



# *Nome-Beltz Middle High School*

PO Box 131, Nome Alaska 99762

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Date: 08 May 2025

To: NPS Board

From: Teriscovkya Smith and Dr. Michael Akes

Subject: May Board Report

## **NBMHS Data:**

- Current Enrollment: 264
- Student contact days: 19

## **Student Celebrations #nanookpower #nanooksknow**

- Middle School
  - Jewell Shoogukwruk, 7th-Grade

## **Class of 2025 Scholars:**

- Valedictorian #threeisacharm
  - Taylor Gorn
  - Finn Gregg
  - Luke Hansen
- Salutatorian
  - Lauren Kingstrom

## **UPCOMING EVENTS FOR THE DEN:**

- May 10-17: 8th-Grade DC Trip
- May 14-16: Drama Club Performances, 6:30pm
- Sat, May 17: Junior Prom, 7:30-11:30
- Sun, May 18: Middle School Formal, 4-6pm
- Thur, May 22: Last Academic Day for Seniors
- Fri, May 23: Senior Celebrations
- May 26: Memorial Day - no school
- Tues, May 27: Scholarship Night at Old St. Joe's
- Wed, May 28: Parade and Graduation
- Thur, May 29: 8th-Grade Promotion, 10:00am
- Fri, May 30: End of Q4/S1 - Last day of school!





# NOME-BELTZ MIDDLE/HIGH SCHOOL

School Improvement Plan

2024-2025

Spring Report to School Board

08 May 2025

TERISCOVKYA SMITH, PRINCIPAL

DR. MICHAEL AKES, ASSISTANT PRINCIPAL

- Increase graduation rate 10% from 75% (FY23) to 85% (FY25)

**Projected graduation rate:  
77%**

- 100% of graduating seniors will have a post-secondary plan

**Post secondary plans: 100%**

**OUR GOAL AT NBMHS  
IS TO GRADUATE  
STUDENTS WHO ARE  
PREPARED TO BE  
SUCCESSFUL ADULTS.**

**Data Source: Counselor  
tracking spreadsheet;  
PowerSchool**

**OUR GOAL AT  
NBMHS IS TO  
GRADUATE  
STUDENTS WHO  
ARE PREPARED  
TO BE  
SUCCESSFUL  
ADULTS.**

## **ATTENDANCE/TEAMS**

**PRIORITIZE** student attendance to improve academic readiness while maximizing their educational experience.

## **ACADEMICS/PLCS**

**IMPLEMENT** an academic plan with fidelity to increase student achievement.

## **BEHAVIOR/PLC & TEAMS**

**ENSURE** a school environment where staff and students can be successful.

## **ENGAGEMENT /TEAMS**

**SUPPORT** student, family, and community engagement to grow a culture of belonging.

# ACADEMIC

**GOAL:** Increase the percentage of students scoring at/or above 41 percentile from:

- 29% to 35% in Math
- 21% to 31% in Reading
- 22% to 30% in Language
- 32% to 37% in Science (8th-grade)

With at least 80% showing growth in each respective content

## CONSIDERATIONS:

- Credit acquisition (FY26 SIP)
- Standards-Based planning (FY26 SIP)
- Subject area grades compared to state testing proficiency

## STRATEGIES:

- **Ensure** vertical alignment
- **Include** measurable outcomes for each content area course
- **Create** lesson plan access points for students who are absent or below grade level

## DATA:

MAP, PowerSchool, formatives, summatives

# ACADEMIC MATH PLC

Implement an  
academic plan  
with fidelity to  
improve  
academic  
achievement.

## GOAL:

NBMHS students will **increase** the average percentile points for each grade level by 3% as measured by MAPs/ALEKs testing.







## STRATEGIES:

- MAP through 11th grade
- **Integration of CTE math in classrooms**
  - **FY26 SIP**
- Literacy supports in Math

## PRIMARY DATA SOURCES:

- MAP; AK Star

# Map Growth Math: Fall to Spring Growth and Achievement 2024-2025

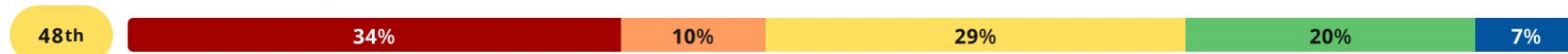
Grade 6	<p><b>Growth</b> Median and Distribution</p>  <p>37th 28% 28% 10% 17% 17%</p> <hr/> <p><b>Achievement Fall 2024-2025</b> Median and Distribution      <b>Achievement Spring 2024-2025</b> Median and Distribution</p>  <p>17th 59% 17% 10% 14%      20th 52% 41% 7%</p>	29
Grade 7	<p><b>Growth</b> Median and Distribution</p>  <p>59th 22% 22% 19% 18% 19%</p> <hr/> <p><b>Achievement Fall 2024-2025</b> Median and Distribution      <b>Achievement Spring 2024-2025</b> Median and Distribution</p>  <p>19th 57% 31% 6% 6%      19th 50% 44% 3%</p>	32
Grade 8	<p><b>Growth</b> Median and Distribution</p>  <p>41st 26% 22% 11% 15% 26%</p> <hr/> <p><b>Achievement Fall 2024-2025</b> Median and Distribution      <b>Achievement Spring 2024-2025</b> Median and Distribution</p>  <p>16th 59% 26% 4% 11%      17th 56% 26% 11% 7%</p>	27



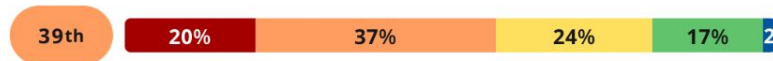
# Map Growth Math: Fall to Spring Growth and Achievement 2024-2025

Grade 9

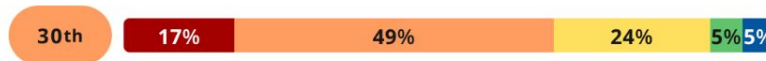
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution

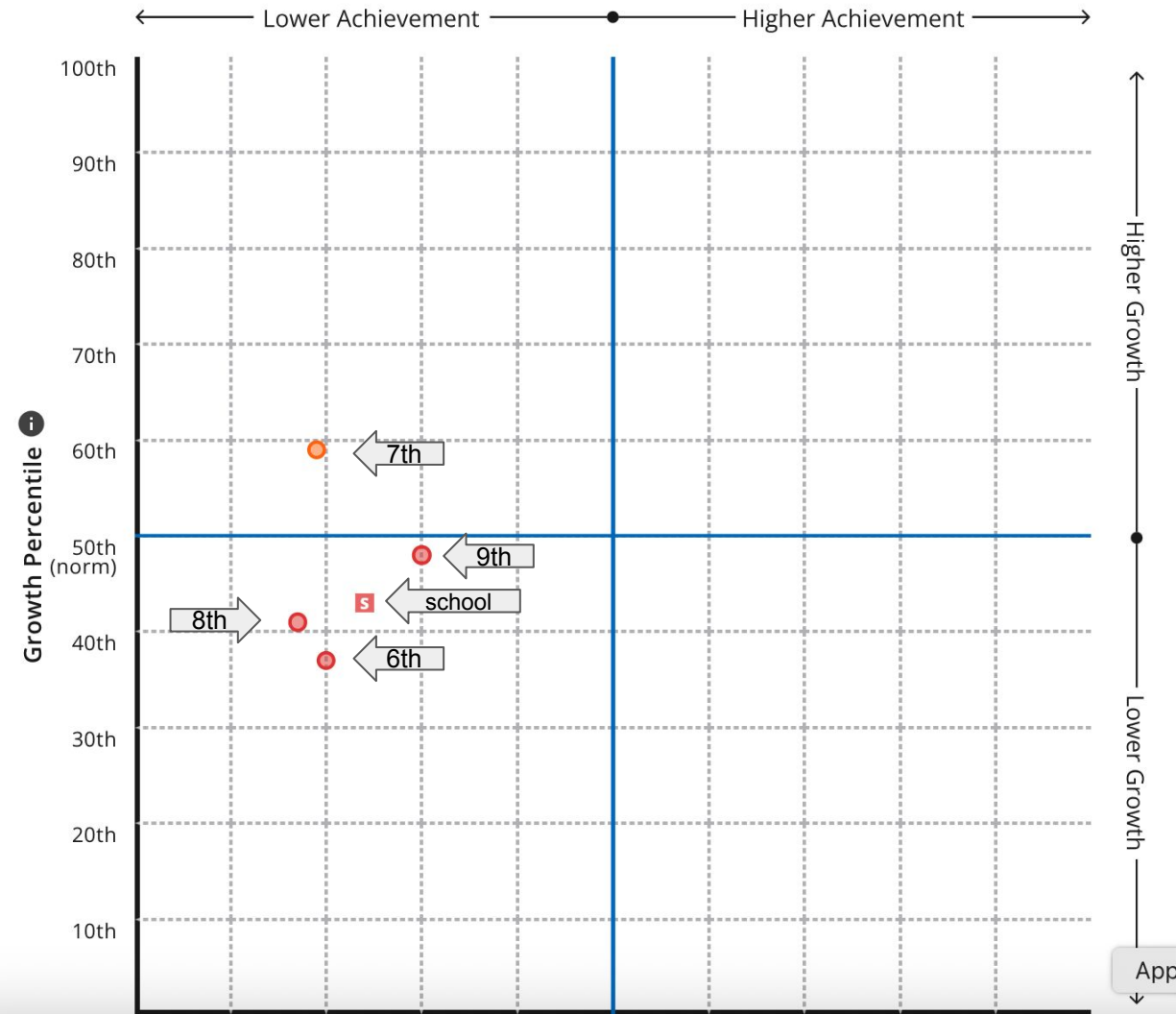


41

Percentiles Key    1st - 20th    21st - 40th    41st - 60th    61st - 80th    >80th

Rostered Spring 2024-2025  
Tested Fall 2024-2025 - Spring 2024-2025

# Map Growth Math: Fall to Spring Growth 2024-2025



# Nome-Beltz Middle High School

## Growth and Achievement Overview

Grade

Number of Students 

All Grades

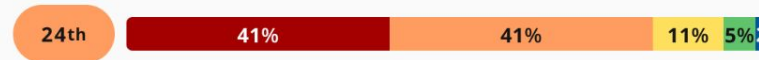
### Growth Median and Distribution

129



### Achievement Fall 2024-2025 Median and Distribution

### Achievement Spring 2024-2025 Median and Distribution



**Percentiles Key** ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

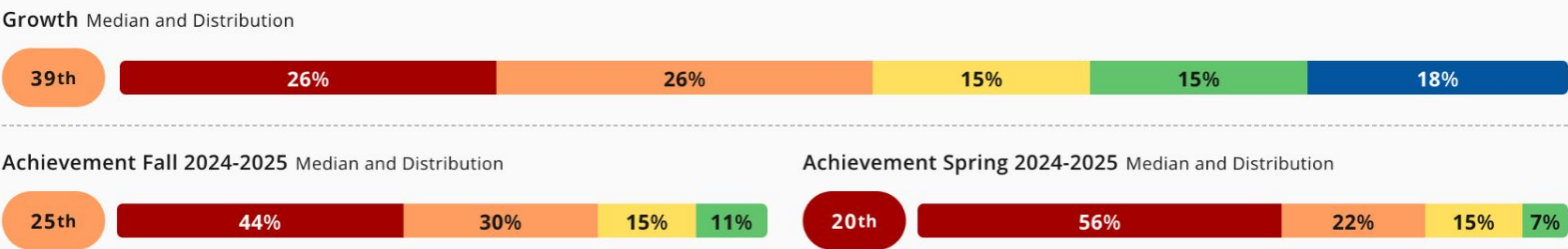
Rostered Spring 2024-2025  
Tested Fall 2024-2025 - Spring 2024-2025

