

# Endazhi-Nitaawiging Strategic Plan 2023-2026



Developed August 8-9, 2023  
Approved by Board of Directors on (month) (date), 2023

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# Executive Summary

## Core Mission and Vision

<b>Vision</b>	To create confident leaders grounded in their true inherent identities and to ensure that they are academically, socially, and spiritually prepared to positively change the community and world.
<b>Mission</b>	To prepare each student for college with an enhanced knowledge of the Ojibwe language, culture, leadership, and environmental stewardship.
<b>Values</b>	Manaaji'idiwin (Respect); Nibwaakaawin (Wisdom); Zoongide'ewin (Courage); Enigok Izhichigewin (Commitment); Mashkawi'ayaawin (Resilience); Bagosendamowin (Hope); Niigaaniziwin (Leadership)

## Practical Vision: What do we want to see in place in the next 3-5 years due to our actions?

The Endazhi-Nitaawiging decided on 5 priorities to make up the practical vision for this strategic plan. The priorities in the practical vision are:

- Integrating Ojibwe food knowledge into physical and curricula designs of school
- Provide opportunities for families to engage in a vibrant school community
- Grow and support a committed staff rooted in Ojibwe language
- Create indigenized opportunities for student wellness
- Develop a school organizational structure rooted in Ojibwe practices

## Challenges & Strategic Directions: What is blocking us from achieving our vision? What actions will resolve the challenges and bring us closer to our vision?

<b>Challenges/Hurdles:</b>	<b>Strategies:</b>
Maintaining strong school community+culture	Integrate language + culture into design of day to day curriculum showing alignment with state standards
Time for staff + Juggling multiple priorities	Create consistent opportunities for elders + culture keepers to share knowledge
Family communication understanding, ability to attend	Teacher + staff are empowered to co-create school culture for retention and growth

Lack of fluent speakers	Maintain financial stability of school to resource goals in practical vision
Need for resources to support holistic activities	Clearly communicate opportunities + expectations to parents in a consistent + welcoming way

## Strategic Directions: What actions will resolve the challenges and bring us closer to our vision?

Provide opportunities for families to engage in a vibrant school community	<ul style="list-style-type: none"> <li>• Family engagement nights (games, cultural nights, ceremonies)</li> <li>• Communication between school and families</li> <li>• Provide resources for families to attend</li> <li>• Family coordinator position</li> </ul>
Integrating Ojibwe food knowledge into physical + curricula designs of school	<ul style="list-style-type: none"> <li>• Outdoor education model, outdoor classroom resources</li> <li>• Connecting food to nutrition (lesson plans, cooking videos, recipe books)</li> <li>• Establish partnerships and build on tribal support</li> </ul>
Grow and support a committed staff rooted in ojibwe language	<ul style="list-style-type: none"> <li>• Language tables, staff opportunities to learn together</li> <li>• Grow your own grant + initiatives</li> <li>• Language resource sharing</li> </ul>
Create Indigenized opportunities for student wellness	<ul style="list-style-type: none"> <li>• Mentorship program for students, after school programming</li> <li>• Prioritize health and wellness everyday (yoga, mindfulness, outside time)</li> </ul>
Develop a school organizational structure rooted in Ojibwe practices	<ul style="list-style-type: none"> <li>• Develop meeting protocols and policies, board structure with Ojibwe values and practices in mind</li> <li>• Mediation for students</li> <li>• Restorative healing space</li> </ul>

## First-Year Accomplishments

The Endazhi-Nitaawiging team will utilize the Implementation Plan to measure first-year accomplishments. [Endazhi Nitaawiging Implementation Plan](#)

## Implementation, Monitoring, & Updating

<b>Every 90 Days</b>	It is recommended that the Strategic Plan Executive Summary is an item on quarterly board and staff agendas. Using the Implementation worksheet, the tasks can be updated every 90 days to move the team closer to achieving the strategic directions.
<b>Every Year</b>	Each year the board and staff can review the Strategic Plan and use it for annual planning and the creation of annual work plans for the staff. If any adjustments need to be made for the year this would be the time to make them.
<b>Every Three Years</b>	The Board and staff should go through a strategic planning process every three years to refresh the plan based on the new realities and goals of the organization.

