Work Session

Tuesday, October 28, 2025 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**
B. **Items for Discussion**
1. Data Presentation
2. Board Committee Discussion
C. **Upcoming Events:**
   - **Tuesday, November 11, Regular Meeting, 5:30 pm, NES Library/Zoom**
   - **Tuesday, November 25, Work Session, 5:30 pm, NES Library**
   - **Tuesday, December 9, Regular Meeting, 5:30 pm, NES Library/Zoom**
   - **Tuesday, January 13, Regular Meeting, 5:30 pm, NES Library/Zoom**
   - **Tuesday, January 27, Work Session, 5:30 pm, NES Library**
D. **Adjournment**

Nome Elementary School Data:

School/Community Cultural & Academic Data Dive and Goals

Fall 2025

Prepared by M.Carton & J.Shreve

NES School Culture Data Plan/Goal
(Data Source: School Climate & Connectedness)

Goal Areas:

School Climate & Connectedness Survey Data SEL (grades 3-5): "If someone asks me, I can tell them how I am feeling"

2024-25: @42% favorably, 2025-26: @28% favorably (14% drop)

Focus:

Alaska Standards for Culturally Responsive Schools to create a crosswalk with SEL standards.

Alaska Standards for Culturally Responsive Schools in connection with ***AASB CASEL*** to create a cultural crosswalk with SEL standards.

Pg. 5, Cultural Standard: Students A, #6: "Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community; live life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior [and actions]."

Inupiaq Cultural Value: Aŋalataasran (Responsibility), Kanniglusi (Open Communication), Nagguatan Kulliagglutin (Honesty)

AASB CASEL SEL Framework: Self Awareness: "The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts."

NES School Culture Data Plan/Goal
(Data Source: School Climate & Connectedness)

Goal Areas:

School Climate & Connectedness Survey Data (grades 3-5): "Students believe they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making"

2024-25: @63% favorably 2025-26: @54% favorably (9% drop)

Consistency across demographic/racial groups

NES Focus:

Alaska Standards for Culturally Responsive Schools in connection with ***AASB CASEL*** to create a cultural crosswalk with SEL standards.

Pg. 6 Cultural Standard: Students B: "Culturally knowledgeable students are able to build on the knowledge and the skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life"

Inupiaq Cultural Value: Aŋalataasran (Responsibility), Kanniglusi (Open Communication), KattiiLutiŋ Sahuagat (Cooperation), Aziusrat Sugunnai (Avoidance of Conflict)

AASB CASEL SEL Framework: Respect (NES focus): "Create supportive learning environments in all areas throughout the school (office, classroom, common spaces) that are relationship based and feel academically, emotionally, physically, and culturally safe for students and families"

NES School Culture Data Plan/Goal
(Data Source: School Climate & Connectedness)

Goal Areas:

School Climate & Connectedness Survey Data (grades 3-5): "I respect people even if they are different"

2024-25: @92% favorably, 2025-26: @80% favorably (12% drop)

Consistency across demographic/racial groups

NES Focus:

Alaska Standards for Culturally Responsive Schools in connection with ***AASB CASEL*** to create a cultural crosswalk with SEL standards.

Pg. 8 Cultural Standard: Students E: "Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them."

Inupiaq Cultural Value: Nagguagiktut Ilagit (Respecting Others), KammakLui (Obedience), Aŋalataasran (Responsibility), Kanniglusi (Open Communication), KattiiLutiŋ Sahuagat (Cooperation), Aziusrat Sugunnai (Avoidance of Conflict)

AASB CASEL SEL Framework: Respect (NES focus): "Create supportive learning environments in all areas throughout the school (office, classroom, common spaces) that are relationship based and feel academically, emotionally, physically, and culturally safe for students and families"



Inulluatat Note



A note Ini/Inimi (home) to say that _____ has:

- ❑ **KammakLui** (Obedience): Made choices that show a dedication to safety. "As Nanauyaat, we are safe"
- ❑ **Nagguagiktut Ilagit** (Respecting Others): Shown respect to teachers, staff, and peers. "As Nanauyaat, we are respectful"
- ❑ **Pikkaagupsi Aitturalui** (Sharing): Shown respect to peers and staff through sharing ideas, materials, and/or knowledge. "As Nanauyaat, we are respectful"
- ❑ **KattiiLutiŋ Sahuagat** (Cooperation): Worked together to help our classmates and school be successful. "As Nanauyaat, we are responsible"
- ❑ **Saġiknatuak Sauaq** (Hard Work): Participated in class lessons and discussions. "As Nanauyaat, we are responsible"

We are very **Nuvituaq** and you should be too!

