



Nome Public Schools Board of Education Meeting Agenda

November 27, 2018 - 5:30 PM
Work Session, NES Library
1057 E 5th Ave
Nome, Alaska 99762

PO Box 131
Nome, AK 99762

We inspire and empower students to be culturally grounded responsible citizens who are deeply connected to our community and world.

SCHOOL BOARD MEMBERS

Mrs. Sandy Martinson, President
Dr. Barb Amarok, Vice President
Mrs. Nancy Mendenhall
Mrs. Darlene Trigg
Mr. Bob Metcalf

AGENDA

A. Call to Order

B. Opportunity for Public Comments on Agenda/Non-agenda Items

(3 minutes per speaker, 30 minutes aggregate)

C. Items for Discussion

1. Strategic Plan Goal #3: Staff, educators, and administration will be knowledgeable about local culture, language, and local history and develop an awareness of issues around Racial Equity for Alaska Native People. 2
2. Strategic Equity Framework, Initiative 3: Cultural Competence 4
3. CRESEL
4. Summer School

D. Second Public Comment Opportunity (Individuals are limited to three minutes each.)

E. Upcoming Events:

F. Adjournment



Nome Public Schools

FY16-FY21 STRATEGIC PLAN

MISSION STATEMENT – WHAT IS OUR PURPOSE?

Nome Public Schools, in active partnership with families and the community, educates and inspires students to become successful and responsible global citizens in an environment that represents our rich cultural diversities and local traditions.

CORE VALUES – HOW WILL WE BEHAVE?

- **(R)espect** – Embody respect for the diversity and dignity of all.
- **(I)ntegrity** – Demonstrate fairness in our judgments and actions.
- **(S)ervice** - Find positive ways to contribute to the broader community.
- **(E)xcellence** – Striving for perfection through continuous growth.

VISION STATEMENT – WHAT DOES SUCCESS LOOK LIKE?

Nome students will discover and expand their talents, meet high expectations, and be prepared for a changing world.

PRINCIPLES – WHAT IS OUR OVERARCHING PURPOSE?

- Work to ensure academic success for all students
- Work to promote positive community partnerships
- Provide leadership and support to ensure reading proficiency by 3rd Grade
- Support the recruitment and retention of effective staff
- Work to ensure all students feel connected to their peers and the adults in their schools by improving school climate.

GOALS – WHAT ARE OUR SHORT TERM INTENTIONS?

- Provide the resources for the development and adoption of curriculum as per Board Policy (BP 6141).
- Support the integration of a student’s culture in the curriculum within the context of the community through implementation of the Alaska standards for culturally responsive schools.
- Work to ensure all students feel connected to their peers and the adults in their schools by improving school climate.
- Seek to develop opportunities for work skills readiness.

FY16-FY21 DISTRICT STRATEGIC GOALS & OBJECTIVES

1. Goal: Ensure all students are confident and successful through training, life skills preparation, and a diverse curriculum.

1. Develop partnerships to enhance and sustain opportunities.
2. Provide education and training to prepare all students for Alaska's priority industries.
3. Identify and pursue financial support to sustain diverse educational opportunities for Nome Public Schools' students.

2. Goal: All students will perform at or above grade level in core subjects.

1. Identify and implement appropriate measures of success.
2. Identify students who are at risk of not meeting goals.
3. Implement timely and effective interventions.
4. Train staff to identify learning styles, matching instruction to individual needs.

3. Goal: Staff, educators, and administrators will be knowledgeable about local culture, language, and local history and develop an awareness of issues around Racial Equity for Alaska Native people.

1. Ensure that all employees of Nome Public Schools have gone through Cultural orientation.
2. Provide resources and ongoing support.
3. Offer ongoing racial equity training for all employees.
4. Provide resources and ongoing support as well as a clearinghouse of resources.
5. Partner with Regional Native Organizations.

4. Goal: Community members will be given opportunities to offer input into the educational resources and materials used in our schools.

