BERNALILLO PUBLIC SCHOOLS 2014–2017 Strategic Plan

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Educate & Graduate

BERNALILLO PUBLIC SCHOOLS 2014–2017 Strategic Plan

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Our Mission
Bernalillo Public Schools is committed to student achievement and the graduation of all students.

Our Vision
Bernalillo Public Schools challenges our diverse student community with a rigorous education.
It is with great enthusiasm that the BPS Board of Education releases the District’s educational “Strategic Plan”. We believe the plan is ambitious, clear, comprehensive, and attainable. The BPS Board of Education developed four overarching goals from which the plan was derived. The four goals are:

1. **Promote academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience, ultimately preparing them for college and/or career**
2. **Recruit, develop, and retain highly effective teachers, administrators, and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and the greater community**
3. **Foster a safe, inclusive, and respectful school community that values the families, cultures, and heritages reflected in our schools**
4. **Continually improve systems, operations, infrastructure, and cutting-edge technology to support education for students**

As the Board, we are committed to providing an outstanding education for our students. This plan is a transparent framework that explains how we intend to construct a functional and effective school system that operates in a supportive environment where training, development, and accountability of all staff lead to improved outcomes for students.

We are confident that implementation of this comprehensive plan will provide guideposts and checkpoints for mutual responsibility and serve as tangible evidence of our work. Plan development included staff, students, parents, and community members. We thank all those who participated in the process. We know our goals cannot be accomplished without the purposeful participation of parents and community members.

We believe that use of the strategic plan will close the achievement gap. It will provide the springboard to launch our students to excellence, raising the level of achievement and success for all students so they are prepared to be competitive in this ever changing and exciting world.

Sincerely,

Ramona Salazar
Gilbert Lucero
Darlene Smart-Herrera
Olivia Calabaza
Vincent Montoya
OUR BOARD OF EDUCATION GOALS

1. Promote academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.

2. Recruit, develop and retain highly effective teachers, administrators and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and community.

3. Foster a safe, inclusive and respectful school community that values the families, cultures and heritages reflected in our schools.

4. Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.
Message from Our Superintendent of Schools

Dear Students, Parents, Employees, and Partners:

As Superintendent of Schools, it gives me great pleasure to present the Bernalillo Public Schools Strategic Plan. It is my belief that through collaboration and thoughtful planning we have created a Strategic Plan that is bold, and represents our unwavering belief that all students are capable of academic excellence. The plan is a result of months of work by community members and the educators of Bernalillo Public Schools. It is my firm belief that the plan provides clear direction for instruction, curriculum, budgeting, staffing, technology, cultural sensitivity, and school safety for the next several years.

In July of 2014 the BPS Board of Education formally adopted the Strategic Plan, which is composed of four BPS Board of Education Goals. The goals include:

1. **Promote academic excellence by engaging all students Pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or career.**

2. **Recruit, develop and retain highly effective teachers, administrators, and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and community.**

3. **Foster a safe, inclusive and respectful school community that values the families, cultures, and heritages reflected in our schools.**

4. **Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.**

As you read the Strategic Plan please review each component of the aforementioned goals. I believe you will agree that the plan is well defined and focuses on improvement for all BPS school sites and departments. The strategic goals coupled with specific action plans will ultimately lead to improved student achievement. Furthermore, we can and should be proud that as a community we have not shied away from setting high expectations. We have set the bar high, and through the implementation of our plan we will maintain focus and be poised to meet each of our goals.

As Superintendent, I understand that the classroom is where the most important work takes place. It is where powerful teachers connect with our children to ignite and encourage a passion for learning and ongoing success. With that, I am committed to finding, hiring, and retaining the most highly qualified teachers to engage students in rigorous instruction. It is further my intent to ensure that instruction is delivered to our students in state-of-the-art facilities, using the latest technology available.

Another critical aspect of the plan is parent and community engagement. Students with supportive and involved adults in their lives are twice as likely to achieve a high school diploma and seek post-secondary education. Because our students benefit greatly from parents and community members, I invite you to not only visit our schools, but to become involved partners through school advisory committees, guest speaking, assisting with internships or by attending Board meetings whenever possible.

It’s an honor and privilege to serve the BPS community. I thank you for your support, engagement, and involvement in the Bernalillo Public School District.

Sincerely,

Allan Tapia
Superintendent
Thank You!

The Bernalillo Public Schools Board of Education, Superintendent and Executive Staff recognize and thank the following individuals for their participation in our strategic planning process.

