



North Slope Borough School District

Strategic Plan

As of October 1, 2009

Prepared by M3 Planning, Inc

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 Iñupiat people,
- Understand their responsibility to family and community,
- Enter higher education and/or the workforce.

VISION STATEMENT

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 Iñupiat 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. Our students will know their destiny. They will have the tools and skills to make life choices here on the Slope or wherever they live.

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.

STRATEGIC PLAN AT-A-GLANCE

INSTRUCTIONAL FOCUS STRATEGIC PRIORITIES & DISTRICT GOALS

- 1. All students will realize their full intellectual potential, with an emphasis on reading, writing, and math.**
 - 1.1. Allow teachers to focus on our core teaching.
 - 1.2. Increase student attendance by decreasing absenteeism by 20% at each school.
 - 1.3. Fully implement a K-12 culturally integrated curriculum with grade-level expectations and that is outcomes based across the district.
 - 1.4. Strive to implement the culturally sensitive schedule/calendar in Fall 2011.

- 2. Integrate the Iñupiaq language, history and culture into the curriculum.**
 - 2.1. Launch and sustain pre-K3/K4 immersion program and expand the pre-K3/K4 Inupiaq language and culture based program slope wide.
 - 2.2. Establish the Qargi concept at each site by fall 2014.
 - 2.3. Increase the number of trained Iñupiat teachers by growing and employing local teachers by working with our local education partners (Ilisagvik and other partners). Work on an alternative path to certification such as Teacher Certification program and on the job training.
 - 2.4. Initiate dialogue with community and elders to assist the District in teaching Iñupiaq language, values, and culture.

COMMUNITY AND FAMILY ENGAGEMENT STRATEGIC PRIORITIES & DISTRICT GOALS

- 3. Actively engage parents, businesses and the community to become partners in our children's education.**
 - 3.1. School climate: Share best practices across/between schools to handle disciplinary issues and build a dialogue concerning academic achievement needs.
 - 3.2. Board: One board member will visit each village once per year to host community dialogue.
 - 3.3. Parents: Empower parents in their children education to enhance attendance through hosting regular parent events, promoting volunteering and continual parental communication.
 - 3.4. Elders and Community: Engage the community in the future of their culture and kids through volunteerism.

EDUCATORS, STAFF & BOARD DEVELOPMENT STRATEGIC PRIORITIES & DISTRICT GOALS

- 4. Strengthen the recruitment, retention and professional development of highly-qualified and effective staff.**
 - 4.1. Hiring and Recruiting: Improve the hiring and on-boarding process for all employees.
 - 4.2. Retention: Reduce staff turnover by 20% in Fall 2010.
 - 4.3. Training and Development: Provide professional development and succession planning for employees in support of the goals in the strategic plan.
 - 4.4. Maximize our local workforce by growing and employing local teachers. Continue to develop teaching staff by launching an indigenous Teacher Certification program by working with the DEED.

ORGANIZATIONAL AND FINANCIAL STEWARDSHIP STRATEGIC PRIORITIES & DISTRICT GOALS

- 5. Effectively employ our financial, operational and technological resources.**
 - 5.1. Continue to effectively employ our financial resources and align the budget with strategic goals and maintain a balanced budget.
 - 5.2. Proactive operational support to provide academically enriching classrooms.

- 5.3. Utilize technology as a tool to facilitate learning, communication and collaboration.
- 5.4. Foster effective and collaborative communication to sustain a culture of unity and trust.

STRATEGIC PLAN - DETAIL

INSTRUCTIONAL FOCUS STRATEGIC PRIORITIES & DISTRICT GOALS

1. All students will realize their full intellectual potential, with an emphasis on reading, writing, and math.

1.1. Allow teachers to focus on our core teaching. (6-30-2014) Measure: % complete Target: 100%

School/Departments Goals	Who	Start Date	End Date
1.1.1. Increase time on task.	Teachers	1-1-2009	6-30-2010
1.1.2. Utilize assessments that continue to help students achieve learning goals which include...	Teachers	1-1-2009	6-30-2010
1.1.3. Have one site-based literacy coach at each site.	District Leadership	1-1-2009	6-30-2010

1.2. Increase student attendance by decreasing absenteeism by 20% at each school. (6-30-2009) Measure: % decrease in student absenteeism Target: 20%

School/Departments Goals	Who	Start Date	End Date
1.2.1. Recommend changes to the NSBSD attendance policy.	District Leadership	1-1-2009	6-30-2010
1.2.2. Create a district promotion policy that is based on attendance, work completion and skill acquisition that is outcomes based.	District Leadership	1-1-2009	6-30-2010
1.2.3. Modify the start time for High School. (This is a site-based decision)	Principals	1-1-2009	6-30-2010
1.2.4. Tie attendance, grades, and promotion into student expectations.	Curriculum Team	1-1-2009	6-30-2010
1.2.5. Develop intervention strategies through a brainstorming session by principals, and others on improving student and staff.	District Leadership	1-1-2009	6-30-2010
1.2.6. Influence AK to change PFD release dates. (District Leadership to state leadership)	District Leadership	9-1-2009	6-30-2014
1.2.7. Influence ASRC to change release dates. (with Borough and ASRC)	District Leadership	1-2-2009	6-30-2014

