



# Haines Borough School District Strategic Plan

**2010/2011**

**Board Approved – May 4, 2010**

Supported by



# Haines Borough School District Strategic Plan

## Purpose

The purpose of this document is to focus our educational efforts on priorities that are consistent with the mission and beliefs of the district. This helps direct our resources in the near term and will change over time as we review our progress and priorities. Regular review is an integral part of this plan and reports to the board and community will be made on a regular basis.

## Mission

*“To graduate life-long learners with the confidence, skills, and knowledge to realize their aspirations and contribute to a changing world.”*

## Beliefs

We believe:

- in the value of the individual.
- in the value of the community.
- in and celebrate the diversity among us.
- the right to education carries responsibility.
- learning enriches life.
- education requires honest communication, evaluation, and continuous improvement.
- education is the responsibility of the student, family, school, and community.
- an effective school community collaborates for the good of all students.
- students learn in many different ways and have different learning needs.

## Objectives (Aspirations)

1. All students will be held to strong academic standards and high expectations.
2. All students will achieve reading proficiency by the end of 3<sup>rd</sup> grade and maintain growth.
3. All students will achieve math proficiency by the end of 5<sup>th</sup> and 8<sup>th</sup> grade and maintain growth.
4. All students will graduate or achieve an individualized learning plan.
5. All students will report feeling safe with a strong and positive connection to their school.
6. All students will become civic-minded citizens.

## Strategies

1. *We will enhance and expand educational opportunities.*
2. *We will consciously create and sustain a supportive school environment.*

## Strengths and Challenges

| ■ Strengths   | ■ Challenges   |
|---|--|
| <ul style="list-style-type: none"> <li>● Staff willingness to embrace change</li> <li>● Community support</li> <li>● Talented teachers with passion for student success</li> <li>● Student accomplishments</li> <li>● Students receive personal attention</li> <li>● Staff dedication to students</li> <li>● Teachers acting as a team</li> <li>● Full-time staff in music and art.</li> <li>● Teachers and staff creating a safe and challenging learning environment</li> <li>● Modern facilities</li> <li>● Available technology</li> <li>● Comfortable, open relationships between students and staff</li> <li>● Kids – focus on success</li> </ul> | <ul style="list-style-type: none"> <li>● Motivating all students to aspire/excel in life</li> <li>● Giving equitable attention to ALL students regardless of their strengths or weakness</li> <li>● Funding</li> <li>● Limited vocational education and other choices for high school students</li> <li>● Viable curriculum and process for review</li> <li>● Establish systems for communication and other administrative processes</li> <li>● Limited internet capacity</li> <li>● Need more communication among staff related to student idiosyncrasies and instructional content and approaches</li> </ul> |

## Critical Issues – 2010/11

| ■ Opportunities   | ■ Concerns  |
|---|---|
| <ul style="list-style-type: none"> <li>● Vocational education planning and expansion</li> <li>● Enhanced summer program for high school (continued to lift up early grades)</li> <li>● Utilization of community expertise and resources</li> <li>● New facility</li> <li>● Full slate of student activities</li> <li>● Creation of a recreation center/enhancements to community college opportunities</li> <li>● Dual credit opportunities for high school students</li> <li>● Academy structure</li> <li>● Potential for individualization</li> <li>● Community support through scholarships and opportunities</li> <li>● Volunteers and community resources</li> <li>● Varied portfolios – activities and extra-curricular</li> <li>● Natural environment surrounding Haines</li> <li>● Offer weekend/evening learning opportunities for all ages</li> </ul> | <ul style="list-style-type: none"> <li>● Declining student enrollment</li> <li>● Disengaged students</li> <li>● Credit recovery/remediation</li> <li>● Drug/alcohol use by community members (adults and youth)</li> <li>● Dysfunctional families</li> <li>● Transient families</li> <li>● Lack of parental supervision and responsibility</li> <li>● Limited Internet access</li> <li>● Economics at all levels -- uncertainty/instability</li> <li>● Social rifts and discord impedes constructive conversation</li> <li>● Recruitment and retention of teachers and support staff</li> </ul> |

