



NORTH SLOPE BOROUGH SCHOOL DISTRICT 2020-25 STRATEGIC PLAN SUMMARY

WORKING DRAFT for Adoption as of April 2, 2020

Proposed Motion:

- **Mission:** Select and confirm Mission Statement; move to adopt if ready or defer to next Board Retreat to finalize.
- **Strategic Goals & District Objectives:** Confirm pages 3-5 and move to adopt if ready or defer to next Board Retreat to finalize.
- **Vision:** Refer to Vision Supplement. Continue to evolve the vision; Discuss and confirm at the next Board Retreat.

NSBSD 2020-25 STRATEGIC PLAN SUMMARY

WORKING DRAFT AS OF APRIL 2, 2020

Atautchikun (Unity): Pulling together and moving as one to champion for our vision and serve our students.

MISSION

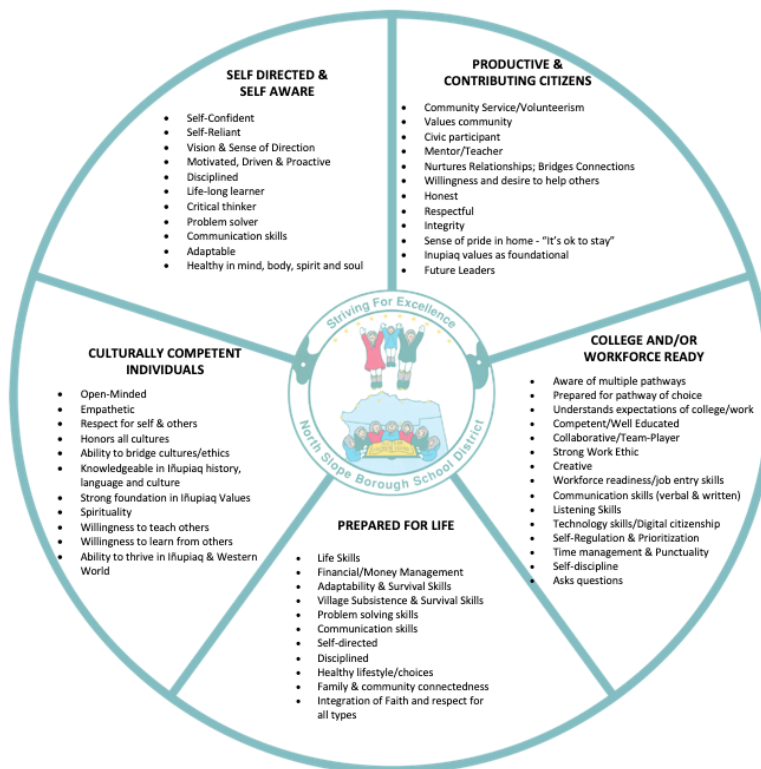
Mission Statement Ideas/Options: (Created at the November 2019 Board Retreat)

1. We are responsible for serving our students & community by providing an excellent/high-quality education for every student, every day.
2. Ensure our students are provided with maximum learning opportunities by *breaking trail* with families and communities as one.
3. **(Nov Retreat Board Decision/Proposed) Our priority, purpose and responsibility** is to provide high-quality education that ensures our students are prepared to take control of their destiny.

Proposed Motion: Select/Confirm Mission Statement. Translate Mission to Inupiaq once final statement is adopted.

VISION - (REFER TO VISION SUPPLEMENT)

PORTRAIT OF A GRADUATE - *What should a NSBSD graduate know and be able to do?*



Proposed Motion: Continue the vision process; refine and confirm at next Board Retreat.

IÑUPIAQ VALUES

- Compassion
- Avoidance of Conflict
- Love and Respect for Our Elders and One Another
- Cooperation
- Humor
- Sharing
- Family and Kinship
- Knowledge of Language
- Hunting Traditions
- Respect for Nature
- Humility
- Spirituality

STRATEGIC GOALS & DISTRICT OBJECTIVES

Proposed Motion: Review/confirm Strategic Goals & District Objective; move to adoption.

