



Fond du Lac Reservation Ojibwe School 2023 – 2025 Strategic Plan

July 2023

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.

Strategic Plan ELEMENTS

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Plan OVERVIEW



The Ojibwe School Board and Staff came together to develop the 2023-2025 Strategic Plan to guide the next three years of Ojibwe School operations and growth. Specific objectives included the following:

- **Evaluate achievements** made in the past three years of implementing the past strategic plan
- **Assess the current status** of the school including advantages, challenges and trends to consider
- **Set goals for the next 3-5 years**
- **Identify priority strategies** for reaching the goals

The joint discussions and decision-making took place in planning meetings May 2022 -July 2023, including action plans developed by staff teams after School Board approval of goals and strategies December 2022.

PLAN SUMMARY

Since its founding and through 2021-2022, the mission has been implemented by building a quality Tribal School with an abundance of learning opportunities, resources and facilities for student education, growth, development and holistic health, even through the challenges of the COVID years. (See Current ADVANTAGES p.3/p.7)

The 2023-2025 Strategic Plan calls for intensified collaboration to build on the school strengths and fulfill the mission directive that “parents, staff, community, and students continue to demonstrate the highest level of expectations for themselves and the school.” The imperative for the next 3-5 years is for an increased level of shared staff expectations for supporting student outcomes and an active partnership with Fond du Lac families, community and tribal organizations in order to assure our students’ physical, mental, emotional, and behavioral health and an academic and cultural education that enables them to achieve their full potential in a challenging world.

(See Key CHALLENGES and CONSIDERATIONS p.3/ pp.8-9)

Goals: *What outcomes do we seek?*

(See GOALS p.3 and p.4)

Goal A: Student growth demonstrated in effective ways

Goal B: Student and staff cultural growth and deepened understanding

Goal C: Staff retention and community-building to grow school relationships

Goal D: Up-to-date technology used comfortably by staff and students with community resources

Goal E: Holistic approaches for student health implemented with support from community resources

Goal F: Student safety and healthy behaviors in school and community

Priority Strategies: *How do we achieve the outcomes?*

(See Priority Strategies p.3/p.5)

TEACHING and LEARNING Strategies:

Strategy A: Develop and implement a WHOLE CHILD GROWTH PLAN

Strategy B: Develop and integrate SCOPE AND SEQUENCE FOR ALL SUBJECTS

Strategy C: Expand and deepen OJIBWE LANGUAGE AND CULTURE experiences and opportunities

SUPPORT SYSTEM Strategies:

Strategy D: Explore and expand TECHNOLOGY SKILL-BUILDING AND SUPPORT SYSTEMS

Strategy E: Equip and VALUE STAFF with needed supports

Strategy F: Assure HLISTIC WELLNESS AND SAFETY for students and staff

Plan IMPLEMENTATION ROLES

A. School STAFF Action:

(See ACTION PLANS pp.6-12)

Review and refine action plans as needed. Conduct, support and track progress with School Board updates.

B. School BOARD Action:

(See page 17 for draft input questions)

Organize and conduct community meetings and outreach to seek input and support for Ojibwe School priorities.

