

Cover Page needed

Next steps with the strategic plan?

share out with the stakeholders

understanding and sharing the why -

implementation of the strategic plan

School Board				
Goal 1: A School District that proactively reflects the Indigenous demographic of the Bismarck community				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Inclusive representation of Indigenous perspectives and voices in administrative oversight	problem-solve adding a school board position to specifically address issues of equity for Native students and families	School Board members, Superintendent	Board motion and/or resolution	
	Pursue analysis and oversight of policy objectives concerning Indian education			
Goal 2: To preemptively address low-income concentration and economic segregation.				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	

<p>Promote and market the BPS Mission, Vision, Values, and Strategic Plan as a means to create collaborative partnerships that enhance district operations and learning experiences for all learners [Operational Excellence – Partnerships].</p>	<p>Analyze housing trends, demographics, access to schools, school performance, and documentation of need to desegregate schools where Native students are underrepresented</p>	<p>School Board members, Equity in Indian Education Commission Data Support team</p>	<p>Written report</p>	<p>NOTE: CRT, when people come against the school board that they will not back down be prepared to support equity, inclusion when opposed</p>
	<p>Analyze BPS investments and their impact on Native learners including the pursuit of grants, sponsorships, public/private partnerships and disaggregated impact of federal resources, and local sources including state funding</p>	<p>School Board members, Equity in Indian Education Commission</p>	<p>Minutes and written findings</p>	
	<p>Assess construction projects (BPS recent commitment to purchase land and build to new schools on the North End of Bismarck</p>	<p>School Board members, Equity in Indian Education Commission</p>	<p>Written assessment</p>	

	in the amount of 25 million) for impact on Native learners and how Native learners benefit from these key investments			
--	---	--	--	--

Administration

Goal 1: To deliberately examine and proactively seek to resolve all long-term inequitable education outcomes for Native American students in the Bismarck Public Schools system

<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Ensure that intervention and enrichment opportunities support students by closing achievement gaps and accelerating growth [Learning Excellence].	Create an accountability mechanism for addressing issues relating to Native American student achievement by establishing an American Indian Education Center within the Bismarck Public Schools	Superintendent, Director of OIE, IPAC	Facilities Plan	

	<p>Identify location as part of facility needs in BPS master plan that (1) as accessible to community and students (2) contains Office Space for OIE Director, CRCS, Native American Family Liaisons, Resource Coordinator/Executive Assistant, and (3) is able to house Indigenous education resources, curriculum, and professional development</p>	<p>Superintendent, Facilities Manager, Director of OIE, IPAC</p>	<p>identification of space</p>	
	<p>Establish goals and objectives for the Office of Indian Education including a structure, workplan, interventions, development objectives, and short- and long-term priorities</p>	<p>Director of OIE, IPAC</p>	<p>Written Plan</p>	

Ensure that all students experience core instruction that is responsive to their needs[Learning Excellence].	Determine culturally congruent measures of success and implement responsive strategies for improvement	Director of OIE, IPAC	Annual Report	
	Publish annual Indian education report including all relevant data	Director of OIE, IPAC	Annual Report	
Goal 2: To ensure development and reinforcement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts, and outcomes for Native students and families where voices are honored (inclusive)				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Identify alignment and clarify or revise inconsistencies in policy, infrastructure, curriculum, instruction, and professional development needed to systemically support personalized learning across the district [Personalization].	Include the IPAC Strategic Plan into the list of comprehensive operational plans of the BPS Backwards mapping	Superintendent, IPAC OIED BPS Teams Dr. Mackey/Contractor	Development and approval of plan and listing Share progress in annual report/qualitative and quantitative data	
Design a continuum of safety supports and training for all learners. Develop and train all stakeholders on safety processes and procedures including safety mitigation,	Require each school building to have a documented, written plan for addressing Native content in curriculum, diverse learning styles, and building policies	Superintendent, PLCs (Professional Learning Communities) OIED Building Principals (each principal develops a building	Written plans	

preparedness, response, and recovery. Improve communication to all stakeholders on safety processes and procedures [Safety].	impact on Native students (e.g. policy against harassment regarding hairstyles, etc.).	plan at the beginning of the year -		
Goal 3: To build a BPS workforce reflective of the Native American community to help effectively implement SB2304				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Improve access to equitable school opportunities across buildings and for each student [Inclusive Practices].	Align and educate all BPS Administrators and staff around equity issues; build a vision for integration of equity, and examine current practices for high priority areas for growth. Align with BPS values	Director of OIE, IPAC CRCs Indigenous Curriculum & Instruction Specialist	Written plan(s)	
	Include a monitoring (assessment) and evaluation plan that reflects the needs of both the American Indian community and state and local educational systems	Director of OIE, IPAC	Written plan	

