent will collect critical information regarding the strengths, needs, and challenges of our students, staff, organizational system, and community as a whole.

Phase II will consist of analyzing data collected and working closely with district and campus leadership teams to conduct a comprehensive review of support services, district/campus initiatives, and programs to evaluate level of effectiveness. In addition, student performance results and fiscal conditions will be examined to determine district’s strengths and areas in need of prompt action. Using data to drive decisions, the Superintendent will work with all stakeholders to achieve success as a team.

Phase III will consist of compiling the collective efforts and feedback of **TEAM SISD** and developing Socorro Independent School District’s **2013 Strategic Action Plan**, which will be presented to the Board of Trustees and to the Socorro community. The action plan will serve as the pathways to success or roadmaps focused on improving the academic achievement levels of all students. Accountability systems will be established to ensure all district and campus personnel are held to the highest standard of excellence.

The activities outlined in each phase may overlap as a result of need or importance. The Superintendent will keep the board and community updated on his progress.
Transition Goal, Objectives, and Intended Activities

Goal 1

Establish a collaborative, positive, and productive working relationship with the SISD Board of Trustees and ensure a cohesive Board-Superintendent leadership team.

Objectives

- Establish the Board and the Superintendent as a cohesive leadership team to ensure the academic growth of all students.
- Develop and implement effective communication protocols between the Board and the Superintendent.

Intended Activities

- Share Superintendent’s Transition Plan with the Board President and each Board member for feedback and suggestions.
- Develop a clear understanding of responsibilities, expectations, and communication systems to promote an effective and efficient Board-Superintendent working relationship.
- Establish regular one-on-one meetings with individual board members in order to broaden perspectives on issues associated with district operations.
- Establish regular meeting times with the Board President for reviewing board meeting agendas and for discussing district matters.
- Meet with the Board of Trustees to determine how they work in partnership with the Superintendent.
- Ensure the Board and the Superintendent have various predetermined means of communication.
- Schedule Board retreats and workshops to discuss expectations, goal/agenda setting, core beliefs and values, governance issues, district matters, and regular professional development training for the Board and the Superintendent.
- Collaborate with the Board to establish the Superintendent evaluation process, procedures, timelines, and goals.
Transition Goal, Objectives, and Intended Activities

Goal 2

Create opportunities for diverse perspectives to be heard in order to learn comprehensively and build strong, collaborative, productive relationships with all stakeholders.

Objectives

- Communicate and model TEAM SISD’s vision as well as high expectations focused on improving academic achievement of all students with district and campus leaders/staff to promote unity as one team.
- Increase personal knowledge and understanding of the Socorro Independent School District and community including its culture, traditions, and history.
- Develop effective school/home partnerships to ensure the success of our students.
- Establish a positive, professional, and collaborative relationship with professional associations and labor groups.
- Establish positive and productive working relationships with district leaders, business leaders, faith leaders, political leaders, and the media within the Socorro ISD community.
- Establish a relationship with SISD students to learn their perspectives on how we can better serve their needs.

Intended Activities

- Conduct “Listen and Learn” meetings with business leaders, civic leaders, faith leaders, political leaders, and educational leaders.
- Conduct Learning Walks at campuses throughout the district and meet with students, teachers, principals, and employee groups.
- Conduct “Listen and Learn” meetings with representatives of the Chamber of Commerce and other service organizations and participate in memberships as deemed appropriate.
- Attend and participate in city and county events as deemed appropriate.
- Conduct “Listen and Learn” meetings with parent organizations and schedule regular sessions for continued conversations and collaboration.
Continued

- Conduct “Listen and Learn” meetings with each employee association leadership group and schedule regular sessions for continued conversations and collaboration.
- Assess the District Public Information Office and understand the roles of staff, Superintendent, and Board of Trustees with respect to internal and external communications.
- Communicate district goals, objectives, and improvement plans in written form to all stakeholders by means of district newsletters, website postings, or local newspaper.
- Attend campus gatherings (athletic events, family nights, open house) to build strong relationships with district’s school community.