2022-2025 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

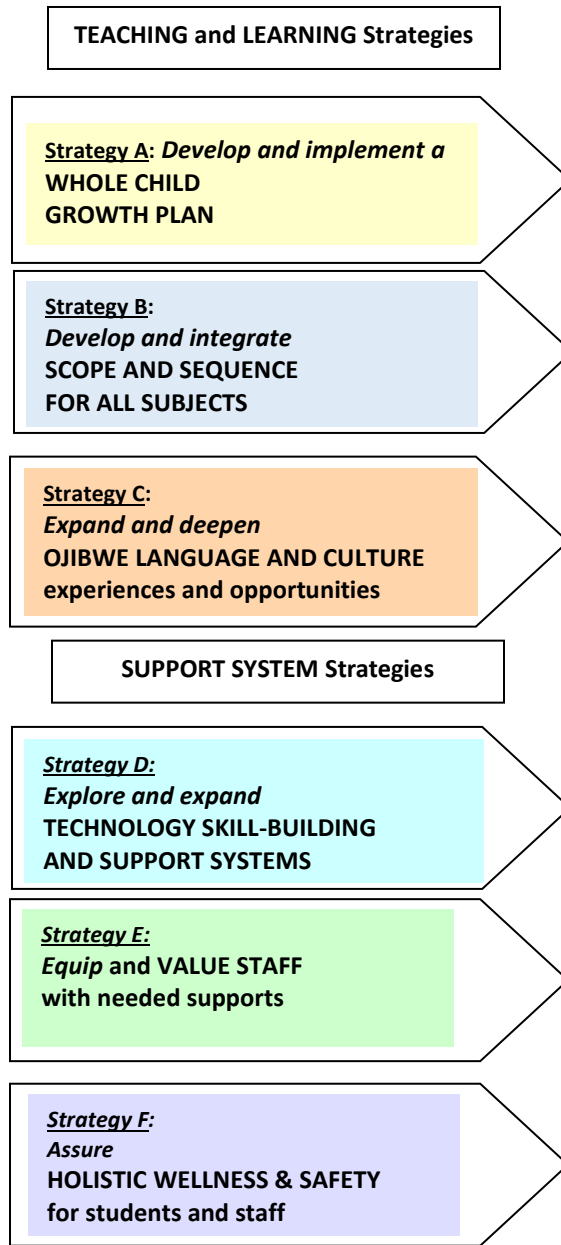


1-2 Year Priority STRATEGIES



3-5 Year GOALS

Key CHALLENGES	Current ADVANTAGES
A. <u>Need to support our students to achieve their full potential in a challenging world</u>	A. We have established and grown a quality Tribal School
B. <u>Need for common behavior expectations in school, at home and across the community</u>	B. Abundance of learning opportunities for student growth and development
C. <u>Need to assure financial and staffing resources for quality education</u>	C. Built closer ties between the school, families and community
D. <u>Need to assure needed support technology for education and administration</u>	D. Mental health and wellness systems in place or in process to support mental health and wellness
E. <u>Need to maintain and enhance school facilities</u>	E. Navigated COVID challenges and came out stronger
F. <u>Need to continue strengthening connections to the community</u>	F. Good indoor and outdoor facilities that support education and learner growth



Overarching GOAL:
 Shared staff and community collaboration for supporting student outcomes

Goal A: Student growth demonstrated in effective ways

Goal B: Student and staff cultural growth and deepened understanding

Goal C: Staff retention and community-building to grow school relationships

Goal D: Up-to-date technology used comfortably by staff and students with community resources

Goal E: Holistic approaches for student health implemented with support from community resources

Goal F: Student safety and healthy behaviors in school and community

3-5 Year GOALS



Goal A: Student growth demonstrated in effective ways

Student academic growth supported and assessed with mandated and other needed ways in all areas:

- a) Continued building of students' Growth Mindset
- b) Increased student academic growth and interest in math and literacy, especially at high school level
- c) Work Based Learning (WBL) content developed and connected closely to academics
- d) Study options expanded for high-school students such as carpentry, mechanics, computer science etc.; increased hands-on opportunities for students to learn about cultural practices
- e) Scope and sequence developed for all curricula, understood by all and student growth measured

Goal B: Student and staff cultural growth and deepened understanding

Cultural education aligned with the mission and enhanced with hands-on student opportunities:

- a) Learning about fishing, hunting, local producers etc. and connected to the school food service
- b) Seven Teachings implemented more fully into the school experience
- c) Off-site field trips that expose students to cultural traditions and practices
- d) Expanded and effective partnerships developed with Elders and community cultural resources
- e) All staff attaining Ojibwe language ability at the basic level

Goal C: Staff retention and community-building to grow school relationships

Full staffing to continue quality education and strong relationships with students and each other:

- a) Staff retention that enables relationship-building and minimizing of disruptive staff changes.
- b) More staff gatherings and interaction to increase a sense of camaraderie
- c) All staff feel part of the school community, teachers, behavioral staff, support staff, administrators

Goal D: Up-to-date technology used comfortably by staff and students with community resources

All students, staff and families comfortable with using the constantly changing technology:

- a) Computer science studies and skills incorporated into the classrooms
- b) Scope and sequence established to get existing ideas implemented
- c) Effective short and long-term technology plan in place.

Goal E: Holistic approaches for student health implemented with support from community resources

Practices, programs and training expanded to support students' mental, physical and emotional health:

- a) More physical education for students
- b) Stronger athletic program to build student fitness, confidence and success in pursuing their studies and engagement in school overall.

Goal F: Student safety and healthy behaviors in school and community

Students and staff safety assured and positive behaviors nurtured and supported:

- a) Deepened implementation of Restorative Practices
- b) Support services partnerships developed with community resources
- c) Drug prevention programs and other initiatives.

1-2 Year PRIORITY STRATEGIES



TEACHING and LEARNING Strategies

Strategy A	<i>Develop and implement a WHOLE CHILD GROWTH PLAN</i>	See ACTION PLAN p.7
<p>Plan and mobilize a unified, school-wide education system and support to assure learning growth and success for every elementary and high school student <u>through</u>...</p> <ul style="list-style-type: none"> ... proactive PLPs and PLCs; ... defined teaching and learning curriculum for every area; ... a strong focus on math and literacy; and the ... practice of the Growth Mindset so much it becomes commonplace for all staff. 		
Strategy B	<i>Develop and integrate SCOPE AND SEQUENCE FOR ALL SUBJECTS</i>	See ACTION PLAN p.8
<p>Plan and implement effective, consistent and connected teaching and learning curricula <u>through</u>...</p> <ul style="list-style-type: none"> ... defined scopes and sequences for all academic subject; ... enhanced Work Based learning (WBL) with more structure, opportunity, and connection to academics; ... strong, ongoing staff development, resources and support to assure student learning and growth. 		
Strategy C	<i>Expand and deepen OJIBWE LANGUAGE AND CULTURE experiences and opportunities</i>	See ACTION PLAN p.9
<p>Fully carry out the school mission to integrate the Ojibwe culture into learning experiences <u>through</u>...</p> <ul style="list-style-type: none"> ... building on existing programs - cultural camps, seasonal celebrations, Quiz Bowl/Snow Snakes, daily language classes and day openings and closings; ... increasing the frequency and repetition of cultural activities so they become a norm for students ... expanding hands-on opportunities for learning about fishing, hunting, gathering and other traditions ... structuring assessments to improve programming and student growth and progress ... fully developing scope and sequence for the Ojibwe language, culture and practices ... building cultural program partnerships within FDL and across reservations – bison, wild rice 		

