

FY2025-FY2029

Strategic Plan Detail

Draft for Board Approval as of August 19, 2024

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Overview & Framework

Outcome

The North Slope Borough School District's strategic plan is a directional roadmap to guide the District and our community partners. The plan is designed to achieve the following outcomes.

A **cohesive and integrated plan** that will:

- **Guide Decision-Making:** Establish a clear framework for decisions and agreements within the District.
- **Be Embedded in our Educational System:** Integrate fully into our educational practices and be reinforced by policy.
- **Be Explicit, Transparent, and Promote Community and Board Ownership:** Articulate a clear, accessible plan that is owned by the Board, supported by the community, and executed by the administration.
- **Ensure Continuity:** Maintain consistency and direction regardless of changes in Board members or administration.
- **Provide Accountability and Consistent Measurement:** Implement consistent metrics to track and demonstrate progress over time.

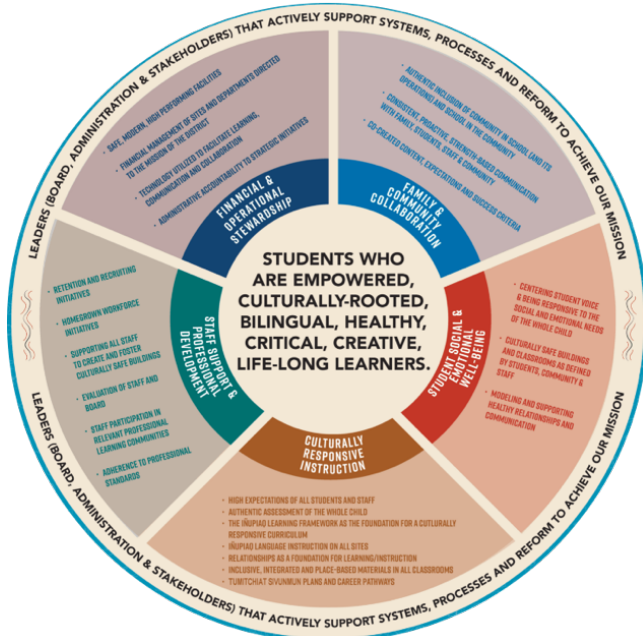
Strategic Plan Elements

The elements of the strategic plan and definition of each are summarized below.

- **Maᅇᅇuqput** - Our foundation & purpose.
- **Iᅇᅇupiaq Values** - How we behave.
- **Strategic Anchors** - Standards and guiding principles that anchor our decision-making and actions.
- **Pedagogy Domains** - Areas of focus and framework of the plan.
- **District Goals** - Strategic direction and priority within each domain.
- **Strategies** - The approach we will take to achieve success.
- **Outcomes** - The result we are striving for and the measurability of progress.
- **Annual Initiatives** - How we will achieve the outcome and annual focus.

Plan Framework & Pedagogy Alignment

The Focus Area Domains of the NSBSD Pedagogy serve as the over-arching frame of the strategic plan. District goals and outcomes are aligned with a single Pedagogy Domain but influence all areas.



NSBSD Pedagogy Domains

1. Family & Community Collaboration
2. Culturally Responsive Instruction
3. Student Social & Emotional Wellbeing
4. Staff Support & Professional Development
5. Financial & Operational Stewardship

Plan Structure

The strategic plan is structured as follows:

Level	Planning Element	Accountability	Timeframe
Framework	Pedagogy Domains	N/A	N/A
1	District Goals	District Leadership	5+ Years
1.1	Outcomes	District Leadership	3-5 Years
1.1.1	Annual Initiatives	Department Heads	Annual
1.1.1.1	Action Items	Individual Contributors	Short-Term/Semester

Maᅇᅇuqput - Our Foundation

Iᅇuk una qauriᅇiᅇaniᅇ iᅇugullaᅇmi iᅇisimmatiniguuruq iᅇisausiamiᅇiᅇ
naipiqtuᅇᅇiᅇaniᅇ!ᅇu aasii taima isumalaalgusivᅇuni sulᅇ iᅇisimmaᅇiᅇsivᅇuni tainnamik aasii
kisuutilaani pautagivᅇlugu iᅇuguᅇhuni iᅇulluatauvᅇuni.

The North Slope Borough School District is committed to embedding through our curriculum and teaching practices, traditional Iᅇupiaq ways of raising and educating children, Iᅇuguᅇsiᅇiᅇ, which is the principle that guides our work with the children and communities of the North Slope. We share in the responsibility to support our students' development as iᅇulluatat - good human beings - able to navigate successfully in today's world.

We honor and recognize the unique process of learning that is deeply tied to the land, culture, language, and knowledge of the Iᅇupiat. This approach, which is directed by the Iᅇupiaq worldview, respects how children learn as they become aware of their surroundings and expand their knowledge into adulthood.

Students who are empowered, culturally rooted, bilingual, healthy, critical, creative, life-long learners.

Iᅇupiaq Values

The Iᅇupiaq values are foundational and integrated throughout all aspects of NSBSD's operations and activities, defining how we behave as a District.

- Compassion
- Resolution of Conflict
- Love and Respect for Our Elders and One Another
- Cooperation
- Humor
- Sharing
- Family and Kinship
- Knowledge of Language
- Hunting Traditions
- Respect for Nature
- Humility
- Spirituality

Strategic Anchors

Strategic Anchors are standards the North Slope Borough School District has identified as essential to meeting the learning needs and outcomes of our students. These anchors represent the District's core principles, guiding our actions and decisions.