GAME CHANGERS/HIGH PRIORITIES (noted in red font below)

1. Home grown workforce (Teachers & Principals)
2. Early Childhood Education/Reading by Grade 3
3. Parent & Community Involvement (Parents nurturing students)

STRATEGIC GOALS, DISTRICT OBJECTIVES & *FOCUS FOR SY20-21*

**Focus for SY20-21 in italics following the objective statement.*

1 STUDENT SUCCESS: All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.

Outcomes: Academic Performance - All students showing academic growth; Graduation; Attendance; Clarity for college/career pathways after graduation; Iñupiaq speaking students

District Objectives & Focus for SY20-21 (Objectives listed in alphabetical order; *Focus for SY20-21 in Italics*)

1.1 ACADEMIC ACHIEVEMENT: Ensure all students show growth in academic areas measured by authentic assessment where possible and state and district standards where necessary. *Pilot Individual Learning Plans; Set policy on class size; Explore doing more with GT program.*

- **AUTHENTIC ASSESSMENT:** Define success beyond statewide standards through development of authentic assessments. (Note: Move to an Initiative in support of 1.1 or keep as a separate objective?)

1.2 ATTENDANCE: Cultivate an environment where attendance is valued, encouraged, and supported and implement a culturally integrated calendar that is aligned across the district to increase attendance and expand options for students. *Develop an Attendance Recognition Program in partnership with community.*

1.3 (New) EARLY CHILDHOOD SUCCESS: Support all students to read at grade level by the end of third grade. *Emphasis on K3/K4 Reading and early childhood social and academic success.*

1.4 IÑUPIAQ LANGUAGE & CULTURE: Implement language and culture programs to revitalize the Inupiaq language. *Establish the K3/K4 Language & Culture Immersion Program.*

1.5 MULTIPLE PATHWAYS: Implement career learning and alternative programs expanding educational opportunities that connect students to careers and providing multiple pathways to graduation based on student needs and interests. *Increased investment in CTE and Alternative Programming.*

1.6 PLACE-BASED LEARNING: Implement place-based units across academic subjects including life-skills, connection to the land and experiential learning in the field. *Increase the number of ILT's and support; Provide cultural learning opportunities in all subjects.*

1.7 (New) STUDENT WELL-BEING: Support the physical, nutritional, mental, and social-emotional health of all students. *Improve the quality of food for students; Increase emphasis on Bullying (student led campaigns, PD, etc.); Provide Mental Health PD for Staff; Bring awareness to PBIS to improve student discipline.*

2 COMMUNITY ENGAGEMENT: Foster collective responsibility, commitment and trust between the school and community.

Outcomes: Meaningful engagement; Joint understanding and commitment to education; Community members in the schools; School (students & staff) in the community; Committed to education/working in partnership with one another; Shared trust

District Objectives & Focus for SY20-21 (Objectives listed in alphabetical order; *Focus for SY20-21 in Italics*)

2.1 COMMUNICATION: Advance on-going 2-way communication, participation and interaction *within* the school and *between* the school and community, building the bridge of trust. *Hire a Communications Engagement Specialist.*

2.2 COMMUNITY IN THE SCHOOL: Include Elders, parents and community members in school academics and activities and utilize community resources and expertise in learning. *Develop a comprehensive Parent Involvement Plan & Menu. To explore: Develop our own program for Community Mentors; Healing Circles to continue the process of healing.*

2.3 SAC: Evolve the role of the School Advisory Council (SAC) as community leaders and advocates for education. *Develop volunteer recognition and re-focus on SAC to ensure support, bring awareness to responsibilities, and develop volunteer recognition.*

2.4 STUDENTS & STAFF IN COMMUNITY: Facilitate staff involvement in community and village events and integrate student community projects into unit development to foster the spirit of volunteerism. *Community service projects.*

3 STAFF SUCCESS: Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.

Outcomes: Teacher/Staff Retention; Local Teachers; Teacher Evaluations

District Objectives & Focus for SY20-21 (Objectives listed in alphabetical order; *Focus for SY20-21 in Italics*)

3.1 HIRING & RECRUITING: Improve the hiring and onboarding process for all employees. *Be more adaptative, start process earlier; Create a Recruitment Video (Documentary of the villages).*

3.2 HOMEGROWN WORKFORCE: Support the systems that inspire, develop and recruit local/homegrown teachers, administrators and staff.

