

North Slope Borough School District : Strategic Plan

Mission and Vision	Strategic Priorities	District Goals	Performance Measures and Targets	School/Departments Goals
<p>Mission Statement:</p> <p>Our schools will work closely with parents and communities to ensure our students:</p> <ul style="list-style-type: none"> • 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. <p>Vision Statement:</p> <p>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.</p> <p>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.</p>	<p>1. All students will realize their full intellectual potential, with an emphasis on reading, writing, and math.</p>	<p>1.1. Allow teachers to focus on our core teaching. (6-30-2014)</p>	<p>M: % complete T: 100%</p>	<p>1.1.1. Increase time on task. (Teachers) (6-30-2010)</p>
		<p>1.2. Increase student attendance by decreasing absenteeism by 20% at each school. (6-30-2009)</p>	<p>M: % decrease in student absenteeism T: 20%</p>	<p>1.1.2. Utilize assessments that continue to help students achieve learning goals which include... (Teachers) (6-30-2010)</p> <p>1.1.3. Have one site-based literacy coach at each site. (District Leadership) (6-30-2010)</p> <p>1.2.1. Recommend changes to the NSBSD attendance policy. (District Leadership) (6-30-2010)</p> <p>1.2.2. Create a district promotion policy that is based on attendance, work completion and skill acquisition that is outcomes based. (District Leadership) (6-30-2010)</p> <p>1.2.3. Modify the start time for High School. (This is a site-based decision) (Principals) (6-30-2010)</p> <p>1.2.4. Tie attendance, grades, and promotion into student expectations. (Curriculum Team) (6-30-2010)</p> <p>1.2.5. Develop intervention strategies through a brainstorming session by principals, and others on improving student and staff. (District Leadership) (6-30-2010)</p> <p>1.2.6. Influence AK to change PFD release dates. (District Leadership to state leadership) (District Leadership) (6-30-2014)</p> <p>1.2.7. Influence ASRC to change release dates. (with Borough and ASRC) (District Leadership) (6-30-2014)</p>
		<p>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)</p>	<p>M: % complete T: 100%</p>	<p>1.3.1. Provide GCEs, materials, and textbooks for language, arts, and math; K-8. (Curriculum Team) (8-20-2009)</p> <p>1.3.2. Science adoption: K-6 rollout; 6-12 urgent; slow process. (Saxon and Holt) (Curriculum Team) (12-31-2012)</p> <p>1.3.3. Provide course descriptions and textbooks for K-12. (Curriculum Team) (8-20-2009)</p>