SUPPORT SYSTEM Strategies

Strategy D	<i>Explore and expand TECHNOLOGY SKILL-BUILDING AND SUPPORT SYSTEMS</i>	See ACTION PLAN p.10
<p>Integrate technology use and broad-based skill-building in classrooms and school support systems <u>through</u>...</p> <ul style="list-style-type: none"> ... computer science scope and sequence established to get existing ideas implemented ... proper training for staff to build and grow their knowledge and skills with technology. ... access and ability for all classrooms to provide Computer Science lessons through the year. ... embedding learned computer science concepts in their class projects and assignments. 		
Strategy E	<i>Equip and VALUE STAFF with needed supports</i>	See ACTION PLAN p.11
<p>Identify and implement staff support initiatives that are meaningful and valuable for staff <u>through</u>...</p> <ul style="list-style-type: none"> ... conducting surveys and research with staff and other sources to identify what can attract and retain staff including activity, morale, compensation and other supports ... implementing key supports based on the survey and research results ... empowering strong relationship-building, minimizing disruptive staff changes and sense of camaraderie 		
Strategy F	<i>Assure HOLISTIC WELLNESS AND SAFETY for students and staff</i>	See ACTION PLAN p.12
<p>Expand support for school safety and students' physical, mental, emotional and behavioral health <u>through</u>....</p> <ul style="list-style-type: none"> ... more physical education and athletic opportunities for mental health and academic confidence ... school and community-wide mental, behavioral and SEL health awareness, training and resources ... increased in-house counselors, therapist, SROs and other care professionals ... understating and implementation of Restorative Practices expanded school and community-wide 		

Strategy ACTION PLANS



Staff developed steps, desired outcomes, roles and timelines for implementing the strategies. They are a guide for action and can be adjusted, refined and modified as needed.

TEACHING and LEARNING Strategies

- Strategy A:** *Develop and implement a WHOLE CHILD GROWTH PLAN* 7
- Strategy B:** *Develop and integrate SCOPE AND SEQUENCE FOR ALL SUBJECTS* 8
- Strategy C:** *Expand and deepen OJIBWE LANGUAGE AND CULTURE experiences* 9

SUPPORT SYSTEM Strategies

- Strategy D:** *Explore and expand TECHNOLOGY SKILL-BUILDING AND SYSTEMS* 10
- Strategy E:** *Equip and VALUE STAFF with needed supports* 11
- Strategy F:** *Assure HOLISTIC WELLNESS AND SAFETY for students and staff* 12



ACTION PLAN for Strategy A:
Develop and implement a WHOLE CHILD GROWTH PLAN

Convener: Nissa Co-leaders: Tara, Vicki

The REALITY CHECK: What are considerations for effective implementation?		
What actions are underway and need to CONTINUE? <ul style="list-style-type: none"> • PLPs, MCA, NWEA • Achieve 2000 • Strength Assessments 	What factors will ASSIST implementation? <ul style="list-style-type: none"> • FDLOS is a tribal school that provides opportunities to learn the language and culture • Elementary education is a major advantage • We have a huge potential with high school student 	What are/could HINDER or complicate implementation? <ul style="list-style-type: none"> • Attendance • Classroom reporting not taken seriously • Accountability

KEY STEPS: What actions are needed to implement?	WHEN:	WHO:	OUTCOMES: What are the expected results?
1. Focus on the what, why, how, and when for PLPs <ul style="list-style-type: none"> • Schedule PLP work times for staff and put in the Outlook Calendar so all know time slot is taken 	Schedule by January for rest of the year	Classroom teachers, advisors	In the 2022-2023 school year: <ul style="list-style-type: none"> ❖ Practice growth mindset so much it becomes commonplace for more staff ❖ Scheduled times for PLPs, PLCs, and scope and sequence work for next year ❖ Ideas for whole child growth newspaper articles and rotation of staff submitting articles In years 2023-2025: <ul style="list-style-type: none"> ❖ Complete scope and sequence for all areas ❖ Math and literacy mindset clearly evident in all subjects ❖ PLPs used for all students
2. Look at ALL areas' scope and sequence (SEL included) to create a growth plan by grade/level. <ul style="list-style-type: none"> • Schedule these into the calendar. 	Schedule by January for rest of the year. Have completed by June 2024	Classroom teachers, subject teachers, Wellness team	
3. Practice Growth Mindset in real life with staff and train them on how to teach students Growth Mindset. <ul style="list-style-type: none"> • Schedule in calendar, put up posters with ideas, use in staff meetings and school activities. 	By June 2023	All staff	
4. Create stronger connections to math and reading within science and social K-12 (This was from an article that described where the school basically taught reading and math only all day but had clear connections on how they would read in science/social or do math in science/social)	In conjunction with scope and sequence	Coaches, K-12 teachers	
5. Work on staff mindset towards importance of math and literacy in ALL grades. <ul style="list-style-type: none"> • Schedule trainings, continue with PLC meetings. 	By June 2024	Leadership team	
6. Share and report growth with community, including ideas for how they can support whole child growth.	Start monthly newsletter updates in January	Leadership team	



