

TAOS

MUNICIPAL SCHOOLS

Providing an exceptional education to prepare every student for success.



Taos Leads!

**STRATEGIC PLAN
2023–2026**

TABLE OF CONTENTS

Our Purpose, Vision, Mission and Core Values

1

Message from the Superintendent Valerie Trujillo

2

School Board Members Reflections

4

District Demographics

6

District Organizational Chart

7

Thanks to Participants

8

Foundational Goals

10

Theory of Action

12

Strategic Goals and Expected Outcomes

13

Foundational Goal 1

17

Foundational Goal 2

24

Foundational Goal 3

29

Foundational Goal 4

32

Foundational Goal 5

36



LAND ACKNOWLEDGEMENT STATEMENT: It is respectful to recognize the unique and enduring relationship that exists between Indigenous People and their traditional territories. We acknowledge that we are on the historic homeland of the Red Willow People within the original territory of Taos Pueblo. This acknowledgement will oblige, as a reminder of our ongoing efforts to respectfully recognize, honor, reconcile, and partner with the Red Willow People whose land and water we benefit from in this great valley today.

OUR PURPOSE, VISION, MISSION, AND CORE VALUES

Purpose

Providing an exceptional education to prepare every student for success.

Vision

Inspiring learners to achieve life-long success through teaching, learning, collaboration, and engagement.

Mission

Prepare all students academically, socially, emotionally, and physically to help them develop the knowledge, critical thinking skills and character necessary to succeed in college, careers, the world of work, and beyond.

CORE VALUES STATEMENT

Excellence, Ethics, Equity, Engagement, and Evolution are the core values of Taos Municipal Schools (TMS). These values drive the decisions we make and the actions we take.

Excellence

We demonstrate excellence and success through learning from others, working as a team, acting responsibly, and being accountable.

Ethics

We adhere to ethical standards of honesty, integrity, accountability, and fairness.

Equity

Equity in our district is distinguished by compassion, caring, acceptance, understanding, and advocacy for each and every student and their families.

Engagement

Engagement by our students, staff, parents, and stakeholders is the key to our success through the development of a natural curiosity, passion and joy for learning.

Evolution

We embrace innovation and demonstrate a willingness to evolve.



SUPERINTENDENT'S LETTER

Dear Staff, Students, Parents, Families and Community,

As your Superintendent of Schools, I am excited to share with you an overview of our school district's strategic plan, *Taos Leads!* which reflects our unwavering commitment to fostering excellence, ethics, equity, engagement, and evolution within our educational community.

At the heart of our efforts are our Core Values: *Excellence, Ethics, Equity, Engagement, and Evolution*. These values guide our actions and decisions as we strive to provide an exceptional learning experience for every student.

Our **Foundational Goals** serve as the strength of our strategic plan, encompassing critical actions that drive our district's success.

Student Achievement: We are dedicated to promoting rigorous academic pursuits and personalized learning experiences that empower every student to reach their full potential.

Educator Excellence: We believe that exceptional educators are the cornerstone of a successful education system. We are committed to supporting our educators through continuous professional development, mentorship, and a collaborative environment.

Family and Community Engagement: We recognize the importance of strong partnerships between our schools, families, and community members. We will actively engage and involve all stakeholders to create a supportive and inclusive educational environment.

Culture, Climate, Wellness, and School Safety: We are committed to fostering a positive and inclusive school culture that prioritizes the well-being and safety of every member of our community. By creating a nurturing environment, we ensure that students and staff can thrive both academically and emotionally.

Systems, Operations, Policies, and Procedures: We understand that effective systems and well-defined policies are essential for the smooth operation of our district. We will continuously evaluate and improve our processes to ensure efficiency, transparency, and accountability. As we embark on this journey, I invite you to join us in realizing our shared vision for the future of our school district. Your input, collaboration, and active participation are invaluable as we work together to provide an outstanding education for our students. Thank you for your ongoing support and dedication to our school community.

Valerie R. Trujillo

Respectfully,
Valerie Trujillo, Superintendent



SCHOOL BOARD MEMBER REFLECTIONS AND THOUGHTS ABOUT TAOS MUNICIPAL SCHOOLS:



Board President, Mark Flores

As a former student of (TMS) and a parent of two High School graduates, I've been honored to serve you on the School Board for the last 10 years. I have deep roots that run through the district and community. My late grandfather, a retired teacher and principal and my late grandmother, a former Board Member of (TMS), both taught me that "a good education is something no one can take away from you." All of our great teachers and school staff are fully invested in working to provide a safe, engaging, and supportive environment for our students.

The building blocks to success begin with our strategic plan which encompasses the many components needed to provide our children with the best education. We are continually looking at and evaluating data to improve our performance. Through continued collaboration with our students, their families, the community, and our partners in education, we will ensure a solid foundation for the future of each student. As we face the many challenges that can come with any great endeavor, let us stay focused and persistent in our united goal to provide our kids with the best educational experience possible... Go Tigers!!



Board Vice-President, Whitney Goler

Welcome to (TMS)! I welcome YOUR student to our exceptional educational community that instills excellence in education, equity for students and families and engagement in learning from Pre-K through 12th grade. We are excited to share our recently completed (TMS) Strategic Plan 2023-26, thoughtfully created with input from all five current school Board members along with Superintendent Valerie Trujillo, her Executive Staff, school administrators, teachers and (TMS)' staff, parents, families, students, and community members.

I first became involved in Taos Schools as a parent volunteer in 2005 when my daughter entered Kindergarten at Ranchos Elementary. I quickly learned that active parent/caregiver participation makes a difference in a child's attitude towards learning, excelling socially and emotionally, and creates an opportunity for greater success in school. I volunteered continuously throughout her high school years, eventually running for a School Board position in 2015. All of our current Board Members have children, grandchildren or relatives who attend our schools!



Board Member: Pascual Maestas

The Taos Municipal School District's Strategic Plan is a map for the Board of Education, Superintendent, staff, parents, and students to take us where we want to go. I am proud of the development of this plan and the data-driven goals that the community will use to define success.

With the Strategic Plan in place, now we must work collaboratively to meet the milestones set for us. With your help as a staff member, parent, or community member, we can be at our best and achieve our mission of preparing all students for the world of work and beyond.

SCHOOL BOARD MEMBER REFLECTIONS AND THOUGHTS ABOUT TAOS MUNICIPAL SCHOOLS:



Board Secretary: Susan K. Trujillo

Prior to my retirement, I never had the time or opportunity to engage in community volunteer work, despite a strong desire to serve and contribute. Upon retiring, I made a conscious choice to run for the school board. This decision was driven by my newfound availability to commit to the school district that has been instrumental in providing me, my children, and now my grandchildren with a quality education.

My primary objective in serving on the board is to establish genuine financial transparency,

safeguard the integrity of public funds, and actively support the superintendent in implementing effective checks and balances within the system. It is imperative that district procedures and processes are not only in place but also faithfully administered.

I eagerly anticipate the continuation of my service on the board of education and hold immense appreciation for my colleagues on the board and our superintendent. Collaborating with them as fellow team member and colleagues brings me great satisfaction.



Board Member: Cynthia Spray

The (TMS) strategic plan is a critical element in developing a pathway to the essential improvement of our administration, organizational structure, and curriculum in the coming years. The recommended changes and their prompt implementation are vital to bringing both the highest quality education to the students as well as accountability to the taxpayers.

Our team, made up of our school board, administration, and our exemplary strategic planning consultants, worked mindfully to produce a plan that is reflective of our community and traditions, while always realizing the vast importance of this project. I am grateful for having had the opportunity to collaborate and work with such a dedicated team.





DISTRICT DEMOGRAPHICS

Number of Schools	8
Students	2,267
Males	1,173
Females	1,085
Special Education Students	464
(20.5% of student population)	
Gifted Education Students	96
(4.24% of student population)	
English Language Learners	202
(8.9% of student population)	
Free/Reduced Lunch (FRL)	2082
(91.85% of student population)	
Caucasian Students	461
(20.3% of student population)	
Hispanic Students	1619
(71.4% of student population)	
Native American Students	111
(4.89% of student population)	
Multi Race Students	74
(3.26% of student population)	
Homeless Students:	102
(4.5% of student population)	

Languages Spoken: English, Spanish, Tiwa

On Our Team: Administrators: 26
Certified Staff: 120
Special Education Teachers: 15
Social Emotional Learning Coordinator: 1
Counselors: 3
Nurse: 3
Speech Language Pathologists: 2
Social Workers: 5
Classified: 119

Taos Municipal Schools Total Public School
Operating Budget: \$29, 809,297.56

Capital Project Funds Total: \$6,894,610.99

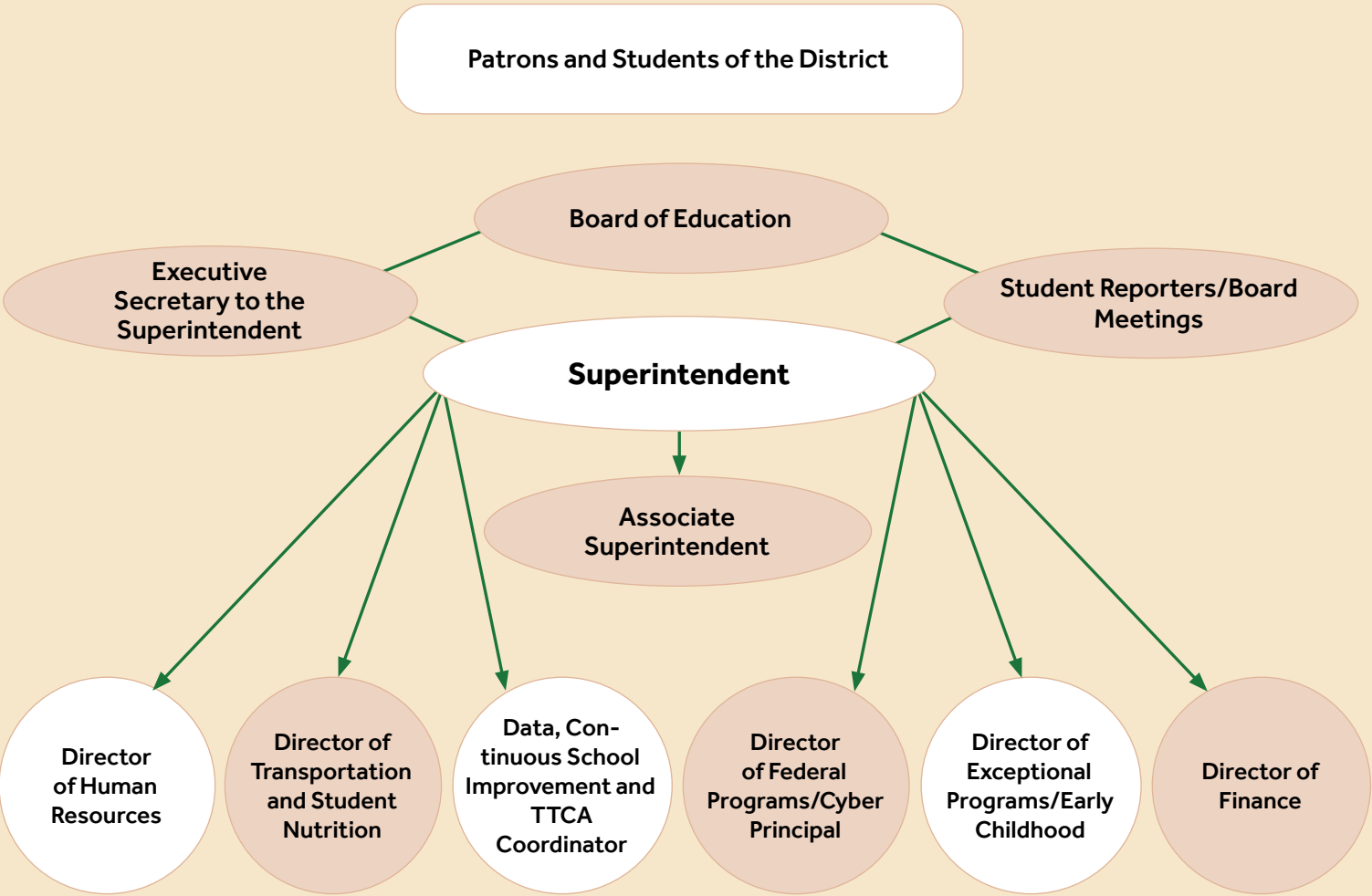
Number of Pre-K Classrooms: 4

Graduation Rates: (TMS) Four-year Cohort
Graduation Rate (2021) 68.9%

Attendance Rates: Baseline data to be established
in SY 2023–24

DISTRICT ORGANIZATIONAL CHART

Superintendent’s Cabinet | 2023–2024



THANK YOU ALL PARTICIPANTS!

