



Taos Municipal School District

Strategic Plan

[2026-2029]

Prepared by: Taos Leadership Team

Date: July 22, 2026

Vision, Mission, and Values

Vision

Taos Municipal Schools will empower the creation of a transformative culture that inspires innovative learning.

Mission

Taos Municipal Schools is dedicated to meaningful partnerships with our students, staff and community to provide an educational environment that prepares every student with the academic, social emotional wellness, critical thinking, resilience and integrity needed to thrive in college, careers and a changing world.

Values

Ethics: Acting with honesty and strong moral values in all situations by demonstrating integrity, while upholding transparency and treating others with respect.

Excellence: Demonstrate high standards of quality, collaboration, and accountability in academic and personal growth as we learn with others, work as a team, and act responsibly.

Innovation: Encouraging continuous growth using creative methods, while embracing new advancements in technologies and ideas in teaching and learning.

Equity: Valuing and respecting diverse backgrounds, cultural identities, and perspectives of all individuals ensuring every student has access to the resources and support needed for success.

Empowerment: Inspiring and valuing the engagement of our students, staff, board, families, and stakeholders as the key to our success.

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Goal 1: By the end of 2028–2029 school year, the percentage of students meeting or exceeding proficiency in mathematics will increase from a baseline of 24.2% in 2025–2026 to 39.2% by June of 2029.

Action Step: (Strategic Priority)	Strategies to Accomplish Goal	Evaluation / KPI's	Timeline / Completion Date	Responsible Party
1. Strengthen Tier I mathematics instruction through a guaranteed and viable curriculum. Align daily instruction to New Mexico standards, Taos vision for innovative learning, and the values of excellence, equity, and accountability	1.1 Conduct a district mathematics curriculum audit and identify priority standards by grade level.	1.1 AAIS will conduct and provide to district a comprehensive audit.	1.1 Curriculum audit by Fall 2026	1.1 Point of Contact: Associate Superintendent Team Members - School Improvement Coordinator - Principal - Teacher
	1.2 Develop common pacing guides, unit plans, and formative assessments.	1.2 100% of grade levels implement approved pacing guides and common assessments.	1.2 Begin in Fall 2026 to be evaluated for completion of Spring 2027.	1.2 Point of Contact: School Improvement Coordinator Team Members: - Principal - Teacher
	1.3 Provide professional learning on explicit instruction, conceptual understanding, academic vocabulary, problem solving, and culturally responsive math tasks through AAIS in elementary and middle school.	1.3 Two times per year AAIS will provide training to Elementary and Mid school math teachers	1.3 Two time per year	1.3 Point of Contact: Math Interventionalist Team Members: - Principals - Teachers

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	1.4 Provide professional learning on HQIM at all school levels 1.5. Develop and utilize walkthroughs and coaching cycles to support consistent implementation. 1.6 Analyze short cycle assessment, classroom, and state assessment data.	1.4 Training and coaching 1.5 Walkthrough data show increased use of standards-aligned tasks, checks for understanding, and student discourse. 1.6 Meeting agendas, outcomes of assessment and next steps.	1.4 Begin Fall of 2026 to be completed by Spring of 2027 1.5 Throughout the school year. Begin Fall of 2026 to be completed by Spring of 2027 and continued yearly through 2029. 1.6 Review BOY, MOY and EOY	1.4 Point of Contact: Math Interventionalist Team Members: • Principals • Teachers 1.5 Point of Contact: Compliance Officer Team Members: • Principals 1.6 Point of Contact: Associate Superintendent Team Members • Director of Federal Programs • Director of Special Ed • Principals Teachers
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2. Implement a districtwide mathematics data and intervention system. Create an equitable system that identifies student needs early and provides timely support for all learners and subgroups.	2.1 Design a comprehensive progress monitoring tool for short cycle assessments.	2.1 Completion of comprehensive progress monitoring tool	2.1 Begin Fall 2026 to be completed by Summer of 2027	2.1 Point of Contact: School Improvement Coordinator Team Members: District Math Team
	2.2 Implement calendar and progress monitoring tool for short cycle assessments.	2.2 100% of math teachers will use the tool three times a year.	2.2 Begin Fall 2027 with BOY, MOY and EOY	2.2 Point of Contact: Director of Federal Programs Team Members: - District Math Team - Math Interventionist
	2.3 Use PLC data meetings to identify students needing acceleration, intervention, or enrichment.	2.3 PLC agenda and notes with specific students identified for acceleration, intervention, or enrichment.	2.3 Fall of 2027 will be completed by the end of each school year.	2.3 Point of Contact: School Improvement Coordinator Team Members: - Principal - Teachers - Math Interventionist
	2.4 Provide targeted small-group instruction during intervention blocks.	2.4 Students receiving intervention demonstrate growth on progress-monitoring measures every week.	2.4 Fall of 2027 to be reported and analyzed at the end of each school year	2.4 Point of Contact: School Improvement Coordinator Team Members: - Principal - Teachers - Math Interventionist
	2.5 Monitor student growth by school, grade level, subgroup, English learner status, special education status, and attendance patterns.	2.5 Reduction in the percentage of students performing two or more grade levels below the benchmark.	2.5 Fall of 2026 to be completed at the end of each school year.	2.5 Point of Contact: Federal Program, Special Education Director Team Members: - Principal - Teachers - Math Interventionist

