

# **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**

SANDY SHROYER-BEAVER, PRESIDENT  
PAULA MILLS, VICE PRESIDENT  
MARGARET HANSEN, TREASURER  
TILLIE M. TICKET, SECRETARY  
DAVID MILLER, PARLIAMENTARIAN  
NELLIE BALLOT

EUNICE HADLEY  
LAWRENCE JONES, SR.  
ERICA NELSON  
BRAD REICH  
ANGELA WASHINGTON

### **STRATEGIC PLANNING TEAM MEMBERS**

MARGIE BAKER  
GARY EAKIN  
CHERYL EDENSHAW  
MARGARET HANSON  
KAESYN HILL  
MEGAN HOKE  
RALPH KING

MIKE LANE  
TERRY MARTIN  
CARMELLA MCCALL  
ERICA NELSON  
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TERRI 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 <b>Completed and In Place to Continue</b>	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 <b>Completed and In Place to Continue</b>	Superintendent

**June 2020**

No update.

February 2020

Curriculum/Instruction:

- Action 2: Complete: Curriculum was sent to all sites in spring 2019 for implementation in the fall. School-Connect is an 80-lesson multimedia curriculum designed to improve high school students' social, emotional, and academic skills and strengthen relationships among students and between students and teachers. Parent information was added to the parent channel on the district's website, for more information please see link: <https://www.nwarctic.org/domain/1470>.

Special Programs:

- Action 1: Youth Leaders (YL) have advisors and membership at each site. Monthly activities include anti bullying and suicide prevention (ongoing).

October 2019

Curriculum/Instruction:

- Action 2: Complete: Curriculum was sent to all sites in spring 2019 for implementation in the fall. School-Connect is an 80-lesson multimedia curriculum designed to improve high school students' social, emotional, and academic skills and strengthen relationships among students and between students and teachers. Parent information was added to the parent channel on the district's website, for more information please see link: <https://www.nwarctic.org/domain/1470>

Special Programs:

- Action 1: Youth Leaders (YL) have advisors and membership at each site. Monthly activities include anti bullying and suicide prevention.
- Action 2: Ongoing teaching of soft skills and relationship building during Home Room class at each site.
- Action 2: Youth Leaders have trips planned to build soft skills including conversation initiation, communication and greeting skills.
  - Youth Leaders AFN, AASB YLI: planning & chaperone confirmations
  - AFN: October 13-16, 2019
  - Youth Leadership Institute in Anchorage: November 7-10, 2019

August 2019

Assistant Superintendent:

- Action 2 – Complete: Curriculum was sent to all sites in spring 2019 for implementation in the fall.

State/Federal Programs:

- State and Federal: State and Federal Programs Director and District Leadership team met with village IRA's and community members in Kotzebue, Kiana, Noatak, Kobuk, Deering (director only) and Kivalina to discuss Federal and State funding programs and the or the District activities. IRAs and community members provided input on the programs during the meetings.

Special Programs:

- Action 1: Youth Leaders (YL) training continues in resiliency training and anti-bullying prevention in cooperation with Maniilaq Behavioral Health training of Youth Leader Captains in August 2019.
- Action 2: Ongoing teaching of soft skills in employability classes and the addition of Home Room class to all Middle school and High school schedules (twice a week). Soft skills training includes: Understand the role communication plays in achieving success in the workplace, learning goal setting techniques and time management skills.
- Action 2: Youth Leaders Fall 2019: Programming emphases: School Climate Survey review; Site planning; Role Modeling; Personal Boundaries; Goal Setting; Personal Values; Respect & Responsibility; Mental Health in cooperation with community resources.
- Action 2: Employability skills curriculum continues with addition of job shadowing and job internships that include credits toward graduation.

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 <b>Completed and In Place to Continue Successful Implementation</b>	School Board
2. Establish district grading system taskforce.	Assistant Superintendent	Develop recommendations during 2016-2017 school year; Implement fall 2017	Taskforce report and recommendations due in June of 2017	Superintendent
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 <b>Completed – October 2018</b>	Superintendent

**June 2020**

Curriculum/Instruction:

- Action 2: Postponed due to school closures. Future activities dependant on availability of budget and redirection of committee based on directions from the Superintendent.

February 2020

Assistant Superintendent:

Action 1: MAPS : Mid-year MAPS completed and results shared at parent teacher conferences.

Curriculum/Instruction:

- Action 2: The committee application for participation is completed. Activities dependant on availability of budget and redirection of committee based on directions from the Superintendent.

Action 2: Documentation shows that a 1.5 year plan to accomplish this was prepared in 2016, with the plan having been revised in 2017 with completion in 2018. It is recommended that the plan be revisited, and a report back on outcome.

October 2019

Special Programs:

- Action 1: Progress monitoring through MAPS assessment completed in September (Spring semester).
- Action : All sites using AIMSweb Progress monitoring to varying extents. AIMSweb screens and monitors the reading skills of PreK–12 students. AIMSweb helps uncover learning gaps and assess individual and classroom growth.

Curriculum/Instruction:

- Action 2: Resources are onsite to inform the committee of the recent research on effective grading practices for student learning. This review will continue in 2020-2021. The committee application for participation is completed.

August 2019

Special Programs Department:

- Action 1: High school students will participate in Home Room with direct consultation/monitoring with teachers and counselor regarding progress toward transitions (college and career readiness).
- Action 1: Online access via Power school continues to inform parents/guardians regarding attendance, school events and student progress. All students and parents have access to this information.
- Action 1: Yearly communication with parents and guardians regarding student performance implemented through MAPS, PEAKS, School

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 <b>Completed and In Place to Continue</b>	Superintendent
2. Align Ready Star variable length sessions with student interests.	CTE Coordinator, STAR Principal	Annually August – May	Annual schedule <b>Completed and In Place to Continue</b>	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 <b>Completed and In Place to Continue</b>	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 <b>Completed and In Place to Continue</b>	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 <b>Completed</b>	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 <b>Completed</b>	Superintendent

**June 2020**

Superintendent:

- Action 6: Poster series - Alumni Stories Initiative: We continue to create posters to inspire and motivate the students of the NWABSD by highlighting the successes and accomplishments of our very own notable alumni. We have created a poster featuring each story and have displayed at all schools in the NWABSD to show our students that there is no limit to what they can accomplish. We have posters hanging at all schools and in the district office outside the board room.

Curriculum/Instruction

- Action 7: Completed. Career exploration continues to be incorporated through our employability skills course which is a graduation requirement. Counselors, and guest speakers are also active in out schools through the Readistar and Counseling programs.

February 2020

Assistant Superintendent:

Action 6: Interviews completed for Readistar. Ongoing production of alumni poster series.

Curriculum/Instruction:

- Action 1: Ongoing: CTE courses were updated in the spring of 2019 to align with district goals. 2019-2020 curriculum guide available online. Students were made aware of additional course offers through their school counselors <https://www.nwarctic.org/Page/4015>
- Action 3: Continued Implementation—Teachers will continue to integrate Junior Achievement (JA) into the core Social Studies curriculum each spring. Kindergarten: JA Ourselves, 1st grade: JA Our Families, 2nd grade: JA Our Community, 3rd grade: JA Our City, 4th grade: JA Our Region, 5th grade: JA Our Nation.
  - For more information on Junior Achievement programs please see the following link
  - <https://www.juniorachievement.org/web/ja-usa/ja-programs;jsessionid=ED09C7D60433B32BC48F45CF827F4C4E>

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 (2020 Both Students are currently Working at Red Dog)
- Spring 2019 Graduates (0): No students graduated at the Ambler School
- Spring 2020 Graduates (4):

Kiana School:

- Kiana School staff reinforce positive expectations daily using CHAMPS and the approved ABC'S of success. The day begin with public address comments from the principal on attitude, behavior, and that each person in the school can contribute to the learning environment by applying the ABC's of Success.
- Kiana School used Principal 100 for 4.5 years with good results to support our positive climate/environment
- Kiana School has moved to a new positive culture system for the remainder of the 19-20 school year-a system called P.O.P.S. which is an acronym for Power of Positive Students
- Students across the school are provided information on a regular basis about their educational path, the value of education, and ways to alter their path depending on their deires.
- The principal, counselor, teachers, and local resources such as the NANA SRC work together to make known eduction benefits and career pathways and choices.
- At the secondary level students in grades 7-12 meet each Monday and Tuesday with a homeroom/advisory teacher to discuss school performance and mitigate issues when/if needed
- The D & F lists are regularly shared and discussed with the teachers and how the students on the list can be reduced. There have been great improvements in the length of the middle school list this year-has been relatively short each time it came out.
- Counselor has met with all students in grades 6-12 and parents as needed to review PLCP's and graduation plan progress. This is an on-going task that the counselor works on each time he is on site
- Student schedules have been changed and manipulated as much as possible so students in a position to graduate or close to being able to graduate can achieve that goal if he/she works to help make that happen

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
- 2017 & 2018 class graduates: (4) obtained a full-time position at Trilogy mine
- 2017 & 2018 class graduates: (3) full-time at Universities and (1) is in the second year
- 2017 & 2018 class graduates: (2) working at the Shungnak Native Store
- 2018 class graduate: (1) working for NMS cook helper in Shungnak
- 2018 class graduate: (1) moved to Anchorage and working
- 2017 & 2018 graduates: (5) still looking for employment

- Spring 2019 Graduate (1)
- Spring 2020 (2) attending Magnet School
- Fall 2019 (5) attended Readistar Program, (3) attended 2<sup>nd</sup> round
- Spring 2019 Site based CTE program was eliminated

#### October 2019

##### Curriculum/Instruction:

- Action 1: Ongoing: CTE courses were updated in the spring of 2019 to align with district goals. 2019-2020 curriculum guide available online. Students were made aware of additional course offers through their school counselors <https://www.nwarctic.org/Page/4015>
- Action 3: Continued Implementation—Teachers will continue to integrate Junior Achievement into the core Social Studies curriculum each spring. Kindergarten: JA Ourselves, 1st grade: JA Our Families, 2nd grade: JA Our Community, 3rd grade: JA Our City, 4th grade: JA Our Region, 5th grade: JA Our Nation.
  - For more information on Junior Achievement programs please see the following link
  - <https://www.juniorachievement.org/web/ja-usa/ja-programs.jsessionid=ED09C7D60433B32BC48F45CF827F4C4E>
- Action 4: Ongoing: Counselors meet with students and parents through the school year to review graduation requirements and course of study using the district's My Personal Learning & Career Plan worksheet For more information: <https://www.nwarctic.org/domain/1471>

##### STAR Magnet School:

- Action 2: Readistar students select their variable length course offering during the first day of class based on their interests. Students with seniority make start the selection process.

##### Special Programs Department:

- Action 1 & 4: Graduation requirements review process taking place during Personal Learning and Career Plan (PLCP) meetings with students/parents/counselors.

##### Assistant Superintendent:

- Action 6: Alumni Stories Initiative: This program is meant to inspire and motivate the students of the NWABSD by highlighting the successes and accomplishments of our very own notable alumni. We will create a poster featuring each story and it will be displayed at all schools in the NWABSD to show our students that there is no limit to what they can accomplish. We have posters hanging at all schools and in the district office outside the board room.

#### August 2019

##### Assistant Superintendent:

- Action 1: Ongoing: CTE courses updated annually to align with district goals. 2019-2020 curriculum guide available online. Students were made aware of additional course offers through their school counselors <https://www.nwarctic.org/Page/4015>.
- 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, 4th grade: JA Our Region, 5th grade: JA Our Nation.
- Action 4: Ongoing: Counselors continue to meet with students and parents to review graduation requirements and course of study.
- Action 5: Computer Science Coding: Courses added to the high school curriculum, optional lessons provided to elementary teachers and intro. to coding course offered to middle school students.
- Action 6: NWABSD Alumni Stories Initiative features local college graduates working in their field of study. This program is meant to inspire and motivate the students of the NWABSD by highlighting the successes and accomplishments of our very own notable alumni. We create a poster featuring their story and will display at all schools in the NWABSD to show our students that there is no limit to what they can accomplish. To date, we have about 16 finished posters and are working on others.

STAR of the NW Magnet School:

- Action 2: Construction and Business pillars are also being offered to Readistar students starting August of 2019.

Special Programs:

- Action 1: Personal Learning and Career Plan (PLCP) meetings continue. 7<sup>th</sup>-12<sup>th</sup> grade. PLCP's meeting inform requirements and course of study needed for graduation and scholarships. Counselors available during Home Room activities and throughout the school year to assist students.
- Action 3: Students Internships with strong ties to community have been developed and implemented through the counseling program.
- Action 4 and 7: Alaska Career Information System (AKCIS) continues 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. This tool can be used during Home Room Class as well.

Curriculum/Instruction:

- Action 1: Ongoing: CTE courses updated annually to align with district goals. 2019-2020 curriculum guide available online. Students were made aware of additional course offers through their school counselors <https://www.nwarctic.org/Page/4015>
- 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, 4th grade: JA Our Region, 5th grade: JA Our Nation.
- Action 4: Ongoing: Counselors continue to meet with students and parents to review graduation requirements and course of study.  
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, 4th grade: JA Our Region, 5th 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 is 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 Triology 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 Triology 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 Readistar schedule was presented to Board. The Readistar sessions are tailored to individual sites to meet interests of students. Prior to each Readistar 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, 4th grade: JA Our Region, 5th 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 2nd 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, 4th grade: JA Our Region, 5th 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, 4th grade--JA Our Region, 5th 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-5th 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-5th 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	COMPLETED - November 2017	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

**June 2020**

Assistant Superintendent:

Action 1, 2, 3:

- Partnering with Native Village of Kotzebue on grant application for pathways for Iñupiaq language instructors to become more proficient in both learning the language and teaching the language.
- Met with Maniilaq to start planning an ANA grant application in June 2021 (year long process).
- Ongoing meetings with Sarah Lukin at NANA to develop a proposal for NANA's support for language and culture work.
- Meeting with Aqqaluk Trust to begin talking about support for partnership work.
- Meeting with Iliisaqativut Members to establish language intensives for instructors and other learners who hope to become teacher.

Action 7:

- Meeting with Chukchi Director to develop teacher pathways for language and culture instructors. Planning UAF course offerings and support for instructors through VIF funding.

**February 2020**

Superintendent:

Action 1: Presented to the NANA Regional Board about our Language Program; where we are at and where we need to go. Powerpoint presentation is available upon request

Presented to the Village Improvement Commission a grant application to fund current program.

Action 2: Plans to meet with partner organizations at their monthly meetings during the 4<sup>th</sup> quarter to present and receive feedback (NANA, Regional Elders, Language Commission, ect.) of our Language program.

Assistant Superintendent:

Action 1: District presented to Iñupiaq Language Commission and Regional Edlers Council on work from the language task force. Curriculum Coordinator focus on fluency and dialogue when working with instructors. Continued monitoring and support for lesson plan development is also being provided to Iñupiaq language instructors.

Instructors interested in Iñupiaq language for college credit supported through tuition assistance.

Student Services:

Action 1: Investigating sped transition plan curriculum that incorporates Traditional Alaska Transition Skills for rural community connections.

Action 5: Intergenerational Dialogue Exchange and Action (IDEA)

Participants: Northwest Arctic Borough School District, Maniilaq, Kotzebue-based IDEA program coordinator, other IDEA Community Steering Committee members, Inna Rivkin, Lisa Wexler Intergenerational Dialogue Exchange and Action (IDEA) into Inupiaq Studies classes and adult and Elder role models to invite to intergenerational sessions Digital Storytelling Digital stories (DS) are based on personal experiences and told through the first person's perspective. DS combines narration, images, sound, video, and technology to create a short movie. The movies are created using free

multimedia tools and can be viewed on CD, DVD, or on the internet. DS enables participants to develop their own media messages for health or wellness that is relevant to their community.

