

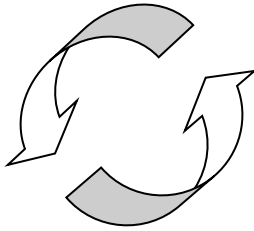
Galena City School District Career and Technical Education Model 5-Year Plan

CTE Advisory Committee



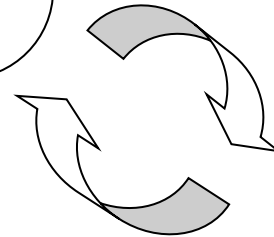
CTE Programs of Study for GCSD High School Students

- Aviation
- Applied Mechanics
- Construction Trades
- Cosmetology
- Health Science
- Media & Information Technology



Current Tech Prep (dual credit) Agreements between GCSD & UAF in the following Programs of Study

- Aviation
- Applied Mechanics
- Construction Trades
- Health Science
- Media & Information Technology



State of Alaska Carl Perkins Approved CTE Course Offerings for GCSD

- Aviation
- Health Science
- Media & Information Technology

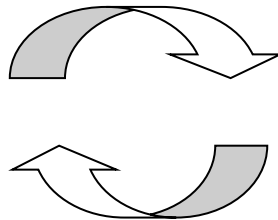


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Galena City School District Strategic Plan 2018-2020



Our Vision

To provide the highest quality educational options for families, ensuring our graduates are well-educated individuals able to maneuver effectively in a dynamic world

Our Mission

Active, enthusiastic engagement inspiring learning for every student, in every content area, every day

Our Core Values

- **Academic excellence and innovation are promoted in all facets of school programs and activities**
- **Every person is unique, valuable, and treated equally with dignity and respect**
- **Learning is an individualized and life-long process**
- **Education is a collaborative community responsibility**
- **Overall student success is dependent on rigorous standards and expectations**
- **Diversity and culture are respected and valued**
- **District decisions are student-centered and sustainable**

Galena City School District Strategic Plan 2018-2020

Student Learning – Provide a rigorous standards-based curriculum, individualized learning opportunities, and a flexible instructional approach ensuring each student reaches high levels of learning and graduates with post-secondary and career options

- **Instruction** – Utilize research-supported, individualized instruction and assessment strategies in all content areas and programs aligned to state standards, literacy standards across all content areas, and Career and Technical Education industry standards.
- **Academic Performance** – Increase student math performance 4% annually, literacy performance 3% annually, and science performance 3% annually as measured by state assessments, district assessments, and classroom-based assessments.
- **Innovation and Student Retention** – Increase student retention district-wide to 85% by increasing student access to educational opportunities.
- **Attract and Retain** – Attract and retain high quality staff through an organizational culture focused on growth, collaboration, and innovation.
- **Professional Development** – Ensure well-planned, outcome-based, high quality, job-embedded professional development focused on improving student-learning outcomes.

Community and Stakeholder Engagement – Strengthen collaboration with all GCSD stakeholders to promote a shared value and responsibility for all student learning opportunities

- **Communication** – Ensure 100% of GCSD families are contacted each marking period by GCSD staff.
- **Parent Advisory Committees (PAC) and Stakeholder Feedback** – Provide regular opportunities for stakeholders to provide feedback through PAC meetings, anonymous surveys, town meetings, and the GCSD website.
- **Public Relations** – Inform all GCSD stakeholders through regular monthly communications about school board decisions promoting district programs and performance.

Resource Management – Ensure financial resources prioritize student learning and energy conservation

- **Fund Balance** – Maintain fund balances as close to 10% as possible to ensure district-wide financial flexibility and stability.
- **Resource Allocation** – Ensure a budget development and implementation process allocating resources based on alignment with the strategic plan and instructional outcomes.
- **Sustainability** – Partner with community and statewide agencies to support the development of renewable and sustainable energy resources.