1. Engage and solicit community input when developing curriculum.
2. Enter into community talks to define how to integrate local culture into schools.

5. Goal: All students, families, community and staff will feel inspired by and strongly connected to their school.

1. Conduct the School Climate & Connectedness Survey annually.
2. Offer students, community, and staff opportunities to examine the School Climate and Connectedness Survey to enhance and strengthen the school environment.

6. Goal: Local and regional community members will be offered opportunities to address students.

1. Identify individuals who are positive role models to present to students.
2. Create and write an open invitation to gather/solicit guest presenters.
3. Develop a list of potential speakers.

7. Goal: Recruit & retain effective teachers & administrators, & become a district where these individuals want to work.

1. Evaluate current hiring practices.
2. Identify in house prospective administrators.
3. Develop home grown teachers.
4. Offer Internships and exposure for our students to encourage them to become educators.
5. Review current Job Salary and Benefits.
6. Fund a salary/benefit package that is competitive to other positions.
7. Engage in discussion with local entities to explore ways to offer affordable housing.

8. Goal: Integrate new hires into the community.

1. Continue annual Culture Camp for newly hired staff.
2. Develop a program of local families adopting teachers.

Nome Public Schools Strategic Equity Framework



Nome Public Schools Strategic Equity Framework

The Strategic Equity Framework is framed around five initiatives, around which Nome Public Schools equity work is structured. Equity in this strategy plan is defined as, “Our commitment to raise the achievement of all learners, and eliminate the racial and socio-economic predictability and disproportionality of the highest and lowest achieving groups”. The following will outline the Equity Framework, goal, shared leadership roles, and initiatives across our District intended to meet the goals set within our core values.

These initiatives are:

- **Equity/Anti-Racism Leadership:** We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.
- **Cultural Competence:** We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.
- **Student-Centered Learning and Teaching:** We will identify, develop, and systemically apply instructional practices that make a significant difference in the education of all children as demonstrated by research and best practice.
- **Family and Community Engagement:** We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.
- **Community Collaboration and Integration:** We will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic background feel welcomed, supported, and experience academic success.

Equity Strategy Framework

Initiative 1: Equity/Anti-Racism Leadership

We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
1-1	Develop and support strong equity leadership at the school and district levels.	Superintendent Equity Committee Principals	Ongoing
1-2	Establish, support, and sustain equity leadership teams at each school and at the district level.	Superintendent Equity Committee Principals	Ongoing
1-3	Embrace and embed the agreements and conditions of courageous racial discourse throughout the Nome Public Schools.	School Board Superintendent Principals	Ongoing
1-4	Initiate and sustain site, district, and regional dialogue on issues of race and achievement.	School Board Superintendent Equity Committee Principals Regional and Village Native Associations	Ongoing
1-5	Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status.	School Board Superintendent Principals	Annually
1-6	Examine School and District policies, practices and structures for potential bias, and, where found, eliminate it.	School Board Superintendent Principals	Ongoing

1-7	Engage multiple cultural perspectives as an essential component of decision-making at the school and District levels.	School Board Superintendent Principals Regional and Village Native Corporations	Ongoing
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Equity Strategy Framework

Initiative 2: Cultural Competence

We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all cultural groups.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
2-1	a) Expand cultural competence performance standards for NPS. Identify ways to provide training for teachers and support staff. b) Identify and affirm staff that are especially effective at working with and increasing the achievement of all students, and provide opportunities for other staff to learn from them.	Superintendent Principals Representatives from employee groups	Plan during the 2017-2018 school year for 2018-2019 implementation Complete planning 2018-2019; full implementation 2019-2020
2-2	Create awareness and understanding among all staff of institutionalized racism and other biases that serve as barriers to achievement for all students.	Equity Committee Superintendent Principals	Ongoing
2-3	a) Establish district-wide expectations for cultural competence staff development, aligned with student achievement data. b) Continue to deliver and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning.	Equity Committee Superintendent Principals Tribal Representatives	Currently in place and ongoing.

