



North Slope Borough School District 2008-2009 Strategic Plan

As of September 19, 2008

MISSION STATEMENT

Our schools will work closely with parents and communities to ensure our students:

- Excel in reading, writing, and mathematics.
- Understand and treasure the values, culture, history and language of the Inupiat people
- Understand their responsibility to family and community
- Enter higher education and/or the workforce.

VISION

The NSBSD will ensure parents and communities are involved in their children's education. Through this collaboration every child will understand and treasure the values, culture, history and language of the Inupiat people and understand their responsibility to their family and community. Every child of the NSBSD will receive a diploma and be expected to pursue higher education or enter the workforce.

CORE VALUES

Our Guiding Principles are:

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

Avoidance of Conflict - The Inupiaq 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 Inupiaq 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.

EDUCATIONAL PHILOSOPHY

Education, a lifelong process, is the sum of learning acquired through interactions with one's environment, family, community members, schools, and other institutions and agencies. Within the Home Rule Municipality of the North Slope Borough, "schooling" is the specific, mandated responsibility of the North Slope Borough School District Board of Education.

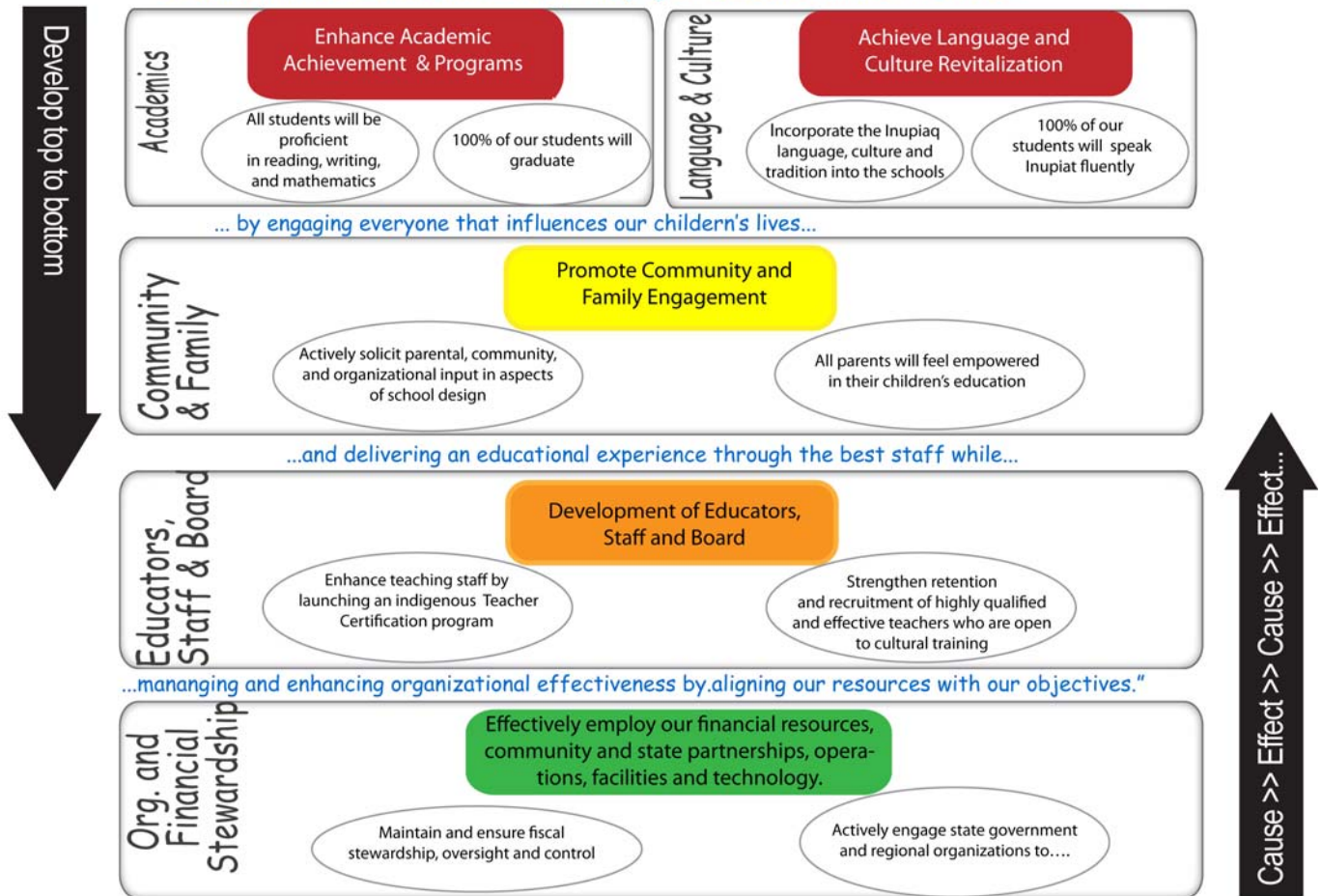
The Board of Education is committed to providing academic excellence in the "schooling" environment. This commitment to academic excellence shall focus on the learner, recognizing that each student brings to the "schooling" environment his own interest, learning styles, cultural background and abilities.