1.3. Fully implement a K-12 culturally integrated curriculum with grade-level expectations and that is outcomes based across the district. (12-31-2014) Measure: % complete Target: 100%

School/Departments Goals	Who	Start Date	End Date
1.3.1. Provide GCEs, materials, and textbooks for language, arts, and math; K-8.	Curriculum Team	1-1-2008	8-20-2009
1.3.2. Science adoption: K-6 rollout; 6-12 urgent; slow process. (Saxon and Holt)	Curriculum Team	1-1-2009	12-31-2012
1.3.3. Provide course descriptions and textbooks for K-12.	Curriculum Team	1-1-2009	8-20-2009
1.3.4. Develop a hard timeline for curriculum with a curriculum department.	Curriculum Team	1-1-2008	12-31-2009

1.3.5. State Assessment database training.	Assessment & Accountability	1-1-2008	12-31-2009
1.3.6. ILPs improve district-wide with teacher committee. (In progress)	Curriculum Team	1-1-2008	12-31-2009
1.3.7. Revamp CTE program	Curriculum Team	1-1-2009	12-31-2011
1.3.8. Pathways (2009-2010)	Curriculum Team	1-1-2009	6-30-2010
1.3.9. Align Inupiaq Curriculum with detailed curriculum as developed.	Iñupiaq Education	9-1-2009	6-1-2010
1.3.10. Develop a curriculum matrix that aligns learning objectives with cultural teachings.	Curriculum Team	1-1-2009	6-30-2010

1.4. Strive to implement the culturally sensitive schedule/calendar in Fall 2011. (8-20-2011) Measure: % complete Target: 100%

2. Integrate the Iñupiaq language, history and culture into the curriculum.

2.1. Launch and sustain pre-K3/K4 immersion program and expand the pre-K3/K4 Inupiaq language and culture based program slope wide. (9-30-2009) Measure: % complete Target: 100%

School/Departments Goals	Who	Start Date	End Date
2.1.1. Design K3/K4 Inupiaq language and culture based program structure with the assistance of local experts.	District Leadership	1-1-2009	6-30-2010
2.1.2. Form community work groups to drive program design. Involve seniors.	Iñupiaq Education	1-1-2009	6-30-2010
2.1.3. Educate community on the value of the program.	Iñupiaq Education	1-1-2009	6-30-2010
2.1.4. Determine the funding schedule.	Iñupiaq Education	1-1-2009	6-30-2010
2.1.5. Explore running the program in daycare.	Iñupiaq Education	1-1-2009	6-30-2010

2.2. Establish the Qargi concept at each site by fall 2014. (6-30-2014) Measure: # of resource centers Target: 11

School/Departments Goals	Who	Start Date	End Date
2.2.1. Develop the vision for the Qargi.	Board	6-1-2010	9-1-2010
2.2.2. Develop the budget and operational layout.	O&M	9-1-2010	12-31-2010
2.2.3. Hire 2-4 elders to be at the school	Iñupiaq Education	9-1-2011	6-30-2014

2.3. Increase the number of trained Iñupiat teachers by growing and employing local teachers by working with our local education partners (Ilisagvik and other partners). Work on an alternative path to certification such as Teacher Certification program and on the job training. (6-30-2014) Measure: Total # of Iñupiat teachers Target: 5

2.4. Initiate dialogue with community and elders to assist the District in teaching Iñupiaq language, values, and culture. (6-30-2014) Measure: % complete Target: 100%

3. Actively engage parents, businesses and the community to become partners in our children's education.

3.1. School climate: Share best practices across/between schools to handle disciplinary issues and build a dialogue concerning academic achievement needs. (6-30-2014) Measure: % complete Target: 100%

School/Departments Goals	Who	Start Date	End Date
3.1.1. Get elders and others to define normative behaviors and teach kids in discipline.	Principals	1-1-2009	6-30-2010
3.1.2. Consider eliminating the "No Gym" and replacing it with rules, consequences and discipline developed by the teachers and the community.	Principals	1-1-2009	6-30-2010
3.1.3. Discipline: Develop site-based policies and procedures discipline document.	Principals	1-1-2009	6-30-2010

3.2. Board: One board member will visit each village once per year to host community dialogue. (6-30-2014) (Board) Measure: # of village visits by Board members Target: 7

School/Departments Goals	Who	Start Date	End Date
3.2.1. Community Outreach: Actively partner with other organizations like corporate and tribal council.	Board	1-1-2009	6-30-2010
3.2.2. Continue to host radio shows that include Board members.	Board	1-1-2009	6-30-2010
3.2.3. Encourage school staff to be more involved in community events.	District Leadership	1-1-2009	6-30-2010

