

North Slope Borough School District
2010-2015 Strategic Plan



Mission Statement

Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:



- Critical and creative thinkers able to adapt in a changing environment and world;

- Active, responsible, contributing members of their communities;

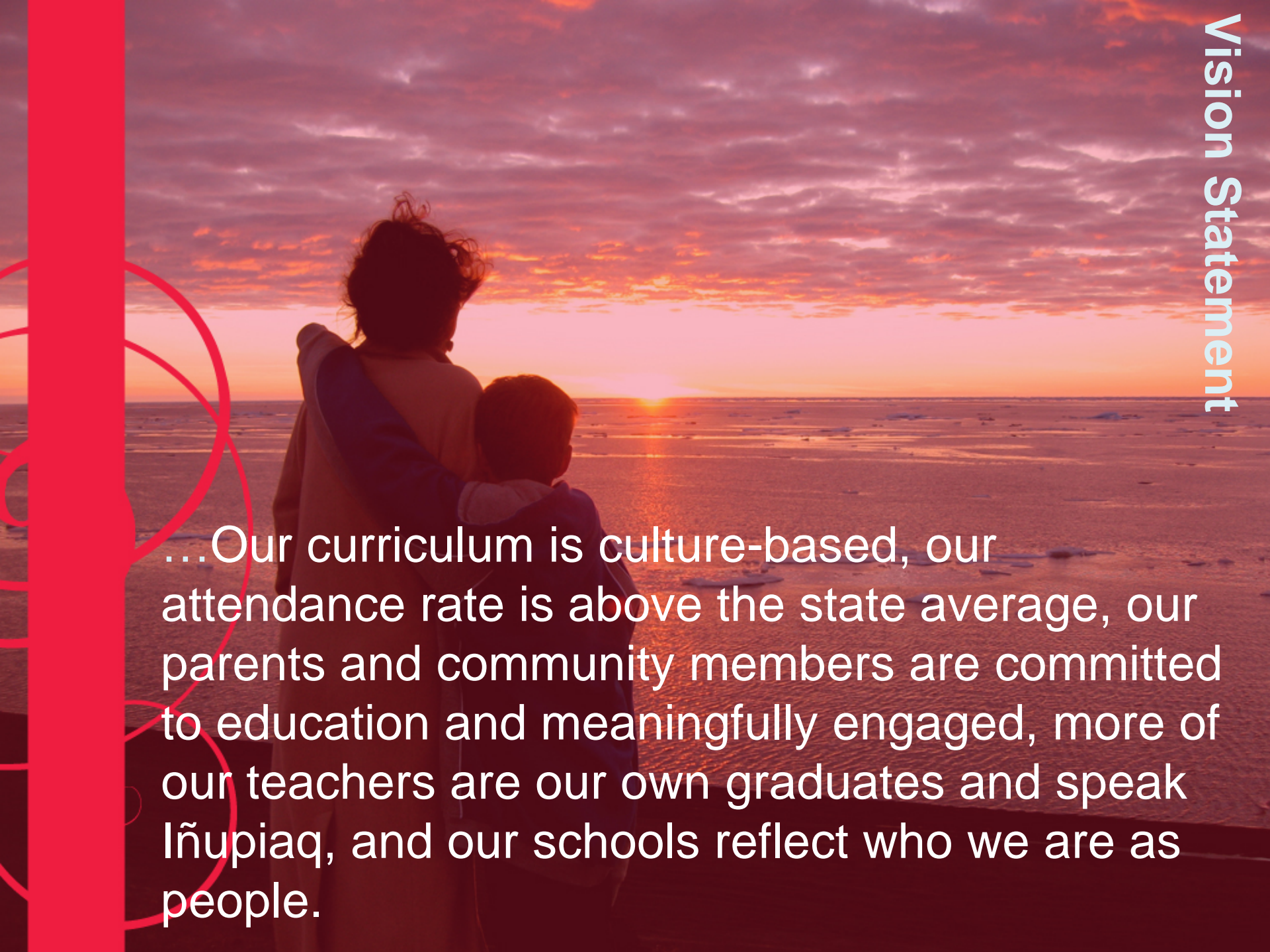
- Confident, healthy young adults, able to envision, plan and take control of their destiny.

A young child with dark hair is peering through a crack in a white door. The child's face is partially visible on the left side of the frame. The background is a light-colored wall with a yellow and blue circular object. The entire image has a red overlay with decorative red lines on the right side.

Vision

Statement

Our students graduate prepared and qualified to excel as productive citizens in the world, and able to integrate Iñupiat knowledge and values with Western ways...



