

**Navajo Preparatory School**  
**Strategic Plan**  
**2019-2022**



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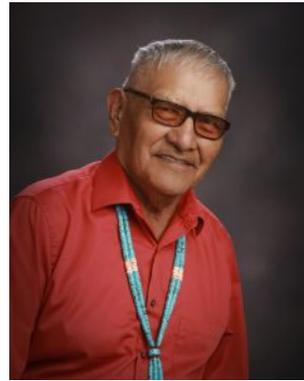
## Navajo Preparatory School

### Board of Trustees

Navajo Preparatory School, Inc. is governed by four elected board members in accordance with the Navajo Election Laws, 11 N.T.C., Section 11 for School Board Members. It is the Board's policy to allow the Student Body President to serve on the Board as a non-voting, ad-hoc member.



Anderson Yazzie, Jr.  
Board President



Charley Long, Sr.  
Board Vice-President



Sherrick Roanhorse  
Board Secretary



Matthew Tso  
Member at Large



Sky Harper  
Student Ad Hoc Member



# NAVAJO PREPARATORY SCHOOL, INC.

*Leaders Now and Into the Future “Yideeskáágóó Naat’áanii”*



Dear Navajo Preparatory School Community,

I am of the Red Running into Water Clan and born for the Salt Clan. My maternal grandfather is the Coyote Pass Clan and paternal grandfather is the Hairy Ones Clan. I am honored to serve as the Navajo Preparatory School’s Head of School and am glad to share this strategic plan with you.

As a graduate of Navajo Preparatory School, I believe deeply in the mission and vision of this institution. Our motto is “Yideeskáágóó Naat’áanii – Leaders Now and into the Future.” The Navajo Nation entrusted Navajo Preparatory School to produce leaders for the future. To accomplish this, our curriculum is driven by the only international baccalaureate program in the Four Corners region and guided by a responsibility to our community. As a school, we must ensure that our vision for students and community is reflected within the strategic plan so that Navajo Preparatory School can continue to fulfill its mission.

To accomplish our vision, we need to look beyond the local climate and explore how we can make a greater impact. As we build connections to colleges and universities and future employers, Prep will become a foundation for 21<sup>st</sup> century learning and access to opportunity. Our students will serve our global communities as problem-solvers and critical thinkers who are prepared for the 21<sup>st</sup> century and beyond. This work requires students to identify their purpose in the world and feel rooted in their identities. I am pleased that the Navajo Preparatory School community supports students in this way.

This strategic plan will serve as a foundation for our way forward and has required tireless work on the part of the students, staff and other stakeholders. Thank you to everyone who came together to support this process and contributed their input and insight into developing this strategic plan. I believe that the Navajo Preparatory community will use this plan to work together and support our institution as we grow to meet the needs of our students and global communities.

Sincerely,

Shawna Allison Becenti  
Head of School

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## **Strategic Planning Process**

Navajo Preparatory School has a history of advancing the academic goals and direction of the school for the betterment of educating students and meeting the needs of the community. During the 2018-2019 school year, NPS facilitated a year-long strategic planning process to identify key goals and improve the school's ability to carry out its mission and achieve its vision.

Navajo Preparatory School, under the guidance and direction of the new Head of School, Shawna Allison Becenti, began the process of developing a systems approach to school improvement using a strategic plan in the fall of 2018. Navajo Preparatory School's strategic plan outlines the school's long-term goals and vision for the future. The three-year strategic plan focuses both on the long-term vision of the school and the steps that it will take to achieve that vision through the 90-day plan process.

The strategic planning process began with creating a Core Team to identify immediate school goals and facilitate the planning process. The Core Team included teachers, school leaders and administrators. Input from students, parents, community stakeholders, and staff was gathered throughout the year. The Core Team hosted strategic planning sessions with the Indian Education Committee and Student Senate, as well as facilitated faculty work-sessions and parent days to gather additional input about the vision of the school.