3.3. Parents: Empower parents in their children education to enhance attendance through hosting regular parent events, promoting volunteering and continual parental communication. (6-30-2014) Measure: # of parent events during the year Target:

School/Departments Goals	Who	Start Date	End Date
3.3.1. Produce frequent public announcements such as posters, placemats or radio broadcast about what it means to be an engaged parent. (with Support of Susan/Board)	Communications	1-1-2009	6-30-2010
3.3.2. Provide teachers ideas on ways to get parents to the schools.	Business Office	1-1-2009	6-30-2010
3.3.3. Implement a system for public acknowledgement of parent participation.	Business Office	1-1-2009	6-30-2010
3.3.4. Provide parenting education: Savaat/ Illisagavik	Business Office	1-1-2009	6-30-2010
3.3.5. Implement communication and training for Power School.	Principals	1-1-2009	6-30-2010
3.3.6. Increase the number of parents invited to be resources at schools	Principals	1-1-2009	6-30-2010

3.3.7. Increase participation in Parent Night; reading, math, and science nights.	Business Office	1-1-2009	6-30-2010
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3.4. Elders and Community: Engage the community in the future of their culture and kids through volunteerism. (6-30-2014)

Measure: # of volunteers district wide

Target:

School/Departments Goals	Who	Start Date	End Date
3.4.1. Implement a planning process that engages the villages to develop a village-specific culture and language program.	District Leadership	1-1-2009	6-30-2010
3.4.2. Community leaders and elders to take ownership of teaching language and culture with support from the District.	Board	1-1-2009	6-30-2010
3.4.3. Board to act as role models by speaking language (i.e. Board meetings)	Board	1-1-2009	6-30-2010
3.4.4. Identify what curriculum gets moved to make time for Inupiat teaching.	District Leadership	1-1-2009	6-30-2010
3.4.5. Rethink role of HSF to facilitate community engagement. (Involve the HSF, SAC, Tribal, principals and board.)	District Leadership	1-1-2009	6-30-2010
3.4.6. Craft a resolution to assert the right to autonomy over programs by indigenous boards and committees.	District Leadership	1-1-2009	6-30-2010
3.4.7. Make recommendation to ICC to form an Education Committee.	Board	1-1-2009	6-30-2010
3.4.8. Set up an exchange with Greenland and across the Arctic.	District Leadership	1-1-2009	6-30-2010
3.4.9. Convene a bi-annual Community Education Summit in 2009 that is action oriented in 2009.	District Leadership	1-1-2009	6-30-2010

4. Strengthen the recruitment, retention and professional development of highly-qualified and effective staff.

4.1. Hiring and Recruiting: Improve the hiring and on-boarding process for all employees. (6-30-2014) Measure: Target:

School/Departments Goals	Who	Start Date	End Date
4.1.1. Introduce new staff to the community through such actions a having Board Members meet with new teachers. Host a community picnic at start of school year.	Principals	1-1-2009	6-30-2010
4.1.2. Improve the online communication through a robust website and developing "digital frame" and video for each school of flashing pictures with a link to their own village webpage.	Communications	1-1-2009	6-30-2010
4.1.3. Build a community of school district employees through village visits with sports teams, off-site principals' meetings, etc.	District Leadership	1-1-2009	6-30-2010
4.1.4. Modify the on boarding/teacher orientation process to meet the real needs of teachers. Recognize that the "little things" become "big things" in the villages.	Human Resources	1-1-2009	6-30-2010
4.1.5. Implement new hire orientation of all staff. Restructure orientation week for new teachers and administrators; time needed to assimilate information (one-on-one with principals).	Human Resources	1-1-2009	6-30-2010

4.2. Retention: Reduce staff turnover by 20% in Fall 2010. (9-30-2010) Measure: Retention rate Target: 80%

School/Departments Goals	Who	Start Date	End Date
4.2.1. Create a salary and compensation schedule for our certified teachers.	Human Resources	1-1-2009	6-30-2010
4.2.2. Lobby for a defined benefit plan for retirement.	Business Office	1-1-2009	6-30-2010
4.2.3. Provide consistent education materials and resources	Human Resources	1-1-2009	6-30-2010
4.2.4. Increase staff attendance by revising the policy.	District Leadership	1-1-2009	6-30-2010

4.3. Training and Development: Provide professional development and succession planning for employees in support of the goals in the strategic plan. (6-30-2014) Measure: Professional development planning Target: 100%

School/Departments Goals	Who	Start Date	End Date
4.3.1. Provide professional development and staff development for new curriculum	Curriculum Team	1-1-2009	6-30-2010
4.3.2. Continue admin mentoring	District Leadership	1-1-2009	6-30-2010
4.3.3. Provide training for instructional programs, Six Trait, Carnegie Math, Instructional programs, Achieve 3000, Jason Project, Power school, Goal View	Curriculum Team	1-1-2009	6-30-2010

4.3.4. Continue teacher mentoring	Principals	1-1-2009	6-30-2010
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4.4. Maximize our local workforce by growing and employing local teachers. Measure: # of Target:
 Continue to develop teaching staff by launching an indigenous Teacher teachers employeed
 Certification program by working with the DEED. (9-1-2014) under Type M cert.