...Our curriculum is culture-based, our attendance rate is above the state average, our parents and community members are committed to education and meaningfully engaged, more of our teachers are our own graduates and speak Iñupiaq, and our schools reflect who we are as people.



Iñupiaq Values





Family and
Kinship



Hunting Traditions



Humility



Humor



Love and Respect for
Our Elders and One
Another



Compassion



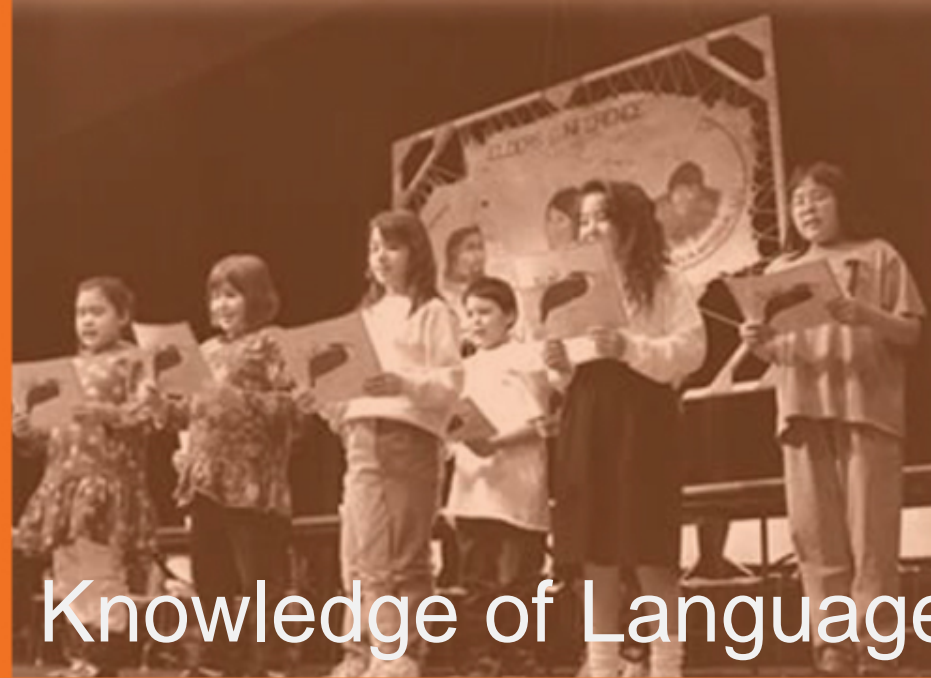
Cooperation



Avoidance of Conflict



Spirituality



Knowledge of Language



Sharing



Respect for



Our Strategic Direction



North Slope Borough School District

Long-term Strategic Priorities





Instructional Focus

All students will reach their intellectual potential and achieve academic success through

integrating Iñupiaq knowledge systems into the core content areas.





Community and Family Engagement

We will actively engage parents, Elders, businesses and the community as partners in our children's education.





Staff and Board Development

We will continually strengthen the recruitment, retention and professional development of highly effective staff.





Organizational and Financial Engagement

We will effectively employ our financial and operational resources to support our strategic goals.



North Slope Borough School District

Strategic Priorities and District Goals

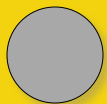
Mid-Year Status as of December 2012





Academic Achievement

All students will reach their intellectual potential and achieve academic success through integrating Inupiaq knowledge systems into the core content areas.





1.1 Engaging Curriculum and Classrooms:
Complete Year 3 of the cycle for K-12
curriculum alignment, integration and mapping.





1.2 Academic Success: Students will be proficient or excel in academic areas at a rate equal to or higher than National Standards.



Principals Action Steps	Mid-Year Status
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1.2.1 Develop Alternative School Model: Selected sites will develop an alternate school model to meet the needs of our students with the intent of improving academic achievement and graduation rates. Sites will research models, pilot program(s) and report progress at the end of each semester of implementation.



40%
Complete



1.2 Academic Success: Students will be proficient or excel in academic areas at a rate equal to or higher than National Standards.



Principals Action Steps	Mid-Year Status
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1.2.5 Offer professional development through professional learning communities in academic areas identified through data analysis. (C & I)



50%
Complete

Comments on Status: 11/14/12: Included in STEPP plans and collaborative time. Supported by Principal Instruction Leadership PD. Writing is most common focal area.



1.2 Academic Success: Students will be proficient or excel in academic areas at a rate equal to or higher than National Standards.



Principals Action Steps	Mid-Year Status
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1.2.8 Evaluate the status of RTI at each site (RTI evaluation tool).