ORGANIZATION-LEVEL STRATEGY SUMMARY: STRATEGY MAP

To have a strategy-focused organization, organizations must have goals that are interrelated and support each other. Following is the application of the North Slope Borough School District (NSBSD) organization-wide strategy to develop the strategy framework which will be used as the basis for the strategic plan. The following pages further discuss how NSBSD will implement their 2008-2009 strategic plan.

STRATEGY MAP - North Slope Borough School District

"Our school district's success comes from readying our students to inherit the world..



NSBSD LONG-TERM STRATEGIC PRIORITIES AND DISTRICT GOALS FOR 2008-2009

ACADEMIC ACHIEVEMENT

1. Improve academic achievement and programs.
 - 1.1. All students will excel in reading, writing, and mathematics.**
 - 1.2. 100% of our students will graduate.**

LANGUAGE AND CULTURE REVITALIZATION

2. Achieve language and culture revitalization. (Partnering with – SAVAAT Center, ICHLC, Ilisagvik, and major regional organizations.)
 - 2.1. Incorporate the Inupiaq language, culture and tradition into the schools.**
 - 2.2. 100% of our students will speak Inupiat fluently.**

COMMUNITY AND FAMILY ENGAGEMENT

3. Promote community and family engagement. (Success factors: 1) School to reflect our culture, 2) Inclusion, 3) Keep it simple, 4) Community will support what they are committed to.).
 - 3.1. Actively solicit parental, community, and organizational input in aspects of school design.**
 - 3.2. Parents will feel empowered in their children's education.**

EDUCATORS, STAFF AND BOARD DEVELOPMENT

4. Continue to develop our educators, staff and board.
 - 4.1. Enhance the teaching staff by launching an indigenous Teacher Certification program.**
 - 4.2. Strengthen retention and recruitment of highly qualified and effective teachers who are open to cultural training.**

ORGANIZATIONAL AND FINANCIAL STEWARDSHIP

5. Effectively employ our financial resources, community and state partnerships, operations, facilities and technology.
 - 5.1. Maintain and ensure fiscal stewardship, oversight and control.**
 - 5.2. Actively engage state governmental and regional organizations to...**

NORTH SLOPE BOROUGH SCHOOL DISTRICT DETAIL OF GOALS FOR 2008-2009

ACADEMIC ACHIEVEMENT

1. Improve academic achievement and programs.

1.1. All students will excel in reading, writing, and mathematics.

- 1.1.1. Phase 1: Adoption: Science Curriculum, Project Based Learning (revised schedule), Distance Learning, and Revamped Vocational Training Program. (The following action items to be applied to all programs unless specified otherwise.) (CAO / Curriculum Director)
 - 1.1.1.1. Develop clear goals
 - 1.1.1.2. Request assistance from communities.
 - 1.1.1.3. Review what the community wants.
 - 1.1.1.4. Develop plan for adoption. (Administrative staff and teachers)
 - 1.1.1.5. Present the plan to the board.
- 1.1.2. Phase 2: Implementation: Pathways (in the village), Math Curriculum, and Teacher Con Class. (The following action items to be applied to all programs unless specified otherwise.) (Teachers / Staff)
 - 1.1.2.1. Develop implementation schedule for a 2 year period.
 - 1.1.2.2. Carry out plans adopted by the board.
- 1.1.3. Phase 3: Diagnose: Pathways (in Barrow), Reading and Writing Curriculum, and Common Conception framework. (The following action items to be applied to all programs unless specified otherwise.) (Lisa)
 - 1.1.3.1. Review programs and assess if they are meeting the goals/matrix.
 - 1.1.3.2. Set new goals as necessary.
 - 1.1.3.3. Establish which programs need goals.
 - 1.1.3.4. Interview teachers and stakeholders.
 - 1.1.3.5. Report findings to the board.
 - 1.1.3.6. Determine what adjustments need to be made to the programs based on the review and assessment.
- 1.1.4. Phase 4: Adjust: Individual Learning Plans, Professional Pay Plan (PPP), Apple One-to-One, and Inupiaq Values Initiative. (The following action items to be applied to all programs unless specified otherwise.) (Director of Curriculum)
 - 1.1.4.1. Make adjustments to programs based on findings from Phase 3.
- 1.1.5. Phase 5: Steady State: SIPO

1.2. 100% of our students will graduate by aligning school policies with cultural norms.

