

NSBSD: STRATEGIC PLANNING BOARD RETREAT (EXECUTIVE SUMMARY)

June 29-30, 2018

Board Member Attendees: Roxanne Brower – President, Eva Kinneveauk, Heidi Ahsok, Qaiyaan Harcharek, Raymond Aguvluk, Jr., Nora Jane Burns *Virtual: MaryJo Olemaun **Staff:** Superintendent - Stewart McDonald; Board Secretary – Chelsie Overby.
Facilitators: Erica Olsen, Kim Perkins (OnStrategy)

EXECUTIVE SUMMARY OF BOARD DIRECTION (BY OBJECTIVE)

Expectation of Progress

MAINTAIN (Keep doing what we are doing)	SOME FORWARD PROGRESS (Systemic)	SIGNIFICANT PROGRESS (Systemic w/Results)
1.3 Staff Cultural Integration 2.1 Students & Staff in the Community 2.2 Community in the School 3.1 Local Teachers 3.2 Hiring & Recruiting 4.2 Technology	1.2 Place-based Units 1.6 Qatqiññaigvik (Career Learning Program) 1.7 Culturally Integrated Calendar 2.3 Communication 2.4 SAC 4.4 Facilities	1.1 Authentic Assessment 1.4 Academic Achievement 1.5 Alternative Programming 2.5 K3/K4 Language & Culture Immersion 3.3 Retention 4.3 Learning Environment

Board Direction & SY2018-19 Focus (by Objective)

***Red Font = Significant Shift in dedication/focus in the coming year.*

- **1.1 AUTHENTIC ASSESSMENT:** *Significant progress;* Develop **end of course assessments**, beginning with high school, then moving into middle school.
- **1.2 PLACE BASED UNITS:** *Some progress;* Second & Third Grade to be completed soon (Follow-up Board Session to look at the products/share accomplishments). Focus for SY19: Kindergarten and First Grade.
- **1.3 STAFF CULTURAL INTEGRATION:** *Maintain/Stay the course;* Continue with culture camps and current efforts. Community Oriented - Expand community involvement, not just the school (“Reverse Open House”). Ensure cultural events are family friendly.
- **1.4 ACADEMIC ACHIEVEMENT:** *Significant progress* in this area; targeting **10% improvement in proficiency** (by site) and setting 95% graduation and attendance rate goal.
 - **Math & ELA Proficiency: 10% increase (by site)**
 - **Attendance Target: 95%** (SY18 Current District Average = 74.6%)
 - **Graduation Target: 95%** (SY18 Current District Average = 87.4%)
- **1.5 ALTERNATIVE EDUCATION:** *Significant progress;* (Clarify/Define/Implement) Board Work-Session to **develop an operating definition of what is meant by alternative ed**, further confirm direction, and set targets.
- **1.6 [Qatqiññaigvik] CAREER LEARNING PROGRAM:** *Some progress;* (CTE Research Project) **Focus on market needs and student interest to further inform CTE programs of study offered at NSBSD.** Board to further discuss CTE pathways (as part of agenda on Alternative Ed Work Session).
 - **CTE Market/Industry Survey** to determine market needs, informing CTE programs of study offered at NSBSD.
 - **CTE Student Survey** to gather student perspective around CTE areas of interest.

- **1.7 CULTURALLY INTEGRATED CALENDAR:** *Some progress;* Begin the process to build a cultural calendar with proper breaks; not based on Western direction but truly applicable to cultural needs. **Approach to start with a Board workshop to come up with a Draft Calendar and begin moving the process forward.** Complete/Implement by SY20/21.
- **2.1 STUDENTS/STAFF IN COMMUNITY:** *Maintain/Stay the course;* Continue efforts with community service integration and Qargi.com.
- **2.2 COMMUNITY IN THE SCHOOL:** *Maintain/Stay the course;* Explore/determine what the obstacles are with day cares in the school.
- **2.3 COMMUNICATION (Internal & External):** *Some progress;* Complete/implement the communications plan.
- **2.4 SAC:** *Some progress;* (Professional Development/Training) Refine/Develop SAC Operating Manual inclusive of by-laws, roles & responsibilities, etc. SY19 focus to **ensure training and professional development for all SAC Members.**
- **2.5 K3/K4 INUPIAQ LANGUAGE & CULTURE:** *Significant Progress.* **District re-commitment to making this happen at the site level.** School sites to be provided the opportunity to offer immersion. K3/K4 Language & Culture to be determined at each site; taking the 'school within a school' or magnet school approach. Starting with a few sites this year (sites TBD).
- **3.1 LOCAL TEACHERS:** *Maintain/Stay the course;* We are making progress but still climbing toward our target. Continue to support the efforts of Iļisaġvik and explore other programs/opportunities as well. **Setting a target of +7 local hires for SY19/20.**
- **3.2 HIRING & RECRUITING:** *Maintain/Stay the course;* Ensure good teacher housing, health care, community relationships. Leverage and learn from new teachers. Address concerns w/young teachers and maternity leave.
- **3.3 RETENTION:** *Significant Progress;* (better retention of the RIGHT teachers); **Significantly improve performance evaluations and professional development as concerted efforts to develop and retain teachers.** Immediate focus is on Teacher Retention and moving from **75% (current state) to a target of 80% teacher retention.**
- **4.1 FINANCIAL STEWARDSHIP:** *Maintain/Stay the course;* Budget cycle needs to be more clearly defined w/the site needs/requests. Funding cycle for each site to add the increments and detriments. *See detailed notes for budget timeline.
- **4.2 TECHNOLOGY:** *Maintain/Stay the course.* Facilities and technology to work together to fix what needs to be fixed (example: upgrade school sound systems). Provide the Board with a quarterly IT report (improve communication around accomplishments).
- **4.3 LEARNING ENVIRONMENT:** *Significant Progress;* **Move forward on Inupiaq signage and all clocks retrofitted** (Ensure there is enough funding).
- **4.4 FACILITIES:** *Some Progress.* Implement CIP Plan on time and within budget. Fix the pool and announce to public. Board to be provided with monthly facilities reports (inclusive of progress on current projects, etc.).

