SUPERINTENDENT REPORT

KGBSD VISION and MISSION STATEMENT

Educating and empowering students to be leaders, critical thinkers, and problem solvers.

Together EVERYONE Fosters.........

Academic Excellence

+

Meaningful Connections,

+

Nurturing Environments

_____

= Meeting Every Student's Unique Potential.

• KGBSD STRATEGIC GOALS

Goal 1: All stakeholders will be included and involved with implementation of multi-tiered student support systems.

GOAL 2: All stakeholders will feel safe at KGBSD.

GOAL 3: Incorporate transparency, accountability and integrity to rebuild trust with the many constituents of KGBSD.

INFORMATION UPDATE

PRINCIPAL REPORTS: PRINCIPALS HAVE BEEN ASKED TO ATTEND SCHOOL BOARD MEETINGS MONTHLY. THEY WILL ROTATE SECONDARY AND ELEMENTARY EVERY MONTH. INDIVIDUAL SCHOOL REPORTS ARE LISTED BELOW.

- January 13, 2021- KCS

- January 27, 2021- TSAS

- February 10, 2021-PHE

- February 24, 2021-FM

- March 10, 2021-HTE

- March 24, 2021- SMS

- April 14, 2021-Kayhi and Revilla

DIRECTOR REPORTS: DIRECTORS ARE IN ATTENDANCE AND LISTED BELOW. REPORTS WILL NOT BE GIVEN BY EVERYONE LISTED BELOW EACH BOARD MEETING.

- *Alonso Escalante- Director of Teaching and Learning*

- *Terri Crofcheck- Director of Special Education*

- *Bill Whicker: Director of Technology*

- *Al Jacobson-Director of Maintenance*

- *Katie Parrott- Business Manager*

- *Cath Alilin- Human Resource Manager*

SUPERINTENDENT GOALS INSTRUCTION

Instruction:

Increase student achievement and close the achievement gap for each demographic measured by:

- Increase the rate of Kindergarten students entering school ready for Kindergarten as measured by the Alaska Developmental Profile and other Kindergarten Ready Assessments.

- Increase the number of students reading at grade level by 3rd grade. (Students in the district will read at grade level by the end of the third grade.)

- Students will demonstrate gains in proficiency in math, reading and science by decreasing the number of students who scored below or far below proficient and increase the percentage of students who scored proficient and advanced on Alaska Statewide Assessment, in all subgroups. (Improvement of standardized test scores district wide).

- Increase the four year graduation rate for each school as compared to the previous year or maintain graduation rate at 95% or better.

- Decrease the dropout rate for each school as compared to the previous year.

- Decrease the dropout rate for the district as compared to the previous year.

- Increase the number of schools who maintain a 95% attendance rate or increase its attendance rate by 20% or more as compared to the previous year using end of the year data.

ENROLLMENT UPDATES

Ketchikan Gateway Borough School District Enrollment	PreK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-12	PreK-12th
1-Oct-19	113	168	150	171	184	176	167	182	180	146	171	195	162	146	2198	2311
2-Sep-20	50	132	172	147	169	182	174	156	183	171	155	181	182	167	2171	2221
16-Sep-20	87	138	173	141	170	174	168	152	179	172	144	172	176	161	2136	2223

ONLINE ENROLLMENTS

ALASKA DIGITAL ACADEMY ENROLLMENT

School Counts		
Revilla High School		60
Ketchikan Charter School		1
Fast Track Virtual School		29
Ketchikan High School		72
Schoenbar Middle School		9
	Total	171

ALASKA VIRTUAL SCHOOL

Kinder		**3**
First		6
Second		7
Third		6
Fourth		7
Fifth		10
Sixth		6
Seventh		8
Eighth		7
Ninth - Twelfth		28
SMS Digital Information Class		59 (not counted in total)
	Total	88

FAST TRACK
HOME SCHOOL/CORRESPONDENCE

School Counts		
K		12
1st		30
2nd		12
3rd		12
4th		24
5th		24
6th		16
7th		14
8th		9
9th		3
10th		7
11th		8
12th		8
	Total	169

MEETING THE NEEDS OF GROWING FAST TRACK HOME SCHOOL PROGRAM

GRADES K-5

- Total as of 9/17/2020   114

- Staff: 1 FTE Certified Teacher (Elementary and Special Education)

    1 Special Education Teacher to assist with IEP's one week per trimester. (Two weeks beginning of school year)

    2 FTE Paraprofessionals

GRADES 6-12

- Total as of 9/17/2020   55

- Staff: Extra Duty (after hours)

    - Teachers   2.0

    - Two School Counselors   2.0

    - AK Digital Academy Support

BUILDING ON STRENGTHS OF FAST TRACK PROGRAM

- Experienced Certified Teacher and Paraprofessional Full Time and on average support 40-70 K-12 students.

