
2015-20 STRATEGIC PLAN SUMMARY

2018-19 SCHOOL YEAR



NORTH SLOPE
BOROUGH SCHOOL DISTRICT

— *Striving For Excellence* —



MISSION STATEMENT - WHAT IS OUR CORE PURPOSE?

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

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.

VISION STATEMENT - WHAT DOES SUCCESS LOOK LIKE?

Our students graduate prepared and qualified to excel as productive citizens, able to integrate Iñupiaq knowledge and values with Western ways. Our curriculum and instruction are place and culture-based. Attendance rate is above average. Our parents, students and community members are committed to education and meaningfully engaged. More of our teachers are our own graduates and speak Iñupiaq. Our schools reflect who we are as people.

CORE VALUES

- Compassion
- Avoidance of Conflict
- Love and Respect for Our Elders and One Another
- Cooperation
- Humor
- Sharing
- Family and Kinship
- Knowledge of Language
- Hunting Traditions
- Respect for Nature
- Humility
- Spirituality

EDUCATIONAL PHILOSOPHY

Education, a lifelong process, is the sum of learning acquired through interactions with one's environment, family, community members, schools, and other institutions and agencies. The School Board uses the Five Year Strategic Planning process as the overarching planning tool for the district; this plan is augmented by other department and state required plans such as the Six Year Capital Improvement Plan and School Improvement Plans. Within the Home Rule Municipality of the North Slope Borough, "schooling" is the specific, mandated responsibility of the North Slope Borough School District Board of Education.

The Board of Education is committed to providing academic excellence in the "schooling" environment. This commitment to academic excellence shall focus on the learner, recognizing that each student brings to the "schooling" environment the student's own interest, learning styles, cultural background and abilities.

DEVELOPMENT OF THE WHOLE CHILD

“Through a holistic and interdependent approach to education guided by, and deeply rooted in iñua, we foster the development of spiritual, social, cultural, environmental, emotional, physical and economic connection leading to well-grounded, well-educated individuals able to navigate effectively in a modern world.”

Objectives relevant to Site Planning are tagged with an ()*

1 ACADEMIC SUCCESS/WHOLE CHILD: All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.

- 1.1 AUTHENTIC ASSESSMENT:** Define success beyond statewide standards through development of authentic assessments.
- 1.2 PLACE-BASED UNITS:** Implement place-based units across academic subjects including life-skills, connection to the land and experiential learning in the field.*
- 1.3 STAFF CULTURAL INTEGRATION:** Provide cultural training and hands-on experiences for teachers and Principals to enhance cultural understanding and integration.*
- 1.4 ACADEMIC ACHIEVEMENT:** Ensure all students show growth in academic areas measured by authentic assessment where possible and state and district standards where necessary.*
- 1.5 ALTERNATIVE PROGRAMMING:** Design and implement alternative programs to graduation at all sites.*
- 1.6 QATQIÑIAGVIK (CAREER LEARNING PROGRAM):** Design a career learning program expanding educational opportunities that connect students to careers.
- 1.7 CULTURALLY INTEGRATED CALENDAR:** Implement a seasonal/culturally integrated calendar across the district to increase attendance and expand options for students.*

2 QARGI/COMMUNITY SPIRIT: Fostering the reclamation and recovery of the responsibility each one of us has for living the Iñupiaq values and being accountable at the personal and community levels for “walking the talk,” embodying the QARGI spirit and commitment to education.

- 2.1 STUDENTS & STAFF IN COMMUNITY:** Facilitate staff involvement in community and village events and integrate community projects into unit development to *foster the spirit of volunteerism*.*
- 2.2 COMMUNITY IN THE SCHOOL:** Honoring ideas generated by the community for the inclusion of Elders, parents and community members in school academics and activities as well as utilizing community resources and expertise in learning.*
- 2.3 COMMUNICATION:** Advancing on-going 2-way communication, participation and interaction *within* the school and *between* the school and community, building the bridge of trust.*
- 2.4 SAC:** Evaluate and evolve the role of the School Advisory Council (SAC) as community leaders and advocates for education.*
- 2.5 K3/K4 INUPIAQ LANGUAGE & CULTURE:** Implement K3/K4 language and culture programs to revitalize the Inupiaq language.

3 STAFF RECRUITMENT & RETENTION: Strengthen the recruitment and retention of highly effective staff and inspire indigenous Iñupiaq teachers.

- 3.1 LOCAL TEACHERS:** Support the systems that inspire, develop and recruit local teachers.
- 3.2 HIRING & RECRUITING:** Improve the hiring and onboarding process for all employees.
- 3.3 RETENTION:** Support and retain quality teachers, administrators and staff.

4 FINANCIAL & OPERATIONAL STEWARDSHIP: Effectively employ our operational and financial resources to support our strategic goals and long-term stability of the district.

- 4.1 FINANCIAL STEWARDSHIP/MANAGEMENT:** Ensure financial management based on what is best for our students.
- 4.2 TECHNOLOGY:** Leverage technology as a tool to facilitate learning, communication and collaboration.
- 4.3 LEARNING ENVIRONMENT:** Schools designed for students incorporating culture beyond curriculum into all aspects of our work including facilities and operations.
- 4.4 FACILITIES:** Ensure safe, modern and high-performing learning facilities.