Through this, the Board of Trustees, Administrative and Core Team identified 5 strategic goals and outcomes. Stakeholders (faculty, staff, parents, students, alumni and community) were included in the process to develop and refine the action steps. The key goals are:

Goal 1: To embrace and value the Navajo way of life and language to have an impact as a global citizen.

Goal 2: To achieve IB excellence and prepare all students for post-secondary opportunities.

Goal 3: Recruit, retain, and develop exceptional students, teachers, leaders, and support staff.

Goal 4: Commit to increase communication among stake-holders through systems, processes, and financial transparency.

Goal 5: To pursue and enhance campus development.

## **Strategic Planning Core Team Members**

The time and commitment of the strategic planning committee members during the process is greatly appreciated. Below is the list of core team members, in alphabetical order by last name, who participated in the strategic planning process.

- **Shawna Becenti**, Head of School
- **Rick Horacek**, Strategic Consultant
- **Donna Fernandez**, IB Coordinator
- **Kevin Keeley**, IB Science Teacher
- **Keith Neil**, Dean of Instruction
- **Lesley Tohtsoni**, IB History Teacher
- **Denise Yazzie**, Navajo Culture Teacher

## **Mission and Motto**

Navajo Preparatory School, Inc. was established in 1991 by the Education Committee of the Navajo Nation Council (Resolution ECMY33-91) for the purpose of offering a college preparatory program for Native high school students and to produce leaders for the Navajo Nation. Navajo Prep School is located in Farmington, New Mexico on an 82.45-acre site formerly the campus of the Navajo Methodist Mission School. The land and property were purchased by the Navajo Nation in 1995 and is now the permanent home of Navajo Prep School under a 99-year lease with the Navajo Nation.

The mission of Navajo Preparatory School is to develop inquisitive, compassionate life-long learners and leaders through a challenging curriculum of international education and assessment, and to promote a strong foundation of Navajo Philosophy and holistic world view that foster intercultural understanding and respect in a global society. The mission is reflected in the IB Learner Profile and the School's motto: "Yideeskáágóó Naat'áanii – Leaders Now and into the Future." As an International Baccalaureate (IB) World School, we aim to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

### **Core Values: IB Learner Profile**

**INQUIRERS** Na'ídíkid dooleeł We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE** Bił ééhózin dooleeł We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS** Bił chohoo' ɫgo nitsékees dooleeł We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS** Bizaad hahóózhqoq dooleeł We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED** Hòyáá dooleeł We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED** Táá altsoní yaa ákonízin dooleeł We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING** Bee ajooba'hólóq dooleeł We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS** Yá'át'éhígíí yee na'idínítaah dooleeł We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED** Hózhóogo naagháa dooleeł We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE** Íhoo'aah yaa ntsénákeesgo yee siihdinzin dooleeł We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**COURAGEOUS** T'áa ałtsoní yich'í' ha'ólnii dooleeł They possess the mental and moral strength to venture, persevere and withstand danger, fear, difficulty and uncertainty. They are driven by courage on their life journey when faced with challenges and conflicts.

**SPIRITUAL** Ádáhodíłzin dóó hodísin dooleeł They develop a spiritual approach to life by walking in beauty through hózhó— living in balance and harmony with the universe through thoughts, deeds, actions and intentions.

## Portrait of a Graduate

Navajo Preparatory School is proud of our graduates who develop their leadership and service to both global society and indigenous communities after graduating from NPS. Throughout the strategic planning process, teachers, community members and stakeholders shared insights about the students who have upheld the vision and mission of the school. Many alumni of NPS also had the opportunity to directly share the impact that the school had on their lives. These are a sample of some of the stories that we heard from alumni during the planning process:

“Navajo Prep has shown me that being a leader opens many doors of opportunity. I’ve earned a career in which I never dreamed of even doing but I love it. There’s so much more room to grow and more opportunities to take advantage of.” – Navajo Prep Alumna, Class of 2012