[More information about this chart](#) 

# Map Growth Reading: Fall to Spring Growth and Achievement 2024-2025

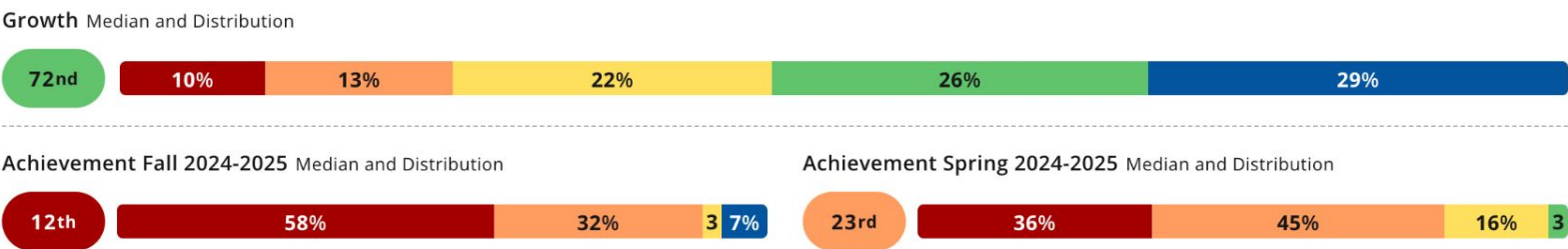
Grade 6

27



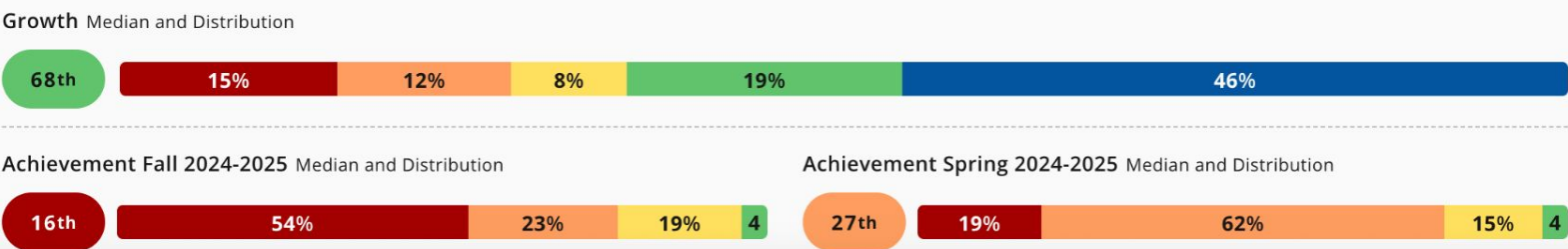
Grade 7

31



Grade 8

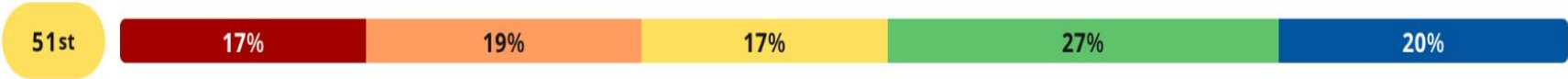
26



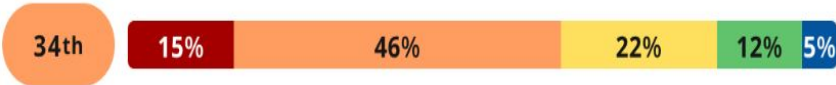
# Map Growth Reading: Fall to Spring Growth and Achievement 2024-2025

Grade 9

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution




# Map Growth Language Usage: Fall to Spring Growth and Achievement 2024-2025

## Nome-Beltz Middle High School

School Profile

**Growth and Achievement Overview**

Nome-Beltz Middle High School | Language Usage

Grade		Number of Students 
All Grades	<b>Growth</b> Median and Distribution	119
	<div><div>48th</div><div><div>23%</div><div>21%</div><div>20%</div><div>17%</div><div>19%</div></div></div>	
	<div><div><b>Achievement Fall 2024-2025</b> Median and Distribution</div><div><div>24th</div><div><div>45%</div><div>28%</div><div>13%</div><div>10%</div><div>4</div></div></div></div> <div><div><b>Achievement Spring 2024-2025</b> Median and Distribution</div><div><div>24th</div><div><div>44%</div><div>29%</div><div>18%</div><div>6%</div><div>3</div></div></div></div>	

