

2016-17 COLLABORATION TIME REPORT

Prepared for Kenai Peninsula Borough School District

March 2017



In the following report, Hanover Research presents responses collected from principals and Professional Learning Community (PLC) leaders regarding the impact of collaborative activities in the district during the 2016-17 school year.

TABLE OF CONTENTS

Section I: Review of Collaboration Time and Activities3

 PRINCIPAL RESULTS3

 PLC RESULTS5

Section II: PLC Reports.....7

Section III: Principal Reports 52

 1.0 STUDENT ACHIEVEMENT52

 2.0 ORGANIZATIONAL EXCELLENCE57

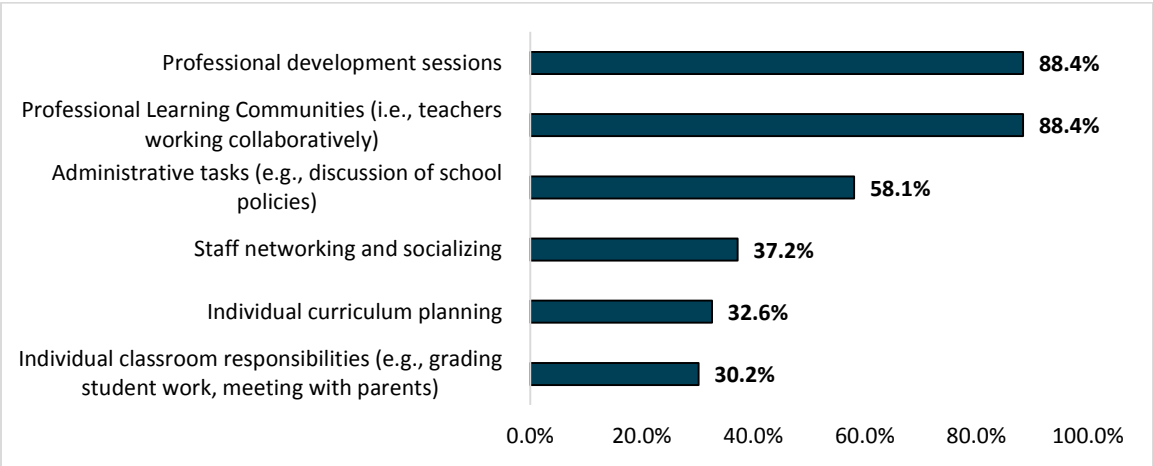
 3.0 COMMUNITY AND FAMILY ENGAGEMENT58

SECTION I: REVIEW OF COLLABORATION TIME AND ACTIVITIES

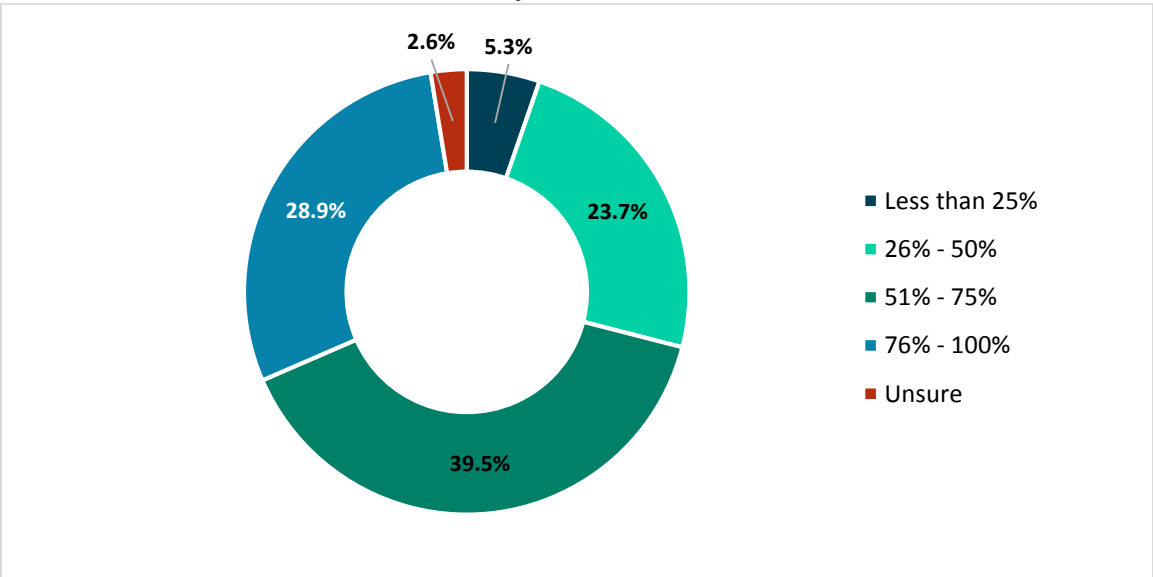
This section reviews survey responses submitted by principals and PLC leaders regarding the use and effectiveness of collaboration time in their schools. The surveys were completed by 42 principals and over 150 PLC leaders.

PRINCIPAL RESULTS

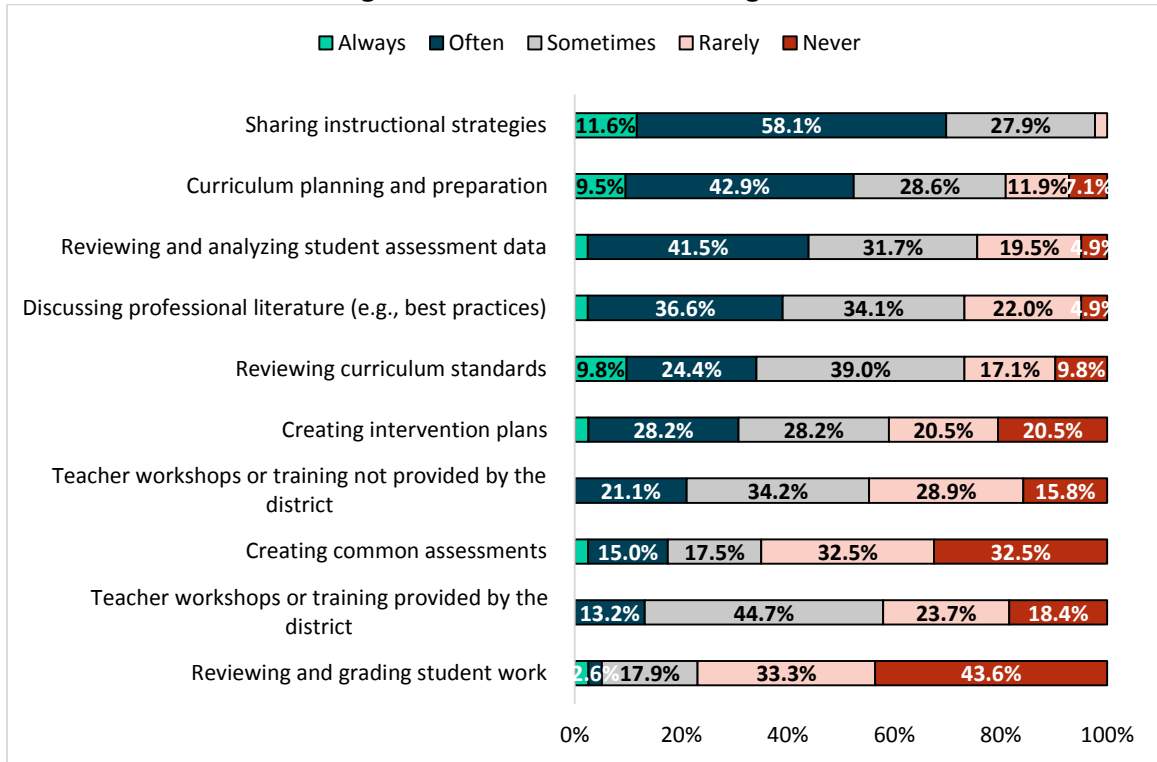
For what activities have teachers at your school used early release, in-service, and other collaboration time this year? Please select all that apply.



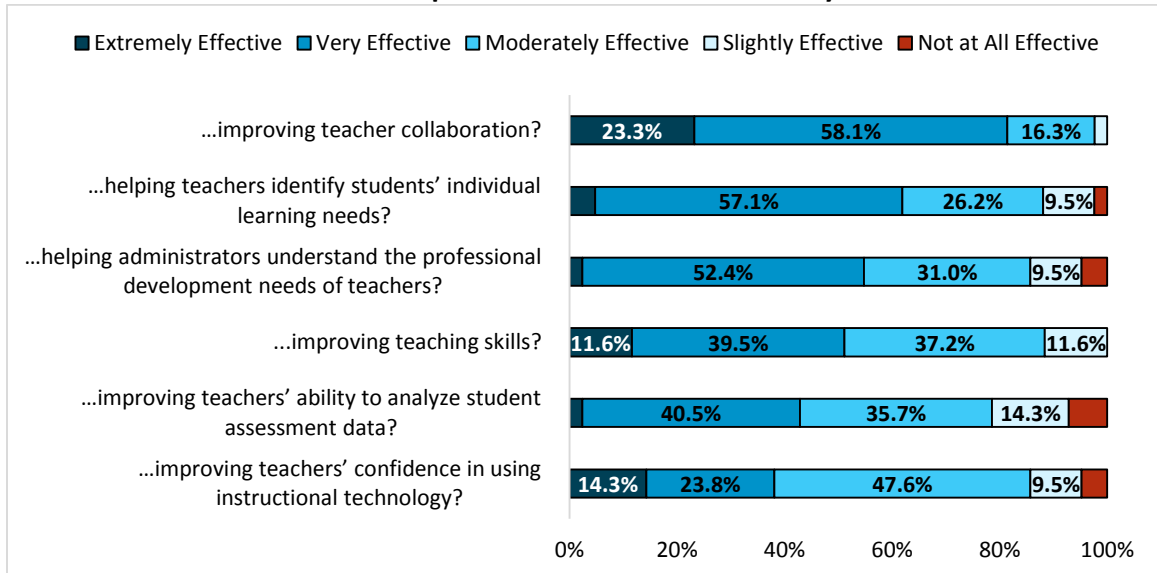
In thinking about this time, approximately what percentage was designated for PLC work at your school?



In the 2016-17 school year, how frequently have PLC teams at your school used their meeting time for each of the following activities?

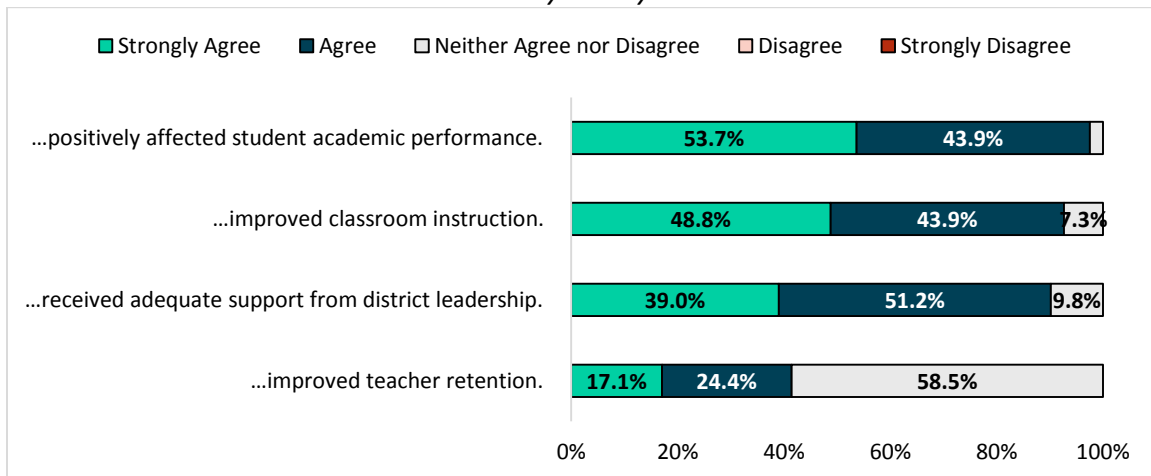


Based on your observation or conversations with teachers, how effective or ineffective have the activities performed on collaboration days been in...