ACTION PLAN for Strategy B:
Develop and integrate SCOPE AND SEQUENCE FOR ALL SUBJECTS

Convener: Val Co-leaders: Lead Teachers, Deanna, Dawn LT

The REALITY CHECK: What are considerations for effective implementation?		
What actions are underway and need to CONTINUE?	What factors will ASSIST implementation? <ul style="list-style-type: none"> • FDLOS is a tribal school that provides opportunities to learn the language and culture • Elementary education is a major advantage • We have a huge potential with high school student 	What are/could HINDER or complicate implementation? <ul style="list-style-type: none"> • Curriculum development takes time and cooperation by all staff as they handle daily teaching and operations

KEY STEPS: What actions are needed to implement?	WHEN:	WHO:	OUTCOMES: What are the expected results?
1. Maintain and improve current curriculum activities <ul style="list-style-type: none"> • Assign Committees for New Activities, Programming and Curriculum • Designate meeting times and committee members • Review new activities to ensure they align to our school and mission statement 	Sept 2023	Principal, Team Leaders	In the 2022-2023 school year: <ul style="list-style-type: none"> ❖ Draft Scope and Sequence developed for each grade and each subject area In years 2023-2025: <ul style="list-style-type: none"> ❖ Scope and Sequence plans reviewed for compliance with Content Area and American Indian standards ❖ Digital folders created for each subject area with supplementary resources available to all who teach in the classroom
2. Develop a draft Scope and Sequence for each grade for each subject area <ul style="list-style-type: none"> • HS – Content Area and American Indian Standards 	June 2023	Classroom Teachers, Coaches	
3. Maintain, review the Scope and Sequence for each grade, for each subject area <ul style="list-style-type: none"> • HS – Content Area and American Indian Standards • Incorporate Computer Science Standards 	June 2024	Classroom Teachers, Coaches	
4. Create digital folders for each subject with resources used including supplementary materials that all staff have access to as well as any person who subs in a classroom <ul style="list-style-type: none"> • Provide a stipend for staff who complete tasks 	September 2023	Classroom Teachers, Coaches, IT Dept	



ACTION PLAN for Strategy C:

Expand and deepen OJIBWE LANGUAGE AND CULTURE experiences opportunities

Convener: Dawn LP

Co-leaders: Ojibwe Language teachers, Mace, Holly, Sidnee

The REALITY CHECK: What are considerations for effective implementation?

<p>What actions are underway and need to CONTINUE?</p> <ul style="list-style-type: none"> • Cultural camps • Seasonal celebrations • Quiz Bowl/Snow Snakes • Language classes everyday • Day openings and closings 	<p>What factors will ASSIST implementation?</p> <ul style="list-style-type: none"> • FDLOS is a tribal school that provides opportunities to learn the language and culture 	<p>What are/could HINDER or complicate implementation?</p> <ul style="list-style-type: none"> • Frequency of cultural activities; need repetition to become a norm for students • How do we expand on existing activities? • Need to provide assessments to improve and grow
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KEY STEPS:	WHEN:	WHO:	OUTCOMES:
<p>What actions are needed to implement?</p>			<p>What are the expected results?</p>
<p>1. Develop a draft curriculum Scope and Sequence for teaching Ojibwe language, culture and practices in each grade</p> <ul style="list-style-type: none"> • Coordinate and work together with Scope and Sequence drafting for other subject areas (See Strategy B) 	<p>Fall 2023</p>	<p>Dawn LaPrairie Ojibwe Language Teachers, Classroom teachers</p>	<p>In the 2022-2023 school year:</p> <ul style="list-style-type: none"> ❖ Draft of curriculum Cultural and language teaching Scope and Sequence ❖ Plan and implementation of hands-on opportunities for learning about Ojibwe traditions ❖ Deepened cultural immersion through frequent and repeated activities in the school day ❖ Increased cultural partnerships with FDLR departments and resources <p>In years 2023-2025:</p> <ul style="list-style-type: none"> ❖ Plan developed for increasing staff proficiency in the Ojibwe language
<p>2. Expand hands-on opportunities for learning about Ojibwe traditions and practices</p> <ul style="list-style-type: none"> • Including hunting, gathering, fishing, harvesting birchbark and berries etc. • Work with Natural Resources and other FDLR departments • Work with the kitchen in preparing harvested foods and locally sourced produce 	<p>2023 -2024</p>	<p>Dawn La Prairie, Holly, Mace and Sidnee</p>	
<p>3. Increase the frequency and repetition of cultural activities so they become a norm for students</p> <ul style="list-style-type: none"> • Seven teachings implemented more fully in the school experience • Ojibwe language signs added everywhere in the school facility 	<p>2023 - 2024</p>	<p>Dawn La Prairie, Mace, Holly and Sidnee, All staff</p>	
<p>4. Expand effective partnerships with Elders and community cultural resources</p> <ul style="list-style-type: none"> • Elder Feat/Ceremony, Solstice Patterns, Feasting Drum etc. 	<p>2023 - 2024</p>	<p>Dawn La Prairie, Administration, All staff</p>	
<p>5. Increase staff proficiency with the Ojibwe language</p>	<p>2023-2025</p>	<p>Ojibwe language Teachers, All staff</p>	



