

2021 - 2022 Strategic Plan

July 2021 Draft 070121



The Ojibwe School Board and Staff convened a virtual work session to develop a 2021-2022 plan to guide the next year of Ojibwe School operations and growth. Specific objectives included the following:

- **Implementation Progress Assessment:** Evaluate *completed, continuing* and *needed future actions*
- **Develop a 2021-2022 Action Roadmap:** Identify the implementation steps, and expected results.

The 2021-2022 Strategic Plan updates implementation of goals and strategies identified in 2018.

In 2022, the Ojibwe School will set new goals and priority strategies for the next three-year strategic plan.

This is a draft of the 2020-2021 Ojibwe School Strategic Plan.

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Plan Update OVERVIEW



The 2018-2022 Ojibwe School Strategic Plan has served as a guide for school growth and development. Each year, the School Board and staff leaders have reviewed progress made toward implementing the priority strategies and identifying next action steps to achieve the goals - **student growth**, **staff growth** and **school growth**.

In 2022, a major planning process will be conducted to assess the status of the school and set new long-range goals and priority strategies for the next 3-5 years.

The 2021 strategic plan update took place after an unprecedented year in the community, state, nation and the world. To acknowledge the challenges, resilience and leadership of the school community, the School Board and staff leaders expressed their overall perspectives about the work and experience of the past year:

What have been OVERALL ACHIEVEMENTS in this last year as Ojibwe School followed the strategic plan in the midst of the pandemic era and other social challenges?

- I think it was enlightening to see that the school followed a path that was laid out and had answers to things that were going on around us. This is my first experience serving on a School Board. It is nice to see that there is a plan with clear action steps and things getting done.
- I have deep appreciation for the action and sense of accountability of our administration and staff who are working diligently on our plan and sticking to it. It's a working plan and a living document. It is not something that's written and set off to the side. Miigwech to our administration and staff for dedicating themselves to making our school accountable to our students, our parents and the community as a whole.
- I am struck with how relevant the plan is to today's climate considering we did not have any knowledge of COVID when it was created. It really speaks to the importance of the strategic plan. Developing a clear vision for the school before the pandemic happened is phenomenal. I wasn't a part of the creation of this plan and appreciate being a part of it now and going forward.
- I am grateful that the relationship between the school, parents, children, teachers and staff continued. Our interest in the livelihood of these children continued; we had them in our hearts. I saw that in action. Eyes were on the school with everyone commenting on how solidly the school met the greater community needs. Everybody needs to know that people recognized how you stood up and did a very good job. It is deeply commendable.
- Our staff did an amazing job with our parents throughout the pandemic. I sat and talked with many about how COVID was affecting everyone, tried to ease their fears and stressed that we were in this together. Our parents deserve recognition for reaching out to us; many for the first time.
- I appreciated the priority placed on staff wellness and mental health.
- The school paid attention to the staff and the students to make sure everybody stayed safe and healthy, looking after not just their mental health, but their overall sense of being OK. The school did a good job.
- The flexibility of our staff was amazing.
- The Ojibwe School was actually ahead of a lot of schools in how well they responded to the pandemic.
- This pandemic happened and it was stressful, but the staff had confidence and grew in the confidence that we're ALL in it together and would figure it out. There were no divisions based on whether you were a manager, custodian or another role. Everyone pitched in, worked together, and jumped in to pick up the pieces. I appreciated the trust in decisions that had to be made to ensure everyone was safe. It is really important for our staff to hear that we are grateful for their work through the year. We all need to celebrate our achievements. Miigwech!

Strategic Plan-At-A-Glance

Ojibwe School MISSION

The Ojibwe Schools are dedicated to providing a quality education, which focuses on integrating the Ojibwe culture into all students' learning experiences. Every learner will have the opportunity to be challenged, to succeed, and to be prepared for the future. Parents, staff, community, and students will demonstrate the highest level of expectations for themselves and the school.

Ojibwe School MOTTO

Anokii, Nanda-gikendan, Enigok gagwe, Gashkitoon
Work, study, strive, succeed



Situation Assessment



1-2 Year Priority STRATEGIES



2-3 Year GOALS

Key CHALLENGES	Current ADVANTAGES
A. Addressing life challenges and trauma that affect students' learning and engagement in school	A. Diverse learning opportunities for students – academic, experiential and extra-curricular
B. Need for more parent involvement and engagement ★	B. School leadership and staff focused on caring for the whole child
C. Recruiting, training and retaining a full complement of skilled teachers and staff	C. Dedicated teachers, staff and administrators
D. Intense school schedule creates stress for students and staff	D. Steady resources and working partnerships for education funding and delivery
E. Need for more consistency in school operations	E. Steady and innovative school development over the years

Strategy A:
Increase student OPPORTUNITIES FOR LIFE SUCCESS

Strategy B:
Increase SUPPORT FOR WELLNESS

Strategy C:
Recruit and retain QUALITY STAFF

Goal A:
STUDENT Growth
Student empowerment through holistic care and education

Goal B:
STAFF Growth
Fully staffed school with well-trained, culturally competent staff

Goal C:
SCHOOL Growth
Expanded student body with supportive systems and space

Situation Assessment/Strategic Reality
Details in the 2019 Strategic Plan

Strategy and Action Roadmap
Details p. 4

Goals
Details p. 3

2-3 Year GOALS



Where do we want to be in 3-5 years? What is our practical vision?