5. Effectively employ our financial, operational and technological resources.

5.1. Continue to effectively employ our financial resources and align the budget with strategic goals and maintain a balanced budget. (6-30-2014) Measure: % complete Target: 100%

School/Departments Goals	Who	Start Date	End Date
5.1.1. Submit budget to Borough. (Fred)	Business Office		
5.1.2. Develop 6-year CIP review. (Fred)	Business Office		
5.1.3. Continue to work with Borough for CIP funding.	Business Office	1-1-2008	12-31-2009
5.1.4. Engage the state to reach fiscal equity.	Business Office	1-1-2009	6-30-2014
5.1.5. Establish policies and procedures to enhance admin receiving and purchasing efficiency.	Business Office	1-1-2009	6-30-2014

5.2. Proactive operational support to provide academically enriching classrooms. (6-30-2014) Measure: Target:

School/Departments Goals	Who	Start Date	End Date
5.2.1. See the Operations Master Plan for specifics	O&M		

5.3. Utilize technology as a tool to facilitate learning, communication and collaboration. (6-30-2014) Measure: % complete Target: 100%

School/Departments Goals	Who	Start Date	End Date
5.3.1. Provide consistent IT and communications reliability across district (infrastructure).	O&M	1-1-2009	6-30-2010
5.3.2. Launch the NSBSD website to communicate more effectively within the District and outside the District.	Business Office	1-1-2009	6-30-2010
5.3.3. Produce curriculum sheet from Power School (data migration) to allow improved teacher/parent communication. (2008-2009)	Business Office	1-1-2009	6-30-2010
5.3.4. Modify the technology master plan to align with the strategic plan.	Business Office	1-1-2009	6-30-2010

5.4. Foster effective and collaborative communication to sustain a culture of unity and trust. (6-30-2014) Measure: % complete Target: 100%

School/Departments Goals	Who	Start Date	End Date
5.4.1. Ensure collaborative decision making on initiatives that impact the schools with all stakeholders in our communities.	District Leadership	1-1-2009	6-30-2010
5.4.2. Provide consistent and effective communication throughout the District so everyone feels connected.	District Leadership	1-1-2009	6-30-2010
5.4.3. Provide periodic (site-based) parent communication regarding student progress.	District Leadership	1-1-2009	6-30-2010





Internal

Strengths

- Great facilities in beautiful buildings for children and as community centers.
- Computers and technology. Laptops for each student.
- Smaller class sizes. Bilingual program. IEP for each student.
- Input is allowed by parents and community. Open link to teachers, administrators, and sports.
- Community values, involvement and sensitivity to local culture and family culture.
- Strong athletic program. Communities get involved.
- The focus on our children.
- Policy manual and newsletters.
- Curriculum is consistent across the Slope.
- Extracurricular activities – academic, athletic, and cultural activities such as the Olgoonik dance group and other Inupiat dancing and singing – to motivate students.
- Staff development, staying on top of current research and ability to put new programs into practice.
- Recruiting capable teachers, administrators and staff who are a good match for North Slope.
- Use of Inupiat values and other culturally appropriate methods to improve native student comfort, curriculum and education process in the school.
- Visionary and functional Board.
- Innovative programs to address areas of need.
- Community based activities.
- Good at finding and supporting the initiatives that bring technical and cultural resources into our schools.
- Assessment / data driven instruction. Programs are research based.
- Hot lunch / breakfast program for students.
- Teachers have opportunity to advance their skills. (The PPP and ILP)

External

Opportunities

- Strategic plan with input from those who are knowledgeable on Slope culture, the different community cultures, as well as the climate and cultures of the different schools.
- Ignite community with a sense of ownership and investment in the education of our children. Let this drive the way we shape our educational programs.
- Empower local communities to make more decisions for their school, set their own priorities.
- Move toward project oriented assignments for students.
- Vocational Training Center with comprehensive vocational/technical program with hands on activities for students.
- Performance pay.
- Reggio Emilio Early Childhood Center of the Arctic.3-4 year olds educational opportunities.
- 50% Inupiat teachers and staff. Inupiat language teachers.
- Unmatched financial resources.
- Funding support; industries such as ASRC, Shell Oil, BP, etc. Oil companies: the most profitable corporation in Alaska, the Arctic Slope Regional Corporation has business interests in every corner of the world.
- Access to prominent scientists and a brand new global research center.
- Diverse group of teachers and administrators willing to work together as a team.
- Multicultural community gives us access to cultural diversity.
- Environmental Science with BASC.
- Untapped education resources available through IHLC.
- New texts and resources that are aligned with GLE's.
- Truly integrate Inupiat values into our processes. The Inupiat people and culture, wilderness, small close knit communities, peace and quiet.
- Distance learning. Reinvent libraries and media centers.
- Have more Alaska Native students go into the field of education.
- Business office in Barrow.
- Principals to effectively evaluate teachers. Effective teachers that connect with the children.
- Focus efforts on being effective. Narrow our focus.
- Provide staff development to support all curriculum and initiatives.
- Communicate with community. Open forums for new ideas. Teachers and administrators communicate more often with parents. Radio Talk Show once a month.
- Partner with businesses and community leaders. Partner with Illisagvik.
- Better balance of NCLB and local relevant issues.
- Professional development in school leadership for principals. Better quality principals.
- Need to push for District Office Facility which would include a Board Meeting Room.
- Have Local School Board attending the Local School Advisory Council's regular meetings.
- Improve teacher morale – establish a Teacher Liaison.