“It's honestly a blessing being given an opportunity to attend Navajo Prep and having graduated from Prep has given me the confidence to take on challenges. I'm proud to call myself a Navajo Prep Alumni!” – Navajo Prep Alumnus, Class of 2015

“NPS has done such an exceptional job in preparing me for post-secondary school! The honors courses I took at NPS were above and beyond challenging which prepared me even more for college. The motto of NPS as well as our class motto have always been with me and I’m working to my full potential to fulfill our mottos!” – Navajo Prep Alumna, Class of 1999

“Navajo Preparatory School over prepared me for college classes. 5-page papers were nothing compared to the research papers we did at Prep. It had made me feel more proud of where I come from. The personal connections I made with friends have lasted a long time. I've learned to be patient, converse professionally and work ambitiously in my field. I was over prepared for classes, but I had hoped they offered basic life skills classes such as budgeting money and changing a tire.” – Navajo Prep Alumna, Class of 2005

“Graduating from Navajo Prep was a great honor. I had so many loving faculty and peers behind my back, and I knew I could face the world. I'm proud to say I have graduated from this school. In college, I can see that I've been academically advanced with research papers and exams.” - Navajo Prep Alumna, Class of 2015

“Navajo Prep structured a strong core of tradition and identity. I overcame the obstacles, studied hard, and found myself most importantly, graduated from a school founded on creating future Indigenous scholars. I am proud to have be one on them. It goes to show that Navajo Prep not only sees academic achievements as important, but also understands and aides who you become in the real world before it even starts.”  
– Navajo Prep Alumna, Class of 2015

“Navajo Prep taught me to be disciplined and to keep striving to reach my goal. When I was a sophomore at Navajo Prep, I lost my mother. Navajo Prep supported me at the time of my life when I lost all hope. The staff and administration supported me to complete my studies and for that reason I pursued the field of Education and Social Work. I use the skills I learned at Prep and utilize it in my work all the time. Thank You Prep!” – Navajo Prep Alumnus, Class of 2005

## Strategic Plan at a Glance

### Goal One:

To embrace and value the Navajo way of life and language to have an impact as a global citizen.

Outcome 1.1: Increase Navajo language and culture retention through four-year pathway and use of Navajo language campus-wide by 10% each year.

Outcome 1.2: Require 100% participation in bilingual test and increase bilingual language certified students by: Year 1: 5%, Year 2: 10%, Year 3: 15%.

Outcome 1.3: Work towards building a Diné Bizaad Center with increasing financial resources: 20%, 30%, 50%.

### Goal Two:

To achieve IB excellence and prepare all students for post-secondary opportunities.

Outcome 2.1: Maintain 15% of full diploma candidates per graduation cohort.

Outcome 2.2: Increase the number of full diploma and Course certificate recipients by 50% per cohort.

Outcome 2.3: 100% of teachers will be trained and will instruct an IB course.

### Goal Three:

Recruit, retain, and develop exceptional students, teachers, leaders, and support staff.

Outcome 3.1: Increase student application pool by 60% over the next three years.

Outcome 3.2: Develop enticing incentive packages that attract and retain highly qualified staff (one per year).

Outcome 3.3: Increase retention of students at NPS by 5% each year over the next 3 years.

### Goal Four:

Commit to increase communication among stake-holders through systems, processes, and financial transparency.

Outcome 4.1: Hold Quarterly meetings with all stakeholders: (Policies, financial reports, Board/Administrative reports).

Outcome 4.2: Create Monthly Newsletter to all, include all departments (academics, safety, family engagements).

### Goal Five:

To pursue and enhance campus development.

Outcome 5.1: Revise the technology plan to include the development of a technology committee, training, and a plan to update equipment.

Outcome 5.2: Refine the current master campus plan that outlines facility improvement and growth within three years.

Outcome 5.3. Research and analyze the avenue to become a 7-day residential program.