# Strategy Analysis

## Strategy #1: *We will enhance and expand educational opportunities.*

### □ What does this strategy mean?

We will develop our current curriculum and classes to focus on the most important areas of learning in every subject. We will develop instructional strategies and utilize resources that are aimed at helping students learn skills and knowledge at their grade level and capability, including enrichment opportunities for higher achieving students. We will assess students continuously to determine whether they are learning at a rate that will keep them up with their peers and at grade level. When they are not, we will provide supports and interventions to accelerate their learning and maintain grade level proficiency. When they are, we will provide challenges that provide for accelerated learning.

### □ How does this strategy relate to the mission – *“To graduate life-long learners with the confidence, skills and knowledge to realize their aspirations and contribute to a changing world.”*

The better educated our students are in all areas, the more valuable they will become to their local community, state, nation, and world. Our students are one of our greatest resources. The entire community has a stake in helping develop educated and civic-minded citizens. They will make the important decisions that will govern us. This can best be done if all stakeholders in the community work together. The wealth of resource power that can be tapped into by working in partnership is the best way to make sure our schools are providing the absolute best education our students can have.

### □ How does this strategy relate to the objectives?

1. *All students will be held to strong academic standards and high expectations.*
2. *All students will achieve reading proficiency by the end of 3<sup>rd</sup> grade and maintain growth.*
3. *All students will achieve math proficiency by the end of 5<sup>th</sup> and 8<sup>th</sup> grade and maintain growth.*
4. *All students will graduate or achieve an individualized learning plan.*
5. *All students will report feeling safe with a strong connection to their school.*
6. *All students will become civic-minded citizens.*

Strategy 1 forms the academic underpinnings for student success in two ways: 1) providing instruction at an early age that will make sure that students will have the tools to succeed academically; 2) having courses that will actively interest and engage students. When students are achieving at their highest levels they will be more involved and more connected. Their feelings toward school and each other will improve. When students feel safe and connected their achievement levels increase.

### □ What has already been done to make this strategy work?

#### □ Within the school district?

HBSD is putting in place reading assessments to identify and track reading skill development in the early grades. We have implemented the “Fast ForWord” reading remediation program to help struggling readers. We are reviewing, revamping and aligning our math curriculum and instructional materials, and techniques to better serve student needs. We are providing more vocational education courses and expanded scheduling.

#### □ Within the Haines community and beyond?

We have worked with the community to expand work experience options. We are providing more professional development opportunities for all staff to improve their skills and knowledge in teaching reading and math.

**Strategy #1:** We will enhance and expand educational opportunities.

**Specific Objective #1:** Establish ongoing curriculum review

| #     | Action Step  | Who                             | When   | Progress  | Next Steps  |
|-------|--|---------------------------------|--|---|---|
| 1.1.1 | Review the district curriculum to assess its current state and the need for updating   | High School staff and principal | Spring 2009  | Accreditation review and recommendations  | Analyze accreditation review and recommendations; establish action plan according to review team recommendations  |
| 1.1.2 | Decide on a format all district curriculum should follow along with a means of tying it to state standards as required by regulation         | District staff                  | Spring 2009 – Spring 2010  | Format is in draft  | Contract curriculum advisor to work with staff to develop scope and sequence of high school curriculum; integrate middle school curricula; integrate elementary curricula |
| 1.1.3 | Schedule time and personnel outside of the school day to update curriculum in different subject areas (possibly a week after school is over) | HBSD Staff                      | Summer 2009, Academic Year 09-10, Summer 2010, Academic Year 10-11 | Summer 2009 Curriculum Mapping Institute (Rene' Martin & Cheryl Stickler); Staff Curriculum Mapping (CM) (Aug 2009, Sept 2009, Oct 2009); ongoing throughout the year in grade level staff meetings | Establish Curriculum Mapping (CM) cadre; Continue mapping units of study; contract with a CM specialist to advise full staff; acquire & implement CM software             |
| 1.1.4 | Establish action plans for all K-12 curricular areas (i.e. the arts, govt./civics, language arts, math, P.E./health, and science)            | Principal/Staff                 | Spring 2010 and ongoing  | Curriculum updated and aligned  | Curriculum mapping (CM)   |
| 1.1.5 | Put all curricula on a review cycle in future years and assign who will be responsible and a process by which the review will be done.       | District admin & staff          | Reviews to begin by end of Academic Year 2012                      | <i>*will coordinate as curriculum is developed; some districts designate a curriculum advisor</i>   |   |