## About Endazhi-Nitaawiging



Endazhi-Nitaawiging, meaning ‘the place where it grows’ in Ojibwemowin, is a cultural hub in the Red Lake Nation. Our organization started as the result of community members wanting new education opportunities for our children based in Ojibwe language and culture. Our mission at Endazhi-Nitaawiging is to prepare each student for college with an enhanced knowledge of the Ojibwe language, culture, leadership, and environmental stewardship. Endazhi-Nitaawiging opened in fall 2022 in continuation of the work we were doing at our immersion daycare. Each year until 2025, the school will add a grade

along with about fifteen students until Endazhi-Nitaawiging serves approximately 150 students through grade eight.

## Strategic Plan Participants

Nate Taylor	Gia Rivera	Brenda Councillor	Marcus Tyler
Naagaanwewidang Gauthier	Sadie Kingbird	Alexandra Johnson	Joseph Ching
June Horkey	Daniel Jordenson	Dax Anderson	Naomie Long

This strategic plan was facilitated by Liz Welch, Kaitlyn Martin, and Anya Piotrowski, PhD from Emergence, LLC. This report was completed by Kaitlyn Martin and Anya Piotrowski, PhD.

## Strategic Plan Process

### Agenda

#### **Tuesday, August 8, 2023**

All community members, parents, staff, board, teachers are welcome to attend

10:00	<b>Prayer + Welcome + Introductions</b> Set our collective agreements for the day.
11:00	<b>Historical Lookback on the Organization</b> What are some milestones you have seen in each of the years EN has been in development. i8
12:00	<b>Lunch (Provided)</b>
1:00	<b>Reflections on past year (Strengths &amp; Weaknesses)</b> What are you most excited about after this first year? What stories do you think need to be shared? What challenges existed? What opportunities are still untapped?
1:30	<b>NISN School Review</b> From an educator's perspective, how was the first year?!
2:00	<b>Practical Vision (Opportunities)</b> What do we want to see happen with the school in the next three years?
3:00	<b>Hurdles to Practice Vision (Threats)</b> What challenges may arise on our journey to the practical vision?
4:00	<b>Commitments</b> What commitments can you make that will help overcome some of the hurdles and achieve our practical vision?
4:30	<b>Closing</b>

#### **Wednesday, August 9, 2023**

Staff, Teachers, and Board of Directors Only

9:00	<b>Prayer +Welcome</b>
9:30	<b>Strategic Directions</b> How do we address the challenges that were presented yesterday to achieve our strategic vision?

11:00	<b>What We Need to Achieve Our Goals</b> What resources and tasks exist currently? What may need to be added? What support exists already for those needs? Who will carry out the tasks or secure the resource?
12:00	<b>Lunch (Provided)</b>
12:30	<b>Action Plans</b> What are the specific steps that need to be taken to achieve the strategic directions and vision? What resources are needed? How will we know we are successful in three years?
2:30	<b>Wrap Up Strategic Planning</b>
3:00	<b>Opportunities for Teacher Support in the Year Ahead</b> NISN

## Historical lookback – How did we get here?

### Wall of Wonder Creation

The day began with introductions and a brainstorming session to identify key accomplishments of the organization over the last 9 years. This was a great energy building activity as there were staff, teachers, and board members who participated in this section and shared their stories.

