

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.

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	Community		Pretinderet
	₀ Businesscommunitysupport*	•	Nutrition/FoodProgram
	₀ Togetherness		O Sthodlunths
	o CommunityBand		o Thefccd\$79%\$
	o Communitysupport	•	Sthood Safety
•	FII/M/TSS	•	Adminandstaffnædtorelled our student population
	₀ PEAKS		₀ Qditys.bs
	o Special Education and Special Services		₀ Future teacher turnover (retirements)
	₀ RI		O Abquiteleus of suport/structure within the agrization
	₀ BeconingTraumaInformedShods		₀ Wekaminandevolutions/accountability
	0 BLspport		0 Rdicygosardinufficient continuity
	Quity/Eductional Staff		• ARimdenentation
	() Creativity-to-helpmeetall needs		• Discipline
	n Teachers		•
	V		• Student centerecked islammaking
	Strongsocial emotional support, especially lindementary		Classize
	₀ Aveconestaffatalle.els	•	Communication
	₀ Teachersandstaff		₀ Transperryardtrustanorgstaff,achin, Sethoughimproving
	₀ Staffthatcare		D Rocectres/processes of communication/ dranging of the guard
	High/qualifiedexperiencedteachers(largevity/low/turrover)		₀ Trust
	₀ Freshnewleedership		D Rubic Relations/self promotion
•	Estra Cunicular Adivities		0 Mittrust (internal and community)
	₀ Extracuricula*	•	Recurresalication
	₀ Advites		D Sexual education
	o Supportforactivities		0 Elsevices(extendedkearingsevices(programs)
	Stul Streeth		Accenic Figur
	0 MaicandAttprograms		₀ Funding
	o FE,At,MiscLibay		₀ Degreenionpagans
	0 Supportforsculspeech		₀ Keepingupviihtedmology
	Academic Ecollemoe		₀ Curiclumnateria
	o Technology		₀ Mathmaterials
	₀ Shool of choiceandalternative education options	•	Sudert and staff accountability
	₀ Optionsandpathways		₀ Studentbehaviors
	Ocurialar adivities		₀ Absenteeism
	₀ Careacadentics		₀ Rritivedsápline
	₀ Mantainedexallence	•	Rdicyandprocedures
	0 School chaice	•	Training staff (Prof. De. Acquirent)
	() Increasing/DEdiferings		Mantal Health training for students and staff
	(Collegetrack		○ Commitment to arricus technicus
	Opportunities for students; scholarships, internships etc.		Lackofmeeringful and consistent professional dev. for certified staff and professional dev. for certified staff and professional dev.
_	() Curiculume i exercite i sion	•	Such tivelibeing(Metal health)
	Sudert Repulation		Notercupsuportforulneablestudents
	Glebration of diversity		⊕ Gisiscounselor for district
	Acceptance/tolerance Separate for disprace lettings		Ntercuperprierein EDL Countrities for company to be the insult and the dellarge of the texts.
	₀ Supportsfordversestudertpopulations		Opportunitiesforresponsestobehaidallydhallengedstudents Badation of Learning Options and Integrated Learning Center

OPPORTUNITIES	THREATS
CTE	Undear priorities
o Building relationships among community, using resources, agencies business to improve learning	• Fear of change
ο Outside partnerships (αuise/trades)	Bias and prejudice
o Concurrent enrollment with UAS*	Lack of trust
o Community support; business, UAS, individuals	Communication
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
o ote, ob anadowning printed sector on papernone	Addiction
Environmental opportunities	Mental health issues
Entronmental opportunities	Student coming to school not ready to learn
Travel opportunities	Need to work together not against
· iravei opportunities	- Meed to work tolering flor against
Cultural Activities	
o Tribal support, engagement, teaching	
o KIC	
o Tribal teaching and sharing of culture to others	
o Partnering with Tribes	
o Turki oling and Tribes	
Human Services	
o Gateway	
o Public health	
o Community Connections	
o Hospital	
o KYI	
D WISH	
o Youth groups	
Community Service Organizations	
o Service opportunities	
Our at the Promise	
Our student diversity Celebrates youth success	
o celemiates Anntill sorress	
Positive Shift	
o Open-mindedness	
Authentic desire for change with the school board and administration	
o Highly qualified staff	
Revenue Possibilities	
o Grant	
o Fast Track	
Cocal 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.

 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.
- 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.

- 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.

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.