



Introduction

As we enter the 4th quarter/3rd trimester of the 2020-21 school year and begin planning for the 2021-22 school year, the focus of student achievement, learning recovery, adequate funding and safe and healthy learning continues to be the focus, regardless if we are in a pandemic or not. The district continues to focus on the goals of the school board, superintendent and schools that all align with the state goals. To achieve these goals it takes everyone working together - that includes the federal, state and local governments to all levels of expertise in the different fields that relate to academic, social, emotional and medical fields.

One year ago Ketchikan Gateway Borough School District was making decisions that would determine educating students during a pandemic. The community of Ketchikan and KGBSD as a whole came together and the number of decisions, meetings and planning sessions that took place were nothing short of impressive. The Smart Start Plan became a working document so student achievement, learning recovery, adequate funding and safe and healthy learning continued to be the focus of KGBSD while navigating through the pandemic. We built the plan based on research, knowledge, agreements, disagreements and best options for positive solutions.

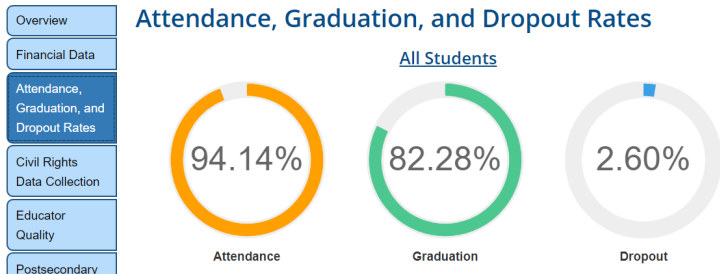
KGBSD never lost the focus of students being the number one priority. March 2020 to August 2020, we saw spring break extended, state mandated school closures, online learning, and summer school extensions. In the fall of 2020, KGBSD opened schools at 100% capacity for all pre-K through high school students while focusing on student achievement, learning recovery, adequate funding and safe and healthy learning environments.

Moving Forward

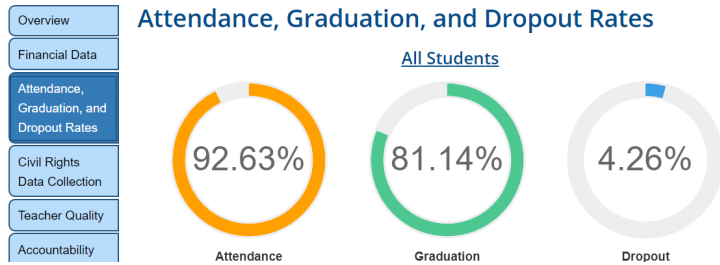
Fast forward to March 2021. The planning never ceased and based on updated and ongoing research, knowledge, agreements, disagreements and best options for positive solutions, KGBSD has maintained open schools, all while keeping students the number one priority.

As we continue to work through the current school year and focus on the next school year, reviewing data is essential for establishing a clear path of growth. As a district we focus school and student achievement based on graduation rates, attendance rates, dropout rates and assessments. The following link, [DEED's Report Card to the Public](#), can be viewed for the most up to date annual information regarding student achievement as a district and by individual schools. Working together as a team, we can improve not only how well our students are performing individually, but how our schools and district are performing as a whole. There is nothing more important to administrators and teachers at KGBSD than ensuring that students are ready for the next step in their academic career.

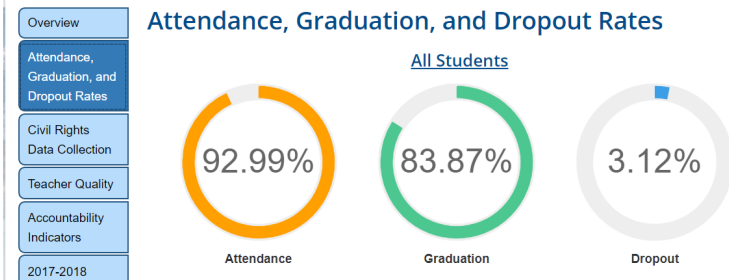
**Alaska's Public Schools:
A Report Card to the Public: 2019-2020**