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	2.6 Leadership creates and reports mathematics progress-monitoring reports aligned to the mathematics goal to school board.	2.6 Quarterly board receives mathematics progress-monitoring reports aligned to the mathematics goal.	2.6 Beginning Fall of 2026 until the end of 2029.	2.6 Point of Contact: Superintendent, Associate Superintendent Team Members: • Principal • Teachers • Math Interventionist
3. Build teacher and leader capacity through collaborative professional learning. Use Leadership SOAR priorities to strengthen shared leadership, instructional coherence, innovation, and accountability.	3.1 Create district mathematics leadership team with membership from elementary and secondary 3.2 Create and publish a Professional Development calendar to outline professional learning opportunities in Mathematics. 3.3 Provide job-embedded coaching, lesson study, peer observation, and vertical articulation.	3.1 Team convened at least twice a year 3.2 Completed PD Calendar published 3.3 100% of math teachers participate in professional learning and PLC cycles.	3.1 Beginning of 2026 school year continued through 2029 3.2 By fall of 2026 ongoing through 2029 3.3 Beginning 2026 ongoing through 2029	3.1 Point of Contact: Math Interventionist Team Members: • Principals • Math Teachers 3.2 Point of Contact: Associate Superintendent Team Members: • School Improvement Coordinator • Director of Federal Programs • Director of Special Ed • Compliance Officer • Principals 3.3 Point of Contact: Math Interventionist Team Members: • District Math Team • Principals • Teachers

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	3.4 Provide professional learning to principals and teacher leaders to use math walkthrough tools and data protocols. 3.5 Develop exemplars of effective math instruction that reflect Taos students, culture, language, and community	3.4 100% of principals and teacher leaders complete the training 3.5 Exemplars at each grade level.	3.4 December 2026 ongoing through 2029 3.5 Fall of 2028 and ongoing	3.4 Point of Contact: Associate Superintendent Team Members: • Math Interventionist • District Math Team • Principals 3.5 Point of Contact: District Math Team Team member: • Principal • Teachers
4. Engage families and community partners in mathematics learning. Honor community voice and strengthen meaningful partnerships consistent with the mission and Guardrail 1.	4.1 Host family math nights, student showcases, and community learning events at each school. 4.2 Provide families with plain-language information about math standards, student progress, and ways to support learning at home. 4.3 Use community feedback to refine supports and remove participation barriers.	4.1 At least two family/community math engagement events per school year at each school. 4.2 Family Friendly Standards written and published 4.3 Evidence of community input included in annual mathematics improvement updates	4.1 Fall of 2027 – 2029 4.2 Fall of 2028-2029 4.3 Fall 2028-2029	4.1 Point of Contact: Federal Programs Team Members: • Community Schools • Principals • Teachers 4.2 Point of Contact: Math Interventionist Team Members: District Math Team 4.3 Point of Contact: District Math Team

