

# **NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**



## **STRATEGIC PLAN 2016—2021**

Adopted by the Board: April 26, 2016  
Revised by the Board: November 22, 2016

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## **NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

### **SUPERINTENDENT**

DR. ANNMARIE O'BRIEN

### **SCHOOL BOARD**

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KAESYN HILL

MEGAN HOKE

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TIFFANY SHELDON

SANDY SHROYER-BEAVER

TERRY WALKER

ANGELA WASHINGTON

JOY WILLIAMS

JERRY COVEY, FACILITATOR

## **FOUNDATION STATEMENTS**

### **MISSION**

**TO PROVIDE A LEARNING ENVIRONMENT THAT INSPIRES AND CHALLENGES STUDENTS  
AND EMPLOYEES TO EXCEL.**

### **VISION**

**TO GRADUATE ALL STUDENTS WITH THE KNOWLEDGE, SKILLS, AND ATTITUDES NECESSARY  
FOR A SUCCESSFUL FUTURE.**

### **WE VALUE**

**RESPECT  
HARD WORK  
COOPERATION  
PERSEVERANCE  
ABILITY TO ADAPT  
BELIEF IN YOURSELF  
LEARNING  
RESILIENCE  
ACCOUNTABILITY**

## NWABSD STRATEGY MAP

### GOAL 2 STAKEHOLDER SATISFACTION Strategy

1. Improve stakeholder communication.

### GOAL 3 EMPLOYEE DEVELOPMENT Strategy

1. Become the employer of choice in the region.

### GOAL 1 STUDENT LEARNING Strategy

1. Establish a positive learning environment for all students.
2. Strengthen Inupiaq language and culture programs.
3. Increase enrollment in STAR of the Northwest Magnet School.
4. Expand services for ATC students.

### GOAL 4 SUPPORT SYSTEMS Strategy

1. Improve technology based instructional delivery.
2. Develop digital citizenship skills.
3. Improve/increase school facilities.

### GOAL 5 FISCAL RESPONSIBILITY Strategy

1. Ensure budget integrity and transparency.

## GOAL 1: STUDENT LEARNING

### STRATEGY 1: PROVIDE A POSITIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

#### OBJECTIVE 1: INCORPORATE SAFE AND CIVIL SCHOOLS CURRICULUM INTO DAILY SCHEDULE FOR ALL STUDENTS

Action	Responsibility	Timeline	Metric	Report To
1. Develop student advisory component to Safe and Civil Schools curriculum.	Assistant Superintendent	Develop program during 2016-2017 school year	Completed curriculum; Feedback on implementation	Superintendent
2. Emphasize soft skills for students; standardize soft skills information.	Assistant Superintendent	Ongoing beginning in August 2016	Evidence of soft skill materials; PSAs; Information on district website	Superintendent

#### October 2018

##### **Assistant Superintendent:**

- Action 2: Soft skills course offered at KMHS.

##### **Special Programs Department:**

- Sixty-five Youth Leaders (YL) attended the Fall 2018 retreat in Kotzebue and reviewed School Climate Survey and how this information can be used at site to increase Safe and Civil procedures at sites.
- Youth Leaders created a Safe and Civil STOIC framework for student self-assessment at sites

#### April 2018:

##### Assistant Superintendent

- Action 1: Eight Youth Leaders of high school age, and two eighth graders want to be on the Youth Leader Safe and Civil committee.. Five students were chosen to take the lead, with others being alternatives.
- 4 Meetings of the PSAN (Language Preservation Team) here in Kotzebue working on video translation of the Inupiaq language. These meetings were held in the district office during the months of December, January, February, and March. Preplanning for the bilingual retreat also took place.
- Bilingual Retreat held in the NWABSD Boardroom on February 8. Professional development was given to all bilingual instructors in our district on video usage, lesson plans, and developing thematic units.

##### Career Tech Education (CTE)

- Ongoing: Freshman orientation class piloted at KMHS, this was successful and is now on the schedule for FY-19.

#### November 2017:

##### Career Tech Education

- Ongoing:
  - Freshman orientation class piloted at KMHS.
  - Employability Skills – graduation requirement taught to all 11<sup>th</sup> grade students across the school district.
  - Readistar sessions continue to incorporate soft skills into every session.

- <http://www.nwarctic.org/Page/2799> links to the Employability Skills page on the CTE website, which links to common employability standards.

Special Programs Department

- Eight Youth Leaders (YL) of high school age, and two eighth graders want to be on the YL Safe and Civil Committee. Five students were chosen to take the lead, with others being alternates.

September 2017:

- Youth Leaders from around the district are applying to participate in a student advisory committee for the Safe and Civil Schools curriculum. Three to five students will be chosen by Friday, September 22.
- Freshman Orientation is being piloted at KMHS this year. This will help develop these skills to be used throughout high school.
- Eleventh grade students continue to take Employability Skills class as a graduation requirement. This course uses Career Ready 101 as part of its curriculum.
- <http://www.nwarctic.org/Page/2800> links to the Employability Skills page on the CTE website, which links to common employability standards.
- Readistar sessions incorporate soft skills in every session as instructors expose students to various career fields and their requirements.
- Youth Leaders from around the district are applying to participate in a student advisory committee for the Safe and Civil Schools curriculum. Three to five students will be chosen by Friday, September 22.

May 2017:

- The Youth Leader retreat this fall will select 5 Youth Leaders from around the district to serve as an advisory component for the Safe and Civil Schools curriculum.
- KMHS will pilot a class in the fall of 2017 for all 9<sup>th</sup> graders that will include components of soft skills training.
- Work Keys tests given to all 11/12-grade students who have not taken either the WK or ACT test.
- Employability skills classes continue working in the Career Ready 101 curriculum. Readistar incorporated soft skills into every two-week session.

February 2017:

- Implemented soft skills as a professional skill in the Employability Skills curriculum through the Career Ready 101 program.

October 2016:

- Using Youth Leaders, a student advisory component is being developed to address Safe and Civil School curricula.
- Using the curriculum and instruction department, soft skills will be identified, standardized, and incorporated within the classroom day.

## GOAL 1: STUDENT LEARNING

### STRATEGY 1: PROVIDE A POSITIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

#### OBJECTIVE 2: STRENGTHEN STUDENT PROGRESS MONITORING

Action	Responsibility	Timeline	Metric	Report To
1. Develop curriculum-based student progress monitoring and reporting system.	Superintendent	2016-17 school year	Implement district forms, procedures, and student support systems	School Board
2. Establish district grading system taskforce.	Assistant Superintendent	Develop recommendations	Taskforce report and recommendations due in June of 2017	Superintendent

		during 2016-2017 school year; Implement fall 2017		
3. Update pre-k through 2 <sup>nd</sup> grade report cards.	Assistant Superintendent	Develop recommendations during 2016-2017 school year; Implement fall 2017	Recommendations due in June of 2017	Superintendent

**October 2018**

**Curriculum & Instruction:**

- Action 3- Completed, Parents will receive the new reports cards beginning in the Fall of 2018. Schools will be advised to have a parent night to introduce the new reports to the parents before they are sent home at the end of the first quarter.

**Special Programs Department:**

- PowerPoint developed regarding PEAKS test results.
- Yearly communication with parents and guardians regarding student performance implemented through MAPS, PEAKS, and School Report Card to Public to increase progress monitoring with use of MTSS (Multi-Tier Systems of Support).

**April 2018:**

Curriculum/Instruction

- Action 2- Postponed
- Action 3- Completed, New PreK-2<sup>nd</sup> grade reports cards were approved and will be forwarded to outside company. They will format the report cards to correctly print and work within PowerSchool. Parents will receive the new reports cards beginning in the Fall of 2018. Schools will be advised to have a parent night to introduce the new reports to the parents before they are sent home at the end of the first quarter.

**November 2017:**

Special Programs

- Communication with parents and guardians regarding student performance implemented through MAPS, PEAKS, and School Report Card to Public. This is precursor to further grading changes.
- Email addresses of parents wanting email communication are in Power School.

**September 2017:**

- The Measures of Academic Progress (MAP), an assessment that provides information to teachers regarding what students need to learn in reading, language arts, and math, is in place for grades Pre-K through 10 at all sites. This assessment also provides a “snapshot” of what students have learned the past three months.
- AIMSweb, a progress-monitoring tool for the foundations of reading and math, are available to all teachers, but not required. This tool can be used for students who are not at proficiency level in the basic subject areas of reading and math.

**May 2017:**

- Canvas platform is moving forward towards Power School. August 2017 principal and teacher inservice will include system review and implementation.
- Grading system - Outline of plan, committee selection procedures and associated costs prepared for fall 2017. High School/Secondary classes are being weighted.



- The work on updating the pre-k through 2<sup>nd</sup> grade report card was done throughout the year. A group including all stakeholders is involved.
- Sample report cards will be sent to all pre-k – 2<sup>nd</sup> grade teachers for review and selection prior to 1st grading period.

**October 2016:**

- A taskforce is being developed to address the district grading system. The taskforce will include all stakeholders district wide. Criteria are being determined.
- The curriculum and instruction department will be forming a committee to update the Pre-K-2<sup>nd</sup> grade report in the near future.

## GOAL 1: STUDENT LEARNING

### STRATEGY 1: PROVIDE A POSITIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

#### OBJECTIVE 3: ENSURE STUDENT AWARENESS OF ACADEMIC AND CAREER PATHWAY OPPORTUNITIES AND THE VALUE OF EDUCATION

Action	Responsibility	Timeline	Metric	Report To
1. Inform all students of programs and activities available to them.	CTE Coordinator, Principals, Counselors	Annually August – May	Evidence of presentation to all students	Superintendent
2. Align Ready Star variable length sessions with student interests.	CTE Coordinator, STAR Principal	Annually August – May	Annual schedule	Superintendent
3. Build and implement a CTE curriculum and activities for students focusing on local resources beginning in elementary.	CTE Coordinator, Curriculum Director	2016-2017 school year	Evidence of implementation of curriculum	Superintendent
4. Place high-school graduation requirements and course of study on computers and review with parents and freshmen.	Curriculum Director, Principals	Annually beginning August 2016	Course of study signed off by parents and students	Superintendent
5. Develop informational technology units for elementary, middle-school, and high-school students in the curriculum.	Assistant Superintendent	Units finalized August 2017 school year	Evidence of completed curriculum	Superintendent
6. Create a film series of interviews with young adults in the communities and across the state emphasizing the importance of education in their lives.	Superintendent	2016-17 school year	Completed interviews and distribution of films	School Board
7. Incorporate career exploration and scholarship information into employability skills course.	Assistant Superintendent	August 2016	Evidence of information in employability skills course	Superintendent

**October 2018**

**Assistant Superintendent:**

- Ongoing - Career exploration continues to be incorporated into employability skills course through the use of Career Ready 101, counselors, and other guest speaker. Scholarship information is shared via counselors and via the CTE/Counselor website.

**Curriculum & Instruction:**

- Action 1: Ongoing: CTE course catalog updated and posted on the public and staff sides of the district CTE website.  
<http://nwarctic.org/Page/2782>
- Action 3: Continued Implementation—Teachers will continue to integrate Junior Achievement into the core Social Studies curriculum. Kindergarten: JA Ourselves, 1st grade: JA Our Families, 2nd grade: JA Our Community, 3rd grade: JA Our City, 4<sup>th</sup> grade: JA Our Region, 5<sup>th</sup> grade: JA Our Nation.
- Action 4: Ongoing: Counselors continue to meet with students and parents to review graduation requirements and course of study.

**Special Programs Department:**

- Personal Learning and Career Plan (PLCP) meetings with parents/counselors have begun. 7<sup>th</sup>-12<sup>th</sup> grade. PLCP's meeting inform requirements and course of study needed for graduation and scholarships.
- Alaska Career Information System (AKCIS) initiated at sites. The Alaska Career Information System (AKCIS) is a resource available to Alaska residents. AKCIS creates a personal account, a Portfolio, to save plans for education and career. AKCIS is a portable resource, use for : career assessments to match interests to a wide variety of occupations; the Career Plan to tracks goals and plans; Checklists to monitor progress on recommended activities; and Favorites to bookmark pages for further exploration.
- Youth Leaders Fall 2018: Programming emphases: School Climate Survey review; Site planning; Role Modeling; Personal Boundaries; Goal Setting; Personal Values; Respect & Responsibility; Mental Health.