Frances Abeita, Instructional Assistant
Melba Acantilado, Teacher
Kay Adams, Teacher
Joseph Aguilar, Instructional Assistant
Melissa Aguilar, Instructional Assistant
Charles Aguilar, Parent
Robert Alexander, Teacher
Melody Alumbaugh, Teacher
Victoria Ambriz, Teacher
Lisa Reynolds Amy, Health Assistant
Elizabeth Anzuers, Teacher
Alyssa Apodaca, Teacher
Loretta Apodaca, Teacher
MaryAnn Aragon, Instructional Assistant
Josie Archibeque, Bookkeeper, Parent
Gloria Archibeque, Teacher
Jacob Arellano, Parent
Mario Arellano, Teacher
Ann-Marie Arguello, Teacher
Dorothy Arquero, Teacher
Erin Armijo, Teacher and Parent
Joan Barrera, Teacher
Ansel Bejos, Student
Karla Bejos, Parent
Randy Benally, Parent
JoAnn Beuerle, Teacher
Norma Binder, Deputy Superintendent of Schools
Danielle Bishop, Assistant Principal
Richard Bonnem, Teacher
Erica Bouren, Parent
Russ Bouren, Parent
Amber Braden, Teacher
Shauna Branch, Principal
Joanne Ruhl, Teacher
Gretchen Bull, Teacher
Dave Burns, Teacher
Maria Rodriguez Burns, Teacher
Allison Calabaza, Parent
Jacquelyn Calabaza, Parent
Joshua Calabaza, Student
Olivia Calabaza, BPS Board of Education
Ramona Calabaza, Student
Tamara Calabaza, Student
Cathy Camargo, Teacher/Instructional Coach
Joshua Candelaria, Student
Elias R. Casaus, Teacher
Jesse J. Casaus, Parent
Carrie A. Castro, Librarian
Sara Cate, Parent
Candace Caveller, Teacher
Rocio Cervantes, Instructional Assistant
Jose Chacon, Teacher
Rose Chevaria, Instructional Assistant
Camille Chavez, Teacher
Curtis Chavez, Impact Aid Coordinator
Lorilei Chavez, Liaison
Lorraine A. Chavez, Instructional Assistant
Lupe Chavez, Parent
Margaret Chavez, Teacher
Michael R. Chavez, Teacher
Yolanda Chipol
Brandy Comins, Teacher
Michaela V. Cordova, Teacher
Joan Coriz, Teacher
Rebecca Cost, Teacher
Rose Crespin, Office Personnel
Garrett Cupp, Teacher
Carol Danek, Teacher
Sandra Daniels, Teacher
Richard Dannenberg, Teacher
Margaret Daugherty, Assistant Principal
Elise Davila, Teacher
Larry Davis, Assistant Principal
Patsy DeHerrera, Parent
Elaine De Lara, Instructional Assistant
Barbara DeLoach, Teacher
Gwendolen DeLopez, Teacher
Ashley DeNardis, Teacher
Valerie Denetdeel, Parent
Lynette Deuel, Teacher
Marian Dickinson, Counselor
Izaiah Dominguez, Student
Martin Dominguez, Counselor
Kaitlyn Donahue, Student
Indowa Endwarrior, Parent
Manassah Endwarrior, Student
Geri Escarcida, Instructional Assistant
Christina Esquibel, Teacher
Lisa Esquibel, Parent
Ellen Faris, Parent
Teresa Fayden, Teacher
Scarlett Felix, Parent
Teddi Fernandez, Teacher
Bernadette Flores, Teacher
Rafaelita Fontaine, Instructional Assistant, Parent
Darlene Fortier, Teacher
Shirlee Frias, Instructional Coach
Darlene Gallegos, Teacher
Dean Gallegos, Food Services Director
Carmela Gallegos, Parent
Jaime Gallegos, Parent
Jeneanne Gallegos, Instructional Assistant
Shirley Gallegos, Teacher
Donna Lee Gallo, Teacher
Ildefonse Garcia, Bookkeeper, Parent
Jeanette Garcia, Multi Education Coordinator
Pat Gardener, Parent
Tyius Garviso, Student
Valeryia Gauthier, Principal
Beth Glary, Teacher
Christine Golden, Teacher
Mandy Gomez, Teacher
Elaine Gonzales, Instructional Assistant
Elizabeth Gonzales, Teacher
Brenda Granados, Teacher
Gayle A. Green, I.E.P. Facilitator
Laura Greenleaf, Principal
Clarence Griego, Teacher

John Griego, Transportation Director
Renata Griego, Teacher
Ruth W. Griego, Teacher
Victoria Griego, Teacher
Armando Gurule, Parent
Brenda Gurule, Parent
Cathleen Gurule, Teacher
Molly Gurule, Instructional Coach
Mary Gutierrez, Teacher
Rachael Hall, Parent
Ana Marie Henke, Teacher
Sharon Herrera, Instructional Assistant
Tristen Herrera, Parent
Joshua Hershfield, Student
Jennie Holmes, Student
Camila Hurtado, Parent/Office Personnel
Marcia Huys, Teacher
Alfredo Ibarra, Teacher
Denise A. Irion, Finance Director
Christina Jacks, Parent
Amanda Jaramillo, Teacher
Anthony Jaramillo, Teacher
Jesus Jaramillo, Instructional Coach
Kevin Joe, Parent
Delberto John, Student
Roberta Jones, Teacher
Jeff King, Teacher
John King, Teacher
Julianna Kirwin, Teacher
David Kitts, Teacher
Jose Eduardo Labrado, Parent
Katie Lake, Teacher
Saasha Lambson, Teacher, Parent
Richard Lara, Counselor
Jane Lauer, Teacher
Tim Lauer, Teacher
Berlinda Lawson, Principal
Sonia Lawson, Exceptional Programs Director
Anthony Leal, Teacher
Alberta Lee, Parent
Joseph Lepre, Teacher, Parent
Nico Lepe, Teacher, Parent
Joyce Lewis, School Nurse
Angel Lopez, Teacher
Heidy Lopez, Parent
Hermalinda Lopez, Parent
Angel. Lovato, Teacher
Corine Lovato, Instructional Assistant
Jose Lovato, Teacher
Lori Lovato, Nurse Assistant
Manuelita Lovato, Instructional Assistant
Tania Lovato, Teacher
Gilbert Lucero, BPS Board of Education
Sheila Ludi, Teacher
Hugh Lujan, Community
Eleanor Madrid, Parent
Alicia Maestas, Teacher
Krystal Maestas, Parent
Lupe Duarte, Parent
Neiba Duarte, Parent
Brenda Duran, Secretary
Christine White Duran, Teacher
Debra Hill, Teacher
Kerin Eberlein, Teacher
Glenda Eischens, Teacher
Hope Encinias, Teacher
Alicia Maestas, Teacher
Krystal Maestas, Parent
Mark Maestas, Parent
Stephanie Maestas, Parent
Laura Mallett, Teacher and Parent
Jacque Mangham, Tribal Education Director
Alana Mares, Teacher
Jackie Mares, Library Assistant
Edwina Marrujo, Teacher
Angela Gallegos Martinez, Teacher
Arturo Martinez, Teacher
Carmela Martinez, Teacher
Marlene Martinez, Teacher
Mara Matteson, Teacher
Mary McDonald, Teacher
Linda C. McDowell, Teacher
Robert McIntyre, Teacher
Melissa Medina, Parent
Bertha Melendez, Teacher
Steven Melendrez, Teacher
Misael D. Menchaca, Teacher
Ronette Meyer, Teacher
Gabe Minthorn, Teacher
Rosemary Miranda, Parent
Ana Moen, Parent
Rebecca Molinar, Teacher
Charlotte Mondragon, Teacher
Francesca Montano, Student
Gabriel Montano, Student
Holly Montoya, Parent
Janet Montoya, Parent
Vincent Montoya, Parent
Valentina N. Monte, BPS Board of Education, Parent
Chris Moore, Student
Karen Rademacher, Parent
Viola E. Ready, Instructional Assistant
Juan Regalado, Parent
Hayley Repp, Teacher
Teri Ricker, Instructional Assistant
Evelyn Rinaldi, Teacher
Kathy Rivera, Instructional Assistant
Patricia Rivera, Teacher  
Agustia Rodriguez-Asi, Teacher  
Michael Reiman, Teacher  
Benita Romero, Teacher  
Danisha Romero, Student  
Delma Romero, Parent  
Dominique Maria Romero, Student  
Joseph Romero, Parent  
Raymond Romero, Instructional Coach  
Rick Romero, Teacher  
Jennifer Rossiter, Teacher  
Angelica Ruiz, Teacher  
Emmanuel Ruis, Parent  
Lisandra Salazar, Parent  
Ramona Salazar, BPS Board of Education  
Nelson Sapad, Teacher  
Jill Saylor, Teacher  
Emily Severance, Reading Interventionist  
Angelica Sifuentes, Parent  
Adelina Simpliciano, Teacher  
Kulwant Singh, Teacher  
Mike Slusher, Teacher  
Darlene Smart-Herrera, BPS Board of Education  
Elizabeth Smith, Teacher  
Joyce L. Smith, Teacher  
Beth Sommer, Teacher and Parent  
Peter Sparks, Teacher  
Lynda Spencer, School Improvement Coordinator  
Trent Spencer, Teacher  
Shawn Steele, Teacher  
Scott Steel, Teacher  
Julia Straight, Counselor  
Mark Suazo, Parent  
Patricia Suina, Parent/Instructional Assistant  
Patricia Suina, Instructional Assistant/Parent  
Pam Sullivan, Teacher  
Linda Sweet, Teacher  
Gerald Tafoya, Teacher  
Allan Tapia, Superintendent of Schools  
Shelly Tapia, Teacher  
Lorensita Taylor, Teacher  
Vania J. Taylor, Teacher, Parent  
James Telles, Principal/Human Resources Director  
Danika L. Tergood, Instructional Assistant  
Rudi Thornburgh, Teacher  
Dominic Toledo, Teacher  
Valerie Torres, Teacher  
Eva Torrez, Counselor  
Mandy Torrez, Teacher  
Bernadette Touchton, Parent  
Kevin Touchton, Parent  
Helen Trujillo, Teacher  
Jennifer Trujillo, Teacher, Parent  
Aubrey Tucker, Principal  
Geraldine Tuttle, Principal  
Lorraine Unale, Instructional Assistant  
Lorrieann Urban, Office Personnel

