

Ketchikan Gateway Borough School District Strategic Plan



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Strategy 1: We will refine our data gathering systems to guide and analyze student academic progress.

Specific Results A:

We will adjust programs and assessments using data.

Action Steps:

1. Team will attend Data Training
2. Data Team will train principals in analyzing data.
3. Principals and Data Team will lead groups during inservice to analyze District Data for Gates and SBA Tests.
4. Each school will take district data and analyze school data for SBA and Gates Tests.
5. Each school will develop an improvement plan to close the gaps in using the analyzed data.
6. Schools will implement plans to close gaps each year.
- 7.

Specific Results B:

We will align student academic progress to standards.

Action Steps:

1. Using Grade Level Equivalent (GLE's) adopted by the State for each grade level we will develop curriculum maps for reading, writing, math, and science.
2. Make Curriculum map available on website and give to parents during parent/teacher conferences.
3. Use formative assessments being developed by the State to make certain students are progressing during the school year.
4. Administrators will develop methods to make certain teachers are covering the curriculum.

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Specific Results C:

We will establish a process and timeframe for entry/analysis of student data..

Action Steps:

1. Develop framework for student data database.
2. Enter data from SBA's and Gates scores for each student (number) on database in grades K-11.
3. Develop graphs, charts, etc. that show individual student achievement for SBA's and Gates scores on a longitudinal scale.
4. Report to the Board of Education and the Community, including scores for the same group of kids for the past few years so that progress is clearly visible.

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Strategy 2: We will continue to refine and implement remediation plans for students who are not proficient in reading, writing, and math.

Specific Results A:

Implement a *remediation plan for students who are not proficient in reading, writing, and/or mathematics. (*students who are not served by Special Education or other federally mandated programs; Title I, IEA, Migrant Education; 35th – 40th percentile and below). Estimated to be between 3-5% of student population who are between the 40th – 50th percentile.

*Remediation defined as not proficient (not at grade level equivalent) in primary academic area(s), at least one year below grade level placement, not eligible for special services or other tutorial federally funded programs.

Action Steps:

1. Developmental Asset checklist (using SEARCH Institute recommendations) coinciding with enrollment forms:
 - a) checklist form completed by parent(s)/guardian(s) or classroom teacher(s) upon enrollment
 - b) checklist reviewed by teacher(s) and principal from year to year as students progress through the educational programs
2. Parent Advocate for LEP (Limited English Proficiency) Refer to LEP teacher at Ketchikan High School for suggestions:
 - a) work with college on developing a “New Beginnings” Program for families of non-American status ESL (English as a Second Language students)
 - b) work with Adult Education program on Family Literacy Program
3. Review classroom data: school records/grades, Gates MacGinitie, Alaska State Benchmarks, Terra Nova, Degrees of Reading Power, Individual Computation Skills Program, STAR Assessment, Ketchikan District Competency Examinations, High School Graduation Qualifying Exam. *(not all students take every test)
 - a) provide building principals, teachers and parents with data

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Specific Results B:

Implement a *remediation plan for students who are not proficient in reading, writing, and/or mathematics. (*students who are not eligible for Special Education or other federally mandated programs; Title I, IEA, Migrant Education; 35th – 40th percentile and below). Estimated to be between 3-5% of student population who are between the 40th – 50th percentile.

*Remediation defined as not proficient (not at grade level equivalent) in primary academic area(s), at least one year below grade level placement, not eligible for special services or other tutorial federally funded programs

Action Steps:

1. Once each quarter elementary teachers will meet in their buildings by grade level, at secondary by department during planning time to identify and discuss "at risk" students and develop plans for students to address academic expectancy in reading, writing and/or mathematics.
 - a. determine who is not proficient based on data from Assessment toolbox;
 - b. develop a plan of action to address student needs;
 - c. contact parent(s)/guardian(s);
 - d. revise plan with parents;
 - e. implement revisions;
 - f. review follow-up for any addition action needed.

Specific Results C:

Implement a *remediation plan for students who are not proficient in reading, writing and/or mathematics. (*students who are not eligible for Special Education or other federally mandated programs; Title I, IEA Migrant Education; 35th - 40th percentile and below). Estimated to be between 3-5% of student population who are between the 40th - 50th percentile.

*Remediation defined as not proficient (not at grade level equivalent) in primary academic area(s), at least one year below grade level placement, not eligible for special services or other tutorial federally funded programs.

Action Steps:

1. Explore the school boundaries and look at having two sections per grade level per elementary site in order to balance pupil load by building in order to provide more individualized attention for struggling students.