2-4	Continue to use Alaska Cultural Standards for Educators to measure progress for setting and reporting individual and systemic goals for cultural competence staff development.	Equity Committee Superintendent Principals	Currently in place. Annual review.
2-5	Strengthen and align staff recruitment, selection, and retention practices with the District's cultural competence performance standards.	HR Manager Superintendent Principals	Ongoing
2-6	Establish, support, and sustain equity-focused participatory action-research initiatives at each school.	Equity Committee Superintendent Principals	Currently in place and ongoing. Annual Review.
2-7	Design and implement additional programs for developing cultural competence in students.	Director Instruction Principals	Planning 2017-18. Implementation 2018-19.

Equity Strategy Framework

Initiative 3: Student-centered Learning and Teaching

We will identify, develop, and systematically apply instructional practices that make a significant difference in the education of all children as demonstrated by research and best practice.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
3-1	Establish literacy as a primary focus for eliminating the achievement gaps. Continue initiatives through Early Childhood programming and parent training.	Director Instruction Principal Literacy Team	Ongoing with annual review.
3-2	Explore current and critical research and best practice on creating equitable/anti-racist learning environments. Continue District and site initiatives/teams.	Equity Committee Director Instruction Superintendent	Ongoing.
3-3	Synthesize, interpret, and contribute to research that informs culturally responsive practice and that combines the wisdom of researchers and practitioners.	Equity Committee Director Instruction Superintendent	Ongoing.
3-4	Develop a plan for implementing culturally responsive, standards-based curriculum, instruction, and assessment practices.	Director Instruction Principals	Ongoing with annual review.
3-5	Implement, monitor, and evaluate changes in what we do that results in improved achievement for all students.	Director Instruction Principals	Ongoing with annual review.
3-6	Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals. Explore use of growth models.	Director Instruction Principals	Planning 2017-18 Implementation 2018-19.

3-7	<p>Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math. Continue as priority effort.</p> <ul style="list-style-type: none"> □ Improve monitoring of effectiveness of interventions, along with student participation pathways. 	<p>Director Instruction Superintendent Literacy Team</p>	<p>Ongoing.</p> <p>Planning 2017-18 Implementation 2018-19.</p>
3-8	<p>Hold high expectations for every student and actively assist each one to reach high academic standards.</p>	<p>Director Instruction Principals</p>	<p>Ongoing.</p>
3-9	<p>Develop and implement an academic support plan (K-12) that prepares all students for college and career eligibility and success.</p>	<p>Director Instruction Superintendent</p>	<p>2017-18 - Ongoing planning for additional grade levels; 2018-19 - implementation of current programs.</p>
3-10	<p>Implement and support academic programs that accelerate all students into more rigorous curriculum and courses, including honors, advanced placement, and challenge opportunities.</p>	<p>Director Instruction Principals</p>	<p>Planning 2017-18, Implementation beginning 2018-19.</p>
3-11	<p>Continue to promote a learning culture where every student's achievement is the most important priority, and staff, students, and parents are co-responsible and accountable for that success.</p>	<p>School Board Superintendent Principals</p>	<p>Ongoing.</p>

Equity Strategy Framework

Initiative 4: Family and Community Engagement

We will engage families and communities as essential partners in supporting academic achievement for learners from all demographic groups.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
4-1	Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students.	School Board Superintendent Principals	Implement Community Engagement plan – 2017-18
4-2	Continue to engage all families in dialogue and the creation of strategies to bridge between schools, families, and community.	Superintendent Principals	Ongoing
4-3	Identify community resources to support and be co-responsible for students' academic success.	Principals	Planning 2017-18 Implementation 2018- 2019
4-4	Mediate educational barriers through improved integration of school and community resources to better serve children and families.	Superintendent Principals Tribal Associations	Ongoing with continued planning for new program development.
4-5	Expect, encourage, and provide opportunities for family involvement in their children's education.	Principals	Ongoing implementation
4-6	Adopt and promote a district-wide culture that engages all families as essential partners in district and school planning and decision-making.	School Board Superintendent Principals	Continued implementation 2017- 18
4-7	Engage the business, social service, tribal associations, and government communities as partners in supporting and promoting academic achievement and the equity goals.	School Board Superintendent Principals	Ongoing implementation