- 1.2.1. Publish student achievers in the Arctic Sounder. (Heidi) (Q1)
- 1.2.2. Strive to implement the culturally sensitive schedule/calendar in FY09.
 - 1.2.2.1. Develop budget for the culturally sensitive schedule/calendar. (Fred / Trent) (Q2)
 - 1.2.2.2. Plan for the expeditionary calendar. (Team) (Q2)
 - 1.2.2.3. Reach a decision on implementation of culturally-sensitive calendar. (Trent) (Q3)

- 1.2.3. Develop a curriculum with expectations by grade level that align to state standards. (Dan) (Q3)
- 1.2.4. Develop more detail in the reading, writing, and math curriculum. (Dan) (Q3)
- 1.2.5. Align Inupiaq Curriculum with detailed curriculum as developed in Q3. (Q4)
 - 1.2.5.1. Develop a curriculum matrix that aligns learning objectives with cultural teachings. (Dan) (Q3)

LANGUAGE AND CULTURE REVITALIZATION

- 2. Achieve language and culture revitalization. (Partnering with – SAVAAT Center, ICHLC, Ilisagvik, and major regional organizations.)

2.1. Incorporate the Inupiaq language, culture and tradition into the schools.

- 2.1.1. Implement a K3/K4 Inupiaq language and culture based program by September 2009.
 - 2.1.1.1. Design K3/K4 Inupiaq language and culture based program structure with the assistance of local experts. (Heidi)(Q1)
 - 2.1.1.2. Develop a compelling vision and get shareholders engaged. (Q1) (Jana)
 - 2.1.1.3. Put up Strawman proposal. (Q1) (Heidi)
 - 2.1.1.4. Form community work groups to drive program design. Involve seniors. (Q1) (Heidi)
 - 2.1.1.5. Educate community on the value of the program. (Q2)
 - 2.1.1.6. Determine funding schedule. (Q1) (Heidi/Jana)
 - 2.1.1.7. Design program and curriculum for K3/4 launch. (Jana / Lisa) (Q3)
 - 2.1.1.8. Explore running the program in daycare. (Lisa) (Q5)
 - 2.1.1.9. Start running program in K3-K4. (Short-Term)(Q5)
- 2.1.2. Expand the K3/K4 Inupiaq language and culture based program to grades above and below K3/4 by 2010.
- 2.1.3. Learn from our tradition bearers by establishing an Inupiaq resource center (Qargi) in every school. Create a clearing house of resources at every school.
 - 2.1.3.1. Develop the vision for the Qargi. (Trent / Jana)(Q1)
 - 2.1.3.2. Develop the budget. (Fred / Jana) (Q2)
 - 2.1.3.3. Hire 2-4 elders to be at the school while the kids are there. (Lisa / Karen / Jana) (Q3)
- 2.1.4. Align school disciplinary policies with community values and expectations. (Lisa / Heidi) (Q4)

2.2. 100% of our students will speak Inupiat fluently.

- 2.2.1. WHAT CAN WE DO HERE SPECIFICALLY OR IN ADDITION TO THE K3/4?

COMMUNITY AND FAMILY ENGAGEMENT

3. Promote community and family engagement. (Success factors: 1) School to reflect our culture, 2) Inclusion, 3) Keep it simple, 4) Community will support what they are committed to.)

3.1. Actively solicit parental, community, and organizational input in aspects of school design.

- 3.1.1. Discipline: Share best practices across/between schools to handle disciplinary issues. (Heidi) (Q1)
 - 3.1.1.1. Use community to develop this. (Q1)
 - 3.1.1.2. Get elders and others to define normative behaviors and teach kids in discipline. (Q1)
 - 3.1.1.3. Consider eliminating the “No Gym” and replacing it with rules, consequences and discipline developed by the teachers and the community. (Q1)
- 3.1.2. Discipline: Develop site-based policies and procedures discipline document. (Heidi) (Q1) CLARIFY OUTCOMES
- 3.1.3. Community Outreach: Have a board member visit each village once per year. (Trent) (Q1)
- 3.1.4. Community Outreach: Actively partner with other organizations like corporate and tribal council. (Fred / Jana) (Q1) QUANTIFY WHAT WE MEAN BY THIS
- 3.1.5. Rethink role of HSF to facilitate community engagement. (Involve the HSF, SAC, Tribal, principals and board.) (Lisa / Karen) (Q2)
- 3.1.6. Have school staff involved in more community events. (Heidi / Lisa / Jana) (Q2) QUANTIFY WHAT WE MEAN BY THIS
- 3.1.7. Implement visioning tour of Eastern villages. (Trent / Jana / Lisa) (Q2) CLARIFY OUTCOMES
- 3.1.8. Implement visioning tour of Western villages. (Trent / Jana / Lisa) (Q3) CLARIFY OUTCOMES