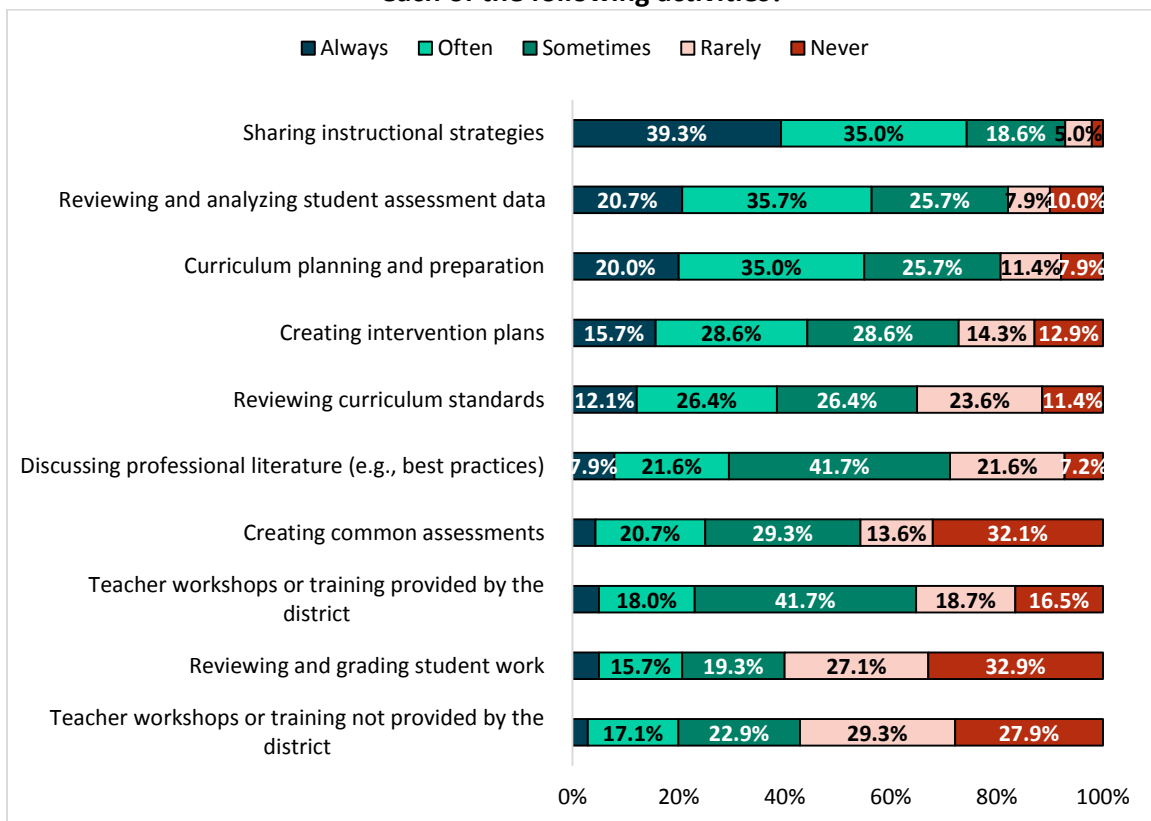
Please indicate your level of agreement with the following statements about early release, in-service, and collaboration time in the 2016-17 school year.

"Collaboration days at my school have..."

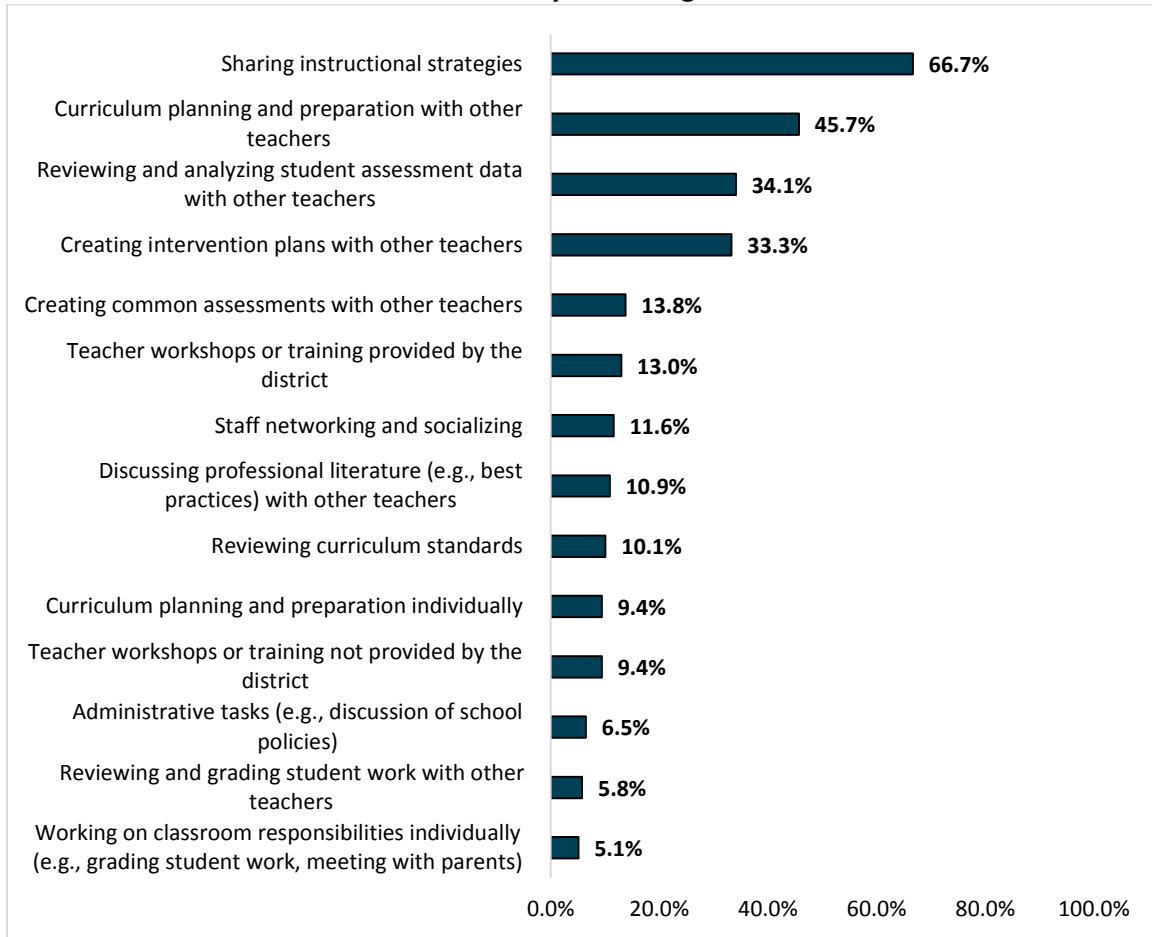


PLC RESULTS

In the 2016-17 school year, how frequently has your PLC team used collaboration time for each of the following activities?



Based on your work this year, please select up to three of the most *impactful* types of activities undertaken this year during collaboration time.



SECTION II: PLC REPORTS

The following pages present *verbatim* responses provided by school-based PLC group leaders within KPBSD as well as the Central Office regarding their collaborative activities in the 2016-17 school year. Leaders were asked to reflect on one set of activities at a time, noting:

- A description of the activity
- Who was involved
- What was produced, and
- What was the impact on practice.

Notably, not all schools are reflected in the responses. Schools are presented in alphabetical order. *

DISTRICT OFFICE

Reported PLC Activities at the District Office Level

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Life Skills/Structured Classroom Teachers (IN)	Training on Applied Behavior Analysis (ABA) for working with student experiencing Autism. How to use visual strategies with students, curriculum review, and best practices.	Life Skills and Structured classroom teachers (IN) from around the district.	Each teacher learned basic aspects of ABA. Each teacher has an assignment to come back and share how they implemented what was learned.	The impact has been to expand our current practices to include basic principals of ABA in our instruction.
School Psychologists	Reviewing reports written by colleagues using the LD criteria of a Pattern of Strengths and Weaknesses based on our KPBSD Technical Manual.	School Psychologists	A better understanding of our processes along with follow up notes for future use.	Self reflection of own practices when using the Patterns of Strengths and Weaknesses and ensuring consistency across the district.

* Some small schools (less than 5 staff) may only be reflected in the Principal survey or be represented in another school's report, if a principal covers two sites that collaborated together.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
	Reviewing KPBSD manuals that are used frequently by school psychologists.	School Psychologists	Notes reviewing key points along with powerful discussion and collaboration.	A more fluent understanding of manuals (Suicide Risk, Critical Incident Response, Student Threat, Specific Learning Disabilities, Gifted/Talented, Behavior Toolbox) in our district.
Speech Pathologists	-Powerschool Sped for SLPs (Speech-Language Pathologists) -Speech pathologist skill-sharing -ipad loaner program -Qualification determination for language, social skills, and articulation (in addition to special qualification guidelines for children who h [discontinued]	KPBSD speech-language pathologists	-District qualifications for reception of services from SLPs (handbook revisions) - Streamlined intelligibility assessments -Through the direction of Dan Kasaa, creation/utilization of ipad loaner program for Assistive and Augmentative Communication (AAC)	-District SLPs will use the same qualification standards when evaluating and qualifying children for SLP services. New SLPs will be able to review new qualifications for continuity and compliance with district expectations for qualification of services. -

AURORA BOREALIS CHARTER SCHOOL

No data received. (See ABCS Principal notations in Section III of this report)

CHAPMAN SCHOOL

Reported PLC Activities at Chapman School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Chapman	reviewing behavior policies planning family ed nights calibrating student portfolios reviewing school rules homework expectations	classroom teachers	google docs. class Dojo consistency portfolio checklists	consistency among 5th-8th grade teachers consistency among K-3rd grade teachers
Elementary Wing	As a school, we introduced a thematic unit. We used some of our collaboration time to plan full school learning opportunities. We used some of our collaboration time to calibrate expectations for student data portfolios, including how to assess students and how to chart their growth. This was especially helpful where teachers share students. It also made parent teacher conferences more uniform within the our plc group. We have also used this time to familiarize ourselves with canvas and are working on a full unit that is presented using canvas.	All certified teachers pre-K-4th grade were included in our PLC. For full school thematic planning, sometimes teachers were paired with teachers outside of their PLC.	We planned family nights and field trips that went along with our year long thematic unit. We produced an outline of what should be included in a child's data portfolio. We will be producing a unit using Canvas.	With the thematic unit planning, we were able to make learning fun, relatable, and tied to real life experiences. With portfolio alignment, we were able to ensure that our assessments were giving us the information that we were looking for, and we were better able to use the data to drive instruction and the grouping of students. The ability to use Canvas will provide us with another tool to use in meeting students needs and learning styles.

CONNECTIONS HOMESCHOOL PROGRAM

No data received.

