

Kenai Peninsula Borough School District

2017-2018 School Development Plan

Nanwalek



KPBSD Mission Statement	KPBSD Vision Statement	KPBSD Guiding Principles
The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.	We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.	Each student can learn and be successful. Every student is recognized as unique, valuable, and is treated with respect and dignity. Learning is a lifelong process. The educational environment is safe, engaging and purposeful.
Step 1: Using the questions below, discuss each of the key areas related to KPBSD's strategic plan		
Step 2: Based on your discussion, use the Harvey Balls below to make a current selection for each area		
Emerging: Not yet addressed or minimal foundation in place at this time; we have significant room for growth to get where we want to be	 Emerging	
Developing: Good foundation in place at this time; still much room for growth to get where we'd like to be	 Developing	
Advancing: Excellent foundation in place at this time; we have some room for growth to get where we'd like to be	 Advancing	
Sustaining: In fantastic shape right now and just need to sustain what we have; little to no room for growth at this time	 Sustaining	
Area of Focus: Rigor	Record discussion notes here	Select a current ranking for your school in this area

<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms? 	<p>-Customized instructional strategies have increased in past two years, especially with ConnectED, having various ways for students to demonstrate learning; challenges students in more personalized ways. Have room to grow, for sure.</p> <p>Rigor could increase with re-assessment, more student involvement with reflection and self-assessment. -</p> <p>Using zero's for assignments not completed is powerfully affecting our grading. Learned a lot from Grade Smarter, not Harder during Small Schools Conference. Teachers committed to reflecting on practices.</p> <p>Elementary standards-referenced grading is making sense.</p> <p>We use many measures to determine growth, including such initiatives as the service project, involvement in KPNYL, projects, assignments, benchmarks, summatives.</p> <p>Need to increase the amount of work that gets done when students are on trips -- whether with family or sports. Big gaps exist during those times, even if teachers send work .</p> <p>Also, need to build on the skills we've started with technology to now deepen student ability to make comparisons, apply knowledge, analyze, draw authentically personal conclusions.</p>	<p>Developing</p>
<p>Area of Focus: Relevance</p>	<p>Record discussion notes here</p>	<p>Select a current ranking for your school in this area</p>
<p>Relevance Goal: Experience a personalized learning system.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do we create a flexible instructional model that meets the needs and interests of each learner? In what ways might we improve? - How do we help our students to develop healthy lifestyles and make healthy choices? - How can our school better engage families and leverage resources beyond the classroom? 	<p>We use a variety of flexible models at different grade levels. Ble</p>	<p>Developing</p>
<p>Area of Focus: Responsive</p>	<p>Record discussion notes here</p>	<p>Select a current ranking for your school in this area</p>

Responsive Goal: Be immersed in a high quality instructional environment.

Key Discussion Questions:

- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?
- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?
- Does our school foster a culture of innovation? What steps might we take to better support such a culture?

-Stress kindness through the Bucketfillers program; find adult anchors for students who are struggling; have mailbox for each student in which we provide positive comments about behaviors/actions.

Staff-created behavior expectations emphasize recognizing positive behaviors.

Resources such as Chugachmiut counselor, social worker, and KPBSD counselor are utilized regularly when students express needs. -

Strategies used to target needs include responsiveness to cultural standards, drawing students in to the learning by tying content to their environment whenever possible, while letting them experience the world through technology to break our isolation and give them information about options beyond the village.

Staff has many years of experience in village life, and the best thing we can do to strengthen instructional practice is to collaborate with each other and constantly tune in to individual and group needs, and events in this small community.

Our school is highly innovative, as evidenced by ConnectED, our community service initiative, Sea Week, having local "professors" help with in-service week through a Culture Workshop.

The steps we need to take to preserve this culture of innovation is to support and encourage self care of teachers, as teaching multi-graded classrooms with a high percentage of students with disabilities and practically all students with low economic status can be challenging.