Teacher:

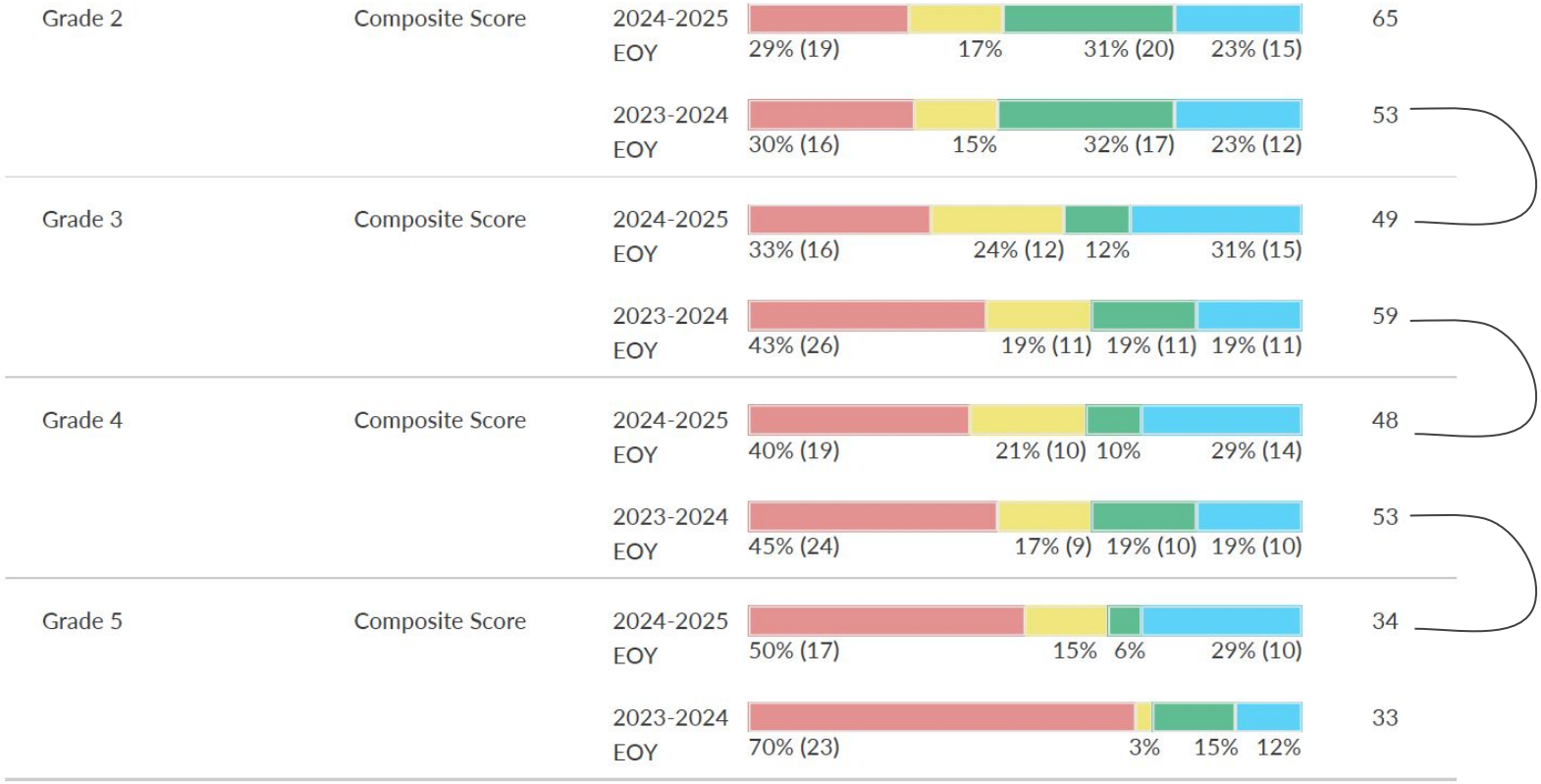
NES Assessment Data:
(DIBELS, MAP, AK Star)

- Increase the percentage of students at or above the 50th percentile in MAP Growth Reading and Language Usage annually (by 5% per grade level from Fall 2025 to Spring 2026).
- Increase the percentage of students who meet or exceed their growth projection in MAP Growth and Language Usage annually (by 5% per grade level from Fall 2025 to Spring 2026).

