

School Improvement Plan, Part B: SCHOOL QUALITY FACTORS		LEARN & SHARE	EXAMINE & PLAN	ACT & EVALUATE
CLEAR VISION	<ul style="list-style-type: none"> • Mission and Vision: <ul style="list-style-type: none"> ○ Learner – centered ○ Leader-oriented • Input from all stakeholders Staff, administration, community 	<p><i>SURVEYS:</i></p> <ul style="list-style-type: none"> • Staff Survey Sep. 2017 • Parent Survey May 01, 2018 • Student Survey May 16, 2018 <p><i>INVENTORIES:</i> <i>Current Vision and Mission Statements</i> <i>Draft of School Improvement Plan and Goals 2018-19 (Teaching & Learning, Operations, School Culture)</i></p> <p><i>OBSERVATIONS:</i></p> <ul style="list-style-type: none"> • Invite Tribal Council Members and Interim Board to School Improvement Work Sessions • Core Values Framework • Cultural Relevant Ideas 	<p><i>DIAGNOSTICS:</i></p> <ul style="list-style-type: none"> • Mission and Vision relates to culture, data, resources, instruction and expectations. <p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • Revisit Vision & Mission Statements • Translate into Hopi & Navajo • Include all stakeholders • Village/ Chapter Visits • PAC Meetings • New Staff Orientation • Senior Centers • Inclusive of student participation 	<p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • Integrate changes to Vision and Mission, develop Values and modify Curriculum as necessary • Pre- and Post- school wide survey and needs assessment
PRIORITIES	STEPS	PERSON (S) RESPONSIBLE	TIMELINE	EVIDENCE OF COMPLETION
<ol style="list-style-type: none"> 1. Develop Values 2. Revisit the Vision 3. Revisit the Mission 4. Improve shared governance 5. Address long-term planning 	<ol style="list-style-type: none"> 1. Visit Hopi Cultural Agencies for input on Values, Mission & Vision 2. Visit Senior Centers and villages for input on traditional Hopi/Navajo Values, Mission, & Vision 3. Visit Tribal Council 	<p>➤ School Leadership Team & AdvancED Committee: Fredericks, Naha, Carpenter, Irwin, Talashoma, Poleahla, Martin, Lomakemas, Honyouti, Largo, Board, Community</p>	<p>➤ Steps 1, 2, and 3 completed by July 30th</p> <ol style="list-style-type: none"> a. June 13 visit the Cultural Preservation Office b. June 27-28 Senior Center c. July 11 Tribal Council/ Interim Board 	<ol style="list-style-type: none"> 1. Core Value Framework 2. Drafted Vision Statement 3. Drafted Mission Statement 4. Approved School Goals 2018-19 5. 2-year School Improvement Plan 6. Draft 5-year Strategic

	<p>and Interim Board for input, Mission, & Vision</p> <ol style="list-style-type: none"> 4. Staff orientation, revisit mission, vision, and develop values from list developed by previous stakeholders (elders, council, board, tribal agencies) 5. Student Input the first week of school. 6. Revise and amend Vision and Mission Statements. 7. Update and meet in assigned AdvancED sub-committees. 8. Committees address critical learner-centered needs according to SQF scope and priority. 		<ul style="list-style-type: none"> ➤ Step 4 completed by August 03 ➤ Step 5 completed by August 09 ➤ Step 6 by July, 2019 ➤ Step 7 by November, 2018 ➤ Step 8 ongoing ➤ <i>FINAL DEADLINE: July 2019</i> 	<i>Plan</i>
SCHOOL QUALITY FACTORS		LEARN & SHARE	EXAMINE & PLAN	ACT & EVALUATE
HEALTHY CULTURE	<ul style="list-style-type: none"> • Safety • Relationships • Collaboration • Diversity • Communication • Trust • Commitment 	<p><i>SURVEYS:</i></p> <ul style="list-style-type: none"> • School Climate and Culture Survey for Staff –Sep. 2017 <p><i>INVENTORIES:</i></p> <ul style="list-style-type: none"> • Parent Summit – Nov. 2017 • Youth Summit – Nov. 2017 • Professional Development Calendar • AVID College & Career Readiness System 	<p><i>DIAGNOSTICS:</i></p> <ul style="list-style-type: none"> • Data Dashboard <p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • School wide professional development on AdvancED, safety procedures, and awareness on mental health issues • School wide Professional Development on cultural 	<p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • Revise Student Parent Handbook especially discipline with input from all stakeholders • Ensure all staff are on AdvancED sub-committees • Identify and arrange activities, events, celebrations and

