

Work Session
Wednesday, May 7, 2025 4:30 PM Alaskan

Harrigan Centennial Hall
330 Harbor Drive
Sitka, AK 99835

1. Strategic Plan

Sitka School District 2021 Strategic Plan

STRATEGIC PLANNING TEAM

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Mission

The Sitka School District will intentionally develop

Haa Latseení

(Our Strength of Mind, Body, and Spirit)

to inspire and prepare students to be compassionate, empowered, and equipped critical thinkers within a global community.

BELIEFS

We believe:

- ❖ all students should have equitable access to and support through high-quality education.
- ❖ in removing barriers to community-wide educational opportunities.
- ❖ that understanding and honoring diversity enhances the ability to learn.
- ❖ every student should feel accepted, valued, and connected within the school and the community.
- ❖ our schools should be reflective of the needs of our changing world.
- ❖ that the highest quality education is a result of focusing on the whole child.
- ❖ our community has a vested interest in our mission.
- ❖ community partnerships are essential to our mission.
- ❖ in child centered education.
- ❖ in multicultural competency.
- ❖ in continuous, community-wide systemic improvement.
- ❖ we have a connection and responsibility to this land Haa Aaní and the people who have inhabited it since time immemorial.
- ❖ in preparing students to confront and overcome challenges.
- ❖ in fostering each student's unique ability to achieve their unique potential.
- ❖ In embracing failure as a part of lifelong learning.
- ❖ all students can find success.

GOALS

An expression of desired, measurable end results that the organization will achieve as it fulfills its mission.

100% of Sitka school district students will have at least one year of measurable growth every school year.

100% of our students will graduate.

100% of all middle and high school students will have a post-graduation plan.

100% of students will have access to mental health supports.

PARAMETERS

Management pronouncements that establish the boundaries within which the organization will accomplish its mission.

- We shall seek an equitable input of diverse voices that reflect our community.
- We will learn and grow from our past but not allow it to dictate our future.
- We will not allow the lack of funding to compromise the quality of our programs.
- Staff will be informed, involved, and valued.
- We must be intentional in including all aspects of diversity in achieving our mission.

STRATEGIES

The broadly stated means of deploying resources to achieve the organization's Goals.

1. We will Identify strategies to close learning gaps.
2. We will Strengthen culturally responsive programing.
3. We will Expand and strengthen partnerships.
4. We will produce a Professional Development/Mentorship/Induction program for SSD staff.
5. We will develop an internal and external District communication plan.
6. We will expand opportunities and remove participation barriers for students.

Action Plan

PLAN NUMBER 1

DATE: 10/5/2021

Strategy #1: We will identify strategies to close learning gaps

Specific Result (Objective): Embed social emotional learning with consistency and fidelity Prek-12

#	Action Step	Assigned to:	Time Frame	Due Date:	Completed Date:
1	Identify current status of SEL implementation PK-12	Superintendent			
1a	Identify an independent evaluator to lead an assessment of current SEL practice at each building (and budget to pay for them) <ul style="list-style-type: none"> This person must have expertise in SEL practices in schools 	Learning Supports Director (LSD)	2022-23 School Year		
1b	Develop a plan to assess current SEL practice at each building (Second Step, Positive Action, School Connect) <ul style="list-style-type: none"> Include curriculum fidelity inventories Create or identify a way to inventory embedded practices that may or may not tie to curricula (the teachers who “just know”) Identify areas of consistency and inconsistency- between teachers/classrooms/subject areas, and vertically between grade levels and buildings Assess teacher and principal knowledge and/or belief barriers around SEL Look at SCCS and CRESEL evaluation data to see if there is any relevant information there- maybe DBW Try not to reinvent the wheel- this seems like a lot, but the work has probably already been done 	Independent evaluator			
1c	Assess current SEL practice at each building	Independent evaluator			
1d	Identify minimum standards of fidelity for effectiveness for scripted curricula <ul style="list-style-type: none"> Presumably this already exists as part of the curricula/training 	Building level SEL point people			

1e	Collate and publish results <ul style="list-style-type: none"> Share with principals and building staff before making it public Be honest about strengths and opportunities for growth 	LSD	Fall 2022		
2	Identify desired degree of implementation of SEL throughout SSD	Superintendent			
2a	Form committee	Superintendent			
2a	Co-create a vision statement for the outcome: What does it look like and feel like, to students, staff, parents, visitors? <ul style="list-style-type: none"> Include definition of SEL Make desired outcome clear Include staff, students, family and community stakeholders Consider using a facilitator 	Committee			
2b	Define consistency and where it's most important: language, practices, dosage, laterally between teachers/classrooms/subject areas, and vertically between grade levels and buildings	Committee			
2c	Present results and get XX% buy-in for the vision from teachers and principals (find out what percentage it takes for change to be effective) <ul style="list-style-type: none"> The work is different- if there is already buy-in you can go straight to implementation; if you don't have enough then you have to provide professional learning to get people to the buy-in 	Principals & building representative			
3	Identify gaps between current and desired states	Administrative Team	Fall 2022		
4	Identify actions that will address gaps between current and desired states, such as <ul style="list-style-type: none"> Professional learning Grading policies and practices Accountability policies & practices School/District level policy review Scheduling ("make room" for SEL) Resource allocation (time, money, space) 	Building-level team	Winter 2022		
4a	Prioritize actions by scoring the potential strategies. For example: on 1) ease of implementation and 2) potential impact. 1=easy to do with current structures and resources or high impact, 3=significant restructuring needed or low impact. Multiply the two scores and sort, with the lower numbered items to be done first.	Building-level team			