Diana M. Valdez, PhD School Psychologist  
Robert Valdez, Teacher  
Alma Valencia, Parent  
Elise Van Arsdale, Teacher  
Barbara VanHoose, Teacher  
Jack VanHoose, Teacher  
Elisha Varela, Teacher  
Alejandro Vasquez, Parent  
Robin Verdugo, Teacher  
Ramona Vigil-Calabaza, Instructional Assistant  
Sandy Vigil-Varela, Teacher  
Mike Vincent, Teacher  
Mary Rose Vineyard, Instructional Assistant  
Kodi Waddell, Student  
Brian Walsh, Teacher  
Andrea Fellows Walters, Parent  
Odessa Waquiu, Tribal Education Director  
Stephen Waters, Teacher  
Bev Wheatley, Librarian  
Elizabeth Wheelock, Teacher  
Diane Williams, Instructional Assistant  
Holly Willie, Parent  
Marc Wilson, Counselor  
Michelle Wooten, Teacher  
Laura Zamora, Teacher  
Michael Zamora, Teacher  

+ 25 Santo Domingo Elementary School Parents via survey

_We apologize if we have mistakenly missed some of our participants from these past few months of planning and working with employees of our school district, students, parents, and community members._
Board Goals with Outcomes

Board Goal One
Promote academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.

Outcome 1.1: Over a three-year period, increase the graduation rate to 75% while increasing the number of students accepted to college and prepared to enter the workforce.

Outcome 1.2: Increase the student attendance rate at all schools to 95% over the next three years.

Outcome 1.3: Increase the number of students who are proficient in reading by the end of third grade to 74%.

Outcome 1.4: All students will demonstrate a full year of academic growth in literacy, math and science, K–12.

Outcome 1.5: The performance gaps between subgroups of students will narrow each academic year.

Board Goal Two
Recruit, develop, and retain highly effective teachers, administrators and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and community.

Outcome 2.1: 100% of teachers and administrators will demonstrate effective performance in the four domains defined by the New Mexico Educator Effectiveness System.

Outcome 2.2: Recruit and retain quality staff for highly specialized positions so that turnover is reduced annually.

Board Goal Three
Foster a safe, inclusive, and respectful school community that values the families, cultures and heritages reflected in our schools.

Outcome 3.1: 100% of schools and departments will meet or exceed school safety requirements and protocols.

Outcome 3.2: Increase student, family and staff satisfaction with school climate as measured by the Quality of Education Survey by 5% annually.

Outcome 3.3: Create a safe, positive environment at all schools that results in increased student accountability and a reduction of disciplinary referrals and suspensions.

Outcome 3.4: Increase parent involvement in supporting students’ academic growth.
Board Goal Four
Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.

**Outcome 4.1:** 100% of teachers, administrators and staff will demonstrate proficiency in the use of technology integral to performance of their position.

**Outcome 4.2:** Improve efficiencies in business practices and district operations.

**Outcome 4.3:** Implement three-year strategic plan and regularly report and communicate progress to the board and stakeholders.
Board Goal One
Promote academic excellence by engaging all students pre-K through grade 12 with a rigorous and relevant educational experience to prepare them for college and/or careers.