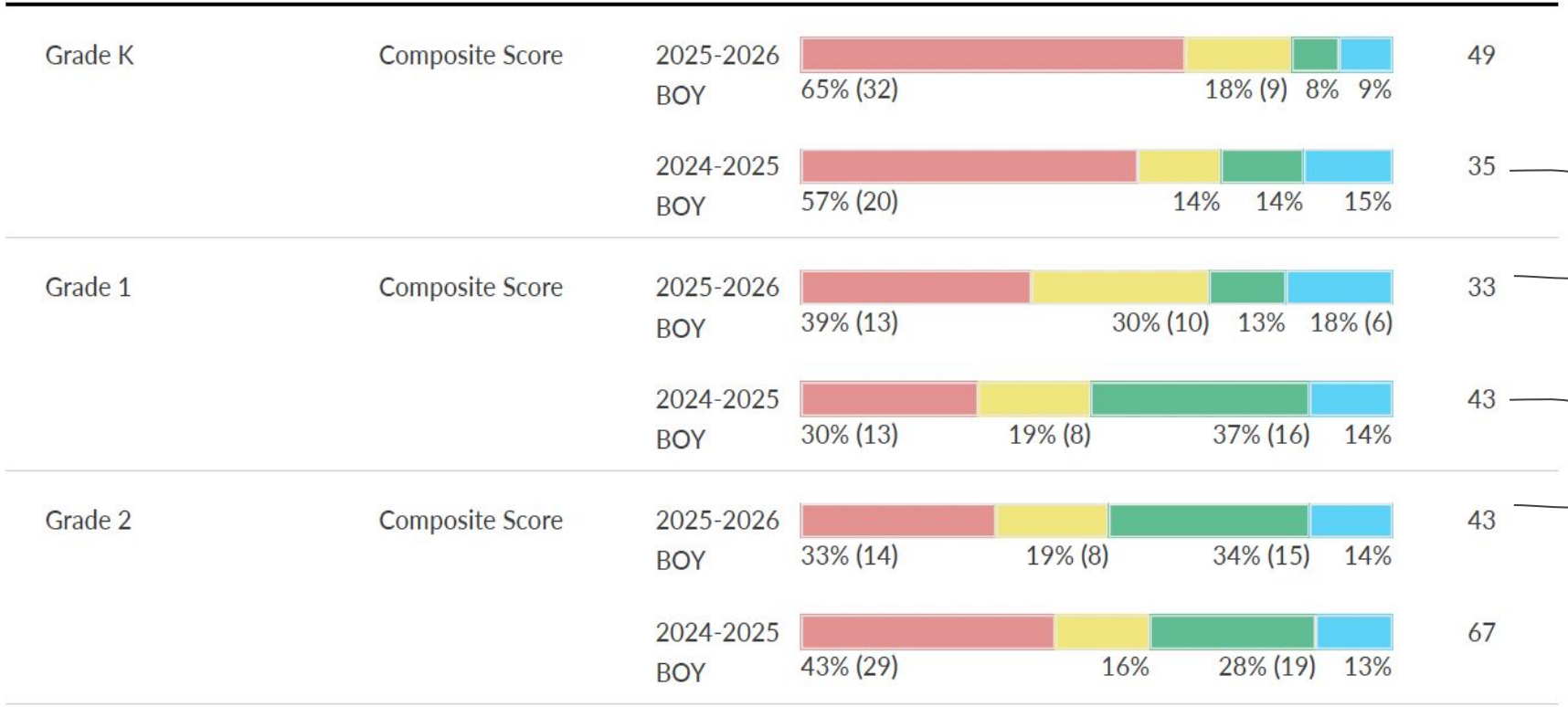
DIBELS EOY Data K-2 (Historical)

Population	Measure		Levels	Students
Grade K	Composite Score	2024-2025 EOY	29% (10) 7% 38% (13) 26% (9)	34
		2023-2024 EOY	17% (5) 7% 31% (9) 45% (13)	29
Grade 1	Composite Score	2024-2025 EOY	21% (8) 5% 36% (14) 38% (15)	39
		2023-2024 EOY	41% (20) 19% (9) 20% (10) 20% (10)	49
Grade 2	Composite Score	2024-2025 EOY	29% (19) 17% 31% (20) 23% (15)	65
		2023-2024 EOY	30% (16) 15% 32% (17) 23% (12)	53

DIBELS EOY Data 3-5 (Historical)



DIBELS BOY Data K-2

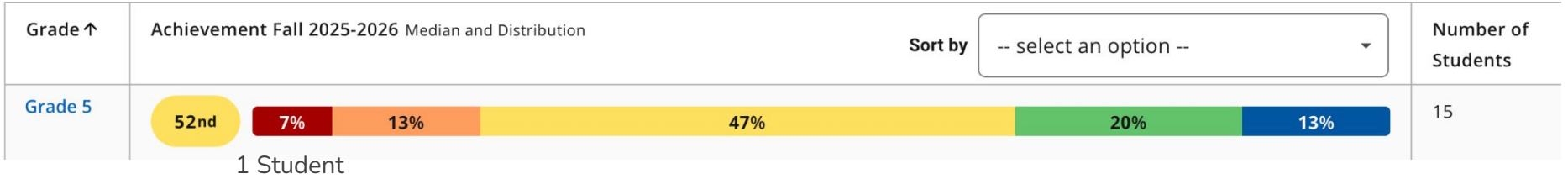


DIBELS BOY Data 3-5

Grade 2	Composite Score	2025-2026 BOY	33% (14) 19% (8) 34% (15) 14%	43
		2024-2025 BOY	43% (29) 16% 28% (19) 13%	67
Grade 3	Composite Score	2025-2026 BOY	40% (26) 20% (13) 20% (13) 20% (13)	65
		2024-2025 BOY	41% (21) 14% 25% (13) 20% (10)	51
Grade 4	Composite Score	2025-2026 BOY	27% (14) 21% (11) 42% (22) 10%	52
		2024-2025 BOY	35% (20) 26% (15) 26% (15) 13%	57
Grade 5	Composite Score	2025-2026 BOY	42% (17) 30% (12) 23% (9) 5%	40
		2024-2025 BOY	52% (21) 20% (8) 23% (9) 5%	40