Ambler School:

Action 3:

Ambler counselor sets appointments with senior students and parents every month to discuss their graduation plan. 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 meet once a month with 6<sup>th</sup>-8<sup>th</sup> class working with College and Career Prep teacher on exploring career choices, using (AKCIS)and more local careers. Counselor and College and Career Prep 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.

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)

Fall 2019 13 students attending Magnet School Readistar

Spring 2020 13 students attending Magnet School Readistar

Action 5:

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.

Action 6:

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. Youth Leaders run programs throughout the school that provide positive interactions between school/community/Elders. Local Residence work at the school during Inupiaq day to provide culturally relevant stations. Each volunteer's skill is highlighted in the station they work.

Buckland School:

- During ASC meetings, community members have participated in Buckland school.
- During ASC meetings suggestions have been presented regarding activities to strengthen the Inupiaq language and culture.
- During ASC meetings the activities suggested by elders have been:
- To invite elders to classrooms for informal story telling (teachers have done so): Host a dinner with elders (this occurred during December, 2019 and a second one will be hosted during March 2020).
- Buckland School has a full time Inupiaq teacher who services all elementary and Middle school students.

- Buckland School has hosted Inupiaq days celebrations during the first semester.
- Buckland School has hosted NYO games and all students have participated during 1<sup>st</sup> semester.
- Buckland school hosted a Back to School Community Engagement BBQ. Attendance to this event was a great opportunity for new teachers and staff to meet students and community.
- Youth Leaders have two advisors this school year at Buckland School. They host weekly meetings with Youth Leaders.
- Youth leaders have hosted events to involve parents in our school.
- Youth leaders participate in the district's Youth Leaders' meetings.
- Youth leaders hosted the first yearly Elders' dinner.

Kiana School:

- Kiana School continues to hold in value the work we do with our local IRA and the connections that are made. The school works with the Tribe to support events at the school such as our quarterly awards for academics and positive behaviors, culture trips, end of the year events such as the final day of school picnic, and the start of the year Welcome Back to School Picnic
- An elder that has been very supportive and helpful in helping teach the culture and speaking the language has been Viola Barr. She is a resource that always has been able to provide help to the Inupiaq teacher for language instruction, helping with activities like butchering a seal, or planning Inupiaq days/activities.
- The partnership with the NANA SRC has only grown and prospered over the last five years. The professional relationship helps that NANA office and it helps the school and students. The relationship has aided in academic and non-academic paths- from Kids to College, helping students apply to Geo-Force, or helping to get volunteers for cultural activities/trips.
- The annual Holiday Program is also a time that the culture and language is supported as seasonal songs often have a version in the Inupiaq language supported by the school's Inupiaq teacher.
- In the works now via a student project is a large-scale attempt to get elders into the school for a simple day (or a few hours) of story telling of any kind that relays the past traditions and history of the local families and the Inupiaq people.
- Kiana has had a plan for the last couple of years to recognize volunteers/elders that contribute to the operations of the school. This would be a social event with beverages and snacks to honor their time and efforts to help the students and school. Our plan has not been fully implemented mostly because of the short list of volunteers that did not want an "event" merely for them. This April/May 2020 we will work to hold our elder/volunteer recognition event.

Kivalina School:

Action 3:

- McQueen School ASC meetings have met monthly from October, 2019 to January, 2020.
- Kivalina IRA, Leroy Adams, acts as liaison to the school. Met August, September, October 2019 to discuss cooperation between IRA and school with IRA sponsored seasonal cultural activity opportunities for students.
- Kivalina IRA, Leroy Adams, continues to meet informally to discuss long term planning according to seasons. Awaiting spring 2020 season to resume outdoor cultural activities and opportunities.
- Maniilaq, Charlene Hadley, worked to begin Kivalina Post-Secondary Vocational Rehabilitation project with students 16-22 and recent graduates, 9-30-19.
- The Kivalina IRA/SAMSHA worked in cooperation with School staff to put on a parent/student engagement carnival 10-5-9.
- SAMSHA team and NWABSD counselor coordinator met with staff to go over Self Harm protocol and suicide prevention training 10-17-19.
- ANTHC, Jacqueline Shaeffer, presented research regarding mapping project on 11-19-20 to the high school and middle school students.
- Maniilaq Public Health Nurses and NWABSD counselor coordinator hosted basketball themed healthy living game night in the gym 1-15-20.
- Teck met 1-22-20 with high school students in the POD to discuss career opportunities and training planning.
- NANA annual meeting planning meeting 1-29-20 scheduled to meet in school bilingual room.
- NANA annual meeting planning meeting 1-31-20 rescheduled to IRA.
- NANA annual meeting planning meeting 2-10-20 rescheduled to teleconference.
- Teck scheduled 2-18-20 for Job Fair in school gym 2:00-6:00 PM.

- NANA scheduled 3-28-20 annual meeting, schoolwide.

Action 5:

- Elders continue to come to lunch intermittently with students. Teachers have been asked to reach out to parents and grandparents to create a list of possible volunteers.

Action 6:

- Kim Swan, Emma Swan, Gary Swan, and Myra Wesley have worked to fund raise to increase travel opportunities for the middle school basketball team December 2019-February 2020.
- Myra Adams, Myra Wesley, Reppi and Dolly Swan, Becky Norton, Kim Swan, and Lucile and Caleb Wesley have brought food to the school to provide hospitality to visiting teams January-February 2020.
- Myra Welsey has invited and fed teachers new to the school mid-year to her home to help them fit in to the community.
- Cy Two Elk, ANTHC, visits school and provides musical volunteer support to middle and high school students in cooperation with high school humanities class and bilingual instructor. August 2019-January 2020 (ongoing).
- Recognition will be given for local volunteers during high school graduation 4-29-20, and Kindergarten promotion 4-30-20.

Kobuk School:

Action 3:

- Partner with community-based organizations at each site to improve Inupiaq language and culture programs.
- At the Kobuk School, we are fortunate to have community and staff who are committed to working together to provide our students with opportunities to improve our Inupiaq Language and Cultural programs. This year we have focused on creating a better partnership with the Kobuk Tribal Council, Elders, and the City of Kobuk. To date, we have paired students up with various Elders to help seine, dry fish, process Moose and Caribou, and recorded three Elder interviews for our Inupiaq Studies class. Our Inupiaq Teacher has worked with the NWABSD to better improve the Language component for our kids. Raymond Woods has made several visits and has helped our Inupiaq Teacher coordinate community activities within the school. We are excited to announce that our teacher, Samantha Horner, along with the Kobuk Tribal Council, has secured a Seal that we will be processing at the end of February. We will render the fat and make Seal oil for our Elders and pass out whatever is left to the community. We've even reached out to the community for help with making a new MukBall. MukBall is an exciting game that the kids used to play in Kobuk all the time, we are looking forward to bringing it back.

Action 5:

- Utilize the expertise of elders in delivery of instruction and activities.
- Kobuk is lucky, like all of our villages are, to have such strong Elder support. We welcome our Elders into the school, ask for their help, encourage them to walk through the halls and visit classrooms, and appreciate the guidance they give all staff. This year we've had Elder help with our Holiday Program songs that we sang in Inupiaq, had Elders visit classrooms and demonstrate how to process Caribou and Moose, will have 3 Elders on hand for the processing of the Seal we acquired with the help of the Kobuk Tribal Council, and welcome the Elder of the Year Nina Harvey to sit and speak with the students whenever she has a free moment.

Action 6:

- Recognize local residents who volunteers in the school.
- We appreciate all those who come to our school to volunteer, help pick up after community or game nights, or just want to stop by for lunch. We spotlight our volunteer of the month on our Facebook and on the VHF, we give shout outs in our weekly newsletter, and we consistently ask for volunteers to come and sit in classrooms and/or during lunch. Our weekly volunteer hours have increased this year from less than one-hour last year to three hours this year.