<p>Values:</p> <p>Compassion - Though the environment is harsh and cold, our ancestors learned to live with warmth, kindness, caring and compassion.</p> <p>Avoidance of Conflict - The Inupiaq way is to think positive, act positive, speak positive and live positive.</p> <p>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.</p> <p>Cooperation - Together we have an awesome power to accomplish anything.</p> <p>Humor - Indeed, laughter is the best medicine!</p> <p>Sharing - It is amazing how sharing works. Your acts of giving always come back.</p> <p>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.</p> <p>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."</p> <p>Hunting Traditions - Reverence for the land, sea and animals is the foundation of our hunting traditions.</p> <p>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.</p> <p>Humility - Our hearts command we act on goodness. Expect no reward in return. This is part of our cultural fiber.</p> <p>Spirituality - We know the power of prayer. We are a spiritual people.</p>				<p>1.3.4. Develop a hard timeline for curriculum with a curriculum department. (Curriculum Team) (12-31-2009)</p> <p>1.3.5. State Assessment database training. (Assessment & Accountability) (12-31-2009)</p> <p>1.3.6. ILPs improve district-wide with teacher committee. (In progress) (Curriculum Team) (12-31-2009)</p> <p>1.3.7. Revamp CTE program (Curriculum Team) (12-31-2011)</p> <p>1.3.8. Pathways (2009-2010) (Curriculum Team) (6-30-2010)</p> <p>1.3.9. Align Inupiaq Curriculum with detailed curriculum as developed. (Iñupiaq Education) (6-1-2010)</p> <p>1.3.10. Develop a curriculum matrix that aligns learning objectives with cultural teachings. (Curriculum Team) (6-30-2010)</p>
		<p>1.4. Strive to implement the culturally sensitive schedule/calendar in Fall 2011. (8-20-2011)</p>	<p>M: % complete T: 100%</p>	
	<p>2. Integrate the Iñupiaq language, history and culture into the curriculum.</p>	<p>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)</p>	<p>M: % complete T: 100%</p>	<p>2.1.1. Design K3/K4 Inupiaq language and culture based program structure with the assistance of local experts. (District Leadership) (6-30-2010)</p> <p>2.1.2. Form community work groups to drive program design. Involve seniors. (Iñupiaq Education) (6-30-2010)</p> <p>2.1.3. Educate community on the value of the program. (Iñupiaq Education) (6-30-2010)</p> <p>2.1.4. Determine the funding schedule. (Iñupiaq Education) (6-30-2010)</p> <p>2.1.5. Explore running the program in daycare. (Iñupiaq Education) (6-30-2010)</p>
		<p>2.2. Establish the Qargi concept at each site by fall 2014. (6-30-2014)</p>	<p>M: # of resource centers T: 11</p>	<p>2.2.1. Develop the vision for the Qargi. (Board) (9-1-2010)</p> <p>2.2.2. Develop the budget and operational layout. (O&M) (12-31-2010)</p> <p>2.2.3. Hire 2-4 elders to be at the school (Iñupiaq Education) (6-30-2014)</p>

	<p>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)</p>	<p>M: Total # of Iñupiat teachers T: 5</p>	
	<p>2.4. Initiate dialogue with community and elders to assist the District in teaching Iñupiaq language, values, and culture. (6-30-2014)</p>	<p>M: % complete T: 100%</p>	
<p>3. Actively engage parents, businesses and the community to become partners in our children's education.</p>	<p>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)</p>	<p>M: % complete T: 100%</p>	<p>3.1.1. Get elders and others to define normative behaviors and teach kids in discipline. (Principals) (6-30-2010)</p>
			<p>3.1.2. Consider eliminating the "No Gym" and replacing it with rules, consequences and discipline developed by the teachers and the community. (Principals) (6-30-2010)</p>
			<p>3.1.3. Discipline: Develop site-based policies and procedures discipline document. (Principals) (6-30-2010)</p>
	<p>3.2. Board: One board member will visit each village once per year to host community dialogue. (Board) (6-30-2014)</p>	<p>M: # of village visits by Board members T: 7</p>	<p>3.2.1. Community Outreach: Actively partner with other organizations like corporate and tribal council. (Board) (6-30-2010)</p>
			<p>3.2.2. Continue to host radio shows that include Board members. (Board) (6-30-2010)</p>
			<p>3.2.3. Encourage school staff to be more involved in community events. (District Leadership) (6-30-2010)</p>
	<p>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)</p>	<p>M: # of parent events during the year</p>	<p>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) (6-30-2010)</p>
			<p>3.3.2. Provide teachers ideas on ways to get parents to the schools. (Business Office) (6-30-2010)</p>
			<p>3.3.3. Implement a system for public acknowledgement of parent participation. (Business Office) (6-30-2010)</p>

