

Socorro Independent School District



Accountability Rating: B

Distinction Designation:
Postsecondary Readiness

2025-2026 District Improvement Plan

Board Approval Date:
August 20, 2025

Public Presentation Date:
August 20, 2025

Mission Statement

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

Vision

Tomorrow's Leaders Learning Today

Table of Contents

Comprehensive Needs Assessment	6
Demographics	7
Student Learning	10
District Processes & Programs	16
Perceptions	19
Priority Problem Statements	22
Data Documentation for CNA	27
Improvement Planning Data	28
Accountability Data	28
Student Data: Assessments	28
Student Data: Student Groups	29
Student Data: Behavior and Other Indicators	29
Employee Data	29
Parent/Community Data	30
Support Systems and Other Data	30
Goals	31
Goal 1 : Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow an...	32
Goal 2 : Strategic Priority 2: Staff Success and Satisfaction. Socorro ISD will recruit and ...	69
Goal 3 : Strategic Priority 3: Community Collaboration and Engagement. Socorro ISD will...	77
Goal 4 : Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will im...	87
State Compensatory Education	93
Budget for District Improvement Plan	94
Personnel for District Improvement Plan	94
Title I Summary	95
Title I	96
Descriptor 1: Student Progress Monitoring and Supports	96
1.1 Developing and implementing a well-rounded program of instruction to meet t...	96
1.2 Identifying students who may be at risk for academic failure;	96
1.3 Providing additional educational assistance to individual students the LEA or s...	96
1.4 Identifying and implementing instructional and other strategies intended to str...	96
Descriptor 2: Teacher Quality	97
Descriptor 3: School Improvement and Support Activities	97
Descriptor 4: Measure of Poverty	97
Descriptor 5: Nature of Programs	98
Descriptor 6: Services to Homeless Children and Youth	98

Descriptor 7: Parent and Family Engagement Strategy	98
Descriptor 8: Early Childhood Education Programs and Transition Plans	98
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	99
Descriptor 10: Middle to High School/High School to Postsecondary Transitions	99
10.1 Coordination with institutions of higher education, employers, and other local...	99
10.2 Increased student access to early college high school or dual or concurrent e...	99
Descriptor 11: Discipline Disproportionality	99
Descriptor 12: Coordination and Integration	100
12.1 Academic and career and technical education content through coordinated in...	100
12.2 Work-based learning opportunities that provide students in-depth interactio...	100
Descriptor 13: Other Proposed Uses of Funds	100
13.1 Assist schools in identifying and serving gifted and talented students;	100
13.2 Assist schools in developing effective school library programs to provide stu...	101
Title I Personnel	101
Committees	102
Educator's Professional Advisory Committee	103
Members	103
Assurances	106
Funding Summary	108
199 - General Basic	109
199 - General Fund: SCE	110
199 - General Fund: High School CCMR	110
199 - General Fund : Special Education	110
211 - Title I, Part A	111
212 - Title I , Part C Migrant	112
224 - IDEA A, SPED	112
244 - CTE (Perkins V)	112
255 - Title II, Part A	113
263 - Title III, Part A	113
199 - General Fund: Bilingual	113
199 - General Fund: Gifted and Talented	114
206 - TEHCY Grant	114
199-CTE-PIC22	114
289 - Title IV, Part A	115
199-Early Education Allotment	115
199-General: Dyslexia PIC 37	115

199-General: Dyslexia PIC 43	115
410-Instructional Materials/Technology Allotment	116
211-Title I, Part D, Subpart 2	116
199-Impact Aid	116
289-Stronger Connections Grant	116
Addendums	117



Comprehensive Needs Assessment

Demographics

Summary

The Socorro Independent School District is located in the southeastern portion of El Paso County, Texas. It serves the City of Socorro, the Town of Horizon City, and the eastern portion of the City of El Paso. Socorro ISD covers 136 square miles of El Paso County. It is bordered by the Texas/New Mexico state line to the north, the Rio Grande River and Mexico to the South, Ysleta ISD to the west, Clint ISD to the east, and San Elizario ISD to the southeast. Socorro ISD is the second-largest school district of the 12 districts located in Region 19 (El Paso/Hudspeth Counties). Established in 1961, Socorro ISD has transformed its scope of service from its beginnings as a rural school district with two campuses to the most highly urbanized area in El Paso County.

Socorro ISD currently has a total of 50 campuses and had 46,387 enrolled students at the end of the 2024-2025 school year. Due to the continued robust development in the Eastlake/Horizon City area, the District opened Eastlake Middle School as the District's 51st campus and 16th school serving middle school students in the 2023-2024 school year (11 6-8 schools, 5 PK-8 schools). A number of the District's existing campuses and facilities have received continued upgrades and improvements as part of the completion of Bond 2017 and several smaller projects funded in house, such as the completed construction of the new Socorro High School during the 2023-2024 school year and the Student Activities Complex II was opened for use in the 2024-2025 school year. SISD is historically known as a desirable district for parents to send their children, making the top educational and extracurricular opportunities that our District offers available to students throughout our region. SISD's strong foundation and our sustained efforts to build upon that foundation continue to be integral to continuing to be known as a "destination district" for our students and their families in an era where declining public school enrollment is an issue nationwide.

Socorro ISD presently has 50 campuses, which comprise 25 elementary schools, five PK-8 "combo" schools, 11 middle schools, six comprehensive high schools that all have their own early college program, one exclusive early college high school, one alternative high school campus focusing on academic assistance/credit recovery, and one secondary-level DAEP campus (grades 6-12). Additionally, five of our district's elementary campuses and one PK-8 campus serve as magnet "academies with various areas of focus, and three more elementary campuses and another PK-8 campus house our district's dual language program.

Socorro ISD's students are:

- 91.8% Hispanic
- 4.5% White
- 2.0% African-American
- 71.8% Economically Disadvantaged
- 54.5% At Risk
- 28.8% English Learners
- 15.3% Receive Special Education Services
- 9.9% Gifted and Talented
- 1.5% Homeless
- <1% Migrant
- 62% of students in grades 6-12 are enrolled in a career/technical education course or CTE coherent sequence program.
- 21.4% of students in grades 9-12 are enrolled in early college.
- 14.2% of all SISD students are military-connected.

Socorro ISD's teachers are:

- 89.6% Hispanic
- 8.2% White
- 1.6% African-American
- 71.9% Female
- 28.1% Male
- 72.0% Have six years of teaching experience or more.

- 28.0% Have five years of teaching experience or less.
- 33.4% Possess a master's degree.
- 12 teachers in the district possess a doctoral degree.

Strengths

- Our teacher population and student population are similar in terms of ethnicity (Hispanic majority of 89.6% to 91.8%)
- More than seven out of 10 teachers have been teaching for more than six years (72%), which exceeds the state average by 8 percent.
- The percentage of teachers with a master's degree exceeds the state average by 8.5 percent.
- While at about three out of 10 teachers, our male teacher population exceeds the state average by 3.6 percent.
- Our teacher turnover rate is 11.1% per year, compared to 13.1% in Region 19 and 19.1% statewide.
- At 28.8%, SISD has a lower English Learner percentage than Region 19 by 6.7 percent (35.5%).
- The regional and state averages of enrolled military-connected students are 9.8% and 3.9%, with SISD having a military-connected student population of 14.2%. The presence of a large military installation in the El Paso area allows for a higher regional percentage of military-connected students, but it is evidenced that more military families continue to choose SISD.
- Our early college population is at 21.4% of all students in grades 9-12, and over 450 seniors graduate with an associate's degree each year; this comprises 11% of our most recent graduating class, compared with 6.6% in Region 19 and 2.5% statewide.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



After decades of population growth and enrollment growth, SISD experienced a continued decline in enrollment in 2023-2024 and 2024-2025, which was a total decrease of approximately 1700 students across those two years. It is forecasted that 772 fewer students will be enrolled in 2025-2026.

The El Paso metropolitan area is not growing in population, and public schools, charter schools, and private schools all compete for an increasingly scarce number of students.

2



SISD has a significantly lower teacher turnover rate than the compared regional and state rates, and the current 11.1% rate is down from 12.1% in the previous year, but it remained above 10% for the second straight year.

Districts continue to grapple with teacher shortages as greater numbers of teachers leave the profession within the first five years and more are at or nearing retirement age. Districts increasingly compete for teachers in need areas through various types of incentives.

 = Priority

Student Learning

Summary

As we moved into the 2024-2025 school year, learning loss, social-emotional needs, and health/safety continued to be factors for a significant portion of our students, although we continued to make overall gains in our academic achievement that continue to build on the extremely solid performance in 2023-2024. While we always continue to work to close gaps and increase performance at all times, it is clear that we are on more than solid ground moving forward. Notable areas of increases in performance include STAAR Grades 3-8 Reading, Grades 3-8 Math and EOC Algebra I, Grades 5 and 8 Science, and EOC Biology. Our at-risk, economically disadvantaged, emergent bilingual, and special education populations followed suit with performance improvements in these areas. It should also be noted that our district has successfully implemented an accelerated mathematics instructional model at the middle school level with the current cumulative results showing that 97% of all SISD students in Grade 8 take EOC Algebra I with 94% approaches, 70% meets, and 43% masters; this is far and away the highest performance in our region.

The most recent four-year graduation rate data available (Class of 2024) shows SISD with a 92.7% four-year state graduation rate and an 90.2% four-year federal graduation rate, which are 1.6% and 1.2% improvements from the Class of 2023. With respect to the continued attention paid to college and career readiness, our seven early colleges served 3,298 high school students in the 2024-2025 school year, an increase from 3,119 in 2023-2024 with significantly more than that taking dual credit courses district wide. More than 450 students once again received their associate degree upon graduation from high school. The Escontrias STEAM Academy and Paso Del Norte Fine Arts Academy are beginning their fourth year in 2025-2026, and the Ernesto Serna Fine Arts Academy, Sierra Vista STEAM Academy, O'Shea Keleher Whole Child Academy, and the Vista Del Sol Environmental Science Academy are beginning their third year. Our District is beginning its seventh year of student cohorts receiving the dual language model of instruction at our Dual Language Academy sites. In 2025-2026, selected dual language campuses will continue to have offerings in Pre-K through Grade 5 (Dr. Sue Shook Elementary School and Myrtle Cooper Elementary School), with Bill Sybert School and Hueco Elementary School expanding to Pre-K through Grade 3 for 2025-2026. A further point on the continued efforts made to establish the foundation for college and career readiness is the increase in STAAR Grade 3 Math and Reading "Meets" performance, where 58% of students in grade 3 accomplished "meets" in reading, up 7% from 2023-2024 and up 30% from the COVID year of 2020-2021; in math, "meets" at grade 3 was 48%, up 5% from 2023-2024 and up 32% from the 2020-2021 COVID year.

Our Emergent Bilingual (EB) population and our student population receiving special education services held most of their assessment gains from the 2023-2024 school year and showed more improvement in some tested areas in 2024-2025. With respect to at-risk, migrant, homeless, and foster care-placed students served by the district, evaluation results have continued to demonstrate that the need to provide a structure of extended and supplemental services in all academic areas as well as for social-emotional needs. For the 2025-2026 school year the most critical student needs are prioritized for our mobile populations, with the Priority for Service (PFS) identification in the migrant education program as one example and the continued use of the awarded state TEHCY grant to supplement services for our homeless population considerations. Supplemental instructional assistance at the district level continues to be available for students in our homeless, foster care, and migrant programs, and our homeless and foster care education programs continue to be served by a full-time counselor who serves these populations district-wide. School supplies, uniforms, CIS and counseling support, and referrals for agency assistance remain items of importance due to the economic and social-emotional difficulties experienced by identified families in these population groups and in our district's at-risk population as a whole. The need to continue to bolster their opportunities for academic success is demonstrated not only on state assessments, but also via high school graduation rates and movement towards college continues to exist in a significant fashion; evidence of this was seen on overall 2024-2025 at-risk student performance on STAAR/EOC assessments, which was largely static after increases between 3 and 10 percentage points in most assessed areas in 2023-2024.

2025 STAAR Assessment Results

*Math 3-8 includes Algebra I taken in Grade 8.

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	81%	83% (+2)	56%	61% (+5)	25%	30% (+5)

Math 3-8, Alg. I	77%	81% (+4)	49%	52% (+3)	18%	23% (+5)
Science 5,8	68%	74% (+6)	35%	39% (+4)	11%	12% (+1)
Social Studies 8	66%	64% (-2)	32%	30% (-2)	14%	14% (0)
English I	69%	69% (0)	55%	52% (-3)	16%	13% (-3)
English II	77%	75% (-2)	62%	60% (-2)	7%	6% (-1)
Algebra I (HS)	81%	74% (-7)	47%	36% (-11)	21%	15% (-6)
Biology	93%	93% (0)	60%	63% (+3)	14%	15% (+1)
U.S. History	98%	97% (-1)	78%	76% (-2)	42%	40% (-2)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	71%	72% (+1)	40%	41% (+1)	13%	11% (-2)
Math 3-8, Alg. I	68%	71% (+3)	35%	35% (0)	10%	11% (+1)
Science 5,8	53%	60% (+7)	20%	21% (+1)	4%	4% (0)
Social Studies 8	51%	47% (-4)	17%	12% (-5)	5%	4% (-1)
English I	51%	53% (+2)	33%	31% (-2)	4%	3% (-1)
English II	61%	60% (-1)	40%	39% (-1)	2%	1% (-1)
Algebra I (HS)	75%	67% (-8)	35%	27% (-8)	12%	10% (-2)
Biology	88%	89% (+1)	41%	44% (+3)	4%	5% (+1)
U.S. History	95%	95% (0)	64%	61% (-3)	24%	24% (0)

Economically Disadvantaged

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	78%	81% (+3)	52%	57% (+5)	21%	24% (+13)
Math 3-8, Alg. I	75%	78% (+3)	45%	48% (+3)	15%	19% (+4)
Science 5,8	64%	71% (+7)	31%	36% (+5)	9%	10% (+1)
Social Studies 8	62%	60% (-2)	28%	26% (-2)	11%	11% (0)
English I	65%	65% (0)	51%	46% (-5)	13%	10% (-3)
English II	75%	72% (-3)	59%	56% (-3)	5%	5% (0)
Algebra I (9 th)	78%	73% (-5)	44%	33% (-11)	18%	14% (-4)
Biology	92%	92% (0)	55%	58% (+3)	11%	12% (+1)
U.S. History	97%	96% (-1)	75%	72% (-3)	37%	37% (0)

Emergent Bilingual

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	71%	71% (0)	43%	41% (-2)	14%	11% (-3)
Math 3-8, Alg. I	72%	73% (+1)	41%	39% (-2)	12%	13% (+1)
Science 5,8	55%	60% (+5)	23%	21% (-2)	5%	4% (-1)
Social Studies 8	50%	44% (-6)	18%	11% (-7)	6%	3% (-3)
English I	49%	47% (-2)	32%	28% (-4)	4%	3% (-1)
English II	56%	56% (0)	35%	34% (-1)	1%	1% (0)
Algebra I (9 th)	81%	70% (-11)	41%	34% (-7)	13%	13% (0)

Biology	88%	87% (-1)	43%	41% (-2)	5%	5% (0)
U.S. History	94%	94% (0)	55%	55% (0)	18%	21% (+3)

Special Education

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	51%	52% (+1)	26%	28% (+2)	6%	8% (+2)
Math 3-8	53%	56% (+3)	26%	28% (+2)	8%	9% (+1)
Science 5,8	39%	43% (+4)	20%	19% (-1)	5%	6% (+1)
Social Studies 8	40%	41% (+1)	19%	21% (+2)	7%	9% (+2)
English I	34%	32% (-2)	23%	15% (-8)	5%	2% (-3)
English II	44%	35% (-9)	28%	15% (-13)	4%	1% (-3)
Algebra I (9 th)	67%	53% (-14)	31%	13% (-18)	13%	3% (-10)
Biology	77%	79% (+2)	31%	29% (-2)	8%	3% (-5)
U.S. History	90%	88% (-2)	51%	42% (-9)	15%	16% (+1)

HB3 GOALS/PROGRESS MEASURES (USE IN CNA AND PERFORMANCE OBJECTIVES-GOAL 1)

Grade 3 meets grade level or above on STAAR Reading, 2025:

Yearly Target Goals	2019 (Baseline)	2021	2022	2023	2024	2025
All Students	49%	28%	50%	53%	51%	58%
African-American	51%	30%	49%	56%	48%	61%
Hispanic	49%	26%	50%	53%	50%	57%
White	54%	55%	66%	60%	62%	68%
Special Education	32%	22%	21%	16%	17%	31%
Econ. Disadvantaged	45%	22%	45%	48%	46%	53%
English Learners	41%	19%	38%	44%	42%	41%

Grade 3 meets grade level or above on STAAR Math, 2025:

Yearly Target Goals	2019 (Baseline)	2021	2022	2023	2024	2025
All Students	55%	16%	39%	45%	43%	48%
African-American	59%	7%	38%	47%	33%	50%
Hispanic	55%	16%	40%	45%	42%	47%
White	65%	27%	53%	47%	55%	60%
Special Education	35%	21%	14%	19%	16%	29%
Econ. Disadvantaged	52%	13%	35%	40%	38%	43%
English Learners	55%	12%	33%	38%	36%	39%

HB3 CCMR/GRADUATION (USE IN CNA AND PERFORMANCE OBJECTIVES-GOAL 2)

The percent of graduates that meet the criteria for CCMR:

Yearly Target Goals	2019 (Baseline)	2020	2021	2022	2023	2024
All Students	60%	59%	61%	65%	73%	68%
African-American	57%	51%	59%	60%	69%	73%

Hispanic	60%	59%	60%	65%	72%	68%
White	67%	61%	63%	65%	77%	67%
Special Education	50%	67%	74%	78%	80%	73%
Econ. Disadvantaged	58%	57%	59%	63%	71%	68%
English Learners	43%	40%	40%	48%	56%	65%

The percent of students that received an Approved Industry-Based Certification:

Yearly Target Goals	2019 (Baseline)	2021	2022	2023	2024
All Students	9%	17%	31%	43%	26%
African-American	N/A	19%	30%	40%	27%
Hispanic	9%	17%	31%	43%	26%
White	0%	23%	34%	44%	26%
Special Education	3%	9%	22%	24%	12%
Econ. Disadvantaged	8%	17%	32%	42%	25%
English Learners	3%	15%	23%	28%	16%

The percent of CCMR students that achieve the TSI criteria on the Math TSIA:

Yearly Target Goals	2019 (baseline)	2021	2022	2023	2024
All Students	28%	28%	24%	19%	19%
African-American	N/A	29%	N/A	16%	27%
Hispanic	28%	27%	24%	18%	18%
White	25%	31%	30%	24%	19%
Special Education	0%	3%	N/A	2%	2%
Econ. Disadvantaged	28%	25%	22%	17%	16%
English Learners	14%	11%	8%	6%	7%

State Graduation Rate:

4-Year 2022	5-Year 2022	6-Year 2022
90.1%	92.5%	94.9%
4- Year 2023	5-Year 2023	6-Year 2023
91.1%	94.4%	93.9%
4- Year 2024	5-Year 2024	6-Year 2024
92.7%	93.0%	94.5%

Federal Graduation Rate:

2020	2021	2022	2023	2024
91.8%	89.5%	90.8%	89.0%	90.2%

Strengths

- Our district's 2024-2025 STAAR/EOC results had notable areas of increases in performance include STAAR Grades 3-8 Reading, Grades 3-8 Math and EOC Algebra I, Grades 5 and 8 Science, and EOC Biology.
- Our district's 2024-2025 EOC Algebra I results were at 91%/65%/39%, with 97% of Grade 8 students taking Algebra I and passing at 94%/70%/43%.
- The percentage of Grade 3 students at "meets" on STAAR reading increased from 51% to 58% and increased from 43% to 48% on Grade 3 STAAR math.
- A record 3,298 students were enrolled in our district's seven early colleges, and over 450 students graduated with associate's degrees in 2025.
- Our district's four-year state graduation rate increased from 91.1% to 92.7% (Class of 2024).
- Our district's four-year federal graduation rate increased from 89.0% to 90.2% (Class of 2024).

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



The percentage of high school students who obtained an industry-based certification decreased from 43% (Class of 2023) to 26% (Class of 2024).

The Class of 2024 was the ninth-grade class of 2020-2021, the year of online pandemic learning. Their ability to take courses and begin fulfillment of industry-based certification requirements was hampered by limited opportunities to take related courses in their freshman year. We look to be back on track with the most recent class and upcoming classes.

2



The percentage of high school students achieving the standard criteria on the math portion of the TSIA assessment dropped from 28% in 2021 to 24% in 2022 to 19% in 2023. It remained at 19% in 2024.

A greater percentage of high school students are participating in the TSIA assessment, and a greater amount of instructional attention must be given to the student groups who may not have tested in large numbers before in order for them to be more successful.

3



Overall STAAR/EOC performance for Grade 8 Social Studies, EOC English I, and EOC English II remained static or dropped slightly across all three performance levels.

The effect on the whole was notable in the at-risk, emergent bilingual, and special education populations in these subject areas. More focus on content integration strategies is needed.

 = Priority

District Processes & Programs

Summary

Socorro ISD is proud to begin a new era with Interim Superintendent James P. Vasquez now being promoted to Superintendent of Schools on a permanent basis. Since his appointment to Interim Superintendent in April 2024, Mr. Vasquez has led our district through the toughest times in its history. In doing so, he has led us onto a path that he will have an opportunity to continue to build. Our focus is on people—our students, families, employees, and greater community, and exceptional customer service being provided to all people at all times. Socorro ISD is "ALL IN FOR YOU" and will continue to be going forward.

Socorro ISD possesses a succinct and clear organizational structure for a district its size. Our new Superintendent of Schools oversees the Chief Financial Officer, Chief Technology Officer, Chief Communications Officer, Chief Human Resources Officer, Chief Academic Officer, Assistant Superintendent of Administrative Services, and Assistant Superintendents of Elementary and Secondary Schools. Each of these divisions supervises various department directors and campus principals as the administration arm of SISD is outlined. With respect to principal selection, campus instructional leaders are selected based on their experience and skills, but it also must be noted that principals are carefully placed into campuses where it is believed they will be the best match for the strengths and needs that the particular campus possesses. SISD aggressively recruits the region's finest teachers in what would be considered an ever-competitive market and industry; the sustainment of the top-rated academic achievement levels that our students produced in 2024-2025 is evidence of continued top teaching and top instructional leadership. The yearly teacher turnover rate of 11.1% is 8.0% lower than the state rate of 19.1% and the average number of years that our teachers have been employed in SISD is 2.5 years more (9.4 to 6.9) than the state average. Parental and family engagement is also a top priority in SISD where the offerings and support go beyond compliance as 35 parent liaisons and 41 Communities in Schools program coordinators will be staffed in our schools in the 2025-2026 school year. These staff members are, as always, ready to assist in the all-important area of parent and family engagement and assistance to students and families who are at risk.

For textbooks and related resources utilized district-wide, general funding and state funding are necessary in order to carry out management functions that include software and equipment at Socorro ISD's warehouse. District personnel in charge of organizing and managing these functions are in place so that every campus is provided with the textbook resources they need for students to succeed.

In addition to required comprehensive educational programs, SISD continues to offer both advanced and unique educational pathways and programs of study, to include advanced placement courses, dual credit courses, early colleges at all six comprehensive high schools and a seventh exclusive early college campus (Mission Early College) with assigned administrators, counselors, and two exclusive District Early College Advisors, AVID, magnet school programs housed at the six comprehensive high schools (health professions, STEM, pre-law, architecture, computer science, business administration), career/technical education, International Baccalaureate, and a continuation of the expansion of our dual language program in the early childhood and elementary grade levels at four selected "hub" campuses. In 2025-2026, SISD will continue to operate six elementary magnet "academy" programs. For students at risk, a highly structured tutoring program continues to be in place that includes multiple opportunities for remediation after school, on Saturdays, during the summer, and during the intersession periods. Staff such as state compensatory education intervention (SCE-I) coaches, at-risk aides, and instructional aides both for general instruction and for specific populations such as homeless, foster care (to include a counselor for social-emotional needs), and migrant students are employed to provide intensive and specific remediation efforts for students in these programs.