**Ambler School:**

- ▶ The Ambler Counseling department sets appointments with High School students and parents every month to discuss their graduation plan and career pathway.
- ▶ The Counselor meets once a month with 6<sup>th</sup>-8<sup>th</sup> class working with other staff on exploring career choices, using (AKCIS)and more local careers.
- ▶ The Counselor and other staff work with students, parents or guardian to have clear communication about their children career-education choices.
- ▶ The Counselor follows up with PLCP's on every student from 6<sup>th</sup>-12<sup>th</sup> to ensure all students and parents are aware of choices for possible careers after high school.
- ▶ Spring 2016 Update: Ambler Graduated (4) students. 1 attended UAF.
- ▶ Spring 2017 Graduates (3): 1 attended heavy equipment operator training.
- ▶ Spring 2018 Graduates (2): 1 attends UAA and 1 attends AVTEC for heavy equipment operator

**Buckland School:**

## Positive Learning Environment

- ▶ Buckland School staff have reinforced positive expectations with CHAMPS and ABC's of Success with improvements in the common use areas. Our cafeteria staff has seen improved positive behaviors in the lunch line and dining area.
- ▶ Students have been updated weekly on their academic progress by teachers to ensure that student can maintain passing grades. Parents can access grades on PowerSchool and teachers make parent contacts as needed. Teachers have made positive improvements in adjusting their style of grading to align with the handbook, therefore reducing the number of students on the "D and F" list.
- ▶ Counselor has met with every student to discuss schedule for first and second semester to make sure students are on track and has gone over the academic requirements for graduation.
- ▶ Students desiring to meet college requirements have been placed on courses in Acellus, with teacher instruction support, Homework Club, and tutoring with teachers if needed.

**Deering School:**

- ▶ All teachers have completed classroom management plans for their classrooms.
- ▶ Staff (Certified and Classified) developed and reviewed safe and civil procedures for common areas such as hallways, cafeteria, recess, and assemblies.
- ▶ Professional Development is continually revisited to improve safe and civil procedures in the classrooms, as well as common areas. Professional development includes classified staff to increase their understanding and implementation of safe and civil procedures.
- ▶ Two certified teachers from Deering attended the safe and civil conference and have shared their learnings with the staff during collaboration time.
- ▶ Assemblies in the mornings frequently review safe and civil procedures and mindsets with students to increase awareness and student engagement with procedures.

**Kiana School:**

- ▶ 1. As the 1819 school year began, students were introduced and reminded of the opportunities that would be available to them throughout the year and for the immediate future. Academics are the first priority this information is shared in meetings with individual students, in class/grade level meetings with the principal, in general assemblies, and during daily announcements that the principal gives. For example, the first academic opportunity of the year is ANSEP for grades 6-8. The informing begins with the principal making a general announcement during morning announcements. From there, information is shared directly with the grade levels of the classes involved. For ANSEP, applications are provided to all of the students and that application process is discussed and explained. Interested students then make a personal decision to attend and then proceed to continue with the application process. Other programs/classes, especially for secondary students, are discussed most often in a one-on-one meeting that usually involves the counselor in conjunction with the principal. The principal and counselor work in tandem with students to develop the best academic program for them with the focus entirely on steps towards graduation and fulfilling that goal. As the year progresses, and other programs for students become available, those are first announced in morning announcements. For example, the first post-school day program will be Navigator's Club and Homework Club. The former has a targeted audience (migrant education students) and announcements and invite letters are directed in that manner to those specific students. The goal, obviously, is to do all that can be done to provide every possible level of help to our students. During the course of the year, these two particular programs are advertised with fliers in the building, teacher reminders to students, and periodic announcements during the daily "Now A Word with Mr. Kilburn." Nonacademic programs (Youth Leaders, Sports Teams, Battle of the Books) are offered to students in the same manner. Because of the high interest in activities, this facet of program offering is talked about often when necessary. In addition to the work of the principal on this, the site Activities Director and teachers talk about opportunities for students trying to encourage students to get involved and try new things. A message from the principal on a regular basis to the students is to get involved in school because "the more you get involved the better school will be for you."
- ▶ 4. Steps towards graduation is reviewed annually and throughout the year with high school students and parents/guardians to keep focus on graduation. As freshmen enter, the counselor works with the principal and parents/guardians to explain the high school credit process, the number of credits needed to graduate (21) and the importance of passing classes as taken to stay on graduation track. The graduation tracking tool is shown to parents and students- showing the credit completion bars that become green as the credit are earned and as the content towards graduation is gained. Required classes are prioritized and credit counts are part of the discussion. The course programs are embedded in Power School where each student and parent can review, and where the counselor and student can review together. Currently, Kiana is absent of its own counselor, but the district counselor coordinator has been very helpful. He travels back and forth to Kiana to facilitate and run the counseling department. He did prioritize meetings at the start of the year, meeting first with seniors and parents/guardians to review current daily schedules and graduation progress. As the counselor returns to Kiana each time he continues with meetings working through the grades in order of proximity to graduation.

**Kivalina School:**

- ▶ 1. Information is posted on the calendar in the front of the school, announced in the morning assemblies, and when the counselor visits classrooms.
- ▶ 4. High school graduation requirements were posted on all freshman high school laptops by the third week of school. The counselor is in the process of meeting with all high school parents and has made it more than halfway through the list.

**Kobuk School:**

- ▶ Kobuk counselor sets appointments with senior students and parents every month to discuss their graduation plan when she is in Kobuk, we have 2 seniors. Counselor meet monthly with parents of 9<sup>th</sup>-11<sup>th</sup> grade students on a case by case basis to review their graduation and career pathway. Counselor meets once a month with 6<sup>th</sup>-8<sup>th</sup> class working with CTE teacher on exploring career choices, using (AKCIS)and more local careers. Counselor and CTE teacher work with students, parents or guardian to have clear communication about their children career-education choices. Counselor follow up with PLCP's on every student from 6<sup>th</sup>-12<sup>th</sup> to ensure all students and parents are aware of choices for post-secondary careers.
- ▶ Spring 2016 Update: Kobuk Graduated (2) students, both are still looking for work and reside in Kobuk.
- ▶ Spring 2017 Update: Kobuk Graduated (1) student, he moved to Fairbanks and is currently working at a restaurant
- ▶ Spring 2018 Kobuk Graduated (1) student, he now works at Bornite Mine with Trilogy Metals
- ▶ Spring 2018 Kobuk had (1) student attend Star of the Northwest, she earned her CNA certificate. She is currently working at Kobuk School as an Instructional Aide and will be moving to Fairbanks in Summer 2019 to work at Hospital
- ▶ Currently 2017 & 2018 class graduates: (2) both are working, one full time at a restaurant and one with Trilogy Metals when then are operating

**Kotzebue Middle/High School:**

- ▶ 1. Beginning in the late winter or spring of the 2017-18 school year, all students and parents had the opportunity to fully examine the high school course offering for the following year, both in person and by other means the parents might have chosen. The high school counselor also made a number of classroom visits to the 8<sup>th</sup> grade to explain the path to a high school diploma.
- ▶ 4. All relevant information concerning high credits is available of review on line, but as stated in #1, there were numerous opportunities for students and parents to receive this information in person as well.

**Noatak School:**

- ▶ Noatak counselor sets appointments with senior students and parents every other month to discuss their graduation plan. Counselor meets monthly with students and parents of seniors to hold informational workshops on post-secondary opportunities and funding sources.
- ▶ Counselor meets monthly with parents of 9<sup>th</sup>-11<sup>th</sup> grade students on a case by case basis to review their graduation and career pathway.
- ▶ Counselor meets once a month with 6<sup>th</sup>-8<sup>th</sup> class working with CTE teacher on exploring career choices, using (AKCIS)and more local careers.
- ▶ Counselor and CTE teacher work with students, parents or guardian to have clear communication about their children career-education choices.
- ▶ Counselor follows up with PLCP's on every student from 6<sup>th</sup>-12<sup>th</sup> to ensure all students and parents are aware of choices for post-secondary careers.
- ▶ Noatak school also works closely with TECK Alaska to ensure students grades 9-12 are aware and prepared for possible job opportunities in the local mining industry.
- ▶ In the fall of 2018 Junior and Senior students will attend Job shadow training at Red Dog Mine. In the fall of 2018 9<sup>th</sup> grade students applied to ANSEP and 4 were selected were selected to attend a two-week ANSEP course at The University of Alaska Anchorage.

**Noorvik School:** Action 1 and 4:

- ▶ Our counselor has met with each middle and high school student individually to go over their schedule, their transcripts, and their graduation plan of progress. She created a PLCP for each child and is meeting with parents to go over it with them. She is also presenting at the Open House.
- ▶ Power School has all this information and is available for parents. Our NWAT, will be speaking to parents at Open House. She is presenting the process for logging in to Power School to look at students grades and setting up automatic updates that will notify them with an email or a text if their children get into academic trouble.
- ▶ We send home a monthly calendar of events that will be happening at the school that includes the school lunch menu. This is also posted in the post office and at the store and community building.

**Selawik School:**

- ▶ Action 1: Davis Ramoth School advertises over our intercom as well as community vhf, flyers, emails, and our school's Facebook page to inform all students about programs and activities available to them. Both teachers and administrators continually talk about the opportunities available also. Over the past number of years we have seen an increase in student participation as we continue to try and engage our students in multiple ways. Last year we had a lego robotics club for our 6<sup>th</sup> and 7<sup>th</sup> grade and plan on continuing to grow this program during the 2018-2019 school year. In addition, our SIG has given us the opportunity to work on our home to school, school to home by providing us resources and materials to help train and engage our parents and volunteers in a reading buddy program outside the school day. This will be launched during the fall of 2018.
- ▶ Action 2: During our Open House as well as at the beginning of the year, our counselor works with parents and students to understand our credit balance worksheet. A presentation is planned by our counselor to meet with senior parents during the open house day to gain signature for the PLCP's as well as discussing scholarship opportunities and next steps.

**Shungnak School:**

- ▶ Shungnak counselor sets appointments with senior students and parents every month to discuss their graduation plan. Counselor meet monthly with parents of 9<sup>th</sup>-11<sup>th</sup> grade students on a case by case basis to review their graduation and career pathway. Counselor meet once a month with 6<sup>th</sup>-8<sup>th</sup> class working with CTE teacher on exploring career choices, using (AKCIS) and more local careers. Counselor and CTE teacher work with students, parents or guardian to have clear communication about their children career-education choices. Counselor follow up with PLCP's on every student from 6<sup>th</sup>-12<sup>th</sup> to ensure all students and parents are aware of choices for post-secondary careers.
- ▶ Spring 2016 Update: Shungnak graduate (1) student and moved to Anchorage
- ▶ Spring 2017 graduates (9): 6 out 9 obtained temporary summer employment at Trilogy Mine
- ▶ Summer 2017 School graduate (1) obtained temporary summer employment at Trilogy Mine
- ▶ Summer 2017 First Cohort Group at Trilogy (6) Shungnak graduates
- ▶ Fall 2017 (3) graduates attended post-secondary education -Barrow
- ▶ Fall 2017 (2) graduates attended post-secondary Career-ATC-Kotzebue
- ▶ Fall 2017 (4) graduates still undecided and working local seasonal jobs in the village
- ▶ Spring 2018 graduates (6)
- ▶ Summer 2018 2 out 6 obtained job shadow training at Trilogy Mine
- ▶ Summer 2018 (1) attended RAHI and completed with high honors
- ▶ Summer 2018 (3) is still looking for work
- ▶ Currently 2017 & 2018 class graduates: (4) obtained a full-time position at Trilogy mine
- ▶ Currently 2017 & 2018 class graduates: (3) full time at Universities and (1) is in the second year

- ▶ Currently 2017 & 2018 class graduates: (2) working at the Shungnak Native Store
- ▶ Currently 2018 class graduate: (1) working for NMS cook helper in Shungnak
- ▶ Currently 2018 class graduate: (1) moved to Anchorage and working
- ▶ Currently 2017 & 2018 graduates: (5) still looking for employment

#### **NW Magnet School:**

- ▶ Action 2: During the September Board Meeting, the ReadySTAR schedule was presented to Board. The ReadySTAR sessions are tailored to individual sites to meet interests of students. Prior to each ReadySTAR session, Principal Bartos and building principal plan sessions accordingly.

