



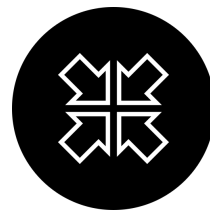
SOUTH HAVEN PUBLIC SCHOOLS
STRATEGIC PLAN
2026-2030



**Inspired
Staff**



**Empowered
Students**



**Aligned
Systems**

SHPS STRATEGIC PLAN SYNOPSIS

Vision of Success

This vision of success comes from a series of engagements and surveys with the SHPS community, students, and staff. The following guiding principles reflect what our community identifies as success and serve as the foundation for strategic alignment, allowing SHPS to work *with coherence* toward the thriving of all students.



1. **Holistic Foundation:** We must invest in a culture of belonging where every person is known, valued, and supported. We prioritize relationships, wellness, student agency, and believe each learner can own and shape their personal educational journey.
2. **Experiential Core:** We will prioritize active, visible learning by fully activating our buildings, the outdoors, and our community as dynamic spaces for discovery. We must invest in authentic experiences where students grapple with real-world challenges and collaborate to design meaningful solutions.
3. **Durable Success:** We commit to high standards of academic and personal growth. We define success by meeting state benchmarks alongside the mastery of durable life skills that ensure our students thrive in any path they choose.
4. **Systemic Alignment:** We align our resources, policies, and practices to accomplish our vision. We must ensure the district's infrastructure and systems fully support our vision of success, which includes our holistic foundation, durable success, and an experiential core.

What We Believe Is Possible For Every Student

By 2030, every SHPS student will thrive by being known, challenged, supported – growing as community members with a strong sense of belonging and the durable life skills to succeed in whatever path they choose.

Our Theory of Action

We believe that strong engagement, academic outcomes, and durable life skills are the foundation of thriving in and beyond school. ***If*** the staff of SHPS is equipped and inspired with a clear instructional framework (driver 1) and the students are empowered with holistic support (driver 2) and our systems are aligned to this belief (driver 3), ***then*** every SHPS student will be known, challenged, and supported, and will demonstrate durable life skills through rigorous, relevant, community-connected learning.

Inspired Staff + Empowered Students + Aligned Systems = Success

Where We Begin

This plan commits SHPS to engage in a process that will rely on our staff and students to contribute their voice and expertise to achieving our community's Vision of Success. As a result, in our first year we expect to launch this strategic plan, finalize the language of a Learner Profile, form teams for each of the 3 Strategic Drivers, and have those teams assess how SHPS's current staff, students, and systems are situated in light of the Vision of Success.

Driver 1: Define SHPS's Next-Generation Instruction Framework

Guiding principles served: Durable Success + Experiential Core

Core question: What should excellent learning look, sound, and feel like in every SHPS classroom, program, and learning space?

To define the instructional framework, SHPS will establish clear guidelines across several key domains:

- A. **Objectives and Curriculum:** Establish clear goals and a connected curriculum map that builds both skills (reflected in a completed learner profile) with knowledge (derived from state standards).
- B. **Strategies and Methods:** Adopt evidence-based, differentiated instructional techniques and strategies to engage diverse learners and their learning needs effectively.
- C. **Assessment and Data:** Implement a system of formative and summative assessments, using real-time data to inform and adjust teaching practices.
- D. **Culture and Environment:** Staff and students foster a safe, high-expectation learning environment characterized by respectful interactions and academic risk-taking.
- E. **Collaboration and Growth:** Provide structured opportunities for professional collaboration and growth to align teaching strategies district-wide.

The framework must answer six critical questions:

1. **What do we mean by rigorous learning?**
2. **What do we mean by engaging learning?**
3. **What do we mean by durable skills?**
4. **How do we ensure every student's experience includes these experiences?**
5. **What does assessment look like?**
6. **What is happening reliably in classrooms every day?**

SHPS TO-DO:

SHPS LEADERS NEED TO SELECT 2-3 from the lists below, identify a current number, and a rough target.

SHPS LEADERS NEED TO IDENTIFY a year 1 win.

Suggested Lead Indicators of Success (visible sooner, reviewed regularly, staff chosen)

- *Ability of staff to answer the above 5 questions and show how it impacts their own practice*
- *Student and staff survey data on the relevance of learning expectations*
- *Quality and frequency of authentic performance tasks observed across classrooms*
- *Evidence of differentiated instruction in classroom walkthroughs*
- *Staff leadership of and participation in aligned professional learning and collaborative planning*
- *Staff satisfaction survey data*

Lag Indicators of Success (take longer to show, reviewed annually, state required)

- *State assessment performance in ELA, math, and science*
- *Growth measures across grade bands and subgroups*
- *Student work samples demonstrating Ram's Charge skill development over time*
- *Reduction in achievement gaps across identified student groups*

Driver 2: Support Student and Family Engagement

Guiding principle served: Holistic Foundation

Core question: What will change in the lived experience of students who are currently disengaged from school?

