

2017-18 COLLABORATION TIME REPORT

Prepared for Kenai Peninsula Borough School District

June 2018



In the following report, Hanover Research presents responses collected from principals regarding the impact of collaborative activities in the district during the 2017-2018 school year. As a supplement to this report, we include documentation of the reported activities undertaken by PLC groups this year.

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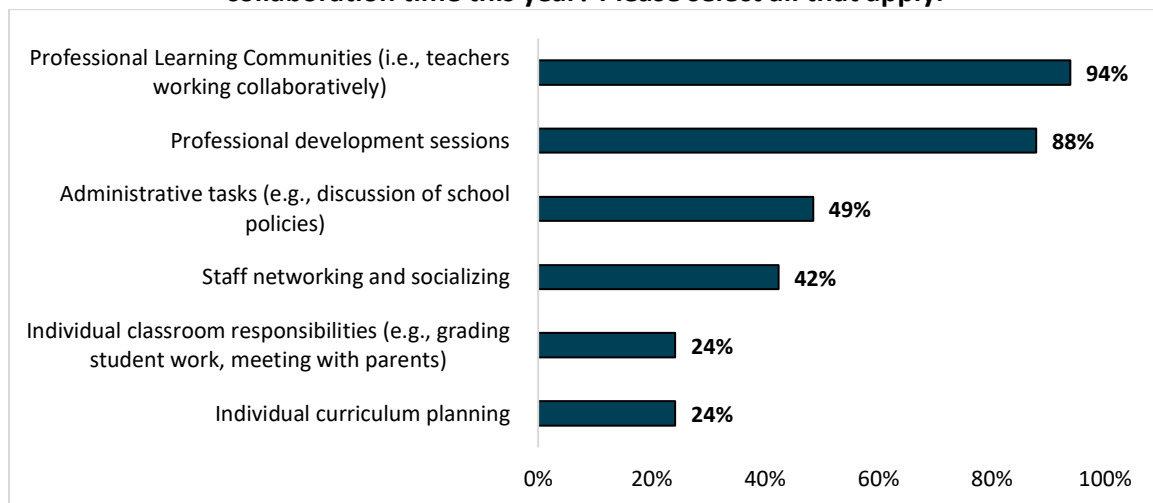
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SECTION I: REVIEW OF COLLABORATION TIME AND ACTIVITIES

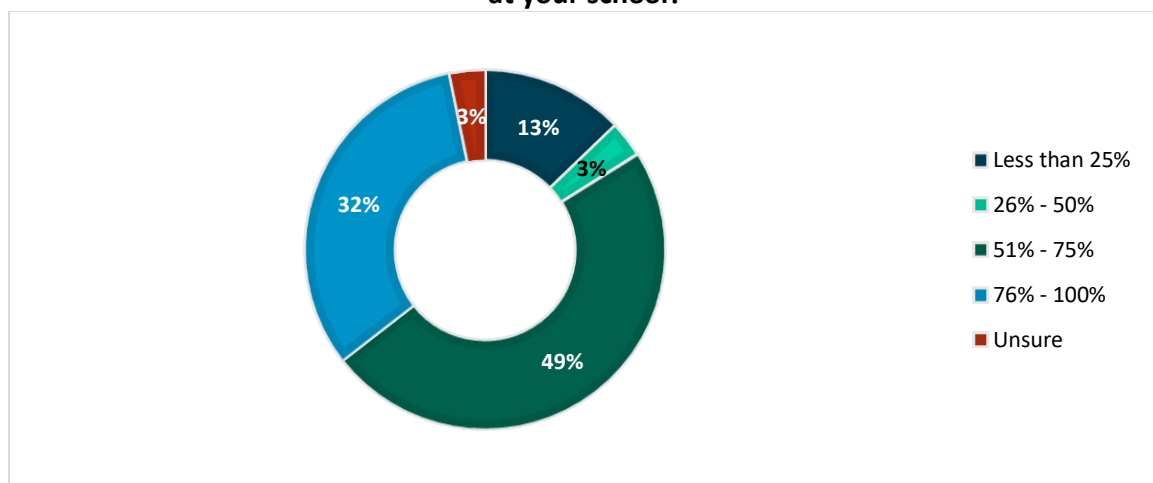
This section reviews survey responses submitted by principals regarding the use and effectiveness of collaboration time in their schools.