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5. Expand access to advanced, applied, and career-connected mathematics pathways. Advance Guardrail 3 by ensuring mathematics prepares students for college, career, technical education, and postsecondary success.	5.1 Review math course pathways to ensure equitable access to Algebra, Geometry, advanced math, dual credit, CTE-aligned math, and applied learning opportunities.	5.1 Written report	5.1 Fall of 2028-2029	5.1 Point of Contact: Math Interventionist Team Members: District Math Team
	5.2 Identify and remove barriers that limit student access to rigorous math courses.	5.2 Increased enrollment and successful completion in Algebra I, advanced math, dual credit, and CTE-connected math courses.	5.2 Fall of 2027-2029	5.2 Point of Contact: Math interventionist Team Members: District Math Team
	5.3 Connect mathematics instruction to CTE pathways, financial literacy, STEM, trades, local industry, and postsecondary readiness.	5.3 Review assessment to show increased proficiency in math for students enrolled in CTE pathways, financial literacy, STEM, trades, local industry, and postsecondary readiness	5.3 Spring 2027 -2029	5.3 Point of Contact: Perkins Grant Coordinator Team Members • THS CTE Teachers
	5.4 Provide academic advising so students understand how math supports graduation, college, career, and workforce goals	5.4 Improved math readiness indicators for graduation, postsecondary placement, and career pathways.	5.4 Spring 2027-2029	5.4 Point of Contact: THS school counselor

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6. Monitor implementation, resource alignment, and board accountability. Ensure major decisions and resource allocations support mathematics improvement, transparency, and student outcomes-focused governance	6.1 Align budget, staffing, professional learning, instructional materials, tutoring, technology, and intervention resources to the mathematics goal. 6.2 Use annual evidence reviews to adjust strategies while maintaining focus on student outcomes.	6.1 Budget and resource decisions are documented and aligned to the math goal. 6.2 Annual strategic plan review identifies progress, barriers, and next-step adjustments.	6.1 Begin aligning Fall of 2026 6.2 Spring 2027	Point of Contact: Associate Superintendent Team Members: • Federal Programs • Special Education Director 6.2 Point of Contact: Superintendent Team Members: • Cabinet
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Goal 2 By the end of 2028–2029 school year, the percentage of students meeting or exceeding proficiency in Literacy will increase from a baseline of 45.7% in 2025–2026 to 60.7% by June of 2029.

Action Step: (Strategic Priority)	Strategies to Accomplish Goal	Evaluation / KPI's	Timeline / Completion Date	Responsible Party
1. Strengthen Tier I literacy instruction through a guaranteed and viable curriculum. Align daily literacy instruction to New Mexico standards, the Taos vision for innovative learning, and the values of excellence, equity, and accountability.	1.1 Identify and unpack priority standards by grade level in alignment with district adopted curriculum. 1.2 Utilize common pacing guides and/or proficiency maps, includes unit plans, and writing expectations, while creating formative assessments.	1.1 Annual increase toward 60.7% proficiency by June 2029. 1.2 100% of grade levels implement approved literacy pacing guides and or proficiency maps and common assessments.	1.1 Curriculum review and standards unpacking by October 2026; annual revisions each summer through 2029. 1.2 Review curriculum pacing guides/proficiency maps by December 2026; implement beginning January 2027; review each semester through June 2029.	1.1 Point of Contact: District Literacy Coordinator Team Members: • Principals • ELA/Math Coaches • Teachers • School Improvement Coordinator 1.2 Point of Contact: District Literacy Coordinator Team Members: • Federal Programs Director • Literacy Coordinator • Literacy Coaches • Leadership teams

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	1.3 Provide professional learning on evidence-based reading, writing, vocabulary, comprehension, academic discourse, and culturally responsive literacy practices. 1.4 Use instructional walkthroughs and coaching cycles to support consistent implementation.	1.3.A Monitoring through use of PD calendar. 1.3.B Quarterly review of benchmark, diagnostic, classroom, writing, and state assessment data 1.4.A Walkthrough data show increased use of standards-aligned texts, writing routines, checks for understanding, and student discourse.	1.3 Begin professional learning Fall 2026; provide quarterly PD and coaching each semester through June 2029. 1.4 Launch walkthrough process January 2027; conduct monthly walkthroughs and coaching cycles through June 2029.	1.3 Point of Contact: District Literacy Coordinator Team Members: • District Literacy Coordinator • LETRS Facilitators • Literacy Coaches • Principals 1.4 Point of Contact: Associate Superintendent Team Members: • Principals • Literacy Coordinator • Literacy Coaches
2. Implement a districtwide literacy data and intervention system. Create an equitable system that identifies student literacy needs early and provides timely support for all learners and subgroups.	2.1 Design a comprehensive progress monitoring tool for short cycle assessments. 2.2 Use PLC data collaboration to identify students needing acceleration, intervention, enrichment, or language development support.	2.1 Completion of comprehensive progress monitoring tool 2.2 Students receiving intervention demonstrate growth on CFA and short cycle assessments.	2. 2.1 Begin Fall 2026 to be completed by Summer of 2027 2.2 Monthly PLC data meetings beginning September 2026 through June 2029. Progress monitoring weekly	2.1 Point of Contact: District Literacy Coordinator Team Members: • District Literacy Team 2.2 Point of Contact: District Literacy Coordinator Team Members: • Site Principals • Grade Level leads

