

SPRINGER MUNICIPAL SCHOOL DISTRICT

STRATEGIC PLAN

ABSTRACT

Springer Municipal School District's strategic plan outlines its vision to empower students as lifelong learners and responsible citizens, supported by a mission focused on collaborative efforts to achieve excellence with integrity, equity, and accountability. The plan emphasizes core values such as equity, collaboration, pride, integrity, accountability, excellence, and strong work ethic to guide its initiatives.

- **Academic Achievement Goal:** The district aims to increase reading and math proficiency by 15% across all student groups by June 2029, ensuring equitable access to high-quality instruction and resources, measured through standardized test scores.
- **Career & Technical Education Expansion:** By June 2029, the district plans to add one new CTE course annually, provide certifications, mentorships, or internships, and enhance partnerships and staffing to support workforce readiness and higher education pathways.
- **Attendance Improvement Goal:** The district will implement an attendance plan to achieve a 90% average daily attendance rate by June 2029, improving data collection accuracy and applying interventions to support attendance.

SPRINGER BOARD OF EDUCATION

SPRINGER MUNICIPAL SCHOOL DISTRICT STRATEGIC PLAN

TABLE OF CONTENTS

		Page
I.	Abstract	1
II..	Table of Contents	2
III.	Vision, Mission, Values, Goal 1 Proficiency Reading and Math	3
III.	Goal 2 CTE, Goal 3 Attendance, Guardrails	4
IV.	Goal 1 Proficiency, Action Plans, Strategies, KPI's	5-6
V.	Goal 2 CTE, Action Plans, Strategies, KPI's	7-8
VI.	Goal 3 Attendance, Action Plans, Strategies, KPI's	9-10
VII.	Community Needs Assessment	11-19
VIII.	SOAR Staff Overview	20-23
IX.	SOAR Student Voices	24-27

Springer Municipal School District Vision, Mission Core Values, Goal One

Vision
Empower every student to become a lifelong learner and responsible citizen.

Mission
Springer Municipal School District will work collaboratively with all stakeholders to ensure every student achieves excellence through integrity, equity, and accountability.

Core Values
- Equity: Ensure fair access to resources and opportunities for every student, regardless of background or circumstance.
- Collaboration: Foster strong partnerships among students, staff, families, and community to achieve shared goals.
- Pride: Celebrate achievements and take ownership of the district's success and reputation.
- Integrity: Act with honesty and transparency in all decisions and interactions.
- Accountability: Take responsibility for actions and outcomes to maintain trust and continuous improvement.
- Excellence: Strive for the highest standards in teaching, learning, and leadership.
- Strong Work Ethic: Demonstrate commitment, perseverance, and professionalism in every endeavor.

SMART Goals

Goal 1: Academic Achievement
Specific: Increase proficiency in reading and math by 15% for all student groups.
Measurable: Standardized test scores will reflect an average of 15% increase.
Achievable: Provide equitable access to high-quality instruction and resources.
Relevant: Aligns with district mission of excellence and equity.
Time-bound: By **June 2029**.

SMART Statement:
By **June 2029**, Springer Municipal School District will increase the percentage of students achieving proficiency in reading and math by **15%**, as measured by standardized test scores, ensuring equitable access to high-quality instruction and necessary learning resources for all student groups.

Springer Municipal School District: Goal 2 CTE, Goal 3, Attendance Guardrails

Goal 2: Career & Technical Education (CTE) Expansion

Specific: Expand CTE options by adding 1 course per year and offering certifications, mentorships, or internships.
Measurable: Track number of new courses and partnerships annually.
Achievable: Use student needs assessment and secure staffing and partnerships.
Relevant: Supports workforce readiness and higher education pathways.
Time-bound: By **June 2029**.

SMART Statement:
By **June 2029**, Springer Municipal School District will expand CTE options by **adding one new course per year**, offering applicable certifications, mentorships, or internships, and increasing higher education partnerships and staffing to support these opportunities.

Goal 3: Attendance Improvement

Specific: Implement attendance plan to achieve 90% average daily attendance.
Measurable: Attendance data will show 90% ADA.
Achievable: Improve data collection accuracy and apply interventions.
Relevant: Attendance is critical for academic success.
Time-bound: By **June 2029**.

SMART Statement:
By **June 2029**, Springer Municipal School District will improve data collection accuracy and implement the attendance plan to achieve an **average daily attendance rate of 90%**.

Guardrails

1. **Instructional Time Protection:** The superintendent shall not allow instructional time to be wasted; when one group of students leaves for events, instructional time for remaining students is not compromised.