- Caring Environment and Time Spent Addressing Individual Needs of Students

- 2019-2020 Fast Track expanded space to have a full classroom for learning lab, small group and assessment administration.

- Through the use of School Improvement Grant team of educators including Fast Track teacher attended the National Drop Out Convention in North Carolina

- Two school counselors, two certified teachers brought on the to the Fast Track Team to assist and support students.

FAST TRACK SYSTEMS OF SCHOOL SYSTEMS OF SUCCESS DESIGNATION

- Comprehensive Support (Graduation Rate) Designation School (2nd Year) - If a secondary school has a graduation rate of less than 66.66%, that school receives a designation of Comprehensive Support (Graduation Rate).

- $25,000.00 School Improvement Grant

  - Funds to support increasing the graduation rate.

  - In 2018-19 Fast Track's Needs Assessment for Improvement Area of Need:

    - Graduation Rate   Four-Year   17.65%   Five Year   19.05%

    - Chronic or Stressed Households   Learning Lab (FY19)   Smaller Groups (FY20)

                                                                (ratio of apprx. 2 staff with every 27 students)

  - Last Spring team began addressing graduation rate transition rates from school to school.

  - Due to COVID 19 program has grown to 169 students K-12.

  - Due to COVID 19 for one year Alonso Escalante, Director of Teaching and Learning will oversee all online, virtual and home school programs.

SUPERINTENDENT GOAL INSTRUCTION

Instruction:

Implement and maintain system wide structures that support achievement and positive behavior intervention supports for all students by:

- 100% of KGBSD schools will integrate a caring, inclusive climate and a collegial, cooperative culture that helps the student to feel a part of something worthwhile as measured by the SCCS. (Set goal off School Climate and Connectedness Survey Results)

- Implement a K-12 MTSS support system in the district with sequential MTSS training. (Increase students identified as needing MTSS

- 100% implementation of adopted curriculum across the district that includes cultural standards through committee work, trainings and outside agency collaboration. (Embedded cultural standards district wide)

- Implementation of explicit strategic interventions with 100% of students who need help achieving proficiency in reading and math.

- Special Education: Building on the special education task force input, continue to address District needs and ensure students have the necessary and appropriate resources available to access education.

MTSS BRAIN STORMING SESSION #1

- **Ideal Model**: there is a team at every building, with a lead certified RTI teacher. MTSS will be single building-level team encompassing both what was called RTI & PBIS

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  Distinguish between SpEd and gen ed MTSS roles and responsibilities -are we considering overlapping or separating these roles? It seems different from building to building.

- Research examples of tier 0 (gifted/talented) and tier 4 (special ed) in other districts and determine if and how we want to integrate G&T and SpEd in the broader MTSS vision/diagram

  Review and consider integration of Curriculum Based Measures (CBM) and Curriculum Based Assessment (CBA)

- Compile research and organize in *Google Shared Drive*

- Make explicit statement that tier 3 is separate and categorically different than special education

- Consult with Terri regarding RtI Handbook content (i.e., how often students are assessed in SpEd vs gen. Ed. tier 3 students)

- Include list of common intervention programs and curricula used around the district

- Process that gets activated when there's a referral for MTSS that is fielded and managed by the MTSS team

- ESL, students with home insecurity (students in transition),

- Revise language, replace RtI with MTSS

- Make more explicit reference to MTSS and whether it is academic or behav/soc/emot

- Trauma-Engaged

- Integrate more research/best practice citations

- Revise grouping numbers, leave more vague to allow for individual building discretion regarding group size

- intervening with students who have writing needs -not just math and reading.

