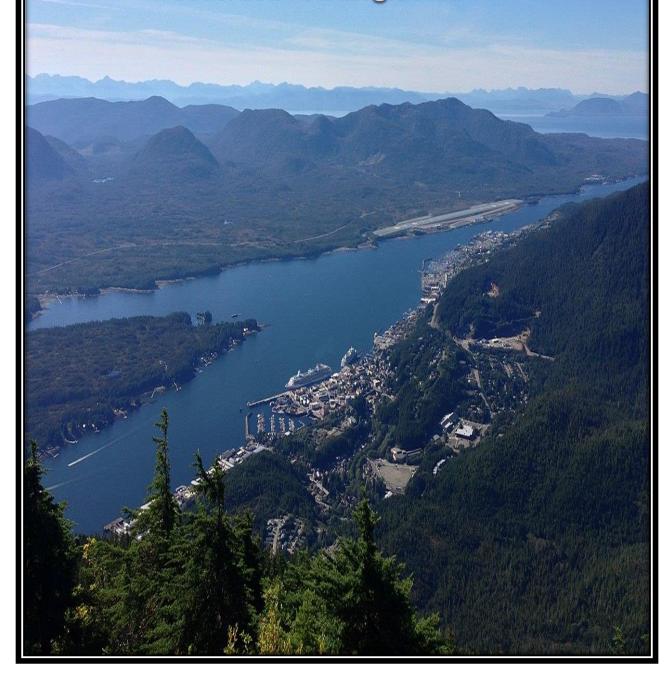# Ketchikan Gateway Borough School District

2019-2024 Strategic Plan

Ketchikan Gateway Borough School District

Strategic Plan

Members of the Committee

Rebecca Bowlen
Valerie Brooks
Chris Brown
Deb Carlson
Monique Clevenger
Cheyenne Cordova
Matt Eisenhower
Laurie Gillet
Diane Gubatayao
Trent Headley
Tom Heutte
Bree Johnson
Kevin Johnson
Liz Jones
Gail Klein
Kurt Lindemann
Beth Lougee
Bridget Mattson
Derek Meister
Jameson Parker
Katie Parrott
Sonya Skan
Carter Thomas
Glen Thompson
Bill Whicker

Vision: What does success look like?

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

Mission: What is our purpose and how are we getting to our mission?

Together we foster an educational culture of academic excellence, meaningful connections, and nurturing environments to maximize every student's unique potential.

Beliefs: What do we believe to be true?
- Students excel when families are involved, when cultures are celebrated and when the community is engaged.
- Every student deserves a supportive learning environment.
- All students have unique strengths and abilities.
- All district decisions are based on what is best for students.
- Every student should have opportunities to succeed.
- All students deserve a choice in their educational path, program and journey.
- All students deserve to feel safe and have a sense of belonging.
- It takes a community to educate a child.
- People are our greatest resource and demand our greatest efforts ~ leadership matters.

Strengths: (* indicates repeat answers)	Weaknesses
• **Community**	• **Parent Involvement**
○ Business community support*	• **Nutrition/ Food Program**
○ Togetherness	○ School lunches
○ Community Bond	○ The food $^9%$
○ Community support	• **School Safety**
• **RTI/MTSS**	• **Admin and staff need to reflect our student population**
○ PEAKS	○ Quality subs
○ Special Education and Special Services	○ Future teacher turnover (retirements)
○ RTI	○ Adequate levels of support/structure within the organization
○ Becoming Trauma Informed Schools	○ Weak admin and evaluations/accountability
○ ELL support	○ Policy gaps and insufficient continuity
• **Quality Educational Staff**	▪ AR implementation
○ Creativity to help meet all needs	▪ Discipline
○ Teachers	▪ Student centered decision making
○ Strong social emotional support, especially in elementary	• **Class size**
○ Awesome staff at all levels	• **Communication**
○ Teachers and staff	○ Transparency and trust among staff, admin, SB through improving
○ Staff that care	○ Procedures/processes of communication/ changing of the guard
○ Highly qualified experienced teachers (longevity / low turnover)	○ Trust
○ Fresh, new leadership	○ Public Relations/self promotion
• **Extra Curricular Activities**	○ Mistrust (internal and community)
○ Extra curricular*	• **Resources allocation**
○ Activities	○ Sexual education
○ Support for activities	○ EL services (extended learning services/programs)
• **Soul Speech**	○ Academic Rigor
○ Music and Art programs	○ Funding
○ PE, Art, Music, Library	○ Drug prevention programs
○ Support for soul speech	○ Keeping up with technology
• **Academic Excellence**	○ Curriculum material
○ Technology	○ Math materials
○ School of choice and alternative education options	• **Student and staff accountability**
○ Options and pathways	○ Student behaviors
○ Co-curricular activities	○ Absenteeism
○ Core academics	○ Punitive discipline
○ Maintained excellence	• **Policy and procedures**
○ School choice	• **Training staff (Prof. Development)**
○ Increasing CTE offerings	○ Mental Health training for students and staff
○ College track	○ Commitment to antiquated methods
○ Opportunities for students; scholarships, internships etc.	○ Lack of meaningful and consistent professional dev. for certified staff and paras
○ Curriculum review and revision	• **Student well being (Mental health)**
• **Student Population**	○ Not enough support for vulnerable students
○ Celebration of diversity	○ Crisis counselor for district
○ Acceptance/tolerance	○ Not enough experience in SED/L
○ Supports for diverse student populations	○ Opportunities for responses to behaviorally challenged students
	○ Isolation of Learning Options and Integrated Learning Center
	○ Support for vulnerable families / caretakers