Weaknesses

- Inupiat language and culture need to be more evident. Better integration of school culture and community culture.
- Need better parent involvement.
- Teachers and administrators need to stay longer. Less turnover. Need consistent, stability of personnel.
- More job training and opportunities.
- Better academic results. AYP status. Stop teaching for the test scores.
- Student achievement. Higher academic scores. Do not lower expectations for students.
- More site-based control on issues.
- Communications. Communities do not believe that the Board listens to local SACS and community members. District not really hearing from teachers.
- Improved student discipline.
- No more certificate of attendance.
- Teachers able to understand and communicate effectively with parents.
- Trusting relationship between school district and community. Many do not trust our schools, administrators or teachers. Many think that we all came up here as “Gold Diggers” – making as much money as possible and leaving.
- Science programs.
- Process where all teachers are capable of tapping into the resources that the computers bring to the schools. More training.
- Bring ECE to school every day.
- Adequate representation in Juneau.
- True bi-cultural teaching. Foreign languages out in the villages.
- Time on task for all students. Find a way to keep curriculum moving fairly quickly.
- No state-of-the-art teleconferencing capabilities.
- Polycom is outdated and our bandwidth has been problematic.
- Support for teachers and administrators in the villages.
- Our students lack exposure to offslope academic competition and experience.
- Lack access to elective enrichment and higher level courses.
- Parents (and therefore students) do not value education.
- Lack of enough good experienced teachers. Need to hire more local people as teachers.
- Lack of role models for young native students. Students lack the confidence to make it in the outside world.
- We have too many initiatives already in place.
- Give teachers more time to teach. Only had 10 weeks of instruction. Stop interruption of instructional time.

Threats

- Money is always an issue.

APPENDIX B: 2009 - 2013 ROADMAP

Strategic Priorities & District-Wide Goals	Short Term Goals (2009)	Mid Term Goals (2010-2011)	Long Term Goals (2012-2013)
1. All students will realize their full intellectual potential, with an emphasis on reading, writing, and math.			
1.1. Allow teachers to focus on our core teaching.	✓	✓	✓
1.2. Increase student attendance by decreasing absenteeism by 20% at each school.	✓		
1.3. Fully implement a K-12 culturally integrated curriculum with grade-level expectations and that is outcomes based across the district.			✓
1.4. Strive to implement the culturally sensitive schedule/calendar in Fall 2011.	✓	✓	
2. Integrate the Iñupiaq language, history and culture into the curriculum.			
2.1. Launch and sustain pre-K3/K4 immersion program and expand the pre-K3/K4 Inupiaq language and culture based program slope wide.	✓		
2.2. Establish the Qargi concept at each site by fall 2014.	✓	✓	✓
2.3. Increase the number of trained Iñupiat teachers by growing and employing local teachers by working with our local education partners (Ilisagvik and other partners). Work on an alternative path to certification such as Teacher Certification program and on the job training.	✓	✓	✓
2.4. Initiate dialogue with community and elders to assist the District in teaching Iñupiaq language, values, and culture.	✓	✓	✓
3. Actively engage parents, businesses and the community to become partners in our children's education.			
3.1. School climate: Share best practices across/between schools to handle disciplinary issues and build a dialogue concerning academic achievement needs.	✓	✓	✓
3.2. Board: One board member will visit each village once per year to host community dialogue.	✓	✓	✓
3.3. Parents: Empower parents in their children education to enhance attendance through hosting regular parent events, promoting volunteering and continual parental communication.	✓	✓	✓
3.4. Elders and Community: Engage the community in the future of their culture and kids through volunteerism.	✓	✓	✓
4. Strengthen the recruitment, retention and professional development of highly-qualified and effective staff.			
4.1. Hiring and Recruiting: Improve the hiring and on-boarding process for all employees.	✓	✓	✓
4.2. Retention: Reduce staff turnover by 20% in Fall 2010.	✓	✓	
4.3. Training and Development: Provide professional development and succession planning for employees in support of the goals in the strategic plan.	✓	✓	✓
4.4. Maximize our local workforce by growing and employing local teachers. Continue to develop teaching staff by launching an indigenous Teacher Certification program by working with the DEED.	✓	✓	✓
5. Effectively employ our financial, operational and technological resources.			
5.1. Continue to effectively employ our financial resources and align the budget with strategic goals and maintain a balanced budget.	✓	✓	✓
5.2. Proactive operational support to provide academically enriching classrooms.	✓	✓	✓
5.3. Utilize technology as a tool to facilitate learning, communication and collaboration.	✓	✓	✓
5.4. Foster effective and collaborative communication to sustain a culture of unity and trust.	✓	✓	✓