**Goal One:** To embrace and value the Navajo way of life and language to have an impact as a global citizen.

**Outcome 1.1:** Increase Navajo language and culture acquisition campus wide.

**Committee Members:** Denise Yazzie, Kim Becenti, Virginia Curley, Beverly Nelson, Delshayne John, Marjorie Hammit, Edith Jones, Fredina Tapaha-Vanwinkle, Larry Sorensen, Bobby Charley, Carol Tom, and Lula Davis

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
1.1.1 Each department will develop ten to fifteen Navajo phrases specific to their department.	SY 2019/20	All staff within departments, students and School Board.	Each department develops and submits three to five phrases quarterly to Network administrators.
1.1.2 Create, develop and monitor a system to distribute and to store the Navajo Phrases of the week.	SY 2019/20	Core team, Front Office staff, Network Administrator, Print Shop Coordinator,	Phrase of the week posted in a SharePoint file, email, website, use TV monitor in community rooms, and in classrooms.  Core Team will monitor monthly via observations, and during scheduled meeting.

**Outcome 1.2:** Require 100% participation in Navajo bilingual program starting with the 2023 cohort and increase bilingual language certified students by 5% per year starting in 2019/2020.

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
1.2.1 Investigate a four-year Navajo Language pathway to include IB school-based syllabus course for Navajo language and culture.	SY 2019/20	Dean of Instruction, Academic Counselor, Navajo Language teachers	Navajo Language classes are available for all four years at Navajo Prep  Increase number of students taking the bilingual test  Increase number of students who receive bilingual certification
1.2.2 Revise Community Handbook to require 3.5 credits of Navajo Language starting with Class of 2023.	SY 2019/20 and beyond	Dean of Instruction, Academic Counselor, Navajo Language teachers	Community handbook reflects 3.5 Navajo Language credit requirement.

**Outcome 1.3:** Develop and create a Diné Bizaad center that will support full Navajo immersion.

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
1.3.1 Assess current resources and facilities such as Student Success Center, NPS Common Areas, JOM, Title I, and ISEP funding to support the development of the Diné Bizaad center.	SY 2019/20	Head of School, Business Manager, JOM Coordinator, Language Teachers, Indian Education Committee members, Administrative Team, Core Team	Documentation of NPS facilities that are being used for Navajo Language Immersion activities and events,  List of funding sources are budgeted and approved to support the Diné Bizaad Center.

**Goal Two:** To achieve IB excellence and prepare all students for post-secondary opportunities

**Outcome 2.1:** Maintain 15 % full diploma candidates per graduation cohort.

**Committee Members:** Donna Fernandez, Lesley Tohtsoni, Ty White, Elsa Iwana, Hiroshi Iwana, Debbie Fowler, Tami Bechdol, Allison Henry, Rose Nofchissey, Janet Clifton, Jana Vander Hoven, Cheryl Wolfe

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
2.1.1 Target incoming freshmen, sophomores and their parents through IB presentations, four-year plan and promotional materials.	SY 2019/20	IB Coordinator Teachers Head of School, Dean of Instruction, Counselor, current IB students.	Conduct survey at the start and end of freshmen and sophomore year to track student interest in becoming a full diploma candidate. Completion and review of four-year plan using Naviance through the school year to determine full diploma eligibility.
2.1.2 Create a college/university index for IB college credit acceptance	SY 2019/20 and beyond	IB Coordinator College and Career Counselor	6 posters created and displayed in each hall and dorms  Information posted on NPS website  Extend invitation to colleges and universities listed on the IB index to visit and recruit students from Navajo Preparatory School
2.1.3 Update NPS IB webpage	SY 2019/20 and beyond	IB Coordinator, Webmaster, Admin Team	Current IB Handbook posted  News and feature articles posted about IB program  Upcoming events in IB posted

