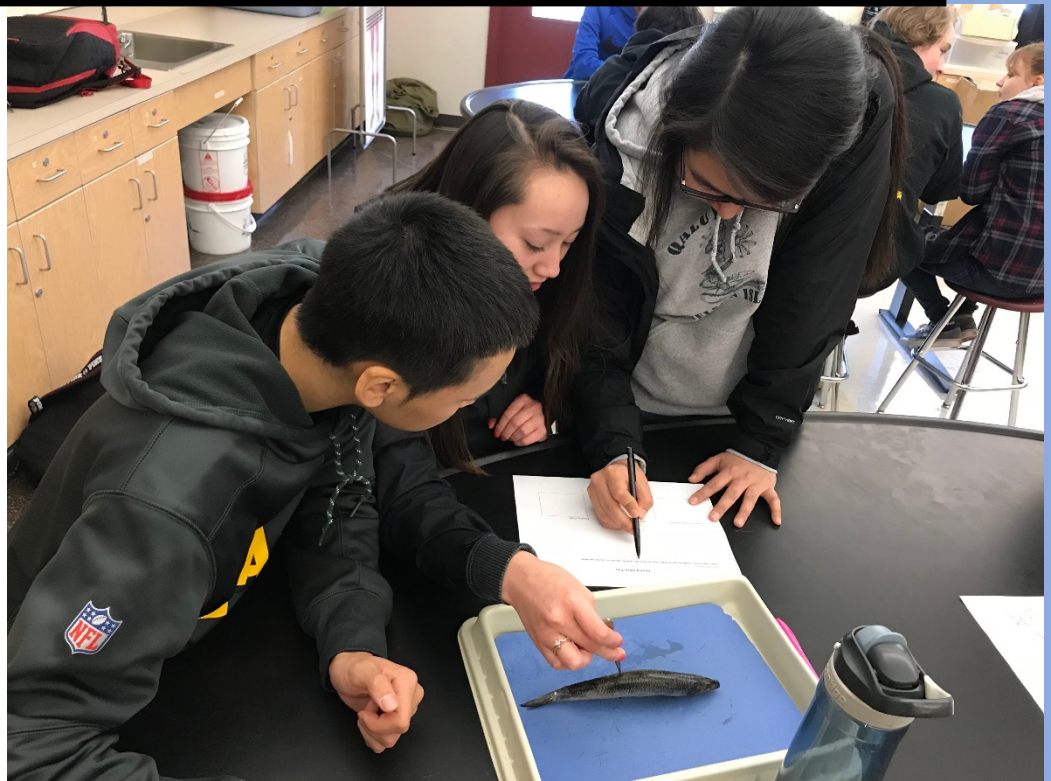


2020-24

Mt. Edgecumbe Strategic Plan



Meeting Alaska Education Challenge

Mt. Edgecumbe High School

10/13/2020

Mt. Edgecumbe High School

Strategic Plan aligned with Alaska's Education Challenge

In 2019-20, MEHS set out to develop this strategic plan.

The Advisory Board guidance included:

1. Align MEHS strategic plan to the Alaska Education Challenge.
2. Provide a format that allows the next strategic plan to be a review/revision
3. Work toward a concise plan

To honor the past strategic plan, an effort was made to include the goals listed in the previous plan—these are mostly in the prioritized strategies listed.

This plan represents a compilation of meaningful work from past efforts, ongoing school improvement process, needs assessments aligned with special funding, and a vision to meet the goals of the Alaska Education Challenge.

This document is designed to be a living document, with updated data annually.

The strategic plan is officially adopted for a period of four years, 2020-2024. However, it is purposefully written in a format to allow for annual updates and future plan revisions.

The data in this plan is intended to represent ongoing needs assessment for student achievement. With this purpose, much of the data is desegregated for targeted subgroups.

The prioritized strategies in this plan are intended to guide action and resources

Our Mission



To provide a challenging, unique education in a residential setting that values rich cultural diversities and traditions, inspiring Alaskan students to become successful, responsible, global citizens.