APPENDIX C: 2009 - 2012 BUDGET

Goals and Action Items	2009	2010	2011	2012
All students will realize their full intellectual potential, with an emphasis on reading, writing, and math.	-	-	-	-
1.1. Allow teachers to focus on our core teaching.	\$ 10.00	-	-	-
1.1.1. Increase time on task.	\$ 10.00	-	-	-
1.1.2. Utilize assessments that continue to help students achieve learning goals which include...	\$ 10.00	-	-	-
1.1.3. Have one site-based literacy coach at each site.	\$ 10.00	-	-	-
1.2. Increase student attendance by decreasing absenteeism by 20% at each school.	\$ 10.00	-	-	-
1.2.1. Recommend changes to the NSBSD attendance policy.	\$ 10.00	-	-	-
1.2.2. Create a district promotion policy that is based on attendance, work completion and skill acquisition that is outcomes based.	\$ 10.00	-	-	-
1.2.3. Modify the start time for High School. (This is a site-based decision)	\$ 10.00	-	-	-
1.2.4. Tie attendance, grades, and promotion into student expectations.	\$ 10.00	-	-	-
1.2.5. Develop intervention strategies through a brainstorming session by principals, and others on improving student and staff.	\$ 10.00	-	-	-
1.2.6. Influence AK to change PFD release dates. (District Leadership to state leadership)	\$ 10.00	-	-	-
1.2.7. Influence ASRC to change release dates. (with Borough and ASRC)	\$ 10.00	-	-	-
1.3. Fully implement a K-12 culturally integrated curriculum with grade-level expectations and that is outcomes based across the district.	-	-	-	\$ 10.00
1.3.1. Provide GCEs, materials, and textbooks for language, arts, and math; K-8.	-	-	-	-
1.3.2. Science adoption: K-6 rollout; 6-12 urgent; slow process. (Saxon and Holt)	\$ 10.00	-	-	-
1.3.3. Provide course descriptions and textbooks for K-12.	\$ 10.00	-	-	-
1.3.4. Develop a hard timeline for curriculum with a curriculum department.	-	-	-	-
1.3.5. State Assessment database training.	-	-	-	-
1.3.6. ILPs improve district-wide with teacher committee. (In progress)	-	-	-	-
1.3.7. Revamp CTE program	\$ 10.00	-	-	-
1.3.8. Pathways (2009-2010)	\$ 10.00	-	-	-
1.3.9. Align Inupiaq Curriculum with detailed curriculum as developed.	\$ 10.00	-	-	-
1.3.10. Develop a curriculum matrix that aligns learning objectives with cultural teachings.	\$ 10.00	-	-	-
1.4. Strive to implement the culturally sensitive schedule/calendar in Fall 2011.	\$ 10.00	-	-	-
Integrate the Inupiaq language, history and culture into the curriculum.	-	-	-	-
2.1. Launch and sustain pre-K3/K4 immersion program and expand the pre-K3/K4 Inupiaq language and culture based program slope wide.	\$ 10.00	-	-	-
2.1.1. Design K3/K4 Inupiaq language and culture based program structure with the assistance of local experts.	\$ 10.00	-	-	-
2.1.2. Form community work groups to drive program design. Involve seniors.	\$ 10.00	-	-	-
2.1.3. Educate community on the value of the program.	\$ 10.00	-	-	-
2.1.4. Determine the funding schedule.	\$ 10.00	-	-	-
2.1.5. Explore running the program in daycare.	\$ 10.00	-	-	-
2.2. Establish the Qargi concept at each site by fall 2014.	\$ 10.00	-	-	-