Outcome 1.1: Over a three-year period, increase the graduation rate to 75% while increasing the number of students accepted to college and prepared to enter the workforce.

Overall Approach/Strategy: Our District Motto is “Educate and Graduate.” To increase the number of students who earn a diploma, we must ensure that all students have access to high quality instruction aligned to the Common Core State Standards. A rigorous education means that teachers hold high expectations and all students are challenged. We recognize that students and families must have choices in their education. Opportunities for Advanced Placement, Dual Credit or Distance Learning or classes in the arts, business or career education afford students options in learning. Students can explore personal interests through elective classes or undertake a “Program of Study” and even earn an industry certification. Our expectation is that our graduates are truly “College and Career Ready.” Education is always about people. Positive relationships and productive interactions are key. Our educational community includes students, teachers, parents, administrators, staff, and community members.

The Culinary Arts program offers internships that provide real world experience.
<table>
<thead>
<tr>
<th><strong>Strategic Priorities</strong></th>
<th><strong>Timeframe</strong></th>
<th><strong>Responsibility</strong></th>
<th><strong>Milestone (Measure of Progress)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1.1</strong> Advance opportunities for students to engage in education with a rigorous core curriculum and enrichment programs through the implementation of the Common Core State Standards, acquisition of high quality instructional materials, integration of technology, and professional support for educators.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Principals Academic Coaches Teachers</td>
<td>Partnership for Academic Readiness for College and Careers (PARCC) Interim Assessments Proficiency and growth measures</td>
</tr>
<tr>
<td><strong>1.1.2</strong> Build flexibility into the secondary school/educational experience by offering remediation through credit recovery, internships, virtual learning, and shadowing as well as higher education experiences through extended day/alternative schedules.</td>
<td>SY 2014–2015 and ongoing</td>
<td>BHS Principal Counselors CTE Department Chair</td>
<td>Increase student graduation rate Credits earned in credit recovery Industry certifications</td>
</tr>
<tr>
<td><strong>1.1.3</strong> Foster high expectations for college readiness through student participation in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Advancement Via Individual Determination (AVID) Program, and Springboard Program for middle school students.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Secondary Principals GEAR UP Coordinator</td>
<td>Increase number of college acceptances Increase number of students enrolling in AP classes or pre-AP</td>
</tr>
<tr>
<td><strong>1.1.4</strong> Strengthen students’ career readiness and continue to improve articulated Career Technical Education (CTE) Programs of Study to reflect skills needed for future jobs by increasing participation in internships and real world learning experiences.</td>
<td>SY 2014–2015 and ongoing</td>
<td>BHS Principal CTE Department Chair</td>
<td>Increase number of students who receive CTE certification</td>
</tr>
<tr>
<td><strong>1.1.5</strong> Early identification of students and implementation of programs that address the academic needs of underperforming students (e.g. Student Assistance Team [SAT] process, tutoring, homework help, Saturday school, etc.)</td>
<td>SY 2014–2015 and ongoing</td>
<td>Counselors Liaisons Teachers</td>
<td>Reduce number of students re-taking classes to pass and earn credit</td>
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<tr>
<td><strong>1.1.6</strong></td>
<td>Increase two-way parent communication (face-to-face and through use of technology) to proactively reach out to parents/families about student performance.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals STARS Coordinator Teachers Attendance Monitors Parents Utilization of Parent Portal</td>
</tr>
<tr>
<td><strong>1.1.7</strong></td>
<td>Provide wrap-around services to address students’ non-academic needs, including guidance counseling services and health and wellness programs to allow students to focus and succeed in the academic program.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Graduation, Reality and Dual-Role Skills (GRADS) program for teen moms and dads, Reception Assessment Center (RAC) for students (alternative to suspension program), Tribal partners, and community resources Decrease in drop-out rate</td>
</tr>
<tr>
<td><strong>1.1.8</strong></td>
<td>Ensure student proficiency with technology by implementing developmentally appropriate standards throughout the curriculum.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Technology Coordinator Teachers Academic Coaches All students will demonstrate developmentally appropriate skills with use of technology</td>
</tr>
<tr>
<td><strong>1.1.9</strong></td>
<td>Advance implementation of Professional Learning Communities processes to increase instructor engagement in best practices at all levels.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Principals Coaches Teachers Aligned Common Core State Standards (CCSS) curriculum and assessments</td>
</tr>
</tbody>
</table>
Outcomes 1.2: Increase the student attendance rate at all schools to 95% over the next three years.

Overall Approach/Strategy: Emphasis on student engagement by providing interesting, rigorous classroom experiences that relate to the real world. Students will have answers to the age-old question, “Why do we need to learn this?” The school experience for students must extend beyond the classroom. Our schools support co-curricular, extracurricular and athletic activities. Engaging parents and the community with a commitment to shared responsibility for student success are priorities for increasing attendance.

<table>
<thead>
<tr>
<th>Strategic Priorities</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Milestone (Measure of Progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2.1</strong> Strengthen and diversify academic programs so that students feel connected to their school, including offerings such as fine arts, band, Science, Technology, Engineering, and Mathematics STEM Sisters, Mathematics, Engineering Science Achievement (MESA), Hahn Youth Council.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Activity Coordinator Athletic Coordinator Principals</td>
<td>Increase number of students participating in activities; 10% increase annually in participation</td>
</tr>
<tr>
<td><strong>1.2.2</strong> 75% of students will participate in extracurricular activities and athletics by making participation in one activity an annual goal for secondary students and by diversifying options.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Activity Coordinator Athletic Coordinator Principals Program Coordinators</td>
<td>Increase number of students participating in activities</td>
</tr>
<tr>
<td><strong>1.2.3</strong> Continue to partner with tribal governments to develop strategies to improve attendance and coordinate the district calendar to minimize conflicts and maximize student attendance.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Superintendent Executive Team Native American Partners</td>
<td>Increase student attendance</td>
</tr>
<tr>
<td><strong>1.2.4</strong> Strengthen outreach initiatives with Native American communities with home visits and targeted interventions that address truancy.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Native American Liaisons Indian Education Coordinator Principals Tribal Education Directors</td>
<td>Increase in student attendance by tribe</td>
</tr>
<tr>
<td><strong>1.2.5</strong> Educate parents/families about the importance of school attendance (face-to-face, phone and through technology) with consistent real-time communication.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals Counselors Liaisons Parent Advisory Committees</td>
<td>Increase parent participation</td>
</tr>
</tbody>
</table>
Outcome 1.3: Increase the number of students who are proficient in reading by the end of third grade to 74%.