#### April 2018:

##### Curriculum/Instruction

- Action 3: Ongoing-- Teachers are completing the lessons during this Semester as a supplement to the district's core Social Studies curriculum. Kindergarten: JA Ourselves, 1st grade: JA Our Families, 2nd grade: JA Our Community, 3rd grade: JA Our City, 4<sup>th</sup> grade: JA Our Region, 5<sup>th</sup> grade: JA Our Nation.
- Action 4: Ongoing: Counselors continue to meet with students and parents to review graduation requirements and course of study.

##### Technology

- Student work that was created through the implementation of technology units is now being shared through site-based social media.
- Over 600 students and 50 teachers are active in Canvas classes which are technology created units (according to 4/6/2018 report).

##### CTE

- Action 1: Ongoing: CTE course catalog updated and posted on the public and staff sides of the district CTE website.  
<http://nwarctic.org/Page/2782>

##### Special Programs

- Action 1: School Climate and Connectedness Survey was completed by most students and staff. 8 sites have completed Kelsos Choice lessons, Why Try 3 sites, and Fourth R 7 sites. Youth Leader Student Committee feedback is collated.
- Action 1: 20 students have been accepted into universities, 4 into technical schools, and 4 into the military. 101 scholarship applications have been completed. 4 sites have completed final meetings with parents and seniors regarding Personal Learning and Career Plans, 8 are still completing but mostly done. Youth Leader Curriculum update is in final draft form.

#### November 2017:

##### Curriculum/Instruction

- Action 3: Junior achievement kits have been ordered district wide for all K-5 classrooms. Teachers will complete the lessons during the 2<sup>nd</sup> Semester as a supplement to the district's core Social Studies curriculum. Kindergarten: JA Ourselves, 1st grade: JA Our Families, 2nd grade: JA Our Community, 3rd grade: JA Our City, 4<sup>th</sup> grade: JA Our Region, 5<sup>th</sup> grade: JA Our Nation.
- Action 4: In-progress: Counselors continue to meet with students and parents to review graduation requirements and course of study

##### CTE:

- Action 1: Ongoing: CTE course catalog updated and posted on the public and staff sides of the district CTE website.
- Action 2: Ongoing: Readistar sessions continue to be planned according to student interest and need. STAR Principal is responsible for determining theme.
- Action 3: Ongoing:
  - As Junior Achievement materials arrive, they are distributed to sites.

- Career resources and activities are updated on the CTE website.
- Action 7: Ongoing:
  - Career exploration continues to be incorporated into employability skills course through the use of Career Ready 101, counselors, and guest speakers. Scholarship information is shared via counselors and via the CTE/Counselor website.
  - Ongoing: <http://www.nwarctic.org/Page/2799> post-secondary and career readiness CTE web-page was updated.

October 2017:

- GoldenEye media contracted to conduct interviews. List of interviewees being selected.

September 2017:

- NWATS trained teachers during the Fall 2017 Inservice on extending lessons with the use of technology in all classrooms.
- 13,726 assignments have been created in Canvas across the NWABSD. This is the beginning of the third year of implementation of this online learning management system.
- All PK-12 teachers have taught 3 or more lessons regarding Digital Citizenship already this school year.
- Inform all students of programs and activities available to them.
- <http://www.nwarctic.org/Page/2782> The current CTE Course Catalog is updated and posted on the public and staff sides of the district CTE website.
- Align Ready Star variable length sessions with student interests.'
- Readistar sessions are planned according to student interest and need. STAR Principal is responsible for determining theme.
- Build and implement a CTE curriculum and activities for students focusing on local resources beginning in elementary.
- CTE/Curriculum Departments have adopted the elementary junior achievement model and it is being implemented beginning fall of 2018. Kits have been ordered and will be distributed as soon as they arrive. This will be a part of the Social Studies curriculum grades K-5.
- <http://www.nwarctic.org/Page/2796> Regional career pathway posters are housed on the district CTE website and are available for public viewing.
- <http://www.nwarctic.org/Page/2788> NWABSD has chosen to use the “*The National Career Clusters™ Framework*” for organizing and delivering a quality CTE program through Programs of Study (POS) aligned to regional workforce needs and career pathways within the seven chosen Career Clusters identified in the table.
- Incorporate career exploration and scholarship information into employability skills course.
- Career exploration continues to be incorporated into employability skills course through the use of Career Ready 101, counselors, and other guest speaker. Scholarship information is shared via counselors and via the CTE/Counselor website.
- <http://www.nwarctic.org/Page/2799> links to post-secondary career readiness.
- <http://www.nwarctic.org/domain/994> Scholarship information available on the parent portal of the school district website.
- Junior achievement kits have been ordered district wide for all K-5 classrooms. Teachers will complete the lessons as a supplement to the district’s core Social Studies curriculum.
- Kindergarten--JA Ourselves, 1st grade--JA Our Families, 2nd grade--JA Our Community, 3rd grade--JA Our City, 4<sup>th</sup> grade--JA Our Region, 5<sup>th</sup> grade--JA Our Nation.
- Ongoing—Counselors continue to meet with students and parents to review graduation requirements and course of study.
- NWATS trained teachers during the Fall 2017 Inservice on extending lessons with the use of technology in all classrooms.
- 13,726 assignments have been created in Canvas across the NWABSD. This is the beginning of the third year of implementation of this online learning management system.
- All PK-12 teachers have taught 3 or more lessons regarding Digital Citizenship already this school year.

June 2017:

- NWATS completed and implemented 3 units/lessons each.

May 2017:

- CTE catalog updated with current course descriptions and course numbers.
- Readistar sessions successfully completed with time in each session to discuss career and scholarship information.
- CTE/Curriculum Departments are adopting the elementary/middle school junior achievement models for FY18.
- School-wide counselor/parent night was held at each school.
- Career exploration continues to be incorporated into employability skills course through the use of Career Ready 101, counselors, and other guest speakers. Scholarship information is shared via counselors and via the CTE/Counselor website.
- Student interest survey is complete. Deadline for students is November 9, 2016.
- After collecting and reviewing options it has been determined that the best overall program for an early introduction to careers and CTE will be through the implementation of the K-5 Junior Achievement Program.
- Purchasing options for FY18 with JA of Alaska will be conducted over the summer.
- Currently exploring options with technology for the fall laptop rollout. Action may be modified to more clearly fit the intended goals
- The curriculum department along with the IT department will develop informational technology units for all grade levels.
- A career exploration and scholarship component tied to employability skills course will be developed using our curriculum and counseling departments.

March 2017:

- Short films completed for Youth Leaders, & Magnet School students re: life in the dorm and other settings.
- In progress:
  - NWATS (K-12 Teacher Specialists) are currently creating units/lessons, including lesson plans that incorporate technology to facilitate learning as well as to create innovative student projects.
  - This is scaffolded through a college credit course designed and offered by our region.

February 2017:

- CTE catalog update will be complete by March 6 and will be posted on the CTE website and emailed to principals, directors, and counselors.
- Readistar sessions are planned according to student interest and need. STAR Principal is responsible for determining theme.
- CTE coordinator and curriculum will meet during spring to develop a plan for implementation of PreK-5<sup>th</sup> grade Career Awareness Curriculum for the 2017-2018 school year.
- Career exploration is incorporated into employability skills course through the use of Career Ready 101, counselors, and other guest speaker. Scholarship information is shared via counselors and via the CTE/Counselor website.

October 2016:

CTE

- updates course catalog each spring. This is posted on the CTE website and is shared with principals, directors, and counselors.
- Interest surveys are given to each high school students. Readistar variable length sessions are then planned according to student interest.
- Folder of ideas and resources will be built up during the fall semester.  
CTE coordinator and curriculum will meet during spring to develop a plan for implementation of PreK-5<sup>th</sup> grade Career Awareness Curriculum for the 2017-2018 school year.
- NWATS were trained on infusing technology into daily instruction and units prior to the F2016 inservice.
  - NWATS then presented this to all-remaining teachers throughout the F2016 Inservice.
  - Professional Development in the use of technology is ongoing.



- Elementary teachers are working to extend and expand current units to include technology as it pertains to the Alaska Standards. This includes using coding for storytelling and the use of creative applications such as Book Creator and PowerPoint to extend writing units.
- Ultrakey is also implemented K-8 to provide typing instruction.
- Grades 6-12 are working to create units and courses within the online Canvas learning management system.
- Stand-alone courses/curriculums are currently being investigated at the middle school and high school level.

## GOAL 1: STUDENT LEARNING

### STRATEGY 2: STRENGTHEN THE INUPIAQ LANGUAGE AND CULTURE PROGRAMS

#### OBJECTIVE 1: BUILD REGIONAL AND LOCAL PARTNERSHIPS THAT STRENGTHEN THE INUPIAQ LANGUAGE AND CULTURE PROGRAMS

Action	Responsibility	Timeline	Metric	Report To
1. Partner with organizations to strengthen Inupiaq language and culture programs that include goals and actions.	Superintendent	Summer 2016	Letters and data provided to organizations; Signed agreements with partner organizations that include goals and actions	School Board
2. Meet with partner organizations to evaluate progress and update plans.	Superintendent	Bi-annually in September and March	Program evaluation and updates	School Board
3. Partner with community-based organizations at each site to improve Inupiaq language and culture programs.	Principals, ASCs	Ongoing beginning August 2016	Documentation of partnerships	School Board
4. Develop community-based cultural calendars for schools.	Assistant Superintendent	Ongoing beginning August 2016	<b>(COMPLETED-November 2017)</b>	Superintendent, School Board
5. Utilize the expertise of elders in delivery of instruction and activities.	Principals	Ongoing beginning August 2016	Feedback from ASCs	Superintendent, School Board
6. Recognize local residents who volunteer in the school.	Principals	Monthly beginning August 2016	Documentation of recognition	Superintendent, School Board
7. Work with University of Alaska system to develop a program that would produce Inupiaq language teachers.	Superintendent	Ongoing beginning August 2016	Evidence of work with UA Board of Regents and Alaska Language Commission	School Board

#### **October 2018**

##### **Superintendent:**

- 1 & 2 Advisory on Language being developed.
- 1 & 2 Scope and sequence for Inupiaq Language Committee being formed.

##### **Assistant Superintendent:**

- Calendars have been sent to sites and distributed to all families in each community.

**State and Federal Grants Program:**

Action 4: Individual school community based cultural calendars with have been created, published and distributed to parents at each site in August 2018. All sites received enough calendars for each home.

**Ambler School:**3. Partner with community-based organizations at each site to improve Inupiaq language and cultural programs:

- ▶ School staff works with NANA and ASC to work on building a successful partnership to help improve the Inupiaq language and traditions. Learning the culture with hands on experience through our new Inupiaq program at the Ambler School. The new Inupiaq instructor is knowledgeable through the use of fluent language and the culture that encompasses the Inupiaq people.
- ▶ Back to School Community Engagement hot dog feed, NANA back to school BBQ, Aana's and Tatta's Day in the classroom. Secondary student berry picking, Youth Leader mini-retreats and Helping Elders
- ▶ Holiday Program (December)
- ▶ Annual NANA Meeting
- ▶ Cross Country Skiing Program (Spring)
- ▶ Kobuk 440 (April)
- ▶ Community Engagement Picnic and Helping Elders (May)

5. Utilize the expertise of elders in delivery of instruction and activities:

- ▶ Ambler has implemented a comment box outside the principal's office that allows for community and elders to share ideas that can improve instruction and activities held at the Ambler School. Elders are welcomed into the school daily through the Manilaaq elder lunch program, providing opportunity for staff to collaborate with community elders.
- ▶ The Inupiaq teacher uses her daily lesson plans with parent/Elder volunteers to speak and write in the Inupiaq language.
- ▶ 1. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. (Project Base Activities-outside)
- ▶ 2. Students are able to build on knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.
- ▶ 3. Students will be able to actively participate in various cultural environments.
- ▶ 4. Students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.
- ▶ 5. Students will demonstrate an awareness and appreciation of the relationship and processes of interaction of all elements in the world around them.

6. Recognize local residents who volunteer in the school:

- ▶ Ambler uses an electronic announcement board, Facebook Page, and VHF announcements to recognize volunteers and upcoming events in the Ambler school. Volunteers are recognized quarterly at the end of quarter awards ceremony. Volunteer T-shirts will be handed out at first and second semester awards ceremony.

