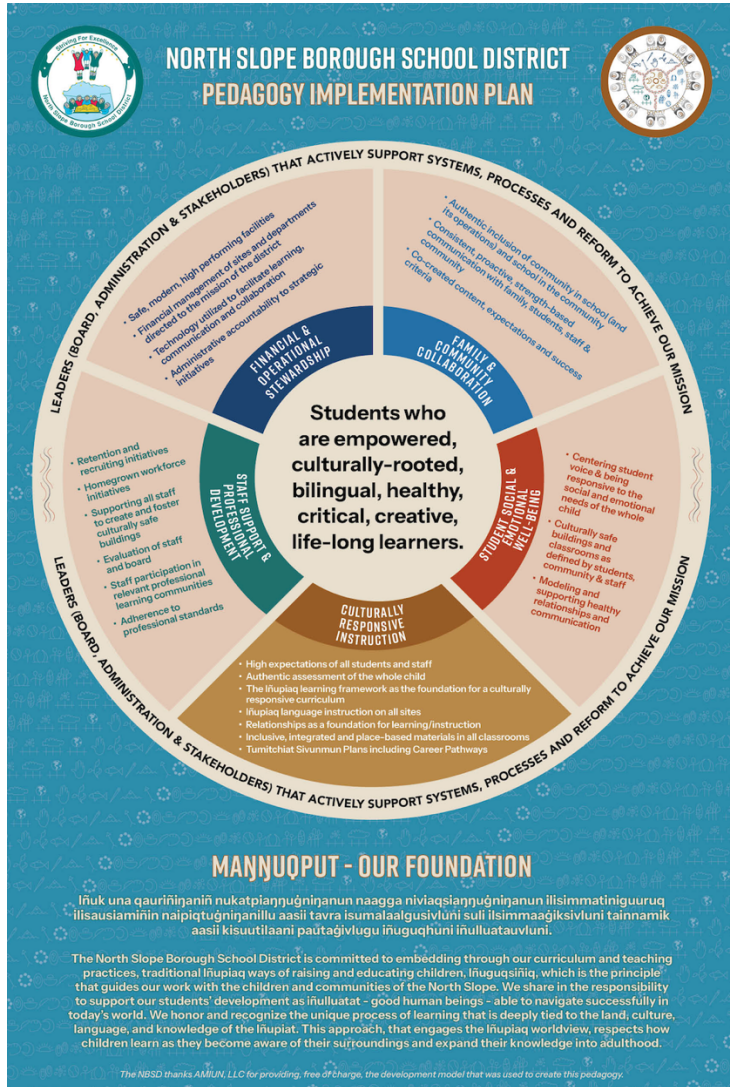
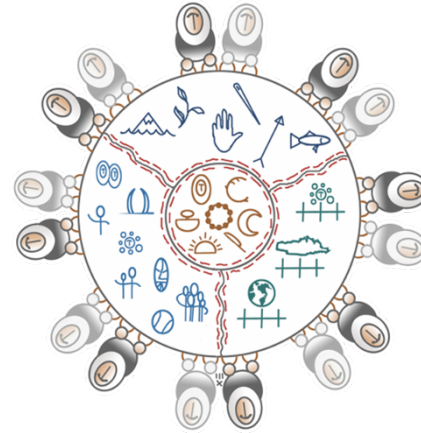


# FY2025-FY2029 Strategic Plan Summary



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

<b>District Goals &amp; Outcomes</b>	
<b>Family &amp; Community Collaboration</b>	<p><b>1. Prioritize and implement intentional and purposeful partnerships.</b></p> <ul style="list-style-type: none"> <li>• Authentic, intentional and visible collaboration with families and all community partners.</li> <li>• Authentic integrated partnership with Tribes and cities that are tied to specific programs and outcomes for students and the community.</li> <li>• Building upon existing support and partnerships with corporations, local businesses/nonprofits to ensure purposeful outcomes that meet the needs of our students.</li> <li>• Expanded pathways and opportunities for students and staff through partnerships with employers, colleges/universities and other districts.</li> </ul>
<b>Culturally Responsive Instruction</b>	<p><b>2. All students perform at or above grade-level.</b></p> <ul style="list-style-type: none"> <li>• All students supported to achieve grade level proficiency or above in <u>literacy &amp; math</u>.</li> <li>• High quality Tier 1, culturally safe &amp; responsive instruction in every classroom.</li> <li>• Fully integrated culturally responsive curriculum.</li> <li>• Students in school at least 90% of the time.</li> <li>• All students will have a Tumitchiat Sivunmun Plan for learning achievement.</li> <li>• All students graduate with their cohort.</li> </ul> <p><b>3. All students prepared for their pathway of choice post high school.</b></p> <ul style="list-style-type: none"> <li>• All students have identified their own post-high school pathway (in partnership with Stakeholders).</li> <li>• Standardized, integrated CTE courses throughout the district.</li> <li>• Maximized utilization of the Qatqiññaġvik Learning Center (QLC) for NSBSD programs &amp; supports for students.</li> </ul> <p><b>4. Graduate bilingual students.</b></p> <ul style="list-style-type: none"> <li>• Transition to a dual language model.</li> <li>• Co-created, community based Iñupiaq immersion program in every village.</li> <li>• District driven Iñupiaq Language Teacher Recruitment &amp; Development Pathway.</li> </ul>
<b>Student Social &amp; Emotional Wellbeing</b>	<p><b>5. Facilitate and maintain culturally, emotionally, and physically safe learning environments.</b></p> <ul style="list-style-type: none"> <li>• Development &amp; implementation of Community &amp; School Expectation Agreements (CSEA's) annually.</li> <li>• Prioritized and elevated student voice.</li> <li>• Every space in the district is physically and culturally safe.</li> <li>• Inter-agency collaboration to support student wellbeing as defined within MOA's.</li> <li>• Ongoing wellbeing &amp; cultural safety training for all staff.</li> </ul>
<b>Staff Support &amp; Professional Development</b>	<p><b>6. Build and sustain a thriving workforce aligned with the mission of this district.</b></p> <ul style="list-style-type: none"> <li>• Attracting and hiring NSBSD mission and pedagogy aligned recruits.</li> <li>• Developing and retaining qualified, engaged, and committed staff.</li> <li>• Facilitating and increasing staff connectedness, support, and wellbeing.</li> <li>• Actively supporting local staff on a career ladder to achieve highly qualified/certificated status.</li> </ul>
<b>Financial &amp; Operational Stewardship</b>	<p><b>7. Standardize high functioning, efficient, student focused operations.</b></p> <ul style="list-style-type: none"> <li>• Stable and reliable local contribution funding that accounts for inflation and the changing needs of our students &amp; community.</li> <li>• Safe, modern, secure facilities for students and staff.</li> <li>• Standardized operational processes and inter-departmental cooperation district wide.</li> <li>• Current technology enhancing operations and advancing student outcomes.</li> <li>• Diversified funding outside of State &amp; Federal revenue sources.</li> </ul>



# **FY2025-FY2029 Strategic Plan Working Draft**

*As of June 10, 2024*

# 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.

## Plan Elements

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

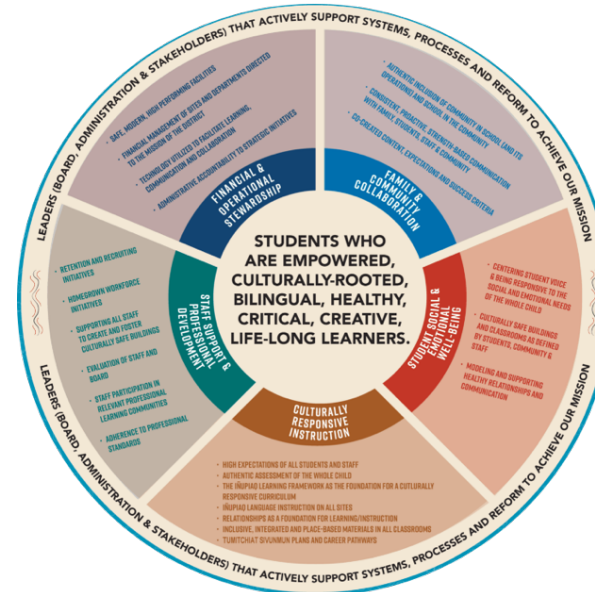
- **Manḡuqput** - Our foundation & purpose.
- **Iḡupiaq Values** - How we behave.
- **Strategic Anchors** - Policy-backed standards and guiding principles.
- **Pedagogy Domains** - Areas of focus and framework of the plan.
- **District Goals** - Strategic direction and priority within each domain.
- **Strategy** - Method to achieve success.
- **Outcomes** - The result we are striving for and measurability of progress.
- **Annual Initiatives** - How we will achieve the outcome and annual focus.