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2. Extending boundaries survey to homes with children from Carlana Street towards Pt. Higgins boundary to determine students who might desire to attend Pt. Higgins in order to further balance pupil load by building in order to provide more individualized attention for struggling students.

Specific Results D:

Implement a *remediation plan for students who are not proficient in reading, writing and/or mathematics. (*students who are not eligible for Special Education or other federally mandated programs; Title I, IEA Migrant Education; 35th - 40th percentile and below). Estimated to be between 3-5% of student population who are between the 40th - 50th percentile.

*Remediation defined as not proficient (not at grade level equivalent) in primary academic area(s), at least one year below grade level placement, not eligible for special services or other tutorial federally funded programs.

Action Steps:

1. Develop a resource packet and website along with the enrollment information for new families to include information about school programs and practices. At elementary would have contact names and phone numbers for school groups such as PTO, for M S would have course offerings and program plans, for H S would have discipline policy, course requirements for graduation and other basic information that affect all students.
2. Student Handbooks for all schools with grading standards, discipline policy, contact phone numbers for teachers/staff, work or volunteer forms, etc., in user friendly mode, BOLD PRINT for important items or color coding.
3. Have a more active information website or television access for information about school activities, programs, due dates for important events

Specific Results E:

Implement a *remediation plan for students who are not proficient in reading, writing and/or mathematics. (*students who are not eligible for Special Education or other federally mandated programs; Title I, IEA Migrant Education; 35th - 40th percentile and below). Estimated to be between 3-5% of student population who are between the 40th - 50th percentile.

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Action Steps:

1. Develop a "toolbox" with a variety of tools that teachers can use for struggling learners.
2. Include in the "toolbox" items that parents can use at home with their children such as checking out book bags at the elementary level, having access to "homework hotlines", website information about homework for parents to check on student progress, attendance, grades and a place to ask teachers questions.
3. Add a section in each curricular area to address the types of activities that might assist struggling students such as books on tape and where to get them.
4. Add teaming time for staff each day especially at the middle school level even if teams are only two or three staff members per team.

Specific Results F:

Implement a *remediation plan for students who are not proficient in reading, writing and/or mathematics. (*students who are not eligible for Special Education or other federally mandated programs; Title I, IEA Migrant Education; 35th - 40th percentile and below). Estimated to be between 3-5% of student population who are between the 40th - 50th percentile.

*Remediation defined as not proficient (not at grade level equivalent) in primary academic area(s), at least one year below grade level placement, not eligible for special services or other tutorial federally funded programs.

Action Steps:

1. Parents should receive student assessment information in a more timely manner (before the end of the school year).
2. Having a mailing for each grade level in the HS telling parents exactly where students are in their mastery of courses and what is yet needed to graduate at the end of each year and the beginning of the next and twice a year for seniors.
3. Lists of services available for students from where to volunteer to other community agencies that might provide assistance. An annual up-to-date resource booklet.
4. Provide parents with a list of policy statements that affect students including such topics as transferring credits to earning college credits.

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Strategy 3: We will develop and implement opportunities for middle and high school academic partnerships and honor courses to encourage students to achieve high levels.

Specific Results A:

Academic Partnership for Junior/Senior students with Arts & Humanities Center* (First City Players/English and/or Elective Credit)

1. Entice more students to become involved in academic partnerships and Advanced Placement courses.
2. Keep more students in school.
3. Provide adequate credit for academic partnerships.
4. Create more community ownership in student achievements.

*Action Steps may also be employed for subsequent partnerships in other subject areas.

Action Steps:

1. Survey Jr./Sr. students to determine interest for semester length class.
2. Contract to and develop curriculum (follow District Curriculum Development Process).
3. Recruit participation from Arts Center.
4. Allocate school staff for coordinating partnership.
5. Develop measures to determine effectiveness.
6. Determine amount of class credit.
7. Coordination between school staff and academic partner in order to develop schedule.
8. Obtain Borough Bus passes for student transportation.
9. Begin classroom and on-site instruction.
10. Establish quarterly (2) effectiveness reviews.

Specific Results B:

Academic Partnership with Court System or Law Firm for students in grades 7 – 12.

1. Entice more students to become involved in academic partnerships and Advanced Placement courses.
2. Keep more students in school.
3. Provide adequate credit for academic partnerships.
4. Create more community ownership in student achievements.