To change the student experience, the district will create a shared engagement system around five commitments:

- A. **Every student is known:** Each student has at least one adult who knows their strengths, interests, needs, and current engagement status.
- B. **Every student is empowered:** Students have meaningful opportunities to make choices, offer their insights, set goals, reflect on progress, offer and contribute to school life.
- C. **Every student can explain why their learning matters and connect it to a real audience, problem or place beyond the classroom.:** Two things become crucial in the teaching and learning experiences of South Haven students - relevancy and authenticity.
- D. **Every student experiences belonging and boundaries:** A combination of genuine kindness and structure drives relationships, clear expectations, device/attention norms, restorative but accountable behavior systems, and visible respect between staff and students / students and staff.
- E. **Every student has access to the right support:** Academic, transportation, nutrition, mental health, physical health, social, family, mentoring, extracurricular, and wraparound supports should be coordinated rather than fragmented.

The engagement system should be aligned with whole-child design research, which emphasizes developmental relationships, safety and belonging, rich learning experiences, skills/habits/mindsets, and integrated support. The system should also answer the staff and community data collected which calls for stronger relationships with families, more holistic resources, and a focus on durable life skills (Learner Profile).

SHPS TO-DO:

SHPS LEADERS NEED TO SELECT 2-3 from the lists below, identify a current number, and a rough target.

SHPS LEADERS NEED TO IDENTIFY a year 1 win.

Suggested Lead Indicators of Success (visible sooner, reviewed regularly, staff chosen)

- Chronic absenteeism rates, tracked by building, grade level, and student subgroup
- Student belonging and relevance pulse survey results
- Percentage of students identified as having at least one connected adult
- Family contact and engagement touchpoints per semester
- Referral, behavior incident, and restorative practice data trends
- Access to and utilization of wraparound supports (mental health, nutrition, transportation, etc.)
- Consistent or improved percentage of students involved in clubs, athletics, and other extracurriculars

Lag Indicators of Success (take longer to show, reviewed annually, state required)

- Graduation rates
- Discipline data by subgroup, year over year
- Chronic absenteeism trends by subgroup over time
- Postsecondary enrollment, employment, or credential attainment
- Long-term trends in student belonging survey data

Driver 3: Strengthen and Align Our Systems

Guiding principles served: Experiential Core + Systemic Alignment

Core question: How will SHPS use its many assets in new ways to produce new and intentional outcomes for all stakeholders?

To execute alignment on South Haven Public School's Guiding Principles, SHPS will organize and strengthen the district's resources, policies, and practices to meet the needs represented in Drivers 1 and 2.

- A. **Aligning professional learning and adult support to the vision:** Professional learning should be coherent, practical, and connected to the instructional framework, student engagement system, and learner profile. Relevant staff should co-design, make transparent stop/start/continue decisions, implement, reflect, and formalize plans for growth. The goal is a culture of professionalism where all staff own their personal growth and the aligned resources that support it.
- B. **Aligning time, schedules, budgets, review cycles, and calendars to the vision:** Examine how schedules, calendars, expenditures, collaboration time, and planning structures either support or limit the desired student experience. This work should be ongoing, with flexibility and resiliency built in. Protected collaboration time is a driver of all other alignment, and will be prioritized early to enable other efforts.
- C. **Aligning community connections to the vision:** SHPS will intentionally grow partnerships for career pathways and technical training, dual enrollment and experiential coursework, and leverage local resources, including tourism, trails, and beaches, to expand student opportunities. Each connection should have a clear purpose and responsible party, with access integrated into the curriculum rather than depending on isolated champions or one-time events.
- D. **Aligning district communication to the vision:** This work requires active listening and coordination across departments, grade levels, partners, families, and students. Telling the story of what you plan to do, are doing, and have done will be essential for stakeholder trust and accountability. It should center voices closest to the work, and build a practice of data-driven decision making that is collaborative and involves staff, students, and their families.

SHPS TO-DO:

SHPS LEADERS NEED TO SELECT 2-3 from the lists below, identify a current number, and a rough target.