Pisigilugit Qitungavut - In the best interests of our children.

Students first, always.

Always with the community.

Shared rights and responsibilities in the growth and development of our students.

All students have a voice.

Every student is encouraged to express their thoughts and opinions, and each voice is heard and valued.

High expectations in literacy and numeracy go alongside language and cultural acquisition.

These foundational skills will be developed alongside the Iñupiaq language and culture for a well-rounded education.

The Iñupiaq Learning Framework is foundational for the identity of the District.

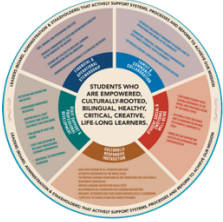
The ILF shapes the District's educational identity by embedding the Iñupiaq language, culture, and values into a culturally responsive curriculum.

The NSBSD Pedagogy is the implementation model for the District.

The Pedagogy is the blueprint for instructional practice and how our educational program will be delivered.

Sustainable and consistent funding for long-term impact.

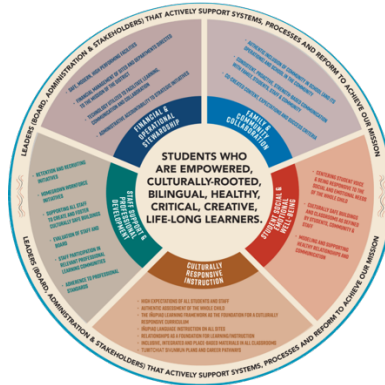
Securing sustainable funding and support is essential for lasting impact and success.



DISTRICT GOALS

District Goals articulate the strategic direction and priority within each focus area domain of the NSBSD Pedagogy.

<p>Family & Community Collaboration</p>	<p>1. Prioritize and implement intentional and purposeful partnerships.</p>
<p>Culturally Responsive Instruction</p>	<p>2. All students perform at or above grade level. 3. All students are prepared for their pathway of choice post-high school. 4. Graduate bilingual students.</p>
<p>Student Social & Emotional Wellbeing</p>	<p>5. Facilitate and maintain culturally, emotionally, and physically safe learning environments.</p>
<p>Staff Support & Professional Development</p>	<p>6. Build and sustain a thriving workforce aligned with the mission of this District.</p>
<p>Financial & Operational Stewardship</p>	<p>7. Standardize high-functioning, efficient, student-focused operations.</p>



FOCUS AREA DOMAIN

Family & Community Collaboration



Goal 1

Purposeful Partnerships

Prioritize and implement intentional and purposeful partnerships.

What Success Will Look Like:

- Community-wide alignment, support, and collaboration in the interest of our students.
- Deeper integration of families and community partners.
- Sustainable partnerships, reliable funding, and shared resources.
- Formalized partner agreements aligned to outcomes.
- Expanded opportunities for students and staff.

Our Why:

Achieving the goals and outcomes set forth in this strategic plan requires long-term commitment, community alignment and sustained support.

The District cannot do it alone.

Together, unified in our efforts, we can enhance educational outcomes and make a lasting impact on our students and community.

Strategies

Shared Interests, Rights, and Responsibilities

Cultivate meaningful community partnerships by acknowledging a framework of shared interests, rights, and responsibilities. Through a unified approach, we advance student outcomes, ensuring every stakeholder actively contributes to and benefits from our collective educational goals. Aligning on shared interests and outcomes creates a supportive educational environment alongside families and community partners.

Purposeful Asks and Broader Accountability

Our strategy aims to enhance transparency and effectiveness by integrating targeted and explicit requests with broader accountability. By proactively building financial support based on clearly identified needs, we ensure that requests are purposeful, targeted, and outcome-focused. Funds will be tied to reportable outcomes aligned with the District's mission and will enhance accountability through diligent progress reporting, ensuring that resources are effectively utilized to achieve our educational goals.

Explicit and Formalized Partner Agreements

Partnerships will be formalized by establishing explicit agreements (MOAs) that clearly define shared interests and align with specific program, operational, and student needs. These partner agreements will be based on a clear structure, ensuring mutual understanding, accountability, and alignment with our strategic goals. This approach fosters strong, transparent, and effective collaborations.

Outcomes

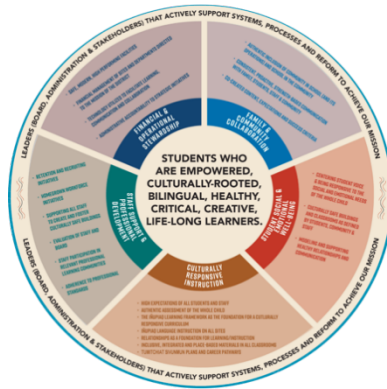
1. Authentic, intentional, and visible **collaboration with families and all community partners.**
2. Authentic, **integrated partnerships with Tribes and cities** that are tied to specific programs and outcomes for students and the community.
3. Building upon existing **support and partnerships with corporations, local businesses/nonprofits** to ensure purposeful outcomes that meet the needs of our students.
4. Expanded pathways and opportunities for students and staff through **partnerships with employers, colleges/universities, and other districts.**