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Action Steps:

1. Survey students to determine interest for semester length class.
2. Contract to and develop curriculum (follow District Curriculum Development Process).
3. Recruit participation from local law firm or court system.
4. Allocate school staff for coordinating partnership.
5. Develop measures to determine effectiveness.
6. Determine credit for participation.
7. Training/Coordination between staff and academic partner to develop schedule.
8. Allocate class space for on-campus contact between student and academic partner.
9. Obtain Borough Bus passes for student transportation.
10. Begin classroom and on-site instruction.
11. Establish quarterly (2) effectiveness reviews.

Specific Results C:

We will develop and implement an academic partnership between the Science and health faculty and a consortium of community health care providers coordinated by Ketchikan General Hospital for students in grades 7 – 12.

Action Steps:

1. Confirm KGH ability and willingness to act as lead partner.
2. Identify a certified teacher who can review the existing curriculum in conjunction with KGH's coordinator.
3. Identify and confirm participation of secondary health care partners in the community who will provide "real world" learning opportunities.
4. Develop criteria and expectations for individuals working with students.
5. Develop evaluation tools for documenting participation and involvement of students in their workplace experiences.
6. Establish a student capacity for the academic partnership with input of KGH and the secondary partners, KEA, school and district administration, and the School Board (determine whether all sections will participate in the partnership or one section as an alternative to the normal class curriculum).
7. Develop method for evaluating success of the partnership.
8. Obtain approval of School Board for the partnership plan and any impact on existing approved curriculum.
9. Implement program in class offerings for the next semester.

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Strategy 4: We will maintain a district-wide special education program in accordance with I.D.E.A. and current state/federal guidelines that meets the educational needs of identified students.

Specific Results A:

Prepare for and complete a compliance monitoring with the State of Alaska Department of Early Childhood and Education.

Action Steps:

1. Convert filing system as recommended by the State.
2. Prepare student files by reviewing each file for each of the 120 compliance points.
3. Negotiate Memoranda of Agreement with:
 - Division of Juvenile Justice
 - Division of Vocational Rehabilitation
 - Early Intervention/Infant Learning Program
 - Department of Behavioral Sciences
 - Tribal Vocational Rehabilitation
 - Head Start
 - Department of Corrections
 - Department of Developmental Disability
4. Provide space for the monitoring team.
5. Assist with scheduling appointments for interviews with staff, students, parents, etc. as determined by the monitoring Team.

Specific Results B:

To provide and enhance the special education services available to identified students.

Action Steps:

1. Special Ed Director will hire highly qualified teachers.
2. Create a link on District web site for resources for special education parents and students.
3. The Director will work with staff to develop a mechanism for disseminating information by staff sent to conferences.
4. Students in special education will receive 12 hours of direct instruction per year in accessing and using information resources.
5. District-wide in-services will be developed to instruct special ed as well as general ed staff in strategies and methods to assist special ed students in succeeding in the general ed classrooms.

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Specific Results C:

Fund and develop a counseling program for special education students.

Action Steps:

1. Provide group, individual, and family counseling for special education students/families.
2. Partner with Community based mental health agencies to provide family counseling.
3. Develop a system for reporting progress in terms of suspensions, test scores, attendance, behavior, increase rate of assignment completion, increase in on task behavior, increased graduation rate, increase in students enrolling in postsecondary education programs. (Any or a combination of the above.)
4. Designate a private space to conduct counseling services.
5. Provide a means for teachers, aides, and other school staff to meet with counselors to discuss intervention strategies.

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Strategy 5: We will develop plans and partnerships to help students graduate.

Specific Results A:

Accept more credits towards graduation from other schools in order to encourage students to complete their graduation requirements.

Action Steps:

1. District administrators will develop guidelines for accepting outside credits to include a process for petitioning the school to accept units completed at other schools (this will include home schools and private schools).
2. The guidelines and petition procedure will be presented to the School Board for approval.

Specific Results B:

The School District, in conjunction with Ketchikan Adult Education and UASK, will survey students who are returning to those organizations to earn GED's or complete college or career courses in order to gain an understanding of the reasons students drop out and develop measures to encourage students to stay in school.

Action Steps:

1. The school district will request access from Ketchikan Adult Education (KAE) to redacted demographic information compiled from the federal demographic survey presently completed by each applicant for a GED.
2. With the assistance of the Counseling Department and KAE, the Kayhi and Revilla principals will develop a supplemental survey for completion along with the federal demographic form and request the cooperation of Adult Ed and UASK in asking that it be completed on a voluntary basis by students who have dropped out and are now seeking services from those agencies.
3. Information gained from the surveys will be collated by the School District and made available on a periodic basis to the School Board and other community agencies dealing with youth.

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Specific Results C:

Begin the high school day later in the morning in order to maximize attendance and improve academic performance.