2020-Today	<ul style="list-style-type: none"> <li>● Took children to sugarbushing camp and treaty camps</li> <li>● Language staff returned,</li> <li>● First year completion of summer school</li> <li>● Completed school yearbook,</li> <li>● Niiyogabo joined the EN team</li> <li>● Started year with 9 employees, 80 students, at the end of the year increased to 14 staff and 54 students and a number of contractors for support services</li> <li>● Partnership with I AM Healing spirit</li> <li>● Opening of EN</li> <li>● Dax joined EN team</li> <li>● Classroom instruction including anatomy and physiology</li> <li>● While using land based learning there aren't specific accreditation requirements, but the children are still learning the same OTP and physical requirements</li> <li>● Teaching children about different cultural aspects including traditional plants and herbs, while also doing reading and math, still having educational requirements</li> <li>● Community care</li> </ul>
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	<ul style="list-style-type: none"> <li>● Covid care</li> <li>● Land based learning curriculum development</li> <li>● Breaking ground on the new building</li> <li>● Tax exempt+chartered</li> <li>● Covid response</li> <li>● Community planning</li> </ul>
2016-2020	<ul style="list-style-type: none"> <li>● Fellowship with NISN</li> <li>● Became chartered school</li> <li>● Pre-K operating + lessons</li> </ul>
2012-2016	<ul style="list-style-type: none"> <li>● Received new buses</li> <li>● PreK Opens, Pre-K, and planning and community input</li> <li>● Building connections + network of support,</li> </ul>



## Reflections on the past year

Endazhi-Nitaawiging strategic planning participants engaged in intentional reflection on the first year of operations, including successes, stories to highlight, challenges and opportunities.



What are you most proud of from last year?	
<ul style="list-style-type: none"> <li>• Successfully completing a full school year</li> </ul>	<ul style="list-style-type: none"> <li>• Stepping into a leadership role when it became necessary</li> </ul>
<ul style="list-style-type: none"> <li>• My proudest moment is when the student I was working with started holding and writing with a pencil adequately.</li> </ul>	<ul style="list-style-type: none"> <li>• I wasn't here last year but I was proud when a student counted in Ojibwe. She was only 4.</li> </ul>
<ul style="list-style-type: none"> <li>• Students learning Growth/Journey</li> </ul>	<ul style="list-style-type: none"> <li>• Staff commitment/Resilience</li> </ul>
<ul style="list-style-type: none"> <li>• Student Connection with Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Family commitment and support</li> </ul>
<ul style="list-style-type: none"> <li>• Red Lake Council Support</li> </ul>	<ul style="list-style-type: none"> <li>• Grants Awarded</li> </ul>
<ul style="list-style-type: none"> <li>• Partnership Building</li> </ul>	<ul style="list-style-type: none"> <li>• I AM Incorp Investment and Support</li> </ul>
<ul style="list-style-type: none"> <li>• Showing up everyday</li> </ul>	<ul style="list-style-type: none"> <li>• Completing summer program</li> </ul>
<ul style="list-style-type: none"> <li>• Working with visionaries like Nate &amp; Sylvia</li> </ul>	<ul style="list-style-type: none"> <li>• Saying yes to the call of doing this work and moving here to work for the school</li> </ul>
<ul style="list-style-type: none"> <li>• Hiring elders, 1st language speakers, and knowledge keepers</li> </ul>	<ul style="list-style-type: none"> <li>• Working with a school centering environmental stewardship, immersion, spirituality, culture, language</li> </ul>
<ul style="list-style-type: none"> <li>• Kindergarden learned to write own name, helping students read for the first time</li> </ul>	<ul style="list-style-type: none"> <li>• School store</li> </ul>
<ul style="list-style-type: none"> <li>• Building partnerships with Apple Blossom, Aurora Waasakore Schools</li> </ul>	

What stories do you want other to know? (families, community, partners, funders?)	
<ul style="list-style-type: none"> <li>• Change in staff throughout the school year (good and bad)</li> </ul>	<ul style="list-style-type: none"> <li>• Student voices and interviews (what is your experience at EN?)</li> </ul>