2.2.1. Develop the vision for the Qargi.	-	\$ 10.00	-	-
2.2.2. Develop the budget and operational layout.	-	\$ 10.00	-	-
2.2.3. Hire 2-4 elders to be at the school	-	-	\$ 10.00	-
2.3. Increase the number of trained Iñupiat teachers by growing and employing local teachers by working with our local education partners (Ilisagvik and other partners). Work on an alternative path to certification such as Teacher Certification program and on the job training.	\$ 10.00	-	-	-
2.4. Initiate dialogue with community and elders to assist the District in teaching Iñupiaq language, values, and culture.	\$ 10.00	-	-	-
Actively engage parents, businesses and the community to become partners in our children's education.	-	-	-	-
3.1. School climate: Share best practices across/between schools to handle disciplinary issues and build a dialogue concerning academic achievement needs.	\$ 10.00	-	-	-
3.1.1. Get elders and others to define normative behaviors and teach kids in discipline.	\$ 10.00	-	-	-
3.1.2. Consider eliminating the "No Gym" and replacing it with rules, consequences and discipline developed by the teachers and the community.	\$ 10.00	-	-	-
3.1.3. Discipline: Develop site-based policies and procedures discipline document.	\$ 10.00	-	-	-
3.2. Board: One board member will visit each village once per year to host community dialogue.	\$ 10.00	-	-	-
3.2.1. Community Outreach: Actively partner with other organizations like corporate and tribal council.	\$ 10.00	-	-	-
3.2.2. Continue to host radio shows that include Board members.	\$ 10.00	-	-	-
3.2.3. Encourage school staff to be more involved in community events.	\$ 10.00	-	-	-
3.3. Parents: Empower parents in their children education to enhance attendance through hosting regular parent events, promoting volunteering and continual parental communication.	\$ 10.00	-	-	-
3.3.1. Produce frequent public announcements such as posters, placemats or radio broadcast about what it means to be an engaged parent. (with Support of Susan/Board)	\$ 10.00	-	-	-
3.3.2. Provide teachers ideas on ways to get parents to the schools.	\$ 10.00	-	-	-
3.3.3. Implement a system for public acknowledgement of parent participation.	\$ 10.00	-	-	-
3.3.4. Provide parenting education: Savaat/ Illisagavik	\$ 10.00	-	-	-
3.3.5. Implement communication and training for Power School.	\$ 10.00	-	-	-
3.3.6. Increase the number of parents invited to be resources at schools	\$ 10.00	-	-	-
3.3.7. Increase participation in Parent Night; reading, math, and science nights.	\$ 10.00	-	-	-
3.4. Elders and Community: Engage the community in the future of their culture and kids through volunteerism.	\$ 10.00	-	-	-
3.4.1. Implement a planning process that engages the villages to develop a village-specific culture and language program.	\$ 10.00	-	-	-
3.4.2. Community leaders and elders to take ownership of teaching language and culture with support from the District.	\$ 10.00	-	-	-
3.4.3. Board to act as role models by speaking language (i.e. Board meetings)	\$ 10.00	-	-	-
3.4.4. Identify what curriculum gets moved to make time for Inupiat teaching.	\$ 10.00	-	-	-
3.4.5. Rethink role of HSF to facilitate community engagement. (Involve the HSF, SAC, Tribal, principals and board.)	\$ 10.00	-	-	-

3.4.6. Craft a resolution to assert the right to autonomy over programs by indigenous boards and committees.	\$ 10.00	-	-	-
3.4.7. Make recommendation to ICC to form an Education Committee.	\$ 10.00	-	-	-
3.4.7.1. Have Board Members on the committee, to share what the issues are.	\$ 10.00	-	-	-
3.4.7.2. Obtain ASRC support	\$ 10.00	-	-	-
3.4.7.3. Have ARSC pay the dues to be a voting member.	\$ 10.00	-	-	-
3.4.7.4. Develop Tribal resolution. (Tara on the resolutions committee.)	\$ 10.00	-	-	-
3.4.8. Set up an exchange with Greenland and across the Arctic.	\$ 10.00	-	-	-
3.4.9. Convene a bi-annual Community Education Summit in 2009 that is action oriented in 2009.	\$ 10.00	-	-	-
Strengthen the recruitment, retention and professional development of highly-qualified and effective staff.	-	-	-	-
4.1. Hiring and Recruiting: Improve the hiring and on-boarding process for all employees.	\$ 10.00	-	-	-
4.1.1. Introduce new staff to the community through such actions a having Board Members meet with new teachers. Host a community picnic at start of school year.	\$ 10.00	-	-	-
4.1.2. Improve the online communication through a robust website and developing "digital frame" and video for each school of flashing pictures with a link to their own village webpage.	\$ 10.00	-	-	-
4.1.3. Build a community of school district employees through village visits with sports teams, off-site principals' meetings, etc.	\$ 10.00	-	-	-
4.1.4. Modify the on boarding/teacher orientation process to meet the real needs of teachers. Recognize that the "little things" become "big things" in the villages.	\$ 10.00	-	-	-
4.1.4.1. Restructure orientation week for new teachers and administrators to allow enough time to assimilate the new information. (Done)	\$ 10.00	-	-	-
4.1.4.2. Be proactive and helpful in working with teacher licensing issues	\$ 10.00	-	-	-
4.1.4.3. Tell the truth about the conditions. Produce a video for each village like the Hopson video	\$ 10.00	-	-	-
4.1.4.4. Cover the cost of initial move (3 bags on Alaska Air)	\$ 10.00	-	-	-
4.1.5. Implement new hire orientation of all staff. Restructure orientation week for new teachers and administrators; time needed to assimilate information (one-on-one with principals).	\$ 10.00	-	-	-
4.2. Retention: Reduce staff turnover by 20% in Fall 2010.	\$ 10.00	-	-	-
4.2.1. Create a salary and compensation schedule for our certified teachers.	\$ 10.00	-	-	-
4.2.2. Lobby for a defined benefit plan for retirement.	\$ 10.00	-	-	-
4.2.3. Provide consistent education materials and resources	\$ 10.00	-	-	-
4.2.4. Increase staff attendance by revising the policy.	\$ 10.00	-	-	-
4.3. Training and Development: Provide professional development and succession planning for employees in support of the goals in the strategic plan.	\$ 10.00	-	-	-
4.3.1. Provide professional development and staff development for new curriculum	\$ 10.00	-	-	-
4.3.2. Continue admin mentoring	\$ 10.00	-	-	-
4.3.3. Provide training for instructional programs, Six Trait, Carnegie Math, Instructional programs, Achieve 3000, Jason Project, Power school, Goal View	\$ 10.00	-	-	-
4.3.4. Continue teacher mentoring	\$ 10.00	-	-	-
4.4. Maximize our local workforce by growing and employing local teachers. Continue to develop teaching staff by launching an indigenous Teacher Certification program by working with the DEED.	\$ 10.00	-	-	-
Effectively employ our financial, operational and technological resources.	-	-	-	-

