

THE DISTRICT of BERNALILLO

Public Schools Strategic Plan



THE DISTRICT of Bernalillo Public Schools

560 S. Camino del Pueblo, Bernalillo, NM 87004

(505) 867-2317 | bernalillo-schools.org

Social media: Facebook, Twitter,

Instagram: @bernalillops

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A Message from the Superintendent



Matthew Montaña,
Bernalillo School District
Superintendent

Our dedication to creating equitable learning opportunities with high expectations is paramount to reaching our ambitious goals. By using the riches of language, culture, and tradition as assets for our students and families, we will ensure that each of our students is challenged in their learning, so they are prepared for the future and ready to reach their fullest potential.

In partnership with our school board, we strive to support our students and families in creating an innovative educational system that elevates our students to the highest levels of outcomes and achievement. We are committed to the continued improvement of our district by continuing to raise the bar for our students and moving the needle toward educational attainment.

Vision and Mission



VISION

Preparing every student for a lifetime of success.

MISSION

At THE DISTRICT of Bernalillo Public Schools, students are immersed in engaging, challenging and meaningful learning. All students learn in a safe, inclusive, and equitable environment that validates, respects, and honors each student's unique background and identity. Our students make connections and are prepared for real world challenges; they apply their knowledge to contribute to family, community, our world, and the earth we live on.

Vision and Mission



CORE VALUES

THE DISTRICT of Bernalillo Public School's five core values/commitments to our students, our families, and our staff.

Our primary commitment is **student impact**. As a district, we are committed to making decisions that are targeted to student impact. We aspire to make decisions that influence an increase in student outcomes. When our focus is on students, we know that all other elements of our work will fall in place.

As a district, we make decisions with **integrity**. We act with uncompromising honesty in our decisions, building trust with responsible actions and honest relationships. Not all decisions will be perfect or even correct, but we own these decisions, we make adjustments, and we strive to improve.

We act with a **commitment** to our work.

We are passionate about what we do, and we always bring our best. Each day, we know we can do better. We work with a growth mindset that is dedicated to continuous improvement.

We use **thoughtful communication** to do our work. We know that we can achieve more through collaboration and feedback, and we seek to empower all our stakeholders to have a voice in our efforts. We seek to challenge assumptions and create clarity around our work.

Finally, we operate with **servant leadership**. We seek to give more than we take. We look for ways to improve and contribute to the success of others. We understand that it is a privilege to serve the students, families, and staff of our communities.

About Bernalillo Public Schools



OUR DISTRICT

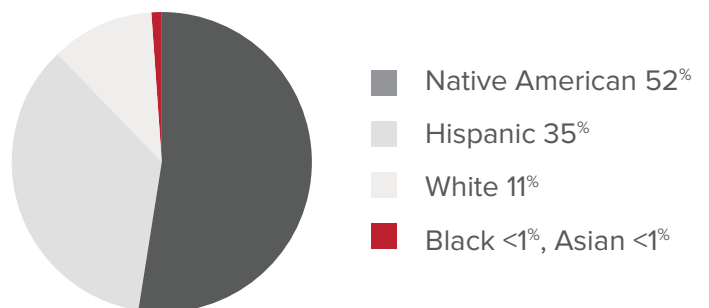
Bernalillo Public Schools honors the historic homelands of the Pueblo people and the shared contributions of the Pueblo people and descendants of Spanish settlers to establish vibrant communities now and in the future.

OUR COMMUNITIES

Sile, Cochiti Pueblo, Cochiti Lake, La Bajada, Peña Blanca, Santo Domingo Pueblo, San Felipe Pueblo, Algodones, Santa Ana Pueblo, El Llanito, Bernalillo, Placitas, Sandia Pueblo, Zia Pueblo, and Jemez Pueblo.

STUDENT DEMOGRAPHICS

Native American 52%, Hispanic 35%, White 11%, Black <1%, Asian <1%



The Strategic Planning Process



OUR PROCESS

We developed this plan in partnership with staff, families, and students to ensure that many voices were represented. This began with empathy interviews and a capacity review in January of 2022 where we gathered input from staff, community members, families and students representing all our communities across the district to better understand their priorities. As part of this work, we also reviewed available documents, data, and conducted a self-assessment with the district's cabinet members.

Then, we established a Strategic Plan Steering Committee to work on identifying a set of priority goals for the coming years.