**Alaska's Public Schools:
A Report Card to the Public: 2018-2019**



**Alaska's Public Schools:
A Report Card to the Public: 2017-2018**

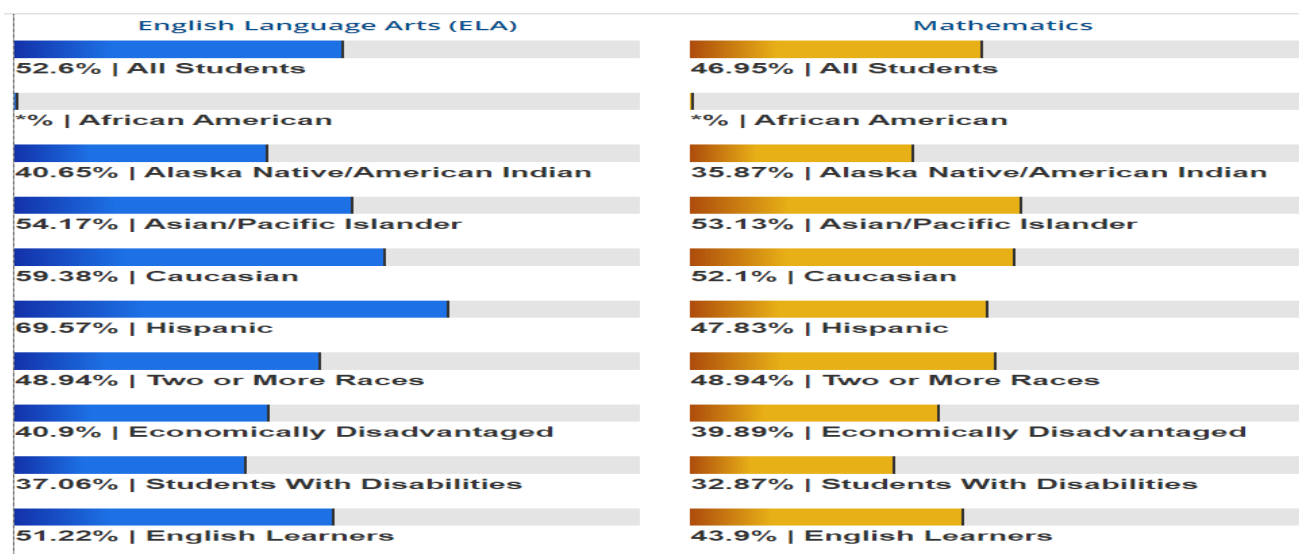


PEAKS Assessments

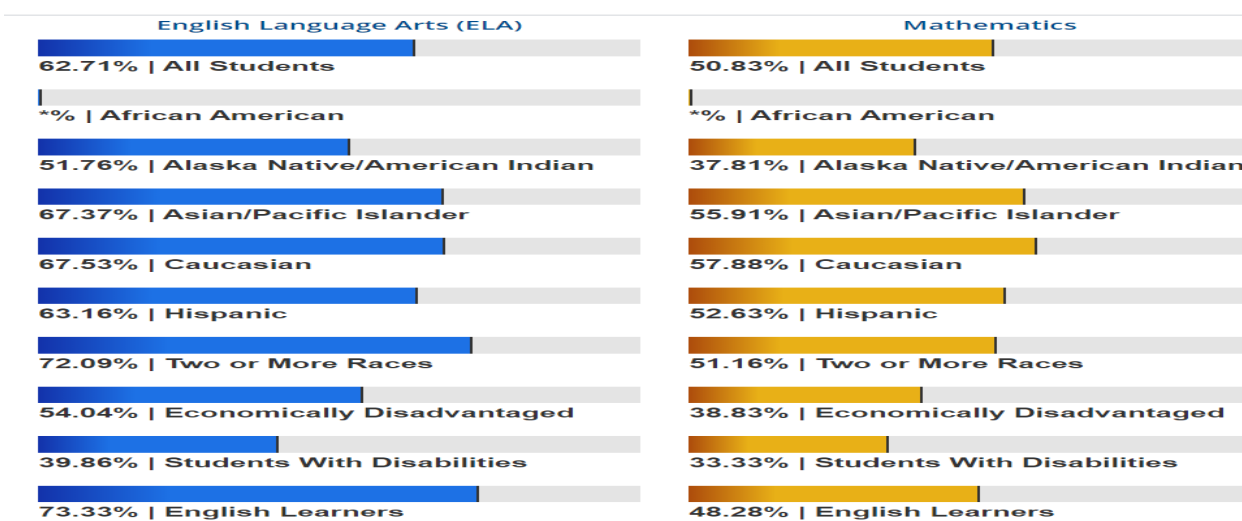
2019-20 Academic Growth

In response to Novel Coronavirus Disease 2019 (COVID-19), the Alaska Department of Education and Early Development (DEED) submitted a request to the U.S. Department of Education (US ED) to waive certain requirements of the Elementary and Secondary Education Act (ESEA, section 1111) related to accountability and reporting requirements. On March 23, 2020, US ED gave notification to DEED that the waiver would be approved. As a result, schools that were identified for support in the 2019-2020 school years maintained their identification status in the 2020-2021 school years. These identifications were based on data from the 2018-2019 school years.

2018-19 Academic Growth



2017-18 Academic Growth



2021 PEAKS Assessment and Reminder of Areas and Grades

In April 2021, students across the district will take the PEAKS assessments. The Alaska English language arts (ELA) standards demonstrate the expectation that students' skills will build across grades in reading and analyzing a variety of complex texts, writing with clarity for different purposes, and presenting and evaluating ideas and evidence. The ELA standards are designed to help students develop a logical progression of fluency, analysis, and application, moving toward college and career readiness.

The Alaska mathematics standards have the expectation that students' skills will grow across grades in mathematics content as well as mathematical practices. The mathematics standards are designed to help students develop a logical progression of mathematical fluency, conceptual understanding, and real world application.

The K-12 Science Standards for Alaska support learning and understanding through sense making and investigations associated with scientific phenomena in life science, physical science, earth and space science, and engineering and technology. Crosscutting concepts, an organizational framework for connecting knowledge from the diverse science disciplines into a coherent and scientifically based view of the world, are included in the standards. Science and engineering practices, Alaska Standards for Culturally Responsive Schools, and evidence-based reasoning used in English language arts and mathematics are also included.