Summary of Follow-up Actions for the Board

Board Work Session #1: Alternative Education & Career Learning

- **Alternative Education:** Board Work-Session to create operating definition, further confirm direction and set targets.
 - Board Secretary to work on setting the date for this work session via Survey Monkey
 - Survey students (Alternative Ed Graduates) in prep for Workshop (to gain perspective on what worked well and what didn't) (Consider inviting some students to work session)
- **Career Learning Program:** Alternative Ed Work Session to also include discussion around CTE Pathways
 - Report of all students that participate in ANSEP. (District Leadership)
 - **Qatqiññaġvik/Building Name** - Clarify the formal name of the building. *Action to Vote.*

Board Work Session #2: Calendar

- **Calendar:** Follow-up Board Workshop to Draft Calendar based on everyone's understanding of respective hunting seasons across the slope. (Seasonal Calendar).

DETAILED NOTES

Board Member Attendees: Roxanne Brower – President, Eva Kinneeveauk, Heidi Ahsoak, Qaiyaan Harcharek, Raymond Aguvluk, Jr., Nora Jane Burns *Virtual: MaryJo Olemaun **Staff:** Superintendent - Stewart McDonald; Board Secretary – Chelsie Overby.
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Session Outcomes:

- **Understanding of the Strategic Plan** - Why we are doing this; History, Process and Current Direction.
- **Working with Board to gain ownership** and feel empowered to dynamically take the plan to the next level.
- **Systematic understanding around why** we need to do this; what were major steps to get to where we are today & to move forward.
- **Refining the Plan** – Making any modifications or revisions to the plan; focus for the 2018-19 school year and beyond

SETTING THE STAGE

Three Point Navigation

Where we have been <----- **Where we are today** -----> **Where we want to be**

(Story about getting lost in the in the wilderness)

In order to find our way, it's important to look back at where we have been (what we have learned); acknowledge where we are now (current state); and point to where we want to go. Creating a navigational line.

1. Where were we? Where have we been?
2. Acknowledge where we are now
3. Point to where we want to go

3-point navigation provides a directional straight line to reach the destination (vs. walking in circles).

*Thinking in terms of a 3-point navigation in our planning efforts.

CONFIRMING STRATEGIC FOUNDATION

BOARD DIRECTION: No Changes to the Strategic Foundation (Mission, Vision, Values, Strategic Goals)

MISSION STATEMENT

Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.

VISION STATEMENT

Our students graduate prepared and qualified to excel as productive citizens, able to integrate Iñupiaq knowledge and values with Western ways. Our curriculum and instruction are place and culture-based. Attendance rate is above average. Our parents, students and community members are committed to education and meaningfully engaged. More of our teachers are our own graduates and speak Iñupiaq. Our schools reflect who we are as people.

CORE VALUES

- **Compassion** - Though the environment is harsh and cold, our ancestors learned to live with warmth, kindness, caring and compassion.

- **Avoidance of Conflict** - The Iñupiaq way is to think positive, act positive, speak positive and live positive.
- **Love and Respect for Our Elders and One Another** - Our Elders model our traditions and ways of being. They are a light of hope to younger generations. May we treat each other as our Elders have taught us.
- **Cooperation** - Together we have an awesome power to accomplish anything.
- **Humor** - Indeed, laughter is the best medicine!
- **Sharing** - It is amazing how sharing works. Your acts of giving always come back.
- **Family and Kinship** - As Iñupiaq people we believe in knowing who we are and how we are related to one another. Our families bind us together.
- **Knowledge of Language** - "With our language we have an identity. It helps us to find out who we are in our mind and in our heart."
- **Hunting Traditions** - Reverence for the land, sea and animals is the foundation of our hunting traditions.
- **Respect for Nature** - Our Creator gave us the gift of our surroundings. Those before us placed ultimate importance on respecting this magnificent gift for their future generations.
- **Humility** - Our hearts command we act on goodness. Expect no reward in return. This is part of our cultural fiber.
- **Spirituality** - We know the power of prayer. We are a spiritual people.

WHOLE CHILD STRATEGIC THEME

DEVELOPMENT OF THE WHOLE CHILD

Through a holistic and interdependent approach to education guided by, and deeply rooted in iñua, we foster the development of spiritual, social, cultural, environmental, emotional, physical and economic connection leading to well-grounded, well-educated individuals able to navigate effectively in a modern world. – Iñupiaq Framework

Intent: The concept of the Whole Child is a holistic approach to teaching that goes beyond core academic areas to further encompass cultural, emotional, career/life readiness and self-identity. NSBSD's Whole Child approach integrates Iñupiaq history and culture to ensure students are rooted in the past while also celebrating diversity and gaining global awareness. Developing the Whole Child includes strategies to help students find and grow their passion while developing skills and experience to become healthy, productive citizens in the world.