Alaska's Education Challenge Mission

An Excellent Education for Every Student Every Day

Our Vision

MEHS inspires students to:

- Discover and expand their talents with multiple innovative opportunities
- Develop their dreams
- Meet high expectations for learning and living
- Prepare for a changing world
- Form meaningful and long lasting relationships
- Learn from and appreciate one's own and other's culture
- Be ethical leaders

Alaska's Education Challenge Vision

All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Alaska Statute 14.03.015

Our Purpose

Mt. Edgecumbe High School is unique as the only state-run boarding school in Alaska. Historically, MEHS was run by the Bureau of Indian Affairs as part of the federal schools in Alaska serving Alaska Native students. It was closed by the BIA in 1984. Requests by Alaska families resulted in the state re-opening the school as a state-wide serving residential high school in 1986. MEHS is governed by Alaska State Statutes and designed to meet the needs of our unique state and the students we serve. MEHS is a public school and all Alaskan high school students are eligible to apply.

As a state-run boarding school, MEHS exists to extend equitable learning opportunities to all Alaskan students. With an emphasis, but not exclusiveness, to serve students from small Alaskan communities that may have limited high school delivery options, MEHS exists to:

Provide **comprehensive high school**

Provide **extended learning opportunities**

Provide **life, and leadership learning opportunities**

Build **college and/or career readiness**

Honor and connect cultures from across Alaska

Provide a safe environment and **foster the well-being of all**

Honor the legacy of MEHS, while **preparing students for an evolving future**

These purpose statements provide guidance for focus and continuous improvement.

Purpose statements were part of a staff process in 2016-17 in response to the strategic goal of having a strong consistent narrative about MEHS and its important role in Alaska



Measurable Targets

MEHS has identified four key areas for measurable targets for student outcomes. These align with three of the Alaska Education Challenge positive trajectories. Additionally, MEHS has articulated three institutional targets to guide system-improvement focus and culture.

MEHS Student Targets

Academic Growth

MEHS students will demonstrate an accelerated or on-track academic growth rate

Academic Achievement

MEHS students will demonstrate proficiency at the appropriate grade or post-secondary readiness level

College and Career Readiness

MEHS students will have a post-secondary plan and be prepared to successfully pursue that plan

Leadership and Well-Being

MEHS will participate in activities that promote well-being and leadership and will be prepared to positively impact their communities

Alaska's Education Challenge Positive Trajectories

Support ALL students to read at grade level by the end of third grade

Increase career, technical and culturally relevant education to meet student and workforce needs

Close the achievement gap by ensuring equitable educational rigor and resources

Prepare, attract, and retain effective education professionals

Improve the safety and well-being of students through school partnerships with families, communities, and tribes

MEHS Institutional Targets

MEHS students will experience a high-quality education that provides (1) equitable and nationally-comparable access to core standard education, (2) takes advantage of place-based experiences and cultural knowledge, and (3) maximizes the benefits of an integrated academic and residential support system.

MEHS students will benefit from a MEHS community that (1) serves as an extended family, (2) partners with families, tribes, home schools, and the community of Sitka, and (3) extends beyond graduation for a life-long network of support and leadership opportunities.

Students and staff will enjoy a safe, comfortable, and effective campus that enhances student learning and living.



Adopted by Advisory Board 12-2020

Student Targets

This section re-states each student target with **indicators** that are used to assess and monitor progress. These are listed under “what progress looks like” in alignment with the Alaska Education Challenge.

These **indicators** include the data that is used for School Wide School Improvement process. Some of the data includes data desegregated for Alaska Native/American Indian Students and Low Income students. This data is used to support school improvement decisions and target federal funds.

This deep dive into student data as part of an annual cycle of school improvement allows our strategic plan to be part of a living document that guides our school and meets the needs of many federal program requirements for needs assessment.

The **sidebar** for each target provides information on alignment with the Alaska Education Challenge.

The **prioritized strategies** list includes strategies to meet the stated goals as developed through prior strategic plans and annual school improvement processes and discussions.

Accomplished strategies remain important, but represent a prior stated strategy that has largely been met.