PRINCIPAL RESULTS

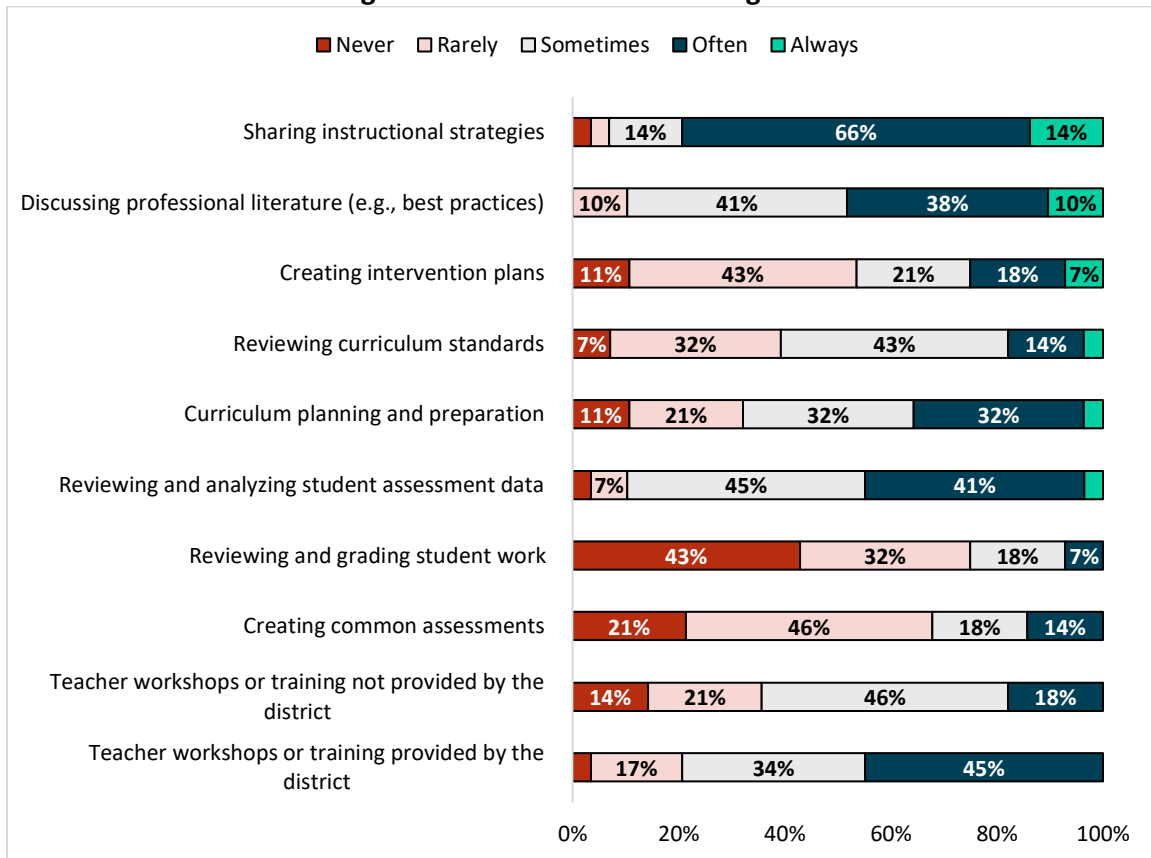
For what activities have teachers at your school used early release, in-service, and other collaboration time this year? Please select all that apply.