2015-20 STRATEGIC GOALS

1. **ACADEMIC SUCCESS/WHOLE CHILD:** All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.
2. **QARGI/COMMUNITY SPIRIT:** Fostering the reclamation and recovery of the responsibility each one of us has for living the Iñupiaq values and being accountable at the personal and community levels for "walking the talk," embodying the QARGI spirit and commitment to education.
3. **STAFF RECRUITMENT & RETENTION:** Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.
4. **FINANCIAL & OPERATIONAL STEWARDSHIP:** Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.

REFINING THE STRATEGIC DIRECTION

Discussion by Strategic Goal



STRATEGIC GOAL 1: ACADEMIC SUCCESS/WHOLE CHILD

ACADEMIC SUCCESS/WHOLE CHILD: All students will reach their intellectual potential and achieve academic success through integrating Inūpiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.

Intent: NSBSD's strategy to achieve academic success is comprehensive and tied to the Whole Child approach. The focus is on increasing student engagement through cultural integration and hands-on/experiential learning across the curriculum (including art and music). While maintaining high expectations and rigorous standards, NSBSD will measure student success beyond statewide standards through incorporation of an authentic assessment that is culture based and focused on the whole child.

Strategic Shift: Integration of hands-on/experiential learning across the curriculum and **redefining success** through authentic assessment that is culture based (beyond statewide standards).

Outcomes: Critical Thinking; Graduation; Academic Performance; Attendance

District Objectives & SY19 Direction

1.1 AUTHENTIC ASSESSMENT: Define success beyond statewide standards through development of authentic assessments.

Success looks like... A systemic measuring tool to measure/understand where our students are at. Assessing our students based on what we are teaching them (every grade, every subject).

Strategic Approach: Continue our approach to assessment, embedding place-based unit evaluation via the cornerstone assessment process. We can strengthen the authentic assessment process once the place-based units are embedded in the curriculum.

- **Measure:** End of course assessments that incorporate both the State Standards & ILF objectives (starting with High School)
- **Target:** End of course assessments at secondary level (starting with high school, then moving into middle)
- **Expectation of Progress:** **Significant Progress**
- **Current Progress:** *Somewhat Stalled.* (100% - end of Place Based Unit Assessments); (0% - end of course/grade level authentic assessments for all curricula; cannot be completed until integrated curricular objectives are adopted).
 - We have end of unit assessments; we are missing end of course assessments.

BOARD DIRECTION

- SY19 Focus: Develop end of course assessments, beginning with high school, then moving into middle
- Teacher assessments/evaluations to align with this

1.2 PLACE-BASED UNITS: Implement place-based units across academic subjects including life-skills, connection to the land and experiential learning in the field.

Success looks like... Implementation of place-based units across all subjects.

- Support from all teachers and administration
- Process is developed & our methodology can be applied in the moment
- Using the State's cultural standards for educator's evaluation tool, the majority of teachers are rated as proficient or above.

Strategic Approach: Mission-driven curriculum development using the Understanding by Design (UBD) model.

- **Measure:** Implementation of Culture Based Units
- **SY19 Target:** Complete 2nd-3rd grade; Complete K & 1st Grade in SY19.
- **Expectation of Progress:** Some Progress.
- **Current Progress:** *On Target* (75%); Refined Math & LA mapping is in progress/on target; District-wide PD around UBD & ILF is ongoing. Third grade is completed and going to print. **See report for additional detail.*

BOARD DIRECTION

- Maintain, keep making progress.
- Second & Third Grade to be completed soon (Follow-up Board Session to look at the products/share accomplishments)
- Focus for SY19: Kindergarten and First Grade

1.3 STAFF CULTURAL INTEGRATION: Provide cultural training and hands-on experiences for teachers and Principals to enhance cultural understanding and integration.

Success looks like... Teachers that are culturally connected (deeper understanding/cultural induction); leadership from each community

- Sites driving the process and embedded in the annual planning process.

Strategic Approach: District-wide as well as site driven approach inclusive of culture camps and other regular and consistent activities.

- **Measure:** Ongoing Cultural Trainings
- **Expectation of Progress:** Maintain; Keep doing what we are doing
- **Current Progress:** *On Target* (75%); Culture camps and teacher culture days being implemented. Going forward, would like to incorporate culture camp type activities into PD throughout the year.

Discussion Notes

- Idea: During S-Term a teacher focused open house (reverse open house). Community hosting an open house for the teachers.
- Pursue idea of community based open house to meet teachers; SAC doing more to evolve the open house

BOARD DIRECTION

- Continue with culture camps and current efforts
- Community Oriented - Expand community involvement, not just the school ("Reverse Open House")
- Ensure cultural events are family friendly

1.4 ACADEMIC ACHIEVEMENT: Ensure all students show growth in academic areas measured by authentic assessment where possible and state and district standards where necessary.

Success looks like: Increase in attendance, graduation and test score proficiency.
Increase in student engagement (students doing real, meaningful work); kids want to come to school.