4b	<p>Connect actions explicitly to any/all existing plans, such as</p> <ul style="list-style-type: none"> • School improvement • Title grant plans • Accreditation • GT Plan • Disproportionality 	Lead staff on each of these plans			
4c	Publish the results and action plan, including school board presentation	Superintendent			
4d	Implement plans with fidelity	Everyone	ongoing		
4e	<p>Provide differentiated support and hold people accountable for their roles through coaching, professional learning, mentorship, plans of improvement/evaluation & support system</p> <p>[CONNECTION TO PROFESSIONAL DEVELOPMENT (STRATEGY 4)]</p>	District Office holds principals accountable, principals hold building staff accountable			
5	<p>Periodically (annually?) reassess implementation using the same measures and update the plan until the vision is achieved</p> <ul style="list-style-type: none"> • Ensure diverse stakeholders have opportunity to weigh in 	Superintendent & Administrative Team			
Responsible (buck stops here?)					

Action Plan

PLAN NUMBER 2

DATE: 10/23/2021

Strategy #1: We will identify strategies to close learning gaps -- Identify or develop measurement tools to assess progress towards SSD goals

Specific Result (Objective): Ensure a robust, accessible, and transparent data system

The SSD data system must ensure that all staff have access to the reliable data they need, when they need it, in a format they can quickly and easily understand, in order to make evidence-based instructional, staffing, and resource decisions. Data within the system and used for decision-making must be accurate, up-to-date, and should include information beyond standardized test scores (such as SEL indicators, behavioral indicators, and other objective measures of learning).

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
Action 1	Invest in human capacity				
1a	Identify a district-level data leader who “owns” the data systems at a high level, from both an educational and a technical standpoint. This is not a position per se but a designation of responsibility and a commitment to prioritize this work. This person should understand what systems are in use, how to access needed data (even if this involves asking another person for it), how different systems work together, and how data flows throughout the system. This person would typically be responsible for accessing and presenting data on district-level goals to various stakeholder groups. This person would also direct the ongoing evolution and customization of the data systems to better meet user needs. Training should be provided as needed, but especially in the areas of data analysis and visualization.	Superintendent	Jan. 2022		
1b	Provide initial and ongoing data usage and collection training for secretaries, administration, and faculty. Link to PL Action Team plans <ul style="list-style-type: none"> - Regularly survey users to identify needs - Ensure opportunities are differentiated to meet learners’ needs - Hire internal or external experts, or enroll staff in classes, as needed - Create a system for training new secretaries and other support staff - Provide data system training for newly hired teachers and administrators and updates/refreshers for existing staff 	Data leader	Jan. 2022 plan in place; ongoing training		

1c	Provide education data training for existing IT Data Systems Specialist position-ensure the person in this position has both technical and educational usage expertise	Data leader	Spring 2022		
1d	Provide data equity training to data leader and anyone designing systems, analyzing/interpreting/presenting data, or measuring impact. Organizations providing this include We All Count and the Urban Institute (and probably others)	Data leader	Spring 2022		
Action 2 Invest in systems capacity					
2b	Ensure data integrity (accuracy, reliability, completeness) <ul style="list-style-type: none"> - Support secretaries in completing each building's Secretary Manual and keeping it up to date - Ensure that data collection practices are in line with best practices *link to what we mean by this* - Ensure student social identity data is accurate (i.e. race, SES, other federally required categories; in particular, race needs to be revisited due to historical practices, for specifics speak to the team) 	Data leader		Aug. 2022	
2c	Ensure existing data systems allow users to capture and access data at a variety of levels and in addition to the traditional measures of attendance and test scores. Collect data with a purpose in mind- how will it be used- not for its own sake. Consider cost:benefit ratio for any new data collection. This may include <ul style="list-style-type: none"> - Behavioral incidents, interventions, and screening- start here - Academic screening, interventions, progress - Classroom level "street data" - Grades (standards-based, letter, and GPA) - What else? 	Data leader	Spring 2022; ongoing		
2d	Ensure we are accurately collecting data that will allow us to measure the SSD Strategic Goals: <ul style="list-style-type: none"> - graduation, - gaps as defined in Plan 2, including social identity (aka demographic) data - access to mental health supports, - post-secondary planning grades 6-12 	Superintendent and/or Data leader	Spring 2022		
2e	Develop help desk for data support (like the new tech help desk) <ul style="list-style-type: none"> - Someone to ensure staff have the data when they need it - Help staff know how to access & use the data we have 	Data leader	Aug. 2022		

Commented [RH1]: How is this different from 1a? Is this a separate position?

Commented [sa2]: A challenge with this is that there are standards or best practices associated with individual data points, like race (<https://www.doi.gov/pmb/eo/directives/race-data>), and rules that govern collection of data reported to the State (https://www.google.com/url?client=internal-element-cse&cx=000727198513520733573:x6j5xi2tej0&q=https://education.alaska.gov/forms/05-21-024.docx&sa=U&ved=2ahUKEwi7n5uYuK_0AhVKHjQIHZiZCXwQFnoECAAQAg&usg=AOvVaw3CPgfi8hE1yBEakwSM52AL), and best practices in specific areas like attendance (<https://nces.ed.gov/pubs2017/NFES2017007.pdf>) but it's not all in one place.

Commented [sa3R2]: Ha, <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=1999191> dated 199, "The consensus was that further work, including the development of a "best practices for data providers," could be of substantial interest and usefulness."