ACTION PLAN for Strategy D:

Explore and expand TECHNOLOGY SKILL-BUILDING AND SUPPORT SYSTEMS

Conveners: Brittany Co-leaders: Brittany, Dawn, Jodie, Kathleen

The REALITY CHECK: What are considerations for effective implementation?		
What actions are underway and need to CONTINUE?	What factors will ASSIST implementation? Teachers are getting more comfortable as users (sort of) Devices provided for everyone Training is available and ongoing Plentiful suite of functions on Google Assessments and information systems online	What are/could HINDER or complicate implementation? Cost of technology services out of our control How to keep up to date with technology changes and advancements Still overwhelming to deal with all Having adequate time for training

KEY STEPS:	WHEN:	WHO:	OUTCOMES:
What actions are needed to implement?			What are the expected results?
Technology SUPPORT SYSTEMS			
1. Outlook/Calendar Demo w/ Diane S.G.	October 5 th	Diane, Val, Britt	In the 2022-2023 school year: ❖ Staff will get the proper training they need to help build their knowledge and skills with technology. In years 2023-2025: ❖ We can advance staffs knowledge and skills in technology. Staff will continue to grow with the change of technology.
2. Company folder/ Z drive Demo w/ Diane S.G.	Nov. 1 st ?	Diane, Val, Britt	
3. Meeting w/ It Dept. 2 per year	???	Alan, Joanne, Jen, Val, Britt, Jodie	
4. Printer training demo to save money in toner costs	10/14/22	Britt, Dawn	
5. Lamination training demo	“ “	Jodie	
6. Survey for staff. <ul style="list-style-type: none"> • How are we using tech? what are the tech needs? What training is needed? 	11/22/22	Britt, Dawn, Jodie, Kathleen	
Computer Science SCOPE AND SEQUENCE			
1. Complete Computer Science Scope and Sequence <ul style="list-style-type: none"> • (In Progress) 	3/6/23	Dawn Liimatainen, Brittany Heskin	In the 2022-2023 school year: ❖ All classrooms will have access and ability to provide students with Computer Science lessons throughout the year. In years 2023-2025: ❖ Students will continue to be exposed to Computer Science by embedding concepts they have earned into their class projects and assignments.
2. Model 2 Computer Science lessons in each class	3/6/23	Dawn Liimatainen, Brittany Heskin, Jodie Lockling, Classroom Teachers	
3. Integrate Ojibwemowin into Computer Science via Scratch, Scratch Jr.	6/8/23	Jodie Lockling, Dawn Liimatainen, Brittany Heskin	
4. Increase inventory of classroom items <ul style="list-style-type: none"> • Such as Makey Makey's, Microbits, SphereO Bots, Codapillars, Code and Go Mouse, BeeBots, etc. 	6/8/23	Brittany Heskin Jodie Lockling Dawn Liimatainen Classroom teachers	
5. In house Professional Development through companies <ul style="list-style-type: none"> • Such as Cyber.org, Scratch.mit, etc. All teachers will receive at least 4 hours of Professional Development in Computer Science in the classroom. 	6/8/23	Dawn Liimatainen, Brittany Heskin	



ACTION PLAN for Strategy E: **Equip and VALUE STAFF with needed supports**

Convener: Jen Co-leaders: Jill, Julia, Ashley, Melissa

The REALITY CHECK: What are considerations for effective implementation?		
What actions are underway and need to CONTINUE? <ul style="list-style-type: none"> Staff survey for activities and morale. Outlining the purpose of the Elder’s Circle. Gathering wage information from area schools. Working with HR for an efficient hiring process. 	What factors will ASSIST implementation? <ul style="list-style-type: none"> Staff funding is secured for the next school year Some returning “boomerang” staff 	What are/could HINDER or complicate implementation? <ul style="list-style-type: none"> Staff attendance Time – people feel pressures that detracts from focus on their jobs Daycare support lacking Need for competitive wages