Overall Approach/Strategy: All students will be actively engaged in the educational process through instructional strategies that reflect the needs of students at each developmental level. The academic foundation in all classes will be based on the Common Core State Standards. We will focus on benchmark assessments, progress monitoring and early interventions at the kindergarten through 3rd grade levels to ensure that all students have met reading proficiency and effectively transition from “learning to read to reading to learn.”
<table>
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<tbody>
<tr>
<td><strong>1.3.1</strong> Monitor the progress of student reading proficiency with meaningful assessments at appropriate intervals and use the data to determine instructional strategies to improve student progress.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Principals Academic Coaches Teachers</td>
<td>PARCC assessment Interim assessments Benchmark and progress monitoring through (DIBELS/IDEL) District Common Formative Assessments</td>
</tr>
<tr>
<td><strong>1.3.2</strong> Develop parent involvement strategies at each school to increase parent/family participation in reading with their children or encouraging their children to read.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals Teachers Parent Advisory Committees</td>
<td>Increase percent of students at benchmark in reading</td>
</tr>
<tr>
<td><strong>1.3.3</strong> Expand and promote NM Pre-K to ensure school readiness for kindergarten. Programs are developmentally appropriate and deploy research-based curriculum and instruction by a staff with specialized training and commitment to young children.</td>
<td>SY 2014–2015 and ongoing</td>
<td>District Coordinator of Early Childhood Education</td>
<td>Increase number of students participating in Pre-K who are prepared for kindergarten</td>
</tr>
<tr>
<td><strong>1.3.4</strong> Continue extended school year options for kinder – 3rd grade students to provide them with instruction in literacy and math.</td>
<td>SY 2014–2015 and ongoing</td>
<td>K-3 Plus District Coordinator</td>
<td>Increase number of students participating in K–3 Plus programs</td>
</tr>
<tr>
<td><strong>1.3.5</strong> Utilize Professional Learning Communities with 100% of teachers, instructional coaches, administrators, and interventionists as a collaborative practice to monitor and develop strategies to improve student progress (e.g. responsive instructional cycles and Response to Intervention).</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Principals Teachers Academic Coaches</td>
<td>100% of teachers will be effective or beyond in Domain 4 of the New Mexico Educator Effectiveness System.</td>
</tr>
<tr>
<td><strong>1.3.6</strong> Conduct job-embedded professional development to support high yield instructional strategies provided by literacy coaching and targeted training.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Academic Coaches</td>
<td>Increase percent of students reading at “Benchmark”</td>
</tr>
</tbody>
</table>
**Outcome 1.4:** All students will demonstrate a full year of academic growth in literacy, math and science, K–12. The performance gaps between subgroups of students will narrow each academic year.

**Overall Approach/Strategy:** All students have the capacity to learn and achieve and it is our charge to meet the needs of each child by differentiation of instruction. We are committed to continuous improvement of the systems that identify student needs — both individual and cohorts of students. These systems include the Student Assistance Team (SAT) and the Response to Intervention (RTI) processes as mechanisms for individualizing learning needs. Assessments are viewed as tools to monitor progress and determine where change is necessary. Timely analysis of student data at each level (district, school, grade level, classroom, student) will be collaborative and purposeful as the foundation of the instructional cycle.

<table>
<thead>
<tr>
<th>Strategic Priorities</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.4.1</strong> Principals will lead instructional teams to ensure that high quality instruction is taking place in every classroom.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals</td>
<td>100% of teachers will be effective or higher in Domains 2 and 3</td>
</tr>
<tr>
<td><strong>1.4.2</strong> Utilize Response to Intervention Instructional Model to ensure that differentiated educational plans are in place to support the academic needs of all students.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals, Counselors, SAT chairs, Teachers</td>
<td>100% of SAT referrals are current and “on-track”</td>
</tr>
<tr>
<td><strong>1.4.3</strong> Expand extended school day programs such as tutoring, remediation, arts enrichment, and STEM to support increased student achievement.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director Title 1, 21st Century Community Learning Centers (CCLC) Coordinator, Teachers</td>
<td>Improved academic growth</td>
</tr>
</tbody>
</table>

Algodones students wearing their Mustangs spirit shirts.
| 1.4.4 | Ensure that high quality, differentiated instruction is being delivered to students with special needs through the District’s Continuum of Placement Guidelines; develop, implement and monitor district wide instructional expectations aligned with the Common Core State Standards. | SY 2014–2015 and ongoing | Director of Exceptional Programs | Improved academic growth |
| 1.4.5 | Strengthen systems of accountability at district and school levels to ensure compliance with federal and state statutes for the Individuals with Disabilities Education Act (IDEA B) and Section 504 services in order to maintain annual growth outcomes for students with disabilities. | SY 2014–2015 and ongoing | Director of Exceptional Programs | Improved academic growth |
| 1.4.6 | Use high yield, research based instructional strategies and curricula recognizing the linguistic challenges facing English language learners. | SY 2014–2015 and ongoing | Bilingual Coordinator Bilingual Teachers | Number of students demonstrating proficiency through the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment |
| 1.4.7 | All English Language students will receive instruction by bilingual and/or Teaching English to Speakers of Other Languages (TESOL) endorsed teachers. | SY 2014–2015 and ongoing | Director of Human Resources Bilingual Coordinator Principals | 100% of classrooms with identified English learner students will have highly qualified teachers |
| 1.4.8 | Provide job embedded professional support for teachers | SY 2014–2015 and ongoing | Deputy Superintendent Academic Coaches | Teacher scores on Domains 2 and 3 will increase |
| 1.4.9 | Ensure compliance and improve the quality of bilingual and special education programs by providing training on federal and state requirements for bilingual education and special education for all BPS site administrators. | SY 2014–2015 and ongoing | Director of Exceptional Programs Bilingual Coordinator | 100% of site administrators will be trained |
THE FOUR DOMAINS OF THE NM TEACH EFFECTIVENESS SYSTEM