2. **Equity & Respect:** The superintendent shall not allow any discrimination, harassment, or disrespect toward students, staff, or community. Ensure ethical, equitable, and respectful interactions.

3. **Budget Integrity:** The superintendent shall not modify budget priorities (attendance improvement, academic improvement, and CTE increased opportunities) without board approval.

SPRINGER MUNICIPAL SCHOOL DISTRICT STRATEGIC PLAN

Strategic Goal 1 – By June 2029, Springer Municipal Schools will increase the percentage of students achieving proficiency in reading and math by 15%, as measured by standardized test scores. This improvement will be accomplished by providing all student groups with equitable access to high-quality instruction and the necessary learning resources, ensuring measurable progress is tracked annually for each sub-group.

Action Plan:	Strategies to Accomplish Action Plan	Key Performance Indicators	Completion Date	Responsible Party
A. Instructional Quality	• Implement evidence-based reading and math curricula aligned with state standards. • Provide ongoing professional development for teachers focused on differentiated instruction and culturally responsive teaching. • Establish instructional coaching for continuous improvement. • CLSD structured literacy strategies K-12.	**Instructional Quality** • 100% of teachers completing in and out of-district professional development annually. • Classroom observation scores showing growth towards applying and innovating while implementing best practice. • As measured by 100% of teachers successfully completing LETRS or AIM	June of 2026	Ginger
B. Resource Equity	• Audit current resource allocation to identify gaps for subgroups (ELL, Special Education, Economically disadvantaged). • Ensure access to technology () devices, internet) and supplemental learning materials for all students • Expand enrichment and intervention programs for all students with special attention to struggling and at-risk learners	**Resource Equity** • 100% of students with access to required technology and materials. • Number of tutoring hours provided per subgroup. (Note: Place sub-group expectations on assessment measures)	June of 2026	Tracy

C. Data-Driven Monitoring	• Create a district-wide data dashboard to track proficiency by subgroup annually. • Conduct BOY, MOY and EOY assessments to monitor progress and adjust interventions. • Train staff on data interpretation and instructional adjustments.	**Monitoring & Accountability** • Frequency of data dashboard updates (BOY,MOY, EOY). • 100% of schools meeting annual improvement targets.	June of 2026	Ginger

SPRINGER MUNICIPAL SCHOOL DISTRICT STRATEGIC PLAN

Strategic Goal 2 – By June 2029, Springer Municipal School District will make the present CTE offerings compliant with state standards and expand CTE course offerings by one per year based on student needs. When feasible, provide certifications, mentorships, or internships. Increase partnerships with higher education and adjust staffing to support new courses.

Action Plan:	Strategies to Accomplish Action Plan	Key Performance Indicators	Completion Date	Responsible Party
A. Compliance with State Standards	• Conduct a comprehensive audit of all current CTE courses against state standards. • Update curriculum and instructional materials to meet compliance requirements. • Train teachers on revised standards and instructional expectations.	Compliance • 100% of CTE courses meeting state standards by year. • Number of teachers trained on updated standards.	June of 2027	Ginger
B. Program Expansion	• Perform annual student interest surveys to identify high-demand CTE areas. • Develop a phased plan to introduce one new CTE course each year. • Secure qualified instructors for new courses through recruitment or professional development.	Course Expansion • Number of new CTE courses added annually. • Enrollment growth in CTE programs .	June of 2027	Tracy

C. Certifications, Mentorships, Internships	• Identify industry-recognized certifications relevant to each CTE Course. • Establish mentorship programs with local businesses and professionals. • Create internship agreements with community partners and employers	**Certifications & Work-Based Learning** • Number of students earning industry certifications. • Number of mentorships and internships completed per year .	June of 2027	Gingere
D. Partnerships with Higher Education	• Formalize agreements with local colleges/universities for dual-credit opportunities. • Collaborate with higher education institutions to provide guest lectures and curriculum support. • Explore shared staffing models for specialized courses.	**Partnerships** • Number of formal agreements with higher education institutions. • Number of active industry partners supporting CTE programs. • Directory of post-secondary opportunities for students.	June of 2027	Angelica

Strategic Goal 3 – By June 2029, Springer Municipal School District will enhance data collection systems to ensure accuracy and fully implement an attendance improvement plan, achieving a district-wide attendance rate of 90%.