The ELA and mathematics assessments are administered to students in grades 3-9. The science assessment is administered to students in grades 5, 8, and 10.

(<https://education.alaska.gov/assessments/peaks>, 2021)

Continuous Improvement Planning

The district and each school continue to review data and work collaboratively on improving in the areas of a graduation, attendance, dropout rates and assessments. As you have witnessed, the annual school reports are informative and provide the data each school uses to set goals for continuous improvement. The data presented provides necessary information for schools at all the different levels and the district as a whole to set short term and long term goals as well as take "deep dives" into current programming and adjust as needed. Examples of the different areas of work taking place that now include not only face to face instruction but homeschooling and virtual schooling are:

- Special education task force work,
- Development of a MTSS (Multi-Tier System of Supports) plan,
- Discipline matrix,
- Curriculum, standards and professional development
- Trauma engaged schools,
- School safety,
- Mentoring programs that prepare,
- Attract and retain qualified educators,

- Budget reviews and fiscal planning,
- Policy, transportation, financial and other committee work
- Maintenance and technology planning

As we have and continue to navigate through the school year and move into the 2021-22 school year, school improvement planning will continue with what we have learned from an unprecedented year. It has been stated by many that what we have learned and how we adjust will only make us stronger as a district in being able to provide a more robust academic, social and emotional learning platform that meets the needs of the whole student.

Conclusion

In conclusion, the district will continue to focus on student achievement, learning recovery, adequate funding and safe and healthy learning through continued communication and collaboration as a whole. The foundation of our district and schools is setting up programs that focus on the areas of academics, social and emotional needs. A strong foundation in the areas of academic, social and emotional needs provides steps in assuring strong graduation, attendance and assessment rates with a decrease in dropouts. Student achievement remains our number one priority by providing avenues to giving students the tools needed for a successful future....regardless of a pandemic year.