Domain 1.
PLANNING AND PREPARATIONS
• Knowledge of Content and Pedagogy
• Knowledge of Students

Domain 2.
CREATING ENVIRONMENT FOR LEARNING
• Creating an environment of Respect and Rapport
• Establishing a Culture of Learning
• Managing Classroom Procedures
• Managing Student Behavior

Domain 3.
TEACHING FOR LEARNING
• Communicates Clearly and Accurately
• Using Questioning and Discussion Techniques
• Engaging Student Learning

Domain 4.
PROFESSIONALISM
• Provides Feedback to Parents
• Professional Collaboration
• Professional Growth
Board Goal Two

Recruit, develop and retain highly effective teachers, administrators and staff who are committed to achieving academic results and positive relationships with students, parents, colleagues, and community.

**Outcome 2.1:** 100% of teachers and administrators will demonstrate effective performance in the four Domains defined by the New Mexico Educator Effectiveness System.

**Overall Approach/Strategy:** The essential elements of teaching have been identified and aligned to the Competencies in New Mexico statute. A rubric has been developed that describes each element based on five levels of performance: Ineffective, Minimally Effective, Effective, Highly Effective and Exemplary. Using this plan as the basis for change and improvement offers consistency and fairness, transparency, a cycle of observation, reflection, dialogue, and opportunities for professional development. Every teacher and administrator will engage in a professional partnership with student learning and success as the common target.

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<tr>
<td>2.1.1 District administrators and all principals will participate in ongoing training in implementation of the NM Educator Effectiveness Plan.</td>
<td>Summer 2014</td>
<td>District Administration</td>
<td>Annual Superintendent evaluation of Principals</td>
</tr>
<tr>
<td>2.1.2 Principals will be evaluated annually by the Superintendent in the effective use of Observation, Professional Development and evaluation process as connected to student achievement outcomes.</td>
<td>SY 2014–2015 and ongoing</td>
<td>District Administration</td>
<td>Annual Superintendent evaluation of Principals</td>
</tr>
<tr>
<td>2.1.3 Teachers will be observed and evaluated annually by principals using the NM Educator Effectiveness Plan.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals Teachers</td>
<td>100% Completion of teacher evaluations</td>
</tr>
<tr>
<td>2.1.4 Provide curriculum and instruction guidance and support to teachers and principals to continue implementation of a comprehensive pre-K-grade 12 curriculum, aligned to New Mexico Common Core (NMCC) and timely cycles of data analysis to inform instructional objectives.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Academic Coaches Principals Teachers</td>
<td>NMCC Implementation on track</td>
</tr>
<tr>
<td>2.1.5 Differentiate professional development opportunities for teachers and staff to maximize growth.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Principals</td>
<td>Professional development plans aligned to needs of teachers</td>
</tr>
</tbody>
</table>
Outcome 2.2: Recruit and retain quality staff for highly specialized positions so that turnover is reduced annually.

**Overall Approach/Strategy:** It is our responsibility to have highly effective teachers in every classroom supported by high-quality effective administrators and support staff.

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<tr>
<td><strong>2.2.1</strong> Improve human resource hiring processes to recruit and hire engaging, knowledgeable and passionate teachers for vacant positions.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Human Resources</td>
<td>Utilization of current “best practices” of employment</td>
</tr>
<tr>
<td><strong>2.2.2</strong> Develop and deploy incentives and accommodations to recruit and retain effective teachers and principals in hard-to-fill positions.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Superintendent Director of Human Resources</td>
<td>Decrease in teacher turnover</td>
</tr>
<tr>
<td><strong>2.2.3</strong> Support new and new-to-district educators with professional development and ongoing mentorship.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Director of Human Resources</td>
<td>Increase retention of new teachers</td>
</tr>
<tr>
<td><strong>2.2.4</strong> Build teacher capacity within District communities with initiatives that support staff to complete college degrees and obtain teacher licensure.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Superintendent Director of Human Resources</td>
<td>Staff who transition from classified to certified status</td>
</tr>
<tr>
<td><strong>2.2.5</strong> Establish partnerships with local colleges, universities and businesses to assist with tuition for teachers and administrators to obtain postgraduate degrees.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Superintendent Director of Human Resources</td>
<td>Increase number of Level 2 and 3 teachers</td>
</tr>
</tbody>
</table>

**Opposite Page:** The New Bernalillo High School

The District is excited and proud to be part of the development of the New Bernalillo High School campus. Thanks to the support of the Bernalillo community, the State of New Mexico and countless hours of planning by staff, students and administration, Phase One of the new campus will be complete and ready for occupancy in the fall of 2015. All administrative offices and 34 classrooms are part of Phase one. Phase Two of the project will begin with the demolition of old buildings in the summer of 2015 and new construction is scheduled to be complete in the summer of 2016. Phase Two includes all Career Technical Education classrooms, Kitchen, Cafeteria and Black Box Theater.

The project will replace nearly all buildings on site with the exception of the gymnasium and was designed by Dekker/Perich/Sabatini Architects. The general contractor on the job is HB Construction.
Board Goal Three
Foster a safe, inclusive, and respectful school community that values the families, cultures and heritages reflected in our schools.

Outcome 3.1: 100% of schools and departments will meet or exceed school safety requirements and protocols.

Overall Approach/Strategy: The District will continue to demonstrate commitment to safe, modern and functional buildings and environments to ensure that all students have optimal opportunity to learn and all employees can work safely and effectively. The District will create and implement systems, policies and procedures that support the processes of delivering education.

BPS serves communities that value culture, history, languages and diversity. Mutual respect, cooperation and communication at every level are fundamental to build and sustain success for all students.

