

2019-2022

# LONG RANGE PLAN



ASSOCIATION OF ALASKA SCHOOL BOARDS

# 2019 AASB BOARD OF DIRECTORS

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# AASB'S PATHWAY TO THE FUTURE - AN UPDATED LONG RANGE PLAN

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From an idea hatched in 1954 by four school districts, AASB has grown into a mature, full-service organization dedicated to advocating for Alaska's youth and serving all 53 districts in the state. Our Board of Directors regularly reviews the progress we make on the goals they have established through updates to the Long Range Plan, or PathWays, and every three years refreshes this document.

This on-going effort to look to the current and future needs of Alaska's K-12 students reinforces our belief that AASB must be nimble enough to chart a new course, even as we remain true to the original goals of our founding members.

As readers will discover, the Long Range Plan has evolved greatly since its initial writing in 1988 (see History of Goals on page 6). Goals have been added to meet needs for services to districts in Community Engagement, Student Achievement, Digital Learning and Board Standards.

In 2015, the Board of Directors established goals to improve academic success and graduation rates for Alaska Native students and empower school boards to innovate in order to personalize learning. The Board also adopted new strategies to carry on with the positive political influence of AASB, the work of community and family engagement in education, and to strengthen AASB's capacity to assist school boards to govern effectively. In their latest planning update session in 2018, the Board looked at the progress on these goals and determined the Association was on the correct track and with minor changes continued the same goals. The Board continues to give due diligence to the direction of AASB and follows the continuous improvement model with a reexamination of the goals on a recurring cycle.

PathWays shows just how far AASB has traveled in the last 28 years, when the first long range plan was adopted. It also is a "living" document, charting the way for progress and change. We believe the plan befits an organization that is striving to be responsive to your needs.



Norm Wooten  
Executive Director, AASB



# LONG RANGE PLAN

## MISSION STATEMENT

AASB advocates for children and youth by assisting school boards in providing a quality public education, focused on student achievement, through effective local governance.



## CHILD ADVOCACY STATEMENT

The advocacy role of school board members is to promote parental, public and social service commitment to the shared responsibility of educating all children.



# AASB GOALS

## 2019-2022

**GOAL 1:** Empower our boards to transform educational systems to increase the academic success of Alaska Native students and increase graduation rates of Alaska Native students who are ground in their cultural identity with the ability to successfully pursue their goals.

**Committee:** Tiffany Jackson, Andi Story, Clarence Daniel , Barb Amarok

**GOAL 2:** Strengthen the positive political influence of AASB at the local, state and national level.

**Committee:** Tammy Fowler-Pound, Deena Mitchell, Katie Oliver, Pete Hoepfner, Andi Story

**GOAL 3:** Support local school boards and districts to partner with families, youth, and their communities in shaping and enriching the education of all Alaska's children.

**Committee:** Dana Mock, Deena Mitchell, Cass Pook, Barb Amarok, Penny Vadla

**GOAL 4:** Support school boards and districts to collaborate and implement creative solutions to deliver personalized learning, and prepare Alaska's children and youth for their future.

**Committee:** Cass Pook, Penny Vadla, Josh Keaton, Mike Swain

**GOAL 5:** Sustain the association by strengthening AASB's capacity to provide board development, preparing board members for effective governance while highlighting educational trends.

**Committee:** Tiffany Jackson, Tammy Fowler-Pound, Katie Oliver, Pete Hoepfner



# GOAL 1

EMPOWER OUR BOARDS TO TRANSFORM EDUCATIONAL SYSTEMS TO INCREASE THE ACADEMIC SUCCESS OF ALASKA NATIVE STUDENTS AND INCREASE GRADUATION RATES OF ALASKA NATIVE STUDENTS WHO ARE GROUND IN THEIR CULTURAL IDENTITY WITH THE ABILITY TO SUCCESSFULLY PURSUE THEIR GOALS.

*\*Please see Index for key indicators/measures with this goal*

**Objective 1:** School Districts have the information and tools to understand disaggregated data and disproportional (equitable) outcomes for students.

**STRATEGIES:**

- 1) Support school boards to use their cultural connectedness and school climate outcomes for students Alaska Native students
- 2) Develop tools and workshops for school boards to review all data sources and have a clear understanding of outcomes in their districts.
- 3) Support school boards in identifying and meeting professional needs directly related to addressing disproportional achievement outcomes.