Action Plan:	Strategies to Accomplish Action Plan	Key Performance Indicators	Completion Date	Responsible Party
A. Improve Data Collection Accuracy	• Audit current attendance tracking systems for gaps and inconsistencies. • Upgrade or implement a centralized digital attendance system. • Train staff on accurate data entry and reporting protocols.	**Data Accuracy** • 100% of schools using the centralized attendance system. • Reduction in data discrepancies identified during audits • !00% of staff trained on basic reporting protocols, and funding systems.	June of 2026	Tracy
B. Implement Attendance Improvement Plan	• Develop and communicate clear attendance policies to students, families, and staff. • Identify and address barriers to attendance (transportation, health, family engagement). • Launch targeted interventions for chronically absent students	**Attendance Outcomes** • District-wide attendance rate (target: 90% by 2029). • 5-7% decrease in chronic absenteeism year-over-year.	June of 2026	Tracy

C. Family and Community Engagement	• Create outreach program to educate families on the importance of attendance. • Partner with community organizations to provide support services (e.g., counseling transportation assistance).	**Engagement** • Number of family outreach events conducted • 100% of families receiving attendance-related communication.	June of 2026	Angelica
D. Monitoring and Accountability	• Establish monthly attendance review meetings at school and district levels. • Use real-time dashboards to monitor attendance trends and flag at-risk students.	**Monitoring** • Frequency of dashboard up dates (daily/weekly/monthly). • Number of intervention plans implemented for at-risk students.	June of 2026	Rebecca

Springer Municipal School District Needs Assessment

Class of 2026



Springer Municipal

School District

NEEDS ASSEMENT

September 24, 2025

I. The Problem

The process of determining the needs of schools is vital in helping districts provide educational programs that satisfy their constituents. There are several methods that might be employed in assessing the needs. One might mail a survey instrument to those in the community, hire an external consultant to state the needs, use the current administration's expertise to summarize what the perceived needs are, or compose a "blue ribbon" committee to prioritize identified areas of need. Springer Municipal School District has chosen the latter method in assessing the needs of the district, and this report will summarize the findings.

The theory behind the needs assessment process is to gather, for a brief meeting, a committee of people interested in and knowledgeable about the needs of the school district. The session consists of three segments. In the first section, participants identify the district's perceived needs. Next, attendees split into groups to rank the suggested needs as high, average, or low in importance. Peer groups are based on shared interests or backgrounds, and ratings represent the collective views of group members.

Next, the main concerns identified by most groups are combined and presented to stratified groups, each ideally including a representative from every peer group. The needs are re-evaluated, and committee members provide justifications for their initial ratings from the preceding peer groups.

The resultant ratings are then the product of two rankings by differing groups of committee members. The remainder of this report will detail the process of holding the meeting and presenting the results.

II. The Process

A meeting with Superintendent Alcon approved and outlined the process. The purpose of this meeting was to review the needs assessment process, identify potential participants from members of the district, and establish timelines for the needs assessment meeting. Additional tasks identified for completion prior to the actual meeting included finalizing a date and a meeting site, inviting prospective attendees, arranging the final peer groups, and preparing name tags with group assignments.

A. Gathering of Participants

A needs assessment meeting took place at Springer High School on September 24, 2025. When attendees arrived, they were guided to sit at the table designated for their specific peer committee group. Appendix A and Appendix B, attached, indicate the names of all those that attended the meeting. Superintendent Alcon and David Chavez opened the meeting and welcomed the participants.

B. Identification of Current Needs

The agenda was outlined, and the term "need" was clarified. A need is the gap between the district's current state and its ideal state. Facilities, funding, parental involvement, programs, staffing, and policy are among the areas identified as needing improvement. Participants were subsequently requested to identify needs associated with those of the district. A spreadsheet was used to list the items according to their priority. Appendix B lists these identified needs.

C. Prioritization of the Needs by Peer Groups

After about an hour, it became apparent that no more needs were to be stated. The attendees were then divided into one of the pre-defined peer committees:

Group A: Certified Staff

Group B: Parents/Community

Group C: School Board/Administration

Groups ranked the needs and allocated twenty-four points. Nine needs were to receive two points (highest priority), 6 needs were to receive one point (next highest priority), and 15 needs were to receive zero points (low priority). Each committee made independent decisions, with no merging or modifying of needs. After an hour, each group shared their results and the totals were shown. Appendix C indicates the results of the first matrix.

D. Re-Prioritization of the Needs by Stratified Groups

A visual analysis of the data indicated 16 of the 30 identified items had strong interest indicated by the peer groups. The participants were split into groups to evaluate the 16 items again, assigning two points to seven high-priority items, one point to four medium-priority items, and zero points to five low-priority items. The stratified groups completed the task in about 30 minutes. Appendix D displays the results, which were organized into different groups based on stratification. The meeting ended.