OPPORTUNITIES		THREATS
· **CTE**		• Unclear priorities
o Building relationships among community, using resources, agencies business to improve learning		• Fear of change
o Outside partnerships (cruise/trades)		• Bias and prejudice
o Concurrent enrollment with UAS*		• Lack of trust
o Community support; business, UAS, individuals		• Communication
o Community supports Wellness Coalition, KIC, CC, Gateway		• Funding
o CTE (Vigor, KPU etc)		• Lack of value of public education
o Local businesses		• Complacency
o CTE, job shadowing, private sector engagement		• Political agendas
		• Addiction
· **Environmental opportunities**		• Mental health issues
		• Student coming to school not ready to learn
· **Travel opportunities**		• Need to work together not against
· **Cultural Activities**		
o Tribal support, engagement, teaching		
o KIC		
o Tribal teaching and sharing of culture to others		
o Partnering with Tribes		
· **Human Services**		
o Gateway		
o Public health		
o Community Connections		
o Hospital		
o KYI		
o WISH		
o Youth groups		
· **Community Service Organizations**		
o Service opportunities		
· **Our student diversity**		
o Celebrates youth success		
· **Positive Shift**		
o Open-mindedness		
o Authentic desire for change with the school board and administration		
o Highly qualified staff		
· **Revenue Possibilities**		
o Grant		
o Fast Track		
o Local Resources		

Three Goal Areas are:

1. Instruction
2. Safety
3. Trust

Instruction

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

Objective 1.1; KGBSD will align monetary resources commensurate to student needs.
- o 1.1.1 Distribute appropriate analysis of student budgetary needs respective to each school building.

Objective 1.2; all district staff will be trained with Multi-Tiered Systems of Support (MTSS) curricula.
- o 1.2.1 The KGBSD will support all schools in the district with sequential Multi-Tiered Systems of Support (MTSS) training.
- o 1.2.2 Implement individualized assessment and training for respective building needs.
- o 1.2.3 Increase and monitor communications among/and between respective buildings and district office.

Objective 1.3; KGBSD staff will review, analyze, assess, and evaluate data.
- o 1.3.1 Hold all staff accountable to ensure successful implementation of MTSS for all students.
- o 1.3.2 All schools will implement the School Climate and Connectedness Survey (SCCS) to gage and measure levels of student and staff connectedness.
- o 1.3.3 Compile and record SCCS outcomes to be included in the district's Report Card to the Public

Objective 1.4; KGBSD will ensure community partners have a clear understanding and working knowledge of district data.
- o 1.4.1 Inform the community of MTSS process and implementation.

Safety
GOAL 2: All stakeholders will feel safe at KGBSD

Objective 2.1 KGBSD will provide all stakeholders a physically, socially and emotionally supported school environment. (Environment is any area of the school district monitored by district staff: certified, classified, volunteers and guest speakers)

- o 2.1.1 Implement comprehensive district and school safety plans that include outside agencies with a continuous review of policies and procedures.
- o 2.1.2 Begin transformation to a trauma-engaged district.

Objective 2.2 Collaborate with outside agencies to provide prevention programs in the health curriculum.

- o 2.2.1 Guest presenters will be properly trained and outside professionals will train appropriate district staff.
- o 2.2.2 Continue to participate in the Youth Risk Behavior survey and the School Climate and Connectedness Survey.
- o 2.2.3 Train presenters in District safety plan features.

Objective 2.3 create a safe, secure, confidential system for reporting safety concerns.

- o 2.3.1 Identify a 'go to' person who will serve as a resource for reporting.

Trust

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

Objective 3.1 develop a district-wide communication team that operates with delegated responsibility and authority.

- o 3.1.1 Identify key members of the communications team.
- o 3.1.2 Based on Administrative direction, create a flowchart for information dissemination in community.

Objective 3.2 develop an information system to disseminate and educate with appropriate information and tracking of measurable goals.

- o 3.2.1 Develop a written District Communication Plan.
  - ▪ 3.2.2   Establish a web-based and physical Public Dashboard for measurable District Goals.

Objective 3.3 establish a clear brand identity for the district to build the district's image and reputation.

- o 3.3.1 Provide ongoing training and technical assistance to staff members in public relations, social media, and other communication skills.
- o 3.3.2 Create key messages and talking points about KGBSD to establish unity throughout all communication channels.
- o 3.3.3 Supply district administrators with fact sheets and other easy-to-use communications tools as needed when issues arise.
- o 3.3.4 Establish a district tagline.