**Buckland School:**

- ▶ Partner with community-based organizations IRA and ASC to identify the core values of the Inupiaq language and culture to come up with a purposeful and meaningful program for Buckland School.
- ▶ We utilize the expertise of Elder Rosie Hadley as our Inupiaq delivery of instruction and activities for our students. This year she has partnered with some high school students to create original drawn images to go with Inupiaq words for the Elementary and Middle School students. Rosie has also provided visual cards for classroom objects for students to practice.

- ▶ We have plans in the works to develop a Parent Teacher Organization to help the community be aware of volunteer opportunities and needs of our school. We hope to implement this by the first of November.
- ▶ We have benefitted from the Back to School Meet and Greet sponsored by NANA and backpacks filled with school supplies for all of our elementary students. Moriah Sage – Alaska Commission on Postsecondary Education is working with our 2<sup>nd</sup> grade teacher with the I Know I Can, 5<sup>th</sup> /6<sup>th</sup> Kids 2 College and high school science classes with various projects throughout the year.

**Deering School:**

- ▶ Local NANA Agency partners with Deering school with different activities: Back to School Potluck, educational activities in the school, GED services after school, and assist in cultural activities.
- ▶ Bilingual Instructor in Deering School is in every classroom daily, providing Inupiaq language and cultural lessons and activities.
- ▶ Cultural activities in the school with the assistance of community members. So far this year; berry picking, Aana and Taata’s day, and camping.

**Kiana School:**

- ▶ 3. Once again, Kiana has a strong and forward moving relationship with the local NANA office. The work with this office began three years ago and continues to be a source of support. The school works to help deliver academic programs supported/sponsored by NANA and of benefit to our students. For instance, one of the programs, “I Know I Can” is a program to help inform, excite, plant a seed in a student’s mind about post high school education, with an emphasis on college. However, as part of the instruction, acknowledgement of other post high school paths is taught- trade school, technical school, Red Dog training, and the Technical Center in Kotzebue. NANA helps with language by helping the principal find local elders and community members that can and would be willing to visit classrooms and work with children. NANA continues to be an asset with Inupiaq culture days as well, again helping to find community members that can impart their language and cultural skills. A goal is always to strengthen the relationship with the school’s Inupiaq teacher and Inupiaq program. Currently, the relationship with the local tribe is growing and becoming stronger. The Tribe is ready to support the programs of the school with personnel when able, but also with financial support when that is possible too. For example, the Tribe supported a very quickly structured caribou hunting trip and took care of all the expenses for it to happen. The Tribe has also recently stated its willingness to support the school with funding to facilitate a fall caribou hunting trip for the 1819 year. Discussions to pull this together will happen in conjunction with the ASC, the Inupiaq teacher, and Tribe Director.
- ▶ 5. Elders have so much to offer, but often getting elders into the school is the biggest challenge. This year Kiana is going to try an invitation campaign to bring elders into the school. Kiana will take the help of elders in any way they are willing to give it to our students. During our Open House, there will be a traditional approach to garner elder support for the school with a simple sign up form. It’s a basic beginning that will be followed with our invitation program. In addition to these two steps, there is a chance that through NANA there will be some elders that get involved in the RuRal Cap program- a program of elders in the school regularly.
- ▶ 6. So, a recent idea heard that worked in another community may be tried in Kiana. For those that volunteer in our school, a basic Kiana Lynx t-shirt with the word “volunteer” down the sleeve sounds like an easy approach and would probably be appreciated and would also be a way to advertise the need for volunteers in the school. Additionally, an end of the year gathering, coffee & cookies, or coffee and doughnuts, or something of that nature would be a nice way to also recognize those volunteers that have made a significant impact to Kiana School.

**Kivalina School:**

- ▶ 3. McQueen School did not have an ASC meeting with a quorum present for the months of August or September.
- ▶ 3. Kivalina IRA council member Leroy Adams was unable to take McQueen School students on a boat ride to pick berry’s in the month of August, but while he was out for medical reasons some of the McQueen School high school students went on a fishing trip with Bilingual Coordinator Raymond Woods. They went for a ride up the Wullik river, ate some lunch, caught some fish, and discussed what the river meant to the village.

- ▶ 3. The Kivalina IRA was scheduled to present to the high school on 9/26 about water quality grants.
- ▶ 3. Maniilaq Mental Health, Heather Dominge visited classrooms 9/19 to talk about anti-bullying techniques.
- ▶ 3. Maniilaq Mental Health was scheduled to host an afterschool suicide prevention workshop on 9-24. Did not show up.
- ▶ 3. Teck brought in Dr. Robert Loeffler on 9-20 he presented an introduction to mining, water quality issues, and economics of mining to the high school students.
- ▶ 3. ANTHC, Jacqueline Shaeffer, presented 3-D drone mapping techniques on 10/3 to the high school.
- ▶ 5. Elders have not visited classrooms. Invitations have been made. Teachers have been asked to reach out to parents and grandparents to create a list of possible volunteers. This will become a priority in the coming months.
- ▶ 6. There have been no local volunteers. There has been no recognition of local volunteers. This will become a priority in the coming months.

**Kobuk School:**

3. Partner with community-based organizations at each site to improve Inupiaq language and cultural programs:

- ▶ Monthly dialogue with Kobuk tribal Council, City of Kobuk, NANA, Maniilaq, and Kobuk ASC to work on building a successful partnership to help improve the Inupiaq language and traditions. We host three feasts every quarter to discuss and outline what is working and what needs improving. We collect data from our students and use it to help in the discussion of how to peak the interest of our parents to improve Inupiaq language and traditions at home not just at school (workplace). Here are few community and cultural events we have throughout the school year.
- ▶ Back to School Night Dinner, School-wide berry picking, harvesting fish, caribou and moose (August) (September) (October), Culture Camp with Bilingual Coordinator, Mud Shark Trap with Bilingual Coordinator, Spring trip to hot Springs with Bilingual Coordinator, Youth Leader mini-retreats and Helping Elders (November)
- ▶ Thanksgiving Community Engagement Feast, icing fishing and Youth Leader retreat to Laugviik Camp and Helping Elders (November)
- ▶ Book Fair Night/Academic Science, Reading and Math Nights/Holiday Program and Community Engagement feast and Youth Leader retreats celebration, Helping Elders (December)
- ▶ Youth Leader -retreat to Kooliuqsuk Lake with Raymond Woods, continue Helping Elders (January)
- ▶ Elder Seal harvest with help from NANA (January)
- ▶ Youth Leaders Valentines City League/Search and Rescue Basketball Tournament, skiing program, Helping Elders (February)
- ▶ Youth Leader mini-retreat, Hot Springs Trip, Ice fishing and skiing program with NANA Nordic and Helping Elders (April)
- ▶ Year End Community Elder (May)
- ▶ Celebrating Elders Birthdays (Monthly)

5. Utilize the expertise of elders in delivery of instruction and activities:

- ▶ Kobuk School has cultural activities twice a month that utilizes the Elders knowledge. Starting October 1, 2018 Kobuk has opened school each Thursday for Elder Story time, beading class and sewing class. Elders and parents have started to come into the school more to help teach language and handcraft traditional foods and clothing. This process is also integrated in staff classroom during science, math and reading time and during our Inupiaq Studies courses. We have also hired a Bilingual Aide beginning October 3, 2018 to give students more opportunities during school.
- ▶ The Inupiaq teacher will use her daily lesson plans with parent/Elder volunteers to speak and write in the Inupiaq language. We display cultural items and have presentations by the Shungnak Search and Rescue team to lead a discussion monthly on the safety, hunting, and a subsistence lifestyle.
- ▶ 1. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. (Project Base Activities-outside)

- ▶ 2. Students are able to build on knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.
  - ▶ 3. Students will be able to actively participate in various cultural environments.
  - ▶ 4. Students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.
  - ▶ 5. Students will demonstrate an awareness and appreciation of the relationship and processes of interaction of all elements in the world around them.
6. Recognize local residents who volunteer in the school:
- ▶ Kobuk has started weekly VHF announcements and holds a monthly assembly in which it recognizes all our elders and volunteers. When a volunteer or elder is at school we announce and welcome them, we ask the students to recognize them and show gratitude. Students make cards and deliver them to elders and volunteers homes each month. Students make signs and post them around the community to thank volunteers for their work and effort. Twice a year we are going to celebrate with a traditional feast to show our appreciation.

**Kotzebue Middle/High School:**

- 3. KMHS has been an open door whenever an outside group has wanted to come into the building to further teach or share activities to improve Inupiaq language or cultural programs. This would include activities such as drum making, sponsored by Manillaq. Additionally, we have reached out to individuals and groups to present during our own Inupiaq days or with individual classes. While the ASC itself has not been that involved with this action item, it is there stated desire to become much more active with the workings and responsibilities of the school in the coming year.
- 5. In conjunction with #3 above, we have included elder whenever the opportunity has presented itself. A simple example occurred this fall when we received a call from the activities director at the long term care facility. An elder their wanted to share their knowledge of processing fish and our Inupiaq instructor took a class over for a visit and presentation.
- 6. This is not something we have accomplished at KMHS.

**Noatak School:**

- ▶ Monthly dialogue with Noatak IRA, City of Noatak, NANA and Noatak Clinic and ASC to work on building a successful partnership to help improve the Inupiaq language and traditions. Noatak continues to invest in the value of volunteers to keep Inupiaq language, culture, and values alive. We collect data from our students and use it to help in the discussion of how to pique the interest of our parents to improve Inupiaq language and traditions at home not just at school (workplace). Here are few community and cultural events we have throughout the school year.
- ▶ Annual fall cultural engagement trip to Sissaulik
- ▶ Back to school potluck feast
- ▶ Fall mini courses in berry picking, fishing, local geology and natural history
- ▶ Thanksgiving community feast
- ▶ Fall Book Fair
- ▶ Inupiaq Days
- ▶ Elder recognition program
- ▶ Annual spring cultural engagement community ice fishing event
- ▶ Annual spring cultural engagement trip up river
- ▶ Noatak has rich history of volunteers and Elder participation within the school and school programs. Elders, parents and volunteers are included in every classroom to provide cultural relevance to science, math and reading. The Inupiaq teacher uses daily lessons and includes Elders and parents to enhance the cultural heritage and traditions of the community. Thru ought the year all students engage effectively in learning activities

that tie cultural relevance, with the assistance of local volunteers and Elders, into their core academic instruction. Noatak has an Elder recognition program which displays Elder photos in the commons. Volunteers are also recognized at monthly awards assemblies and given a shirt through our volunteer recognition program.

**Noorvik School: Actions 3, 5 and 6:**

- ▶ We partnered with the Noorvik Elders Council on their sled dog race and community pot luck and award's assembly during our Inupiaq Days/Outside School last spring.
- ▶ Elders have come to our school to teach students how to snare rabbits, ice safety, anti-bullying
- ▶ I have been invited to attend the Elder's Council Meetings and have met with representatives from the IRA to work together on the Selma Newlin Basketball Tournament and annually I work with my ASC to prepare and submit the JOM proposal to them. The IRA also has a harvest festival at the start of the school year to celebrate the fall harvest and to welcome the school staff.
- ▶ We partnered with the Noorvik Native Store to restrict sales to students during school hours in an effort to eliminate skipping out during the school day and to send a clear message to our students that education is important to the school and the community and we are all working together to help them succeed. See the attached letter.
- ▶ We rearranged our Inupiaq service time to allow our Middle/High School Inupiaq teacher to have one class per day with all students in the middle and high school. This is the most popular class in our high school because our teacher does so many hands on activities and she makes learning the language fun and engaging.

**Selawik School:**

- ▶ Action 3: Davis Ramoth School works with our community partnerships of the IRA, Wellness Coalition and Fish and Wildlife to provide a fall cultural camp subsistence lifestyle learning opportunity for all students K-12. We have seen an increase of participation both from students and community to make this traditional experience happen for over 15 years. An increase in learning the language as well as learning techniques from elders is then brought back into the classroom and kept alive through Inupiaq classes each day for our K-8<sup>th</sup> grade students. HS students then can take Inupiaq for credit.
- ▶ Action 5: Elders are beginning to visit classrooms in conjunction with our Wellness Coalition to remind students of their role in school as well as teaching them about our Inupiaq values. Elders are also utilized for our cultural activities through our Fall Culture Camp experience and other culture activities throughout the year. Our Inupiaq teachers works with the community to bring students to the community hall to participate in funeral preparations as well as helping elders around the village. Please refer to previous statements under Goal 1 for further information.
- ▶ Action 6: Local residents are recognized over the vhf, through thank you letters, as well as in our assemblies for their contributions to our students and school.