**Galena City School District
Career and Technical Education Model
5-Year Plan**

	FY19	FY20	FY21	FY22	FY23
Aviation	Study the feasibility of developing a STEM-based elective course titled, "Principles of Flight."	Implement a course titled, "Principles of Flight" course available to all students in grades 9-12 with preference given to 9 th graders who show a strong interest in pursuing a career in the aviation industry.	Determine if we are able to articulate a tech prep agreement with UAF for "Principles of Flight." If so, tech prep this course.	Study the feasibility of developing a career awareness elective course titled, "Careers in the Aviation Industry."	Update CTE Carl Perkins website to include all aviation courses for approval.
Applied Mechanics	Study the feasibility of developing an elective course titled, "Intro to Snow Machine Maintenance and Repair" utilizing UAF's course syllabus.	Determine if we are able to articulate a tech prep agreement with UAF for "Intro to Snow Machine Maintenance and Repair." If so, tech prep this course.	Develop and/or adopt high school curriculum for "Automotive Technology I" aligned with any UAF courses offered in Auto Tech I.	Determine if we are able to articulate a tech prep agreement with UAF for "Automotive Technology I." If so, tech prep this course.	Study the feasibility of developing an elective course for students interested in becoming heavy equipment operators and/or heavy/diesel mechanics. Study options for course offerings which could lead to a CDL, industry training, or other industry endorsements.
Construction Trades	Incorporate "Introduction to Hand Tools" into our current Carpentry I class utilizing the UAF syllabus for CTTF102. Tech prep this course with UAF. Tech prep "Math for	Study the feasibility of establishing a Tech prep agreement with UAF for our "Woodworking" course. Tech prep if approved.	Study the feasibility of establishing a Tech prep agreement with UAF for our "Intro to Electricity" course. Tech prep if approved.	Study the feasibility of offering the OSHA, and Hazwoper training for students interested in the construction trades or fields where this endorsement would be	Study the feasibility of establishing a pre-apprenticeship program for students interested in the construction trades. Increase teacher, counselor, student, parent

	Construction Trades.”			beneficial. Implement this course if feasible.	awareness of apprenticeship and school to work training programs available to students interested in the construction trades. Establish feasible programs.
Cosmetology	Recruit and hire an Alaska certified cosmetology instructor to resume instructing, “Intro to Cosmetology.”	Re-establish “Cosmo I” into our rotation of cosmetology courses.	Re-establish “Cosmo II” into our rotation of cosmetology courses.	Re-establish all requirements necessary for GILA students taking “Cosmo III” to begin logging hours with the State Board of Barbers and Hairdressers. Re-establish “Cosmo II” into our rotation of cosmetology courses.	Develop partnerships with post-secondary cosmetology schools in Alaska.
Health Science	Develop a tech prep agreement by aligning GILA course, “Human Behavior in the Health Care Industry” with the syllabus for the corresponding course HLTH F106 at UAF.	Establish a tech prep agreement with UAF for “Human Behavior in the Health Care Industry” aligning it with HLTH F106. Study the feasibility of developing a course which would align with and be tech prepped with UAF’s HLTH F208 Human Disease. Study the feasibility of developing a Recruit an EMT instructor or	Develop and offer a course titled “Human Disease” and tech prep with UAF’s HLTH F208 Human Disease. Offer a course leading to an Emergency Medical Technician (EMT) certification. Develop a tech prep agreement for this course through UAF. Study the feasibility of developing a tech prep agreement for	Establish a tech prep agreement with UAF for our current Anatomy and Physiology course by aligning it with UAF’s HLTH F114 Fundamentals of Anatomy and Physiology Study the feasibility of developing and offering a course leading to a Certified Nursing Assistant (CNA).	Offer a course leading to a Certified Nursing Assistant (CNA) certification. Develop a tech prep agreement for this course through UAF. Update CTE Carl Perkins website to approve all possible Health Science courses for approval.

		provide existing health science teacher with the professional development needed for him/her to become certified to teach the EMT certification course.	our current Anatomy and Physiology class to align with UAF's HLTH F114 Fundamentals of Anatomy and Physiology.		
Media & Information Technology	<p>Study the feasibility of developing a tech prep agreement for our Microsoft Office Specialist (MOS) certification course aligned to a corresponding course at UAF. Establish this agreement if feasible.</p> <p>Study the feasibility of developing a course in "Medical Billing" which would align with UAF's Allied Health Course in the same area which could lead to an industry certification.</p>	Utilize drone technology to improve and expand existing programs in our Media & Information Technology courses. Study the requirements and feasibility of offering a commercial license to operate drone aircraft.	Design a WordPress certification course and put into rotation. Study the feasibility of aligning this course with a corresponding course at UAF and tech prep if feasible.	Study the feasibility of developing a course in the use, design, and application of social media platforms. Implement if possible.	Update CTE Carl Perkins website to approve all possible Media & Information Technology courses for approval.