<ul style="list-style-type: none"> <li>Overcoming challenges: behavior, organizational, community support, busing</li> </ul>	<ul style="list-style-type: none"> <li>School leaders: Positivity, making time</li> </ul>
<ul style="list-style-type: none"> <li>We are becoming a family and are family oriented</li> </ul>	<ul style="list-style-type: none"> <li>School leaders: Positivity, making time</li> </ul>
<ul style="list-style-type: none"> <li>Land-Based Learning cases (how it ties to academic disciplines)</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling (winter stories w family and community)</li> </ul>
<ul style="list-style-type: none"> <li>Relationships made with our students, opening up, trusting staff, being vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>How we were recruited/ called to Endazhi-Nitaawiging</li> </ul>
<ul style="list-style-type: none"> <li>Teacher Stories, what is their why?</li> </ul>	<ul style="list-style-type: none"> <li>Community + staff connections in healing spaces, ceremony &amp; beyond school walls</li> </ul>

What challenges existed?	
<ul style="list-style-type: none"> <li>Internal conflict resulted in a reduced trust from some of the community</li> </ul>	<ul style="list-style-type: none"> <li>Bullying</li> </ul>
<ul style="list-style-type: none"> <li>Student retention/Staff retention</li> </ul>	<ul style="list-style-type: none"> <li>Consistency in Immersion</li> </ul>
<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Tension between academic and cultural learning</li> </ul>
<ul style="list-style-type: none"> <li>Lack of consistent policies and experience related to restorative behavior practices</li> </ul>	<ul style="list-style-type: none"> <li>Family understanding and orientation on EN mission and education philosophy "clearing of doubt"</li> </ul>
<ul style="list-style-type: none"> <li>Preparation for western world vs. grounding in cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>Student understanding and buy in to EN mission and vision</li> </ul>
<ul style="list-style-type: none"> <li>Math Skill development</li> </ul>	<ul style="list-style-type: none"> <li>Working in a hierarchical managed governance structure vs a circular feedback structure</li> </ul>
<ul style="list-style-type: none"> <li>Clear chain-of-command or process flow for emergencies, operation</li> </ul>	<ul style="list-style-type: none"> <li>What to do about student behaviors (starting year strong with clear consistent behavior management and rewards system)</li> </ul>

<ul style="list-style-type: none"> <li>• Transition to full immersion</li> </ul>	<ul style="list-style-type: none"> <li>• Having kids take of the space (value)</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of access to outdoor teaching space</li> </ul>	<ul style="list-style-type: none"> <li>• Healing and dealing with trauma (staff, teachers, student supporting families and community)</li> </ul>

What opportunities are untapped?	
<ul style="list-style-type: none"> <li>• Older students mentoring younger students</li> </ul>	<ul style="list-style-type: none"> <li>• Language Camps</li> </ul>
<ul style="list-style-type: none"> <li>• I'm not too sure but getting the parents involved once a week maybe? Or a link of what their student learned that week. Building trust.</li> </ul>	<ul style="list-style-type: none"> <li>• 7th &amp; 8th Grade</li> </ul>
<ul style="list-style-type: none"> <li>• Staff learning and teaching Ojibwe together</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding specials: education, arts, music, PE, Technology</li> </ul>
<ul style="list-style-type: none"> <li>• Media</li> </ul>	<ul style="list-style-type: none"> <li>• Family involvement; volunteering, committees, school trips</li> </ul>
<ul style="list-style-type: none"> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenizing school board structure and meeting protocol</li> </ul>
<ul style="list-style-type: none"> <li>• Recording Studio</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforcing the 7 grandfather teachings and introducing 7 core values</li> </ul>
<ul style="list-style-type: none"> <li>• Future Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships with other land-based and immersion schools: network, intercultural exchange</li> </ul>
<ul style="list-style-type: none"> <li>• Outdoor Learning Spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Full language immersion</li> </ul>
<ul style="list-style-type: none"> <li>• Staff Facilitating Evening Language courses</li> </ul>	<ul style="list-style-type: none"> <li>• Language nest (birth-3)</li> </ul>
<ul style="list-style-type: none"> <li>• To teach self-reliance "to do for themselves"</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training pathways (local colleges)</li> </ul>
<ul style="list-style-type: none"> <li>• Indigenous science, math, medicine programs</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous arts and crafts (drumming, dance, beawork, hide tanning) (supplies, space, community guests)</li> </ul>