**Strategy #1:** *We will enhance and expand educational opportunities.*

**Specific Objective #2:** Integrate current technologies into the curriculum and daily instruction.

| #     | Action Step  | Who                | When       | Progress | Next Steps |
|-------|--|--------------------|------------|----------|------------|
| 1.2.1 | Put into action an annual assessment of teacher technology skills, forms and extent of integration, and their future needs   | Technology Teacher | May 2010   |          |            |
| 1.2.2 | Teachers develop goals related to the International Society for Technology in Education (ISTE) standards to improve their understanding and integration of technology in their instruction | Technology Teacher | Sept. 2010 |          |            |
| 1.2.3 | Develop an efficient system whereby students can mentor and assist faculty in improving their technology skills and achieving their goals  | Technology Teacher | Sept. 2010 |          |            |
| 1.2.4 | Hire or contract a technician to handle routine technology maintenance chores to free up the technology teacher to put more work into the previous action steps                            | Technology Teacher | Sept. 2010 |          |            |
| 1.2.5 | Develop technology benchmarks based on ISTE standards at grade levels 3, 5, and 8. (Technology plan Goal 1, Curricular and Instructional)  | Technology Teacher | Dec. 2010  |          |            |

**Strategy #1:** We will enhance and expand educational opportunities.

**Specific Objective #3:** Strengthen and diversify career and technical education (CTE).

| #     | Action Step   | Who                           | When          | Progress | Next Steps |
|-------|---|-------------------------------|---------------|----------|------------|
| 1.3.1 | Develop Career and Technical Education Programs of Study (CTEPS) for culinary arts, computer graphics/media design                  | Program Teachers              | Spring 2010   |          |            |
| 1.3.2 | Develop career and technical education "Programs of Study (CTEPS)" for information technology, welding                              | Program Teachers              | Spring 2011   |          |            |
| 1.3.3 | Develop classes and CTEPS for one new CTE strand based upon student interest (health, engineering, or architecture)                 | Counselor with Administration | April 2011    |          |            |
| 1.3.4 | Develop curriculum agreements for university credit in college algebra and trigonometry   | Math Teacher                  | By April 2010 |          |            |
| 1.3.5 | Develop curriculum agreements for university credit in college English  | English Teacher               | By April 2011 |          |            |
| 1.3.6 | Work with high school students to develop personal career path electronic portfolios using Alaska Career Information System (AKCIS) | Counselor                     | Sept. 2010    |          |            |
| 1.3.7 | Provide opportunities with local businesses, community members and area industries to mentor students in their special abilities    | Work Experience Teacher       | Sept. 2010    |          |            |
| 1.3.8 | Introduce the Alaska Career Information System (AKCIS) to middle school students in the technology education class                  | Technology Teacher            | 2010/11       |          |            |