Socorro ISD's Migrant Education Program follows the Texas Education Agency's (TEA) guidelines to formally identify all Migrant families as well as the subgroup of students known as Priority for Service (PFS) students. Utilizing district and Title I, Part C funding, the district provides services to Migrant students and their families in order to address their unique educational needs. Services for Migrant students in the district include:

- Direct academic support delivered via instructional aides working in partnership with teachers of record.
- Extra duty pay for teachers to tutor Migrant students at campuses.
- School supplies as requested by families.
- Home-based early childhood education to support school readiness (for students who do not qualify for programs such as Head Start)

- Laptops for students
- College, GED, & Out of School Youth support
- Summer school activities
- Health fairs
- Vision & dental support for families without health insurance
- Referrals to 3rd party / community agencies such as El Paso Health or the El Paso Fighting Hunger Food Bank
- Parent Advisory Council (PAC) meetings to provide meaningful consultation with parents.

Strengths

Diverse and innovative academic plans and pathways of study for an array of student populations with differing needs (at-risk programs, dual language, early college, magnet programs at elementary school level and secondary school level, dual credit, advanced placement, career/technical education, International Baccalaureate, military-connected student programs) is present in SISD.

- Clear leadership structure and excellent guidance by our Superintendent of Schools.
- Strong investment in parent/family engagement programs (35 parent liaisons and 41 Communities in Schools program coordinators with campus assignments in 2025-2026).
- Commitment to recruitment of employees who fit the SISD vision and mission.
- Professional development offerings for faculty and staff that are geared toward best practices.
- Proactive initiatives: ALL IN FOR YOU, Customer Service Initiatives (Shout-Outs, Ambassadors), Walk For Success, open enrollment, innovative instructional programs, both in terms of offerings for students and the continued availability of evidence-based curricular resources.
- A continued focus on social-emotional learning and the well-being of students through the ReThink Education program district wide, Capturing Kids Hearts at designated schools, the Stronger Connections grant coordinated by the Department of Guidance and Counseling, as well as continued expanded services through Project Vida and Communities in Schools.
- A monumental achievement that is the epitome of our district's innovation and high standards is the receipt of the National District Certificate for STEM Excellence received on July 28, 2025. SISD is the first district in West Texas, the third in the state of Texas, and the largest school district in the nation to receive this honor. This designation is further representative of the same honor that has been received at the campus level by Escontrias STEAM Academy, Sierra Vista STEAM Academy, and Montwood High School, but it is also indicative of our district-wide commitment to STEM programming at a local, state, and national level.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement

Root Cause

1
★

The district has passed a balanced budget, but available funding for personnel and programs continues to be stressed amid efforts to keep the budget balanced and increase the amount of cash reserves and cash on hand.

Declining enrollment, state financial aid that is coming for the first time in six years, and the end of COVID-era relief programs are factors that have affected the district's financial stability. Steps to rectify are continuing to be taken on a daily basis as they have been.

★ = Priority

Perceptions

Summary

Socorro ISD has a proven reputation for being the top school district in the Region 19 area and in many circles is recognized across the state for its historically innovative approaches to educating all students. In 2024-2025, our district continued to sustain top-level success in STAAR/EOC assessment performance, continues to be at 94% in attendance rate, and has improved the current four-year state graduation rate to 92.7%. The personalized educational experiences that our students and community receive through specific district-developed programs such as Operation College Bound, Operation Future Ready, Career and Technical Education, early colleges, magnet programs, elementary academies, parent and family engagement, military-connected family-specific activities, and others define our commitment to continue to provide all of our students with avenues that go above and beyond a general and traditional education. A well-rounded education for all of our students through the examples above is a clear priority for our district as we expect that within the general curriculum and outside of it that each child's education will be a unique experience. Our unyielding commitment to student safety and health accentuates this mission as we consistently strive to improve our practices and methods in this critical area, particularly in social/emotional and mental health considerations for our students, staff and community.

Along with other districts in our region who have experienced this trend for a longer period of time, SISD unfortunately experienced its second consecutive enrollment decline in the 2024-2025 school year. While this is absolutely being addressed in several ways on a daily basis, we believe that the foundation of changes to be made and efforts made to this point will reverse this trend. The building and the purchase of homes and the need for new schools to be built in recent years is a clear symbol of our district continuing to be an attractive educational institution, with families continuing to move to our district from other parts of El Paso and our continuing positive relationship with our residents serving in the military and their children. SISD has 39 out of 51 campuses that have Texas "Purple Star" military-connected status, which is the highest percentage in the El Paso region and one of the highest percentages statewide. The opening of two new elementary schools and a new middle school in the last five years, multipurpose facilities at 16 new campuses, facility upgrades at our four older high schools, the new Technology Service Center, the now-completed "new" Socorro HS and Student Activities Complex II, and upgrades to include state of the art HVAC systems, water fountains, and LED lighting are all examples of the continued and aggressive investment in our district's long-term viability.

We have continued to receive a high level of positive support through the recent challenges that have been endured, and we are more than ready to overcome more of those challenges. Under the steady leadership of new Superintendent James P. Vasquez and a supportive Board of Trustees with a new composition, we will continue to ensure that Socorro ISD remains a "destination district" in the 2025-2026 school year and beyond.

The district's adoption of the **"ALL IN FOR YOU"** customer service mantra, illustrated by SISD's customer service approach, is grounded in these four standards to better serve **YOU**. Our staff is committed to delivering a positive and high-quality customer service experience the **SISD WAY**, which means we will deliver service that is:

- **Safe**
- **Individualized**
- **Sensitive and**
- **Determined**

Our schools, district, and departments pledge to provide you with top-notch service that is:

Welcoming through approachable staff so that our stakeholders feel they can ask for help and will be heard.

All Means All focused, because customer service is everyone's responsibility, and every customer will receive high-quality service.

You Make It Happen oriented, as each and every SISD employee will take ownership of good customer service every day, all the time.

This is our SISD WAY. It is not what we do, it is who we are. THE NEXT CHAPTER IS OURS!

Strengths

- After a difficult period of time in which our district received a substantial amount of negative perception, the "ALL IN FOR YOU" and "SISD WAY" mantras and their implementation into practice has begun to take a positive effect, along with a warm reception to our new Board of Trustees composition and to the selection of James P. Vasquez as our next superintendent.
- SISD is proactive in reaching out to our students and their parents, as well as prospective enrollees and their families, to promote our district ("ALL IN" events such as the first Recruitment and Enrollment Expo held in June 2025, Walk For Success, parent/guardian publications/callouts, visible advertising of the district and its academic, athletic, and fine arts programs, completion of bond projects and self-funded construction projects). SISD adopted an open enrollment policy prior to the 2019-2020 school year so that students living in other El Paso-area districts would be able to go "ALL IN" on the opportunities that SISD offers.
- While the decline in enrollment remains a clear and present issue, families are continuing to move to homes in the faster-developing areas of our district such as the Upper East Side and Eastlake/Horizon City. The elementary, middle, and high schools in these areas (Eastlake HS and Pebble Hills HS feeders) have significantly higher enrollment than the district averages.
- The percentage of student mobility in the district is 14.6%, which is lower than the regional rate of 15.9% and the state rate of 16.1%. A high military population has natural mobility, but the consistent number of military-connected students shows the desire that military families have to enroll their children in our district (6,595 students in 2024-2025, 14.7% of all students enrolled). The overall mobility rate shows that more parents keep their children enrolled in SISD once they have attended school here, and we simply must continue to work to get more families to enroll with us and experience all that we have to offer.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1
★

While much has been accomplished with respect to the substantial improvements in SISD's overall perception, the positive changes must continue to be carried forward to ensure that SISD attracts high numbers of students to enroll or return.

In the greater El Paso region, we are in a time where we have fewer students in the enrollment pool and where these students have more school choices than any generation before them has had. Perception plays a large role in the choices that students and their families will make.

★ = Priority



Priority Problem Statements

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



After decades of population growth and enrollment growth, SISD experienced a continued decline in enrollment in 2023-2024 and 2024-2025, which was a total decrease of approximately 1700 students across those two years. It is forecasted that 772 fewer students will be enrolled in 2025-2026.

The El Paso metropolitan area is not growing in population, and public schools, charter schools, and private schools all compete for an increasingly scarce number of students.

2



SISD has a significantly lower teacher turnover rate than the compared regional and state rates, and the current 11.1% rate is down from 12.1% in the previous year, but it remained above 10% for the second straight year.

Districts continue to grapple with teacher shortages as greater numbers of teachers leave the profession within the first five years and more are at or nearing retirement age. Districts increasingly compete for teachers in need areas through various types of incentives.

 = Priority

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>The percentage of high school students who obtained an industry-based certification decreased from 43% (Class of 2023) to 26% (Class of 2024).</p>	<p>The Class of 2024 was the ninth-grade class of 2020-2021, the year of online pandemic learning. Their ability to take courses and begin fulfillment of industry-based certification requirements was hampered by limited opportunities to take related courses in their freshman year. We look to be back on track with the most recent class and upcoming classes.</p>
<p>2 ★</p> <p>The percentage of high school students achieving the standard criteria on the math portion of the TSIA assessment dropped from 28% in 2021 to 24% in 2022 to 19% in 2023. It remained at 19% in 2024.</p>	<p>A greater percentage of high school students are participating in the TSIA assessment, and a greater amount of instructional attention must be given to the student groups who may not have tested in large numbers before in order for them to be more successful.</p>
<p>3 ★</p> <p>Overall STAAR/EOC performance for Grade 8 Social Studies, EOC English I, and EOC English II remained static or dropped slightly across all three performance levels.</p>	<p>The effect on the whole was notable in the at-risk, emergent bilingual, and special education populations in these subject areas. More focus on content integration strategies is needed.</p>

★ = Priority

Problem Statements Identifying District Processes & Programs Needs

Problem Statement

Root Cause

1
★

The district has passed a balanced budget, but available funding for personnel and programs continues to be stressed amid efforts to keep the budget balanced and increase the amount of cash reserves and cash on hand.

Declining enrollment, state financial aid that is coming for the first time in six years, and the end of COVID-era relief programs are factors that have affected the district's financial stability. Steps to rectify are continuing to be taken on a daily basis as they have been.

★ = Priority

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1
★

While much has been accomplished with respect to the substantial improvements in SISD's overall perception, the positive changes must continue to be carried forward to ensure that SISD attracts high numbers of students to enroll or return.

In the greater El Paso region, we are in a time where we have fewer students in the enrollment pool and where these students have more school choices than any generation before them has had. Perception plays a large role in the choices that students and their families will make.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



Goals

Goal 1

Strategic Priority 1: Student Achievement and Growth. Socorro ISD will grow and support each student with robust opportunities by (1.1) improving academic achievement for all students, (1.2) ensuring that all students are college and/or career and/or military-ready, and (1.3) ensuring that all students will have responsible decision-making, self-awareness, and self-management skills to be well-rounded citizens.

Performance Objective 1 High Priority

For the 2025-2026 school year, the SISD four-year, five-year, and six-year state graduation rates will increase from 92.7%/93.0%/94.5% to 93.7%/94.0%/95.5%. For the 2025-2026 school year, the SISD four-year federal graduation rate will increase from 90.2% to 91.2%.

Evaluation Data Source: 2024-2025 Graduation Rate Results: State Targeted Support Criteria

Strategy 1

Continue to employ a School Improvement Officer as the director of curriculum and instruction at the district level to provide supervision of district instructional officers, district professional development efforts, and academic initiatives.

Strategy's Expected Result/Impact: Increases in individual campus planning, professional development offerings, 2025 STAAR results.

Staff Responsible for Monitoring: Chief Academic Officer

Funding Sources: 211 - Title I, Part A, \$150,151

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 2


A total of 11 Instructional Officers are funded to facilitate the district PLC (D-PLC) process, to provide professional development, to mentor new teachers through a variety of activities, and to provide campus instructional support to all SISD campuses. The elementary level and secondary level are both represented through the expertise of these instructional officers in all content areas. An administrative specialist will also be funded to assist instructional officers in their activities and initiatives.

Strategy's Expected Result/Impact: Meeting agendas, sign-in sheets, school support visit forms, 2026 STAAR results


Staff Responsible for Monitoring: School Improvement Officer
Instructional Officers

Funding Sources: 255 - Title II, Part A, \$1,218,038


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 3

Provide professional development offerings and instructional/curricular feedback through D-PLCs, Leadership meetings, coordinated "academies" (ex. SCEI Academy, Assistant Principal Academy), and campus instructional walkthroughs that support classroom instructional pedagogy and strategies and instructional support strategies.

Strategy's Expected Result/Impact: Meeting agendas, sign-in sheets, 2025 STAAR results

Staff Responsible for Monitoring: School Improvement Officer
Instructional Officers

Funding Sources: Materials needed for PD 199 - General Basic, \$2,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 4


The TEKS Resource System (TRS) and its components will be renewed and will continue to be implemented as a resource for effective instructional pacing and strategies district-wide.

Strategy's Expected Result/Impact: Improved course passing rates
Increase in 2025 STAAR results
Lesson plans, agendas, sign-in sheets


Staff Responsible for Monitoring: School Improvement Officer
Instructional Officers
Campus Administrators; SCEI Coaches; Teachers; Instructional Aides

Funding Sources: 199 - General Basic, \$314,000


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 5

Utilize Eduphoria School Objects to collect and analyze a variety of assessments and to effectively track teacher and student progress. Eduphoria Aware will also house the supplemental Lead4Ward module in Eduphoria Aware, as well as online test development applications for district assessments and student performance tracking.

Strategy's Expected Result/Impact: District data reports provided to campuses for increased student progress on STAAR assessments and district assessments

Staff Responsible for Monitoring: Director, Research and Evaluation
School Improvement Officer
Instructional Officers

Funding Sources: Costs for Eduphoria School Objects 211 - Title I, Part A, \$354,000

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 6

Continue the use of Plan4Learning to create, monitor, and refine SISD's annual District Improvement Plan and Campus Improvement Plans to improve the academic performance of all students, and continue the use of Title I Crate to monitor required compliance in state and federal programs.

Strategy's Expected Result/Impact: Purchase order, online district and campus improvement plans

Increase in the academic achievement of students, enhanced utilization of state and federal funding district-wide

Staff Responsible for Monitoring: Director, State and Federal Programs

Funding Sources: Plan4Learning/Title I Crate Subscription 211 - Title I, Part A, \$75,000

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 7

The Paso Del Norte Fine Arts Academy and Escontrias STEAM Academy, Ernesto Serna Fine Arts Academy, O'Shea Keleher Whole Child Academy, Sierra Vista STEAM Academy, and Vista Del Sol Environmental Science Academy will continue to serve students in the 2025-2026 school year. Instructional materials, supplies, professional development, and extra duty pay for learning extensions will be purchased to support the continued implementation of these magnet programs.

Strategy's Expected Result/Impact: Successful implementation of magnet programs.

Staff Responsible for Monitoring: Chief Academic Officer
Assistant Superintendents of Schools
Campus Principals

Funding Sources: 289 - Title IV, Part A, \$90,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 8

Continue to provide supplemental funding for Fine Arts (professional development, supplemental programs, extra duty pay, and summer camps) to support students utilizing Fine Arts as a bridge towards college and avenues of higher learning.

Strategy's Expected Result/Impact: Improved Fine Arts and Athletic skills bridging success towards college achievement; improved state assessment scores.

Staff Responsible for Monitoring: Director, State and Federal Programs
Director, Fine Arts
Assistant Director, Fine Arts

Funding Sources: 289 - Title IV, Part A, \$108,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 9

Purchase supplies, materials, and instructional resources for the dual language instructional program, to support teachers and the dedicated instructional officer, enabling them to complete curriculum, write lesson plans, and carry out multiple professional development activities. This is necessary as new grades and cohorts of the dual language program have once again been added for the 2025-2026 school year, and the new staff requires supplemental items that will be used for these purposes on a daily basis.

Strategy's Expected Result/Impact: Dual Language curriculum and lesson plans will be completed, as will all relevant professional development activities for preparation to implement program.

Staff Responsible for Monitoring: Chief Academic Officer
School Improvement Officer
Director of Bilingual/ESL Education
Selected Campus Principals
Dual Language Instructional Officer
Dual Language Teachers

Funding Sources: Materials for Dual Language Program 289 - Title IV, Part A, \$15,000, Dual Language Imagine Learning Platform 410-Instructional Materials/Technology Allotment, \$42,500

Formative Reviews

Some Progress

November

February

May

June

Strategy 10

Continue to provide an instructional officer who focuses on the district's implementation of the dual language instructional program-on staff to provide training and support to begin the program and continue its implementation, and a dual language clerk at the district level to assist with the unique compliance, enrollment, and placement considerations of the program.

Strategy's Expected Result/Impact: Selected principals and selected dual language teachers will receive specialized training and support from instructional officer to implement the dual language instructional program. As the program is implemented, an eventual increase in ELL STAAR performance is expected.

Staff Responsible for Monitoring: Chief Academic Officer
School Improvement Officer
Director of Bilingual/ESL Education
Selected Campus Principals

Funding Sources: 289 - Title IV, Part A, \$148,513

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 11

Continue to upgrade classroom technology hardware and software district-wide to facilitate the maximization of our students' access to instructional experiences with an increasing number of online and interactive instructional materials and applications.

Strategy's Expected Result/Impact: Continued technology integration into instruction, increase in technology access for all students, increase in assessment performance

Staff Responsible for Monitoring: Chief Technology Officer
Technology Team Leaders
Campus Principals

Funding Sources: 211 - Title I, Part A, \$2,197,159, 199 - General Basic, \$657,000, 410-Instructional Materials/Technology Allotment, \$900,000

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 12

A credit recovery program (Edgenuity) will be provided to assist students who are at risk of dropping out of school to regain lost course credit and take needed courses in a self-paced fashion to allow a pathway to their graduation.

Strategy's Expected Result/Impact: Increase in at-risk graduation rate and overall graduation rate

Staff Responsible for Monitoring: Chief Academic Officer, Assistant Superintendent for Secondary Schools, School Improvement Officer

Funding Sources: 199 - General Fund: SCE, \$333,000

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Performance Objective 2 High Priority HB3 Goal

For the 2025-2026 school year, District overall percentages on Grades 3-8 STAAR Mathematics assessments (including EOC Algebra I in Grade 8) will increase from 81% Approaches/52% Meets/23% Masters on the Spring 2025 STAAR assessment to 86% Approaches/57% Meets/28% Masters or higher on the Spring 2026 STAAR assessment. For the 2025-2026 school year, District overall percentages on the EOC Algebra I assessment (HS testers) will increase from 74% Approaches/36% Meets/15% Masters on the Spring 2025 STAAR assessment to 80% Approaches/41% Meets/20% Masters or higher on the Spring 2026 EOC assessment. For the 2025-2026 school year, the District percentage on Grade 3 STAAR Mathematics will increase from 48% Meets to 55% Meets (HB3 Goal).

Evaluation Data Source: 2025-2026 Grades 3-8 STAAR Mathematics Results, EOC Algebra I Results

Strategy 1

The Academic Services Department will purchase district-wide mathematics instructional programs for the elementary level in the 2025-2026 school year and instructional officers will provide support with campus program implementation. These include Age of Learning (Grades K-5), and StemScopes Math (Grades K through Algebra I).

Strategy's Expected Result/Impact: Increase in STAAR Mathematics assessment results in grades 3-5; increase in district/common assessment results in grades PK3-2nd

Staff Responsible for Monitoring: School Improvement Officer
Elementary Instructional Officers-Mathematics
Campus Principals

Funding Sources: 410-Instructional Materials/Technology Allotment, \$1,462,048

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 2

Mathematics instructional officers will provide instructional professional development support on a regular basis through the D-PLC process, campus PLCs, and in classrooms.

Strategy's Expected Result/Impact: Increase in mathematics STAAR assessment results, district/common assessment results

Staff Responsible for Monitoring: School Improvement Officer

Funding Sources: 199 - General Basic, \$50,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 3

Resources will be purchased and support will be provided for SISD students and teachers to participate in the Annual District Math Bee Competition.

Strategy's Expected Result/Impact: Increase in STAAR Math Scores

Staff Responsible for Monitoring: School Improvement Officer
Mathematics Instructional Officers

Funding Sources: Materials Needed for Competition 199 - General Basic, \$1,000

Formative Reviews

No Progress

November

February

May

June

Strategy 4 Results Driven Accountability Equity Plan

SISD will allocate state compensatory education funding to campuses for supplemental tutoring services to students during intersessions, summer, Saturdays, after school, and holidays.

Strategy's Expected Result/Impact: Increase in STAAR Math results and district assessment results.

Staff Responsible for Monitoring: Director, State and Federal Programs
School Improvement Officers
Campus Principals

Funding Sources: Tutoring (intersession, Summer, etc.) 199 - General Fund: SCE, \$500,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 5

Purchase and implement mathematics instructional programs for secondary levels (9th-12th grade) during the 2025-2026 school year such as Khan Academy.

Strategy's Expected Result/Impact: Improved 9th-12th grade mathematics scores.

Funding Sources: Khan Academy Curriculum Resources 211 - Title I, Part A, \$43,000

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Performance Objective 3 High Priority HB3 Goal

For the 2025-2026 school year, District overall percentages on Grades 3-8 STAAR Reading assessments will increase from 83% Approaches/61% Meets/30% Masters on the Spring 2025 STAAR assessment to 88% Approaches/66% Meets/35% Masters or higher on the Spring 2026 STAAR assessment. For the 2025-2026 school year, District overall percentages on the EOC English I assessment will increase from 69% Approaches/52% Meets/13% Masters on the Spring 2025 STAAR assessment to 74% Approaches/57% Meets/18% Masters or higher on the Spring 2026 EOC assessment. For the 2025-2026 school year, District overall percentages on the EOC English II assessment will increase from 75% Approaches/60% Meets/6% Masters on the Spring 2025 STAAR assessment to 80% Approaches/65% Meets/11% Masters or higher on the Spring 2026 EOC assessment. For the 2025-2026 school year, the District percentage on Grade 3 STAAR Reading will increase from 58% Meets to 65% Meets (HB3 Goal).

Evaluation Data Source: 2025-2026 Grades 3-8 STAAR Reading Results, EOC English I and English II Results

Strategy 1

The Academic Services Department will purchase district-wide reading/language arts instructional programs for the elementary level in the 2025-2026 school year and instructional officers will provide support with campus program implementation. These include Circle (Grade PK), Texas KEA (Grade K), Writable (Grades 2-12), Amira I-Station (Grades K-8), and Lexia (EOC English I and II re-tester labs).


Strategy's Expected Result/Impact: Increase in STAAR Reading assessment results in grades 3-8, EOC; increase in district/common assessment results in grades PK3-2nd

Staff Responsible for Monitoring: School Improvement Officer
Elementary Instructional Officers-Reading/Language Arts
Campus Principals


Problem Statements: Student Learning 3

Funding Sources: 199-Early Education Allotment, \$201,000, 410-Instructional Materials/Technology Allotment, \$307,000


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 2

Reading/Language Arts instructional officers will provide instructional and professional development support on a regular basis through the D-PLC process, campus PLCs, and in classrooms.

Strategy's Expected Result/Impact: Increase in mathematics STAAR assessment results, district/common assessment results

Staff Responsible for Monitoring: School Improvement Officer

Problem Statements: Student Learning 3

Funding Sources: 199 - General Basic, \$50,000

Formative Reviews

 Some Progress

November

February

May

June

Strategy 3

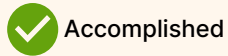
The READ 180 and System 44 reading intervention programs will continue to be implemented to ensure at-risk student growth in reading in Grades 6-12.

Strategy's Expected Result/Impact: Increase in student achievement in Reading (STAAR results, course passing rates, reading levels).

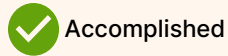
Staff Responsible for Monitoring: School Improvement Officer
Instructional Officers
Dyslexia Lead Teacher
Campus Principals

Funding Sources: 410-Instructional Materials/Technology Allotment, \$77,188

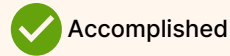
Formative Reviews



Accomplished



Accomplished



Accomplished

November

February

May

June

Strategy 4

Resources will be purchased and support will be provided for SISD students and teachers to participate in district activities such as Read Across America, Battle of the Bluebonnets, and Literary Anthology.