Advancing

Step 3: Based on the discussion above, select 3 areas of focus and 3 corresponding strategies for the 2017-18 school-year

Area of Focus #1	Area of Focus #2	Area of Focus #3
Rigor: All students will achieve high levels of academic growth.	Relevance: Experience a personalized learning system.	Responsive: Be immersed in a high quality instructional environment.
Strategy #1	Strategy #2	Strategy #3
Student growth and success will be determined through multiple measures of learning.	Students will experience varied instructional strategies that target individual strengths and interests of each learner.	Develop a culture of continuous innovation within all schools across the district.

Step 4: Complete a SMART Goal for each strategy by clicking on the corresponding strategy tab below. Also, for your reference, see the additional resources below that can be used to support your School Development Plan.

[SMART Goal for Strategy #1](#)

[SMART Goal for Strategy #2](#)

[SMART Goal for Strategy #3](#)

Additonal Resources	Description	Link
KPBSD Strategic Plan	The new 5-year plan adopted by the school board.	<u>Link to KPBSD Strategic Plan</u>
KPI 1	Key Performance Indicators organized by Readiness Factors (College, Career, Life) and type of school. (Grid)	<u>Link to KPI Grid</u>
KPI 2	Key Performance Indicators by type of school.	<u>Link to KPI by School Level</u>
Core Four White Paper	White paper providing detail into core instructional strategies to have a successful personalized classroom	<u>Link to Core Four White Paper</u>
Cour Four Specturms	Spectrums from the Core Four White Paper to demonstrate the ares in which schools and teachers can grow	<u>Link to Core Four Specturms</u>
School Design Matrix	Matrix designed to support schools to create a school design at an atomic level	<u>Link to School Design Matrix</u>
Collaborative Learning Framework	Framework developed with DCPS to provide insights into creating successful peer-to-peer, collaborative learning environments	<u>Link to Collaborative Learning Framework</u>

Kenai Peninsula Borough School District



SMART Goal for Strategy #1

Nanwalek

Area of Focus #1: Rigor: All students will achieve high levels of academic growth.

Strategy #1: Student growth and success will be determined through multiple measures of learning.

Step 1: Write a SMART Goal in the space provided below for this strategy

Example:

By May 2018, we will increase the percent of grades 2-8 students reading at the 25th%ile or higher (average and above) from 48% of students to 53% of students as measured by Aimsweb benchmark testing and Ed Performance data.

Step 2: Give detail to the SMART Goal by completing the actions bank below

Action Steps: <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	Owner: <i>Who is responsible for leading or coordinating this action step?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?</i>	Results: <i>Share results, observations, comments, etc.</i>
Measure student growth through two measurements	Nancy Kleine	After three benchmarks (Fall, Winter, Spring)	25th%ile or higher for each student on Aimsweb (to remain consistent with 3 year goal, 2015-16 - 107-18). 25th%ile or higher for each student on both Aimsweb (fluency) and EdPerformance (comprehension) for our second evidence.	Winter benchmarks demonstrated that 49% of students were proficient on the Aimsweb RCBM, a decline of 2% from fall. This is growth in the right direction towards our goal of 53% by spring. Of students who took both Aimsweb and Performance testing, 41% were at the 25th%ile or above on Performance. We saw that students who had two scores were closely aligned on percentiles. On spring Aimsweb benchmarks, students who took both Aimsweb and Performance (grades 5-8), 28% are reading in the average range. For spring Aimsweb Benchmarks, 61% of second through eighth graders were reading at the average range or above.
Use technology to increase fluency in all students below the 25th%ile	Language Arts teachers grades 2-8	Weekly	Teacher choice of Lexia, iTalk, or other program	This is currently on schedule and in progress. 5/15: This continued all year.

Secondary students grades 6-12 will have 15 minutes of Choice Reading (SSR) 90% school days	Secondary teachers	Daily	Schedule/Principal observations	We followed this with fidelity.
Elementary Library will be open for elementary students after school one day per week	Ms. Gentry	Weekly	Sign-in sheet/schedule	We have exceeded this by often having two days per week with library opening. Rather than a sign-in sheet, the librarian takes photos of the books students are taking, and labels them.
Secondary Grades (7-12) will be taught to use the district electronic library resources	Mr. Beck	9/30/17	Lesson Plan	Completed
Success for All Reading will be followed with fidelity in grades K-6	Mr. Reinseth, Ms. Gentry, Ms. Jackinsky	Daily	Lesson Plans and Principal Observations	This is occurring with fidelity.

Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps

MID-YEAR DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms? 	<p>Discussions regarding our literacy goal included how to increase the focus of students who are working on Lexia, which would increase rigor. Using two assessments showed consistency between our fluency data and comprehension data, with only a few variances. During data meetings we use several measure: Aimsweb, Performance, Teacher/Parent input. Teachers just beginning to use Success for All want more training to increase their skill, which will increase rigor. Other teachers are finding Success for All effective for core reading, and have supplemented it well with iTalk fluency, videos for phonics, and other means.</p>	<p>Developing</p>

Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Continue with Targeted Lexia/i-Talk	LA Teachers 2-8	Weekly	Schedules	Excellent consistency
Continue with Elementary Library	Teri Gentry	Weekly	Sign-in sheets	Demonstrated Student excitement each week
Add Iditaread in March	Teri Gentry	March	Student Chart	Completed successfully
Continue SFA K-6	Elem teachers	Daily	Lesson Plans/Observations	Excellent consistency
Continue Secondary Choice Reading	Secondary teachers	Daily	Schedules	Excellent consistency

EOY DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none">- In what ways do our instructional strategies create rigor in the classroom?- How well does do our metrics measure student performance?- Is student growth and success determined through multiple measures of learning?- What steps might we take to increase the rigor of our classrooms?	<p>We are using technology successfully to support literacy. In addition, we are using Success For All and the strategies that cause students to need to cite evidence and work collaboratively. We feel our literacy strategies at school are sound, and always have room for improvement. It would be good to try to increase reading time at home. The use of multiple measures was confusing, as testing is different at the various grade levels, especially in a K-12 school. Our achievement of 61% of students reading in the average range per Aimsweb is exciting, as it has an upward trajectory with an increase of 1.1% over 2016-17. We are excited, and although we can not measure growth in the same way through student projects as we can on testing, we see an increase in students' reflections and thinking in the work they achieve through our personalized learning efforts. Moving forward, more training in Success for All for new teachers would be important, and more focus on literacy effectiveness during in-services might be effective as well. Strengthening core instruction while supporting it with technology would be a beneficial direction.</p>	<p>Advancing</p>
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Kenai Peninsula Borough School District



SMART Goal for Strategy #2

Nanwalek

Area of Focus #2: Relevance: Experience a personalized learning system.

Strategy #2: Students will experience varied instructional strategies that target individual strengths and interests of each learner.

Step 1: Write a SMART Goal in the space provided below for this strategy

Example:
 By the end of 2017-18, instructional staff at Nanwalek School will have participated in seven professional development sessions related to our personalized learning explorations.

Step 2: Give detail to the SMART Goal by completing the actions bank below

Action Steps: <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	Owner: <i>Who is responsible for leading or coordinating this action step?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?</i>	Results: <i>Share results, observations, comments, etc.</i>
Survey Staff with Education Elements Rubric	Teri Gentry	September 15	Compiled Surveys	Completed. Results indicated staff is diverse in approaches to personalized learning, but we all teachers have classroom structures that support them.
Collaborate to brainstorm current practices for personalized learning	Instructional Staff/Teri Gentry	First Quarter	Document of school inventory of personalized learning strategies	Completed. Created document, posted in staff room, manually add to it as we learn more strategies.
Book Talk/Nanwalek & Port Graham	Devin Michel	May 4	Agendas/Discussion Notes	Have completed activities from the book Go Blended during three Early Release days, and 4 in-service days: In-services on 11/18, 10/20, 10/27, and 12/22, 2/9, 3/9. Early Release days on 9/13, 10/25, and 11/17. Continued on 2/7/18, 4/23/18, 5/2/18. During all of these sessions, instructional staff (not just teachers) worked on exploring resources that relate to blended/personalized learning, and concepts from the book Go Blended.