Strategic Approach: Integration of place-based curriculum and project-based learning.

- **Measure:** % Students Meeting State/District Standards (overall) (**Target = 10% increase**)
 - Attendance Rate (**Target = 95%**) (Measure by site and overall District average)
 - Graduation Rate (**Target = 95%**)
 - Test Scores/Math & ELA (**Target = 10% increase in proficiency by site**) (10% improvement from current state)

- **Expectation of Progress:** Significant Progress (Systemic w/results)
- **Current Progress:** *Progress toward target *See Scorecard*
- **Informative Data: (KPI's) (Current State)**
SY18 Attendance Rate: 87.4% overall; 12.6% students with less than 90% attendance (improved from baseline of 15.6% = 19.2% overall improvement)
SY17 Math Proficiency: 11.8% (up from SY15 10%); data not yet available for SY18.
SY17 ELA Proficiency: 10.8% (up from SY15 8.5%); data not yet available for SY18.

BOARD DIRECTION

- Significant progress in this area; aiming for 95% Attendance and Graduation by site
- Targeting 10% improvement in proficiency (by site)

1.5 ALTERNATIVE PROGRAMMING: Design and implement alternative programs to graduation at all sites.

Success looks like... Increase in graduation rate; decrease in dropout rate.

Every site has specific solutions/alternative programming for students to achieve graduation (changing when, where and how students gain credit and graduate).

Strategic Approach: Central office creates the models and programs (CTE, credit recovery, night classes, dual enrollment, career learning program, distance delivery, etc.) to be implemented as appropriate.

- **Measure:** Alternative programming at all sites
- **Target:** (TBD)
- **Expectation of Progress:** Significant Progress (Systemic w/results)
- **Current Progress:** *On Target* (80% Active); Evidence of reduced dropout rate reduction is directly due to implementation of alternative programming across the district.

Informative Data: (KPI's)

Dropout Rate is at 3.4% (down significantly from 9.5% in SY17)

Graduation Rate is at 74.6% (down from 78.4% in SY17)

Discussion Notes:

- Still some confusion around what we mean by alternative education; need to clarify this.
- We still need an operating definition of what is meant by "alternative ed."
- Alternative programming at elementary & middle school levels inclusive of interventions, RTI
- Alternative programming at secondary is alternative pathways to graduation. It aligns with Career Learning/CTE but is not the same thing.

BOARD DIRECTION: (Follow-up Board Work-Session to create operating definition, further confirm direction and set targets)

- **Action:** Board work session to define what is meant by Alternative Education.
 - Chelsea to work on setting the date for this work session via Survey Monkey
- **Action:** Survey students (Alternative Ed Graduates) in prep for Work Shop (to gain perspective on what worked well and what didn't). Idea to invite alternative ed graduates to the workshop.
- Alternative Ed/Intervention to apply to all students (K-12) and not just 9-12
- RTI and homeschool to be discussed as part of workshop

Focus for 2018-19: (Clarify/Define/Implement)

1.6 [Qatqiññaġvik] CAREER LEARNING PROGRAM: Design a career learning program expanding educational opportunities that connect students to careers.

Success looks like... Connecting secondary students to careers; providing opportunities beyond what they currently have. Students have access to at least 3-4 Career Pathways district-wide.

- Includes secondary village education, such as variable length terms
- Programming that can be applied in any village across the district.
- Career pathing available to all students – via multiple delivery methods (at site, virtual, RLC)

Strategic Approach: Partnering with entities; develop career learning programming that can be applied in any village across the district.

- **Measure:** Implementation of Qatqiññaġvik programming; Defined CTE pathways established and being implemented.
- **Target:** Representation of (# TBD) of the 8 Career Pathways. (Part of follow-up work session on Alternative Ed)
- **Expectation of Progress:** Some Forward Progress (Systemic)
- **Current Progress:** On Target (75%); *see report for accomplishments to date.
 - Current Defined Pathways: Construction, Business, Culinary, Music, STEM

Board Direction:

- **Available to all Sites:** Board would like to see vocational education at all schools; available to all students.
- **ANSEP:** ANSEP in the middle & high schools. **Action:** Report of all students that participate in ANSEP.
- **Counselors:** Work closely with counselors for credits and career development.
- **Student Perspective:** Survey students regarding satisfaction, expectations, input on programs offered, etc.
- **Programs of Study:** Look into small engines and welding as CTE options. Connect with Illisagvik.
- **Market Study/Survey:** Offer programs based on market demands. Connect programs of study to job opportunities/industry demands. Market study to further define CTE programs of study.
- **Immediate Action:** Qatqiññaġvik - Clarify the formal name of the building. *Action to Vote.*

Focus for 2018-19: (Research Project)

- **Business/Industry Survey** – Align career pathways/offerings to industry demands (based on survey findings).
- **Student Perspective/Survey** – Survey students around satisfaction and input on program offerings/interest.
- **CTE Offerings:** From survey learnings, evaluate/align CTE offerings based on market demands and student interest.
- **Action:** Board Workshop on Alternative Programming to also include discussion/direction around CTE pathways.

1.7 CULTURALLY INTEGRATED CALENDAR: Implement a culturally integrated calendar across the district to increase attendance and expand options for students.