Once goals were identified, district leaders were appointed as the “goal leads” and charged with leading a team to identify metrics and targets, as well as priority strategies for achieving our goals. These teams incorporated the feedback and ideas from several participant groups in the development of their strategies, including district leaders, school leaders and union representatives.

PROGRESS MONITORING

Once we have completed the plan, the work of implementation begins. We are committed to regular conversations about progress that will allow us to take stock of progress, assess the barriers we are facing, problem solve, and identify adjustments

to make moving forward. These “stocktakes” happen on a regular basis between the leads of each goal area and the Superintendent. We will follow the calendar below. We will also provide regular updates to the public and to the board on how implementation is going.

Our Strategic Plan *at a Glance*



GOAL

1

High-quality, culturally sustaining learning experiences

GOAL

2

Strong school leadership & educator quality

GOAL

3

College & career readiness for all

GOAL

4

Inclusive, collaborative district culture

GOAL

5

Effective systems & routines

High-quality, culturally sustaining learning experiences



Description

Bernalillo Public Schools serves a uniquely diverse community in which language and culture must be a foundation for improved learning outcomes of all students. By engaging students in high quality, relevant experiences, BPS can connect traditional and historic cultural values to the emerging needs of our students. To fulfill our community values and serve our students well, we must prioritize

quality, culturally relevant learning environments for Hispanic and Native American students to include indigenous language revitalization and dual language programs. This is achieved by offering challenging academic courses and excellent instructional practices that leverage the assets our students bring to the school setting.

Outcome Metrics

- Increase reading proficiency, as measured by NMPED proficiency rates published at the end of each school year, from 9% in 2022 to 30% by 2025.
- Increase math proficiency, as measured by NMPED proficiency rates published at the end of each school year, from 5% in 2022 to 20% by 2025.
- Increase in quarterly average daily attendance as measured by PowerSchool.

Priority Strategies

- Build capacity with teachers to implement strong Layer 1, culturally relevant instruction for all students.
- Develop an aligned, standards-based student profile for each grade level.
- Build trust and understanding with families and community.

Strong school leadership & educator quality



Description

School leaders who have strong knowledge of and deep connections with communities they serve create school climates where students, staff, and families feel safe, supported, engaged, and accepted. Second only to teachers for student success, strong school leaders build a student culture of high expectations of self and desire to strive towards increased academic performance. Through an atmosphere of open communication,

empowerment and growth, school leaders are the driving accountability facilitators that guide all instructional staff to their highest potential, as well as support school sites to achieve shared strategic goals. Through collaborative leadership, there is promotion of community involvement with an understanding of how race, class, gender, culture, socioeconomic status and other identifiers influences family and community participation.

Outcome Metrics

- Principals spend an average of two hours per day of their time on coaching, improving teaching and learning, as measured by time spent in classrooms and coaching sessions.
- Increased teacher motivation to improve their instructional practice and provide evidence of student growth, as measured by Domain 2.

Priority Strategies

- Develop and implement district-level, goal-driven expectations and support for principal success as instructional leaders.
- Create and utilize a system that supports the application of the teacher support and development process to identify educator strengths and areas of growth.
- Create a high quality educator and leadership pipeline that promotes a diverse workforce with strong ties to the local community.



Description

College and career readiness is the foundation that awards students the key competencies and skills needed to be prepared for post-secondary study or a skilled profession. BPS students deserve the opportunity and support to experience culturally relevant and real-world challenges in an identified pathway such as welding, auto mechanics,

agriculture, construction, teacher training, computer science, and biomedicine.

This opportunity and experience will lead to industry recognized certifications and a successful post-secondary career that provide sustainable wages and a means to advance.

Outcome Metrics

- Increase percent of students completing their pathway and post-secondary transition as identified in their Next Step plan.
- Percent of students completing a CTE pathway prior to high school graduation as measured by STARS reporting data. (Baseline in spring 2023)

Priority Strategies

- Integration of College Readiness standards implemented throughout the curriculum pre-K through 12th grade.
- Develop & implement CTE programs of study that meet industry standards and are benchmark-driven.
- Develop college and career readiness supports that span grades PreK-12, ensuring access to & equity of programs.
- Develop advisory strategies and routines, beginning in early childhood education, to improve student success in accessing post-secondary goals.