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	2.3 Provide targeted small-group instruction in foundational skills, fluency, comprehension, vocabulary, writing, and academic language. 2.4 Monitor student growth by school, grade level, subgroup, English learner status, special education status, and attendance patterns	2.3/2.4 Reduction in the percentage of students performing two or more grade levels below benchmark.	2.3 Intervention schedules established by September 2026; progress monitoring every 4–6 weeks through June 2029. 2.4 Quarterly district data reviews beginning October 2026 through June 2029.	2.3 Point of Contact: District Literacy Coordinator Team Members: • Site Principals • Leadership teams • Literacy Coordinator • Literacy coaches • Teachers • Interventionists 2.4 Point of Contact: Superintendent Team Members: • Federal Programs Director • Special Education Director • School Improvement Coordinator • Site Principals • Teachers • Native American Liaison
3. Build teacher and leader capacity through collaborative professional learning. Use Leadership SOAR priorities to strengthen shared leadership,	3.1 Create district literacy leadership teams at elementary, middle, and high school levels.	3.1 100% of literacy teachers and content-area teachers participate in professional learning and PLC cycles.	3.1 Leadership teams established by September 2026; meeting weekly through June 2029.	3.1 Point of Contact: District Literacy Coordinator Team Members: • Principal • Federal Programs Director

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instructional coherence, innovation, and accountability.	3.2 Provide job-embedded coaching, lesson study, peer observation, and vertical articulation.	3.2 Increased percentage of students meeting growth targets on interim assessments.	3.2.A/3.3 Professional learning each semester; coaching and PLC cycles ongoing through June 2029. 3.2.B Begin Fall 2026; coaching and collaboration each semester through June 2029.	• Literacy Coaches 3.2 Point of Contact: School Improvement Coordinator Team Members: • Principal • Literacy coach • School Leadership Teams
	3.3 Train principals and literacy coaches to use literacy walkthrough tools and data protocols.	3.3 Instructional walkthrough trends show improvement in lesson clarity, rigor, student engagement, text-based discussion, and writing.	3.3 Initial training by October 2026; annual refresher training through 2029.	3.3 Point of Contact: • Federal Programs Team Members: • Literacy Coordinator • Literacy Coach • Principal • School Leadership Teams
	3.4 Review and analyze exemplars of effective literacy instruction that reflect Taos students, culture, language, and community.	3.4 Teacher survey data show increased confidence in evidence-based literacy instruction.	3.4 Integrated into PLC meetings each semester beginning Fall 2026 through June 2029.	3.4 Point of Contact: Federal Programs Team Members: 4 Literacy Coordinator 5 Literacy Coach 6 Principal 7 School Leadership Teams

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4. Engage families and community partners in literacy learning. Honor community voice and strengthen meaningful partnerships consistent with the mission and Guardrail 1.	4.1 Host family literacy nights, student writing showcases, reading celebrations, and community learning events at each school.	4.1.A At least two family/community literacy engagement events per school year at each school. 4.1.B Participation data reflect increased family attendance year to year and representation across schools and student groups.	4.1 Minimum of two events annually beginning 2026–2027 through Spring 2029.	4.1 Point of Contact: District Community Coordinator Team Members: • Site Principal • Site Community School Coordinator • School Leadership Teams • Title I Teachers • Community Schools • Native American Liaison
	4.2 Provide families with common language information about literacy standards, student progress, and ways to support reading and writing at home.	4.2 Family surveys show improved understanding of literacy expectations and student progress.	4.2 Family resources available by October 2026; distributed each grading period through June 2029.	4.2 Point of Contact: District Community Schools Coordinator • Site Community Schools Coordinator • Teachers • Title I Teachers • Community Schools • ELA/Math Coaches • Native American Liaison
	4.3 Partner with libraries, cultural organizations, higher education, businesses, and community leaders to connect literacy to Taos community life,	4.3 Evidence of community input included in annual literacy improvement updates.	4.3 Partnerships established by December 2026; expanded annually through June 2029.	4.3 Point of Contact: District Community Schools Coordinators • Site Community Schools Coordinator • Teachers + Title I