Strategy's Expected Result/Impact: Increase in STAAR Reading Scores

Staff Responsible for Monitoring: School Improvement Officer
Coordinator of Library Services
ELAR Instructional Officers

Funding Sources: 211 - Title I, Part A, \$17,000, 199 - General Basic, \$2,000

Formative Reviews

No Progress

November

February

May

June

Strategy 5 Results Driven Accountability Equity Plan

SISD will allocate state compensatory education funding to campuses for supplemental tutoring services to students during intersessions, summer, Saturdays, after school, and holidays.

Strategy's Expected Result/Impact: Increase in STAAR Reading results, 9-week grades, MOY/EOY assessments.

Staff Responsible for Monitoring: Director, State and Federal Programs
School Improvement Officer
Campus Principals

Funding Sources: 199 - General Fund: SCE, \$500,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 6

Efforts will be made district-wide to ensure growth in reading progress measures in grades K, 1, and 2, as a part of our HB3 early childhood foundation goals.

Strategy's Expected Result/Impact: Eventual targets being met for "Meets" level in Grade 3 STAAR Reading

Staff Responsible for Monitoring: School Improvement Officer
Elementary RLA Instructional Officers
Elementary/PK8 Principals

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Overall STAAR/EOC performance for Grade 8 Social Studies, EOC English I, and EOC English II remained static or dropped slightly across all three performance levels.

The effect on the whole was notable in the at-risk, emergent bilingual, and special education populations in these subject areas. More focus on content integration strategies is needed.

Performance Objective 4 High Priority

For the 2025-2026 school year, District overall percentages on Grades 5 and 8 STAAR Science assessments will increase from 74% Approaches/39% Meets/12% Masters on the Spring 2025 STAAR assessment to 80% Approaches/45% Meets/17% Masters or higher on the Spring 2026 STAAR assessment. For the 2025-2026 school year, District overall percentages on the EOC Biology assessment will increase from 93% Approaches/63% Meets/15% Masters on the Spring 2025 STAAR assessment to 96% Approaches/66% Meets/19% Masters or higher on the Spring 2026 EOC assessment.

Evaluation Data Source: 2025-2026 Grades 5 and 8 STAAR Science Results, EOC Biology Results

Strategy 1

The Academic Services Department purchased the district-wide science instructional materials adoption for all levels in the 2024-2025 school year. This will be the second year of implementation. Instructional officers will continue to provide support with campus program implementation.

Strategy's Expected Result/Impact: Increase in STAAR Science assessment results in grade 5, 8, EOC Biology; increase in district/common assessment results in grades PK3-4th

Staff Responsible for Monitoring: School Improvement Officer
Elementary Science Instructional Officers
Campus Principals

Formative Reviews



Accomplished



Accomplished



Accomplished

November

February

May

June

Strategy 2

Science instructional officers will provide instructional and professional development support on a regular basis through the D-PLC process, campus PLCs, and in classrooms.

Strategy's Expected Result/Impact: Increase in science STAAR assessment results, district/common assessment results

Staff Responsible for Monitoring: School Improvement Officer

Funding Sources: 199 - General Basic, \$25,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 3

Resources will be purchased and support will be provided for SISD students and teachers to participate in district activities such as District Science Fairs (Elementary, Middle and High), ROBOCOM, and Destination Imagination. Provide additional support for qualifying students and coordinators participating at Regional, State and International Levels with rooms, travel, and per diem (events such as Science Fairs, Destination Imagination).

Strategy's Expected Result/Impact: Increase in STAAR Science assessment results and district assessment results

Staff Responsible for Monitoring: School Improvement Officer
Science Instructional Officers

Funding Sources: Materials needed for Science Fair and Robocom 199 - General Basic, \$25,000, Lodging, travel, per diem, and other expenses. 211 - Title I, Part A, \$60,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 4

SISD will allocate state compensatory education funding to campuses for supplemental tutoring

services to students during intersessions, summer, Saturdays, after school, and holidays.

Strategy's Expected Result/Impact: Increase in Science STAAR results / 9-week; grades, MOY, EOY results

Staff Responsible for Monitoring: Director, State and Federal Programs
School Improvement Officer
Campus Principals

Funding Sources: Provide for Intersession and Summer Science tutoring 199 - General Fund: SCE, \$500,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 5

SISD has received the National District Certificate for STEM Excellence. As part of our continued STEM excellence initiatives, a "STEM Store" will be established to provide access to supplemental STEM-related materials, supplies, and resources to further the support of our STEM programs.

Strategy's Expected Result/Impact: Improvement in STAAR/EOC Science performance
Increase in STEM-based industry certifications
Increase in student enrollment in STEM-based courses and programming

Staff Responsible for Monitoring: School Improvement Officer
Chief Academic Officer
Science Instructional Officers

Funding Sources: 289 - Title IV, Part A, \$50,000

Formative Reviews

No Progress

November

February

May

June

Performance Objective 5

For the 2025-2026 school year, District overall percentages on Grade 8 STAAR Social Studies assessments will increase from 64% Approaches/30% Meets/14% Masters on the Spring 2025 STAAR assessment to 70% Approaches/35% Meets/19% Masters or higher on the Spring 2026 STAAR assessment. For the 2025-2026 school year, District overall percentages on the EOC U.S. History assessment will increase from 97% Approaches/76% Meets/40% Masters on the Spring 2025 STAAR assessment to 99% Approaches/81% Meets/45% Masters or higher on the Spring 2026 EOC assessment.

Evaluation Data Source: 2025-2026 Grade 8 STAAR Social Studies Results, EOC U.S. History Results

Strategy 1

The Academic Services Department has purchased the continuation (gap fill) for our district-wide secondary social studies instructional materials adoption (Grades 6-12) and Studies Weekly (PK-5) as the base elementary social studies program. Instructional officers will provide support with campus program implementation at all grade levels.

Strategy's Expected Result/Impact: Increase in district assessment results in Grades K-5

Staff Responsible for Monitoring: School Improvement Officer
Elementary Social Studies Instructional Officers
Campus Principals

Problem Statements: Student Learning 3

Funding Sources: 199-Early Education Allotment, \$20,000, 410-Instructional Materials/Technology Allotment, \$1,570,892

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 2

The Academic Services Department will purchase district-wide social studies instructional programs for the secondary level in the 2025-2026 school year and instructional officers will provide support with campus program implementation, to include Gale in Context Social Studies Databases (Grades 9, 10, and 11) and Noodle Tools.

Strategy's Expected Result/Impact: Increase in STAAR assessment results in Grade 8 Social Studies and EOC US History; Increase in secondary district assessment results.

Staff Responsible for Monitoring: School Improvement Officer
Coordinator of Library Services
Secondary Social Studies Instructional Officers
Campus Principals

Funding Sources: 211 - Title I, Part A, \$20,000

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 3

Social studies instructional officers will provide instructional and professional development support on a regular basis through the D-PLC process, campus PLCs, and in classrooms.

Strategy's Expected Result/Impact: Increase in social studies STAAR assessment results, district/common assessment results

Staff Responsible for Monitoring: School Improvement Officer

Problem Statements: Student Learning 3

Funding Sources: 199 - General Basic, \$25,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 4

SISD will allocate state compensatory education funding to campuses for supplemental tutoring services to students during intersessions, summer, Saturdays, after school, and holidays.

Strategy's Expected Result/Impact: Increase in Social Studies STAAR results / 9-week; grades, MOY, EOY results

Staff Responsible for Monitoring: Director, State and Federal Programs
School Improvement Officer
Campus Principals

Funding Sources: 199 - General Fund: SCE, \$500,000

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Overall STAAR/EOC performance for Grade 8 Social Studies, EOC English I, and EOC English II remained static or dropped slightly across all three performance levels.

The effect on the whole was notable in the at-risk, emergent bilingual, and special education populations in these subject areas. More focus on content integration strategies is needed.

Performance Objective 6

For the 2025-2026 school year, the overall District percentage of students completing one or more dual credit courses will increase from 51.2% to 56.2%. For the 2025-2026 school year, the overall District percentage of students completing one or more advanced placement courses will increase from 34.1% to 40.0%.

Strategy 1


Continue to employ two Early College Advisors to enhance academic assistance strategies that are specific to students in our district's early college programs.

Strategy's Expected Result/Impact: Increase in early college enrollment, accumulation of college credit hours, acceptance to universities.


Staff Responsible for Monitoring: Assistant Superintendent, High Schools
Campus Principals

Funding Sources: Early College Advisor 289 - Title IV, Part A, \$190,950


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 2

Continue to add additional Dual Credit courses and pay for books and resources needed for courses in campuses/courses of priority for our district's seven early college high school membership and for students taking dual credit outside of the Early College program, to include specific summer district-led dual credit program offerings.

Strategy's Expected Result/Impact: Number of classes offered, purchase orders

Staff Responsible for Monitoring: Director, Career and Technical Education; Advanced Academics Coordinator, Assistant Director of State and Federal Programs

Funding Sources: Local 199 199 - General Basic, 6321, \$500,000, Local 199 199-CTE-PIC22, 6321, \$50,000, 211 - Title I, Part A, \$40,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 3

The number of students taking CTE dual credit or Articulated classes will increase by 10% in the 2024-2025 school year (CP Required Use of Funds 1.0 Academic/CTE Integration).

Strategy's Expected Result/Impact: Provide CTE students with a minimum of 15 Dual and/or Articulated Credits by the time they graduate from high school.

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Some Progress

November

February

May

June

Strategy 4

Continue to provide teachers with technology, equipment, and supplies in order to teach TEKS and Articulated/Dual Credit required curriculum, focusing on the district's seven early colleges.

Strategy's Expected Result/Impact: More students with certification and competency profiles, purchase orders

Staff Responsible for Monitoring: Director, Career and Technical Education; Advanced Academics Personnel

Funding Sources: Certification Vouchers 199-CTE-PIC22, 6299, \$150,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 5

Implement college preparatory curriculum such as Advancement Via Individual Achievement (AVID) at participating campuses district-wide and a differentiated curriculum for pre-advanced placement courses through NMSI LTF training for middle and high school math and English teachers in order to increase success in dual credit courses.

Strategy's Expected Result/Impact: Increased number of students enrolled in dual credit courses, campus planning, meeting agendas, lesson plans, curriculum guides

Staff Responsible for Monitoring: Chief Academic Officer; District Advanced Academics Personnel; Campus Administrators

Formative Reviews

Some Progress

November

February

May

June

Strategy 6

Continue to purchase advanced placement examinations for high school students to support their participation in the advanced placement program and provide expanded access to dual credit course enrollment opportunities at EPCC sites.

Strategy's Expected Result/Impact: Increase in the number of passing scores on advanced placement examinations.

Staff Responsible for Monitoring: Assistant Superintendent, Secondary Education Principals
Coordinator of Advanced Academics

Funding Sources: 199 - General Fund: High School CCMR, \$100,000, 211 - Title I, Part A, \$637,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 7

For the 2024-2025 school year, 100% of 10th grade students will have received training on and have started standardized test preparation (CP Required Use of Funds 2.0 Link to Post-Secondary CTE).

Strategy's Expected Result/Impact: More student will pass college readiness tests on the first try, becoming eligible for dual credit.

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Some Progress

November

February

May

June

Strategy 8

CTE will support academic interventions through Region 19 staff development strategies and CTE curriculum integration of core subject areas to improve student learning.

Strategy's Expected Result/Impact: Improved STAAR/EOC scores, improved passing rates on TSI assessment

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 7 High Priority

For the 2025-2026 school year, the STAAR passing percentages for At-Risk students will increase from/

to the following: Mathematics 3-8 (incl. Alg. I in Gr. 8): 71% Approaches/35% Meets/11% Masters on Spring 2025 STAAR assessment to 76% Approaches/40% Meets/15% Masters on Spring 2026 STAAR assessment. EOC Algebra I (HS testers): 67% Approaches/27% Meets/10% Masters on Spring 2025 STAAR assessment to 75% Approaches/32% Meets/15% Masters on Spring 2026 STAAR assessment. Reading 3-8: 72% Approaches/41% Meets/11% Masters on Spring 2025 STAAR assessment to 77% Approaches/46% Meets/16% Masters on Spring 2026 STAAR assessment. EOC English I: 53% Approaches/31% Meets/3% Masters on Spring 2025 STAAR assessment to 58% Approaches/36% Meets/8% Masters on Spring 2026 STAAR assessment. EOC English II: 60% Approaches/39% Meets/1% Masters on Spring 2025 STAAR assessment to 65% Approaches/45% Meets/6% Masters on Spring 2026 STAAR assessment. Science 5/8: 60% Approaches/21% Meets/4% Masters on Spring 2025 STAAR assessment to 65% Approaches/26% Meets/10% Masters on Spring 2026 STAAR assessment. EOC Biology: 89% Approaches/44% Meets/5% Masters on Spring 2025 STAAR assessment to 94% Approaches/50% Meets/10% Masters on Spring 2026 STAAR assessment. Social Studies 8: 47% Approaches/12% Meets/4% Masters on Spring 2025 STAAR assessment to 52% Approaches/17% Meets/10% Masters on Spring 2026 STAAR assessment. EOC U.S. History: 95% Approaches/61% Meets/24% Masters on Spring 2025 STAAR assessment to 98% Approaches/66% Meets/30% Masters on Spring 2026 STAAR assessment.

Evaluation Data Source: 2025-2026 STAAR Results, 2025-2026 RDA Results

Strategy 1

The Department of State and Federal Programs will continue to employ 3 Title I Specialists, one Title I Administrative Specialist, and two Title I Staff Accountants to coordinate the administration of special programs, compliance, and grants.

Strategy's Expected Result/Impact: Increased efficiency in the administration of the Title I-A grant at the district level and at all campuses; compliance with all regulations; increase in special population academic performance.

Staff Responsible for Monitoring: Director of State and Federal Programs

Funding Sources: 211 - Title I, Part A, \$575,862

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 2


Continue to employ a State Compensatory Education Specialist in the SISD Department of State and Federal Programs to work in collaboration with SCE funded personnel to ensure compliance with required services for at-risk students.

Strategy's Expected Result/Impact: Increased availability of mentoring and academic support for at risk students, Personnel Action Form, Signed job description, duty schedule


Staff Responsible for Monitoring: Director, State and Federal Programs; SCE Instructional Specialist

Funding Sources: SCE Specialist salary and travel 199 - General Fund: SCE, \$95,056


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 3


Provide an alternative high school for students at risk of not graduating due to exit level state assessments, and/or lack of credits. Options High School serves as the District's credit recovery alternative high school.

Strategy's Expected Result/Impact: Increased grades and increased test scores every 9 weeks, State assessment data for each student; plan of action for improvement in state assessment.


Staff Responsible for Monitoring: Chief Financial Officer; Director, State and Federal Programs; Options HS Administration

Funding Sources: 199 - General Fund: SCE, \$1,055,679


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 4


Provide an alternative school for students in grades 6-12 at risk due to persistent and/or severe disciplinary infractions. Keys Academy serves as the District's Disciplinary Alternative Educational Program (DAEP) setting.

Strategy's Expected Result/Impact: Increased grades and increased test scores every 9 weeks, State assessment data for each student; improvement in behavior and reduced recidivism rate.


Staff Responsible for Monitoring: Chief Financial Officer; Director, State and Federal Programs; Keys Academy Administration

Funding Sources: 199 - General Fund: SCE, \$1,957,233


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 5

Continue the use of State Compensatory Education Intervention (SCEI) Coaches to assist teachers in the delivery of curriculum and instruction, as well as to provide academic support

services to at risk students.

Strategy's Expected Result/Impact: Increased grades and increased test scores every 9 weeks, Signed job descriptions; duty schedules; student rosters documented on time and effort logs, weekly activity binders

Staff Responsible for Monitoring: Chief Academic Officer; School Improvement Officer; Director, State and Federal Programs; Assistant Director of State and Federal Programs; SCE Instructional Specialist

Funding Sources: Fund State Compensatory Education Intervention Coaches 199 - General Fund: SCE, \$5,840,857

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 6

Provide supplemental State Compensatory Education funded class-size reduction teaching positions to work with at-risk students (Grade 5 and one additional position in elementary) and in intervention courses (secondary).

Strategy's Expected Result/Impact: Increased grades and increased test scores every 9 weeks, Personnel Action Forms; signed job descriptions; duty schedules; student rosters; intervention reports.

Staff Responsible for Monitoring: Assistant Superintendents of Schools
Chief Academic Officer
School Improvement Officer
Director, State and Federal Programs
Campus Principals

Funding Sources: Fund Class Size Reduction Teachers 199 - General Fund: SCE, \$6,273,396

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 7


Provide targeted assistance, supplemental support, and intervention for at-risk students to increase student passing rates in all content areas by employing At-Risk Instructional Aides in PK-8 grade levels and library aides to work half-time with at-risk students in all schools.

Strategy's Expected Result/Impact: Increased state assessment scores for at risk students, personnel Action Forms, duty schedules, signed job descriptions, teacher schedules, student rosters, lesson plans, sign-in sheets.


Staff Responsible for Monitoring: Assistant Superintendents of Schools
Chief Academic Officer
School Improvement Officer
Director, State and Federal Programs
Assistant Director, State and Federal Programs
SCE Specialist
Campus Principals

Funding Sources: 199 - General Fund: SCE, \$816,650


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 8 Results Driven Accountability

Increase SISD homeless student achievement in core content areas through improved identification and immediate enrollment, timely distribution of school supplies and/or requested articles of clothing, dental and vision screenings, allowable emergency hygienic and grocery items, expeditious evaluation of students in need of intervention. A Title I-funded counselor is employed to assist homeless students and their families in these areas, with a concentration on the social/emotional aspects of these challenges.

Strategy's Expected Result/Impact: Increase in state assessment scores results by 5% in all core content areas, increased attendance, increase in course completion.

Staff Responsible for Monitoring: Director, State and Federal Programs; Homeless Liaison (Title I Specialist)

Funding Sources: 211 - Title I, Part A, \$108,097, 211 - Title I, Part A, \$10,000, 206 - TEHCY Grant, \$24,000

Formative Reviews

 Considerable Progress

November

February

May

June

Strategy 9 Results Driven Accountability

Provide academic interventions for students experiencing homelessness and those in foster care placements. These will include regular supplemental tutoring with specifically funded full-time instructional aides and part-time TIAs for these students identified most at-risk based on the assessment of several factors to include STAAR/EOC assessment results, course grades, retention rates, attendance rates, and teacher/staff referrals. District and school staff will be trained on McKinney-Vento procedures on enrollment of students and provision of services.

Strategy's Expected Result/Impact: Increase in state assessment results, promotion, graduation rates

Staff Responsible for Monitoring: Director, State and Federal Programs; Homeless Liaison (Title I Specialist)

Funding Sources: 211 - Title I, Part A, \$40,000, 206 - TEHCY Grant, \$65,000

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 10

Provide intervention services for students enrolled in Compensatory Education Home Instruction (CEHI) and Pregnancy related services program through supports provided by Homebound instructors.

Strategy's Expected Result/Impact: Student grades, grade level advancement, teacher schedules for services provided to students, student rosters, lesson plans.

Staff Responsible for Monitoring: Director, Special Education; Asst. Director of Special Education; Home-bound Teachers; PRS Teachers; Campus Administrators

Funding Sources: Employ teachers to provide services through PRS Program 199 - General Fund: SCE, \$179,075

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 11

Full-time dyslexia service providers will be hired to provide required instruction and services to students identified with dyslexia. They will be funded at the district level and assigned to work at specific campuses with specifically assigned students.

Strategy's Expected Result/Impact: Improvement in academic and assessment results for students who are identified with dyslexia.

Staff Responsible for Monitoring: Director of Special Education
Assistant Director of Special Education
Dyslexia Lead Specialists
Campus Administration

Funding Sources: 199-General: Dyslexia PIC 43, \$400,000, 199-General: Dyslexia PIC 37, \$800,000

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 12

Maintain and improve educational achievement for Schaeffer House students by providing a teacher to offer GED instruction and CTE instruction, plus updated technology. The teacher provides instruction and guidance to the Schaeffer House residence as they complete their classwork to take their GED Exam.

Strategy's Expected Result/Impact: Post TABE (Test for Adult Basic Education), number of students completing GED, promotion and retention reports, Teacher records, lesson plans, enrollment reports, Pre TABE (Test for Adult Basic Education), number of students completing GED

Staff Responsible for Monitoring: Director, State and Federal Programs; Director, Career and Technical Education

Funding Sources: 244 - CTE (Perkins V), \$33,000, 211 - Title I, Part A, \$33,000, 211-Title I, Part D, Subpart 2, \$18,856

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 13

Provide funds for supplemental instructional support, certified teachers for tutoring, and/or summer school services to eligible students attending participating Private-Nonprofit schools in the 2025-2026 school year, along with technical support to house data on a web-based system and mail annual Intent to Participate invitations to all area Private-Nonprofit schools through ESC Region 19.

Strategy's Expected Result/Impact: Improved student performance in regular classroom, improved assessment scores

Staff Responsible for Monitoring: Director, State and Federal Programs, Title I Specialist (PNP)

Funding Sources: Private Nonprofit supplemental instructional support 211 - Title I, Part A, \$39,988

Formative Reviews

Considerable Progress

November

February

May

June

Performance Objective 8 High Priority

For the 2025-2026 school year, the STAAR passing percentages for Emergent Bilingual Learners will increase from/to the following: Mathematics 3-8: (incl. Alg. I in Gr. 8): 73% Approaches/39% Meets/13% Masters on Spring 2025 STAAR assessment to 78% Approaches/44% Meets/18% Masters on Spring 2026 STAAR assessment. EOC Algebra I (HS testers): 70% Approaches/34% Meets/13% Masters on Spring 2025 STAAR assessment to 75% Approaches/39% Meets/18% Masters on Spring 2026 STAAR assessment. Reading 3-8: 71% Approaches/41% Meets/11% Masters on Spring 2025 STAAR assessment to 76% Approaches/46% Meets/16% Masters on Spring 2026 STAAR assessment. EOC English I: 47% Approaches/28% Meets/3% Masters on Spring 2025 STAAR assessment to 50% Approaches/35%

Meets/7% Masters on Spring 2026 STAAR assessment. EOC English II: 56% Approaches/34% Meets/1% Masters on Spring 2025 STAAR assessment to 60% Approaches/40% Meets/5% Masters on Spring 2026 STAAR assessment. Science 5/8: 60% Approaches/21% Meets/4% Masters on Spring 2025 STAAR assessment to 65% Approaches/26% Meets/9% Masters on Spring 2026 STAAR assessment. EOC Biology: 87% Approaches/41% Meets/5% Masters on Spring 2025 STAAR assessment to 90% Approaches/46% Meets/10% Masters on Spring 2026 STAAR assessment. Social Studies 8: 44% Approaches/11% Meets/3% Masters on Spring 2025 STAAR assessment to 49% Approaches/16% Meets/8% Masters on Spring 2026 STAAR assessment. EOC U.S. History: 94% Approaches/55% Meets/21% Masters on Spring 2025 STAAR assessment to 97% Approaches/60% Meets/26% Masters on Spring 2026 STAAR assessment.

Evaluation Data Source: 2025-2026 STAAR Results, 2025-2026 RDA Results

Strategy 1

Ensure that each campus LPAC administrator regularly holds LPAC meetings as needed to accurately identify, place and serve all ELL students effectively and in full compliance.

Strategy's Expected Result/Impact: Accurate data submission to PEIMS for snapshot, LPAC minutes, agendas, monitoring sheets.

Staff Responsible for Monitoring: Director, Bilingual/ESL Education; Campus LPAC administrators

Funding Sources: 199 - General Fund: Bilingual,

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 2 Results Driven Accountability


Provide an Instructional Aide at 50 assigned campuses that will assist with small group instruction, guidance and targeted assistance for all EB students in all core subject areas. Technology upgrades will be purchased where necessary to assist personnel with instructional and compliance requirements.