Arroyos Del Norte Elementary School (ADNES)		Enos Garcia Elementary School (EGES)	
Ranchos Elementary School (RES)		Taos High School (THS)	
Taos Middle School (TMS)		Taos Municipal Schools District (TMSD)	
Abeyta Valerio, Lisa, <i>Assistant Principal</i> (THS)	Cortez, Eric, <i>Custodian</i> (EGES)	Gordon, Teresina, <i>Educational Assistant</i> (EGES)	
Alaniz, Bethany, <i>Teacher</i> (EGES)	Countryman, Gwendolyn, <i>Teacher</i> (RES)		
Alaniz, Patricia, <i>Teacher</i> (EGES)	Curran, Trish, <i>Educational Assistant</i> (EGES)	Grace, C.J., <i>Director of Federal Programs</i> (TMSD)	
Alpers, Kathy, <i>Teacher</i> (RES)	Davis, Eva, <i>Teacher</i> (EGES)	Graham, Jacqueline, <i>Teacher</i> (TMS)	
Anaya, Evelyn, <i>Financial Specialist</i> (TMSD)	Davis, Val, <i>Teacher</i> (RES)	Gray, Julie, <i>Social Worker</i> (EGES) & (RES)	
Apodaca, Jamie, <i>Teacher</i> (EGES)	DeHerrera, Emy, <i>Dean of Students</i> (THS)	Gutierrez, Naomi, <i>Educational Assistant/ Secretary</i> (TMS)	
Apodaca, Joella, <i>Teacher</i> (RES)	Dimas, Jacob, <i>Teacher</i> (EGES)		
Arellano, Virginia Annette, <i>Teacher</i> (RES)	Duran, Christina, <i>Financial Specialist</i> (TMSD)	Hensley, Michael, <i>Teacher</i> (THS)	
Autumn, Christine, <i>Teacher</i> (TMS)	Edinger, Audrey, <i>Teacher</i> (THS)	Hernandez, Cristina, <i>Secretary</i> (EGES)	
Barela, Laurie, <i>Teacher</i> (RES)	Ellis, Lloyd, <i>Teacher</i> (THS)	Herrera, Dr. Gladys, <i>District Family Involvement Coordinator</i> (TMSD)	
Barela, Mark, <i>Teacher</i> (THS)	Ely, Betsy, <i>Teacher</i> (EGES)	Herrera, Kenny, <i>Custodian</i> (THS)	
Barnes, Mary M., <i>Teacher</i> (RES)	Emory, Sandy, <i>Executive Director</i> , Twirl Taos	Hidinger, Brandie, <i>Teacher</i> (TMS)	
Bencomo, Tamara, <i>Educational Assistant</i> (RES)	Ethridge, Necia, <i>Counselor</i> (THS)	Holle, Jennifer, <i>Teacher</i> (TMS)	
Bilal, Amina, <i>Teacher</i> (EGES)	Fahey Alcer, Kelley, <i>Teacher</i> (RES)	Hurtado, Margo, <i>Parent/Speech Language Pathologist</i> (TMSD)	
Bozzuto, Maribel, <i>Bilingual Teacher</i> (ADNES)	Fernandez, Sandy, <i>Educational Assistant</i> (TMS)	Irons, Jodi, <i>Teacher</i> (EGES)	
Bradley, Sarah, <i>Principal</i> (EGES)	Fincher, Constance, <i>Teacher</i> (THS)	Isaacs, Lisa, <i>Financial Specialist</i> (TMSD)	
Branch, Darlene, <i>Teacher</i> (EGES)	Flores, Mark T., <i>President, Board of Education</i> (TMSD)	Jeanbele, Maria, <i>Director of Instructional Technology</i> (TMSD)	
Brashar, Lynn, <i>Director of Exceptional Programs</i> (TMSD)	Flory, Joel, <i>Teacher</i> (TMS)	Jeantete, Debra, <i>Teacher/Librarian</i> (ADNES)	
Broadfort, Laurie, <i>Educational Assistant</i> (RES)	Franco, Michele, <i>Instructional Technology Secretary</i> (TMSD)	Jiron, Sheila, <i>Attendance Secretary</i> (TMS)	
Calvert, Dimitri, <i>Parent</i>	Gallegos, Sherry, <i>Speech/Language Pathologist</i> (EGES)	Kerr-Dumond, Laura, <i>Teacher</i> (THS)	
Cameron, Joseph, <i>Teacher</i> (RES)	Garcia, Amy, <i>Educational Assistant</i> (EGES)	Khweis, Juheina, <i>Teacher</i> (TMS)	
Campbell, Sandy, <i>Executive Director</i> , True Kids i	Garcia, Anthony, <i>Custodian</i> (RES)	Khweis, Heyam, <i>Educational Assistant</i> (THS)	
Campbell, Elizabeth, <i>Teacher</i> (THS)	Garcia, Christine, <i>Teacher</i> (THS)	Khweis, Khalil, <i>Teacher</i> (THS)	
Cardenas, Andrew, <i>Custodian</i> (TMS)	Gilroy, Liz, <i>Teacher</i> (ADNES)	Kiser, James, <i>Chief Executive Officer</i> , Holy Cross Hospital	
Cardenas, Francisco, <i>Custodian</i> , (THS)	Goler, Whitney, <i>Vice President, Board of Education</i> (TMSD)	Kosanke, Adel, <i>Teacher</i> (THS)	
Cardenas, Kathryn, <i>Teacher</i> (RES)	Gonzales, Amanda, <i>Teacher</i> (TMS)	LaBella, Dr. Mae, <i>Director of School Improvement</i> (TMSD)	
Cardenas, Nicole, <i>Financial Specialist</i> (TMSD)	Gonzales, Andrew, <i>Manager</i> , Town of Taos	Lehrer, Risa, <i>Parent</i>	
Cardenas, Victor, <i>Custodian</i> (THS)	Gonzales, Carmela, <i>Teacher</i> (THS)	Leonard, Andy, <i>Teacher</i> (THS)	
Castillo, Maisel, <i>Educational Assistant</i> (RES)	Gonzales, Christine, <i>Teacher</i> (EGES)	Liceti, Rose, <i>Educational Assistant</i> (EGES)	
Castillo, Santiago, <i>Custodian</i> (EGES)	Gonzales, Enrique, <i>Teacher</i> (RES)	Loder, James, <i>Teacher</i> (THS)	
Chavez, Eugene, <i>Custodian</i> (THS)	Gonzales, Erika, <i>Teacher</i> (EGES)	Loughran, Lisa, <i>Teacher</i> (EGES)	
Chavez, Fatima, <i>Financial Specialist</i> (THS)	Gonzales, Krystal, <i>Long Term Substitute</i> (ADNES)	Lovato, Renita, <i>School Nurse</i> (TMS)	
Chavez, Nando, <i>Athletic Director</i> (THS)	Gonzales, Margaret S., <i>Secretary</i> (EGES)	Lucero, Angel, <i>Teacher</i> (EGES)	
Cortez, Art, <i>Teacher</i> (RES)	Gonzales, Sonya, <i>Teacher</i> (EGES)	Lucero, Maria, <i>Librarian</i> (EGES)	

Lucero, Teddy, *Parent*

Lujan, Vernon, *Board of Education Member*, Taos Pueblo

Lujan, Patricia, *Teacher* (THS)

Maestas, Pasqual, *Member, Board of Education* (TMSD)

Maestas, Tanya, *Payroll Specialist* (TMSD)

Malinberg, Kirsten, *Substitute Teacher* (THS)

Manuel, Greg, *Teacher* (THS)

Manuel-Maestas, Joaquin, *Teacher* (THS)

Mares, Christina, *Teacher* (TMS)

Martinez-Roybal, Andrea, *Teacher*, (TMS)

Martinez Hudson, Christine, *Teacher* (RES)

Martinez, Dominic, *Safety/Security* (TMS)

Martinez, Jennifer, *Teacher* (ADNES)

Martinez, Karen, *Teacher* (EGES)

Martinez, Linda, *Principal* (TMS)

Martinez, Michelle, *Educational Assistant* (RES)

Martinez, Rose M., *Educational Assistant* (EGES)

Martinez, Rutlie, *Educational Assistant* (EGES)

Martinez, Sandra, *Human Resources/ Transportation Support* (TMSD)

Martinez, Samantha, *Human Resources/ Transportation Support* (TMSD)

Martinez, Tanya, *Teacher* (TMS)

Martinez, Tami, *Educational Assistant* (ADNES)

Marval, Debra, *Teacher* (TMS)

Medina, Dr. Anthony, *Principal* (ADNES)

Medina, Crucita, *Teacher* (TMS)

Mendez, Emily, *Teacher* (THS)

Mendoza, Margarita, *Teacher* (RES)

Miera, Victoria, *Teacher* (RES)

Miller, Carlos, *Student* (THS)

Mondragon, Renetta, *Assistant Superintendent* (TMSD)

Montano-Storto, Theresa, *Teacher* (TMS)

Mora-Atencio, Nicole, *Assistant Principal* (EGES)

Mossman, Becky, *Teacher* (RES)

Munoz, Miriam, *Los Brazos* (TMS)

Nicholson, Andrea, *Teacher* (THS)

Ogren, Ben, *Teacher* (TMS)

Ortega, Letricia, *Teacher* (SPED), (RES)

Ortiz, Olivia, *Teacher* (EGES)

Oxoby-Hayett, Paula, *Community School Coordinator* (EGES)

Pacheco, Berna, *Educational Assistant* (TMS)

Pacheco, Frank, *Custodian* (TMS)

Pacheco, Michael, *Custodian* (EGES)

Padilla, Lucia, *Teacher* (TMS)

Pahls, John, *Librarian* (THS)

Peralta, Kendra, *Reading Specialist* (TMSD)

Pindar, Aly, *Exceptional Programs Support* (EGES)

Quintana, Richard, *Transition Coordinator* (THS)