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	careers, identity, and civic engagement. 4.4 Use community feedback to refine supports and remove participation barriers.	4.4 Increased community partner support and participation through the use of Community Schools resources.	4.4 Annual family surveys beginning Spring 2027; improvement planning each summer through 2029.	• School Leadership Teams • Native American Liaison 4.4 Point of Contact: Community Schools Coordinators Team Members: • Site Community School Coordinator • Leadership teams • Native American Liaison
5. Expand access to advanced, applied, and career-connected literacy pathways. Advance Guardrail 3 by ensuring literacy prepares students for college, career, technical education, and postsecondary success.	5.1 Review literacy course pathways to ensure equitable access to advanced English, dual credit, CTE-connected literacy, media literacy, and applied communication opportunities. 5.2 Identify and remove barriers that limit student access to rigorous reading, writing, speaking, research, and	5.1 Increased enrollment and successful completion in advanced placement, dual credit, CTE-connected literacy, and career-connected communication courses. 5.2 Reduced disproportionality in access to advanced literacy opportunities by subgroup.	5.1 Complete pathway review by January 2027; annual review thereafter. 5.2 Barrier analysis completed by Spring 2027; implement improvements beginning 2027–2028; monitor annually.	5.1 Point of Contact: District Literacy Coordinator Team Members: • Site Principal • Counselors • Academic Advisors • Federal Programs Director • Native American Liaison 5.2 Point of Contact: District Literacy Coordinator Team Members: • Site Principals • Federal Programs Director

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	communication experiences. 5.3 Connect literacy instruction to CTE pathways, financial literacy, STEM, local industry, civic engagement, and postsecondary readiness. 5.4 Provide academic advising so students understand how literacy supports graduation, college, career, and workforce goals.	5.3 /5.4 Improved indicators for graduation, postsecondary placement, and career pathways. Annual report presented to district leadership and board.	5.3 Begin curriculum integration during 2027–2028 school year; refine annually through 2029. 5.4 Advising framework developed by Spring 2027; implemented annually beginning 2027–2028.	• Special Education Director • Native American Liaison • Academic Advisors • Counselors 5.3 Point of Contact: Federal Programs Team Members: • District Literacy Coordinator • Site Principal • Leadership Team • Academic Advisor • Teachers • Native American Liaison 5.4 Point of Contact: Federal Programs Team Members: • Assistant Principal • Dean of Students • Counselors • Social Workers • Native American Liaison • Special Education Director
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6. Monitor implementation, resource alignment, and board accountability. Ensure major decisions and resource allocations support literacy improvement, transparency, and student outcomes-focused governance	6.1 Publish the 2026–2029 strategic plan through website various social media platforms. 6.2 Align budget, staffing, professional learning, instructional materials, tutoring, technology, libraries, and intervention resources to the literacy goal. 6.3 Provide quarterly progress updates to the board and community.	6.1 Quarterly reporting includes proficiency, growth, attendance, intervention participation, writing performance, course access, and subgroup performance. 6.2 Budget and resource decisions are documented and aligned to the literacy goal. 6.3.A Board reports reflect regular monitoring of literacy progress and guardrail compliance. 6.3.B Board receives quarterly literacy progress-monitoring reports aligned to the literacy goal.	6.1 Strategic Plan published by August 2026; quarterly communication updates through June 2029. 6.2 Annual budget alignment beginning Spring 2027 and continuing each fiscal year through 2029. 6.3 Quarterly beginning October 2026 through June 2029.	6.1 Point of Contact: Associate Superintendent Team Members: • IT • Principals 6.2 Point of Contact: Associate Superintendent Team Members: Literacy Coaches 6.3 Point of Contact: Associate Superintendent Team Members: • Principals • Federal Programs Director • Special Education Director • Compliance Officer • School Improvement Coordinator • Community Schools Coordinator
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	6.4 Use quarterly evidence reviews to adjust strategies while maintaining focus on student outcomes.	6.4 Quarterly strategic plan review identifies progress, barriers, and next-step adjustments.	6.4 Quarterly implementation reviews beginning October 2026; annual strategic review each summer through June 2029.	6.4 Point of Contact: District Literacy Coordinator Team Members: • Principals • Teachers • Leadership Teams
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Goal 3 By the end of 2028–2029 school year, the percentage of students meeting or exceeding proficiency in core content areas beyond literacy and mathematics. (The baseline for each area will be determined on data identified by the leadership team and presented to the board for approval)