MEHS students will demonstrate an accelerated or on-track academic growth rate

What progress looks like

70% or our students will grow at an average or higher rate in Reading and Math for the schoolyear as measured by MAP. This represents the number (percent) of students who grow at an average or greater rate.

Our school will perform in the top 20% of schools nationwide in the amount of growth experienced by our students as measured by MAP. Schoolwide (SW) growth percentile compares the amount of growth shown by students compared to other schools.

Reading

Year	9 th	SW	10 th	SW	11 th	SW	12 th	SW
2019-20*	53%	88%	57%	94%	60%	97%	57%	97%
2018-19	64%	87%	68%	98%	67%	94%	46%	54%
2017-18	61%	81%	67%	98%	62%	92%	55%	79%
2016-17	60%	82%	51%	73%	64%	95%	32%	19%
2015-16	55%		58%	62%	54%	68%	49%	57%

* Fall to Winter used for 2019-2020 SY, no Spring data (COVID)

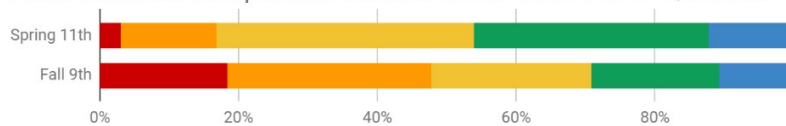
Math

Year	9 th	SW	10 th	SW	11 th	SW	12 th	SW
2019-20*	75%	99%	73%	99%	75%	99%	73%	99%
2018-19	83%	99%	73%	95%	76%	97%	49%	53%
2017-18	80%	99%	82%	99%	68%	99%	55%	95%
2016-17	72%	90%	52%	65%	64%	78%	41%	45%
2015-16	86%		82%	98%	60%	81%	56%	69%

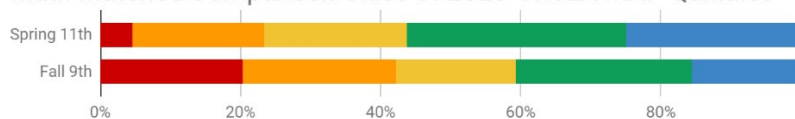
* Fall to Winter used for 2019-2020 SY, no Spring data (COVID)

Combined years of growth will provide a noticeable shift in quintiles when students spring 11th grade national percentile is compared to their 9th grade national percentile in reading and math.

Read Matched Comparison Class of 2020- NWEA-MAP Quintiles



Math Matched Comparison Class of 2020- NWEA-MAP Quintiles



Support ALL students to read at grade level by the end of third grade

At first it may not seem like the MEHS target for continuous academic growth is tied to a state goal of reading by grade three; MEHS students are ninth-twelfth grade. However, not all of Alaska students are reading at grade level by grade three—not yet. With this reality, it is essential that MEHS focuses on accelerated growth for any student coming in below grade level in reading or math. For students at or above grade level, it is essential that MEHS provides them the opportunity to continue to grow to maintain or increase their advantages.

All students need the opportunity to reach the levels needed to be prepared for their Post-secondary goals, which may require gap-filling growth. We believe that students need to understand the entrance expectations of their stated goals, their own current academic standing, and the growth needed to fill any identified gaps between the two.

Prioritized Strategies

Consistently use comparative student data as part of an inquiry-driven continuous improvement process at each level: (Consistent use of data and Multi-tiered system of support 2016)

Schoolwide level; Team and/or whole staff complete inquiry cycle around measurable targets and guide schoolwide improvement strategies

Department/Grade level; Teams use data and inquiry in curriculum development/evaluation and implementation and assessment of Alaska standards

Classroom level; Teacher uses data and inquiry to evaluate student progress on learning objectives, adjust instruction, and target interventions and/or differentiation

Individual Student level; Teams use data and inquiry process to identify targeted interventions to be used across courses/environments for students who are identified as falling behind in multiple courses/environments

Build the capacity of MEHS administration and teachers to understand standardized data and create/collect meaningful data points within their instruction. (2016)