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<tr>
<td><strong>3.1.1</strong> Strengthen partnerships with first responders including local law enforcement, tribal police and fire department to ensure school district procedures are in alignment with all entities.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Superintendent, Director of Facilities, Principals</td>
<td>Align with first responder procedures</td>
</tr>
<tr>
<td><strong>3.1.2</strong> Conduct semi-annual reviews of school safety plans and update accordingly to assure all information identified in the plans is 100% correct.</td>
<td>SY 2014–2015 and annually</td>
<td>Director of Facilities, Principals</td>
<td>100% of Safety Plans approved by PED</td>
</tr>
<tr>
<td><strong>3.1.3</strong> Maintain District Level Safety Committee, as well as a School Safety Committee (Emergency Response Team) at each site to assist with training staff in emergency management and crisis response procedures.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Facilities, Principals</td>
<td>Calendar of meetings, events, trainings</td>
</tr>
<tr>
<td><strong>3.1.4</strong> Enhance intrusion detection systems and fire alarm systems to ensure overall school safety for students and staff.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Facilities</td>
<td>Annual audit of safety plans at each school</td>
</tr>
<tr>
<td><strong>3.1.5</strong> Conduct a district-wide audit of school safety supplies and materials and refurbish accordingly based on the needs of individual classrooms and school sites.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Facilities</td>
<td>Annual audit of safety plans at each school</td>
</tr>
</tbody>
</table>
Outcome 3.2: Increase student, family and staff satisfaction with school climate as measured by the Quality of Education Survey by 5% annually.

Overall Approach/Strategy: Increasing satisfaction and confidence in the performance in the District includes asking the right questions, soliciting broad participation in surveys, community meetings and outreach. Feedback and data must be carefully analyzed. At each level, the focus is to identify areas in need of improvement, seek the root causes of issues and look for realistic, implementable solutions.

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<tr>
<td>3.2.1 Research and implement programs focused on student wellness and safety (including bullying) for all schools, including peer mediation, conflict resolution and student leadership training components to address overall student and staff wellness and safety.</td>
<td>Research SY 2014–2015 Implement SY 2015–2016</td>
<td>Deputy Superintendent Director of Exceptional Programs</td>
<td>District Wellness Committee established Wellness programs identified and implemented</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Increase efforts to educate parents about bullying and anti-bullying initiatives offered by BPS through comprehensive presentations that will be a part of all school open houses in the fall of each school year; develop and disseminate a BPS brochure for parents, outlining the anti-bullying.</td>
<td>SY 2015–2016</td>
<td>Director of Exceptional Programs District Wellness Committee Principals Counselors Parent Advisory Committees</td>
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<tr>
<td>3.2.3</td>
<td>Conduct trainings in customer service focused on the importance of maintaining positive relationships with students, parents, colleagues, and public.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>3.2.4</td>
<td>Expand parent education opportunities/events at all school sites, tailored to their unique needs.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals Parent Advisory Committees</td>
</tr>
<tr>
<td>3.2.5</td>
<td>Ensure that all school facilities/learning environments are state of the art and are in good working condition to support teaching and learning and the goals of the BPS Strategic Plan.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Facilities Technology Coordinator</td>
</tr>
<tr>
<td>3.2.6</td>
<td>Communicate effectively with parents and community on important developments in education including NM Common Core, Assessments, Student Information Systems, Graduation Requirements etc.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Technology Coordinator Principals Counselors</td>
</tr>
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</table>
**Outcome 3.3:** Create a safe, positive environment at all schools which results in increased student accountability and a reduction of disciplinary referrals and suspensions.

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<tr>
<td><strong>3.3.1</strong> Implement a district-wide Student Code of Conduct. 100% of students and parents will sign form stating that they have read and agree to comply with the Code of Conduct annually.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Superintendent Principals Parent Advisory Committees</td>
<td>Code of Conduct adopted  Decrease disciplinary incidents</td>
</tr>
<tr>
<td><strong>3.3.2</strong> Adopt a district-wide positive behavior plan that promotes a positive environment in all schools and reduces negative behaviors, including bullying. Use quality data and evidence-based practices.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Exceptional Programs, Wellness Committee Principals Teachers</td>
<td>District-wide plan established  Decrease behavioral incidents</td>
</tr>
<tr>
<td><strong>3.3.3</strong> Train staff to effectively utilize the Student Assistance Team (SAT) process to identify and provide support services for all students.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Exceptional Programs</td>
<td>SAT teams functioning at every site and increased number of students receiving support</td>
</tr>
</tbody>
</table>

*Field Trip to El Rancho de Las Golondrinas*
Outcome 3.4: Increase parent involvement in supporting students’ academic growth.

Overall Approach/Strategy: Build strong relationships with students, families and the community to increase trust and shared responsibility for student success. We will use multiple and appropriate methods of communication to reach all of our stakeholders to achieve meaningful input, participation and partnerships.

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<tr>
<td><strong>3.4.1</strong> Each school site will implement action steps that engage parents/families in the education of their children; this may include outreach and partnering with diverse families, a designated space for accessing resources and a schedule of activities, education and training.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals, Counselors, Teachers</td>
<td>Evidence of parent participation</td>
</tr>
<tr>
<td><strong>3.4.2</strong> Parents/families will have training and support to access their students’ attendance and academic information with Power School.</td>
<td>SY 2014–2015 and ongoing</td>
<td>STARS Coordinator</td>
<td>Increase number of families accessing Power School portal</td>
</tr>
<tr>
<td><strong>3.4.3</strong> Work productively with community entities, governmental agencies and pueblos to support parents/families in the education of their children.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Superintendent, Native American Liaisons, Principals</td>
<td>Evidence of parent/community/Pueblo participation</td>
</tr>
</tbody>
</table>
**Board Goal Four**

Continually improve systems, operations, infrastructure, and cutting edge technology to support student education.

**Outcome 4.1:** 100% of teachers, administrators and staff will demonstrate proficiency in the use of technology integral to performance of their position.