Action Step: (Strategic Priority)	Strategies to Accomplish Goal	Evaluation / KPI's	Timeline / Completion Date	Responsible Party
1. Establish baseline data and annual proficiency targets for core content areas beyond literacy and mathematics. In grades 5, 8, and 11 students will be assessed in the areas of ELA, Math, and Science. *Baseline data will be reviewed. PSAT 8/9/10, PSAT/NMSQT/NM-ASR Advanced Placement (AP) CTE Certifications CNA/EMT, Serve Safe, Career Safe, Cyber Security, First Aid and CPR, Welding, Audio Engineering (Pro-Tools), Increase numbers of students testing in CTE certification areas.	1.1 Identify districtwide measures for each core content area, including state assessments, common assessments, course performance, performance tasks, and pathway completion data. 1.2 Establish 2025–2026 baseline data and annual targets for each identified content area. 1.3 Disaggregate data by school, grade level, subgroup, English learner status, special education status, attendance, and course participation. 1.4 Present baseline measures and proposed targets to the board for approval.	1.1 Baseline data and annual targets approved by the board for each identified content area. 1.2 100% of schools submit required content-area data on schedule. 1.3/1.4 District dashboard includes proficiency, growth, participation, completion, and subgroup performance indicators. 1.4 Annual progress toward approved content-area targets is reported publicly.	Measures identified by Fall 2026; baselines and targets presented by January 2027; annual updates through June 2029. Collect data /create baseline around CTE certifications/courses/ AP courses/tests and report to the board,	Point of Contact: Principals Team Members: • Superintendent • Associate Superintendent • Data/Assessment Coordinator • Department Chairs • Board of Education • CTE teachers • Perkins/Next Gen. Grant Coordinator. • Bilingual Department

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Bilingual Endorsements CEO (College and Career Enrichment Opportunities)	1.5. Expand certifications areas in core and CTE areas. a. Expand enrollment in AP, Pre-AP opportunities/testing, etc. b. Number of students graduating with honors (3.5 and above).	1.5 Increase in CTE Certifications, course offerings, and AP enrolment.		
2. Strengthen standards-aligned instruction across core content areas. Ensure students experience rigorous, engaging, and culturally responsive learning aligned to the district's vision, mission, and values.	2.1 In PLC's/Department meetings, conduct curriculum and instructional resource reviews in science, social studies, CTE, arts, health, physical education, and other identified areas. 2.2 In PLC's/Department meetings, develop common pacing guides, priority standards, unit plans, performance tasks, and formative assessments. 2.3 Embed literacy, mathematics, technology, and culturally relevant learning experiences across content areas.	2.1 100% of identified content areas have approved priority standards, pacing guides, and common assessments or performance tasks. 2.1. Walkthrough data show increased rigor, engagement, inquiry, student discourse, and authentic application. 2.3 Improved student performance on common assessments, state assessments, performance tasks, and course completion indicators.	Curriculum review by Spring 2027; implementation beginning 2027–2028; quarterly monitoring through June 2029.	Point of Contact: Perkins Grant Coordinator Team Members: • Principals • Department Chairs • Teachers • Instructional Coaches • CES/External Partners.

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	2.4 Use instructional walkthroughs and coaching cycles to support consistent standards-aligned implementation.	2.4 Quarterly content-area data reviews completed by school leadership teams.		
3. Expand project-based, career-connected, and culturally responsive learning opportunities. Connect academic content to career exploration, real-world problem-solving student identity, local culture, and Taos community assets.	3.1 Develop interdisciplinary units (PBL) that connect science, social studies, arts, CTE, environmental learning, local history, language, culture, and community priorities. 3.2 Create student exhibitions, performances, celebrations, demonstrations of learning, capstone projects, and community-based problem-solving experiences. 3.3 Partner with local businesses, cultural organizations, higher education, tribal/community leaders,	3.1 Each school implements at least one interdisciplinary or project-based learning experience per semester. 3.2 Increased student participation in exhibitions, capstones, CTE pathways, dual credit, internships, mentorships, and career-connected experiences (CEO participation). 3.2 Student surveys show increased relevance, belonging, engagement, and connection to future goals. 3.3. Community partner participation and feedback are documented annually. 3.3 –3.5 Increase CEO partnerships.	Planning by Spring 2027; implementation beginning 2027–2028; annual expansion through June 2029.	Point of Contact: Principals Team Members • CTE Teachers • CTE Department Chair • CEO Teachers • Next Gen/Perkins Grant Coordinator • Teachers • Counselors • Community Partners • Community Schools • Higher Education • Industry Partners