Ongoing GROWTH as a way of life in all aspects of the Ojibwe School:

A **focus** on holistic care and support of students in collaboration with the whole community

A **pursuit of** constant, ongoing improvement with meaningful goals and measures rather than quick fixes

A **commitment** to provide strong, steady support systems to empower our students

Goal C: STUDENT Growth	Goal A: STAFF Growth	Goal B: SCHOOL Growth
Student empowerment through holistic care and education	Fully staffed school with well-trained, culturally competent staff	Expanded student body with supportive systems and space
Related GOALS:		
<ul style="list-style-type: none"> ✚ Cultural learning and pride <ul style="list-style-type: none"> • Fully implemented Anishinaabe curriculum • Improve students' ability to learn, acquire interests and build pride in the Ojibwe culture • Actively share with students what the ancestors have passed onto us ✚ Preparation for life success <ul style="list-style-type: none"> • Prepare all students for life through higher education or training for other career pursuits • Student training in money management and other life skills ✚ Holistic student wellness <ul style="list-style-type: none"> • Fully implemented behavioral health services and other community services • Programs implemented to assist the students in mental health ✚ Support for life challenges <ul style="list-style-type: none"> • Family mentors for students • Positive adult role models for students • Active cooperation with the reservation community to address student's life challenges 	<ul style="list-style-type: none"> ✚ Complete, competent staffing <ul style="list-style-type: none"> • Full staffing level • Encourage alumni working in the school ✚ Ongoing staff development <ul style="list-style-type: none"> • Paid days of professional development increased and implemented ✚ Effective support systems <ul style="list-style-type: none"> • Streamlined hiring process • Add an in-house Human Resources representative 	<ul style="list-style-type: none"> ✚ Student and graduate success <ul style="list-style-type: none"> • Increased enrollment • Increased graduation and college admittance or other post-secondary training ✚ Supportive systems and leaders <ul style="list-style-type: none"> • Effective school structures and systems that support students • School space expansion and improvement • Proactive board leadership ✚ Teamwork and "lived" values <ul style="list-style-type: none"> • Consistency in delivery of curriculum and academics • Ojibwe values practiced, talked and lived

1-2 Year Priority STRATEGIES



In order to GROW our students, staff and school, what action is needed in the next 1-2 years?

Strategy A: Increase student OPPORTUNITIES FOR LIFE SUCCESS

- a) **Expand life and career skills curriculum and activities**
Through initiatives including:
- Full-time staff for work-based learning
 - Look at college in the schools/utilize online platforms
 - Diversify after-school activities and community education
- b) **Deepen cultural teaching and learning**
Through initiatives including:
- Plan timelines and goals for Anishinaabe curriculum
 - Partnership with FDLTCC and other entities to support language and culture
- c) **Provide indoor and outdoor facilities to support education**
Through initiatives including:
- Opportunities for pool and gym access
 - Continued space expansion - outdoor space, climbing wall, etc.

Strategy B: Increase SUPPORT FOR WELLNESS

- a) **Prioritize mental health services for students and staff**
Through initiatives including:
- Increase mental health support and services for both staff and students
 - Explore and establish a therapeutic classroom
 - On-site chemical dependency services
 - Revisit the enrollment process
 - Establish permanent school-based mental health services
- b) **Ensure the needed staffing for wellness support**
Through initiatives including:
- Hire a Wellness Coordinator
 - Revisit staffing to address high school needs including therapists and other support staff
 - Staff mentoring
- c) **Expand family and community engagement for our children**
Through initiatives including:
- Increase buy-in and engagement of parents and families
 - Increase and formalize partnerships to care for student wellness

Strategy C: Recruit and RETAIN QUALITY STAFF

- a) **Implement a staff and student-friendly calendar for school operations**
Through initiatives including:
- Make needed calendar changes to support staff effectiveness and student learning
 - Schedule 10 days of professional development in 2019-2020 school year
- b) **Improve staff hiring, retention and development**
Through initiatives including:
- Work with Human Resources to make staffing process improvements
 - Increase teacher salaries
 - Explore contracting para-professionals and other staff services
 - Implement succession planning for retiring employees
 - Continue a "Grow Your Own" staffing strategy
 - Add student teaching opportunities
 - Provide mentoring, co-teaching and field training