Kotzebue Middle/High School:

Action 3:

KMHS works regularly with several community partners such as Boys & Girls Club, Park & Wildlife, Maniilaq, and others. Most recently Park & Wildlife visited our 8<sup>th</sup> grade to take a close look at and discuss local flora and fauna. How plants are used culturally. Also climates and shifts in weather. Boys & Girls club has become a popular hangout for our youth. We help promote and support events when possible. Our chorus has made visits to sing for elders and at the hospital during Christmas. As well put on talent shows and performances for the community. During our Inupiaq Days we collect local volunteers to show our students how to make donuts, cut skin/meat/fish, cultural art work, dancing, and NYO game activities.

**Action 5:**

Most of our experience with Elders has been some storytelling, training our students during Inupiaq days in Dance, Cooking, Survival skills. We have groups head out to the hospital, as mentioned. Often the Elders will come to participate and speak to our students during Career Fair. Most recently many elders have contributed by coming to the schools to help out with events, or bring Hospitality food to visiting teams. Last semester, our stand-in art teacher worked with Raymond and other local elders and focused some of the art projects in class on their contributions.

**Action 6:**

A few of the volunteers we have locally include many community businesses and members putting together our NANA Career Fair this year. This will include a wide range of individual and local business based supporters. Of course, all of our support and training for Inupiaq Day comes from local volunteers. The City Mayor will be here just next week to visit with our 6<sup>th</sup> grade and help them with a writing project. They are working on the writing project "If I were Mayor?" So the students will be asking him questions and getting ideas! One of the huge projects established this year was the Booster Club...started and founded by ASC Board and interested Community members. They have organized support members, teams, and set to raising money for activities in school. They are present at almost every event and help by volunteering and contribution.

**Noorvik School:**

**Action 3**

- The Noorvik School partners with the local IRA, NANA, Maniilaq, Noorvik Elders Council and the City of Noorvik to develop and increase language and cultural activities. In the fall we participate in a Harvest Festival that is put on by the IRA, Park Service, Fish and Wildlife, Elder's Council and the Noorvik school. Last fall we went fish seining at the elder's camp to get fish for Noorvik Elders. We partnered with NANA and held a community back to school pot luck with speeches by local leaders to encourage our students and staff. Our NANA resource specialist also does career awareness and teaches about resources and jobs in our region. AKIMA, a division of NANA, also comes to our school annually to meet with our students and talk about jobs that help the native corporation and allow people to work in the region or travel to other places for NANA jobs. They also provide funding and materials for our LEGO Robotics Program. Maniilaq Wellness has come to our school several times this year to conduct talking circles with our middle and high school students about cultural identity and mental health. In April we work with the Noorvik Elder's Council to hold the Noorvik Elder's Memorial (NEM) Sled Dog Race and with the IRA to host the Selma Newlin Basketball Tournament. Our partnerships enrich the education we can provide for our students.

**Action 5**

- Elders play an important role in the education of Noorvik students. They come and speak with our students regularly in our Inupiaq room about the past, bullying, ice conditions, winter travel safety, and respect. They work with our teachers to help plan our Outside School Days coinciding with the NEM Sled Dog Race in April. They participate in Inupiaq Days each semester at our school and they help make the traditional foods served in our hospitality room during the Noorvik Elders Invitational tournament in February. They come in every day to get school lunch and interact with our students. They speak at our award's assemblies and graduation about the importance of a good education and attendance.

**Action 6**

- People who come in to work in classrooms and meet with teachers are given free admission tickets to ball games and/or Bear Bucks to use at the concession stand. They have a special badge that they wear while in the building and the staff and students thank them for being at the school. Each elementary classroom also has an individual way that they recognize the volunteers in their classrooms from a special chair to a crown. Volunteers connect the community to the school.

**Selawik School:**

**Action 3**

- Selawik School staff works closely with NANA, City of Selawik, Maniilaq, IRA, Wellness Coalition Selawik ASC, and Fish and Wildlife to work on building a successful partnership and to help improve the Inupiaq language and traditions. We provide a Fall cultural camp subsistence lifestyle learning opportunity for all students K-12. We have increased participation both from teachers, students, and community to make this traditional experience happen. Both of our elementary and high school programs promote and strongly incorporate the learning of Inupiaq language. We have an open door policy and welcome any outside group to come in to the building to further teach or share activities to improve cultural programs. Events throughout the year include but not limited to: Back to School Community Picnic, Berry Picking with Youth, Youth Leader retreats, Helping and Honoring Elders through our high school programs, Holiday Program (Dec), Annual NANA Meeting, etc. We work with



NANA incorporating the “I Know I Can” program to provide information and goals toward graduation and college and/or technical careers. Elders are invited to come visit students at any time. Much interaction happens during lunch when Elders are provided lunch.

Action 5

- Selawik Elders are welcome in the school daily through the Maniilaq elders lunch program, providing opportunity for staff and students to collaborate with them. Many of our teachers invite and promote elder involvement within their classrooms to speak and promote the Inupiaq history and culture. Elders have a lifetime of experience to share, though often it is difficult to them to come to the school. There are project-based programs within the classrooms that are taken throughout the community to meet the needs of elders unable to commute to the school. Plans to create an opportunity for elders to share their knowledge is in planning stage for the 2020-2021 school year incorporating Elder Story time, beading, sewing, and hopefully cooking classes.

Action 6

- Selawik uses VHF announcements to recognize volunteers and upcoming events in the school. School promotion t-shirts are given to volunteers and those that work together with the school. Formal recognition will be given to volunteers at the end of the year award ceremony. Students make cards and hand-made gifts and deliver them to elders and volunteers homes on a routine basis.

Shungnak School:

Action 3

- 2017- 2020: 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-retreats, Hot Springs Trip, Ice fishing and skiing program and Helping Elders (April)
- Community Engagement Picnic and Helping Elders (May)
- Celebrating Elders Birthdays (April and May) +65
- Youth Leader Region Wide Retreat (March 2020)

Action 5

- 2017-2020: 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.

#### Action 6

- 2017-2020: 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 and go door-to-door. 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 celebrate with a block party feast to give back our appreciation.

October 2019

#### Assistant Superintendent

- Action 1: The district organized a language task force in 2018-2019 made up of representatives from partner organizations. The task force met three times to review the Language program and accomplished the following: developed a framework design, scope & sequence, and the Inuunaijiq. Based on the task force outcomes, the Curriculum Director created a tri-fold outlining the Bilingual Curriculum. The task force also provided recommendations to the staff and board they felt would help to strengthen the language program. The recommendations were:

##### District office Staff recommendations

- Community outreach. A call for volunteers to assist instructors.
- Elders Council – Provide a report to council of the Language Task Force and make recommendation for Elders guidance, presence and involvement in the classroom.
- Youth Leaders and Young adults – Language revitalization awareness. ○ Provide Staff Development
- Daily schedule – focus on Fluency and Dialogue (student to student, teacher to student, student to teacher), involve songs, movement, all senses, and emotions in lower grades.
- Prepare, plan, review and reinforce lessons taught.
- Homework – involve parent participation § Student files – Keep a file on students' personal growth.

##### Board Recommendations

- Request from Kotzebue IRA to adopt the Nikaitchaut curriculum for PreK/K students. The program is student centered vs language. It's all about the identity of a child and focuses on the whole person (i.e. Senses, values, emotion, spirituality, culture, physical and social well-being)
- Increase Instructional time across all grade levels.
- Provide funds for Professional Development of Bilingual Instructors.
- Build a Teacher training program for Bilingual Instructors.
- Call to Action of Sovereign Nations (local IRA's) the importance of language revitalization.
- Call to Action of local organizations/corporations to partner together for language revitalization.
- Add fluent speakers (Elders) to be available in classrooms (request funding from Elders council)
- Work to build culturally relevant schools to support vs hinder
- Action 1, 2, & 3: An overview of the Bilingual program was presented to the Regional Elders Council (REC) on September 17, 2019 along with the recommendations given by the task force. Resolutions from the REC was received to bring before the board at the next monthly meeting in November 2019.
- Action 5 & 6: All sites invite elders and local residents into the schools to assist with cultural events and other activities.