Percentiles Key 

1st - 20<sup>th</sup>

21st - 40<sup>th</sup>

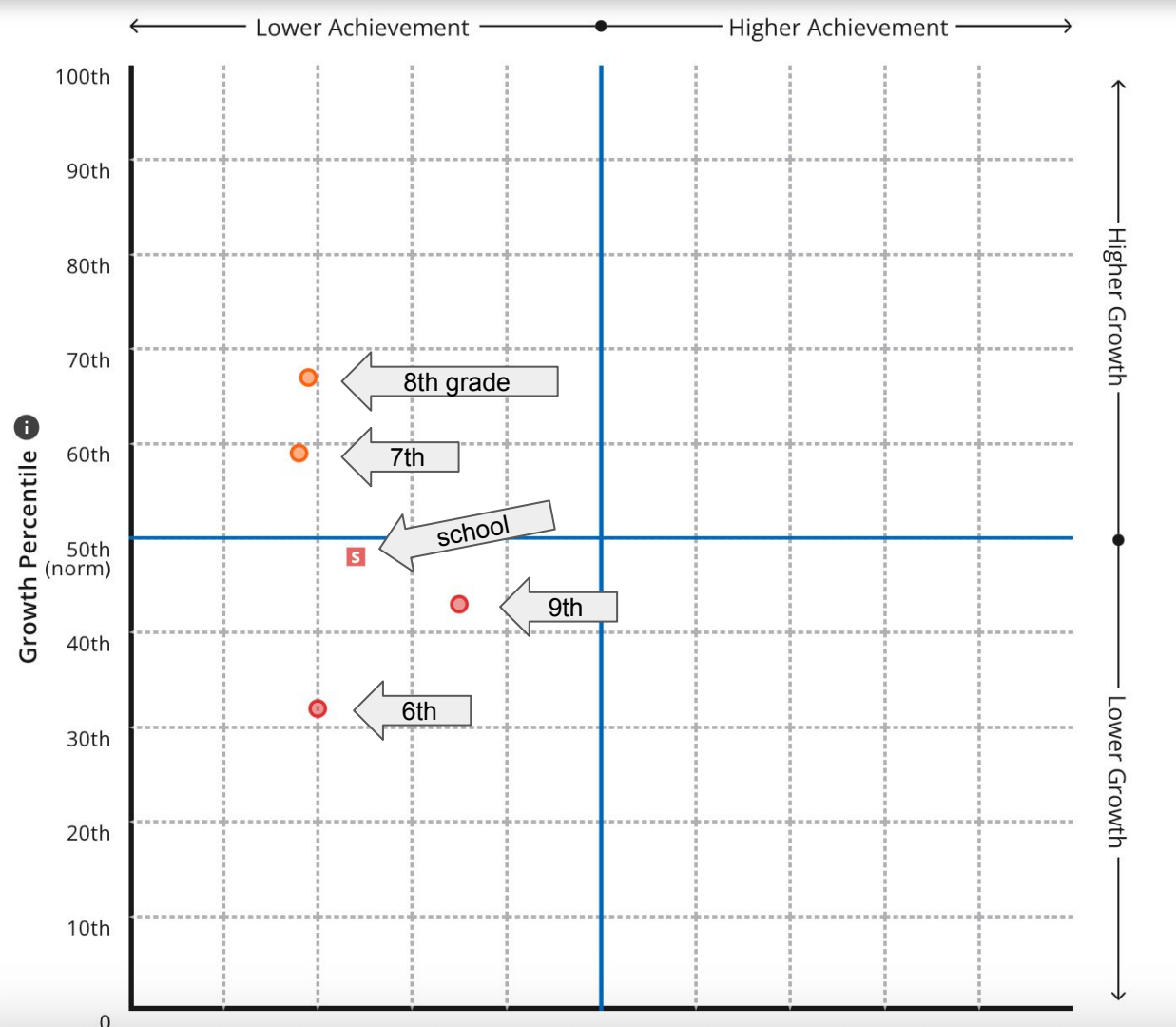
41st - 60<sup>th</sup>

61st - 80<sup>th</sup>

>80<sup>th</sup>

Rostered Spring 2024-2025  
Tested Fall 2024-2025 - Spring 2024-2025

[More information about this chart](#) ▼



**Map Growth  
Language  
Usage:  
Fall to Spring  
Growth and  
Achievement  
2024-2025**

# Map Growth Language Usage: Fall to Spring Growth and Achievement 2024-2025

Grade 6	<p><b>Growth</b> Median and Distribution</p> <div><div>32nd</div><div><div>31%</div><div>23%</div><div>23%</div><div>11%</div><div>12%</div></div></div> <p><b>Achievement Fall 2024-2025</b> Median and Distribution</p> <div><div>16th</div><div><div>54%</div><div>12%</div><div>19%</div><div>11%</div><div>4</div></div></div> <p><b>Achievement Spring 2024-2025</b> Median and Distribution</p> <div><div>20th</div><div><div>50%</div><div>27%</div><div>15%</div><div>8%</div></div></div>	26
Grade 7	<p><b>Growth</b> Median and Distribution</p> <div><div>59th</div><div><div>26%</div><div>19%</div><div>13%</div><div>19%</div><div>23%</div></div></div> <p><b>Achievement Fall 2024-2025</b> Median and Distribution</p> <div><div>18th</div><div><div>61%</div><div>29%</div><div>3</div><div>7%</div></div></div> <p><b>Achievement Spring 2024-2025</b> Median and Distribution</p> <div><div>18th</div><div><div>55%</div><div>32%</div><div>7%</div><div>3</div><div>3</div></div></div>	31
Grade 8	<p><b>Growth</b> Median and Distribution</p> <div><div>67th</div><div><div>15%</div><div>11%</div><div>19%</div><div>18%</div><div>37%</div></div></div> <p><b>Achievement Fall 2024-2025</b> Median and Distribution</p> <div><div>18th</div><div><div>56%</div><div>18%</div><div>15%</div><div>11%</div></div></div> <p><b>Achievement Spring 2024-2025</b> Median and Distribution</p> <div><div>19th</div><div><div>52%</div><div>26%</div><div>15%</div><div>7%</div></div></div>	27



# Map Growth Language Usage: Fall to Spring Growth and Achievement 2024-2025

Grade 9

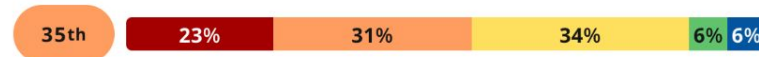
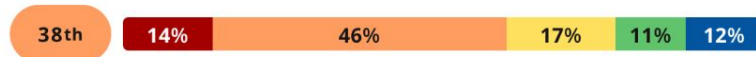
Growth Median and Distribution

35



Achievement Fall 2024-2025 Median and Distribution

Achievement Spring 2024-2025 Median and Distribution



Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2024-2025  
Tested Fall 2024-2025 - Spring 2024-2025