3.3 RETENTION: Support and retain quality teachers, administrators and staff. *Implement findings from the Compensation Study; Provide more PD for Classified Staff; Develop an Employee Recognition program; Prioritize getting the best K3/K4 Teachers; Stabilize retention of teachers and site leadership.*

3.4 STAFF CULTURAL INTEGRATION: Provide cultural training and hands-on experiences for teachers and Principals to enhance cultural understanding and integration. *Implement culture camps at all sites.*

4 SYSTEMS OF SUPPORT: Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.

Outcomes: Adequate resources; Financial stability; Safe, secure facilities; School environments reflect who we are

District Objectives & Focus for SY20-21 (Objectives listed in alphabetical order; *Focus for SY20-21 in Italics*)

4.1 FACILITIES: Establish safe, modern and high-performing learning facilities. *Improve facilities management, compensation & training.*

4.2 FINANCIAL STEWARDSHIP: Ensure financial management based on what is best for our students. *Create a Grants Department (new position).*

4.3 LEARNING ENVIRONMENT & SUPPORTS: Create student-centered schools incorporating culture beyond curriculum into all aspects of our work including facilities and operations.

4.4 (New) ORGANIZATIONAL EFFECTIVENESS: Structure the organization to operate with efficiency and better serve our students. *Implement Org Re-Structure (Unified Instructional Program).*

4.5 TECHNOLOGY: Leverage technology as a tool to facilitate learning, communication and collaboration.

(Example Communication Document) NSBSD STRATEGIC GOALS & DISTRICT OBJECTIVES

To do this...	GOAL 1: STUDENT SUCCESS <i>All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.</i>			
... learners must be....	<i>Engaged & empowered by learning</i>	<i>Culturally competent individuals</i>	<i>College and/or workforce ready...</i>	<i>Productive, contributing citizens prepared for life...</i>
To achieve this, we must...	<ul style="list-style-type: none"> • Academic Achievement: Ensure all students show growth in academic areas measured by authentic assessment where possible and state and district standards where necessary. • Attendance: Cultivate an environment where attendance is valued, encouraged, and supported and implement a culturally integrated calendar that is aligned across the district to increase attendance and expand options for students. • Early Childhood Success: Support all students to read at grade level by the end of third grade. 	<ul style="list-style-type: none"> • Place-Based Learning: Implement place-based units across academic subjects including life-skills, connection to the land and experiential learning in the field. • Iñupiaq Language & Culture: Implement language and culture programs to revitalize the Inupiaq language. 	<ul style="list-style-type: none"> • Multiple Pathways: Implement career learning and alternative programs expanding educational opportunities that connect students to careers and providing multiple pathways to graduation based on student needs and interests. 	<ul style="list-style-type: none"> • Student Well-Being: Support the physical, nutritional, mental, and social-emotional health of all students.

And we must have these critical supports....	GOAL 2: COMMUNITY ENGAGEMENT <i>Foster collective responsibility, commitment and trust between the school and community.</i>	GOAL 3: STAFF SUCCESS <i>Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.</i>	GOAL 4: SYSTEMS OF SUPPORT <i>Effectively employ our operational and financial resources to support the long-term stability of the district.</i>
	<ul style="list-style-type: none"> • Students and Staff in the Community • Community in the School • 2-Way Communication • Empowered SAC (Student Advisory Council) 	<ul style="list-style-type: none"> • Innovative Hiring & Recruiting • Homegrown Workforce • Staff Retention • Staff Cultural Integration 	<ul style="list-style-type: none"> • Safe, High Performing Facilities • Financial Stewardship • Student Centered Learning Environment • Current & Relevant Technology

INDICATORS OF SUCCESS

	STUDENT SUCCESS	COMMUNITY ENGAGEMENT	STAFF SUCCESS	SYSTEMS OF SUPPORT
We will gauge our progress by looking at...	<ul style="list-style-type: none"> • Attendance Rate • Graduation Rate • Dropout rate • Academic Achievement • Achievement Gap • 3rd Grade Literacy • 9th Grade On-Track • School Climate • Career & Tech Ed Concentrators 	<ul style="list-style-type: none"> • Communications Plan • Parent Involvement • Student Volunteerism/Community Service • SAC Empowered (helping to create school success) 	<ul style="list-style-type: none"> • Local Teacher Ed Program Enrollment • Time to Fill Key Positions • Teacher Positions Filled • Teacher Retention Rate • Staff Retention Rate • Culture Camps 	<ul style="list-style-type: none"> • Budget • Grants Received • Repair & Maintenance Backlog • Improved Food Quality