		<ul style="list-style-type: none"> • Emergency Plan (COOP) • SCAN • Full Inclusion- Special Education • Gifted and Talented • National Honor Society • JROTC • Hopi to Harvard Program • Dual Enrollment/ Talon –NPC • Parent Advisory Committee • Academic Awards • Athletic Awards • Student Honor Roll trips • Parent Newsletter • Student Parent Handbook <p><i>OBSERVATIONS:</i></p> <ul style="list-style-type: none"> • Have multiple resources to draw from in this area to demonstrate compliance • Blind spots? • Increased transparency in decision-making processes • Need more staff meeting in positive relationships 	<p>relevancy</p> <ul style="list-style-type: none"> • Beautification projects • Develop a system and hire qualified personnel for advanced counseling services • Developing sub-committees to focus on each SQF • Investigate option of a PBIS System • Visit and form partnerships with Native American model schools (SFIS/ NACA) as well as local universities • Staff, parents and student developed activities to promote positive school culture • Re-establish Staff Recognition Events • Performance pay and incentives • Communicate safety protocols • Incorporate core values into overall school culture • Teacher Mentorship Program • Student-Peer mentorship program • Increase Afterschool Activity opportunities 	<p>Professional Development for Staff, Parents, and Students</p> <ul style="list-style-type: none"> • School-wide Customer Service and Interpersonal Communication Training • Establish parent, student, and staff support, academic advisement and mentorship programs • Conduct surveys school-wide • Implement Student-driven afterschool activities program
PRIORITIES	STEPS	PERSON (S) RESPONSIBLE	TIMELINE	EVIDENCE OF COMPLETION
<p>1. Improving campus-wide communications</p> <p>2. Developing sub-</p>	<p>1. Generate a list of everyone in each department and strategically place</p>	<p>➤ SLT & AdvancED Committee: Fredericks, Naha, Carpenter, Irwin, Talashoma, Poleahla, Martin, Lomakemas, Largo,</p>	<p>➤ Step 1 list and sub-committees will be generated by July 30</p> <p>➤ Step 2 will be addressed</p>	<ul style="list-style-type: none"> • <i>Sub-committee list</i> • <i>Sub-committee monthly reports</i> • <i>School-wide Surveys</i>