Quintanila, Sadie, *Counselor* (TMS)

Rael, Danette, *Exceptional Programs Coordinator* (TMSD)

Rael, Ella, *Teacher* (TMS)

Rael, Marlene, *Teacher* (RES)

Rael, Rosita, *Secretary* (TMS)

Randall, Lisa, *Teacher* (EGES)

Richert, Mark, *Social Emotional Learning Coordinator* (TMSD)

Rivera, Camille, *Teacher* (THS)

Rivera, Laurie, *Teacher* (EGES)

Robinson, M., *Speech/Language Pathologist* (RES)

Rodriguez, Rose, *Educational Assistant* (EGES)

Romero, Angela, *Social Worker* (TMS)

Rodriguez, Anita, *Assistant Principal* (TMS)

Romero, Daniella, *Secretary*(THS)

Romero, Kristine, *School Nurse* (EGES)

Romero, Monica, *Counselor* (THS)

Romero, Sonya F., *Teacher* (ADNES)

Romero, William, *Teacher* (TMS)

Rosalus, Niome, *Educational Assistant* (RES)

Salazar, Ursula, *Teacher* (EGES)

Salazar, Natalie, *Teacher* (RES)

Salazar, Sharon, *Teacher* (RES)

Salazar, Dennis, *Custodian*, (RES) and Central Office

Sanchez, Randi, *Teacher* (EGES)

Sanchez-Cordova, Alicia, *Teacher* (RES)

Sandoval, Marissa, *Teacher* (TMS)

Sandoval, Matthew, *Teacher* (THS)

Schilke, Claudine, *Parent*

Segura, June, *Benefits Specialist* (TMSD)

Serna, Kathy, *Teacher* (RES)

Serna Marmol, Madelyn, *Principal* (RES)

Shahin, Lina, *Teacher* (EGES)

Silva-Baca, Brittany, *Secretary*, (ADNES)

Silva-Baca, Joey, *Social Worker*, (TMS)

Silva-Baca, Sonya, *Social Worker* (RES)

Silvers, Jacqueline, *Teacher*, (TMS)

Spray, Cynthia, *Member, Board of Education*, (TMSD)

Struck, Sonya, *Community Officer*, LOR Foundation

Tafoya, Arturo, *Custodian* (RES)

Tafoya, Elizabeth, *Educational Assistant* (EGES)

Thomas, Laura, *Educational Assistant* (RES)

Thompson, Jesse, *UNM Teacher* (THS)

Tindell, Janae, *Teacher* (TMS)

Tindell, Mitch, *Teacher*

Tras, Nicholas, *Educational Assistant* (EGES)

Trujillo, Danny, *Custodian* (THS)

Trujillo, Diana, *Teacher* (EGES)

Trujillo, Eric, *Custodian* (EGES)

Trujillo, Feloniz, *Registrar* (THS)

Trujillo, Lacy, *Teacher* (EGES)

Trujillo, Robert, *Principal* (THS)

Trujillo, Susan K., *Secretary, Board of Education* (TMSD)

Trujillo, Valerie, *Superintendent of Schools*, (TMSD)

Trujillo-Sanchez, Elisa, *Teacher* (ADNES)

Valdez-Dimas, Margo, *Teacher* (THS)

Vigil, Jeanette, *Teacher* (EGES)

Vigil, Johnny, *Custodian* (ADNES)

Vigil, Leslie, *Teacher* (EGES)

White, Connie, *Teacher* (ADNES)

Winter, Esther, *Director of Human Resources and Transportation* (TMSD)

Witt, Jennifer, *Teacher* (EGES)

Wright, Toni, *Teacher* (THS)

Yuma, Stacey, *Parent/Educational Assistant* (EGES)

Zarasua, Teddie, *Teacher* (EGES)

Additionally, 15 individuals responded to an electronic survey, sent to families and community organizations.

TAOS MUNICIPAL SCHOOLS FOUNDATIONAL GOALS

OUR **5** Foundational Goals serve as the basis for developing our Strategic Goals, Anticipated Outcomes, Critical Actions, Timelines, and Measures of Progress. They are deeply rooted in all we do in Taos Municipal Schools and if we remain committed to our Foundational Goals, we will achieve our Strategic Plan over the next few years.

Foundational Goal 1: Student Achievement

(TMS) Board of Education and District will promote academic excellence through close monitoring of student performance data in grades Pre-K to Grade 12, graduation rates, dropout rates, and attendance rates.



Foundational Goal 3: Family & Community Engagement

(TMS) Board of Education and the District will engage strong collaborative partnerships with family and community stakeholders by aligning resources that actively support student learning, excellence in education, and alignment of Board Goals. Participation in family nights, celebrations, college and career preparation nights, parent-family/teacher conferences, and the NM Public Education Department's annual student and parent satisfaction survey will all be used to evaluate school climate, family efficacy, and barriers to parent/family engagement.

Foundational Goal 2: Educator Excellence

(TMS) Board of Education and the District is committed to recruiting, developing, and retaining highly qualified educators and staff in a culture where all district employees are informed, empowered and present in their professional practice. Attendance rates, educator performance data, professional development participation, and staff satisfaction data will be analyzed regularly.

Foundational Goal 4: Culture, Climate, Wellness & School Safety

(TMS) Board of Education and the District commits to fostering a responsive, caring, and inclusive culture and climate where students, staff, parents/ families, and visitors feel welcomed, valued, safe, and supported. Student, staff, and parent/family culture and climate surveys, individual school and district progress in meeting safety protocols, disciplinary referrals and suspensions will be reviewed to gauge progress with this foundational goal.



Foundational Goal 5: Systems, Operations, and Policies & Procedures

(TMS) Board of Education and the District will continually improve systems, operations, facilities, infrastructure, and evolving technologies through transparent practices, shared accountability, and fiscal responsibility. Measures of accountability will include annual and timely fiscal audits, Board policy reviews, and number of completed projects.

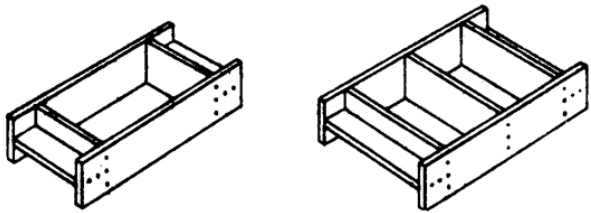
OUR THEORY OF ACTION

OUR THEORY OF ACTION IS DEEPLY ROOTED in foundational goals and critical actions aimed at enhancing the quality of education in the (TMS) through both needed and enriching professional development opportunities for the professional growth of our educators and TMS staff. Our unwavering commitment lies in fostering a district-wide culture where all personnel consistently exhibit cultural responsiveness in their interactions with students, parents, families and colleagues.

GUIDED BY THE STRATEGIC GOALS and critical actions of our strategic plan, we are dedicated in implementing best practices to empower both students and staff to make informed decisions while teaching, learning and working in safe and secure learning environments.

JUST AS ADOBE BRICKS EMBODY OUR COMMUNITY'S HERITAGE, (TMS)' essence and core values are akin to their construction. Our strengths parallel the meticulous material selection, sun-drying compression, and interlocking designs of adobe bricks.

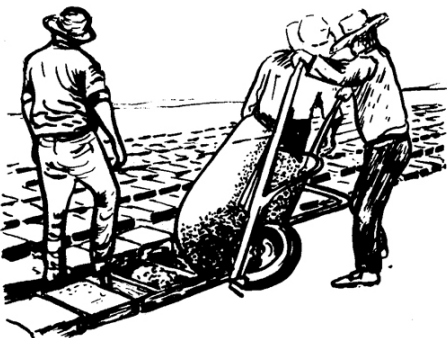
SIMILARLY, OUR EDUCATIONAL RESILIENCE AND ACHIEVEMENTS result from the balanced blend of effective teaching methods, careful program choices and community collaboration. Our mission focuses on equipping students for higher education, careers, and certifications through personalized programs, bolstered by family and community support.



Common forms for molding adobe brick



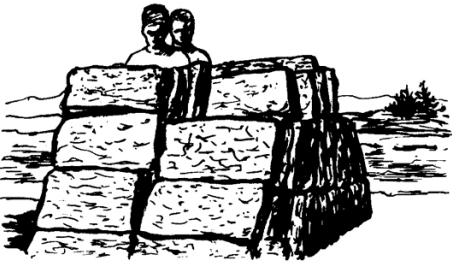
Finding a suitable work site



Filling the forms with a mixture of soil and water



Loose adobe bricks (left and right) and adobe bricks in form (center)



Partially cured adobes stacked in loose ricks

STRATEGIC GOALS, EXPECTED OUTCOMES

Foundational Goal 1: Student Achievement

Taos Municipal Schools Board of Education and District will promote academic excellence through close monitoring of student performance data in grades Pre-K to Grade 12, graduation rates, dropout rates, and attendance rates.

Overall Approach/Strategy

Differentiating instruction and services will ensure that every child’s holistic needs are met. Our instructional practices will reflect the needs of students at each developmental level, and support systems, including the Multi-Layered System of Support (MLSS) and the Student Assistance Team (SAT) process, will be utilized for identifying and addressing unique, individual student needs. Our academic foundation will be the kindergarten-Grade 12 (K–12) Common Core State Standards,

Next Generation Science Standards, and the New Mexico Public Education Department’s (NMPED) Instructional Scopes. Benchmark assessments, progress monitoring and other short cycle assessments will be utilized to ensure all students have met proficiency and growth targets. Timely analysis of student performance data will be ongoing and purposeful and will serve as the foundation of the instructional cycle.

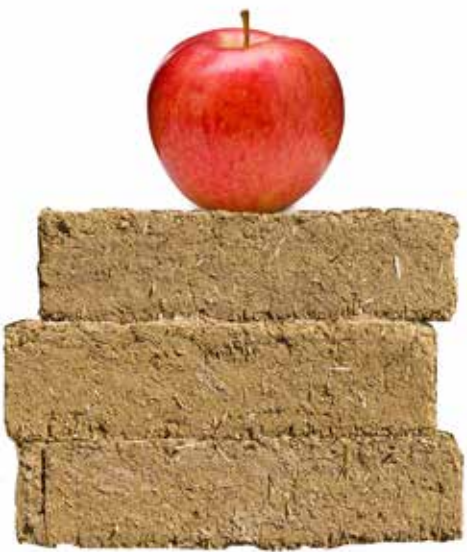
Expected Outcomes 1.1

1. Using data from the *New Mexico Early Childhood Observation Tool (ECOT)* and Kindergarten Observation Tool (KOT), all students who attend Preschool and Kindergarten in Taos will show growth of at least two indicator levels of progress from beginning of year (BOY) in PreK through BOY in Kindergarten, in all areas of Literacy.
2. Using data from the *New Mexico ECOT* and Kindergarten KOT, all students who attend Preschool and Kindergarten in Taos will show growth of at least two indicator levels of progress from BOY in PreK through BOY in Kindergarten, in all areas of Mathematics.
3. All students in Kindergarten-Grade 2 demonstrating BOY *Istation Reading* proficiency (Levels 4 & 5 performance) will maintain or advance proficiency each academic year. All students performing below proficiency (Levels 1, 2 and 3) will increase by one proficiency level by the end of each academic year.
4. All students in Kindergarten-Grade 11 demonstrating *i-Ready* End of Year (EOY) *Early On-Grade Level* or *Mid/Above Grade Level* proficiency for Reading will maintain or advance proficiency level(s) to *Mid/Above Grade Level* each academic year. All students performing in the *One Grade Level Below*, *Two Grade Levels Below*, or *3+ Grade Levels Below* proficiency range will increase (minimally) one proficiency level by the end of the following academic year.
5. All students in Kindergarten-Grade 11 demonstrating *i-Ready* EOY *Early On-Grade Level* or *Mid/Above Grade Level* proficiency for Mathematics will maintain or advance proficiency level(s) to *Mid/Above Grade Level* each academic year. All students performing in the *One Grade Level Below*, *Two Grade Levels Below*, or *3+ Grade Levels Below* proficiency range will increase (minimally) one proficiency level by the end of the following academic year.
6. All students in Grades 3–8 demonstrating *Measures of Student Success Achievement (MSSA) Proficiency* in Reading will maintain or advance proficiency levels to *Advanced* each academic year. Students performing at *Novice and Nearing Proficiency* will increase performance by 1.25 grade levels each academic year, until such time they are performing at grade level.
7. All students in Grades 3–8 demonstrating *Measures of Student Success Achievement (MSSA) Proficiency* in Mathematics will maintain or advance proficiency levels to *Advanced* each academic year. Students performing at *Novice and Nearing Proficiency* will increase performance by 1.25 grade levels each academic year, until such time they are performing at grade level.
8. All students in Grades 5, 8 and 11 demonstrating *NM Assessment of Science Readiness Proficiency* will maintain or advance to *Advanced* by the end of the following academic year. All students performing *Novice and Nearing Proficiency* will increase (minimally) by one level by the end of the following academic year.

