

**Ketchikan Gateway Borough School  
District  
2019-2024 Strategic Plan**



## Ketchikan Gateway Borough School District

### Strategic Plan

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**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
<ul style="list-style-type: none"> <li>● <b>Community</b> <ul style="list-style-type: none"> <li>○ Business community support*</li> <li>○ Togetherness</li> <li>○ Community Bond</li> <li>○ Community support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Parent Involvement</b></li> </ul>
<ul style="list-style-type: none"> <li>○ PEAKS</li> <li>○ Special Education and Special Services</li> <li>○ RTI</li> <li>○ Becoming Trauma Informed Schools</li> <li>○ ELL support</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Nutrition/ Food Program</b> <ul style="list-style-type: none"> <li>○ School lunches</li> <li>○ The food \$^9%\$</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>RTI/MTSS</b> <ul style="list-style-type: none"> <li>○ PEAKS</li> <li>○ Special Education and Special Services</li> <li>○ RTI</li> <li>○ Becoming Trauma Informed Schools</li> <li>○ ELL support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>School Safety</b></li> <li>● <b>Admin and staff need to reflect our student population</b> <ul style="list-style-type: none"> <li>○ Quality subs</li> <li>○ Future teacher turnover (retirements)</li> <li>○ Adequate levels of support/structure within the organization</li> <li>○ Weak admin and evaluations/accountability</li> <li>○ Policy gaps and insufficient continuity <ul style="list-style-type: none"> <li>▪ AR implementation</li> <li>▪ Discipline</li> <li>▪ Student centered decision making</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Quality Educational Staff</b> <ul style="list-style-type: none"> <li>○ Creativity to help meet all needs</li> <li>○ Teachers</li> <li>○ Strong social emotional support, especially in elementary</li> <li>○ Awesome staff at all levels</li> <li>○ Teachers and staff</li> <li>○ Staff that care</li> <li>○ Highly qualified experienced teachers (longevity / low turnover)</li> <li>○ Fresh, new leadership</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Class size</b></li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Transparency and trust among staff, admin, SB through improving</li> <li>○ Procedures/processes of communication/ changing of the guard</li> <li>○ Trust</li> <li>○ Public Relations/self promotion</li> <li>○ Mistrust (internal and community)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Extra Curricular Activities</b> <ul style="list-style-type: none"> <li>○ Extra curricular*</li> <li>○ Activities</li> <li>○ Support for activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Resources allocation</b> <ul style="list-style-type: none"> <li>○ Sexual education</li> <li>○ EL services (extended learning services/programs)</li> <li>○ Academic Rigor</li> <li>○ Funding</li> <li>○ Drug prevention programs</li> <li>○ Keeping up with technology</li> <li>○ Curriculum material</li> <li>○ Math materials</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Soul Speech</b> <ul style="list-style-type: none"> <li>○ Music and Art programs</li> <li>○ PE, Art, Music, Library</li> <li>○ Support for soul speech</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student and staff accountability</b> <ul style="list-style-type: none"> <li>○ Student behaviors</li> <li>○ Absenteeism</li> <li>○ Punitive discipline</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Academic Excellence</b> <ul style="list-style-type: none"> <li>○ Technology</li> <li>○ School of choice and alternative education options</li> <li>○ Options and pathways</li> <li>○ Co-curricular activities</li> <li>○ Core academics</li> <li>○ Maintained excellence</li> <li>○ School choice</li> <li>○ Increasing CTE offerings</li> <li>○ College track</li> <li>○ Opportunities for students; scholarships, internships etc.</li> <li>○ Curriculum review and revision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Policy and procedures</b></li> <li>● <b>Training staff (Prof. Development)</b> <ul style="list-style-type: none"> <li>○ Mental Health training for students and staff</li> <li>○ Commitment to antiquated methods</li> <li>○ Lack of meaningful and consistent professional dev. for certified staff and paras</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Student Population</b> <ul style="list-style-type: none"> <li>○ Celebration of diversity</li> <li>○ Acceptance/tolerance</li> <li>○ Supports for diverse student populations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student well being (Mental health)</b> <ul style="list-style-type: none"> <li>○ Not enough support for vulnerable students</li> <li>○ Crisis counselor for district</li> <li>○ Not enough experience in SED/L</li> <li>○ Opportunities for responses to behaviorally challenged students</li> <li>○ Isolation of Learning Options and Integrated Learning Center</li> <li>○ Support for vulnerable families / caretakers</li> </ul> </li> </ul>