**Shungnak School:**

3. Partner with community-based organizations at each site to improve Inupiaq language and cultural programs.

- ▶ Monthly dialogue with Shungnak IRA, City of Shungnak, NANA and Shungnak Clinic and ASC to work on building a successful partnership to help improve the Inupiaq language and traditions. We host three feast every quarter to discuss and outline what is working and what needs improving. We collect data from our students and use it to help in the discussion of how to peak the interest of our parents to improve Inupiaq language and traditions at home not just at school (workplace). Here are few community and cultural events we have throughout the school year.
- ▶ Back to School Community Engagement Cookout, School-wide berry picking, harvesting fish, caribou and moose (August) (September) (October), Youth Leader mini-retreats and Helping Elders

- ▶ Thanksgiving Community Engagement Feast, icing fishing and Youth Leader mini-retreat and Helping Elders (November)
  - ▶ Book Fair/Academic/Holiday Program and Community Engagement pie and cake feast and Youth Leader mini-retreat celebration, Helping Elders (December)
  - ▶ Youth Leader mini-retreat and Helping Elders (January)
  - ▶ Youth Leaders Valentines City League/Search and Rescue Basketball Tournament, skiing program, Helping Elders (February)
  - ▶ Hot Springs Trip-Community Engagement, Youth Leader mini-retreat and Helping Elders (March)
  - ▶ Youth Leader mini-retreat, Hot Springs Trip, Ice fishing and skiing program and Helping Elders (April)
  - ▶ Community Engagement Picnic and Helping Elders (May)
  - ▶ Celebrating Elders Birthdays (May)
5. Utilize the expertise of elders in delivery of instruction and activities.
- ▶ Shungnak has cultural activities once a month that utilizes the Elders knowledge. Every Tuesday night Shungnak has Elders Sewing Night to enhance teachable instruction in this cultural talent. Elders and parents have started to work with Dolly in here classroom to help teach language and handcraft traditional foods and clothing. This process is also integrated in staff classroom during science, math and reading time.
  - ▶ The Inupiaq teacher uses her daily lesson plans with parent/Elder volunteers to speak and write in the Inupiaq language. We display cultural items and have presentations by the Shungnak Search and Rescue team to lead a discussion monthly on the safety, hunting, and a subsistence lifestyle.
  - ▶ 1. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. (Project Base Activities-outside)
  - ▶ 2. Students are able to build on knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.
  - ▶ 3. Students will be able to actively participate in various cultural environments.
  - ▶ 4. Students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.
  - ▶ 5. Students will demonstrate an awareness and appreciation of the relationship and processes of interaction of all elements in the world around them.
6. Recognize local residents who volunteer in the school
- ▶ Shungnak has a weekly and monthly assembly in which it recognizes all volunteers. We display their photo in the hallway along with a short summary of how they have assisted or in what capacity they have volunteered, on the school's electronic announcement board, as well as announce it over the VHF and school Facebook page. We also ask permission to send stories to all newspapers if district approved. Students make thank you cards and read them to the volunteer during the designated assembly time and over VHF. Students make signs and post them around the community to thank volunteers for their work and effort. Twice a year in Fall/Spring we celebration with a block party feast to give back our appreciation.

## GOAL 1: STUDENT LEARNING

### STRATEGY 3: INCREASE ENROLLMENT IN STAR OF THE NORTHWEST MAGNET SCHOOL

#### OBJECTIVE 1: IMPROVE THE CAPACITY AND IMPACT OF STAR OF THE NORTHWEST MAGNET SCHOOL

Action	Responsibility	Timeline	Metric	Report To
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1. Collect feedback on STAR graduates from employers and education providers.	STAR Principal	Beginning fall 2016	Written feedback from employers and education providers	Superintendent
2. Engage with local employers to inspire students to choose STAR programs.	Assistant Superintendent	Beginning fall 2016	Document local employers engagement	Superintendent
3. Partner with other school districts to deliver variable length STAR programs to their students.	Assistant Superintendent	Ongoing 2016 -17 school year	Evidence of partnerships and feedback from other school districts	Superintendent
4. Extend resource knowledge base of potential STAR programs.	Curriculum and ATC Directors	August 2019	Plan for developing student-based curriculum	Superintendent
5. Engage STAR students in culturally relevant activities.	STAR Principal	Beginning fall 2017	Evidence of student participation and student feedback on activities	Superintendent
6. Coordinate the alignment of schedules between the high schools and ATC.	STAR Principal and ATC Director	Annually beginning July 2016	Evidence of aligned schedules	Superintendent

**October 2018**

**Curriculum & Instruction:**

- Action 3: Continuation: STAR to provide variable length programs to NWABSD students and students from around the state. Customized programs have been developed to meet the needs of the districts who participate.
- Action 4: Continuation, Principal of NW Magnet School travels to the villages in the fall meeting with students about what programs and services are available through the STAR programs.

**NW Magnet School:**

- ▶ Action 1: With the exception of two, all graduates have been contacted to compile current employment and/or schooling. Surveys will be sent to employer and education providers during month of October.
- ▶ Action 5: the first quarter of school STAR students have participated in berry picking, eskimo dancing, kayaking, and fishnetting. Photographs provided to assistant superintendent.
- ▶ Action 6: Completed prior to the beginning of the 2018-2019 school year.

April 2018:

Curriculum/Instruction

- Action 4: Ongoing, Principal of NW Magnet School will continue with his travel to the villages meeting with students about what programs and services are available through the STAR programs.

CTE:

- Action 3:
  - Ongoing: CTE and STAR continue to provide variable length programs to NWABSD students and students from around the state. Customized programs have been developed to meet the needs of the districts who participate. The STAR principal and CTE coordinator are continuing to recruit partnerships with new districts and the CTE coordinator is developing the programs.



- Introduction to Education is being taught to students within the NWABSD as well as to students from the Lower Kuskokwim School District. Three students from two LKSD villages are taking this course. These students attended the Education Focused ReadystAR held at the end of March and then went to the state Educators Rising Conference and Competition with NWABSD student.
- Two new education courses will be added to the VTC schedule for NWABSD students. These will be taught by LKSD teachers out to their own students as well as NWABSD students.

#### Star of the NW Magnet School

- Action 1 & 2: Ongoing.
- Action 3:
  - Star of the Northwest will offer an additional two-week ReadySTAR program for Chugach School District during the 2018-2019 school year. These offerings bring students from numerous school districts statewide.
  - LKSD education partnership students participated during the March Education Readystar.
- Action 5:
  - During the month of April students are offered the following activities: ice fishing and sewing.
- Action 6: Ongoing.

#### Alaska Technical Center (ATC)

- ATC continues to provide tours and serves as the training and instructional site for STAR programs in Health Care, Culinary Arts and Process Technology. ATC's business and industry partners continue to be informed about the magnet school.
- For the 2017-2018 school year, schedules completed serving both adults at ATC and high school students.
- ATC provided a one day experience to NACTEC students promoting opportunities utilizing ATC.

#### November 2017:

##### Curriculum/Instruction

- In progress, Principal of NW Magnet School will continue with his travel to the villages meeting with students about what programs and services are available through the STAR programs.

##### CTE

- Ongoing: CTE and STAR continue to provide variable length programs to NWABSD students and students from around the state. Customized programs have been developed to meet the needs of the districts who participate. The STAR principal is continuing to recruit partnerships with new districts and the CTE coordinator is developing the programs.

#### Star of the NW Magnet School

- Action 1:
  - Made contact with 11 of 12 graduates to reconfirm students' future plans. Once the school year for higher education is underway, survey monkey questionnaires will be sent to employers and education providers no later than October 31<sup>st</sup>, 2017.
  - Survey Monkey questionnaires will be sent to employers and education providers November 10th, 2017. Survey results will be distributed for review on Friday November 30th, 2017.
- Action 2:
  - Continuing a strong engagement component is already in force with local employers and our STAR students. Star students in the first four weeks of school; have applied to three different employers including Nana Management Services.
  - Two STAR students are working as of 10/30/17.
- Action 3:

- CTE and STAR continue to provide variable length programs to NWABSD students and students from around the state. There are current partnerships with other school districts using the STEM/Health/Process Tech lab facilities. Customized programs have been developed to meet the needs of the districts that participate. STAR principal is continuing to recruit partnerships with new districts and the CTE Coordinator is developing the programs. Chugach School District and STAR has formed a partnership two years ago. Chugach is scheduled to participate in a ReadySTAR session February 12-February 23, 2018.
- Kashunamiut School District will be participating in a two-week ReadySTAR program November 27<sup>th</sup> 2017- December 8<sup>th</sup>, 2017.
- Action 5:
  - Students in the first four weeks of school Star & ReadySTAR students have participated in the following culturally relevant activities: berry picking, Eskimo dancing, fish netting, processing and kayaking. Student feedback from these activities will be reported on the next strategic plan update. Monthly surveys are developed by survey monkey and distributed to students the last day of the month for feedback. (Pictures end of document.)
  - During the months of November and December, students are offered the following activities: carving with local expert, ethno botany using native plants to produce lotion and soap, and atikluq sewing at Sulanich.
- Action 6:
  - The ATC and Kotzebue Middle High School morning schedule is aligned. Meetings of stakeholders have occurred to align the afternoon schedules from 12:30 pm to 3:30 pm. The afternoon schedule is still in progress.

September 2017:

- CTE and STAR continue to provide variable length programs to NWABSD students and students from around the state. There are current partnerships with other school districts using our STEM/Health/Process Tech lab facilities. Customized programs have been developed to meet the needs of the districts that participate. For example, adding a short Arctic Survival component during the time they are here. The STAR principal is continuing to recruit partnerships with new districts and the CTE coordinator is developing the programs.
- Ongoing—STAR Principal will continue with his travel to the villages meeting with students about what programs and services are available through the STAR programs.
- Principal of STAR has made contact with 11 of 12 graduates to reconfirm students' future plans. Once the school year for higher education is underway, survey monkey questionnaires will be sent to employers and education providers no later than October 31<sup>st</sup>, 2017.
- Continuing a strong engagement component is already in force with local employers and our STAR students. Star students in the first four weeks of school; have applied to three different employers including Nana Management Services.
- CTE and STAR continue to provide variable length programs to NWABSD students and students from around the state. There are current partnerships with other school districts using the STEM/Health/Process Tech lab facilities. Customized programs have been developed to meet the needs of the districts that participate. STAR principal is continuing to recruit partnerships with new districts and the CTE coordinator is developing the programs. Chugach School District and STAR has formed a partnership two years ago. Chugach is scheduled to participate in a ReadySTAR session February 12-February 23, 2018.
- Principal of Star of the Northwest reports that students in the first four weeks of school Star & ReadySTAR students have participated in the following culturally relevant activities: berry picking, Eskimo dancing, fish netting, processing and kayaking. Student feedback from these activities will be reported on the next strategic plan update. Monthly surveys are developed by survey monkey and distributed to students the last day of the month for feedback.
- The Alaska Technical Center and Kotzebue Middle High School morning schedule is aligned. Meetings of stakeholders have occurred to align the afternoon schedules from 12:30 pm to 3:30 pm. The afternoon schedule is still in progress. Plans include full alignment for the second semester.

- ATC continues to provide tours and serves as the training and instructional site for STAR programs in Health Care, Culinary Arts. And Process Technology. ATC's business and industry partners continue to be informed about the magnet school.
- For the 2017-2018 school year, aligning schedules to serve both adults at ATC and high school students at ATC is still in progress.

#### May 2017:

- ATC provides tours throughout the school year and is the training and instructional site where the majority of STAR programs are taking place for the public to observe. ATC's business and industry partners have and continue to be made aware of the magnet school.
- 4: Principal of NW Magnet School will continue to travel to all village sites in early fall explaining what the Magnet School has to offer for students who wish to enroll.
- A strong engagement component is already in force with local employers and our STAR students. The number of students who are working with local businesses already can verify this.
- We have already partnered with and continue to partner with other school districts to bring in their students for 2-week ReadyStar experiences using our STEM/Health/Process Tech lab experiences.
- Ongoing for both components.
- CTE and STAR are constructing variable length programs to provide two-week intensives in specific content areas. These include Education, Arctic Survival, and STEM. Chugach has sent students to participate twice. Other districts interested in participating include Kashunamiut School District and Yukon-Koyukuk School District.
- Survey Monkey will be used as the tool to gather information. Six (6) months after graduation phone interviews with students will be conducted to track students.
- During the 2016-17 school year, students will participate in cultural activities twice a month. This schedule does not limit student participation. Students are already scheduled two cultural activities for the month of August 2017 fishing and restoration project.
- ATC provides tours throughout the school year and is the training and instructional site where the majority of STAR programs are taking place for the public to observe. ATC's business and industry partners have and continue to be made aware of the magnet school.
- May 2017 4. Mr. Bartos will continue to travel to all village sites in early fall explaining what the Magnet School has to offer for students who wish to enroll.
- A strong engagement component is already in force with local employers and our STAR students. The number of students who are working with local businesses already can verify this.
- We have already partnered with and continue to partner with other school districts to bring in their students for 2-week ReadyStar experiences using our STEM/Health/Process Tech lab experiences.