Action 3	Increase transparency with respect to data Informing the community and being honest about opportunities for improvement builds trust				
3a	Link to internal/external communication strategy plans (Strategy 5) and committee, especially website overhaul	Superintendent			
3b	Create a public Data Central web page that includes: <ul style="list-style-type: none"> • Data related to of the Strategic Goals (dashboard?) • Links to other places the district reports data, such as the Office of Civil Rights, Report Cards to the Public (already there but kinda buried), etc. • Look at what other districts do as exemplars (e.g. Anchorage data dashboard), explore best practices, consider cost v. benefit • Embed user feedback: "Don't see what you need? Click here!" 	Data leader		Aug. 2022	
3c	Find out what different stakeholders (Board, staff, parents, USCG, community, businesses, Tribe, students, etc.) want to know and to what level of detail, and make it public, while of course protecting student privacy	Strategy 5 committee?	Fall 2022		
Action 4	Embed data-based decision making				
4a	Prioritize resource allocation (time, money, capacity, space, legislative priorities, goals, etc.) based on data, with the goal of closing achievement/opportunity/learning gaps	Board, Superintendent	Spring 2023		
4b	Set expectations that decisions are made based on data at all levels throughout the district. Adopt a format for continuous improvement (see Plan 4). Hold people accountable	Superintendent and everyone	Fall 2022	Spring 2023	
4c	Provide training/support for data-based decision making - link to continuous improvement & professional learning plans	Admin team	Fall 2022	Spring 2023	
Responsible (buck stops here?)					

Commented [RM4]: We've talked a lot about collecting and organizing data. Should we also clarify how this would be useful in closing learning gaps? For example, what should happen with the data once we have it?

Commented [sa5R4]: YES

Action Plan

PLAN NUMBER 3

DATE: 10/23/2021

Strategy #1: We will identify strategies to close learning gaps

Specific Result (Objective): **Identify existing learning, achievement, and opportunity gaps**

Rationale: We can't identify strategies to close learning gaps unless we know how we define gaps and where they currently exist.

Commented [sa1]: Identify current/existing learning/achievement/opportunity gaps??

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Identify perspectives critical to the learning and opportunity gap discussion This committee recommends the Great Schools Partnership definitions of learning , achievement , and opportunity gaps and would like this strategy to focus on all three. Include sometimes overlooked groups such as gifted learners, ELL families, etc...		Winter 2022		
1a	Nominate a working committee for next steps. The committee must include people who know how to effectively collect information, and who have social connections to groups that may not typically be represented in school leadership, such as Filipino, English Language Learners, Alaska Native, USCG, and economically disadvantaged families. Take care that this is not the committee of "usual suspects"	Admin Team + SSD Family Engagement Coordinator		March 2022	
2	Identify perceived and experienced learning/achievement/opportunity gaps, from diverse perspectives including student, family, community as well as SSD staff				
2a	Make an outreach plan to ask what opportunity/learning/achievement gaps are perceived/experienced in SSD. Outreach may take whatever form is deemed most effective-community conversation (First Alaskans Institute protocol), focus group, survey, etc. It may be useful to look at previous community conversation harvests and focus group notes to see what information we already have and to avoid asking the same people for the same information multiple times and (still) not doing anything about it. There must be a plan to share whatever data/findings and improvement plans that arise from this data collection with the people who contributed it.	1a Committee		Spring 2022	

Commented [RH2]: maybe add kari sagel to this committee if she is available due to her extensive work in community outreach

Commented [RH3]: what is this?

Commented [sa4]: Can be found in Phil & Sarah folder in DO shared drive, or Chris Voron should have as well.

2b	Implement the plan, collate and share the findings	1a Committee	Spring 2022	Fall 2022	
3	Compile data related to learning, opportunity, and achievement gaps - Quantify the potential gaps identified in Step 2 - Where possible, match existing data to potential gaps identified above - Develop plans to collect data where none exists	District Data Leader	Summer 2022		
4	Prepare and publish document of Sitka-specific gaps	Working committee	Fall 2022		
4a	Present and publish the gap findings in a way that honors the contributors. Create a way for people to submit ideas for solutions, as the data is presented or as the discussions continue over the semester. Should not be one-and-done. Use as an opportunity to gather input- could use a tool like the one used in Leave Your Print.	Working committee	Fall 2022		
5	Develop criteria to prioritize gaps to address first- for example, those that affect the most students, or students with the least advantage, or the largest gaps, or all the gaps that can be addressed effectively by the same intervention, or the “low hanging fruit” that can be addressed effectively with relatively low-resource interventions	District Admin Team?	Fall 2022	Winter 2023	
6	Explore and recommend evidence-based practices that are likely to close the gaps identified as priorities, monitor effectiveness of interventions/actions taken (can we connect this to continuous improvement- here are the gaps, teams, pick a thing and go after it?)	Learning Support Director and building principals	Winter 2023	Spring 2023	
6a	Pilot recommended ideas	Building principals	Fall 2023		
7	Build those practices into budget, plans, professional learning, etc. Measure implementation fidelity as well as effectiveness		Spring 2023	Spring 2024	
Responsible (buck stops here?)					

Commented [sa5]: I moved this from before, to after asking the stakeholders where they experience or perceive gaps. My thinking is that would prevent the data-that-we-have from driving the conversation, and focus more on the stakeholder experience. Then you find the data on that.

Commented [RH6R5]: This is a good move.

Commented [RH7]: some of this should be concurrent work with step 2 maybe

Commented [sa8]: What role do stakeholders have here? Do we ask for potential solutions when we ask them about the gaps?

Action Plan

PLAN NUMBER 4

DATE: 11/23/2021

Strategy #1: We will identify strategies to close learning gaps

Specific Result (Objective): Create a district-wide culture of continuous improvement.