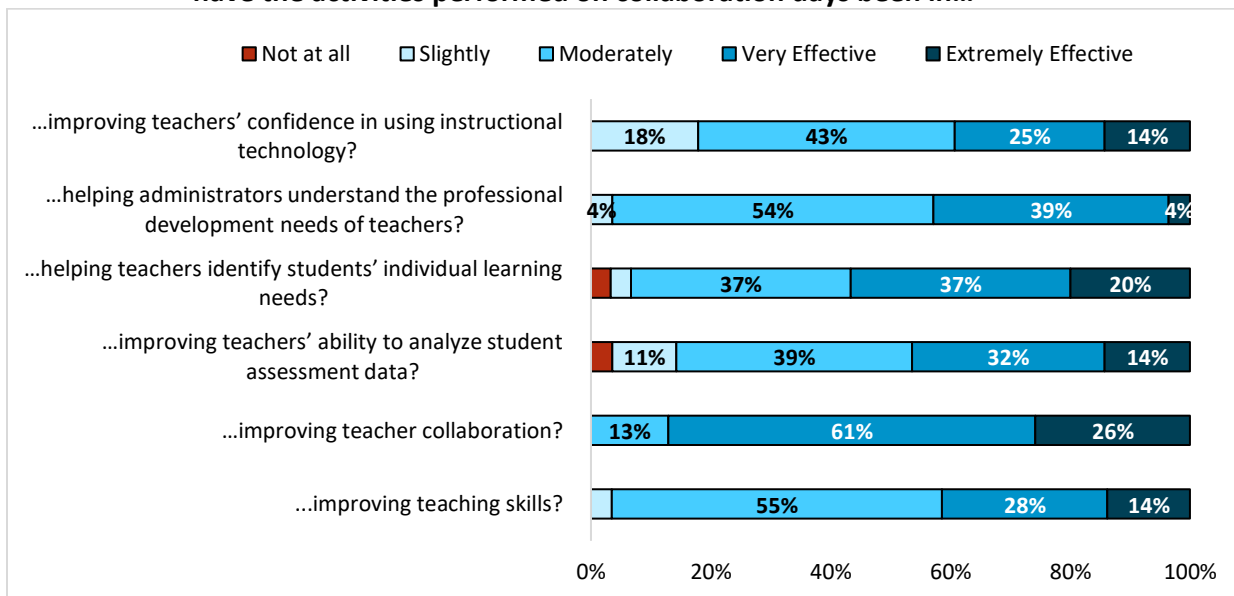
In thinking about this time, approximately what percentage was designated for PLC work at your school?



In the 2017-2018 school year, how frequently have PLC teams at your school used their meeting time for each of the following activities?

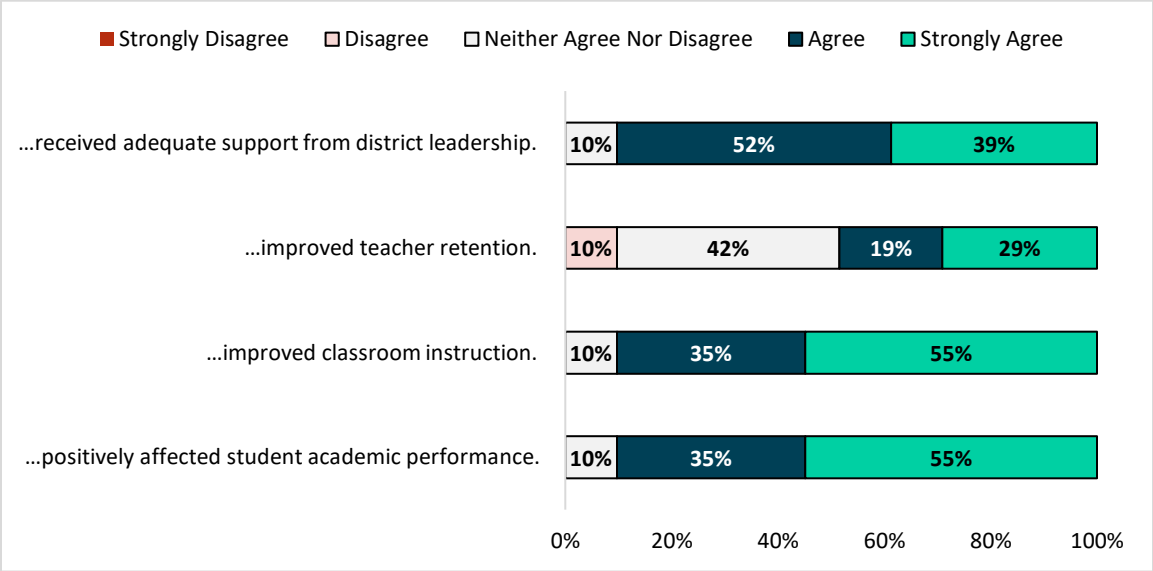


Based on your observation or conversations with teachers, how effective or ineffective have the activities performed on collaboration days been in...