**Objective 2:** Increase number of school districts and school boards adopting culturally responsive and school climate-building practices, policies, and instruction for all students.

**STRATEGIES:**

- 1) Develop, recommend and encourage adoption of model policies that support culturally responsive practices, climates and curriculum.
- 2) Train boards on a curriculum review process that adopts culturally responsive and equitable instructional material.
- 3) Work with school districts to review their practices that embed cultural responsiveness and social and emotional learning.
- 4) Support school districts to work with each student to personalize learning and help to advance learning outcomes.

**Objective 3:** Through AASB offerings School Board members gain understanding of how their decisions impact the success of Alaska Native Students.

**STRATEGIES:**

- 1) Promote understanding of "equity" and embedding with AASB standards.
- 2) Provide conference workshops and annual academies focused on equity and outcomes for Alaska Native students.
- 3) Develop a cultural safety and equity scan to assess current practices.
- 4) Review board self-assessment to include an equity scan.
- 5) Assist district to look critically at its policies and practices that contribute to disparity.

# GOAL 2

STRENGTHEN THE POSITIVE POLITICAL INFLUENCE OF AASB AT THE LOCAL, STATE AND NATIONAL LEVEL.

*\*Please see Index for key indicators/measures with this goal*



**Objective 1:** Increase AASB membership, staff and community advocacy effectiveness for policymakers at the local, state and national level.

**STRATEGIES:**

- 1) Create, expand and promote a grassroots advocacy structure to all stakeholders that is both proactive and reactive to legislation at all levels of governance.
- 2) Cite AASB resolutions when responding to requests for support or non-support.

**Objective 2:** Utilize the resolutions process to provide a voice for ALL school districts to participate in the creation of the legislative agenda.

**STRATEGIES:**

- 1) Find ways to engage more board members in the resolutions committee process so that ALL boards are heard and given the opportunity for input.
- 2) Widely distribute AASB's resolutions to policymakers and other organizations to garner support.

**Objective 3:** Provide advocacy services that support AASB's mission and incorporate "best practices" and student achievement.

**STRATEGIES:**

- 1) Strategically employ "calls-to-action" to activate grassroots advocacy in support of or in opposition to legislation on both state and national issues.
- 2) Develop partnerships with organizations that are aligned with AASB's resolutions.
- 3) Work with other advocacy organizations to assist them in creating educational policies that support student achievement.
- 4) Utilize multiple methods, including social media, to activate grassroots advocacy.



# GOAL 3

SUPPORT LOCAL SCHOOL BOARDS AND DISTRICTS TO PARTNER WITH FAMILIES, YOUTH, AND THEIR COMMUNITIES IN SHAPING AND ENRICHING THE EDUCATION OF ALL ALASKA'S CHILDREN.

*\*Please see Index for key indicators/measures with this goal*

**Objective 1:** Deepen school district and school board relationships with families through co-created, culturally responsive and evidence based family partnership practices.

## STRATEGIES:

- 1) Work with EED and statewide stakeholders to establish culturally appropriate, historically grounded and evidence-based system of support for family partnership trainings, tools, and infrastructure.
- 2) Incorporate and develop materials for school boards and school districts to use to deepen partnerships with families.
- 3) Work directly with district and school staff to support professional learning, planning, implementation and measurement of family partnership practices. – combine with:
- 4) Measure and reflect on family partnership data with staff, students, and families for continuous improvement within districts, communities and across the state.
- 5) Establish developmentally appropriate family partnership tools and examples to support family partnership in early childhood, during key transitions to support post-secondary pathways. Partnerships should build relationships between family and schools, families within a school, families and their children.
- 6) Explore additional ways of measuring and tracking family partnership work including an evidence base between student outcomes and family partnership efforts in Alaska; statewide infrastructure milestones.



**Objective 2:** Support school boards and districts to increase the scope and impact of youth leadership, youth engagement, and student representation on boards..

**STRATEGIES:**

- 1) Bring together students from across the state to amplify youth voice and build skills for youth leadership.
- 2) Bring together students and policy makers to share and build skills on advocacy and policy.
  - 3) Provide tools and training to school boards and districts to engage students on school boards and students as decision makers in each school.
  - 4) Work with school district to support district-wide youth leadership opportunities.
- 5) Work with students and staff to build positive school climate and youth leadership infrastructure.
  - 6) Coordinate with and connect agencies, schools/districts and organizations who are fostering youth leadership to maximize efficiency and effectiveness.
  - 7) Review additional strategies for measuring progress on youth leadership and engagement in the district (board assessments, local and regional leadership opportunities)
  - 8) Develop tools and services to collect data on youth engagement including
    - 9) Student retrospective survey (student preparation).