Rationale: Adopting a defined model for practicing Continuous Improvement will support all of the strategic action plans, because it provides a common language and structures for making evidence-based systemic change. The needs will change, but this is the framework we will use to address all of them moving forward. At this time, this plan would be strongest paired with quantitatively identifying learning gaps as described in Action Plan 2.

#	Action Step	Assigned to:	Time Frame	Due Date:	Completed Date:
1	Select Continuous Improvement Model	Superintendent			
1a	Create a district wide committee to select a model (Does it have to be the same at all buildings? Yes, because it creates a common language and process for district wide, departmental, etc. work) <ul style="list-style-type: none"> All principals Teacher reps from all buildings- ask for volunteers then draft District admin Support staff 	Superintendent			
1b	Generate a list of evidence-based CI models (this is already started in our Teams), create summaries or a comparison chart including information on effectiveness, training time and costs, documented use/success cases, (other variables?)	District admin rep to committee	Winter 22		
1c	Learn about the different models available (could divide up and jigsaw)	Committee			
1d	Select a model	Committee	Spring 22		
1e	Ensure there is building leadership enthusiasm (more than buy-in) for changing practices. Ensure administrators know they will be held accountable for doing so. This kind of work dies if leadership doesn't embrace it. Provide professional learning in change management as needed.	Superintendent	Spring 22		

Commented [RH1]: Should the teacher reps be self-selected and vetted by SEA?

2	Obtain/Provide professional learning in the model				
2a	Identify and build leadership and organizational structures recommended by the selected continuous improvement model	Superintendent	Summer 22		
2b	Identify professional learning necessary to implement the model with fidelity, including assessing readiness for change and remediating as necessary	District admin	Summer 22		
2c	Identify the resources (time, money, staff, etc.) required to provide that training to the staff who need it. Identify best practices in providing the training- i.e. scheduling, teaming, etc.	Admin Team		Summer 22	
3	Implement the model				
3a	Schedule the necessary training for the various roles required by the selected model	Admin Team	Spring 22		
3b	Implement the training as described in the selected model, with fidelity	Superintendent & Admin Team	22-23		
3c	Hold staff accountable for providing the training and for participating in it. Provide additional learning opportunities to those who missed it or who need more learning/support.		Spring/ Summer 23, ongoing		
3d	Provide training for new teachers and ongoing refreshers for administration and staff as needed		ongoing		
3e	Assess the effectiveness of the implementation- fidelity check annually/regularly				
Responsible (buck stops here?)					

Commented [RH2]: 2e seems like we should add a comment that if this action plan is selected it needs to be the ONLY thing we work on

Action Plan

PLAN NUMBER 1

DATE: 10/14/2021

Strategy #2: We will identify strategies to provide culturally responsive education

Specific Result (Objective): Collaborate with stakeholders on alternative school calendars

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Identify attendance data from the last 5 years <ul style="list-style-type: none"> When does the highest rate of absences occur during the school year? Why are these trends happening? (i.e., work, winter travels, harvesting, seasonal, etc.) Can focus groups be created from the identified groups of absent students? 	Counselors/Admin	August 2022	October 2022	
1a	<ul style="list-style-type: none"> Establish potential focus groups based on this data analysis 	Counselors/Admin	October 2022		
2	Identify current models of alternative calendars that are successful				
2a	<ul style="list-style-type: none"> Locate schools with similar characteristics to Sitka and their successes with an alternative calendar 				
3	Develop calendar of Sitka specific activities i.e., SFAC, Coast Guard intake, hunting, fishing, potlaches, dance groups, college tour cycle				
4	Facilitated SWOT analysis with SSD teachers/staff on each potential calendar				
5	Focus group with staff (students?)				
6	Develop presentations on most likely adopted calendar alternatives				
7	Community-wide discussions				

7a	<ul style="list-style-type: none"> • Identify key stakeholders (STA, Filipino community, fisheries, etc.) • Involve alumni 				
8	Evaluate/assess the viability of a calendar change				
8a	<ul style="list-style-type: none"> • Discuss with union • Discuss with school board 				
9	<p>Identify next steps</p> <ul style="list-style-type: none"> • Calendar change and necessary tasks to begin shifting school calendar • Go back to step 4 and reassess using feedback from the union, school board, staff, families, and community members 				

Action Plan

PLAN NUMBER 2

DATE: 10/14/2022

Strategy #2: We will identify strategies to provide culturally responsive education

Specific Result (Objective): Develop strategies to support students, parents, and teachers for excused long-term planned absences

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Identify strategies for supporting teachers/parents/students when they are absent (exclusion: chronic absentees)				
1a	<ul style="list-style-type: none">Look for other models already happening				
1b	<ul style="list-style-type: none">Meet with tech committee and/or educational technology coach to identify potential tools and resourcesLMS with embedded curriculumAPEX learning options				
2	Identify how MAP data and growth tools can support absent students				
2a	<ul style="list-style-type: none">Provide specific training on MAP growth tools & resources				
2b	<ul style="list-style-type: none">Target specific areas of support				
3	Develop strong systems for grading that don't penalize students				
3a	<ul style="list-style-type: none">Elementary grading systemSecondary grading systemAnalyze vertical alignment between both elementary and secondary				
4	Admin develop strong consistent systems and expectations to guide teachers addressing absent students				

Action Plan

PLAN NUMBER 3

DATE: 10/14/2021

Strategy #2: We will identify strategies to provide culturally responsive education

Specific Result (Objective): Implement new signage to have Lingít names with English subtext