- Action 7: A three-day training for our Bilingual Instructors took place in Kotzebue the last week of August. This was funded by the Preserving and Strengthening Alaska Native Language and Culture (PSAN) grant. The focus this year has been on strengthening the language. Raymond has been traveling out to site weekly to assist the Instructors with lesson planning, delivery of language, and instructional methodology. Bilingual Instructors are enrolled in a course offered via UAF distance delivery and meet weekly to review lesson plans, curriculum review and instructional delivery.
- Action 5: Preserving and strengthening Alaska Native Education (PSAN) is a federal Alaska Native Education Grant which ended on August 31, 2019. The following objectives were met during the grant period.
  - 1065 videos digitized. NWABSD has an extensive collection of videos and film reels that were sent to be digitized for preservation purposes.
  - 25 illustrated books completed. Children's books were adapted from traditional stories of the Inupiaq for use in Inupiaq classrooms. Stories are in both Inupiaq and English.
  - 70 of the digitized videos were translated and subtitled.
  - The Inupiaq Alphabet and Six Seasonal Themes have been produced
  - Extensive professional development was provided to the Bilingual Instructors throughout the life of the grant.
  - The framework for Inupiaq curriculum is in accordance with The Alaska Standards for Culturally-Responsive Schools and the Seasonal Framework.

State and Federal Programs:

- Action 4: The community-based culture calendars were distributed to the communities in August. The calendars are developed on an annual cycle. The calendar photographs of cultural events are collected from staff, parents and students. The criteria for inclusion into the calendar is for the photograph to include a cultural event that is significant to that community and the picture resolution if of high quality. Principals collect the photographs and submit them monthly through the CANVAS platform. Districtwide and school specific events and activities are included in the calendar under the corresponding dates. Parenting tips are included each month. Calendar preparation is completed in June and printed in July for distribution in August.

Special Programs:

- Action 1, 3, & 5: Youth Leaders will partner with Hilda "Narvaugauraq" Haas the Manager External Affairs & Communications of NANA during the Oct. 2019 AFN event.

Curriculum/Instruction:

- Action 1: The district is partnering with UAF on a STEM Tracks project to create a Middle School Science Unit on Snow. The Director of Curriculum and Director of Technology meet regularly with the STEM Tracks advisory board and are currently working to solidify teachers to pilot the curriculum. The STEM Tracks UAF team works to develop the Snow unit with cultural ambassadors from Kotzebue. The group has also presented draft curriculum to the Bilingual Instructors and has received their input to further improve the curriculum.

August 2019

Assistant Superintendent:

- Action 1, 2, 3: A Language Task Force, made up of representation from partner organizations, met three times during the school year 2018-2019 to create a framework design, Uqapiaqta Scope and Sequence, and the Inuunaijiq guide. A report was given at the May 2019 Board meeting.
- Action 4: Calendars continue to be developed annually.
- Action 7: The bilingual program office is working with the Chukchi College to offer ED 193 this fall. Bilingual aides can sign up for the class and work toward reaching certain competencies. Competencies include proper lesson planning, Indigenous teaching strategies, Curriculum Implementation, Grading, & Classroom Management Strategies.

State/Federal Programs:

- Community-based cultural calendars for schools completed for FY19.

Special Programs:

- 1: Youth Leaders partnered with the community in the Aqaaluk Trust Youth & Elders Conference Kotzebue, AK; January 21-23, 2019. Thirty-two Youth Leaders from across the school district attended the Aqaaluk Trust Youth & Elder Conference in Kotzebue. The conference afforded students from Ambler, Kobuk, Kiana, Noatak, Noorvik, Kotzebue and Selawik the opportunity to listen to guest speakers, participate in cultural craft-making activities, and learn from many elders attending. Topics of discussion and participation included the advent of the Alaska Native Claims Settlement Act, winter survival, Eskimo Dancing, and processing animal hides.
- 1: Youth Leaders partner with Manillaq Behavioral Health to educate and train youth in suicide prevention, resiliency, anti-bullying and wellness (including connection to culture/elder visits).

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:

Action 3:

- 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)

Action 5:

- 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 Manillaq 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.

Action 6:

- 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:

Action 3:

- 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)

Action 5:

- 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.

Action 6:

- 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:

Action 3:

- 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)

Action 5:

- 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.
- Action 6:
- 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
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

**June 2020**

#### STAR Magnet School:

- Action 1: This will be done during the Fall 2020 semester.
- Action 3: Core team of District and ATC staff have worked to develop a multi-year plan to refine, expand and promote STAR.

- Action 4: The Superintendent has communicated with district Directors and Principals on plans and expectations for the 2020-2021 school year. It was requested fro Directors and Principals to provide feedback on improving the programs, and ideas on how to better meet the needs of students.
- Action 5: A potential STAR/ATC Iñupiat Culture & Language pillar is under consideration.
- Action 6: The administrative structure has been adjusted to the original program model to effectively integrate the STAR and ATC programs; an Assistant Director position, reporting to the ATC Director, has been added to the ATC team.
- Action 6: The Readistar program has been redesigned, and a schedule for 2020-2021 has been developed; Readistar will be available to students from all high schools, including Kotzebue.

February 2020

STAR Magnet School:

- Action 1: Two of the three graduates are attending UAA and the other graduate has joined the workforce and the STAR Principal wrote a recommendation letter for employment.
- Action 3: Counselor Clay Moose met with the Bering Strait School District officials developing plans to attend Readistar during the 20-21 school year.
- Action 4: Met with Kiana Middle School Students via VTC on January 9, 2020 presenting both STAR and Readistar opportunities.
- Action 5: STAR Staff has incorporated cultural carving with design and fabrication daily in the Readistar program.
- Action 5: All district-wide Readistar students have participated in the cultural activities producing caribou antler jewelry including rings, necklaces. Students also created antler knife handles in cooperation with the design and fabrication lab. Star students have also been involved with the Inupiaq Club sewing mittens and beading.

Curriculum/Instruction:

- Action 4: Continued Implementation. STAR Programs expanded and redesigned to align with student interests and individual village's needs. Additional Paxton Patterson Lab for construction trades added to the rotation of Readistar programs. Link provided for more information on Paxton Patterson labs. <https://www.paxtonpatterson.com/construction-education>

October 2019

STAR Magnet School:

- Action 1: STAR staff is monitoring student career and secondary education placements after graduation.
- Action 2: During two-week sessions, Readistar students visit the firehall, courthouse, museum and water treatment facility. During these visits, students discuss career pathways and job requirements.
- Action 3: Star of the Northwest continues the partnership with Voyage to Excellence(VTE). Magnet students attend classes at Voyage to Excellence and VTE students attend classes in Kotzebue. This has been ongoing for four years.
- Action 4: The STAR principal attends all VTC meetings district wide to promote STAR programs.
- Action 5: In addition to dorm culturally relevant activities, Readistar students carve during the school day with a certified instructor.
- Action 6: One STAR student is taking an ATC course. High school and Alaska Technical Center classes are aligned for first semester of the 2019-2020 school year.