Description

How district personnel communicate with and support principals, teachers, staff, families, students, and community members impacts student learning and work culture. The district goal of increasing academic achievement of our diverse student population through culturally responsive practices can only be achieved through authentic

collaborative efforts with all stakeholders from educational assistants and bus drivers to speech therapists and principals. Reminding ourselves to always value diverse perspectives helps promote inclusivity and a sense of belonging for both students and adults.

Outcome Metrics

- Stay interview results.
- Staff collaborative mindset, perception of clear, high-quality communication as measured by a culture & climate survey.

Priority Strategies

- Improve transparency and availability of timely and accurate information.
- Foster an inclusive culture focused on servant leadership at the district office.



Description

Effective systems and routines are integral to the successful operation of a school district. The needs of students should be at the heart of all business and facility operations. This goal will focus on the strategic alignment of resources and programs to district priorities. This alignment will be intentional and will be monitored for impact on student

learning. As a district, we will embrace continuous improvement to review and streamline systems and routines for maximum efficiency and effect. The successful accomplishment of this goal will be reflected in positive student outcomes.

Outcome Metrics

- Each year, BPS will budget at least 80% of its total operational budget to fund direction instruction and instructional support, as measured by initial budget allotments for each fiscal year.
- BPS schools will ensure equitable funding for student needs as measured by targeted allocations that evidence positive student outcomes.
- The BPS Business Office will maintain a customer satisfaction rate of 85% or better, as measured by customer satisfaction surveys on an annual basis.

Priority Strategies

- Develop and implement systems for triaging and addressing resource requests (operational and programmatic) in a consistent, equitable manner.
- Align funding formula and grants programs with strategic priorities.
- Improve student data systems to create a single source of data at the district.

Appendix: Strategy Profiles



Appendix

Goal 1:

High-quality, culturally sustaining learning experiences

STRATEGY 1.A

Build capacity with teachers to implement strong Tier 1, culturally relevant instruction with all students.

Description

Through common assessments, revised pacing guides, backwards planning and new secondary grading practices and guidelines, we will build capacity with teachers to engage in excellent, effective instruction for all students including those from culturally and linguistically diverse backgrounds as well as students with disabilities. This support will include aligned resources and materials to drive instructional shifts.

Key Activities

- Define and implement instructional vision.
- Horizontally align assessments for Pre-K-12 district-wide.
- Build new secondary grading practices and guidelines that are standards-based, equitable and culturally-relevant.
- Build Teacher Capacity to strengthen Layer 1 Instruction.

Definition of Success

- Students are on grade level prior to going to the next grade or have shown at least 1.5 years worth of growth if not at grade level by end of the school year.
- Teachers feel confident utilizing their toolbox/ resources, which includes culturally relevant practices, to support student success.
- Teachers are able to collaborate to plan for their Layer 1 instruction using data.
- Professional development is aligned district-wide, includes culturally relevant practices, and is differentiated/individualized at the school sites.
- Decrease in Student Assistance Team (SAT) referrals for special education testing and increase in rate of eligibility for those who are tested.
- Increase in number of English learners (ELs) who become English proficient and increase in number of English learners moving towards English proficiency.

Appendix

Goal 1:

High-quality, culturally sustaining learning experiences

STRATEGY 1.B

Develop an aligned, standards-based student profile for each grade level.

Description

Standards-based profiles will clearly articulate what our students know and can do at each grade level, ensuring consistent expectations and support for student success across the district. All stakeholders will be able to see and understand our expectations for students.

Definition of Success

- We have created that profile for each grade level that is clear, measurable & observable.
- Profiles are vertically articulated from pre-K to graduation, resulting in increased graduation rates.
- Teachers value the profile as a tool to support their instructional practice.

Key Activities

- Create standards-based profiles for each grade level that is clear, measurable & observable.
- Support and monitor the use of standards-based profiles to guide instructional decisions and drive vertical alignment of instruction.

Appendix

Goal 1:

High-quality, culturally sustaining learning experiences

STRATEGY 1.C

Build trust and understanding with families and community.

Description

Create a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.

Key Activities

- Identify services to support family needs, such as immigration, healthcare, adult education.
- Increase staff awareness of cultural norms and practices.
- Build culturally-responsive teaching practices.
- Support teachers in relational development with students.