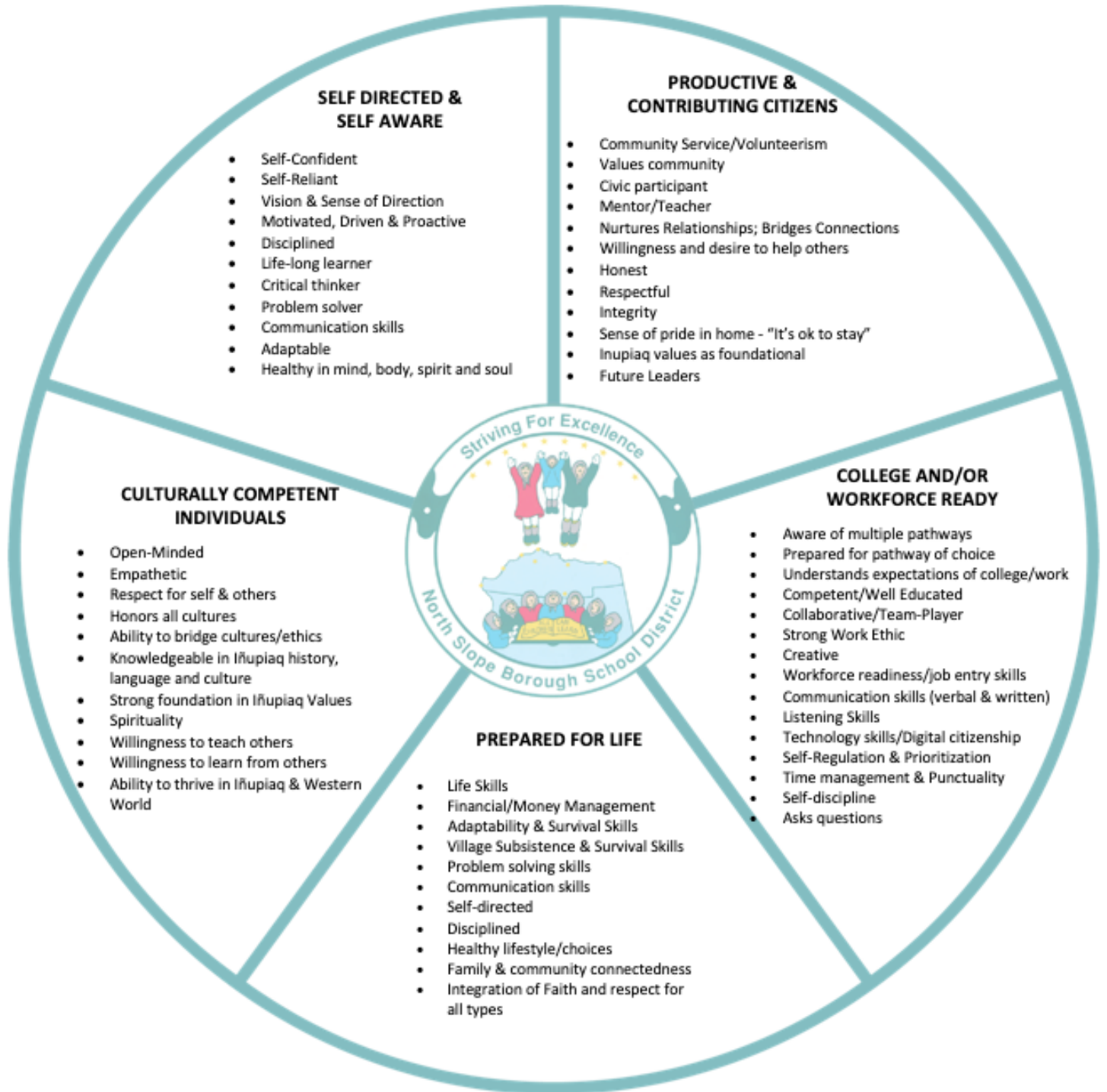
VISION SUPPLEMENT

DRAFT-WORKING DOUMENT
SUMMARY OF INPUT AS OF APRIL 2, 2020

VISION EXERCISE: PORTRAIT OF A GRADUATE

What should a NSBSD graduate know and be able to do?

Overall Summary of Input



VISION EXERCISE: PORTRAIT OF A GRADUATE

What should a NSBSD graduate know and be able to do?