Explore Education Elements Resources	Leadership Team: Nancy Kleine, Colby Way, Teri Gentry	May 4	Notes on collaborations regarding application to strategies in Nanwalek/Port Graham classrooms	We have started this, and will continue. 5.15.18: We focused on many resources this year, and it would be good to continue this next year.
PD with Apple Educators focused on instructional strategies to personalize learning	Leadership Team: Nancy Kleine, Colby Way, Teri Gentry	October 31	Archives of student projects Schedule	During week of October 23-27, Apple Educators provided coaching for veteran teachers and customized learning for all new staff. High school students worked on an archeology project with Apple Educators at the museum, archiving projects.

Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps

MID-YEAR DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Relevance Goal: Experience a personalized learning system.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do we create a flexible instructional model that meets the needs and interests of each learner? In what ways might we improve? - How do we help our students to develop healthy lifestyles and make healthy choices? - How can our school better engage families and leverage resources beyond the classroom? 	Staff discussed our progress this fall, and we feel we are further along with personalized learning than we estimated at the beginning of the year. This became apparent through our study of the book Go Blended, when we realized we are already doing much of what is suggested in the book. We will continue our exploration and expansion of personalized learning professional development during second semester.	Advancing

Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Create technology rubrics for each classroom	Teachers	December 22	Rubrics	Teachers created rubrics for their classrooms.
Explore wide range of personalized learning strategies through collaborations	Teachers	February 7, 9, March 9, 28, May 2	Agendas/Products	Collaborations were highly successful, and teachers added to their repertoire of personalized learning strategies during all sessions, with May 2 acting as a reflection of accumulated learning as well as a look-ahead wish list.
Book Talk with new book	Devin Michel & Nancy Kleine	February 7, 9, March 9, 28, May 2	Agendas/ Action Items	Book Talk was woven through all Early Release collaborations this year, with a focus on Go Blended, and parts of other district-provided books incorporated in part.
PD with Apple Educators focused on personalized learning strategies	Leadership Team: Nancy Kleine, Colby Way, Devin Way, Teri Gentry	April 16-20, 2018	Schedule	Apple Educators joined Nanwalek staff during Sea Week, April 16-20, and demonstrated how to create cuisine videos, books using the apps Clips (created a Sugt'stun book), coding activities with robots called Spheros, and a documentary book from Book Creator. All of these strategies can be used in multiple ways within classrooms.

EOY DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<p>Relevance Goal: Experience a personalized learning system.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do we create a flexible instructional model that meets the needs and interests of each learner? In what ways might we improve? - How do we help our students to develop healthy lifestyles and make healthy choices? - How can our school better engage families and leverage resources beyond the classroom? 	<p>We have created multiple flexible learning environments, especially through the use of technology (1:1 iPad initiative). Many of the strategies we have learned allow students to follow their own interests within the classroom, in the community, and outdoors. Workflow support for teachers is an area that needs to be embellished. Canvas training for teachers at varying stages of understanding would strengthen the ability to have workflow systems for personalized learning.</p> <p>We have included a lot of healthy relationships learning this year, particularly for secondary students, with visits from Rec Room, and speakers on the topic of substance mis-use. Elementary students have had increased support from the nurse, with private conversations. Middle School students had hygiene presentations from the nurse that were helpful. Having elders and community members join in substance mis-use conversations was highly effective.</p> <p>Nanwalek School is constantly seeking ways to make families and community comfortable in the school. Our potlucks at Thanksgiving and Sea Week are identified as being very successful at making people comfortable, and the Year-end picnic is also welcoming. Food is a culturally-responsive way to help people relax and build relationships, and more such opportunities could be incorporated with other school events.</p>	<p style="text-align: center;">Advancing</p>
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Kenai Peninsula Borough School District



SMART Goal for Strategy #3

Nanwalek

Area of Focus #3: Responsive: Be immersed in a high quality instructional environment.