Definition of Success

- Students are in school and value their learning process.
- Parents & caregivers are engaged in their students' learning as partners & advocates.
- The family specialist/liaison identifies needs and provides resources.
- Staff members demonstrate sociocultural competence and work to meet the needs of all families.
- Create a Professional development plan that addresses equity, access, and social justice as they relate to outreach activities with families and the community.
- There's an increase in parent & caregiver-initiated communication.

Appendix

Goal 2:

Strong school leadership & educator quality

STRATEGY 2.A

Develop and implement district-level, goal-driven expectations and support for principal success as instructional leaders.

Description

Support instructional leaders for alignment of expectations to district instructional vision and goals, as well as, cultivation of data-informed leadership within an actionable framework.

Key Activities

- Develop and implement a common walkthrough tool to support classroom visits focused on instructional support and development.
- Develop and implement an updated leadership rubric and evaluation system for principals, including differentiated coaching from the Deputy Superintendent of Instructional Leadership.
- Support school leaders to establish strong annual plans and routines that are aligned to the BPS strategic plan.
- Establish routines for school leaders to meet with and learn from each other, including celebrating successful achievement of identified goals.
- Establish stronger mechanisms for two-way feedback with school leaders.

Definition of Success

- Increased principal satisfaction & feeling supported by the district through positive relationships and interactions.
- Stay interviews indicate that staff are fulfilled & supported in their positions.
- Principals maintain a professional relationship and collegial rapport with all teachers.
- Across all school sites, anyone within the school site can articulate that school's goals for its students.
- Principals are able to prioritize and meet their goals in a thorough, timely manner.

Appendix

Goal 2:

Strong school leadership & educator quality

STRATEGY 2.B

Create and utilize a system that supports the application of the teacher support and development process to identify educator strengths and areas of growth.

Description

BPS will collect data from both formal observation tools and informal district walkthroughs. These data, along with academic assessment measures and student outcome data, will be utilized to design professional development activities for staff. Staff strengths will be leveraged to provide maximum impact on student learning.

Definition of Success

- Use results of talent system review to prioritize activities for Y1.
- Sequencing: Support and training in Year 1. Progress evaluation in Year 2.
- Reset on expectations for what it means to do well.

Key Activities

- Training on Danielson Frameworks and calibration on ratings.
- Training on TNTP Instructional Rubric.
- Creation of accessible student data for short-cycles and skills assessments.
- Training for administrators on utilization of above tools.

Appendix

Goal 2:

Strong school leadership & educator quality

STRATEGY 2.C

Create a high quality educator and leadership pipeline that promotes a diverse workforce with strong ties to the local community.

Description

In order to reflect the diverse demographic composition of our students within our classrooms, BPS will identify educator preparation resources and avenues that allow us to recruit diverse staff. This will support cultivating current and identifying prospective staff talent to capture those from our surrounding communities. strengths will be leveraged to provide maximum impact on student learning.

Definition of Success

- District will utilize year 1 of the strategic plan to baseline current performance in the area of diversity. The district will benchmark the areas of age, race, disabilities, and ethnicity across staffing categories. District will also review current practices for recruiting, preparation, and internships that encourage diversity. Based on the results of these reviews, the district will create baselines and goals for each of the categories. These goals will be holistic and will include recruitment practices, job

description reviews, targeted educator preparation programs for partnerships, teacher pipelines, compensation, and related structures.

- Professional Development, Policies, and Mentoring Procedures utilize culturally responsive and inclusive approaches to create an environment of opportunity internally.
- Identified pathway/process for internal candidates to participate and culminate into a leadership internship.
- Open schools with qualified, prepared teachers in every position.
- Build a diverse, high-quality applicant pool of significant quantity to meet our staffing needs.

Appendix

Goal 2:

Strong school leadership & educator quality

STRATEGY 2.C (CONT)

Create a high quality educator and leadership pipeline that promotes a diverse workforce with strong ties to the local community.

Key Activities

- Adopt practices that promote diversity and equity, including consideration of local talent during the recruitment process, following the SHRM-recommended DEI practices.
- Develop and implement formal recruitment plan that targets specific educator and leadership prep programs whose demographics reflect our community.
- Create an in-house leadership development system for emerging leaders, with a focus on building understanding of our district's culture.
(Begin in Year 3)
- Support multiple career pathway completers from BHS, including the Educators Rising career pathway, to stay connected with the district as they complete their education.
- Support EA candidates for Educator Fellows of NM to complete the program and become teachers of record.

