



## *Nome Elementary School Board Report*

May 12, 2026

To: NPS Board

From: Michelle Carton, NES Principal / Jennifer Shreve, NES Assistant Principal

Subject: May Board Report

### **NES Data:**

Current Enrollment: 291

- Kinder: 52
- 1st grade: 36
- 2nd grade: 43
- 3rd grade: 68
- 4th grade: 52
- 5th grade: 40

### **Attendance:** (attendance % data- trending **up** in yellow)

- |                          |                               |
|--------------------------|-------------------------------|
| ● Kinder March: 85.31    | Kinder April: 83.8            |
| ● 1st grade March: 84.56 | <b>1st grade April: 86.38</b> |
| ● 2nd grade March: 85.64 | 2nd grade April: 84.56        |
| ● 3rd grade March: 86.39 | <b>3rd grade April: 86.8</b>  |
| ● 4th grade March: 81.96 | <b>4th grade April: 83.9</b>  |
| ● 5th grade March: 85.94 | <b>5th grade April: 89.38</b> |

### **NES Events April/Early May:**

- **Katiluta: Friday, May 1, 2026:**

- ❖ All K-2 event, Inupiaq and Traditional Games
- ❖ 3-5th grade, students chose three events to attend from 13 choices presented by staff, parents, and community individuals, prefaced with a welcoming ceremony by student council and Bertha Koweluk, and finished with a community reflection gathering.
- ❖ Highly positive feedback: “extremely organized for students and session leaders”, “This was so organized I could come do this every day”, “reflection circle is exactly what the community needs”, “We should have a reflection circle at all events”, “students were highly engaged and very respectful”, “this was the coolest thing I have done in school”, “I want to start doing wood burning in my free time all the time”, “I finally learned how to do a cartwheel and I have always wanted to”, “I can’t wait to use my compass skills this summer”



\* **Student Council Supporting School Culture:** Student council collaborated to come up with unique, inclusive, and accessible school spirit week as a way to celebrate school culture together.



### **NES Upcoming Events:**

- **Indigenous Neurologist**, Ryan Wilson, assembly (Careers for Kids): Grades 3-5, May 13th
- NPS Art Show, May 8 & 15th. Lots of classes and NES students submitted art
- Field Day, three separate K-1, 2-3, 4-5, May 18-21st
- Kindergarten graduations & 5th grade promotion

### **Safety:**

- **ALICE trainings:** All teachers have completed the ALICE protocol lessons, which prioritizes age appropriate lessons that also teach executive functioning skills (situational awareness, following instincts, being aware of surroundings, etc.). Final ALICE protocol drill scheduled for early May.

### **School Climate & Connectedness:**

- 27 family responses in 2025 →→→ 74 family responses in 2026
- 16 staff responses in 2025 →→→ 20 responses in 2026 (still need more, less than half)
- Some large growth areas in all stakeholders. **CELEBRATIONS:**

#### **Families:**

- Largest growth, (14%) see different cultures represented in lessons, activities, assemblies)
- Up 5%, families feel NES about history and culture of people in the community
- Up 14% (63% to 77%), families feel the school does a good job at communicating with families.
- In the three questions regarding partnering with families for student success, all areas showed growth

#### **Teachers:**

- Up 8% from last year, staff feel *they* have “a lot of informal opportunities to influence” what happens at NES.
- Up 9% (76% to 85%) feel the school involves families in important decisions
- Survey showed a 10% growth in feeling families are included in making important decisions,
- Most growth areas around culture and place based: 7% growth school values language and culture of students. % Growth in seeing more culture around the school, and in lessons and activities.

- 26% growth in feeling students are given leadership opportunities, 19% growth in feeling that students are given meaningful opportunities to build leadership skills
- 51% growth in “school using instructional materials that reflects the culture of students”,
- 27% growth in listening to all students on how to improve the school (as well as seeking input from those who struggle in school, up 5%).
- Teachers also feel a large growth in that NES has a plan to teach SEL skills (up 21%).
- Teachers feel a large growth (12%, 88% to 100% of the staff) understand how trauma affects students

### **Students:**

- Up 9% (from 81% to 90%), students can name at least 5 adults who really care about them
- I feel safe in my classroom (5% growth, 87% to 92%) and I feel safe at school (9% growth, 82% to 91%) both saw good growth.
- More students are feeling they respect people even if they are different (up 10%, from 80% to 90%)
- More students are feeling they can control themselves if they are frustrated/disappointed (up 8%, from 46% to 54%) and more are able to tell if others are frustrated (up 5%)

### **Areas for growth:**

#### **Families:**

- 3% drop in their child feeling safe at school (from 100% to 97%: 2 families out of 74 families) for families that speak another language at home, which is important as we want 100% of our students to feel safe at school.
- For families that speak another language than English at home, 10% drop in families feeling that NES is welcoming to families like theirs.
- Largest drop is in, “my school only contacts me about my child when there is a problem” (with 42 families out of 74 submitting “agree” or “strongly agree”)

#### **Teachers:**

- 4% drop (from 94% to 90%) that decisions are made in the best interest of students.
- 10% drop (94% to 84% of staff) in feeling that staff collaborate effectively

- 8% drop (88% to 80%) in believing that adults work together to model healthy relationships,
- Down 8% (from 88% to 80%) Staff need more support from admin on *resources* to facilitate school/family partnership, although staff felt they had more training on *how* to support (up 4%)
- Largest drop (15%) is in feeling that when students break the rules, they are treated fairly (from 100% last year to 85% this year).
- Drop in teachers feeling like they belong in this school (from 100% down to 90%, 2 responses total).