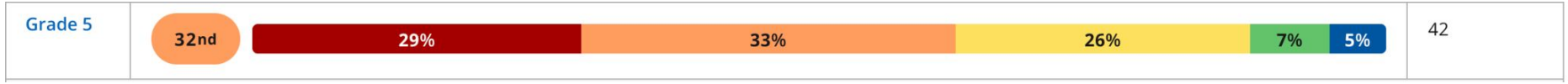
Fifth Grade Comparison

ACSA



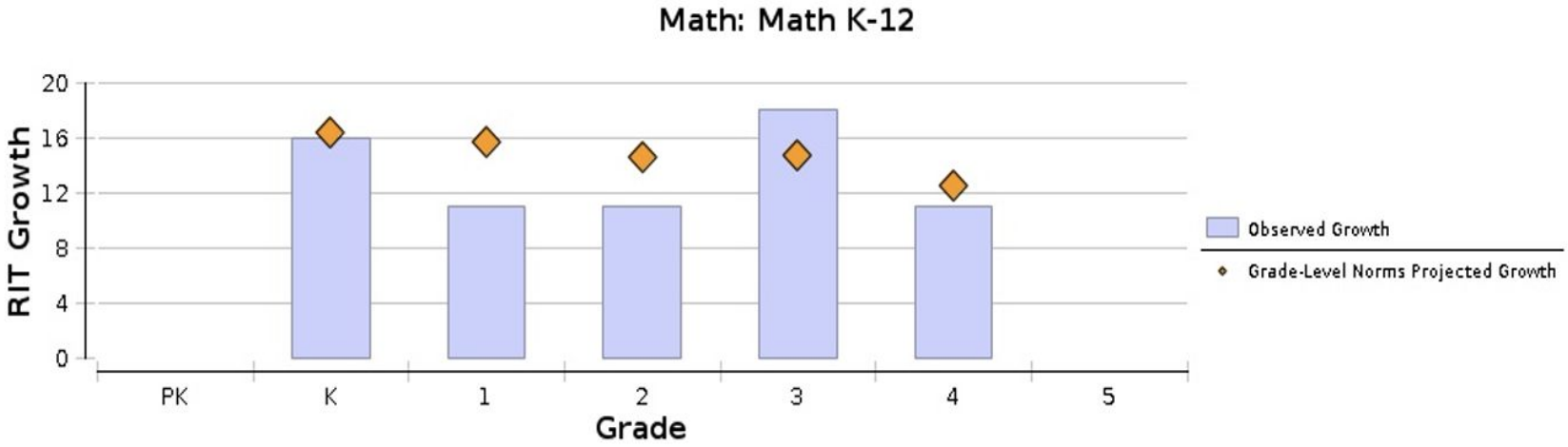
1 Student

NES

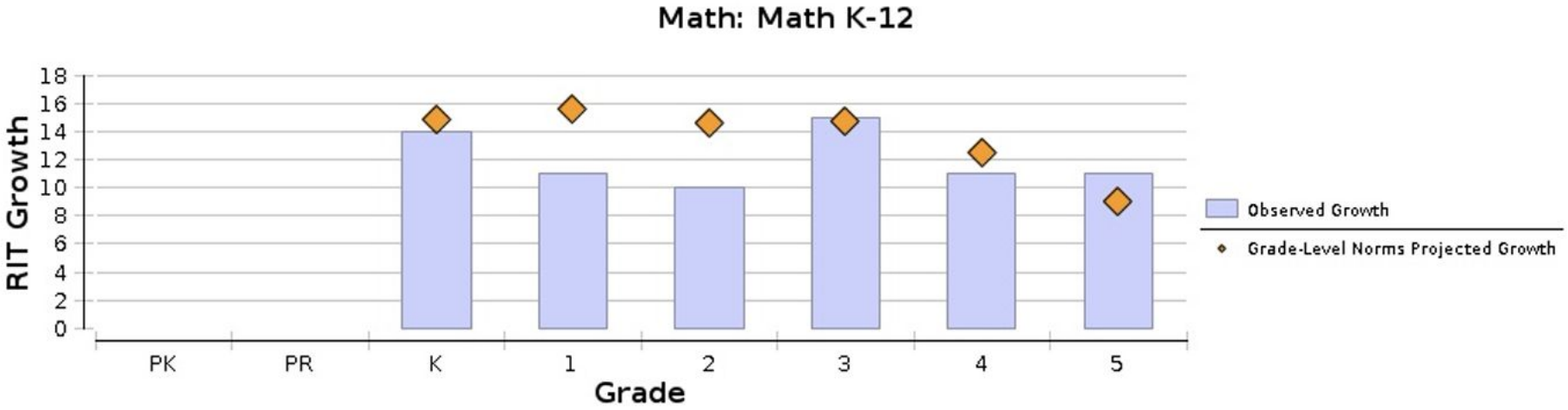


12 Students

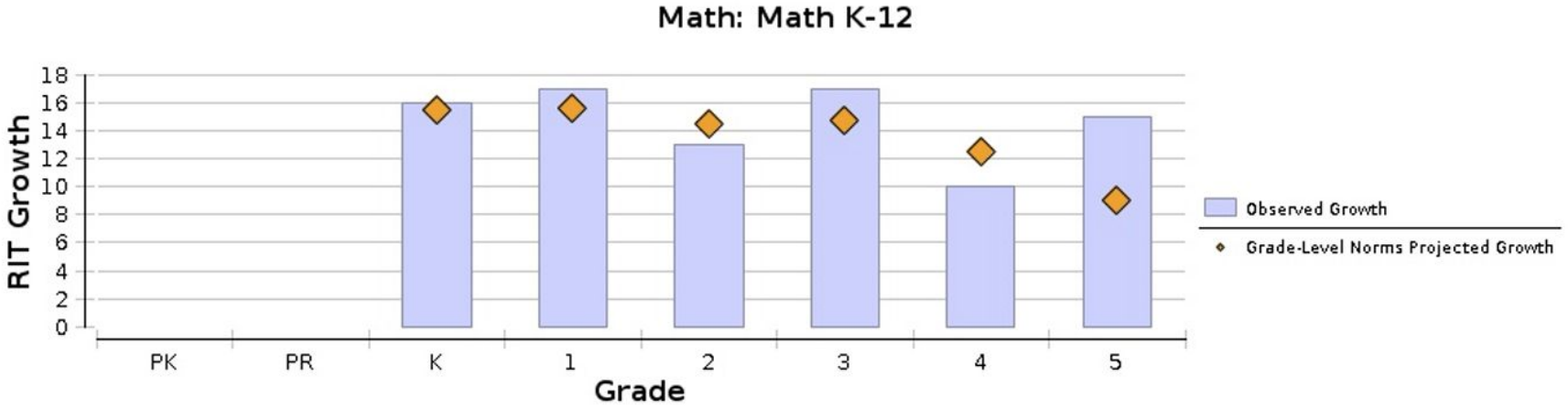
MAP Math Data SY22-23



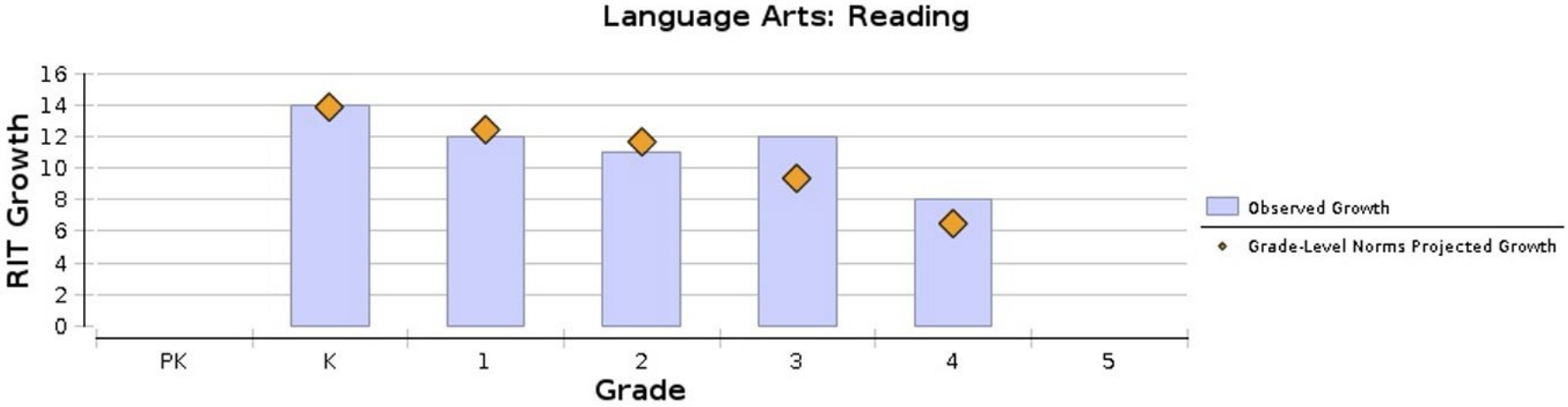