CLASS OF 2027



III. Presentation of Results

The findings will be shown in three sections. First, is the Summary of the Currently Defined Needs. Second is a listing of the Current Needs Identified as Priorities by the Peer Groups, and third is the list of High Priority Needs Identified by the Stratified Groups.

A. Summary of Currently Defined Needs

The facilitator started the meeting by providing his definition of a need and providing some examples. The facilitator indicated that they should focus on or relate to such areas as the financial, curriculum, facility, community, staff, or administrator needs.

The facilitator clarified needs as they were stated. Needs were accepted when participants identified them.

B. Peer Group Rankings

In the initial determination of current priorities, 16 needs each received at least three points and were designated as the highest priorities among the 30 identified needs. The needs that received 15 or more points were:

1. More career technical educational classes.
2. Grade level readiness focusing on grade level priority standards.
3. In-person ancillary staff
4. Look at and study adding of Pre-K
5. Student and teacher accountability, instructional and behavioral accountability
6. Strategies to increase student attendance.
7. Looking for alternative funding sources
8. Education on mental health for both students and staff
9. Increase access to substitute teachers.
10. Access to after school programs and/or enrichment programs
11. District IT Director
12. Career fairs and career education K-12
13. Community events where students can lead and be involved.
14. Opportunity for high school students mentoring elementary students.
15. Incentives for hard to fill positions.
16. Drivers-Ed

Stratified groups ranked these needs.

C. Stratified Group Rankings

During the re-prioritization that occurred next, there were two important modifications. First, the groups changed so participants were no longer from the same peer structure (that is, parents, board members, certified staff). These stratified groups were theoretically comprised of one representative from each of the peer groups. Since some invitees did not show up, the makeup of the stratified groups ended up being a bit different than originally planned. Second, the items to rank were significantly more limited in number so that choices had to be made between needs already identified as high priority.

Analysis of the second setting of the priorities indicated that 5 needs were ranked as most important by the stratified groups and given 8 or more points:

1. More career technical educational classes
2. Grade level readiness focusing on grade level priority standards
3. In-person ancillary staff
4. Strategies to increase student attendance

5. District IT Director

While other needs have been identified, focusing on these five involves specifying required tasks, deadlines, personnel, and budget considerations. As appropriate, the district should combine the identified needs with test results and financial constraints to verify areas of greatest need in the assessment needs.

IV. Tables in Appendix

A. List of Attending Participants by Group
B. List of Currently Identified Needs
C. Peer Committee Rankings
D. Stratified Committee Rankings

SPRINGER FIRE SAFETY WEEK 2025



Appendix A

List of Attending Participants by Group

Certified Staff	Parents	School Board
Anthony Romero	Monica Burton	Zita Lopez
Angelica Montoya	Samantha Hyatt	Andrew Romero
Julie Mendez	Francesca Chavez	Jenell Ross
Mary Garcia	Johnny Chavez	Tracy Alcon
Rebecca Ramirez	Max Bryson	Ginger Jackson
JoAnne Jackson	Clay Jackson	
Lisa Kost	Christina Vigil	
Debra Luksich	Luella Smith	

CLASS OF 2028



Appendix B

List of Currently Identified Needs

1. More career technical educational classes.
2. Education on mental health for both students and staff
3. More parent involvement and accountability
4. In-person ancillary staff
5. Student and teacher accountability, instructional and behavioral accountability
6. Increase access to substitute teachers.
7. Increase training for qualified substitute teachers (certified and non-certified staff)
8. More technology courses
9. Access to after school programs and/or enrichment programs
10. Systematic dual credit courses that lead to certifications (in-person)
11. District IT Director
12. Grade level readiness focusing on grade level priority standards.
13. Strategies to increase student attendance.
14. Offer more electives (i.e. FFA)
15. Looking for alternative funding sources
16. Co-op sharing of staff with other districts and higher ed institutions.
17. Expanding clubs and organizations
18. Look at and study adding of Pre-K
19. High-quality professional development for staff
20. Parent night with emphasis on academics
21. Career fairs and career education K-12
22. Community internships, mentorships and work-based learning.
23. Community events where students can lead and be involved.
24. Opportunity for high school students mentoring elementary students.
25. Cultural sensitivity to promote awareness of diversity (teach tolerance)
26. Bring in alumni career fair.
27. Seniors want bonfire and salad bar.
28. Train students to mediate with peers (K-12)
29. Incentives for hard to fill positions.
30. Drivers-Ed