[More information about this chart](#) ▾

**Goal** → Increase the percentage of students (grades 6–10) scoring at/or above 41 percentile from:

- 29% to 35% in Math
  - Winter: 37%
  - Spring: 17%
- 21% to 31% in Reading
  - Winter: 27%
  - Spring: 28%
- 22% to 30% in Language
  - Winter LA: 31%
  - Spring LA: 26%
- 32% to 37% in Science (8th-grade)
  - Fall MAP achievement: 48%
  - Spring AK Science: Unavailable

**Data Source:** MAP, AK Star

**Nome-Beltz Middle High School**  
**Additional Targeted Support**  
**and Improvement (ATSI)**  
**FY 24-25; FY25-26**



## 2023-2024 System for School Success

### Guide to Interpreting Your Data Files 1 and 2

The purpose of the System for School Success is to help schools and districts measure their performance on key indicators, identify areas for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school. This guide describes the data used to calculate school index values.

**Additional Targeted Support and Improvement:** A school is designated for Additional Targeted Support and Improvement (ATSI) if one or more of the school's student groups has an index value that is equal to or less than the annually determined 5% Performance Threshold and the school is not already identified as CSI or Graduation Rate. The 5% Performance Threshold is determined by the highest value within the range of the school index values of the lowest 5% of all Title I schools. The 2023-24 index threshold is 9.3. A school is designated as ATSI for at least one year and may exit the ATSI designation for the student group by having the student group index value improve from the time of designation and by no longer meeting the ATSI entrance criteria for the student group. A school that is designated as ATSI for three consecutive years for the same student group will be designated Comprehensive Support-Targeted Support (see above).





An excellent education for every student every day.

### System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

### The Compass

#### A Guide to Alaska's Public Schools

Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

# System for School Success

## 2023-2024 School Report



### Nome-Beltz Middle/High, Nome Public Schools

Title I School: No

**School Designation:** Additional Targeted

**Overall School Index Value:** 26.16

Overall Index 26.16  
Needed to be higher than 9.3

#### Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	5.52%	6.21%

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

#### Growth

	English Language Arts Percentage of students who improved one year to the next on the state summative assessment.	Mathematics Percentage of students who improved one year to the next on the state summative assessment.
All Students	25%	12.4%

#### Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	75.56%
Five-Year	75%

#### School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	57.61%	n/a

#### Student Group Performance

	Student Group Performance If school is ATSI or CSI-TSI, student groups are shown.
Student Groups	Students with Disabilities

Issue was within students with disabilities population

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

	District Name	SchoolID	School Name	Student Group	Student	ELA Points	Math Points	ELP Points	Chronic Abs Points
35	Nome Public Schools	350020	Nome-Beltz Middle/High	African American	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Alaska Native/American Indian	22.1	0	0	n/a	6.06
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Caucasian	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Economically Disadvantaged	24.45	0.77	0	n/a	6.19
35	Nome Public Schools	350020	Nome-Beltz Middle/High	English Learner	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Hispanic	n/a	n/a	n/a	n/a	n/a
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Students with Disabilities	6.29	0	0	n/a	6.29
35	Nome Public Schools	350020	Nome-Beltz Middle/High	Two or More	28.32	1.55	1.59	n/a	7.46

**6.29 is less than the 9.3 index  
50% threshold of 2023-2024**

# ELA and Math Participation

[illegible]



# Participation Rates ⓘ

## English Language Arts (ELA)

Subgroup	Target	2023-2024 FAY ⓘ	2023-2024 Tested ⓘ	Participation Rate (%)	Target Met?
All Students	95%	152	141	92.76	No
Alaska Native/American Indian	95%	103	92	89.32	No
Caucasian	95%	7	7	100	Yes
Hispanic	95%	4	4	100	Yes
Two or More Races	95%	38	38	100	Yes
Economically Disadvantaged	95%	101	93	92.08	No
Students With Disabilities	95%	29	24	82.76	No
English Learners	95%	1	1	100	Yes




# Mathematics

Subgroup	Target	2023-2024 FAY ⓘ	2023-2024 Tested ⓘ	Participation Rate (%)	Target Met?
All Students	95%	152	141	92.76	No
Alaska Native/American Indian	95%	103	95	92.23	No
Caucasian	95%	7	7	100	Yes
Hispanic	95%	4	4	100	Yes
Two or More Races	95%	38	35	92.11	No
Economically Disadvantaged	95%	101	92	91.09	No
Students With Disabilities	95%	29	24	82.76	No
English Learners	95%	1	1	100	Yes



# School Quality / Student Success

## Chronic Absenteeism

Student Group	2023-2024 Chronic Absenteeism Rate (%) 
All Students	42.39
African American	*
Alaska Native/American Indian	48.47
Asian/Pacific Islander	*
Caucasian	23.81
Hispanic	*
Two or More Races	36.59
Economically Disadvantaged	47.37
Students With Disabilities	52.83
English Learners	*



52.83% of our SpEd students are chronically absent

# Graduation Rate

## 4-Year Graduation Rate (lagging)

Student Group	2023-2024 Graduation Rate (%)	2023-2024 Interim Target (%)	2023-2024 Interim Target Met	2024-2025 Interim Target (%)
All Students	75.56	78	No	80
Alaska Native/American Indian	61.54	77.37	No	79.47
Caucasian	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	90.91	82	Yes	83
Economically Disadvantaged	76	75	Yes	77.5
Students With Disabilities	*	*	*	*
English Learners	*	*	*	*

# School Quality / Student Success

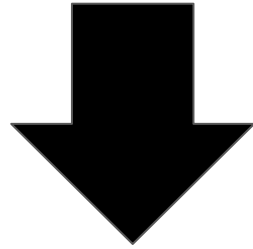
## Chronic Absenteeism

Chronic Absenteeism is the number of students who are considered chronically absent. Chronic absenteeism is defined as missing at least 10% of the days in which a student was enrolled at the school. Only students that have been enrolled for at least one half of the school term are considered in the chronic absenteeism indicator. The chronic absenteeism indicator is not considered for correspondence schools and schools located in facilities where students are incarcerated.