MAP Math Data SY23-24



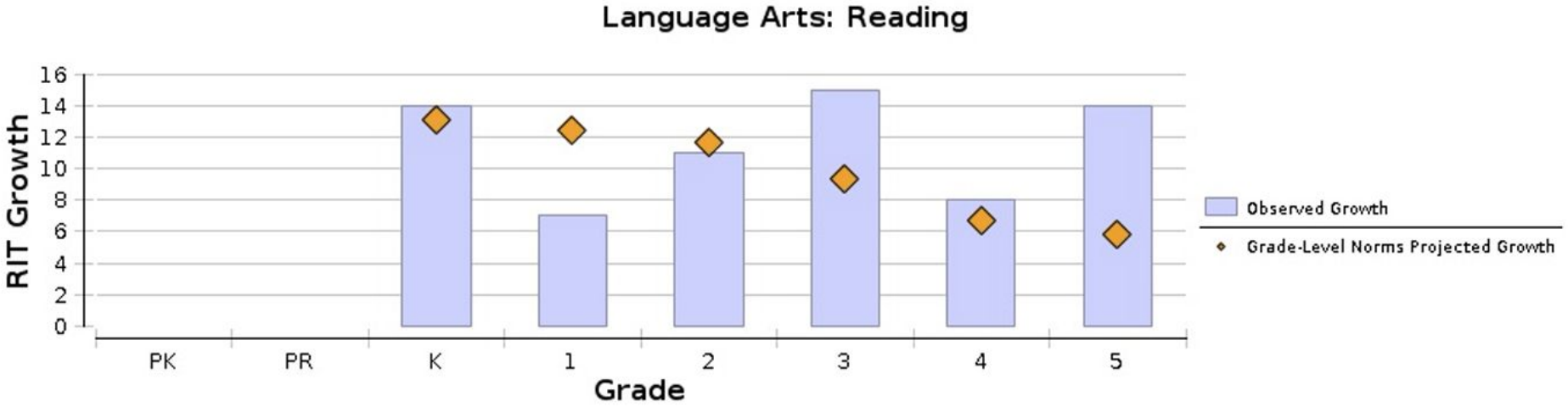
MAP Math Data SY24-25



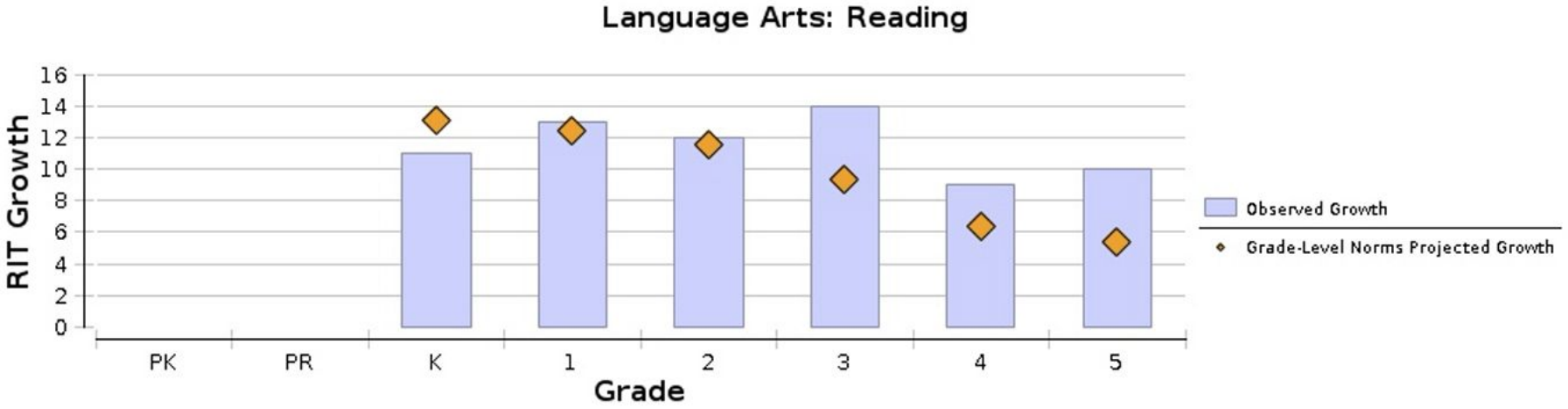
MAP Reading Data SY22-23



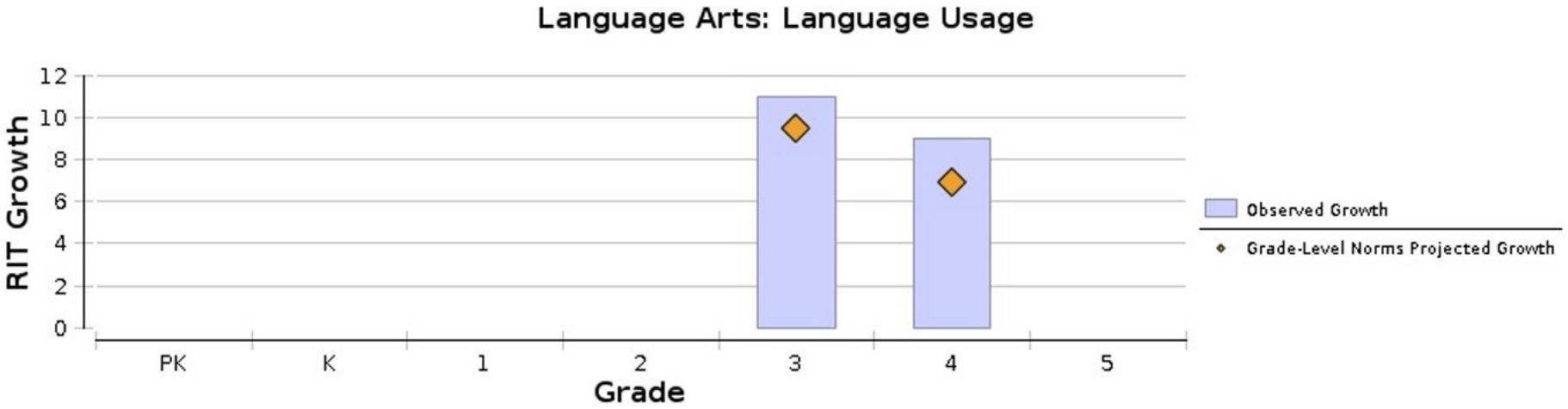
MAP Reading Data SY23-24



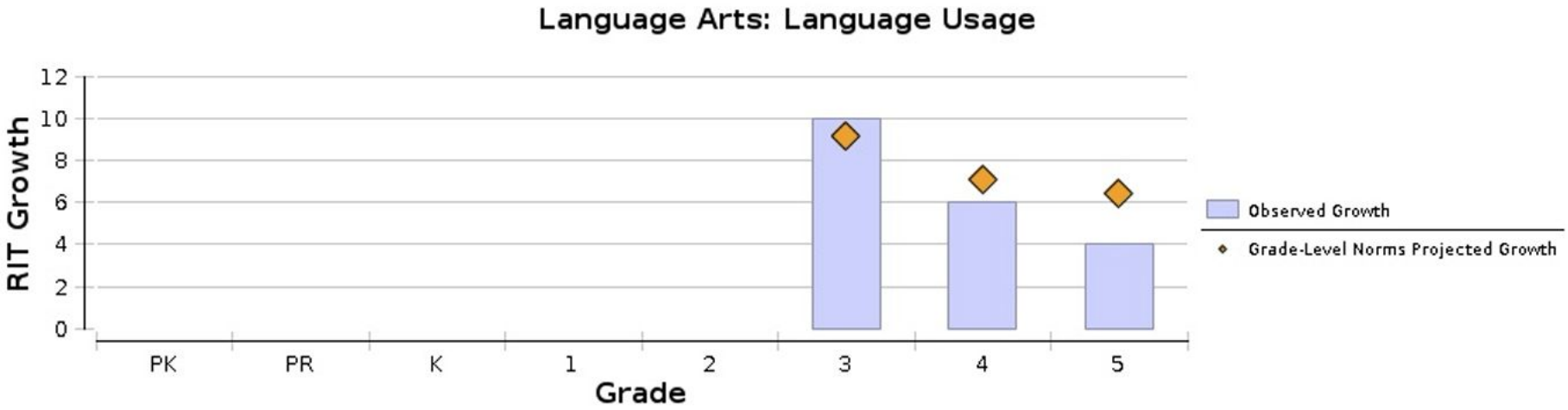
MAP Reading Data SY24-25