Appendix C

Peer Committee Rankings – Rank Order

1. More career technical educational classes.
2. Grade level readiness focusing on grade level priority standards.
3. In-person ancillary staff
4. Look at and study adding of Pre-K
5. Student and teacher accountability, instructional and behavioral accountability
6. Strategies to increase student attendance.
7. Looking for alternative funding sources
8. Education on mental health for both students and staff
9. Increase access to substitute teachers.
10. Access to after school programs and/or enrichment programs
11. District IT Director
12. Career fairs and career education K-12
13. Community events where students can lead and be involved.
14. Opportunity for high school students mentoring elementary students.
15. Incentives for hard to fill positions.
16. Drivers-Ed

CLASS of 2029



Appendix D

Stratified Committee Rankings – Rank Order

1. More career technical educational classes.
2. Grade level readiness focusing on grade level priority standards.
3. In-person ancillary staff
4. Strategies to increase student attendance.
5. District IT Director
6. Look at and study adding of Pre-K
7. Looking for alternative funding sources
8. Education on mental health for both students and staff
9. Access to after school programs and/or enrichment programs
10. Student and teacher accountability, instructional and behavioral accountability
11. Community events where students can lead and be involved.
12. Drivers-Ed
13. Career fairs and career education (K-12)
14. Opportunity for high school students mentoring elementary students.
15. Incentives for hard to fill positions.
16. Increase access to substitute teachers

CLASS of 2030



SPRINGER MUNICIPAL SCHOOL DISTRICT

SOAR: Strengths, Opportunities, Aspirations, Results

Staff SOAR

SOAR is a strategic planning instrument that allows an organization to focus on current strengths and to project its vision for the future. Grounded in Appreciative Inquiry[1], SOAR complements SWOT (deficit model) approaches: focusing on the organization or issue, enhancing what is currently done well, and imagining how to move forward. This approach should engage individuals at all levels of the organization or system who are invested in the issue or program (Stavros & Hinrichs, 2009).

SOAR Framing Questions

S = Strengths: What is working well? What are we proud of? What are our assets, capabilities, and greatest accomplishments?

O = Opportunities: What are the external circumstances or challenges and how can we reframe them in a way that creates potential for action? How can we reframe challenges to be seen as opportunities? What new skills do we need to move forward?

A = Aspirations: What is our preferred future? What can we be as a system? What strategic initiatives would support our aspirations?

R = Results: How do we know we are succeeding? What indicators will allow us to measure progress toward achieving our goals? What resources are needed?

Strengths:	Opportunities:
After school enrichment programs	**Opportunities for Growth**
Short-cycle Assessments	**Academic vocabulary**
Academic progress K-11	**Use of informational text**
Academic Growth (recognitions)	**Algebraic expressions and geometry**
MLSS implementation with fidelity K-12	**Elementary number sense**
AR Challenges	**Strengths**
PD based on state requirements.	**Phonics at the elementary**
Based on data, walk-throughs.	**Literacy comprehension**
Administrator interviews with staff.	**Student to teacher ratio**

Staff specific training. **Business office PD planning for current year and next year.** **High Plains PD for SPED and other programs.** **Parent advisory committee.** **Parent teacher conferences** **School-wide programs i.e. X-mas,** **Stream board meetings on-line** **Athletics and extra-curricular activities** **Newsletter and website for communicating with community and parents.** **Implement a bingo for books and math rodeo.** **Chat GPT, magic school AI, google classrooms, APPETGY, PowerSchool, 3D printers, Plasma table** **School health and wellness policy** **School based clinic** **Full-time counselor** **Part-time nurse** **School snacks (fresh food and veggie program)** **Full-time PE** **Leadership class for students.** **Art classes** **Positive climate culture district-wide** **National Honor Society** **Student council** **Traditional sports, including golf, cheer** **E-Sports**	**Fully licensed staff** **Use of Career Technical Education (CTE)** **Dual credit through Luna, NMHU** **Drone program through High Plains REC** **Presenter for Be Pro be Proud through Work Force Solutions (WFS)** **The leadership team and employees welcome fresh perspectives.** **Great opportunity to partner with Luna to increase CTE offerings** **Opportunities at local level to expand CTE with local resources.** **Could be more inclusive on the depth of recognition days currently observed.** **Opportunity to work with students on becoming more receptive and open to cultural enrichment** **Interested in expanding student groups in public speaking, career-focused technology, and after-school programs.** **Need for an AG program and Shop program** **IDEA-B, Title programs, at-risk funding,** **Pre-school for 4-year-olds** **Greater participation by parents in Parent Teacher conferences** **More opportunities for parents to interact with school in academic programs** **Building a new school** **Student recognition strategies to improve attendance** **Parent engagement in improving student attendance**