**Strategy #1:** We will enhance and expand educational opportunities.

**Specific Objective #4:** Increase program offerings to make courses attractive to more students.

| #     | Action Step   | Who   | When                 | Progress   | Next Steps  |
|-------|---|---|----------------------|--|---|
| 1.4.1 | Implement a Learning Academy structure to provide time for in-depth student investigations on curricular units. | High School Staff & Administration  | Fall 2009 & On-Going | Learning Academies in initial implementation on a semester rotation.   | Evaluate effectiveness of academy structure through SCCS, student interview, and assessment data  |
| 1.4.2 | Implement dual credit opportunities to extend student learning opportunities and increase relevance.            | High School Staff, Administration, post-secondary institutions of higher learning | Fall 2009 & On-Going | VocTech courses (T&I class) available for dual credit  | Increase number and types of opportunities; consider specific content areas such to meet post-secondary goals and cultural/community connections; Establish evaluation protocols to measure pre- and post-implementation impacts  |
| 1.4.3 | Increase student connectedness and improve school climate in middle school                                      | Middle School staff and administration  | Fall 2009 & On-Going | With joint funding from AASB and DBH, the following have been implemented: student retreat; exploratory classes; advisory groups | Evaluate impact of activities via SCCS, student interviews, and student achievement data; collaborate with AASB and DBH to develop plans for current fiscal year; collaborate with community members to build youth/community connections; select components to extend to elementary and high school populations; <i>continue funding an SEL coordinator (currently L. Andriesen)</i> |
| 1.4.4 | Institute High School Honors Program and Diploma  | HS staff, counseling & administration   | Fall 2010            |  |   |



**Strategy #1:** We will enhance and expand educational opportunities.

**Specific Objective #5:** Establish ongoing, meaningful professional development (may be included with each specific objective as appropriate).

| #     | Action Step   | Who                                       | When                 | Progress   | Next Steps   |
|-------|---|---|----------------------|--|--|
| 1.5.1 | Provide differentiated professional development (PD) opportunities <ul style="list-style-type: none"> <li>• Professional Book Study</li> <li>• Peer Observation</li> <li>• Action Research</li> </ul>   | District admin, HBSD Leadership Team      | Fall 2009 & On-Going | Book study and peer observation topics addressed in August inservice | Pilot a “tiered” evaluation system (alternate evaluations) to include professional portfolio presentations; develop and implement study group meeting calendars; develop and implement peer observation protocols and calendars; develop and implement action research topics, protocols, and report templates |
| 1.5.2 | Establish a research-based induction program for novice teachers and/or teachers new to the district  | K-12 principal, HBSD Leadership Team, HEA | Fall 2009            | Initial research is in process                                       | Coordinate release-time for non-tenured teacher PD; Implement induction program activities; establish mentorships led by veteran staff (study where to find time -- possible coordination through prep times.  |
| 1.5.3 | Build leadership capacity within HBSD staff   |   |                      |  | SEL leadership; Rtl leadership; Leadership Team (possibly provide “term limits”); Possibly rotate staff meeting facilitation.  |
| 1.5.4 | Develop protocols for annual personal professional goal-setting   | HBSD Leadership                           | Fall 2009            | Aug inservice – goal-setting sectional                               | Make goal-setting sectional an annual activity.  |
| 1.5.5 | Contract with educational consultants to address PD needs related to improving student achievement <ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Content area specialists (esp. mathematics)</li> <li>• Formative assessment</li> <li>• Social-Emotional Learning</li> </ul> |   |                      | Lynn Williams (math); AASB (SEL);                                    |  |
| 1.5.6 | Increase awareness of professional development opportunities at the local, state, regional and national levels  |   |                      |  | Investigate how Title IIA allocations can maximize professional development funding sources. Investigate grant funding.  |

**Strategy #1:** We will enhance and expand educational opportunities.

**Specific Objective #6:** Provide early identification and intervention to maximize student success in reading and math.