<ul style="list-style-type: none"> <li>• Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Bring in leaders with experience in education</li> </ul>
<ul style="list-style-type: none"> <li>• Prayer language</li> </ul>	<ul style="list-style-type: none"> <li>• Parent language nights</li> </ul>
<ul style="list-style-type: none"> <li>• performance/demonstration to demonstrate learning and develop confidence in themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships: spirit horses, food as medicine, panomah</li> </ul>
<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	



## Practical Vision

Participants took time to individually reflect on the question “What do we want to see happen with the school in the next three years?” When everyone was done reflecting individually, we moved into small groups to engage in thematic analysis organizing the small group’s ideas by theme. After small groups finished reflecting on themes we came together as a full group to organize all ideas by overarching themes. The priorities that arose in the themes were food and land, families and community, language and culture, build/create/support staff, student wellness, school admin/structure. From there we worked in a collective participatory process to draft action oriented goals that Endazhi-Nitaawiging can accomplish over the next three years. The practical vision is what the participants co-created for what they want to see in the day to day work of the

organization over the next three years. This work is the operating work of the organization and should include all the organization's annual programs and bodies of work. This is the work that staff should have in their daily work plans.

<b>Action oriented goal that encompasses this area:</b> Integrating Ojibwe food knowledge into physical + curricula designs of school			
<b>Priority:</b> Food and Land			
Outdoor classrooms + Learning spaces	Gardening	Cooking programs	Land based learning opportunities at school
Teaching food independence	Teaching to live with balance	Better school lunches	Build up the land around the school
Medicine Garden	Managing own fleet of EV buses allowing us to work on our own schedule	Energy sovereignty installing solar panels or geothermal	food sovereignty sourcing food locally
preparing indigenous dishes serving healthy meals	community responsibility		

<b>Action oriented goal that encompasses this area:</b> Provide opportunities for families to engage in a vibrant school community			
<b>Priority:</b> Families and Community			
Star teaching lessons for parents	Parents attending field trips	Each one Teach one (mentor for each student)	Family orientation
Afterschool programs	Grief circles + Supports	Parent and Caregiver programs	Strong volunteer programs
Regular weekly/monthly language tables with childcare provided	Host ceremonies for students and their families	Support meal trains for people who have lost a loved one	Having parents attend field trips and events more often
Have after school program with activities and opportunities to learn more Ojibwe or help	Building connection with students parents		

with homework			
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<b>Action oriented goal that encompasses this area:</b> Grow and support a committed staff rooted in Ojibwe language			
<b>Priority:</b> Language and Culture			
Year round school tied to Ojibwe traditional calendar celebrating solstice and equinox	K-2 Full immersion	Curriculum development	Medicine wheel-based curriculum
Collaborate with tribal programs	Classes grouped by skill level or capacity	Children able to pray in language in 3 years	All students dance/regalia of choice
Story circles	Teach from the 7 grandfather teachings	Outdoor education (low + high hopes, archery, canoeing)	Acting public performance
Skit (act it out) Cultural story			

<b>Action oriented goal that encompasses this area:</b> Create indigenized opportunities for student wellness			
<b>Priority:</b> Student Wellness			
Everyone speak Ojibwemowin	Build a Wigwaam/Traditional home	Build a sweat lodge	Beginning of the week prayer
More community ceremonies happen in the school	have a culture club that travels to other schools perform song and dance travel to pow wows	Travel for ceremonies	Anishnaabe book club
More speakers to teach us about tradition	Motivational speakers + Role models	Problem solving in their lives integrated into curriculum (applicable, useful)	Strong arts club