VISION THEME #1: SELF DIRECTED & SELF AWARE

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
SELF DIRECTED & SELF AWARE	<ul style="list-style-type: none"> • Know who they are and what they want to do (have a vision) • Have goals • Our future leaders • Able to teach the next generation • Have a life-long learner mentality/philosophy • Know their history; reflect on to better their world • Knowledgeable in Iñupiaq history, language and culture. (included below in culture) • Health & wellness of mind, body and soul 	<ul style="list-style-type: none"> • Confident • Self-reliant • Tenacity - work through problems w/out quitting • Healthy living • Able to identify resources & a path forward (have vision) • Contributing/participating member of the community • Life-long learners • Adaptable • Ability to adjust to technology (as it evolves) • *Self-Motivated • Acceptance of self 	<ul style="list-style-type: none"> • Self-Aware of strengths and weaknesses • Productive • Intrinsic motivation • Vision/Sense of direction • Goal setting • Know how to work with others Have the right attitude • Be able to think critically • Understand your support • Know your resources • Able to problem solve • Able to cope • Know who to ask for help • Proactive • Making the right choices • Good citizen • Good listener 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Independent • Visionary • Goal Oriented • Goal Driven • Self-Advocating • Responsible • Reflective <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • Integrity • Responsibility • Cooperativeness • God-Fearing • Intrinsic Motivation • Determination • Seeks Answers • Perseverance • Goal setting • A life's purpose • Making good choices <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Either apply for college or go to training so they can get a good career • Be prepared to be self-dependent, realizing they are in control of where they want their goals to fit in place 	<ul style="list-style-type: none"> • Confident/Self-Aware • Visionary • Goal Oriented & Driven • Independent/Self-Reliant • Self-Advocating • Responsible • Determined & Disciplined • Motivated • Proactive • Perseverance • Integrity • Life-long learner • Critical thinker • Problem solver • Communication skills • Adaptable • Positive attitude • Healthy in mind, body, spirit and soul • Career and/or College Driven • Future leader

VISION THEME #2: PRODUCTIVE & CONTRIBUTING CITIZEN

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
PRODUCTIVE & CONTRIBUTING CITIZEN	<ul style="list-style-type: none"> • Honest • Respectful • Empathetic • Happy • Helpful, contributing members of society • Positive, optimistic, helpful • Productive & contributing • Become mentors • Able to teach the next generation • Community Service - knows about volunteerism/cares about community 	<ul style="list-style-type: none"> • Voluntary is ok (good to volunteer) • Ability to communicate • It's ok to stay (in a community) • Appreciation and sense of community • Values the community • Requirement of community project (for graduates) • Creative communication skills • Civic participant involved in civic affairs • Students knowing, they are important (their knowledge is important/valued) • Team player/group learning • Bridge Connections (nurturing of relationships) • Understanding of citizenship • Willingness & desire to help those that are in need • Values as foundational 	<ul style="list-style-type: none"> • Helping others • Volunteer • Strong work ethic • Set goals for themselves • Positive attitude • Able to communicate well • Have integrity • Work cooperatively with others • Connection to the community • Aware of what is happening in the world • Take responsibility for themselves • Able to speak with Authenticity • Be a volunteer • Be a team player • Accept diverse cultures • Engaged • Be intrinsically motivated • Willing to take risks • Know how to ask for help • Supportive/Be there for others 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Problem Solver • Law Abiding • Civic-Minded • Good Relationship Manager • Social Justice Advocate • Volunteer <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • Sharing Skills and Knowledge • Participant in Community Efforts • Good Samaritan • Entrepreneurship • Law-Abiding Citizen • Team Player • Good communication skills • Loyalty to a cause • Decision making • Volunteer • Self-sufficient and independent • Employed on the job • Encouragement <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Promising a good lifestyle • Being healthy & fit • Setting good examples to the younger generations • Healing those in need 	<ul style="list-style-type: none"> • Values community • Civic participant • Volunteer • Law Abiding • Civic-Minded • Good Relationship Manager • Social Justice Advocate • Mentor • Problem Solver • Strong Communication Skills • Willingness and desire to help others • Honest • Respectful • Integrity • Sense of pride in home - "It's ok to stay" • Inupiaq values as foundational