Appendix

Goal 3:

College & career readiness for all

STRATEGY 3.A

Integration of College Readiness standards implemented throughout the curriculum pre-K through 12th grade.

Description

Being college ready means that students are prepared for any postsecondary experience, including study at two or four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associate's, Bachelor's, Master's degrees). Students will be provided opportunities that will lead to improved preparation and equipped with the knowledge and skills deemed essential for success in university, and community-college programs.

Definition of Success

- Pre-K - 5 demonstrate career ready skills such as reading, writing, & mathematical, communication, and critical thinking skills.
- 6 - 8 grades will continue to increase their reading, writing, & mathematical skills plus demonstrate organizational skills.
- 9-12 grades will focus on academic preparedness, have taken a dual credit or AP course, and demonstrate 21st Century skills.

Key Activities

- Adding STEM curriculum
- Organizational skills
- College Introduction & Visits
- Review of Data
- Portrait of a Graduate
- Foster partnerships with current post-secondary partners.

Appendix

Goal 3:

College & career readiness for all

STRATEGY 3.B

Develop & implement CTE programs of study that meet industry standards and are benchmark-driven.

Description

Development and implementation of a program of study will be based on formal, competency based curriculum, outlining content goals and objectives. The curriculum will be designed to prepare students for both further educational and career goals, is aligned with relevant standards for core subjects such as reading, math, and science, and incorporates employability skills that help students succeed in the workplace (i.e. Problem solving, critical thinking, teamwork, communication, and workplace etiquette). Based on the ACTE Quality CTE Program of Study Framework.

Definition of Success

- Students are employable after high school with high-skill, high-wage, or prepared for in-demand occupations.
- Industry partners seek out our students.
- Our area is attractive to potential industry partners because of our students' employable skills.

Key Activities

- Develop a complete scope & sequence for all CTE programs of study, aligned to standards.
- Develop formative and summative assessments integrated through the programs of study to validate student learning gains.
- Implement standards-aligned CTE instruction.
- Expand CTE offerings to include opportunities that are aligned with labor market demand and student interest.
- Develop & implement job shadowing, internship, and employability opportunities.

Appendix

Goal 3:

College & career readiness for all

STRATEGY 3.C

Develop college and career readiness supports that span grades PreK-12, ensuring access to & equity of programs.

Description

This element addresses programs of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners). Based on the ACTE Quality CTE Program of Study Framework.

Key Activities

- Develop career exploration curriculum, engaging industry partners, for grades 6-8.
- Establish an ROTC program.
- Strengthen the high school career pathway opportunities.
- Re-envision the AVID programming or systems for college preparation to provide broader supports around 21st century skills.
- Develop a data binder for teachers.

Definition of Success

- We have robust career exploration programs for pre-K students and CCMR pathways for 9-12 students.
- Students choose Bernalillo because we provide them a culturally and linguistically sustaining education that provides them high interest, high quality opportunities for post-secondary success.
- Decrease in student absences.
- Increase in 4 year high school graduation rate.
- Robust and active partnerships with community and employer stakeholders.

Appendix

Goal 3:

College & career readiness for all

STRATEGY 3.D

Develop advisory strategies and routines, beginning in early childhood education, to improve student success in accessing post-secondary goals.

Description

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services. Based on the ACTE Quality CTE Program of Study Framework.

Definition of Success

- Increase in community awareness of opportunities.
- Increase in family involvement in student success.
- Standard system/resource to offer every student - every student has access to the same information.
- Next step plans drive & support conversation with counselors/advisory and student course enrollment.

Key Activities

- Ensure consistency/equity of opportunity and access across all demographics.
- Establish an advisory committee for CCMR to focus on all levels of Pre-K - 12th grade; to include transition to post-secondary, career, or military.
- Redefine role of Student Success Coaches and ensure they are proactively supporting students' post-secondary planning.
- Strengthen supports to individual students through:
 - Career exploration (Beable/World of Work)
 - Skills USA curriculum
 - SSC advisement
- Provide opportunities for students to increase awareness around CCMR.
- Increase CTSO opportunities for students in middle school & high school.
- Complete course catalog for each school site (MS & HS) that is clear and consistent.

Appendix

Goal 4:

Inclusive, collaborative district culture

STRATEGY 4.A

Improve transparency and availability of timely and accurate information.