Start Date	End Date	Site	Site	Site	Focus	Focus
9/9/19	9/20/19	Kivalina	Kivalina		Construction	Business
9/23/19	10/4/19	Shungnak	Kiana	Kivalina	Construction	Business
10/7/19	10/18/19	Noorvik	Noatak		Construction	Healthcare
10/28/19	11/4/19	Ambler	Ambler		Construction	Business
11/11/19	11/22/19	Buckland	Selawik		TBA	TBA
12/2/19	12/13/19	VTE	Deering		Construction	TBA

Start Date	End Date	Site	Site	Site	Focus	Focus
1/13/20	1/24/20	Ambler	Ambler		Construction	Business
1/27/20	2/7/20	Buckland	Selawik		TBA	TBA
2/10/20	2/21/20	VTE	Deering		Construction	TBA
3/9/20	3/13/20	All	ALL		Career	Exploration
3/23/20	4/3/20	Kivalina	Kivalina		Construction	Business
4/6/19	4/17/20	Noorvik	Noatak		Construction	Healthcare
4/20/20	5/1/20	Shungnak	Kiana	Kivalina	Construction	Business

Curriculum/Instruction:

- Action 4: Continued Implementation. STAR Programs expanded and redesigned to align with student interests and individual village's needs. Additional Paxton Patterson Lab for construction trades added to the rotation of Readistar programs. Link provided for more information on Paxton Patterson labs. <https://www.paxtonpatterson.com/construction-education>

Alaska Technical Center:

- Action 4 & 6: ATC – In both the Culinary Arts and Process Technology training programs Action 4 and 6 are ongoing. During this quarter, the Process Technology Teacher position is still vacant.
- Action 4 & 6: The ATC Recruiter/Administrator continues to promote training programs including STAR and Readistar during her travel to village school sites including Kotzebue. Since March 2019, she has traveled to all villages with the exception of Ambler due to notification from the Principal that he had no Seniors and suggested that she travel there this year. Some villages were visited twice.
- Action 4 & 6: ATC provides informational tours to individuals and groups promoting ATC training programs. Including visiting schools, Career Fair participants, legislators, NANA and some of their subsidiaries, Manilaq and various departments, Teck Alaska, funding agencies, etc.
- Action 4 & 6: ATC business and industry partners are informed about training opportunities with information included about STAR and Readistar programs.

August 2019

Assistant Superintendent:

- Action 4: Continued Implementation, 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. STAR Programs expanded to align with student interests.

STAR of the NW Magnet School:

- Action 1: Ongoing- Three of the four graduates as of last May, are planning to attend UAA. The fourth grad is seeking employment out of state. Follow up will occur at the end of first semester
- Action 5: New for the 2019-2020 school year, culturally relevant activities will be more available to Ready STAR students. Resources are on site ready for student use.
- Action 6: Completed

Alaska Technical Center (ATC):

- ATC promotes and recruits students throughout the school year and included high school students at each of the NWABSD school sites; providing information to them about STAR and Readistar opportunities.
- 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.
- ATC provided two one-day exposure to Bering Strait School District high school NACTEC students promoting opportunities utilizing ATC during the 2018-19 school year.
- ATC's Recruiter/Administrator attended the Alaska School Counselor's Association Conference promoting ATC along with STAR and Readistar programs to state-wide High School Counselors.

Curriculum/Instruction:

- Action 4: Continued Implementation, 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. STAR Programs expanded to align with student interests.

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.
- Action 3: 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 Readistar held at the end of March and then went to the state Educators Rising Conference and Competition with NWABSD student.
- Action 3: 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 Readistar program for Chugach School District during the 2018-2019 school year. These offerings bring students from numerous school districts statewide.
- Action 3: LKSD education partnership students participated during the March Education Readistar.
- 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.
- Action 1: questionnaires will be sent to employers and education providers November 10<sup>th</sup>, 2017. Survey results will be distributed for review on Friday November 30<sup>th</sup>, 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.
- Action 1: 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 Readistar session February 12-February 23, 2018.
- Action 3: Kashunamiut School District will be participating in a two-week Readistar program November 27<sup>th</sup> 2017- December 8<sup>th</sup>, 2017.
- Action 5: Students in the first four weeks of school Star & Readistar 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.)
- Action 5: 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 Readistar session February 12-February 23, 2018.
- Principal of Star of the Northwest reports that students in the first four weeks of school Star & Readistar 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 Readistar 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. Principal 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 Readistar 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 Readistar 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 <b>Completed</b>	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

**June 2020**

#### STAR Magnet School:

- Action 1: Golden Eye Media continues to collaborate with District staff to communicate with stakeholders, families, students and potential applicants.
- Action 3: ATC partnerships with local employers will be expanded to include STAR over the course of the 2020-2021 school year.
- Action 4: The District has allocated 12 beds for full time out-of-district residential high school students for the 2020-2021 school year. Golden Eye Media is collaborating with District staff to recruit students.

February 2020

#### Curriculum/Instruction:

Action 3: Completed and Implemented at all sites: Employment Internship course (CTE#300) has been successfully developed as a CANVAS course. Local employers have had the opportunity to attend multiple informational meetings and counselors work with students and employers to place students in appropriate internships across the region. Follow link for Employability Brochure: <https://www.nwarctic.org/Page/4173>.

October 2019

#### STAR Magnet School:

- Action 1: Golden Eye Media via Facebook communicates STAR marketing state-wide and regionally, as well as, monitors potential, current, and graduated students.
- Action 2: STAR Staff presented to Secretary of Education DeVos an overview of dorm living, offerings of both fulltime and Readistar Sessions. The NANA workforce development group was provided a tour of STAR facilities on September 24th, 2019.

#### Curriculum/Instruction:

- Action 3: Completed and Implemented at all sites: Employment Internship course (CTE#300) has been successfully developed as a CANVAS course. Local employers have had the opportunity to attend multiple informational meetings and counselors work with students and employers to

place students in appropriate internships across the region. Follow link for Employability Brochure:  
<https://www.nwarctic.org/cms/Workspace/Section/Section.aspx?DomainID=42>

August 2019

Assistant Superintendent:

- Action 3: Completed and Implemented at all sites: Employment Internship course (CTE#300) has been successfully developed as a CANVAS course. Local employers have had the opportunity to attend multiple informational meetings and counselors work with students and employers to place students in appropriate internships across the region.

STAR of the NW Magnet School:

- Action 2: Ongoing as opportunities arise
- Action 4: No communication with other school districts since April

Curriculum/Instruction:

- Action 3: Completed and Implemented at all sites: Employment Internship course (CTE#300) has been successfully developed as a CANVAS course. Local employers have had the opportunity to attend multiple informational meetings and counselors work with students and employers to place students in appropriate internships across the region.

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 <b>Completed</b>	Superintendent
4. Load commercial for STAR Program on all district computers.	Assistant Superintendent	Fall 2016	Evidence of completion <b>Determined unfeasible</b>	Superintendent
5. Poster of each Pillar program and Readistar at each school.	Assistant Superintendent	Fall 2016	Evidence of completion	Superintendent

**June 2020**

#### STAR Magnet School:

- Action 1: Materials are being prepared for the summer 2020 Principals meeting and Districtwide In-service
- Action 2: The Superintendent has communicated with district Directors and Principals on plans and expectations for the 2020-2021 school year. It was requested from Directors and Principals to provide feedback on improving the programs, and ideas on how to better meet the needs of students.

February 2020

#### STAR NW Magnet School:

Action 2: STAR Staff will be presenting STAR program to ATC Advisory Committee on April 6, 2020.

October 2019

#### STAR Magnet School:

- Action 1: The STAR principal presented to all counselors during the fall in-service August 7<sup>th</sup> via VTC to discuss program opportunities. Follow up occurred August 29<sup>th</sup> during counselor training.
- Action 2: The STAR principal attends the Kotzebue Advisory School Council meetings when available. The STAR principal presented to principals July 29<sup>th</sup>, 2019 during Principal Inservice.
- Action 3: Completed
- Action 5: There are new Construction and Business pillars for the start of the 2019-2020 school year; these posters are in progress. Healthcare, Process Technology, Culinary Arts and Education posters are completed.

#### Technology Department:

- Action 3: Student laptop contracts for the 2019-2020 continue to include the information/advertisement for STAR.

August 2019

#### STAR of the NW Magnet School:

- Action 1: Principal scheduled August 7<sup>th</sup> 2019 on VTC to discuss programs.
- Action 2: Principal presented to principals and District office staff July 29<sup>th</sup> 2019.