Teachers

GOAL 1: Build a BPS culture committed to focused work on dismantling racial and systemic inequities in all classrooms

<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Ensure that all students experience core instruction that is responsive to their needs [Learning Excellence].	Create an Indigenous equity statement that includes high impact practices (SEL)	Director of OIE, IPAC Sup, Community Relations, HR	Development of Statement, written documentation of process	Add Curriculum Specialists to accountability
	Create a classroom evaluation tool for teachers that helps teachers incorporate best practices for Native learners to address academic disparities and the underrepresentation within extracurricular activities	Director of OIE, IPAC Strategic planning team around Inclusion	Documentation of process and rubric	
	<i>Create a mechanism for reporting and resolving issues of racism and discrimination.</i>	<i>Director of OIE, IPAC</i>	<i>Written policy, procedure, or other mechanism</i>	

GOAL 2: Establish a baseline expectation in which Indigenous students are viewed through a lens of their assets (cultural inclusiveness) and not from a deficit model (academic and socio-economic measures)				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Every teacher will create at least one lesson plan per school year that incorporates Indigenous culture/knowledge	<i>Include</i> Indigenous Knowledge Systems in all subjects ensuring accurate and relevant inclusion <i>by creating a clearinghouse for intended lesson plans</i>	Director of OIE, IPAC PD planning with LDI	BPS developed inventory of lesson plans housed on OIE page.	
Facilitate the connections to tribally specific resources to provide young Native girls and boys access to tribally appropriate values, mores, and practices (e.g. coming of age, resilience story, pride in who you are).	Co-create intentional Indian-specific programming and opportunities for discourse	Director of OIE, IPAC, community organizations, community culture bearers	Calendar of events and partnerships	
GOAL 3: All educators implement research-based instructional strategies, inclusive of social emotional support, culturally responsive practices, success skills, and disciplinary literacies [Learning Excellence].				
Increase competence of all staff in implementing effective teaching strategies in all tiers represented within each school's instructional Framework [Learning Excellence].	<i>Include specific</i> professional development <i>about</i> Indigenous Education Knowledge Systems, Culturally Responsive Teaching and Culturally Relevant interventions	Director of OIE, HR (personnel evaluations), IPAC, PD Director	Calendar of PD events	

	<i>within each (1) building annual plan, within (2) teacher evaluations, and within (3) Administrator evaluations.</i>			
--	--	--	--	--

School Support Staff

Goal 1: To build a BPS workforce reflective of the Native American community to help ensure positive representation				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Identify and implement strategies to foster welcoming and supportive school environments for Indigenous students and families. [Culture and Climate].	Human Resources will have a written plan to recruit and retain Native representation District-wide in administration, teachers, and paraprofessionals, <i>with input from the IPAC and OIE.</i>	Human Resources Administrator, OIE	Annual written plan	
	Create school cultural proficiency plans to help stakeholders interact effectively in our diverse community, <i>including a review by a diverse panel of stakeholders</i>	<i>Administrators, IPAC, community partners</i>	<i>Plan and documentation of panel review</i>	

	<i>from the Indigenous community.</i>			
Goal 2: A BPS workforce of cultural humility and competence in operation of all systems that support BPS students. Increased numbers in staffing; bringing in Cultural Response Coordinators, Curriculum specialists who work towards the Prevention of retraumatizing students through baseline knowledge of decolonization of educational institutions.				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Ensure that intervention and enrichment opportunities support students by closing achievement gaps and accelerating growth.	Provide <i>at least one (1) professional development requirement</i> for all BPS staff in support roles to understand the impacts of colonization on education systems, Contemporary consequences, historical narrative and how that affects Indigenous brilliance.	<i>Building Administrators, Human Resources, OIE</i>	<i>Addition to evaluation tool</i>	
Actively prevent trauma for Native students; Increase efficiency and effectiveness of Student Support Services (School Counselors, School Psychologists, and School Social Workers).	Provide opportunities for [Native] Family Liaisons/Cultural Responsive Coordinators to assist support staff in examining and adapting policies and procedures	Building Administrators, OIE		

Ensure empowered support for Native students through Native American Family Liaisons.	Assist support staff	Provide direct supervision of Native Family Liaisons under Indian Education/Director.		
---	----------------------	---	--	--