2021-2022 Action Roadmap

Action Areas	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy A: Increase student OPPORTUNITIES FOR LIFE SUCCESS		
(a) Expand Life/Career Skills	<ol style="list-style-type: none"> 1. Ensure staffing to implement Work-Based Learning (WBL) <ul style="list-style-type: none"> • Continue to employ a Senior Class Advisor that teaches 12th grade English and Life Skills • Work with Human Resources liaison to help support student placements in collaboration with the school • Hire an additional School Counselor 2. Place students in Work Based Learning field experiences <ul style="list-style-type: none"> • In the fall, we will reach out to all seniors and 5 students participating in the WBL program. • It is a minimum goal. • We have enough sites to cover seniors 3. Make more sites available for Work Based Learning <ul style="list-style-type: none"> ❖ Expand sites within the reservation <ul style="list-style-type: none"> • Ongoing communication with Division Directors to provide opportunities for students • Keep a running list at Division Directors' meetings of managers that would like a student intern • Proactively invite directors and managers to host student sites • Some opportunities are available now and could be expanded such as Journey Garden and 13 Moons or language programs • Have directors come to the school and talk about their programs ❖ Continue finding sites off-reservation <ul style="list-style-type: none"> • Ojibwe school graduates in various professions are possible contacts for locating sites. Currently a former student who works at Thrivent Financial has been talking with a student group • Connect with Cloquet City Council • Pursue opportunities through the Cloquet Chamber of Commerce; the current president is working with Workforce Development at the College 4. Offer curriculum/course for work and life skills training curriculum ("Expanding the Circle"/Life Skills) <ul style="list-style-type: none"> • This is essential for students because graduates with a high school diploma or GED don't transition well into college without basic skills for life and work such as basic math, reading, report-writing, (e.g. police writing accident reports) money management, banking and financial literacy, interviewing, apartment hunting etc. • Utilize "Expanding the Circle" curriculum in Life Skills class • Review the State's College and Career Readiness Curriculum, pick a couple and incorporate them next year • Pursue discussions for preparing students for the IT world with new curriculum and internships <ul style="list-style-type: none"> ○ At Ojibwe School ○ At College of Saint Scholastica. 	<ol style="list-style-type: none"> a) Staff in place to coordinate work-based learning b) Increased student placements on and in the surrounding community c) Student success in field experiences with evaluation d) Work and life skills training developed and in place for students



2021-2022 Action Roadmap

Action Areas	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy A: Increase student OPPORTUNITIES FOR LIFE SUCCESS Continued		
(b) Foster Cultural Teaching	<ol style="list-style-type: none"> 1. Develop curriculum and resources for cultural teaching <ul style="list-style-type: none"> ❖ Ensure that Ojibwe School curriculum meets standards and best practices <ul style="list-style-type: none"> • Conduct the American Indian Curriculum audit as a part of passing the state’s Indigenous education framework • Work with Minnesota Department of Education (MDE) Director of Indian Education to identify what a good American Indian program looks like <ul style="list-style-type: none"> ○ The rubric is on the MDE website https://education.mn.gov/mde/index.html ○ Need to make it our own and share the lesson plans with staff ❖ Support teachers with effective training, tools and resources to implement the goal –foster cultural teaching <ul style="list-style-type: none"> • Encourage use of lesson plans created by K-2 teachers, upload to the public folder accessible to all teachers • Support teachers who feel they are lacking the skills to embed the cultural piece in their curriculum • Provide practical resources like UMD’s Project Intersect shows how to incorporate culture into lessons. A cohort of Ojibwe teachers have found it very useful and have uploaded lesson plans on the Ojibwe public folder • Schedule dedicated time for training ❖ Identify and utilize partners for cultural teaching and learning <ul style="list-style-type: none"> • Help teachers develop relationships and invite outside experts and presenters to the classroom via zoom and other technologies • Invite staff from the reservation Cultural Center and Museum • Invite elders to share their experiences and teachings in person or via technology • Continue language partnerships with the Cultural Language and Learning Center and look into specific pre and post-test assessments for all students ❖ Continue to take students on many culturally-focused field trips at the end of the year 2. Continue to use Restorative Practices as a guide and lens for daily operations <ul style="list-style-type: none"> • Provide ongoing training for using the restorative practices lens for working with students and following discipline guidelines in our handbook • Ways to use restorative practices as part of the turn-around process in the discipline procedures • Need constant practice and training because punitive approaches are so ingrained in human behavior; need to help kids address their mistakes without feeling shame 	<ol style="list-style-type: none"> a) Ojibwe School curriculum developed and implemented <ul style="list-style-type: none"> • Training for teachers • Standards planning in process for all grades and subjects • Database of resources initiated and continuously developed • Coordinator(s) position developed/ filled b) Cultural program partnership established c) Restorative Practices embedded in school operations
(C) Provide Education Facilities	<ol style="list-style-type: none"> 1. Continue moving forward on in-school clinic services <ul style="list-style-type: none"> • It would provide mental health services, flu shots, immunizations and preventative health care, vision, dental, hearing etc. • Reschedule Ojibwe school leaders visits to selected schools with clinics after they were cancelled due to COVID • Work with Min No Aya Win Human Services in seeking a grant for school clinic services on-site or perhaps a clinic on wheels 2. Look into contracting out for student use of a climbing wall 	<ol style="list-style-type: none"> a) School-based clinic services in place b) Continued work to add education facilities-built or accessed through partnerships