Student of the month	Set up to do eye test	Dental immunizations	Pre-screen for problems issues
Hand signals or necklace to indicate needed space	Embed mindfulness practice	Sports student athletics	Lacrosse team and field
Ojibwe language games (scrabble, jeopardy)	Ojibwe language bowls against other schools (locals, adults)	More games (basketball, hand games, moccasin games, gym, sports field)	Team building and group activities
Reward system "Caught in the act" of doing something good	Chill-out corners (stimulating selfcare, mindfulness tools)	One on One tutoring (student to student cultivating student leadership)	Experience diverse educational platforms

<b>Action oriented goal that encompasses this area:</b> Develop a school organizational structure rooted in Ojibwe practices			
<b>Priority:</b> School Admin/Structure			
Indignize school board structure and procedures	Horizontal vs hierarchical leadership	School leadership team made of teachers and staff that support decision making	Develop a competency based credential system "Bandelier bag" learners earn badges through demonstration and assessment
Videos + materials telling the story of EN	Policies amended	Multiple teachers on school board	move way from state standards to red lake nation competencies developing a set of expected learning for all red lake kids
Build media room with all technology IT needs	Process for circular feedback + restoration	Dress code	Constitutional document along with SP
Prepare for transition to year round school calendar	Resources	Evaluation and performance	Mindfulness + meditation tools

Ceremony just for staff	Staff talking circles	Staff self-care plan	Training & better use of Synergy program
Staff get together daily/weekly to learn speak Ojibwe	Use next 3 years to create and build up new teachers to fill the needs of expansion (wait to add grades until ready)	Youth workers to support in the classroom	Build teacher training pipeline
Create future teachers	Hire peer student mentors (from HS, College)	Partnerships tribally and locally	Raises
Apprenticeship model where learners shadow experts	Busses and bus drivers		

In summary, the participants created five action oriented goals and they are:

- Integrating Ojibwe food knowledge into physical and curricula designs of school
- Provide opportunities for families to engage in a vibrant school community
- Grow and support a committed staff rooted in Ojibwe language
- Create indigenized opportunities for student wellness
- Develop a school organizational structure rooted in Ojibwe practices

### Hurdles to Practice Vision

The Endazhi-Nitaawiging team broke into small groups and reflected on the question “What challenges may arise on our journey to the practical vision?” for each action oriented goal. Each of the tables below present the action oriented goals with corresponding challenges named by the team.

<b>Teaching Food Independence Starting with the School</b>
Kids refusing to eat change mindset about vegetables
Waste
Cant control foods at/from home
Rotation/people in the garden – whos responsible
Payment for teachers/knowledge keepers



sheds . tools...
Plan for harvesting
Bugs
Permission for non- red lakers from tribal council (permit for exception – annual/biannual school list of employees to get a waiver for educational harvesting initiative)
System – (grade by grade different focuses, rotation
Curriculum – plant weed water harvest
Planning feast after harvest
Harder than processed food
Securing funding for food sovereignty and staff
How its tied to culture language
Allergies
Life skills
Partnership with 4D and local farmers Solutions encourage to try new things compost

<b>Parent and Family Engagement</b>
Work Schedules
Transportation
Marketing and publicity lack
Lack of personal family correction
Lack of parental understanding or involvement
Lack of trust for new initiative
Signage
Incentives or lack thereof to participate

Shame on language learning
Family commitment + child care
Money
Lack of Motivation

<b>Build + Create A Committed Staff</b>
Competitive and fair wages
Monthly staff potluck/ceremony
Honor staff feedback to co-create positions and development plans
Weekly staff meetings
Development and promotional tasks
Clear school objectives and goals
Recognizing that staff dont leave because they are not committed
Being intentional about position names i.e. ( director, head, employee, ogimaa guide family member)
Listen and opportunities for staff to be involved
More education or training
Communication between staff and with admin
Lack of training or feeling ill prepared to deal with students
Expectations for attendance and tardiness or create other where people are to be here Inexperience with classroom management
Struggles for inclusion of all indigenous people and 2-spirited
Staff turnover and continuity