Strategy's Expected Result/Impact: Increase overall report card grades, assessments, and state assessment results


Staff Responsible for Monitoring: Director, Bilingual/ESL Education

Funding Sources: Pay for Instructional Aides 263 - Title III, Part A, \$879,777

Formative Reviews

 Accomplished

 Accomplished

 Accomplished

November

February

May

June

Strategy 3

Continue implementation of fall, spring and summer intersession ESL academies to Pre-K and K students in need of linguistic support.

Strategy's Expected Result/Impact: Increase in language proficiency for each student by domain

Staff Responsible for Monitoring: Director, Bilingual/ESL Education

Funding Sources: 199 - General Fund: Bilingual, \$120,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 4

We will use Ellevation as a platform to keep all proper documentation pertaining to LPAC.

Strategy's Expected Result/Impact: LPAC administration will ensure BOY, EOY, MOY and all other LPAC meetings are uploaded, documented and signed.

Staff Responsible for Monitoring: LPAC Admin and Bilingual LPAC Coordinator

Funding Sources: 199 - General Fund: Bilingual, \$121,000

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 5

Continue implementation of fall and summer intersession SESLA academies to 6th-12th ESL students in need of linguistic support

Strategy's Expected Result/Impact: Support students in language acquisition to help them improving in TELPAS and STAAR performance.

Staff Responsible for Monitoring: Bilingual Department/ Director

Funding Sources: Extra duty pay for teachers providing support. 263 - Title III, Part A, \$12,000

Formative Reviews

No Progress

November

February

May

June

Strategy 6

EELA Academy will be implemented in the fall, spring and summer intersession to support 3rd-5th newcomer emergent bilingual students in need of linguistic support.

Strategy's Expected Result/Impact: Support students in language acquisition to help them improve in state mandated assessments: TELPAS and STAAR.

Staff Responsible for Monitoring: Director/ Bilingual Department

Funding Sources: 263 - Title III, Part A, \$12,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 7

Provide newcomer students with accessible and accurate translation opportunities to be able to converse in their native languages, with teacher and classmates, while learning content and acquiring the L2 by using translator earbud devices.

Strategy's Expected Result/Impact: Support newcomer students learning a new language improve their comprehension skills, listening, reading and writing.

Staff Responsible for Monitoring: Bilingual Department

Funding Sources: 263 - Title III, Part A, \$10,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 8


Provide supplemental materials and online instructional support programs (Summit K-12, Really Great Reading, Lexia English) for all grade levels Bilingual/ ESL students during the school year that will support students in becoming proficient with the L2 and content.

Strategy's Expected Result/Impact: Increase TELPAS number of Exits and STAAR passing percent.


Staff Responsible for Monitoring: Bilingual Teachers
Bilingual Department
Principals

Funding Sources: 410-Instructional Materials/Technology Allotment, \$185,000


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 9


The Bilingual/ESL Department staffs five district-level facilitators to support all emergent bilingual instruction and professional development programs district-wide. They are assigned to specific areas of expertise with respect to subject area content and grade levels.

Strategy's Expected Result/Impact: Improvement in EB STAAR/TELPAS results; improvement in EB graduation rate


Staff Responsible for Monitoring: Director of Bilingual/ESL Education

Funding Sources: 199 - General Fund: Bilingual, \$500,000


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 10

Provide additional instructional resources such as technology for Bilingual/ESL students that will support them in developing English language acquisition.

Strategy's Expected Result/Impact: Increase student language acquisition and content comprehension.

Staff Responsible for Monitoring: Teachers
Bilingual Department

Funding Sources: 263 - Title III, Part A, \$30,000

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 9 High Priority

For the 2025-2026 school year, the STAAR passing percentages for students receiving special education services will increase from/to the following: Mathematics 3-8: (incl. Alg. I in Gr. 8): 56% Approaches/28% Meets/9% Masters on Spring 2025 STAAR assessment to 62% Approaches/34% Meets/15% Masters on Spring 2026 STAAR assessment. EOC Algebra I (HS testers): 53% Approaches/13% Meets/3% Masters on

Spring 2025 STAAR assessment to 65% Approaches/18% Meets/8% Masters on Spring 2026 STAAR assessment. Reading 3-8: 52% Approaches/28% Meets/8% Masters on Spring 2025 STAAR assessment to 57% Approaches/33% Meets/13% Masters on Spring 2026 STAAR assessment. EOC English I: 32% Approaches/15% Meets/2% Masters on Spring 2025 STAAR assessment to 42% Approaches/20% Meets/7% Masters on Spring 2026 STAAR assessment. EOC English II: 35% Approaches/15% Meets/1% Masters on Spring 2025 STAAR assessment to 45% Approaches/20% Meets/6% Masters on Spring 2026 STAAR assessment. Science 5/8: 43% Approaches/19% Meets/6% Masters on Spring 2025 STAAR assessment to 48% Approaches/24% Meets/11% Masters on Spring 2026 STAAR assessment. EOC Biology: 79% Approaches/29% Meets/3% Masters on Spring 2025 STAAR assessment to 84% Approaches/34% Meets/8% Masters on Spring 2026 STAAR assessment. Social Studies 8: 41% Approaches/21% Meets/9% Masters on Spring 2025 STAAR assessment to 46% Approaches/26% Meets/14% Masters on Spring 2026 STAAR assessment. EOC U.S. History: 88% Approaches/42% Meets/16% Masters on Spring 2025 STAAR assessment to 93% Approaches/47% Meets/21% Masters on Spring 2026 STAAR assessment.

Evaluation Data Source: 2025-2026 STAAR Results, 2025-2026 RDA Results

Strategy 1

Provide online connectivity (hot spot), equipment and instructional materials to aid homebound students.

Strategy's Expected Result/Impact: Usage reports, lesson plans, work orders, purchase orders, bid list, teacher logs.

Staff Responsible for Monitoring: Director, Special Education

Funding Sources: 199 - General Fund : Special Education, \$3,200

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 2

Develop contractual relationships with other entities to ensure that all Special Education students living within our boundaries are identified through appropriate evaluations and receive a free and appropriate public education through specially designed services and supports; ensure that all contracted services meet the needs of students identified to receive them.

Strategy's Expected Result/Impact: contracts and payment procedures

Staff Responsible for Monitoring: Director, Special Education

Funding Sources: Contracted Services for Special Education students 199 - General Fund : Special Education, \$70,000, 224 - IDEA A, SPED, \$500,000

Formative Reviews

Considerable Progress

Strategy 3

The Special Education Department will work to maximize reimbursements for School Health and Related Services (SHARS) that are provided throughout the 2025-2026 school year.

Strategy's Expected Result/Impact: Increase in services provided and increase in reimbursement to the district for services.

Staff Responsible for Monitoring: Director of Special Education

Funding Sources: 224 - IDEA A, SPED, \$185,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 4 Results Driven Accountability

Continue walkthroughs and debriefs of special education classrooms selected by areas of performance needs; address in campus department meetings and PLC meetings and provide additional support.

Strategy's Expected Result/Impact: SPED STAAR performance improvement

Staff Responsible for Monitoring: Director, Special Education
Assistant Directors of Special Education
Campus Principals

Formative Reviews

Some Progress

November

February

May

June

Strategy 5

Continue to provide professional development opportunities in the areas of SDI, PLAFFPs, and IEP goals and objectives.

Strategy's Expected Result/Impact: Improvement in SPED STAAR scores and implementation of individualized plans of instruction.

Staff Responsible for Monitoring: Director, Special Education
Assistant Directors of Special Education
SPED Strategists

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 6

Ensure that students receiving special education services have opportunities to explore and participate in coursework and other activities that assist them with the transition from high school (ex. vocational training, job opportunities, career exploration).

Strategy's Expected Result/Impact: Increase in SPED graduation rate.

Staff Responsible for Monitoring: Director of Special Education
Campus Principals
SPED Transition Coordinator

Formative Reviews

Some Progress

November

February

May

June

Strategy 7

Purchase supplies and equipment such as (but not limited to) changing tables, study carrels, items for visual aides, and specialized desks for students in wheelchairs to be utilized by therapists and specialists as part of the services offered in Special Education units in various parts of the district.

Strategy's Expected Result/Impact: Increase in Special Education student graduation rates.

Staff Responsible for Monitoring: Director of Special Education
Campus Principals
SpEd Transition Coordinator

Funding Sources: 199-Impact Aid, \$20,000, 224 - IDEA A, SPED, \$30,000

Formative Reviews

Moderate Progress

November

February

May

June

Performance Objective 10 High Priority

For the 2025-2026 school year, the STAAR/EOC passing percentages for students identified as Migrant will increase by 5% as an aggregate in all STAAR/EOC subject areas.

Strategy 1 Results Driven Accountability

Increase SISD Migrant student readiness (early childhood) and achievement in core content areas through timely distribution of school materials, supplies and/or requested articles of clothing; dental and vision screening and services; expeditious evaluation and monitoring of students in need of intervention, and the use of a part-time instructional aide for struggling and "Priority for Service" Migrant students.

Strategy's Expected Result/Impact: Improved report card grades and STAAR results, Sign in sheets, agendas, monitoring visits

Staff Responsible for Monitoring: Director, State and Federal Programs

Funding Sources: 211 - Title I, Part A, \$15,000, 212 - Title I, Part C Migrant, \$10,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 2 Results Driven Accountability

Provide supplemental materials and services for students (to include intersession, summer, Saturday, and after-school sessions), replace existing technology with more up-to-date technology where needed, and enrolling them in various supplemental programs (summer camps, excursions, etc.) that will focus on Science, Reading, and/or Math. Events paid for include items such as the Region 19 Graduation Summit.

Strategy's Expected Result/Impact: Improved report card grades and benchmark assessment results, increased participation in program activities, program agendas, lesson plans, monitoring visits, and sign in sheets.

Staff Responsible for Monitoring: Director, State and Federal Programs

Funding Sources: 212 - Title I, Part C Migrant, \$10,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 3 Results Driven Accountability


Continue to employ a NGS/Migrant recruiter to identify, recruit, and provide services to Migrant children and youth, including conducting annual residency verification and other identification and recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the identification and Recruitment of Migrant Students.

Strategy's Expected Result/Impact: Improved academic achievement of migrant students, Certificate of Eligibility forms Student rosters, student grades, STAAR results


Staff Responsible for Monitoring: Director , State and Federal Programs

Funding Sources: NGS/ Migrant Recruiter Salary 212 - Title I , Part C Migrant, \$42,000


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Performance Objective 11 High Priority HB3 Goal

For the 2025-2026 school year, the percentage of graduates who meet the criteria for College, Career and Military Readiness (CCMR) will increase from 68% to 75% (HB3 Goal). For the 2025-2026 school year, the percentage of students who receive an Approved Industry-Based Certification will increase from 26% to 35% (HB3 Goal). For the 2025-2026 school year, the percentage of students who achieve the TSI criteria on the Math TSIA will increase from 19% to 30% (HB3 Goal).

Evaluation Data Source: Texas State Accountability Reports

Strategy 1

Staff will ensure that by the end of the 2025-2026 school year, the numbers of seniors completing the Free Application for Federal Student Aid (FAFSA) will increase by 10% from the following in the 2024-2025 school year: AHS 64%, EHS 67%, EDHS 75%, MECHS 45%, MHS 57%, OHS 100%, PHHS 75%, SHS 65%).

Strategy's Expected Result/Impact: More students completing the FAFSA process and therefore, more students applying for 2 year, 4 year or technical/trade colleges and universities.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Funding Sources: Mail Out Reminders Postcards for Seniors Students 199 - General Basic, \$300

Formative Reviews

 Some Progress

November

February

May

June

Strategy 2

By the end of the 2025-2026 school year, the amount of post-secondary education funding (PSEF) received by graduating seniors (military, dual credit, scholarships, grants, fee waivers/ discounts) will increase from \$72.6M to \$78.0M in total awards and benefits.

Strategy's Expected Result/Impact: Greater number of graduates in post-secondary education, training, or service, increase in CCMR accountability percentage.

Staff Responsible for Monitoring: Director of Guidance and Counseling
High School Principals
High School Counselors

Formative Reviews

Some Progress

November

February

May

June

Strategy 3

In the 2025-2026 school year, high school campus staff will ensure increased opportunities for students to attain an industry recognized certification to meet established district HB3 goal (CP Required Use of Funds 4.0, 7.0 Expand Quality of CTE Programs, HB3 Goal).

Strategy's Expected Result/Impact: All students who receive a CTE Endorsement will have earned at least one Industry Recognized Certification.

Staff Responsible for Monitoring: Director, Career and Technical Education

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

November

February

May

June

Strategy 4

In the 2025-2026 school year, high school campus staff will ensure increased opportunities for students to enroll in requisite courses and graduate with a CTE endorsement (CP Required Use of Funds 8.0 Sufficient Size, Scope, and Quality).

Strategy's Expected Result/Impact: It is expected that as many students as possible achieve the endorsement that they have selected.

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Some Progress

November

February

May

June

Strategy 5

In the 2025-2026 school year, staff will ensure that all students receiving CTE instruction have the opportunity to participate in a shadowing and/or internship experience through their

program prior to graduation (CP Required Use of Funds 8.0 Sufficient Size, Scope, and Quality).

Strategy's Expected Result/Impact: Students will leave high school having explored different careers and will enter college with a better idea of a degree plan to register for.

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Some Progress

November

February

May

June

Strategy 6

All students who receive CTE instruction in a laboratory setting will receive appropriate safety training and will pass their safety examinations (CP Required Use of Funds 3.0 All Aspects of Industry).

Strategy's Expected Result/Impact: No student should be injured while working in a CTE lab.

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 7

All students enrolled in CTE courses will be provided instruction and will be certified in First Aid, and all students enrolled in CTE Trades and Industry programs will certify in OSHA-10 (CP Required Use of Funds 3.0 All Aspects of Industry).

Strategy's Expected Result/Impact: Students will be prepared to extend life of an individual who has become incapacitated.

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 8

In the 2025-2026 school year, staff will ensure opportunities are increased for students enrolled in CTE, emergent bilingual, and special education courses to participate in CTSOs (CP

Required Use of Funds 2.0 Link to Post-secondary CTE).

Strategy's Expected Result/Impact: There will be an equal representation of SPED and LEP students who participate in Career and Technical Student Organizations

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Some Progress

November

February

May

June

Strategy 9

In the 2025-2026 school year, staff will ensure that all students in grades 4-12 will have an opportunity to participate in a college and career fair (CP Required Use of Funds 1.0 Academic/CTE Integration).

Strategy's Expected Result/Impact: All students will enter high school with a definite idea of what career area they would like to prepare for. All students leaving high school will enter a career that they are prepared for or enter college knowing their desired degree plan

Staff Responsible for Monitoring: Director, Career and Technical Education

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 10

The district will continue its use of the Texas College Bridge (TCB) program to assist high school students with instructional practice and strategies to increase passing rates on the TSI college placement examinations.

Strategy's Expected Result/Impact: Increase in TSI passing rates, increase in overall district CCMR percentage.

Staff Responsible for Monitoring: Assistant Superintendent of Secondary Education
Advanced Academics Coordinators
High School Principals

Problem Statements: Student Learning 2

Funding Sources: 410-Instructional Materials/Technology Allotment, \$80,000

Formative Reviews

Considerable Progress

Performance Objective 11 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The percentage of high school students who obtained an industry-based certification decreased from 43% (Class of 2023) to 26% (Class of 2024).

The Class of 2024 was the ninth-grade class of 2020-2021, the year of online pandemic learning. Their ability to take courses and begin fulfillment of industry-based certification requirements was hampered by limited opportunities to take related courses in their freshman year. We look to be back on track with the most recent class and upcoming classes.

2

The percentage of high school students achieving the standard criteria on the math portion of the TSIA assessment dropped from 28% in 2021 to 24% in 2022 to 19% in 2023. It remained at 19% in 2024.

A greater percentage of high school students are participating in the TSIA assessment, and a greater amount of instructional attention must be given to the student groups who may not have tested in large numbers before in order for them to be more successful.

Goal 2

Strategic Priority 2: Staff Success and Satisfaction. Socorro ISD will recruit and value all staff to ensure satisfaction and retention by (2.1) recruiting high-quality talent, (2.2) ensuring capacity building of all staff at all levels, and (2.3) ensuring employee satisfaction.

Performance Objective 1

For the 2025-2026 school year, the District will continue to maintain highly effective teachers in all academic subjects, and will fill vacancies in all positions of need (paraprofessional, auxiliary, etc.).

Evaluation Data Source: Certification status reports

Strategy 1 Equity Plan

SISD will continue to recruit and retain highly effective faculty identified as being in "need areas" and assisting with Alternative Certification Program enrollment and placement where needed. Ongoing recruitment and specifically scheduled job fairs will take place, to include at colleges/universities both inside and outside El Paso County and hosted by our district, to include teacher, paraprofessional, and auxiliary employee job fairs.

Strategy's Expected Result/Impact: Highly Effective Teachers in Need Areas

Retention of 100% HQ Staff

Staff Responsible for Monitoring: Instructional Program Directors; Directors of Staffing, Human Resources

Problem Statements: Demographics 2

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

SISD will ensure that teachers will possess the correct certifications to teach in their assigned areas, to include continued efforts to provide assistance to special education teachers who must obtain their bilingual/ESL endorsement and teachers who wish to become certified for dual credit and career/technical education.

Strategy's Expected Result/Impact: Highly Effective Teachers in Need Areas, Successful Retention

Staff Responsible for Monitoring: Instructional Program Directors
Department of Human Resources

Problem Statements: Demographics 2

Formative Reviews

Some Progress

November

February

May

June

Strategy 3

In the 2025-2026 school year, SISD will continue its partnership with the UTEP College of Education in which 30 selected senior education majors will complete their final student teaching requirements through a paid residency program placement in selected SISD schools. The ultimate goal is for these residents to become employed full-time teachers in our district upon graduation and certification, continuing a pipeline to attract and fill teaching vacancies in SISD.

Strategy's Expected Result/Impact: Increase in teacher hiring pool with SISD-grown candidates

Staff Responsible for Monitoring: School Improvement Officer
Chief Academic Officer
Selected Campus Principals

Problem Statements: Demographics 2

Funding Sources: 255 - Title II, Part A, \$195,000

Formative Reviews

Considerable Progress

November

February

May

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

SISD has a significantly lower teacher turnover rate than the compared regional and state rates, and the current 11.1% rate is down from 12.1% in the previous year, but it remained above 10% for the second straight year.

Districts continue to grapple with teacher shortages as greater numbers of teachers leave the profession within the first five years and more are at or nearing retirement age. Districts increasingly compete for teachers in need areas through various types of incentives.

Performance Objective 2

During the 2025-2026 school year, the number of professional development opportunities offered to SISD employees encompassing all content areas and special populations will increase by 5% from the 2024-2025 school year.

Strategy 1

Continue to provide instructional officers, coordinators, facilitators, and specialists opportunities to attend local, state and national conferences that will provide them with the professional development and best current practices to be implemented to support district initiatives and campus instructional programs.

Strategy's Expected Result/Impact: Increases in course passing rates and STAAR assessment results.

Staff Responsible for Monitoring: School Improvement Officer
Directors

Funding Sources: 211 - Title I, Part A, \$5,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

Continue to provide appropriate staff the opportunity to attend local, state, and/or national trainings, conferences and sessions to include the Association for Compensatory Educators of Texas (ACET), Texas Association of School Business Officials (TASBO), homeless education, foster care education, migrant education, parent/family engagement, RTI/MTSS, and Instructional Materials Coordinators' Association of Texas (IMCAT).

Strategy's Expected Result/Impact: Approved trip requests, conference agendas, conference programs, certificates of completion, turn-around training's

All deadlines for applications and reports to TEA are met on a consistent and continuous manner which equals to the District receiving state and federal funds to improve the basic programs.

Staff Responsible for Monitoring: Director, State and Federal Programs
Director of Business Services

Funding Sources: 211 - Title I, Part A, \$10,000, 212 - Title I , Part C Migrant, \$4,000, 199 - General Basic, \$3,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 3

Continue to ensure that personnel to include instructional specialists, instructional coaches, teachers, administrators, support staff, SCE-I coaches, campus-based dyslexia providers, and counselors receive professional development and training in the following areas: TEKS Resource System (TRS), Sheltered Instruction Observation Protocol Training (SIOP), English Language Proficiency Standards (ELPS), LPAC, ARD, and Section 504 compliance and procedures, Gifted/Talented required training and refreshers, Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS), dyslexia instruction training, guidance and counseling compliance/initiatives/procedures, and other supports for differentiation and social/emotional considerations. This includes continued prescriptive professional development contracted with Solution Tree for further refinement of the Professional Learning Community (PLC) process.

Strategy's Expected Result/Impact: Sign-in sheets, agendas, campus and district calendars

Higher student attendance rate, increased student performance

Staff Responsible for Monitoring: Director, Special Education

- Director, Bilingual Education
- Director, State and Federal Programs
- School Improvement Officers
- Instructional Officers
- Campus Administration

Funding Sources: Includes District-wide Solution Tree PLC training 255 - Title II, Part A, \$146,000

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 4

Continue to provide a wide array of professional development opportunities to teachers, administrators, counselors, SCEI coaches, instructional officers and facilitators, SCE and Title I instructional specialists, instructional aides, parent liaisons, CIS Coordinators, and master social workers in order to enhance district-wide service delivery to students, faculty, and staff, and families.

Strategy's Expected Result/Impact: Master Professional Development calendar; Session agendas with topics, dates, hours, presenter(s); sign-in sheets

Continuous improved academic performance of at risk students.

Staff Responsible for Monitoring: Directors

- School Improvement Officers

Funding Sources: Professional development sessions 211 - Title I, Part A, \$20,000, Professional development sessions 199 - General Basic, \$7,500

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 5

The Bilingual/ESL Department will continue to offer professional staff development to all PK-12 campuses to assist with the improvement of English learner language development proficiency. Professional Staff Developments will include but will not be limited to TELPAS, Word Study, Scaffolding Techniques, and Writing to Learn, to include teachers and LPAC instructional aides as participants. These efforts will also include professional staff development (BDPLC) to support ELLA, ELDA and ESL Acceleration teachers once every 9 weeks to provide best strategies on Language Acquisition to Emergent Bilingual Students.

Strategy's Expected Result/Impact: Strive Surveys, Sign In sheets, Calendar of PD

Staff Responsible for Monitoring: Bilingual Department, Director of Bilingual/ ESL

Funding Sources: 263 - Title III, Part A, \$50,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 6

Provide professional staff development to all Dual Language teachers to improve language development and academic performance of all Dual Language students.

Strategy's Expected Result/Impact: DL Teachers will receive instructional strategies that are geared toward the Spanish and English curriculum to support student learning in all contents.

Staff Responsible for Monitoring: Dual Language Officer
Bilingual/ ESL Director
Dual Language Principals

Funding Sources: 289 - Title IV, Part A, \$9,400

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 7

Provide prescriptive professional staff development to teachers on a Bilingual/ ESL waiver to support them in being successful on their exams and in obtaining their required certifications.

Strategy's Expected Result/Impact: Teachers will walk away with strategies that will support them on being successful on the following exams #190, #164, #154.

Staff Responsible for Monitoring: Bilingual Department

Problem Statements: Demographics 2

Funding Sources: 263 - Title III, Part A, \$5,000

Formative Reviews

Considerable Progress

November

February

May

June

Strategy 8

Provide additional instructional resources and supplies for Bilingual/ESL teachers that will support them in going above and beyond the state required curriculum to support EB students in developing English language acquisition.

Strategy's Expected Result/Impact: Impact student language acquisition to become proficient.

Staff Responsible for Monitoring: Bilingual Department/ Director

Funding Sources: 263 - Title III, Part A,

Formative Reviews

Some Progress

November

February

May

June

Strategy 9

Continue to provide a wide array of professional development opportunities for Bilingual instructional facilitators in order to enhance district-wide service delivery to students, faculty, and staff, and families.

Strategy's Expected Result/Impact: Professional Development calendar; Session agendas with topics, dates, hours, presenter(s); sign-in sheets

Continuous improved academic performance of Bilingual students.