Galena City School District Overview

Galena City School District (GCSD) operates Galena Interior Learning Academy (GILA), which is a statewide boarding school for students who are seeking another choice for their high school education. GILA is Alaska's longest operating residential secondary school with strong course offerings in the core academic and career and technical (CTE) areas. Accredited by AdvancED for grades 9-12, GILA provides curriculum choices for Galena's local high school students enrolled at Sidney C. Huntington School (a PreK-12 community school). GILA also offers post-secondary adult CTE programs.

GILA currently offers students from all over the state the opportunity to gain industry standard education and training leading to certification or degrees in aviation, applied mechanics, construction trades, cosmetology, driver's education, health science, and media & information technology while achieving high academic standards. CTE teachers are hired from industry for upper level career pathways, validating its program as meeting the standards required by industry. GILA also offers students the opportunity to earn dual credits (high school and college) in aviation, applied mechanics, construction trades, cosmetology, health science, and media & information technology.

GCSD's goal is to provide students access to college and career ready skills and knowledge that will ultimately benefit them and their communities. Our focus is on preparing our students for many of life's possibilities through hands-on learning and academic rigor that will lead to success in their chosen career field and as citizens.

GCSD works hard to provide all CTE students the opportunity to earn state-recognized certifications and/or dual high school and college credit in their chosen field of study to ensure a smooth and effective transition to the following options:

- post-secondary school,
- apprenticeship program, or
- meaningful employment.

The guiding principles at GCSD are that the quality of instruction in a school is the single most important factor affecting the quality of student learning. Instructional practices must be grounded in the district's mission, beliefs, and expectations for student learning. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

As such, we at GCSD believe that on-going assessment is an integral part of the teaching and the learning process. The purpose of on-going assessments is to inform students regarding their learning progress and to inform teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. GCSD promotes rigorous student learning, fosters leadership, and engages its members in collaborative decision-making, which has a profound effect on teaching and learning. The professional culture of GCSD is best characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that support student learning and well-being. Student learning and well-being are dependent upon GCSD's appropriate support programs and services. GCSD is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the GCSD's mission and expectations.

GCSD strives to expose students to the many opportunities that await them after high school. Such exposure requires creative course scheduling and intentional course counseling regarding which CTE program of study to explore or pursue. In addition to assisting students with understanding course schedules and CTE programs of study, GCSD career/school counselors use AKCIS, a powerful web-based software program provided free by the Alaska Commission on Postsecondary Education, to help increase student awareness of both NTOs and traditional occupations and to assist them with future college or career planning.

CTE Programs of Study

GCSD currently offers seven CTE programs of study: aviation, applied mechanics, construction trades, cosmetology, health science, and media & information technology.

GCSD Tech Prep Agreements

GCSD currently has tech prep agreements with UAF for GILA courses within the following programs of study:

1. Aviation
2. Applied Mechanics
3. Construction Trades
4. Health Science
5. Media & Information Technology
6. Sustainable Energy & Natural Resource Management

Actions Planned

GCSD is working to expand the number of CTE courses and to increase the number of tech prep agreements in the fields that are currently offered to provide a more robust CTE course program. Action steps for further program development include but are not limited to the following:

- Expand Aviation program by developing a tech prep agreement with UAF for a STEM-based elective course titled, “Principles of Flight.”
- Expand Aviation program by developing a tech prep agreement with UAF for an elective course titled, “Careers in the Aviation Industry.”
- Expand our Applied Mechanics program by developing an elective course titled, “Intro to Snow Machine Maintenance and Repair” utilizing UAF’s course syllabus. Tech prep this course with UAF.
- Expand our Applied Mechanics program by developing and/or adopting high school curriculum for “Automotive Technology I” aligned with the corresponding UAF course. Tech prep this course with UAF.
- Expand our Construction Trades program by incorporating “Introduction to Hand Tools” into our current Carpentry I class utilizing the UAF syllabus for CTT F102. Tech prep this course with UAF.
- Expand our Construction Trades program by creating a tech prep agreement with UAF for “Math for Construction Trades.”
- Expand our Construction Trades program by establishing a tech prep agreement with UAF for our “Woodworking” course.
- Expand our Construction Trades program by establishing a tech prep agreement with UAF for our “Intro to Electricity” course.
- Expand our Construction Trades program by studying the feasibility of offering the OSHA, and Hazwoper training for students interested in the construction trades or fields where this endorsement would be beneficial. Implement this course if feasible.
- Expand our Construction Trades program by establishing a pre-apprenticeship program for students interested in the construction trades and by increasing teacher, counselor, student, and parent awareness of apprenticeship and school-to-work training programs available to students interested in the construction trades.
- Expand our Health Science program by developing a tech prep agreement with UAF for “Human Behavior in the Health Care Industry” with the syllabus for the same course at UAF.
- Expand our Health Science program by recruiting an EMT instructor or by providing our existing health science teacher with the professional development needed to become certified to teach the EMT certification course.
- Expand our Health Science program by offering a course leading to an Emergency Medical Technician (EMT) certification. Develop a tech prep agreement for this course through UAF.
- Expand our Health Science program by offering a course leading to a Certified Nursing Assistant (CAN) certification. Develop a tech prep agreement for this course through UAF.
- Expand our Media & Information Technology program by developing a tech prep agreement with UAF for