5-Year Roadmap

Outcome	Where we are today... (FY 2023)	In two years... (End of FY 2026)	Where we want to be.... (5+ years)
Authentic, intentional and visible collaboration with families and all community partners.	Attendance: Small improvement on previous years but significant distance from where we need to be.	Attendance: Explicit & intentional initiatives that engage the community.	Attendance: 5 years of upward trend / YOY growth towards the goal of 90% (all sites).
	TS Plans are in the planning stage.	TS Plans: All parents have been engaged with by the school to participate in their student's TS Plan.	TS Plans: Evidence of congruence in the Pathway Plans; Children's pathway plans have been followed. (annual check-up with every parent).
	CSEAs (Community School Expectation Agreements) have been created for every site.	CSEAs are operationalized as an annual baseline exercise; Agreements updated within first quarter of every year.	CSEAs: Standard operational procedure for the District.
	SACs are meeting irregularly.	SACs are meeting monthly, and SAC Presidents are meeting together once annually.	SACs are meeting monthly, and SAC Presidents are meeting together once annually.
	SACs have been included for the first time in budget planning & activities discussions and selection of Principals.	Bilingual: Village-level community commitment to partner and contribute Iñupiaq speakers.	Bilingual: Partnership MOAs in place specific to language initiatives and supplemental support.
	Bilingual: Strong support for Immersion Program from participating families. Strong stakeholder support for expansion of bilingual ed initiative.	Hold a Language Summit.	<i>Shift in mentality and prioritization of language.</i>
Community in School: Average volunteer hours approximately 90 mins per week.	More family/community engagement in language activities outside of school.	Community in the School: Double the volunteer hours.	
		Community in the School: Double the volunteer hours.	

Outcome	Where we are today... (FY 2023)	In two years... (End of FY 2026)	Where we want to be.... (5+ years)
<p>Authentic integrated partnership with Tribes and cities that are tied to specific programs and outcomes for students and the community.</p>	<p>Tribe: Developing communication pathways and working towards meaningful partnerships.</p> <p>Shared broad, regional partnerships but do not currently have a specific MOA.</p>	<p>Tribe: Explicit, formalized partnership (MOA) between the District and the tribe that reflects the strategic plans of the organizations and commits to cooperation to meet the educational needs of students.</p> <p>Authentic partnership in programs that have clear accountability and deliver meaningful outcomes for children.</p>	<p>Tribe: Cooperative arrangements to integrate educational programs wherever possible to maximize outcomes for students.</p> <p>Funding partnerships that enhance opportunities for all North Slope students.</p> <p>OJT/Internships: Students actively working with the tribes.</p>
	<p>Cities: A range of formal and informal partnerships.</p> <p>Partnerships exist with several cities across the Slope.</p>	<p>Cities: Formalized agreements that identify specific programs where the partnership can support student growth and program offerings.</p> <p>Clear avenues defined to benefit our students (OJT, career exploration, internships, etc.)</p> <p>OJT/Internships: Students actively working with the cities.</p>	<p>Cities: Formalize and expand partnerships to relieve pressure on District budget while offering program benefits to students and families (e.g. swimming pool repairs, maintenance, and staffing).</p> <p>Identifying alternative funding partnerships and pathways to benefit student growth and development (e.g. NPRA).</p> <p>Extensions of OJT/ Apprenticeships.</p> <p>Sharing human capital and resources.</p>

Outcome	Where we are today... (FY 2023)	In two years... (End of FY 2026)	Where we want to be... (5+ years)
<p>Building upon existing support and partnerships with corporations, local businesses/nonprofits to ensure purposeful outcomes that meet the needs of our students.</p>	<p>Corporations: MOAs with some health providers.</p> <p>Ad hoc but critical support from various corporations on a case-by-case request basis.</p>	<p>Finalize MOAs with all relevant health providers.</p> <p>Establish fixed commitments for current ad-hoc funding for known events (e.g. Christmas games security).</p> <p>Identify predictable sources of corporate funding for educational initiatives/events like NYO, Academic decathlon, drum & dance programs.</p> <p>NSBSD more intentional about tying funds to reportable mission-aligned outcomes.</p> <p>Broader accountability, reporting back on milestones & outcomes.</p>	<p>Multi-year agreements for health and behavioral health supports.</p> <p>Annual corporate funding for educational initiatives/events like NYO, Academic decathlon, drum & dance programs.</p>
	<p>Business/Nonprofits: Terrific partnerships and support/ contributions from many.</p> <p>Partnerships are built based on the energy of the organization.</p>	<p>NSBSD more intentional about building relationships with non-profits and local businesses and tying funds to reportable outcomes (aligned with the mission of the District).</p> <p>Recognition / celebration of the support we receive.</p>	<p>Regular recognition and inclusion of non-profit and local business partners in NSBSD events.</p> <p>Consistent renewal and appreciation of relationships to ensure annual re-investment in the NSBSD.</p>
<p>Expanded pathways and opportunities for students and staff through partnerships with employers, colleges/universities and other districts.</p>	<p>Current partnerships with Iļisaġvik College, UAF, UAA.</p> <p>Exploring opportunities with other school districts.</p>	<p>Expanded college/university partnerships.</p> <p>Working agreements (MOAs) with other school districts to provide CTE/VocEd options to NSBSD students.</p> <p>Targeted recruiting partnerships for teacher placements.</p>	<p>Multiple established student/teacher feeder programs supporting NSBSD schools and developing pathways to teacher recruitment.</p> <p>Established student pathways to a range of CTE and vocational providers.</p>



FOCUS AREA DOMAIN

Culturally Responsive Instruction



Goal 2

Academic Achievement

All students perform at or above grade level.

What Success Will Look Like:

- High-quality, coherent, and consistent instruction, with all students performing at or above grade level.
- Minimum adequate yearly growth for all students, and catch-up growth for those who need it.
- Maintaining attendance at 90% or higher.
- Students graduating on grade level with their cohort.
- ILF textbooks available for every subject and grade level.