Class activities with sponsor oversight **Inclusion, appropriate inclusion model** **Equity council** **Send NHS students to deliver commodities** **Homerooms to work with senior citizens** **Community clean-up** **Veterans Day participation by students** **NMASSA** **ASPIRATIONS** **Continue developing CTE programs for MS and HS, build CTE center** **Develop a general education program to allow students to become life-long learners.** **Become better informed in AI to better address student learning needs.** **Expand the knowledge base in AI to support staff and student learning** **Work with our PLC and provide PD to foster culture and continuous improvement** **Student and staff handbooks to improve and foster excellence** **Bi-weekly PLC meetings** **Presently we have district-wide goals for reading and mathematics.** **Teachers have grade-level and subject area goals.** **Implementation of school health and wellness policy** **Identify additional agencies to provide greater access to wellness programs, i.e. telehealth (on demand)** **Curriculum implemented with fidelity addressing social emotional well-being** **Expand staff recognition programs** **Expand staff/leadership communication in decision making.**	**RESULTS** **I-Ready** **PSAT, SAT** **I-Station @ elementary** **ASR (science)** **Access for ELL** **DLM with select students** **Report cards** **Progress reports every 4 weeks** **Data folders, MLSS, google sheets** **Instructional groupings during homeroom period**

Provide students with activities outside of the classroom. **Providing students with extended learning opportunities i.e. coding and expanded CTE offerings.** **Quite a few staff aspire to lead** **Working with area districts to partner in expanding CTE opportunities within the district and with multiple districts.** **Currently working on developing these opportunities for students.**	

SPRINGER MUNICIPAL SCHOOL DISTRICT

STUDENT STRENGHTS, OPPORTUNTIES, ASPIRATIONS, RESULTS (SOAR)

The document outlines a student session on SOAR action planning dated November 5, 2025, highlighting strengths such as effective communication, strong math programs, personalized teacher attention, local quality educators, good education perception, beneficial CTE classes, dual credit opportunities, safety, community involvement, and extensive student participation in activities including student council and National Honor Society. Opportunities for enhancement include technology upgrades, consistency in dual credit offerings, expansion of clubs, career and elective options, art classes, meal plans, network reliability, policy input, playground equipment, community service, work-based learning, and improved facilities and resources.

SPRINGER BOARD OF EDUCATION

SOAR Action Planning: Student Session

Date: November 5, 2025

Strengths:	Opportunities:
Communication	Enhance technology
Great math program at HS	Inconsistency in dual credit offerings
A lot of 1 to 1 time with teachers	Interested in additional clubs and organizations
Local teachers, good teachers	FFA, FCS, FCCLA (Public Speaking)
Students feel they are getting a good education	Band and Choir
CTE are good classes	More career opportunities
Enjoy time with fellow classmates	More class options (electives)
Like the dual credit opportunity but would prefer in-person	Improved art classes I.e. clay, pottery, ceramics
Strong athletic program	Better meal plan (food services) more options
Feel safe at school, feel welcomed	Able to use their electronics and technology
Annual clean-up day with community	Improve network reliability
Commodities (food drive and distribution)	Input into policy development (handbooks)
Well prepared in math, English, and history	Improved playground equipment
	More activities to allow students to

Community supports the schools **Local business supports schools** **Parents support the schools** **Great student participation in school activities** **Homeroom pd. For intervention** **Data folders** **Teachers assist with resumes** **Student-led conferences** **Student council** **National Honor Society**	Students ability to interact HS with MS and ES students. More opportunities for community service Looking forward to having increased opportunities for work-based learning, internships, and mentorship programs Better water fountains Better organization provide more storage More hands-on experiences in science in 3-12 New electronic devices (laptops) Strict IT security limits options for research and scholarships.



Aspirations:	Results
Better weightlifting facility	I-Station
More equipment for PE	I-Ready
More outdoor recreational facilities	NMASSA
Football team, cross-country, golf	PSAT
More sport choices	SAT
New track facility	ASVAB
Better bathrooms at the athletic facilities	NAEP
Better athletic storage facility	
Better equipment for track	
Auditorium	
Driver education offered at the school	
Open campus	