#### February 2017:

- Currently, STAR has formed partnership with local employers to inspire students. Students are actively participating in internship programs at the following local businesses/organization: Alaska Commercial, OTZ Telephone Cooperative Manillaq NWABSD and Nullagvik Hotel.
- NWABSD is currently constructing a distance delivery program that will entail a two -week intensive program for other school districts. STAR staff has presented variable length session opportunities at AASB seminars inviting school districts to attend. Chugach School District and STAR has formed a partnership last school year. Chugach School District students are currently at NWABSD participating in a ReadySTAR program.

#### October 2016:

- Consultant Jerry Covey facilitated meetings to ensure alignment of schedules between ATC, KMHS & Star. January 2, 2017 all schedules will be aligned to ensure efficiency and student achievement.

## GOAL 1: STUDENT LEARNING

### STRATEGY 3: INCREASE ENROLLMENT IN STAR OF THE NORTHWEST MAGNET SCHOOL

#### Objective 2: INCREASE AWARENESS, MARKETING, AND OUTREACH FOR STAR OF THE NORTHWEST MAGNET SCHOOL TO EXTERNAL STAKEHOLDERS

Action	Responsibility	Timeline	Metric	Report To
1. Multimedia communication to regional stakeholders.	Assistant Superintendent	Quarterly beginning fall 2016	Evidence of communications	Superintendent
2. Organizational presentations.	STAR Principal	2016-17 school year	Feedback from organizations	Superintendent
3. Establish job shadow program with local employers.	Assistant Superintendent	2016-17 school year	Job shadow agreements	Superintendent
4. Communicate with other school districts about STAR programs.	STAR Principal	Annually beginning 2016-17 school year	Enrollment of students from other districts	Superintendent

#### October 2018

##### **Curriculum & Instruction:**

- Action 3: Continuation of Implementation: Employment Internship course has been developed as a CANVAS course. This will provide sites across the school district with common guidelines and outcomes for this program.

##### **NW Magnet School:**

- ▶ Action 1: ReadiStar video currently in process with Golden-Eye media.
- ▶ Action 4: Principal Bartos spoke with Bristol Bay school district Friday September 28<sup>th</sup> about how STAR facilities and personnel supports and organizing students.

#### April 2018:

##### CTE

- Action 3: The Employment Internship course has been developed as a CANVAS course. This will provide sites across the school district with common guidelines and outcomes for this program.
- Action 4: The CTE coordinator is in contact with CTE coordinators from other districts regarding course offerings and programs that would be available to their students. In the spring of FY18, three students from LKSD took the VTC course, Intro to Education.

##### Star of the NW Magnet School

- Action1: Ongoing
- Action 4: Communication with Yupiit School District occurred during the week of April 1, 2018. Focal point of discussion was the ability of Star programs that would be able to tailor individual student needs and interest.

#### November 2017:

##### Star of the NW Magnet School

- Action1:
  - Weekly updates are provided to the Activities Coordinator. These updates are announced during the weekly radio show on KOTZ radio.
  - Facebook posts are generated and have accumulated 600 followers

- Action 2: On going as the opportunity arises.
- Action 3: Principal is developing partnership with local charter service for job shadowing experience.
- Action 4: Star of Northwest Principal gave commercial to Director of Technology. Director is developing a deployment configuration for all district computers.

## GOAL 1: STUDENT LEARNING

### STRATEGY 3: INCREASE ENROLLMENT IN STAR OF THE NORTHWEST MAGNET SCHOOL

#### Objective 3: INCREASE AWARENESS OF STAR PROGRAMS AMONG DISTRICT STAFF

Action	Responsibility	Timeline	Metric	Report To
1. STAR program overview presented during all-staff district in-service programs.	STAR Principal	On going	Feedback from staff	Superintendent
2. Presentations to ASCs and principals.	Assistant Superintendent	On going	Feedback from ASCs and Principals	Superintendent
3. Computer contract modified to inform parents about STAR.	Assistant Superintendent	Annually	Parents sign contract	Superintendent
4. Load commercial for STAR Program on all district computers.	Assistant Superintendent	Fall 2016	Evidence of completion	Superintendent
5. Poster of each Pillar program and ReadySTAR at each school.	Assistant Superintendent	Fall 2016	Evidence of completion	Superintendent

#### October 2018

##### **Deering School:**

- ▶ Planned Readistar visit for the Deering students, they will be making a basket sled to bring back to Deering.
- ▶ Last year, principals visited the ATC and stayed at the Magnet school. Deering principal and one staff each spent one week with the Readistar students, learning first hand of the program, routine, and classes.

##### **NW Magnet School:**

- ▶ Action 1: Presentation was given to all counselors during in-service in August
- ▶ Action 2: Presentation was given to all principals during in-service in July; and Principals will present information at fall ASC Meeting.
- ▶ Action 3: Completed. Implemented 8/1/18
- ▶ Action 5: New photos will be taken week of October 15, 2018. New designs will be presented to Assistant Superintendent for approval.

#### April 2018:

##### Technology

- The Technology Department looked into the process and logistics of loading commercials on all district computers. Given the nature and degree of the current barriers, the Technology Department will not be moving forward with this task.

Star of the NW Magnet School

- Action 2:
  - Principal attends monthly ASC meetings in Kotzebue and reports updates to the council.
- Action 3:
  - Full page layout is complete and sent to Director of Technology. The newly modified computer contract will be ready to be distributed for the 2018-2019 school year.
- Action 5:
  - The first poster proposal was denied. Design and layout are pending. New designs being developed

November 2017:

Star of the NW Magnet School

- Action 2: General overview presentation given to Kotzebue ASC Members on September 20, 2017.
- Action 3: Star of Northwest Principal and Director of Technology are developing a full-page layout to be included in the student computer contracts.

**GOAL 1: STUDENT LEARNING**

**STRATEGY 4: EXPAND SERVICES FOR ATC STUDENTS**

**OBJECTIVE 1: ESTABLISH NEW PARTNERSHIPS AND PROGRAMS TO BETTER MEET STUDENT AND EMPLOYER NEEDS**

Action	Responsibility	Timeline	Metric	Report To
1. Expand external partnerships to provide additional training opportunities including internships, apprenticeships, and access to training opportunities for individuals currently marginalized in the workforce.	ATC Director	Ongoing beginning August 2016	Trainee participation data	Superintendent
2. Team with business and industry partners to provide all ATC trainees in core programs with work experience through employment, job shadowing, or internships.	ATC Director	Ongoing beginning August 2016	Trainee participation data	Superintendent, School Board, Department of Labor, Partner organizations
3. Partner with other organizations to expand academic, personal, and employment support services for ATC students.	ATC Director	Ongoing beginning August 2016	Documentation of partnerships	Superintendent, Partner organizations
4. Secure existing funding sources for ATC through ongoing enrollment growth, communication, marketing, and lobbying.	ATC Director	Ongoing beginning August 2016	Budget information	Superintendent, School Board, Department of Labor

5. Pursue the possibility of an ATC Job Corps program.	ATC Director	Ongoing beginning August 2016	Recommendation due August 2017	Superintendent, School Board
<p><u>April 2018:</u> Alaska Technical Center (ATC)</p> <ul style="list-style-type: none"> <li>• ATC established new partnerships in Construction Trades Technology and Rural Renewable Energy with on-going efforts for other ATC programs</li> <li>• ATC actively maintains current partnerships and continues to find opportunities to develop new partnerships increasing programs in career pathways we train. Our partnership with Northern Industrial Technology has resulted in training has accommodated region-wide employer's training needs in construction safety and CDL certifications and licenses.</li> <li>• ATC continues to work towards the goal of establishing a Job Corps program in Kotzebue.</li> </ul> <p><u>May 2017:</u></p> <ul style="list-style-type: none"> <li>• ATC established new partnerships and programs in the Health Care fields, Culinary Arts, Construction Trades, and Process Technology.</li> <li>• ATC teamed with business partners to provide opportunities for students experience on the job or job shadowing.</li> <li>• ATC applied for two State of Alaska training grants and are recipients for both awards.</li> <li>• ATC continues to work towards the goal of establishing a Job Corps program in Kotzebue.</li> </ul>				

## GOAL 2: STAKEHOLDER SATISFACTION

### STRATEGY 1: IMPROVE STAKEHOLDER COMMUNICATION

#### OBJECTIVE 1: INCREASE TWO-WAY COMMUNICATION WITH PARENTS

Action	Responsibility	Timeline	Metric	Report To
1. Create July 1 to June 30 a monthly regional calendar with information on how to help children succeed in school.	Assistant Superintendent	June 2016; Updated annually	Calendar completed and distributed	Superintendent
2. Create site-based refrigerator magnet with information on how to help children succeed in school.	Assistant Superintendent	May 2016	Magnet completed and distributed at start of 2016-17 school year	Superintendent
3. Computer contract modified to improve parent communication and update parent contact information.	Director of Technology	Annually beginning August 2016	Completed computer contracts	Superintendent
4. Produce quarterly district newsletter and public service announcements via radio and social media to increase partnership opportunities in each community.	Assistant Superintendent	Quarterly beginning in fall 2016	Newsletters posted on website and social media	Superintendent
5. Post the strategic plan on district website and document progress annually.	Assistant Superintendent	Beginning fall 2016	Documentation of strategic plan and annual updates	Superintendent

### October 2018

#### **Assistant Superintendent:**

- Quarterly district newsletter, weekly radio public service announcements, and use of Facebook used to promote our district in a positive manner.
- Sites produced magnets for refrigerators in 2018 and distributed to families.
- Ongoing newsletter and radio broadcasts. Website updated continuously.
- Strategic Plan posted on the District website.

#### **State and Federal Grants Program:**

- Action 1: Individual school community based cultural calendars with have been created, published and distributed to parents at each site. All sites received enough calendars for each home.
- Action 2: The site base refrigerator magnet projected was completed in 2017

#### **Technology:**

- Laptop contracts were further modified to include information on student internet access at home
- All schools in the District now have active Facebook pages and schools are regularly posting announcements

#### **Deering School:**

- ▶ Monthly Newsletter is sent home to families and posted.
- ▶ Announcements posted regularly on Deering's Facebook.
- ▶ Weekly announcements made on the local VHF by Deering students.
- ▶ Increased parent attendance from 40% to 93% at parent teacher conferences in the spring of 2018!
- ▶ Many family activities occurred last year; Learning Fair (to give parents an opportunity to see what occurs in the classroom and fun activities like glow in the dark dodgeball.
- ▶ This year's activities; open house, back to school potluck, Aana and Tataa's day and pep fest. Family members have also joined for cultural activities.
- ▶ Teachers have been given a goal to make 2 positive contacts with parents each week. We are going to start making phone calls with the Northern Light's Star awards that are given.

### April 2018:

#### Curriculum/Instruction

- Action 1: Calendars for the new school year are being completed. Principals have submitted cultural activities and pictures, calendar will be printed during the summer.
- Action 2: Updated magnets for the 2018-2019 will be created and produced for distribution during the fall of 2018

### November 2017:

#### Assistant Superintendent

- Action 1: COMPLETED
- Action 4: In progress and ongoing.
- Action 5: Ongoing.

#### Technology



- Computer contracts were modified in August 2017 to include NWABSD Technology Department contact information as well as an area to updated parent contact information. These modified contracts have been maintained and routinely used throughout the district since being modified.