Our Why:

Literacy and math are foundational skills essential for success in today's world. Ensuring students perform at or above grade level in these areas is as important as fluency in the Inupiaq language.

By prioritizing academic rigor and high expectations, delivered through a culturally responsive curriculum, we can equip our students with the tools they need to thrive in a complex and rapidly changing environment.

Strategies

School-Based Intervention and Multi-Tiered System of Supports for Students

With a strategic focus on student growth and proficiency, NSBSD is implementing comprehensive **school-based intervention services** and a **multi-tiered system of supports (MTSS)** to provide personalized and effective support for every student. This approach involves early identification and targeted intervention, collaborative efforts with educators, families, and community partners, continuous monitoring and adjustment of interventions, and ongoing professional development for educators. Evidence in our schools has shown that intervention services significantly impact student growth and proficiency. We are committed to this approach and the lasting impact it will have on our students and the school system overall.

Strong Tier 1 Instruction and Culturally Responsive Curriculum that Teaches Grade-Level Content through Our Own Lens

Providing a **culturally responsive curriculum** that integrates Iñupiaq values, traditions, and knowledge into all aspects of education is integral to our teaching model. This approach ensures that students meet academic standards while developing a strong cultural identity. The Iñupiaq Learning Framework (ILF) offers a holistic, culturally integrated approach to teaching academic standards through our own lens and fostering student success. Through the implementation of the ILF and the development of culture-based units (CBUs), Iñupiaq perspectives are embedded throughout the curriculum, creating a culturally safe and relevant educational experience for our students. The ILF is a full-circle approach to fostering student success and developing the whole child.

Strong Tier 1 instruction is the general instruction that every student receives from their teacher. It is aligned to grade-level standards and differentiated based on student need. All students will receive rigorous, grade-level aligned, and culturally responsive instruction every day.

Measuring Progress and Showing Growth of the Whole Child with and Beyond Standardized Assessments

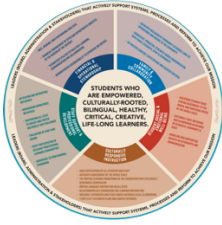
Our emphasis is on understanding the growth and progress of each child holistically, through a comprehensive lens that goes beyond standardized testing. Through the implementation of **Tumitchiat Sivunmun Plans** (TSPs), every student will have an individualized plan that is progressively developed in collaboration with the school and family. TSPs provide a full picture and profile of our students by including both **standardized assessments and broader measures** of student interests and development. These plans allow us to understand and support each student's academic, social, emotional, and cultural growth, ensuring we see the whole child and tailor our educational strategies to meet their unique needs. TSPs are forward-thinking so that all students see their path forward, through and beyond their K-12 journey.

Outcomes

1. All students supported to achieve **grade level proficiency** or above in literacy & math.
2. High-quality **Tier 1 culturally safe & responsive instruction** in every classroom.
3. Fully integrated **culturally responsive curriculum**.
4. Students are **in school at least 90%** of the time.
5. All students will have a **Tumitchiat Sivunmun Plan** for learning achievement.
6. All students **graduate** with their cohort.

5-Year Roadmap

Outcome	Where we are today... (FY 2023)	In two years... (End of FY 2026)	Where we want to be... (5+ years)
All students supported to achieve grade-level proficiency in <u>literacy & math</u>.	<p>Less than 5% of students are at grade-appropriate levels in reading and math.</p> <p>Less than 5% of students are graduating at a grade-appropriate level.</p>	Minimum adequate yearly growth for all, with catch-up growth for those who need it.	All students at or above grade-level proficiency in <u>literacy & math</u> .
High-quality Tier 1 culturally safe & responsive instruction in every classroom.	<p>Lack of rigor along with insufficient skills to build rigor.</p> <p>Assignments are not at grade level.</p>	<p>Instruction & assignments at grade level.</p> <p>All assignments are reflective of adopted core resources.</p> <p>IEP and 504's implemented in all classrooms.</p> <p>At least 50% of our teachers capable of converting a lesson plan to make it culturally responsive.</p> <p>Principals meeting with instructional staff regularly to develop Professional Growth Plans.</p>	<p>*Phasing out of site-based interventional coaches.</p> <p>High-quality, coherent, consistent instruction.</p> <p>Every teacher capable of converting a lesson plan to make it culturally responsive.</p> <p>All assignments are reflective of adopted core resources & culturally responsive.</p> <p>Principals are culturally safe, responsive, instructional leaders.</p> <p>NSBSD School of Ed for Principals & Teachers</p>
Fully integrated culturally responsive curriculum. ..by content areas	<p>350 culture-based units.</p> <p>Existing units are not fully utilized.</p>	<p>ELA, Math & Science content areas mapped.</p> <p>Full utilization of existing culture-based units.</p> <p>Comprehensive understanding of the ILF.</p>	<p>ELA, Math & Science content guides written.</p>
All students will have a Tumitchiat Sivunmun Plan for learning achievement.	<p>TS Plans are in the planning stage.</p>	<p>All parents have been engaged with by the school to participate in their student's TS Plan.</p>	<p>Evidence of congruence in the Pathway Plans; Children's pathway plans have been followed. (Annual checkup with every parent).</p>
Students are in school at least 90% of the time.	<p>SY22/23 73%; SY23/24 75%</p> <p>Small improvement on previous years but significant distance from where we need to be.</p> <p>Villages currently indicate their own start/end date that vary by approx. 5 days.</p>	<p>All sites at or above 80%.</p> <p>Explicit & intentional initiatives that engage the community.</p> <p>Community <u>ownership</u> of attendance initiatives & further improvement on a site-by-site basis.</p>	<p>All sites at or above 90%.</p> <p>5 years of upward trend / YOY growth towards the goal of 90% (all sites).</p> <p>Culturally responsive calendar implemented at all sites (and impacting attendance).</p>
All students graduate with their cohort.	<p>SY22/23 74%</p>	<p>85%</p>	<p>4-Year - 97%</p> <p>5-Year - 100%</p>



Goal 3

Post-High School Readiness

All students prepared for their pathway of choice post-high school.