KEY STEPS:	WHEN:	WHO:	OUTCOMES:
What actions are needed to implement?			What are the expected results?
1. Staff survey <ul style="list-style-type: none"> Administrating the staff activity survey Disseminate the survey. Plan activities according to most votes 	9/30/22 10/30/22 6/9/23	Cassie/Dawn	In the 2022-2023 school year: <ul style="list-style-type: none"> ❖ Conduct surveys and research with staff and other sources to identify staff support that is meaningful to attract and keep staff In years 2023-2025: <ul style="list-style-type: none"> ❖ Implement key supports based on the survey and research results
2. Staff morale survey <ul style="list-style-type: none"> Administrating the staff morale survey Disseminate the survey. Breakdown into domains and have teams discuss solutions 	9/30/22 10/30/22 1/6/23	Deanna	
3. Outline the purpose of an Elder’s Circle and implement the program <ul style="list-style-type: none"> Reading buddies posting Connect with elders in communities 	9/30/22 with extension needed.	Sidnee/Holly	
4. Gather wage information from area schools and innovate staff recruitment <ul style="list-style-type: none"> FDL HR is also conducting a study. Decide on specific “asks” This can be prioritized by staff survey. For example: Bonuses, sick and personal day buyouts, more personal days, extra health coverage for early retirements, longevity pay, and higher 401K matches.	9/30/22 1/6/23	Hailey/Vicki FDL HR	
5. Identify and implement key supports/practices based on the surveys and research	2023	All	



ACTION PLAN for Strategy F: Assure HOLISTIC WELLNESS AND SAFETY for students and staff

Convener: Maria Co-leaders: Dan, Nurse Tara, Jordan, Ashley

The REALITY CHECK: What are considerations for effective implementation?		
What actions are underway and need to CONTINUE? <ul style="list-style-type: none"> Seeking holistic health for all Suicide prevention alerts SEL lessons in classrooms Wellness Coordinator/Four fulltime counselors Lock down procedures established/practiced 	What factors will ASSIST implementation? <ul style="list-style-type: none"> We have a safe building Active shooter training Tagwii adolescents' program Officers have visited with canines etc. School to Prisoner pipeline training 	What are/could HINDER or complicate implementation? <ul style="list-style-type: none"> Communication with BMH Missing artistic expression opportunities PD understaffed Difficult to schedule

KEY STEPS: What actions are needed to implement?	WHEN:	WHO:	OUTCOMES: What are the expected results?
1. Mobile Clinic updates (Dental, Eye Exam) <ul style="list-style-type: none"> Mobile unit in final stages of completion; with graphics. Hope to receive by New Year. IT will connect equipment. 	To be Implemented	Nate Sandman	In the 2022-2023 school year: <ul style="list-style-type: none"> ❖ Mobile clinic in place in 2023 ❖ Presenter in October 2022 – Hailey M sets up event ❖ Go Guardian – Dan D & Brittany H. continue to monitor and oversee the program. ❖ SEL Lessons 2nd Step is not fully implemented. <p>(Kindergarten participates) SOAR & Native Visions (9-12)/ Has it been ordered? (Julia). Grades 8-12 SEL - English journals. Grade 9 uses Expanding the Circle curriculum. Is it possible for teachers to teach lessons for K-8 (15-30 minutes?) (Valerie) K-12 Wellness Coordinator, Social worker can assist Per Dan D. implemented 2nd Step for elementary.</p> <ul style="list-style-type: none"> ❖ Continued improvement of Lockdown/Shelter in Place procedures. Emergency button message reviewed at November Safety Meeting. Message is fine as is. Working on getting metal detectors for the school (Jennifer M./Mike Diver) ❖ Mental Health Therapists in place Need to know their schedule or when they see students in -house. Need to decide how to work with them ❖ Tagwii does not have clients that attend the Ojibwe School. ❖ Prisoner Pipeline training – K-12 Wellness Coordinator will contact Duluth Prison – (Peter) ❖ Home game safety protocol set. 2 admin on duty. One adminis Jordan; Assistant Principal will send schedules to FDL Police Dept.; Police presence is requested. ❖ 20 staff trained in CPR/AED CPR/AED Training –as of 10/14/22. Current certification is valid for 2 years.
2. Suicide Prevention Speaker in the building in October <ul style="list-style-type: none"> Grades 7-12; Asley will contact presenter from Carlton County - Ali Randall (218.461.7089) 	October 2022 December 2022	Hailey Martin Ashley Jaakola	
3. Go Guardian	Currently Implemented	Dan DuPay/ Alert Specialist, Brittany Heskin/Media Specialist	
4. SEL Lessons in classroom <ul style="list-style-type: none"> 2nd Step license good through 2024 K-8 grades SOAR & Native Visions 9-12 grades (Is it implemented?) 	Currently Implemented	Classroom teachers Check/Connect Staff Wellness Coordinator	
5. Lock Down procedures <ul style="list-style-type: none"> Established/practiced and ongoing improvements 	Currently Implemented	Maria Safety Team All school students/staff	
6. Mental Health Therapists <ul style="list-style-type: none"> Have space for TAGWII; not in bldg. now due to their programming. 	Currently Implemented	Kevin Randa, Katie Sandquist, Hannah Tibbetts Michelle Buhler	
7. Tagwii Adolescents Program <ul style="list-style-type: none"> Not in place, students need this service 	To be Implemented	Dawn Shoberg	
8. School to Prisoner Pipeline Training	To be Implemented	Ashley Dan D	
9. Home Games (Protocol)	Currently Implemented	Jordan	
10. CPR/AED Training	Currently Implemented	Tara W.	