Focus on learning rather than task completion; build conversations around the learning objective and assessment of that objective with students, parents, tutors, and colleagues. (2016)

Include clearly identified objectives and performance standards with built-in formative assessments that are used by both teacher and students to make informed adjustments. (2016)

Involve students in their own progress monitoring, both big-picture growth with MAP monitoring and classroom-level progress with content objectives. (2019)

Involve students in setting goals and accurately assessing where they are at in comparison to their goal and how to identify the next step. (2019)

Seek a commitment to a growth mindset for both teachers and students, encourage “being in the pit”, build an environment of celebrating mistakes and value learning over compliance. (2019)

Implement an academic support plan and tracking system for each student who needs academic intervention (2016)

Accomplished/ Monitor stage

Develop additional strategies to support students in upper level classes, math in particular (2016)

MEHS students will have a post-secondary plan and be prepared to successfully pursue that plan

What Progress Looks Like

80% of graduating students will meet either the college or career readiness matrix associated with Redefining Ready (redefiningready.com)

College Readiness Indicators	2020	AK Nat	LowSES
College Ready	63.8%	63.0%	56.2%
Ready based on Courses	63.8%	63.0%	56.2%
GPA 2.8+	72.3%	70.4%	68.8%
Ap Course w/ A, B or C	20.2%	17.3%	12.5%
AP Exam w/ score of 3+	1%		
Dual Credit Eng/Math w/ A, B, or C	4.2%	2.5%	
Algebra II	70.2%	61.7%	66.7%
Ready based on Placement Tests	9.6%	8.6%	2.1%
SAT Scores Math 530 ERW 480	5.3%	3.7%	
ACT Eng 18 Read 22 Sci 23 Math 22	5.3%	4.9%	2.1%

Career Readiness Indicators	2020
Career Ready (interest +2)	59.6%
Career Interest Indicated	88.3%
90% Attendance	86.2%
Dual Credit Career Course	75.5%
Industry Credential	
Work Place Learning	
25 Hours Community Service	
2+ Co-Curricular Activities	

50% of graduates will be eligible for an Alaska Performance Scholarship

Students qualify for the collegiate scholarship by taking the ACT/SAT and the vocational scholarship with the workkeys. Students can qualify for one or both scholarships. Non-duplicated is percent of student who qualified for at least one without counting them twice if they earned both.

Year	#Grads	Collegiate	Vocational	Non-duplicated
Class of 2020	94	22%*	4%*	51%
AK Nat	81	19%*	5%*	
Low SES	48	13%*	8%*	
Class of 2019	82	15%	6%	18%
AK Nat	68	12%	6%	
Low SES	46	13%	11%	
Class of 2018	100	23%	47%	48%
Class of 2017	100	28%	20%	48%

*In 2020, eligibility eliminated test score requirement. The non-duplicated number represents students who earned the scholarship. The numbers reported under collegiate/vocational are the percent if that requirement remained and are only for comparison.

Increase career, technical, and culturally relevant education to meet student and workforce needs

As a high school institution, Mt. Edgecumbe High School has post-secondary preparation at the core of our purpose and mission. We seek to provide students the opportunities to explore different post-secondary options and then select a pathway that best aligns with their goals. All students are encouraged to make a post-secondary plan that includes college, vocational training/ occupational certificates, or military service. To support readiness, we have built into our programming college preparatory courses and career pathways, many of which lead to dual credit and/or certificates. We have adopted college ready and career ready matrices from Redefining Ready (redefiningready.com) to expand readiness beyond a test score.

This measurable target is also closely linked with the state positive trajectory to close the achievement gap by ensuring equitable educational rigor and resources. The college preparatory opportunities and career pathways offered at MEHS are not available in many smaller Alaskan schools.

70% of graduating students will attend a college program in the fall after graduating as measured by the National Clearinghouse.