Staff Responsible for Monitoring: Director
Bilingual Facilitators

Funding Sources: Professional Development Sessions 263 - Title III, Part A, \$10,000

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>2</p> <p>SISD has a significantly lower teacher turnover rate than the compared regional and state rates, and the current 11.1% rate is down from 12.1% in the previous year, but it remained above 10% for the second straight year.</p>	<p>Districts continue to grapple with teacher shortages as greater numbers of teachers leave the profession within the first five years and more are at or nearing retirement age. Districts increasingly compete for teachers in need areas through various types of incentives.</p>

Performance Objective 3

For the 2025-2026 school year, all CTE teachers will continue have the opportunity to attend required staff development activities to support effective instruction (Carl Perkins Required Use of Funds).

Evaluation Data Source: CTE Database Reports/Agendas/Sign-in Sheets

Strategy 1

A minimum of 30% of High School CTE teachers will participate in externship activities within local business & Industry as well as Post-Secondary Education. (CP Required Use of Funds 5.0 Provide Professional Development)

Strategy's Expected Result/Impact: Teachers will update curriculum to add newly identified skills required in the workforce.

Staff Responsible for Monitoring: Director of Career and Technical Education

Funding Sources: Extra Duty Funds 199-CTE-PIC22, 6118, \$24,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 2

100% of CTE teachers will have an opportunity to attend program meetings with their colleagues to review facility, equipment, technology, software, and curriculum needs of their programs as well as plan for instruction and determine unified student outcomes. (CP Required Use of Funds 6.0 Evaluate Perkins Funded Programs)

Strategy's Expected Result/Impact: Teachers teaching in like areas will be teaching the same curriculum following the same scope and sequences using the same resources. Students will all have a uniform experience no matter where they are.

Staff Responsible for Monitoring: Director of Career and Technical Education

Funding Sources: Substitutes 199-CTE-PIC22, 6112, \$30,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 3

Continue to provide teachers resources to certify themselves and their students in at least one industry recognized credential. (CP Required Use of Funds 7.0 Expand Quality of CTE Programs)

Strategy's Expected Result/Impact: Teachers will do a better job of preparing their students to challenge certifications.

Staff Responsible for Monitoring: Director of Career and Technical Education

Problem Statements: Student Learning 1

Funding Sources: Certificate Vouchers 199-CTE-PIC22, 6299, \$20,000, Teacher Training 199-CTE-PIC22, 6411, \$100,000

Formative Reviews

Some Progress

November

February

May

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The percentage of high school students who obtained an industry-based certification decreased from 43% (Class of 2023) to 26% (Class of 2024).

The Class of 2024 was the ninth-grade class of 2020-2021, the year of online pandemic learning. Their ability to take courses and begin fulfillment of industry-based certification requirements was hampered by limited opportunities to take related courses in their freshman year. We look to be back on track with the most recent class and upcoming classes.

Goal 3

Strategic Priority 3: Community Collaboration and Engagement. Socorro ISD will serve and market to our community through communication, collaboration, and engagement with (3.1) parents and students, (3.2) the community at large, and (3.3) through marketing.

Performance Objective 1 High Priority

During the 2025-2026 school year, SISD will continue to provide a variety of collaborative educational involvement activities and events for parents and community members at the district level in several different areas; the district will increase parent and community attendance at offerings and events by 5% from the 2024-2025 school year.

Evaluation Data Source: Event agendas/sign-in sheets

Strategy 1


Our district's parent/family engagement liaisons will continue to support a broad range of campus-based and district-based activities to increase the rate of parental involvement in our schools and district. For the 2025-2026 school year, 35 parent/family engagement liaisons are employed at campuses in our district.

Strategy's Expected Result/Impact: Purchase orders, Parent rosters, Parent workshop schedules
Parent workshop agendas, sign-in sheets, Parent workshop products.


Staff Responsible for Monitoring: Director, State and Federal Programs
Title I Specialist

Funding Sources: 211 - Title I, Part A, \$1,221,881


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 2


41 Communities in Schools (CIS) workers are contracted at 36 SISD campuses for the 2025-2026 school year to promote parent and family engagement activities, provide academic assistance to selected groups of at-risk students, and assist students and their families with social services/referrals where needed.

Strategy's Expected Result/Impact: Increase in parental and family engagement at campuses; increase in student academic performance (grades, STAAR results, attendance)


Staff Responsible for Monitoring: Campus Principals
Director of State and Federal Programs
Communities in Schools, Inc. Management

Funding Sources: 211 - Title I, Part A, \$980,000, 199 - General Fund: SCE, \$455,000


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 3

SISD will continue to hold Superintendent's Parent Advisory Council (PAC) and Student Advisory Council (SAC) meetings throughout the 2025-2026 school year, with the intent of disseminating critical information to the community and obtaining feedback about district initiatives and operations.

Strategy's Expected Result/Impact: Increased communication with parents, students, and the community.

Staff Responsible for Monitoring: Department of Public Relations

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 4

The Special Education Department will continue to coordinate and host the Annual Spring Games in memory of James Butler and the Celebration Day Events.

Strategy's Expected Result/Impact: Meeting agendas, sign-in sheets, publications, purchase orders.

Attendance data, sign-in sheets, registrations

Staff Responsible for Monitoring: Director, Special Education; Asst. Director of Special Education; Spring Games Committee; Celebration Day Committee

Formative Reviews

No Progress

November

February

May

June

Strategy 5

The State and Federal Programs Department will host a yearly Father/Son Conference in September 2025 and a Mother/Daughter Conference in January 2026 in order to increase parent/family engagement at a district-wide level. The State and Federal Programs Department will continue to provide assistance to the Administrative Services Department with military-connected parent engagement events during the 2025-2026 school year.

Strategy's Expected Result/Impact: Sign-in sheets, agendas

Increase parental awareness on district programs and services as well as providing employment college and career readiness for students.

Staff Responsible for Monitoring: Director, State and Federal Programs
Assistant Director, State and Federal Programs
Title I Specialist-Parent and Family Engagement
Director of Administrative Services

Funding Sources: 211 - Title I, Part A, \$38,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 6

SISD will continue to have a robust district-wide School Volunteer Program. Volunteer orientations and trainings will be provided at the campus level with guidance from the district level. Volunteers will be recognized and honored during the year, and special recognitions will be awarded to volunteers who have provided large amounts of their time through their hours of service.

Strategy's Expected Result/Impact: Assistant Superintendent, Administrative Services; Volunteer Program Coordinator

Sign-in sheets, agendas, and scheduled programs

Staff Responsible for Monitoring: Assistant Superintendent, Administrative Services; Volunteer Program Coordinator

Funding Sources: Volunteer Program Activities 199 - General Basic, \$1,500

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 7

Parents will attend the Region 19 FACES conference with representation from as many campuses as possible in the 2025-2026 school year. They will be provided information and be able to attend workshops to obtain strategies to help their children, creating a stronger school to home partnership.

Strategy's Expected Result/Impact: Increase in parent/family engagement in the ELL population; increase in student academic performance (grades, STAAR results, attendance).

Staff Responsible for Monitoring: Directors
Title I Specialist-Parent and Family Engagement
Campus Principals

Funding Sources: 211 - Title I, Part A, \$2,000

Formative Reviews

No Progress

November

February

May

June

Strategy 8

State and Federal Programs personnel will continue to provide informational meetings to Migrant Education Program (MEP) parents through the Migrant Parent Advisory Council (PAC) approximately six times per year as required. Families will be provided information on how to access resources that are appropriate for timely, at-home, interventions for their children, to become more involved in communication between school and home, and to learn about and register for relevant sessions, conferences, and events. Light snacks at evening PAC meetings will be provided to ensure increased attendance. For presenters at MEP meetings, funding for contracted services will be procured if needed.

Strategy's Expected Result/Impact: Sign-in sheets, agendas, progress reports

At-Risk Management System reports, progress reports, report cards, recruiter's daily log

Staff Responsible for Monitoring: Director, State and Federal Programs
Title I Specialist
NGS Migrant Recruiter

Funding Sources: Migrant Education Program informational meetings for parents 212 - Title I , Part C Migrant, \$2,500

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 9

The Bilingual/ESL Department will continue to utilize the Latino Family Literacy Project to support and work with Bilingual/ESL parents and their children in building a regular reading routine and strong English-language skills; efforts to increase participation will be made by providing parent training, workshops, and/or presentations for parents/family members. Expenditures include supplies in support of the program.

Strategy's Expected Result/Impact: Sign-in sheets, agendas, training materials & resources, lesson plans

Increase of use of ELPS in core content areas and lesson plans

Staff Responsible for Monitoring: Director, Bilingual/ESL Education, Bilingual/ESL Instructional Specialists, Campus Staff

Funding Sources: Latino Family Literacy Project 263 - Title III, Part A, \$20,000

Formative Reviews

No Progress

November

February

May

June

Strategy 10

The Career/Technical Education Department will hold a minimum of two CTE sponsored meetings per program per year where students, parents, instructors and business and industry representatives discuss program outcomes and program improvement.

Strategy's Expected Result/Impact: Agendas, sign-in sheets

Plan for program improvement

Staff Responsible for Monitoring: Director, Career and Technical Education; Meeting Facilitator; Teachers

Funding Sources: Supplies 199-CTE-PIC22, 6399, \$5,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 11

SISD Advanced Academics personnel will continue to coordinate "Guiding Your Gifted" meetings to parents of students identified as Gifted and Talented and receiving services.

Strategy's Expected Result/Impact: Flyers, calendars, sign-in sheets

Increased number of parents attending demonstrated on sign-in sheets

Staff Responsible for Monitoring: Asst. Superintendent, Elementary Education; District GT Personnel; Campus GT Coordinators

Funding Sources: "Guiding Your Gifted" meetings for GT parents 199 - General Fund: Gifted and Talented, \$2,500

Formative Reviews

Some Progress

November

February

May

June

Strategy 12

The State and Federal Programs Department will coordinate services as mandated for participating Private/Nonprofit (PNP) schools to support equitable parental involvement activities for parents of SISD Title I eligible students.

Strategy's Expected Result/Impact: Agendas, purchase orders
Sign-in sheets

Improved academic achievement

Staff Responsible for Monitoring: Director, State and Federal Programs
Title I Specialist (PNP coordinator)

Funding Sources: Private Nonprofit parental involvement activities 211 - Title I, Part A, \$404

Formative Reviews

Considerable Progress

November

February

May

June

Performance Objective 2

For the 2025-2026 school year, the district and campuses will continue to increase communication with students, parents, staff, and community members by 5% in total notifications from the 2024-2025 school year.

Evaluation Data Source: Documented notification efforts (callouts, newsletters, text messages, e-mails)

Strategy 1

SISD will regularly communicate messages to students, parents, staff, and the community about school or district-wide events, initiatives, and important communications/updates. The district will utilize the SISD e-News community newsletter, district Facebook, X, and Instagram feeds, the district website, e-mail correspondence, text messages, and callouts to maintain regular communication, which will be conveyed in households' native languages to the extent possible.

Strategy's Expected Result/Impact: E-mail to all SISD stakeholders signed up to receive the e-newsletter.

Increased parent and community awareness on SISD projects.

Review feedback from community, requests to share information in newsletter

Staff Responsible for Monitoring: Chief Communications Officer, Public Relations

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 2

SISD will ensure that parents and community stakeholders are notified of required public hearings through advertisement in local publications (tax rate, budget adoption, federally funded programs, etc.), as well as notifying parents of the availability of annual School Report Cards (SRCs) and Federal Report Cards (FRCs) to parents/guardians in printed or electronic format; hard copies of SRCs and FRCs will be at campuses and district service center for reference upon request.

Strategy's Expected Result/Impact: Increased communication and participation in public meetings

Staff Responsible for Monitoring: Chief Communications Officer
Chief Financial Officer
Public Relations Staff
Director, State and Federal Programs

Funding Sources: Calendar and communication activities to provide information to parents 211 - Title I, Part A, \$5,000

Formative Reviews

No Progress

November

February

May

June

Performance Objective 3

For the 2025-2026 school year, the district will increase the offering of a variety of partnership activities and events with businesses, higher education institutions, and other outside agencies to support student education by 5% from the 2024-2025 school year.

Evaluation Data Source: Documentation of partnering activities

Strategy 1

SISD will continue to implement the Partners in Education Program to help promote district initiatives and strengthen ties with our community.

Strategy's Expected Result/Impact: Visibility in local establishments.
Increased parent and community awareness of SISD projects

Evaluation cards at the end of school year.

Staff Responsible for Monitoring: Chief Communications Officer, Public Relations

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 2

Various SISD staff members will continue to establish relationships on behalf of the district and our students with our community agencies, colleges, universities, and businesses by extending invitations to and opportunities to exhibit at major events throughout the year, to include the Spring Games in Memory of James P. Butler, Father/Son and Mother/Daughter Conferences, Military-Connected Families Conferences, and numerous academic competitions.

Strategy's Expected Result/Impact: Increase in community engagement, partners in education, student resources,

Staff Responsible for Monitoring: Directors

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 3

Non-core CTE teachers will participate in a Program Advisory Meeting that is comprised of current and former students and their parents as well as partners from industry and post-secondary education. (CP Required Use of Funds 6.0 Evaluate Perkins Funded Programs)

Strategy's Expected Result/Impact: Programs will be audited and suggestions provided to improve all programs.

Staff Responsible for Monitoring: Director of Career and Technical Education

Funding Sources: Supplies 199-CTE-PIC22, 6399, \$5,000

Formative Reviews

Some Progress

November

February

May

June

Strategy 4

Conduct Annual Senior Seminar where seniors present projects to parents, instructors, and business and industry partners.

Strategy's Expected Result/Impact: Agenda, sign-in sheets

Visibility of local establishments.
Increased parent and community awareness of SISD projects

Staff Responsible for Monitoring: Director, Career and Technical Education; CTE Facilitators; Campus Administrators; Teachers

Funding Sources: Purchase Supplies 199-CTE-PIC22, 6399, \$500, Purchase Coins and Certificates 199-CTE-PIC22, 6399, \$1,000, Extra Duty Pay 199-CTE-PIC22, \$4,000

Formative Reviews

No Progress

November

February

May

June

Strategy 5

Increase the number of College and Career Readiness Enrichment opportunities offered by teachers to a minimum of two per year per program (Guest Speakers, College Visits, Career Days/Fairs, Science Fairs and Industry visits)

Strategy's Expected Result/Impact: Number of activities conducted
Number of students participating

Staff Responsible for Monitoring: Director, Career and Technical Education; Campus Administrators; Teachers

Funding Sources: Buses 199-CTE-PIC22, 6494, \$10,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 6

The Educator's Professional Advisory Committee (EPAC), the district-level decision-making entity mandated by district policies BQA Legal and Local, will convene for six meetings in the 2025-2026 school year to address areas the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The committee is composed of stakeholders who provide input on a variety of these areas and discuss concerns that may arise and possible solutions.

Strategy's Expected Result/Impact: Agendas, sign-in sheets
Improved communication between the district-level and campus-level decision-making committees (EPAC and SIT, respectively)

Staff Responsible for Monitoring: Director, State and Federal Programs

Formative Reviews

Moderate Progress

November

February

May

June

Goal 4

Strategic Priority 4: Operational Transparency and Equality. Socorro ISD will implement transparent and efficient processes to ensure equitable distribution of district resources by (4.1) facility expansion, (4.2) ensuring equity of funds, and (4.3) ensuring long-range financial planning.

Performance Objective 1 High Priority

For the 2025-2026 school year, the average daily attendance rate for all students will increase by 1% from the 2024-2025 school year (94% to 95%), and overall student enrollment will increase by 1% from the 2024-2025 school year.

Evaluation Data Source: Student attendance reports, student enrollment reports,

Strategy 1

The "ALL IN for Student Attendance" and "ALL IN for Teacher Attendance" programs and incentives will continue in the 2025-2026 school year.

Strategy's Expected Result/Impact: Increase in attendance = Increase in academic performance, improvement in behavior, increase in district funding

Staff Responsible for Monitoring: Assistant Superintendent, Administrative Services
Director of Department of Attendance

Problem Statements: Demographics 1 - District Processes & Programs 1

Funding Sources: 199 - General Basic, \$266,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 2

The "ALL IN for Student Retention and Recruitment" campaign will continue in the 2025-2026 school year. The campaign will focus on customer service, marketing, grassroots outreach, the Walk for Success and Call for Success, and the promotion of our instructional and athletic programs. The annual Recruitment and Enrollment Expo will be held for a second consecutive year.

Strategy's Expected Result/Impact: Increased student enrollment = increase in district funding.

Staff Responsible for Monitoring: Departments of Public Relations, Administrative Services, PEIMS/ Attendance, District and School Leadership.

Problem Statements: Demographics 1 - District Processes & Programs 1 - Perceptions 1

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 3

The "ALL IN for Customer Service" campaign will continue in the 2025-2026 school year. The campaign will continue to focus on customer service at all levels (district, campus, community) and promote the principles of our initiative through trainings for a variety of stakeholders, the campus and district Customer Service Ambassador Program, and the district-wide Customer Service "Shout Out" program.

Strategy's Expected Result/Impact: Increased employee, student, and community satisfaction with SISD; increase in enrollment and retention.

Staff Responsible for Monitoring: Chief Academic Officer; School Improvement Officer

Problem Statements: Perceptions 1

Funding Sources: 199 - General Basic, \$170,000

Formative Reviews

Moderate Progress

November

February

May

June

Strategy 4

Provide students with every opportunity to graduate on time by contracting "Validate Me" (vendor) to evaluate transcripts for immigrant students coming to the District. Vendor will provide Graduation Credit Analysis (GCA) to place students into proper grade level and core content area courses, thereby increasing the probability of successful enrollment and placement.

Strategy's Expected Result/Impact: Increased number of students graduating with their cohort, transcript Analysis Form and Student

Staff Responsible for Monitoring: Chief Academic Officer; Coordinator, Guidance and Counseling; Director of Attendance; Academic Compliance Officer

Funding Sources: Validate Me Immigrant Transcript Service 211 - Title I, Part A, \$10,000

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 After decades of population growth and enrollment growth, SISD experienced a continued decline in enrollment in 2023-2024 and 2024-2025, which was a total decrease of approximately 1700 students across those two years. It is forecasted that 772 fewer students will be enrolled in 2025-2026.	The El Paso metropolitan area is not growing in population, and public schools, charter schools, and private schools all compete for an increasingly scarce number of students.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
1 The district has passed a balanced budget, but available funding for personnel and programs continues to be stressed amid efforts to keep the budget balanced and increase the amount of cash reserves and cash on hand.	Declining enrollment, state financial aid that is coming for the first time in six years, and the end of COVID-era relief programs are factors that have affected the district's financial stability. Steps to rectify are continuing to be taken on a daily basis as they have been.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 While much has been accomplished with respect to the substantial improvements in SISD's overall perception, the positive changes must continue to be carried forward to ensure that SISD attracts high numbers of students to enroll or return.	In the greater El Paso region, we are in a time where we have fewer students in the enrollment pool and where these students have more school choices than any generation before them has had. Perception plays a large role in the choices that students and their families will make.

Performance Objective 2

For the 2025-2026 school year, SISD will continue to refine and upgrade its plan of action to ensure that district stakeholders feel safe at school and school events, with an objective of increasing the number of surveyed students and other stakeholders that strongly agree that they feel safe in district facilities by 10% from the 2024-2025 school year.

Evaluation Data Source: Continued feedback from district stakeholders on surveys and other areas of feedback;

Strategy 1


SISD will continue to implement and make revisions to the district and campus Emergency Operations Plan (EOP) to evaluate emergency procedures for both instructional and non-instructional facilities, to include compliance with state-mandated safety audits. Training and guidance will be provided to all district/campus administrators and all district stakeholders on

updated district/campus Emergency Operations Plan compliance.


Strategy's Expected Result/Impact: The EOP will be current and the plan will be practiced in all district facilities, instructional and non-instructional.

Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services
Director of Emergency Operations


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June


Strategy 2

Continue to maintain consistent staffing levels to ensure the regular presence of one or more Police Services officers at each campus to increase safety for students, staff, and the community.


Strategy's Expected Result/Impact: Minimized incidents due to increased deterrents and officer visibility

Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services
Chief of Police Services
Lieutenant, Police Services
Directors of Staffing, Human Resources (Elementary/Secondary)


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Performance Objective 3 High Priority

Continue to address the social/emotional and mental health and wellness needs of students and staff during the 2025-2026 school year, to include continued emphasis on bullying prevention. Documented reports of bullying will be reduced by 5% district-wide from the 2024-2025 school year.

Evaluation Data Source: Hiring of personnel for student social/emotional and mental health needs
Student participation in wrap-around services
Effectiveness of social/emotional learning-based programs
K-12 Anonymous Alerts Reports/Reports to Administrative Services Office

Strategy 1

Continue the usage of the K-12 Anonymous Alerts System for students and parents/guardians for the purpose of reporting bullying and other sensitive issues in a safe and anonymous fashion.

Strategy's Expected Result/Impact: Usage reports of the K-12 Anonymous Alerts application by our students and their parents.

Staff Responsible for Monitoring: Director, State and Federal Programs
Assistant Director, State and Federal Programs
Director, Guidance and Counseling
Campus Principals

Funding Sources: K-12 Anonymous Alert-Anonymous reporting tool 211 - Title I, Part A, \$12,500

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 2

The ReThink Education program focused on social-emotional well-being for students will continue to be implemented in the 2025-2026 school year. These initiatives continue to build focus on SEL capacity and focus as we continue to emerge from the pandemic's effects.

Strategy's Expected Result/Impact: Increased social-emotional well-being for students and employees

Staff Responsible for Monitoring: Assistant Superintendent for Secondary Education
Director of Guidance and Counseling Services

Funding Sources: 289 - Title IV, Part A, \$227,000

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

May

June

Strategy 3


The "Capturing Kids Hearts" program will be utilized in the 2025-2026 school year to continue to build focus on SEL capacity and the social-emotional well-being of our students in schools that have the most defined needs for the program.

Strategy's Expected Result/Impact: Increased social-emotional well-being for students and employees


Staff Responsible for Monitoring: Assistant Superintendent for Secondary Education
Director of Guidance and Counseling Services

Funding Sources: 211 - Title I, Part A, \$93,000


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June

Strategy 4


The "Stronger Connections" grant aims to improve social-emotional wellness in our schools with the most defined needs by funding a second coordinator in guidance and counseling services, a grant coordinator, extra duty pay for supplemental SEL activities, and allowable programs and supplies to accomplish the grant's purpose.

Strategy's Expected Result/Impact: Increased social-emotional well-being for students and employees


Staff Responsible for Monitoring: Director of Guidance and Counseling Services
Guidance and Counseling Services Coordinator
Stronger Connections Grant Coordinator

Funding Sources: 289-Stronger Connections Grant, \$1,250,000


Formative Reviews

 Accomplished

November

 Accomplished

February

 Accomplished

May

June



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$711,630.97

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

SCE Specialist: provide training to at-risk coordinators, SCEI coaches, at-risk aides, library aides, and response to intervention (MTSS) training, as well as compliance with time and effort/at-risk coding. Teachers: Two teachers work full-time to provide instructional services to students who are on homebound placement due to at-risk codes and factors. State compensatory education is also utilized for a portion of our Communities in Schools (CIS) coordinators, who provide supplemental, campus-based assistance to students who are at risk of dropping out of school as a contracted service.

Personnel for District Improvement Plan

Name	Position	FTE
Aneth Segovia	SCE Specialist	1
Josie Keffer	Homebound Teacher	1
Linda Segapeli	Homebound Teacher	1



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

A variety of funding sources, to include Title I-A and others, are used to provide supplemental instructional programs to enhance the basic instructional program. These programs include IXL, Writable, StemScopes, Edgenuity, Read 180, Texas College Bridge, Schoology, Lexia, and Reading Plus as district initiatives that support our district-wide implementation of the TEKS Resource System (TRS) and staff development, PLCs, and teacher support efforts led by our School Improvement Officer and our 11 instructional officers that have the goal of academic success for all students. At the campus level, supplemental resources that are deemed reasonable and necessary based on campus needs are procured by campus principals, with the goal of ensuring that all campuses have their instructional program that is supplemental to the overall district plan and implemented programming.