**Objective 3:** Support school districts and communities by working together to increase the number and quality of school and community partnerships for Alaskan students to succeed in school and in life.

**STRATEGIES:**

- 1) Offer trainings and tools to build awareness of resilience, adverse childhood experiences, positive youth development, and other key areas to support
- 2) Offer training, tools, and facilitation to deeply collaborate on community plans and work together on collective impact.
- 3) Host dialogues that build bridges for community and schools to work together.
- 4) Facilitate, host, and coordinate opportunities for school boards, school districts, community organizations, and tribal organizations to work together to improve outcomes and services for students and their families.
- 5) Build capacity of school boards, school districts, community organizations and tribal organization to work together to improve outcomes and services for students and their families.

# GOAL 4

SUPPORT SCHOOL BOARDS AND DISTRICTS TO COLLABORATE AND IMPLEMENT CREATIVE SOLUTIONS TO DELIVER PERSONALIZED LEARNING, AND PREPARE ALASKA'S CHILDREN AND YOUTH FOR THEIR FUTURE.

*\*Please see Index for key indicators/measures with this goal*

- AASB interprets innovation to mean any opportunity, methodology or technique that can facilitate or create a student-centered learning environment that is more personalized and effective. This personal connection results in a positive effect on student achievement.
- **Personalized, student-centered learning** is driven by what the student is interested in and willing to engage over... (e.g.; Blending, using robotics, working with animals, etc.)

**Objective 1:** AASB will develop its staff, resources, and capacity to support school boards and districts by focusing on research, promotion and assisting implementation of innovative models of personalized, student-centered learning.

## STRATEGIES:

- 1) Promote, facilitate and support place-based, culturally relevant education models and strategies.
- 2) Include strategies and frameworks that enable relevant, student-centered learning that support and facilitate progress to competency.
- 3) Include strategies and frameworks that are founded on trauma informed practices, educational equity and social-emotional learning.
- 4) Work to advance greater district and post-secondary educational collaboration for college and career preparation through dual credit/advanced coursework and expanded CTE opportunities.

**Objective 2:** School Boards and districts will turn to AASB as one of the most respected and robust sources of information, training and facilitation that support educational innovation\* to improve student achievement.

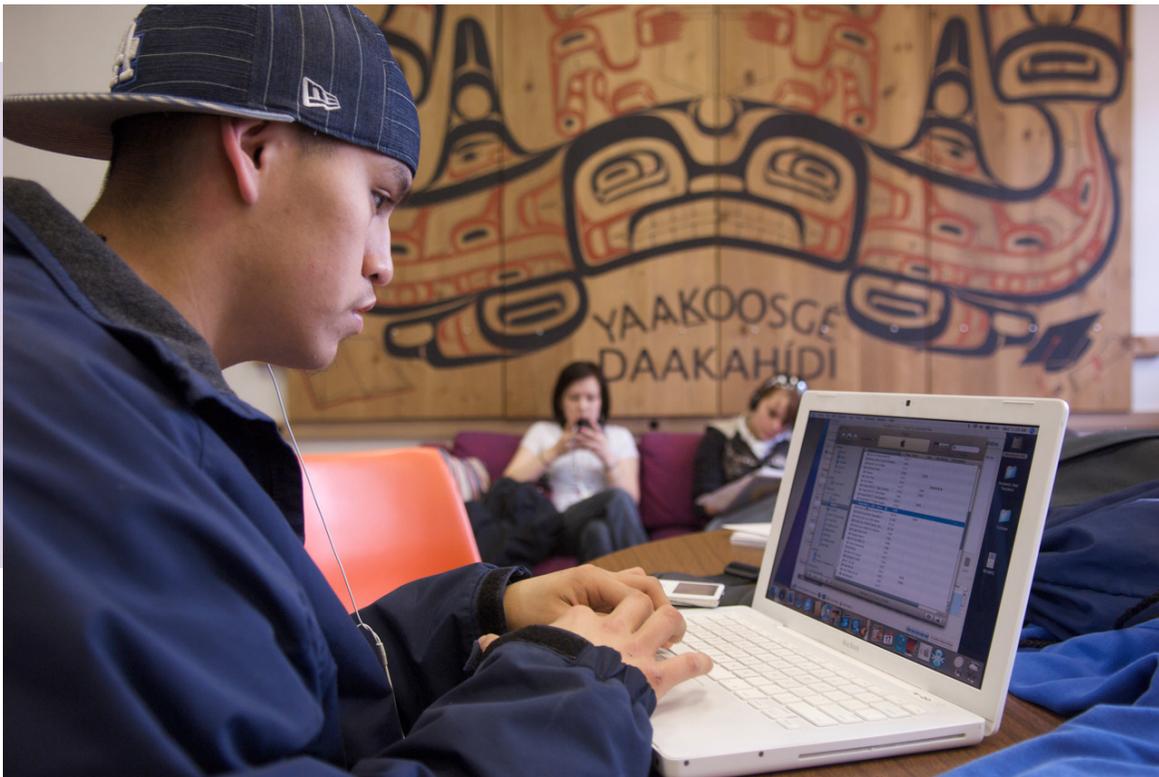
## STRATEGIES:

- 1) Serve as a repository and resource for boards, superintendents, educators and communities.
- 2) Create a menu of services for districts and boards that employ innovative techniques and frameworks that positively affect student engagements and achievement.
- 3) Develop evaluation strategies and processes that link measures of student success to greater personalized, student-centered learning practices.
- 4) Educate boards of education on their role in supporting and promoting innovation through comprehensive, and multifaceted board development.

**Objective 3:** AASB through the Consortium for Digital Learning (CDL) will provide leadership and services to help make digital learning integral to the innovative education of every student in Alaska.

**STRATEGIES:**

- 1) Redevelop the Consortium for Digital Learning (CDL) as a statewide source for collaboration, partnership and resources for digital learning opportunities and program development.
- 2) Create a collaborative partnership with school districts and service providers to advance digital learning as an integral part of innovative, personalized, student-centered learning.
- 3) Seek funding opportunities (grants or contracts) to support digital learning for all students as an integral part of innovative, personalized, student-centered education.



# **GOAL 5**

SUSTAIN THE ASSOCIATION BY STRENGTHENING AASB'S CAPACITY TO PROVIDE BOARD DEVELOPMENT, PREPARING BOARD MEMBERS FOR EFFECTIVE GOVERNANCE WHILE HIGHLIGHTING EDUCATIONAL TRENDS.

*\*Please see Index for key indicators/measures with this goal*

**Objective 1:** Increase individual board members knowledge of their role in governance and how they have an effect on student achievement.

## STRATEGIES:

Through the annual conference, academies, online sessions and onsite visits with boards, AASB will provide training around:

- 1) The importance of a district having a current mission, vision and strategic plan,
- 2) Meaningful and relevant training on educational trends,
- 3) The importance of Board Policy and ensure boards conduct annual policy review and updates.
- 4) Understanding of the district budget process and conveying budget information to the community,
- 5) How to properly review curriculum and instructional material,
- 6) Encourage district to meet the needs of all students with a focus on cultural responsiveness,
- 7) Recognize that board members have only one employee, the superintendent and all other personnel issues are left to the superintendent or designee.
- 8) How to analyze district/student data to make informed decisions for the district.
- 9) Engaging with the community.

**Objective 2:** Engage school board members and administrators in online board development trainings.

## STRATEGIES:

- 1) Develop online training modules around key issues for good Boardsmanship,
- 2) Throughout training modules, Survey (quiz) participants as to knowledge gained
- 3) Explore options for board members to obtain college credit for completion of online courses,
- 4) Develop web-based, self- driven modules

**Objective 3:** Strengthen board and superintendent relationships to increase superintendent longevity/tenure.

## STRATEGIES:

AASB will work with districts to:

- 1) Ensure every district has an active strategic plan is in place
- 2) Survey districts to see who is conducting an annual board self assessment and offer services and tools
- 3) Conduct the district superintendent's evaluation (to align with district goals) on an annual basis
- 4) Engage all district boards with new superintendents to participate in on-boarding the new administrator
- 5) Hold new board member orientation and include topic of working with your superintendent
- 6) Include a session on working with administration at all academies and trainings