SHPS LEADERS NEED TO IDENTIFY a year 1 win.

Suggested Lead Indicators of Success (visible sooner, reviewed regularly, staff chosen)

- Staff perception of initiative coherence - do staff feel supported, motivated, involved?
- Degree to which professional learning, curriculum materials, and assessment practices are visibly connected to Drivers 1 and 2
- Number and quality of active community and business partnerships
- Budget and calendar alignment reviews — are resources going where the vision points?
- Staff retention and recruitment trends
- Frequency and quality of stakeholder feedback loops and data reviews

Lag Indicators of Success (take longer to show, reviewed annually, state required)

- Staff retention rates over the plan's 5-year span
- CTE, dual enrollment, and advanced coursework participation and equity of access
- Community partner participation growth over time
- Annual review of whether systems changes produced intended outcomes for Drivers 1 and 2

Governance and Implementation

A strategic plan only matters if it changes decisions, routines, resource allocation, adult practice, and student experience. SHPS will use a clear governance and accountability structure to keep the plan focused, visible, measurable, and responsive over time.

The purpose of this structure is to ensure follow-through, protect focus, build trust, monitor progress, and make adjustments when evidence shows that something is not working. To govern and implement the strategic plan, we agree to the following approach:

1. A Collaborative Approach to District Work, one year at a time

All of the work in this strategic plan has the potential to transform the teaching and learning experience in SHPS. And the transformative power comes from the empowerment and inspiration of the staff and students carrying out the work. For that reason, success is predicated on getting those staff members to the forefront of research, exploration, pathfinding, and solidifying the expectations as well as including student voice in the center of all decision making. It is recommended that the district lead this work through networks and Driver Teams of 12-15 people rather than hierarchy of top-down directives. Protected collaboration time and appropriate compensation will be offered to these teams, honoring their time and expertise. Year 1 is intentionally structured, and years 2-4 are intentionally less specific because the work will be determined by the results of year 1. As years 2-4 develop, teams will be encouraged to answer the following question: *What changes for kids, by when, and how will we know?*

2. Feedback Loops and Communication

Accountability starts with listening and includes a response. SHPS will establish regular opportunities for stakeholders to participate in decisions, planning, reviewing, and improving of programs. Outcomes and opportunities will be monitored to ensure they are improving across all student groups, buildings, and programs. Those doing the work with each of the 3 drivers will begin monthly touch points during staff meetings, community newsletters, student surveys, and other formats they deem impactful, which should include updates on the work as well as opportunities for affirmation, concerns, and input.

3. Regular Implementation Reviews

Scheduled reviews will be conducted to evaluate progress, focusing on data, resource alignment, and barriers. These sessions will address four key questions: *What is working? What is not? What are we learning? What needs to change?* Results will be shared publicly and with the school board, enabling them to maintain focus, monitor evidence, and support necessary policy and resource adjustments.

4. Annual Action Planning

The strategic vision has been translated into 3 drivers, each with an annual action plan. Each driver begins with a clear description, the core question, and desired outcomes. Year 1 identifies high priority tasks, with years 2 and 3 offering high level tasks while allowing room for each Driver Team to forge their own path to success with the research and expertise they collectively bring to the table. Each plan will include expected evidence of progress and a transparency component. Critically, these plans will use implementation review data to identify which work will be stopped, simplified, revised or delayed to ensure the district remains focused on its most impactful goals.

5. Power Sources

The strategic plan is based on 3 specific power sources. These include having an *inspired staff* that leads the work and shares the vision with colleagues, students, and our community. The next power source is *empowered students* that have what they need to be motivated, engaged, and growing. And underneath all of this work, our *district systems* become a power source once aligned to our vision of success.

6. Networked Collaboration, with Accountability

Each year, driver teams convene to conduct the work outlined in the plan. Each team has a steward that will ensure the work continues and is completed in a timely manner. Stewards are responsible for ensuring plan progress is reported to the Board of Education. Stewards will work with the Superintendent who oversees all plan implementation to determine when work needs to be stopped, delayed, or adjusted.