Action Steps:

1. The Administration will develop an information sheet citing significant research on this issue in order to educate parents and the community regarding the desirability of such a change.
2. The proposed change should be presented to the school board for approval.

Specific Results D:

The District should implement a School/Parent liaison position at each elementary school whose focus would be working with parents to keep kids in school and helping ensure that kids arrive in the classroom ready to learn.

Action Steps:

1. Elementary school and Central Office administrators will develop a position description for these positions ensuring that they complement and do not duplicate services already provided by the Gateway Center, Community Connections and other community organizations.
2. The Administration will make a special effort to find grant funds for these positions or collaborate with Gateway Center or Community Connections as is done at the high school.
3. Resources not covered by grants should be requested by administrators as part of the annual budget process.

Specific Results E:

The District should request the Borough Assembly to adopt a Truancy ordinance.

Action Steps:

1. The superintendent should request that the borough attorney draft a truancy ordinance permitting the school district, with assistance of the borough attorney, to identify and file complaints in cases warranting action.
2. The ordinance should be reviewed by the school board and upon approval, be forwarded to the borough assembly requesting adoption.

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Specific Results F:

Develop curriculum or curricula substitutes for Voc/Tech track students which will encourage them to graduate by providing them an education in their career field of choice.

Action Steps:

1. The curriculum director and the curriculum committee should examine current curriculum to determine which current class offerings are appropriate for cross-listing as voc/tech courses.
2. The curriculum director and the curriculum committee should examine the math, English, and science content of existing voc/tech offerings to determine suitability for cross-listing as academic courses.
3. The school board should establish a voc/tech task force to determine the need for and the viability of increasing voc/tech offerings at Kayhi, Revilla and Schoenbar.

Specific Results G:

Restructure high school schedule (day) to provide a wider variety of classes (e.g. 7 periods, block, etc.)

Action Steps:

1. Kayhi principal will review this in terms of staffing and curricula needs and make an appropriate recommendation to the board.

Specific Results H:

Provide more emphasis through the Counseling Department at Kayhi for non-college bound students and students at risk of dropping out.

Action Steps:

1. Kayhi and Revilla principals will review and amend as necessary all counselor's position description to ensure that these duties are covered.
2. Counseling Department will ensure that all students are kept aware of counseling services and particular effort will be made to ensure that non post secondary bound students and students in danger of dropping out have confidence in the counseling program.
3. Kayhi and Revilla principals will review the allocation of counselor resources to ensure that adequate time is being reserved for the needs of non post secondary track students and students at risk of dropping out.

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4. Kayhi and Revilla principals will review the adequacy of counseling services annually and should the need exist, request additional resources as part of the annual budget process.

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Strategy 6: We will actively work with the Borough and Community to secure maximum local funding and continued funding of activities outside of the cap.

Specific Results A:

We will actively work with the Borough to secure maximum local funding and continued funding of activities outside of the cap.

Action Steps:

1. Make more effective use of the monthly liaison meetings between the School Board and the Borough Assembly. District representatives should ask the Borough Clerk to add relevant items to the agenda before the meeting.
2. Each school board member will develop a positive one-on-one relationship with the Borough Assembly.
3. The School Board president will meet at least monthly with the Borough Mayor or Vice-Mayor to communicate school district concerns, interests, and successes.
4. The Superintendent will meet at least monthly with the Borough Manager to communicate school district concerns, interests, and successes.
5. The Business Manager meets at least monthly with the Borough Finance Director to communicate school district financial issues.
6. School board members will continue to attend Borough Assembly meetings and make presentations to them concerning educational issues. Bring staff when needed.

Specific Results B:

We will actively work with the Borough to secure maximum local funding and continued funding of activities outside of the cap.

Action Steps:

1. Set up a budget workshop with the Borough Assembly to present the District's annual budget to the Assembly. Present to them a well-prepared budget presentation communicating the District's financial plan in operational terms and addressing critical budgetary issues.
2. Use the budget advisory team to communicate budget concerns to the public and through them to the Borough Assembly.
3. Invite the Borough Assembly to attend the budget advisory team meetings as an observer.

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4. Seek Borough Assembly approval when grants exceed the Assembly's total approved budget for the District.

Specific Results C:

We will actively work with the Borough to secure maximum local funding and continued funding of activities outside of the cap.

Action Steps:

1. Discuss the District's annual component unit financial report with the Borough Assembly in a public meeting following distribution to them through the Borough Clerk's office.
2. Present periodic financial reports of the school district to the Borough Assembly quarterly. These reports should include the student activities fund as well as the operating fund.
3. Participate with the Borough team to influence State funding.