**Outcome 2.2:** Increase the number of full diploma and Course Certificate recipients by 50% per cohort.

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
2.2.1 Each department set IB goals of achievement and plan vertical alignment.	SY 2019/20	Department Leaders Dean of Instruction, IB Coordinator	Unit Plans in ManageBac reflect goals established and vertical alignment with subjects  Course sequencing and written curriculum align to the IB subject exams.
2.2.2 Short Cycle Assessments via paper practices per content area. Aligned to NPS IB Assessment Policy.	SY 2019/20	All teachers Dean of Instruction	Assessments are uploaded in unit plans on ManageBac  Established minimum number of short cycle assessments per semester  Professional Development and Departmental calendars included work time for updating and creating assessments in unit plans on ManageBac.
2.2.3 Investigate an IB Middle Years Program for grades 9 & 10.	SY 2019/20 and beyond	IB Coordinator, Head of School, Dean of Instruction,	Create a plan to research and develop a feasibility study for MYP.  IB Coordinator will attend a MYP training summer of SY19-20

**Outcome 2.3:** 100% of teachers will be trained to instruct an IB course.

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
2.3.1 Establish IB training dates every January for spring conferences and August for fall conferences	SY 2019/20	IB Coordinator, Head of School, Dean of Instruction and Business Manager.	<p>IB PD schedule of staff updated with past attendance and report on who needs training.</p> <p>Every faculty attends a Category I and II training in subject content.</p> <p>IB subject teacher attends a Category III training.</p> <p>Calendar of training dates disseminated, and staff choose training by 1/31/20.</p>
2.3.2 Establish budget to facilitate training	SY 2019/20	Head of School, Dean of Instruction Business Manager, Grant Administrator.	Budget for professional development IB training is established and allocated to support individualized training opportunities.
2.3.3 Vary and diversify the staff attending the IB Global Conference	SY 2019/2020	IB Coordinator, Dean of Instruction, Head of School	Representatives from each academic department including residential will attend IB Global Conference.

**Goal Three: Recruit, retain, and develop exceptional students, teachers, leaders, and support staff.**

**Outcome 3.1:** Increase student application pool by 60% over the next three years.

**Committee Members:** Keith Neil , Kevin Keeley, Kyle Joe, Lula Davis, Jeff Young, Diane Dembowski, Danny DeVargas, Rainy Crisp, Jessica Nez, Ann Meyer, Sheryl John, Leland Becenti, Yolanda Flores, Judith Kinlicheenie, Ada Wilson, Rod Denetso, DeShanin Yazzie

<b>Strategic Priorities (Action Steps)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Measurement of Progress</b>
3.1.1 Increase publicity of NPS locally, regionally, and nationally to emphasize IB opportunities	SY 2019/20	Public Relations Director, All stakeholders, Admissions Coordinator, Director of Student and Community Engagement, Head of School	Larger recruitment pool, increased recruitment events, Publicity budget established.
3.1.2 Utilize student data to pinpoint recruitment locations	SY 2019/20	Registrar, Admissions Coordinator, Director of Student and Community Engagement	Recruitment calendar in place, student surveys established.
3.1.3 Broaden recruitment areas to include national and international focus	SY 2019/20	Admissions Coordinator, alumni, Head of School, Director of Student and Community Engagement, Student Senate, Student Recruiters	Increase in number of international and non-local student enrollment, business sponsorships.

**Outcome 3.2:** Develop enticing incentive packages that attract and retain highly qualified staff (one package per year).

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
3.2.1 Review salary scales from other districts and make comparable assessment	SY 2019/20	HR/Admin Team	Post salary schedule on the website, highlight perks of each department
3.2.2 Develop health and wellness plan	SY 2019/20 and beyond	Admin Team, Student Senate	Establish Wellness Team and calendar of health and wellness events.
3.2.3 Fiscal management seminars for employees	SY 2019/20 and beyond	Business Manager, financial advisors,	Establish calendar of seminars, contact made with financial advisors.