Driver 1 Steward:
Driver 2 Steward:
Driver 3 Steward:

SHPS TO-DO:

Name 3 Stewards by Role / Position in District - e.g. Assistant Superintendent of Curriculum and Instruction

South Haven Public Schools 2026-2030 Strategic Plan || Year 1

Foundation: Learn, Align, Explore

PLAN & PROFILE LAUNCH	- Review/gather feedback on emerging Learner Profile. - Finalize the Ram's Learner Profile based on that feedback, DAT/discovery work with Fielding, city-wide survey, and feedback from staff. - Formal staff and board adoption of Learner Profile. - Launch the strategic plan across the district during summer board meetings, back to school family events, and staff meetings in August 2026.
Driver 1 Define SHPS's Next-Generation Instruction Framework <i>Guiding principles served: Durable Success + Experiential Core</i> Core question: What should excellent learning look, sound, and feel like in every SHPS classroom, program, and learning space?	- Form a large cross-district Driver 1 / academic team. - Team to establish and clarify their own goals and a timeline. - Team to analyze this strategic plan, its goals, its resources, and the Learner Profile. - Team to research instructional frameworks that align to the Learner Profile. - Team seeks input from students and colleagues on current learning practices and impact and then integrates the learning into finding an instructional framework. - Team to review relevant current practices around curriculum materials, vertical alignment, cross curricular learning, hands on learning, knowledge building, etc. - The district leadership and this team will begin to answer the 5 critical questions. - Facilitate conversations across other Driver teams. - Begin to experiment with leading frameworks. - Team should be ready to work with the driver 3 / systems team to articulate how their work may impact the district's many systems. - Own the planning of next steps (years 2-4), including iteration and feedback gathering, for the realigned academic systems.
Driver 2 Support Student and Family Engagement <i>Guiding principle served: Holistic Foundation</i> Core question: What will change in the lived experience of students who are currently disengaged from school?	- Form a large cross-district Driver 2 / holistic team. - Team to establish and clarify their own goals and a timeline. - Team to analyze this strategic plan, its goals, its resources, and the Learner Profile. - Team to research best practices around the five Driver 2 Commitments. - Team seeks input from and sense-making with students, colleagues and families. - Team should conduct a deep dive into data, reflecting on the aggregate in addition to race, language, disability status, and other identity markers. - Team will review current practices in light of the identified research and data they collected from staff to create a plan that moves South Haven Public Schools closer to meeting those commitments over a 3-5 year period. - Team should be ready to work with the Driver 3 / systems team to articulate how their work may impact the district's many systems. - Own the planning of next steps (years 2-3), including iteration and feedback gathering, for the realigned holistic systems.
Driver 3: Strengthen and Align Our Systems Guiding principles served: Experiential Core + Systemic Alignment Core question: How will SHPS use its many assets in new ways to produce new and intentional outcomes for all stakeholders?	- Form a large cross-district Driver 3 / systems team. - Team to establish and clarify their own goals and a timeline. - Team to analyze this strategic plan, its goals, its resources, and the Learner Profile. - Team to research best practices for aligning systems to their vision, which will likely include but not be limited to staff professional learning plans, contract times and calendars, class schedules and offerings, budgets, public relations, community engagement, transportation, nutrition services, hiring processes, student support, staff infrastructure, stakeholder feedback cycles, data reviews, student assessment and reporting, and communications (5-8 months). - Team to meet with academic team and holistic team to learn about their needs for supporting Drivers 1 / academic team and 2 / holistic team, respectively. - Apply the input of both Driver teams to research and begin the realignment of appropriate systems, choosing a 1-3 year timeline that works best to support innovation and automation, build motivation, keep engagement, and respect the fear of change that is a natural part of the process. - Prepare communications to share the why behind the changes. - Own the planning of next steps (years 2-3) related to systems iteration.