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	and public agencies to support authentic learning. 3.4 Increase access to dual credit, work-based learning, career exploration, internships, mentorships, and CTE-aligned coursework. 3.5 Create after school programming to support student interests and goals initiatives.			
4. Build teacher and leader capacity through collaborative professional learning. Use Leadership SOAR (Strengths, Opportunities, Aspirations, Results) priorities to strengthen shared leadership, instructional coherence, innovation,	4.1 Create content-area leadership teams to guide implementation, data review, vertical alignment, and professional learning. 4.2 Provide job-embedded coaching, lesson study, peer observation, and PLC collaboration focused on rigorous content instruction.	4.1 100% of identified content teachers participate in professional learning and PLC cycles. 4.1. Teacher survey data show increased confidence in standards-aligned, project-based, culturally responsive, and career-connected instruction. 4.2. Instructional walkthrough trends show improvement in student engagement, rigor, collaboration, and authentic application.	Leadership teams established by September 2027; professional learning each semester with shared calendar; coaching and PLC cycles ongoing through June 2029.	Point of Contact: Associate Superintendent Team Members: • Principals • School Improvement Coordinator • Department Chairs • Instructional Coaches • CTE/Vocational teachers • CES/External Partners. • Academic Deans • Counselors

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	4.3 Create and publish a Professional Development calendar to outline professional learning opportunities. 4.4 Train principals and teacher leaders to use walkthrough tools, data protocols, and performance-task rubrics. 4.5 Develop exemplars of effective instruction that reflect Taos students, culture, language, community, and career aspirations.	4.3–4.5 Increase percentage of students meeting growth or proficiency targets in identified content areas. 4.4–4.5 Increased percentage of students accessing advances courses, CTE certifications, and endorsements.		
5. Ensure equitable access to a well-rounded education and whole-child supports. Advance Guardrails 2 and 3 by expanding access to academics, arts, co-curricular activities, wellness supports, and college/career readiness opportunities.	5.1 Review student access to science labs, social studies, arts, music, physical education, health, CTE, advanced coursework, co-curricular activities, and enrichment opportunities. 5.2 Identify and remove barriers related to scheduling, transportation, fees, prerequisites, staffing, language access, disability access, and participation requirements.	5.1 Annual access report shows increased and more equitable participation in well-rounded learning opportunities. 5.2 Reduced disproportionality in advanced coursework, CTE, arts, co-curricular, and enrichment participation by subgroup.	Access review by January 2027; adjustments for 2027–2028 school year; annual review through June 2029.	Point of Contact: Superintendent’s Cabinet Team Members: • Principals • Counselors • CTE Coordinator • Athletics/Activities Director • SEL Coordinator • Wellness Teams • Fine Arts Leads • Student Support Staff.

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	5.3 Integrate social-emotional learning, student wellness, cultural identity, student voice, and belonging into content-area learning experiences. 5.4 Provide academic advising so students understand how core content learning supports graduation, postsecondary readiness, careers, and personal growth. 5.5 Establish pathways through course catalogs to enhance student understanding of CTE/College pathways.	5.2 Improved attendance, engagement, course completion, and student wellness indicators. 5.3 Student and family surveys show improved awareness of academic, wellness, and career-connected opportunities. 5.3 In-school access to student wellness opportunities. 5.4.-5.5 Implementation of the PED/DOH initiatives.		
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6. Engage families, students, staff, and community partners in implementation and continuous improvement. Honor Guardrail 1 by ensuring major decisions about programs and resources are informed by meaningful student, family, and community engagement.	6.1 Host community forums, student listening sessions, family engagement events, and partner meetings focused on well-rounded learning and core content priorities. 6.2 Use surveys, focus groups, advisory committees, and school-based feedback processes to gather input on program access, quality, relevance, and barriers. 6.3 Share plain-language progress updates with families and the community via school website/social media outlets. 6.4 Use feedback to refine content-area supports, resource allocations, schedules, partnerships, and enrichment opportunities. 6.5 Host Community Site Based Leadership team meetings.	6.1 At least five community engagement opportunities per year focused on core content and well-rounded education, per site. 6.2. Participation data reflects representation from students, families, staff, and community partners across schools and student groups. 6.3. Community feedback is summarized and connected to decisions in annual board updates and posted. 6.4. Improved family and student awareness of course pathways, enrichment opportunities, and support.	Engagement plan by October 2026; forums/listening sessions annually; feedback reviews each spring through 2029. Calendar of PD for the District, Calendar of Events/Activities.	Point of Contact: Principals Team Members: • Family Engagement Coordinator • Community Schools Director and School Site Coordinators • Student Representatives • PTSO • Teachers • Community Partners • Board of Education. • School Improvement Director
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7. Monitor implementation, resource alignment, and board accountability. Ensure resources and decisions support measurable improvement in core content outcomes, equity, innovation, and student readiness.	7.1 Create a core content implementation dashboard aligned to the 2026–2029 strategic plan. 7.2 Align budget, staffing, facilities, materials, technology, transportation, professional learning, and community partnerships to approved content-area priorities. 7.3 Provide quarterly progress updates to the board and community. 7.4 Use annual evidence reviews to adjust strategies while maintaining focus on student outcomes and guardrail compliance.	7.1. Quarterly dashboard includes proficiency, growth, attendance, course access, course completion, program participation, wellness indicators, and subgroup performance. 7.2. Budget and resource decisions are documented and aligned to Goal 3 priorities. 7.3 Board minutes reflect regular monitoring of Goal 3 progress and guardrail compliance. 7.4 Annual strategic plan review identifies progress, barriers, resource needs, and next-step adjustments.	Dashboard launched by December 2026; quarterly board updates through June 2029; annual implementation reviews each summer.	Point of Contact: Associate Superintendent Team Members: • Board of Education • Director of Finance • Human Resources • IT Director • Principals • School Improvement Director
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Taos Municipal School District