Caucasian

25.01

**FY 25 & FY 26 Need:  
Improve Participation in ELA and Math**



**SpEd ELA performance**  
**SpEd Math performance**

# ACADEMIC SCIENCE PLC

Implement an academic plan with fidelity to improve academic achievement.

## GOAL:

- **Establish** horizontal alignment for all core Science and related elective courses to secure vertical alignment from these resources.
- **Develop** a horizontal alignment for every Science course utilizing PLC feedback
- **Adoption of curriculum (FNSBSD)**
- **MOA to align units and NBMHS content to standards for curricular revisions**

# ATTENDANCE TEAM

Prioritize student attendance to improve academic readiness while maximizing their educational experience.

## GOAL:

NBMHS will **improve** the average daily attendance from 87% to 90%

## STRATEGIES:

- **Improve** data accuracy in PowerSchool
- **Redefine** time frames for tardy/skipping/absent
- **Address** chronic absenteeism
- **Utilize** [Attendanceworks.com](https://www.attendanceworks.com) for family communications
- **Examine** PowerSchool calculation

## PRIMARY DATA SOURCE:

- PowerSchool



**Nome-Beltz Middle High School**  
09/09/2024 to 04/21/2025 = 138 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	36	4	1	7	33	5382	0	847	597.50	3937.50	28.53	86.82%
Subtotal	36	4	1	7	33	5382	0	847	597.50	3937.50	28.53	86.82%
7	41	2	1	8	35	5796	0	505	648.00	4643.00	33.64	87.75%
8	36	0	0	5	31	4968	0	407	494.00	3929.00	28.47	86.14%
Subtotal	77	2	1	13	66	10764	0	912	1142.00	8572.00	62.11	87.01%
9	63	7	2	13	57	9384	0	1453	1237.00	6694.00	48.51	84.40%
10	40	6	1	8	38	6210	0	953	552.50	4704.50	34.09	89.49%
11	35	1	0	4	32	4968	0	314	546.00	4108.00	29.77	88.27%
12	36	2	0	3	35	5244	0	523	310.50	4410.50	31.96	93.42%
Subtotal	174	16	3	28	162	25806	0	3243	2646.00	19917.00	144.33	88.27%
Grand Total	287	22	5	48	261	41952	0	5002	4385.50	32426.50	234.97	87.76%

# NBMHS Chronically Absent Students By Subgroups



# BEHAVIOR

## TIERS I, II, & III

### PRIMARY DATA SOURCES:

- MAJOR/MINOR REFERRALS
- OSS/ISS
- % OF PARTICIPATION IN POINT SYSTEM
- UNIVERSAL SCREENER
- STATE TESTING/DISTRICT PROGRESS MONITORING
- WALKTHROUGH RESULTS
- OUTCOME RESULTS
- ATTENDANCE

### GOALS:

In FY24, the TFI implementation of PBIS, Tier I was 67% with Tier II at 38%. We aim to **increase** the TFI Tier I implementation percentage to 80% and the Tier II and Tier III implementation percentage to 70%.

There were 171 Out of School Suspensions in FY24. We aim to **reduce** suspensions by 20% for FY25. OSS will be monitored and tracked monthly.

# PBIS: MULTI-TIERED MODEL OF SCHOOL SUPPORTS & THE PROBLEM-SOLVING PROCESS

## ACADEMIC and BEHAVIOR SYSTEMS

### Tier 3: Intensive, Individualized Interventions & Supports

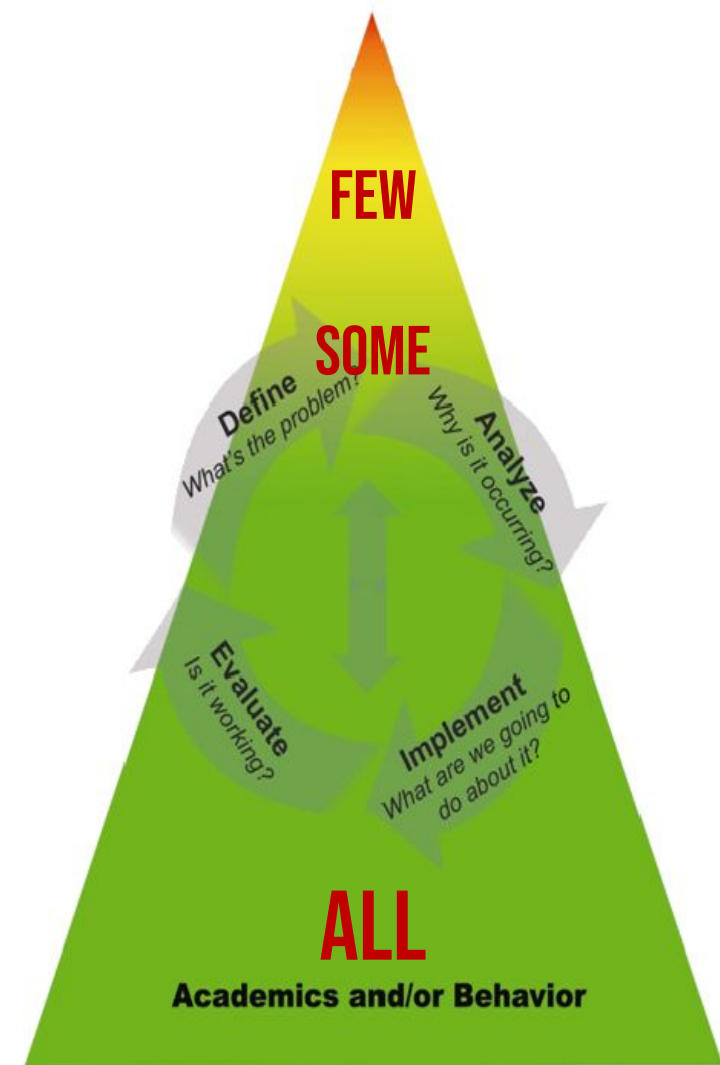
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

