

BELIEFS

The Yakutat School District believes that...

The curriculum shall be relevant and challenging.

The educational program must reflect a balance between core education and extra curricular activities.

A safe and secure environment is essential to inspire students to explore and broaden their interests.

Strong relationships between the community and school will foster respect for cultures and self. These collaborations will engage the Yakutat people to be active participants in decisions for the district.

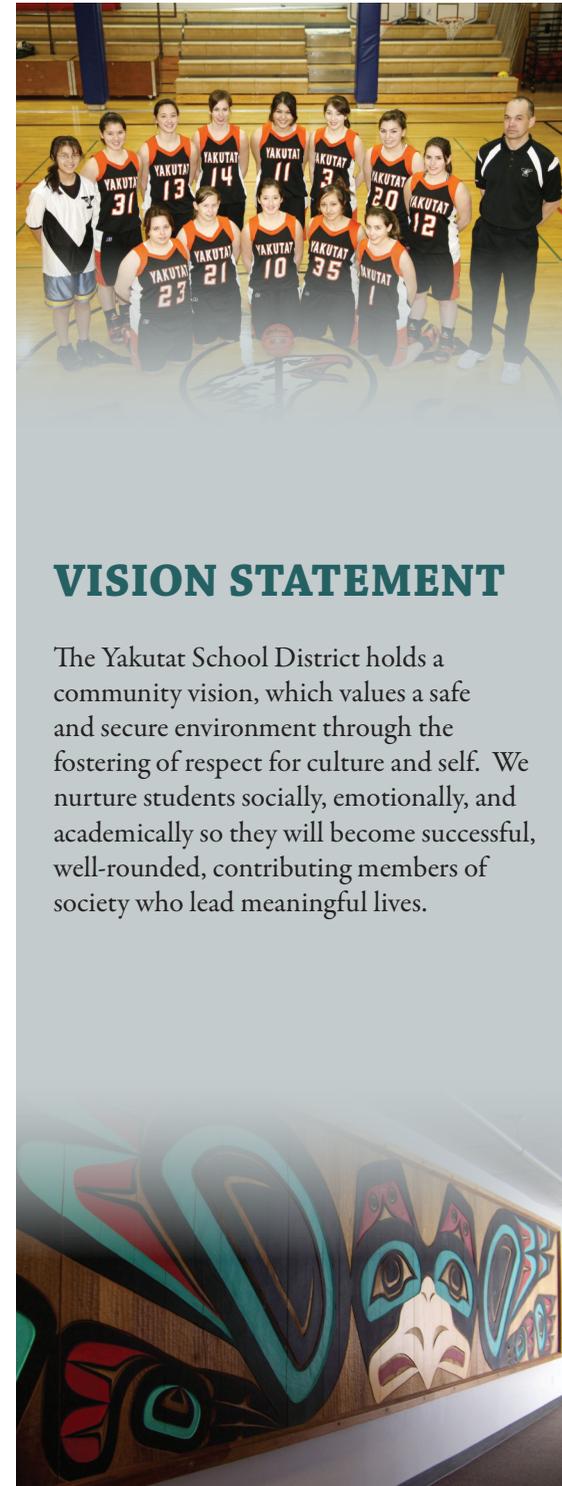
To prepare students to be successful, a quality, well-rounded education that includes technical, vocational, academic, and life-skills is required to empower students to become informed decision-makers.

BROAD OBJECTIVES— ASPIRATIONS

- All students will graduate.
- All primary students will be reading at grade level.
- All students will be proficient in math as measured by formative and standard-based assessments.

STRATEGIES

- We will examine our reading structure and identify intervention approaches specific to the needs of individual students.
- We will align our curriculum, instructional resources, and staff training to promote math success.
- We will identify and target students at risk of not graduating and/or making a successful transition after high school.



VISION STATEMENT

The Yakutat School District holds a community vision, which values a safe and secure environment through the fostering of respect for culture and self. We nurture students socially, emotionally, and academically so they will become successful, well-rounded, contributing members of society who lead meaningful lives.

Yakutat School District's STRATEGIC PLAN



MISSION

The Yakutat School District will provide each student with positive educational experiences in a broad range of subjects, reflecting community values and individual needs; resulting in the skills necessary to participate as a responsible citizen in a global society.

STRATEGY #1: Examine reading structures and identify intervention approaches specific to individual needs of students.

Objective 1.1: Identify students at-risk of not achieving proficiency in reading.

- 1.1.1 Superintendent assigns staff to oversee program.
- 1.1.2 Create a reading intervention team that will identify at-risk students based on the RTI model.
- 1.1.3 Approve a protocol for intervention team.
- 1.1.4 Research and select district-wide screening tools (AIMSWEB, DIBELS, MAPS, etc.).

Objective 2: Provide early intervention reading services for at-risk students.

- 2.2.1 Review district reading curriculum. Is it really working for our students?
- 2.2.2 Identify available reading resources: financial, scheduling, location, materials, etc.
- 2.2.3 Provide professional development on selected reading curriculum for all elementary teachers/staff BEFORE implementation.
- 2.2.4 Examine the appropriateness for the structure of reading groups.
- 2.2.5 Research kindergarten programs. Full-day vs. partial day and combined classes vs. kindergarten only.