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<tr>
<td><strong>4.1.1</strong> Conduct annual evaluation of technological capacity at all sites and implement an ongoing cycle of continuous updates in order to maintain and build current and future state-of-the-art learning environments.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Technology Coordinator</td>
<td>Schedule of updates and completion of updates</td>
</tr>
<tr>
<td><strong>4.1.2</strong> Maximize technological capacity by expanding bandwidth throughout the district in collaboration with community partners.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Technology Coordinator</td>
<td>Increase bandwidth across the community</td>
</tr>
<tr>
<td><strong>4.1.3</strong> Update the Technology Plan and ensure that there is a standard suite of technology tools available in each classroom, lab and library to support instruction, student learning, assessment and communication. Evaluate options to increase efficiencies and cost-effectiveness.</td>
<td>SY 2015–2016</td>
<td>Deputy Superintendent Technology Coordinator</td>
<td>Update Technology Plan</td>
</tr>
<tr>
<td><strong>4.1.4</strong> 100% of staff will proficiently use student information system, PowerSchool, so that data collection is timely and accurate for demographic and attendance data, grades and homework, assessment, and all reporting functions.</td>
<td>SY 2014–2015 and ongoing</td>
<td>STARS Coordinator “PowerUsers”</td>
<td>Improve integrity and accuracy of data</td>
</tr>
<tr>
<td><strong>4.1.5</strong> 100% of educators will provide evidence of the integration and application of technology in teaching and learning.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Principals STARS Coordinator Academic Coaches Teachers</td>
<td>Evidence documented in evaluations</td>
</tr>
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</table>
### Strategic Priorities

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<tr>
<td><strong>4.1.6</strong> Expand on-site training and professional development for teachers and staff that results in more effective deployment of applications and effective use of hardware/software essential to teaching and preparing students for future careers and college.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Technology Coordinator Principals Teachers</td>
<td>Calendar of training and on-site training activities</td>
</tr>
<tr>
<td><strong>4.1.7</strong> Prepare and launch district-wide online testing for Partnership for Academic Readiness for College and Careers assessments (PARCC) as required by PED.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Technology Coordinator Principals Assessment Coordinators</td>
<td>Online testing completed effectively and efficiently</td>
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**Outcome 4.2:** Improve efficiency in business practices and district operations.

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<tr>
<td><strong>4.2.1</strong> Optimize budget to support quality programs and the BPS strategic plan goals and priorities.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Deputy Superintendent Director of Finance</td>
<td>Annual budget aligned with the strategic plan goals</td>
</tr>
<tr>
<td><strong>4.2.2</strong> Ensure that Facilities Master Plan is implemented.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Superintendent Director of Facilities</td>
<td>Facilities Master Plan implementation</td>
</tr>
<tr>
<td><strong>4.2.3</strong> Improve efficiencies in Human Resource systems and practices and utilize best practices to ensure compliance (e.g. conduct internal audit of employee files); formalize systems through the development of a manual and training so that practices are consistently employed, including hiring procedures, interview protocols, reference checks, background checks, etc.</td>
<td>SY 2014–2015 and ongoing</td>
<td>Director of Human Resources</td>
<td>Information and documentation is readily accessible and properly managed</td>
</tr>
</tbody>
</table>
4.2.4 Develop policies and procedures manual for business office procedures and conduct cross-training to improve the quality and consistency of business practices and seamless workflow during times of staff absences or transitions. SY 2014–2015 and ongoing Director of Finance Directors of Human Resources Policy and Procedure Manual developed

4.2.5 Develop a training/communication plan to educate principals, supervisors and key staff about new policy and procedures to ensure that schools have necessary support from the business office. SY 2014–2015 and ongoing Superintendent Director of Finance Communications and trainings completed

4.2.6 Improve efficiencies related to business systems, such as payroll, accounts payable, requisitions, budgeting, and human resources by maximizing the use of Visions finance software; provide customized training and school site visits by business office staff on the use of Visions. SY 2014–2015 and ongoing Director of Finance Directors of Human Resources Efficient use of Visions software

4.2.7 Maintain current level of unqualified audit findings. SY 2014–2015 and ongoing Director of Finance The number of unqualified audit findings is maintained or decreased

4.2.8 Develop and implement a communication strategy to educate the public about how BPS is funded and how the budget works. SY 2014–2015 and ongoing Superintendent Director of Finance Communication tool developed

4.2.9 Conduct a district-wide energy audit to identify and implement cost savings strategies. SY 2014–2015 and ongoing Director of Facilities Reduction in energy costs

Outcome 4.3: Implement three-year strategic plan and regularly report and communicate progress to the board and stakeholders.

4.3.1 Provide quarterly updates to the BPS Board of Education and community on progress toward meeting the goals of the BPS Strategic Plan, "Educate and Graduate." SY 2014–2015 and ongoing Superintendent Quarterly progress reports
ALGODONES ELEMENTARY SCHOOL
1399 Highway 313
Algodones, NM 87001
(505) 867-2803

BERNALILLO ELEMENTARY
480 Calle del Norte
Bernalillo, NM 87004
(505) 867-3366

BERNALILLO MIDDLE SCHOOL
485 Camino don Tomas
Bernalillo, NM 87004
(505) 867-3309

BERNALILLO HIGH SCHOOL
250 Isidro Sanchez Rd.
Bernalillo, NM 87004
(505) 867-2388

COCHITI ELEMENTARY SCHOOL
800 Quail Hill Trail
Pena Blanca, NM 87041
(505) 867-5547

LA ESCUELITA PRE-SCHOOL
301 Calle de Escuela
Bernalillo, NM 87004
(505) 404-5585

PLACITAS ELEMENTARY SCHOOL
5 Calle del Carbon
Placitas, NM 87043
(505) 867-2488

SANTO DOMINGO ELEMENTARY SCHOOL
100 Highway 22 W
Santo Domingo, NM 87052
(505) 867-4441

W.D. CARROLL ELEMENTARY SCHOOL
301 Calle de Escuela
Bernalillo, NM 87004
(505) 867-5472