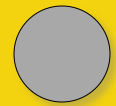


0% Complete

Comments on Status: 11/14/12: Tool not developed.



1.3 Qargi Concept: Establish the Qargi Concept at each site by Fall 2014.



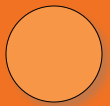


Community and Family Engagement

We will actively engage parents, Elders, businesses and the community as partners in our children's education.



2.1 Family and Elders: Gain Family/Elder regular (weekly, daily, etc.) involvement, presence and participation in the schools as a powerful influence to improve attendance and school climate.



Principals Action Steps

Mid-Year Status

2.1.8 Evaluate parent involvement activities/plan at each site for effectiveness. Include the community and evaluation instrument. (See Title 1) (Assessment & Accountability)



0%

Complete

Comments on Status: 11/14/12: Principals have developed plans. Will use the February Principal Meeting to evaluate the plans.

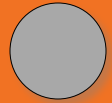


2.2 SAC: Achieve fully functioning SACs in all communities.



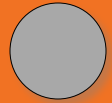


2.3 Board: Increase community dialogue, awareness and participation through one Board Member visiting each village once per year.





2.4 Partnerships: Increase community and business partnerships to build mutual understanding, responsibility and investment in the education of our youth.





2.5 Calendar: Implement with each community a culturally sensitive calendar that maintains an academic focus throughout.



Principals Action Steps

Mid-Year Status

2.5.1 Define what a culturally relevant calendar is and use this definition to evaluate effectiveness; improve/revise as needed. (Assessment & Accountability) (Superintendent)



Comments on Status: 11/14/12: Principals developed criteria in August and each principal has returned to their SAC's to do this review.

50%
Complete



2.5 Calendar: Implement with each community a culturally sensitive calendar that maintains an academic focus throughout.



Principals Action Steps

Mid-Year Status

2.5.2 Implement the culturally sensitive calendars developed for the FY13 school year.



50%
Complete



2.5 Calendar: Implement with each community a culturally sensitive calendar that maintains an academic focus throughout.



Principals Action Steps

Mid-Year Status

2.5.3 Evaluate the process used for developing culturally sensitive calendars. (Board)



Comments on Status: 11/14/12: Principals developed criteria in August and each principal has returned to their SAC's and done this review.

75%
Complete



Staff and Board Development

We will continually strengthen the recruitment, retention and professional development of highly effective staff.



3.1 Hiring and Recruiting: Improve the hiring and on-boarding process for all employees by incorporating elements from the human resources audit.





3.2 Retention: Maintain a staff turnover rate lower than the Alaska rural average.



Principals Action Steps	Mid-Year Status
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3.2.1 Strengthen additional retention and stability efforts for all staff. Implementation of at least one initiative/activity to promote retention at each site.



Comments on Status: 11/14/12: Principals leading the district initiatives such as PPP Teacher Mentors, FEA, State Mentors, at their schools. In addition the principals have focused on providing teachers a sense of efficacy and accomplishment in their work, which research has proven leads to retention.

50%
Complete



3.3 Training and Development: Provide professional development and succession planning for certified and classified employees in support of the goals in the strategic plan.





3.4 Local Workforce: Maximize our local workforce by growing and employing local staff.




A yellow school bus with several windows. The text 'DROUGH SCHOOL DISTRICT' is printed in dark blue on the side of the bus. A small 'Thomas' logo is visible on the right side of the bus.

DROUGH SCHOOL DISTRICT

Organizational and Financial Engagement


We will effectively employ our financial and operational resources to support our strategic goals.

A yellow school bus with several windows. The text 'DROUGH SCHOOL DISTRICT' is printed in large, bold, black letters on the side of the bus. A small 'Thomas' logo is visible on the right side of the bus.

DROUGH SCHOOL DISTRICT

4.1 Transparency: Continue to improve and implement transparency and credibility by strengthening financial policies and controls in the budget process.




A yellow school bus with several windows. The text "DROUGH SCHOOL DISTRICT" is visible on the side of the bus.

DROUGH SCHOOL DISTRICT

4.2 Learning Environment: Provide classroom environments conducive to learning through proactive operational support including increased focus on efficiency and decreasing our energy consumption.



A yellow school bus with several windows. The text "DROUGH SCHOOL DISTRICT" is printed in large, bold, black letters on the side of the bus. A small logo is visible on the right side of the bus.

DROUGH SCHOOL DISTRICT

4.3 Technology: Evaluate and adjust the adequacy of technology as a tool to facilitate learning, communication and collaboration, especially in the villages.