Language growth for all staff in a structured way	Solutions
Learning to make the sounds later in life... didnt grow up with it	Create language games
Must be able to speak to students	Songs
Have all staff commit to speak – afterschool?	Teacher Meetings After school
What to do if students arent receptive?	
Different learning styles – tailored to neurodiversity	
Need a language proficient person in each class ideally	
Involving families and community in training so they can support EN children in their language journey	
Remembering we all need healing in this area	

<b>Develop a school structure rooted in Ojibwe practices</b>
Conflicting perspective on what is “Ojibwe culture”
Access to Elders and Traditional Knowledge
Kids and staff don't receive changes in structure well Lack of fluent speakers and knowledge keepers
Tension between written policies and oral tradition
Access to examples/cases of Indigenous policy and governance structure
Difficulty tracing lineage for clans
Need for lots of repetition – consistency so it sticks

<b>Create indigenized opportunities for student wellness</b>	<b>Solutions</b>
Education level of the family at home understanding the value of health actions like : washing hands to prevent illness, immunizations, hygiene practice	Transportation barriers
Different belief systems – prejudice in family	Food Stamps, 2-4x for Market foods
Economic instability (ability to buy medicines and nutritious food)	CSA
“I don't have time” making it easy and accessible	Naagaan
Balancing restorative with leniency/no consequences	Food Giveaway
	Immunizations at school
	food is to the body what reading is to the mind..
	You are what you eat, teach to eat local, lean sources of meat...
	People who eat and grow their own food tend to eat their own food



## Action Planning

Acknowledging that there are many challenges to achieving our goals, the Endazhi-Nitaawiging team spent the rest of the strategic planning retreat focused on five strategies to address and overcome five pressing challenges. Working together in small groups, everyone had an opportunity to contribute action steps, with corresponding leaders and timeline, for year one. These are work plans that can be utilized as a living document to which team members can contribute, editing and adding as they progress through year one of the strategic plan.

Challenges/Hurdles:	Strategies:
Maintaining strong school community+culture	Integrate language + culture into design of day to day curriculum showing alignment with state standards
Time for staff + Juggling multiple priorities	Create consistent opportunities for elders + culture keepers to share knowledge
Family communication understanding, ability to attend	Teacher + staff are empowered to co-create school culture for retention and growth
Lack of fluent speakers	Maintain financial stability of school to resource goals in practical vision
Need for resources to support holistic activities	Clearly communicate opportunities + expectations to parents in a consistent + welcoming way

Steps to Implement Action Oriented Goals	
Provide opportunities for families to engage in a vibrant school community	<ul style="list-style-type: none"> <li>• Family engagement nights (games, cultural nights, ceremonies)</li> <li>• Communication between school and families</li> <li>• Provide resources for families to attend</li> <li>• Family coordinator position</li> </ul>
Integrating Ojibwe food knowledge into physical + curricula designs of school	<ul style="list-style-type: none"> <li>• Outdoor education model, outdoor classroom resources</li> <li>• Connecting food to nutrition (lesson plans, cooking videos, recipe books)</li> <li>• Establish partnerships and build on tribal support</li> </ul>
Grow and support a committed staff rooted in ojibwe language	<ul style="list-style-type: none"> <li>• Language tables, staff opportunities to learn together</li> <li>• Grow your own grant + initiatives</li> <li>• Language resource sharing</li> </ul>
Create Indigenized opportunities for student wellness	<ul style="list-style-type: none"> <li>• Mentorship program for students, after school programming</li> <li>• Prioritize health and wellness everyday (yoga, mindfulness, outside time)</li> </ul>
Develop a school organizational structure rooted in Ojibwe practices	<ul style="list-style-type: none"> <li>• Develop meeting protocols and policies, board structure with Ojibwe values and practices in mind</li> <li>• Mediation for students</li> <li>• Restorative healing space</li> </ul>

## Implementation Plans

Endazhi-Nitaawiging staff end the strategic planning retreat by beginning to develop an implementation plan, for both the five practical vision priorities and the strategies to address hurdles to the vision. The following [Endazhi-Nitaawiging Implementation Plan](#) includes the steps, benchmarks, and who is responsible for moving the work forward.