COOPER LANDING SCHOOL

Reported PLC Activities at Cooper Landing School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
teacher team	district wide trainings with others via Skype and Polycom	Teachers in other building, principal one on one	school goals, student goals, Canvas, enrichments	independent student ownership of assignments

FIREWEED ACADEMY

No data received. (See Fireweed principal notations in Section III of this report)

HOMER FLEX SCHOOL

Reported PLC Activities at Homer Flex School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Flex I-Team/PLC	PBIS introduction/review and Trauma Informed Care implementation	All Staff	Positive school culture/consistent disciplinary expectations	Increased awareness of student needs and how best to meet them

HOMER HIGH SCHOOL

Reported PLC Activities at Homer High School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Math PLC	Reviewing curriculum, creating or selecting common activities, creating common assessments, reviewing teaching strategies, planning curriculum offerings including AP calculus and algebraic modeling and statistics.	██████████ ██████████ ██████████	Common activities, soon to come common assessments, and more reflective instruction.	Practice was improved will become more data driven.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Language Arts PLC	We have worked on aligning our curriculum, sharing unit plans, developing assessments, and developing best practices.	Language arts teachers and one special education teacher who works in all of our classrooms.	We have developed a common process writing matrix, a grammar progression matrix, a scope and sequence rooted in KPBSD standards and Common Core standards, and we are in the process of reviewing unit plans and individual assignments. We have also discussed arranging times for peer observations.	Our work has created greater cohesiveness in our department.
Visual and Performing Arts	We planned a collaborative "winter spectacle" in which artwork was on display for the winter band and choir concerts. We have discussed using the idea of "Creative Habits of Mind" in our curriculum and in our classroom procedures and our philosophy.	Myself (visual arts teacher) [REDACTED] (Band Teacher) [REDACTED] [REDACTED] Choir Teacher)	A Winter Spectacle music and visual arts event for parents and community members to attend	We brought more parents, community members, and students in to the school to enjoy visual and performing arts. WE have a common language, the studio habits of mind, to use in our curriculum and teaching philosophy.
PE/ Health	Look at Calendar and scheduled guest speakers for our health units	Both PE/Health teachers	a calendar to meet the needs of the students, instructors and guest speakers when they were available.	We were successful at getting many guest experts from our community.
Counseling & School Psych.	Designing and executing various forms for the counseling office: course lists for students and parents, flyer for use by prospective parents and students	Counselors and school psych	List of courses and course descriptions	

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Science Department	We have been able to work on CANVAS delivery of content.		<p>██████ is delivering much of his content via CANVAS, ██████ is transitioning to CANVAS as a supplemental delivery tool. Coupled with her TEP, ██████ has been able to pilot a blended learning unit to AP students, which included a flexible attendance policy.</p>	<p>Anecdotal evidence suggests that students really appreciate the flexibility of online content, in terms of both timing and location of learning. While AP biology students and parents will be formally surveyed, their initial response to flexible attendance has been positive. For example, many high level athletes missed class due to competitions out of state and they were not forced to miss content since they had access online. In addition, teachers and students had greater access to one another via CANVAS discussion, which allowed for frequent and high quality questioning of complex content.</p>

HOMER MIDDLE SCHOOL

Reported PLC Activities at Homer Middle School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
7th Grade PLC	7th Grade Newsletter Husky Pride Collaboration for curriculum planning Student intervention and strategies for student success	<p>██████████ ██████████ ██████████ ██████████</p> <p>Community Members/guest speakers</p>	<p>Student schedules Marine Debris Days Bulletin Boards 7th Grade Field Trips</p>	<p>Collaboration discussions for professional growth Strategies to be more successful with students Effective and creative use of Early Release Days How we interact with individual students More cohesiveness with the 7th grade class earlier in the year Best placement for students earlier in the year Pre-arranged absences planning</p>

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
8th Grade PLC	8th Grade Intervention Student Behavior Discussion Incentives Tardy Policy	Darcy Mueller Sandra Hudson Dan Calhoun Tyler Krekling Andrea Messenger	Reward Incentives Tardy Policy Intervention and Behavior Plans	Improved consistency Improved student compliance Tardys have decreased dramatically to improve student engagement
I Team Leadership	Creating Intervention Plans	██████████ ██████████	Intervention Plans	Increased student achievement

HOPE SCHOOL

Reported PLC Activities at Hope School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
██████████	Reviewed the Edperformance and CBM performances and how to assess them. What the difference scale performances mean. ██████ went through the meeting by showing us our students and then talked about how each student did, their individual performances, and what the different scale performances meant.	██████████ ██████████	I learned how to interpret these tests and how to use the results and explain them to my parents in the next parent teacher conferences. I also was able to use them to set goals for students performances.	I set performance individual goals for my second grade readers based on their CBM scores and used the Edperformance scores to make up some grammar and language art lesson plans for my middle school and high school students. ██████ showed us how to use the program to practice skills not yet mastered.
Hope/Cooper Landing/Moose Pass	Planning and discussion of groups getting together for activities- for example, the "World Expo" this year.	Hope, Cooper Landing and Moose Pass- the event was held at Moose Pass	Lists of countries were shared with each school so their students could select one. That way there were more countries displayed and less redundancy.	It is always a valuable experience for the teachers from these 3 schools to coordinate lessons and activities together. We have developed a good sense of community because of this.

KACHEMAK SELO SCHOOL

No data received (See K-Selo principal notations in Section III of this report)

KALEIDOSCOPE SCHOOL OF ARTS AND SCIENCE CHARTER SCHOOL

Reported PLC Activities at Kaleidoscope School of Arts and Science Charter School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Arts Committee	arts curriculum development arts curriculum PD Artist in the schools grant writing and organization developing arts committee frameworks, procedures, strategic plans	art committee members (teachers, aides, music and science specialists, media arts teacher, classroom teachers)	Artist in the schools grant and residency completion Framework for arts PD and future artist residencies Discussion and ideas for implementing arts integration PD	Teachers benefited from PD with visiting artist and model lessons Arts committee shared arts and arts integration resources throughout the entire year Work on the arts committee framework as it aligns to our school's mission is still in progress
SpEd Team	Meeting with IEP team which includes parents, discussing evaluations, special education eligibility, and behavior plans, determining IEP goals, planning calendar for meetings,	SpEd tchr, SLP, OT, school psychologist, parents, principal, interventionist, aides, classroom teacher, outside agencies	A student special education evaluation time line, with a date to meet to share the results and develop the IEP	We could not do our job without these extra days to catch up on the process and plans

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
CDAT team	We have done school wide professional development as a team to try to educate all staff/employees with the conscious discipline concepts and procedures. This involves doing the routines for staff meetings, early release and some of our PD days. During these times we also focus on one of the CD concepts, review a chapter in the book, watch a video clip that involves the concept and then discuss as a group.	All staff that attend, we have also tried to include lunch aides, recess aides, custodians and secretaries in these talks as well as classroom teachers and instructional aides.	N/A	You can see many classrooms, teachers and support staff are trying to use the CD techniques in their interactions with students and the school community. There is more modeling of the language that is used, more of an emphasis on school/class communities, and safe places have been created in most classrooms.
I TEAM	ITEAM Meetings with Individual Teachers and Grade Level Teams	ITeam Members Administrator Interventionist All Grade Level Teachers Instructional Aides (for students they service) Intensive Needs Aides (for students they service)	We produced individual intervention plans for student needs for both academic support and academic enrichment programs. We also were able to discuss areas of concerns seen for grade levels and provide suggestions for grade level growth and improvements.	This time has impacted student learning and teacher practices by all members of the school community being involved and informed of the intervention process for their students. It has allowed teachers to have informed communications with parents on the strengths and areas of concerns with their children. It has also provided a time for teachers to express concerns and collaborate with each, throughout various grade levels, to best meet the needs of our learners.
Math Committee	Staff read the book Math Talks before we met.. We shared lessons. We discussed what was working for us and what was not.	The whole staff	Lessons and insight on what to do differently.	This helped all of us at teachers.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Collaboration time built in to schedule	Unit/quarter collaboration	Grade level teachers with music and science specialists.	Quarter collaboration plan for integrating music and science with grade level math, social studies, arts, language arts (and other subjects) through lens of designated quarter theme.	Grade level teachers and specialists use common vocabulary. Theme topics are taught in similar order across grade level and specials. Teachers share knowledge, ideas and resources.

KENAI ALTERNATIVE SCHOOL

Reported PLC Activities at Kenai Alternative School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
██████████ ██████████ ██████████	Created thematic Rotation where each teacher developed their class two weeks prior to Winter Break.. Classes were built around "Christmas on the Kenai".	All teachers	Units that had common theme between the classes. Each class created a project surrounding this theme.	Students and teachers could talk and share about the various projects being created.

K-BEACH ELEMENTARY SCHOOL

Reported PLC Activities at K-Beach Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
K-Beach Kindergarten Team	Module 1 Intro to Fine Arts with ██████████ ██████████ PBIS PLTW Introduction EdCamp	Certified Staff	Awareness and shared vision developed among staff	Common language and communication. Goal setting and conversation for PLTW.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Specialists	Introduction to Fine Arts Integration with [REDACTED]	Certified staff	4 posters demonstrating the areas of Dance, Music, Visual Arts, and Drama. Using standards we created a visual presentation to show and present to rest of the staff.	This activity helped to familiarize teachers with the Arts Standards.
First Grade Group	October 21 we had an in-service on analyzing academic and behavior data.	Grade level team met with interventionist and behavior specialist.	We identified students that needed to continue Tier 1 and Tier 2 interventions. We also identified new students that needed additional services.	Student data increased.
2nd Grade Team	Student Data - Benchmarks Reaching goals and setting up intervention if needed.	Team 2 and Intervention Team	Individual Student Goals	Process Put in Place to Meet Goals
4th grade	Intervention data check-in collaboration	grade level partners and academic and behavioral interventionists	targeted strategies for interventions, progress monitoring plans, and behavior intervention plans	students using more time on task, student progress toward goals, creating least restrictive environments, making effective use of interventions and intervention classes
3rd Grade PLCs	Data day check-in meetings	Academic Interventionist, Behavior Interventionist, Sped teachers, grade-level PLCs	Changes or modifications in the classroom environment, instruction delivery, or identification of need for I-Team referral or meeting	Adjustments made to accommodate necessary changes, as well as communication with parents and other involved staff. Created greater differentiation and individualization of instruction

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
K-Beach 5th grade Teachers	Analyze student test data with intervention team to identify students need. Design plans of remediation, acceleration and enrichment for all students	Staggered break out sessions with 5th grade team interventionist Special education and Quest Administration	Design plans of remediation, acceleration and enrichment for all students e.g. I-Team referrals, classroom Tier II strategies and individuals learning plans	Focused differentiation for all learners needs meeting our school goals of increased math proficiency as measured by the MCOMP.