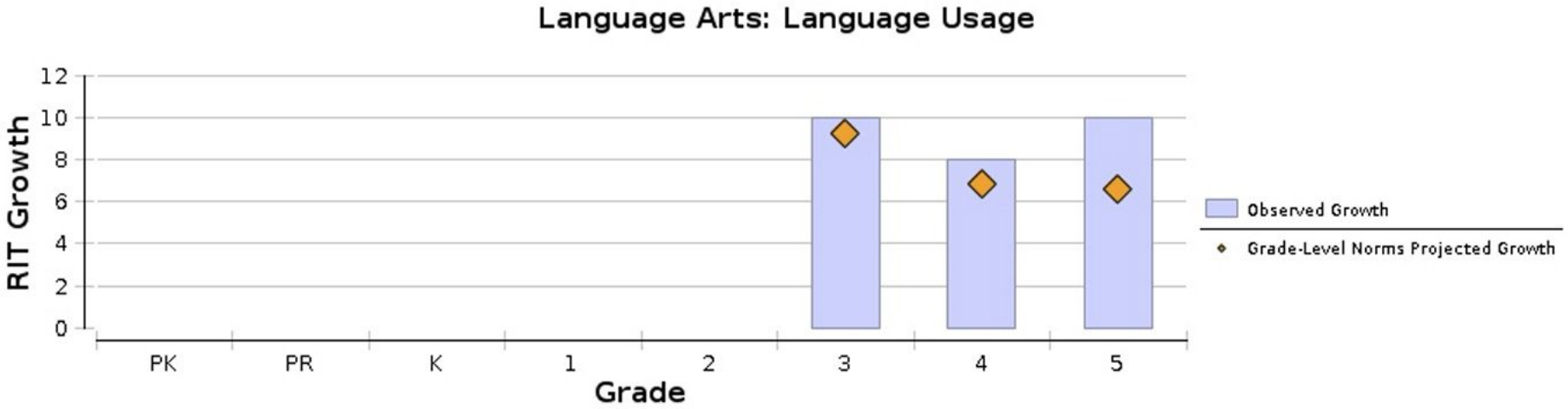
MAP Language Data SY22-23



MAP Language Data SY23-24



MAP Language Data SY24-25



AK Star ELA 22-23 Grades 3-5

Summary Results

Organization	Type	Grade	English Language Arts Scores		
			Students Tested	Avg Score	Score Levels
State	**State**	**03**	**8373**	**1570**	39% 34% 18% 10%
NOME ELEMENTARY	School	03	56	1562	55% 36% 9%
State	**State**	**04**	**8275**	**1578**	39% 30% 21% 10%
NOME ELEMENTARY	School	04	46	1573	41% 37% 17% 4%
State	**State**	**05**	**8346**	**1586**	40% 24% 25% 11%
NOME ELEMENTARY	School	05	44	1563	82% 11% 7%



