Vision Statement for *College Engagement* at NACA

Vision Statements articulate the long-term objectives of the content area, juxtapose that vision to the current state of teaching and learning at the school, and plan for a five years of action to meet the vision.

All “elements” should be in narrative form. The use of research statistics and graphics to support claims is encouraged.

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| Element 1 – Vision for College Engagement at NACA |
| Five years from now, what will a graduating senior look like as a result of a NACA College Engagement experience? What skills does she possess? What knowledge? What dispositions? What understandings guide her actions?  Five years from now, graduating NACA seniors will have graduated from college with a 4 year degree. This graduate can advocate for herself, use resources to be able to solve problems. She has a lot of choices and opportunities based on her college education. This graduate will also have a stronger identity and more skills to build the capacity of the community. The student will be engaged with her home or chosen community throughout her college education in order to be able to apply learned knowledge and skills.  In terms of disposition, the graduate will be someone who better understands the core values at a deeper level and uses them to navigate life decisions. The student will have a stronger sense of his identity/who they are and will be connected to a community. The will be open to having experiences that will continue to engage himself in learning and reflection; he will have the ability to be thoughtful when considering life decisions and having better life planning skills. He will be a critical thinker who is able to envision a long term plan for the future and who has a critical consciousness so that he can critically engage in the community and be able to apply indigenous ways of thinking.  The understandings that will guide students’ actions are indigenous ways of thinking; in indigenous communities, why are things the way they are? to create something enduring, you must use your indigenous ways of thinking and core values  **As the College Engagement Team, we impact students, families, and community by**  The CE Team impacts students, families and communities by building the capacity of students to self-determine their future, to use indigenous ways of thinking and core values, to think critically, to assess community needs, to learn skills to address those community needs, and to live |
| What senior summative assessment will evaluate student ability, and therefore teacher and school ability, against the objectives of College Engagement? Describe the assessment here.  The senior summative assessment will be the senior review, including a digital story.  *To demonstrate graduation proficiency in College Engagement, students will…* |
| Element 2 – The Current State of Native Literature at NACA |
| What information/data do we currently possess about our current success and challenges in meeting the College Engagement vision?  **Success:**  Senior- Getting students to apply to 10 colleges, scheduling orientation and taking the next steps for being in college next year, students are more confident about attending college and they are buying in more to the importance of higher ed  Junior- ACT prep, college trip to Colorado, clear on expectations for next year  9/10 - Doing field trips to UNM and CNM, and UNM ropes course; getting to know these students a little bit; doing orientation activities at the beginning of the year; a lot of apps for summer programs; strong apps for Simon Scholar  **Challenges:**  Seniors - turning in work on time, showing up for study hall and dual credit, seeing that all steps have been taken for each individual student for college apps (so many steps!), dual credit on NACA campus not taken seriously  Junior - only 1 semester, navigating students meeting dual credit requirement outside NACA  9/10 -Differentiating between what activities are appropriate for 9th graders and which for 10th graders; having a regular time to see 9th/10th graders during the year; getting more 9/10 students to do summer activities; creating a bridge program that will orient students in t  **Resources: Success**  Computer cart and new laptops! These were necessary for the work we did this year. We have a lot of people in and outside the NACA community who are resources to us in terms of providing information and opportunities for our students. The Simon Scholar staff are great resources for supporting our students. We have also built a network of contacts at colleges, summer programs, and community organizations who also help us support students.  **Challenges:**  We could use more new laptops and better Internet access. We’d love to get Naviance to help us be more organized and efficient. We could use more guidance and help with students who have IEPs. We would be much better served in supporting students if we had all advisors on our campus. We’d also like to see a way to make parents and advisors accountable for having their SLCs, and we’d like to have college engagement staff at all senior SLCs. We’d like to collaborate more with advisors on advisory activities around college engagement. Better communication with Daniels Fund, who expresses interest in our students and yet none have won a scholarship.  **Success:**  Seniors - they are all set to go to college!  Juniors - Demonstrate more readiness than the two previous classes already! |
| Element 3 – The Five-year Plan |
| With the goal of achieving the vision, what is possible next year? The year after? Complete the five-year plan, and please use measurable objectives  **2015-2016**  Having a signing celebration where students publicly share the college that they’ve chosen. Having the internship be part of the College Engagement work so that we can help students better connect this experience with higher education and their plans for the future. Juniors will identify 3 reach, 3 safety and 3 match colleges. Students will do digital stories that focus on perseverance and incorporate their internship, dual credit, and application experience and examine their growth over their four years in high school. We would like to work with 9th and 10th graders more systematically  25% of high school students doing summer programs with a goal to have 50% of high school student in 2016-2017 . 10% of middle schoolers doing summer programs with a goal to have 20% of high school student in 2016-2017. Have a concrete plan for working with 9/10th graders on a regular basis. Being more public about recognizing dual credit success and summer program attendance to encourage those things in other students. Identify someone who is at the main campus all the time who we can collaborate with (Zell?). Collaborate with the 9/10 Humanities teacher. Have a CE board like the one we have at the UNM campus, with opportunities and deadlines, etc. Collaborate more with Daniels and have Gates workshops with AIGC. Have a Daniels Scholar and 3 Gates Scholars ! More students going to out-of-state colleges with full scholarships. Focus more on wellness. We would like Clem to do ACT math prep and Harpreet to help with science prep  **2016-2017**  Maintaining the minimum goal of 50% of high school students doing summer programs and with a steady increase for the following years. Maintaining the minimum goal of 20% of middle schoolers doing summer programs and with a steady increase for the following years . Have 2 Daniels Scholars  **2017-2018**  We hope to be in the new high school building with grades 9-12! This year it will be important to begin a positive collaboration with the 9-10 team. We hope that there will be counselor at the middle school who we can collaborate with. 3 Daniels Scholars!  **2018-2019**  Have a bigger office with a big window  **2019-2020**  All NACA grads go to Ivy League colleges on full scholarships. |

Element 4 - Professional Development

Each teacher purchases