# Plan Framework

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.

## Focus Area 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 & Alignment

The strategic plan is structured as follows:

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

# Maᅇᅇuqput – Our Foundation

Iᅇuk una qauriᅇiᅇaniᅇ iᅇugullaᅇmi iᅇisimmatiniguuruq iᅇisausiamiᅇiᅇ  
naipiqtuᅇniᅇaniᅇ!ᅇu aasii taima isumalaalgusivᅇuni suli iᅇisimmaᅇiksivᅇuni tainnamik aasii kisuutilaani pautagivlugu  
iᅇuguᅇhuni iᅇulluatauvluni.

The North Slope Borough School District is committed to embedding through our curriculum and teaching practices, traditional Iᅇupiaq ways of raising and educating children, Iᅇuguᅇsiᅇiq, 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, that 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 core principles of the district, guiding our actions and decisions.

### **Pisigilugit Qitunġavut – In the best interest of the child.**

Students first, always.

### **Always with the community.**

The school district and community share rights and responsibilities in the growth and development of our students. Together, in collaboration, we empower their success.

### **All students have a voice.**

Every student is encouraged to express their thoughts and opinions, ensuring each voice is heard and valued. By creating a safe and welcoming environment where students feel respected and understood, we foster a sense of belonging and confidence throughout their learning journey.

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

Literacy and numeracy are fundamental to student success and must remain a high priority. These core academic skills will be developed alongside Iñupiaq language and culture to ensure academic proficiency and a holistic, comprehensive educational experience.

### **The Iñupiaq Learning Framework is foundational for the identity of the district.**

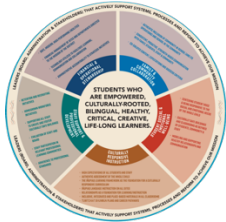
The Iñupiaq Learning Framework shapes the district's educational identity by embedding Iñupiaq language, culture, and values into the curriculum. The ILF focuses on content and **what** is taught, ensuring a curriculum that is culturally relevant and deeply rooted in Iñupiaq traditions.

### **The NSBSD Pedagogy is the implementation model for the district.**

The NSBSD Pedagogy is the comprehensive implementation model that serves as the foundation for instructional practices within the district. The pedagogy focuses on delivery and **how** the content is taught, ensuring that instructional practices are comprehensive, culturally responsive, and aligned with modern educational standards while incorporating the ILF.

### **Sustainable and consistent funding for long-term impact.**

Meaningful change requires sustained effort and long-term commitment. To achieve lasting impact and ongoing success, it is vital to secure sustainable and consistent funding through strategic partnerships and community support.



# DISTRICT GOALS

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

## Family & Community Collaboration

**1. Prioritize and implement intentional and purposeful partnerships.**

## Culturally Responsive Instruction

**2. All students perform at or above grade-level.**

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

**4. Graduate bilingual students.**

## Student Social & Emotional Wellbeing

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

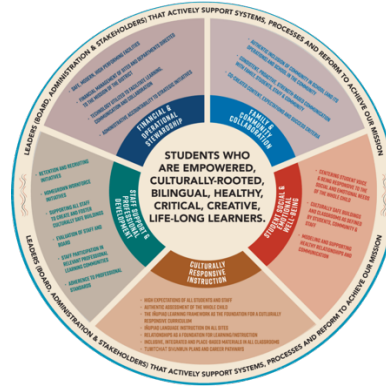
## Staff Support & Professional Development

**6. Build and sustain a thriving workforce aligned with the mission of this district.**

## Financial & Operational Stewardship

**7. Standardize high functioning, efficient, student focused operations.**





## 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 and collaboration in the interest of our students
- Deeper integration with families and all community partners
- Sustainable, evidence-based partnerships
- Stable funding and shared resources
- Formalized partner agreements aligned to outcomes
- Expanded opportunities for students and staff

### Our Why:

*It takes a village to raise a child.*

Through collaboration, partnership, and sustainable support, we can strengthen our educational ecosystem, enhance student outcomes, and create a lasting impact on our children and community.

*\*Strategic Anchor: Always with the Community.*

## Strategies to Achieve Success

### ***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***

Strengthen our commitment to transparency and effectiveness with targeted and explicit asks combined with broader accountability. Adopt a proactive approach to building financial support based on clearly identified needs, ensuring requests are purposeful, targeted and outcome focused. Tie funds to reportable outcomes aligned with the district's mission, and enhance accountability through diligent progress reporting, confirming that resources are effectively utilized to achieve our educational goals.

### ***Explicit and Formalized Partner Agreements***

Formalize partnerships by establishing explicit agreements (MOAs) that define shared interests aligned with specific program, operational, and student needs. Define partner agreements based on a clear structure, ensuring mutual understanding, accountability, and alignment with our strategic goals.

## **Outcomes We Are Striving For**

1. Authentic, intentional and visible **collaboration with families and all community partners**.
2. Authentic **integrated partnership 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**.