Strategy #3: Develop a culture of continuous innovation within all schools across the district.

Step 1: Write a SMART Goal in the space provided below for this strategy

Example:
 By May 2018, Nanwalek Staff will publish an ebook that chronicles the three year partnership established with Apple ConnectED technology initiative.

Step 2: Give detail to the SMART Goal by completing the actions bank below

Action Steps: <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	Owner: <i>Who is responsible for leading or coordinating this action step?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?</i>	Results: <i>Share results, observations, comments, etc.</i>
PD with Apple Educators	Nancy Kleine, Teri Gentry	October 23 -25	Scheduled meeting 10/25 Collaboration Notes	Meeting occurred with Apple, District, Nanwalek IRA Council, Nanwalek Site Based Council. Draft of book was unveiled and discussed.
Nanwalek ConnectED Story Chronicled	Nancy Kleine, Meredith Davis	May 4	Product (likely e-book)	Ebook is in draft form, nearing completion. Target date is January 22.
Independent PD Trainings offered through ConnectED	Teachers	May 4	List of PD sessions attended	Teachers have independently taking coding classes, Apple Classroom trainings, and have worked on online modules through Apple Teacher classes.
iBooks Author professional development	Nancy Kleine, Meredith Davis	Fall semester	Notes/Use of iBooks Author for published eBook	Completed; iBooks Author is being used for eBook about Nanwalek's ConnectED Journey.
Technology demonstrations at Staff Meetings	Penny Bearden	1x/month	Minutes	This has occurred, but with everyone sharing what they have learned.

Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps

MID-YEAR DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs? - What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice? - Does our school foster a culture of innovation? What steps might we take to better support such a culture? 	<p>We have been very successful with this goal. The book has been written and graphics built within iBooks Author. The first draft was shared through a collaboration with Apple, District Administration, Nanwalek IRA Council, Nanwalek Site Based Council, students, and staff. Community members have contributed photos, videos, and graphics. We will complete this phase of the book in December, and will look to January for beginning the process of publication.</p>	<p>Advancing</p>

Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Complete the manuscript	Nancy Kleine	December 29, 2017	Completed Book	Manuscript was completed Feb. 1, 2018
Complete the graphics	Meredith Davis	December 29, 2017	Completed Book	Graphics were completed Feb. 1, 2018
Send to Apple for Review	Nancy Kleine	December 29, 2017	Google Drive Submission	Apple Review was successful, provided feedback
Make decisions about publication	Nancy Kleine, Meredith Davis, Pegge Erkeneff	January 31	Notes	Ahead of schedule, and made decision to publish by February 15
Publish Book	Nancy Kleine	February 15, 2018	Publication	Book was submitted to iBooks, and was approved for publication on 2/25/2018

EOY DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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Responsive Goal: Be immersed in a high quality instructional environment.
Key Discussion Questions:
- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?
- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?
- Does our school foster a culture of innovation? What steps might we take to better support such a culture?

This eBook documents the many ways that we have used technology to personalize learning by providing flexible learning environments, and help students build strong, positive relationships within the school and throughout the community. projects have also done this, when students have videotaped local community members cooking for Native Cuisine videos, or interviewed elders about artifacts at the Nanwalek museum. Teachers are learning along with students, which models learning as a lifelong goal. The staff use a large repertoire of instructional strategies to meet the needs of students, customized for the range of learners K-12, and within each grade. Accommodations are made for every student as needed. We need to support our staff in continuing forward with the momentum of the last three years, and a transition plan is in place to support the incoming administrator. The current administrator and Apple educators, as well as members of the current staff, will help to keep personalized learning going and deepen it in coming years. Our school is a model of a culture of innovation, and one of the best things we do is regard our local paraprofessional staff with high regard as instructors. Many of our initiatives stem from their ideas, as they work as cultural guides to teachers who are not originally from Nanwalek. We can strengthen that by always continuing to get more community members involved in the school, and get more students involved in the community through service projects, work study, and researching their history, culture, and language.

Advancing