2021-2022 Action Roadmap

Action Areas	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> or produce?
Strategy B: Increase SUPPORT FOR WELLNESS		
<p>(a) Prioritize Mental Health Services</p> <p>(b) Ensure the Needed Staffing for Wellness Support</p>	<ol style="list-style-type: none"> 1. Finalize and implement wellness plan and policies <ul style="list-style-type: none"> • Wellness Policy being developed and refined as needed following the post-COVID assessment and awaiting School Board review and revision • Revise and refine the Wellness Policy to reflect all inputs – survey, state mandates etc. • Track and update Wellness policies and practices to comply with state mandates <ul style="list-style-type: none"> ○ Align Ojibwe School policies with 2021 education bill regarding expulsion of K-3 students, equity mandates and requirements for social-emotional services 2. Implement tools for assessing wellness progress in the school with baseline measures <ul style="list-style-type: none"> • Build on the previous student and staff Wellness Assessment rubric and survey completed pre-pandemic. • Conduct revised survey that addresses the student-to-staff relationship • Wellness Coordinator will survey staff before the school year to create a post COVID baseline. 3. Reassess, develop and implement wellness programs <ul style="list-style-type: none"> ❖ Developed practical guides for teachers, staff and turn-around teams for handling key Wellness Policy areas such as attendance and the turn-around process. <ul style="list-style-type: none"> • Questions to ask a student using a laminated reference guide • Techniques to return a student to the classroom in a positive way ❖ Reassess the Calming Room as a part of developing overall student learning plans focused on academics and any area where a student struggles including behavior. <ul style="list-style-type: none"> • Determine how a classroom might look and operate; get input from teachers and mental health staff • Look into separation of spaces to assure age-appropriate resources • Address staffing, confidentiality and reimbursement issues 4. Continue building services with community partners <ul style="list-style-type: none"> ❖ Continue SUDS implementation with Tagwii (<i>SUDS - Subjective Units of Distress Scale</i>) <ul style="list-style-type: none"> • SUDS did not utilize the calming classroom this school year and is expanding their services at Tagwii to ensure students not attending Ojibwe School have access to services ❖ Continue work with other departments to provide wrap-around support services <ul style="list-style-type: none"> • Services for families and students, not just when they are in school ❖ Continue to partner with Min No Aya Win <ul style="list-style-type: none"> • Work with behavioral health therapists and social workers • Establish school-based clinic services (See action plan in Strategy A: (c) Education Facilities) 	<ol style="list-style-type: none"> a) Tools finalized and used to assess wellness progress in the in the school with baseline measures b) Wellness plan and policies developed and operational c) Wellness programs and services; calming class ready by August or September d) State mandates updated
<p>(c) Expand Family Support</p>	<ol style="list-style-type: none"> 1. Continue to expand family and community support for students <ul style="list-style-type: none"> • Make the “Connection Network” a way of life with the return to full-time school using face to face and technology for contacts; build on COVID era advances in how families use technology and social media • Continue a responsive process to support and assist students, utilizing teachers, staff and paras that can best connect with them 	<ol style="list-style-type: none"> a) Increase family and community support to ensure student wellness and learning



2021-2022 Action Roadmap

Action Areas	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> or produce?
Strategy C: Recruit and RETAIN QUALITY STAFF		
a) Implement User-friendly Calendar	1. Continue effective, user-friendly school calendar scheduling and communication <ul style="list-style-type: none"> • School academic and sports will be combined on the school calendar • Include announcement and brief kudos and celebrations 	a) Continued improvement of school calendar communication and scheduling
(c) Improve Staff Hiring, Retention, Development, and Support	1. Continue effective technology training for staff <ul style="list-style-type: none"> • Technology training support became a daily need and resource during COVID, including staff/teachers helping each other • Continue with technology training - Outlook technology, Infinite Campus, Google, Go-Guardian etc. 2. Continue self-care for staff and teachers including staff appreciation and team building <ul style="list-style-type: none"> • Staff recognition will continue regularly with morning announcements, monthly social-emotional staff activities and recognition 3. Enhance Human Resources process to support recruitment, hiring and retention <ul style="list-style-type: none"> • Pair newly hired teachers with experienced teachers to mentor, provide curriculum, school culture and pedagogical support. • Continuous filling of open positions in partnership with FDL Human Resources • Active recruitment efforts are ongoing within the reservation and surrounding areas <ul style="list-style-type: none"> ○ Partnering with the Tribal College 2+2 program with Winona State for teachers. We were able to recruit 5 of their graduates ○ Jennifer on a committee for MN Indian Teacher Training Program that FDLTCC is a part of ○ Collaborate with the State of MN initiatives to recruit teachers of color. 	a) Technology training for all staff b) Strong support for self-care for staff and teachers c) Human resources process improved to support recruitment, hiring and staff retention (15 % less staff turnover)