**Outcome 3.3:** Increase retention of students at NPS by 5% each year over the next 3 years.

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
3.3.1 Restructure New Student Orientation	SY 2019/20	Admin Team, Freshmen team, Residential advisors, Counselor, Admission Coordinator, SBHC, Student Senate, National Honor Society	Organize NSO, establish budget for NSO, develop school-wide committee to organize NSO,
3.3.2 Establish a transfer student support program/plan	SY 2019/20	Academic Counselors, Director of Student and Community Engagement, Student Success Coach, Dean of Instruction, Residential, Admin., Business Manager, Student Senate	Transfer student plan in place, and follow up with surveys to measure success of transition plans
3.3.3 Response to Intervention Program in place for students	SY 2019/20 and beyond	Counselor, Teachers, Parents, SBHC, Student Success Coach, Residential	Student progress monitored consistently, schedule established for RTI opportunities. Review/Update/Create Flowchart of Interventions

**Goal Four:** Commit to increase communication among stake-holders through systems, processes, and financial transparency.

**Outcome 4.1:** Hold Quarterly meetings with all stakeholders: (Policies, financial reports, Board/Administrative reports, etc.)

**Committee Members:** Keith Neil, Shawna Becenti, Donna Fernandez, Lander Morris, Ada Wilson, Stacy Irwin, Tyrone White, Leland Becenti, and Yvette Escojeda

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
4.1.1 Establish specific dates on the school calendar to present quarterly report to stake holders.	SY 2019/20 and beyond	Administrative Team	Specific dates are displayed on the website, social media, newsletter, etc.
4.1.2 Compile the quarterly data two weeks before presentation to stakeholders.	SY 2019/20 and beyond	Administrative Team	Quarterly reports completed, analyzed by staff, and ready for presentation with suggested interventions.
4.1.3 Present Quarterly report during Parent Days, Faculty Meetings and/or Indian Education/Parent Advisory Committee Meetings.	SY 2019/20 and beyond	Administrative Team	Hold four quarterly meetings each school year.

**Outcome 4.2:** Create recurring Newsletter to all stakeholders, include all departments (academics, safety, family engagements).

<b>Strategic Priorities (Action Steps)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Measurement of Progress</b>
4.2.1 Determine infrastructure of newsletter, formatting, dates, content	SY 2019/20	Director of Student and Community Engagement, Webmaster, Department leaders, Admin Team, Student Senate, Alumni Association	Consistency of publication developed structure of newsletter.
4.2.2 Establish timelines for compilation, publication and distribution	SY 2019/20	Director of Student and Community Engagement, , Dean of Instruction, Head of School, Core Team	Yearly Timeline Calendar, deadlines met, monitor progress of each newsletter
4.2.3 Develop distribution methods, raise awareness and develop budget	SY 2019/20 and beyond	Director of Student and Community Engagement, Dean of Instruction, Head of School, Core Team	Establish budget, varied methods of distribution, conduct survey of stakeholder awareness of newsletter, and gather feedback on website

## Goal Five: To pursue and enhance campus development.

**Outcome 5.1:** Revise the technology plan to include the development of a technology committee, training, and a plan to update equipment.

**Committee Members:** Shawna Becenti, Ceceilia Tso, Betty Ojaye, Lander Morris, Ursula Messano, Remick Rappleye, Kerry Yazzie, Carol Tom, Susan Boyles, Ed Reece, Roddell Denetso, Bobby Charley, Paul Stewart, Hazel Toledo, Yvette Escojeda, Mike Gordon, Alison Allen

Strategic Priorities	Timeframe	Responsibility	Measure of Progress
5.1.1 Develop an active Technology Committee who will administer and review the technology needs assessment.	SY 2019/20 and beyond	Network Administrator, Head of School, a representative from each department, and Student Senate.	Actively functioning committee and school calendar include their meeting dates.  Develop a Technology Needs Assessment to determine stakeholders' strengths and limitations. The team will use the results to create a 90-day plan for each school year.
5.1.2 Provide training on the variety of systems applications: ManageBac, Infinite campus, Schoology, NASIS, Parent Portal, etc.	SY 2019/20 and beyond	Network Administrator, Dean of Instruction, Vendors from the different application systems, IB coordinator, Department Heads, Technology Committee, Human Resource Director, Parents	Professional development calendar includes specific training for staff based on user level and job relevance.  Director of Human Resources will create certificates and document training provided to parents, teachers, and staff.
5.1.3 Establish a three-year equipment replacement schedule to aid in annual budget and identify funding sources.	SY 2019/20 and beyond	Administrative Team, Technology committee, Grant writer	Equipment Replacement Schedule is created and included in school year budgets.