| #     | Action Step  | Who             | When                 | Progress | Next Steps |
|-------|--|-----------------|----------------------|----------|------------|
| 1.6.1 | Develop a collaborative model for students to transition from Head Start and other local pre-schools to the Haines Borough Schools | Staff Admin     | Spring 2010          |          |            |
| 1.6.2 | Extend the kindergarten day for call back  |                 | Fall 2010            |          |            |
| 1.6.3 | Identify and use screening tools common to both pre-school and HBSD  | Staff and Admin | Spring 2010          |          |            |
| 1.6.4 | Determine a data collection plan for monitoring progress<br>Screen a minimum of 3 times per year                                   | Staff and Admin | On-Going             |          |            |
| 1.6.5 | Identify current and additional intervention programs  | Staff and Admin | Spring On-Going 2010 |          |            |
| 1.6.6 | Use screening assessment data to make adjustments to instruction   | Staff and Admin | Spring On-Going 2010 |          |            |
| 1.6.7 | Identify resource and scheduling needs   | Staff and Admin | Spring On-Going 2010 |          |            |

## STRATEGY ANALYSIS

**Strategy #2:** *We will consciously create and sustain a supportive school environment.*

### □ What does this strategy mean?

Research identifies a supportive school environment as an external asset that protects young people from many different problem behaviors and promotes positive behaviors, attitudes and academic achievement.

### □ How does this strategy relate to the mission – *“To graduate life-long learners with the confidence, skills and knowledge to realize their aspirations and contribute to a changing world.”*

If students are balanced with both academics and positive experiences within their community, they are likely to be more involved in all facets of community, state, country and the world. That involvement is crucial to making a changing world, a better world.

### □ How does this strategy relate to the objectives?

1. *All students will be held to strong academic standards and high expectations.*
2. *All students will achieve reading proficiency by the end of 3<sup>rd</sup> grade and maintain growth.*
3. *All students will achieve math proficiency by the end of 5<sup>th</sup> and 8<sup>th</sup> grade and maintain growth.*
4. *All students will graduate or achieve an individualized learning plan.*
5. *All students will report feeling safe with a strong connection to their school.*
6. *All students will become civic-minded citizens.*

Research has shown that the greater the positive involvement of different elements of the community within the school and with students, the better the chance students have of achieving success in all facets of their lives, from academics to interpersonal relationships. When students are achieving at their highest level they will be more involved and more connected. Their feelings toward school and each other will improve.

### □ What has already been done to make this strategy work?

#### □ Within the school district?

HBSD has implemented an anti-bullying program. The District has also become involved with AASB's Quality Schools Quality Students (QS2) process that includes the assessment of school climate and connectedness. A strong program of experiential learning has been implemented that brings people in from the community to work with students.

#### □ Within the Haines community and beyond?

We have worked with the community to expand work experience opportunities. We are using an AASB Behavioral Health and Quality Schools grant to start up the program mentioned above.

**Strategy#2:** *We will consciously create and sustain a supportive school environment.*

**Specific Objective #1:** To establish an effective school advisory council that provides support and input to the school board, students, teachers and administration and helps to build bridges between the school and community.

| #     | Action Step   | Who                          | When      | Progress | Next Steps |
|-------|---|------------------------------|-----------|----------|------------|
| 2.1.1 | Create a task force that will further define the purpose and composition of the school advisory council                         | Strategic Planning Committee | Aug. 2010 |          |            |
| 2.1.2 | Communicate the purpose of the advisory council to the community and solicit volunteers   | Strategic Planning Committee | Sept 2010 |          |            |
| 2.1.3 | Schedule an organizational meeting  | Strategic Planning Committee | Oct. 2010 |          |            |
| 2.1.4 | Establish a meeting calendar  | Council                      | Oct. 2010 |          |            |
| 2.1.5 | Set priorities and timelines  | Council                      | Oct.      |          |            |
| 2.1.6 | Develop a cadre of local retiree volunteers who would share their talents and experience with our students in a variety of ways | Council                      | Nov.      |          |            |