APPENDIX: Strategic Situation ASSESSMENT



<input type="checkbox"/> Current ADVANTAGES	14
<input type="checkbox"/> Key CHALLENGES	15
<input type="checkbox"/> Trends and CONSIDERATIONS.....	16
<input type="checkbox"/> Draft PROCESS FOR COMMUNITY OUTREACH.....	17

Situation Assessment: Current ADVANTAGES



- What has been achieved in implementing the 2018-2022 strategic plan? What is FDLOS doing well?
- What strengths have been built that need to be maintained and leveraged?

A. **We have established and grown a quality Tribal School**

Related Board and staff perspectives

- FDLOS is a tribal school that provides opportunities to learn the language and culture
- Elementary education is a major advantage
- We have a huge potential with high school student

B. **Abundance of learning opportunities for student growth and development**

Related Board and staff perspectives

- Gratitude to the school leadership and staff for finding money to provide a well-rounded education and making learning happen for students
- Kids have opportunities they would normally not have
 - Cultural, activities, science fair, unique projects and more
 - They provide a huge boost to kids' learning, growth, interests and cultivate their creative sides
- Staff funding is secured for the next school year

C. **Built closer ties between the school, families and community**

Related Board and staff perspectives

- Enhancing communication to build relationships within the school and in the community
- Ongoing building of relationships with parents and families
- Sports program has built family and community relationships
- COVID technology tools in every home helped the adults and whole household to access resources

D. **Mental health and wellness systems in place or in process to support mental health and wellness**

Related Board and staff perspectives

- Mental health services and social emotional learning focus (SEL) in place
- Need increased support during and after the pandemic era

E. **Navigated COVID challenges and came out stronger**

Related Board and staff perspectives

- Staying open and figuring how to conduct school - day by day
- Utilized good quality tech resources such as Chrome Books etc.
- Faculty, staff and students stepped up to learn how to use technology
- We are stronger now after COVID; we know how to do operate against all odds

F. **Good indoor and outdoor facilities that support education and learner growth**

Related Board and staff perspectives

- 20-year -old building found to be in good shape by the BIA and IHS
- Outdoor areas developed for learning and activity – garden, walking and biking trails; concession stand etc.

Situation Assessment: Key CHALLENGES

- What needs work?
- What issues or weaknesses need to be addressed to implement our mission effectively?



A. **Need to support our students to achieve their full potential in a challenging world**

Related Board and staff perspectives:

- Need to get stereotypes out of students heads that limit what is expected or possible for them
 - The general mindset seems to be: “just send them to FDLTCC” vs. encouraging variety of high school and college options
 - Need to get stereotypes out of students’ heads; push the possibilities for our kids
 - How do we find and expand the gifts and possibilities for high school students?
- Need for basic education on home economics and finances that help students live successful lives
- Need to prepare and train students to survive and thrive in a world of inequity
 - Currently we are experiencing of overt racism in the outside world (E.g., on our student trip to DC)
 - Need to provide our kids with a global view

B. **Need for common behavior expectations in school, at home and across the community**

Related Board and staff perspectives:

- Making sure we follow-through with restorative practices and expand into the community
 - Expected behaviors need to be common for students in school and at home
 - Need parents to be involved in kids’ lives; the community tends to normalize issues – such as drug use, homelessness, etc.

C. **Need to assure financial and staffing resources for quality education**

Related Board and staff perspectives:

- Need to budget and fund operations for 2-3 years and sustain needed education programs for kids
- Need to address school capacity prioritization and assuring all the resources we need
 - We need programming resources prioritization
 - More staff are required for all the activities we would like to have
 - Assure the ability to get things done given staffing and attendance issues
 - Staff are stretched to cover so many roles; How do we cover all the bases with needed staff
 - What do we need to do beyond “getting through the day” with band aids?
 - More funding/staffing is necessary to maintain/implement all indoor and outdoor facilities/activities

D. **Need to assure needed support technology for education and administration**

Related Board and staff perspectives:

- Staff with different technology devices impeded communication
 - How do we keep our systems updated? Need to create a timeline for it
- Need to prioritize next steps for making education happen including use of technology.
 - Research options and see what benefits students

E. **Need to maintain and enhance school facilities**

Related Board and staff perspectives:

- Need prioritized funding for facilities “cool stuff” and other factors for quality education to happen
- Need to identify best ways to utilize the facility - in the short and long term.
- We need a comprehensive facilities plan

F. **Need to continue strengthening connections to the community**

Related Board and staff perspectives:

- Improve ongoing communication with the School Board as representatives of the community
- Find effective ways to engage parents, families and community in supporting the student and the school

Situation Assessment: TRENDS and CONSIDERATIONS



What forces and factors will impact the FDLOS mission in the next 2-3 years?