VISION THEME #3: CULTURALLY COMPETENT

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
CULTURALLY COMPETENT	<ul style="list-style-type: none"> • Knowledgeable in Iñupiaq history, language and culture • Thrive in both Iñupiaq & Western World • Honor all cultures • Bilingual • <i>Respectful of self & others</i> • Tolerance and respect for other cultures • Iñupiaq Values - Able to articulate all the Iñupiaq values and what they mean • Spirituality 	<ul style="list-style-type: none"> • Understanding values • Language (ability to speak/communicate in Inupiaq) • Respect for one another (across cultures) • Knowledge of outdoors/trails/survival • Traditional foods/healthy eating and wellness • Value of tradition/culture • Ability to communicate Inupiaq values (connecting behavior to values) • Adaptability (importance of past as it relates to the future & adaptations we need to make) • Respect the diversity of others • *Empathy (across cultures) (respect for one another) 	<ul style="list-style-type: none"> • Have self-confidence (be comfortable with who they are) • An open mind • Be willing to teach others • Be willing to learn from others • Be willing to serve • Be willing to share • Have a strong foundation in Inupiat values • To embrace their culture • Help others to believe in themselves • Able to console each other • Healthy conversations (cooperative in nature) 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Honor Inupiaq Values • Creative • Cooperative • Inupiat Language Skills • Ancestry • Family and Kindship <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • Unity • Well-versed in Inupiat Values • Respect for Elders – Listen and Learn • Look to role models • Environmental Awareness • Survival skills • Subsistence opportunities in the field • Provide culturally responsive teaching • Hands-on learning • Create independent learners • Build trust with students • Respect for nature • Family and kinship • Sense of humor • Avoidance of conflict • Humility • Compassion • Spirituality • Cooperation <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Displaying the 12 core Inupiaq values in their daily lives • If they are hunters, sharing their catches with those that need meet and other things 	<ul style="list-style-type: none"> • Open-Minded • Empathetic • Cooperative • Respect for self & others • Honors all cultures • Family and Kindship • Knowledgeable in Iñupiaq history, language and culture • Bilingual • Ancestry • Respects Iñupiaq Values • Spirituality • Willingness to teach others • Willingness to learn from others • Ability to thrive in both Iñupiaq & Western World

VISION THEME #4: WORKFORCE READY

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
COLLEGE AND/OR WORKFORCE READY	<ul style="list-style-type: none"> • Multiple Pathways (college or technical school or work/career) • Prepared • Well Educated • Workforce preparedness • Competent • Mastery of science, math & English language arts (ELA) • Creative entrepreneur 	<ul style="list-style-type: none"> • Awareness to local careers and pathways (skill sets they will need) • Prepared with job entry level skills when they graduate (focus on technology) • Understanding work ethics • Be a lifelong learner • Social media /phone management • Digital citizenship • Ability to engage in teams/personal interaction • Self-Regulation & Prioritization • Ability to bridge cultures/ethics (in various environments) • Economic development (land) 	<ul style="list-style-type: none"> • AP courses • Master technology • Be aware of how to register for classes. • Understand the expectations of college. • Be able to take good lecture notes • Teamwork skills. • Working with variety of people • Punctuality • Test-Taking skills • Self-discipline • How to hold down a job • Being prepared for an interview • Have a driver license • Strong work ethic • Knowing strengths & weaknesses • Knowing how to get help when needed • Time management • Goal setting • Develop a resume 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Critical Thinker • Values Education • Collaborative • Professional • Articulate • Life-Long Learner <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • Self-confident • Gain technical skills • Positive mind-set • College orientation • Self-discipline • Prerequisites for college and job entry • Remedial courses • High school graduate • Understanding scholarship process • Becoming an applicant for college, trade school, job corps, and Avtec • Financial aid assistance <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Applying for college or training • Following through on 1 and being committed to what they choose 	<ul style="list-style-type: none"> • Competent/Well Educated • Collaborative/Team-Player • Strong Work Ethic • Professional • Self-confident • Creative • Critical Thinker • Values Education • Articulate • Aware of multiple pathways • Prepared for pathway of choice • Workforce readiness/job entry skills • Communication skills (verbal & written) • Listening Skills • Technology skills • Digital citizenship • Self-Regulation & Prioritization • Time management • Punctuality • Self-discipline • Self-awareness • Asks questions • Creative entrepreneur • Ability to bridge cultures/ethics (work with variety of people) • Life-Long Learner