Objective 3: Facilitate family and pre-school involvement to improve reading proficiency.

- 3.3.1 Create transition plan from preschool to kindergarten with Head Start staff.
- 3.3.2 Encourage and improve parental involvement in support of reading.
- 3.3.3 Explore community involvement and mentoring opportunities to assist with reading instruction, such as: elders and cross-age Buddy Readers.

STRATEGY #2: We will align our curriculum, instructional resources, and staff training to promote math success.

Objective 1: Develop continuity of math curriculum between kindergarten and grade 8.

- 2.1.1 Full staff collaboration for K-8 curriculum review, i.e. Math Advantage, Everyday Math, etc.
- 2.1.2 Review existing and potential math programs for a revised curriculum.
- 2.1.3 Choose and adopt revised curriculum.
- 2.1.4 Annual review of curriculum and revise as necessary.

Objective 2: Identify current and necessary instructional resources.

- 2.2.1 Staff review of current instructional resources.
- 2.2.2 Utilize current resources i.e., math checklists, formative assessments, SBA scores, technology, etc.
- 2.2.3 Develop and utilize supplementary math resources to include after school tutoring, math aides, parental involvement, etc.
- 2.2.4 Identify and obtain new and needed instructional resources related to curriculum, i.e., technology, textbooks, manipulatives, etc.

Objective 3: Ensure all staff are trained relevant to math curriculum.

- 2.3.1 Identify available training related to current math curriculum.
- 2.3.2 Develop professional development plan for math training.
- 2.3.3 Implement plan with accountability aspect/plan of improvement.

Objective 4: Develop alternative math programs for students.

- 2.4.1 Research current alternative math programs; i.e. Academy of Math, Study Island, etc.
- 2.4.2 Pilot selected programs to evaluate effectiveness to include primary/ intermediate math facts.
- 2.4.3 Adopt approved pilot or restart research selection process.

STRATEGY #3: We will identify students at risk of not graduating and/or making a successful transition after high school.

Objective 1: Develop and implement Alaska Tech Prep and dual high school/college credits.

- 3.1.1 Superintendent works with Alaska Tech Prep Consortium and the University of Alaska Southeast.
- 3.1.2 Create signed tech prep agreements for welding, construction trades, automotive, culinary arts and technology classes.
- 3.1.3 Create communication channel with students and parents/guardians and promote the benefits of Tech Prep and the registration process.

Objective 2: Monitor and plan for the three major grade transitions: Head Start to Kindergarten, 6th grade to Jr. High School, graduation to college, career and technical education, and/or job market.

- 3.2.1 Create a planned schedule with Head Start and the elementary staff to define expectations and skills required to enter kindergarten with parental/guardian involvement. Have Head Start students entering kindergarten the following year spend a minimum of two days in the kindergarten class.
- 3.2.2 Create a "Tour the Jr. High School" day for the 6th graders, whereby they spend one day in their planned 7th grade classroom to include learning their locker assignments. Start the conversation early about the importance of high school grade point average and credits. Focus on the importance of achieving a high school diploma.
- 3.2.3 Encourage juniors and seniors to enroll in our college planning class encompassing discussion on scholarships, loans, grants, college applications CTE and the job market.
- 3.2.4 Develop Construction Trades and Welding curriculum and classes. Work with students interested in attaining their welding certifications and entry into trade unions. Develop and implement mock interviews to prepare students.

Objective 3: Create career portfolios and track graduates to measure success after high school.

- 3.3.1 Superintendent assigns teacher(s) to monitor career portfolios from 6th-12th grade. These portfolios are continually evaluated for content and effectiveness and discussed with student, parent/guardian and staff.
- 3.3.2 Research proven career track programs and implement. Evaluate data/graphs on how well our students are doing 2, 4 and 6 years after high school graduation. Utilize comparison charts on the success of girls and boys and other subgroups.



Objective 4: Form an intervention team to identify at-risk students.

- 3.4.1 Create an intervention team. At a minimum, the intervention team will consist of the Superintendent, one certified elementary and one jr.-sr high school staff member. Additional members will be our mental health counselor and social worker when we receive the grant.
- 3.4.2 Create an intervention referral system/form consisting of academics, behavior, social and emotional data and teacher, mental health counselor, social worker or parents/guardian observations.

Objective 5: Build a strong vocational technical program including exploratory classes at the middle school level.

- 3.5.1 Create an automotive curriculum and survey student interest. Send CTE teacher to training and/or onsite professional development. Research certificates students can attain.
- 3.5.2 Create an AutoCAD curriculum and survey student interest. Send CTE teacher to training and/or onsite professional development. Research certificates students can attain.
- 3.5.3 Create a Culinary Arts curriculum and survey student interest. Work closely with the hospitality industry. Send CTE teacher to training and/or onsite professional development. Research certificates students can attain.
- 3.5.4 Create a plan for 6th-8th graders for nine week exploratory classes.

Objective 6: Establish real world experiences and opportunities for students to prepare for potential transitions to urban environments.

- 3.6.1 Create a shared vision that best utilizes the cost-benefit analysis feature when sending students on extra-curricular activities. Focus on real life experiences outside of movies and the malls, i.e. riding subways, buses, reading maps, museums, tours of college campuses, career and technical fields, etc.
- 3.6.2 Research student foreign exchange programs.