Description

Dissemination of both good and bad information shared upward, downward, and laterally in a timely manner to ensure staff see the reasons behind processes and decisions made by district leadership and staff.

Key Activities

- Create a comprehensive communications system and cultivate a mindset among district staff to disseminate information in a timely manner to schools.
- Develop a system to capture school-based events and activities.

Definition of Success

- Cross section of staff, specifically school and district leaders are collectively informed and able to direct inquiries from constituents such as students, staff, and parents towards the appropriate department and/or individual.
- Ratio of satisfaction to complaints with established processes approaches 90% or more on a regular basis based on surveys from students, staff, and parents.
- Increased transparency provides staff the opportunity to be informed, to innovate, and to align actions towards common goals.

Appendix

Goal 4:

Inclusive, collaborative district culture

STRATEGY 4.B

Foster an inclusive culture focused on servant leadership at the district office.

Description

District leadership and staff are driven to serve principals, assistant principals, teachers, and school staff; district leadership and staff are open to feedback for continuous improvement.

Definition of Success

- Staff and stakeholders receive the support and help that they need.
- Culture of “Find a Way” mentality among district leadership and staff.

Key Activities

- Cultivate customer-service mindset among district leadership and staff.
- Build trust and relationships between district and school-based staff.
- Develop opportunities for team-building within the district office.

Appendix

Goal 5:

Effective systems & routines

STRATEGY 5.A

Develop and implement systems for triaging and addressing resource requests (operational and programmatic) in a consistent, equitable manner.

Description

Focus district resources in the realms of both personnel and finances to align with district initiatives while ensuring equitable opportunities for all students. Ensure we are taking a proactive approach to preventive maintenance.

Key Activities

- Enhance the use of School dude to prioritize work orders across functional areas including facilities, operations, and data.
- Resources are allocated equitably to school sites using “at-risk” and similar formulas.
- Training for school admin and staff on work order system and available finances with ongoing review and support.

Definition of Success

- Teachers know the one person who triages requests and know the process to put in a resource request.
- All staff are able to effectively get the support & help they need to improve student outcomes.
- Operations can focus more on preventative maintenance (proactive) rather than responding to work orders (reactive).
- Schools have vetted plans that are aligned with district initiatives and are the basis for spending.
- Money is utilized to enhance/improve buildings, not just maintaining or fixing.
- There is a clear replacement schedule/cycle to meet capital needs.

Appendix

Goal 5:

Effective systems & routines

STRATEGY 5.B

Align funding formula and grants programs with strategic priorities.

Description

Align all district, state, and federal grants on district strategic priorities. Focus school site utilization of distributed funds on approved instructional approaches that are based on strategic priorities. Monitor the accomplishment of plan components for student impact. Utilize the results from this strategy to inform grant planning and budgeting during ensuing years.

Definition of Success

- Grants & activities are student-centered and aligned with the district strategic plan.
- Schools have the resources needed to advance their educational programs.
- There is a sense of “rowing in the same direction” - programs serve students effectively.

Key Activities

- Schools create vetted budget plans that are aligned with district initiatives and strategic plan (Tier 1 Level 1 instruction, high-dosage tutoring, SEL).
- Clarify for school site leaders use of title funds & alignment to their overall budget plan/programmatic priorities.
- Develop & implement a process for pursuing grants that are aligned with strategic initiatives.

Appendix

Goal 5:

Effective systems & routines

STRATEGY 5.C

Improve student data systems to create a single source of data at the district.

Description

Focus on improving and ensuring accurate data systems to maximize per-pupil state funding. Ensure all student/staff data is included in the district student information system to support state compliance and the use of real-time data at school sites. Increase student data transparency through improvements to the parent portal.

Key Activities

- Support school site leaders and teachers to enter data into PowerSchool accurately and in a timely manner.
- Enhance PowerSchool to address gaps in usability.
- Audit of cumulative folders for consistency and accuracy at every school site.
- School site and department responsibility for data quality and accuracy.

Definition of Success

- Everyone can go to BPS SIS and access the student data they need and know that it is current and accurate.
- Ongoing training for all stakeholders to ensure communication and delivery chain expectations are current.
- Schools have accurate data for formative and summative decision making (to design and assess instruction).
- State reporting: BPS accurately reports data in order to ensure accurate per-pupil funding from NMPED.
- At least 85% of high and middle school parents have a parent portal account in the district SIS.