**Key Questions for All Stakeholders Will Include:**

- What are the strengths of SISD?
- What are the areas needing improvement for SISD?
- Given budget restraints and challenges, what are the priorities of the district?
- How can we increase academic achievement and college readiness for all students and eliminate achievement gaps?
- What can we do to make SISD the best school district in the nation?
Transition Goal, Objectives, and Intended Activities

Goal 3

Ensure an efficient and structured transition of leadership focused on instructional improvements and increased student achievement for every child.

Objectives

- Raise academic achievement expectations for all school/district leaders, staff, students, parents, and community.
- Conduct an in-depth data analysis on student performance results to identify patterns and gaps in achievement between student subgroups and determine an accelerated and appropriate course of action for the improvement of teaching and learning.
- Examine parent involvement efforts and initiatives by campus and district as a whole and collaborate with campus and district leaders on building excitement and momentum among parents as integral members of TEAM SISD.
- Assess and monitor student intervention systems and employee professional growth opportunities to ensure students and teachers/staff are receiving the adequate support necessary to achieve success.
- Review SISD Improvement Plans to determine a course of corrective action in order to meet the high passing standards designated by the federal accountability system under the current structure of the No Child Left Behind Act.
- Identify campuses in need of additional support in meeting state and federal standards and collaborate with campus and district leaders to develop strategic action plans focused on increasing student achievement for all students.
- Evaluate alignment of standards, curriculum, assessments, and professional development to ensure rigorous instructional practices throughout the entire district.

Intended Activities

- Discuss Superintendent’s Transition Plan with cabinet members and establish a sense of urgency in working together as a team to promptly and effectively analyze the performance of all campuses and provide the appropriate support to campus leaders.
Meet with Assistant Superintendents for elementary and secondary schools to discuss the academic performance, culture, and climate of their schools with an emphasis on campuses that earned a TEA Academically Acceptable rating or did not meet adequate yearly progress and assess the action plans that are currently in place to ensure continuous improvement at each school.

Review student performance data for all student populations, including but not limited to AYP data, literacy data, overage student population data, Response to Intervention data, graduation data, college readiness data, dropout data, discipline data, etc. to identify strengths and areas of concern in the teaching/learning process across the school district.

Meet with principals to discuss high expectations for leading SISD campuses and review campus improvement plans with a focus on interventions and instructional modifications for students who participate in the district’s English Language Learner program and/or special education program.

Conduct Learning Walks at all campuses to observe and analyze the instructional program, practices, curriculum, and intervention programs and determine level of effectiveness in improving student achievement.

Establish the need for a district-wide benchmark assessment program that will enable all stakeholders to determine student, teacher, campus, and district areas of strength or concern with respect to content areas, instructional practices, and student achievement.

Visit classrooms at all campuses to observe the current state of teaching and learning in the District.

Evaluate district efforts to improve graduation rates for all students with a special focus on English Language Learners and special education students and collaborate with all stakeholders to develop a new district initiative that promotes college readiness called “Operation College-Bound.”

Ensure every campus has an active and successful parent involvement program and hold district parent meetings to engage parents in their child’s education.

Meet with principals and teachers to determine their perceptions of the quality and accessibility to student/campus performance data.

Meet with students to listen and learn their perceptions of the quality of relationships and access to academic rigor in their schools and the district.

Meet with the Department of Curriculum & Instruction to determine appropriate action steps to obtaining an effective curriculum and appropriate support systems to assist teachers in providing all students with rigorous instruction that leads to increased to student achievement.

Meet with the Department of Professional Development to determine the quality of professional development opportunities for teachers and support staff that ensures maximum performance by all.
Transition Goal, Objectives, and Intended Activities

Goal 4

Ensure district-wide fiscal and organizational effectiveness and efficiency with high accountability standards.

Objectives

- Implement satisfaction surveys and routine reviews to ensure every major division within the organization is supporting schools, teachers, students, and the community.
- Evaluate district and campus positions/structure to determine need to consolidate similar functions in order to maximize service and support to students.
- Conduct an in-depth SISD finance audit and revisit all district and campus budgets to determine if SISD is allocating funds appropriately given economic recessions.
- Ensure an effective, efficient, and focused District leadership team.
- Understand the District’s Facilities Master Plan.