Please indicate your level of agreement with the following statements about early release, in-service, and collaboration time in the 2017-18 school year.

“Collaboration days at my school have...”



SECTION II: 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	Data collected from Aimsweb, Ed Performance we were able to identify students strengths and weaknesses and provide each child with the appropriate tools necessary to be successful
Ninilchik School	Working on identifying areas of need in math.
District Office	Individual break out groups that collaborate on topics dealing with children maximizing education experience while having special needs met (and number of children with articulation exited from (graduated out of) speech services.
Seward Middle School	Learning about individual kids interests and attending to their social/emotional needs
Soldotna Elementary School	Teachers have worked together in PLCs to develop uses for MAP assessments
Aurora Borealis Charter School	Reviewed assessment data from past and current years to compare and analyze current curriculum and practices.
District Office	As school psychologists, we work towards helping schools identify those students who need further assistance in gaining "academic success." Through our collaboration, we have addressed students with Multiple Disabilities and our roles in Reevaluations.

SCHOOL	DESCRIPTION
Soldotna Montessori Charter School	This focus is really an extension of the Montessori math material continuum work. Teacher used time together to understand how Montessori materials, curricular supplements and the standards all aligned. Montessori Materials that were not familiar to teachers were followed up with peer training or research to find ways to implement the instruction intentionally for students in meeting state standards.
Kenai Alternative School	We have used the extra time to review individual student strengths and weaknesses. Often, we will find similar issues in multiple classes and find a means to address for success.
District Office	Yearly Elementary Resource Teacher collaboration - Discussions/sharing regarding specific curriculum being used as well as supplemental materials used throughout the district in order to meet individual student needs.
Tebughna School	We have done multiple workshops on our focus, which was writing, and worked as a team coming up with rubrics.
Seward High School	All teachers committed to increasing student reflection and ownership in their own learning. This was to increase their intrinsic motivation.
Homer Middle School	Personalized Learning - Ed Elements Workshops
Nikiski North Star Elementary School	Teachers at NNS use student data to make instructional decisions regarding students. PLCs routinely look at data to determine the best groupings and instruction needed for Shining Stars Time.
Paul Banks Elementary School	Through Student Reflection and Ownership
Marathon School	Using Canvas and more district wide resources for individual student academic plans, providing opportunities Marathon students might not usually get (presenters, first aide, vocational visits)
K-Beach Elementary School	Teachers have been trained for the use web-based math practice and assessment programs. Data teams have identified those student below the 25th percentile and designed additional opportunities for direct support and practice. Staff participated in the Turnkey Foundation Workshop delivered by the Personalized Learning School Leadership Team with the resources of Education Elements. Teaching staff participated in book talk focused on blended learning. The Personalized Learning School Leadership Team delivered a Turnkey Design Workshop to the staff.
Port Graham School	RTI Collaborations, exploring digital methods/resources to customize student needs to increase literacy and other
Nanwalek School	PCL sessions focused on increasing teachers' repertoire of digital resources and strategies to better meet student needs in a customized manner

1.2 Student proficiency

SCHOOL	DESCRIPTION
Seward Middle School	Performance Series testing to target Intervention
Soldotna Elementary School	Teachers have worked together to set goals and activities related to our new assessments.
Tebughna School	We have graded writing as a team, using Write Tools rubrics, and ones we made on our own for each writing assignment.