### Tier 2: Targeted, Supplemental Interventions & Supports

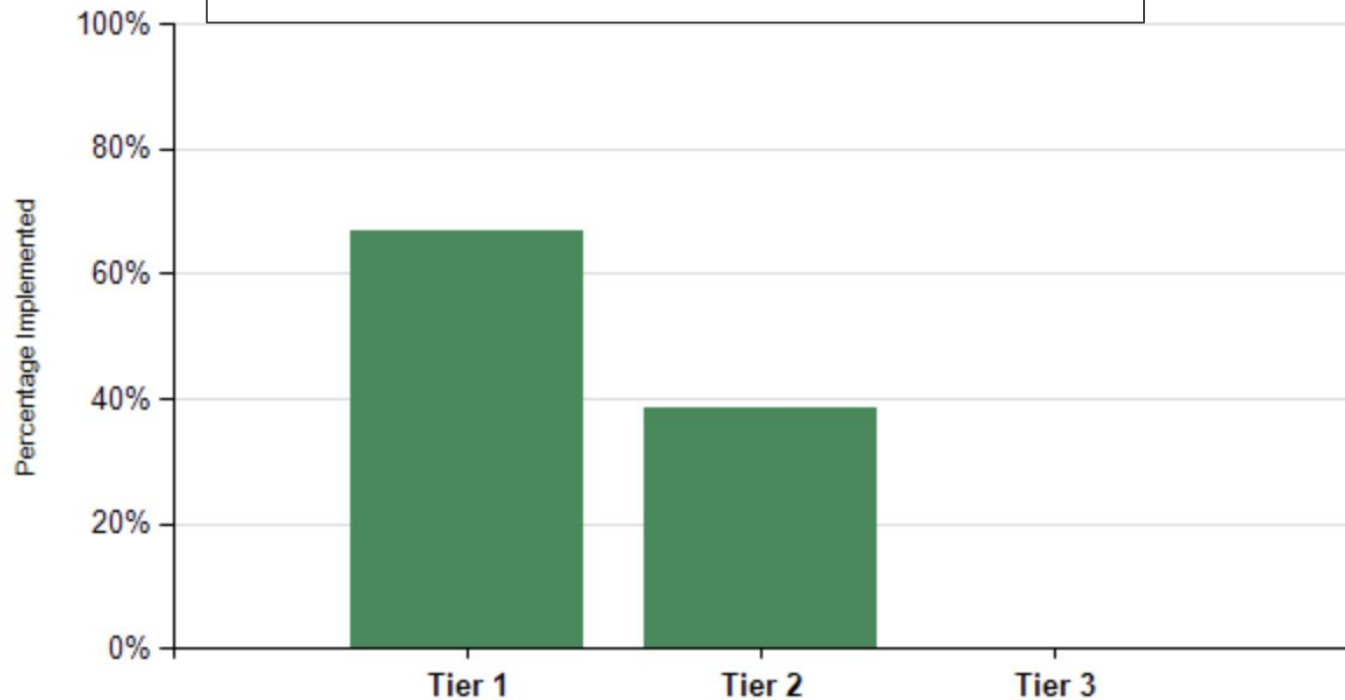
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

### Tier 1: Core, Universal Instruction & Supports

General academic and behavior instruction and support provided to all students in all settings.



## SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY FOR NBMHS 3-26-2024



70% in any given area is considered proficient. 80% shows fidelity.

**FY 25 Results:**  
**Tier 1 → 80%**  
**Tier 2 → TBD**  
**Tier 3 → TBD**

Date Completed	Tier 1	Tier 2	Tier 3
3/26/2024	67%	38%	0%

# NBMHS OUT OF SCHOOL SUSPENSIONS (OSS)

**FY24**

**Sept '23-May '24**

- **171 OSS**
  - **Gen Ed: 112**
  - **SPED: 59**

**FY25**

**Sept '24-May '25**

- **113 OSS**
  - **Gen Ed: 66**
  - **SPED: 47**

**34% DECREASE IN OSS; 20% DECREASE FOR SPED**

# ENGAGEMENT

Support student,  
family, and  
community  
engagement to  
grow a culture of  
belonging.

## GOAL:

**Increase** the Family & Community Involvement Student Survey Results of the SCCS from 63% to 70% for FY25.

## STRATEGIES:

- **INITIATIVE:** Drawing for Regionals pass for families who complete SCCS.
- **COLLABORATION** with Nome media for student celebrations.
- **IMPLEMENTATION** of Key Stakeholder Team begins!

## PRIMARY DATA SOURCES:

- SCCS

# ENGAGEMENT

Support student,  
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## GOAL:

**Increase** family attendance at conferences to 50% by the end of FY25.

- **Fall participation: 27%**
- **Spring participation : 31%**

## STRATEGIES:

- ✓ **CALL** every family with personal invitations to conferences
- ✓ **PROVIDE** transportation
- ✓ **OFFER** classroom incentives for student participation in conferences.