State/Federal Grants Program

- Action 2:
  - Distributed magnets to parents 2016-2017: Ambler, JNES, Noatak and Selawik
  - Received magnets and will distribute October 2017: KMHS
  - Received magnet design and ready to place order: Buckland, Deering, Kiana, Kobuk, Noorvik and Shungnak
  - Waiting for magnet design to place order: Kivalina

September 2017:

- Site calendars for 2017-18 school year with, distinctive site photos and activities, distributed one per family at the beginning of the school year.
- The process for creating calendars has been refined and has started for the 2018-2019 school year.
- Distributed magnets to parents 2016-2017
- Ambler, JNES, Noatak, Selawik-Received magnets and will distribute October 2017.
- KMHS-Received magnet design and ready to place order of magnets
- Buckland, Deering, Kiana, Kobuk, Noorvik, Shungnak-Waiting for magnet design to place order
- Kivalina-Using each site cultural calendar, we have placed regional information on these calendars.
- A quarterly district newsletter is produced and distributed. PSA's and the use of social media (district Facebook page) is ongoing. We have 402 likes on our district Facebook page.
- The updated Strategic Plan is on our district website. This is updated quarterly on our website.
- ATC established new partnerships in Construction Trades and Process Technology with on-going efforts for other ATC programs
- ATC is in the first stage to deliver training made possible by two new grant awards for 2017-2018 school year.
- ATC continues to work towards the goal of establishing a Job Corps program in Kotzebue.
- Completed August 2017.

May 2017:

- A district monthly regional calendar has been completed for this year.
- Most schools have completed a site-based refrigerator magnet for all school families. We have 4 schools that need to complete this.
- We produce a quarterly district newsletter, weekly radio public service announcements, and use Facebook to promote our district in a positive manner.
- Sites have produced magnets for refrigerators.
- Ongoing newsletter and radio broadcasts. Website updated continuously.
- Strategic Plan posted on the District website.

**GOAL 3: EMPLOYEE DEVELOPMENT**

**STRATEGY 1: BECOME THE EMPLOYER OF CHOICE IN THE REGION**

**OBJECTIVE 1: STRENGTHEN PROGRAMS TO RETAIN EMPLOYEES**

Action	Responsibility	Timeline	Metric	Report To
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1. Provide content and grade-level professional development for instructional staff.	Superintendent	August 2016; Updated annually	Annual evaluation of professional development	School Board
2. Train staff in the implementation of Infinite Visions.	Assistant Superintendent	2016-2021	Annual evaluation of professional development	Superintendent
3. Provide professional development plan for all non-instructional staff.	Assistant Superintendent	2016-2021	Annual evaluation of professional development	Superintendent
4. Establish employee recognition program.	Assistant Superintendent	Program completed by spring 2017	Implementation of program in fall 2017	Superintendent
5. Develop a district-wide substitute teacher manual.	Assistant Superintendent	Complete by August 2016; Update annually	Completed manuals <b>(COMPLETED-November 2017)</b>	Superintendent
6. Develop and implement training program for substitute teachers.	Assistant Superintendent	Complete by August 2016; Offer two times during each school year	Documentation and evaluation of training program <b>(COMPLETED-November 2017)</b>	Superintendent

**October 2018**

**Assistant Superintendent:**

- Through the Administrative Services department, staff has been trained on the implementation of Infinite Visions.
- The non-instructional staff has received professional development that relates to their job assignments.
- Employee recognition at the site level is ongoing. Research for an employee recognition program at the district level is still being looked at.
- The substitute teacher manual has been developed, and in the process of being updated. The training program is ongoing.

**Curriculum & Instruction:**

- Action 1: Ongoing, grade-level professional development was provided during the August Inservice as well and VTC sessions planned throughout the school year for grade alike teachers to collaborate.

April 2018:

Curriculum/Instruction

- Action 1: Ongoing, planning for next school year's professional development is currently underway
- Action 4: The district will be providing pizza to all sites for Teacher Appreciation Week in May.
- Action 6: District will update manual as needed for next school year.

November 2017:

Assistant Superintendent

- Action 2, 3 and 5: Ongoing training as needed.
- Action 4 & 6: COMPLETED

September 2017:

- The Administrative Services department scheduled and organized ongoing training for Infinite Visions training for district staff.
- Non-instructional staff received training during August inservice and ongoing as needed.
- Staff members were recognized during our beginning of the year staff inservice with years of service pins.
- Substitute training is provided on site and ongoing.

- A substitute teacher manual has been developed and distributed to all site principals.

May 2017

- Weekly collaborative meeting continued through the end of the school year.
- Planning for PD for FY'18 in progress with input – surveys, discussions, and need determined by staff and administrators.
- Professional development is ongoing with CPI, ABA and signing, 12 teachers attended the National math training conference in support of the new math curriculum, and 4 sites participated in touch math training.
- IVision training is ongoing.
- Employee recognition programs are being developed. Fall inservice will include recognition for years served.
  - Substitute training is slow but ongoing. The substitute turnover is very high.
- Manual has been developed.

February 2017:

- Professional development continues for bilingual/bicultural instructors, special education teachers, and grade level staff to support academic support.
- Weekly collaborative meetings continue at all sites with attention to District initiatives including Safe and Civil Schools and instructional practices to support academic success.
- Meeting with UA President, Jim Johnsen and School of Education and Interim Dean, Steve Atwater on 2.3.17 to review strategies for UA education students to complete practicums and student teaching in NWABSD through a Laboratory School for Pre-Service Teacher Training. This concept shared also with Commissioner of Education, Michael Johnson 2.9.17. Currently under consideration.

October 2016:

- Through the Administrative Services department, staff will be trained on the implantation of Infinite Visions.
- The non-instructional staff already received professional development within the confines of their job assignments.
- Using the district leadership team and other staff members, an employee recognition program is being developed.
- Using the substitute teacher manual that has already been developed, a training program is in the infancy stages of development.
- We have a completed substitute manual. We are in the process of distributing to all sites.
- Online shared space, power noodle, implemented in August 2016 to provide teachers with an opportunity to collaborate not only at grade-level/subject level. Provides the opportunity for teachers to seek answers from other staff members on topics that include Acellus, Measures of Academic Progress (MAP) and Safe & Civil Schools.
- Weekly collaborative meeting, Inservice 10.21-22, and ongoing site support as needed.

**GOAL 4: SUPPORT SYSTEMS**

**STRATEGY 1: IMPROVE TECHNOLOGY BASED INSTRUCTIONAL DELIVERY**

**OBJECTIVE 1: CAPITALIZE ON COMMERCIAL TECHNOLOGY BUILD-OUT TO INCREASE DELIVERY OF ACADEMIC CONTENT**

Action	Responsibility	Timeline	Metric	Report To
1. Continually update each school's wireless capacity.	Technology Department	2016-2021	Technology committee reports	Superintendent
2. Increase course offerings via distance delivery systems.	Assistant Superintendent	2016-2021	Evidence of increased delivery	Superintendent

3. Provide professional development to instructional staff involved with distance delivery.	Assistant Superintendent	2016-2021	Evaluations from professional development participants	Superintendent
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**October 2018**

**Assistant Superintendent:**

- Distance delivery has been greatly increased and has been maxed out utilizing available resources. Professional Development has been provided to those overseeing the programs.

**Curriculum & Instruction:**

- Action 2: Ongoing: Both VTC studios are being used to teach classes for the 2018-2019 school year. These included Advanced Math courses, Introduction to Education 2 courses, ACT prep and Middle School Algebra.

**Technology:**

- As of July 1, 2018 Kotzebue, is accessing internet through fiber.
- The Kotzebue Schools internet capacity has been increased to meet the FCC 2014 goals. All other sites had been previously increased to meet these goals in 2016.
- 11/13 Schools have been switched to Meraki Servers and Access Points to increase the effectiveness of the internet at those sites. The remaining 2 sites are scheduled for this upgrade.
- The distance delivery system codecs have been upgraded through the RUS Grant.
- Schools are currently operating 1-2 VTC courses/meetings at a time throughout the day. This is an increase of being able to only offer one connection per site at a time to two connections per site at a time.
- Professional development to instructional staff involved with distance delivery includes training on Canvas, distance learning classroom management and VTC technologies.

**Deering School:**

- ▶ This year we have four VTC classes occurring in Deering; increasing academic choice.
- ▶ Teachers are using Accellus and Aleks to supplement instruction and assess student's progress.

**April 2018:**

Technology

- The wireless capacity has been expanded through a new internet contract with GCI that will go in effect July 1, 2018 and include fiber in Kotzebue.
- All schools have also increased the efficiency of current wireless capacity by upgrading the infrastructure
- Distance delivery has been greatly increased by the deployment of laptops for Polycom purposes. This allows concurrent VTC sessions at all sites at all times.
- Distance delivery courses have now extended to include another school district.

CTE

- Action 2: Ongoing: CTE and Curriculum continue to receive input from school sites to offer appropriate courses via VTC. Both VTC studios are being used to teach classes. The courses offerings have increased from 8 in FY18 to 12 in FY19

**November 2017**

CTE

- Action 2: Ongoing: CTE and Curriculum continue to receive input from school sites to offer appropriate courses via VTC. Both VTC studios are being used to teach classes.

- Action 3: Ongoing as needed: Instructional staff new to distance delivery are given professional development regarding best practices in a teaching studio. Teachers who have previously taught in the studio are reviewed on best practices in a teaching studio.

September 2017

- All village schools have completed been upgraded to Meraki Access points and switches. All schools have been upgraded to the Shoretel IP phone system. Buckland, Noorvik and Selawik have received increased bandwidth services to reflect current student populations as well as are now using the microwave towers to receive internet services. Noatak is has received increased bandwidth to reflect current student populations through the satellite service. Kotzebue schools have received a slight increase in bandwidth to come closer to meeting the demands current student populations.
- Ongoing
- CTE and curriculum department have received input from village sites to offer appropriate courses via VTC. Eight courses were made available in the fall semester of FY18. Three of these are new courses to the VTC.
- Instructional staff new to distance delivery are given professional development regarding best instructional practices. This covers on air interactions, course management in CANVAS, curriculum, and CHAMPS for the teaching studio, and how to use the equipment.
- All village schools have already completed been upgraded to Meraki Access points and switches. All schools have been upgraded to the Shoretel IP phone system. Buckland, Noorvik and Selawik have received increased bandwidth services to reflect current student populations as well as are now using the microwave towers to receive internet services. Noatak is has received increased bandwidth to reflect current student populations through the satellite service. Kotzebue schools have received a slight increase in bandwidth to come closer to meeting the demands current student populations.

May 2017

- CTE has worked with curriculum department to determine courses to be offered via VTC. FY'18 will have 8 courses available each semester utilizing both (ATC & DO) teaching studios throughout the school day.
- Instructional staff involved in distance delivery has PD provided in best practices training to effectively teach using this venue. This covers on-air interactions, course management in CANVAS, curriculum, and CHAMPS for the teaching studio.

**GOAL 4: SUPPORT SYSTEMS**

**STRATEGY 2: DEVELOP DIGITAL CITIZENSHIP SKILLS**

**OBJECTIVE 1: INCREASE DIGITAL CITIZENSHIP AWARENESS FOR STUDENTS, STAFF, AND PARENTS**

Action	Responsibility	Timeline	Metric	Report To
1. Update NWABSD policies regarding social media use.	Superintendent, Technology Director	Complete by November 1, 2016	Draft policy for School Board	School Board approval
2. Create partnerships to promote responsible use of social media.	Superintendent, Technology Director, Student Government, ASCs	2016-17 school year	Completion of materials promoting responsible use of social media	School Board

3. Require middle-school students to complete digital citizenship certification prior to taking computers home upon entering high school.	Assistant Superintendent, Technology Director	Annually beginning August 2016	Evidence of completed agreements	Superintendent
4. Update digital citizenship curriculum.	Assistant Superintendent	Begin development August 2016	Implement pilot program in August 2017	Superintendent

**October 2018**

**Technology:**

- All PK-12 teachers use Common Sense Media to teach digital citizenship to all students within the first 3 weeks of school.
- All schools have participated in Digital Citizenship Week that engages parents in the digital citizenship discussion and provides resources for working with their children
- Screenagers, the movie, was shown at all sites to aid in the discussions and educate students, staff and community members on the benefits of technology as well as the need to manage time and exposure on technology
- Schools shared through social media (Facebook, Websites) the student and parent engagement outcomes of Digital Citizenship week

**Buckland School:**

- ▶ All teachers have utilized the Common-Sense Media curriculum to teach their grade levels specific expectations regarding the responsible use of technology in the classroom and computer labs and have signed the CIPA Agreement.
- ▶ Our Social Media Specialist updates our Facebook page several times a week with campus events, parent info, school announcements in order to improve communication with our staff, students, and parents. We have an increase of followers and shares on Facebook this year.
- ▶ We invited all parents to a Parent Night for the viewing “Screen Agers” and increased awareness of use and misuse or overuse of digital devices, with had 10 parents participating, we had several parents request it to be shown again so our second viewing is scheduled for the second week in October.