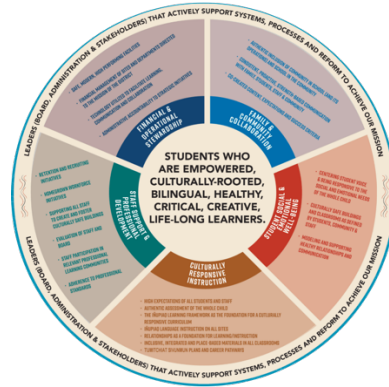
# Roadmap

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024-2025
<p><b>Authentic, intentional and visible collaboration with families and all community partners.</b></p>	<p><b>Attendance:</b> Small improvement on previous years but significant distance from where we need to be.</p> <p><b>TS Plans</b> are in planning stage.</p> <p><b>CSEAs</b> (Community School Expectation Agreements) have been created for every site.</p> <p><b>SACs</b> are meeting irregularly.</p> <p><b>SACs</b> have been included for first time in budget planning &amp; activities discussions and selection of Principals.</p> <p><b>Bilingual:</b> Strong support for Immersion Program from participating families. Strong stakeholder support for expansion of bilingual ed initiative.</p> <p><b>Community in School:</b> Average volunteer hours approximately 90 mins per week.</p>	<p><b>Attendance:</b> Explicit &amp; intentional initiatives that engage the community.</p> <p>Community <u>ownership</u> of attendance initiatives &amp; further improvement on a site-by-site basis.</p> <p><b>TS Plans:</b> All parents have been engaged with by the school to participate in their student’s TS Plan.</p> <p><b>CSEAs</b> are operationalized as an annual baseline exercise; Agreements updated within first quarter of every year.</p> <p><b>SACs</b> are meeting monthly, and SAC Presidents are meeting together once annually.</p> <p><b>Bilingual:</b> Village-level community commitment to partner and contribute Iñupiaq speakers.</p> <p>Hold a Language Summit.</p> <p>NSB contributing language speakers as NSBSD staff.</p> <p>More family/community engagement in language activities outside of school.</p> <p><b>Community in the School:</b> Double the volunteer hours.</p>	<p><b>Attendance:</b> 5 years of upward trend / YOY growth towards the goal of 90% (all sites)</p> <p><b>TS Plans:</b> Evidence of congruence in the Pathway Plans; Children’s pathway plans have been followed. (annual check-up with every parent).</p> <p><b>CSEAs:</b> Standard operational procedure for the district.</p> <p><b>SACs</b> are meeting monthly, and SAC Presidents are meeting together once annually.</p> <p><b>Bilingual:</b> Partnership MOAs in place specific to language initiatives and supplemental support.</p> <p><i>Shift in mentality and prioritization of language.</i></p> <p><b>Community in the School:</b> Double the volunteer hours.</p>	<p><i>The following initiatives are repeated in other areas of the plan, tied to specific outcomes.</i></p> <ol style="list-style-type: none"> <li><b>Attendance:</b> Raise public awareness about attendance (20-day October count).</li> <li><b>TS Plans:</b> Begin implementation of TS Plans and integrate into parent-teacher conferences.</li> <li>Complete and publish <b>CSEAs</b>; rollout at district-wide in-service. (Community School Expectation Agreements).</li> <li><b>SAC:</b> Conduct training for all SAC’s.</li> <li>Hold a meeting with all SAC Presidents.</li> <li>*Publicly posted schedule for monthly meetings at all sites.</li> <li><b>Bilingual Students:</b> Quadrilateral and community discussions. Recruitment of ILTs. Village immersion.</li> <li><b>Community in School:</b> Implement a consistent practice for monitoring/tracking community volunteer hours across all sites (via the Principal Summary Form).</li> </ol>

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024–2025
<p><b>Authentic integrated partnership with Tribes and cities that are tied to specific programs and outcomes for students and the community.</b></p>	<p><b>Tribe:</b> Developing communication pathways and working towards meaningful partnerships.</p> <p>Shared broad, regional partnerships but do not currently have a specific MOA.</p>	<p><b>Tribe:</b> 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><b>Tribe:</b> 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><b>Tribe (ICAS)</b></p> <ol style="list-style-type: none"> <li>1. Develop Menu of Services for students with disabilities.</li> <li>2. Meet consultation requirements for Qargi private school</li> <li>3. Draft MOU reflecting areas of cooperation and collaboration between ICAS and NSBSD</li> </ol>
	<p><b>Cities:</b> A range of formal and informal partnerships.</p> <p>Partnerships exist with several cities across the Slope.</p>	<p><b>Cities:</b> 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><b>Cities:</b> Formalize and expand partnerships to relieve pressure on District budget while offering program benefits to students and families eg. swimming pool repairs, maintenance and staffing.</p> <p>Identifying alternative funding partnerships and pathways to benefit student growth and development eg NPRA.</p> <p>Extensions of OJT/ Apprenticeships.</p> <p>Sharing human capital and resources.</p>	<p><b>Cities</b></p> <ol style="list-style-type: none"> <li>1. Implement shift towards proactive, purposeful asks and structured agreements based on District Needs and Student Needs/Outcomes.</li> <li>2. Identify potential funding sources that are currently under-utilized eg NPRA.</li> </ol>

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024-2025
<p><b>Building upon existing support and partnerships with corporations, local businesses/nonprofits to ensure purposeful outcomes that meet the needs of our students.</b></p>	<p><b>Corporations:</b> MOA's 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 eg. Christmas games security</p> <p>Identify predictable sources of corporate funding for educational initiatives/events like NYO, Academic decathlon, drum &amp; dance programs.</p> <p>NSBSD more intentional about tying funds to reportable mission-aligned outcomes.</p> <p>Broader accountability, reporting back on milestones &amp; 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 &amp; dance programs.</p>	<p>1. Finalize MOAs with ASNA, Tanana Chiefs, and Maniilaq Corporation outlining student and family supports to reduce duplication of services.</p>
	<p><b>Business/Nonprofits:</b> 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 business 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>1. Implement a practice to show greater recognition of our current support/partners (letters of thank you, inviting them in more to participate, etc.).</p>

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024-2025
<p><b>Expanded pathways and opportunities for students and staff through partnerships with employers, colleges/universities and other districts.</b></p>	<p>Current partnerships with Iñisaġvik 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>	<ol style="list-style-type: none"> <li>1. <b>Iñisaġvik:</b> Establish better coordination to expand opportunities. (Instructional Team)</li> <li>2. <b>BBRCTE</b> (Bristol Bay Region CTE): Build relationship to open opportunities for CTE / trainings. (Jim) (David/Tracy)</li> <li>3. (Explore) Other school districts/partner opportunities.</li> </ol>



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, consistent instruction
- All students performing at/or above grade level
- Minimum adequate yearly growth for all students
- Catch up growth for all students who need it
- Attendance at 90% (80% = base minimum)
- Students graduating at grade level and with their cohort
- ILF Textbooks 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 crucial, while also valuing and integrating language, culture, and other subjects. By prioritizing academic rigor and high expectations, we can equip our students with the tools they need to thrive in a complex and rapidly changing environment.

*\*Strategic Anchor: High expectations in literacy and numeracy go alongside language and cultural acquisition.*

## Strategies to Achieve Success

### ***School-Based Intervention and a Multi-Tiered Support System for Students***

With a strategic focus on student growth and proficiency, NSBSD is implementing comprehensive **school-based intervention services** and a **multi-tiered support system (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 Culture-Based Curriculum that Teaches Grade-Level Content through Our Own Lens***

Providing a **culture-based 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 We Are Striving For**

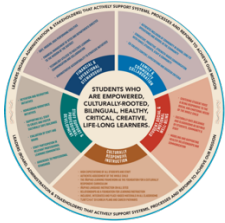
1. All students supported to achieve **grade level proficiency** or above in literacy & math.
2. High quality **Tier 1 culturally safe & responsive instruction** in every classroom.
3. Fully integrated **cultural curriculum**.
4. Students are **in school at least 90%** of the time.
5. All students will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