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## Goal 1 Key Indicators and Measures:

- Cultural Connectedness Scale (staff, student, family on SCCS)
- AN graduation, attendance, and proficiency rate (integrated data tools)
- Counting districts that adopt culturally responsive policies and practices (cultural safety)
- Conference, Academies offerings
- School boards that do an annual self assessment
- Policy adoption for cultural safety policy adoption

## Goal 2, Objective 1 Key Indicators and Measures:

- Number of those testifying before committee hearings in support of AASB positions on education issues.
- Attendance data at AASB Fly-Ins.
- Members prepared for Fly-In visits with appointments, district data and talking points in place.
- Encourage each school board to appoint an “advocacy representative” to build grassroots advocacy in every community.

## Goal 2, Objective 2 Key Indicators and Measures:

- Level of participation in the Resolution Committee.
- Engagement level of the Delegate Assembly in the resolutions debate.
- Evidence of the use of resolutions in committee testimony and in responses to legislative offices.

## Goal 2, Objective 3 Key Indicators and Measures:

- Data on “Calls-To-Action” utilized and responded to.
- Lists of partnership engaged in support of AASB’s legislative positions.
- Metrics on social media “hits”.

## Goal 3, Objective 1 Key Indicators and Measures:

- Student, family, and staff responses to family engagement on the School Climate and Connectedness Survey (where we are partnering or statewide or similar family surveys)
- # of districts with family partnership plans that include at least 5 best practices for family engagement (include on SCCS)
- Document districts and school board members participating in professional learning and family engagement training

## Goal 3, Objective 3 Key Indicators and Measures:

- Consider a sample stakeholder survey mechanisms to add to SCCS or provide template for other districts.
- Surveys and stakeholder interviews within funded partners (STEPS, CRESEL, Other funded contracts)
- Number of district or school/community action plans that participate in community collaboratives

## Goal 4, Objective 1 Key Indicators and Measures:

- Demonstrated increased allocation of resources (funding, staff, time) by AASB to actively continue research into the models and best practices supporting innovative personalized learning.
- AASB staff (ICE and Board Development staff) participates in professional development pertaining to innovative, personalized, student-centered learning practices and frameworks.
- Identify and report on the number of school districts that request services on innovative ways to make education a positive, personal, student-centered experience.
- Recognize, and promote school districts and school boards, which are effectively implementing innovative models of student-centered personalized learning and its effect on student achievement measures.

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## Goal 4, Objective 2 Key Indicators and Measures:

- Identify and report on the number of school districts that work with AASB to adopt and work to implement strategic plans that focus on innovative ways to make education a positive, personal, student centered experience.
- AASB, in conjunction with school districts and DEED, will review and report on relevant student data that may indicate a direct or indirect relationship between applied resources, implemented frameworks, and training that support personalized, student centered learning, culturally responsive teaching and social emotional learning frameworks.
- AASB will monitor and report on the collaborative and facilitated work it does with districts, schools and agencies to promote innovative approaches to teaching and learning resulting in correlated improvements of student achievement (i.e. better attendance, fewer discipline referrals, greater competencies, improved student and family engagement as measured by SCCS).

## Goal 4, Objective 3 Key Indicators and Measures:

- AASB staff will report on, recognize and promote school districts and school boards that have utilized AASB services to implement digital learning as part of innovative, student-centered personalized learning.
- Identify and report on the number of school districts that work with AASB to develop and utilize digital learning opportunities that focus on innovative ways to make education a positive, personal, student centered experience.
- AASB staff participates in professional development pertaining to digital learning, which leads to innovative, personalized, student-centered learning practices and frameworks..

## Goal 5, Objective 1 Key Indicators and Measures:

- Workshop/training evaluations
- Numbers of districts that invite AASB to do trainings
- Decrease in calls from superintendents about problematic board members
- Increase in the number of districts with an active strategic plan

## Goal 5, Objective 2 Key Indicators and Measures:

- Obtain baseline count for prior years, and measure participation yearly
- Increase the number of webinar offerings
- Increase in the number of on-line training participants.
- Offer 2 new self lead modules yearly around topical areas until all areas are covered

## Goal 5, Objective 3 Key Indicators and Measures:

- Increase number of superintendents who stay in a district for 3 or more years.
- Increase the number of boards conducting an annual self assessment
- Increase the number of districts using AASB to assist with superintendent evaluation services