South Haven Public Schools 2026-2030 Strategic Plan || Year 2

Deepen: Implement, Reflect, and Refine

Driver 1 Define SHPS's Next-Generation Instruction Framework <i>Guiding principles served: Durable Success + Experiential Core</i> Core question: What should excellent learning look, sound, and feel like in every SHPS classroom, program, and learning space?	Building on the foundation established in year 1, the Driver 1 / academic team moves from exploration to implementing the instructional framework. The focus shifts to gathering evidence of impact, and refining the framework based on what is working. By the end of year 2, any South Haven teacher should be able to point to a shared instructional framework that is visible, understood, and in use across classrooms. This year should also bring the Learner Profile to reality by establishing a cohesive curriculum map that balances the development of life skills (reflected through a finalized learner profile) with knowledge development (aligned to state standards and curriculum materials). <i>Likely to include: piloting framework elements in classrooms, collecting student and staff feedback, rolling out the curriculum map that includes the learner profile's connection to daily learning, and a clear plan for relevant professional learning.</i>
Driver 2 Support Student and Family Engagement <i>Guiding principle served: Holistic Foundation</i> Core question: What will change in the lived experience of students who are currently disengaged from school?	With a clearer picture of current strengths and gaps, the Driver 2 / holistic team deepens the district's engagement commitments by testing and refining practices across the five Driver 2 commitments. The focus is on consistency — ensuring that every student, regardless of building or program, experiences the engagement system in meaningful ways. Students should emerge as highly involved in Driver 2 discernment, with their voices centered in decision making. <i>Likely to include: launching or expanding identified engagement practices, monitoring belonging and attendance data, strengthening family communication systems, growing partnerships, beginning a staff-developed library of holistic support resources, a focus on student-centered practices, and adjusting supports based on student and family feedback.</i>
Driver 3: Strengthen and Align Our Systems <i>Guiding principles served: Experiential Core + Systemic Alignment</i> Core question: How will SHPS use its many assets in new ways to produce new and intentional outcomes for all stakeholders?	With the Driver 1 / academic team and the Driver 2 / holistic team in motion, the Driver 3 / systems team turns its attention to removing barriers and reinforcing what is working. This year is about making the infrastructure reliably support the vision — not just in theory, but in the daily experience of staff and students. <i>Likely to include: adjusting schedules/budgets/professional learning structures based on year 1 findings, beginning a library of research that district decisions are made upon, intentional communications so stakeholders know the why behind the changes, and continuing to align systems to the needs identified by the Driver 1 / academic and Driver 2 / holistic teams.</i>

South Haven Public Schools 2026-2030 Strategic Plan || Year 3

Sustain: Embed, Scale, and Evaluate

Driver 1 Define SHPS's Next-Generation Instruction Framework <i>Guiding principles served: Durable Success + Experiential Core</i> Core question: What should excellent learning look, sound, and feel like in every SHPS classroom, program, and learning space?	The instructional framework is no longer a pilot, it is the expectation. This year focuses on embedding the framework into hiring, onboarding, coaching, and professional learning so it outlasts any single initiative or leader. The team evaluates impact and identifies what should be scaled, refined, or retired. This should be the first year of fully embedding the Learner Profile into the daily life of staff and students, creating an alignment between the profile and standards so that every child has exposure to skill building support consistently throughout each subject, school year, and support mechanism they encounter in SHPS. <i>Likely to include: formalizing the framework in district documentation, connecting it to evaluation and growth systems, a staff-developed library of resources, staff leading the related Driver 1 / academics in professional development, and establishing how it will continue to get instructional impact feedback and evolve over time.</i>
Driver 2 Support Student and Family Engagement <i>Guiding principle served: Holistic Foundation</i> Core question: What will change in the lived experience of students who are currently disengaged from school?	The engagement system becomes a standard part of how SHPS operates, not a program, but a culture. This year focuses on sustainability, equity, and continuous improvement, ensuring that gains are maintained and extended to students who have historically been underserved. Students should now be leading in various ways across Driver 2 / holistic work. <i>Likely to include: evaluating outcomes across student groups, students leading their peers and younger SHPS kids, mentorships, partnerships, internships/externships, scaling what is working, and integrating the engagement system into the district's ongoing planning and accountability cycles.</i>
Driver 3: Strengthen and Align Our Systems <i>Guiding principles served: Experiential Core + Systemic Alignment</i> Core question: How will SHPS use its many assets in new ways to produce new and intentional outcomes for all stakeholders?	Systems work is never finished, but by year 3, the district's infrastructure should visibly and reliably support the vision. This year focuses on evaluating alignment, identifying remaining gaps, and building the adaptive capacity to sustain the work beyond the 2026–2030 plan. <i>Likely to include: the high engagement of relevant staff and students, a formal review of systems alignment, updates to policies and structures as needed, preparing to share the successes publicly, and planning for the next cycle of strategic work.</i>