<p>committees to focus on each SQF</p> <p>3. Conduct pre- and post surveys</p> <p>4. Creating Trust through shared governance</p>	<p>in (7) SQF sub-committees</p> <ol style="list-style-type: none"> 2. Set up a system for facilitating committees, sharing information and reporting data: logistics, process, forms, meeting space, norms, goals and objectives 3. Utilize PD days to meet throughout the school year 4. Utilize School Leadership Team to monitor, collect data and maintain focus. 5. Revise Student/Parent Handbook. 6. Make available trust-building activities; inspirational training moments. 7. Bi-weekly meetings with Principal and Faculty. 8. Weekly PLC's by department. 	<p>Greer, Cronin, Honyouti; Navakuku, T.Honani; Dr. Berbeco, IDEA Director; Board</p>	<p>by July 18</p> <ul style="list-style-type: none"> ➤ Step 3 ongoing SY2018-19 ➤ Step 4 ongoing SY2018-19 ➤ Staff Surveys will be conducted at Orientation July 30 -Aug. 03 ➤ Parent Survey at PTC Sep. 12-13 ➤ Student Surveys on the 1st Week of School Aug. 06-09 (Assembly Schedule) <p>Step 5 by August 2018. Steps 6,7,8 ongoing throughout 2018-19 school year.</p>	<p><i>targeted at 70% (Most)</i></p> <ul style="list-style-type: none"> ● <i>Monthly Newsletter</i> ● <i>Superintendent emails</i> ● <i>Board minutes</i> ● <i>Stipend/Budget Open Review with faculty</i> ● <i>Professional Learning Committees</i> ● <i>Revised Student Parent Handbook</i>
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SCHOOL QUALITY FACTORS		LEARN & SHARE	EXAMINE & PLAN	ACT & EVALUATE
HIGH EXPECTATIONS	<ul style="list-style-type: none"> • Rigorous Coursework • Accountability: <ul style="list-style-type: none"> ○ Learners ○ Teachers ○ Staff ○ Leadership • Feedback 	<p><i>SURVEYS:</i></p> <ul style="list-style-type: none"> • Native Culture and Language Learning • Quarterly Student Evaluation/ Feedback • Senior Exit Survey <p><i>INVENTORIES:</i></p> <ul style="list-style-type: none"> • AVID College & Career Readiness System • Gifted and Talented • National Honor Society • JROTC • Hopi to Harvard Program • Dual Enrollment/ Talon –NPC • Parent Advisory Committee • BT EEI (Essential Elements of Instruction) • Close-Up program • STEM-PBL curriculum <p><i>OBSERVATIONS:</i></p> <ul style="list-style-type: none"> • Develop instruction and effective lesson planning • Terminology – Consistency/Common Language • Backward Design • Textual Complexity • PLD – Performance Level Descriptors • Depth of Knowledge/Costa’s Higher level questions. 	<p><i>DIAGNOSTICS:</i></p> <ul style="list-style-type: none"> • Ensure students take the PreACT, PLAN, ACT, ASVAB, AZCAN, Galileo, EmpowerPro, Beyond Textbooks CFA’s. <p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • Consistency in weighting honors and NPC courses • Adopt an Evaluation tool for instructional staff, which includes resources and training • Showcase college and career opportunities throughout the school year • Utilize the ELEOT • Consider Standards-based grading system • Developing criteria for honors/dual enrollment courses and enrichment programs • Access to tutoring, resources, and support for ALL students (Achieve 3000) • Devise a Curriculum and an Honors Curriculum • Develop instructional coaches and reading specialists • Ensure teachers follow SPED Policies and IEP Requirements • Academic Counseling 	<p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • Create course curriculum (Horizontal and Vertical) • Align scope and sequence 7-12 grades • Communicate expectations to community • Establish post-secondary graduation data • Establish Bruin Alumni Association • Partnerships with college, careers, and community agencies

			Department Career Plan <ul style="list-style-type: none"> • Implement Service Learning Component • Expand AVID: Cornell Notes, Socratic Seminar (Phases) • WICOR-izing Lesson Plans • Administrators (Principals) collaborate and ensure consistency of academic program (Curriculum, Testing, PD, School Improving and Teacher Evaluation) 	
PRIORITIES	STEPS	PERSON (S) RESPONSIBLE	TIMELINE	EVIDENCE OF COMPLETION
1. Update Core Subject Curriculum 7-12	<ol style="list-style-type: none"> 1. Identify and partner with Curriculum Consultant to guide 2. Look at old curriculum 2010: Safety Net Standards / Scope & Sequence/ 3. Skills per grade level: Compare BT & 2010 Curriculum 4. Curriculum work sessions thru the summer: English, Math, Science, Social Studies 5. Weekly SLT Meetings 6. Weekly Department meetings 	School Leadership Team: Fredericks, Naha, Carpenter, Lomakema, Talashoma, Irwin, Poleahla, Martin, Honyouti	<ul style="list-style-type: none"> ➤ Step 1- by June 06 ➤ Step 2- Summer 2018 ➤ Step 3- Spring 2019 ➤ Step 4- ongoing ➤ Steps 5-6 Ongoing SY2018-19 ➤ Report to Interim Board on August 15 	<ul style="list-style-type: none"> ➤ <i>October 12th- 1st quarter curriculum complete</i> ➤ <i>Draft English, Math, Science, and Social Studies Curriculum by Spring Break</i> ➤ <i>Final Draft Summer Break 2019</i>
2. Teacher Evaluation Model	<ol style="list-style-type: none"> 1. Research and determine the best evaluation models: Marzano, Silver, Danielson, etc 2. Organize 	School Leadership Team: Fredericks, Naha, Talashoma, Irwin, Martin, Poleahla, Carpenter, Lomakema's, Honyouti; Dr. Berbeco.	<ul style="list-style-type: none"> ➤ Step 1- by December ➤ Steps 2-3 Spring 2019 	<ul style="list-style-type: none"> ➤ <i>Selection of an Evaluation Tool</i> ➤ <i>Pilot tool on select teachers.</i> ➤ <i>Teachers evaluated using tool SY2018-19</i>