Success looks like... One district-wide calendar to accommodate for Qatqinniagvik, distance delivery and other alternative programming options. (An aligned district calendar allows for implementation of programs for students to expand options; the more we can create overlap, the more access/choices kids have).

Strategic Approach: Create an aligned district-wide calendar.

- **Measure:** Implementation of Culturally Integrated Calendar (SY19 Focus to Begin Development)
- **Target:** Revised calendar (2 years of Development); Calendar complete/full implementation by end of Year 3 (**SY20-21**)
 - **SY19 Target** = Draft Calendar established by the Board. (Workshop to occur by December 2018)
- **Expectation of Progress:** Some Forward Progress (Systemic) (*Transformational* in terms of approach)
- **Current Progress:** On Target (75%); All schools are scheduling locally created S-terms for each semester to incorporate targeted cultural activities in each village.

BOARD DIRECTION

- Start to put together and build a calendar with proper breaks; not based on Western direction but truly applicable to cultural needs.
- Start with the Board to come up with a Draft Calendar. **Board Workshop to create a draft version; start the work.**
- Empower the SACs; provide them with direction to come up with their calendars that are culturally relevant.
- **Action:** Follow-up Board Workshop to Draft Calendar based on everyone's understanding of respective hunting seasons across the slope. (Seasonal Calendar); Superintendent to provide the requirements in terms of number of days, etc. to inform the workshop. Rubric exists that provides the parameters. (Workshop completed by December) (Draft Calendar by end of school year)

GOAL 2: QARGI/COMMUNITY SPIRIT

QARGI/COMMUNITY SPIRIT: Fostering the reclamation and recovery of the responsibility each one of us has for living the Iñupiaq values and being accountable at the personal and community levels for “walking the talk,” embodying the QARGI spirit and commitment to education.

Intent: The strategic focus of this goal is to empower and engage parents/families in their child’s education and actively engaging the community, businesses and local officials as partners in our children’s education. Through further dialogue to increase understanding of community engagement and efforts to build the bridge of trust between the school and community, NSBSD aims to further instill community responsibility and shared commitment to education.

Strategic Shift: Increased focus on parental empowerment through dialogue, parenting skills/resources (particularly with younger parents) and clear/structured options for engagement. Increased emphasis on community responsibility and shared commitment to education.

Outcomes: Meaningful Engagement; Joint Understanding and Commitment to Education; Community in the Schools; Schools in the Community; Committed to Education/Working in Partnership with One Another; Shared Trust

District Objectives & SY19 Direction

2.1 STUDENTS & STAFF IN COMMUNITY: Facilitate staff involvement in community and village events and integrate community projects into unit development to *foster the spirit of volunteerism.*

Success looks like ... Community service integration; students and staff actively participating in community service.

Strategic Approach: Systematize the community engagement and outreach at each site via an annual plan that is updated every year – such that this outreach lives beyond people and is “the way we do business.”

- **Measure:** Students and staff actively participating in community service and events
- **Target:**
- **Expectation of Progress:** Maintain/Stay the course.
- **Current Progress:** *On Target* (50%). Students actively working with/in the community; still work to be done at the staff level. *Refer to Site Action Plans for specific actions and commentary by site.

BOARD DIRECTION:

- *Stay the course* with community service integration and Qargi.com

2.2 COMMUNITY IN THE SCHOOL: Honoring ideas generated by the community for the inclusion of Elders, parents and community members in school academics and activities as well as utilizing community resources and expertise in learning.

Success looks like ...

Strategic Approach: See 2.1

- **Measure:** Increased staff/community involvement
- **Expectation of Progress:** Maintain/Stay the Course
- **Current Progress:** *On Target* (60%); Actively underway and evolving.

BOARD DIRECTION:

- Explore/determine what the obstacles are with day cares in the school (day cares having to apply to school calendar?)
- *Stay the course*

2.3 COMMUNICATION: Advancing on-going 2-way communication, participation and interaction *within* the school and *between* the school and community, building the bridge of trust.

Success looks like ... consistent staff meetings internally (communicate effectively inside the school as well as with communities)

- Internal and External Communication Plan and approach

Strategic Approach: Critical lines & systems communication are as established and clear as those for school closures.

- **Measure:** Consistent communication between school & home; formalized communication plan/approach
- **Target:** Implement the communication plan
- **Expectation of Progress:** Some Progress (heading in right direction but focus on making more progress)
- **Current Progress:** *On Target* (75%); Conscious efforts in this area; Superintendent presence in the community and community forums taking place; would like to do more community forums on various topics. The superintendent was able to attend in person community meetings in five out of the eight villages.

BOARD DIRECTION

- Implement the communications plan
- Explore possibility to publicly air Board work sessions

2.4 SAC: Evaluate and evolve the role of the School Advisory Council (SAC) as community leaders and advocates for education.

Success looks like ... empowered SACs evidenced by more SAC participation w/ clear roles/responsibilities and the community awareness of SAC members, duties and roles.

Strategic Approach: Make the SACs the go-to groups for the District; Provide professional development for SAC.

- **Measure:** SAC Training/Evolution
- **SY19 Target:** All SAC Members Trained; Operating Manual Completed
- **Expectation of Progress:** Some Forward Progress
- **Current Progress:** *On Target* (75%); SAC participation in Open Houses in the villages; Making progress in education and involvement of the SAC.