Implementation Progress Assessment



2020 – 2021 Action Roadmap		
COMPLETED 2019 Action	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy A: Increase student OPPORTUNITIES FOR LIFE SUCCESS		
(a)Expand Life/career Skills		
<ul style="list-style-type: none"> ❖ Developed Staffing ❖ Developed the program system ❖ Initiated student placements ❖ Students informed and participating 	<p>Winter – Spring 2020:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase student placements: <ul style="list-style-type: none"> • Ongoing communication with Division Directors to provide opportunities for students. <p>Summer 2020:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and conduct program evaluation process <input type="checkbox"/> Develop 2020-2021 program plan A WBL course needs to be available to students in the program (“Expanding the Circle”/“ Life Skills”) <p>Fall 2020 and Beyond:</p>	<ul style="list-style-type: none"> e) Fulltime staff to coordinate work-based learning f) Increase student placements g) Evaluation process established h) Student success in field experiences
2020-2021 Action Roadmap PROGRESS:		
Completed		Continuing
Fulltime staff to coordinate work-based learning		
<ul style="list-style-type: none"> ✓ Hired a Check and Connect Mentor ✓ 		<ul style="list-style-type: none"> <input type="checkbox"/> Currently employ a Senior Class Advisor that teaches 12th grade English and Life Skills and <input type="checkbox"/> Human Resources also has someone that works with the school and can help support student placements in collaboration with the school
Develop a field experience system and establish an evaluation process		
<ul style="list-style-type: none"> ✓ Youth will earn ¼ elective credits for each quarter of work ✓ Each experience will be 2 hours, 12:45 – 2:45 pm on school days only, with flexibility depending on student and employer needs ✓ Job description completed by Human Services and posted August – November. No students applied due to the pandemic. Job description will be posted again and will need to be fluid to provide students and employers opportunity for changes as needed ✓ All students will have 30 hours of WBL experience before graduation 		<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation forms developed and ready for students and employers to fill out after each experience to provide feedback to the program and each student <input type="checkbox"/> There is also an FDL employee evaluation process
Increase student placements and success in field experiences		
<ul style="list-style-type: none"> ✓ So far students have been placed only on campus since the building was opened to students in the spring ✓ We were able to give credit to some kids that had part-time jobs 		<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing communication with Division Directors to provide opportunities for student and keeping a running list at Division Directors’ meetings of managers that would like an intern

Implementation Progress Assessment Continued



2020 – 2021 Action Roadmap		
COMPLETED 2019 Action	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy A: Increase student OPPORTUNITIES FOR LIFE SUCCESS <small>Continued</small>		
(b) Deepen Cultural Teaching		
<ul style="list-style-type: none"> ❖ Program Purpose Clarified ❖ Implemented Language Tables 	<p>Winter – Spring 2020:</p> <ul style="list-style-type: none"> • Develop culture teaching partnerships: <ul style="list-style-type: none"> ○ Link OJS teaching with FDL reservation programs and activities ○ Expand partnerships with the University, Science Museum, FDLTCC, etc. offsite and onsite programs ○ Coordinate with community facilities; Seek Carlton Country grant ○ Build in the radio station in cultural education; student worker part of radio • Identify coordinator(s) for cultural resources collaboration <ul style="list-style-type: none"> ○ Coordinator job description ○ Implement best ways to communicate and coordinate with partners/resources • Pursue bi-lingual language programming <ul style="list-style-type: none"> ○ Seek available grants for building in language, bilingual program (Pre-K-Kindergarten) <p>Summer 2020:</p> <ul style="list-style-type: none"> • Develop cultural resources data-base • Develop OJS culture education curriculum: <ul style="list-style-type: none"> ○ Use summer 2020 to see where Ojibwe culture is built into curriculum - scope and sequence ○ Ojibwe culture needs to become actively implemented among all staff ○ Continue curriculum meetings with high school staff to build some units ○ Evaluation to be developed; cultural teachings are appropriately assessed in the classroom setting <p>Fall 2020 and Beyond:</p> <ul style="list-style-type: none"> • Implement year-long cultural program <ul style="list-style-type: none"> ○ Introduce, train, implement • Initiate Restorative Practices 	<ul style="list-style-type: none"> a) Cultural program partnership established b) Database of resources initiated and continuously developed c) Coordinator(s) position developed/ filled d) Restorative Practices initiated e) OJS curriculum development underway <ul style="list-style-type: none"> • Resources gathered • Standards planning in process for all grades and subjects
2020-2021 Action Roadmap PROGRESS:		
Completed		Continuing
Curriculum Development Underway – standards, partnerships and resources data-base developed		
<ul style="list-style-type: none"> ✓ Purpose and process established: <ul style="list-style-type: none"> ○ Deepening Cultural Teaching is to further enhance and support the Fond do Lac Ojibwe School mission to “provide a quality education, which focuses on integrating Ojibwe culture into all students’ learning experiences. Cultural teachings will be embedded in all content areas of the school curriculum, and not be left to Ojibwe language classes ✓ Science chosen/completed as pilot curriculum; learnings assessed <ul style="list-style-type: none"> ○ Evaluation concluded that cultural teachings are appropriately assessed in the classroom setting 	<ul style="list-style-type: none"> <input type="checkbox"/> A schedule was developed for developing curriculum standards and benchmarks for each grade and subject <input type="checkbox"/> Doing the American Indian Curriculum audit as a part of passing the State’s indigenous education framework <input type="checkbox"/> Lesson plans created by K-2 teachers uploaded to the public folder accessible to all teachers Took students on many culturally-focused field trips at the end of the year 	
Coordinator position developed and filled		
<ul style="list-style-type: none"> ✓ Coordinator position description developed 		
Restorative Practices Initiated		
<ul style="list-style-type: none"> ✓ The Foundations team made sure restorative practices language was included in the handbook ✓ Training was offered to all staff ✓ Specific staff, our mentors, have been deeply trained and help the rest of the staff with restorative practices 	<ul style="list-style-type: none"> <input type="checkbox"/> Continuing to use Restorative Practices as a lens for daily operations 	