South Haven Public Schools 2026-2030 Strategic Plan

SUGGESTED RESEARCH RESOURCES

Driver 1 Define SHPS's Next-Generation Instruction Framework <i>Guiding principles served: Durable Success + Experiential Core</i> Core question: What should excellent learning look, sound, and feel like in every SHPS classroom, program, and learning space?	student/staff/comm survey results (limited access) Research and resources on educational/instructional frameworks Instructional Frameworks 101 Examples: Sun Prairie WI, Baltimore MD, Portland OR, PBL MTSS Research: TNTP's Opportunity Myth Executive Summary (full pdf request) Nation Report Card - no change since 2015 for 4th, despite billions in intervention Forbes Article on knowledge's place in reading. A more academic look at knowledge needing to be the focus of reading instruction Op Ed - Baltimore Sun Should we Teach at Reading Levels Profile of Learner support: LCC Blog on PD LCC Tips for Implementing Resources / Launch & Alignment Materials / Deeper Research MI's profile & flexibility guide Foundational Approach to Knowledge Building/Reading: Great Podcast for the science of reading 5 Key Concepts to The Science of Reading Why Knowledge is KEY to Successful Reading. Podcast that brings it all together. (see podcast link in left column) Science's impact on 21st century education Video - why some can't remember words Secondary changes due to science of reading MDE continual improvement support, tools, goal setting. Workshop Framework: consider the use of this tool to evaluate current and/or potential programs to help discern its ability to be implemented, sustained, and motivate change.
Driver 2 Support Student and Family Engagement <i>Guiding principle served: Holistic Foundation</i> Core question: What will change in the lived experience of students who are currently disengaged from school?	student/staff/comm survey results (limited access) Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation by Shane Safir and Jamila Dugan and the powerful, tool oriented follow up book Pedagogies of Voice: Street Data and the Path to Student Agency by <i>Bagsik, Jaber & Watson</i> - related podcast Culturally Responsive Teaching and the Brain by Zaretta Hammond The Wraparound Guide (A wraparound service delivery handbook for helping students overcome barriers to wellness and learning) by Leigh Colburn and Linda Beggs Resource mapping: NAESP Guidance Whole Child Approach with free tools and resources Community School Approach and Research MDE continual improvement support, tools, goal setting. Workshop Framework: consider the use of this tool to evaluate current and/or potential programs to help discern its ability to be implemented, sustained, and motivate change. Restorative Practices resources
Driver 3: Strengthen and Align Our Systems <i>Guiding principles served: Experiential Core + Systemic Alignment</i> Core question: How will SHPS use its many assets in new ways to produce new and intentional outcomes for all stakeholders?	student/staff/comm survey results (limited access) Flexible Schedule resources Guide to Flex Schedules EDP FUNDAMENTALS GUIDE MICHIGAN FLEXIBILITY GUIDE The Learner Centered Collaborative post on shifting to new practices Shifting to competency-based grading / Video on secondary grading changes Podcast with an expert on competency based grading Great article on secondary grade inflation A Better Way to Budget: Building Support for Bold, Student-Centered Change in Public Schools by Nathan Levenson 4 Different Approaches to Budgeting for Administrators Zero-Based Budget for Schools HR support - Complaint, by Sarah Ahmed (1 hr lecture / video) MDE continual improvement support, tools, goal setting. Workshop Framework: consider the use of this tool to evaluate current and/or potential programs to help discern its ability to be implemented, sustained, and motivate change. Appreciative Inquiry (support can be found here).

The Emerging SHPS Learner Profile (working title: “Rams’ Charge”)

This was co-created with the community, students, and staff.

It captures what South Haven’s community believes will ensure that students thrive.

Ram’s Charge Skill	What it Looks Like for Students and Staff
Think Critically	Literacy, numeracy, knowledge-building, problem solving, data analysis, research, multi-step assignments, objectively analyzing, fact finding, informed decision making, scaffolded support, and integrated content used to tackle authentic challenges.
Create and Discover	Hands-on work, curiosity, inquiry, personal projects, experiments, arts, career exploration, internships, growth mindset, and opportunities to try/fail/iterate.
Communicate	Speaking, listening, writing, media literacy, audience awareness, asking for/giving help, discernment, and communication across modes.
Collaborate	Teamwork, asking for help, being in roles of leadership and support, inclusion, negotiating, debriefing, time for collective reflection, giving and getting help, community outreach, mentoring, volunteering, and active listening.
Care For and Contribute	Leadership, connection to place, local/global awareness, respect, ethical responsibility, service, serious responsibilities, civic participation, opportunities for interpersonal relationships and caring for others, projects that impact, and place-based learning.
Self Navigate	Healthy choices, self-regulation, self-awareness, self-advocacy, confidence, given options and chances for discernment, unstructured work and play, adaptability, handling failure, goal-setting, self reflection, and responding to feedback.

To Do: Develop look-fors and evidence/measurement strategies by grade bands and for staff. These must include critical state-measured benchmarks in addition to SHPS owned measures. The work to align skill building to SHPS practices, traditions, and curricula. By enacting this Strategic Plan’s drivers, a learner profile will be finalized and embedded into the experience of every SHPS student.