9. Over the course of three years, 10% or more of Grade 10 students will increase their *Pre-Scholastic Aptitude Test (PSAT)* scores to the current NM State average of 920 or higher.
10. Over the course of three years, 10% or more of Grade 11 students will increase their *Scholastic Aptitude Test (SAT)* scores to the current NM State average of 976 or higher.

Expected Outcomes 1.2Expected Outcome 1.3

1. Over a three to five-year period, increase (TMS) four-year cohort graduation rate each year by 2–3% to meet or exceed New Mexico’s four-year cohort graduation rate.
2. Increase the total dollar amount of academic, athletic, and other scholarships awarded to high school seniors by 5–10% annually.
3. Establish baseline data in SY 2023–2024 for the number of students enrolling in and completing Dual Enrollment courses and CTE programs. Based on this data, establish growth targets for the next 3–5 years.
1. Increase student attendance rates at each school by reducing **chronic truancy rates** by 7% annually.



Foundational Goal 2: Educator Excellence

Taos Municipal Schools Board of Education and the District is committed to recruiting, developing, and retaining highly qualified educators and staff in a culture where all district employees are informed, empowered and present in their professional practice. Attendance rates, educator performance data, professional development participation, and staff satisfaction data will be analyzed regularly.

Overall Approach/Strategy

Every child deserves highly qualified teachers who are supported by high-quality, effective administrators and support staff. If school teams are to be successful, they must have current knowledge and skills necessary for ensuring positive outcomes for students and overall school improvement. Throughout the school year, administrators, teachers and support staff will receive timely, ongoing professional development to support and enhance their leadership skills and teaching practices.

Expected Outcome 2.1Expected Outcome 2.2Expected Outcome 2.3

1. Recruit, support and retain quality staffs for all positions, so that employee turnover rates are reduced annually by 5% for all employee groups.
1. 100% of school administrators will demonstrate a rating of Effective or higher as per the five domains of the *New Mexico Highly Objective Uniform Statewide Standard of Evaluation* (HOUSSE).
1. 100% of teachers with three or more years of teaching experience will demonstrate a rating of *Applying* or higher as per the four domains of Elevate NM, the teacher evaluation system.
2. 100% of teachers with less than three years of teaching experience will demonstrate forward growth toward *Applying* each year.

Foundational Goal 3: Family and Community Engagement

Taos Municipal Schools Board of Education and the District will engage strong collaborative partnerships with family and community stakeholders by aligning resources that actively support student learning, excellence in education, and alignment of Board Goals. Participation in family nights, celebrations, college and career preparation nights, parent-family/teacher conferences, and the NM Public Education Department’s annual student and parent satisfaction survey will all be used to evaluate school climate, family efficacy, and barriers to parent/family engagement.

Overall Approach/Strategy

By creating a strong focus on family and community engagement, there will be a significant increase in opportunities for parents and families to engage in our schools through school and district programs and initiatives. These programs and initiatives will support parents and families in helping their children and young adults to be successful in school. With district support, outreach and improved school-home communication, parents and families will be better able to navigate the school system and will have resources for supporting their children and their learning while at home.

Expected Outcome 3.1	Expected Outcome 3.2
1. Increase parent, family, and school-community involvement by 5% at each school, each school year once baseline data is established in SY 2023–2024.	1. Improved outcomes for students through parent/family support groups and resources for at-home learning time, as measured the Community Schools Needs Assessment at each school site.

Foundational Goal 4: Culture, Climate, Wellness, and School Safety

Taos Municipal Schools Board of Education and the District commits to fostering a responsive, caring, and inclusive culture and climate where students, staff, parents/ families, and visitors feel welcomed, valued, safe, and supported. Students, staff, and parent/family culture and climate surveys, individual school and district progress in meeting safety protocols, disciplinary referrals and suspensions will be reviewed to gauge progress with this foundation.

Overall Approach/Strategy

Healthy and safe learning environments support learning experiences that promote personal growth, healthy interpersonal relationships and wellness. The goal of a healthy and safe environment is to promote an optimal positive climate and culture before, during and after school, for students, staff, parents/families, and community members – one which enhances student achievement. Taos Municipal Schools will work to ensure that our buildings and environments are safe and functional. Safety is our number one priority. The district will continue to study and continuously improve its systems, policies, procedures, and protocols that relate to school safety.

Expected Outcome 4.1	Expected Outcomes 4.2	Expected Outcome 4.3
1. Improved Social Emotional Learning (SEL) support will be provided to students as measured by <i>Panorama</i> and district-sponsored programming, etc.	1. 100% of schools and departments will meet or exceed school safety requirements and protocols. 2. 100% of schools will update their NMPED required School Safety Plans at the start of each school year. 3. 100% of schools will be in compliance with practicing state required safety drills and submitting their data/reports by set due dates to the Office of Safety and Security.	1. A safe, positive environment where diversity and respect are valued will be the norm at all Taos Municipal Schools. This will result in increased student accountability and a reduction of Level 3–5 disciplinary referrals and out of school suspensions annually.

Foundational Goal 5: Systems, Operations, and Policies & Procedures

Taos Municipal Schools Board of Education and the District will continually improve systems, operations, facilities, infrastructure, and evolving technologies through transparent practices, shared accountability, and fiscal responsibility. Measures of accountability will include annual and timely fiscal audits, Board policy reviews, and number of completed projects.

Overall Approach/Strategy

The progress of improvement initiatives will be continuously monitored. Relevant data, including project completion rates, financial metrics, and stakeholder feedback will be collected to assess the effectiveness of the strategies. This information will be utilized to identify areas that require further attention and to make data-driven decisions to drive continuous improvement.

Expected Outcome 5.1	Expected Outcome 5.2
1. By strengthening the internal control systems for the district’s infrastructure for facilities, this will provide safer, more secure, and well managed environments that support the educational vision and mission of the district, while prioritizing the well-being of students, staff, and assets. This will be measured by POMS and Associates’ Risk Assessment Reports. Monthly updates will be provided to the Board of Education regarding the progress being made at each school site and district-owned facilities.	1. The new Audit Advisory Committee and the Financial Advisory Committee will assist the district with enhanced financial oversight, improved transparency, better risk management, compliance with regulations, objective advice, and strengthened accountability.

Expected Outcome 5.3	Expected Outcome 5.4
1. Improving instructional technology in Taos Municipal Schools will create a more engaging, personalized, collaborative, and efficient learning environment that equips students with the necessary skills they need for future success with college, careers, and the world of work in the 21st Century. It will also provide teachers support and “on the spot” professional development so they can support the needs of their students and parents/families.	1. Work toward establishing a non-profit educational foundation for Taos Municipal Schools over the next one-three years. This will create additional resources, support, and opportunities for students, teachers, and parents/families. An educational foundation will contribute to the overall enhancement of the quality of education and success of students within the school district.



FOUNDATIONAL GOAL 1:
STUDENT ACHIEVEMENT

(TMS) Board of Education and District will promote academic excellence through close monitoring of student performance data in grades Pre-K to Grade 12, graduation rates, dropout rates, and attendance rates.

Overall Approach/Strategy

Differentiating instruction and services will ensure that every child’s holistic needs are met. Our instructional practices will reflect the needs of students at each developmental level, and support systems, including the Multi-Layered System of Support (MLSS) and the Student Assistance Team (SAT) process, will be utilized for identifying and addressing unique, individual student needs. Our academic foundation will be the kindergarten-Grade 12 (K–12) Common Core State Standards,

Next Generation Science Standards, and the New Mexico Public Education Department’s (NMPED) Instructional Scopes. Benchmark assessments, progress monitoring and other short cycle assessments will be utilized to ensure all students have met proficiency and growth targets. Timely analysis of student performance data will be ongoing and purposeful and will serve as the foundation of the instructional cycle.

Expected Outcomes 1.1

1. Using data from the *New Mexico Early Childhood Observation Tool (ECOT)* and Kindergarten Observation Tool (KOT), all students who attend Preschool and Kindergarten in Taos will show growth of at least two indicator levels of progress from beginning of year (BOY) in PreK through BOY in Kindergarten, in all areas of Literacy.

2. Using data from the *New Mexico ECOT* and Kindergarten KOT, all students who attend Preschool and Kindergarten in Taos will show growth of at least two indicator levels of progress from BOY in PreK through BOY in Kindergarten, in all areas of Mathematics.

3. All students in Kindergarten-Grade 2 demonstrating BOY *Istation Reading* proficiency (Levels 4 & 5 performance) will maintain or advance proficiency each academic year. All students performing below proficiency (Levels 1, 2 and 3) will increase by one proficiency level by the end of each academic year.

4. All students in Kindergarten-Grade 11 demonstrating *i-Ready* End of Year (EOY) *Early On-Grade Level* or *Mid/Above Grade Level* proficiency for Reading will maintain or advance proficiency level(s) to *Mid/Above Grade Level* each academic year. All students performing in the *One Grade Level Below*, *Two Grade Levels Below*, or *3+ Grade Levels Below* proficiency range will increase (minimally) one proficiency level by the end of the following academic year.
5. All students in Kindergarten-Grade 11 demonstrating *i-Ready* EOY *Early On-Grade Level* or *Mid/Above Grade Level* proficiency for Mathematics will maintain or advance proficiency level(s) to *Mid/Above Grade Level* each academic year. All students performing in the *One Grade Level Below*, *Two Grade Levels Below*, or *3+ Grade Levels Below* proficiency range will increase (minimally) one proficiency level by the end of the following academic year.

6. All students in Grades 3–8 demonstrating *Measures of Student Success Achievement (MSSA) Proficiency* in Reading will maintain or advance proficiency levels to Advanced each academic year. Students performing at *Novice and Nearing Proficiency* will increase performance by 1.25 grade levels each academic year, until such time they are performing at grade level.