Curriculum

Goal 1: A cultural curriculum will be successfully implemented at all grade levels.				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>		<i>Measurement Tool</i>
Examine and revise our curriculum and teaching practices as necessary to ensure that we are effective in reaching each learner [Inclusive Practices].	<i>Provide an opportunity for input by cultural experts in Indian education from the IPAC and/or local Indigenous community to serve on a curriculum committee (or other mechanism).</i>	Superintendent, OIE Director, IPAC Niote add curriculum coordinator		<i>Appointment letter</i>
Goal 2: BPS curriculum will support information that honors who students are and where they come from. Curriculum design – accountable to America’s past, engaging to students and promotes and fosters curiosity. Successful implementation of cultural curriculum.				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>		<i>Measurement Tool</i>
Ensure that schools cultivate and integrate diversity in all learning environments by recognizing each	<i>Require – in at least one educational section – a unit that includes basic cultural understanding of self, opportunity for self-assessment and</i>	<i>Superintendent, OIE</i>		<i>Identification/approval of unit</i>

learner's distinct needs, ideas, and Perspectives [Inclusive Practices].	<i>understanding of diversity, and assessment of learning style.</i>			
Create experiences for all learners which instill joy and celebrate success [Cultural and Climate].	Establish a Native American speakers bureau of local cultural knowledge-holders and their area(s) of expertise as a resource for classroom speakers	<i>OIE Director, IPAC</i>		<i>List and specific content area(s) listed on OIE page and distributed to teachers annually</i>

Community

Goal 1: BPS honors inclusion and respect for parents and the role of community in education				
<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>		<i>Measurement Tool</i>
<i>Increase all stakeholders' (e.g. staff, students, families, community) understanding of the components of effective standards-based education.</i>	<i>Establish an Equity in Indian Education Commission made up of Superintendent, School Board, teacher, Native students, parents, IPAC member, community member, to monitor and advise the development of equity strategies</i>	<i>Superintendent, Director of OIE, IPAC</i>		<i>Appointment letter to commission members</i>
	Require comprehensive baseline training for all	<i>Superintendent, Director of OIE, IPAC</i>		

	members of the Equity in Indian Education Commission	<i>Teacher</i> <i>Paraprofessional</i> <i>School Counselor</i> <i>Native Students</i> <i>Native Parents</i> <i>IPAC members</i> <i>Community Member</i>		
Engage community collaborators in supporting schools in the promotion of behavioral and mental health for all learners.	<i>Provide community collaborators with a menu of suggested actions or events which would complement current activities within the school system</i>	<i>Administrators, Director of OIE, IPAC</i>		
Increase school/family communication on expectations for data use and digital citizenship [Digital Stewardship].	<p>Create a working group to actively problem solve the Native digital divide and connect Native families with limited resources</p> <p>Digitize 506 forms and Indian Education data library.</p>	<i>Superintendent, IPAC</i> <i>Director of OIE</i>		<i>Written documentation of establishment of working group</i>
<p>Goal 2: Elevate the success of Native students to a priority by including the voices of parents, local community experts in Indigenous education, and students.</p>				

<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>		<i>Measurement Tool</i>
Collaborate with community partners to develop authentic learning experiences [Authentic Learning].	An established protocol for inclusive practice by ensuring Native representation on all relevant committees and internal groups	<i>Superintendent, OIE, IPAC</i>		<i>Policy, procedure, or other protocol</i>
Develop partnerships with providers aimed at establishing a continuum of services for wellness, school-based behavioral and mental health [Partnerships].	Include representation from all local Native-led non-profits in efforts to provide supportive services to Native students and families.	<i>Superintendent, OIE, IPAC</i>		<i>Policy, procedure, or other protocol</i>

Students

Goal 1: All stakeholders contribute to and benefit from welcoming and supportive environments.

<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Foster skills and dispositions that support staff, student, and stakeholder engagement in personalized learning [Personalization].	<i>Provide on-going forums for Indigenous students and parents to connect with teachers (in addition/as supplement to PT conferences).</i>	<i>Administrators, OIE, IPAC</i>	<i>Schedule of forums</i>	Both district and Annual report of activities OIE vs IED or DoIE Indian Education Department

Goal 2: Each learner is valued for their distinct characteristics, ideas, and perspectives.

<i>Objective</i>	<i>Activity</i>	<i>Accountable</i>	<i>Measurement Tool</i>	
Expand learning environments for all learners to include supports that accelerate personalized competency-based learning (i.e. blended learning, flexible time, multiple learning paths) [Personalization].	<i>Provide a series of informational sessions with Indigenous parents/students to provide updates and information on optional supports as developed by the District.</i>	<i>Superintendent</i>	<i>Schedule of sessions</i>	
Provide diverse and relevant opportunities for all students to experience success in activities [Extracurricular/co-curricular]. Improve communications and outreach to inform parents and students about activities [Extracurricular/co-curricular].	<i>Provide specific outreach efforts to Native students and parents regarding all extracurricular and co-curricular activities and resources for participation (e.g. assistance with cost of materials, equipment, fees, etc.)</i>	<i>Superintendent, IPAC, Community partners</i>	<i>Schedule of meetings</i>	

7 Pillars