KENAI CENTRAL HIGH SCHOOL

Reported PLC Activities at Kenai Central High School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Social Studies	Sharing collaborative ideas for the department	Social Studies Dept	An awareness of collaborative opportunities both in the district and outside.	Other teachers in the department became more aware of opportunities to collaborate.
CTE	Sharing knowledge of Canvas. Setting up a class, posting assignments, posting quizzes, posting grades to powerschool.		██████ was able to the things listed above to get started using Canvas for her classes.	Her feedback was that some students complained about having to do the assignment on canvas and wondered why they couldn't just do the worksheet.
LA PLC	Canvas training (Side note: would be nice if the early release days are scheduled next year to actually have at least some dedicated to PLC time. Our PLC group has had to depend on meeting outside contract hours because in-school collaboration was used for Canvas or district agendas.)	All teaching staff	Some sort of Canvas content	1/2 of the PLC: Giant waste of time No help 1/2 of the PLC: Was nice to have help with Canvas

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
	One PLC member who teaches Spanish didn't participate in the Canvas trainings but instead met via video conferencing technology with Homer, SoHi, Seward, & Ninilchik learning the foreign language curriculum	One Spanish teacher	Understanding of how to use the new curriculum & online technology	Students in the 4 schools listed above were all on the same page, so if a student from one school transferred to another school, they were right with their new class

KENAI MIDDLE SCHOOL

Reported PLC Activities at Kenai Middle School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Foundations District	Reevaluating behavior strategies, the reflection of educational units and student behaviors, adapting for student needs.	Foundations Behavioral Team	Best practices behavioral supports for general education classroom and Foundations Classroom	Ensuring that educational best practices are being used and student needs are being met.
6th grade collaboration team	Team meetings with parents & students/discuss data, etc.	teachers parents students admin	strategic plan for student	Heightened awareness of student needs
8th Grade Team	Discussing student progress Documenting parent contacts Coordinating testing schedules Student award recognition Identifying individual interventions Interdisciplinary collaboration	All 8th grade teachers	Excel spreadsheet of data After school tutoring list Monthly letters to parents/guardians Schedule changes for accommodating interventions	Individualized and enhanced student learning

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
7th Grade Team	Team collaboration where students were identified for intervention with parents, students, and staff	The collaboration consisted of the core teachers for the specified child	1. List of students to be intervened 2. Schedule of interventions 3. Course of action for student improvement 4. Logged contacts with parents	The groups involved formulated an action plan where parent, student, and teacher involvement was heightened and the students were given clear goals and strategies to meet them. The results are ongoing; however, you could see a positive improvement in work production and organization.
Occupational Tech	CTE Safety Meeting	CTE teachers	Safety training and Canvas training.	Use Canvas for students Safety testing.
Quest ELA	planning shared literary arts event/celebration for 8th graders at the end of the year	Quest LA teacher 8th grade LA teacher 8th grade special education teacher	We will be holding this event during 4th quarter as a celebration of student writing (poetry, stories, etc.) and other arts (drama, visual arts). It will be a combined art museum display and coffee shop style reading session to celebrate three years of student-produced works.	shared curriculum goals for students, varied formative assessments across course levels, authentic sharing of student writing for a meaningful audience, increased reflection on and celebration of student growth in writing and the arts

MARATHON SCHOOL

No data received.

McNEIL CANYON ELEMENTARY SCHOOL

Reported PLC Activities at McNeil Canyon Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Dragon Tea	Blended learning: Canvas: Google Classroom	All certified and classroom support personnel.	Padlet reflections Canvas activities Google Classroom discussion	High teacher engagement and collaboration. Increased computer use by students at school and home.

MOOSE PASS ELEMENTARY SCHOOL

No data received (referenced in Hope School report).

MOUNTAIN VIEW ELEMENTARY SCHOOL

Reported PLC Activities at Mountain View Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Intervention	Title I and intervention met and discussed student data and appropriate grouping of students for intervention.	Title I and Intervention	Student groups for intervention	Correct grouping for student intervention skill levels.
Third Grade	We used our Edperformance data to drive and develop instructional practices. We shared intervention strategies that would benefit multiple students. We developed and found common assessments that meet the needs of this year's students.	██████████ ██████████ ██████████ ██████████ ██████████	Common Assessments, Student Centered teaching strategies, and consistencies across all third grade classes.	Our teaching practices are individual to the student and there is consistency among all third grade classes.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Behavior Support	Student behavior discussions and problem solving. Review of resources, development of resources. Review of teacher behavior intervention practices. Teacher support for entering the I-Team process for behavior referrals.	Administrator Volunteer Teachers - Committee Participating/Referring Teachers	An new committee with new practices in seeking solutions to individual classroom behaviors. Repository of intervention resources that have been implemented with success by teachers in the building. New unit	Improved responses to difficult behavior in the classroom. Team approach to working with students with behaviors. Decrease in student unwanted behaviors and increase in desired behaviors. Filtered/reduced formal I-Team behavior referrals.
Climate Committee	The Climate Committee met monthly to review implementation of school created Positive Response to Conflict instruction. Review led to improved communication and instruction implementation. Committee reviewed school adopted common area expectations and created guidelines for new playground equipment and routines. Committee also began to develop new practices to ensure school events and activities are implemented well with more engagement of all stakeholders	Climate Committee members (Admin and volunteer teachers interested in improving school climate.	Finalized instructional routines and lessons for PRC Wheel instruction. Informational document to provide visitors guidance on school climate initiatives. New strategies for welcoming new teachers, students and families to our school. We outlined committee practices for supporting and improving events and activities that enhance our school climate.	All teachers delivered positive response to conflict strategies over the 1st 6 weeks of school. Lessons were adapted to grade level but were delivered with continuity across grade levels. Teacher also lead a review of Positive Response to Conflict with students at the beginning of the 2nd semester. Impact on welcoming new teachers, students and families as well as improved event/activity support and implementation is at its beginning stages, these practices are still in development by the team.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
First Grade Team - [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Analyze student data, using data to create leveled groups, planning reteaching strategies, planning extension activities for students who have shown proficiency of the standard, collaborating with staff to meet the needs of the students, mapping out the curriculum, scheduling interventions, progress / strategic monitoring, goal setting for students, and other activities to meet student needs.	First Grade PLC Team, Intervention, Title 1, Specialist, Admin.	SGM's, WIN Time plans, progress / Strategic monitoring schedules, goals set, curriculum map/plan, Intervention plan, common assessments, teacher made resources for reteaching and enrichment activities and for standards not covered in the curriculum.	Very positive. We saw student growth and were able to adjust the activities to meet their needs. All students at that grade level received the same information and standards were covered. This time is very important for teachers to meet together to collaborate and adjust teaching for the next weeks / months to meet the needs of the students.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
SPED Collaboration	<p>Collaboration/training with paraprofessionals/teachers on student data-looking for trends and patterns, student progress, student behavior challenges, student interventions, Student IEP goals and progress, Evidence-based teaching practices/strategies for students with disabilities, reflecting on individual student needs and ways to better meet those needs. These collaboration and trainings inform our daily instruction and teaching practices which impacts student progress and successful mastery of educational goals. The collaborations were implemented in several formats: - Team meetings/trainings-SPED teachers - Team meetings/trainings- SPED teachers with paraprofessional teams by class These included: -data analysis -problem-solving behavior challenges -webinars - online tutorials/testing -Applied Behavioral Analysis training-5 paraprofessionals earned a certificate for completing and passing this program -teachers modeling and practicing evidence-based strategies with paraprofessionals -creating visuals used with students with special needs and discussing ways to consistently use them as a team</p>	<p>SPED Collaboration Meetings-Special Education Teachers, Principal, Program Director Individual SPED classroom team meetings- SPED teacher and Paraprofessional team</p>	<p>-Data Collection sheets and data collection processes based on individual student needs -Common understanding of students' individual needs/goals - Common understanding of student disabilities and how this impacts learning-modifications and accommodations</p>	<p>We have improved our cohesion as a team and our ability to work together towards common goals we have in our classrooms,-that are based on data and training/collaborations we have had on best practices for working with our student populations. Our teachers' and paraprofessionals' teaching practices have improved by opening the lines of communication and problem solving student issues to help all be successful. Our students' are benefiting from consistency among teachers and paraprofessionals in regard to student expectations, teaching practices and strategies, and individualized instruction based on data analysis and evidence-based strategy training.</p>

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
5th grade team	Analyze Aimsweb and Performance Series Data - use this info to group students and determine interventions and extensions needed Set up intervention schedules Review standards coverage and focus on scope and sequence within district pacing guide Calibrate common assessment scoring, i.e. common quarterly writing assessment Worked on Arts Integration design and implementation	classroom teachers, interventionist, title one teacher, administrators when appropriate	See question number 6	Data driven instruction
Kindergarten PLC	Analyze Aims Web data including benchmark, strategic monitoring, and progress monitoring to drive instruction.	Kindergarten team [REDACTED]	Strategic and progress monitoring schedules Intervention plans Tiered groupings for leveled instruction Instructional strategies Focused instructional plans for WIN time (What I Need)	Focused instruction which increased student growth allowing for students to move up in tiered instructional groupings.
	Collaborated, researched, and planned an integrated art lesson.	Kindergarten Team [REDACTED]	A Kindergarten level integrated drama lesson with built in scaffolding and differentiated activities.	The scaffolding taught in the drama lesson allows for cross curricular opportunities. Students are able to use the vocabulary and movement experiences to express learning in other areas.
Second Grade Team	Data Analysis of M-COMP *Strategic/Progress monitor as needed	Second Grade Teachers Interventionist Title I Teacher Administration	*Grouping of students based on academic need for classroom and intervention/Title support *Intervention activities for WIN (Whatever is needed) time *Supplemental materials for at and above level students	Based on strategic/progress monitoring, students are regrouped and new academic needs are being met

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
	Data Analysis of R-CBM and SRI *Strategic/Progress monitor as needed	Data Analysis of R-CBM and SRI *Strategic/Progress monitor as needed	*Grouping of students based on academic need for classroom and intervention/Title support *Intervention activities for walk to read *Supplemental materials for at and above level students	Based on strategic/progress monitoring, students are regrouped and new academic needs are being met
Mt. View Grade 4 PLC Group	Reviewing and analyzing ed performance and aims web data. Fine tuning curriculum maps. Designing individualized education plans based on previously mentioned data. sharing instructional strategies that have been found to be successful.	All fourth grade teachers, interventionist, and resource teachers.	Individualized education plans, curriculum maps, common sense of purpose and collegiality, minutes of our meetings, setting goals, identifying accomplishments and next steps	The team members garnered new ideas that resulted in improved performance within the classroom as a whole and for individual students. We also found that some former practice could be improved upon or even replaced with new approaches such as blended learning.
Blended Learning PLC	The Blended Learning PLC conducted a survey for teachers in our building regarding their experience and interests in blended learning. We then used that data to design and offer professional development opportunities for staff. For example, we recently led an after-hours work session for teachers who are new to Canvas.	██████████ ██████████ ██████████ conducted the survey and planned the professional development activities. ██████████ led the recent Canvas session, with ██████████ ██████████ ██████████ in attendance.	██████████ and I produced survey results, a Canvas training document, a Canvas training session, and a number of smaller, informal training sessions. Teachers participating in training each produced their first learning activities in Canvas.	In addition to improving our own blended teaching/learning capacity, we also impacted the teaching practice of those who participated in the training--not only did they create their first learning activity, but they now have the capacity to develop further blended learning opportunities for their students.