7. All students in Grades 3–8 demonstrating *Measures of Student Success Achievement (MSSA) Proficiency* in Mathematics will maintain or advance proficiency levels to Advanced each academic year. Students performing at *Novice and Nearing Proficiency* will increase performance by 1.25 grade levels each academic year, until such time they are performing at grade level.

8. All students in Grades 5, 8 and 11 demonstrating *NM Assessment of Science Readiness Proficiency* will maintain or advance to *Advanced* by the end of the following academic year. All students performing *Novice and Nearing Proficiency* will increase (minimally) by one level by the end of the following academic year.

9. Over the course of three years, 10% or more of Grade 10 students will increase their *Pre-Scholastic Aptitude Test (PSAT)* scores to the current NM State average of 920 or higher.
10. Over the course of three years, 10% or more of Grade 11 students will increase their *Scholastic Aptitude Test (SAT)* scores to the current NM State average of 976 or higher.

Critical Actions	Timeline	Who's Responsible	Measures of Progress
1.1.1. (a) Through a <i>Teacher Summer Institute</i> , facilitate teachers to develop K–12 Common Core State Standards (CCSS) based Curriculum Frameworks for English Language Arts and Mathematics; utilize the NMPED K–12 Instructional Scopes for guidance	Summer 2024	Superintendent or Designee Assistant Superintendent	K–12 Curriculum Frameworks are developed for English Language Arts and Mathematics
1.1.1. (b) Train staff in how to use the above Curriculum Frameworks and implement districtwide	Fall 2024	Superintendent or Designee Associate Superintendent	Teachers are trained; Curriculum Frameworks are used districtwide
1.1.2 (a) Develop or adopt and share with parents, K–12 grade level standards/expectations (in parent/family friendly language) for English Language Arts and Mathematics	SY 2024–2025 and Ongoing	Superintendent or Designee Director of Federal Programs	Documents are developed or adopted and disseminated to parents at the start of SY 2024–2025
1.1.2 (b) Research and share with parents, resources focused on supporting their child’s school experience, including the importance of daily attendance	SY 2024–2025 and Ongoing	Superintendent or Designee Director of Federal Programs	Parent education documents are regularly shared with parents/ families with the schools’ monthly newsletters, beginning SY 2024–2025
1.1.3 (a) Continue to train staff in MLSS with a focus on rigorous core (Tier 1) instruction	SY 2023–2024 and Ongoing	Superintendent or Designee Data/School Improvement Coordinator Director of Exceptional Programs	Training agendas and sign-in sheets
1.1.3 (b) The district MLSS coordinator will manage and monitor the implementation of MLSS and provide staff training, including classroom feedback, modeling and coaching	SY 2023–2024 and Ongoing	Superintendent or Designee Data/School Improvement Coordinator Director of Exceptional Programs	Documentation maintained by the MLSS Coordinator; the MLSS Coordinator will periodically provide updates to the Superintendent
1.1.3 (c) Review existing interventions for K–12 students; adopt new interventions and materials as deemed necessary and implement with fidelity, district-wide	SY 2023–2024	Superintendent or Designee Data/School Improvement Coordinator Director of Exceptional Programs	Existing K-12 interventions are reviewed; based on the review, new interventions and materials are adopted; implementation begins SY 2024–2025 and includes staff training

1.1.4 Provide principals and teachers with relevant training opportunities to develop deeper knowledge and skills related to standards-based instruction, MLSS, deliberate differentiated instruction, data driven instruction, Professional Learning Communities (PLCs), and best teaching practices	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Director of Federal Programs	District In-service Day agendas and sign-in sheets; Principal meeting agendas and sign-in sheets
1.1.5 (a) Review the schedules at each school; work to build in Professional Learning Communities (PLC) time for grade level teams at the Elementary and Middle Schools and departments at the High School	Review Schedules SY 2023–2024 Adjust Schedules (if feasible) SY 2024–2025	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Director of Exceptional Programs STARS Coordinator	A report with findings of the review is created, including suggestions for the master schedules to support PLCs and/or reasons changes are not feasible
1.1.5 (b) Develop expectations (including data review), recording/ reporting forms for teacher teams and expectations for principals to monitor implementation of PLCs	SY 2024–2025	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Director of Exceptional Programs STARS Coordinator	Expectations and documents are developed and shared with principals and staff; PLCs take place beginning SY 2024-2025 with ongoing monitoring
1.1.6 Ensure all teachers complete the state required trainings in Structured Literacy for K–3 teachers and Assessment Literacy for K–12 teachers	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator	All teachers will have completed these state required trainings within the time period allowed by NMPED
1.1.7 (a) Set expectations and ensure that all K–12 teachers regularly upload their lesson plans to the NMPED portal, Canvas	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator	Expectations are set and shared with teachers; lesson plans are uploaded as per principals’ directives
1.1.7 (b) Set expectations for principals to regularly review K-12 teacher lesson plans; provide training to principals in how to do this, what to look for, etc.	SY 2023–2024 and Ongoing	Superintendent Assistant Superintendent Data/School Improvement Coordinator	Principals are provided training in how to review lesson plans; plans are reviewed regularly
1.1.8 Expand implementation of the <i>i-Ready</i> Reading and Math programs to grades 9-12 with appropriate staff training	SY 2023–2024	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator	Programs are purchased, teachers are trained and implementation begins SY 2023–2024
1.1.9 Begin implementation of Next Step Plans in grade 6 through the Advancement Via Individual Determination (AVID) Program	January 2024	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Director of Exceptional Programs Director of Federal Programs Indian Education Manager	Next Step Plans are developed by/ for grade 6 students Spring 2024
1.1.10 Explore partnerships with community groups to deliver high dosage tutoring to struggling students	SY 2023–2024	Superintendent or Designee Data/School Improvement Coordinator	Agendas/documentation of meetings is maintained; if there is interest, an implementation plan is developed

Critical Actions	Timeline	Who’s Responsible	Measures of Progress
1.1.11 Set expectations for school sites to minimize interruptions during instructional time, i.e., intercom all calls, interrupting class via intercom to call student(s) to office, etc.	SY 2023–2024 and Ongoing	Superintendent or Designee	Expectations are shared with principals for their school sites; implementation begins at the start of SY 2023–2024
1.1.12 Engage Middle and High school students in the state-wide Academic Competitions hosted by New Mexico Regional Cooperatives Association (NMRECA)	SY 2023–2024 and Ongoing	Superintendent or Designee	Information is shared with Middle and High School principals, once released by NMRECA; (TMS) is represented at the Spring 2024 Academic Competitions
1.1.13 With staff, parents, and community members, develop a Profile of a Graduate of (TMS), with criteria for measuring progress toward mastering the skills identified within the profile	SY 2023–2024	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Business Leaders Community Members One Board of Education Member	A Profile of a Graduate from (TMS) is developed by May 2024; implementation begins SY 2024–2025
1.1.14 (a) Solidify the District’s agreement with Cooperative Educational Services (CES) to participate in <i>Building a Better Future Through Education: “A Six-Year Study of Transformative Change in New Mexico Schools”</i>	Fall 2023	Superintendent Board of Education	Agreement is approved and signed
1.1.14 (b) Fully participate in, document progress and keep the Board of Education apprised of required activities and resulting outcomes	Fall 2023 and Ongoing	Superintendent Assistant Superintendent Data/School Improvement Coordinator Director of Exceptional Programs Director of Federal Programs Indian Education Manager STARS Coordinator Principals Other Staff Identified by the Superintendent	All required activities are completed on-time, as per the project’s scope of work; the district maintains ongoing communication with CES project managers; Board of Education is updated on a regular basis



Expected Outcomes 1.2

- 1. Over a three to five-year period, increase (TMS) four-year cohort graduation rate each year by 2–3% to meet or exceed New Mexico’s four-year cohort graduation rate.
- 2. Increase the total dollar amount of academic, athletic, and other scholarships awarded to high school seniors by 5–10% annually.
- 3. Establish baseline data in SY 2023–2024 for the number of students enrolling in and completing Dual Enrollment courses and CTE programs. Based on this data establish growth targets for the next 3–5 years.

Critical Actions	Timeline	Who’s Responsible	Measures of Progress
1.2.1 Review and strengthen the High School’s credit recovery program to make it accessible to all students who are not “on track” to graduate	SY 2023–2024	Superintendent or Designee High School Principal or Designee High School Counselors Indian Education Manager Director of Exceptional Programs	The credit recovery program is reviewed, including the identification of barriers to students not taking advantage of it; program is refined, participation is monitored and data is collected
1.2.2 Conduct an audit of programs/ supports the district has in place for struggling students; identify deficiencies and work to address these over time	SY 2023–2024	Superintendent or Designee Director of Federal Programs Director of Exceptional Students Data/School Improvement Coordinator	Audit is completed; deficiencies are identified; deficiencies are addressed over time, budget permitting
1.2.3 Research and develop a Freshman Seminar course at the High School; include in the curriculum, the purpose and significance of Next Step Plans, the connection between school attendance and student achievement, building and maintaining healthy relationships, supports for academics and social emotional well-being, goal setting, mock job interviews, etc.	SY 2024–2025	Superintendent or Designee Assistant Superintendent High School Principal or Designee High School Counselors	A plan for a Freshman Seminar course is developed and ready for implementation, budget/staff/ scheduling logistics permitting, SY 2025–2026
1.2.4 Survey students regarding elective courses (outside of CTE programming) they would like to see being offered at the High School; over time, depending on budget and staffing, increase elective offerings	January 2024	Superintendent or Designee Data/School Improvement Coordinator High School Principal or Designee	Students are surveyed; new courses are ready for implementation SY 2024–2025, budget/staff/ scheduling logistics permitting
1.2.5 Research and develop a database with the number and scope of after-school student activities offered at the Middle and High Schools (non-athletic activities)	SY 2023–2024	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator	A database is developed; new student activities are added over time, budget permitting

1.2.6 (a) Explore the possibility of permitting 9th grade students to take <i>Dual Credit</i> courses	SY 2023–2024	Superintendent or Designee Representatives from Institutions of Higher Education that have partnership agreements in place with (TMS) Assistant Superintendent Data/School Improvement Coordinator High School Principal	Research is completed by December 2023
1.2.6 (b) Review existing <i>Dual Credit</i> course agreements; renegotiate offerings based on projected student needs	SY 2023–2024	Superintendent or Designee Representatives from Institutions of Higher Education that have partnership agreements in place with (TMS) Assistant Superintendent Data/School Improvement Coordinator High School Principal	Over the course of SY 2023–2024, agreements are reviewed and renegotiated to meet student needs
1.2.7 Establish a Career Technical Education (CTE) Committee, representative of secondary staff, higher education representatives, community members and industry representatives, with the charge of developing a comprehensive plan for implementing CTE/career pathways	SY 2023–2024 through SY 2024–2025	Superintendent or Designee Representatives from Institutions of Higher Education that have partnership agreements in place with (TMS) Assistant Superintendent Data/School Improvement Coordinator High School Principal Secondary Teachers Community Members Industry Representatives One Board of Education Member	A CTE Committee is established; a comprehensive implementation plan is developed and ready for implementation, SY 2025–2026

Expected Outcome 1.3

- 4. Increase student attendance rates at each school by reducing **chronic truancy rates** by 7% annually.