Strategic Plan [2026–2029]

Guardrail 1: Community Engagement and Decision Making

The Superintendent shall ensure that major decisions about programs and resource allocations reflect meaningful engagement with the board, students, families, staff, and community members, including inclusive outreach that welcomes parents and guardians as active partners in the school community.

Guardrail 2: Student Wellness and Whole-Child Development

The Superintendent shall ensure that every student has access to a well-rounded education through a balanced curriculum, inclusive of cocurricular activities, including academics, and social emotional development with a focus on personal growth and wellness opportunities.

Guardrail 3: College and Career Readiness

The Superintendent shall ensure that every student has equitable access to a comprehensive education and curriculum that integrates academics, the arts, career exploration, and technical education. This approach will foster college and career readiness through diverse co-curricular opportunities and personal development, preparing students to succeed in postsecondary education and the workforce.

Matrix of TAOS 2026 Guardrails

This matrix reflects the three guardrails developed by the Taos Board of Education along with a second column that outlines and provides guidance as to how the board can monitor each guardrail through superintendent interpretation, evidence, interim measures, and strategic questions.

Guardrails

Guardrail #1 - Community Engagement and Decision Making

The Superintendent shall ensure that major decisions about programs and resource allocations reflect meaningful engagement with the board, students, families, staff, and community members, including inclusive outreach that welcomes parents and guardians as active partners in the school community.

Board Monitoring Guidance

The board should monitor whether the superintendent has provided a clear interpretation of what counts as a major decision and meaningful engagement, along with evidence such as engagement plans, participation data, representation of impacted groups, targeted outreach to underrepresented families, summaries of stakeholder feedback, and explanations of how the input informed the final recommendation.

Guardrail #2 – Student Wellness and Whole-Child Development

The Superintendent shall ensure that every student has access to a well-rounded education through a balanced curriculum, inclusive of cocurricular activities, including academics, and social emotional development with a focus on personal growth and wellness opportunities.

Board Monitoring Guidance

The board should monitor whether district actions are maintaining and improving student access to a balanced educational experience. Evidence may include student climate and belonging data, access to counseling and wellness supports, participation in arts and cocurricular activities, implementation reports from schools, and trend data showing whether these opportunities are equitable across student groups and campuses.

Guardrail #3 - College and Career Readiness

The Superintendent shall ensure that every student has equitable access to a comprehensive education and curriculum that integrates academics, the arts, career exploration, and technical education. This approach will foster college and career readiness through diverse co-curricular opportunities and personal development, preparing students to succeed in postsecondary education and the workforce.

Board Monitoring Guidance

The board should monitor whether access to college and career readiness opportunities is equitable across schools and student groups. Evidence may include course access maps, participation, and completion data in advanced and career pathways, advising and counseling implementation reports, student participation in postsecondary planning experiences, and trend data showing whether barriers to access are being reduced over time.