BOARD DIRECTION:

- Professional Development is important for SAC Members
- Training to be provided for ALL SAC Members
- **Action: Refine/Develop SAC Operating Manual:** Develop a comprehensive SAC Operating manual inclusive of by-laws, roles & responsibilities, etc.
- Share the SAC reports w/all SACs at other school sites
- Communicate the SAC meetings to parents (inform when they are occurring)
- SAC's to be community, not principal driven

2.5 K3/K4 INUPIAQ LANGUAGE & CULTURE: Empower and support leaders in the community (DISTRICT TO STEP IT UP) to revitalize the Inupiaq language, inclusive with focus on of K3/K4 language & culture programs.

Success looks like... K3/K4 Inupiaq Language & Culture programming at all sites

Strategic Approach: (DISTRICT STEPPING IT UP) (TAKING OWNERSHIP OF THIS)

- *Go with magnet and school within a school approach (not charter school program for funding purposes)*
- **Measure:** Implementation of K3/K4 language programming at all sites
- **SY19 Target:** Programs at XX # of sites (TBD) **Get beyond talking about it and see some progress.
- **Expectation of Progress:** Significant Progress
- **Current Progress:** *Off Target* (0%); *Discussion topic for retreat; see detailed notes.

Discussion Notes:

- ECE Program in Barrow (to take place in current Kiita building; and moving Kiita) (Rosie's proposal) (Program starting in Barrow; extending to Point Lay and other villages) (Language immersion opportunity as part of programming). No further commentary or decision on this topic; just informing.

BOARD DIRECTION:

- Our school sites are provided the opportunity to offer immersion
- K3/K4 immersion focus – to be determined at each site
- Make some progress; *get beyond talking about it*
- *Go with magnet and school within a school approach (not charter school program for funding purposes)*

GOAL 3: STAFF RECRUITMENT & RETENTION

STAFF RECRUITMENT & RETENTION: Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.

Intent: The intention behind the teacher/staff strategic goal is two-fold: 1) To inspire and gain more indigenous teachers and 2) to recruit and retain quality teachers and staff. Development of specific programs such as scholarships and career pathways will contribute to an increase in local indigenous teachers. The long-term vision is that over time, through successful implementation of strategies such as Whole Child, CAIM, and Community Trust/Responsibility, students will be more enthused and inspired by education and as a result, more local, Iñupiaq students will aspire to be teachers. The second area of focus encompasses the importance around recruitment, development and retention of quality staff across the board. Strategies to retain quality teachers include cultural integration along with meaningful and relevant professional development. An increased focus on modeling Iñupiaq values amongst staff, with emphasis on respect will also contribute a healthy workplace and staff retention.

Strategic Shift: Taking a comprehensive approach to inspiring Iñupiaq teachers through successful implementation of strategic goals. Increased emphasis on modeling Iñupiaq values with the promotion of respect as key to a healthy workplace and the success of our students.

Outcomes: Teacher/Staff Retention; Local Teachers; Teacher Evaluations

District Objectives & SY19 Direction

3.1 LOCAL TEACHERS: Support the systems that inspire, develop and recruit local teachers.

Short-term success looks like ... Graduates, More participation in program; More local hires; More mentorships and connectedness between teachers.

Strategic Approach: Continue to support the efforts of Iḷisaḡvik and other programs, celebrating Slope graduates and providing them with career opportunities.

- **Measure:**
 - **KPI:** Increase in local hires
 - **KPI:** # of NSBSD grads/residents enrolled in teacher ed programs (Target to be defined)
 - **KPI:** # of employees on career ladder
- **Expectation of Progress:** Maintain (keep up good work)
- **Current Progress: *Making Progress.*** (3 students attending UAF & 2 employees on career ladder); We have been producing local teachers, we need to be committed to hiring them.
- +4 Increase in local teachers (SY17) and +7 increase in local teachers (SY18)
- **SY18/19 Target:** (already hired) (maintain)
- **SY19/20 Target: +7 additional local hires (teachers)**

BOARD DIRECTION

- We are *making progress toward target*; but still climbing toward our target.
- Let's set a good target for managing progress/performance. (+7 local hires for SY19/20)
- Would like to see certified teachers and not filling in with Type M teachers.
- Need to strengthen Iḷlisaḡvik and potential to also explore other partnerships?
- Option to explore different partners in certifications. Program in Hawaii offering combination of distance and onsite work to certify teachers & administrators.

3.2 HIRING & RECRUITING: Improve the hiring and onboarding process for all employees.

Success looks like... Becoming a sought-after district through creating national awareness (bigger research project/purpose) through student successes that will make NSBSD a desirable/sought-after district. Short-term success looks like... a hiring plan that puts the mission/purpose up front.

Strategic Approach: Build the brand of NSBSD. Transform the recruitment process from job fairs to virtually/distance delivery/online to an ongoing process throughout the year. Maintain the selection and hiring process of teachers where the principals are responsible for hiring for their sites (instead of HR) (idea.. still to be confirmed)

- **Measure:** Number of unfilled teacher positions
- **SY19 TARGET:** Under 10 un-filled/open teacher positions.
- **Informative Data (KPI):** # of unfilled teacher positions: SY17 -12 unfilled positions; SY18 - *In progress*
- **Expectation of Progress:** Maintain (keep doing what we are doing; with improvements)
- **Current Progress:** *On Target* (75%); Moving forward with more innovative hiring practices; conclusion that job fairs have not proven to be effective. There are five Native American colleges with teacher training programs; we would like to target these schools and have conversations/ recruitment from these universities (ideas to pre-schedule/pre-hire some of the graduates from these programs).