What Success Will Look Like:

Partnerships are represented across the Slope, with more village-based CTE and shops open at every site.

Well-developed, sustainable pathway opportunities are aligned to student interests and identified pathways, along with expanded internships, OJT, and certification completions.

Workplace skills are taught from elementary through high school, and all staff feel that post-secondary readiness is their responsibility.

Our Why:

Career and Technical Education (CTE) boosts engagement and prepares students for success by aligning their educational experiences with their interests and career aspirations.

By providing practical, hands-on learning opportunities, CTE equips students with the skills and knowledge needed for their chosen pathways.

Strategies

Forging Partnerships to Expand Offerings and Pathway Opportunities

Build and formalize partnerships with organizations, corporations, and other entities across the Slope to expand program offerings, internships, and create sustainable pathway opportunities for students. This approach ensures that students gain access to a diverse range of experiences and resources, equipping them with skills and knowledge for their future success.

Cultivating Student Interests and Strengths Throughout the Educational Journey

Through Tumitchiat Sivunmun Plans (TSPs), we focus on nurturing student interests and strengths from an early stage and throughout their educational journey. Our goal is to foster a personalized learning experience, guiding each student toward Career and Technical Education (CTE) opportunities that build on their interests, enhance engagement and motivation, and promote growth.

Outcomes

1. All students have identified their own **post-high school pathway** (in partnership with Stakeholders).
2. Aligned CTE courses, with a consistent scope and sequence, available across the District.
3. Maximized utilization of the **Qatqiññiagvik Learning Center** (QLC) for NSBSD programs & supports for students.

5-Year Roadmap

Outcome	Where we are today... (FY 2023)	In two years... (End of FY 2026)	Where we want to be... (5+ years)
All students have identified their own post-high school pathway.	<p>No data collection plan in this space.</p> <p>Not enough CTE teachers to be at all sites and insufficient funding for full staffing.</p> <p>Limited CTE opportunities.</p>	<p>TS Plans in place.</p> <p>100% of Juniors and Seniors have identified pathway of choice & District is supporting opportunities.</p> <p>Career exploration grades 4-12.</p>	<p>Realization of 2-3 TSP artifacts tied to envisioned next step.</p> <ul style="list-style-type: none"> - Certification completions - Micro-credentials - Dual Credit
Aligned CTE courses, with a consistent scope and sequence, available across District.	<p>Some CTE classes are being offered at every HS.</p>	<p>Additional (x#) career or post-high school clusters formalized.</p>	<p>More village-based CTE.</p> <p>Shops open at every site.</p> <p>Well-developed, sustainable pathways.</p>
Maximized utilization of the QLC for NSBSD programs & supports for students.	<p>45% utilization (77 days with students)</p>	<p>80% utilization (135 days with students)</p>	<p>80% utilization & fully operational program based on annual student needs.</p>



Goal 4

Bilingual Students

Graduate bilingual students.

What Success Will Look Like:

Every student receiving two hours of Iñupiaq language learning per day with language integrated across the curriculum.

Language learning continues through high school as a graduation requirement.

Language immersion programs in every village.

Community-wide commitment to partner and contribute Iñupiaq speakers.

All Iñupiaq language teacher/iļisaurrit positions are filled, and more bilingual Iñupiatun speakers are present across the community.

Our Why:

You cannot have language without culture, nor culture without language.

Language is integral to our identity, shaping who we are and how we connect with our culture. Raising bilingual speakers as a school district and community is crucial to preserve our language and culture for future generations.

This requires a unified community effort and a shift in prioritizing language education and engagement slope-wide.

Strategies

Compulsory Iñupiaq Language Learning K-12

Achieving language fluency requires a minimum of 600 minutes (10 hours) of targeted instruction per week. Currently, K3/K4 classrooms receive only 15-20 minutes per week, and secondary school language instruction is optional with low enrollment. To address this gap and foster Iñupiaq fluency, the North Slope Borough School District is implementing a policy shift to integrate Iñupiaq language learning throughout the K-12 curriculum and establish it as a graduation requirement. This ensures continuous and targeted instruction, enabling all students to develop proficiency in Iñupiaq by graduation.

Shift to a Dual-Language Learning Model / Integration and Alignment of Iñupiaq Language in the Curriculum

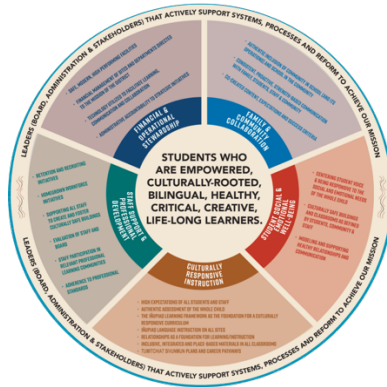
A dual-language learning model involves teaching academic content in both Iñupiatun and English. This approach enhances cognitive skills, cultural awareness, and academic performance across subjects. It is part of NSBSD's broader strategy to implement the Iñupiaq Learning Framework (ILF) and an integrated cultural curriculum. Embedding the Iñupiaq language throughout the curriculum provides a holistic learning experience and reinforces the language in various contexts. Shifting to this model further promotes linguistic proficiency and cultural understanding.