# Roadmap

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be.... (5+ years)	Focus for SY 2024–2025 <i>*red font indicates high priority</i>
<p><b>All students supported to achieve grade level proficiency in <u>literacy &amp; math</u></b></p>	<p><b>Less than 5%</b> of students are at grade appropriate level in reading and math.</p> <p><b>Less than 5%</b> of students are graduating at a grade appropriate level.</p>	<p>Minimum adequate yearly growth for all, with catch up growth for those who need it.</p>	<p>All students at or above grade level proficiency in <u>literacy &amp; math</u>.</p>	<ol style="list-style-type: none"> <li>1. <b>Implement school-based intervention services to facilitate student growth and achievement.</b> (Caitlin) (Principals) <ul style="list-style-type: none"> <li>• +6 additional student interventionists (1 per site)</li> <li>• +5 new teacher coach interventionists</li> </ul> </li> </ol>
<p><b>High quality Tier 1 culturally safe &amp; responsive instruction in every classroom.</b></p>	<p>Lack of rigor along with insufficient skills to build rigor.</p> <p>Assignments are not at grade level.</p>	<p>Instruction &amp; 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 &amp; culturally responsive.</p> <p>Principals are culturally safe, responsive, instructional leaders.</p> <p>NSBSD School of Ed for Principals &amp; Teachers (induction as well as continuing education).</p>	<ol style="list-style-type: none"> <li>1. <b>Implement district approved curriculum &amp; materials.</b> (Caitlin)</li> <li>2. <b>Implement multiple walk throughs + 2 formal observations per semester.</b> (Tracy)</li> <li>3. Implement <b>IEP and 504's</b> in all classrooms (ensure assignments are reflective of adopted core resources). (Student Services)</li> <li>4. Develop a district-wide approach to <b>School Improvement Planning</b> (comprehensive / to include wellness) (Caitlin) (Instruction Team)</li> <li>5. <b>Enforce compliance on MTSS process.</b> (Tracy) (Instructional Team)</li> <li>6. Review and/or develop all <b>secondary course scope and sequences.</b> (Caitlin) (Jim) (Tenna)</li> <li>7. Create <b>content-area teams</b> district-wide. (Caitlin)</li> <li>8. Facilitate the creation of <b>building leadership teams.</b> (Tracy) (David) (Instructional Team Support)</li> <li>9. Standardize &amp; centralize the <b>PLC calendar.</b> (Caitlin) (Tracy)</li> <li>10. <b>Crosswalk the Pedagogy with Danielson/Harcharek Framework</b> (Rubric accountability to drive instruction) (Instructional Team)</li> <li>11. Create a <b>model classroom.</b> (Caitlin)</li> <li>12. Develop the <b>4-year PD Plan.</b> (Caitlin)</li> <li>13. <b>Audit randomized lesson plans/schedules.</b> (Lesson plans have consistent format &amp; stored in centralized drive) (Caitlin)</li> </ol>

				<p>14. <b>Looping:</b> Provide models and engage in conversation. (David)</p> <ul style="list-style-type: none"> <li>• SY24/25 Socialize</li> <li>• SY25/26 Pilot / Operationalize as optional</li> <li>• SY26/27 Compulsory</li> </ul> <p>15. <b>Block Scheduling:</b> Engage in conversation/explore. (David) (Tracy)</p>
<p><b>Fully integrated culturally responsive curriculum.</b> ..by content areas</p>	<p>350 culture-based units Existing units are not fully utilized.</p>	<p>ELA, Math &amp; Science content areas mapped. Full utilization of existing culture-based units. Comprehensive understanding of the ILF.</p>	<p>ELA, Math &amp; Science content guides written.</p>	<p>1. <b>Introduce and begin to establish comprehensive understanding of the ILF.</b> (Tenna) (Instructional Team)</p> <ul style="list-style-type: none"> <li>• Publish the ILF Book. (July 1)</li> <li>• Distribute ILF Book to all sites. (Aug 14)</li> <li>• Board training / understanding of ILF.</li> <li>• PD for Administrators / understanding of ILF.</li> <li>• Dedicated PLCs to onboard staff /understanding ILF.</li> </ul> <p>2. <b>Map ELA, Math &amp; Science</b> content areas (identify gaps). (Tenna &amp; Caitlin)</p> <p>3. <b>Establish funding</b> for CBU development. (Tenna) (David)</p>
<p><b>All students will have a Tumitchiat Sivunmun Plan for learning achievement.</b></p>	<p>TS Plans are in 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 check-up with every parent).</p>	<p>1. <b>Begin implementation of TSP's</b> (integrated with ACKCIS portfolio) (Tracy) (Instructional Team) (Homeroom Teacher)</p> <p>2. Begin to integrate TS Plans into parent-teacher conferences. (Tracy) (Instructional Team) (Homeroom Teacher)</p>
<p><b>Students are in school at least 90% of the time.</b></p>	<p>SY22/23 <b>73%</b> Small improvement on previous years but significant distance from where we need to be. Villages currently indicate their own start/end date that vary by approx. 5 days.</p>	<p>All sites at or above <b>80%</b>. Explicit &amp; intentional initiatives that engage the community. Community <u>ownership</u> of attendance initiatives &amp; further improvement on a site-by-site basis.</p>	<p>All sites at or above <b>90%</b>. 5 years of upward trend / YOY growth towards the goal of 90% (all sites). Culturally responsive calendar implemented at all sites (and impacting attendance).</p>	<p><b>Attendance</b></p> <ol style="list-style-type: none"> <li>1. Engage in stakeholder conversation/partnership / collaboration to influence attendance) (NSB, ICAS, Cities, Corporations) (Tracy)</li> <li>2. <b>Raise public awareness about attendance</b> (20-day October count) (Tracy)</li> <li>3. Targeted attendance campaign for sites below 80%. (Tracy)</li> <li>4. Tie SCCS data to attendance; Identify questions in SCCS tied to attendance. (Caitlin)</li> <li>5. Celebrate improved attendance (Tracy)</li> <li>6. Administration/SAC joint initiative (tie SACs into attendance and compliance). (Tracy)</li> </ol>

				<p><b>Calendar</b></p> <ol style="list-style-type: none"><li>7. <b>Data Analysis:</b> Complete initial analysis of culturally relevant calendar by Oct 2024. (Align attendance with cultural activities) (analysis of other models) (proposal /examples) (Caitlin) (Bobby) (Instructional Team)</li><li>8. Present / share with SACs by November 2024. (Start the community dialogue) (Chelsie) (Instructional Team)</li></ol>
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# Goal 3

## Post High School Readiness

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

### What Success Will Look Like:

- Partnerships that are represented across the Slope
- Certification completions
- More village based CTE
- Shops open at every site
- Well-developed, sustainable pathways
- All staff feel that post-secondary readiness is their job
- Workplace skills taught from elementary through high school

### 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 to Achieve Success

### ***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***

With the development of Tumitchiat Sivanmun Plans (TSPs), we emphasize identifying and cultivating 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 towards Career and Technical Education (CTE) opportunities that build on their interests, enhance student engagement and motivation, and promote student growth.

## Outcomes We Are Striving For

1. All students have identified their own **post-high school pathway** (in partnership with Stakeholders).
2. Standardized, **integrated CTE courses** throughout the district.
3. Maximized utilization of the **Qatqiññaigvik Learning Center** (QLC) for NSBSD programs & supports for students.

## Roadmap

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024–2025 <i>*red font indicates high priority</i>
<p><b>All students have identified their own post-high school pathway.</b> (in partnership with Stakeholders)</p>	<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, Seniors have identified pathway of choice &amp; district is supporting opportunities.</p> <p>Career exploration grades 4-12.</p>	<p>Realization of 2-3 TSP artifacts tied to realization of envisioned next step.</p> <p>- Certification completions</p> <p>- Micro credentials</p>	<ol style="list-style-type: none"> <li>1. <b>Begin implementation of TSP's</b> (integrated with ACKCIS portfolio) (Tracy) (Instructional Team) (Homeroom Teacher)</li> <li>2. <b>Integrate AKCIS &amp; Workplace Readiness into 8-12 Curriculum.</b> (Jim) (Coordinator from Student Services) <ul style="list-style-type: none"> <li>• AKCIS Interest Inventory (Grade 8)</li> <li>• <b>Workplace Basics Course</b> (Incorporating AKCIS) (10<sup>th</sup> grade) (TBD: elective/mandatory / part of Lang Arts)</li> <li>• Students in 8-12<sup>th</sup> grade actively engaged in building a portfolio in AKCIS.</li> <li>• Immediate Next Step: Instructional Team Conversation</li> </ul> </li> <li>3. Explore <b>post-graduation exploratory</b> / bridging programs. (Jim) (Coordinator from Student Services)</li> <li>4. Consider adding an additional College &amp; Career Fair (Fall &amp; Spring) (Jim)</li> </ol>
<p><b>Standardized, integrated CTE courses throughout the District.</b></p>	<p>Some CTE classes are being offered at every HS.</p>	<p>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>	<p><i>Building the Foundation / Programs</i></p> <ol style="list-style-type: none"> <li>1. <b>Build the CTE foundation / map.</b> (Jim) (MJ / CO) (Instructional Team) (by end of May)</li> <li>2. Map the <b>Paxton Patterson</b> scope and sequence into 4-12 curriculum. (Jim) (Caitlin)</li> <li>3. Expand <b>training and internships/OJT</b> through relationship building with on slope entities. (Jim)</li> </ol>