Implementation Progress Assessment Continued



2020 – 2021 Action Roadmap		
COMPLETED 2019 Action	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy A: Increase student OPPORTUNITIES FOR LIFE SUCCESS		Continued
(d) Provide Education Facilities		
❖ Preventative maintenance on track ❖ Accessed community facilities Hired Journey Garden Adviser	Winter – Spring 2020: <ul style="list-style-type: none"> • Ongoing facilities assessment: <ul style="list-style-type: none"> ○ Assess all facility needs and wishes; decide to build or access other existing facilities ○ Garden space to allow year-round gardening, sugar-bushing, oven etc. ○ Clinic in the school – strategies need to be considered for space rental Summer 2020: Fall 2020 and Beyond:	c) Needed education facilities built or accessed through partnerships
2020-2021 Action Roadmap PROGRESS:		
Completed		Continuing
Needed education facilities built or accessed through partnerships		
✓ Pool determined not to be cost-effective or feasible		☐ Inquiry into climbing wall- insurance concluded that the cost is prohibitive for insuring equipment that requires drilling into interior and exterior walls

Implementation Progress Assessment Continued



2020 – 2021 Action Roadmap		
COMPLETED 2019 Action	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy B: Increase SUPPORT FOR WELLNESS		
(a) Prioritize Mental Health Services (b) Assure the Needed Staffing for Wellness Support		
<ul style="list-style-type: none"> ❖ Hired our wellness coordinator! ❖ Expanded mental health workers 4 fulltime counselors from MNAW ❖ Surveyed for student-adult relationships ❖ Expanded staff team-building 	<p>Winter – Spring 2020:</p> <ul style="list-style-type: none"> • Locate and finalize a tool for assessing school wellness: <ul style="list-style-type: none"> ○ Analyze survey data; Student-staff relationships; Climate and school culture • Revise calming room <ul style="list-style-type: none"> ○ Reassess and review MH classroom to identify best ways to help/care for kids with challenges that cannot function in the classroom; ○ Referral process, Treatment plan, Student learning plan, Staffing • Board site visits to clinic-in-the-school (CITS) (By June) <p>Summer 2020:</p> <ul style="list-style-type: none"> • Develop a student wellness plan based on the survey including: <ul style="list-style-type: none"> ○ Rewrite student wellness policy ○ Pair students with at least one positive adult relationship in the school. ○ Create procedural handbook for classroom behavior • Assess and determine whether to pursue Clinic-In-School for OJS <ul style="list-style-type: none"> ○ Address confidentiality issues in caring for a child/third party billing to charge clinic; <p>Fall 2020 and Beyond:</p> <ul style="list-style-type: none"> • Implement Wellness plan • Have calming classroom ready to begin (September) • Continue SUDS implementation <ul style="list-style-type: none"> ○ With treatment schedules, transportation, materials OJS will provide for Tagwii outpatient students; Using Tagwii treatment policy & procedures. 	<ul style="list-style-type: none"> e) Tool finalized for assessing wellness progress in the in the school with baseline measures f) Wellness plan, policies and programs developed g) Calming class ready by September or August h) State mandates updated
2020-2021 Action Roadmap PROGRESS:		
Completed		Continuing
Tools finalized for assessing wellness progress in the school with baseline measures		
<input type="checkbox"/> Student and staff wellness assessment rubric was created and survey done before the pandemic.; Survey is being re-worded to clarify the purpose of the student-to-staff relationship component <input type="checkbox"/> The Wellness Coordinator will be surveying staff before summer break so we have a post COVID baseline.		
Wellness plan, policies and programs developed		
<input checked="" type="checkbox"/> Wellness Coordinator actively developing a wellness policy with the Wellness Committee that is customized to FDL vs. a “cut and paste” policy using other templates	<input type="checkbox"/> Wellness Policy being developed and refined as needed following the post-COVID assessment and awaiting School Board review and revision	