Outcomes

1. Transition to a **dual-language model**.
2. Co-created, community-based **Iñupiaq immersion program** in every village.
3. District-driven **Iñupiaq Language Teacher Recruitment & Development Pathway**.

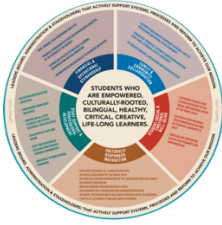
5-Year Roadmap

Outcome	Where we are today... (FY 2023)	In two years... (End of FY 2026)	Where we want to be... (5+ years)
Transition to a dual language model.	<p>K3-K4 regular classrooms receive 15-20 mins per week.</p> <p>Secondary enrollment is optional and low.</p> <p>Strong stakeholder support for expansion of bilingual ed initiative.</p>	<p>Fully staffed & funded in pull-out program, including all new secondary positions.</p> <p>Hold another Language summit.</p> <p>Village-level community commitment to partner and contribute Iñupiaq speakers.</p>	<p>Dual-language program.</p> <p>600 minutes per student, per week.</p> <p><i>2 hours per day of Iñupiatun immersion.</i></p> <p>Iñupiaq language is compulsory K-12.</p>
Co-created, community-based Iñupiaq immersion program in every village.	<p>K3/K4 Pilot at Ipalook.</p> <p>K3 students go half-day in the afternoon (3.5 hrs). K4 students go full day (7.5 hrs).</p> <p>Strong support for Immersion Program from participating families.</p>	<p>Grade 1 implemented at Ipalook.</p> <p>+1 village Immersion program.</p>	<p>Immersion program in every village.</p>
District-driven Iñupiaq Language Teacher Recruitment & Development Pathway.	<p>17 site-based iljisaurrit</p> <p>3 (of the 17) are immersion staff (2 teachers, 1 paraprofessional).</p>	<p>Increase # of site based iljisaurrit.</p> <p>All vacant positions filled.</p> <p>NSB contributing language speakers as NSBSD staff.</p>	<p>At least two village site-based iljisaurrit.</p> <p>Increase # of teachers to increase instructional time (all positions filled)</p>



FOCUS AREA DOMAIN

Student Social & Emotional Well-being



Goal 5

Student Well-being

Facilitate and maintain culturally, emotionally, and physically safe learning environments.

What Success Will Look Like:

Culturally responsive and trauma-sensitive schools with NSB Clinicians at all sites and a strong, well-defined School Counseling Program.

Student behavior incidents decrease, and there are zero sites under School Improvement.

Student voices are actively engaged, staff demonstrate social-emotional competency, and every space in the District is culturally, emotionally, and physically safe.

Our Why:

Student well-being and mental health are directly tied to a student's ability to attend school and be prepared for learning. These factors significantly impact attendance, academic outcomes, and overall student performance.

Ensuring student well-being is essential for creating an environment where students can thrive both academically and personally.

Strategies

Inter-Agency Partnership to Provide Integrated Behavioral and Mental Health Supports

To address the comprehensive needs of our students, we will establish inter-agency partnerships with the school district, NSB, and key stakeholders to provide integrated behavioral and mental health interventions and supports. This collaborative approach aims to enhance the well-being of our students by offering a seamless network of services that includes counseling, crisis intervention, and preventative care. By working together, we can create a supportive environment that promotes the mental and emotional health of our students, enabling them to thrive academically and personally.

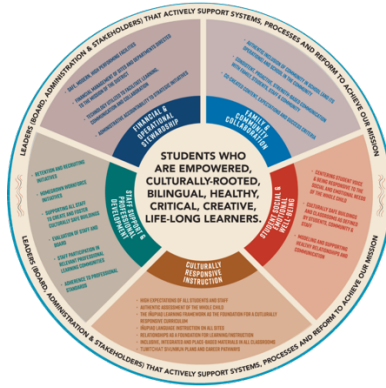
Key Partners: ASNA, ICAS, NSB Department of Health, Integrated Behavioral Health, Tanana Chiefs, Maniilaq Association

Outcomes

1. Every space in the District is **physically and culturally safe**.
2. Development & implementation of **Community & School Expectation Agreements**.
3. Prioritized and **elevated student voice**.
4. **Inter-agency collaboration** to support student well-being as defined within MOA's.