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Small committee looks at potential roadblocks, by changing signs who is this a disservice to, who is this servicing etc.				
2	Develop additional committee to identify common signs and the Lingít translations	TEK Teacher			
2a	<ul style="list-style-type: none"> • Create master list of signs, locations, and if they are translatable or not • Share with elders and receive guidance on translations 				
3	SHS principal and committee meet with Sitka Tribe of Alaska to develop plans				
4	Identify projected cost for signs <ul style="list-style-type: none"> • Print signage in-house (SHS) 				
5	<ul style="list-style-type: none"> • Determine which fund will allocate money towards future signs 				
6	Develop training on Structural racialization - "It is the ways in which race neutral policies/practices create racialized outcomes" <ul style="list-style-type: none"> • Educate the community 				
6a	<ul style="list-style-type: none"> • Present language (pronunciation) trainings to staff, students, community, district stakeholders 				

7	Begin new signage at Sitka High School				
8	Language board at each school				
9	Ongoing training				
10	Recognize/acknowledge all demographic groups via visual representation within the schools				

Action Plan

PLAN NUMBER 4

DATE: 10/14/2021

Strategy #2: We will identify strategies to provide culturally responsive education.

Specific Result (Objective): Lingít language teacher will have full-time Lingít language instruction throughout 6th through 12th grade.

****This Action Plan would start planning in spring of 2024 with an implementation in Fall of 2025****

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Identify funding for full-time language teacher. (\$100,000)		Spring 2024		
2	Prioritize Lingít language class offerings at secondary buildings	Admin team			
2a	Assess: <ul style="list-style-type: none">• Does Lingít language schedule interfere with other course offerings?• How can the schedule be shifted to allow students to participate in both common electives and Lingít language?• Is Lingít language class held to the same expectations and standards as other language classes (i.e., Spanish)				
3	Work with language teacher to develop language scope & sequence and curriculum				
4	Reassess annually the effectiveness and accessibility of Lingít language class				
5	Develop dual-credit options for students receiving Lingít language instruction				

Action Plan

PLAN NUMBER 5

DATE: 10/14/2021

Strategy #2: We will identify strategies to provide culturally responsive education

Specific Result (Objective): Develop position for district-wide ACT specialist (organizer and developer of K-12 art kits with a local place-based focus).
Begin district-wide cultural embedded programming by starting at K-1 building

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Assess similar position, role, responsibility, and funding in the Juneau School District and Fairbanks School District https://www.juneauschools.org/en-US/elementary-art-d203e825/art-kits-f3ba5431				
2	Survey teachers, families, and students on need for a district-wide arts specialist				
2a	Share results with stakeholders: <ul style="list-style-type: none">• School Board• STA• SFAC• ACSA				
3	Create a 3-5 year projected timeline for arts position goal and purpose				
4	Source funding for a full-time paid position with benefits (\$120,000)				
4a	<ul style="list-style-type: none">• Identify state and federal grants• Collaborate with STA				
5	Develop district-wide cultural scope and sequence to guide embedded programming				

6	Identify key components of Baby Ravens Read & Woch.een and how to expand that into the K-1 level				
7	Identify sources of funding to support K-1 cultural integration				
8	Provide on-going cultural training for teachers and staff at Baranof				
8a	<ul style="list-style-type: none"> • Identify required AK studies classes for Sitka educators • Require teachers take certain classes that expand on their understanding of place-based education 				
9	Examine current barriers and structures with a SWOT analysis at Baranof for embedded cultural programming		On-going		
10	Prioritize Alaska Cultural Standards in annual teaching evaluations				

Action Plan

PLAN NUMBER 6

DATE:

Strategy #2: We will identify strategies to provide culturally responsive education

Specific Result (Objective): Begin district-wide cultural embedded programming by starting at K-1 building

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Develop district-wide cultural scope and sequence to guide embedded programming				
2	Identify key components of Baby Ravens Read & Woch.een and how to expand that into the K-1 level				
3	Identify sources of funding to support K-1 cultural integration				
4	Provide on-going cultural training for teachers and staff at Baranof				
4a	<ul style="list-style-type: none">Identify required AK studies classes for Sitka educatorsRequire teachers take certain classes that expand on their understanding of place-based education				
5	Examine current barriers and structures with a SWOT analysis at Baranof for embedded cultural programming		On-going		
6	Prioritize Alaska Cultural Standards in annual teaching evaluations				

Action Plan

PLAN NUMBER 1

DATE: 3/7/2022

Strategy #3: We will expand and strengthen partnerships.

Specific Result (Objective): SSD reviews, updates, and strengthens formal and informal community partnership.

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	SSD establishes internal SSD Partnership Review Committee comprised of representation from the SSD School Board, administration, certified, non-certified staff, community members, and representatives of key community partners (SSD and non-SSD Co-Chair)	Frank Hauser (SSD)	Fall 2022		
2	SSD Partnership Review Committee (1) identifies current SSD partners (government, nonprofits, and businesses), and (2) collects past and/or existing agreements between SSD and SSD partners	AmeriCorps Service Project			
3a	SSD Partnership Review Committee reviews past and/or existing partnerships between SSD and SSD partners, with a focus on how these partnerships enhance student learning, SSD programs and services, and/or could support successful implementation of the 2022 SSD Strategic Plan	AmeriCorps Service Project			
3b	SSD Partnership Review Committee identifies SSD partners that have no existing partnership with SSD, with a focus on how these partnerships could enhance student learning, SSD programs and services, and/or could support successful implementation of the 2022 SSD Strategic Plan	AmeriCorps Service Project			
4	SSD Partnership Review Committee (1) makes recommendations on current and/or potential partnership between SSD and SSD partners, and (2) ways to highlight and celebrate SSD partnerships to the SSD Superintendent and SSD School Board	SSD Partnership Review Committee	Fall 2022		