## PRIMARY DATA SOURCES:

- Conference attendance tracking



# **New for FY26:**

- **Site Council**
- **PLC for Climate & Culture**
- **Curriculum**
- **Standards-based instruction**
- **Improved Visible Learning**



# A Crosswalk between PBIS & Cultural Values

PBIS Component	SEL Competency	Aligned Cultural Values	Example Integration Strategy
School-Wide Expectations	Self-Awareness (1A–1D)	Respect for Elders, Nature, Self; Humor	Teach expectations using storytelling, traditional language, and real-life cultural examples. Highlight identity (1B), emotions (1A), and responsibility (1D) in line with cultural norms.
Tier 1 Universal Supports	Self-Management (2A–2D)	Self-Respect; Family Connection; Community Wellness	Include goal setting (2D) and emotional regulation (2A) through morning greetings and student-created art that reflect traditional values.
Recognition & Rewards	Social Awareness (3A–3C)	Love for Children; Sharing; Respect; Responsibility	Celebrate community-centered behavior (3B) with traditional incentives like crafts or games, use cultural titles, and give public family acknowledgments.
Behavior Interventions (Tiers 2–3)	Self-Awareness & Self-Management	Humility; Hard Work; Cooperation	Provide mentoring to help students identify emotions (1A) and decision-making (2C) through family involvement and cultural immersion groups.
Restorative Practices	Social Management (4A–4C)	Responsibility to Tribe; Spirituality; Respect for Others	Use Talking Circles and involve Elders in conflict resolution. Teach empathy (3A) and repair relationships rooted in cultural traditions.
Family & Community Involvement	Social Awareness (3C), Self-Awareness (1C)	Knowledge of Family Tree; Respect for Elders; Spirituality	Co-host cultural events with tribal leaders, honor intergenerational wisdom, and offer workshops that center traditional family practices.
Communication & SEL	Social Management, Self-Management	Humor; Self-Management; Social Awareness	Use storytelling, reflective conversations (4A), mindful nature walks, and emotional vocabulary from local traditions to enhance social cue awareness (3D) and expression (2A).
Data Use & Equity	All SEL Domains	Responsibility to Tribe; Respect for All; Community Wellness	Review SEL and behavior data with a cultural lens. Invite community input and ensure supports reflect cultural values and community wellness goals (1D, 3B).

## 1. Culturally-Responsive Teaching of Expectations

**PBIS Practice:** Teaching school-wide expectations like "Be Respectful, Be Responsible, Be Safe"

**Strategy:**

- Use **storytelling from Elders** to illustrate respectful and responsible behavior.
- Tie expectations to **traditional values**, such as showing respect for nature, elders, and others.
- Include **cultural examples** in behavior lessons (e.g., how sharing food and stories reflects responsibility and community wellness).

## 2. Embed Cultural Values in Tier 1 Lessons

**PBIS Practice:** Tier 1 universal supports

**Strategy:**

- Create behavior lessons that incorporate **Self-Awareness and Self-Management** skills through traditional practices like drumming, dance, or storytelling circles.
- Use **Native language phrases** that represent core values (e.g., humility, cooperation).
- Decorate common areas with student-created artwork that reflects **family trees, animals, land, and cultural symbols**.



### **3. Family Engagement Rooted in Tradition**

**PBIS Practice:** Involving families in behavior planning and celebration

**Strategy:**

- Invite parents and **Elders as co-teachers** in PBIS lessons.
- Host **Family Nights** where cultural practices are integrated into PBIS (e.g., honoring children's good behavior with traditional naming ceremonies or potlucks).
- Use **intergenerational models** of support—Elders mentoring students during Tier 2 interventions.





## 4. Recognition Through Cultural Lenses

**PBIS Practice:** Rewarding and recognizing positive behavior  
**Strategy:**

- Recognize students with **cultural titles or honors** (e.g., “Young Hunter of the Month” or “Community Helper”).
- Offer **culturally meaningful incentives**, such as opportunities to learn beadwork, traditional cooking, or native games.
- Use public acknowledgements that **reinforce community pride** (e.g., family shout-outs using Native names).

## **5. Restorative Practices with Cultural Foundations**

**PBIS Practice:** Addressing behavioral challenges through reteaching and relationship repair

### **Strategy:**

- Implement **Talking Circles or Healing Circles** as alternatives to punitive discipline.
- Use **cultural conflict resolution strategies**, such as bringing in family or tribal leaders to mediate and teach.
- Focus on **relationship restoration** rooted in humility, respect, and community wellness.

## 6. Culturally-Embedded SEL (Social Emotional Learning)

**PBIS Practice:** Building emotional regulation and empathy  
**Strategy:**

- Teach **humility, cooperation, and love for children** as foundational SEL traits.
- Use **cultural metaphors and stories** to explain emotional resilience (e.g., humor as a strength during hard times).
- Integrate **nature-based mindfulness** and reflection tied to respect for the land and seasons.



## 7. Data-Informed Practice with Cultural Sensitivity

**PBIS Practice:** Using data to track behavior and guide support  
**Strategy:**

- Train staff on **culturally biased discipline data** and how to recognize implicit bias.
- Collect **qualitative stories and community feedback** alongside quantitative behavior data.
- Use data to identify students who may benefit from **culturally-informed Tier 2/3 supports**, such as mentorship or cultural immersion programs.



## **Key Benefits of Integrating SEL into PBIS with Cultural Relevance:**

- **Reinforces identity** and cultural pride (especially through Self-Awareness and Social Awareness).
- **Fosters respectful community norms**, grounded in traditional values and relational accountability.
- **Empowers students with life skills**, not just school behavior, promoting long-term wellness.
- **Strengthens family-school connections** through culturally resonant SEL language and practices



**WE ARE LOOKING FORWARD TO SHARING OUR  
FY26 SIP THAT INCORPORATES FEEDBACK  
AND GUIDANCE FROM OUR SITE COMMITTEE,  
STAFF, AND STUDENT COUNCIL.**

**NBMHS **WILL**  
GRADUATE  
STUDENTS WHO  
ARE PREPARED  
TO BE  
SUCCESSFUL  
ADULTS.**

**#NANOOKSKNOW #NANOOKSFIRST #NANOOKPOWER**