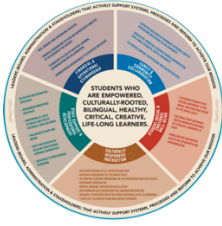
5-Year Roadmap

Outcome	Where we are today... (FY 2022/23)	In two years... (End of FY 2026)	Where we want to be... (5+ years)
<p>Every space in the district is physically and culturally safe.</p>	<p>School Climate & Connectedness (6-12) student participation rate (TBD%).</p>	<p>Explicit MTSS toolkits. School Climate & Connectedness student participation at 60% or greater. Cultural safety training for all staff.</p>	<p>Students feel safe. Culturally responsive & trauma responsive schools Decrease in student behavior incidents. Improvement in SCCS identified metrics (contingent upon 60% participation rate grades 6-12).</p>
<p>Development & implementation of Community & School Expectation Agreements.</p>	<p>Initial CSEAs have been created for every site. Some STEA's (Student/Teacher Expectation Agreements).</p>	<p>CSEAs are operationalized as an annual baseline exercise; Agreements updated within first quarter of every year. STEA's standard operating procedure.</p>	<p>Students feel safe. Culturally responsive & trauma responsive schools. CSEAs & STEAs are standard operational procedures for the District.</p>
<p>Prioritize and Elevate Student Voice.</p>	<p>DWSC initiated in the spring of 2023 (every site is represented but 3).</p>	<p>Every site represented (DWSC representative from each village). Annual gathering of student leaders to discuss educational services and student priorities.</p>	<p>Student voice actively engaged and treated as a stakeholder. Student voice is visible in the schools. Students leading initiatives to strengthen educational service in all schools.</p>
<p>Inter-agency collaboration to support student well-being as defined within MOA's.</p>	<p>Limited mental health support today.</p>	<p>NSB Clinicians visiting all sites.</p>	<p>Regularly scheduled programs and support for student wellbeing in all schools.</p>



FOCUS AREA DOMAIN

Staff Support & Professional Development



Goal 6

Thriving Workforce

Build and sustain a thriving workforce aligned with the mission of the District.

What Success Will Look Like:

- An NSBSD mission-driven and aligned workforce that deeply understands and embraces the local culture.
- Higher staff retention rates and longer-term teacher commitments.
- Competitive wages established professional and career development plans, and highly qualified paraprofessionals.
- A predominantly local workforce, and more teachers who speak Iñupiaq.

Our Why:

A thriving workforce is essential for creating a positive learning environment, supporting student success, and ensuring the long-term success of the School District.

Strategies

Deliver a Clear, Coherent Narrative About the District as a Place to Work

To attract and retain top talent, NSBSD will develop and communicate a compelling narrative that clearly conveys the District's values, mission, and the unique benefits of working with us. This narrative will highlight our commitment to high standards of excellence, culturally responsive instruction, language and culture integration, professional growth and development, and the opportunity to be part of transformative work that positively impacts our students and community.

Mission Aligned: Hiring Based on Fit

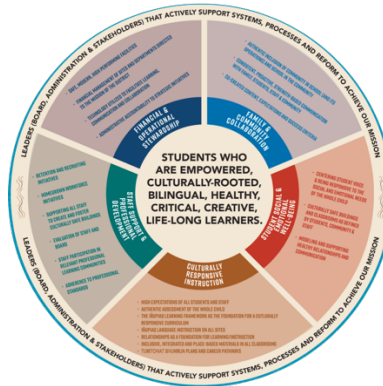
To build a dedicated and effective team, we will prioritize hiring candidates who are not only qualified but also aligned with the mission of the District. We seek individuals who are passionate about being part of our transformative work and who demonstrate a strong commitment to our values and goals. By focusing on mission alignment and enthusiasm for our vision, we can ensure that our staff are not only capable but also deeply invested in the success and growth of our District and students.

Outcomes

1. **Attracting and hiring** NSBSD mission and Pedagogy-aligned recruits.
2. **Developing and retaining** qualified, engaged, and committed staff.
3. Facilitating and increasing **staff connectedness**, support, and well-being.
4. Actively **supporting local staff** on a career ladder to achieve highly qualified/certificated status.

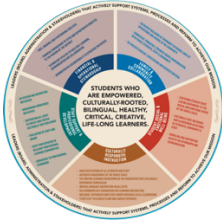
5-Year Roadmap

Outcome	Where we are today... (FY 2023)	In two years... (End of FY 2026)	Where we want to be... (5+ years)
Attracting and hiring NSBSD mission-aligned recruits.	Nationwide teacher shortage. Teacher & staff compensation is no longer Top 5 in the State.	Situationally relevant recruiting plan congruent with the District's needs. Less reliance on long-term subs. Targeted recruiting partnerships for teacher placements.	Pipeline of recruits that are aligned with our mission. A reputation for educational excellence and responsiveness that attracts high-quality candidates.
Developing and retaining qualified, engaged, and committed staff.	Turnover 40% (certified) Classified: X% Standard in Rural AK is 3 Years (home grown stays longer).	Drop turnover to 20% (certified). Classified: X% More teachers renewing.	Majority of teachers within 3+ year longevity. Classified staff increased longevity. Increased number of highly qualified paraprofessionals.
Facilitating and increasing staff connectedness, support, and well-being.	SCCS (select measures & current benchmarks) Participation: 194 staff	SCCS (Improve) At least 60% survey participation. 4 classrooms on the nuna.	SCCS - continued improvement. Standardize classrooms on the nuna at all sites.
Actively supporting local staff on a career ladder to achieve highly qualified/certificated status.	Ilisaurriqutqa program (Ilisaġvik College & UAF) (fully funded). ASCF Teacher Apprenticeship Program (UAA) (yet to be funded). 5 Enrolled in Ilisaġvik Teacher Ed Program & ~30 on the interest list. Majority of classified staff are local.	80% enrolled to stay active in the program. 15 Enrolled in Teacher Ed program. Some form of financial support for District staff trying to move to certification. FTE Student Success Coach.	More than 100 of our certified staff are local (A, B & M).



FOCUS AREA DOMAIN

Financial & Operational Stewardship



Goal 7

Operational Congruence

Standardize high-functioning, efficient student-focused operations.

What Success Will Look Like:

- Infrastructure and controls in place to ensure safe, modern, and secure facilities for students and staff.
- Aligned and consistent processes, with streamlined communication and collaboration between departments.
- Positive work environment and culture.
- Up-to-date and relevant technology.
- Sustainable funding to support long-term initiatives.