- Include visual examples of tests and what actual questions may look like to a student taking benchmark assessments (i.e., number sense fluency, reading comprehension, etc.) -look for existing samples to use for this

- Keep pyramid visuals, update tables and consider adding tiers for G&T and SpEd

MTSS BRAIN STORMING SESSION CONTINUED

- Include name, descriptions, respective grade bands, and resource links for more information about our screening systems (AIMSweb, MAP)

- Define timeline for utilizing various benchmarking systems (AIMSweb, MAP), when they will be used, for how long, and a detailed plan is moving into the future for the next few years

- Explain how and when MTSS systems might be utilized to help determine special education eligibility

- Describe recommended MTSS team structures for district at each building (i.e., membership, roles/responsibilities, high quality implementation strategies, evaluation of systems such as integrity/fidelity checks, etc.)

- Describe single case design intervention systems for tier 3

- Research and include MTSS systems for assessing and intervening with students who have writing needs -not just math and reading.

Flow Chart (Academics)
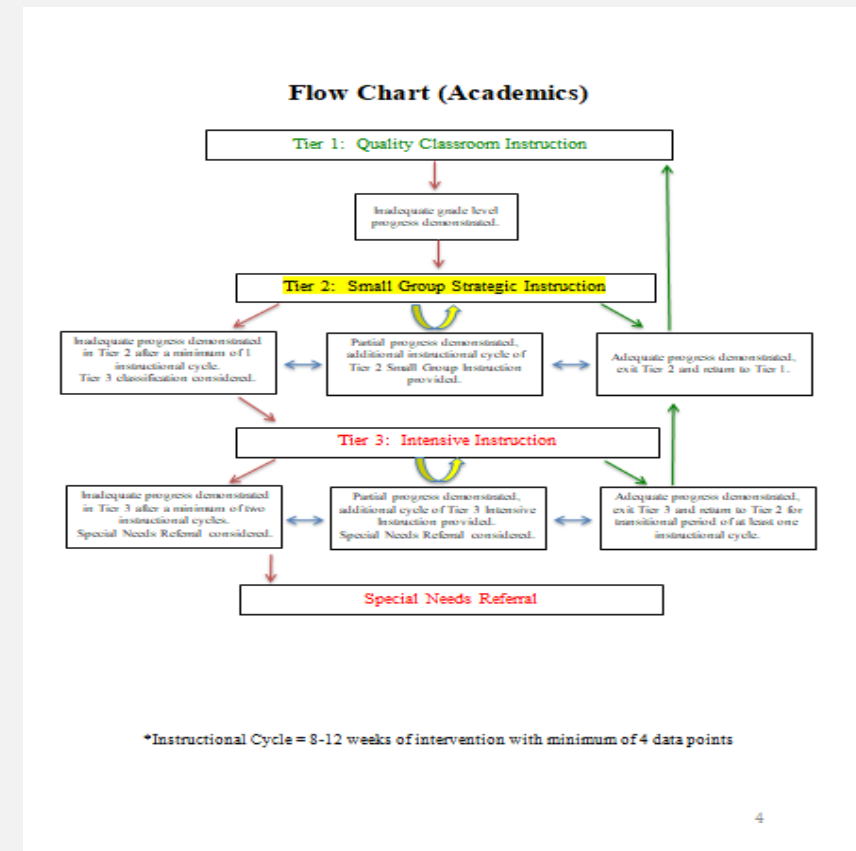
2020-2021 ASSESSMENTS

Tentative Dates	Assessment Name	Grade Levels
September 17 – November 1, 2020 Canceled	Alaska Developmental Profile (ADP)	Kindergarten (and eligible 1st graders)
February 1 – March 31, 2021	WIDA ACCESS for ELLs	ELs in grades Kindergarten through 12th grade
March 15 – April 30, 2021	Alternate Assessment (DLM)	Grades 3 through 10
January 25 – March 5, 2021	National Assessment of Educational Progress (NAEP)	Selected students in 4th and 8th grades
March 29 – April 30, 2021	Performance Evaluation for Alaska's Schools (PEAKS), Computer-based	Grades 3 through 9
March 29 – April 30, 2021	Alaska Science Assessment, Computer-based	Grades 4, 8, and 10

SUPERINTENDENT GOAL
SAFETY

Safety:

Implement comprehensive district and school safety plans that include outside agencies with a continuous review of policies and procedures.

- Complete the KGBSD Comprehensive Safety Plan.

- Review and revise the plan by holding a minimum of (4) four Safety Meetings per year.