AK Star ELA 23-24 Grades 3-5

Summary Results

Organization	Type	Grade	English Language Arts Scores		
			Students Tested	Avg Score	Score Levels
State	**State**	**03**	**8081**	**1571**	37% 35% 18% 10%
NOME ELEMENTARY	School	03	59	1567	47% 32% 14% 7%
State	**State**	**04**	**8263**	**1578**	41% 28% 21% 10%
NOME ELEMENTARY	School	04	53	1569	60% 17% 19% 4%
State	**State**	**05**	**8141**	**1587**	39% 24% 27% 11%
NOME ELEMENTARY	School	05	32	1576	59% 22% 16% 3%



AK Star ELA 24-25 Grades 3-5

Summary Results

Organization	Type	Grade	English Language Arts Scores		
			Students Tested	Avg Score	Score Levels
State	**State**	**03**	**8284**	**1571**	36% 35% 19% 10%
NOME ELEMENTARY	School	03	48	1566	42% 42% 15% 2%
State	**State**	**04**	**8028**	**1579**	37% 30% 22% 11%
NOME ELEMENTARY	School	04	55	1574	49% 25% 16% 9%
State	**State**	**05**	**8145**	**1588**	38% 24% 27% 12%
NOME ELEMENTARY	School	05	38	1579	45% 32% 21% 3%



AK Star Math 22-23 Grades 3-5

Summary Results

Organization	Type	Grade	Mathematics Scores		
			Students Tested	Avg Score	Score Levels
State	**State**	**03**	**8392**	**1512**	47% 20% 25% 8%
NOME ELEMENTARY	School	03	56	1507	57% 11% 23% 9%
State	**State**	**04**	**8308**	**1526**	49% 18% 21% 11%
NOME ELEMENTARY	School	04	46	1521	57% 13% 26% 4%
State	**State**	**05**	**8359**	**1534**	48% 15% 28% 9%
NOME ELEMENTARY	School	05	44	1512	80% 14% 7%



AK Star Math 23-24 Grades 3-5

Summary Results

Organization	Type	Grade	Mathematics Scores		
			Students Tested	Avg Score	Score Levels
State	**State**	**03**	**8099**	**1512**	47% 20% 25% 8%
NOME ELEMENTARY	School	03	59	1512	47% 25% 17% 10%
State	**State**	**04**	**8281**	**1526**	48% 20% 22% 11%
NOME ELEMENTARY	School	04	53	1520	58% 15% 25% 2%
State	**State**	**05**	**8185**	**1535**	48% 15% 28% 9%
NOME ELEMENTARY	School	05	32	1521	63% 19% 16% 3%



AK Star Math 24-25 Grades 3-5

Hide Filters

Summary Results

Organization	Type	Grade	Mathematics Scores		
			Students Tested	Avg Score	Score Levels
State	**State**	**03**	**8286**	**1513**	46% 21% 24% 9%
NOME ELEMENTARY	School	03	47	1514	47% 13% 34% 6%
State	**State**	**04**	**8055**	**1527**	45% 21% 23% 12%
NOME ELEMENTARY	School	04	55	1521	51% 25% 18% 5%
State	**State**	**05**	**8170**	**1536**	45% 15% 30% 10%
NOME ELEMENTARY	School	05	37	1530	51% 14% 32% 3%

Score Levels

Needs Support | Approaching Proficient | Proficient | Advanced

Nome Public Schools
Board of Education Committee Responsibilities

Board Policy Committee –

- Meet 2-3 times, typically in the spring or as needed
- Meet with Superintendent and Board Secretary
- Review AASB suggested revisions/additions, modify as needed
- Review one section each year of Board Policy, modify as needed

Equity Committee –

- Meet as needed through the school year (frequency depends on chosen committee work)
- Participate in projects, strategic equity framework revisions, discussions around inequities in school systems
- Report out to Board as needed at Meetings and makes recommendations to Board as needed

Northwest Campus Advisory Board -

- Serve as NPS Board Representative
- Attend quarterly meetings
- Provide input and approve action items as needed

NACTEC Advisory Board –

- Board President usually serves
- Alternate is the NPS Board Representative if President is not available
- Attend quarterly meetings
- Provide input and approve action items as needed

Recruitment

- Participates in interviews as invited – usually for administrative positions
- Provide information to potential applicants if asked

Negotiations

- Serve as Board representative in negotiations process
- Attend all negotiations meetings
- Provide input to District Negotiations Committee
- Report out in Executive Session to Board as needed

Calendar Committee

- Serve as Board representative
- Attend Committee meetings
- Provide input to Committee
- Report to Board in Meetings as needed