35% of graduating students will complete a degree within six years

	Attended Fall after Graduation			Graduated w/in 6 years		
	All%	AI/AN%	Low SES%	All%	AI/AN%	Low SES%
Class of 2020	24	25	21			
Class of 2019	61	61	63			
Class of 2018	65	63	57			
Class of 2017	61	64	64			
Class of 2016	61	45	46			
Class of 2015	70	67	65			
Class of 2014	59	55	53	17	15	14
Class of 2013	66	62	67	15	12	11
Class of 2012	53	43	49	16	14	3
Class of 2011	70	67	72	18	16	15
Class of 2010	58	53	57	14	13	12

Prioritized Strategies

Establish and integrate real life “life skills” instruction and practice program to prepare students for life after MEHS, how to: handle money, pay takes, look for an apartment, buying a vehicle, apply and understand loans and cell phone plans, budget, etc. (2016)

Expand career awareness opportunities so that students can project themselves into the future. (2016)

Each student will develop a personal career education plan, which will include identifying student interests and abilities, how those relate to occupational interests, and a plan as to how to get there. (2016)

100% of graduating students will have completed a readiness assessment aligned with their post-secondary goal (ACT/SAT, Workkeys, ASVAB) (2019)

Establish and maintain a college and career guide modeled after ACPE career guide program. (school improvement 2017)

Implement a career and college advising course for juniors to complete comprehensive counseling program with explicit career exploration and counseling instruction at each grade level (School improvement 2018)

Add an additional career guide to facilitate workplace learning and internships for students (school improvement 2020)

Add Tribal Management/Government as a career path and include village leadership and subsistence as a valued post-secondary plan (board input 2020)

Gather information directly from graduates by having seniors self-address an envelope to be mailed to their permanent address after a few years after graduation with a return envelope to MEHS. (board input 2020)

MEHS Students will demonstrate academic proficiency at the appropriate grade or post-secondary readiness level

What progress looks like

With a focus on closing the achievement gap, college readiness benchmarks and achievement scores are best viewed alongside freshman entrance scores. The goal of MEHS is not to simply select or keep students who are already on track, but to provide the opportunity for those not already on track to grow and meet post-secondary goals. MEHS has set a goal to retain students who may come to MEHS below average and to provide them with the opportunity to achieve.

Students across the achievement spectrum will be accepted to MEHS and MEHS will retain (and grow) students that enter below average.

Freshman Fall NWEA MAP Quintiles (No test= not @MEHS as freshman)

Graduate Class of	No Test%	Low %	Low Ave %	Ave %	High Ave %	High %
2020 Math	35	12	14	10	19	11
Read	34	11	18	14	16	7
2019 Math	26	4	12	30	16	12
Read	24	0	21	17	26	12
2018 Math	27	0	2	17	27	27
Read	27	0	13	19	31	10

Graduates will meet readiness benchmarks on the ACT

Year	# total	# took ACT	English 18	Math 22	SSRead 22	Science 23
2020	94	63	27%	16%	24%	9%
AK Nat	81	54	23%	16%	22%	7%
Low SES	48	31	19%	6%	10%	4%
2019	82	55	29%	25%	12%	9%
AK Nat	68	47	28%	25%	7%	7%
Low SES	46	32	30%	22%	9%	7%
2018	100	60	32%	18%	21%	12%

% meeting benchmark is % of graduating class or subgroup, not those that took test

33% of our 9th grade students will be proficient on state exams and 50% of our 10th graders in science

Year	9 ELA%	9 Math%	10 Science %
2018-19	21.9	30.0	50.6
2017-18	27.5	20.7	45.7
2016-17	25.2	15.7	59.6

Last data/update: 01-18-2021 (data updated)

Close the achievement gap by ensuring equitable educational rigor and resources

Mt. Edgecumbe High School is designed to advance equitable educational rigor and resources. With Alaska's expansive size and remoteness, many small schools must limit course offerings, rely on distance delivery, and have limited opportunities for diverse peer interactions. Not every student is best served in these models.

MEHS is a traditional brick-and-mortar comprehensive high school experience. As a partner with the home school, we offer this option to students who would best benefit from the MEHS curriculum and experience.

MEHS offers a traditional set of core courses typically available in a comprehensive high school model and additional enrichment courses. The focus is on career and college preparatory opportunities and rigor.