1.2 Identifying students who may be at risk for academic failure;

Socorro ISD abides by the 15 at-risk criteria for dropping out of school that has been established by the state of Texas. A State Compensatory Education Specialist is staffed in the Department of State and Federal Programs, and one of the responsibilities of this staff member is to ensure that all campuses are properly identifying and coding at-risk students and providing the necessary services associated with the assigned code or codes. All campuses have an assistant principal who serves as the campus at-risk coordinator ensuring the beginning, middle, and end of year coding and exiting of students with respect to at-risk criteria. In 2023-2024, over 25,000 students in our district, around 55%, were identified as being at risk of dropping out of school. This percentage has remained constant in our district since the 2020-2021 school year. While some at-risk codes are more common than others, the identification of students who have failed one or more STAAR assessments, have been retained in grade, have repeatedly failed multiple courses, and students who do not meet the designated criteria on a readiness assessment are the most common indicators for academic failure, and those that normally comprise the bulk of students receiving additional instructional interventions and services.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Title I, Part A and state compensatory education allotments used for teacher extra duty pay enable our students who need extra help to be able to participate in extended learning opportunities throughout the school year. These opportunities are available at all campuses in the form of after school tutoring, Saturday school sessions, intersession periods, and summer school. Additionally, campuses have intervention coaches staffed who work with groups of students who have been coded at risk and have significant gaps; instructional aides who work both full and part-time funded through Title I-A, Title III-A, and state compensatory education work with identified at-risk students to close gaps and where specific, additional assistance with English language acquisition. At campuses where a CIS coordinator is contracted, specific at-risk students are coded as part of a caseload and are worked with accordingly.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

A significant additional component in our district's overall instructional program is our Response to Intervention/Multi-Tiered

Systems of Support (RTI/MTSS) model. The State Compensatory Education Specialist in the Department of State and Federal Programs is the lead for our RTI/MTSS initiative with support from the Director of State and Federal Programs and the School Improvement Officer. In the last three years, we have contracted with Solution Tree, a nationally recognized organization with expertise in the PLC/RTI process, to provide staff development in several sessions to all principals, assistant principals, campus intervention coaches, selected lead teachers, and district personnel to grow these best practices. Our SCE specialist now leads an "RTI/MTSS guiding coalition" across several district-level departments to address areas where interventions are needed for students; these can be academic, behavioral, or social-emotional in nature. Additionally, our guidance and counseling department coordinates the Project Vida, ReThink Education, and Capturing Kids Hearts programs for social-emotional and school culture growth, and the Department of State and Federal Programs administers the Communities in Schools (CIS) program for at-risk needs to include agency referrals for families and the K-12 Anonymous Alerts online reporting system, which is a tool used to combat disciplinary infractions, bullying, and threats made against schools. Together, these programs and initiatives serve the purpose of addressing academic, behavioral, and social-emotional needs that need to be removed as possible barriers to the academic success of our students.

Descriptor 2: Teacher Quality

In Socorro ISD, our Department of Human Resources consistently ensures that state certification rules and laws are strictly followed so that teachers are not assigned to a grade or subject for which they are not certified to teach. Additionally, all teachers on probationary contracts are consistently appraised for the first three years of their employment, and those who are on term contracts are consistently appraised with the same rotational system. Exemptions from appraisals are not allowed, and preferred statuses such as a career ladder, etc., are not part of our district's teacher evaluation system or pay scale. These parameters are designed to ensure that marginal or ineffective teachers can be addressed at any time in any school. Additionally, Socorro ISD hires and places teachers in assignments based on certifications held and the needs of each campus. With an equitable approach, the potential for more inexperienced teachers to be assigned to the schools with the highest percentages of students with economic disadvantages is minimized. In the 2023-2024 school year, Socorro ISD had 28% of its teachers with 0 to 5 years of experience. In the 12 schools that comprised SISD's quartile of highest economic disadvantage, 27.9% of teachers had 0 to 5 years of experience, and in the 12 schools comprising the quartile of lowest economic disadvantage, 27.5% of teachers had 0 to 5 years of experience. These percentages are nearly equal, which shows that discrepancies that could marginalize lower-income students are not present in Socorro ISD. Lastly, the state of Texas reported 36.1% of all teachers having 0 to 5 years of experience in 2023-2024, and Socorro ISD's 28% is significantly lower, pointing to the district's efforts in the area of teacher retention.

Descriptor 3: School Improvement and Support Activities

This description is not applicable at this time because Socorro ISD is not under any school support and improvement requirements.

Descriptor 4: Measure of Poverty

Socorro ISD is 72% economically disadvantaged, and all schools have greater than a 40% economically disadvantaged population. For our district's 33 community eligibility provision (CEP) campuses, economic disadvantage is identified through family participation in the SNAP, TANF, and Medicaid programs, for which data is obtained through direct certification. For those students whose families do not participate in at least one of those programs, the current USDA free and reduced lunch guidelines are used. For our district's 18 non-CEP campuses, the traditional lunch application is completed and processed to make those determinations. The data is represented in the SC5000 schedule in the ESSA consolidated application, and the Title I-A per-pupil allotment is based on the total number of economically disadvantaged students identified. Our district also works with our participating PNP schools to identify students living in our boundaries who are economically disadvantaged and attending said schools. Counts are secured and included in schedule PS3099 with the predetermined multiplier to determine funding for services at each participating PNP school.

Descriptor 5: Nature of Programs

Socorro ISD has schoolwide status at all campuses. The nature of the programs funded through Title I, Part A aim to improve basic programs by leveraging funding to access supplemental instructional programs, instructional staff support, instructional resources, opportunities for extended learning (after school, Saturdays, intersession periods, summer), parent/family engagement salaries and program support, homeless and foster care support, and district-level support/program coordination. Socorro ISD has a state delinquent facility in its boundaries, and the youths who reside there are served by our district on a daily basis through Title I, Part A, Title I, Part D, and career and technical education programs.

Descriptor 6: Services to Homeless Children and Youth

A Title I Specialist is funded at the district level and is the Socorro ISD homeless liaison. The homeless program and the foster care program are coordinated by this Title I-A funded specialist in the Department of State and Federal Programs. Within the same department is a dedicated district-wide counselor for our homeless population, two full-time instructional aides, and two part-time instructional aides who support our homeless population. A further feature is that we have a "satellite" homeless program site at Escontrias Elementary School to house our district-wide items for student needs such as instructional supplies, uniforms, etc. Our instructional aides work with our homeless students who are having the most difficult time academically through data obtained in enrollment conferences, monitoring of grades, and monitoring of attendance. Our district-wide counselor follows through on social-emotional assistance, referrals to outside agencies, and transcript/credit/loss of credit evaluation for students. Our Title I specialist works with enrollment conferences, intake, coding, transportation arrangements, and major interventions; our counselor is also frequently present in enrollment conferences and in meetings with students and their families. Compensation for the staff members who work with our homeless population is close to \$300,000 per year out of Title I, Part A. Yearly, an additional \$5,000 has been allocated for student needs such as instructional supplies, backpacks, uniforms, etc.. This supplemental amount is determined by looking at average expenses for these additional needs over the years. With our homeless population in our district's boundaries having significantly increased recently, we will be moving that supplemental allocation up to \$10,000 to meet these needs going forward.

Descriptor 7: Parent and Family Engagement Strategy

In Socorro ISD, all campuses have a parent and family engagement liaison or a Communities in Schools (CIS) program coordinator, and a significant number of campuses have both. All high schools have a parent and family engagement liaison and five of the six have two CIS coordinators. In all, the 35 parent liaisons and 42 CIS coordinators, of which the majority are funded through Title I, Part A, promote parent and family engagement through a variety of activities and programs at the campus level. One Title I Specialist is staffed at the district level in the Department of State and Federal Programs to coordinate district-wide compliance with Title I-A parent and family engagement requirements at the district and campus levels, to include our fall Father-Son Conference and Spring Mother-Daughter Conference for grades 6-12 and their parents/parent figures. Our district has its PFE policy, as do all campuses; these are developed mid-year with consistent parent input.

Descriptor 8: Early Childhood Education Programs and Transition Plans

As all Socorro ISD campuses have Title I, Part A schoolwide status, the Title I-A program supports our robust early childhood program in a district-wide fashion. Nearly 650 students are enrolled in our 3-year-old early childhood program across 16 "hub" elementary schools in our district. For pre-kindergarten (4 years old), all 30 of our campuses with elementary grades have standalone all day Pre-K programs with over 2,000 students enrolled districtwide. Full implementation of Pre-K programs district-wide allows for a seamless transition within each respective campus to kindergarten and further on, for students, their parents, and the faculty who teach at these grade levels. Title I-A is the fund source for several supplemental

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

This description is not applicable to Socorro ISD because no campuses in our district are operating a Title I, Part A Targeted Assistance program.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

The content provided in Descriptions 12.1 and 12.2 illustrate our district's partnerships with local employers and technical colleges. Furthermore, our seven early colleges are all partnered with El Paso Community College, which is the degree-granting institution that awards our early college graduates their associate's degrees. The University of Texas at El Paso is a strong four-year degree partner as the next step after early college/dual credit completion, and their partnerships with our district such as their teacher education program have yielded several graduates from our high schools. Our career and technical education program has strong ties with El Paso Texas State Technical College, Western Technical Institute, and other trade-focused learning institutions in our greater metropolitan area.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Socorro ISD's six high schools all have an early college, and a seventh high school, Mission Early College HS, is a standalone early college campus. Each year, nearly 3,200 high school students are enrolled in our district's early college programs and over 400 associate's degrees are granted each year at graduation, or 11% of the most recent graduating class. Overall dual credit enrollment to include both early college and non-early college participants is at 30% of the most recent graduating class. Both of these percentages are 8.5% and 6.5% above the state averages, respectively. Additionally, each of our six high schools hosts one advanced magnet program (health professions, STEM, law, architecture, computer science, and business) and the international baccalaureate program is housed at one high school. In the elementary and middle grades, careers are explored and advising takes place to determine matches for program applications.

Descriptor 11: Discipline Disproportionality

In Socorro ISD, a number of efforts are being made to reduce disciplinary infractions, particularly those that would result in suspension or DAEP placement. Departments that are at the forefront of these efforts in our district include Administrative Services, Guidance and Counseling, and Special Education. The "ReThink Education" social-emotional learning program is implemented district-wide by our Guidance and Counseling department, and that department also coordinates the more prescriptive "Capturing Kids Hearts" program in eight of our selected schools that have been identified as having higher rates of disciplinary incidents and/or a need to build a stronger school culture. The Special Education Department continues to focus on positive behavior supports and department administrators monitor the number of students receiving special education services who are placed in in-school suspension or out of school suspension. Our 2023-2024 results-driven accountability (RDA) data shows a lower OSS/Expulsion rate for SISD when compared to state totals (5.9% to 5.6% for less than 10 days, and 0.3% to 0% for more than 10 days), a lower ISS rate for less than 10 days (10.0% to 9.2%), and a minimally higher ISS rate for more than 10 days (0.7% to 1.0%). Our Department of Administrative Services has created a program that

is implemented in our secondary schools for students who are first offenders for a non-violent offense such as vaping; this program allows students to remain at their home campus with some restrictions and prescriptive, specified requirements to complete the program in lieu of placement in our district's alternative education program campus. DAEP placement can be avoided if the program requirements are met and a re-offense does not occur. The end of year enrollment at Keys Academy, our district's DAEP, was 112 at the end of the 2022-2023 school year and 77 at the end of 2023-2024, with a continued reduction effort in 2024-2025.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

In Socorro ISD, over 17,000 students in grades 6-12 are enrolled in at least one career and technical education course, with many in programs with a coherent sequence as 45 distinct pathways of study are offered with dual credit opportunities available through El Paso Community College and Texas State Technical College. Industry-based certifications are a proud hallmark in our students' academic achievement, as 49 different certifications are offered, with over 1,800 seniors in the Class of 2024 earning one or more industry-based certifications. The Class of 2024 had over 3,400 total industry-based certifications. These courses and the accompanying certifications are a staple of our master schedule construction throughout our district's high schools.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

A significant component of the high rate of career and technical education participation and industry-based certification acquisition in Socorro ISD can be attributed to the internship opportunities that our students are able to participate in during their time in high school. Internships are gained each year in areas including health professions, automotive and diesel mechanics, veterinary technology, computer maintenance, electrical technology, and criminal justice. In the summer of 2024, 290 high school students in Socorro ISD were awarded and completed a paid internship in various fields. Dual credit can be attained through completion of such programs that can be applied at El Paso Community College and Texas State Technical College.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Socorro ISD has an Advanced Academics Division that has several coordinators. One coordinator is the district coordinator for the Gifted and Talented Program, and this coordinator works with campus administrators and campus-based Gifted and Talented coordinators on identification strategies. Socorro ISD is 93% Hispanic, 72% economically disadvantaged, 55% at-risk, and 29% emergent bilingual, so additional strategies and training are implemented district-wide to ensure that the underrepresentation of students who are Gifted and Talented does not occur. All required certifications and updates are completed by all teachers when it is their time to do so, and central office support is provided to teachers who are actively serving students who are Gifted and Talented. Additionally, a number of district-wide parent meetings are coordinated each year that focus on program information and updates for parents and guardians of our students who are Gifted and Talented so that they are able to be actively involved in this aspect of their children's education.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Socorro ISD has a district-wide library services coordinator who oversees and provides staff development to our district's librarians and library aides. Librarians are considered "library media specialists" in our district who are required to teach specific reading lessons and to foster continued technology implementation and proficiency across their campuses. These duties are in addition to book reviews, book ordering, assisting students with research, and inventory/asset control. Hardcover literary resources are present, but the change to a greater selection of perpetual e-book resources and students' exposure to them continues.

Title I Personnel

Name	Position	Program	FTE
Claudia Perales	Title I Specialist	Title I	1
Dalila Flores	Temp. Inst. Aide-Migrant Program	Title I	NaN
Diana Lauturner	Staff Accountant	Title I	1
Elizabeth Barragan	Temp. Inst. Aide-Homeless Program	Title I	NaN
Elizabeth Bustamante	Title I Specialist	Title I	1
Jashdai Zuniga	Temp. Inst. Aide-Homeless/Foster Care	Title I	NaN
Jessica Diaz de Leon	Instructional Aide (FT)-Homeless Program	Title I	1
Jessica Rodriguez	Administrative Specialist I	Title I	1
Jina Eksaengsri	School Improvement Officer	Title I	1
Jose Flores	Staff Accountant	Title I	1
Laudelia Marie Sanchez	District Counselor-Homeless/Foster Care	Title I	1
Leslie Jimenez	Instructional Aide (FT)-Homeless Program	Title I	1
Oscar Leza	Title I Specialist	Title I	1



Committees

Committees

Educator's Professional Advisory Committee

Members

First Name	Last Name	Position	Committee Role
James	Montanez	Parent-Mission Early College	Parent
Susan	Floyd	Parent-El Dorado HS Feeder Pattern	Parent
Martha	Rodriguez	Librarian, Mission Ridge ES	Library Services Representative
Dr. Tuntanetia	Sallis	Assistant Principal, Options HS	Administrator Representative
Jaime	Mena	Teacher, Desert Wind School	Classroom Teacher
Veronica	Ruiz	Teacher, Eastlake MS	Classroom Teacher
Leslie	Rempfer	Parent-Pebble Hills HS Feeder Pattern	Parent
Alice	Galvan	Community Rep-Resident	Community Representative
Lluvia	Acuna	Community Rep-El Paso Health	Community Representative
Blanca	Topete	Business Rep (Grand Canyon Univ.)	Business Representative
Chris	Ovalle	Business Rep (Barnes & Noble)	Business Representative
Monica	Garcia	Teacher, Col. Ben Narbut ES	Classroom Teacher
Elizabeth	Bustamante	Title I Specialist, State and Federal Programs	District-level Professional
Guadalupe	Contreras	Counselor, O' Shea Keleher ES	Guidance & Counseling Representative
Lorena	Martinez	Assistant Principal, Purple Heart ES	Administrator Representative
Daniela	Gonzalez	Assistant Principal, Slider MS	Administrator Representative
Luz	Arellano	Assistant Principal, Mission Ridge ES	Administrator Representative
Mary	Kalnas	SCEI Coach, Cactus Trails ES	Non-classroom Professional
Brenda	Esparza	Teacher, SGT. Jose F. Carrasco ES	Classroom Teacher
Flora	Burciaga	Teacher, Purple Heart ES	Classroom Teacher

Patricia	Alvarez	Teacher, Mission Ridge ES	Classroom Teacher
Jonathan	Martinez	Teacher, James P. Butler ES	Classroom Teacher
Brenda	Carnero	SCEI Coach-Chester Jordan ES	Non-classroom Professional
Mirinda	Ruiz	Teacher, SGT. Roberto Ituarte ES	Classroom Teacher
Angelica	Moreno	Teacher, Dr. Sue Shook ES	Classroom Teacher
Erika	Gamez	Teacher, John Drugan School	Classroom Teacher
Sophia	Ornelas	Teacher, Paso Del Norte Fine Arts Academy	Classroom Teacher
Kimberly	Padilla	Teacher, Bill Sybert School	Classroom Teacher
Esther	Bellah	Teacher, Loma Verde ES	Classroom Teacher
Georgina	Garza	Teacher, Lujan Chavez ES	Classroom Teacher
Darlene	Sanchez Renteria	Teacher-Ernesto Serna School	Classroom Teacher
Porfirio	Diaz	Teacher, Jane Hambric School	Classroom Teacher
Jessica	Pizarro	Teacher, Elfida Chavez ES	Classroom Teacher
Gabriela	Soto	Teacher, Helen Ball ES	Classroom Teacher
Anallia	Miramontes	Teacher, Sierra Vista ES	Classroom Teacher
John	Kaudaissy	Counselor, Benito Martinez ES	Non-classroom Professional
Mayte	Marquez	Teacher, Escontrias STEAM Academy	Classroom Teacher
Paulina	Torres	Teacher, Myrtle Cooper ES	Classroom Teacher
Jazmin	Montanez	Teacher, Hueco ES	Classroom Teacher
Gloria	Navarro	Teacher, Vista Del Sol ES	Classroom Teacher
Briana	Garcia	Teacher, Horizon Heights ES	Classroom Teacher
Diane	Acuna	Teacher, Campestre ES	Classroom Teacher
Nicole	Rede	Teacher, O'Shea Keleher ES	Classroom Teacher
Jessica	Diaz	Teacher, Hilley ES	Classroom Teacher
Joanne	Rubio	Teacher, Rojas ES	Classroom Teacher
Irma	Garcia	SCEI Coach, Antwine MS	Non-classroom Professional
Yvonne	Gallegos	Teacher, Puentes MS	Classroom Teacher
Jaclyn	Anaya	Teacher, Hernando MS	Classroom Teacher
Jonathan	Brown	Teacher, Sun Ridge MS	Classroom Teacher

Yvonne	Salazar	Teacher, Ensor MS	Classroom Teacher
Laura	Aguirre	Teacher, Montwood MS	Classroom Teacher
Aaron	Cruz	Teacher, Clarke MS	Classroom Teacher
Jacqueline	Watters	Teacher, Slider MS	Classroom Teacher
Kasi	Clark	Teacher, Sanchez MS	Classroom Teacher
Angelica	Velasquez	Teacher, Socorro MS	Classroom Teacher
Daisy	Chavez	Teacher, Pebble Hills HS	Classroom Teacher
Samuel	Rodriguez	Teacher, Options HS	Classroom Teacher
Stacy	Hernandez	Teacher, Eastlake HS	Classroom Teacher
Adrian	Hernandez	Teacher, Mission Early College HS	Classroom Teacher
Jesus	Tapia	Teacher, El Dorado HS	Classroom Teacher
Jorge	Silva	Teacher-KEYS Academy	Classroom Teacher
Manuel	Chavez	Teacher, Montwood HS	Classroom Teacher
Esteban	Najera	Teacher, Socorro HS	Classroom Teacher



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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



Funding Summary

Funding Summary

199 - General Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Materials needed for PD	--	\$2,000.00
1	1	4		--	\$314,000.00
1	1	11		--	\$657,000.00
1	2	2		--	\$50,000.00
1	2	3	Materials Needed for Competition	--	\$1,000.00
1	3	2		--	\$50,000.00
1	3	4		--	\$2,000.00
1	4	2		--	\$25,000.00
1	4	3	Materials needed for Science Fair and Robocom	--	\$25,000.00
1	5	3		--	\$25,000.00
1	6	2	Local 199	6321	\$500,000.00
1	11	1	Mail Out Reminders Postcards for Seniors Students	--	\$300.00
2	2	2		--	\$3,000.00
2	2	4	Professional development sessions	--	\$7,500.00
3	1	6	Volunteer Program Activities	--	\$1,500.00
4	1	1		--	\$266,000.00
4	1	3		--	\$170,000.00
				Sub-Total	\$2,099,300.00

199 - General Fund: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12		--	\$333,000.00
1	2	4	Tutoring (intersession, Summer, etc.)	--	\$500,000.00
1	3	5		--	\$500,000.00
1	4	4	Provide for Intersession and Summer Science tutoring	--	\$500,000.00
1	5	4		--	\$500,000.00
1	7	2	SCE Specialist salary and travel	--	\$95,056.00
1	7	3		--	\$1,055,679.00
1	7	4		--	\$1,957,233.00
1	7	5	Fund State Compensatory Education Intervention Coaches	--	\$5,840,857.00
1	7	6	Fund Class Size Reduction Teachers	--	\$6,273,396.00
1	7	7		--	\$816,650.00
1	7	10	Employ teachers to provide services through PRS Program	--	\$179,075.00
3	1	2		--	\$455,000.00
				Sub-Total	\$19,005,946.00

199 - General Fund: High School CCMR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	6		--	\$100,000.00
				Sub-Total	\$100,000.00

199 - General Fund : Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1		--	\$3,200.00
1	9	2	Contracted Services for Special Education students	--	\$70,000.00
				Sub-Total	\$73,200.00

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$150,151.00
1	1	5	Costs for Eduphoria School Objects	--	\$354,000.00
1	1	6	Plan4Learning/Title I Crate Subscription	--	\$75,000.00
1	1	11		--	\$2,197,159.00
1	2	5	Khan Academy Curriculum Resources	--	\$43,000.00
1	3	4		--	\$17,000.00
1	4	3	Lodging, travel, per diem, and other expenses.	--	\$60,000.00
1	5	2		--	\$20,000.00
1	6	2		--	\$40,000.00
1	6	6		--	\$637,000.00
1	7	1		--	\$575,862.00
1	7	8		--	\$108,097.00
1	7	8		--	\$10,000.00
1	7	9		--	\$40,000.00
1	7	12		--	\$33,000.00
1	7	13	Private Nonprofit supplemental instructional support	--	\$39,988.00
1	10	1		--	\$15,000.00
2	2	1		--	\$5,000.00
2	2	2		--	\$10,000.00
2	2	4	Professional development sessions	--	\$20,000.00
3	1	1		--	\$1,221,881.00
3	1	2		--	\$980,000.00
3	1	5		--	\$38,000.00
3	1	7		--	\$2,000.00
3	1	12	Private Nonprofit parental involvement activities	--	\$404.00
3	2	2	Calendar and communication activities to provide information to parents	--	\$5,000.00

4	1	4	Validate Me Immigrant Transcript Service	--	\$10,000.00
4	3	1	K-12 Anonymous Alert-Anonymous reporting tool	--	\$12,500.00
4	3	3		--	\$93,000.00
				Sub-Total	\$6,813,042.00

212 - Title I , Part C Migrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1		--	\$10,000.00
1	10	2		--	\$10,000.00
1	10	3	NGS/ Migrant Recruiter Salary	--	\$42,000.00
2	2	2		--	\$4,000.00
3	1	8	Migrant Education Program informational meetings for parents	--	\$2,500.00
				Sub-Total	\$68,500.00

224 - IDEA A, SPED

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	9	2		--	\$500,000.00
1	9	3		--	\$185,000.00
1	9	7		--	\$30,000.00
				Sub-Total	\$715,000.00

244 - CTE (Perkins V)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	12		--	\$33,000.00
				Sub-Total	\$33,000.00