5	SSD Superintendent or designee updates and/or develops new partnership with key SSD partners that address the purpose of the partnership and respective roles and responsibilities for work to be performed under the partnership and partnership agreement		Fall 2022		
6	SSD Superintendent's Office reviews and approves new partnership agreements with key SSD partners	Frank Hauser (SSD)			
7	The SSD Partnership Review Committee meets and reviews / evaluates SSD partnership agreements each semester and makes recommendations to the SSD Superintendent on how to enhance them	SSD Partnership Review Committee			
8	The SSD will highlight, celebrate, and promote partnerships and their positive impact on SSD students, families, and the community as a whole	District Office	Spring 2023		

[Connection to Communication Strategy – Partnership list/resources posted on school website readily accessible and consistently updated for faculty, staff, families, and community members]

Action Plan

PLAN NUMBER 2

DATE: 3/1/2022

Strategy #3: We will expand and strengthen partnerships.

Specific Result (Objective): The SSD and STA relationship is strengthened through a comprehensive government-to-government agreement and a process of ongoing tribal consultation.

Sub-Results:

- SSD is compliant with federal tribal consultation requirements under the US Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) in 2016.
- Improved federal title funding plans through increased engagement with STA and Native parents and families.

Step #	Action Step	Assigned To	Start Date	End Date
1	SSD and STA leadership meet to (1) review the past SSD - STA Comprehensive Agreement on Culturally Enhanced Education and Workforce Development Program and other existing MOAs between SSD and STA, and (2) review and come to a shared understanding of SSD's legal requirements for tribal consultation under the US Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA)	Frank Hauser (SSD) and Tristan Guevin (STA)	4/1/22	6/30/22
2a	SSD and STA leadership review and update SSD Board Policy (BP) 6174.1 to bring it current and in compliance with ESEA ESSA tribal consultation requirements	Frank Hauser (SSD) and Tristan Guevin (STA)	9/2022	12/2022
2b	Updated SSD Board Policy (BP) 6174.1 goes to SSD School Board for approval	SSD School Board w/ Frank Hauser	1/2023	2/2023
3a	SSD and STA staffs meet on an ongoing basis to develop a multi-year comprehensive SSD - STA GTG Agreement beginning in the 2022 - 2023 school year.	Frank Hauser (SSD) and	4/1/22	9/22

		Tristan Guevin (STA)		
3b	New multi-year comprehensive SSD - STA GTG Agreement beginning in the 2022 - 2023 school year goes to the SSD School Board for approval.	Frank Hauser (SSD) and Tristan Guevin (STA)	9/2022	12/2022
3c	New multi-year comprehensive SSD - STA GTG agreement beginning in the 2022 - 2023 school year goes to the STA Tribal Council for approval.	STA Tribal Council w/ Lisa Gassman and Tristan Guevin	10/2022	11/2022
4	SSD and STA Leadership Teams meet on a quarterly basis to review and enhance the SSD - STA partnership.	Frank Hauser (SSD) and Tristan Guevin (STA)	Quarterly	Ongoing
5	SSD School Board and STA Tribal Council meet on an annual basis under SSD BP 6174.1 (Education of Native/Indian Children). This meeting will be held during a work session prior to the March School Board Meeting focused on Native education.	Frank Hauser (SSD) and Tristan Guevin (STA)	Annually in March	Ongoing

Action Plan

PLAN NUMBER 1

DATE: 10/14/2021

Strategy #4: We will produce a Professional Development/Mentorship/Induction program for SSD staff (certified, classified, family)

Specific Result (Objective): #1 Develop and Implement an Induction Program for Certified SSD Staff (new hires)

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Create a questionnaire and survey recent new teachers about what would be helpful/useful during the first few weeks of school	Jessica K. and Phil B.	1/10/2022	1/14/2022	
2	Create/update welcome teacher packet for each building (make sure to include community resource book/information in the packet-refer to strategy group #3 partnerships) <ul style="list-style-type: none">• Baranof• KGH• BMS• SHS• PHS	Building Principal	1/10/2022	4/1/2022	
3	Review and approve welcome packets	Admin Team	4/4/2022	5/20/2022	
4	Create a calendar (for next school year) and provide time during the first 4 weeks of school for new teachers to check in with mentor teacher to discuss needs/successes (using information from survey from new teachers)	Professional Development Committee	1/21/2022	4/1/2022	
5	Create a smooth induction process for new teachers and assign a teacher buddy-using information from	Building Principal	5/13/2022	8/5/2022	

	survey from new teachers (for the first few weeks of school just to get started-including SEA)				
6	Compile list and contacts for community partnerships (refer to strategy #3 group) and then introduce community partnerships in each building at the beginning of the school year (for all teachers-examples: SAFV, Sitka Counseling, Science Center, Fine Arts Camp, etc.)	Building Principal	August Inservice Days	Introduce in September (staff meeting)	

Action Plan

PLAN NUMBER 2

DATE: 10/14/2021

Strategy #4: We will produce a Professional Development/Mentorship/Induction program for SSD staff (certified, classified, family)

Specific Result (Objective): #1 Develop and Implement an Induction Program for Classified SSD Staff (new hires)

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Create a questionnaire and survey recent new hires about what would be helpful/useful during the first few weeks of school	Jessica K. and Chris V.	1/10/2022	1/14/2022	
2	Create/maintain a folder/database of job description (job duties) for each position (paras, maintenance, secretaries)	District Office	1/10/2022	3/11/2022	
3	Create/update welcome para packet for each building <ul style="list-style-type: none">• Baranof• KGH• BMS• SHS• PHS	Chris and Susan	1/10/2022	4/1/2022	
4	Create a smooth induction process for new staff and assign a buddy-using information from survey from new staff (for the first few weeks of school just to get started-including SESPA)	Building Principal	5/13/2022	8/5/2022	