Learning goes beyond the classroom at MEHS and includes new experiences through residential life and an opportunity to experience the rich cultures from across Alaska.

These experiences and opportunities are all presented through our focus on growth making MEHS an active partner in closing the achievement gap.

Prioritized strategies

A system of comparative and consistent student data collection will be identified and compared from semester to semester or year to year in order to determine the success of student achievement..(2016).

Students will know and clearly understand curriculum and standard performance expectations, as well as what they need to learn to meet those performance standards. (Advanced ED #2 and #3)—(2012)

Strategies will be identified and implemented that promote students being accountable for their own learning. (2016)

Establish Student Academic Resource Center (StAR) to provide tutoring and directly teach students how to access support resources in a way that may be transferable to a college environment in the future. (School Improvement goal 2017)

Implement a freshman success course to directly teach executive functioning skills to freshman and to build a cohort of learners in the freshman class (school improvement 2017)

Increase integration between classrooms and evening tutoring support system—utilize google classroom and powerschool to help tutors support students with more information and provide a mechanism for communication back and forth between classroom and evening supports. (school improvement 2017)

Implement a Junior Advisory period to provide the needed background knowledge and exploration for post-secondary planning. (2019)

Students will be actively involved in monitoring their learning and progress. Teachers and tutors will help them monitor their achievements in class and through their grades. Students will also be involved in tracking progress on MAP testing and setting goals. (2018)

Accomplished

Staff will communicate effectively and frequently with parents about learning expectations, student progress, and ways to reinforce learning at home (STEPP 4.07)—(2016)

MEHS students will participate in activities that build healthy life and leadership skills and prepare them to positively impact their communities

What does progress look like?

Students will feel connected at school.

90% of students will complete the school year at MEHS

Year	Beg count	Retention rate	Dismissed
2019-20	434	87%	1.1%
2018-19	441	87%	2.3%
2017-18	436	89%	1.8%
2016-17	439	91%	0.9%
2015-16	434	87%	1.6%
2009-10	407	83%	3.9%

2009-10 provides a comparison to our baseline prior to setting this goal

Student Connectedness – YRBS 2019 data	MEHS	State
% of students who strongly agree that in their community they feel like they matter to people	55.6%	47.8%
% of students who strongly agree that their teachers really care about them and give them a lot of encouragement	72.8%	59.0%
% of students who take part in organized after school, weekend or evening events	73.6%	56.8%

Students will be active and involved in healthy activities

60% of students will participate in ASAA activities

Year	# ASAA	# of unique students	Additional NYO
2019-20		185	15-20

80% of students will participate in special recreation activities.

Year	# of Rec Check outs	# of unique students	Average # of rec/student
2018-19	441		
2017-18	436		

Improve the safety and well-being of students through school partnerships with families, communities, and tribes

The unique experience of being a boarding school expands opportunities for MEHS to provide life and leadership learning . Providing a safe environment and foster the well-being of all is a stated purpose statement for MEHS. Core to this purpose is to provide a welcoming environment that becomes an extended family for students.

Tracking retention helps us consider meeting this goal. Residential goals include supporting academics, yet also engaging students in recreational activities that expand students’ experiences.

MEHS has a long history of playing a role in cultural sharing across the state. Honoring and connecting cultures from across Alaska is also a purpose statement for MEHS.

Physical Activity & Screen Time- YRBS 2019	MEHS	STATE
% of students who were physically active at least 60 minutes per day on all seven days of the last week	20.1%	17.9%
% of students who played video games, watched videos, used social media for 3 or more hours per day on an average school day	48.1%	56.7%

Students will reduce use of tobacco, Alcohol, and Drugs

YRBS data 2019	MEHS	State
Tobacco		
% of students who currently smoke cigarettes or use smokeless tobacco or use electronic vapor products	46.2%	34.5%
Marijuana:		
% of students who ever used marijuana (one or more times during their lifetime)	66%	37.5%
% of students who currently used marijuana (one or more times during the past 30 days)	22.4%	21.6%
Alcohol:		
% of students who have ever drank alcohol	66.9%	55.7%
% of students who currently drank alcohol (at least once during past 30 days)	15.4%	20.9%