				<p>4. <b>Compliment on slope programming</b> through Alaska EXCEL &amp; exploration of other entities. (Jim) (David/Tracy)</p> <p>5. Further development of <b>pathways</b> and supporting cross walks. (Jim) (Caitlin)</p> <ul style="list-style-type: none"> <li>• Identify micro-credentials in pathways.</li> <li>• Documenting career pathways in our course list &amp; Perkins</li> </ul> <p><i>Teaching / Staffing</i></p> <p>6. Build relationship with <b>BBRCTE</b> to open opportunities for trainings. (Jim) (David/Tracy)</p> <p>7. Unlock the <b>TTC</b> as an option for career trades. (David)</p> <p>8. Formalize training for safety in CTE classrooms. (separate PLC for CTE Teachers). (Jim) (Caitlin)</p>
<p><b>Maximized utilization of the QLC for NSBSD programs &amp; supports for students.</b></p>	<p>45% utilization (77 days with students)</p>	<p>80% utilization (135 days with students)</p>	<p>80% utilization &amp; fully operational program based on annual student needs.</p>	<p>1. Map out the next 12 months – build the master schedule in coordination with activities, assessments, etc. (Jim) (Kim) (Bobby)</p> <p>2. Implement <b>8<sup>th</sup> grade career exploratory program</b> at QLC (5-Day Intensive) (Jan-March 2025) (Jim) (Steve)</p> <p>3. Establish <b>better coordination with Iļisaġvik to expand opportunities.</b> (Tenna) (Instructional Team)</p> <ul style="list-style-type: none"> <li>• Establish a standing meeting with Iļisaġvik for Dual Credit, Work Force Development, etc. (Instructional Team)</li> <li>• Create a joint WFD calendar with Iļisaġvik.</li> </ul> <p>4. Increase <b>evening and weekend opportunities</b> during intensives. (Jim)</p>





# Goal 4

## Bilingual Students

### Graduate bilingual students.

#### What Success Will Look Like:

- Community commitment to partner and contribute Iñupiaq speakers
- Two hours of Iñupiaq language learning per day, per student
- Language learning through high school, as a graduation requirement
- Language immersion program in every village
- Integration of Iñupiaq language across the curriculum
- All Iñupiaq language teacher/iļisaurrit positions filled
- More bilingual Iñupiatun speakers 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 to Achieve Success

### ***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.

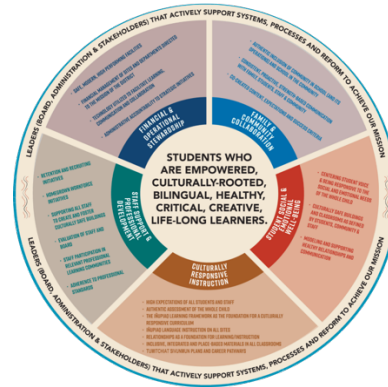
## Outcomes We Are Striving For

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**.

## Roadmap

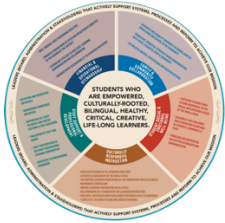
Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024–2025 <i>*red font indicates high priority</i>
<b>Transition to a dual language model.</b>	<p>K3-K4 regular classrooms receive <b>15-20 mins per week</b>.</p> <p>Secondary enrollment is optional and low.</p> <p>Strong stakeholder support for expansion of bilingual ed initiative.</p>	<p>Fully staffed &amp; 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>	<ol style="list-style-type: none"> <li>1. <b>Embed in Policy.</b> Language required as part of the curriculum K-12. (Phased Approach) (David) (Board)</li> <li>2. <b>Develop a cohesive, long-term instructional plan for K-12 dual language program.</b> (Tenna) (Caitlin) ... put a proposal to the community that is viable (define the options and possibilities). <ul style="list-style-type: none"> <li>• <b>Define what Bilingual means</b></li> <li>• <b>Board Work Session</b> – Conceptually what this means, how we really do it and what is required.</li> <li>• <b>Quadrilateral Discussions</b> – Community commitment required.</li> <li>• <b>Community-Wide Discussions</b> (1 per quarter) – Build awareness, define bilingual, community requirement to make this a reality.</li> <li>• <b>Conversation with SACs.</b></li> <li>• <b>Master scheduling.</b></li> </ul> </li> <li>3. Develop a plan for <b>Distance Delivery</b> and staffing to expand language learning options. (Tenna)</li> </ol>
<b>Co-created, community based Iñupiaq immersion program in every village.</b>	<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>	<ol style="list-style-type: none"> <li>1. <b>Develop a cohesive plan for Immersion Pre-K – Grade 1. (demonstrating alignment to standards).</b> (Tenna)</li> <li>2. Implement kindergarten immersion at <b>Ipalook</b>. (Tenna) (IPK Principal)</li> <li>3. Build the plan for a <b>village immersion</b> classroom to include multiple teachers and community commitment. <ul style="list-style-type: none"> <li>• Identify location / people (Go / No Go) by December</li> </ul> </li> </ol>

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be.... (5+ years)	Focus for SY 2024-2025 *red font indicates high priority
<b>District driven Iñupiaq Language Teacher Recruitment &amp; Development Pathway.</b>	17 site-based iļisaurrit, of those 17, 3 immersion staff (2 teachers, 1 paraprofessional)	x# site based iļisaurrit.  All vacant positions filled.  NSB contributing language speakers as NSBSD staff.	At least two village site based iļisaurrit.  Increase the # of teachers to increase the amount of instructional time (all positions filled).	1. <b>*Recruit ILTs.</b> (Actively recruiting from Canada) (Tenna) (Community Partners)  2. Develop the <b>Master Apprentices Program</b> and secure funding. (IHLC transfer of grant) (Tenna)



FOCUS AREA DOMAIN

# Student Social & Emotional Wellbeing



# Goal 5

## Student Wellbeing

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

### What Success Will Look Like:

- Culturally responsive & trauma sensitive schools
- NSB Clinicians in all sites
- Strong defined School Counseling Program
- Decrease in student behavior incidents
- Zero sites under School Improvement
- Student voice is actively engaged
- Staff social emotional competency
- All schools implementing SW-PBIS at Tier 2 or Tier 3

*Minimum:* District-wide Social Worker /Therapeutic Counselor to coordinate mental health

*Shoot for the moon:* Therapeutic counselors across the district (at all sites)

### Our Why:

Student wellbeing and mental health are critical to academic success. Mental health issues can significantly impact a student's ability to attend school regularly and be prepared for learning. Currently, there is limited mental health support, especially in rural areas of Alaska, where resources are scarce.

Addressing mental health is directly tied to improving student attendance, academic outcomes, and staff retention. Ensuring students' mental health also means holding them safe, providing a secure environment where they can thrive both academically and personally.