KGBSD COMPREHENSIVE SAFETY PLAN AREAS OF COMPLETION

- KGBSD Custodial Handbook
  - Custodian Training- September 12, 2020

- KGBSD Student Transportation Handbook
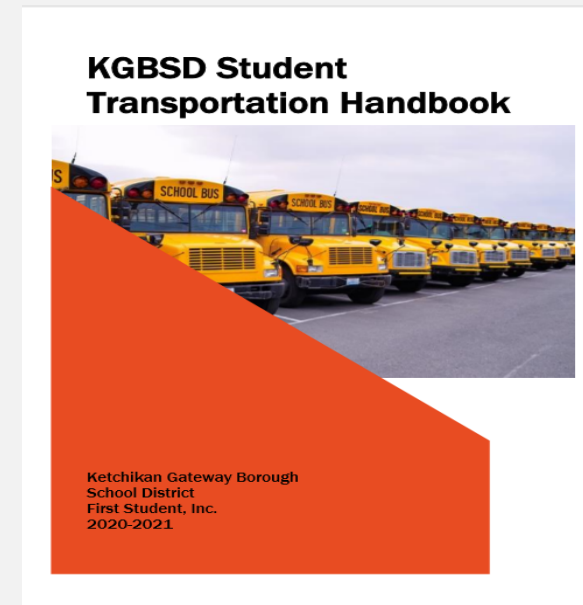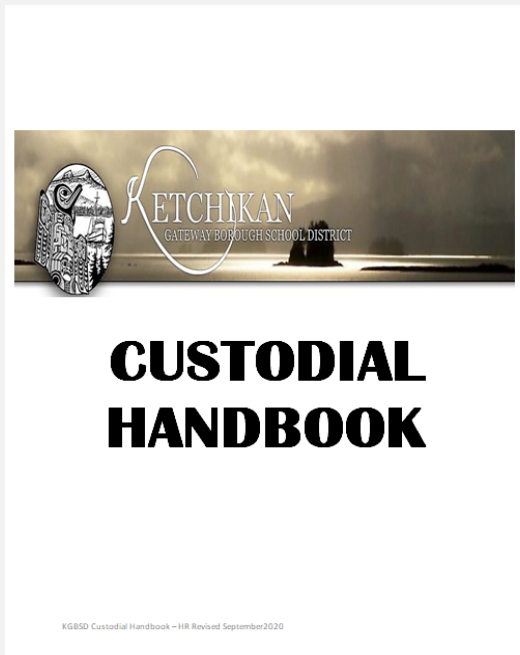
SUPERINTENDENT GOAL
TRUST

Trust

- Increase community organizational outreach.

- Increase use of radio and other media informational campaigns about (1) education-related topics, and (2) successes of the district.

SUPERINTENDENT GOAL BUDGET

Budget (Budgetary Goal)

- Maintain fiscal responsibility and long term planning working closely with the business manager to develop and present a responsible budget that provides resources needed to maintain a quality education while ensuring fiscal responsibility.

- Present a budget to the board that is balanced, student-focused and eliminates or reduces the use of fund balance.

- Support the Board in the identification and drafting of policies per objectives of strategic plan.

- Develop a technology plan that includes a students and staff rotation plan. (District consistency in technology and learning management)

ESEA AND OTHER GRANT FUNDING

Ketchikan Gateway Borough School District: Grant Summary

2020-2021

Grant Title	Amount
DEED Staff Development	$25,000.00
Title I-A: School Improvement 1003(g)	$ 25,000.00
Title I-A: Improving Basic Education	$ 643,514.12
Title II: Supporting Effective Instruction	$ 210,107.40
Title IV-A: Student Support and Academic Enrichment	$ 117,723.17
Title VI-B: Special Education	$ 810,190.65
Pre-School Disabled: 619	$ 23,813.38
Career Technical Education (CTE)	$ 57,227.85
Title VI-A: Indian Education	$ 229,105.00
Rural & Low-Income School (RLIS) Grant	$ 46,712.00
AK Construction Academy	$ 30,000.00
Quality Education Grant	$ 83,475.00
TOTAL:	$ 2,301,868.57

RETAINING TEACHERS AND PRINCIPALS (MENTORING PROGRAM)

- 16 New Teachers   1st Year
- 14 New Teachers   2nd Year
- 5 Principals enrolled in state mentoring program.
- All principals mentored by Bob Hewitt.