Equity Strategy Framework

Initiative 5: Community Collaboration and Integration

We will work collaboratively with partner organizations to promote and achieve equity in our schools where students and families from all racial and economic backgrounds feel welcomed, supported, and experience academic success.

#	Sub-Initiative	Responsible Leader(s)	Implementation Timeline
5-1	Provide resources and services to promote and support the social and academic success of Nome students.	Superintendent Principals	Ongoing. Implement program enhancements 2017-2018.
5-2	Provide resources and services to promote and support the full participation of Nome families.	Superintendent Principals	Ongoing. Implement program enhancements 2017-2018.
5-3	Strengthen communication strategies to inform Nome families about enrollment opportunities in district schools.	Superintendent	Ongoing
5-4	Promote, support, and increase participation by NPS staff members in professional development opportunities provided through the community partners.	Superintendent	Ongoing
5-5	Promote, support, and increase participation by Nome students in cross-cultural learning experiences.	Superintendent	Ongoing

Appendix A

Equity Committee

Nome Public Schools Equity Committee is formed to provide direction and support to the District as we explore and seek to better understand and create the conditions for equitable schools.

This committee will be instrumental in reviewing, analyzing and developing the Equity Strategy Framework.

The Equity Committee is charged to:

- Develop deeper understanding of equity challenges and promising equity strategies.
- Share ideas and practices for quality professional development aimed at closing the achievement gap.
- Examine the implications of racism on student learning through the lens of leadership.
- Analyze data, policies, and practices through the lens of race and recommend changes.
- Identify and provide guidance and support on leadership challenges regarding race, student achievement, and equity.
- Develop, support implementation, and provide on-going review of the District Equity Strategy.

Appendix B

Glossary of Equity Terms Used in the Equity Strategy Framework

Collaborative Action Research: In the context of the Equity Strategy, collaborative action research refers to teams of teachers working together to investigate, hypothesize, act, and reflect on their practice in order to improve learning for all students. Teams focus on the following levels of teaching and learning: improving relationships among teachers, students, and families; incorporating instructional practices that are culturally responsive; expanding curriculum that is culturally relevant; and authenticating assessment practices so they indicate learning and teaching quality.

Anti-Racism: Conscious and deliberate, individual and collective action that challenges the impact and perpetuation of institutional white racial power, position, and privilege.

Cultural Competence: The knowledge, attitudes, skills, and practices that allow individuals to form relationships and create learning environments that support the academic achievement and personal development of learners from diverse racial and cultural groups.

Cultural competence includes:

- Recognizing the educational impact of race and culture.
- Addressing demographic inequities in achievement.
- Building relationships across racial and cultural differences.
- Adapting curriculum to reflect racial and cultural diversity.
- Ongoing self-reflection about one's cultural competence.

Diversity: Diversity acknowledges that people are the same and different in many ways, including, but not limited to race, ethnicity, gender identity, sexual orientation, socioeconomic background, religion, political persuasion, physical and cognitive ability, or other differences. When these differences are addressed with inclusion, acceptance and respect, everyone benefits.

Equity: Raising the achievement of all students; while narrowing the gap between the highest and lowest achieving students; and, eliminating the racial and socioeconomic predictability and disproportionality of which students are in the highest and lowest achieving groups. Additional resources are used where needed to ensure that all students have fair access. Availability of information and resources is the right of all students. Staff, students and parents are educated to their availability.

Inclusion: The intentional acts of inviting the participation of others and/or removing barriers so that all high school stakeholders have the opportunity to be successfully involved in school life.