Discussion Notes:

- Make connection with NIEA; attend conference and form partnerships/relationships to better understand where/how native recruiting is taking place. (to start recruiting native teachers well before they graduate)
- Focus on attracting/recruiting good teachers (not just native) but young, moldable, dedicated teachers.
- Concerns/challenge with great, young teachers who want to start families (maternity leave)

BOARD DIRECTION

- Maintain current efforts
- Leverage and learn from new teachers
- Addressing concerns with young teachers/maternity leave
- Principals to close the deal with teacher recruitment

3.3 RETENTION: Support and retain quality teachers, administrators and staff.

Success looks like... Improved retention rate.

Short-term success looks like...retention of the right teachers and staff.

Strategic Approach: Keep the right teachers and staff who are passionate about the mission. Creating career building opportunities that ladder up to positions beyond the classroom.

- **Measure:** Teacher Retention Rate; Staff Retention Rate (above State average)
- **SY19+ Target:** 80% Teacher Retention
- **Expectation of Progress:** Significant Progress (better retention of the RIGHT teachers)
- **Current Progress:** *Off Target* (75% Retention); Long-term efforts underway to create an environment where teachers truly enjoy what they are doing, what they are teaching, with resources they need to deliver.
- **Informative Data: (KPI's) (Target = 80% Teacher Retention)**
Teacher Retention: Moved from 71% Retention in SY17 to 75% Retention in SY18.
Staff: 208 Certified Positions - 52 Resignations / Non-Retained; Retired 10. Previously vacated positions (Filled by Long Term Subs / Midyear resignations) 4; New Positions 0; Not being filled 52 / 208 – 75% Retention.

Focus for 2018-19 School Year

- **Immediate focus is on Teacher Retention and moving from 75-80%.**
- Not setting a target on Staff Retention for the moment but watching trends and continual focus on attracting and retaining the right people for the right positions.
- Teacher Performance Review process to continually look at /evaluate the quality of our teachers (and not just retaining teachers to retain them – but focusing on retention of quality teachers).
- *Significantly improve performance evaluations and professional development as concerted efforts/high priority.*

GOAL 4: FINANCIAL & OPERATIONAL STEWARDSHIP

FINANCIAL & OPERATIONAL STEWARDSHIP: *Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.*

Intent: The operations strategic goal emphasizes the importance of financial management and transparency; safe, responsive facilities; current materials and technology; and integration of Iñupiaq art and culture into all aspects of our work, creating a learning environment that is stimulating for both students and staff.

Strategic Shift: Broadening culture beyond curriculum to include the integration of culture, art, language into all aspects of our work including facilities and operations.

Outcomes: Adequate Resources; Financial Stability; Schools reflect who we are

District Objectives & SY19 Direction

4.1 FINANCIAL STEWARDSHIP/MANAGEMENT: **Ensure financial management based on what is best for our students.**

Success looks like... a smoother budget process.

- **Measure:** Fiscal management/budget
- **Expectation of Progress:** Maintain
- **Current Progress:** *On Target* (75%); operational work flow has greatly improved.

BOARD DIRECTION:

- Funding cycle for each site add the increments and detriments
- Budget cycle needs to be more clearly defined w/ the site needs/requests

TIMELINE:

- **Sept:** Complete a Site Needs Assessment for each site.
- **Nov:** All site + department + SAC input regarding budget by mid-Nov.
- **Dec:** Full Budget Book to Board by December Meeting to review during Christmas Break + preliminary ask to Borough
- **Jan 1:** Preliminary budget submission to Borough
- **Jan – End:** Joint Meeting
- **Feb 1:** Final Budget Submission

4.2 TECHNOLOGY: **Leverage technology as a tool to facilitate learning, communication and collaboration.**

Success looks like... Equitable access to all sites, bandwidth via fiber or satellite.

Strategic Approach: Centralized technology policies and deployment to ensure equity for all learners (aka not site based).

- **Measure:** Ongoing audit/adjustment of technology
- **Expectation of Progress:** Maintain (IT is making significant progress; maintain efforts and keep going)
- **Current Progress:** *On Target* (75%); tremendous gains in this area.

BOARD DIRECTION

- Facilities and technology to work together to fix what needs to be fixed (example: school sound systems)
- Quarterly report to the Board on Technology (Improve communication around accomplishments)
- School sound systems - Upgrade

4.3 LEARNING ENVIRONMENT: **Schools designed for students incorporating culture beyond curriculum into all aspects of our work including facilities and operations.**

Success looks like... *The Yupik schools!*

Strategic Approach:

- **Measure:** # of schools that are fully transformed

- **SY19 Target:** Signage & Clocks retrofitted at all sites
- **Expectation of Progress:** **Significant Progress**
- **Current Progress:** *On Target (75%);* Space surveys conducted and to play a key role in progress here.