3.2. All parents will feel empowered in their children’s education.

- 3.2.1. Parents: Develop active outreach to parents. (Heidi) (Q3)
 - 3.2.1.1. Implement full communication with parents related to all school aspects out and amongst, driven by HSF. (Q3) WHAT IS THE EXPECTED FREQUENCY?
 - 3.2.1.1.1. Build a database of parent emails.
 - 3.2.1.2. Provide teachers ideas on ways to get parents to the schools. (Q3)
 - 3.2.1.3. Implement a system for public acknowledgement of parent participation. (Q3)
 - 3.2.1.4. Provide parents material before testing. (Heidi) (Q2)
- 3.2.2. Parents: Implement communication and training for Power School. (Heidi) (Q2)
- 3.2.3. Increase the number of hits on Power School.
- 3.2.4. Increase the number of parents invited to be resources at schools.
- 3.2.5. Increase use of Qargi Resource Centers by parents.
- 3.2.6. Increase participation in Parent Night.
- 3.2.7. (Increase/Decrease) number of ICPs.

EDUCATORS, STAFF AND BOARD DEVELOPMENT

4. Development of educators, staff and board.

4.1. Continue to develop teaching staff by launching an indigenous Teacher Certification program. (Trent / Lisa)

- 4.1.1. Establish a working group. (Jana / Heidi) (Q1)
- 4.1.2. Develop partnership with retired teachers, Kotze, Tribal College, Bethel, and rural caucus. (Q1)
- 4.1.3. Develop goals and budget. (Jana / Fred) (Q2)
- 4.1.4. Create Lab Schools. (Partnership with Ilisagvik) (Q2)
- 4.1.5. Hold first training course. (Jana) (March 2009)
- 4.1.6. Negotiate acceptance of certification program for teachers. (2009/2010)

4.2. Strengthen retention and recruitment of highly qualified and effective teachers who are open to cultural training. (Lisa / Kate)

- 4.2.1. Provide action plan for retention. (Lisa) (Q1)
 - 4.2.1.1. Hire consultants who have worked in rural Alaska.
 - 4.2.1.2. Have Board Members meet with new teachers.
 - 4.2.1.3. Develop "digital frame" for each school of flashing pictures with a link to their own village webpage.
 - 4.2.1.4. Develop whole different marketing package.
 - 4.2.1.5. Introduce new teachers to the community.
 - 4.2.1.5.1. Community picnic at start of school year.
- 4.2.2. Create a salary and compensation schedule for our certified teachers. (Q2)
- 4.2.3. Maximize our local workforce by growing and employing local teachers. (2009/2010)

ORGANIZATIONAL AND FINANCIAL STEWARDSHIP

5. Effectively employ our financial resources, community and state partnerships, operations, facilities and technology.

5.1. Maintain and ensure fiscal stewardship, oversight and control.

- 5.1.1. Engage the state to reach fiscal equity. (Fred) (Q1)
- 5.1.2. Implement transition of business office in Barrow. (Fred) (Q2)
 - 5.1.2.1. Align the budget with strategic goals. (Fred) (Q2)
 - 5.1.2.2. Submit budget to borough. (Fred) (Q2)
 - 5.1.2.3. Develop 6-year CIP review. (Fred) (Q3)

5.2. Actively engage state government and regional organizations to....

- 5.2.1. Craft a resolution to assert the right to autonomy over programs by indigenous boards and committees. (Lisa / Fred / Trent) (Q1)
- 5.2.2. Make recommendation to ICC to form an Education Committee. (Fred / Jana) (Q4)
 - 5.2.2.1. Have Board Members on the committee, to share what the issues are.
 - 5.2.2.2. Obtain ASRC support.
 - 5.2.2.3. Have ARSC pay the dues to be a voting member.
 - 5.2.2.4. Develop Tribal resolution. (Tara on the resolutions committee.)
- 5.2.3. Set up an exchange with Greenland and across the Arctic.
- 5.2.4. Convene a bi-annual Community Education Summit in 2009 that is action oriented in 2009.
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