Action Plan

PLAN NUMBER 3

DATE: 10/14/2021

Strategy #4: We will produce a Professional Development/Mentorship/Induction program for SSD staff (certified, classified, family)

Specific Result (Objective): Develop and Implement a Mentorship Program for Certified SSD Staff (new hires)

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Set up a committee to investigate and implement the mentorship program	Admin Team and SEA	Early October 2022	End of October 2022	
2	Determine which mentorship model SSD will use (association, district, collaborative) **For example: https://newteachercenter.org/what-we-offer/coaching-people/ AND perform a cost-benefit analysis of a new mentorship program	Mentorship Committee	Early December 2022	End of December 2022	
3	Offer training to mentors, ensuring our mentors are qualified to provide adequate mentorship	Mentorship Committee Decides	Summer 2023	Before 1 st day of school 2023	
4	Start the mentorship program	All Schools	August 2023		

Action Plan

PLAN NUMBER 4

DATE: 9/23/2021

Strategy #4: We will produce a Professional Development/Mentorship/Induction program for SSD staff (certified, classified, family)

Specific Result (Objective): Develop and Implement a Mentorship Program for Classified SSD Staff (new hires)

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Set up a committee to investigate and implement the mentorship program	Admin Team and SEA	Early October 2022	End of October 2022	
2	Determine which mentorship model SSD will use (association, district, collaborative) AND perform a cost-benefit analysis of a new mentorship program **For example: The Education Support Professional (ESP) Growth Continuum	Mentorship Committee	Early December 2022	End of December 2022	
3	Offer training to mentors, ensuring our mentors are qualified to provide adequate mentorship	Mentorship Committee Decides	Summer 2023	Before 1 st day of school 2023	
4	Start the mentorship program	All Schools	August 2023		

Action Plan

PLAN NUMBER 5

DATE: 9/23/2021

Strategy #4: We will produce a Professional Development/Mentorship/Induction program for SSD staff (certified, classified, family)

Specific Result (Objective): Develop and Implement a Professional Development Plan for **Classified** Staff

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Determine whether or not to create a PD committee for classified staff (suggested team members: Chris, one rep from each building, at least one secretary, one admin) OR have classified staff sit on the PD committee A. What are we trying to achieve for professional development? <i>(Adopt Professional Standards)</i>	SESPA Leadership, Frank, and Chris	January 2022	End of school year 2022	
2	Create a professional development calendar (specifically for Friday PD time)	PD committee	April 2022	End of school year 2022	
3	Provide time and resources for PowerSchool training-include in PD calendar (secretaries specifically—refer to strategy #1 group)	DO	January 2022	August 2022	

Action Plan

PLAN NUMBER 6

DATE: 9/23/2021

Strategy #4: We will produce a Professional Development/Mentorship/Induction program for SSD staff (certified, classified, family)

Specific Result (Objective): Develop and Implement a Professional Development Plan for Certified Staff

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Gather information/survey staff about the current professional development (learning) <ul style="list-style-type: none"> a. Calendar b. How are Fridays used? How does Friday PD time connect to a bigger picture (departments/school-wide/district-wide?) c. Staff wishes and wants (what do you want to learn) 	PLC	January 2022	March 2022 (Spring Break)	
2	PLC and DO make a plan/vision for the year. What's the big picture? What absolutely has to be attended to next year? Following years? <ul style="list-style-type: none"> a. Make a list of things that need to be in the PD calendar b. PowerSchool/Teacher training c. MAP-what is MAP? How to administer MAP? How to talk to parents about MAP d. MAP data interpretation e. Andragogy for Admin 	PLC & DO	April 2022	May 2022	
3	For Admin--Implement family engagement plan. Resource: AASB-Family Engagement Stronger Together (this ties into induction, mentorship, and professional development for families)	**based off family plan	August 2023	May 2024	

Action Plan

PLAN NUMBER 7

DATE: 9/23/2021

Strategy #4: We will produce a Professional Development/Mentorship/Induction program for SSD staff (certified, classified, family)

Specific Result (Objective): 7 Develop and Implement an Induction Program/Mentorship/Professional Development plan for Family

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Create Survey for Parents: What do parents want for their kid's education? What do they need to know about schools/community services/etc.? (specific to each building) <i>Also, STEPS (Coordinate with Kari Sagel) has done some of this work in focus groups.</i>	DO	March 2023	May 2023	
2	Facilitate a Gap Analysis between what parents want/need and what SSD already provides.	Admin and Counselors	May 2023	June 2023	
3	Provide input/information to Strategic Planning Group #5 - what would be helpful for new families on the SSD website? What is the platform for communication for each building? <i>(Remind, PowerSchool, e-mail)</i>	Admin	May 2023	August 2023	
4	Update/create family handbook for each school-make family friendly (switch 'student handbook' to family handbook)	Principals	May 2024	June 2024	
5	Create virtual introduction video for each school (for families and students) **mascots could be the narrator	Admin (tech class)	January 2023	May 2023	
6	Provide family engagement opportunities-induction and orientation into school culture and big ideas based on parent survey and gap analysis (PowerSchool, Kind Keet Kid tickets PBIS, MAP, Strategic Plan update etc.),	Principals	August 2023	May 2024	

	and provide ongoing family engagement opportunities throughout the year				
7	Implement family engagement plan. Resource: AASB-Family Engagement Stronger Together (this ties into induction, mentorship, and professional development for families)	Principals	August 2023	May 2024	
8	Use AASB's "Stronger Together" to create (stronger) PTA	DO/Parents	August 2023	May 2024	