Calming classroom – Develop and implement a plan and continue SUDS implementation (SUDS - Subjective Units of Distress Scale)		
<input checked="" type="checkbox"/> Calming classroom was implemented but discontinued <ul style="list-style-type: none"> • FDLOS worked closely with FDL Behavior and Mental Health to implement a classroom with a room, policies and staffing, a lead therapist and teacher; oversight by wellness coordinator. • Calming room services utilized by only a few students. • Became difficult to fulfill all needed wellness and education side goals in implementing the calming room <input checked="" type="checkbox"/> The school was approved as an outpatient treatment site to Tagwii. <ul style="list-style-type: none"> • They came on-site late and then left without returning after COVID hit 	<input type="checkbox"/> SUDS has not utilized the classroom this school year and is expanding their services at Tagwii <input type="checkbox"/> Tagwii will be expanding their building to serve students there <ul style="list-style-type: none"> • Staffing is an issue for on-site services as well as funding; reimbursement policies allowed meeting with only certain students • Also, students not attending Ojibwe School need to have access to services <input type="checkbox"/> Developed practical guides for teachers, staff and turn-around teams for handling key Wellness Policy areas such as attendance and the turn-around process. <ul style="list-style-type: none"> • Questions to ask student using a laminated reference guide • Ways to return a student to the classroom in a positive way 	
State mandates updated		
<input checked="" type="checkbox"/> Wellness Coordinator confirmed that the state currently has no wellness statutes but there are recommendations for nutrition, food service, physical education/activity and health education <input checked="" type="checkbox"/> Ojibwe School is meeting and exceeding all the recommendations	<input type="checkbox"/> Tracking education bill in the 2021 legislature regarding expulsion of K-3 students, equity mandates and requirements for social-emotional services	

Working Draft for review and refinement by the OJS School Board and Staff Leaders

Implementation Progress Assessment Continued



2020 – 2021 Action Roadmap		
COMPLETED 2019 Action	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy B: Increase SUPPORT FOR WELLNESS <small>Continued</small>		
(b) Expand Family Support		
<ul style="list-style-type: none"> ❖ Updated the family handbook ❖ Set up positive reviews of students ❖ Parents invited to 8th grader education planning 	<p>Winter – Spring 2020:</p> <ul style="list-style-type: none"> • Seek parental input for Wellness Policy (by June) <ul style="list-style-type: none"> ○ Parent Advisory Group (PAG) ○ Survey/Facebook ○ Booth at Ziigwan Celebration and Health Fair <p>Summer 2020:</p> <ul style="list-style-type: none"> • Build family relationships and support <ul style="list-style-type: none"> ○ Use survey to identify staff who know particular families ○ Formalize ways for all staff to support families ○ Set realistic definitions/expectations ○ Identify other steps for support from families <p>Fall 2020 and Beyond:</p>	<p>a) Family/ community support expanded</p>
2020-2021 Action Roadmap PROGRESS:		
Completed		Continuing
Family and community support expanded		
<ul style="list-style-type: none"> ✓ Completed assessment of existing student-staff network connections <ul style="list-style-type: none"> • Paired students with selected staff they trusted • Cross-referenced with a survey of staff that can help particular families ✓ COVID catalyzed putting the network into practice <ul style="list-style-type: none"> • Active home visits and contacts to assist disconnected and struggling students • It became a tremendous relationship builder. • Provided an opportunity to connect with parents we don't normally have contact with ✓ Updated Parent/Family/Student Handbook ✓ Parent/Family contact has been added to the staff evaluation process 		