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

**June 2020**

Alaska Technical Center:

- Actions 1, 2 & 4: The ATC Advisory Committee is supporting the strengthening and expansion of ATC external partnerships and funding sources. ATC partnerships with employers, business and industry will be expanded to include STAR over the course of the 2020-2021 school year.
- Action 1: ATC is working with community-based agencies and the state Alaska Adult Education office to increase regionwide access to GED. This provides adults with a “safety net” to prepare for entering the workforce, and a bridge to post-secondary education.
- Action 3: Two potential additional STAR/ATC pillars - Inupiat Culture & Language and Technology & Business, are under consideration.
- Action 4: STAR programs are being refined and expanded to provide a seamless transition to adult education. This will increase ATC enrollment, and student engagement in post-secondary education.

February 2020

Alaska Technical Center:

- Action 1 & 2: ATC expands and strengthens its partnership and training opportunity awareness with the formation of an Advisory Committee in November 2019. This Advisory Committee is comprised of business and industry partners that employ individuals in the workforce that directly aligns jobs with trainings that ATC offers in the Region.
- Action 1 & 2: ATC seeks training and partnership opportunities to continue provide various short courses such as Plumbing and Electrical partnering with statewide organizations. ATC also seeks to assist other local organizations such as Northwest Inupiat Housing Authority partnering for a Solar Heat Pump training opportunity that otherwise would not be possible or provided here in the region.
- Action 1 & 4: ATC continues apply and secure grants to provide training opportunities for regional adult applicants including Technical Vocational Education Program (TVEP), State Training Education Program, (STEP) Alaska Construction Academy ACA, Alaska Adult Education/General Education Development (AAE/GED). ATC continues to partner with Maniilaq Association for Alaska Adult Education program funds to provide assistance to outlying villages.
- Actions 1, 3 & 4: ATC works with funding organizations and agencies to ensure trainees enrolling in ATC programs are provided guidance and assistance to secure funds to cover training costs. ATC commenced in January 2020 to begin having monthly collaborations with local funding organizations to review and possibly streamline the applications process.
- Action 1, 2, & 3: ATC promotional and marketing materials remain current on a regular basis and are provided to individuals and groups. Training opportunities and information are posted to ATC’s Facebook account and to ATC’s website. ATC works closely with Regional business and organizations such as city governments, village IRA’s, and NANA Shareholder Relation Coordinators to provide training information weekly.
- Action 1 & 3: ATC continues to provide support services to all interested participants in our training programs. The Recruiter/Administrator promotes ATC training programs and provides information on funding. ATC’s Registrar works closing with trainees enrolling in our training programs with funding paperwork and documentation to maximize funds for their training costs.

October 2019

Alaska Technical Center:

- Action 1 & 2: ATC is seeking opportunities to offer short-term training related to current core program offerings such as Pre-Apprenticeship Electrical Training and Rural Energy Efficiency partnering with business and Industry affiliates. ATC is collaborating with the Alaska Adult Education program to offer Alaska Driver's permit preparation at no charge for this instruction.
- Action 1 & 4: ATC has secured several grants to provide training opportunities for regional adult applicants including Technical Vocational Education Program (VEP, State Training Education Program, (STEP) Alaska Construction Academy ACA, Alaska Adult Education/General Education Development (AAE/GED).
- Action 1, 2, & 3: All ATC promotional materials are current and are provided to individuals and groups. They are also posted on our Facebook account and website. ATC works closely with Regional Shareholder Relations Coordinators (SRCs) and has a standing weekly. teleconference with them.
- Action 1 & 3: ATC continues to provide support services to all interested participants in our training programs. The Recruiter/Administrator promotes ATC training programs and provides information on funding.

August 2019

ATC:

- ATC actively maintains and strengthens current partnerships and continues to find opportunities to develop new partnerships increasing programs in career pathways we train.

April 2018

Alaska Technical Center (ATC):

- ATC established new partnerships in Construction Trades Technology and Rural Renewable Energy with on-going efforts for other ATC programs
- 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.
- ATC continues to work towards the goal of establishing a Job Corps program in Kotzebue.

May 2017

- ATC established new partnerships and programs in the Health Care fields, Culinary Arts, Construction Trades, and Process Technology.
- ATC teamed with business partners to provide opportunities for students experience on the job or job shadowing.
- ATC applied for two State of Alaska training grants and are recipients for both awards.
- ATC continues to work towards the goal of establishing a Job Corps program in Kotzebue.

**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 <b>Completed</b>	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 <b>Completed</b>	Superintendent
3. Computer contract modified to improve parent communication and update parent contact information.	Director of Technology	Annually beginning August 2016	Completed computer contracts <b>Completed</b>	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 – <b>Completed and In Place to Continue</b>	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 <b>Completed and In Place to Continue</b>	Superintendent

**June 2020**

No update.

**February 2020**

No update.

**October 2019**

Technology Department:

- Action 3: The student laptop contracts for 2019-2020 continue to include parent contact information areas.
- Action 4: Principals and staff, and the District Office are continuing to update the school and DO Facebook pages with PSAs. The District Website is also maintained on a regular basis with current information. The Social Media Specialist (as previous reported on – see below) extra duty contract has been cut due to budget restrictions so these tasks are now the responsibility of the Principals at each school.
- Action 5: The updated strategic plans continue to be posted on the district website under the Quick Links area.

**August 2019**

Assistant Superintendent:

Action 1: Information on parenting tips to help children succeed in school is put on the cultural calendars.

Action 2: Magnets will be developed at each site and ordered by August 30, 2019.

Technology:

- Action 4: Social Media Specialists at each school posted regular PSA's on Facebook for each school for educational, digital citizenship and informational purposes throughout the 2018-2019 school year. Regular Digital Citizenship PSA's were also broadcast weekly on the radio.

**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
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 <b>Completed</b>	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

**June 2020**

No update.

February 2020

#### Assistant Superintendent:

- Action 3: ALICE training provided to all school sites Jan 18. All staff participated, including non-instructional staff.
- Action 4: Employee recognition to begin Feb Board meeting

#### Curriculum/Instruction:

- Action 1: Ongoing, grade-level professional development was provided during the August Inservice through the VTC to all sites. Site-based professional development will be provided throughout the school year by principals and other district staff. Principals facilitate professional development during Monday and Tuesday collaborative meetings that meet the needs of their sites. Additional PD provided through traveling consultants in Safe & Civil school, explicit instruction strategies and foundational skills in phonics and phonemic awareness is being provided to sites. In addition, VTC Professional development is also being provided for PreK and CTE teachers with other topics in Professional Development will take place through the 2020 school year.
- Action 3: All classified staff are included in on-site professional development throughout the year. Bilingual Instructors are provided 1 hour a week to enhance their skills in teaching the language and using the curriculum.

October 2019



Administrative Services:

- Action 2: Ongoing - Business Office, Human Resources, Secretaries and Principals received initial Infinite Visions training when we first implemented the software. New staff are trained as needed. Emails have been sent to all staff with instructions on logging into the Employee Self Service web portal.

Technology Department:

- Action 3: The Technology Department has created a plan for Microsoft 365 training for the school year 2019-2020 that includes a variety of topics through the VTC. This has been advertised to all certified and classified staff at each school and reinforce to the Principals. The first professional development opportunity was on October 1, 2019.

Curriculum/Instruction:

- Action 1: Ongoing, grade-level professional development was provided during the August Inservice through the VTC to all sites. Site-based professional development will be provided throughout the school year by principals and other district staff. Principals facilitate professional development during Monday and Tuesday collaborative meetings that meet the needs of their sites. Additional PD provided through traveling consultants in Safe & Civil school, explicit instruction strategies and foundational skills in phonics and phonemic awareness is being provided to sites. In addition, VTC Professional development is also being provided for PreK and CTE teachers with other topics in Professional Development is also planning for the spring 2020.
- Action 3: All classified staff are included in on-site professional development throughout the year

Superintendent:

- Action 4: Pins recognizing employee longevity have been dispersed. Retirees are acknowledged with a plaque on-site. Teacher appreciation is acknowledged annually. New teachers received goody bags. Administrators and Board members received vests with names and position.
- Action 5 & 6: The Substitute Teacher Manual is updated and distributed annually. Training is ongoing on an as-needed basis.