Intended Activities

- Conduct SISD organizational audit utilizing qualitative and quantitative methods of inquiry.
- Assess the functions, priorities, and action plans from departments at the district/campus level by conducting observations, individual/group data talks, and document reviews.
- Document Reviews:
  - District and Campus Strategic Action Plans / Improvement Plans
  - Facilities Master Plans
  - Employee / student handbooks
  - Achievement data for all student populations (TEA/AYP, literacy data, overage students, Response to Intervention data, graduation/dropout data, attendance data, college readiness data, etc.) by individual campus as well as district as a whole
  - Safety and emergency plans by individual campus as well as district as a whole
  - Student discipline plans by individual campus as well as district as a whole
  - District and campus budgets, staffing reports, contracts, financial projections
  - Legal documents
  - District accountability standards
• Conduct a central office position and department review (interviews/resumes/functions) to ensure optimal support for schools and students.
• Conduct regular meetings with cabinet leaders to review most recent student achievement data, anticipated vacancies in central office or principalships, discuss leadership team structure and practice, and determine process for effective communication and decision-making aimed at ensuring instructional improvements, increased student achievement, and efficient problem solving.
• Create a leadership team with the task of reviewing the impact district initiatives, programs, and processes have on student achievement outcomes on a quarterly basis.
• Meet with campus principals and teachers to determine their perception on the level of support by the central office staff.
• Review current format and schedule for principal meetings to ensure alignment with district goals and professional growth for principals.
• Ensure the District’s departmental goals are aligned to the Board of Trustees’ goals.
• Gather Satisfaction Surveys from all stakeholders (students, teachers, parents, principals, employee groups) to examine level of support and organizational effectiveness at the district and campus level.
• Review and evaluate the District’s efforts with respect to Leadership Development and succession planning for school leadership.
• Establish and communicate high accountability standards for all district and campus personnel, which will be monitored to ensure effective implementation.
• Examine the current protocol and means for schools to collaborate and share best practices by level and feeder patterns.
• Review and evaluate the district’s current practices around ensuring appropriate and effective transitional opportunities from elementary to middle, from middle to high, and high to post-secondary.
• Review and evaluate the district’s current practices around ensuring the needs of the whole child are met (social/emotional, wellness, psychological, bully-free school zones, character development, etc.).
• Meet regularly with all district and campus leaders to model and communication high expectations and sense of urgency in achieving success as a team.
Transition Goal, Objectives, and Intended Activities

Goal 5

Assess the strengths, needs, and challenges pertaining to safety, climate, attendance, and discipline in order to develop and implement systems that support all schools.

Objectives

- Ensure safety at all schools and district is a top priority by evaluating current safety and security policies, procedures, programs, and initiatives to determine if any gaps or areas of concern exist that require prompt action.
- Evaluate campus and district climate utilizing qualitative and quantitative methods of inquiry.
- Review current district/campus attendance initiatives, policies, and procedures for students and employees to determine level of effectiveness and modify/create plans if necessary.
- Evaluate district/campus student discipline plans, policies, and procedures to determine level of effectiveness and modify/create programs if necessary.

Intended Activities

- Evaluate safety programs, policies, and procedures as well as security measures and personnel to determine level of effectiveness and promptly take corrective action if necessary.
- Conduct campus climate surveys as well as teacher satisfaction surveys to determine if systems in place have been effective in supporting the teaching/learning process and increasing staff morale.
- Examine student attendance, tardiness, and truancy data for the previous three years by campus to determine if systems in place have been effective in increasing student attendance rates and decreasing tardiness and truancy.
- Examine teacher/employee attendance and tardiness data for the previous three years to determine if systems in place have been effective in increasing teacher/employee attendance rates.
Continued

- Examine student discipline data (in-school suspension, out-of-school suspension, expulsion) for the previous three years by campus to determine if systems in place have been effective in deterring bad behavior and establishing a safe and orderly school environment.

- Conduct safety, climate, attendance, and discipline program evaluations and document reviews of policies and procedures to determine level of effectiveness as evidenced by successful implementation and measurable student/staff data.

- Collaborate with all stakeholders in developing and implementing district-wide safety, climate, attendance, and/or discipline initiatives as deemed necessary by the qualitative and quantitative data collected and analyzed.