Critical Actions	Timeline	Who’s Responsible	Measures of Progress
1.3.1 Continue to align the District’s Board of Education Attendance Policy with the District’s <i>Attendance Success Plan</i>	SY 2023–2024	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Principals Counselors Social Workers Attendance Success Coaches	Alignment is completed by Spring 2024

1.3.2 Review the job descriptions of the district’s attendance success coaches; reiterate expectations for their work with the New Mexico Engage Alliance	SY 2023–2024	Superintendent or Designee Assistant Superintendent Principals Counselors Social Workers Attendance Success Coaches New Mexico Engage Alliance	A meeting with the (TMS) attendance success coaches and the New Mexico Engage Alliance takes place at the start of SY 2023–2024
1.3.3 Develop and implement a protocol for elementary and middle school students to track/chart their attendance data; charge the attendance success coaches at the High School to monitor and chart student attendance data	SY 2023-2024	Superintendent or Designee Data/School Improvement Coordinator Principals Teachers	A protocol is developed 1st quarter of SY 2023–2024, students begin charting/tracking their attendance 2nd quarter
1.3.4 (a) Elementary and Middle School principals and staffs, identify and implement class and/or grade level monthly competitions for highest attendance, with rewards	January 2024	Superintendent or Designee Principals and Staff	Competitions are implemented beginning January 2024
1.3.4 (b) Garner community business support for rewards for above attendance competitions	SY 2023-2024 and Ongoing	Superintendent or Designee Principals and Staff	Schools have rewards for the attendance competitions
1.3.5 (a) Review procedures for dealing with students who exhibit chronic tardiness and/ or absenteeism with principals, counselors, social workers, attendance success coaches, Individual Educational Plan (IEP) case managers, nurses, and teachers; implement with fidelity	SY 2023–2024	Superintendent or Designee Assistant Superintendent Principals Data/School Improvement Coordinator	At the start of SY 2023–2024, procedures are reviewed at each school site and continue on an annual basis
1.3.5 (b) Determine overall effectiveness of current procedures based on data and make modifications to procedures for Improvement	SY 2023–2024	Superintendent or Designee Assistant Superintendent Principals Data/School Improvement Coordinator Counselors Social Workers, Attendance Success Coaches IEP Case Managers Nurses Teachers	Implementation of procedures is monitored at each school site; procedural modifications are made based on data/observations
1.3.6 Identify a district committee with representation from staff, parents and the Taos business community, to develop a school community attendance campaign, including the definition of what good school attendance requires, a campaign slogan, social media messaging, etc.	SY 2023–2024	Superintendent Assistant Superintendent Data/School Improvement Coordinator One Elementary and One Secondary Principal Teacher Representatives Student Representatives Parent Representatives Community Member Representatives One Board of Education Member	Committee is identified September 2023; plan is completed by May 2024 and implemented SY 2024–2025

FOUNDATIONAL GOAL 2: EDUCATOR EXCELLENCE

(TMS) Board of Education and the District is committed to recruiting, developing, and retaining highly qualified educators and staff in a culture where all district employees are informed, empowered and present in their professional practice. Attendance rates, educator performance data, professional development participation, and staff satisfaction data will be analyzed regularly.

Overall Approach/Strategy

Every child deserves highly qualified teachers who are supported by high-quality, effective administrators and support staff. If school teams are to be successful, they must have current knowledge and skills necessary for ensuring positive outcomes for students and overall school improvement. Throughout the school year, administrators, teachers and support staff will receive timely, ongoing professional development to support and enhance their leadership skills and teaching practices.

Expected Outcome 2.1

- Recruit, support and retain quality staffs for all positions, so that employee turnover rates are reduced annually by 5% for all employee groups.

Critical Actions	Timeline	Who's Responsible	Measures of Progress
2.1.1 (a) Enhance existing comprehensive district marketing and recruitment plan for all positions, including substitute teachers; expand recruitment platforms	SY 2023–2024	Superintendent or Designee Assistant Superintendent Director of Human Resources Director of Facilities/ Maintenance Director of Food Services/ Transportation Principal Representatives Teacher Representatives	The marketing and recruitment plan is enhanced, with attention given to recruitment platforms
2.1.1 (b) Identify and engage a “think tank” of community group representatives, including the City and County, to address the lack of work force development housing for educators and other mid-range professionals wishing to live and work in Taos	SY 2023–2024	Superintendent or Designee Assistant Superintendent Director of Human Resources Community Representatives City and County Representatives One Board of Education Member	The group is identified, meets regularly throughout SY 2023–2024; a report with recommendations is completed by May 2024

2.1.2 Develop a comprehensive <i>New Employee Handbook</i> ; include protocols and forms for leave, purchasing, field trips, etc.	SY 2023–2024	Superintendent or Designee Assistant Superintendent Director of Human Resources Director of Facilities/ Maintenance Director of Food Services/ Transportation STARS/Technology Coordinator Director of Finance One Elementary and One Secondary Teacher Data/School Improvement Coordinator	The handbook is developed by May 2024 and shared with staff at the start of SY 2024–2025
2.1.3 Continuously improve the district’s onboarding session for new employees; review the <i>New Employee Handbook</i> at this session	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Human Resource Director of Facilities/ Maintenance Director of Food Services/ Transportation STARS/Technology Coordinator Data/School Improvement Coordinator Director of Finance One Elementary and One Secondary Teacher	This annual session is continuously improved each school year
2.1.4 (a) With the Los Alamos National Laboratory Foundation (LANL) and New Mexico Educators Rising, continue to develop “grow our own” teacher preparation programs 2.1.4 (b) Explore a “grow our own” teacher preparation program through the <i>National Golden Apple Foundation Scholars Program</i>	SY 2023–2024 and Ongoing SY 2024–2025	Superintendent or Designee Assistant Superintendent Director of Human Resources LANL and New Mexico Educators Rising Representatives Superintendent or Designee Assistant Superintendent Director of Human Resources Executive Director or Designee of the National Golden Apple Foundation Scholars Program	The district work with LANL and New Mexico Educators Rising continues; data is tracked A partnership with the National Golden Apple Foundation Scholars Program is established Fall 2024; a plan is developed for implementation SY 2025–2026
2.1.5 Continue to partner with NMPED, REC 2 and REC 9 to create local support groups for teachers pursuing advancement in licensure through micro-credentialing and mentoring new and novice teachers	SY 2023–2024 and Ongoing	Superintendent Director of Human Resources Principals Representative from REC 2 and REC 9	Support groups are in place to meet the needs of teachers pursuing licensure advancement; all new and novice teachers in need of support are assigned to a mentor
2.1.6 Explore an incentive program for staff demonstrating exemplary attendance	SY 2023–2024	Superintendent Assistant Superintendent One Elementary and One Secondary Teacher One Elementary and One Secondary Principal Representative Director of Human Resources	A district committee is identified (including union representation), meets throughout SY 2023–2024 and submits recommendations May 2024

2.1.7 Continue to provide opportunities for non-certified staff to pursue additional certifications and advance in positions	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Human Resources Director of Facilities/ Maintenance Director of Food Services Director of Safety	Non-certified staff are informed of support offered by (TMS) for them to pursue additional certifications and the procedures required to request support
2.1.8 Support district administrators’ participation in the CES program, <i>Aspiring Superintendents Academy</i>	SY 2024–2025 and Ongoing	Superintendent (Superintendent’s Recommendation Required)	Recommended candidates successfully complete the program

Expected Outcome 2.2

- 100% of school administrators will demonstrate a rating of Effective or higher as per the five domains of the *New Mexico Highly Objective Uniform Statewide Standard of Evaluation* (HOUSSE).

Critical Actions	Timeline	Who’s Responsible	Measures of Progress
2.2.1 Provide school administrators access to opportunities for receiving annual refresher training in <i>HOUSSE and Elevate NM</i> , and new evaluation platforms, should NMPED change platforms for administrator and teacher evaluations	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Human Resources	All school administrators receive annual refresher training in the state’s administrator and teacher evaluations systems
2.2.2 Continue to provide school administrators access to opportunities to receive training in Bilingual/ Multicultural and Special Education, Federal and State laws, as well as common understandings regarding the findings of the Martinez-Yazzie Lawsuit and requirements of school districts	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Federal Programs Director Director of Exceptional Programs Indian Education Manager	School administrators continue to receive ongoing professional development in the areas of Bilingual/Multi-cultural Education, Special Education and the findings of the Martinez-Yazzie Lawsuit; a schedule of dates and presenters is developed prior to the start of each school year
2.2.3 Continue to enhance leadership development of school administrators by providing access to ongoing professional development opportunities, including PLCs, effective teaching practices, differentiated instruction, rigor and academic excellence, curriculum calibration activities, etc.; establish and communicate expectations for school administrators to replicate the trainings with their school staffs	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Federal Programs Director Director of Exceptional Programs Indian Education Manager	School administrators continue to receive ongoing professional development related to quality instruction; a schedule of dates and presenters is developed prior to the start of each school year

2.2.4 Continue to develop school and district leaders by providing ongoing access to state conferences (i.e., NMPED Principals Pursuing Excellence, New Mexico Coalition of Educational Leaders (NMCEL); New Mexico School Boards Association School Law Conference, etc.	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Data/School Improvement Coordinator Federal Programs Director Director of Exceptional Programs Indian Education Manager	Training opportunities are shared with administrators; support for participating in trainings is offered as budget allows
2.2.5 Support first-year principals’ participation in the CES program, <i>First Year Principals Academy</i>	SY 2023–2024 and Ongoing	Superintendent (Superintendent’s recommendation required)	First year principals participate in and successfully complete the program

Expected Outcomes 2.3

- 1. 100% of teachers with three or more years of teaching experience will demonstrate a rating of *Applying* or higher as per the four domains of Elevate NM, the teachers evaluation system.
- 2. 100% of teachers with less than three years of teaching experience will demonstrate forward growth toward *Applying* each year.

Critical Actions	Timeline	Who’s Responsible	Measures of Progress
2.3.1 Provide annual training to all teachers on the process for and expectations of Elevate NM	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Human Resources	Annual training is provided to all employees at the start of each academic year
2.3.2 (a) Working in partnership with REC9, continue to provide support to teachers working to become licensed through alternative licensure programs, advance their licensure levels and/or earn endorsements in specific areas such as bilingual education. (La Prueba, etc.)	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Human Resources	Teachers seeking alternative licensure, licensure advancement and additional endorsements receive the support they need to reach their advancement goals
2.3.2 (b) Continue to provide teachers new to the district with mentoring support through the district.	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Human Resources	All new to district teachers are participating in the mentoring support program.
2.3.3 Partner with REC2 to develop a support system for potential educational assistants to be successful in passing the ParaPro exam to become a licensed educational assistant	SY 2023–2024 and Ongoing	Superintendent Assistant Superintendent Director of Human Resources Representative from REC2	Increased number of licensed educational assistants working in (TMS)

2.3.4 Continue to provide support to teachers wishing to become certified through the National Board of Professional Teaching Standards (NBPTS)	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Human Resources/Transportation	Support is provided to teachers wishing to obtain NBPTS certification
2.3.5 Explore the development of a program whereby teachers can obtain professional leave to observe in-school or other school in-district colleagues (elementary teachers) or nearby out-of-district colleagues, to observe best instructional practices	SY 2023–2024	Superintendent or Designee Assistant Superintendent Director of Human Resources Data/School Improvement Coordinator One Elementary and One Secondary Principal Representative	A program with guidelines, procedures, application, and reflection paper prompts are developed by May 2024; program roll-out occurs August 2024
2.3.6 Support MA degreed 2B licensed teachers’ participation in the CES program, Administrators Leadership Development	SY 2023–2024 and Ongoing	Superintendent (Superintendent’s recommendation required)	Selected participants successfully complete the program



FOUNDATIONAL GOAL 3:

FAMILY AND COMMUNITY ENGAGEMENT

(TMS) Board of Education and the District will engage strong collaborative partnerships with family and community stakeholders by aligning resources that actively support student learning, excellence in education, and alignment of Board Goals. Participation in family nights, celebrations, college and career preparation nights, parent-family/teacher conferences, and the NM Public Education Department’s annual student and parent satisfaction survey will all be used to evaluate school climate, family efficacy, and barriers to parent/family engagement.