	<p>Training/Webinars</p> <p>3. Send Administrators to Training</p>			<p>➤ <i>Embed in Professional Development Schedule/ Plan</i></p>
SCHOOL QUALITY FACTORS		LEARN & SHARE	EXAMINE & PLAN	ACT & EVALUATE
IMPACT OF INSTRUCTION	<ul style="list-style-type: none"> • Monitored Progress • Data Driven <ul style="list-style-type: none"> ○ Formative ○ Summative • Perception 	<p><i>SURVEYS:</i></p> <ul style="list-style-type: none"> • Senior Exit Survey • School Climate Survey for Student and Staff • Data Dashboard • Staff Climate Survey- In-House • ELEOT <p><i>INVENTORIES:</i></p> <p>BT EEI Teacher evaluations Lesson Plans Math Circles</p> <p><i>OBSERVATIONS:</i> Develop instruction and effective lesson planning. Collaborative opportunities Engagement/service learning PBL – project based learning Authentic assessment Tutoring</p>	<p><i>DIAGNOSTICS:</i></p> <ul style="list-style-type: none"> • Galileo, Beyond Textbooks, EmpowerPro, ACT, PreACT, PreNaviance, National Student Clearinghouse <p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • Administering: planning and consistency of testing procedures (Test Schedule) • Administer STAR quarterly in Reading and Math • Implement RTI –Reteach and Enrich (BT) - weekly • Data Analysis at Department Meetings • Develop SMART Goals based on pre-assessment data (Galileo, EmpowerPro, ACT) • Improve student data-collection systems • Develop a structure and schedule for reteach and enrich portion • Implementing instructional coaching strategies • Develop and define a tutoring program • Student Learning and Achievement incentives 	<p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • Determine Testing Procedures in August • Training for Department Heads in instructional coaching methodology • Training on utilizing data to drive instruction, AVID • Arrange time and facilitate training sessions and meetings • Visit model schools • Review and align assessments to the curriculum • Tutoring: Implement Protocol, and Schedule

			<ul style="list-style-type: none"> Develop Remediation programs for Reading and Math areas 	
PRIORITIES	STEPS	PERSON (S) RESPONSIBLE	TIMELINE	EVIDENCE OF COMPLETION
1. Testing Procedures and Scheduling	<ol style="list-style-type: none"> Create Test Schedule Coordinate procedures and test dates Preparing and education Students on test taking strategies 	School Leadership Team: Fredericks, Carpenter, Lomakemas, Talashoma, Irwin, Honyouti	<ul style="list-style-type: none"> Steps 1 and 2 by July 30 Step 3 Ongoing SY2018-19 	<ul style="list-style-type: none"> <i>Academic Calendar with Assessment Dates, Reteach and Enrich</i> <i>Counseling Department Test Taking Strategies Seminar Fall 2018 and Spring 2019</i>
2. Reteach and Enrich 3. Develop comprehensive Tutoring Program	<ol style="list-style-type: none"> Create Reteach and Enrich schedule. Coordinate logistics and personnel. Utilize data to separate students for reteach or enrich. Develop targeted lesson plans in weekly PLCs. Develop Tutoring expectations and schedule 	School Leadership Team; All Faculty	<i>Step 1 and 2: by December 21, 2018</i> <i>Step 3: January 2019</i> <i>Step 4 ongoing Spring 2019</i> <i>Step 5 September 2018</i>	<i>Approved School Schedule</i> <i>Lesson Plans</i> <i>EmpowerPro Lexile Indexes</i> <i>Tutor Schedule</i>
SCHOOL QUALITY FACTORS		LEARN & SHARE	EXAMINE & PLAN	ACT & EVALUATE
RESOURCE MANAGEMENT	<ul style="list-style-type: none"> Materials Personnel Services Allocation Leveraged for Outcomes 	<i>SURVEYS:</i> <i>Resources Survey: Customer Satisfaction, Departmental, Parent/student</i> <i>INVENTORIES:</i>	<i>DIAGNOSTICS:</i> <i>Emergency Plan</i> <i>STRATEGIES:</i> <ul style="list-style-type: none"> HJSHS Policy and Procedures HJSHS Faculty Handbook 	<i>STRATEGIES:</i> Revisit HJSHS Policy and Procedures Compile a Resource Binder/Web page for Faculty Information including the Faculty