Students will have coping strategies to deal with their feelings of depression or anxiety

Depression & Suicide YRBS data 2019	MEHS	State
% of students who felt so sad or hopeless (almost every day for two weeks or more in a row that they stopped doing some usual activities, ever during the past 12 months)	49.9%	38.1%
% of students who made a plan about how they would attempt suicide (past 12 mo.)	21.5%	21.6%
% of students who attempted suicide (one or more times during past 12 mo.)	19.3%	19.7%

Students will serve their community through volunteer hours

Data tracking under construction

Prioritized Strategies

Provide a wide-variety of physical, enjoyable, and quality of life-improving activities (2016)

Expand recreational activities to focus on the needs and interest of our student population, ensure that activities appeal proportionately to the school's demographics (2016)

Create a system of feedback for rec activities for continuous improvement in activity development (2016)

Initiate a task force to create a healthy program to focus on empowerment, nutrition, healthy activities and self-esteem (2016)

Continue and enhance culture and tradition at MEHS: Dance groups, Founder's week, Artists in residence, Native foods, etc. (2016)

Develop a range of strategies to address student emotional/behavioral characteristics that get in the way of academic achievement (2016)

Expand counseling to a greater number of students through the use of need based counseling groups. (2016)

Establish a counseling web presence for the academic and residential counseling program which includes information for parents and students on common issues such as homesickness and more. (2016)

Establish and promote a student wellness program. (2016)

Establish and maintain an Upper Campus Committee to involve more students in leadership and to create an inviting and inclusive environment in the dorms and through recreation. (2018)

Accomplished- Monitoring

Establish and complete a formal sequence of suicide prevention strategies, including a brief screening for each student at the beginning of the school year.(2016)- Completed, we have a screening for all students each fall and a series of supports for those needing it throughout the year. Summer follow up is offered by phone for specific students.

Institutional Focus Areas

Institutional focus areas provide guidance for improvements in school systems. These are goals for our institution and staff.

MEHS goes through an accreditation process with an intense outside review every six years. Accreditation uses Eleot observation tool to observe and track institutional practices that align with high school improvement. This data is used to help focus around our institutional goal of quality education.

For all Institutional targets, monitoring the accomplishments of stated strategies can provide the best data for monitoring.



MEHS students will experience a high-quality education that (a.) provides equitable and comparable access to core standard education, (b.) takes advantage of placed-based experiences and cultural knowledge, and (c.) maximizes the benefits of an integrated academic and residential support system.

What Progress Looks Like

MEHS will use AdvancED accreditation observation data to target professional development and learning environment improvements. The process of accreditation uses Eleot Observation records with seven learning environments.

Eleot Observations	MEHS 2019	Network Ave 2019	Standards identified for focus
Equitable Learning Environment	2.89	2.86	1.9
High Expectations Environment	2.87	3.02	2.2,2.7,2.11
Supportive Learning Environment	3.16	3.61	3.2,3.3
Active Learning Environment	2.82	3.08	
Progress Monitoring and Feedback	2.88	3.14	
Well-managed Learning Environment	3.14	3.58	
Digital Learning Environment	2.53	1.50	

MEHS will use Culture in the Classroom standards and indicators to support culturally responsive teaching.

Data not yet available.

Priority Strategies

Curriculum will be revised on a regular basis to maintain accurate reflection of school curriculum as well as provide accurate curriculum information to parents. (2016)

Examine teacher time for maximum productivity related to student needs and accomplishment of the goals outlined in this plan, including Professional Learning Communities. (2016)

Increase and continue training across residential and academic staff (2016)

The MEHS system (RTI) for identifying and intervening for maximum achievement for each student will be continuously evaluated and refined. It will include a systematic process and refined procedures for collecting, analyzing, and utilizing student achievement data, provide appropriate student interventions, refine classroom instruction, and examine organizational conditions and programs for continuous improvement. (AdvancED #4, STEPP 2.03, 2.04, 3.02) (2016)

Provide opportunities for staff to participate in professional development related to cultural responsiveness (ie. Indigenous Epistemologies course, Culturally Responsive Teaching and the Brain, Zaretta Hammond.