Overall Approach/Strategy

By creating a strong focus on family and community engagement, there will be a significant increase in opportunities for parents and families to engage in our schools through school and district programs and initiatives. These programs and initiatives will support parents and families in helping their children and young adults to be successful in school. With district support, outreach and improved school-home communication, parents and families will be better able to navigate the school system and will have resources for supporting their children and their learning while at home.

Expected Outcome 3.1

- 1. Increase parent, family, and school-community involvement by 5% at each school, each school year once baseline data is established in SY 2023–2024.

Critical Actions	Timeline	Who’s Responsible	Measures of Progress
3.1.1 (a) Develop a monitoring system for tracking parent/family engagement to include teacher/parent/family conferences, Back to School Nights and other individual activities at school sites; establish baseline data	SY 2023–2024 and Ongoing	Superintendent or Designee Director of Federal Programs Family Engagement Coordinator Principals Select Teachers	Baseline data is established SY 2023–2024; a tracking and reporting system is in place to measure annual participation
3.1.1 (b) Develop and administer an annual school culture and climate assessment to gauge the perception of parents and families; establish baseline data and targets for annual improvement	Spring 2024 and Annually each Spring	Superintendent or Designee Director of Federal Programs Family Engagement Coordinator Social Emotional Learning (SEL) Coordinator Principals Select Teachers	A culture and climate survey is developed and administered to parents and families annually, beginning Spring 2024
3.1.2 (a) Charge each school with establishing/resurrecting a Title I required Parent Advisory Committee (PAC)	Fall 2023 and Ongoing	Superintendent or Designee Director of Federal Programs Family Engagement Coordinator Principals Select Teachers	All schools have established PACs with calendared monthly meeting dates; meeting agendas and sign-in sheets are maintained by school administrators and submitted as part of the end of year check-out process

3.1.2 (b) Task principals to work with their respective staff to organize family nights and celebrations where parents, families, and community members can come together to celebrate student achievements, showcase projects, and foster a sense of community; events can include performances, exhibitions, presentations, and interactive activities	SY 2023–2024 and Ongoing	Superintendent or Designee Family Engagement Coordinator Principals Select Teachers	Family nights and celebrations are scheduled, and attendance/participation is monitored/tracked
3.1.3 (a) Create a (TMS) Family and Community Engagement Committee composed of district representatives, business community members and community organizations	SY 2023–2024	Superintendent or Designee Director of Federal Programs Family Engagement Coordinator Principals PAC Representatives Business Community Representatives	The District Family and Community Engagement Committee is identified, and regular meetings are held throughout SY 2023–2024
3.1.3 (b) Charge the Family and Community Engagement Committee with developing a district Family and Community Engagement Plan	SY 2023–2024	Family Engagement Coordinator District Community Schools Coordinator Principals PAC Representatives Business Community Representatives	A district Family and Community Engagement Plan is developed by May 2024; implementation takes place beginning SY 2024–2025
3.1.4 (a) Establish a monitoring system/database through Panorama to track the number of collaborative partnerships established with community stakeholders.	SY 2023–2024 and Ongoing	Superintendent or Designee Data/School Improvement Coordinator Director of Federal Programs	A monitoring system/database within Panorama is established, existing partnerships are entered into the system
3.1.4 (b) Measure the quality/level of “value added” of these partnerships based on defined criteria	SY 2023–2024 and Ongoing	Superintendent or Designee Data/School Improvement Coordinator Director of Federal Programs	The database is analyzed, based on defined criteria, community partnerships are increased and effectively meeting district needs
3.1.4 (c) Set categorical targets (i.e., tutoring, SEL providers, etc.) for increasing the number “value added” community partnerships	SY 2023–2024 and Ongoing	Superintendent or Designee Data/School Improvement Coordinator Director of Federal Programs	Community partnerships are increased effectively meeting District needs
3.1.5 Plan an “Adopt a School” campaign and invite the business community to adopt a school; create a menu of services businesses could support schools with (i.e., tutoring, beautifying/landscaping facilities, funding for field trips, attendance awards, teacher awards, etc.)	SY 2023–2024 and Ongoing	Superintendent or Designee Principals Select Teachers	An “Adopt a School” implementation plan is developed, including presentations to local business groups by January 2024; adoptions take place Spring 2024, and implemented SY 2024–25
3.1.6 As part of the district’s <i>Community Schools</i> initiative, hire a coordinator for each school site; establish a Parent Resource Center at each school site	SY 2023–2024	Superintendent or Designee Human Resources/ Transportation Director Family Engagement Coordinator District Community Schools Coordinator Principals	Coordinators are hired at each school site; Parent Resource Centers are in place at each school site by May 2024

3.1.7 Establish dates for and publicize “Open Door After 4” or “Coffee with the Superintendent” sessions for community members to meet with the Superintendent	SY 2023–2024 and Ongoing	Superintendent	Monthly meeting dates are established and publicized, meetings take place
3.1.8 Create and publicize to staff and community, a weekly You Tube “Live at 5” on Fridays, showcasing district activities from the week; continue the District’s <i>Friday Focus</i>	SY 2023–2024 and Ongoing Begin <i>Live at 5</i> in November	Superintendent	<i>Live at 5</i> is produced and broadcast weekly, beginning November 2023

Expected Outcome 3.2

- Increase parent, family, and school-community involvement by 5% at each school, each school year, once baseline data is established in SY 2023–2024.

Critical Actions	Timeline	Who’s Responsible	Measures of Progress
3.2.1 Utilize available resources to facilitate support groups for parents/families of children with disabilities and autism	Fall 2023 Planning Spring 2024 Implementation (Ongoing)	Superintendent or Designee Director of Exceptional Programs	Support group topics are developed and scheduled; support group meetings occur regularly
3.2.2 Research and adopt K–8 parent/family “summer tool kits” by grade level as a resource for learning time at home	SY 2023–2024 research and adopt toolkits; tool kits disseminated to parents/families May 2024	Superintendent or Designee Director of School Improvement Director of Federal Programs Family Engagement Coordinator	Tool Kits researched, adopted and shared with parents/families May 2024, and each subsequent school year



FOUNDATIONAL GOAL 4: CULTURE, CLIMATE, WELLNESS, AND SCHOOL SAFETY

Taos Municipal Schools Board of Education and the District commits to fostering a responsive, caring, and inclusive culture and climate where students, staff, parents/families, and visitors feel welcomed, valued, safe, and supported. Student, staff, and parent/family culture and climate surveys, individual school and district progress in meeting safety protocols, disciplinary referrals and suspensions will be reviewed to gauge

Overall Approach/Strategy

Healthy and safe learning environments support learning experiences that promote personal growth, healthy interpersonal relationships and wellness. The goal of a healthy and safe environment is to promote an optimal positive climate and culture before, during and after school, for students, staff, parents/families, and community members — one which

enhances student achievement. Taos Municipal Schools will work to ensure that our buildings and environments are safe and functional. Safety is our number one priority. The district will continue to study and continuously improve its systems, policies, procedures, and protocols that relate to school safety.

Expected Outcome 4.1

- Improved Social Emotional Learning (SEL) support will be provided to students as measured by Panorama and district-sponsored programming. Etc.

Critical Actions	Timeline	Who’s Responsible	Measures of Progress
4.1.1 Establish a District School Health Advisory Council (SHAC) with representation from Taos health care providers, to review and update all existing Board of Education policies related to wellness, to align with state requirements	SY 2023–2024 and Ongoing Fall 2024 – SHAC is established with calendared monthly meetings	Superintendent or Designee Director Exceptional Programs District Community Schools Coordinator Head Nurse Nurses Social Workers Counselor Director of Food Services/Transportation Elementary Principals Secondary Principals Taos County Health Care Provider Representatives	SHAC is established; monthly meetings take place

4.1.2 As a means of better meeting student needs, review existing K-12 counseling programs in terms of how well they are meeting the holistic needs of students	SY 2023–2024	Superintendent or Designee Assistant Superintendent Director of Exceptional Programs SEL Coordinator Elementary Principal Secondary Principal Select Counselors	Existing counseling programs are reviewed, recommendations are made for improving services for students
4.1.3 Identify a committee to assess K-12 SEL curricula currently being used, and existing student supports	SY 2023–2024	Superintendent or Designee Assistant Superintendent District Community Schools Coordinator SEL Coordinator Director of Exceptional Program Data/School Improvement Coordinator	Committee is established; assessment is completed
4.1.3 (b) Update to fill in any gaps the assessment shows; implement programs and supports with fidelity district-wide; continue to explore options and opportunities for SEL supports for students, staff and families	SY 2024–2025	Superintendent or Designee Assistant Superintendent District Community Schools Coordinator SEL Coordinator Director of Exceptional Program	Uniform SEL curriculum is in place at each of the elementary schools; comprehensive SEL curricula are in place at the middle and high schools; baseline data is established and tracked for program effectiveness beginning 2024–2025 SY, ongoing
4.1.4 Provide teachers and staff with training focused on trauma and trauma informed instruction, secondary trauma and compassion	SY 2023–2024	Superintendent or Designee Assistant Superintendent SEL Coordinator	Staff from each of the school sites receive the training no later than May 2024
4.1.5 Administer the NMPED K-12 Opportunity to Learn to students; establish baseline data to address areas in need of improvement	Fall 2023 and Ongoing Annually	Superintendent or Designee Director of School Improvement	K-12 Opportunity to Learn survey has been administered through Panorama, baseline data, established and areas in need of improvement are identified and addressed annually
4.1.6 Develop an exit survey for students and families who are leaving Taos Municipal Schools to attend private or charter schools in the area, or who are leaving the community; track the data to identify patterns/areas to improve	Fall 2024	Superintendent or Designee Assistant Superintendent Director of School Improvement Director of Exceptional Programs	Survey is developed and shared with school sites, with a protocol for school sites to get the information back to the Office of the Superintendent

Expected Outcomes 4.2

1. 100% of schools and departments will meet or exceed school safety requirements and protocols.
2. 100% of schools will update their NMPED required School Safety Plans at the start of each school year.
3. 100% of schools will be in compliance with practicing state required safety drills and submitting their data/reports by set due dates to the Office of Safety and Security.