SCHOOL	DESCRIPTION
Port Graham School	Increased knowledge of apps/strategies to increase both fluency and comprehension in all readers
Nanwalek School	Teachers explored and shared strategies for increasing literacy through various resources

1.3 Reporting system

SCHOOL	DESCRIPTION
District Office	Training to provide detailed and legally correct quarterly progress goal and reports showing incremental concrete improvement
Homer Middle School	Creating a data list

1.4 Student engagement

SCHOOL	DESCRIPTION
Redoubt Elementary School	Through STEAM and Personalized Learning students were provided choices, opportunities to be creative, and time to self-reflect upon their own learning experiences.
Homer Flex School	Regular healthy activities, foods, and events promoted student engagement.
Soldotna Prep School	Teachers experimented with Student Ownership and Reflection/ Data Driven Instruction and developed and shared strategies to attempt to provide more meaning to students.
Ninilchik School	Using the Core 4 to develop instructional strategies to increase engagement.
Skyview Middle School	Teachers have collaborated around Personalized Learning instructional strategies.
District Office	Several participants (SLPs) provided peer training and onsite follow-up assistance on distance-delivery-therapy, correct app usage, and progressive articulation therapies.
Seward Middle School	Looking at projects and technology use in classrooms
McNeil Canyon Elementary School	By focusing on a PL practice identified from the Core Four Tactics bank teachers have been able to engage students in their learning in a smaller group setting.
Kenai Alternative School	When students are lacking engagement due to attendance or academic issues, we use the time to focus on where we can help as a staff. This may be working with parents or community partners.
District Office	Yearly Elementary Resource Teacher collaboration - Discussions/sharing statistics/ideas/curriculum related to Social Emotional Learning. Supporting personalized learning in the classroom. Supplemental activities that work to help motivate and engage children academically and socially.
Tebughna School	Activities which involved the community/writing projects.
Seward High School	Great conversations about "intrinsic" vs. "extrinsic" motivation for learning. All agree that it is our burden to create goals for increasing students' intrinsic motivation.
Homer Middle School	School Climate and Connectedness

SCHOOL	DESCRIPTION
Kenai Middle School	KMS spends a great deal of time and focus building relationship amongst staff and students and families. School activities are purposely created to engage students and families with our school.
Paul Banks Elementary School	Through Student Reflection and Ownership
Nikiski Middle-High School	PL strategies were studied, shared and observed by colleagues. This had a direct result for student engagement, but is a heavy lift with a shift in this direction.
Homer High School	All teachers created PL projects that they implemented with their students.

1.5 Graduation

SCHOOL	DESCRIPTION
Soldotna Prep School	Final statistics on our annual school goal of credit acquisition 5.5 or more (on track to graduate) are not finalized but are looking promising to be close to our goal. Final numbers are not available until after summer school.
Connections Homeschool Program	Through a focus on alternative curriculum materials and more frequent contacts with seniors behind in credit.
Kenai Alternative School	We use the time to look at student growth with credits and look at developing the schedule for the next rotation to meet student credit needs.
Nikiski Middle-High School	At times, data was examined during collaboration times and I-Team members were able to brainstorm ideas in how to have a positive effect on graduation strategies.
Marathon School	Ensuring students are making progress towards graduation requirements
Homer High School	HHS used its extensive intervention program to make sure at least 85% of all freshmen earned all 6 credits. We assigned teacher mentors to all at risk students, held I-Team meetings to identify students who need help and assign interventions every three weeks and ran Tier II interventions in Math and Science.

1.6 School innovation

SCHOOL	DESCRIPTION
Chapman School	Teachers worked towards self-reflecting and developing strategies from the Ed Elements Professional Learning Teaching Tool (PLTT).
Homer Flex School	Staff implemented, reflected upon, and adapted practices in the Core Four domains.
District Office	Yearly Elementary Resource Teacher collaboration - We usually discuss/share any new innovation as related to technology being used for instruction, engagement, parent/student communication, social skills, etc.
Tebughna School	Ideas surveyed from throughout the community, partnerships, staff and students.
West Homer Elementary School	We have offered a number of different Personalized Learning trainings for staff during early release times. We also read Innovator's Mindset as a staff and discussed ideas.