		<p>School-wide Budget Organizational Chart HJSHJS Student Parent Handbook Data Dashboard School Web Page Library Technology Labs Textbook Inventory Athletics Inventory Science Labs Inventory Visual Arts Inventory Backup Generator CTE Equipment School Fleet NASIS Student Parent Notification Staff Orientation Mentorship for new staff</p> <p><i>OBSERVATIONS:</i> IDEA department understaffed No orientation pamphlet Technology plan out of date</p>	<ul style="list-style-type: none"> • Inventory System for Classroom • Central Checkout for Textbook and Technology in Library • Teacher Incentive/Recruitment/Retention • Revised Salary Schedule • Academic Departmental Budget at beginning of year • All School Budget communicated during Orientation • Revisit Textbook adoption process or cycle • Technology Plan • NASIS Training on specific feature regarding parent notification, parent portal, data collection and reporting, and communication for teachers to parents • Student NASIS Access to grades and attendance • Student Parent handbook update communicated to stakeholders when finalized • Staff orientation that provides relevant information • Develop a mentorship program for new employee • Formulate Summer school program and personnel 	<p>Handbook, Discipline Matrix, Student Parent Handbook, Forms, AdvancED Info, Evaluation Info, PD Schedule, Academic Calendar: Testing/Athletics/Celebrations/Assembly</p> <p>Implement a central inventory system for all supplies, material and equipment</p> <p>Identify inter-departmental budget and procedure for teacher use within academic departments</p> <p>Communicate school-wide budget to all staff and stakeholders.</p> <p>Interdepartmental meetings to determine textbook adoption cycle</p> <p>Develop a Technology Plan</p> <p>Utilize NASIS features for school improvement</p> <p>Share Student Parent Handbook, include on website</p> <p>Provide a mentorship program for new staff</p>
PRIORITIES	STEPS	PERSON (S) RESPONSIBLE	TIMELINE	EVIDENCE OF COMPLETION

<p>1. Budget 2. Organization Chart 3. Staff Orientation/ Mentoring Program</p>		<p><i>Patrick Secakuku, Dakota Francis, Cindi Colateta, Maxine Silas, Guy Lomayestewa; Latoyia Largo; Board, Dr. Berbeco Principals Fredericks and Naha;</i></p>	<p>1 & 2. August 2018 ongoing</p>	<p>School Budget Organizational Chart Agenda for Staff Orientation Week</p>
<p>SCHOOL QUALITY FACTORS</p>		<p>LEARN & SHARE</p>	<p>EXAMINE & PLAN</p>	<p>ACT & EVALUATE</p>
<p>EFFICACY OF ENGAGEMENT</p>	<ul style="list-style-type: none"> • Pedagogy • Variety • Communication • Community 	<p><i>SURVEYS: Parent Perception School Climate</i></p> <p><i>INVENTORIES: BT EEI Best Practices: Differentiated Instruction Training Parent and Youth Summit Parent Teacher Conferences Parent Night PAC Parent Newsletter Native American Week Academic and Athletic Recognition AVID, STUCCO, NHS, JROTC service learning experiences Community Feasibility Studies/TED Grant MOUs/MOA with Behavioral Health, NPC, Food Services, and Teen Clinic Graduation and Promotion Monthly School Calendars Summer lunch program Data Dashboard BRIDGE program with Elementary Schools Senior Night/Athletics Nights Honor Roll and Attendance Recognition</i></p>	<p><i>DIAGNOSTICS: Student Enrollment Galileo, ACT</i></p> <p><i>STRATEGIES: Provide BT EEI training to engage students' learning Events Calendar Dissemination of Newsletter and program information Advance planning and organization of events initiated by committee with BUDGET PAC to develop monthly parent activities Bring in community speakers in the classroom that are embedded in lesson plans with clear goal Program/Clubs with goals and objectives for planning and budgeting purposes Parent training Annual report that documents program information at end of year Budget justifications for all programs</i></p>	<p><i>STRATEGIES: Engage students using EEI Training Parents to help students: parenting skills, Homework, financial aid Evaluation surveys for events and programs to measure effectiveness Participation sign-in sheets Inform stakeholders on BT Submit an annual report that documents program information at end of year to serve a greater purpose (electronically archived)</i></p>