August 2019

Assistant Superintendent:

- Action 1: Ongoing, grade-level professional development was provided during the August Inservice through the VTC to all sites. Site-based professional development will be provided throughout the school year by principals and other district staff.

Curriculum/Instruction

- Action 1: Ongoing, grade-level professional development was provided during the August Inservice through the VTC to all sites. Site-based professional development will be provided throughout the school year by principals and other district staff.

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.
- IVisions 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
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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 <b>Completed and In Place to Continue</b>	Superintendent

**June 2020**

No update.

February 2020

Assistant Superintendent:

Action 2: Course offerings are at capacity. Researching new technologies to increase capacity.

Technology Department:

Action 1: The District is continually monitoring new infrastructures built within the region that the District may gain access to within the next contract window.

Action 3: Professional Development continues to be provided to instructional staff involved with VTC on demand.

October 2019

Technology Department:

- Action 1: The District is in year 2 of a 3-year contract for internet. Wireless hardware has been updated at all sites. The Technology Department is working with GCI and the Coordinator of Projects for the Kivalina new school build and internet access.
- Action 3: Professional development for distance delivery instructional staff for the 2019-2020 has been on an individual basis and has included Canvas Learning Management System (LMS) training, Big Blue Button (conferencing with in Canvas) training, SMART Padlet (mini SMARTBoard connected to the VTC), and ConnectEd training.

Curriculum/Instruction:

- Action 2: Ongoing: Both VTC studios continue to be used to teach classes for the 2019-2020 school year. See below for schedule.

Semester 1							Semester 2						
	1st	2nd	3rd	4th	5th	6th		1st	2nd	3rd	4th	5th	6th
<b>DO Studio</b>	VTC Algebra II 10/11/12	VTC Trigonometry 11/12	VTC Education Course 3: Intro to ED I Education Course 4: Intro. to ED II	Government/Civics		Algebra I (MS or HS*)	<b>DO Studio</b>	VTC Algebra II 10/11/12	VTC Trigonometry 11/12	VTC Education Course 3: Intro to ED I Education Course 4: Intro. to ED II	Employability Skills		Algebra I (MS or HS*)
<b>ATC Studio</b>	ATC Intro to Health Careers	ATC Prof Skills in Health Care					<b>ATC Studio</b>	ATC Medical Terminology					

August 2019

Assistant Superintendent:

- Action 2: Ongoing: Both VTC studios continue to be used to teach classes for the 2019-2020 school year. These included Advanced Math courses, Introduction to Education 2 courses, Employability Skills and Middle School Algebra.
- Action 3: All instructional staff involved with distance delivery have been provided the necessary professional development need to successfully implement distance delivery courses.

Technology:

- Action 1: The District is currently under contract for the wireless capacity for each school. Wireless needs are daily monitored for use and effectiveness. Hardware has been completely updated throughout the region over the past 4 years.

Curriculum/Instruction:

- Action 2: Ongoing: Both VTC studios continue to be used to teach classes for the 2019-2020 school year. These included Advanced Math courses, Introduction to Education 2 courses, Employability Skills and Middle School Algebra.

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 Polycorn 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 <b>Completed</b>	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 <b>Completed and In Place to Continue</b>	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 <b>Completed and In Place to Continue</b>	Superintendent
4. Update digital citizenship curriculum.	Assistant Superintendent	Begin development August 2016	Implement pilot program in August 2017 <b>Completed and In Place to Continue</b>	Superintendent
<b>June 2020</b>				
No update.				

February 2020

Technology Department:

- Action 3: 8<sup>th</sup> Grade Digital Citizenship class is hosted in Canvas again this year. It has been rewritten to include all of the new Common Sense Education lessons on digital citizenship for grades 6-12. Three sites are participating in the VTC classes: Noatak, Ambler, and Selawik. These schools are participating in a screen time challenge including both the students and teachers.

October 2019

Technology Department

- Action 2: Partnership with Youth Leaders, Common Sense Media, Alaska Department of Education, and ASDN (Alaska Staff Development Network) have been created regarding social media use. The partners actively coordinate dates for Digital Citizenship Week, present on content for other school districts, and create new documents for use around the state. DEED and ASDN have used our district training modules (NWATS and 8<sup>th</sup> Grade course) built in Canvas as a model for others and have shared what our district is doing to others needing Digital Citizenship resources.
- Action 4: Common Sense Media has updated their curriculum which is reflected in the NWABSD activities for Digital Citizenship Week. Technology is working with Special Programs and Principals for the upcoming district, state and nationwide Digital Citizenship Week October 14-18. This is the second year in a row that NWABSD is participating and there are PSAs scheduled for the website and social media at all sites.

August 2019

Technology:

- Action 2: The NWABSD continues its partnership with KOTZ radio, Common Sense Media, ISTE and the Department of Education promoting responsible use of social media.
- Action 3: 8<sup>th</sup> graders are continuing to be required to pass a digital citizenship course within the spring of their 8<sup>th</sup> grade year in order to take a laptop home in HS. This course has been updated annually.
- Action 4: The adopted Common-Sense Media digital citizenship curriculum is updated annually and implanted at the start of every school year across the region.

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
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 <b>Completed</b>	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

**June 2020**

No update.

February 2020

Superintendent:

Action 2 - Lobbied in Juneau February 6-7, 2020 to support the expansion of Selawik School. Flyer can be provided upon request.

October 2019

Action 2, 3, & 4: Continuing and being reviewed by the NWALT team.

August 2019

Superintendent:

- 1: Kivalina School planning continues with all funding secured. Meetings to confirm the design and selection and RFP's for school construction will commence in the winter 2019.
- 2: lobbying efforts for Selawik School, 100 bed dorm and ATC family housing will continue throughout the FY-20 school year. Additionally we will continue our support for bond debt reimbursement at the borough level.

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
<b>June 2020</b>				
No update.				
<u>February 2020</u>				
Superintendent:				
Action 1: Budget information is posted on the website.				
Action 2: Annual financial audit approved during the November Board meeting.				
Action 3: Budget is linked to the strategic plan through the memorandums brought to the board during the monthly meetings.				
<u>October 2019</u>				
Reductions in the FY'20 Budget totaling over \$2,500,000				
District Office:				
<ul style="list-style-type: none"> <li>• 3 FTE Certified Positions - \$298,116</li> <li>• 3 FTE Classified Positions - \$345,797</li> </ul>				

- Non-Personnel Costs - \$734,438
  - (3.5% across all functions)

Districtwide:

- 40% Reduction to Extra Duty Contracts - \$368,563
- Overtime Reduced 15.4% - \$48,390

School Sites:

- 2 FTE Certified Positions - \$249,200
- 1 FTE Classified Position - \$116,294
- 6 Unfilled Classified Positions - \$332,554

In addition:

- 2 FTE District Office grant funded positions are eliminated
- Grant funded Extra Duty Contracts are reduced

Administrative Services:

- Action 1: Budget information is available for public viewing on the district webpage under School Board - Meeting Information – Public Access.
- Action 1: Budget Committee Meetings.
- Action 2: FY19 Preliminary Audit presented at the Board Retreat- October 2019.  
August 2019

Superintendent:

- Budget meetings were held throughout the FY-19 school year that included a reduction of \$2.4 million to support sustainability. Budget reductions were presented during the FY-19 Board meetings which included cuts starting at the District Office and these cuts were enacted for the FY-20 school year. The budget was presented to the Borough on April 1, 2019, budget revision #1 was approved at the May Board Meeting and submitted to the State, and the budget revision #2 will be presented to the Board at the August Meeting.  
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.
- Monthly financial reports to the Superintendent and all Directors.
- Department budgets reviewed and managed in Ivisions.
- Reminders from Director of Administrative Services regarding appropriate spending down of grant funds.