Our Why:

High-functioning operations are critical to advancing student success. Operational congruence enhances staff effectiveness, engagement, and retention. Safe, modern, and secure facilities, along with current and relevant technology, create a supportive environment for students and staff. Sustainable funding is essential to achieving the District's long-term goals.

All these elements are interconnected, driving positive student outcomes.

Strategies

Foster Organizational Congruence, Aligned with the Mission of the District

Develop aligned and standardized processes and procedures (SOPs) and foster cross-department communication. This alignment across departments will create a unified approach to operations that supports our mission and enhances the overall effectiveness of our District.

Outcomes

1. **Safe, modern, secure facilities** for students and staff.
2. **Standardized operational processes** and inter-departmental cooperation District-wide.
3. **Current technology** enhancing operations and advancing student outcomes.
4. **Stable and reliable local contribution funding** that accounts for inflation and the changing needs of our students & community.
5. **Diversified funding** outside of State & Federal revenue sources.

5-Year Roadmap

Outcome	Where we are today... (FY 2023)	In two years... (End of FY 2026)	Where we want to be... (5+ years)
<p>Safe, modern, secure facilities for students and staff.</p>	<p>Kavelook School Rebuild, Phase 0 is complete.</p> <p>Building infrastructure audit completed on all sites.</p> <p>Security is inconsistent with limited controls in place.</p> <p>General condition of buildings ranges from poor to average and is consistent with their age and investment of resources by the NSB and District.</p> <p>Food services are of inconsistent quality and staffing, resulting in inconsistent service to students. No native foods served.</p> <p>Housing is of inconsistent quality; ongoing pressure on the district to release housing to the community.</p> <p>Increased need for housing to accommodate growth in staffing.</p>	<p>In Phase 3 of Kaveelook Rebuild.</p> <p>Secure and climate-controlled buildings.</p> <p>Security hardware and software infrastructure in place to move all school buildings to (min) average and consistent.</p> <p>Training, policies and procedures in place (instilled and ongoing).</p> <p>Increase in NSB funds applied to CIP.</p> <p>Backlog of CIP projects cleared.</p> <p>New food service inventory system, menu planning, and food offerings for students including native foods.</p> <p>Housing certainty for staff up to and including potential MOAs with NSB, including multiplexes and/or alternative housing.</p> <p>Better alignment with NSB's goals/needs for housing; determined longer-term solutions.</p>	<p>Rebuild of Kaveelook School completed.</p> <p>Implementation of 10-year CIP Plan.</p> <p>Increase in CIP funding (ongoing to meet infrastructure needs based on 10-year plan).</p> <p>Clear alignment with NSB's goals/needs for housing Slope-wide.</p> <p>Food services delivering reliable, consistent, quality service, including a regular supply of native foods to students (past stigma eliminated).</p>
<p>Standardized operational processes and inter-departmental cooperation District-wide.</p>	<p>Ongoing review and standardization of all processes.</p>	<p>Common understanding of SOPs; Flowchart of processes.</p> <p>Annual review of SOPs within and between departments.</p>	<p>Embedded SOPs.</p> <p>Annual review of SOPs within and between departments (iterative process).</p>
<p>Current technology enhancing operations and advancing student outcomes.</p>	<p>Using standardized equipment.</p> <p>Recent flow of state and federal grant money has upgraded servers and equipment.</p> <p>Old model technology equipment has been upgraded/replaced District-wide.</p>	<p>Upgrade networks & infrastructure for underserved sites and facilities.</p> <p>Standardization of equipment and processes for communication, safety, and security systems.</p>	<p>Upgrade of network infrastructure completed at all sites and facilities.</p> <p>Upgrade of safety/health & security equipment across all sites.</p> <p>Internet connectivity resiliency at each school building and administration buildings.</p>

	<p>District-wide RSA assessment to identify gaps in communication, safety, and security systems.</p> <p>Internet connectivity resiliency is in place at each village site.</p>	<p>Internet connectivity resiliency at each school building.</p> <p>Survey to assess & address current state of ed tech leveraging existing technologies to enhance student learning.</p>	<p>Maximizing existing technology to enhance student learning with focus on literacy, numeracy, and language.</p>
<p>Stable and reliable local contribution funding that accounts for inflation and the changing needs of our students & community.</p>	<p>Strengthened partnerships are delivering meaningful outcomes to students & the community.</p> <p>Seeing growth where funding was previously flat.</p> <p>Series of MOAs are typically not renewed in a timely manner to enable funding of specific areas.</p>	<p>Continued growth in funding that matches inflation/cost of living and changing needs of our students & community.</p> <p>Supplemental MOAs to be either multi-year or confirmed no later than May of the previous financial year.</p> <p>Secondment of NSB staff/fluent speakers across to NSBSD.</p>	<p>Stable, reliable, predictable, funding.</p> <p>Continued/Expanded Secondment of NSB staff/fluent speakers across to NSBSD.</p> <p>Increased involvement of NSB in schools, facility sharing, and other resources supporting education for our students.</p>
<p>Diversify funding outside of State & Federal revenue sources.</p>	<p>Federal funding is shrinking.</p> <p>Local/State funding is flat.</p> <p>The District has a clear agenda that we can target through grant revenues.</p>	<p>Other sustainable funding sources identified.</p> <p>Strategic initiatives funded.</p> <p>Refined operational plan to implement cost efficiencies.</p> <p>Unlocked federal grant monies and relationships.</p>	<p>Utilizing the resource base the North Slope has access to.</p>