Action Plan

PLAN NUMBER 1

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	The public will find the site to be easily searchable.				
2	The website will be updated weekly				
3	The website will include current events and media coverage				
4	Will embed in-district social media feed				
5	Links to resources and support (such as forms and data, instructions to how to check your child's grades)				
6	Each school and the district office will have their website linked to the school district's website				
7	Accessible to all				
8	Secure				
9	Will have an updated transportation portal				
10	Livestream video feeds including athletics, activities, school board meetings, etc.				
11	The calendar should be displayed on the main webpage				
12	Alert capable				
13	The tech committee will review annually				
14	The website will have an identified caretaker				

Action Plan

PLAN NUMBER 2

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Each school building website, at a minimum: <ul style="list-style-type: none">• will also be updated weekly• will include current events• will include current pictures of student activities and classroom successes• will host teacher webpages	Building Principals			
2	The district office website will have: <ul style="list-style-type: none">• Links to the school board• Employment information• Links to federal program	Dawn Georgia			
3	Yearly Training	IT Director			
4	Each website will have a designated caretaker				

Action Plan

PLAN NUMBER 3

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Buildings will communicate together about: <ul style="list-style-type: none">• Academic interventions that have been tried for each student• Behavioral interventions that have been tried	LSD			
2	District will maintain an early warning system	LSD			
3	District will establish and maintain standing curriculum committees which will include at least one member from each building, for example: <ul style="list-style-type: none">•Mathematics•Social Studies•Language Arts•Science•Technology•Arts	Superintendent / SEA			
4	Each committee will communicate the outcome to the staff and professional development time will be given for that communication to happen				

Action Plan

PLAN NUMBER 4

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Establish a steering committee that will guide the communication and implementation of the district's vision and goals.	Superintendent			
2	The committee will consist of: <ul style="list-style-type: none">• A secondary teacher• An elementary teacher• One classified staff• One administrator• One student• One secondary parent• One elementary parent• The superintendent				
3	They will meet twice a year, once in the beginning of the year and once in the middle of the year to evaluate their progress.				

Action Plan

PLAN NUMBER 5

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	The district will email out the school board agenda with a link to the meeting minutes	Dawn Georgia			
2	A monthly newsletter that contains upcoming events, happenings, progress toward our goals, etc.	Dawn Georgia			
3	The superintendent will hold quarterly meetings with the staff	Superintendent			

Action Plan

PLAN NUMBER 6

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	A universal sub plan template will be created	Business Office			
2	A sub login with controlled access to resources	Business Office			
3	Substitute training must be provided to communicate expectations <ul style="list-style-type: none">• Could be a virtual training with incentives• A video library to be created that reflects the expectations of each building				

Action Plan

PLAN NUMBER 7

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	District wide universal LMS with annual training.	Committee already established			
2	The district will identify a consistent communication platform to be used by teachers, parents, and students				
3	Annual training provided.	PLC/DO			

Action Plan

PLAN NUMBER 8

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Each building will have a designated point of contact for external providers to facilitate timely communication	Building principals			
2	The district will communicate the two-year school calendar with the community in the local media	DO			
3	The district will survey, annually, their community partners as to the efficacy of their communication and use the results to guide future communication	DO			

Action Plan

PLAN NUMBER 9

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Attendance call-out system for every building	IT Director			
2	At the secondary level, a weekly link to student's grades is sent	Secretary			
3	Weekly email communication from each building about upcoming events	Building principals			
4	Create/maintain an alert system for acute occurrences	IT Director			
5	The secondary level will explore methods to increase parent-teacher communication and will report their findings to the school board	Communication Committee			
6	The district will send out a monthly newsletter to the parents	School Board/DO			

Action Plan

PLAN NUMBER 1

DATE:

Strategy #6: We will expand opportunities and remove participation barriers for students.

Specific Result (Objective): Reestablish Community Schools

SSD will participate, with at least 2 district employees and students, in the Community Schools Revitalization process that has been established through the 2021 Health Summit.

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Attend scheduled meetings to include SSD, student, and staff perspectives				
2	Identify areas where SSD can provide support – historical view, facility use, etc.				

Action Plan

PLAN NUMBER 2

DATE:

Strategy #6: We will expand opportunities and remove participation barriers for students.

Specific Result (Objective): Expand credit opportunities for high school students

Create a dynamic document that seeks a wide variety of credit options/ opportunities that could count toward graduation requirements for students.

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Discuss potential credit options to include: independent study, internship, apprenticeship, work study, online options, dual-enrollment, course challenge by examination, physical education alternatives, and middle school credit opportunities				
2	Use current partnerships to define and support credit opportunities				
3	Develop new partnerships to expand credit opportunities				

Action Plan

PLAN NUMBER 3

DATE:

Strategy #6: We will expand opportunities and remove participation barriers for students.

Specific Result (Objective): Establish and maintain a robust activities program for students of all ages.

Identify funding sources to provide a wide range of student activities as well as maintain equity and access for all students.

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Maintain the activities scholarship fund for middle and high school activities				
2	Maintain the activities scholarship fund for middle and high school activities				
3	Explore additional extra duty contracts for SSD staff involvement in after-school programming				
4	Explore opportunities that require little or no fees – ex. school-based or grant-funded				
5	Support and increase activities participation by addressing transportation issues – ex. after-school options and/or an activities bus				