255 - Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$1,218,038.00
2	1	3		--	\$195,000.00
2	2	3	Includes District-wide Solution Tree PLC training	--	\$146,000.00
				Sub-Total	\$1,559,038.00

263 - Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Pay for Instructional Aides	--	\$879,777.00
1	8	5	Extra duty pay for teachers providing support.	--	\$12,000.00
1	8	6		--	\$12,000.00
1	8	7		--	\$10,000.00
1	8	10		--	\$30,000.00
2	2	5		--	\$50,000.00
2	2	7		--	\$5,000.00
2	2	8		--	\$0.00
2	2	9	Professional Development Sessions	--	\$10,000.00
3	1	9	Latino Family Literacy Project	--	\$20,000.00
				Sub-Total	\$1,028,777.00

199 - General Fund: Bilingual

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1		--	\$0.00
1	8	3		--	\$120,000.00
1	8	4		--	\$121,000.00
1	8	9		--	\$500,000.00
				Sub-Total	\$741,000.00

199 - General Fund: Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	11	"Guiding Your Gifted" meetings for GT parents	--	\$2,500.00
				Sub-Total	\$2,500.00

206 - TEHCY Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	8		--	\$24,000.00
1	7	9		--	\$65,000.00
				Sub-Total	\$89,000.00

199-CTE-PIC22

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Local 199	6321	\$50,000.00
1	6	4	Certification Vouchers	6299	\$150,000.00
2	3	1	Extra Duty Funds	6118	\$24,000.00
2	3	2	Substitutes	6112	\$30,000.00
2	3	3	Certificate Vouchers	6299	\$20,000.00
2	3	3	Teacher Training	6411	\$100,000.00
3	1	10	Supplies	6399	\$5,000.00
3	3	3	Supplies	6399	\$5,000.00
3	3	4	Purchase Supplies	6399	\$500.00
3	3	4	Purchase Coins and Certiifcates	6399	\$1,000.00
3	3	4	Extra Duty Pay	--	\$4,000.00
3	3	5	Buses	6494	\$10,000.00
				Sub-Total	\$399,500.00

289 - Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		--	\$90,000.00
1	1	8		--	\$108,000.00
1	1	9	Materials for Dual Language Program	--	\$15,000.00
1	1	10		--	\$148,513.00
1	4	5		--	\$50,000.00
1	6	1	Early College Advisor	--	\$190,950.00
2	2	6		--	\$9,400.00
4	3	2		--	\$227,000.00
				Sub-Total	\$838,863.00

199-Early Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	\$201,000.00
1	5	1		--	\$20,000.00
				Sub-Total	\$221,000.00

199-General: Dyslexia PIC 37

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	11		--	\$800,000.00
				Sub-Total	\$800,000.00

199-General: Dyslexia PIC 43

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	11		--	\$400,000.00
				Sub-Total	\$400,000.00

410-Instructional Materials/Technology Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Dual Language Imagine Learning Platform	--	\$42,500.00
1	1	11		--	\$900,000.00
1	2	1		--	\$1,462,048.00
1	3	1		--	\$307,000.00
1	3	3		--	\$77,188.00
1	5	1		--	\$1,570,892.00
1	8	8		--	\$185,000.00
1	11	10		--	\$80,000.00
				Sub-Total	\$4,624,628.00

211-Title I, Part D, Subpart 2

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	12		--	\$18,856.00
				Sub-Total	\$18,856.00

199-Impact Aid

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	9	7		--	\$20,000.00
				Sub-Total	\$20,000.00

289-Stronger Connections Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	4		--	\$1,250,000.00
				Sub-Total	\$1,250,000.00

SOCORRO INDEPENDENT SCHOOL DISTRICT
2024-2025 STATE COMPENSATORY EDUCATION PROGRAM EVALUATION
JUNE 2025

Overview

- Six sets of data tables are present on the subsequent pages. The first set shows the at-risk student percentages at each of the four types of campuses we have in Socorro ISD (elementary, PK-8, middle, and high school), ranked from highest to lowest in each. The next five sets show the performance of at-risk students vs. all students at the district level and at each campus within type of campus (high school, middle school, PK-8, and elementary).
- The goal of state compensatory education is to reduce the disparity on STAAR assessment performance between students at risk of dropping out of school and all students. This evaluation comprises the analysis of the Spring 2025 Socorro ISD STAAR/EOC assessments and the comparison of performance between the district's at-risk population and all students.

Current Trend

- In the 2021-2022, 2022-2023, 2023-2024 and 2024-2025 school years, the district's at-risk population was at or around the 55% rate, with a **54.7% at-risk rate at the conclusion of the 2024-2025 school year (25,439 of 46,487 enrolled students)**. Socorro ISD continues to employ a wide array of personnel and offer a wide variety of programs through state compensatory education funding to assist students at risk of dropping out of school, with a continued focus on sustaining efforts to continue to reduce achievement gaps, dropout rate gaps, and graduation rate gaps between our district's at-risk population and overall population.

Socorro ISD State Compensatory Education Personnel and Programs

- In the 2024-2025 school year, Socorro ISD budgeted a total of **\$24,508,224** in state compensatory education direct expenditures.
- At the District Service Center in the Department of State and Federal Programs, a State Compensatory Education Specialist is assigned at-risk compliance for coding and time/effort, and provides Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) trainings and assistance as well as instructional support.
- State Compensatory Education intervention coaches (SCE-I coaches) are present at all campuses to assist faculty and staff with instructional support that centers on at-risk student instruction. Smaller elementary schools have one SCE-I coach, and larger ones have two. All PK-8, all middle schools, and all high schools have two SCE-I coaches.

- At-Risk instructional aides are staffed in elementary, PK-8, and middle schools. These instructional aides provide supplemental instructional support to selected at-risk students in small groups. Their curricular focus is determined and supervised by the campus SCE-I coach, and the students served and focused content areas change as varying needs are addressed throughout the school year.
- All campuses have an assigned library aide. At the high school level, there are two at each campus. Library aides have a schedule in which they work in the library half-day and work with selected at-risk students providing supplemental instructional support in small groups for the other half of the day, in much the same way as the at-risk instructional aides do.
- All elementary campuses have two identified class size reduction teachers. One is recommended to be in Grade 5 due to the 22:1 ratio not being applicable in Grade 5. The second class size reduction teacher may also be placed in Grade 5 or may be placed in a different grade depending on the needs of each individual campus. These classes have a lower student-to-teacher ratio than the other classrooms in the respective grade level due to the need to maximize individual and small group instruction for these identified at-risk students to the extent possible. At the middle school and high school levels, two class size reduction teacher positions are funded. Most often, class size reduction teachers at the secondary levels are identified as intervention teachers for a subject area in need (ex. reading, mathematics) or intervention courses or class size reduction in a subject area assessed as needing improvement in academic performance.
- Socorro ISD offers two alternative schools for those students who are at risk of dropping out at the secondary level. One is an alternative academic setting for students in grades 9-12 who are behind on credits for graduation due to particular circumstances. The other is a disciplinary alternative education program for those students in grade 6-12 who have been placed for infractions requiring such placement. Students in DAEP eventually will return to their home campus, and the effort is made to graduate those placed in the academic alternative campus without them returning to their home campus to provide structure and stability.
- State compensatory education funds were allocated to campuses in two installments during each school year. One installment was disbursed in August of the fall semester and the second was disbursed in February of the spring semester. This funding is used for direct supplemental instruction for students at risk of dropping out of school, and is intended for extended instruction after school, on Saturdays, during intersession periods, and for summer school. As a portion of the district's total budgeted SCE amount in the 2024-2025 school year, \$1,215,510.00 was allocated to all campuses across the district for this purpose. The teacher tutoring rate of \$50 per hour for extended instruction during October and March intersessions continued in 2024-2025, and June summer school was offered at the high school level at the same rate.

DATA SECTION 1: SISD CAMPUSES RANKED BY STUDENT AT-RISK PERCENTAGE, 2024-2025**High Schools**

Rank	Campus Name	23-24 At Risk %	24-25 At Risk %	Change	# Students At-Risk 24-25
1	Options HS	94.5	100.0	+5.5	155
2	Socorro HS	61.9	61.2	-0.7	1,542
3	El Dorado HS	51.1	58.8	+7.7	1,199
4	Montwood HS	44.7	49.0	+4.3	1,196
5	Americas HS	46.9	47.3	+0.4	946
6	Eastlake HS	48.7	45.7	-3.0	1,355
7	Pebble Hills HS	39.5	40.6	+1.1	1,163
8	Mission Early College HS	23.8	21.4	-2.4	87
					7643 (49.6%)

Middle Schools

Rank	Campus Name	23-24 At Risk %	24-25 At Risk %	Change	# Students At-Risk 24-25
1	Socorro MS	65.6	66.4	+0.8	346
2	Sanchez MS	66.0	63.3	-2.7	337
3	Clarke MS	56.7	55.6	-1.1	371
4	Antwine MS	57.5	55.2	-2.5	380
5	Sun Ridge MS	47.4	54.3	+6.9	535
6	Montwood MS	51.2	52.1	+0.9	314
7	Slider MS	52.3	51.3	-1.0	326
8	Eastlake MS	52.2	50.8	-1.4	400
9	Hernando MS	53.6	49.0	-4.6	347
10	Ensor MS	51.7	44.1	-7.6	473
11	Puentes MS	41.0	43.0	+2.0	437
					4266 (51.9%)

PK-8 Schools

Rank	Campus Name	23-24 At Risk %	24-25 At Risk %	Change	# Students At-Risk 24-25
1	Desert Wind	72.2	74.3	+2.1	394
2	Ernesto Serna FA Acad.	67.8	71.0	+3.2	598
3	Jane Hambric	66.7	62.1	-4.6	469
4	Bill Sybert	62.1	61.5	-0.6	451
5	John Drugan	47.7	41.0	-6.7	410
					2322 (60.2%)

Elementary Schools

Rank	Campus Name	23-24 At Risk %	24-25 At Risk %	Change	# Students At-Risk 24-25
1	Rojas EL	73.8	77.1	+3.3	390
2	Hueco EL	74.5	75.7	+1.2	427
3	Hilley EL	79.2	74.9	-4.3	358
4	Mission Ridge EL	74.9	69.6	-5.3	743
5	Sierra Vista FA Acad.	57.6	68.2	+10.6	424
6	Escontrias STEAM Acad.	70.6	67.4	-3.2	555
7	Campestre EL	71.2	65.1	-6.1	315
8	Benito Martinez EL	65.1	64.6	-0.5	297
T9	O'Shea Keleher WCH	59.9	61.9	+2.0	431
T9	Purple Heart EL	67.5	61.9	-5.6	564
11	Paso Del Norte FA Acad	58.8	61.6	+2.4	532
12	Myrtle Cooper EL	67.7	61.2	-6.5	335
13	Sgt. Jose F. Carrasco EL	56.6	60.4	+3.8	649
14	Helen Ball EL	57.5	59.0	+1.5	341
15	Vista Del Sol ENV SCI	58.3	56.9	-1.4	285
16	Elfida Chavez EL	66.8	55.9	-10.9	346
17	Dr. Sue Shook EL	61.6	55.8	-5.8	667
18	Col. Ben Narbutth EL	57.2	54.4	-2.8	580
19	Chester Jordan EL	61.8	53.3	-8.5	398
20	Sgt. Roberto Ituarte EL	57.0	52.3	-4.7	351
21	James Butler EL	51.2	51.4	+0.2	456
22	Lujan-Chavez EL	55.9	49.3	-6.6	448
23	Horizon Heights EL	54.2	48.7	-5.5	457
24	Loma Verde EL	59.0	47.4	-11.6	321
25	Cactus Trails EL	53.2	44.2	-9.0	465
					11135 (58.8%)

DATA SECTION 2: Average Campus Progress on State Assessments-Approaches Grade Level

All Students vs. At-Risk, 2023-2024 to 2024-2025

Subject	% Difference in Performance All Students 23-24 to 24-25	% Difference in Performance At-Risk 23-24 to 24-25	2024 % Gap	2025% Gap	Net
Reading 3-8	+2	+1	10%	11%	-1
Math 3-8, Alg.1	+4	+2	9%	11%	-2
Science 5, 8	+6	+7	15%	14%	+1
Social Studies 8	-2	-3	16%	17%	-1
English I	0	+2	18%	16%	+2
English II	-2	-1	16%	15%	+1
Algebra I (9 th)	-7	-8	6%	7%	-1
Biology	0	+1	5%	4%	+1
U.S. History	-1	0	3%	2%	+1

DATA SECTION 3: SPRING 2025 STAAR/EOC RESULTS: DISTRICT SUMMARY

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	81%	83% (+2)	56%	61% (+5)	25%	30% (+5)
Math 3-8, Alg. I	77%	81% (+4)	49%	52% (+3)	18%	23% (+5)
Science 5,8	68%	74% (+6)	35%	39% (+4)	11%	12% (+1)
Social Studies 8	66%	64% (-2)	32%	30% (-2)	14%	14% (0)
English I	69%	69% (0)	55%	52% (-3)	16%	13% (-3)
English II	77%	75% (-2)	62%	60% (-2)	7%	6% (-1)
Algebra I (HS)	81%	74% (-7)	47%	36% (-11)	21%	15% (-6)
Biology	93%	93% (0)	60%	63% (+3)	14%	15% (+1)
U.S. History	98%	97% (-1)	78%	76% (-2)	42%	40% (-2)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	71%	72% (+1)	40%	41% (+1)	13%	11% (-2)
Math 3-8, Alg. I	68%	70% (+2)	35%	35% (0)	10%	11% (+1)
Science 5,8	53%	60% (+7)	20%	21% (+1)	4%	4% (0)
Social Studies 8	50%	47% (-3)	17%	12% (-5)	5%	4% (-1)
English I	51%	53% (+2)	33%	31% (-2)	4%	3% (-1)
English II	61%	60% (-1)	40%	39% (-1)	2%	1% (-1)
Algebra I (HS)	75%	67% (-8)	35%	27% (-8)	12%	10% (-2)
Biology	88%	89% (+1)	41%	44% (+3)	4%	5% (+1)
U.S. History	95%	95% (0)	64%	61% (-3)	24%	24% (0)

DATA SECTION 4: SPRING 2025 STAAR/EOC RESULTS BY CAMPUS: HIGH SCHOOLS**Socorro HS 001**All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	59%	62% (+4)	42%	44% (+2)	9%	10% (+1)
English II	68%	70% (+2)	51%	51% (0)	3%	4% (+1)
Algebra I	75%	72% (-3)	37%	32% (-5)	15%	16% (+1)
Biology	91%	89% (-2)	51%	55% (+4)	10%	11% (+1)
U.S. History	98%	96% (-2)	73%	67% (-6)	34%	31% (-3)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	47%	48% (+1)	27%	25% (-2)	2%	3% (+1)
English II	55%	58% (+3)	35%	34% (-1)	1%	1% (0)
Algebra I	71%	66% (-5)	27%	26% (-1)	9%	10% (+1)
Biology	88%	85% (-3)	37%	37% (0)	4%	2% (-2)
U.S. History	96%	94% (-2)	65%	54% (-11)	23%	22% (-1)

Montwood HS 002All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	78%	74% (-4)	67%	57% (-10)	22%	14% (-8)
English II	87%	81% (-6)	73%	67% (-6)	8%	7% (-1)
Algebra I	80%	83% (+3)	51%	44% (-7)	20%	18% (-2)
Biology	92%	95% (+3)	62%	64% (+2)	16%	17% (+1)
U.S. History	99%	99% (0)	85%	88% (+3)	51%	55% (+4)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	64%	61% (-3)	46%	37% (-9)	6%	3% (-3)
English II	76%	68% (-8)	54%	48% (-6)	2%	1% (-1)
Algebra I	75%	77% (+2)	47%	37% (-10)	18%	16% (-2)
Biology	86%	92% (+6)	40%	46% (+6)	6%	6% (0)
U.S. History	97%	99% (+2)	75%	80% (+5)	31%	39% (+5)

Americas HS 004

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	69%	72% (+3)	53%	54% (+1)	15%	12% (-3)
English II	77%	76% (-1)	60%	59% (-1)	6%	6% (0)
Algebra I	85%	92% (+7)	44%	45% (+1)	14%	19% (+5)
Biology	94%	95% (+1)	60%	64% (+4)	14%	17% (+3)
U.S. History	99%	98% (-1)	83%	78% (-5)	48%	40% (-8)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	50%	56% (+6)	27%	34% (+7)	3%	3% (0)
English II	61%	60% (-1)	39%	32% (-7)	1%	1% (0)
Algebra I	79%	91% (+12)	29%	39% (+10)	2%	13% (+11)
Biology	89%	91% (+2)	40%	45% (+5)	4%	5% (+1)
U.S. History	98%	96% (-2)	70%	65% (-5)	29%	26% (-3)

El Dorado HS 005

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	63%	63% (0)	49%	46% (-3)	14%	8% (-6)
English II	72%	70% (-2)	57%	55% (-2)	5%	5% (0)
Algebra I	83%	80% (-3)	43%	53% (+10)	17%	19% (+2)
Biology	94%	94% (0)	62%	63% (+1)	11%	11% (0)
U.S. History	95%	97% (+2)	76%	76% (0)	38%	44% (+6)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	46%	50% (+4)	31%	29% (-2)	3%	2% (-1)
English II	53%	60% (+7)	32%	40% (+8)	1%	1% (0)
Algebra I	79%	85% (+6)	32%	51% (+19)	7%	12% (+5)
Biology	90%	91% (+1)	43%	49% (+6)	2%	5% (+3)
U.S. History	91%	95% (+4)	59%	65% (+6)	20%	30% (+10)

Eastlake HS 008All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	66%	65% (-1)	55%	50% (-5)	18%	11% (-7)
English II	76%	74% (-2)	62%	59% (-3)	7%	6% (-1)
Algebra I	83%	67% (-16)	50%	20% (-30)	26%	7% (-19)
Biology	92%	91% (-1)	64%	58% (-6)	17%	14% (-3)
U.S. History	96%	95% (-1)	72%	72% (0)	33%	36% (+3)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	48%	47% (-1)	34%	29% (-5)	4%	3% (-1)
English II	59%	57% (-2)	38%	39% (+1)	1%	1% (0)
Algebra I	78%	51% (-27)	35%	10% (-25)	12%	5% (-7)
Biology	87%	87% (0)	45%	40% (-5)	4%	6% (+2)
U.S. History	91%	91% (0)	53%	52% (-1)	17%	16% (-1)

Pebble Hills HS 011All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	74%	74% (0)	61%	57% (-4)	17%	15% (-2)
English II	82%	80% (-2)	69%	68% (-1)	8%	7% (-1)
Algebra I	77%	61% (-16)	54%	33% (-21)	31%	14% (-17)
Biology	94%	96% (+2)	61%	68% (+7)	13%	17% (+4)
U.S. History	99%	97% (-2)	83%	76% (-7)	48%	40% (-8)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	52%	58% (+6)	33%	34% (+1)	5%	3% (-2)
English II	67%	60% (-7)	46%	41% (-5)	2%	1% (-1)
Algebra I	67%	48% (-19)	38%	18% (-20)	19%	7% (-12)
Biology	89%	93% (+4)	36%	49% (+13)	5%	5% (0)
U.S. History	96%	95% (-1)	65%	58% (-7)	23%	19% (-4)

Mission Early College HS 007

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	98%	100% (+2)	92%	96% (+4)	39%	50% (+11)
English II	96%	96% (0)	89%	90% (+1)	20%	22% (+2)
Algebra I	91%	100% (+9)	64%	91% (+27)	46%	73% (+27)
Biology	99%	100% (+1)	77%	89% (+12)	26%	39% (+13)
U.S. History	100%	100% (0)	84%	83% (-1)	47%	53% (+6)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	95%	100% (+5)	83%	84% (+1)	17%	16% (-1)
English II	85%	87% (+2)	73%	70% (-3)	12%	0% (-12)
Algebra I						
Biology	97%	100% (+3)	63%	65% (+2)	6%	9% (+3)
U.S. History	100%	95% (-5)	74%	53% (-21)	21%	16% (-5)

Options HS 009

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	43%	14% (-29)	14%	11% (-3)	0%	0% (0)
English II	50%	45% (-5)	23%	25% (+2)	0%	0% (0)
Algebra I						
Biology	100%	77% (-23)	25%	8% (-17)	25%	0% (-25)
U.S. History	92%	94% (+2)	56%	54% (-2)	18%	4% (-14)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
English I	43%	14% (-29)	14%	11% (-3)	0%	0% (0)
English II	50%	45% (-5)	23%	25% (+2)	0%	0% (0)
Algebra I						
Biology	100%	77% (-23)	25%	8% (-17)	25%	0% (-25)
U.S. History	92%	94% (+2)	57%	54% (-3)	16%	4% (-12)

DATA SECTION 4: SPRING 2025 STAAR/EOC RESULTS BY CAMPUS: MIDDLE SCHOOLS**MATH INCLUDES ALGEBRA I.****Socorro Middle 041**

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	70%	73% (+3)	42%	43% (+1)	16%	18% (+2)
Math	64%	65% (+1)	33%	29% (-4)	12%	11% (-1)
Science	70%	62% (-8)	41%	25% (-16)	9%	4% (-5)
Social Studies	41%	40% (-1)	13%	9% (-4)	4%	2% (-2)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	60%	63% (+3)	29%	28% (-1)	8%	7% (-1)
Math	55%	58% (+3)	26%	20% (-6)	8%	6% (-2)
Science	61%	52% (-9)	28%	14% (-14)	3%	2% (-1)
Social Studies	28%	29% (-1)	5%	5% (0)	1%	1% (0)

Sanchez Middle 042

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	73%	77% (+4)	51%	52% (+1)	20%	23% (+3)
Math	76%	81% (+5)	43%	44% (+1)	15%	16% (+1)
Science	69%	79% (+10)	41%	49% (+8)	10%	16% (+6)
Social Studies	63%	60% (-3)	29%	28% (-1)	14%	13% (-1)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	61%	67% (+6)	35%	33% (-2)	9%	11% (+2)
Math	67%	73% (+6)	33%	28% (-5)	8%	8% (0)
Science	54%	70% (+16)	22%	35% (+13)	2%	6% (+4)
Social Studies	45%	44% (-1)	13%	12% (-1)	6%	6% (0)

Slider Middle 043

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	81%	85% (+4)	59%	65% (+6)	24%	37% (+13)
Math	71%	80% (+9)	40%	49% (+9)	13%	23% (+10)
Science	68%	75% (+7)	32%	51% (+19)	7%	17% (+10)
Social Studies	79%	75% (-4)	44%	48% (+4)	18%	25% (+7)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	72%	73% (+1)	40%	42% (+2)	8%	15% (+7)
Math	57%	68% (+11)	25%	31% (+6)	5%	11% (+6)
Science	54%	59% (+5)	18%	28% (+10)	3%	3% (0)
Social Studies	69%	62% (-7)	27%	26% (-1)	8%	11% (+3)

Clarke Middle 044

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	78%	82% (+4)	54%	59% (+5)	22%	28% (+6)
Math	76%	85% (+9)	42%	55% (+13)	15%	19% (+4)
Science	74%	76% (+2)	44%	42% (-2)	12%	10% (-2)
Social Studies	58%	51% (-7)	25%	18% (-7)	6%	7% (+1)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	67%	71% (+4)	36%	41% (+5)	10%	11% (+1)
Math	68%	77% (+9)	30%	43% (+13)	8%	11% (+3)
Science	62%	68% (+6)	27%	26% (-1)	3%	3% (0)
Social Studies	43%	37% (-4)	10%	7% (-3)	3%	2% (-1)

Montwood Middle 045

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	80%	82% (+2)	55%	60% (+5)	22%	32% (+10)
Math	87%	90% (+3)	60%	71% (+11)	27%	39% (+12)
Science	80%	78% (-2)	42%	47% (+5)	12%	14% (+2)
Social Studies	73%	63% (-10)	37%	28% (-9)	19%	12% (-7)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	65%	69% (+4)	33%	37% (+4)	7%	11% (+4)
Math	79%	85% (+6)	47%	59% (+12)	16%	25% (+9)
Science	66%	66% (0)	19%	28% (+9)	3%	6% (+3)
Social Studies	60%	45% (-15)	19%	14% (-5)	7%	3% (-4)