## Strategies to Achieve Success

### ***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

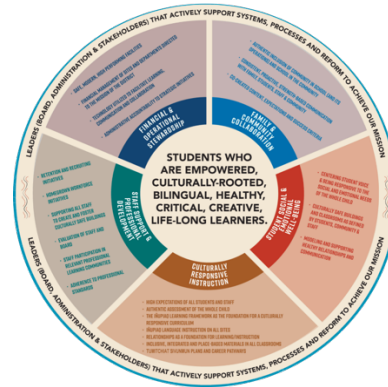
## Outcomes We Are Striving For

1. Every space in the district is **physically and culturally safe** (as measured by SCCS).
2. Development & implementation of **Community & School Expectation Agreements** (CSEA's) annually.
3. Prioritized and **elevated student voice** (District-Wide Student Council representatives from each village).
4. **Inter-agency collaboration** to support student wellbeing as defined within MOA's.

## Roadmap

Outcome	Where we are today... (SY 2022/23)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024-2025 <i>*red font indicates high priority</i>
<p><b>Every space in the district is physically and culturally safe.</b> (measured by SCCS)</p>	<p>School Climate &amp; Connectedness (6-12) student participation rate <b>(x%)</b></p>	<p>Explicit MTSS toolkits. School Climate &amp; Connectedness student participation at 60% or greater. Cultural safety training to all staff.</p>	<p>Students feel safe. Culturally responsive &amp; trauma responsive schools Decrease in student behavior incidents. Improvement in SCCS identified metrics (contingent upon 60% participation rate grades 6-12).</p>	<ol style="list-style-type: none"> <li>1. Identify 3-4 school climate CCS metrics. (Student Services)</li> <li>2. Apply <b>Iluagniq</b> Performance Expectations in all schools (Inupiaq Wellness) (as part of PD). (Tenna) (Student Services)</li> <li>3. Align our terminology and <b>develop the tools</b> to implement a strong <b>MTSS</b> program in our schools. (Caitlin)</li> <li>4. Roll out <b>cultural safety training</b> to all district leadership. (David) (Facilitator Plan / Instructional)</li> <li>5. <b>Incorporate social emotional/student wellness in School Plans of Improvement. (Tracy) (Caitlin)</b></li> <li>6. Implement <b>Crisis Response Plans</b> (TBD provide CO onsite support). (Ty) (Blake)</li> <li>7. Development of Counseling Program to include wrap around services &amp; menu for referrals.</li> </ol>
<p><b>Development &amp; implementation of Community &amp; School Expectation Agreements.</b> (CSEA's annually)</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 &amp; trauma responsive schools. CSEAs &amp; STEAs are standard operational procedure for the district.</p>	<ol style="list-style-type: none"> <li>1. <b>Complete and publish CSEA's</b>; rollout at district-wide in-service. (Community School Expectation Agreements) (Tracy)</li> <li>2. Co-create <b>STEA's</b> in all classrooms during first 2 weeks of school (Student/Teacher Expectation Agreements). (Tracy) (Instructional Team)</li> </ol>

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024-2025
<p><b>Prioritize and Elevate Student Voice.</b></p> <p>(DWSC representative from each village).</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).</p> <p>Annual gathering of student leaders to discuss educational services and student priorities.</p>	<p>Student voice actively engaged and treated as a stakeholder.</p> <p>Student voice is visible in the schools.</p> <p>Students leading initiatives to strengthen educational service in all schools</p>	<ol style="list-style-type: none"> <li>1. Sustain the DWSC. (Chelsie) (Student Services Coordinator)</li> <li>2. Collaborate with District Office to determine state and district level meeting attendance. (Chelsie) (Student Services Coordinator)</li> <li>3. Increase student representation at district-wide meetings. (Chelsie) (Student Services Coordinator)</li> <li>4. Annual gathering of student leaders to discuss educational services and student priorities. (Student Services Coordinator)</li> </ol>
<p><b>Inter-agency collaboration to support student wellbeing as defined within MOA's.</b></p>	<p>Limited mental health support today.</p>	<p>NSB Clinicians visiting all sites.</p>	<p>Regularly scheduled programs and supports for student wellbeing in all schools.</p>	<ol style="list-style-type: none"> <li>1. Develop MOAs with ASNA, IBH, Tanana Chiefs, and Maniilaq Corporation outlining student and family supports to reduce duplication of services. (Student Services Director)</li> <li>2. Coordinating with NSB on clinicians and IBH. (Student Services Coordinator).</li> </ol>
	<p><b>Department of Education and Early Development:</b> Currently work in collaboration with the Special Education Department, Grants and Contract's, School Improvement, AK Department of Health.</p>	<p>Maintain positive relationship and compliance as identified through positive outcomes in the special education audit.</p> <p>Positive data entry as supported with the Supplemental Workbook and Assurances.</p>	<p>Support the NSBSD Special Education Audit.</p> <p>Having the documentation necessary to support the ESEA audit.</p>	<p><b>Grants</b></p> <ul style="list-style-type: none"> <li>• Title VI-B/Title 619 Special Education Grants</li> <li>• ESEA Grants (Title 1 through Title 4</li> <li>• Suicide Grant</li> <li>• Alternative School Grant</li> </ul>



## 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:

- Mission driven and aligned staff
- 3–5-year staff commitments
- Higher retention rates, with staff living on the slope longer and learning the culture
- 4-Year Professional Development Plan
- Paraprofessionals who are highly qualified
- Competitive wages
- Majority of the workforce being local (Alaskan)
- More teachers who speak the local language
- Established career ladders in multiple departments

### 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.

The current nationwide teacher shortage, coupled with non-competitive compensation within the state and region, exacerbates the challenge of filling teacher, counselor, and SPED staff positions.

Addressing these issues is crucial to maintain a high-quality education system and foster an environment where both students and staff can thrive.

## Strategies to Achieve Success

### ***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.

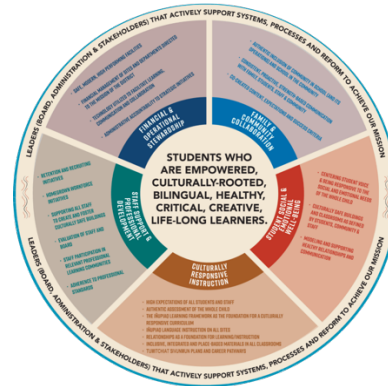
## Outcomes We Are Striving For

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 wellbeing.
4. Actively **supporting local staff** on a career ladder to achieve highly qualified/certificated status.

## Roadmap

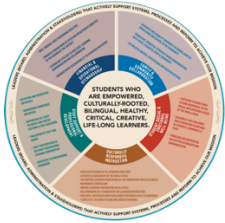
Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024-2025 <i>*red font indicates high priority</i>
<p><b>Attracting and hiring NSBSD mission-aligned recruits.</b></p>	<p>Nationwide teacher shortage.</p> <p>Teacher &amp; staff compensation is no longer Top 5 in the State.</p>	<p>Situationally relevant recruiting plan that is congruent with needs of the District.</p> <p>Less reliance on long term subs.</p> <p>Targeted recruiting partnerships for teacher placements.</p>	<p>Pipeline of recruits that are aligned with our mission.</p> <p>A reputation for educational excellence and responsiveness that attracts high quality candidates.</p>	<ol style="list-style-type: none"> <li>1. <b>Marketing Plan / Campaign</b> - Full view of opportunities, benefits, mission, values, etc. (CO)                             <ul style="list-style-type: none"> <li>• <b>Narrative</b> - Deliver a clear, coherent narrative about the district as a place to work.</li> <li>• <b>Website</b> - Showcase the great things we are doing; visually more substance, celebrating wins, photos, highlights, draw people in. (Reggie) (CO)</li> </ul> </li> <li>2. Establish a whole <b>new model for recruiting</b>. (how, where we are attracting) (HR - Dimple)                             <ul style="list-style-type: none"> <li>• Feeder colleges</li> <li>• Canada</li> <li>• Target 10 lowest paying States</li> <li>• Online recruiting / resources</li> <li>• H1B Candidates</li> <li>• Multi-year contracts</li> </ul> </li> <li>3. Train Principals on culturally responsive, mission, values-based recruiting. (Tracy) (Instructional Team)</li> <li>4. Complete a Compensation Study (comparable to NSB, ASNA, Ijisagvik, etc.) (CO) (Outsourced)</li> <li>5. Upgrade, standardize &amp; verify housing (M&amp;O)</li> <li>6. Establish a targeted recruitment, on-boarding, and professional development plan to support special education teachers. (HR) (Student Services)</li> <li>7. Targeted recruitment for school social workers, and paraprofessionals. (HR) (Student Services)</li> </ol>