Adopted by Advisory Board 12-2020

MEHS will participate in the Opening Doors grant with SERRC and SEALASKA. This grant will train teachers in the cultural standards and observing for evidence of cultural standards for teaching. (2020)

MEHS will be purposeful in coordinating communication between both residential and academic setting so that students benefit from a wrap-around experience. (board input 2020)

Accomplished- monitor:

Examine possible implementation of a one-to-one computer program (2016)- Began in 2017 and continued.

A professional development plan will be developed and written each year based on researched based practices, student achievement data, and continuous feedback from faculty, staff, parents, and administration (STEPP 3.03, 5.01, 6.02, 6.08)-(2016) Great improvements, have had directed professional plans last couple of years with involvement by faculty.

Core Math and Language Arts curricula will reflect Alaska State Standards (2016)- completed

A written MEHS policy will be developed in response to 4AACo6.065 (test out of classes). Each MEHS course will have exit exams as outlined in the policy. (2016)- Many courses completed.

Students will benefit from an MEHS community that (a.) serves as an extended family; (b.) partners with families, tribes, home schools, and Sitka; and (c.) extends beyond graduation for a life-long network of support and leadership opportunities

What progress looks like

Active involvement by parents, alumni, and stakeholders in MEHS social media.

2020 Sample Facebook Reach per week: 4,674
Engagement in a post for same week 3,553

Students will participate in special Artist events and Native Dance Groups

Data under construction

Students will have access to Native Language Learning (goal to increase partnerships for more Languages and increase participation)

Language	Number of students	
	2019-20	2020-21- 1 st semester
Tlingit	3	0
Yup'ik	31	6

Students will be involved in meaningful Internships

Data under construction

Alumni will visit at Founders week and share their leadership goals

Data under construction

Prioritized Strategies

Develop a more comprehensive alumni database and communicate regularly with alumni (2016)

Identify current community service practices (NHS, Student Government etc.). Examine and implement strategies so that each student performs a minimum of 5 hours of community service each year. (2016)

Develop strategies to increase the student connectedness to the MEHS community and each other (2016)

Implement a “Grandparents in residence” in which students can nominate a grandparent or elder relative to come stay a week or two on campus and fill the culture room with wisdom. (2019)

Invite Native Artists to visit campus and share talent with students- partnership with First Light (2017)

Adopted by Advisory Board 12-2020

Accomplished- Monitor

Increase ways to communicate our mission and value to the local community as well as the State of Alaska (2016)- Improvements made using social media, improved website, and increased use of messaging to parents. Continue goal but we are almost there.

Students and staff will enjoy a safe, comfortable and effective campus that enhances student learning and living.

Priority strategies and what progress looks like:

Results of the AASB School climate and connectedness survey will show a positive climate

Survey will be added in spring 2021

Advocate for additional classroom and student “commons” space on lower campus to reduce passing time (2016)

Examine Dorm “kitchenettes” to maximize student use. (2016)

Add “weather protection” to gym entrances. (2016)

Replace main dorm siding. (2016)

Coordinate communication between both residential, health clinic, and academic setting. (2020)

Work toward ADA accessibility for the building (2020)

Advertise the availability of the Employee Assistance Program (2020)

Replace gym floor (2018)

Provide Safety Trainings on a rotating basis—first aid, ALICE (active intruder), CPR, mental health first aid

Accomplished-Monitor status

Staff will review schoolwide student expectation policies for consistency and applicability. The result will be incorporated into a Faculty Handbook (2016) Completed- updated yearly.

Improve access to technology for students in the dorms for communication and academic achievement. (2016) Completed- The limited access now is done as a management (no student internet overnight).

Replace Fieldhouse classroom windows (2016)- Completed

Renovate the main bathrooms in the academic building (AC) (2016)- Completed