EMERGING Trends and Considerations:

- **FDL safety initiatives are more urgent now than before due to increased violence in the community**
 - Close to 250 mass shootings in the country so far in 2022
 - Need to be more proactive or invasive in addressing the problem; “see something, say something”
 - Challenges due to technology and online impacts
 - Need to identify students that raise concerns while still respecting privacy
- **Dealing with student behaviors continues to be a challenge**
 - Need background information from psychologists and be data-driven in addressing the problem
 - Students need consequences
 - What is the best way to proceed with Restorative Justice etc.
 - Need to bring in the whole community to help change behavior
- **COVID funding funds will be spent out in 2024**
 - Need to look for new monies to support “B” priority programs
 - Need to sort out “need to have” vs. “nice to have” programs
- **Financial literacy needs to be taught early and at every grade level - K-12**
 - Resources are available that are low cost and accessible
- **Need sociology education about all the “isms”**
- **COVID and post-Covid has exacerbated teacher shortages**
 - How do we keep teachers in the field? How to best recruit teachers and get them to stay?
 - Need outreach to FDLTCC 2023 teacher graduates

ESTABLISHED Trends and Considerations:

- **FDL strategic priorities include culture, language, mental health and youth development**
 - How do we align with FDL priorities and state mandates in a way that fits FDLOS?
- **Technology impacts students and staff**
 - Challenging to please everyone
 - Continuing trend of allowing “work from home”
 - Not all benefit from technology; some are hurt. Huge differences in student preferences
 - Students find it difficult to ask for and get help online
- **Need to continue building relationships**
 - Feeling that there are “bits of me in many places” and not feeling like a whole person
 - Knowing names is frustrating and difficult
 - COVID unmasked some things but covered up some things; enabled people to disconnect
- **Need to make institutional changes**
- **Need to restructure high school to prepare children for the future**
 - In academics, we have tracks but are they the best fit with teachers - license vs. teaching strengths?
 - Need stability for students. Shifting roles constantly is disruptive. If staff are not stable, students won’t be
 - Need to move beyond band aids

STRATEGIC Questions and Considerations:

- **What drives FDLOS enrollment and community perspectives about the school?**
- **How does the Ojibwe School education meet the needs of the FDL reservation, its programs and its youth?**
- **How do we maintain and increase facilities, technologies, program funding?**
 - Need to prepare a full picture plan
 - Make data-driven decisions based on enrollment, retention and numbers etc.
 - Need to decide about in-person or online education
- **How do we recruit and keep native staff?**

Draft FDLOS COMMUNITY OUTREACH Process



In order to intensify collaboration between staff, students, families, community and the reservation in the next 3-5 years, the strategic plan calls for organizing and conducting stakeholder outreach including community meetings to seek input and increase support for Ojibwe School priorities.

The following are notes of School Board and Staff discussion about the outreach process and questions at a June 22, 2022, strategic planning meeting:

Step 1: SEEK input from school stakeholders to inform priority school goals and strategies for the next 2-3 years

- ❖ **Community input:** Board members host and conducts meetings in each district to gather feedback
 - This will involve families that send their children to all schools
 - Use the most effective/user-friendly format (“World Café, focus group etc.)
- ❖ **Staff Input:** (*Addressed in Strategy E Action Plan*)
 - In an Inservice Day or other scheduled event that all staff attend
- ❖ **Student input:** (*To be conducted*)
 - Invite selected middle/high school students to share their views at a school session
- ❖ Assure maximum participation by providing multiple ways to input, in person and written comments
- ❖ Have the School Board and Staff select/prioritized the input questions

Step 2: GATHER other relevant information to support decision-making

- ❖ Enrollment status and trends for all schools where FDL students currently attend
- ❖ Existing school surveys

Proposed STAKEHOLDER INPUT PROCESS:

- A. Background INFORMATION:** What needs to be presented at the start of the session?
- a) **A handout** that shares current programs and opportunities of the school
 - b) **The FDLOS mission** as the “point of reference” for input and feedback
- B. Possible Input QUESTIONS:** What community, staff and student input do we seek based on the FDLOS mission?

General questions:

- What are your beliefs or perceptions about the Ojibwe school?
- Why did you decide to send your child to other schools?
- What would make you send your child to FDLOS? What would FDLOS need to do to have your child attend?
- How do we need to promote the school? What information does FDLOS need to convey to the community?

Mission-specific questions:

The Ojibwe Schools are dedicated to providing a quality education, which focuses on integrating the Ojibwe culture into all students’ learning experiences.

- What is a quality education?
- What Ojibwe-specific activities, experiences etc. would you like us to integrate into the school? How do we need to do that? What community or other resources are available for us to use/partner with?
- How are you integrating Ojibwe-specific activities, content, experiences etc. into your work? (Staff)

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

- What does “demonstrating highest expectations for themselves and school” mean to you?
- What does student success mean to you?
- What opportunities would you like your students to have at FDLOS in order to be challenged?
- What would you like your students to have when they graduate?
- Do you feel we are meeting your student’s PLP? How are you participating in the ILP?

Questions for additional written input from teachers and staff:

- Do you enjoy working at the Ojibwe school?
- How do you feel about the position you are serving in? Are you happy in your position?
- What are our long-term goals for continuing at the school?