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• <b>CTE</b></li> </ul>	<ul style="list-style-type: none"> <li>• Unclear priorities</li> </ul>
<ul style="list-style-type: none"> <li>o Building relationships among community, using resources, agencies business to improve learning</li> </ul>	<ul style="list-style-type: none"> <li>• Fear of change</li> </ul>
<ul style="list-style-type: none"> <li>o Outside partnerships (cruise/trades )</li> </ul>	<ul style="list-style-type: none"> <li>• Bias and prejudice</li> </ul>
<ul style="list-style-type: none"> <li>o Concurrent enrollment with UAS*</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of trust</li> </ul>
<ul style="list-style-type: none"> <li>o Community support; business, UAS, individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>
<ul style="list-style-type: none"> <li>o Community supports Wellness Coalition, KIC, CC, Gateway</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> </ul>
<ul style="list-style-type: none"> <li>o CTE (Vigor, KPU etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of value of public education</li> </ul>
<ul style="list-style-type: none"> <li>o Local businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Complacency</li> </ul>
<ul style="list-style-type: none"> <li>o CTE, job shadowing, private sector engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Political agendas</li> </ul>
	<ul style="list-style-type: none"> <li>• Addiction</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Environmental opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mental health issues</li> </ul>
	<ul style="list-style-type: none"> <li>• Student coming to school not ready to learn</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Travel opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Need to work together not against</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Cultural Activities</b></li> </ul>	
<ul style="list-style-type: none"> <li>o Tribal support, engagement, teaching</li> </ul>	
<ul style="list-style-type: none"> <li>o KIC</li> </ul>	
<ul style="list-style-type: none"> <li>o Tribal teaching and sharing of culture to others</li> </ul>	
<ul style="list-style-type: none"> <li>o Partnering with Tribes</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Human Services</b></li> </ul>	
<ul style="list-style-type: none"> <li>o Gateway</li> </ul>	
<ul style="list-style-type: none"> <li>o Public health</li> </ul>	
<ul style="list-style-type: none"> <li>o Community Connections</li> </ul>	
<ul style="list-style-type: none"> <li>o Hospital</li> </ul>	
<ul style="list-style-type: none"> <li>o KYI</li> </ul>	
<ul style="list-style-type: none"> <li>o WISH</li> </ul>	
<ul style="list-style-type: none"> <li>o Youth groups</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Community Service Organizations</b></li> </ul>	
<ul style="list-style-type: none"> <li>o Service opportunities</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Our student diversity</b></li> </ul>	
<ul style="list-style-type: none"> <li>o Celebrates youth success</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Positive Shift</b></li> </ul>	
<ul style="list-style-type: none"> <li>o Open-mindedness</li> </ul>	
<ul style="list-style-type: none"> <li>o Authentic desire for change with the school board and administration</li> </ul>	
<ul style="list-style-type: none"> <li>o Highly qualified staff</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Revenue Possibilities</b></li> </ul>	
<ul style="list-style-type: none"> <li>o Grant</li> </ul>	
<ul style="list-style-type: none"> <li>o Fast Track</li> </ul>	
<ul style="list-style-type: none"> <li>o Local Resources</li> </ul>	



## 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.**

- 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.**

- 1.2.1 The KGBSD will support all schools in the district with sequential Multi-Tiered Systems of Support (MTSS) training.
- 1.2.2 Implement individualized assessment and training for respective building needs.
- 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.**

- 1.3.1 Hold all staff accountable to ensure successful implementation of MTSS for all students.
- 1.3.2 All schools will implement the School Climate and Connectedness Survey (SCCS) to gauge and measure levels of student and staff connectedness.
- 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.**

- 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)**

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

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

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

- 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.**

- 3.1.1 Identify key members of the communications team.
- 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.**

- 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.**

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