Ensor Middle 046

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	85%	87% (+2)	63%	67% (+4)	28%	35% (+7)
Math	85%	89% (+4)	60%	62% (+2)	27%	31% (+4)
Science	84%	84% (0)	56%	58% (+2)	18%	20% (+2)
Social Studies	75%	75% (0)	36%	34% (-2)	16%	15% (-1)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	76%	75% (-1)	46%	43% (-3)	14%	13% (-1)
Math	77%	81% (+4)	45%	44% (-1)	16%	19% (+3)
Science	76%	67% (-9)	40%	29% (-11)	6%	3% (-3)
Social Studies	64%	52% (-12)	22%	11% (-11)	6%	3% (-3)

Sun Ridge Middle 047

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	81%	85% (+4)	55%	60% (+5)	28%	28% (0)
Math	78%	83% (+5)	45%	45% (0)	14%	14% (0)
Science	73%	82% (+9)	41%	50% (+9)	14%	14% (0)
Social Studies	61%	61% (0)	26%	25% (-1)	14%	10% (-4)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	67%	73% (+6)	37%	37% (0)	10%	9% (-1)
Math	67%	74% (+7)	27%	27% (0)	5%	5% (0)
Science	49%	72% (+23)	17%	28% (+11)	4%	3% (-1)
Social Studies	36%	44% (+8)	9%	7% (-2)	4%	0% (-4)

Hernando Middle 048

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	84%	87% (+3)	66%	64% (-2)	31%	34% (+3)
Math	84%	87% (+3)	60%	60% (0)	22%	27% (+5)
Science	91%	88% (-3)	64%	62% (-2)	26%	16% (-10)
Social Studies	81%	74% (-7)	50%	33% (-17)	25%	14% (-11)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	76%	78% (+2)	48%	47% (-1)	18%	15% (-3)
Math	77%	79% (+2)	49%	44% (-5)	15%	13% (-2)
Science	88%	79% (-9)	51%	41% (-10)	13%	7% (-6)
Social Studies	72%	61% (-11)	36%	17% (-19)	13%	4% (-9)

Puentes Middle 049

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	84%	87% (+3)	61%	66% (+5)	29%	35% (+6)
Math	79%	85% (+6)	53%	58% (+5)	20%	31% (+11)
Science	85%	84% (-1)	58%	56% (-1)	21%	19% (-2)
Social Studies	67%	63% (-4)	31%	28% (-3)	11%	13% (+2)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	72%	74% (+2)	36%	42% (+6)	10%	11% (+1)
Math	67%	77% (+10)	31%	41% (+10)	7%	20% (+13)
Science	73%	73% (0)	29%	34% (+5)	6%	5% (-1)
Social Studies	50%	43% (-7)	11%	10% (-1)	1%	3% (+2)

Eastlake Middle 050

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	81%	85% (+4)	59%	65% (+6)	24%	35% (+11)
Math	83%	87% (+4)	57%	61% (+4)	26%	30% (+4)
Science	82%	86% (+4)	43%	58% (+15)	14%	21% (+7)
Social Studies	74%	74% (0)	36%	35% (-1)	14%	17% (+3)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	68%	74% (+6)	40%	45% (+5)	10%	14% (+4)
Math	74%	78% (+5)	38%	41% (+3)	12%	12% (0)
Science	73%	76% (+3)	23%	34% (+11)	4%	5% (+1)
Social Studies	60%	59% (-1)	21%	16% (-5)	6%	5% (-1)

Antwine Middle 051

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	74%	77% (+3)	51%	52% (+1)	20%	20% (0)
Math	76%	83% (+7)	46%	51% (+5)	17%	20% (+3)
Science	67%	77% (+10)	38%	42% (+4)	8%	12% (+4)
Social Studies	52%	55% (+3)	20%	22% (+2)	5%	5% (0)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	61%	63% (+1)	33%	29% (-4)	7%	5% (-2)
Math	66%	75% (+9)	31%	34% (+3)	9%	11% (+2)
Science	49%	64% (+15)	21%	23% (+2)	4%	5% (+1)
Social Studies	36%	37% (+1)	6%	8% (+2)	1%	1% (0)

DATA SECTION 5: SPRING 2025 STAAR/EOC RESULTS BY CAMPUS: PK-8 SCHOOLS MATH INCLUDES ALGEBRA I.

Jane Hambric School 116

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	80%	82% (+2)	55%	57% (+2)	24%	26% (+2)
Math 3-8	75%	76% (+1)	46%	51% (+5)	18%	23% (+5)
Science 5, 8	67%	71% (+4)	30%	37% (+7)	8%	12% (+4)
Social Studies 8	73%	77% (+4)	40%	45% (+5)	20%	19% (-1)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	72%	72% (0)	40%	39% (-1)	14%	9% (-5)
Math 3-8	67%	64% (-3)	33%	36% (+3)	10%	11% (+1)
Science 5, 8	51%	63% (+12)	16%	23% (+7)	5%	5% (0)
Social Studies 8	60%	62% (+2)	26%	26% (+1)	14%	9% (-5)

Ernesto Serna Fine Arts Academy 117

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	72%	70% (-2)	44%	45% (+1)	16%	17% (+1)
Math 3-8	65%	71% (+6)	35%	35% (0)	13%	12% (-1)
Science 5, 8	48%	56% (+8)	17%	18% (+1)	3%	3% (0)
Social Studies 8	48%	50% (+2)	20%	22% (+2)	6%	11% (+5)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	62%	60% (-2)	32%	30% (-2)	9%	6% (-3)
Math 3-8	56%	62% (+6)	27%	24% (-3)	7%	6% (-1)
Science 5, 8	37%	41% (+4)	8%	6% (-2)	1%	0% (-1)
Social Studies 8	34%	35% (+1)	11%	6% (-5)	0%	3% (+3)

Desert Wind School 120

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	72%	74% (+2)	47%	49% (+2)	17%	21% (+4)
Math 3-8	77%	74% (-3)	40%	41% (+1)	12%	12% (0)
Science 5, 8	64%	71% (+7)	30%	28% (-2)	7%	5% (-2)
Social Studies 8	62%	64% (+2)	41%	22% (-19)	14%	7% (-7)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	63%	65% (+2)	37%	38% (+1)	9%	10% (+1)
Math 3-8	74%	67% (-7)	34%	35% (+1)	7%	8% (+1)
Science 5, 8	53%	66% (+13)	17%	20% (+3)	1%	1% (0)
Social Studies 8	50%	57% (+7)	23%	13% (-10)	7%	3% (-4)

Bill Sybert School 122

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	80%	84% (+4)	56%	60% (+4)	24%	32% (+8)
Math 3-8	76%	82% (+6)	49%	56% (+7)	23%	26% (+3)
Science 5, 8	63%	79% (+16)	34%	49% (+15)	6%	18% (+12)
Social Studies 8	64%	54% (-10)	25%	25% (0)	8%	12% (+4)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	69%	72% (+3)	39%	38% (-1)	12%	12% (0)
Math 3-8	65%	72% (+7)	35%	36% (+1)	13%	12% (-1)
Science 5, 8	45%	63% (+18)	19%	27% (+8)	1%	4% (+3)
Social Studies 8	43%	35% (-8)	11%	9% (-2)	0%	2% (+2)

John Drugan School 124

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	91%	92% (+1)	75%	78% (+3)	44%	46% (+2)
Math 3-8	84%	86% (+2)	56%	54% (-2)	24%	22% (-2)
Science 5, 8	79%	86% (+7)	53%	61% (+8)	20%	24% (+4)
Social Studies 8	79%	82% (+3)	46%	55% (+9)	28%	33% (+5)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading 3-8	81%	81% (0)	52%	53% (+1)	20%	19% (-1)
Math 3-8	71%	73% (+2)	37%	32% (-5)	11%	8% (-3)
Science 5, 8	64%	74% (+10)	31%	41% (+10)	4%	7% (+3)
Social Studies 8	64%	62% (-2)	26%	27% (+1)	13%	12% (-1)

DATA SECTION 6: SPRING 2025 STAAR RESULTS BY CAMPUS: ELEMENTARY SCHOOLS**Rojas Elementary 101**All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	73%	78% (+5)	39%	48% (+9)	14%	18% (+4)
Math	63%	65% (+2)	37%	35% (-2)	11%	14% (+3)
Science	52%	45% (-7)	22%	12% (-10)	8%	1% (-7)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	68%	71% (+3)	28%	35% (+7)	6%	6% (0)
Math	57%	56% (-1)	26%	22% (-4)	4%	4% (0)
Science	39%	35% (-4)	11%	4% (-7)	2%	0% (-2)

Hilley Elementary 102All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	78%	78% (0)	44%	51% (+7)	16%	24% (+8)
Math	70%	70% (0)	38%	46% (+8)	10%	20% (+10)
Science	46%	67% (+21)	10%	25% (+15)	0%	5% (+5)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	73%	72% (-1)	36%	39% (+3)	11%	14% (+3)
Math	66%	62% (-4)	29%	34% (+5)	7%	13% (+6)
Science	33%	49% (+16)	7%	14% (+7)	0%	2% (+2)

O'Shea Keleher Whole Child Academy 103

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	76%	80% (+4)	52%	60% (+8)	24%	26% (+2)
Math	71%	72% (+1)	45%	45% (0)	15%	20% (+5)
Science	75%	70% (-5)	40%	24% (-16)	13%	13% (0)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	65%	68% (+3)	42%	40% (-2)	16%	11% (-5)
Math	64%	59% (-5)	34%	30% (-4)	8%	7% (-1)
Science	62%	60% (-2)	24%	11% (-3)	3%	2% (-1)

Campestre Elementary 104

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	79%	86% (+7)	47%	58% (+11)	17%	20% (+3)
Math	77%	82% (+5)	42%	54% (+12)	13%	20% (+7)
Science	54%	68% (+14)	13%	31% (+18)	1%	21% (+20)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	75%	79% (+4)	42%	44% (+2)	14%	7% (-7)
Math	73%	76% (+3)	37%	42% (+5)	12%	12% (0)
Science	45%	55% (+10)	8%	19% (+11)	2%	9% (+7)

Horizon Heights Elementary 105

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	89%	91% (+2)	70%	73% (+3)	37%	42% (+5)
Math	84%	86% (+2)	59%	64% (+5)	25%	30% (+5)
Science	69%	87% (+18)	27%	45% (+18)	13%	13% (0)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	81%	82% (+1)	55%	55% (0)	20%	18% (-2)
Math	75%	77% (+2)	40%	40% (0)	11%	8% (-3)
Science	46%	65% (+19)	16%	17% (+1)	4%	4% (0)

Vista Del Sol Environmental Science Academy 106

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	79%	83% (+4)	53%	56% (+3)	25%	27% (+2)
Math	80%	82% (+2)	48%	51% (+3)	18%	20% (+2)
Science	55%	60% (+5)	26%	29% (+3)	7%	17% (+10)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	74%	73% (-1)	36%	37% (+1)	14%	12% (-2)
Math	74%	74% (0)	42%	34% (-8)	13%	14% (+1)
Science	44%	44% (0)	23%	12% (-11)	7%	4% (-3)

Hueco Elementary 107

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	75%	79% (+4)	43%	52% (+9)	16%	20% (+4)
Math	72%	72% (0)	43%	45% (+2)	11%	17% (+6)
Science	46%	57% (+11)	20%	17% (-3)	7%	10% (+3)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	68%	73% (+5)	33%	41% (+8)	8%	8% (0)
Math	65%	68% (+3)	34%	38% (+4)	7%	10% (+3)
Science	33%	41% (+8)	12%	8% (-5)	5%	6% (+1)

Myrtle Cooper Elementary 109

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	82%	80% (-2)	58%	61% (+3)	30%	28% (-2)
Math	79%	75% (-4)	50%	48% (-2)	20%	22% (+2)
Science	66%	56% (-10)	30%	23% (-7)	11%	8% (-3)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	73%	64% (-9)	42%	39% (-3)	15%	11% (-4)
Math	70%	62% (-8)	37%	29% (-8)	10%	5% (-5)
Science	43%	19% (-24)	14%	3% (-11)	5%	3% (-2)

Escontrias STEAM Academy 111

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	79%	82% (+3)	45%	53% (+8)	17%	19% (+2)
Math	73%	73% (0)	42%	42% (0)	13%	17% (+4)
Science	49%	68% (+19)	10%	18% (+8)	1%	5% (+4)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	71%	77% (+6)	32%	40% (+8)	11%	8% (-3)
Math	65%	66% (+1)	30%	31% (+1)	7%	9% (+2)
Science	34%	63% (+29)	8%	15% (+7)	2%	0% (-2)

Benito Martinez Elementary 112

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	81%	76% (-5)	54%	50% (-4)	25%	24% (-1)
Math	61%	61% (0)	38%	37% (-1)	13%	13% (0)
Science	58%	64% (+6)	38%	25% (-13)	18%	8% (-10)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	72%	69% (-3)	35%	37% (+2)	14%	10% (-4)
Math	48%	48% (0)	19%	22% (+3)	5%	3% (-2)
Science	40%	52% (+12)	25%	9% (-16)	10%	2% (-8)

Sierra Vista STEAM Academy 113

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	82%	83% (+1)	50%	59% (+9)	21%	27% (+6)
Math	80%	78% (-2)	45%	52% (+7)	19%	24% (+5)
Science	68%	72% (+4)	33%	33% (0)	7%	11% (+4)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	73%	77% (+4)	39%	47% (+8)	12%	14% (+2)
Math	72%	71% (-1)	32%	38% (+6)	12%	11% (-1)
Science	55%	56% (+1)	25%	11% (-14)	4%	2% (-2)

Helen Ball Elementary 114

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	80%	81% (+1)	58%	58% (0)	26%	24% (-2)
Math	76%	71% (-5)	47%	51% (+4)	18%	20% (+2)
Science	57%	63% (+6)	22%	14% (-8)	7%	1% (-6)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	72%	69% (+1)	46%	41% (-5)	19%	10% (-9)
Math	69%	57% (-12)	37%	37% (0)	13%	8% (+5)
Science	42%	44% (+2)	11%	13% (+2)	2%	3% (+1)

Elfida Chavez Elementary 115

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	79%	83% (+4)	46%	58% (+12)	15%	25% (+10)
Math	70%	78% (+8)	38%	47% (+9)	11%	18% (+7)
Science	67%	80% (+13)	22%	38% (+16)	3%	14% (+11)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	71%	73% (+2)	32%	41% (+9)	9%	7% (-2)
Math	62%	65% (+3)	29%	26% (-1)	7%	6% (-1)
Science	62%	65% (+3)	24%	20% (-4)	4%	6% (+2)

Lujan-Chavez Elementary 119

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	82%	88% (+6)	54%	64% (+10)	22%	29% (+7)
Math	80%	86% (+6)	53%	62% (+9)	23%	32% (+9)
Science	59%	77% (+18)	22%	36% (+14)	9%	11% (+2)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	76%	75% (-1)	42%	43% (+1)	15%	12% (-3)
Math	75%	73% (-2)	44%	40% (-4)	18%	12% (-6)
Science	41%	57% (+16)	10%	13% (+3)	4%	10% (+6)

Loma Verde Elementary 121

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	88%	89% (+1)	70%	72% (+2)	34%	37% (+3)
Math	89%	89% (0)	64%	64% (0)	25%	27% (+2)
Science	75%	77% (+2)	44%	33% (-11)	23%	8% (-15)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	79%	77% (-2)	56%	50% (-6)	22%	14% (-8)
Math	82%	79% (-3)	50%	44% (-6)	14%	13% (-1)
Science	51%	50% (-1)	17%	10% (-7)	10%	0% (-10)

Paso Del Norte Fine Arts Academy 123

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	77%	81% (+4)	47%	51% (0)	20%	20% (0)
Math	68%	69% (+1)	38%	40% (+2)	11%	14% (+3)
Science	40%	64% (+24)	13%	20% (+7)	5%	7% (+2)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	64%	71% (+7)	29%	35% (+6)	9%	7% (-2)
Math	56%	57% (+1)	22%	29% (+7)	5%	6% (+1)
Science	25%	50% (+25)	6%	11% (+5)	4%	0% (-4)

Dr. Sue Shook Elementary 126

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	86%	86% (0)	61%	70% (+9)	30%	35% (+5)
Math	80%	83% (+3)	55%	57% (+2)	18%	27% (+9)
Science	50%	61% (+11)	17%	23% (+6)	8%	7% (-1)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	80%	74% (-6)	48%	48% (0)	19%	11% (-8)
Math	73%	69% (-4)	47%	38% (-9)	10%	10% (0)
Science	32%	34% (+2)	9%	9% (0)	4%	1% (-3)

SGT. Roberto Ituarte Elementary 127

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	89%	91% (+2)	67%	78% (+11)	40%	46% (+6)
Math	85%	93% (+8)	68%	76% (+8)	35%	42% (+7)
Science	77%	89% (+12)	32%	45% (+13)	13%	18% (+5)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	81%	84% (+3)	56%	65% (+8)	35%	27% (-8)
Math	78%	87% (+9)	59%	65% (+6)	27%	28% (+1)
Science	64%	69% (+5)	24%	13% (-11)	9%	7% (+3)

Chester Jordan Elementary 128

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	78%	81% (+3)	47%	60% (+13)	14%	27% (+13)
Math	71%	75% (+4)	46%	47% (+1)	15%	19% (+4)
Science	61%	56% (-5)	25%	19% (-6)	8%	6% (-2)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	71%	67% (-4)	38%	38% (0)	8%	9% (+1)
Math	63%	61% (-1)	36%	27% (-9)	9%	7% (-2)
Science	43%	35% (-8)	15%	6% (-9)	1%	0% (-1)

James Butler Elementary 129

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	83%	84% (+1)	56%	59% (+3)	28%	26% (-2)
Math	78%	79% (+1)	49%	48% (-1)	21%	20% (-1)
Science	60%	65% (+5)	23%	22% (-1)	12%	8% (-4)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	72%	73% (+11)	35%	40% (+5)	12%	12% (0)
Math	66%	65% (-1)	29%	29% (0)	8%	7% (-1)
Science	38%	54% (+16)	3%	6% (+3)	1%	4% (+3)

Mission Ridge Elementary 130

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	76%	81% (+5)	52%	56% (+4)	21%	23% (+2)
Math	73%	70% (-3)	45%	43% (-2)	13%	17% (+4)
Science	55%	69% (+14)	26%	27% (+1)	12%	5% (-7)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	70%	72% (+2)	44%	40% (-4)	14%	12% (-2)
Math	68%	59% (-9)	40%	30% (-10)	9%	11% (+2)
Science	52%	59% (+7)	20%	14% (-6)	5%	2% (-3)

Purple Heart Elementary 131

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	77%	81% (+4)	51%	57% (+6)	22%	22% (0)
Math	74%	73% (-1)	39%	43% (+4)	13%	17% (+4)
Science	53%	59% (+6)	19%	19% (0)	5%	4% (-1)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	73%	73% (0)	42%	44% (+2)	12%	12% (0)
Math	68%	65% (-3)	29%	31% (+2)	6%	9% (+3)
Science	39%	43% (+4)	9%	8% (-1)	3%	3% (0)

SGT. Jose Carrasco Elementary 132

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	89%	88% (-1)	61%	63% (+2)	28%	30% (+2)
Math	78%	82% (+4)	49%	55% (+6)	14%	22% (+8)
Science	56%	68% (+12)	21%	18% (-3)	4%	3% (-1)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	84%	79% (-5)	52%	42% (-10)	17%	13% (-4)
Math	74%	67% (-7)	39%	36% (-3)	9%	8% (-1)
Science	39%	48% (+9)	13%	12% (-1)	2%	0% (-2)

Cactus Trails Elementary 133

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	94%	92% (-2)	72%	75% (+3)	41%	41% (0)
Math	88%	89% (+1)	65%	64% (-1)	22%	28% (+6)
Science	85%	84% (-1)	35%	44% (+9)	11%	12% (+1)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	89%	83% (-6)	59%	54% (-5)	26%	18% (-8)
Math	82%	79% (-3)	54%	42% (-12)	11%	12% (+1)
Science	70%	67% (-3)	19%	29% (+10)	8%	8% (0)

Col. Ben Narbuth Elementary 134

All Students

STAAR	Approaches 23-24	Approaches 24-25	Meets 24-25	Meets 24-25	Masters 23-24	Masters 24-25
Reading	82%	85% (+3)	60%	66% (+6)	29%	35% (+6)
Math	78%	79% (+1)	52%	48% (-4)	23%	26% (+3)
Science	49%	72% (+23)	16%	26% (+10)	3%	13% (+10)

At Risk

STAAR	Approaches 23-24	Approaches 24-25	Meets 23-24	Meets 24-25	Masters 23-24	Masters 24-25
Reading	74%	73% (-1)	49%	48% (-1)	20%	17% (-3)
Math	69%	65% (-4)	41%	29% (-12)	17%	11% (-6)
Science	35%	51% (+16)	13%	9% (-4)	0%	0% (0)

Socorro ISD Migrant Education Program Priority For Service Action Plan 2025-2026



#TeamSISD

**SEIZE YOUR
OPPORTUNITY**

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Socorro ISD
Region: 19

Priority for Service (PFS) Action Plan

Filled Out By: Oscar Leza
Date: 8-1-25

School Year: 2025 - 2026

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s):</p> <p>Identify and ensure that Priority for Service migrant students have the same opportunity to meet the state content and student performance standards by providing instructional and support services that will ensure student success.</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> -100% of PFS students will have access to instructional opportunities and services. -87% of PFS students will meet the state academic achievement standard (STAAR). -100% of PFS students will graduate with a high school diploma
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	-Title I Specialist -NGS Migrant Recruiter	-Monthly report of PFS students from NGS
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1st day of school	-Title I Specialist	-Completed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	-Title I Specialist	-Copies of emails with PFS notations to campus coordinators, campus clerks, and nurses (for health screening).
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	1st quarter / or within 30 days if newly identified	-Title I Specialist -NGS Migrant Recruiter	Meeting agenda, sign-in sheets, criteria information, Signed PFS letter from parents
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Once per semester (mid-semester)	-Title I Specialist -NGS Migrant Recruiter	Log of home visits, signed student report for parent that includes grades.
Additional Activities			
<ul style="list-style-type: none"> -Consult with tutors to discuss observations on PFS student progress. -Consult with teachers to discuss interventions that might help PFS students 	As needed; at least every 9 weeks	Title I Specialist	Meeting agendas, campus visit forms
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Daily	-Title I Specialist -NGS Migrant Recruiter -Temporary Instructional Aides	Monthly PFS report, rosters, purchase orders, logs, meeting agendas & sign-in sheets, flyers, etc.
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Daily	-Title I Specialist -NGS Migrant Recruiter	Phone logs, flyers, invitations - all indicating communication with

			parents of PFS students before non-PFS parents; Referrals to special programs at high school & agencies; churches for food; doctors and dentists for eye and dental services
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Monthly	-Title I Specialist -NGS Migrant Recruiter	Purchase orders, program documentation (such as tutoring rosters & extra duty pay)
Additional Activities			
<ul style="list-style-type: none"> -Afterschool and intersession campus tutoring when needed -Migrant Aide in-class support -Vision & dental services for non-insured -Laptop lending program -A Bright Beginning program for 3 & 4-year-old students -Summer camps (such as Snapology) -Required PAC meetings w/ guest speakers -Health Fairs -School uniforms & school supplies when requested -Food donation options for families in need -The district's assigned Title I Specialist and NGS Migrant Recruiter assess the needs of Out of School Youth and refer them for life skills, childcare, transportation, counseling & English classes to assure they continue their education & earn a Certificate of High School Equivalency. 	<ul style="list-style-type: none"> As needed Weekly As needed 1st quarter-as need As identified Summer 4 per year 1 per semester As identified 1st semester As needed 	-Title I Specialist -NGS Migrant Recruiter -Temporary Instructional Aides	Purchase orders, tutoring documentation, Aide student tracking documentation, laptop lending documentation, student rosters


LEA Signature

8-1-2025
Date Completed

ESC Signature

Date Received