NANWALEK SCHOOL

No data received. (See Port Graham School Report on page 33)

NIKISKI MIDDLE-HIGH SCHOOL

Reported PLC Activities at Nikiski Middle-High School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Ed camp School spirit	We thought ed camp was an efficient way to identify & discuss topics which were important to staff.	Everyone	Anti-bullying process, STEM challenge, collaborative work across curriculum, so much!!	Ed camp opened our eyes to new and creative ways to do things in our classroom and in our school. It allowed us to use in house experts...us.
Anti-Bullying Task Force	Ed Camps- we choose topics important to our staff and school community and collaborate to solve issues facing our students. - Anti-bullying task force. -Self advocating tools for students. - canvas class building work shops. -tightening and adjusting school scheduling procedures. -Cross curricular science/math engineering challenge.	The entire staff.	Process and procedure to deal with bullying A school cultural shift to address bullying.	To have a unified school-wide procedure for bullying including education, and intervention before disciplinary action is taken. Teaching students self-advocacy and promote kindness among peers.
Amalgamated Teachers	Results of activities: -Enhance collegiality -Build Esprit du Corps	#NAME?	Additional paperwork	Not sure
teachers	Discussed instructional strategies	██████████ ██████████	Interdisciplinary math/science project/unit with middle and high school students	120 students collaborated to build engineering challenges and make predictions using science and math

NIKISKI NORTH STAR ELEMENTARY SCHOOL

Reported PLC Activities at Nikiski North Star Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Special Education Structured Classroom	Our group used our time to collaborate on behavior interventions, classroom routines and expectations, behavior modification techniques for students with significant disabilities, functions of behavior, PECS, visual strategies to improve student success across all environments, IEP implementation, the use of the STAR Autism program and STAR Autism program training videos, and collaboration with consultants from TEAACH provided by the district	All of the paraprofessionals in the room, the SLP was often involved, the classroom teacher and when available consultants from other agencies	We were able to produce consistent routines across all aspects of the classroom by collaborating together	Behaviors and learning for all students was improved by creating consistency across all environments and with all staff who work with the students
Special Education	I met with regular classroom teachers to discuss data on my SPEDistrict's and the impact of strategies used.	Regular teachers on all grade levels.	Data that was used to help is improve instruction for those targeted students.	As teachers, we were made aware of the needs of our students and tried to meet their needs.
Kindergarten Grade level team	Calibrate and collectively assess quarterly writing assessments mandated by the district.	All Kinder Teachers and Title Teacher as needed	Writing scores for grade level	Making sure all team members are grading equally.
	Review Kindergarten quarterly standards for all subjects.	Entire Kindergarten grade level	Quarterly standard sheets to coordinate with report cards	To continue focus on standards, pacing and assessing at appropriate times

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
	Review Bench mark assessments after administering and grouping the below target kids as well as above target.	Entire Kinder grade level	Grouping of kids and their ability levels. List ways to improve instruction to meet or exceed Kindergarten expectations. This grouping helps to decide which students to recommend for I Team.	Helps to show teachers where remediation or acceleration needs to happen.
3rd Grade	Instructional learning strategies based on assessment	3rd grade teachers, interventionist	Knowledge base Plans for strategic learning groups Curriculum/standards based planning	Gave us a map of how to best meet individual student needs
RTI Support team	RTI protocols, Scheduling meetings, review data, training other on programs being used, communicating student needs to better support the students.	RTI team and classroom teacher, Principal when needed.	adjustments in schedules. Clear understanding of student needs. Better understanding of computer programs and protocol.	Teachers feel more involved in the RTI process.
First Grade	One example was when [REDACTED] provided training in the new art standards and KPBSD art curriculum.	[REDACTED], classroom teachers	Idea list to implement new standards in the classroom.	Awareness of new curriculum and all resources

NIKOLAEVSK SCHOOL

Reported PLC Activities at Nikolaevsk School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Refining Personalized Learning	Look at examples of Blended Learning as based in "Blended" by Horn and Staker Practicing with new technologies for personalize Analyzing approaches to personalized learning	All Nikolaevsk staff present on PLC days	Set up Canvas lessons/modules/quizzes	Teachers are now using Canvas for some instruction; classified staff knows how to support students using Canvas

NINILCHIK SCHOOL

Reported PLC Activities at Ninilchik School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Secondary Staff	Staff met to review student testing data and adjust intervention groups as appropriate.	Secondary staff	New intervention groups.	Students receive intervention that focuses on individual needs based on assessment data.
Elementary	Kagen Strategies	Entire Staff	Staff member presented several Kagen strategies. Building has many copies of Kagen books available.	Being implemented into classrooms. Readily used in elementary.
	Incorporating blended learning strategies into lesson planning and daily activities.	Entire staff	Links in lesson plans for parents and students to worksheets, assignments, videos that enhance and support learning. Incorporated many uses of technology into student activities.	More engaged learning. Relevant to real life.
	Analyzing student data for RTI	Elementary staff	Intervention plans and sped referrals. Altering current plans to resolve inadequate progress.	Differentiating instruction to meet student needs.

PAUL BANKS ELEMENTARY SCHOOL

Reported PLC Activities at Paul Banks Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
First Grade	The first grade team has created common assessments for the math standards. We give these pre assessments to the students then during PLC time, regroup compare data and group students by their skill level to create our Math Switcheroo Groups. We then plan expectations for each group to be shared with all staff members involved in Math Switcheroo.	██████████ ██████████ ██████████	The first grade team has created common assessments and skill ability grouping based upon our math standards.	The students are continuously positively impacted through Math Switcheroo. We are able to focus in on students skill level and teach the standards at that level.
Second grade PLC group	Artist in the School collaboration (preparing for a guest artist to work with our students), prepping for parent/teacher conference, working together on standards review and completing report cards, working on quarterly assessments.	The second grade team (the three second grade teachers, reading interventionists, resource, SPED)	Lesson plans, assessments, intervention plans, behavior plans, etc.	Better instructional strategies, better assessment strategies, implementing proper interventions (academic and behavior)
Kindergarten Team	Our PLC collaborated on Kaleidoscope time. Kaleidoscope time is when we combine three kindergarten classes and then divide them into three heterogeneous groups for social studies, science and health lessons. This occurs three times a week for 28 weeks of school.	The kindergarten team is involved as well as including specialists if it will affect their schedules (sometimes included via email) and paraprofessional support when available to attend.	A scope and sequence of the topics that we cover as well as assigning individual standards and topics to each teacher. A set of assigned groups for Kaleidoscope that are distributed as evenly as possible in regard to gender, ability, class, and behavior.	This time for planning was essential to our successful implementation of Kaleidoscope this year. The careful division of paraprofessional support was key to managing the hands-on topics and activities we covered.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
	Our PLC created/covered common assessment goals.	Kindergarten PLC (three kinder teachers)	Common assessments for writing, reading and math standards that would be usable by the newest member of the K team.	Spending this time covering assessments with the newest Kindergarten teacher helped her to align her practice and assessments with the veteran teachers of the grade.
SPED	Sensory diet and integration training	Entire sped staff and related service providers, plus interested gen. ed. teachers	Paraprofessionals that can now execute sensory diets appropriately and certified personnel who now understand the science behind it	correctly developed and implemented sensory diets for students
	Training for paras on levels of student prompting	Entire sped staff and related service providers	Paraprofessionals now have the understanding to use the proper level of prompting	more appropriate prompting with students
Preschool	The PreK/Preschool Team will plan field trips and special event days and collaborate on shared Music and PE We discussed collaborative activities: Monday Halloween activities: decorate cookies, books, play dough. Concert: Songs to begin practicing in November: Little Snowflake Pete's White Shoes Wish You a Merry Christmas Spring: Skidder Marink Field Trips: Differentiated groupings for field trips: Swimming, Island and Oceans, Museum 1.) plan for spring concert 2.) plan centers Dr. Seuss Centers: Handprint Things Go Fish Game Read and Act out stories Coloring Pages	Team Members: [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Plans for Musicals Plans for Preschool Graduation Activities for Centers	Expansion of Student peer community Parent Involvement Intervention Plans Improved instruction

PORT GRAHAM SCHOOL

Reported PLC Activities at Port Graham School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Port Graham/ Nanwalek regional group	Reading the book Delivering the Promise for collaboration in standards based grading	All instructional staff for PGM and NAN	A list of advantages and disadvantages. Strategies for multi-aged classrooms	More authentic learning and grading
	Curriculum Mapping	Grade Alike Team	Improved or made changes on original Curriculum Map	Closely aligned to standards and student development
	Standard Calibration / Unpacking / Aligning with Curriculum	Grade Alike Teams	Common standard goals, lessons, and assessments	Calibration
	S.T.E.A.M (Science, Technology, Engineering, Art, & Math)	All Staff	S.T.E.A.M lessons, activities, instruction, and examples.	Hands on learning and applying S.T.E.A.M into classroom instruction.

RAZDOLNA SCHOOL

No data received.

REDOUBT ELEMENTARY SCHOOL

Reported PLC Activities at Redoubt Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
sped	planning interventions/best practices for special ed students	special ed teachers and paraprofessionals/teachers from the grade levels of the students	interventions/ behavior plans	academic improvements

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
intervention	1-STEAM activities and information; 2- reviewing assessment data and managing/revising student instruction	all staff working with students	1-STEAM project and the engineering, trial error component 2-meeting needs best placement of students	1-better prepared to implement with students; brainstorming; sharing outcomes; 2-student academic growth
Classroom Teachers	Teach Like a P.I.R.A.T.E	Certified Teachers	Professional Teaching Instructional Development focused upon: Passion, Immersion, Rapport, Ask& Analyze, Transformation, Enthusiasm	Professional Teaching Instructional Development: Certified teachers consciously developed lessons that hooked students and were highly engaging.
	Curriculum Mapping	Grade Alike Team	Improved or made changes on original Curriculum Map	Closely aligned to standards and student development
	Standard Calibration / Unpacking / Aligning with Curriculum	Grade Alike Teams	Common standard goals, lessons, and assessments	Calibration
	S.T.E.A.M (Science, Technology, Engineering, Art, & Math)	All Staff	S.T.E.A.M lessons, activities, instruction, and examples.	Hands on learning and applying S.T.E.A.M into classroom instruction.
3rd grade	Development of STEAM activities for use in the classroom.	Third Grade Teachers	Variety of Activities for use with different content, seasons, and standards.	Having the time to find and plan these activities provided a valuable and engaging resource for the students.
	Curriculum planning, development, and finding/sharing additional resources for use in implementing the most effective practice to best meet the needs of the students based on the data available.	Third grade teacher, interventionist, SPED teacher	Curriculum map of the year for all content areas to best meet the standards with methods to differentiate as needed.	Being able to plan ahead and make adjustments based on students needs.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Grade 6	STEAM Activity Ideas STEAM Activity Planning/Preparation Planning and Curriculum Design Combing Assessment Data Intervention Design	Grade level teachers, SPED staff, Interventionists, Psych, past teachers.	Activity ideas Activity implementation, planning, & execution Intervention implementation, planning, & execution	Having the ability to plan, collaborate, coordinate, and prepare allows for the successful execution of activities and interventions.
Second Grade	We are typically charged with a task by our administrator. We work on whatever the given assignment may be.	Second grade team and or all staff	Data Assessments Staff discussions Etc	Positive
STEAM	Members of the STEAM committee trained the teachers on how to conduct a STEAM project with their students.	The STEAM committee, site administrator, and the teachers were involved.	The first time free-standing towers using play-dough and toothpicks were designed and built. The second time the process of a STEAM project involving ramps and sleighs was taught/discussed. The next topic is Light.	All teachers conducted the STEAM projects with their students. Students were very engaged through the hands-on process and are learning critical problem solving skills.

RIVER CITY ACADEMY

No data received. (See RCA principal notations in Section III of this report)

SEWARD HIGH SCHOOL

Reported PLC Activities at Seward High School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
SpEd ELA Accommodations/ Modifications	Discuss reading levels of at-risk freshmen. Determine strategies appropriate for intervention: use of vocab.com, individualized reading programs, address specific student needs	██████████ ██████████ ██████████ ██████████	We developed positive, common strategies for individualized intervention.	Increase reading fluency, vocabulary acquisition and progressive writing strategies.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
ITeam	Intervention Team Meetings	[REDACTED]	Concrete plans to help struggling students succeed.	Individualized instruction for students. Clear communication and awareness among staff about specific students. Parental communication and involvement. Student communication and self directed development of learning plans.
SPED/math	Create intervention plans for struggling students. We discuss strategies for incorporating new practices.	[REDACTED]	intervention plans, student-driven checklists for success	The intervention plans led to student improvement with an ability for teachers and aides to track progress.
vertical curriculum science alignment	vertical alignment of science labs and ngss standards	[REDACTED]	Science lab alignment shared document	Planned scaffolding with regards to depth of knowledge and reduced redundancy (more efficient use of classroom time)

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
SpEd ELA Accommodations/Modifications	Discuss reading levels of at-risk freshmen. Determine strategies appropriate for intervention: use of vocab.com, individualized reading programs, address specific student needs	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	We developed positive, common strategies for individualized intervention.	Increase reading fluency, vocabulary acquisition and progressive writing strategies.