Implementation Progress Assessment Continued



2020 – 2021 Action Roadmap		
COMPLETED 2019 Action	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy C: Recruit and RETAIN QUALITY STAFF		
(a) Implement User-friendly Calendar		
<ul style="list-style-type: none"> ❖ Increased professional development days ❖ Completed a new calendar 	<p>Winter – Spring 2020:</p> <ul style="list-style-type: none"> • Approve School Year 2020-2021 calendar • Add FDLOS Facebook page <ul style="list-style-type: none"> ○ Permission received ○ Develop posting roles and protocols <p>Summer 2020:</p> <ul style="list-style-type: none"> • Refine FDLOS website and calendar <ul style="list-style-type: none"> ○ Working on new user-friendly FDL website; will go live in the near future ○ Working with IT to have easy to use calendar on the FDLOS website. <p>Fall 2020 and Beyond:</p>	<p>a) Continued improvement of school communication and scheduling</p>
2020-2021 Action Roadmap PROGRESS:		
Completed		Continuing
New calendar in place		
<ul style="list-style-type: none"> ✓ User-friendly calendar and schedule were completed and approved for the 2020-2021 School Year <ul style="list-style-type: none"> • Combining the academic and athletic events and activities (although it was not as necessary in the past year with sports and activities cancelled) 		
Continued improvement of school communication and scheduling		
<ul style="list-style-type: none"> ✓ Increased communication through social media and mailing letters home <ul style="list-style-type: none"> • The Facebook page became truly handy during the COVID era! Over 1000 people were viewing the posts. 		

Implementation Progress Assessment Continued



2020 – 2021 Action Roadmap		
COMPLETED 2019 Action	Action STEPS: How do we <u>initiate and implement</u> the priority strategy?	Expected RESULTS: What do we <u>want to achieve</u> ?
Strategy C: Recruit and RETAIN QUALITY STAFF Continued		
(b) Improve Staff Hiring, Retention, Development, and Support		
<ul style="list-style-type: none"> ❖ Expanded job posting process ❖ Filled additional positions ❖ Salary increases approved ❖ Gained minimally from exit interviews 	<p>Winter – Spring 2020:</p> <ul style="list-style-type: none"> • Work with DHS to identify staff mental health support <ul style="list-style-type: none"> ○ Meet with Sam Moose at DHS (by June) (BMH/School Administration) • Increase all staff appreciation <ul style="list-style-type: none"> ○ Include bus driver appreciation; consider FDL jackets and appreciation breakfast (ongoing) • Continue staff team-building <ul style="list-style-type: none"> ○ Nurture a sense of community ○ Provide opportunities for staff to get to know each other • All staff technology training (Spring) <ul style="list-style-type: none"> ○ Campus information, public calendar, SharePoint (need video) • OJS Board Addresses HR process <ul style="list-style-type: none"> ○ Send letter to FDL Human Resources about hiring (Spring ASAP) <p>Summer 2020:</p> <ul style="list-style-type: none"> • Develop a plan/resources for mental health counselors and support for staff • Continue documenting operating procedures <ul style="list-style-type: none"> ○ Learn from Activities Area pilot in “heads to handbooks” work ○ All functions follow Activities Area in the effort • Continue hiring strategies <ul style="list-style-type: none"> ○ Looking for a custodian; work to hire current student teachers ○ On call for usual positions ○ Work toward 15% less turnover; distinguish between permanent vs. non-permanent positions <p>Fall 2020 and Beyond:</p> <ul style="list-style-type: none"> • Counselors available for staff (Fall) • Implement revised calming room to support teachers 	<ul style="list-style-type: none"> d) Technology training for all staff e) Self-care for staff and teachers f) Calming room implemented Fall 2020 g) Counselor for staff h) Human resources process improved i) 15 % less staff turnover
2020-2021 Action Roadmap PROGRESS:		
Completed	Continuing	
Technology training for staff		
<ul style="list-style-type: none"> ✓ Useful technology classes held during staff days, including use of the SharePoint portal and Google Docs (a life-saver!) 	<ul style="list-style-type: none"> ❑ Technology training support became a daily need and resource during COVID, including staff and teachers helping each other. 	
Self-care for staff and teachers – staff appreciation and team building		
<ul style="list-style-type: none"> ✓ We have Ojibwemowin Tables, committees and meetings. ✓ School dismissed 25 minutes early to allow team-building activities ✓ Staff lounges provide an “off-stage” space with access to refrigerators, microwaves, coffee machine, computers and phones. <ul style="list-style-type: none"> • Considering the addition of massage recliners 	<ul style="list-style-type: none"> ❑ Staff recognition will continue regularly with morning announcements, monthly social-emotional staff activities and purchasing of recognition gifts items 	
Calming room implemented (See Strategy A for update)		
Human resources process improved		
<ul style="list-style-type: none"> ✓ Worked with Human Resources in an effort to streamline the hiring process but at this time, we need to continue working with HR on a case-by-case basis. ✓ Administrative Secretary Julia hired and taking care of paperwork; staying in close touch with Human Resources on hiring processes ✓ We learned that exit interviews are not part of the FDL HR process 	<ul style="list-style-type: none"> ❑ Paired mentor teachers with newly hired teachers to offer support and orientation to the school culture 	
15% less staff turnover and fill unfilled positions		
<ul style="list-style-type: none"> ✓ English, Media, 1 Elementary teacher and Math & Reading coaches filled 	<ul style="list-style-type: none"> ❑ Hiring process in place for science and special education teachers ❑ Active recruitment efforts are ongoing within the reservation and surrounding areas 	