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024-2025
<p><b>Developing and retaining qualified, engaged, and committed staff through PD and career development plans.</b></p>	<p>Turnover <b>40%</b> (certified)</p> <p>Classified: XX%</p> <p>Standard in Rural AK is <b>3 Years</b> (home grown stays longer)</p>	<p>Drop turnover to <b>20%</b> (certified)</p> <p>Classified: XX%</p> <p>More teachers renewing.</p>	<p>Majority of teachers within 3+ year longevity.</p> <p>Classified staff longer longevity.</p> <p>Increased number of highly qualified paraprofessionals.</p>	<ol style="list-style-type: none"> <li>1. Conduct <b>exit interviews</b> with fidelity (and capture/utilize data from those interviews) (HR)</li> <li>2. Develop/sustain a consistent and complete <b>data set</b>. (HR) (Caitlin)</li> <li>3. Continue <b>timeliness of contracts</b> for teachers. (HR) (CO)</li> <li>4. <b>Retention incentives</b> (longevity / retention bonus). (CO) (Business Office)</li> <li>5. Increase highly qualified <b>Paraprofessionals</b> (Master Teacher). (Caitlin) (Tenna) (HR) (*handover from Lori)</li> <li>6. Create <b>PD for Paraprofessionals</b> (Caitlin) (Tenna) (HR)</li> <li>7. Standardize <b>PLCs</b> for Teachers. (Caitlin) (Tracy) (Instructional Team)</li> </ol>
<p><b>Facilitating and increasing staff connectedness, support and wellbeing.</b></p> <p>(as measured through SCCS &amp; Staff Retention)</p>	<p>SCCS (select measures &amp; current benchmarks)</p> <p>Participation: 194 staff</p>	<p>SCCS XX%</p> <p>At least 60% survey participation</p> <p>4 classrooms on the nuna.</p>	<p>SCCS XX% - continued improvement.</p> <p>Standardize classrooms on the nuna at all sites</p>	<ol style="list-style-type: none"> <li>1. Facilitate <b>teacher connection to community</b>. <ul style="list-style-type: none"> <li>• Increase the number of <b>classrooms on the nuna</b> (+2 SY25). (Tenna)</li> <li>• Increase/evolve Professional Cohorts to create professional connections and sense of community (Caitlin)</li> </ul> </li> <li>2. Concerted <b>staff appreciation on a regular basis</b> to establish connection between CO &amp; sites. (Bobby)</li> <li>3. Ensure the basic needs of staff are met (acknowledging barriers &amp; supporting basic needs). (Leadership Team)</li> </ol>
<p><b>Actively supporting local staff on a career ladder to achieve highly qualified/certificated status.</b></p> <p>(Year over year growth of local, certificated staff)</p>	<p>Ilisaurriquta program (Ilisaġvik College &amp; UAF) (fully funded)</p> <p>ASCF Teacher Apprenticeship Program (UAA) (yet to be funded)</p> <p><b>5 Enrolled</b> in Ilisaġvik Teacher Ed Program &amp; <b>~30</b> on interest list.</p> <p>Majority of classified staff are local.</p>	<p><b>80%</b> enrolled to stay enrolled/active in program</p> <p><b>15</b> Enrolled in Teacher Ed program</p> <p>Some form of financial support for District staff trying to move to certification.</p> <p>FTE Student Success Coach.</p>	<p>More than 100 of our certified staff are local (A, B &amp; M).</p>	<ol style="list-style-type: none"> <li>1. <b>Grow Our Own Campaign:</b> Emphasize the GOO message. (Tenna) <ul style="list-style-type: none"> <li>• Another 5 enrolled in the certification program</li> </ul> </li> <li>2. <b>Actively support</b> participants currently enrolled in the program. (Tenna) (Caitlin)</li> </ol> <p><b>Partnerships:</b> Ilisaġvik, UAF, ASCF/UAA, ICAS/All Native Villages</p>



FOCUS AREA DOMAIN

# Financial & Operational Stewardship



# Goal 7

## Operational Congruence

**Standardize high functioning, efficient student focused operations.**

### What Success Will Look Like:

- Safe, modern, secure facilities for students and staff
- Aligned and consistent processes
- Unified direction and understanding of SOPs
- Process automation and gained efficiency
- Streamlined communication and collaboration between departments
- Infrastructure and controls in place
- Positive work environment culture
- Current & 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, coupled with current and relevant technology, create a supportive environment for students and staff. Sustainable funding supports the long-term goals of the district.

All these elements are interconnected, positively impacting student outcomes.

## Strategies to Achieve Success

### ***Enhancing Vertical and Horizontal Alignment with Our Standards, Skills, and Knowledge***

Develop aligned and consistent SOPs, standardize processes and procedures, and foster cross-department communication to break down silos. This alignment across departments will create a unified approach to operations that supports our mission and enhances the overall effectiveness of our district.

## Outcomes We Are Striving For

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

## Roadmap

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be... (5+ years)	Focus for SY 2024-2025
<p><b>Stable and reliable <u>local contribution</u> funding that accounts for inflation and the changing needs of our students &amp; community.</b></p>	<p><b>Local Government:</b> Strengthened partnerships are delivering meaningful outcomes to students &amp; 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><b>Local Government:</b> Continued growth in funding that matches inflation/cost of living and changing needs of our students &amp; 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>Increased presence of NSB staff in the schools.</p>	<p><b>Local Government:</b> 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>	<ol style="list-style-type: none"> <li>1. <b>NSB IBH:</b> Develop MOA and formalize program for clinicians in schools.</li> <li>2. <b>Barrow Gas Field:</b> Explore opportunities for CTE.</li> <li>3. Explore options to utilize the <b>TTC</b> as an option for career trades.</li> </ol>

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be.... (5+ years)	Focus for SY 2024-2025
<p><b>Safe, modern, secure facilities for students and staff.</b></p>	<p>Kaveolook 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 Kaveolook 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 Kaveolook 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>	<ol style="list-style-type: none"> <li>1. Ongoing rebuild of <b>Kaveolook School</b>. (Phase 1, moving to Phase 2)</li> <li>2. Implement <b>standardized safety</b>, comfort, communications, and health systems district-wide. (M&amp;O &amp; IT)</li> <li>3. <b>Align the CIP</b> with ongoing immediate needs of the district.</li> <li>4. Improve <b>housing &amp; classroom</b> (welcoming environments for students and staff)</li> <li>5. Begin implementation of <b>food service</b> inventory system, menu planning and food selection including native foods.</li> </ol>

Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be.... (5+ years)	Focus for SY 2024-2025
<p><b>Standardized operational processes and inter-departmental cooperation district wide.</b></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>	<ol style="list-style-type: none"> <li>1. <b>Create a congruent timeline and over-arching view</b> of when things are happening (reports due, budgets, evaluations, expense timelines) (end of SY24/25).</li> <li>2. Develop / standardize <b>SOPs</b> <ul style="list-style-type: none"> <li>&gt;&gt; Outsource to consultant.</li> <li>&gt;&gt;&gt; Standard to be used is C&amp;I.</li> <li>&gt;&gt;&gt;&gt; Centralize all SOPs on a Google Drive.</li> </ul> </li> </ol> <p><b>HR &amp; Finance</b></p> <ol style="list-style-type: none"> <li>1. Gap analysis between stated policies and administrative practice (Identify high risk processes). (July)</li> <li>2. Standardize operations between HR &amp; Finance; create explicit SOPs. (Greg) (Dennis)</li> <li>3. Crystal clear SOPs + documentation for key processes going into SY25.</li> </ol>
<p><b>Current technology enhancing operations and advancing student outcomes.</b></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>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>Upgrade networks &amp; infrastructure for underserved sites and facilities.</p> <p>Standardization of equipment and processes for communication, safety, and security systems.</p> <p>Internet connectivity resiliency at each school building.</p> <p>Survey to assess &amp; address current state of ed tech leveraging existing technologies to enhance student learning.</p>	<p>Upgrade of network infrastructure completed at all sites and facilities.</p> <p>Upgrade of safety/health &amp; security equipment across all sites.</p> <p>Internet connectivity resiliency at each school building and administration buildings.</p> <p>Maximizing existing technology to enhance student learning with focus on literacy, numeracy and language.</p>	<ol style="list-style-type: none"> <li>1. Work with M&amp;O to implement <b>standardized safety</b>, comfort, communications, and health systems district-wide. (M&amp;O &amp; IT)</li> <li>2. Secure NSB dedicated funding source to support computer refresh. (big lift every 5 years + why). <ul style="list-style-type: none"> <li>• Briefing to NSB: Purposeful narrative re: the role of technology related student learning in the digital world.</li> <li>• Working with NSB CIP to better sustain the refresh cycle (investment returns)</li> <li>• Initiate the hardware refresh cycle – consistent and standardized. (Reggie)</li> </ul> </li> <li>3. Initiate system overhauls in all schools.</li> <li>4. Begin to assess the current state of ed tech and the purposeful use of technology in classrooms to enhance student learning (Instructional Team) (IT)</li> </ol>



Outcome	Where we are today... (SY 2023)	In two years... (End of SY 2026)	Where we want to be.... (5+ years)	Focus for SY 2024-2025
<p><b>Diversify funding outside of State &amp; Federal revenue sources.</b></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>	<ol style="list-style-type: none"> <li>1. <b>Explore / unlock federal and local funds/partnerships</b> with cities including NPRA funding.</li> <li>2. <b>Grants</b> <ul style="list-style-type: none"> <li>• Title VI-B/Title 619 Special Education Grants</li> <li>• ESEA Grants (Title 1 through Title 4)</li> <li>• Suicide Grant</li> <li>• Alternative School Grant</li> </ul> </li> <li>3. <b>Grants Management</b> <ul style="list-style-type: none"> <li>• Grants 101 to clarify instructional grants – all money directed to the four corners.</li> <li>• Adhering to deadlines</li> <li>• Prioritizing expansion</li> </ul> </li> </ol>

# Measuring Success

## Overview of Outcomes & Measures of Success

District Goal	District Outcome	Measured by...
<b>Domain: Family &amp; Community Collaboration</b>		
<b>Purposeful Partnership</b>	Authentic, intentional and visible collaboration with families and all community partners.	Attendance CSEAs Volunteer Hours (Principal Summary) SAC Meetings (Publicly Posted) ILT Positions Filled TSPs Presence in ILT or Immersion classrooms
	Authentic integrated partnership with Tribes and cities that are tied to specific programs and outcomes for students and the community.	MOA's Funding / Financial Support Shared Resources
	Building upon existing support and partnerships with corporations, local businesses/nonprofits to ensure purposeful outcomes that meet the needs of our students.	MOA's Funding / Financial Support Shared Resources
	Expanded pathways and opportunities for students and staff through partnerships with employers, colleges/universities and other districts.	Internships / OJT / Student Opportunities Pathways Developed
<b>Domain: Culturally Responsive Instruction</b>		
<b>Academic Achievement</b>	All students supported to achieve grade level proficiency or above in <u>literacy &amp; math</u> .	Standard Assessment Data
	High quality Tier 1 culturally safe & responsive instruction in every classroom.	Formal Audit & Observation Implementation of IEP and 504's
	Fully integrated cultural curriculum.	Utilization of existing units; Development of new
	Students are in school at least 90% of the time.	Attendance Data

	All students will have a Tumitchiat Sivunmun Plan for learning achievement.	TS Plans
	All students graduate with their cohort.	Graduation Data
<b>Post High School Readiness</b>	All students have identified their own post-high school pathway (in partnership with Stakeholders).	TSP (artifacts tied to student envisioned pathway) Certification Completions Micro Credentials
	Standardized, integrated CTE courses throughout the District.	CTE Courses / Programming Developed Pathways
	Maximized utilization of the Qatqiññaġvik Learning Center (QLC) for NSBSD programs & supports for students.	QLC Utilization (days with students)
<b>Bilingual Students</b>	Transition to a dual language model.	Dual Language Program (development / execution) Language Instruction (minutes per day/per student)
	Co-created, community based Iñupiaq immersion program in every village.	Village Immersion Programs
	District driven Iñupiaq Language Teacher Recruitment & Development Pathway.	Pathway Development & Participation Inupiaq Language Teachers Site Based Iļisaurrit
<b>Domain: Student Social &amp; Emotional Wellbeing</b>		
<b>Student Wellbeing</b>	Every space in the district is physically and culturally safe.	School Climate & Connectedness Survey (SCCS)
	Development & implementation of Community & School Expectation Agreements (CSEA's) annually.	Annual CSEA's
	Prioritized and elevated student voice (District-Wide Student Council representatives from each village).	District-Wide Student Council (representatives from each village)
	Inter-agency collaboration to support student wellbeing as defined within MOA's.	MOAs

Domain: Staff Support & Professional Development		
<b>Thriving Workforce</b>	Attracting and hiring NSBSD mission-aligned recruits.	Pipeline of Mission-Aligned Recruits Positions Filled SCCS/Staff Engagement
	Developing and retaining qualified, engaged, and committed staff through PD and career development plans.	PD & Career Development Plans Teacher/Staff Longevity Percentage of Long-Term Teachers (3 Years+)
	Facilitating and increasing staff connectedness, support and wellbeing.	Staff Retention SCCS /Select Measures
	Actively supporting local staff on a career ladder to achieve highly qualified/certificated status.	YOY Growth of Local, Certificated Staff Enrollment in Iḷisaḡvik Teacher Ed Program
Domain: Financial & Operational Stewardship		
<b>Operational Congruence</b>	Stable and reliable local contribution funding that accounts for inflation and the changing needs of our students & community.	Local Contribution Funding Shared Resources / Staff (Secondment of NSB Staff; # of NSB staffing hours contributed to NSBSD) Shared Resources / Facilities Collaboration & Participation
	Safe, modern, secure facilities for students and staff.	Facilities Plan / CIP
	Standardized operational processes and inter-departmental cooperation district wide.	Aligned, Consistent SOPs Ongoing Review & Standardization (SOPs) Common Understanding of SOPs (SCCS Staff Survey)
	Current technology in alignment with district operations, goals, and initiatives.	Technology Audit Computer Refresh Cycle
	Diversified funding outside of State & Federal revenue sources.	Local Funding Contributions State/Fed Revenue Grant Revenues