SEWARD MIDDLE SCHOOL

No data received.

SKYVIEW MIDDLE SCHOOL

Reported PLC Activities at Skyview Middle School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Math Team	Creating Common Assessments for 7th and 8th Grade Curriculum	All core Math team teachers	- 4 common assessments driven by standards for 7th and 8th grade - Common Data for team assessments and Analysis of teaching effectiveness	
Science PLC	We collaborate on a weekly basis to discuss student pre/post test data and instructional practices.	All of the science teachers at Skyview Middle School: [REDACTED] [REDACTED] [REDACTED]	All of the science teachers have collaborated to create pre and post assessments for the students to take for each of our science chapters. During our science plc meetings we enter our data on a shared google document with each of our class averages for each chapter topic. The science plc then discusses the data and determines the areas that the students are good at and areas that they may need improvement. We then determine if and what we may need to re-teach about certain topics. If one teacher has higher scores than the others, then we discuss what that teacher did so we can all improve our teaching to help the students learn more effectively.	We have learn from each other and how to become better teachers. When one teacher had higher scores we discuss what they did and how to improve all of our lessons.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Social Studies PLC	Common Assessments for each quarter	[REDACTED] [REDACTED] [REDACTED]	Common assessments for use in 7th and 8th grade Social Studies classes including prompts & rubrics.	Consistency in timing of content delivery and instruction. Improved calibration for grading.

SOLDOTNA ELEMENTARY SCHOOL

Reported PLC Activities at Soldotna Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Sped	We collaborated on how to use the STAR program	The other preschool teacher	We looked at the curriculum, manipulatives and protocols.	I am using this program with a student
1st grade, intervention tier 2, 3 teachers	set up interventions for Tier 2 and 3 students	1st grade teaches, Tier 2 Title 1 and 3 interventionists, sped teacher	tactile cards to practice 1-20 knowledge, abacus activities, triangle readers, reading and comprehension passages.	We will try these interventions for 9 weeks and study the results.
3rd grade	Art standards training PBIS training ALICE training Student assessment review/intervention grouping and differentiation/intervention planning	Other 3rd grade teacher All staff for some parts Intervention/Quest/Sped staff	Intervention plans, constantly updating Knowledge of Art standards, PBIS and ALICE procedures.	Safety Using/integrating art standards throughout curriculum Daily intervention/differentiation block schedule in use
4th grade team	collaborate on weekly plans, SS units, Art projects, Iditarod unit, schedule, behavior concerns, plan guest speakers	[REDACTED]	lesson plans, art pieces, unit plans, projects	specific steps, materials needed ahead of time; students mastering skills

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
2nd grade	We look at monthly AIMS data and lexile levels to set up our differentiation block. We switch kids between SPED, Intervention, and Title I. Our goal is to maximize learning time and provide more individualized instruction.	My colleagues in my grade level and of course the other specialized teachers.	We made a spreadsheet showing what various groups do at what times and how they rotate teachers.	Kids receive instruction that fits their needs. They also have independent time to practice skills in Lexia Core 5 or Successmaker.
Second Grade	We use our student test data to rearrange our differentiation groups in order to meet student needs in reading and math.	My grade level partner and sometimes the Title 1 reading teacher, interventionist, and Sped teacher	a schedule including all second grade students and encompassing two 30 minute activities for each student that fits their individual needs	Student activities were adjusted in rigor based on student test data that reflected their abilities.
PE / Music	PE teacher collaboration day	Most Elementary PE teachers	New activities, teaching techniques, and how to effectively assess students.	My own teaching becomes more focused and effective when I understand the strengths of others and successful they are with their students.

SOLDOTNA HIGH SCHOOL

Reported PLC Activities at Soldotna High School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
English PLC: English Teachers	Collaborating to create common writing prompts, models, and instructional materials as well as developing a semester long literary term unit with multiple online (CANVAS) quizzes in multiple-choice, definition, and examples with word bank for 50 literary terms for students in grades 9-12.	[REDACTED]	CANVAS semester long literary terminology unit that aligns with Alaska State Standards: 1. Multiple written and video definitions along with examples for 50 literary terms. 2. Over 25 quizzes in multiple choice, definition, and example with word bank form. All quizzes building on previous quizzes and designed for student mastery.	Technology incorporation, along with literary term mastery, which we built into application through shared writing prompts. Collaborative teaching, which colleague instructional, reviews and feedback.
Science	Aligning the physical science curriculum and forming common assessments.	All members.	Common assessments	Students in most physical science classes now have more common experiences and expectations.
Sped Resource	Getting all study skills teachers on board with same general classroom expectations for student and communication between sped study skills teachers who co-teach in gen ed classrooms.	All sped resource teachers.	Those in co-taught classes email group daily/weekly with specific names of students missing specific work in gen ed classroom.	Study skills teachers know what specific work is missing and are able to remind students about getting that work done. Students have fewer missing assignments and this has led to better grades.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Math Teachers	During our Friday afternoon, PLC time, we spend part of every session bouncing ideas off each other as to, pacing, assessments, teaching strategies, etc.	[REDACTED]	Pacing guide for the next week, common classroom materials, teaching strategies as it pertains to a particular topic	A student environment that prioritizes a team effort across all classrooms. Example: all students that are in Advanced Algebra are working on the same concepts so students from different teachers can work with each other and the other teacher. A consistency in approach and rigor. It provides a team effort approach which improves student engagement and buy-in, which gives students the confidence and desire to take higher math classes.

SOLDOTNA PREP SCHOOL

Reported PLC Activities at Soldotna Prep School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
PD Department Instructional Coaches	1. Refining of new teachers coaching checklist to Danielson Framework. 2.From our checklist of early career teachers, we are able to target our support and collaborate on strategies for each of the domain areas.	[REDACTED]	1. A Coaching "Playbook" with strategies in each of the Danielson domains. 2. Our coaching checklist for each quarter that aligns with the Danielson Evaluation. 3. Through collaboration we were able to align our data collecting tools for observations and coaching conversations with our new to the profession teachers.	Our PD instructional coaches are able to coach and mentor with a stream line approach with each of us calibrated using the same checklist and language. Having a common language to describe practice increases the value of the conversations that ensue from classroom observations. In turn, we are able to have the same meaningful conversations about good teaching practices and strategies with our new to the profession teachers. With high quality coaching and mentoring, the new to the profession teachers are more likely to stay in the profession and in our district.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
I team two	During item meeting we discuss students that we are concerned about, what we are currently doing to support them, and what further steps we can take.	I team meeting include core teachers, counselor, school psych, principal and interventionist.	Plans of improvement for students, parent phone calls, parent/student/teacher meetings, schedule changes	Practices and curriculum may be modified or changed based on student needs.
Team 1 Academic Core	Caring for the Kenai collaboration for planning and executing expectations for the yearly contest essays in biology & English classes.	English/Biology	Canvas assignments & student handout packets, common expectations between the two core classes	We saw that the impact on students engagement across the curriculum was increased with this project.
	Video conference interactions	Social Studies/Biology	Students took part in multiple video conference activities based on our planning time collaboration. We were able to get upper-classmen to visit our freshman classroom as mentors and students were able to interact with experts in the fields of Stem Research, Environmental Change, Environmental impacts on individual organisms.	There was more credibility for materials presented in class and from the curriculum.
	Common vocabulary across curricular courses.	English/Social studies/Math	A master list of common vocabulary that occurs across the curriculum throughout the year.	Students are more prepared for the material being presented in each class as a result of being exposed to the vocabulary terms in previous week's vocabulary requirements.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Team 2	Caring for the Kenai project enabled us to work together to have students present in blocked classrooms featuring the Biology and Language arts classes. We assessed their presentations on common rubrics which we created together.	Language arts and Biology teachers	Caring for the Kenai projects and presentations	The students saw that we were assessing similarly, and it gave them a sense of our common goals of creating a shared lesson and projects.
Science/health job alike	Curriculum planning, Canvas development of units and activities, common assessments, reflection on lessons	Biology and health teachers	Unit plans, Canvas lessons, assessments, rubrics	Working with other teachers allowed us to create lessons that have a greater impact on students as well as common assessments.
Job alike math	Create and discuss flip or blended class Strategies. Create and review common assessments. Discuss student results for common assessments and what works and doesn't work.	Math teachers	Common assessments Aligned classes, curriculum	Better teaching practices
Job alike Language arts	Book reports, CQA, Essay genre, grammar assessments, vocabulary, Shakespeare, common canvas assessments	Language arts teachers	Common assessments and lessons	Students can see we are teaching the same things.
Special Education Dept.	We met with the teachers of incoming special education students to plan for transition from middle school to high school.	Skyview Middle School and Soldotna Prep special education teachers	We produced a list of incoming students which included their proficiency levels and least restrictive environments.	This should make it easier for us to meet with parents to discuss student needs and answer questions about class placement.

SOLDOTNA MONTESSORI CHARTER SCHOOL

Reported PLC Activities at Soldotna Montessori Charter School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Intermediate Team/PE	Group Montessori curriculum planning, thematic unit planning/3-year cycle, Conscious Discipline strategies, Montessori field studies planning, community service planning	Classroom teachers, classroom aides, specials teachers	Group goals, curriculum implementation (for example Civil War integrated unit), common assessments, Conscious Discipline skill of the month objectives, field studies objectives	Establishing common and cohesive best practices for the intermediate team; curriculum, lessons, assessments, and field study objectives.
Lower Elementary	The most impactful collaborations we have had this year took place outside of inservice days and early release days. We discuss and share instructional and behavioral strategies, brainstorm ideas, share experiences, and plan based on those discussions. We end up meeting at lunch, after school, and even on weekends because our inservice and early release days are scheduled.	All lower el teachers and assistants.	Increased morale, feeling of being heard and understood, new strategies, and plans for the next step(s).	Teacher/Aide confidence, increased student success, and continuing to improve classroom community.
	Due to the otherwise scheduled inservices and early release days, the three lower elementary teachers meet about once a month in the afternoon for a 3-hour collaboration time. This is made possible by our classroom aides, special ed and intervention teachers organizing productive activities for our students during that time.	The three lower el teachers are involved in the collaboration. The classroom aides, special ed and intervention teachers are involved in being with our students.	Curriculum planning on a long term and short term scale, sharing assessment tools/resources and practicing implementation, reviewed resources and placed orders for materials.	Sharing practices leads to more strategies in the classroom, long term and short term plans help keep us aligned with our curriculum goals, more useful resources in our classrooms.