- our Microsoft Office Specialist (MOS) certification course aligned to a corresponding course at UAF.
- Expand our Media & Information Technology program by designing a WordPress certification course and establishing a tech prep agreement for a corresponding course at UAF.
- Expand our Media & Information Technology program by utilizing drone technology to improve existing programs in our Media & Information Technology courses. Study the requirements and feasibility of offering a commercial license to operate drone aircraft.
- Expand our Media & Information Technology program by developing a course in the use, design, and application of social media platforms.

Current Status of GCSD Tech Prep Syllabi and Agreements

Outlined below are the current courses GCSD offers with tech prep agreements.

- EMS F152 – Emergency Trauma Training First Responder
- AVTY 100 – Private Pilot Ground School
- AVTY F101 – Private Pilot Flight Training
- EMS/AVTY F257 – Arctic Survival
- CIT F100 – Construction Technology CORE
- WMT F103 – Welding I
- HLTH F100 – Medical Terminology
- HLTH F105 – Introduction to Health Careers
- HLTH F110 – Professional Skills in the Work Place
- HLTH F116 – Mathematics in Health Care
- AUTO F100 – Intro to Small Engine Repair
- NRM F101 – Natural Resources Conservation and Policy
- ENVI F120 – Home Energy Basics
- ENVI F220 – Intro to Sustainable Energy
- CTT F106 – Construction Mathematics
- CTT F250 – Current Topics in Construction Trades
- CIOS F150 – Computer Business Applications
- CIOS F258 – Digital Photography
- CIOS F257 – Digital Video

Academic and CTE Student Support

GILA's enrollment has continued to increase over the last four years:

- 2014-2015 school year = 212
- 2015-2016 school year = 216
- 2016-2017 school year = 220
- 2017-2018 school year = 229

GILA has a wonderful and very diverse student body. Our students arrive with many different strengths and weaknesses. When evaluating our impact on our students, we, as educators, have many accomplishments we can celebrate and many challenges to overcome. GCS D is taking specific steps to prepare for the 2018-2019 school year and beyond. Literacy in both mathematics and language arts is critical to increasing GILA students' success during high school and after. GCS D continues its partnership with PEAK Learning Systems and Achieve3000 to further develop all teachers' skills and knowledge with effective literacy instructional practices while also providing students access to accessible reading texts in the different content areas. GCS D intends to continue embedding the math-in-CTE work that the National Center for Career & Technical Education began during the 2015-2016, 2016-2017, and 2017-2018 school years. Research has shown that student learning in mathematical concepts is enhanced when CTE teachers intentionally and knowledgeably teach relevant math concepts in their CTE classrooms.

GCS D CTE Professional Development – Professional Capacity Building

Perkins IV emphasizes effective professional development to implement effectively updated and/or emerging pathways that prepare students for high skill, high wage, and high demand careers. The federal Perkins IV statute specifically outlines criteria for effective professional development, ensuring that it is sustained, high quality, focused on instruction, and increases the academic knowledge and understanding of industry standards.

The Galena City School District will use a variety of strategies to provide comprehensive professional development for CTE instructors, guidance counselors, and administrative personnel to include off-site trainings and conferences, professional collaboration groups, and on-site instructional coaching. Furthermore, GCS D will annually survey CTE instructors to provide information regarding three CTE areas of foci:

1. determine potential professional development opportunities for each specific CTE field GCS D offers,
2. determine potential improvements we could make to our CTE courses and programs of study, and
3. determine and continually update the industry certifications that we can potentially provide students in Galena or that students could easily transition into upon graduation.

All CTE instructional personnel will be encouraged to participate in the advisory committee process. Each CTE teacher will be encouraged to develop a professional development plan for program improvement. This will heighten awareness and knowledge among all CTE personnel. Advisory committee members will be encouraged to visit school CTE sites to maintain a working knowledge of the programs and facilities being used and to maintain communication with CTE personnel.