		Staff years of service Coffee Shop <i>OBSERVATIONS:</i>		
PRIORITIES	STEPS	PERSON (S) RESPONSIBLE	TIMELINE	EVIDENCE OF COMPLETION
<p>1. Improve communication with Hopi community.</p> <p>2. Update Student Parent Handbook to reflect new policy and procedures</p>	<p>1. Involve community in drafting Vision and Mission statement</p> <p>2. Consistent PAC meetings and survey collection</p> <p>3. Write and distribute HJSHS Monthly Newsletter. Marquee Postings</p> <p>4. Revise Student Parent Handbook</p>	<p><i>SLT, Principals Fredericks and Naha; L. Largo; Navakuku; Greer; Cronin.</i></p>	<p><i>Step 1 Summer 2018</i></p> <p><i>Step 2 ongoing</i></p> <p><i>Step 3 by December, 2018</i></p> <p><i>Step 4 by August, 2018</i></p>	<p><i>Vision and Mission Statements</i></p> <p><i>Perception Surveys by Parents and Staff</i></p> <p><i>Climate Surveys by Parents and Staff</i></p> <p><i>Monthly Newsletter</i></p> <p><i>Minutes from PAC meetings</i></p> <p><i>Student Parent Handbook</i></p> <p><i>Honor Roll Assembly</i></p>
SCHOOL QUALITY FACTORS		LEARN & SHARE	EXAMINE & PLAN	ACT & EVALUATE
IMPLEMENTATION CAPACITY	<ul style="list-style-type: none"> • Deliberate Action • School Improvement <ul style="list-style-type: none"> ○ Instructional Pedagogy ○ Instructional Outcomes ○ School Culture 	<p><i>SURVEYS:</i></p> <p>School Culture and Climate for Staff</p> <p>Senior Survey</p> <p>Student ELEOT</p> <p>Parent Survey</p> <p><i>INVENTORIES:</i></p> <p>BT EEI</p> <p>Best Practices: Differentiated Instruction</p>	<p><i>DIAGNOSTICS:</i></p> <p><i>National Clearinghouse Results</i></p> <p><i>STRATEGIES:</i></p> <ul style="list-style-type: none"> • Revisit the Organization Chart • Develop comprehensive school improvement plan for SY2018-19 • Develop five (5) Strategic Plan 	<p><i>STRATEGIES:</i></p> <p>Share Best Practices.</p> <p>Data Analysis work sessions.</p> <p>Submitted Reports from Programs/Clubs.</p> <p>Draft School Improvement Plan.</p> <p>Comprehensive Annual Report submitted.</p> <p>Teacher Evaluation</p>

		<p>BIE requirements AdvancED recommendations School Improvement Plan 2017-18 School Improvement Plan 2018-19 Professional Development Schedule</p> <p><i>OBSERVATIONS:</i></p> <p><i>Need to be consistent in shared governance throughout all departments in the institution. Need to collaborate with all staff on continuous improvement and strategic plans.</i></p>	<ul style="list-style-type: none"> • Review Data and make changes to instructional programs based on results • Comprehensive Needs Assessment • Create a Timeline of Implementation • Annual Report developed • Teacher Evaluation researched and recommendations to the SLT and School Board • Professional Development for Teachers: Evaluations, PLC, DI, EEI, PLD, Data, Reteach, Interventions, and culture • Greater cultural awareness: displays/branding/showcase artwork/murals/Hopi language • Constant feedback • Utilize Hopi culture in discipline 	<p>adopted and school Board approved. Timeline developed and shared with school community. PD schedule developed and distributed at Orientation for the fall. School Culture and Climate Survey for Parents during PTD. Classroom walkthroughs: weekly data, PBIS, wall information. College and career celebrations. Bruin Alumni, pennants, teacher's alma mater. Values incorporated: banners, signs, artwork. Mission and vision stated in meetings. Message in Hopi: word of the day, video.</p>
PRIORITIES	STEPS	PERSON (S) RESPONSIBLE	TIMELINE	EVIDENCE OF COMPLETION
<p>1. Develop a school Improvement Plan SY 2018-19</p> <p>2. Develop a 5-year strategic plan.</p>		<p><i>Navakuku, Greer, Cronin, Laban, Dempsey-Jim, IDEA Director, Berbeco, AdvancED team; SLT (School Leadership Team), Admin Team.</i></p>	<p><i>August 2018</i></p> <p><i>August 2019</i></p>	<p><i>School Improvement Plans A & B</i></p> <p><i>Proposed 5-year Strategic Plan</i></p>