Critical Actions	Timeline	Who's Responsible	Measures of Progress
4.2.1 (a) Strengthen School Safety Committees at the District and central office and each school site to assist with training in emergency management and crisis response	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Safety and Security Principals	School Safety Committees are active with regular meetings; reports/updates are shared with the Office of Safety and Security; regular updates are provided to the Superintendent
4.2.1 (b) Strengthen the District Safety Committee (Emergency Response Team); include district site representatives, local first responders, including local law enforcement, tribal police, fire department, and emergency medical technicians, to ensure school district procedures are in alignment with those of Taos County and vice-versa	SY 2023–2024 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Safety and Security Principals	The District Safety Committee is active with monthly meetings; regular updates are provided to the Superintendent
4.2.2 Continue and complete a facilities and grounds <i>Risk Control Assessment</i> (POMS and Associates)	SY 2023–2024	Superintendent or Designee Assistant Superintendent Director of Safety and Security Principals	The <i>Risk Control Assessment</i> is completed
4.2.3 Conduct an annual districtwide audit of school safety supplies and materials; refurbish based on the needs of individual classrooms and schools	Spring 2024 and Ongoing each Spring	Superintendent or Designee Assistant Superintendent Director of Safety and Security Principals	Adequate school safety supplies are always on hand in classrooms/ schools
4.2.4 Principals will conduct staff needs assessments at their respective schools to determine safety training needs (i.e., radios, specific drills, Raptor system, Rave Panic Button, family reunification, active shooter, etc.)	Fall 2023 and Ongoing	Superintendent or Designee Assistant Superintendent Director of Safety and Security Principals	Needs assessments are conducted and training is planned for SY 2024–2025

Expected Outcome 4.3

1. A safe, positive environment where diversity and respect are valued will be the norm at all Taos Municipal Schools. This will result in increased student accountability and a reduction of Level 3–5 disciplinary referrals and out of school suspensions annually.

Critical Actions	Timeline	Who's Responsible	Measures of Progress
4.3.1 Ensure all disciplinary referrals are reported and entered into the PowerSchool system for required state reporting	SY 2023–2024	Superintendent or Designee Data/School Improvement Coordinator Principals	100% of schools report and enter 100% of their disciplinary referrals into PowerSchool
4.3.2 Assess citizenship/ethics programs/initiatives in place at each school; over time, work to ensure programs are in place for K–12	SY 2023–2024	Superintendent or Designee Data/School Improvement Coordinator Principals	Programs/initiatives are assessed, and a plan is in place to initiate programs where there are none
4.3.3 Explore the <i>Restorative Justice</i> model of restitution; develop a timeline for implementation, beginning with the High School	SY 2023–2024	Superintendent or Designee Superintendent or Designee Data/School Improvement Coordinator Principals Secondary Principals Secondary Counselors Secondary Social Workers Director of Safety and Security	The <i>Restorative Justice</i> program is researched; a plan is in place for implementation, beginning at the High School
4.3.4 Task the Taos Municipal Schools Equity Council with developing a plan to strengthen instructional pedagogy as it relates to culturally, linguistically relevant (CLR) practices	SY 2023–2024	Superintendent or Designee Assistant Superintendent Director of Federal Programs Director of Exceptional Programs Indian Education Manager District Homeless Liaison	A plan is developed and ready of implementation SY 2024–25

FOUNDATIONAL GOAL 5: SYSTEMS, OPERATIONS, AND POLICIES & PROCEDURES

Taos Municipal Schools Board of Education and the District will continually improve systems, operations, facilities, infrastructure, and evolving technologies through transparent practices, shared accountability, and fiscal responsibility. Measures of accountability will include annual and timely fiscal audits, Board policy reviews, and number of completed projects.

Overall Approach/Strategy

The progress of improvement initiatives will be continuously monitored. Relevant data, including project completion rates, financial metrics, and stakeholder feedback will be collected to assess the effectiveness of the strategies. This information

will be utilized to identify areas that require further attention and to make data-driven decisions to drive continuous improvement.

Expected Outcome 5.1

1. By strengthening the internal control systems for the district's infrastructure for facilities, this will provide safer, more secure, and well managed environments that support the educational vision and mission of the district, while prioritizing the well-being of students, staff, and assets.
- This will be measured by POMS and Associates' Risk Assessment Reports. Monthly updates will be provided to the Board of Education regarding the progress being made at each school site and district-owned facilities.

Critical Actions	Timeline	Who's Responsible	Measures of Progress
5.1.1 Establish a district committee comprised of staff, community members, one board member representative to review and develop capital budgets for facility improvements, plan for capital elections	Fall 2023 establish a committee; Spring 2024 begin monthly committee meetings	Superintendent or Designee Assistant Superintendent Director of Facilities Director of Safety and Security Elementary Principal Secondary Principal Board Member Committee Members	Committee is established and meeting regularly
5.1.2 Regularly conduct infrastructure/systems technology audits to identify facility needs and prioritize repairs in the SB-9 Budget, annually	Spring 2024, ongoing	Superintendent or Designee Assistant Superintendent Director of Technology Director of Facilities Director of Safety and Security	Technology audits are in place and occurring annually
5.1.3 Continue to ensure the Preventative Maintenance Plan (PMP) is up to date, aligned to the Strategic Plan and SB-9 annual budget	Fall 2023, ongoing	Superintendent or Designee Assistant Superintendent Director of Facilities	PMP is updated annually and approved by the Board no later than the end of the first semester, annually
5.1.4 Develop a stronger internal control system for work and reporting progress of work orders back to school sites and departments (i.e., repaired; part ordered; etc.)	SY 2023–24, establish baseline data SY 2024–25 data collection begins	Superintendent or Designee Assistant Superintendent Director of Facilities Director of Safety and Security	Baseline data is collected, work order system is improved and work orders are being completed in a timely manner

5.1.5 (a) Develop and implement procedures for vetting and selecting reliable vendors and contractors who will be involved in building maintenance, security systems, and data management	SY 2023–24 procedures are developed and implemented	Superintendent or Designee Assistant Superintendent Director of Facilities Director of Safety and Security	Procedures are in place for vetting and selecting reliable vendors and contractors
5.1.5 (b) Create District Standards to define expectations, responsibilities, and contractual obligations to ensure compliance with those standards and expectations	SY 2024–2024; implement 2025–26	Superintendent or Designee Assistant Superintendent Director of Facilities Director of Safety and Security Elementary Principal Secondary Principal Board Member Committee Members	Design Procedures are developed and implemented and used in the planning and design of school improvements and construction of new facilities

Expected Outcome 5.2

1. The new Audit Advisory Committee and the Financial Advisory Committee will assist the district with enhanced financial oversight, improved transparency, better risk management, compliance with regulations, objective advice, and strengthened accountability.

Critical Actions	Timeline	Who's Responsible	Measures of Progress
5.2.1 Develop a Manual of Procedures for Business Services	SY 2023-24; implement July 2024	Superintendent Assistant Superintendent Chief Financial Officer Procurement Officer Director of Federal Programs Director of Exceptional Programs Superintendent or Designee Data/School Improvement Coordinator Principals Select Elementary Principal Select Secondary Principal	Manual of Procedures is developed and used by Business Services staff, directors and principals
5.2.2 (a) Provide ongoing training and professional development opportunities for staff to enhance their skills and knowledge related to business service procedures	Fall 2023, ongoing	Superintendent or Designee Chief Financial Officer	Ongoing training and professional occurs regularly
5.2.2 (b) External audit of customer service satisfaction...at the school sites and central office	Spring 2024, ongoing annually	Superintendent or Designee Chief Financial Officer	Customer service audits are in place and conducted annually
5.2.3 (a) Establish a quarterly meeting schedule for the Audit Committee	Summer 2023, ongoing annually	Superintendent Assistant Superintendent Chief Financial Officer Committee Assigned Board Member	Audit Committee's quarterly meeting calendar is published annually in July

5.2.3. (b) Create an <i>Audit Committee Training & Technical Assistance Guide</i> to ensure the Audit Committee creates strong oversight over the district finances and adheres to transparency in reporting guidelines and procedures	Fall 2023, updated annually	Superintendent Assistant Superintendent Chief Financial Officer Committee Assigned Board Member	The guide is completed and used by Audit Committee: members, updated annually
5.2.3 (c) Establish a monthly meeting schedule for the Financial Advisory Committee	Summer 2023, ongoing annually	Superintendent Assistant Superintendent Chief Financial Officer Committee Assigned Board Member	Financial Committee's monthly meeting calendar is published annually in July
5.2.3 (d) Create a <i>Training and Technical Assistance Guide</i> to ensure the Financial Advisory Committee understands their role and responsibility as a Financial Advisory Committee member	Fall 2023, updated annually	Superintendent Assistant Superintendent Chief Financial Officer Committee Assigned Board Member	The guide is completed and used by Financial Advisory Committee members; updated annually

Expected Outcome 5.3

1. Improving instructional technology in Taos Municipal Schools will create a more engaging, personalized, collaborative, and efficient learning environment that equips students with the necessary skills they need for future success with college, careers, and the world of work in the 21st Century. It will also provide teachers support and “on the spot” professional development so they can support the needs of their students and parents/families.

Critical Actions	Timeline	Who's Responsible	Measures of Progress
5.3.1 Form a district-wide Technology Committee comprised of staff, parent/family representative(s) and community members to develop a current Technology Plan based on district needs, emerging technologies, and make recommendations for implementation in the district	Fall 2023 committee formed. Spring 2024, monthly meetings begin; ongoing; work begins on creating a Technology Plan	Superintendent or Designee Technology Director Select Elementary Principal Select Secondary Principal Select Elementary Teacher Select Middle School Teacher Select High School Teacher	The Technology Committee is created and begins meeting monthly; Technology Plan is created and ready for implementation SY 2024–25
5.3.2 (a) Charge the Technology Committee to come up with a recommendation plan for adding, at minimum, Five-eight EdTech Specialists to support instructional staff district-wide, and four technology assistants district-wide over the next two years	SY 2023–24	Superintendent or Designee Technology Director Select Elementary Principal Select Secondary Principal Select Elementary Teacher Select Middle School Teacher Select High School Teacher	Recommendations are made and implemented to add 5 (five) digital coaches, locally, and 4 (four) technology assistants by SY 2025–25

5.3.2 (b) Task the Technology Committee to collaborate with other school districts within NWREC2, school districts and educational organizations, and technology companies to share best practices and resources. Partnerships can help access funding opportunities, share knowledge, and collectively address challenges related to implementing and maintaining evolving technologies.	SY 2023–24, ongoing	Superintendent or Designee Technology Director Select Elementary Principal Select Secondary Principal Select Elementary Teacher Select Middle School Teacher Select High School Teacher	Collaborations occur regularly and improvements are made to reflect best practices and continuously evolves
---	---------------------	---	---

Expected Outcome 5.4

1. Work toward establishing a non-profit educational foundation for Taos Municipal Schools over the next one-three years. This will create additional resources, support, and opportunities for students, teachers, and parents/families. An educational foundation will contribute to the overall enhancement of the quality of education and success of students within the school district.

Critical Actions	Timeline	Who's Responsible	Measures of Progress
5.4.1 Create a committee to research and explore the possibility of Taos Municipal Schools establishing its own <i>Educational Foundation</i>	SY 2024–25	Superintendent Assistant Superintendent Board President (2) Select Business Community Members	Research is completed; a report is made to the Board of Education for possible action



Photo by Angelo Mitchell



TAOSSCHOOLS.ORG



Bobbie J. Gutierrez and Denise Johnston
EDUCATIONAL CONSULTANTS