STERLING ELEMENTARY SCHOOL

Reported PLC Activities at Sterling Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Teachers	Effective use of the Smart Board technologies	All members	New skills to use with the Smart Board	I am able to use new skills that I've been taught by a PLC member
PLC 3-4	We used the Write Tools format to set up structured writing instruction. We utilized these strategies on a daily basis with templates and modeled lessons for what each step looks like.	The third and fourth grade teachers.	Student assignments in class, district writing assessments, and a framework for in class writing instruction based on the Write Tools format.	We feel like we have built consistency in writing instruction and expectations for the 3rd and 4th grade. There is some student evidence of progress.
pre-K-2 PLC	We are creating a canvas course to teach our handwriting without tears curriculum. We meet each week to work collaboratively. Every month we collaborated on AIMS web data and talked about strategies to help students reach their goals. We also plan events for the primary wing for special occasions.	Pre-k to second grade teachers at Sterling Elementary.	We created pre and post common assessments for k-2 and teaching instructional handwriting videos showing handwriting without tears letter formations.	Common language for handwriting is now being used through pre-k to second and are now teaching the curriculum with direct instruction. Students are also now more engaged in handwriting.
Pre K-2 PLC	We met together to plan/disperse how to begin recording videos that teach/model our Handwriting Without Tears curriculum. We have also discussed student data including behavior. We also plan events that occur amongst the primary staff (ex: Dr. Seuss' Birthday).	Pre-K - 2 PLC	Videos, rotation centers, ideas to use in the classroom and assessments.	Common language is now being used to ensure fidelity to the program.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
PK-2 PLC	We are creating a canvas course to teach our Handwriting without Tears Curriculum. We met together to discuss the need for explicit handwriting instruction. Every month we review student data in ELA, math and behavior. We also plan events for the primary wing of our school.	Pre-k- 2nd grade teachers at Sterling	We created common pre and post handwriting assessments for k-2, engaging instructional videos showing HWT letter formations. We planned a Dr. Seuss themed week of activities for k-3, 100th day of school. We work together to co-teach science, ss and health to make sure that our students are getting receiving those lessons each week.	We now use common language for handwriting instruction in our classes and are teaching the curriculum to fidelity with direct instruction.
Pre-K-2 PLC	In our PLC we are creating a Canvas course to help teach the Handwriting Without Tears curriculum. We meet each week to work collaboratively together on the videos using different programs available to us.	Pre-K to 2nd grade teachers	We produced the pre and post assessments for the HWT curriculum and instructional videos to help our students with letter formation.	We have worked collaboratively to help curb behaviors in different classrooms. We have been working together and learning the same language to teach in each class to work with fidelity.
PK-2 PLC	We are creating a Canvas Course to teach our Handwriting without Tears Curriculum. We met together to discuss the need for handwriting instruction. We created common assessments, engaging teaching videos, and calibrated our language used in instruction. We reviewed student data for math, ELA, behavior; and planned wing wide events for our school - Dr. Seuss, 100th day of school, and science activities. We worked together to co-teach: Science, Health and Social Studies throughout the Primary Wing.	PK - 2nd Grade Teachers at Sterling Elementary	Pre and Post Instruction Assessments for PK-2. Engaging instructional videos demonstrating letter formations.	Ensuring a common language is used throughout the PK-2nd grade classrooms and teachers are using they HWT curriculum with fidelity. Teachers are supported in tackling behavior problems prior to taking them to the RTI committee.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
5th/6th Grade PLC	ALICE PBIS Teambuilding exercise	ALICE PBIS Teambuilding exercise	All staff	Training, collaboration of ideas for improvement, teambuilding All good
Sped/Intervention	ALICE training	Whole Staff	A plan for our whole school for emergency procedures.	

SUSAN B. ENGLISH SCHOOL

No data received. (See Susan B. English principal notations in Section III of this report)

TEBUGHNA SCHOOL

Reported PLC Activities at Tebughna School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Interventions/SPED	Intervention meetings bi/weekly	all teachers and the principal	data reports and strategies for raising student achievement.	Some students are now nearing new tier levels and reading more fluently as well as comprehending what they are reading,
Intervention team	student data individual student needs assessment interventions Best practices in research-based classroom strategies	all teachers support staff, if applicable	documentation ideation for next steps collaborative samples for expectations	time well utilized in collaboration of best practices in multi-grade classrooms

TUSTUMENA ELEMENTARY SCHOOL

Reported PLC Activities at Tustumena Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Whole Staff	Blended Learning Instruction School Enrichment Model SGM	Entire team	Blended Learning Lessons SEM- Each student produced product according to program Teacher evaluation SGM- for TEP's	Learned how to use Canvas to share instruction School-wide enrichment for all students streamlined TEP/SGM teacher evaluation

VOZNESENKA SCHOOL

Reported PLC Activities at Voznesenka School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
Elementary	District provided Canvas trainings (blended learning).	All staff	knowledge of blended learning activities and use of Canvas	A percentage of instructional time was established (25% instructional time on blended learning)
Secondary Success	PBIS-bully prevention program Rti- Attendance Blended Learning	elementary and secondary staff	menu of blended learning activities suggestions for attendance preparation for bully prevention program	school wide behavior movement to incorporate technology collaboration and networking within a k-12 setting

*WEST HOMER ELEMENTARY SCHOOL***Reported PLC Activities at West Homer Elementary School**

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
SPED	SPED Issues: Scheduling building sped services, student review and behavior problem solving, para educator training needs	Psyc., SLP, OT, 2 resource teacher and 2 structured learning classroom	Comprehensive schedules and service.	Improved communication across all IEP team members and service providers.
Third grade	Developed Growth Mindset depth of knowledge;	Third grade teachers and specialist	prepared a training for other staff members	
	grading common writing assessments	Third grade teachers, specialists, paraprofessionals	calibration of scores	
WHE 4th Grade	Our 4th grade team meets weekly during our lunch time to collaborate. In addition, the district gives us "some time" during in-service and early release to collaborate. We started our PLC time with focusing on "Character Traits" and how we can help students choose personal goals and create a "growth mindset." As we continue to revisit those goals, we are also developing a "school year habitat norm." (Including sectioning out jobs for our school trail and garden.) We are trying to inspire grade level involvement.	<div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100px; height: 1.2em;"></div>	We are working on presenting a power-point that staff can refer to. We will post the school yard habitat norms and offer support, share/model resources for the trail and garden.	To be determined...
Grade 6	Field Trip planning Curriculum planning Management strategies	Grade level team	Shared activities Field Trip paperwork Student engagement data	Changes in student behaviors and expectations Effective collaboration

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
5th grade team	Blended Learning Kagan Strategies Peer Observation Testing/PEAKS Scoring Quarterly Writing Assessment PBIS	Teachers and for some relevant trainings, all staff	Learning modules on Canvas, PBIS all-staff survey and feedback, Refocus tool training implementation, Staff led PD's by grade level teams	Increased student engagement, decrease in office referrals and in student behavior data collection entered into Powerschool

WILLIAM H. SEWARD ELEMENTARY SCHOOL

Reported PLC Activities at William H. Seward Elementary School

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
1st Grade	The 1st Grade Reading PLC team has met to review AIMSWeb assessment data and make adjustments to leveled Reading Groups as needed.	██████████, 1st grade teacher ██████████, 1st grade teacher ██████████ Interventionist and 1st grade Reading Group teacher	We have produced a grade-wide list of students as well as baseline and quarterly data showing growth in Reading scores. We used that list to initially develop leveled Reading Groups and adjust them as needed quarterly.	This gave us smaller groups to work with in Reading as an intervention for students working at, above, and below grade level.
Second grade	Meeting after school with two grade-alike teachers to plan and prepare social studies units. Each of us brought materials we were interested in using for the unit along with new ideas we were considering.	Myself and two other teachers who also teach second grade/	We shared materials that we used to teach storytelling in our classrooms, and produced an annotated list of videos and websites that we used in our classes as well as a home interview we sent home with our students. We also shared books to read in class and templates for story knives and worked out a plan for sharing materials from a kit about storytelling.	We each felt that we were able to teach a higher quality unit in our rooms because of our collaboration and also cut down on each of our individual prep-times for the unit by sharing resources and tasks.

PLC GROUP	PLEASE DESCRIBE THE ACTIVITIES / COLLABORATION	WHO WAS INVOLVED?	WHAT WAS PRODUCED?	WHAT WAS THE IMPACT ON PRACTICE?
4/5 Collaboration Team	We have a quarterly "showcase" that occurs at the end of each quarter. This showcase integrates cross-curricular standards with authentic by using project-based learning to show evidence of mastery. During multiple collaboration sessions, we have created the learning activities and rubrics in order to ensure alignment across all classes.	All four 4/5 Grade Teachers	We have produced several rubrics and the actual student expectation page, which outlines exactly what the students need to follow, in order to demonstrate mastery. At different points, we have given students different options so that they have a choice in the actual project.	The impact on practice was extremely powerful because we had built-in time to accurately align our activities. By collaborating with one another, we were able to share ideas, ensure that academic rigor is present, and fully integrate multiple cross-curricular standards into one, powerful project that the kids look forward to each quarter.
██████████ ██████	Developing Canvas modules for differentiated math groups. Planning quarterly student showcase (assessments).	██████████, ██████████	Canvas math modules. End of quarter student/parent events.	Greater differentiation in math. Increased overall use of Canvas. Greater parent involvement.

SECTION III: PRINCIPAL REPORTS

The following figures present verbatim responses from principals, asked to reflect upon how collaboration activities have been used to progress towards school goals. This section is organized by the “categories” of goals below, which correspond to the broader KPBSD district goals. Note that not all principals responded for each goal, so the number of responses vary by category. Similarly, some responded regarding how they have progressed towards these goals in general, not specifically how collaborative activities have helped to accomplish them.

1.0 ACADEMIC SUCCESS	ORGANIZATIONAL EXCELLENCE	COMMUNITY AND FAMILY ENGAGEMENT
1.0 Student achievement	2.1 Infrastructure	3.1 Parent and family engagement
1.2 Student proficiency	2.2 Resource allocation	3.2 Direct communication strategy
1.3 Reporting system	2.3 Professional development and compensation	3.3 Business partnerships
1.4 Student engagement	2.4 Attract and retain	3.4 Public relationships
1.5 Graduation	2.5 Collaboration	3.5 Partnership awareness
1.6 School innovation	2.6 Communication	3.6 Service learning

1.0 STUDENT ACHIEVEMENT

1.1 Student achievement

SCHOOL	DESCRIPTION
Redoubt Elementary School	Through ITeam, grade alike collaborations, data days, and monthly PBIS meetings Redoubt has been able to address individual student academic and social needs. Student data collected through Ed Performance and Aimsweb has allowed teachers and Intervention Team to provide Tier 2, Tier 3, and proper grouping of students when needed.
Ninilchik School	Reviewing benchmark data for math and reading. Creating and revising intervention groups on a quarterly basis.
Nikiski North Star Elementary School	We have implemented shining stars targeted intervention/enrichment instruction time, focused SGMs on math performance, used collaboration time to review student data and student grouping
Skyview Middle School	We have used the time for teachers to develop common lessons, common assessment, analyze data, and to change instructional practices if the data shows a need.
Fireweed Academy	Differentiation of Instruction