BOARD DIRECTION

- Focus for SY19 – Move forward on Inupiaq signage all clocks retrofitted
- Ensure there is enough funding

4.4 FACILITIES: Ensure safe, modern and high-performing learning facilities.

Short-term success looks like...Updated CIP and deferred maintenance plan that has been reviewed by an independent auditor.

Strategic Approach: Keep up with the deferred maintenance schedule via working with the Borough to sort this out and work out the details to update and maintain our facilities and a CIP plan that addresses community growth.

- **Measure:** Implement CIP Plan on time and within budget
- **Target:** 100%
- **Expectation of Progress:** Some progress
- **Current Progress:** *On Target (50%); Forward progress on efforts; Best way we can ensure improvement in facilities is building educational specifications per curricular course offering and then create a space-use survey on what we have now and what are our short-falls. Preventative/ routine maintenance has to happen on an ongoing basis.*

BOARD DIRECTION

- Implement CIP Plan on time and within budget
- Transparency - Board to be provided with monthly facilities reports (inclusive of progress on current projects, etc.)
- Fix the pool and announce to public

CLOSING & NEXT STEPS

Strategic Planning Process Modifications:

- [May] Program Overview - Special Session
- [Early June] Evaluation documents go out
- [End of June] Board Retreat - Strategic Planning, to align w/ the Annual Plan + Evaluation Process
- [July] Annual Action Planning w/ Directors
- [Aug] Site Planning w/ Principals + Teachers

Wrap-Up

What are we most excited about to shepherd through this year?

- Heidi: Alternative programming & K3/K4 Immersion
- Stewart: Financial stewardship to make all of this work - we have to do this!
- Roxanne: Financial stewardship and management - thank the Board for all of the work today, heavier discussion and input has been helpful to give Stewart a refresher and to help everyone see where we are going w/ the plan. Remember who we represent on the Slope.
- Mary Jo:
- Eva: 2.5 Language immersion - keeping our language alive to do anything and everything we can, excited to see this move forward. Gift to keep pushing Stewart and pray for him. **Death and life are in the power of the tongue.**
- Raymond: Community in the schools - need more communication w/ the parents, encourage the parents. SAC - to help stop the bullying, stronger communication w/ the SAC
- Nora Jane: Staff cultural integration
- C: Authentic assessment - keep on target the strategic plan and the ILF > root of what we are and what we do. Keeping this aligned with the State Standards. What drives us is the ILF and the SP. Excited to see the ownership on the K3/K4, and the commitment to making the schools look like who and what we are and where we have come from - in our buildings, teaching and our assessments.

Summary of Follow-up Actions for the Board

Board Work Session #1: Alternative Education & Career Learning

- **Alternative Education:** Follow-up Board Work-Session to create operating definition, further confirm direction and set targets.
 - Chelsea to work on setting the date for this work session via Survey Monkey
 - RTI and homeschool to be discussed as part of workshop
 - Survey students (Alternative Ed Graduates) in prep for Work Shop (to gain perspective on what worked well and what didn't)
- **Career Learning Program**
 - Alternative Ed Work Session to also include discussion around CTE Pathways
 - **Qatqiññaġvik/Career Learning Program:** Board Workshop on Alternative Programming to also include discussion/direction around CTE pathways.
 - **Action:** Report of all students that participate in ANSEP.
 - **Immediate Action: Qatqiññaġvik** - Clarify the formal name of the building. *Action to Vote.*

Board Work Session #2: Calendar

- **Calendar Work Session:** Follow-up Board Workshop to Draft Calendar based on everyone's understanding of respective hunting seasons across the slope. (Seasonal Calendar); Superintendent to provide the requirements in terms of number of days, etc. to

Summary of Shifts

- **AUTHENTIC ASSESSMENT** – Development of end of course assessments, beginning with high school, then moving into middle.
- **K3/K4 LANGUAGE & CULTURE** – District re-commitment to making this happen at the site level. Shifting from community driven efforts to district ownership. Starting with a few sites this year (sites TBD)
- **ALTERNATIVE EDUCATION** - Operating definition of what is meant by “alternative ed.”
 - Board Policy Definition of Alternative Education
 - Include input from students/NSBSD graduates of alternative ed
- **CAREER & TECHNICAL LEARNING** - Focusing on market data/needs and student interest to further inform CTE programs of study offered at NSBSD. (CTE Research Project)
 - CTE Market/Industry Survey to determine market needs, informing CTE programs of study offered at NSBSD.
 - CTE Student Survey to gather student perspective around CTE areas of interest.
 - **CTE Offerings:** From survey learnings, evaluate/align CTE offerings based on market demands and student interest.
 - **Action:** Board Workshop on Alternative Programming to also include discussion/direction around CTE pathways.
- **CULTURAL CALENDAR:** Start to put together and build a proper calendar with proper breaks; not based on Western direction but truly applicable to cultural needs. Start with the Board to come up with a Draft Calendar.
 - Board Work Shop to create a draft version; start the work. Complete/Implement by SY20/21
- **SAC PROFESSIONAL DEVELOPMENT & TRAINING**
 - **Operating Manual:** Refine/Develop SAC Operating Manual: Develop a comprehensive SAC Operating manual inclusive of by-laws, roles & responsibilities, etc.
 - **PD/Training** to be provided for ALL SAC Members

PARKING LOT

- **Grade Retention/Board Policy:** Develop Board Policy to determine/clarify what to do when a parent requests grade retention.