VISION THEME #5: PREPARED FOR LIFE

Vision Theme	Board Input	Directors	Principals	Site Input (SAC & Teachers)	Thematic Summary
<p>PREPARED FOR LIFE</p>	<ul style="list-style-type: none"> • Finance/Accounting Skills (know how to manage a bank account) • Problem solver • Be able to solve problems • Communication • Village survival/subsistence • Knows healthy habits • Self-directed • Disciplined • Interdependent • Good time management • Hunting, sewing & cooking • Healthy lifestyle/choices 	<ul style="list-style-type: none"> • Ability to communicate in written and oral form • Family & community connectedness • Self-reliant; ingenuity • Ability to balance a budget (manage finances) • Faith - Respect, integration & acceptance around faith as part of identity/values (and respect for all types of faith) • Stress management skills • Drug abuse education & prevention • Ability to make <u>healthy choices</u> (drug free; making healthy choices) 	<ul style="list-style-type: none"> • Work skills • Be able to learn from your mistakes. • Know First Aid and CPR. • Know how to prepare a personal budget. • Learning to cope with speed bumps • Manage money • Parenting skills • Training and education in the field of their endeavor • Healthy lifestyle • Life skills • Making the right life choices • Understanding careers available to them & match capabilities and interests • Having a positive mental outlook • Learning how to make requests vs. complaining 	<p><i>Kali Teaching Staff</i></p> <ul style="list-style-type: none"> • Critical Thinker • Traditional Skills • Good Communicator • Optimistic • Self-Sufficient • Assertive • Confident in Who You Are • Content • Poised • Financially Stable <p><i>Kali SAC</i></p> <ul style="list-style-type: none"> • <i>Adaptable</i> • Outgoing • Knowledge of basic skills for life • Career education • High school graduation • Develop coping skills • Anger management • Honesty • Parenting classes • Writing a resume • Electives in home economics and-industrial arts • Vision/Goals • Work ethic • Interest inventories • Domestic skills <p><i>Nunamiut SAC</i></p> <ul style="list-style-type: none"> • Planning their own goals • Becoming independent, but knowing its ok to have support 	<ul style="list-style-type: none"> • High school graduation • Life Skills <ul style="list-style-type: none"> • <i>Finance/Accounting</i> • <i>Money management</i> • <i>Parenting skills</i> • <i>Economic Development</i> • Adaptability & Survival Skills • Village Subsistence & Survival Skills <ul style="list-style-type: none"> • <i>Hunting, sewing & cooking</i> • Problem solving skills • Critical thinker • Good communicator • Self-directed • Disciplined • Optimistic • Self-Sufficient • Work-Ethic • Assertive • Confident in Who You Are • Content • Poised • Financially Stable • Healthy lifestyle/choices • Family & community connectedness • Integration of Faith and respect for all types

GAME CHANGERS: WHAT IS ONE GAME CHANGER THAT WOULD MAKE THIS PORTRAIT/VISION A REALITY FOR ALL NSBSD STUDENTS?

	Board Input	Directors	Principals	Site Input	Thematic Summary
GAME CHANGERS	<ul style="list-style-type: none"> • Home grown workforce (Teachers & Principals) • Early Childhood Education/Reading by Grade 3 • Parent & Community Involvement (Parents nurturing students) 	<ul style="list-style-type: none"> • Accountability across the board (teachers, parents, students, community) • Social-emotional Skills • Community & Family Engagement • Adaptability & Survival Skills • Organizational Direction & Continuity • Increase in local teachers & leadership • * High Retention Rate 	<ul style="list-style-type: none"> • Having good role models • Make their learning relevant by what we teach our students (meaningful & interesting) • Student recognition for what they do (helps to develop self-confidence) • Teamwork & collaboration • Social/Emotional Skills - Teach our students positive behaviors (continually; systematically; routine; lay foundation for positive behavior) • Parents, community, schools all on the same page with shared focus • All stakeholders have a shared vision • Accountability • Norms for communication 	<ul style="list-style-type: none"> • Community Involvement • Create a safe and trusting environment at school and at home 	<ul style="list-style-type: none"> • Home grown workforce (Increase in local teachers/leadership) • * High Retention Rate • Early Childhood Education (Reading by Grade 3) • Family & Community Involvement (Parents nurturing students) • Accountability across the board (teachers, parents, students, community) • Social-emotional Skills • Organizational Direction & Continuity/Collaboration • <i>All stakeholders have a shared vision</i> • Adaptability & Survival Skills • Education/learning that is relevant • Norms for communication • Safe and Trusting Environment