**Deering School:**

- ▶ Teachers delivered digital citizenship lessons this fall.
- ▶ Deering will participate in Digital citizenship the last week of September.
- ▶ Participated in Digital citizenship week, held movie with community “Screenagers” Free popcorn.
- ▶ School facebook page used regularly.
- ▶ Lessons taught in classroom on digital citizenship

**Kivalina School:**

- ▶ McQueen School did not have an ASC meeting with a quorum present for the months of August or September.
- ▶ Youth leaders, youth leader adviser, four certified McQueen School staff, and one member of the ASC planned a themed event in the school for September 28 entitled “A Night in Central Park.” They planned to use the remaining 1000a funds from fiscal year 2018 to fund the event.
  - \$4150 would be used for “book buck” giveaways (\$25 per student)
  - \$400 for chess sets
  - \$2000 for art supplies
  - \$1000 for Papa Murphy’s Pizza
  - \$1000 for “goody” bag give aways

- ▶ Also, at the event there would be a screening of the documentary ScreenAgers in the gym after serving the pizza. The youth leaders helped plan, set up, and clean up after the event.
- ▶ In the week leading up to the event the youth leaders added a daily message to the morning announcements reminding students and parents of the dangers of online bullying.

**Kotzebue Middle/High School:**

2. From top to bottom, the district has developed a very comprehensive plan to instruct our youth in the responsible use of social media, culminating with our just concluded Social Media Week. The highlight of the week was a screening of the movie “Screenagers”, attended by well of 100 students and adults. Our student leaders were a part of this, making posters and getting the word out.

**Noatak School:**

- ▶ Noatak realizes the importance of digital citizenship in the technological age we are living in and we understand our role as a school to foster good digital citizenship. Below is a short list of how we accomplish that task.
- ▶ SYSOPS: Responsible for informing and monitoring appropriate student use of technology
- ▶ NWATS: Responsible for staff implementation of the districts Common Sense Media Curriculum
- ▶ Social Media Specialist:
  - Responsible for social media, Facebook
  - Ensure social media postings are positive
  - Respond to negative postings
- ▶ Yearly CIPA Training for every student
- ▶ Active participation in digital citizenship week September 24-28
  - Community showing of video “ Screenagers”
  - Spirit Week
  - Daily announcements on good digital citizenship
  - Classroom awareness discussions on god digital citizenship
  - Student logs on daily screen time

April 2018:

Technology

- Digital Citizenship PSA’s have been broadcast weekly on OTZ Radio.
- All 8<sup>th</sup> grade students are currently enrolled in an intense Digital Citizenship course.

Curriculum/Instruction

- Action 2: the district continues to engage the community with weekly radio spots that highlight all school activities and events.

September 2017:

- Ongoing
- All PK-12 Teachers have fully implemented the new Common-Sense Media Digital Citizenship curriculum and have already taught the lessons district-wide. This increased our student exposure from roughly 45 minutes per year to 135 minutes of instruction per year.

- An 8<sup>th</sup> Grade Canvas course is currently being created and includes Common Sense Digital Citizenship materials. It will be implemented with all eighth graders throughout the Spring 2018 semester.
- Completed and fully implemented Fall 2017. Ongoing training and support is continuing with our staff.

June 2017:

- In Progress with Face Book up and running for STAR, Youth Leaders and School District
- 15 Teachers have become Certified Digital Citizenship Teachers through Common Sense Media. Feedback from all pilots has been collected and is being analyzed.
- Fall Inservice is being planned to incorporate a full district-wide launch of Digital Citizenship Curriculum.
- September 2017
- All PK-12 Teachers have fully implemented the new Common-Sense Media Digital Citizenship curriculum and have already taught the lessons district-wide. This increased our student exposure from roughly 45 minutes per year to 135 minutes of instruction per year.
- An 8<sup>th</sup> Grade Canvas course is currently being created and includes Common Sense Digital Citizenship materials. It will be implemented with all eighth graders throughout the Spring 2018 semester.
- Completed and fully implemented Fall 2017.
- Ongoing training and support is continuing with our staff.

March 2017:

- 30 Teachers across the region are currently piloting Common-Sense Media Digital Citizenship Curriculum; 15 Teachers are completing tasks to become Digital Citizen Certified Teachers.
- Digital Citizenship Curriculum pilot has been expanded to include 30 teachers district wide K-12 throughout the Spring 2017 semester. All progress is on target for the scope of implementation.

October 2016:

- NWABSD social media policies are currently under review.
- Partnerships to promote responsible use of social media are being established. A Digital Citizenship section has been added under the Parent channel of nwarctic.org to facilitate the parental partnership with entities such as Safe, Smart, Social. A partnership with Common Sense Media for Teacher, School and District digital citizenship certifications is also being established.
- Middle School Digital Citizenship Curriculum is getting piloted this fall beginning at Q2 through the regularly scheduled Technology Courses at KMHS. The end requirements for digital citizenship certification are in discussion.
- Digital Citizenship Curriculum is being piloted for 9-12 in Kivalina and 6-8 at KMHS. Plans are being put in places to provide intensive training for all districtwide NWATS F2017 to become Certified Digital Citizenship Teachers and then pilot all new curriculums K-12 throughout the 2017-2018 school year. The following school year, 2018-2019, all teachers will work to become Certified Digital Citizenship Teachers and will implement the Digital Citizenship Curriculum K-12. This will lead to our District becoming Certified in Digital Citizenship and result in a safer and more creative digital learning environment and potential regional workforce.

## GOAL 4: SUPPORT SYSTEMS

### STRATEGY 3: IMPROVE/INCREASE SCHOOL FACILITIES

#### OBJECTIVE 1: MAINTAIN EMPHASIS ON CURRENT AND NEW CONSTRUCTION PRIORITIES

Action	Responsibility	Timeline	Metric	Report To
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1. Work with Alaska Legislature, Northwest Arctic Borough, U.S. government, and Kivalina to build a school on new site.	Superintendent	Ongoing project	Evidence of school district actions to support construction	School Board
2. Support CIP request for Selawik School.	Superintendent	Ongoing project	Evidence of school district actions to support construction	School Board
3. Build 100-student dormitory for STAR of the Northwest Magnet School.	Superintendent	Begin project development summer 2016	Evidence of school district actions to support construction of dormitory	School Board
4. Build family housing for ATC students.	Superintendent	Begin project development summer 2016	Evidence of project planning and development	School Board

**October 2018**

**Superintendent:**

- 1. Funding for new school secured. Construction of the evacuation road begun Fall 2018.
- 2, 3 & 4. Continue to be maintained as District/NWALT lobbying priorities.

**Deering School:**

- ▶ Deering teacher housing has been renovated and are very nice.

April 2018:

Superintendent

- Lobbying efforts continue in cooperation with Alaska School Board Association and NWALT
- NWABSB Feb 7-10 Lobbying in Juneau prior to School Board Association meeting
- Testified on Retire/Rehire bill to House and Senate
- NWALT Legislative trip to Juneau March 5-4
- Information to Alaska Department of Transportation and Public Facilities regarding reinstatement of Kivalina Road in STIP
- NWALT lobbying trip to Washington, DC March 19-20 in support of funding for Kivalina Road
- Met with Senators' Murkowski & Sullivan, and Colonel Scott at the Pentagon regarding Innovative Readiness Team (IRT) program in support of building some aspect of the Kivalina road
- Colonel Scott & Team site visit to Kivalina April 20, 2018
- NWB successful at bonding for the New Kivalina School match, lobbying efforts supported for appropriation of funds to allow timeline to provide local match

Assistant Superintendent

- Construct duplex teacher housing unit in Kobuk.
- Construct duplex teacher housing unit in Noatak.
- Construct two one-bedroom housing units in Kiana 6-plex building (will become 8-plex).
- Replace tile floors in Ambler school hallways, dining room and classrooms.
- Rebuild Selawik school main lift station.

- Install plywood protection sheeting on Kivalina school's south and west exterior walls.

November 2017:

- Lobbying efforts continue in cooperation with NWALT. October 2017 with meeting with Secretary of Education, Senators' Murkowski & Sullivan and Representative Young, Department of Transportation and Governor Walker's DC staff.
- Exploring Migrant Education Grant funds to assist with 100-bed dorm on advisement for Senator Murkowski.
- Selawik School video is completed.

May 2017:

- Advocate Continues
- Lobbying to legislature on HB 135 extension on time for the Borough match for Kivalina School.
- Video of Selawik overcrowding complete.
- Lobbying emphasis continues for ATC family dorm, Selawik upgrade and 100-bed dorm for Magnet School.

February 2017:

- Meeting with Governor Walker and Legislators February 9-12, 2016 regarding District legislative priorities including facilities.
- Video of overcrowding in Selawik Currently in editing process.

October 2016:

- Ongoing advocacy. Reviewing NWALT startup to support all of the above with Borough, Maniilaq, and NANA.
- Meeting in July with Senators Murkowski, Sullivan and Representative Young.
- Meeting August 1 with Regional organizations and Senator Sullivan in Kotzebue.
- Meeting August 8 with Kate O'Connor, Legislative Correspondent, Senator Sullivan's office.

## GOAL 5: FISCAL RESPONSIBILITY

### STRATEGY 1: ENSURE BUDGET INTEGRITY AND TRANSPARENCY

#### OBJECTIVE 1: COMMUNICATE BUDGET INFORMATION TO STAKEHOLDERS

Action	Responsibility	Timeline	Metric	Report To
1. Provide financial information on district website.	Superintendent	Ongoing beginning summer 2016	Budget information on website; Public feedback	School Board
2. Maintain adequate fund balance.	Superintendent	2016-2021	Annual audit	School Board
3. Align budget with strategic plan.	Superintendent	Ongoing	Budget linked to strategic plan	School Board

October 2018

**Superintendent:**

- Preliminary audit presented at the Board Retreat – October 2018.
- Budget information is available for public viewing on our website under BoardBooks.

**Deering School:**

- ▶ ASC members receive the Deering student activities account register monthly.

April 2018 :

#### Superintendent

- Clean audit returned to District from BDO
- Request to Borough for additional funding for 2018 school year
- 2<sup>nd</sup> request to Teck
- Budget Retreat March 26-27, 2018
- Budget cuts of 2 percent including Board budget
- Request to Borough April 2, 2018 for additional funding for 2018 school year
- No cuts to funding at the State level, HB 287: Early funding for fy'19 and forward funding for FY-20. Awaiting signature of Governor Walker
- Final budget review prior to submission to Borough and State at April 30-May 1 Board meeting

#### November 2017:

- Preliminary audit overview presented by BDO accountant, Eric Campbell during October 2017 Board Retreat in Anchorage
- Awaiting final audit report from BDO (District Auditors)

#### September 2017:

- Annual Audit Completion and Review in October of each year.
- Monthly financial budget to actual operating and grant reports and information to the Superintendent and all Directors for budget maintenance and accountability practices.
- Budget committee updates @ all Board meetings.
- Lobbyist Updates reflected in budget planning.
- On-going Correspondence to Legislators regarding budget reductions.
- Request for NWAB PILT & Teck Annual funding for projected use of funds towards education.
- Ongoing examination and application for grants to support strategic goals – language and culture, STAR, PreK.
- Annual Board Budget Worksession planning to review annual fund balance and to plan for budget additions or reductions.\

#### May 2017:

- Budget committee updates @ all Board meetings.
- Lobbyist opposing budget cuts to education.
- Information to Senator Olson's Office re: impact of 5% reduction.
- Request for Payment in lieu of taxes (PILT) & Youth Leaders (YL) funding from Tech with rational and projected use of funds.
- Ongoing examination and application for grants to support strategic goals – language and culture, STAR, PreK.
- Budget retreat planning, Saturday, May 20, 2017.

#### October 2016:

- In process now that financial audit complete.
- February 15, 2017.
- Monthly financial reports to the Superintendent and all Directors.
- Department budgets reviewed and managed in divisions.
- Reminders from Director of Administrative Services regarding appropriate spending down of grant funds.