**Strategy #2:** *We will consciously create and sustain a supportive school environment.*

**Specific Objective #2:** Sustain formal partnerships with community agencies/organizations that benefit students.

| #     | Action Step   | Who   | When     | Progress | Next Steps |
|-------|---|-------|----------|----------|------------|
| 2.2.1 | Continue coordination with local mental health agencies Lynn Canal Counseling Services (LCCS), SouthEast Alaska Regional Health Consortium (SEARHC)<br><br>Integrate services from individual professional counselors | Staff | On-Going |          |            |
| 2.2.2 | Coordinate partnerships with SEARHC for curricular units regarding health and wellbeing (nutritionist, substance prevention, social-emotional learning, etc.)   | Staff | On-Going |          |            |
| 2.2.3 | Coordinate partnerships with local tribes (Chilkoot and Chilkat) to provide cultural instruction and activities including summer programming  | Staff | On-Going |          |            |
|       |   |       |          |          |            |
|       |   |       |          |          |            |
|       |   |       |          |          |            |

**Strategy #2:** We will consciously create and sustain a supportive school environment.

**Specific Objective #3:** Develop and implement a system(s) to identify, provide support to, and monitor the progress of students exhibiting at-risk behaviors.

| #     | Action Step   | Who                           | When                   | Progress | Next Steps |
|-------|---|-------------------------------|------------------------|----------|------------|
| 2.3.1 | Explore the extent and types of at-risk behaviors and develop approaches to promote positive student behaviors and attitudes.   | Staff,<br>Admin,<br>Community |                        |          |            |
| 2.3.2 | Discuss with stakeholders and make decisions about the necessary components to identify, provide support to and monitor the progress of students at risk of academic failure that include: <ol style="list-style-type: none"> <li>1. Identify screening tools and the data collection plan</li> <li>2. Identify current and additional intervention programs</li> <li>3. Review and analyze the current performance of students (List students in appropriate tiers)</li> <li>4. Determine goals</li> </ol>                               | Staff<br>Admin                | May<br>2010            |          |            |
| 2.3.3 | Develop and articulate an action plan that includes: <ol style="list-style-type: none"> <li>1. Guidelines for Tier 1,2 and 3 interventions</li> <li>2. Professional development for those who provide core, supplemental and intensive instruction</li> <li>3. Conduct and schedule screening assessment 3 or more times per year</li> <li>4. Use screening assessment data to guide instruction when students are not successful – determine what worked and what needs to be changed</li> </ol> Identify resources and scheduling needs | Staff<br>Admin                | May –<br>Sept.<br>2010 |          |            |
| 2.3.4 | Identify an evaluation plan <ol style="list-style-type: none"> <li>1. Develop an evaluation cycle to monitor implementation of all instructional programs – core and supplemental</li> </ol> Determine next steps   | Staff<br>Admin                | On<br>going            |          |            |

## Strategic Plan Glossary

|               |  |
|---------------|--|
| AASB          | Alaska Association of School Boards  |
| Accreditation | The Haines High School is accredited by the Northwest Association of Accredited Schools and undergoes a five year review cycle.  |
| AKCIS         | Alaska Career Information System   |
| Alaska ICE    | Initiative for Community Engagement  |
| Call Back     | a practice to help students where they stay after other kids have left to receive extra instruction from the teacher. This is a widely used practice in Kindergarten where students attend for a partial day |
| CTE           | Career and Technical Education   |
| CTEPS         | Career and Technical Education Programs of Study   |
| CM -          | Curriculum Mapping – the documentation of what is actually taught in a subject during the year and when that provides a clear picture of what is happening at specific points during the school year.        |
| DBH           | Department of Behavioral Health  |
| Dual Credit   | Credit that can apply to both High School and College or Vocational School   |
| HEA           | Haines Education Association – The collective bargaining unit for certificated and classified staff working for the school district.   |
| ISTE          | International Society for Technology in Education – an organization that promotes the educational use of technology and standards for students, teachers, and administrators to meet.                        |
| LCCS          | Lynn Canal Counseling Services   |
| SCCS          | School Connectedness and Climate Survey  |
| SEL           | Social/Emotional Learning  |
| SEARHC        | SouthEast Alaska Regional Health Consortium  |
| PD -          | Professional Development   |
| T&I           | Trades and Industry – the prior Haines High School class that is now the newly established construction class.   |