			<p>3.3.4. Provide parenting education: Savaat/ Illisagavik (Business Office) (6-30-2010)</p> <p>3.3.5. Implement communication and training for Power School. (Principals) (6-30-2010)</p> <p>3.3.6. Increase the number of parents invited to be resources at schools (Principals) (6-30-2010)</p> <p>3.3.7. Increase participation in Parent Night; reading, math, and science nights. (Business Office) (6-30-2010)</p>
	<p>3.4. Elders and Community: Engage the community in the future of their culture and kids through volunteerism. (6-30-2014)</p>	<p>M: # of volunteers district wide</p>	<p>3.4.1. Implement a planning process that engages the villages to develop a village-specific culture and language program. (District Leadership) (6-30-2010)</p> <p>3.4.2. Community leaders and elders to take ownership of teaching language and culture with support from the District. (Board) (6-30-2010)</p> <p>3.4.3. Board to act as role models by speaking language (i.e. Board meetings) (Board) (6-30-2010)</p> <p>3.4.4. Identify what curriculum gets moved to make time for Inupiat teaching. (District Leadership) (6-30-2010)</p> <p>3.4.5. Rethink role of HSF to facilitate community engagement. (Involve the HSF, SAC, Tribal, principals and board.) (District Leadership) (6-30-2010)</p> <p>3.4.6. Craft a resolution to assert the right to autonomy over programs by indigenous boards and committees. (District Leadership) (6-30-2010)</p> <p>3.4.7. Make recommendation to ICC to form an Education Committee. (Board) (6-30-2010)</p> <p>3.4.8. Set up an exchange with Greenland and across the Arctic. (District Leadership) (6-30-2010)</p> <p>3.4.9. Convene a bi-annual Community Education Summit in 2009 that is action oriented in 2009. (District Leadership) (6-30-2010)</p>
<p>4. Strengthen the recruitment, retention and professional development of highly-qualified and effective staff.</p>	<p>4.1. Hiring and Recruiting: Improve the hiring and on-boarding process for all employees. (6-30-2014)</p>		<p>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) (6-30-2010)</p> <p>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) (6-30-2010)</p>

			4.1.3. Build a community of school district employees through village visits with sports teams, off-site principals' meetings, etc. (District Leadership) (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) (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) (6-30-2010)
	4.2. Retention: Reduce staff turnover by 20% in Fall 2010. (9-30-2010)	M: Retention rate T: 80%	4.2.1. Create a salary and compensation schedule for our certified teachers. (Human Resources) (6-30-2010)
			4.2.2. Lobby for a defined benefit plan for retirement. (Business Office) (6-30-2010)
			4.2.3. Provide consistent education materials and resources (Human Resources) (6-30-2010)
			4.2.4. Increase staff attendance by revising the policy. (District Leadership) (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)	M: Professional development planning T: 100%	4.3.1. Provide professional development and staff development for new curriculum (Curriculum Team) (6-30-2010)
			4.3.2. Continue admin mentoring (District Leadership) (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) (6-30-2010)
			4.3.4. Continue teacher mentoring (Principals) (6-30-2010)
	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. (9-1-2014)	M: # of teachers employed 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)	M: % complete T: 100%	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) (12-31-2009)
			5.1.4. Engage the state to reach fiscal equity. (Business Office) (6-30-2014)
			5.1.5. Establish policies and procedures to enhance admin receiving and purchasing efficiency. (Business Office) (6-30-2014)
	5.2. Proactive operational support to provide academically enriching classrooms. (6-30-2014)		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)	M: % complete T: 100%	5.3.1. Provide consistent IT and communications reliability across district (infrastructure). (O&M) (6-30-2010)
			5.3.2. Launch the NSBSD website to communicate more effectively within the District and outside the District. (Business Office) (6-30-2010)
			5.3.3. Produce curriculum sheet from Power School (data migration) to allow improved teacher/parent communication. (2008-2009) (Business Office) (6-30-2010)
			5.3.4. Modify the technology master plan to align with the strategic plan. (Business Office) (6-30-2010)
	5.4. Foster effective and collaborative communication to sustain a culture of unity and trust. (6-30-2014)	M: % complete T: 100%	5.4.1. Ensure collaborative decision making on initiatives that impact the schools with all stakeholders in our communities. (District Leadership) (6-30-2010)
			5.4.2. Provide consistent and effective communication throughout the District so everyone feels connected. (District Leadership) (6-30-2010)
			5.4.3. Provide periodic (site-based) parent communication regarding student progress. (District Leadership) (6-30-2010)