**Outcome 5.2:** Refine the current master campus plan that outlines facility improvement and growth within three years.

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
5.2.1 Educate stakeholders on the existing campus master plan.	SY 2019/20 and beyond	Betty Ojaye, Board, Thompson Pollari	Presentation to all stakeholders on the History of Navajo Prep and the current master plan.
5.2.2 Host redesign master campus plan for NPS for the 21 <sup>st</sup> century.	SY 2019/20 and beyond	Administrative Team, Student Senate, PAC/IC Committee	Develop planning sessions with stakeholders to discuss the redesign of the master plan to include the renovation of Building #32 and Fine and Performing Arts buildings and develop timeline and action plan.
5.2.3 Increase student population from 265 to 350 students to justify campus expansion needs	SY 2019/20 and beyond	Head of School, Dean of Student Life, Admissions, Coordinator, Director of Student and Community Engagement, Facilities, Dean of Instruction	Increase student enrollment, establish waiting list for dorms, increase day student enrollment, staff increase (teachers, maintenance, etc)
5.2.4 Develop a Capital Outlay need assessment and plan to include: infrastructure, sidewalks, asphalt, lighting, AC, pavement, etc.	SY 2019/20 and beyond	Administrative Team, Board of Trustees, Navajo Nation, all stakeholders	Three-year Capital outlay plan created with a timeline and action steps.

**Outcome 5.3:** Research and analyze the avenue to become a 7-day residential program.

Strategic Priorities (Action Steps)	Timeline	Persons Responsible	Measurement of Progress
<p>5.3.1 Develop an active Residential Committee that will create, administer, and review 7-day residential needs assessment</p>	<p>SY 2019/20 and beyond</p>	<p>Residential Committee made of up Residential Advisors, Deans, Facilities, Transportation, Board, Administrative Team, students, and parents</p>	<p>Actively functioning committee and with published meeting dates for community to attend</p> <p>Develop a 7-day Residential Needs Assessment. The team will use the results to create a 90-day plan for each school year.</p>
<p>5.3.2 Analysis of 7-day program with impact on facilities, transportation, personal, cafeteria, Residential (Cost &amp; Staff needs).</p>	<p>SY 2019/20 and beyond</p>	<p>Residential Committee made of up Residential Advisors, Deans, Facilities, Transportation, Board, Administrative Team, students, and parents</p>	<p>Generate report on the following: survey results, purpose, cost analysis, budgetary impact, weekend schedule, etc. and presented to Board of Trustees and IEC/PAC quarterly meeting.</p>
<p>5.3.3 Establish IB Sister Schools and other tribal nations and visit existing 7-day residential programs</p>	<p>SY 2019/20 and beyond</p>	<p>Residential Committee, Deans, IB Coordinator, Head of School, Director of Student and Community Engagement</p>	<p>Identify 5 different schools and visit five residential programs including BIE funded and independent schools.</p> <p>Include findings into the analysis report that will be presented to the Board of Trustees and IEC/PAC committee.</p>

## **Closing Statement**

Navajo Preparatory School Board of Trustees, Core Team, and Administrative team thank you for your support in developing and implementing the strategic plan for 2019-2022. We are grateful for the continued support of the school as we work together to increase opportunities and strengthen our programs to better support our community.

Shawna Becenti, Head of School

Keith Neil, Dean of Instruction

Rick Horacek, Strategic Consultant

Kevin Keeley, IB Science Teacher

Donna Fernandez, IB Coordinator

Lesley Tohtsoni, IB History Teacher

Denise Yazzie, Navajo Culture Teacher