### **Students:**

- Girls are feeling less safe (down 2%), boys are feeling more safe (up 3%), 10% students who have another language spoken in the home are feeling less safe than before. At recess, boys are feeling less safe (down 4%), while girls are feeling more safe than last year ( up 2%). Boys are feeling students are picking on each other and name calling more (up 5%)
- Largest drop is that more students are feeling that students don't get along with each other as much as in past years (down 13%, from 80% to 67%).
- Less students feel if something is bothering them they can think of different ways to react (down from 54% to 45% said "yes"), and only 33% of students said, "yes" they "know how to disagree without starting a fight or argument" (down from 39%)

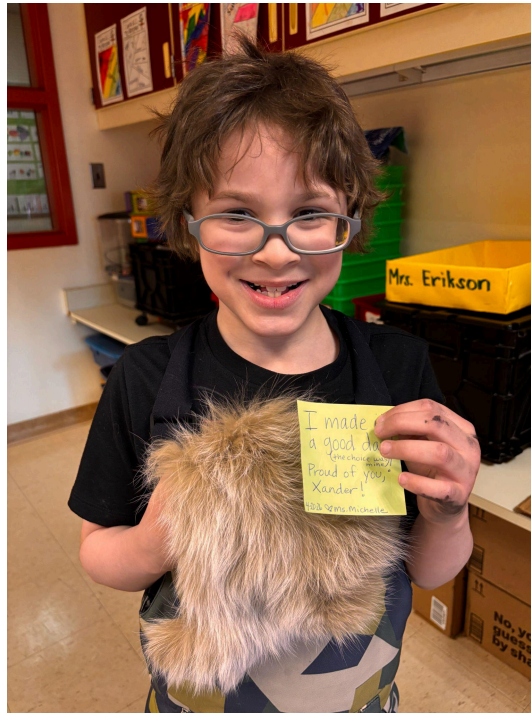
### **Academics:**

- **Planting/Growing:** Several classes at NES are incorporating hands-on culturally relevant activities, to include planting seeds and growing plants.



- **Place based fidgets** and management tools:

NES admin intentionally focusing on using place based objects for fidget objects and incentives, such as fur and sea glass.

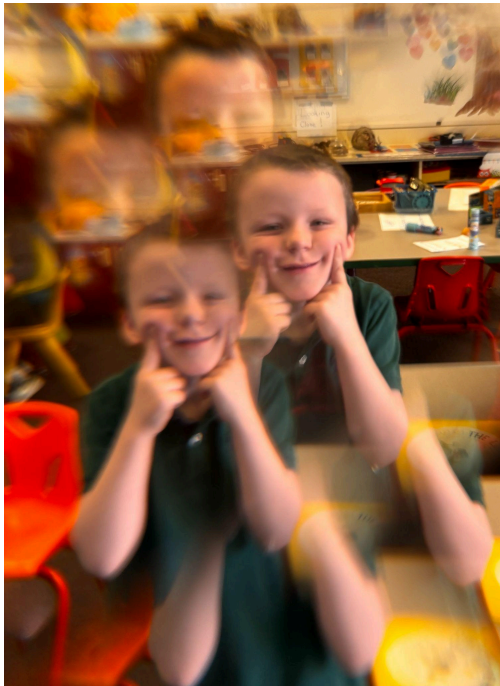


- **Literacy Exploration with Guests:** Kinders invite in guests to learn mnemonic and wholebody approaches to learning literacy and sight words



- **Science Museum Exploratories:**

- Monday May 4th, Ms. Tami's kinders engaged in hands-on museum rotations in class, inviting in 4th grade students to collaborate with kinders in areas such as reflection/refraction, sink/float, sewing, working with modeling clay, measurement and weights, reading & playing music, puppet show, and more!



- **Family Input Survey Revamp**

- 59 responses, whereas previous year 32 responses
- Questions are in parent friendly language to help teachers best place students (next year)
- Focuses on student strengths, challenges, needs, and interests (to be used as a getting to know upcoming students, and for best placement needs)



## 2026-2027 Family Input Form

As we begin the student placement process, we welcome your input regarding your student's learning styles. Our teachers and staff follow a thorough process, considering numerous factors, to develop well-balanced class lists, and would like to include your knowledge of your child. Please complete and return this form to the school by no later than Friday, April 24, 2026.

Email \*

Valid email

This form is collecting emails. [Change settings](#)

What are some of your child's strengths in learning and interacting with others? \*

Short answer text

What are some of your child's challenges when learning and interacting with others? \*

Short answer text

Please describe any unique learning or social/emotional needs: \*

Short answer text



Please check the boxes below regarding the type of learning environment that you believe suits your child. ***Check all that apply.*** \*

- structured/organized
- collaborative/teamwork
- organic/loose
- energetic/dynamic
- firm/consistent
- laid back/easygoing
- student-centered
- technology driven/multimedia
- visual routines (check off lists, written reminder of expectations)
- hands-on, tactile, experiential
- quiet/calm
- Other: \_\_\_\_\_

My child is interested in and/or enjoys the following activities: \*

Short answer text  
\_\_\_\_\_

Do you have additional information that will help us when planning for next year's placement?

Short answer text  
\_\_\_\_\_

## **NES Leadership Team Focus:**

### **Family Handbook Revisions Complete**

- Meets best practices based on current research, especially in guiding parents on student tech balance, providing a resource for parents
- Provides more guidance on acceptable NES attire/clothing
- Change: students are to put phones completely away once they enter the building starting day 1.
- Modified behavior matrix to include specific language of “bullying”
- Updated Compact to meet stakeholder needs, signed by family (addresses tech conversations), and language that is clear, concise, and direct throughout the entirety of the handbook.
- Talk of creating a student specific handbook (for the future)