SCHOOL	DESCRIPTION
Nikiski North Star Elementary School	NNS has completed the first year of focus on personalized learning. The staff has completely embraced PL with our chosen domain of student reflection and ownership. It is now the expected norm that instruction is tailored to the student's needs.
Homer High School	We created and implemented two school-wide problem solving events during our FOL time.

2.0 ORGANIZATIONAL EXCELLENCE

2.1 Infrastructure

No responses

2.2 Resource Allocation

SCHOOL	DESCRIPTION
Tebughna School	We have used our resources to best assist our students to learn, especially in core subjects.

2.3 Professional development and compensation

SCHOOL	DESCRIPTION
Aurora Borealis Charter School	Quality time was used to reflect on the different components and elements of the Danielson Framework. This created some rich discussions about how our model of direct instruction fits into the framework.
Kenai Alternative School	With the extra time, teachers can discuss at length the best practices and how they can reach our students. Often, ideas and current practices are shared and gives other staff members to ability to try new methods and curriculum.
Tebughna School	Our professional development has been on Skype, therefore no compensation other than the Suicide Prevention and Project Grad.

2.4 Attract and retain

SCHOOL	DESCRIPTION
District Office	Early Career Educators receive assistance from their mentors who co-participated in or led PD sessions and then supported the teachers' application in their classrooms. Increased teacher success = increased retention.

2.5 Collaboration

SCHOOL	DESCRIPTION
Redoubt Elementary School	Through scheduling all grade level teachers have a "common" prep time to collaborate on a regular consistent basis. During this time teachers were able to look at student data, create new assessments, and lesson plan together.
Ninilchik School	Using the early release days to work together identifying ways to increase self reflection among students.e
District Office	Collaboration during meetings on various subject with breakout groups divided by specialty and special needs provided.

SCHOOL	DESCRIPTION
District Office	El coaches observed and provided feedback to collaborative teams and helped administrators learn how to support PLC teams effectively. They also helped teacher leaders problem-solve situations in the PLCs they lead.
Seward Middle School	In-Service activities that encourage discussion and feedback
District Office	As school psychologists, we have worked toward using reliable and valid assessment practices.
Soldotna Montessori Charter School	Teachers were able to collaborate on a variety of occasions. Planned PLC time within the school day 2 days a week. 2 times a month after school for our math continuum work and Montessori materials training and once a month for a 1/2 day to collaborate on a team goal.
Kenai Alternative School	Time spent together allows the staff to talk about professional development and student achievement. With the hustle of the average, teachers do not have enough time to cover the finer details needed to help our students or look at personalized learning.
District Office	We assign specific roles during our collaboration as well as detailed agenda/expectation discussion in order to meet teacher needs. Developed a shared file for the group in order to effectively disseminate collaboration notes as well as a place for the teachers to continue sharing throughout the year.
William H. Seward Elementary School	My teachers meet during the week for collaboration, and after school on their time to work on various items and coordinate things.
Tebughna School	We use at least one hour of every inservice to collaborate on what we are working on as a team.
Nikiski Middle-High School	Our school has a culture of Ed Camps at all levels. When we were not engaging in PL training, staff led Ed Camps took place and allowed teachers to collaborate with their colleagues on issues that directly impacted the school and their classrooms. Many times these Ed Camp sessions revolved around PL strategies, technology integration, or sharing of best practices.
Nanwalek School	Collaboration was achieved not only within our school, but within the region of Port Graham/Nanwalek, and was highly successful

2.6 Communication

SCHOOL	DESCRIPTION
Chapman School	Teachers communicated with parents with more intentionality by logging their communications and the types each were.
Redoubt Elementary School	Parent communication has taken on several changes both at the individual classroom level and school level with the use of weekly newsletters, phone calls, emails, and Class Dojo
District Office	New SLP and SLPAs (studying to become SLPs) visited sites integral to self-improvement of key special needs skills (INS classroom therapy, social groups, etc.)
Seward Middle School	In-Service activities to discuss with colleagues and parents; using various forms of communication (online activities, surveys, Canvas, one-on-one)
Tebughna School	We are constantly in communication. We have a short staff meeting every morning and a full one at least once a week.
Kenai Middle School	KMS realizes that communication is key and puts a focus on our efforts.