SCHOOL	DESCRIPTION
Homer Middle School	Collaboration through vertical articulation and best practices
Tebughna School	We go over our universal testing results to determine interventions needed.
Homer High School	Teachers have worked to implement the Green Dot program and taught the "Web of Support" curriculum to all freshmen. Green Dot will provide all seniors with the College Green Dot training prior to graduation. Teachers have worked with KBC to help expand the number of students who are taking college courses. Teachers will implement one Green Dot classroom activity or one classroom discussion per month. All AP teacher will receive AP training.
Kachemak Selo School	PLC's addressed how to best implement blended learning
Razdolna School	The PLC's have been creating lessons in Canvas and in the elementary starting a dual-language program
Nanwalek School	1:1 iPad Implementation
Port Graham School	Collaboration on effective implementation of iPads
Seward High School	Improving our Intervention Processes through our Personalized Learning Classes for freshmen and sophomores.
K-Beach Elementary School	Provide school wide access to web-based math practice and assessment programs such as but not limited to MobyMax, Reflex Math, and IXL. Computer lab will be available in the mornings before school from 7:15 a.m. to 7:47 a.m. for students to access web-based math practice support with direct supervision. Staff training for use of web-based math practice and assessment programs Classrooms to implement a time daily to practice math facts Intervention will identify those students below the 25th percentile and provide additional opportunities for direct support and progress monitoring
Nikiski Middle-High School	Use of Performance Series to track achievement and performance of students based on a national assessment; using I-team to help identify struggling students and implement intervention strategies
Tustumena Elementary School	Blended learning opportunities
Sterling Elementary School	We have committees designed to have teachers and staff collaborate on common interests (PBIS, sunshine committee, family involvement committee). Our staff meetings, early release, inservice and weekly collaborations are designed to improve our student outcomes, particularly in the area of struggling students.
Paul Banks Elementary School	All grade levels are working towards the 2nd Grade MComp. We use the PLC time to make sure we mapped standards. We also reviewed goals that were tied to blended learning during this time. We struggled with technology, so we changed our approach. You can see changes that we sent to Clayton and Natalie. Also, I have invited John and Sean into our PLC Canvas platform. Here you can see all the agendas and Report outs (IN DuFour's Four Essential Questions)
River City Academy	Individual student plans for completing levels

1.2 Student proficiency

SCHOOL	DESCRIPTION
Homer Middle School	Identification, placement and gaps in learning
Mountain View Elementary School	Primary math: Grade level WIN time instructional plans were developed to deliver differentiated instruction in math to all students based on AIMSweb and other data. Detailed, specific, strategic and progress monitoring schedules for each group. (< 10% weekly, 11-25% biweekly, >25% monthly) were developed in conjunction with resource and Title 1 Teachers. Tracked and recorded class level individual student growth on SGMs. Intermediate math: Scheduled and standardized administration of benchmark Performance Series assessments across all grade levels. Reviewed data from Performance Series benchmark assessments in math, determine objectives to focus on and develop WIN time plan to deliver instruction on those objectives. Review data from Performance Series benchmark assessments in math, determine objectives to focus on and develop WIN time plan to deliver instruction on those objectives. Tracked and recorded class level individual student annual decile growth on SGMs. All school Reading and Math: multiple reviews of Aimsweb and Performance Series data to determine appropriate level of interventions based on initial scores and subsequent progress monitoring. Ongoing discussions about instructional strategies to increase engagement.

1.3 Reporting system

SCHOOL	DESCRIPTION
River City Academy	Improving our implementation of Empower and increasing usability.

1.4 Student engagement

SCHOOL	DESCRIPTION
Marathon School	Teacher and I have discussed leveraging district curriculum to help students maintain their academics, given our students are transient
Nikiski North Star Elementary School	We have worked to increase the number and frequency of PBIS celebrations, implemented PBIS Tier II, held family nights in math, science and reading, and also increased participation in our band program
Skyview Middle School	We primarily use staff in-service days for engagement strategies.
Aurora Borealis Charter School	During Collaborative Meetings.

SCHOOL	DESCRIPTION
William H. Seward Elementary School	We are addressing "Academic Success" with a smart goal based on school attendance. SMART Goal: By May 11, 2018, we will increase the percent of overall school attendance, K -5th grade, to 94% or higher as evidenced by our year-end attendance report. We believe we have to get students here for them to be engaged and learning. This year we collaboratively worked on our school goal and action steps to try to influence both students and parents to get to school on time. We have reviewed our plan throughout the year and tweaked areas to try and get the handful of chronically tardy and absent students here on a more regular basis.
Homer Flex School	weekly attendance discussions w/ students, daily calls home, occasional attendance celebrations
Soldotna Prep School	This goal is primarily handled with collaboration between school counselor and teachers during advisory time. We spend very little time on this goal during in-service or early release beyond "administrative" work of scheduling and reviewing procedures.
Tebughna School	We participate in professional development to plan student engagement.
Kachemak Selo School	PLC's created Canvas lessons that increased the level of understanding of mathematics
Razdolna School	Canvas lessons are based on student need and standards - mainly for students that have extended time out of school due to migrant activities.
Voznesenka School	As a school we have embraced personalized instruction practices and have initiated a 25% inclusion of personalized instruction practices in all classrooms.
West Homer Elementary School	Our peer observation program is designed to help teachers help each other by providing quality feedback to each other on lessons. Data tools on student engagement have been developed and teachers have on going training in how to support growth and development through reflecting conferences with their peers. On task data has been taken in all classrooms in Sept, Dec, and Feb. showing 76%, 94%. and 91% of students engaged respectively. Multiple training opportunities have been provided to support the goal including cooperative learning strategies and blended learning strategies to improve engagement.
Nikiski Middle-High School	More hands-on, student collaborative activities (8-12 grade math/science collaboration day)
Soldotna Montessori Charter School	Three week training teaching students Conscious Discipline Skills
Connections Homeschool Program	We are implementing plans to have students complete PLCs so they can be used to help personalize students ILPs.
Mountain View Elementary School	In-building personnel resources utilized for professional development for Tier I Behavior Interventions, "intervention alike" collaboration on Tier 1 Behavior Interventions, Behavior Support Committee process draft developed, Behavior Support Committee holds regularly scheduled meetings.
Tustumena Elementary School	School Enrichment Model- Individualized enrichment
Soldotna Elementary School	We've developed and discussed goals and incentive programs for attendance, as well as proper follow up procedures for students with poor attendance.

SCHOOL	DESCRIPTION
Paul Banks Elementary School	Violin, attendance, art programs, stamina building an recording of student data and activities...all topics that have been discussed in PLC groups.
River City Academy	School wide programs for students - like Fed Ex Days.

1.5 Graduation

SCHOOL	DESCRIPTION
Marathon School	Helping students complete work to earn credits towards graduation - through personalized learning.
Ninilchik School	Working with freshmen to understand how 6 credits their first year will help them. Giving them information in many different ways and having teachers create intervention groups with kids that are struggling.
Soldotna Prep School	The majority of our collaboration efforts are centered around this goal. Soldotna Prep is enjoying it's best data on students who are credit deficient to date. I-teams, Academic Teams, and Job alike teams all collaborate regularly during in-services and early release time (occasionally with teachers from Skyview and SOHI) to focus on instructional strategies to increase student learning and success.
Kenai Alternative School	The staff has used the Early release days to collaborate on students academic needs. Teachers all get together to determine strategies to best assist our students whom are failing, missing school, or under-performing.
Nikiski Middle-High School	I-Team process focused on identifying students struggling with attendance/academic issues; counseling team/LA department collaborating on providing college/career guidance

1.6 School innovation

SCHOOL	DESCRIPTION
Redoubt Elementary School	Enrichment activities through STEAM have allowed students and staff to think "Outside the Box" in which learning opportunities that not only challenge students but promote collaboration, teamwork, and inquiry.
McNeil Canyon Elementary School	All of the teachers at McNeil have used Canvas in some form or another to facilitate their classroom instruction this school year.
Kenai Central High School	We have received professional development in Canvas and collaborated on integrating Canvas into each course at the school.
Homer Flex School	student recognition for credits completed, school-wide eligibility celebrations
Tebughna School	We have been working on our Blended Learning class to be ready by spring.
Homer High School	Teacher have worked together the develop online remedial and blended learning activities through the use of Canvas, Kahoot.it, quizlet and more.

SCHOOL	DESCRIPTION
Seward High School	Continuing to expand technology integration in instruction (Newela) and using student growth data to demonstrate effectiveness of our efforts.
Nikiski Middle-High School	School based Ed Camps have been the driving force behind early release and inservices
Susan B. English School	Teachers and Administrators are using Canvas more for discussion threads and sharing reading information for the students. The use of Blended Learning to help students be more successful in the core area's.
Tustumena Elementary School	School-wide enrichment model
Paul Banks Elementary School	Our 1st and 2nd grade violin program.

2.0 ORGANIZATIONAL EXCELLENCE

2.1 Infrastructure

No responses

2.2 Resource Allocation

No responses

2.3 Professional development and compensation

SCHOOL	DESCRIPTION
Tustumena Elementary School	School Enrichment mode and Blended learning collaboration

2.4 Attract and retain

SCHOOL	DESCRIPTION
Kenai Alternative School	During our time, we have developed plans to help students attendance rates at our school. We have also used this time to try and figure how we can keep these kids in school whom tell us they are considering quitting due to life's circumstances.

2.5 Collaboration

SCHOOL	DESCRIPTION
Ninilchik School	Teachers have focused on engagement and personalized learning strategies.
Fireweed Academy	Review and Refinement of our Mission, Vision and Core Values
Aurora Borealis Charter School	Collaborative Meetings were created this year with agendas and roles to help facilitate a collaborative environment.
Nanwalek School	Canvas training with [REDACTED] in September
Port Graham School	Training in Canvas with [REDACTED]
Nikiski Middle-High School	Teacher collaboration has drastically increased with the use of the Ed Camp model; Not always content area collaboration, but collaboration across the curriculum
Soldotna Montessori Charter School	All staff trained and working together towards Conscious Discipline Goals and Skills
Tustumena Elementary School	Blended Learning
Soldotna Elementary School	Teachers have shared contacts of people and organizations in PLC forums

2.6 Communication

SCHOOL	DESCRIPTION
Nikiski Middle-High School	With the Ed Camp model, communication has increased and everyone knows what happens in each group; use of Canvas has increased the communication between groups as well
Tustumena Elementary School	Blended Learning PD and Surveys about SEM

3.0 COMMUNITY AND FAMILY ENGAGEMENT

3.1 Parent and family engagement

SCHOOL	DESCRIPTION
Marathon School	Teacher hosts family nights and provides time and opportunities for parents to visit and engage with their students.
Aurora Borealis Charter School	There was a little discussion during Collaborative meetings, but most was done while establishing a Parent Teacher Committee this year.
Tebughna School	We plan events with staff, site council, student government and parents/community.
Voznesenka School	As a school we are working to establish community involvement as volunteers and coaches for our extra-curricular activities. For the first time, this year we have a parent and community member in the head coach position.

SCHOOL	DESCRIPTION
Soldotna Montessori Charter School	Our school does an excellent job in creating a family and community environment as well as sending students out into the community to do volunteer work.
Susan B. English School	We have communicated meetings better with the community and have lots more involvement from the community.
Tustumena Elementary School	Parents volunteer to help with modules in the SEM. Site Counsel recommended this as an area they would like to see more opportunities for students

3.2 Direct communication strategy

SCHOOL	DESCRIPTION
Tebughna School	Phone calls, weekly Friday Focus, monthly newsletters, posters/flyers/letters

3.3 Business partnerships

SCHOOL	DESCRIPTION
Kenai Alternative School	We use our time to work with our community partners on our major community events

3.4 Public relationships

SCHOOL	DESCRIPTION
Nikiski Middle-High School	Engineering day with Tesoro engineers; 6th grade and freshman transition
Paul Banks Elementary School	We have spent a significant amount of time working on our violin program. In the past, we used some of the PLC time to create a school brochure.

3.5 Partnership Awareness

No responses

3.6 Service learning

SCHOOL	DESCRIPTION
Tebughna School	Fundraising for organizations and gardening for our elders.
Nanwalek School	Whole-staff collaborations to plan service projects
Port Graham School	Implementation of service learning for students

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.