5.1. Continue to effectively employ our financial resources and align the budget with strategic goals and maintain a balanced budget.	\$ 10.00	-	-	-
5.1.1. Submit budget to Borough. (Fred)	-	-	-	-
5.1.2. Develop 6-year CIP review. (Fred)	-	-	-	-
5.1.3. Continue to work with Borough for CIP funding.	-	-	-	-
5.1.4. Engage the state to reach fiscal equity.	\$ 10.00	-	-	-
5.1.5. Establish policies and procedures to enhance admin receiving and purchasing efficiency.	\$ 10.00	-	-	-
5.2. Proactive operational support to provide academically enriching classrooms.	\$ 10.00	-	-	-
5.2.1. See the Operations Master Plan for specifics	-	-	-	-
5.3. Utilize technology as a tool to facilitate learning, communication and collaboration.	\$ 10.00	-	-	-
5.3.1. Provide consistent IT and communications reliability across district (infrastructure).	\$ 10.00	-	-	-
5.3.1.1. -Refresh by July 2009.-Roll in occurs in May to be prepared for roll out in September; Inupiat fonts to be included (2008-2009)-Bandwidth needs to be increased-Maintain Apple 1 to 1; funded for six years-Resolve PolyCom issues/maintain equipment, network equipment (training, instructional delivery)- Remove responsibilities for Tech Site from teachers and replace with a separate higher. (Spouse, villagers with training). Technology person in each school--full time.	\$ 10.00	-	-	-
5.3.2. Launch the NSBSD website to communicate more effectively within the District and outside the District.	\$ 10.00	-	-	-
5.3.2.1. Build a principals' network to allow increased collaboration using a product such as eLive.	\$ 10.00	-	-	-
5.3.3. Produce curriculum sheet from Power School (data migration) to allow improved teacher/parent communication. (2008-2009)	\$ 10.00	-	-	-
5.3.4. Modify the technology master plan to align with the strategic plan.	\$ 10.00	-	-	-
5.4. Foster effective and collaborative communication to sustain a culture of unity and trust.	\$ 10.00	-	-	-
5.4.1. Ensure collaborative decision making on initiatives that impact the schools with all stakeholders in our communities.	\$ 10.00	-	-	-
5.4.1.1. Dialogue with Supt/Directors/Principals about strategic plan (2008-2009)	\$ 10.00	-	-	-
5.4.2. Provide consistent and effective communication throughout the District so everyone feels connected.	\$ 10.00	-	-	-
5.4.2.1. • Providing an organizational chart. • Producing a report matrix. Who receives which reports? • Avoid duplication and excessive messages. • Have receptionist on duty so someone answers the phone. • Communicate when principals or CO are off site. • Use the Plan of Service for reference. • Increase personal, non-business contact. • Dialogue with Board/Sup/Directors/Principals about the strategic plan. • Stop multiple requests to different people for the same information. • Follow the chain of command within the District. • Email communication training • Principals' meetings need handout before meeting; time to talk for villages; wait time; faculty meeting • Develop Board FAQs • Provide consistent and effective communication to the Superintendent. (Principals)– Progress monitoring data– Monthly principal newsletter– Friday – Teacher/parent contact	\$ 10.00	-	-	-
5.4.3. Provide periodic (site-based) parent communication regarding student progress.	\$ 10.00	-	-	-
Totals	\$ 1020.00	\$ 20.00	\$ 10.00	\$ 10.00