3.0 COMMUNITY AND FAMILY ENGAGEMENT

3.1 Parent and family engagement

SCHOOL	DESCRIPTION
Redoubt Elementary School	This year Redoubt conducted 6 different families nights ranging from Math and Science to the Love of Reading.
Ninilchik School	Using our PBIS model addressing being respectful-- integrating into our family activities and working with NTC.
District Office	Community SLP came in and discussed pros and cons of working with district SLPs when her own child received services.
Aurora Borealis Charter School	We utilized our new Parent-Teacher Committee (PTC) this year to allow parents a new avenue to volunteer and help improve the quality of our school.
District Office	Shared resources and ideas during collaboration regarding effective/efficient family communication. Best ways to keep parents informed of student concerns and progress.
Tebughna School	We have parent and family engagement activities at least twice a month.
Kenai Middle School	This is an area that has been a focus of KMS and we feel we are exceeding in this area. We provide a multitude of activities that provide parent and family engagement.
Marathon School	We tried to encourage parents and guardians to visit and communicate with students. Open hours and flexible teacher schedule so the teacher was present during visitation hours. Calls and emails to parents about student progress, when appropriate.
Nanwalek School	Teacher collaboration was necessary to build the publication, as everyone (students and teachers) were part of the final product. This was not during in-services, but through networking for several months. Parents and community contributed photos and participated in student-led interviews/videos
Redoubt Elementary School	This year Redoubt conducted 6 different families nights ranging from Math and Science to the Love of Reading.

3.2 Direct communication strategy

SCHOOL	DESCRIPTION
District Office	As school psychologists, we have addressed how we share assessment results with families.
Tebughna School	We have Friday Focus (weekly newsletter), Monthly newsletters, Facebook, flyers up and info mailed or hand-carried home.
Nanwalek School	Our book directly shared with parents, community, and the broader educational world what our ConnectED experience has been, and demonstrates our collaborative work

3.3 Business partnerships

SCHOOL	DESCRIPTION
Kenai Alternative School	KAHS has a strong community support base. Often, we will use to time to help figure how we will host events that showcase and include our community partners. The extra time given has helped with this.
Tebughna School	We have six business partnerships who have been a tremendous asset to our engagement activities.

3.4 Public relationships

SCHOOL	DESCRIPTION
Tebughna School	We share information of upcoming activities to the public in every way possible.
Nanwalek School	We collaborated with the IRA Council, Nanwalek Site Based Council, and students/teachers to build communication about our project

3.5 Partnership Awareness

SCHOOL	DESCRIPTION
Tebughna School	The partnerships are completely aware of what we have as we continue to engage/invite them to participate.
Nanwalek School	This collaborative piece involved the partners of Apple, Project Grad, IRA Council, Nanwalek Site Based Council, KPBSD Leadership Team -- all met in October to see first draft and all gave encouragement to continue

3.6 Service learning

SCHOOL	DESCRIPTION
Soldotna Montessori Charter School	While not a stated focus, this continues to be a growing part of our school. Students are engaged in service learning throughout the year. Our community food pantry remained stocked and well used throughout the school year, students raised funds for various organizations with student run and created school stores, our intermediate students worked at the Food Bank, local preschool and the Heritage Place in our community outreach groups. one of our primary classes met monthly with the Heritage Place. Teachers used time at PLC meetings and a portion of their In-services/Early Release to plan for these experiences.
William H. Seward Elementary School	Here at Seward Elementary we raised \$740 for hurricane relief and we raised \$1040 for the Seward Bide Park in a Penny War. Parents and Volunteers are in the building all the time and for all special projects outside we have more than enough help. The community is wonderful.
Tebughna School	Service learning is very important to our school's emotional education. We help everywhere we can in our community and outside agencies.
Port Graham School	This was not as much of a focus at teacher collaborations, although all plans for the Eggs to Elders project were done collaboratively and with help from the community, so it was a broader group that worked on it during "other collaboration time."

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