

Craig City School District

MISSION

CCSD is dedicated to providing a meaningful comprehensive and engaging education to all students so they participate responsibly in the global society.

BELIEFS

We believe:

- ❑ that all students can succeed.
- ❑ that every student deserves an advocate.
- ❑ it is essential to incorporate and respect cultural diversity.
- ❑ in the balance of educational rights and responsibilities for all.
- ❑ that a unified staff, community, and board are essential for student achievement.
- ❑ that every student deserves the opportunity to receive the highest quality education through providing worthwhile learning opportunities.
- ❑ that we should offer several pathways to achieve a high school diploma and pursue post-secondary options.
- ❑ that community and family involvement is vital to the success of all students.
- ❑ it is important to incorporate local traditional knowledge.
- ❑ In pursuing partnerships with Prince of Wales Island entities to strengthen our programs.
- ❑ that we should promote and support good nutrition and healthy lifestyles.
- ❑ in incorporating the local natural environment into our students education.
- ❑ in creating an environment that promotes life long learning.
- ❑ In fostering a culture of digital literacy, keeping pace with evolving technology.

INTERNAL ANALYSIS: STRENGTHS

- ❑ Quality and continuity of staff.
- ❑ The district supports the community with access and opportunities and the community supports the schools.
- ❑ Facilities.
- ❑ The relationship with the City of Craig and the support from local businesses and outside agencies.
- ❑ Students.
- ❑ Strong extracurricular activities.
- ❑ The district has a commitment to recognize and meet a variety of needs that emerge from the schools.
- ❑ Technology education.

- ❑ A good variety of classes and activities for our size of school.

INTERNAL ANALYSIS: WEAKNESSES

- ❑ Declining enrollment and loss of funding.
- ❑ Administrative continuity.
- ❑ Not enough counselors to address student behavioral health needs.
- ❑ High number of students with special needs and a lack of staff and processes for addressing those needs.
- ❑ Few opportunities for professional development and inservice. No specific training for classified staff and substitutes.
- ❑ Not fully utilizing island-wide resources.
- ❑ Too much time lost to sports travel.
- ❑ There is a need for more collaboration and communication; need to build a sense of team within the district.
- ❑ Not utilizing all available academic resources.
- ❑ Lack of flexibility in scheduling and partnerships.
- ❑ Aging facilities, especially the elementary and middle school.
- ❑ The arts facilities do not meet the needs of the school/community.

TRENDS

EXTERNAL ANALYSIS: Competition

- ❑ Klawock and other school districts on island
- ❑ Ketchikan
- ❑ Mt. Edgecumbe
- ❑ Island Academy
- ❑ Home School and Correspondence Programs
- ❑ Technology
- ❑ Dropping out and fishing

EXTERNAL ANALYSIS: Social/Demographic Factors

- ❑ Drug/Alcohol abuse
- ❑ Dysfunctional families result in students unprepared for school.
- ❑ Decline in population – less qualified people for employment.
- ❑ Technology in the home – more opportunities for education and shopping.
- ❑ A small community offers an opportunity to embrace the idea of a village raising a child.

EXTERNAL ANALYSIS: Economic Factors

- ❑ Economic decline (timber, government funding)
- ❑ Loss of student enrollment.
- ❑ Increased cost of living
- ❑ Lower oil prices.

- ❑ Potential for mining
- ❑ Road construction
- ❑ Revival of fishing industry.
- ❑ Fewer grants and more competitive and political.

EXTERNAL ANALYSIS: Political Factors

- ❑ Funding cuts
- ❑ The state legislature has a lack of faith in public education
- ❑ Education is being driven by tests.
- ❑ The shift of power is to the rail belt.
- ❑ Polarization of politics at the national level; no common sense.
- ❑ Do we have a system that allows for failure?
- ❑

EXTERNAL ANALYSIS: Educational Factors

- ❑ Decreased funding for education resulting in fewer extracurricular options.
- ❑ Lower scores for math and science both nationally and globally.
- ❑ Unengaging textbooks.
- ❑ Increased demands of testing.
- ❑ Vouchers
- ❑ Common Core Standards.
- ❑ Digitalization of curriculum.

CRITICAL ISSUES

The district must maintain academic excellence while faced with declining enrollment and a loss in revenue, at the same time that new standards, assessments and evaluation measures are being introduced. These changes have an impact on teacher morale.

It is becoming increasingly difficult to effectively meet the academic and behavioral health needs of students.

We should make use of the local environment in the curriculum.

The lack of continuity in leadership

Scheduling and calendars

OBJECTIVES

- ❑ To have 100% of the students engaged in the learning process.
- ❑ To have 100% of the students graduate prepared to pursue their chosen post-secondary pathway.
- ❑ To have 100% of our students performing at their maximum learning potential.
- ❑ To have 100% of our students involved in community engagement as part of their educational process.

STRATEGIES

Programs and Staff

1.1 Continue to refine an internal communication system that consistently informs and engages all staff members.

1.2 Maintain and improve educational opportunities and programs to meet the needs of all students.

1.3 Anticipate and address staff and substitute orientation, turnover and retention issues.

1.4 Provide an ongoing relevant staff development program.

1.5 Establish a cohesive, consistent k-12 curriculum with clear ways of communicating student progress.

1.6 Develop and support opportunities, programs and coursework that help students plan and prepare for post-secondary options.

1.7 Examine alternative schedules and calendars to maximize efficient use of resources including staff development.

Parents and Community

2.1 Integrate Community Engagement into students' educational process by encouraging school and community interact in multiple ways to benefit both.

2.2 Continue to improve communication between schools, parents, and community.

2.3 Address substance abuse and behavioral health issues among students.

Leadership

3.1 Continue to implement transparent decision-making processes.

3.2 Maximize funding for the school district.

3.3 Work collaboratively with other districts, tribes, businesses, and governments on how to address issues of mutual concern.

Resources

4.1 Employ the targeted use of technology.

4.2 Address school facility needs.

4.3 Utilize external resources to help achieve our objectives.